

# Vaping: The EX Files



Examine

Grade 4: Explain

Grade 5: Examine

Grade 6: Expose

## LET'S EXAMINE VAPING

### STUDENT WORKBOOK

Name: \_\_\_\_\_

#### Living Vape Free

They say, "Just try," but I say no,  
I've got my strength, I let it show.  
No need for vapes with toxic haze,  
Just clear blue skies and brighter days

My heart is strong, my lungs are clear,  
No whispers filled with doubt or fear.  
I run, I laugh, I live vape-free,  
I choose the best of life for me.

So stand up tall, make choices wise,  
Don't let the haze block out your skies.  
Breathe easy, live bold, and you will see -  
The best life is always lived vape-free.

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#### Stanzas & Sketches

*In the space below, draw and colour a picture to reflect the message of this poem.*

# Welcome to Let's Examine Vaping!

Hi there!

Have you ever heard about vaping and wondered what it is? This workbook is here to help you learn all about it. We'll examine vaping to learn about the devices and liquids, and how vaping affects our bodies. You'll get to think, ask questions, and discover facts that will help you make healthy decisions for yourself and for your future. Let's get started on this journey together!



# WORKBOOK ACTIVITIES

1

Stanzas & Sketches  
(FRONT COVER)

2

Foul Play:  
The Truth About Vaping

3

Nicotine and Your Brain

4

Think First

5

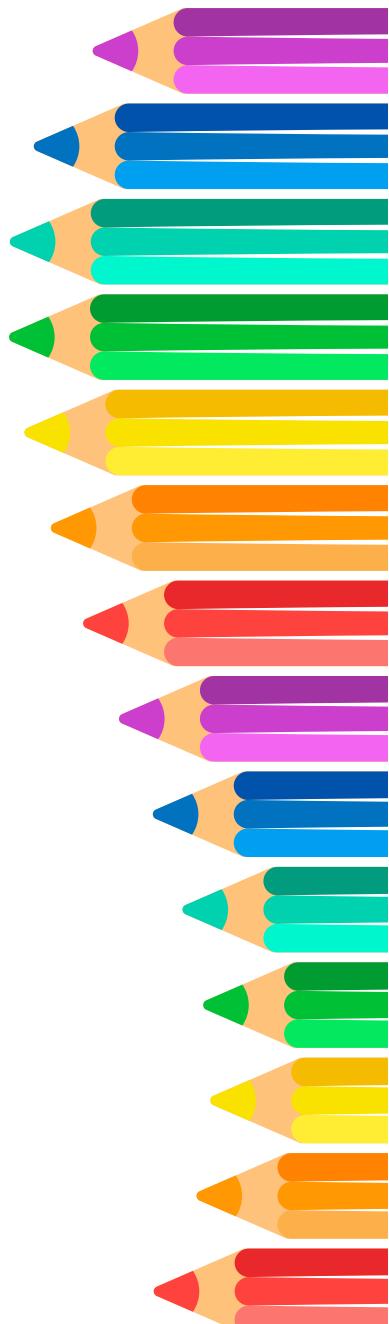
Vape Smarts

6

Vape Escapes

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Fresh Air, Fresh Colours



## Foul Play: The Truth About Vaping



Charlie, a ten-year-old boy, loved trying new things and going on adventures. One day, he saw some friends using something that looked like a pen but made a sweet-smelling cloud.

"What's that?" Charlie asked, curious.

"It's a vape," his friend said. "It's cool and tastes like candy! Here try it!"

Charlie kind of wanted to try it, but something felt wrong. He had to go to practice anyway, so he said "Maybe next time, I'm late for practice." As he walked along, he thought about the vape, and he remembered his teacher talking about how important it is to keep our bodies healthy.

He got to practice a little early and saw his coach. "Hey coach, I saw some kids vaping on my way here. What do you think about vaping?"

The coach sat down next to him with a serious look. "Vaping is not safe for kids. Most vapes have nicotine, which is an addictive drug, meaning that once you start using it, your brain will want to keep getting more of it. Nicotine can really hurt your brain especially while you are young and still growing. It might be harder to learn and remember things, and it can make you feel anxious, sad or stressed."

Charlie was surprised. "Really? I didn't know that!"

The coach realized that the whole team needed to know this. When everyone was ready for practice, he talked to all of them. He repeated what he told Charlie and said, "Vaping can hurt kids in many ways. The liquid inside the vape gets heated to make an aerosol that people breathe in – it's not just harmless water. That aerosol has tiny particles that go deep into your lungs and can make you sick. Chemicals are used to make the flavours and these can damage your lungs too. The nicotine makes your heart work harder. As athletes, you need your lungs and heart to be strong and healthy. Vaping is definitely not good for you!"

"Wow," Charlie thought. "This is pretty serious. I should tell my sister. She's in gymnastics and plays the clarinet. She needs healthy lungs too."

The coach left and the team started talking. They all decided that vaping wasn't as cool as they thought it was. Together, they all agreed to stay away from vaping so that their team would be strong and healthy, and everyone could play their best. Afterall, a tournament was coming up!

After reading the story "Foul Play: The Truth about Vaping" complete this 3-2-1 chart

### 3 things I know about vaping

I know....

I also know that...

One more thing I know...

### 2 Drawings or Pictures that go with the story...

### 1 Question I have is...

One question I have about vaping is...

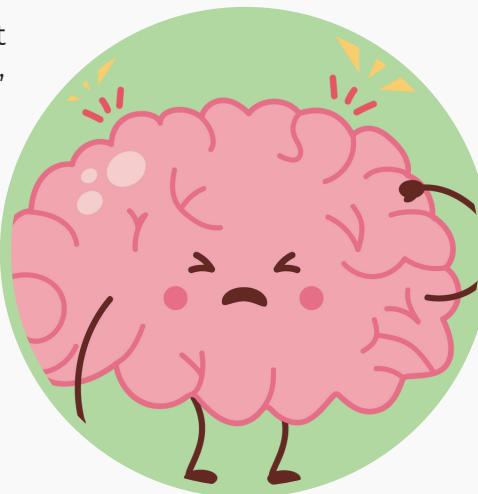
## Nicotine and Your Brain

Nicotine has harmful effects on your brain.  
Some changes may be permanent.

Using nicotine can harm the parts of your brain that control attention, learning, memory.

Nicotine can cause mood swings.

Nicotine can cause headaches.



Nicotine affects your decision making, so you may act differently and say things you didn't mean to.

Nicotine can cause you to feel stressed and anxious.

Nicotine can make it difficult to sleep well.

Nicotine is an addictive drug.  
This means that once you start using nicotine, it can be hard to stop.

## Decode the Cryptogram to find a hidden message

In the coded message below, each letter is represented by a number. As you figure out the code, add the letter everywhere it occurs in the puzzle, and the message will start to reveal itself. *Hint - start with short words.*

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
	22		4	7		11	18	21		14		8			25				24		20				

## Think First

Every day we make choices that can affect our health, safety and future. In the situations below, think about the risks and options for healthy choices.

Marley's friends come to her house and invite her on a bike ride through the trails. No one is wearing a helmet, but Marley has been told that she must wear hers every time.

1) Why should bike riders wear a helmet?



2) What can Marley say or do to make a healthy choice?

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Jordan meets friends at the playground. Matty comes with a vape pen that belongs to her older brother. Matty says that everyone should try it today to see what it is like.

1) What is dangerous about using a vape belonging to someone else?



2) What can Jordan say or do to make a healthy choice?

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Max is playing at a Sam's house, but develops a headache. Sam goes to his mom's bathroom and brings back a pill, offering it to Max, saying it will make him feel better.

1) What is dangerous about taking pills or medicine belonging to other people?



2) What can Max say or do to make a healthy choice?

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## Vape Smarts



Match the terms to the correct definition

Vaping

The common term for the aerosol that vaping devices make by heating up the e-liquid. It contains nicotine, chemicals and very tiny, particles that are breathed into the lungs.

Vaping device

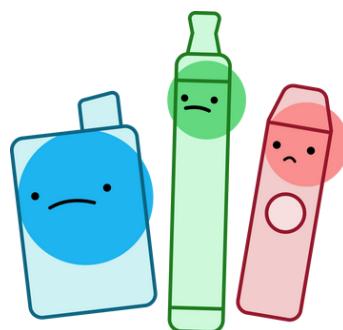
The action of breathing in an aerosol created by a vape device by heating a liquid and then breathing that aerosol out.

Vaping liquid

Sometimes called an e-cigarette. It uses a battery to heat up a vaping liquid into an aerosol that is breathed into your lungs.

Vapour

This is also called e-liquid. It typically contains water, nicotine and other chemicals. It can also contain chemicals that add flavors to the liquid.



## Vape Smarts

Using information you have learned from the game you played, the readings and diagrams in your workbook, answer the following questions.

- 1. How can vape aerosol hurt people who are vaping and the people around them who are not vaping? (choose all that apply)**
  - a. Improved hydration
  - b. Trouble breathing
  - c. Nausea
  - d. Losing teeth
  - e. Headaches
  - f. Feeling hungry
  - g. Coughing
  - h. Itchy eyes
- 2. How does vaping affect mental health?**
  - a. It can cause stress, anxiety, and mood problems
  - b. It makes people happy all the time
  - c. It helps people sleep better
  - d. It has no effect on emotions
- 3. Most vaping liquids contain nicotine.**

**True or false?**

  - a. True
  - b. False
- 4. What are 2 ways vaping can affect you?**
  - a. It can boost your mood
  - b. It can help you concentrate
  - c. It can damage your lungs
  - d. It can make it harder to learn
- 5. Why is nicotine harmful?**
  - a. It can change your brain
  - b. It slows your heart rate
  - c. It makes you feel alert
  - d. It is a medication
- 6. What can vaping do to your heart?**
  - a. Enlarge your heart muscle
  - b. Weaken your pulse
  - c. Increase heart rate and blood pressure
  - d. Decrease your heart's pumping strength.

On the following pages there are six scenarios that portray a real life situation involving a vape. In small groups of three, select a scene to act out for the class.

A script is provided as a guide, you may elaborate on it to make it real and personal. Have fun with the scenarios to make it as realistic as possible.

After each scene is presented to the class

- 1) identify what refusal tactic was used
- 2) suggest an alternate tactic that would also be effective.



Refusal Tactic	How to use this tactic
Say "NO THANKS"	Say no politely BUT use a strong and assertive tone of voice. • Ask the person offering substances to quit offering. • Do NOT feel guilty for refusing drugs and Do NOT look away. • Look at them in the eyes, be firm and appear confident. • The more determined you are the less likely someone will try to challenge you.
Give a Reason, Fact, or Excuse	<p>Use an excuse that gets you away from the person or situation. Practice a few so that you won't hesitate and will sound confident:</p> <p>"My mom just called, sorry I have to go something happened at home."</p> <p>"I forgot I have doctor's appointment this afternoon, sorry I have to go."</p> <p>"I already lost my phone privileges, if my parents find me doing this stuff I won't be able to go anywhere for a month!"</p>
Use Humor to laugh it off	<p>When offered to do or try something you don't want find a joke that can help excuse you from the situation.</p> <p>"No thanks, I don't want to look like an exhaust pipe!"</p>

<b>Refusal Tactic</b>	<b>How to use this strategy</b>
Walk Away	<p>A very effective refusal skill is to walk away. Leaving the situation sends a powerful message to those who try to push you into something you do not want to do or try. For some people it does not make a difference the amount of explaining or excuses you make, they just do not understand your situation. Therefore, you are better off just walking away.</p>
Change the Subject or Suggest an Alternative	<p>Try to change the focus and offer an alternative activity:      "We could go and get something to eat instead."      "Nah. Let's go and play ball instead."      "I'm hungry, lets go and get a snack at my house."</p>
Broken Record or Repeated Refusal	<p>Keep saying "NO" over and over again.      It may buy you some time to use another refusal skill or the other person might get annoyed</p>
Cold Shoulder or Ignoring	<p>Avoid directly confronting the person. Turn your shoulder and talk to someone else or just ignore them like you don't hear them.</p>
Avoid the Situation	<p>Common sense tells you the places and times where there may be problems with peer pressure. Avoid these situations when you can.</p>
Safety in Numbers • Bring a friend	<p>It is easier to say no as a group. You and your friend can watch each other's back. If you surround yourself with friends that make good choices then you will too.</p>
Have an Escape Plan	<p>Having an escape plan is perhaps the single best second option when attending a social event. An escape plan allows young people to try new things and attend places that might not be comfortable, but also gives them the security that there is a way out.</p> <p>Texting a code word: this is a strategy you arrange with your parents, trusted adult or friend. If you are stuck in a situation and need to get out of it you could text "X", or another code you have agreed on to them. This lets the adult know you need help. They can call you back and provide the excuse for you to leave the situation and arrange a safe ride home.</p>

## Peer Pressure and Refusal Skills - Acting & Learning

### **Scenario: Peer Pressure at Recess**

Characters: Jake - A confident student, willing to challenge the rules

Liam - A thoughtful and responsible friend

Silas - A no-nonsense, practical student

(The scene takes place behind the school during recess. Jake pulls a vape out of his backpack and shows it to Liam and Mia.)

Jake: Hey, check this out! My cousin left this at my house. It's a vape. Wanna try?

Liam: Whoa, Jake, that's not a good idea. Those things are super bad for you.

Silas: Yeah, and they're illegal for kids. You could get in serious trouble.

Jake: Come on, it's not a big deal. Everyone's doing it. Just one puff?

Liam: No way. I don't want my lungs messed up. Plus, I heard those things can explode sometimes.

Silas: And they turn into toxic waste when people throw them away. Do you really want to be breathing in something that's basically trash?

Jake: I mean... I never thought about it like that.

Liam: Just ditch it, man. It's not worth it.

Silas: Yeah, let's go play basketball instead. Way cooler than that thing.

(Jake hesitates, then stuffs the vape back in his backpack and follows them to the court.)

End Scene.



### **Scenario: Pressure on the Soccer Field**

Characters: Sam - A competitive and athletic soccer player

Jordan - A friendly but easily influenced teammate

Alex - A confident and responsible friend

(The scene takes place after a soccer game. They are sitting on the bleachers, cooling down and chatting.)

Jordan: (pulls a vape out of a gym bag) Ugh, that game was intense. You guys wanna try this? It helps you relax. My cousin gave it to me.

Sam: Wait, is that a vape? Jordan, seriously? That stuff is so bad for you.

Alex: Yeah, it can really mess with your breathing. You're our best runner, do you really wanna risk your speed and stamina for a vape? It's nicotine and chemicals in a pretty stick. You don't need it.

Jordan: I'm not gonna do it all the time. Just a little, you know? Plus, some of the older soccer players are using these.

Sam: So what? We're better than that. I need my lungs for soccer, and so do you.

Alex: And it's gonna cost you. You're saving for a new phone right?

Jordan: I never really thought about that.

Sam: You're already awesome without it. Let's go celebrate our win with smoothies instead.

Alex: Yeah, way better than inhaling a bunch of chemicals.

(Jordan looks at the vape one last time, then tosses it in a nearby trash can and follows Sam and Alex.)

End Scene.



## Peer Pressure and Refusal Skills - Acting & Learning

### **Scenario: After the Big Test**

Characters: Emma – Feeling stressed about the test

Sophie – A supportive and responsible friend

Lena – A classmate who offers a vape

(The scene takes place outside the school, near the bike rack. Emma is pacing, looking worried, while Sophie sits on the bench.)

Emma: Ugh, that test was the worst. I totally blanked on the last question. I'm gonna fail for sure.

Sophie: No way. You studied so hard. I bet you did better than you think.

Lena: If you're stressed, this helps (pulls out a vape). My brother lets me use it sometimes. It chills you out.

Emma: ahhh... I mean... I am super stressed...

Sophie: Emma, no. That stuff doesn't actually help stress—it just makes things worse later.

Lena: It's just a little puff, a little lift. Don't go making a big deal over it.

Sophie: Look, vaping is a big deal. The nicotine in it messes up your brain, and it can make stress worse when it wears off. It's addictive so you're better off never starting that stuff.

Emma: I guess I don't wanna depend on something like that every time I freak out.

Sophie: Exactly! Come on, let's go to my Nan's house, she always make us a lunch. That'll help way more.

Lena: Fine, whatever. A lunch sounds good..will there be tea?

(Lena stuffs the vape back in her pocket, and the girls head off, laughing as they walk.)

End Scene.



## Peer Pressure and Refusal Skills - Acting & Learning

### **Scenario: Peer Pressure at the Party**

Characters: Maya – The birthday girl, excited but cautious

Zoe – A friend who is vaping and tries to convince Maya to try

Tessa – Another friend who is vaping and joins in the pressure

(The scene takes place in the backyard during Maya's birthday party. Music is playing, and kids are chatting. Zoe and Tessa stand near the fence, each holding a vape. Maya walks over to them.)

Zoe: Awesome party, Maya. Hey you can celebrate with a puff of this birthday cake flavoured vape!

Tessa: Yeah, it's perfect for your birthday! One puff won't hurt. It makes everything feel more chill.

Maya: Uhh, no thanks. That stuff smells weird.

Zoe: Come on, I have other flavours you can try. How about tropical breeze? Don't be lame. Everyone else is doing it.

Tessa: Yeah, just one puff. No big deal.

Maya: Actually, it is a big deal. That stuff is super addictive. I don't want to mess up my body just because it's my birthday.

Zoe: You're overthinking it. I'm not surprised...

Maya: Am I, though? Those things have chemicals they don't even tell you about. Plus, what happens when you throw them away? They just sit there, polluting everything. No thanks.

Tessa: Whatever. Your loss.

Maya: Nah, your loss. I'd rather enjoy my party and my real cake without worrying about that stuff.

(Maya walks away to join the rest of the party, leaving Zoe and Tessa standing there. They glance at each other, looking unsure.)

End Scene.



## Peer Pressure and Refusal Skills - Acting & Learning

### **Scenario: The Joke's on You**

Characters:

Tyler – A class clown who loves teasing others

Nate – A friend who vapes and wants others to join in

Eli – The target of peer pressure, but confident in refusing

(The scene takes place after school near the basketball court. Tyler and Nate are standing together, vaping, when Eli walks up with his backpack.)

Tyler: (grinning) Heyyy, look who finally showed up! You ready to join the cool kids, Eli?

Nate: (holding out a vape) Yeah, come on, just try it. It's not like one puff is gonna kill you.

Eli: (laughs) Oh wow, you're right—I'll totally become cool in one puff. Is that how it works? Do I also get sunglasses and a theme song?

Tyler: (laughing) Hey Man, I'm just trying to be nice, to include you here. And by the way this is harmless, nothing like a cigarette...it's totally different. You scared of a little vape?

Eli: (grinning) Yeah, terrified... of looking as ridiculous as you two puffing on that thing. You guys start with a vape today and in a while you won't be able to put that thing down.

Nate: (rolling his eyes) Whatever, dude. You're missing out.

Eli: Yeah, I'll survive. You guys enjoy your fog machine—I'm gonna go play basketball with actual air in my lungs. Later!

(Eli casually waves and walks away toward the court, leaving Tyler and Nate looking at each other, unsure how to respond.)

End Scene.



## Peer Pressure and Refusal Skills - Acting & Learning

### **Scenario: A Firm No**

Characters:

Jasmine – A confident and determined student

Olivia – A friend who is experimenting with vaping

Bella – Another friend who is unsure but influenced by Olivia

(The scene takes place in the school bathroom during lunch. Olivia pulls out a vape and takes a puff while Bella watches. Jasmine walks in and sees them.)

Olivia: (grinning) Hey, Jasmine! You and Bella looked super nervous during that presentation you just did in front of the class. Here, you can use my vape to take the edge off. It really helps with stress.

Bella: (hesitant) Hmm... It would be nice to try it, and I could use something to calm my nerves right about now.

Jasmine: (shaking her head) Nope. I don't vape.

Olivia: (rolling her eyes) Come on, don't be so serious. It's not like a puff or two will hurt you.

Jasmine: (firmly) I said no. I don't need that junk in my body.

Bella: (shrugging) I haven't tried it before but my cousin vapes all the time, and she's fine. How bad could it be?

Jasmine: (crossing her arms) People think it's harmless until it messes them up. No thanks.

Olivia: (laughs) Alright, alright. Chill. I was just being nice with the offer.

Jasmine: (smiling) I am chill—without that thing. Anyway, I'm heading to lunch. Bella, you coming?

(Bella glances at Olivia, then nods and follows Jasmine out, leaving Olivia standing alone.)

End Scene.



## Fresh Air, Fresh Colours!

Read the poem and colour the pictures.  
Take deep breaths every time you use a new colour.

Step outside,  
inhale it deep,  
Crisp and clean,  
a breath to keep.  
Leaves are dancing,  
skies so wide,  
Nature whispers,  
"I'm your guide."



Cool and pure,  
the air flows free,  
Fill your lungs with  
energy.  
Take it in,  
let worries fade,  
Breathe fresh air—  
be unafraid.