



# Vaping is a Health Hazard! What Can You Do to Protect Your Kids? (Part 1)

October 6, 2020 11:30 am

**ACTION** FOR  
HEALTHY  
KIDS 

# Presenters



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# Logistics

- Use phone or computer speakers.
- Attendees are muted.
- Submit your questions.
- Webinar is being recorded.
- Webinar link & slides sent following the webinar.



# Who are we?

AFHK's mission is to mobilize family-school partnerships to prepare kids to be healthy in body and mind to achieve our vision: Healthy Kids. Better World.

AFHK addresses the root causes of the child health crisis by ensuring that children, particularly in underserved communities, are supported with the three foundations of lifelong health:

- Optimal nutrition and physical activity,
- Safe, supportive environments, and
- Stable and nurturing adult-child relationships.<sup>1</sup>



1. Center on the Developing Child at Harvard University (2010). The Foundations of Lifelong Health Are Built in Early Childhood. <http://www.developingchild.harvard.edu>






# Action for Healthy Kids Resources


- Grants to support Physical Activity, Good Nutrition and Social Emotional Health
- Website with COVID-19 Resources
- Webinars and Training Opportunities
- Tip Sheets

Here are resources collected from trusted partners for both parents and educators regarding the transition to home schooling.  
(For CDC information on COVID-19, [click here.](#))




**Grants & Support for Schools & Families**

[Learn more](#)



**Healthy Activities to Do at Home**

[See activities](#)



**Virtual Learning Tips**

[Get resources](#)

**Healthy Fundraisers**  
Promote Family Health and Well-Being  
Fundraising events and activities that don't involve selling food for immediate consumption provide schools with a powerful opportunity to send consistent, positive health messages, enhance classroom lessons and promote healthy living to students and families. Traditional fundraisers often focus on selling low-nutrition foods, which put student health and performance in jeopardy. Why not promote healthy eating or physical activity and raise money for your school at the same time?

**Selling Food for Immediate Consumption**  
Fundraisers that involve the sale of foods and beverages intended for immediate consumption during the school day (such as school stores or vending machines) must meet the USDA's Smart Snacks in School Rule. Even though foods and beverages sold outside of the official school day (such as beverages sold outside of the official school day) are exempt from these federal standards, encouraging healthier options at these community events sends a strong, positive message about how student health is valued. For ideas, download [Healthy Fundraising: Food Sales During and After School at ActionforHealthyKids.org/Fundraising/Food Sales](#).

**Are Healthy Fundraisers Profitable?**  
Many non-food and healthy-food fundraisers generate profits for schools equal to or greater than profits from fundraisers selling low-nutrition foods.

**Sample Profits — Healthy Fundraisers\***  
\$1,000: A school with 1,000 water bottles with the names/ages of 5 local business sponsors  
\$4,500: A walk-a-thon with 100 student, parent and family members each raising \$10 in sponsorship  
\$9,000: 110 families buy scratch cards with discounts at local businesses  
\$30,000/year: 100 families belong to a grocery store loyalty program

**Fundraisers that Promote Healthy Eating**

- Fruit and vegetable boxes, baskets or bundles
- Healthy options and seasonings
- Cookbook of families healthy recipes
- Cookware and kitchen utensils
- Herb starter kits
- School seed stores
- Farmers markets
- Family nights at healthy restaurants

**Other Non-Food Fundraising Ideas**

- Car washes
- Game night, bingo night
- Auctions (live, silent or online)
- Cardbox, lotteries, raffles, greeting cards, stationary
- Plants, flowers, bulbs, seeds
- Discount card/coupon books
- Magazine subscriptions
- Recycling (old phones, printer cartridges)
- School spirit apparel and merchandise
- Multiple-themed decorations and giveaway
- Rent a special parking spot
- Parents sleep/night out — provide children with open gym and activities for kids so parents can holiday shop or have an evening out
- Community craft fairs or garage sales — solicit donated items to sell
- Raffle tickets with donated prizes and special items — Use a food use "VIP" awarded seat at a school concert

**Host a Healthy Halloween Celebration**  
Healthy celebrations and family events are great opportunities to promote a healthy lifestyle, provide a celebration of good physical activity or school achievement, and emphasize the importance of healthy foods.

**Eat Better at School**  
When possible, focus on fun rather than food. However, if you plan to incorporate food into your fundraiser, consider these tips and healthy snack ideas for these partying occasions:

**MINI MEALS**  
Create a fun Halloween-themed eating machine. Use colored sticks for arms, pretzels for legs, and marshmallows and skewers for a face. Be creative and make any partying choices healthy!

**SNACK IDEAS**  
Get creative with healthy and delicious snack options. Dip fruit (apples, grapes, kiwi, etc.) in nut butter and roll in crushed graham cracker crumbs.

**BEVERAGES**  
• Fruit and nut butter smoothies  
• Smoothies

**Healthy Education and Promotion Tip**  
• Educators can help promote healthy eating and physical activity by using their own and their students' energy. Learn about [Healthy Food Activities](#) from the [Healthy Food Activities](#) page.

**Learn all tips to make your healthy, active and ready to learn!**

**Every kid healthy, active and ready to learn**  
ActionforHealthyKids.org • 800 W. Van Buren St., Suite 720, Chicago, IL 60607 • 800.416.5136



# What We Do in Texas

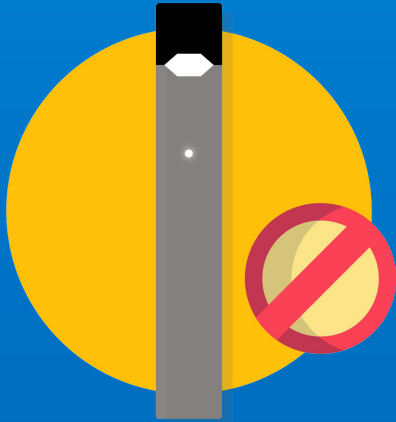
Supporting school wellness thru collaboration, grants, policy change and educational resources

- » Breakfast Grants
- » Wellness Policy Workshops
- » SHAC Workshops/Webinars
- » Every Kid Healthy Week
- » Annual Summit
- » Toolkits
- » Webinars
- » Support nutrition and physical activity policy through Partnership for Healthy Texas





# CATCH My Breath Vaping Prevention Program



State of the union of the youth vaping epidemic and introduction to an evidence-based prevention program

# Table of Contents

## PART 1

What are E-Cigarettes and Why Are They a Concern?

## PART 2

How did the problem get out of control so quickly?

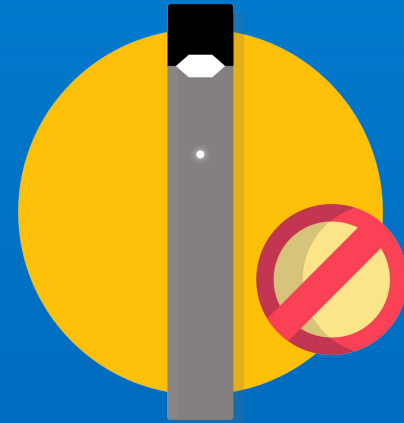
## PART 3

Program Components and Logistics



# What are E-Cigarettes and Why Are They a Concern?

An introduction to electronic  
nicotine delivery systems or ENDS

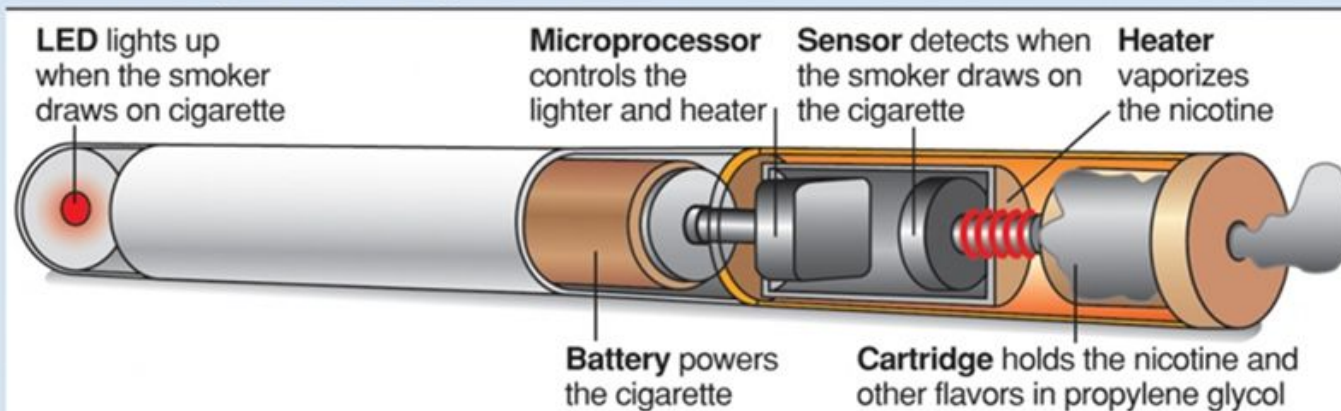


# Components Of E-cigarettes

- Battery
- Heater/Atomizer
- Cartridge/Tank
- Microprocessor

## How an electronic cigarette works

Smokeless cigarettes, or electronic cigarettes, do not burn tobacco directly. They deliver nicotine into an atomizing chamber, where it is heated and turned into a vapor. The vapor is drawn into the body in the same way as a regular cigarette is smoked:



Source: Various

Standard-Examiner



# The Evolution of E-cigarettes



Gen. 1



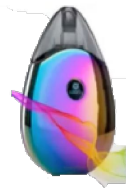
Gen. 2



Gen. 3



Gen. 4



Gen. 5

# E-juice: Sweet Flavors Abound

- 81% of kids who ever used tobacco products started with a flavored product.
- 99% of E-Cigarettes sold in 2015 contained nicotine.



E-liquid



Food product



# Limited Flavor Ban

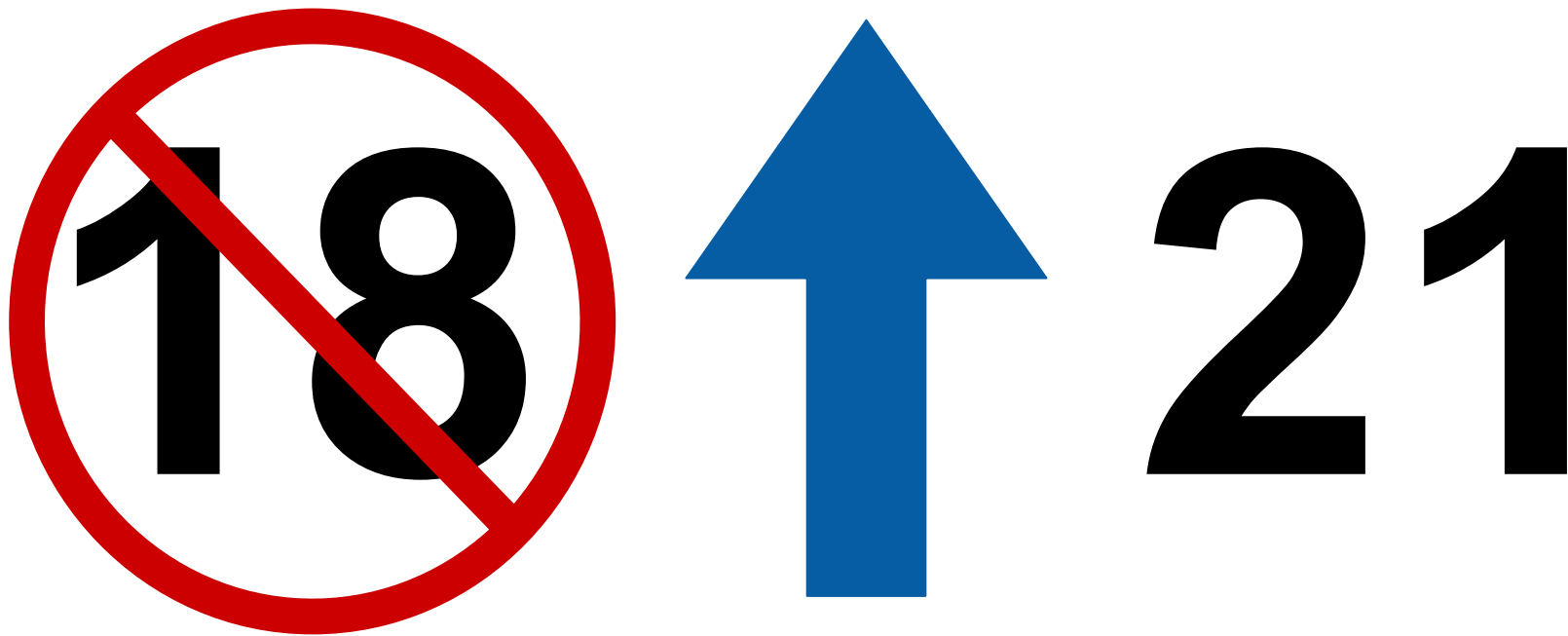


# Latest “Innovation”: Full Circle





# Tobacco 21



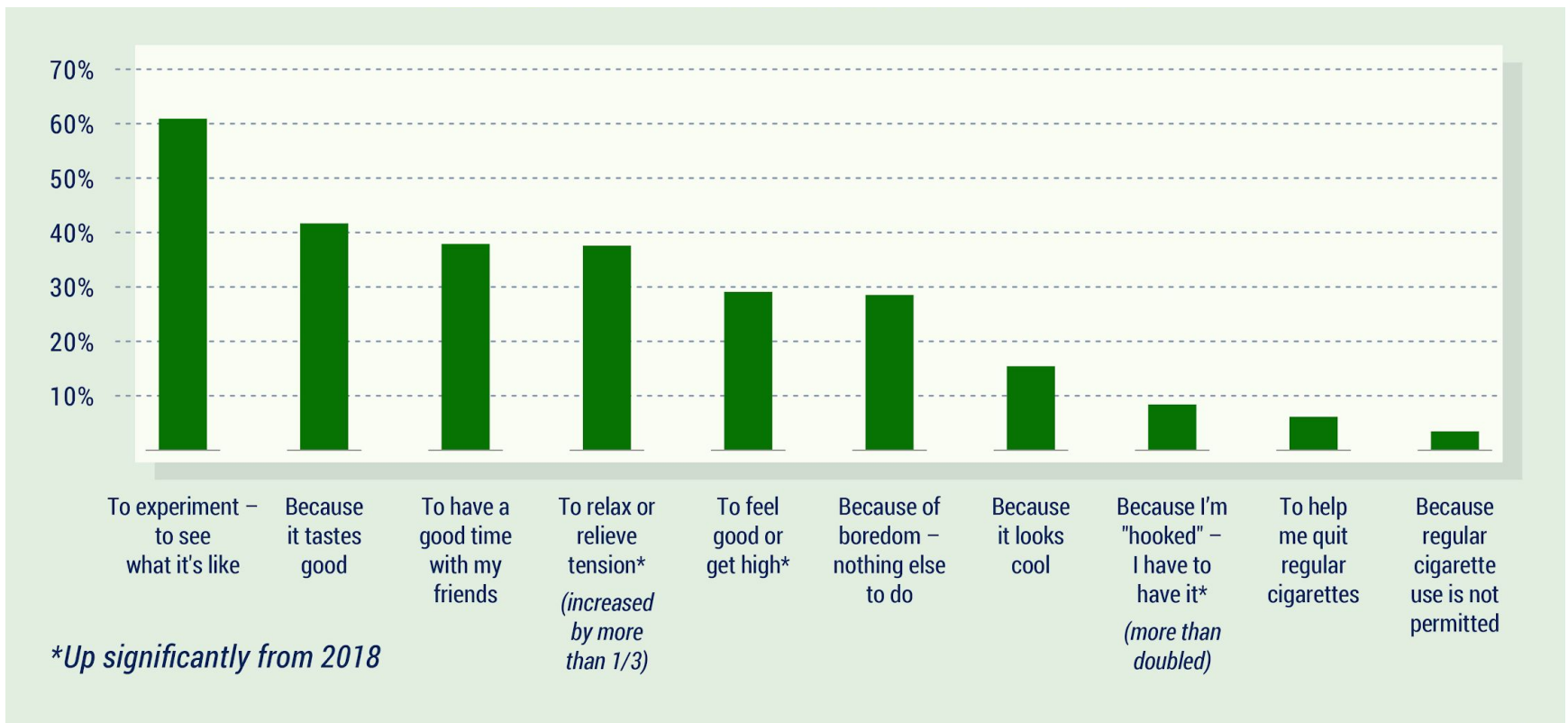
Must be 21 to buy ANY tobacco products including e-cigarettes

# An Unhealthy Habit

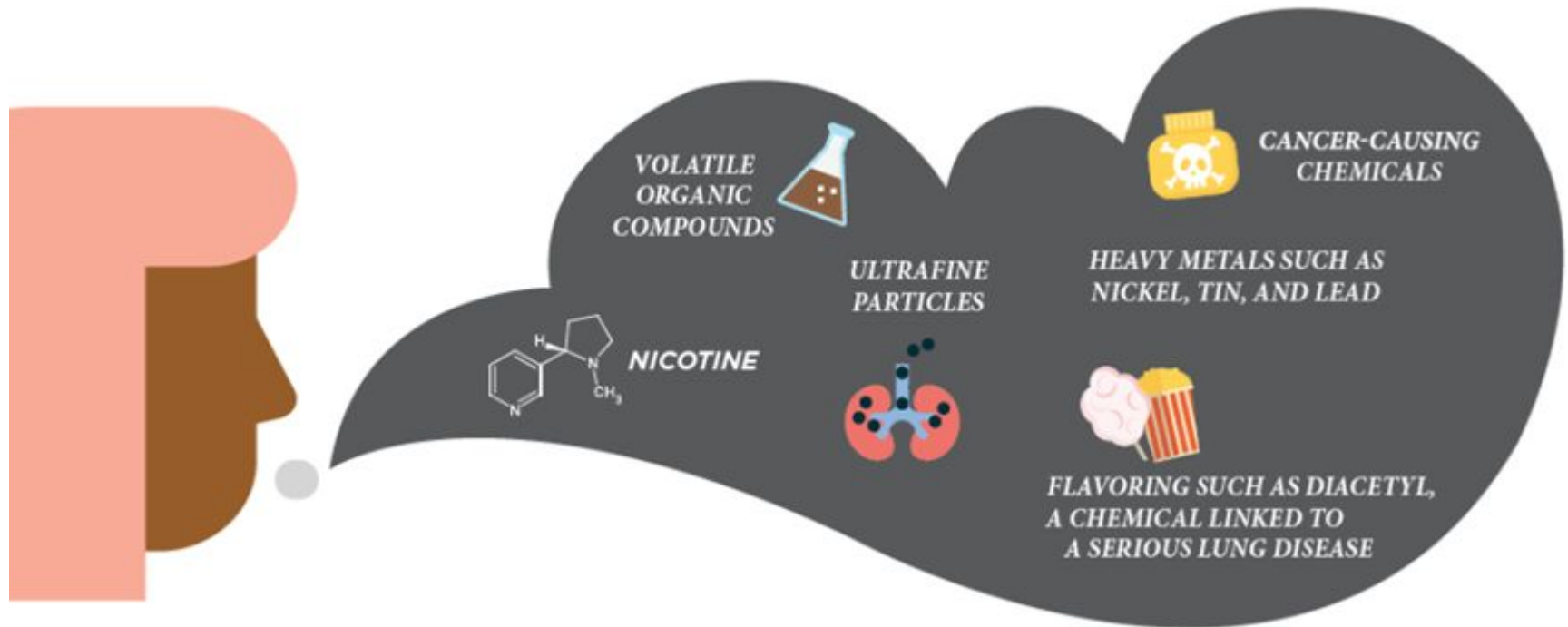
Most e-cigarettes contain *nicotine*, which is highly addictive and can *harm brain development*, which continues until about *age 25*.



# Reasons Why Teens Vape



# Not Safe For Young People





# The Guinea Pig Generation



## EVALI

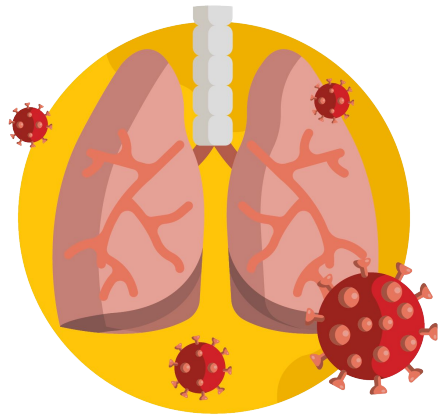
- Nearly 3,000 cases reported across the nation and two territories
- 68 deaths across 29 states & D.C.

## CDC Statement

*E-cigarettes or vaping products should never be used by **youth, young adults ...***

*There is **no safe tobacco product.** All tobacco products, including e-cigarettes, carry a risk.*

# Vaping, Lung Health, & Infectious Diseases



**Chest symptoms appear to occur over several days to several weeks:**

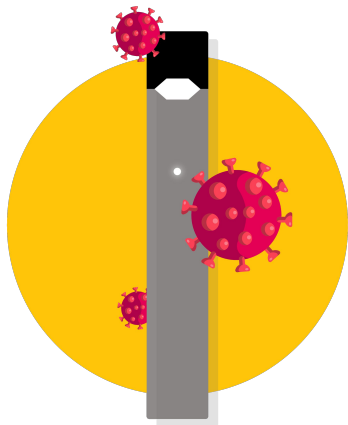
- Cough
- Chest pain
- Shortness of breath

**Abdominal symptoms preceding chest symptoms:**

- Nausea
- Vomiting
- Diarrhea

**Other symptoms:**

- Increased heart rate (tachycardia)
- Fever and/or chills
- Fatigue



# Signs A Teen May Be Vaping

- Behavioral changes
  - irritability, anxiety, prone to mood change, lack of impulse control
- Difficulty concentrating
  - Cognitive and performance impairment leading to poor grades
- Change in eating patterns
  - Leads to weight fluctuation
- Mouth sores
- Dry mouth
- Unexplained nosebleeds
- Sudden interest in burning scented candles or incense
- Sudden use of perfume/cologne

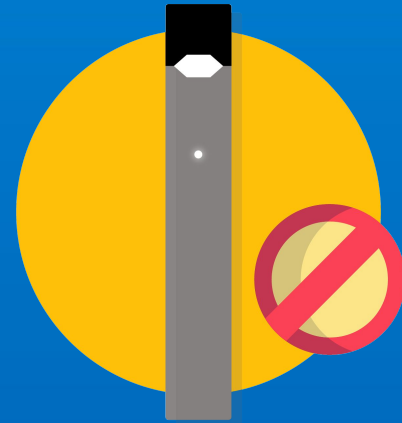
# How To Talk To Your Kids

- Before the talk
- Start the conversation
- Ask for Support
- Answer their questions
- Keep the conversation going
- Resources to help quit:
  - FDA-approved cessation products (1-800-QUIT NOW), a text-based program (text QUIT to 47848).
  - CDC, Youth Tobacco Prevention.  
[www.cdc.gov/tobacco/youth/index.htm](http://www.cdc.gov/tobacco/youth/index.htm).
  - Truth Initiative -  
<https://www.thetruth.com/articles/hot-topic/quit-vaping>

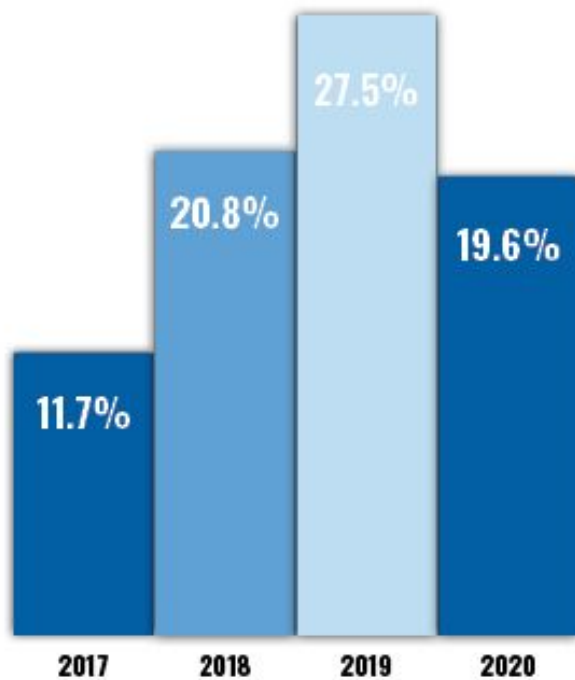


# How did the problem get out of control so quickly?

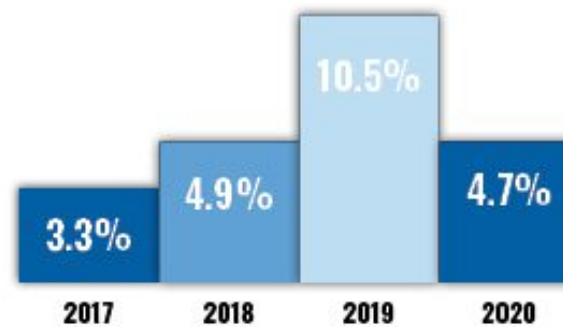
A continuous rise in youth ENDS use and its relation to knowledge and marketing



# The Youth Vaping Epidemic

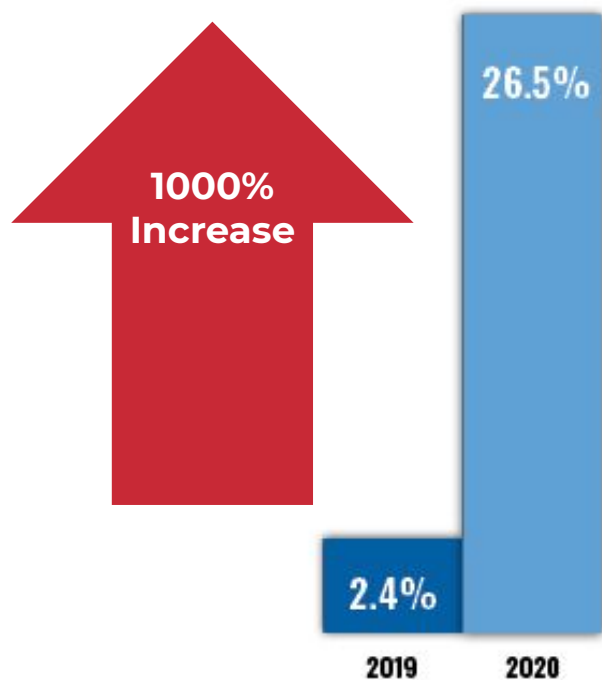


High School

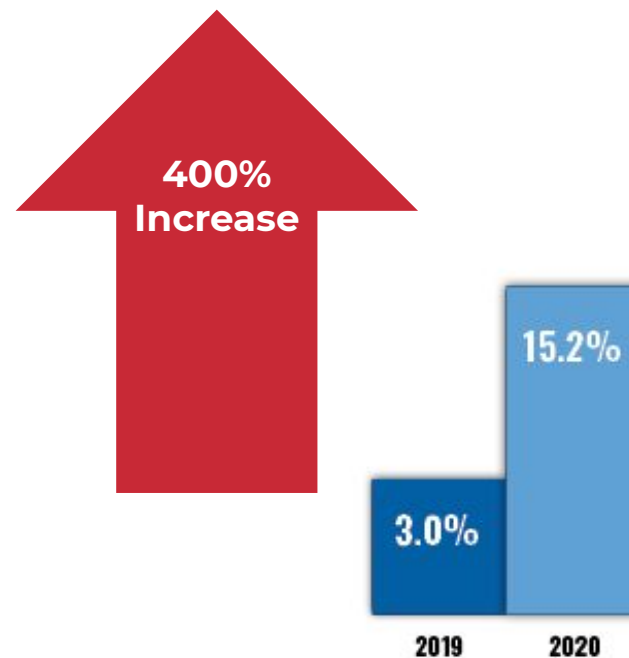


Middle School

# The Disposable Epidemic



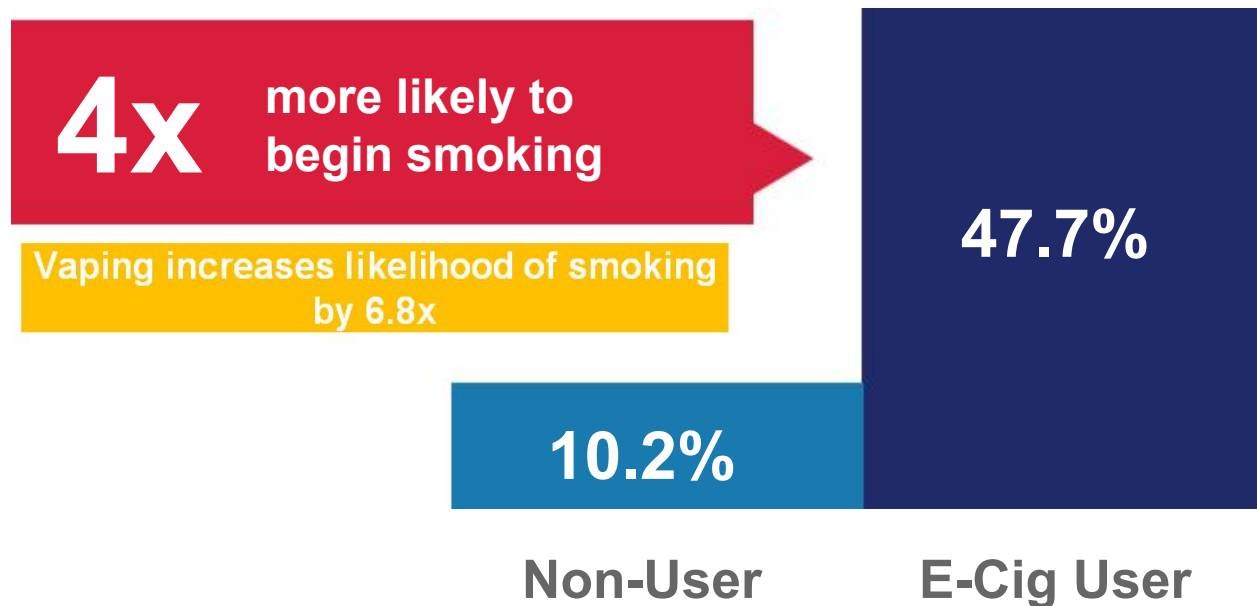
High School



Middle School

# Vaping: On-ramp To Smoking?

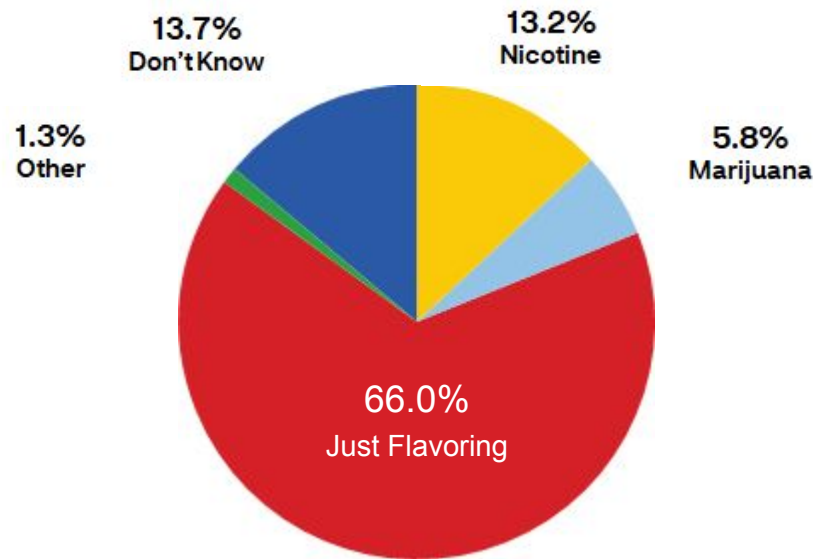
Start smoking within 18 months of beginning e-cigarette use





# Why The Increase? *Knowledge*

Limited knowledge leads to low perceived risk



***What do teens think is in their e-cigs?***

# Why The Increase? *Marketing*



**7 in 10**  
exposed to ads



58.4%



44.6%



26.2%

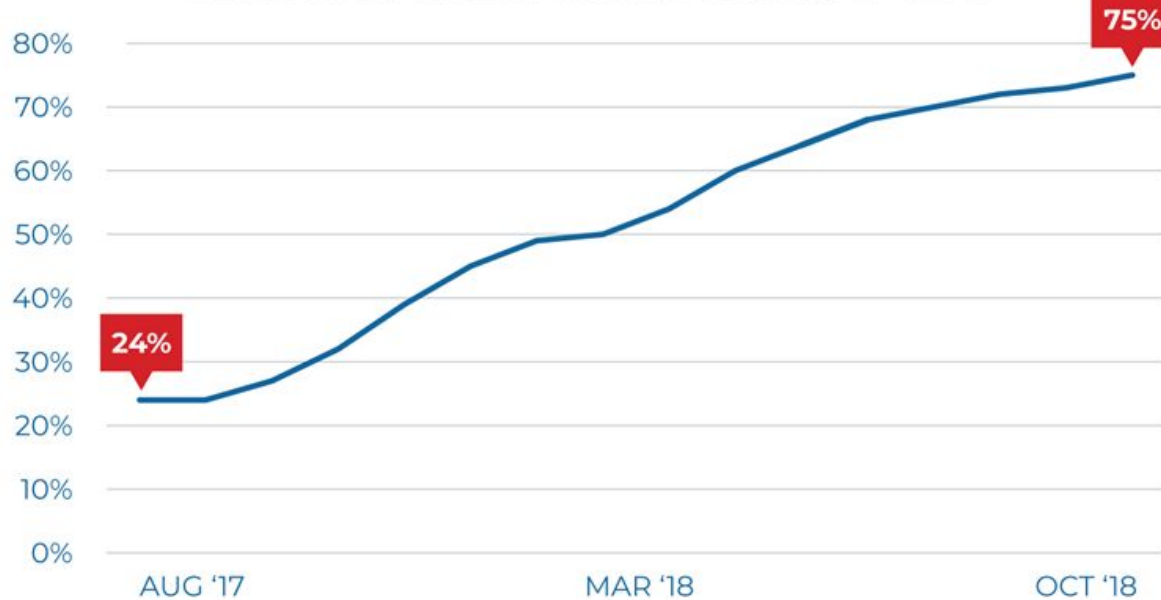


34.8%

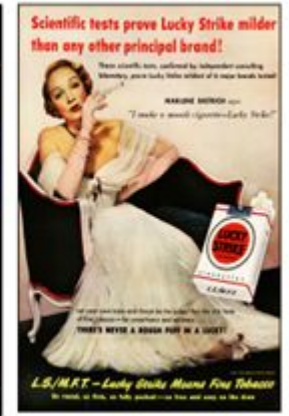
# JUUL's Advertising Strategy: Appeal To Youth

## JUUL SALES AS A PERCENTAGE OF ALL E-CIG SALES

Source: Nielson: Tobacco "All Channel" Data, Aug '17 - Oct '18



# The Same Playbook





# Retail Advertising



# Social Media Advertising



**“Spot the Vape”  
Advertising**



**Marketing exploiting the  
COVID-19 pandemic**



# Vaping Accessories

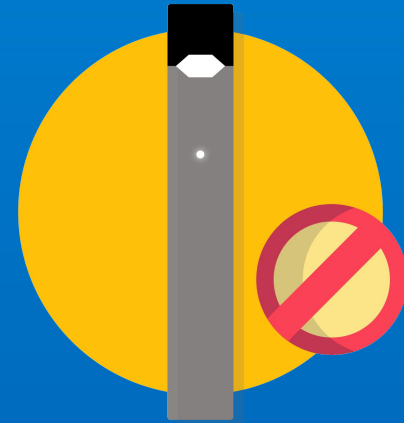


# Is That A Sharpie?



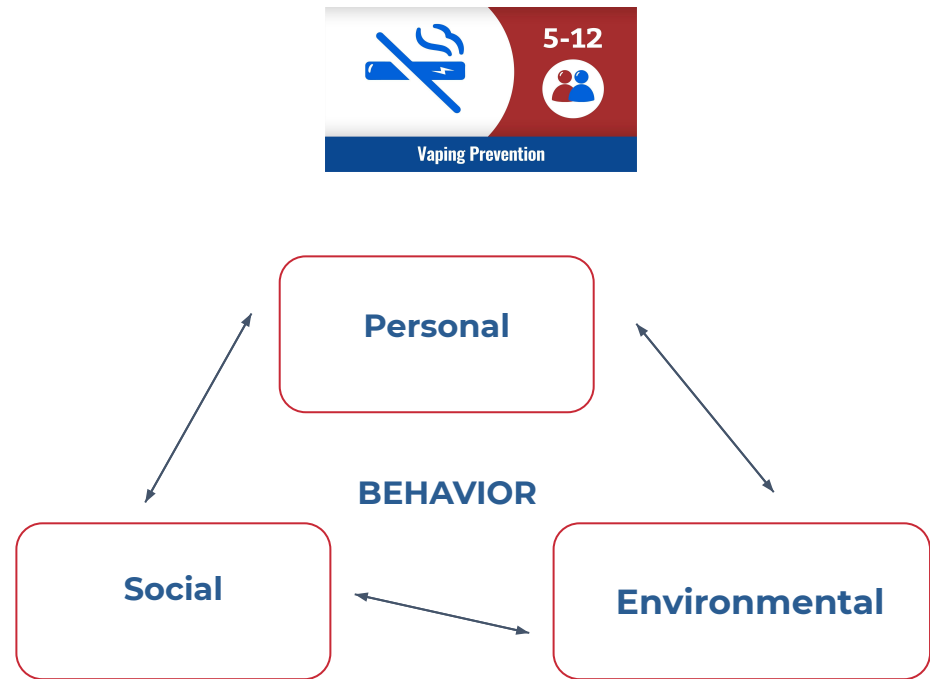
# CATCH My Breath program components and logistics

The first evidence-based youth  
vaping prevention program



# CATCH My Breath Summary

- A proven-effective nicotine vaping prevention program for grades 5-12 (ages 11-18)
- Based on Social Cognitive Theory
- Developed by Steven Kelder, PhD, MPH from UTHealth School of Public Health



# First Evidence-Based Program

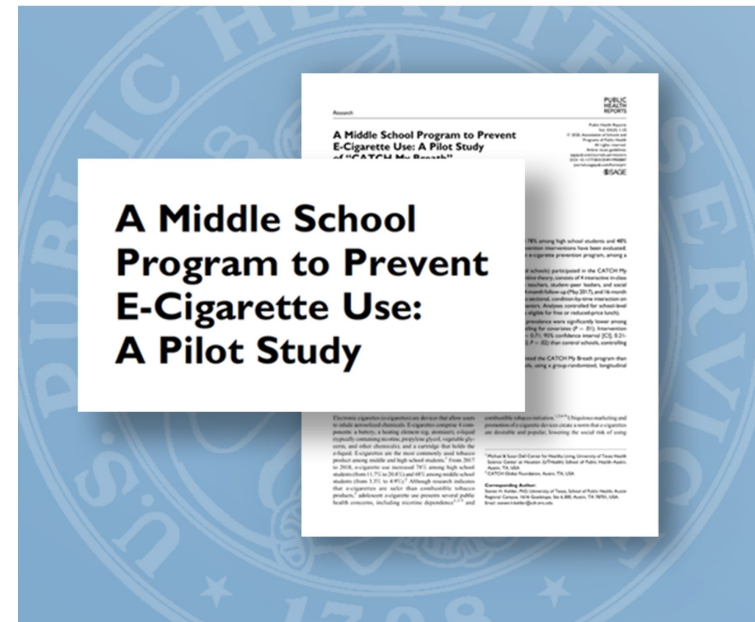
- January 2020 peer-reviewed study demonstrated program effectiveness.
- Published in Public Health Reports, official journal of the U.S. Surgeon General.



**PUBLIC HEALTH REPORTS**

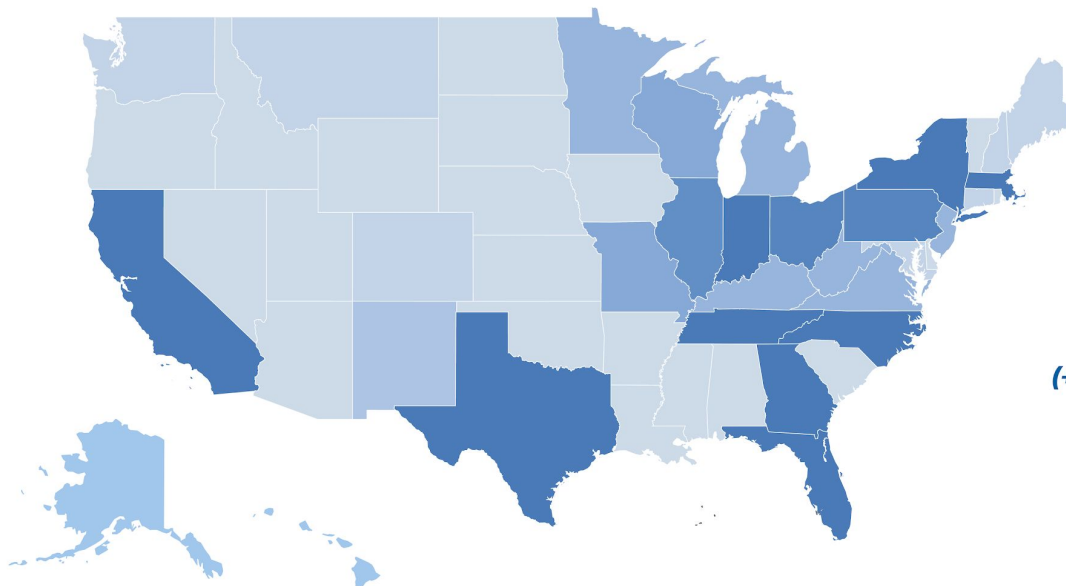
Official Journal of the Office of the US Surgeon General and the US Public Health Service

PUBLISHED SINCE 1878



# Program Reach

## Over 1,000,000 Students Reached



**50**  
STATES

(+15 countries outside U.S.)

**2,500+**  
SCHOOLS

# OF KIDS SERVED





# Program Impact / Outcomes



**192**  
Students  
in avg. 7<sup>th</sup> grade



**17**  
Will try e-cigarettes  
if we do nothing



**8**  
Would be prevented  
with CATCH My Breath



**153,600**  
Fewer 7<sup>th</sup> graders would try  
e-cigarettes this year if implemented  
in every public school



*Class size estimates based on National Center for Education Statistics (2009-2010)*

# Nationwide Reports of Youth Vaping

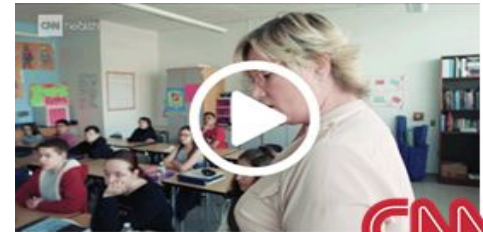


*Edutopia*

Schools Respond to the Rise of Student Vaping

*CNN*

JUUL and the vape debate: Choosing between smokers and teens



**CNN**

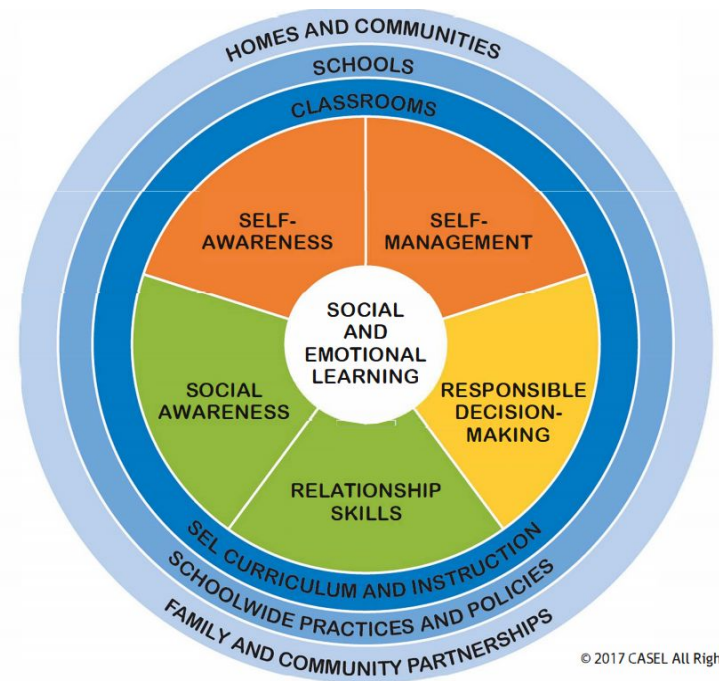


*CNBC*

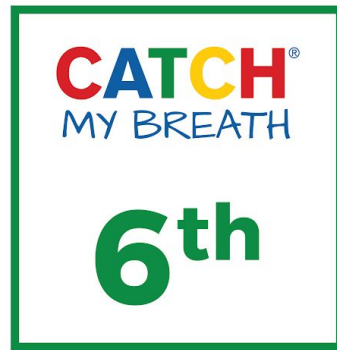
JUUL built an e-cigarette empire. Its popularity with teens threatens its future

# Standards Alignment

- National Health Education Standards
- Common Core Standards
- CASEL core competencies for social emotional learning



# Program Organization



## Program Length

- 4 Lessons X 35-40 minutes each
- 1 Lesson / week (recommended)

## Teacher Materials Include:

- Detailed teaching instructions
- Scripts
- PowerPoint Slides

# Peer-led Discussion Groups

## Central Pillar of CATCH My Breath

- Students elect peers to lead small groups through lessons
- Allows students address social pressures in their own voice
- Fosters discussion in their own voice in a safe environment
- Builds empathy for and awareness of others

# Educational Strategies

## **Active Peer-led Discussion**

- Peer facilitators elected by class
- Small group discussion and activities
  - Topics include social norms, mass media / advertising, goal setting

## **Other Strategies include**

- Rigor / Bloom's Taxonomy
- Guided notes
- Check for understanding (CFU)
- Criteria for success (CFS)
- Scaffolding



# Where Can I Teach It?



**CATCH**<sup>®</sup>  
MY BREATH



# Teacher Feedback



*"The lesson plans are written in a straightforward way which enables teachers to cover four lessons with very little prep. Another great feature of the CATCH curriculum is that as long as you have access to a copier, all materials are provided for you."*

*-Harriette S. Health & History Teacher, Wareham, Massachusetts*

# Student Feedback

CATCH MY BREATH

Handout 4

Session 4

Your Life. Your Choice.

What is your choice regarding E-cigarettes?

I choose to do it but after recent  
thoughts and ideas in this class have chosen  
to stop.

What are your reasons for your choice?

Safety concerns. Do not know long term effects

# Student Feedback

**“I didn’t know that vaping was so bad. A lot of people do it because other people do it. I would tell them to stop now that I know how bad it is.” – 8th grade student**

**“If you know what’s inside of them and it could be harmful then it’s easy to say no.” – 6th Grade Student**

**“Our [CATCH My Breath breakout] group thinks that people start vaping because they don’t know about the dangerous ingredients and if people knew they wouldn’t start.” – 7th Grade Student**

**“Now that I learned it’s really bad, I definitely will not do it.”  
– 6th Grade Student**

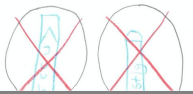
# Student Work

Don't Huff,  
Don't Puff,  
Don't Vape,  
That Stuff.

~~Wax~~ ~~Stuffs~~

Here is Why

- It includes nicotine which is addictive
- It will effect your brain and make you go crazy
- Even though the container says 0% nicotine, it does have nicotine




Don't Juul, It Won't  
MAKE U COOL!

same ruzg  
Not  
Drugs

Facts

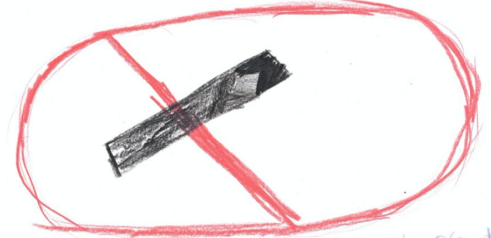
- Juuls contain highly addictive chemicals
- Teens are physically effected by juuls, more than a adult would be.
- The substance in juuls can cause



If you juul  
at vape...  
Se  
death

...You life is a  
candyland a death

DONT BE JUULING  
While You Schooling



- Using E cigarettes can stunt one's growth
- Did you know 1 juul pod is equal to 20 cigarettes?
- Even if the label says "Nicotine-Free" chances are there is still nicotine.



# Posters And Signage

**HOW WILL I...**

Make the soccer team... Get a date for the weekend... **AND** Adopt a baby otter??

**NOT** with these things...

Would you drink sewage if it was flavored like cherries? Didn't think so. #FruityFormaldehyde

**CATCH MY BREATH**  
STOP E-CIGARETTE NICOTINE TOBACCO FLAVOR

© 2014 CVS Health

**HOW WILL I...**

EARN GRADES good enough TO GET INTO WIZARDRY SCHOOL. WOULD YOU HAVE THE FLYING SKILLS?

**NOT** with these things.

Make E-cigs any better support? [STOP E-CIGS](#) the better choice.

**CATCH MY BREATH**  
STOP E-CIGARETTE NICOTINE TOBACCO FLAVOR

© 2014 CVS Health

**HOW WILL I...**

- Get the new iPhone
- Avoid summer school
- Get Selena Gomez to follow me on Instagram

**NOT** with these things.

The industry wants you to think that vaping is cool. Don't believe the hype. [Remember.org/stop](#)

**CATCH MY BREATH**  
STOP E-CIGARETTE NICOTINE TOBACCO FLAVOR

© 2014 CVS Health

**E-CIGS HAVE NICOTINE AND CHEMICALS?**

**SAY WHAAAAA?**

Remember E-cigarettes add **tasty flavoring to mask something gross**.

E-cigs contain harmful chemicals as well as nicotine to get you hooked.

**CATCH MY BREATH**  
STOP E-CIGARETTE NICOTINE TOBACCO FLAVOR

© 2014 CVS Health

**E-CIGS UNDER AGE?**

**NO WAY DOG...**

What is that? Hanging out with your friends? What is that? Not Puffing? [STOP E-CIGS](#) the better choice.

**CATCH MY BREATH**  
STOP E-CIGARETTE NICOTINE TOBACCO FLAVOR

© 2014 CVS Health

**MY FACE WHEN I LEARN**

**E-CIG COMPANIES ARE TARGETING ME**

The industry wants to get you hooked. Remember.org/stop

**CATCH MY BREATH**  
STOP E-CIGARETTE NICOTINE TOBACCO FLAVOR

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# Evaluation Tools

**CATCH MY BREATH**  
YOUTH E-CIGARETTE PREVENTION PROGRAM

**CATCH My Breath Student Pre-Survey**

Student Assent

- In this survey you are being asked to answer questions about your knowledge with E-Cigarettes. The data from this survey will be used to help kids you
- This survey is anonymous. No one at school or at home will see your answers.**
- Taking part in this survey is up to you. Participating will not affect your grade or join any school activities.
- If you do not want to answer a question, you can skip it.
- You may stop taking part in this survey at any time.
- By completing this survey, you agree to take part in this survey.

1. Please complete the following:

School:

Grade:

Subject/Class:

Your Teacher's Name:

Today's Date:

**CATCH MY BREATH**

SESSION 1 OPTIONAL QUIZ

Quiz

- It's easier for teens to become addicted to nicotine because...
  - Their hearts are still developing
  - Their brains are still developing
  - Their stomachs are still developing
- One JUUL pod contains as much nicotine as a pack of cigarettes (about 200 puffs).
  - True
  - False
- Which of these chemicals are found in E-cigarettes?
  - Formaldehyde
  - Nicotine
  - Propylene glycol
  - All of these
- E-cigarettes produce water vapor.
  - True
  - False
- 99% of e-cigarettes, including JUUL, contain nicotine.
  - True
  - False

**CATCH MY BREATH**  
YOUTH E-CIGARETTE PREVENTION PROGRAM

**CATCH My Breath Teacher Survey**

The aim of the CATCH My Breath Teacher Survey is to assess teachers' opinions of the CATCH My Breath Program including its proposed applicability, compatibility, and effectiveness. The survey is filled out by the individual (i.e. teacher, tobacco educator, etc.) whom teaches the CATCH My Breath Program. The survey should be filled out after teaching the CATCH My Breath sessions and should take approximately 10-15 minutes to complete.

1. Please complete:

Your Title/Position:

Your School/Organization's Name:

Grade level(s) where sessions were taught:

Subject where sessions were taught:

Number of sessions taught (there are 4 sessions):

Approximate number of students reached:

2. Please select your level of agreement with each statement based on your evaluation of the CATCH My Breath (CMB) sessions.

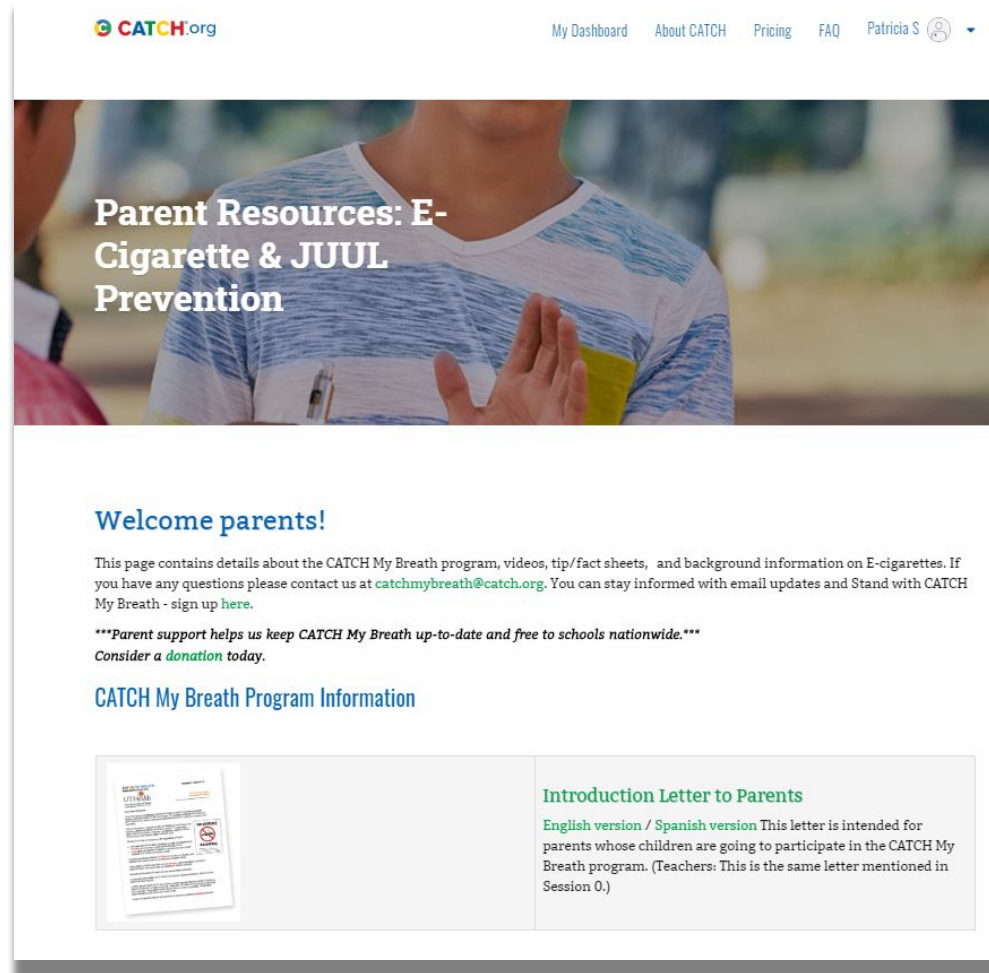
\*\*\*Select N/A if you did not use that particular resource/component.\*\*\*

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
I feel confident in my ability to teach the CMB sessions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The CMB sessions are culturally appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The CMB sessions are age appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The worksheets/handouts associated with the CMB sessions were good.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Powerpoint slides associated with the CMB sessions were helpful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Peer Group Facilitator component of the CMB sessions went well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The additional resources (i.e. Teacher 411) provided sufficient background information for teaching the CMB sessions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Did you complete the Teacher Training webinar prior to teaching the CATCH My Breath sessions?

Yes

# Parent Communication / Resources



The screenshot shows the CATCH.org website interface. At the top, there is a navigation bar with the CATCH.org logo on the left and links for 'My Dashboard', 'About CATCH', 'Pricing', 'FAQ', and a user profile for 'Patricia S'. Below the navigation bar is a large banner image of a person in a blue and white patterned shirt. Overlaid on the banner is the text 'Parent Resources: E-Cigarette & JUUL Prevention'. Below the banner, the page content begins with a 'Welcome parents!' section, followed by a paragraph of introductory text and a call to action for donations. A section titled 'CATCH My Breath Program Information' contains a grid of two items: a thumbnail image of a document and a link to an 'Introduction Letter to Parents'.

**CATCH.org** My Dashboard About CATCH Pricing FAQ Patricia S


## Parent Resources: E-Cigarette & JUUL Prevention

### Welcome parents!

This page contains details about the CATCH My Breath program, videos, tip/fact sheets, and background information on E-cigarettes. If you have any questions please contact us at [catchmybreath@catch.org](mailto:catchmybreath@catch.org). You can stay informed with email updates and Stand with CATCH My Breath - sign up [here](#).

**\*\*\*Parent support helps us keep CATCH My Breath up-to-date and free to schools nationwide.\*\*\***  
Consider a [donation](#) today.

### CATCH My Breath Program Information

	<h4>Introduction Letter to Parents</h4> <p><b>English version / Spanish version</b> This letter is intended for parents whose children are going to participate in the CATCH My Breath program. (Teachers: This is the same letter mentioned in Session 0.)</p>
---	---

# But wait, There's More!

< Go to Dashboard


CATCH.org

Educator 411: Additional Resources

## Educator 411: Additional Resources

### What is an E-cigarette?

E-cigarettes are a type of electronic nicotine delivery system (ENDS) and their appearance can vary from resembling a conventional cigarette to a USB flash drive. They use a nicotine liquid often called e-liquid or e-juice, which is often sweet or candy flavored, to deliver nicotine to the body. While they were developed as a means to help smokers quit, they have rapidly become the new means of nicotine addiction, especially among young people. The following video explains e-cigarettes in detail.



**History**

- [Food and Drug Administration \(FDA\): Facts About E-cigarettes](#)



# Service Learning Projects



# CATCH's Response to COVID 19

## CATCH Health at Home

<https://catchinfo.org/coronavirus/#healthathome>





# Distance Learning

[Go to Dashboard](#)

CATCH.org

## Distance Learning Overview

Search by lesson title

**NEW: Recommendations for Distance Learning**

- Distance Learning Overview
- How to Practice Safe Online Practices with Zoom
- How to Download and Install Zoom
- How to Facilitate Small Group Discussions with Zoom
- How to present a CATCH My Breath Lesson with Zoom


**NEW: Vaping & Infectious Diseases (COVID-19) Addendum**

**NEW: BeVapeFree Virtual Field Trip**

Welcome

Program Overview

Teacher Training (All Grades)



In light of the recent COVID-19 pandemic and many schools transitioning to a distance learning model for the foreseeable future, CATCH Global Foundation has developed a plan to help you deliver CATCH My Breath to your students. To help you deliver this curriculum to students, CATCH is recommending [Zoom](#), a free video conferencing application. Details about how to get a Zoom account and adapt teaching practices for Zoom can be found [here](#).

We chose Zoom because of the robust capabilities of the platform including screen share, in session chat, and breakout sessions - which allow you to keep the central pillar of CATCH My Breath, peer-led discussion. Zoom has also expanded the offerings on free accounts for teachers during this adaptive time. We are aware that there are many distance teaching methods, and this is one recommendation of many.

We have developed a detailed guide on how to facilitate CATCH My Breath via Zoom. This guide is a living document and we would love your feedback and suggestions on how to improve the distance learning experience for your students. We will curate your suggestions and add them to our guide periodically.

We have also added optional discussion questions to use in addition to our program. [Click here](#) to download the discussion questions.

For the duration of COVID-related school closures, CATCH My Breath content (including slide presentations and recordings of session delivery) may be downloaded and posted to your district's distance learning platform under the following conditions: (1) Content must only be available to teachers and students after log-in, not available publicly AND (2) no fee may



# 6th Grade CMB Video Lessons

The video player displays a woman on the left side of the frame. On the right, a video thumbnail is shown with the following text:

**CATCH**  
MY BREATH

**Introduction to the Risks of E-cigarettes and Vaping**

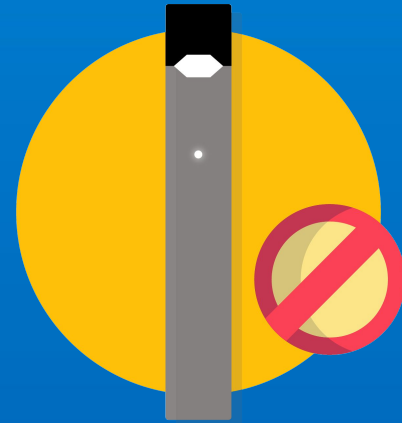
CORE PROGRAM BUNDLE

0:00 / 5:57

Video player controls: play/pause, volume, full screen, and menu icons.

# Curriculum Structure / Lesson Plans

How is the program organized and what does that look like for educators?



# Lesson Plans

## 6th Grade Session 1: Consequences of Using E-Cigarettes

### Learning Objectives

Students will be able to:

- Identify the hazardous (unhealthy) ingredients in e-cigarettes
- Describe the negative health and social consequences with using e-cigarettes

### Overview

Students will be asked to consider what they have heard, seen, or thought about e-cigarettes, and investigate the nicotine and other chemicals they contain. The session ends with small and whole group discussions about the negative consequences of using e-cigarettes.

### Approximate Class Time

35-40 minutes

### Materials


- [Introduction to the Risks of E-cigarettes and Vaping: Digital Lesson Educator Guide\\*](#)
- [E-cigarette Ingredient Investigation](#) student handout, one per group
- Index cards or squares of paper, two per student (Alternative: sticky notes, 3 per student)
- White board and dry erase markers
- Optional: [Session 1 Review](#) Student Handout

*\*The Educator Guide has detailed slide-by-slide instructions for each lesson*

## Outline

Activities	Materials
<b>Engage</b> (Slides 2-4)	<b>Materials:</b> <ul style="list-style-type: none"><li>• Session 1: Consequences of E-cigarette Use Presentation</li><li>• Index cards or squares of paper (Alternative, sticky notes)</li><li>• <a href="#">Optional PE Supplement</a></li></ul>
<b>Explain</b> (Slide 5)	<b>Materials:</b> <ul style="list-style-type: none"><li>• Session 1: Consequences of E-cigarette Use Presentation</li><li>• <a href="#">Optional PE Supplement</a></li></ul>
<b>Engage</b> (Slide 6)	<b>Materials:</b> <ul style="list-style-type: none"><li>• Session 1: Consequences of E-cigarette Use Presentation</li><li>• <a href="#">Video: Tested on Humans from Truth</a></li><li>• <a href="#">Optional PE Supplement</a></li></ul>
<b>Explain</b> (Slides 7-14)	<b>Materials:</b> <ul style="list-style-type: none"><li>• Session 1: Consequences of E-cigarette Use Presentation</li><li>• <a href="#">Optional PE Supplement</a></li></ul>

# Educator Guide






**CATCH**  
MY BREATH

## Introduction to the Risks of E-cigarettes and Vaping

6TH GRADE | CORE LESSON BUNDLE

Generously supported by



**CATCH**  
MY BREATH

Introduction to the Risks of E-cigarettes and Vaping  
6th Grade Digital Lesson Educator Guide

## Session 1: Consequences of Vaping

### Learning Objectives

Students will be able to:

- **Identify** the hazardous (unhealthy) ingredients in e-cigarettes
- **Describe** the negative health and social consequences with using e-cigarettes

### Overview

Students will be asked to consider what they have heard, seen, or thought about e-cigarettes, and investigate the nicotine and other chemicals they contain. The session ends with small and whole group discussions about the negative consequences of using e-cigarettes.

### Content Areas

Health

### Target Grade Level

Grade 6

### Approximate Class Time

30–40 minutes

### Materials

- E-cigarette Ingredient Investigation student handout, one per group
- Index cards or squares of paper, two per student
- Alternative: Sticky notes, 3 per student
- White board and dry erase markers
- Optional: Session 1 Review

### Educator Prep




Before the session begins:

- Print enough Session 1, Activity 1: E-cigarette Ingredient Investigation Worksheets for each discussion group.
- Prepare enough index cards so that each student can receive two.
- *Optional: Prepare enough sticky notes for each student to receive 3 sticky notes.*

### Key Terms

- **Artificial Flavoring:** Chemicals added to e-liquid to make it taste like something else. While artificial flavors are safe to eat, they can be toxic when inhaled.
- **Aerosol:** The tiny particles or droplets that are inhaled when puffing on an e-cigarette, after the flavored e-liquid is heated.
- **Electronic Cigarette:** A battery-powered device that heats an e-liquid to make an aerosol that is inhaled. It may also be called an e-cigarette, vape, or Electronic Nicotine Delivery System (ENDS).
- **E-liquid:** The liquid that is heated inside e-cigarettes. The main ingredient is usually propylene glycol (PG) or vegetable glycerine (VG). Most e-liquids also contain flavorings and nicotine.
- **Formaldehyde:** A chemical that is made when an e-liquid is heated too much. It is also a chemical used as a preservative for dead bodies and in some strong adhesives.
- **JUUL:** A brand of e-cigarette that has a very high dose of nicotine.
- **JUULing:** A common term for vaping or using a JUUL brand e-cigarette.

Generously supported by



# Presentation Slides



The screenshot shows a Google Slides presentation slide. At the top left, the logo reads "CATCH MY BREATH" with a colorful, multi-colored arc above it. At the top right, it says "A necessary conversation by CVSHealth FOUNDATION" with the CVSHealth logo. The main image shows five young adults (three women and two men) in a city setting, some on skateboards. A green text box in the lower-left of the image contains the title "Introduction to the Risks of E-cigarettes and Vaping" and "ODPE PROGRAM BUNDLE". At the bottom of the slide, there is a small disclaimer: "©2019 The University of Texas Health Science Center at Houston. All rights are reserved. CATCH is a registered trademark of The University of Texas Health Science Center at Houston." To the right of the disclaimer are the logos for "BE VAPÉ FREE" and "Discovery EDUCATION". The Google Slides interface at the bottom shows "Slide 1" and navigation icons.

To view slide notes/scripts, download for offline use, or print this presentation, click one of the buttons below:

[OPEN IN GOOGLE SLIDES](#) [DOWNLOAD AS POWERPOINT FILE](#)

# Student Worksheets

## E-cigarette Ingredient Investigation

STUDENT HANDOUT 1 of 3

### Directions:

1. Read the following information about the ingredients found in e-cigarettes.
2. As you read the information about the ingredients aloud to your group, record their reactions to the information.

**Nicotine (nick-oh-teen):** A highly addictive drug found in tobacco leaves, cigars, cigarettes and nearly all e-liquids. E-cigarettes have nicotine levels equal to or higher than regular cigarettes.

- Highly-addictive (very hard to stop when you start using), especially for young people
- Very toxic or even fatal if inhaled, swallowed, or if it touches the skin
- Increases your heart rate and blood pressure and can cause dizziness, nausea, and stomach pain
- Overdose symptoms include vomiting, diarrhea, dizziness, uncontrolled shaking, rapid heart rate, nausea, high blood pressure, and even seizure and death
- Makes asthma worse

### Group Reactions:

- 
- 
- 
- 

## Session 1 Review

STUDENT HANDOUT

A few friends haven't taken this class and don't know much about e-cigarettes. When you're chatting at lunch, you hear them say the following false statements. Write a complete sentence to explain why each one is wrong.

1. Most e-cigarettes are just flavored water.
2. As long as an e-cigarette doesn't have nicotine, it's safe.
3. It's okay to use e-cigarettes because they are safer than regular cigarettes.
4. It takes a long time to become addicted.

If you personally started using e-cigarettes, how might your life be different? List some consequences of e-cigarette use—and even addiction—as they relate to the list below. Be sure to use the first person (I/me/my).

1. Your Social Life
2. Your Body
3. Your Goals
4. Your Family

## Adult Interview

STUDENT HANDOUT 1 of 2

**Objectives:** Use the questions below to "interview" an adult you trust. Write the answers in your notebook. You will share the information with your class in the next CATCH My Breath session.

**Directions:** Ask the adult:

1. How long has this activity been a part of your life? What are you learning in school about this activity and hear your opinions.

2. Ask the person to respond to the following statements with "True" or "False." If they get it wrong, ask them about what you're learning.

1. E-cigarettes contain nicotine. \_\_\_\_\_  
a. 99% of all e-cigarettes contain nicotine.

2. E-cigarette 'smoke' is water vapor. \_\_\_\_\_  
a. The 'smoke' that comes out of an e-cigarette is an aerosol.

3. E-cigarettes can be fatal to babies and toddlers if ingested. \_\_\_\_\_  
a. There have been over 23,000 poison control center cases related to e-liquid ingestion in 2013.

4. Young people's brains get addicted to nicotine more easily than adult brains. \_\_\_\_\_  
a. Young people's brains are still growing and developing, making it easier to get addicted to nicotine.

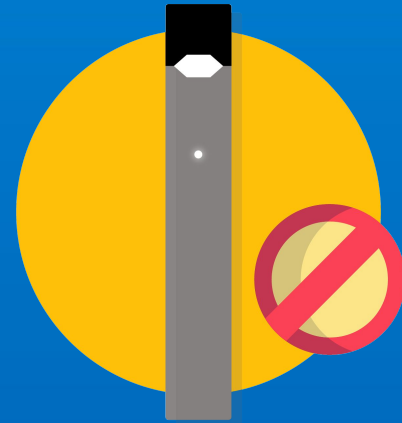
5. The legal age to buy or use tobacco products, including e-cigarettes, is 18. \_\_\_\_\_  
a. The legal age to buy or use tobacco products, including e-cigarettes, is 21.

6. Young adults who use e-cigarettes are 4 times more likely to start regular cigarettes. \_\_\_\_\_  
a. Young adults who use electronic cigarettes are more than four times as likely to start smoking tobacco cigarettes within 18 months as their peers who do not vape.



# Elementary / Middle / HS School (Grades 5-12)

Deep dive into the lesson  
components for elementary (grade  
5) and middle school (grades 6-8)



# LESSON REVIEW – 5-8

- *Session 1 – Consequences of E-Cigarette Use*
  - Identify negative consequences of use
  - Describe the health hazards associated use
- *Session 2 – Making Our Own Choices*
  - Discuss perceived vs. actual youth use rates
  - Describe the harmful consequences
  - Identify reasons teens might try e-cigarettes
  - Identify positive alternatives
  - Develop, practice, and demonstrate refusal skills and exit strategies
- *Session 3 – Don't Let Them Lie and Win*
  - Recognize situations and places that might be high-risk for being offered e-cigarettes

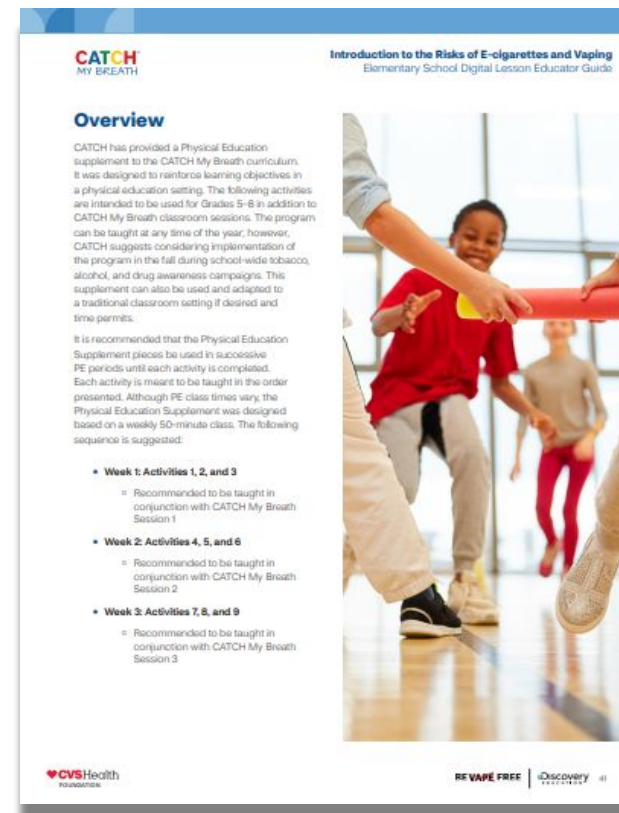
# LESSON REVIEW – 9-12

- **Session 1 – *Consequences of E-Cigarette Use***
  - Understand the highly-addictive nature of nicotine.
  - Describe the health hazards associated with e-cigarette use.
  - Identify the health and social consequences of e-cigarette use.
- **Session 2 – *What Could Go Wrong?***
  - Dispel misconceptions about e-cigarettes.
  - Identify existing knowledge or perceptions of e-cigarettes.
  - Synthesize information about the health and social consequences of using tobacco products such as e-cigarettes.
  - Discover ways to quit using tobacco products (including e-cigarettes) and support peers who want to quit by offering encouragement and referring cessation resources to them.
- **Session 3 – *Co-Create and Hack the System***

# PE Supplement

## Activity Sequence

- Week 1: Activities 1, 2, and 3
  - Recommended to be taught in conjunction with CATCH My Breath Session 1
- Week 2: Activities 4, 5, and 6
  - Recommended to be taught in conjunction with CATCH My Breath Session 2
- Week 3: Activities 7, 8, and 9
  - Recommended to be taught in conjunction with CATCH My Breath Session 3



**CATCH**  
MY BREATH


Introduction to the Risks of E-cigarettes and Vaping  
Elementary School Digital Lesson Educator Guide

### Overview

CATCH has provided a Physical Education supplement to the CATCH My Breath curriculum. It was designed to reinforce learning objectives in a physical education setting. The following activities are intended to be used for Grades 5-8 in addition to CATCH My Breath classroom sessions. The program can be taught at any time of the year, however, CATCH suggests considering implementation of the program in the fall during school-wide tobacco, alcohol, and drug awareness campaigns. This supplement can also be used and adapted to a traditional classroom setting if desired and time permits.

It is recommended that the Physical Education Supplement pieces be used in successive PE periods until each activity is completed. Each activity is meant to be taught in the order presented. Although PE class times vary, the Physical Education Supplement was designed based on a weekly 50-minute class. The following sequence is suggested:

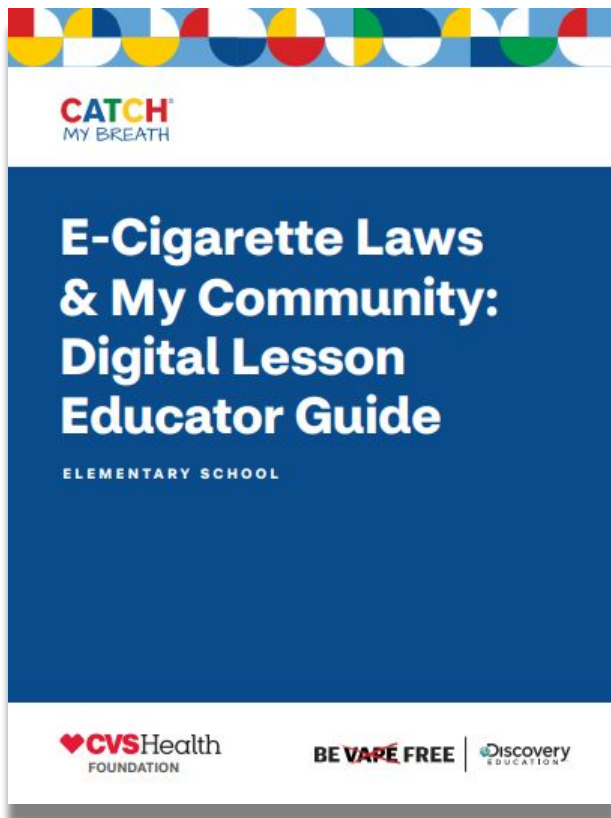
- **Week 1: Activities 1, 2, and 3**
  - Recommended to be taught in conjunction with CATCH My Breath Session 1
- **Week 2: Activities 4, 5, and 6**
  - Recommended to be taught in conjunction with CATCH My Breath Session 2
- **Week 3: Activities 7, 8, and 9**
  - Recommended to be taught in conjunction with CATCH My Breath Session 3



**CVS Health**  
FOUNDATIONS

RE VAPE FREE | Discovery | 41

# 5th Grade STEM & Humanities



# Enrolling in CATCH My Breath

CATCH.org

About CATCH Pricing FAQ LOG IN SIGN UP

ABOUT CATCH MY BREATH SERVICE LEARNING PROJECTS PRESS PARENT RESOURCES **NEW!** VIDEO LESSONS

VAPING & COVID-19 SEE UPDATES HELP PREVENT YOUTH VAPING DONATE

CATCH My Breath  
a national vaping prevention program

ENROLL DOWNLOAD FLYER PROGRAM INFO

CATCH My Breath Overview - National (...)  
E-CIGARETTE & JUUL PREVENTION PROGRAM  
NOW AVAILABLE FREE

CATCH MY BREATH E-CIGARETTE & JUUL PREVENTION PROGRAM

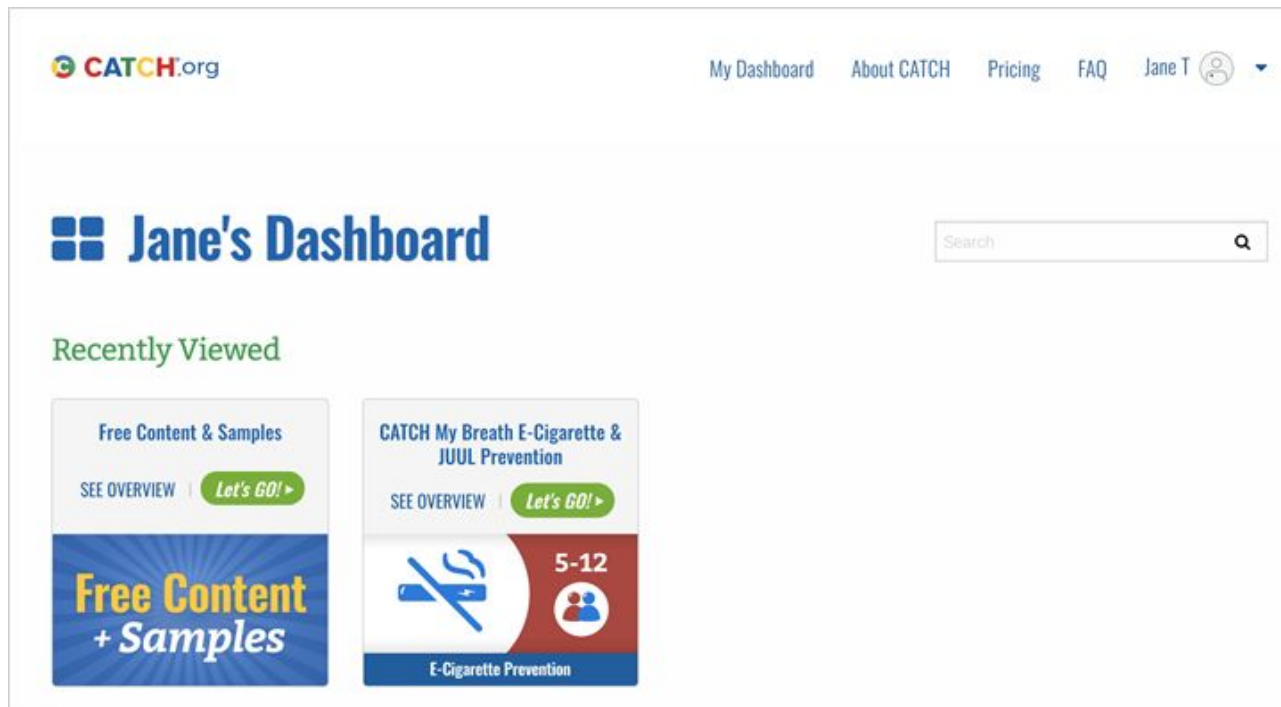
CVS Health

1. Visit [www.catchmybreath.org](http://www.catchmybreath.org)
2. Click “Enroll” to create your account



# Accessing Program Materials

3. Click the “Let’s GO!” button



The screenshot shows the CATCH.org user dashboard for Jane T. The top navigation bar includes links for My Dashboard, About CATCH, Pricing, FAQ, and Jane T's profile. The main heading is "Jane's Dashboard" with a search bar to the right. Under the "Recently Viewed" section, there are two cards. The first card is titled "Free Content & Samples" and features a "Let's GO!" button. The second card is titled "CATCH My Breath E-Cigarette & JUUL Prevention" and also features a "Let's GO!" button. The second card includes an icon of a cigarette with a slash, the age range "5-12", and a group of people icon.

# Complete Classroom Enrollment Form

MUST be completed to access program materials.

The screenshot shows the CATCH.org website interface. On the left is a navigation sidebar with a search bar and a menu. The main content area is titled "CATCH My Breath Classroom Enrollment (Required Annually)". A modal dialog box is displayed in the center, indicating that prerequisites have not been completed.

Go to Dashboard

CATCH.org

CATCH My Breath E-Cigarette & JUUL Prevention

Search by lesson title

Welcome

Program Overview

Teacher Training (All Grades)

Parent Resources Page

Program Resources

Classroom Enrollment Form (Required)

5th - 6th Grade

SESSION 1: Consequences of Using E-Cigarettes

CATCH My Breath Classroom Enrollment (Required Annually)

Question 1 of 3

Approximately how many students do you plan to reach with this program during the 2019-2020 school year?

Prerequisite(s) have not yet been completed!

To unlock program content, please complete the  Classroom Enrollment Form (Required)

OK, GOT IT

# Teacher Training + Certificate

The screenshot displays the CATCH.org website interface for a teacher training program. On the left is a navigation sidebar with a 'Go to Dashboard' link at the top. The sidebar menu includes: 'NEW: Vaping & Infectious Diseases (COVID-19) Addendum', 'NEW: BeVapeFree Virtual Field Trip', 'Welcome', 'Program Overview', 'Teacher Training (All Grades)' (which is expanded to show 'Part 1: What are e-cigarettes and why are they a concern?', 'Part 2: How did the problem get out of control so quickly?', and 'Part 3: CATCH My Breath program components and logistics'), 'Training Certificate of Completion (Optional)' (highlighted), 'Session 0: Getting Ready to Start the Program (All Grades)', 'Parent Resources Page', 'Evaluation Tools - Optional Student Surveys & Quizzes', 'Program Resources', and 'Classroom Enrollment Form (Required)'. The main content area features the CATCH.org logo and the title 'Training Certificate of Completion (Optional)'. Below this is a section for the 'CATCH My Breath Post-Training Quiz'. The quiz instructions state: 'After watching the training videos, you may take the following quiz to receive a training certificate of completion (sent via email). You must receive a grade of 100% on the quiz to pass, however you may retake the quiz if you do not pass on your first try.' A red asterisk indicates that the quiz is required. The quiz consists of three questions: 1. 'Email address \*' with a text input field labeled 'Your email'. 2. 'What is your name? \*' with a text input field labeled 'Your answer'. 3. 'Youth smoking rates have declined over the last 20 years. \*' (1 point) with radio button options for 'True' and 'False'. 4. 'What percentage of e-cigarettes sold in 2015 contained nicotine? \*' (1 point) with radio button options for '10%', '30%', '75%', and '99%'.

# Thank You!

**CATCH**<sup>®</sup>  
MY BREATH

**Questions? Contact Us!**

Email: [catchmybreath@catch.org](mailto:catchmybreath@catch.org)

Phone: 855.500.0050 x803



@CATCHhealth

# Resources!

Healthy Children, Healthy State:

## TEEN VAPING IN TEXAS

Michael & Susan Dell Center for Healthy Living

No e-cigarette product is safe for Texas teens to consume.

Vaping, or e-cigarette use, is common among Texas teens, even though the minimum legal age to purchase e-cigarettes is now 21. Teen vaping in Texas is a public health issue.

### Vaping Crisis



Vaping increases teens' risk for **nicotine dependence**.<sup>1</sup> Nicotine exposure during adolescence can **harm brain development** and can alter young people's mood, memory, and learning.<sup>2,3</sup>



Teens who vape are more likely to start and continue cigarette smoking.<sup>4,5</sup> It is estimated that **498,000 Texas teens under the age of 18 will die prematurely from smoking** if it is not curbed.<sup>6</sup> Cigarette smoking costs the state of Texas more than **\$10 billion each year** in health care and Medicaid dollars.<sup>9</sup>



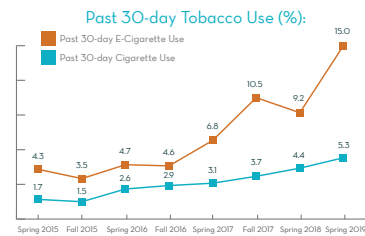
E-liquids and e-cigarette aerosols contain harmful substances like **carcinogens** (e.g., formaldehyde) and **heavy metals** (e.g., lead) that **damage the lungs and body**.<sup>7</sup>

### Trends in Teen Vaping

E-cigarettes are now the most commonly used tobacco product among teens according to data from the Texas Adolescent Tobacco and Marketing Surveillance Study (TATAMS).<sup>8</sup>

This study follows a large, population-based cohort of middle school and high school students in the largest metropolitan areas of Texas: Houston, Dallas-Ft. Worth, San Antonio, and Austin.

From 2015 to 2019, past 30-day use of e-cigarettes surpassed past 30-day use of cigarettes, across all years.



## Texas can prevent teen vaping:

- Prohibit the sale of flavored tobacco products<sup>9</sup>
- Tax e-cigarette products (e.g., devices, e-juice/liquids, accessories)<sup>10,11</sup>
- Support implementation of effective, school-based e-cigarette prevention programs<sup>12</sup>
- Talk to teens and parents about the dangers of vaping<sup>13,14,15</sup>



Texas Department of State Health Services

**OVER 1 MILLION TEXANS IMPACTED WITH TOBACCO PREVENTION AND EDUCATION SINCE 2011.**

(Students, Adults & Youth Working Hard Against Tobacco!) is THE statewide youth tobacco prevention program that connects youth and adult efforts in tobacco prevention across Texas. Say What! provides training and resources to support community efforts towards making Texas safer from the harmful effects of tobacco and nicotine. All Say What! efforts are led by a statewide youth advisory board, the Say What! Teen Ambassadors.

### TEEN AMBASSADORS

Say What! Teen Ambassadors (TAs) are youth tobacco prevention advocates from across Texas. Teen Ambassadors are passionate, creative high school students who are dedicated to educating their peers and serving as the youth voice for tobacco prevention for the entire state of Texas. Through the Teen Ambassador Program, TAs receive tobacco prevention education, leadership and advocacy training, and team building skills to guide and lead Texans in various tobacco prevention efforts, trainings, and activities.

### MINI-GRANT KITS

Say What! member groups can choose from a variety of ready-to-use tobacco prevention kits. These "projects in a box" focus on advocacy, education, the environment, and healthy lifestyles to help groups implement their own tobacco prevention projects. Kits focus on advocacy, education, the environment, and living a healthy lifestyle. Kits are also themed in connection with various state and national efforts such as Texas Tobacco-Free Kids Day to link local youth efforts on a larger scale.

### ONLINE TRAINING AND RESOURCES

TxSayWhat.com is home to a variety of free resources including educational videos, online trainings, downloadable presentations, handouts and activity guides, which have been designed and updated with the latest tobacco prevention information. Say What! resources are tools to help you educate your peers and community members about the harmful effects of tobacco and nicotine, and to advocate for healthy, tobacco-free lifestyles.

### STATEWIDE TOBACCO PREVENTION CONFERENCE

The Say What! Texas Tobacco-Free Conference is an annual summer leadership training and statewide networking opportunity for active Say What! groups. Attendees receive extensive education in tobacco prevention, leadership skills, and work in teams to create tobacco prevention focused projects that they can take home to help make schools and communities across Texas tobacco-free.

### LIVE TOBACCO-FREE

[TxSayWhat@txstate.edu](mailto:TxSayWhat@txstate.edu) or visit [www.txsaywhat.com](http://www.txsaywhat.com).

Say What! was created and designed by young people from across Texas and connects students interested in eliminating tobacco from their schools and communities. The Say What! movement is funded by the Texas Department of State Health Services through a contract with the Texas School Safety Center at Texas State University.

**TUBHCCO FREE**

[f](https://www.facebook.com/TXSAYWHAT) [i](https://www.instagram.com/TXSAYWHAT) [t](https://www.tiktok.com/@txsaywhat) [y](https://www.youtube.com/channel/UC...) /TXSAYWHAT



WWW.TXSAYWHAT.COM



TXSAYWHAT@TXSTATE.EDU

 512-245-6231



# Webinars Archived and Upcoming!

- » **Why We Need PE and Recess and How You (and SHACs) Can Help**
- » **How are Schools Incorporating PE and Recess and How You (and SHACs) Can Help**
- » **Reopening: What's the Plan to Keep Kids Healthy?**
- » **School Health Advisory Councils (SHACs) 101!**
- » **Vaping is a Health Hazard! What Can You Do to Protect Your Kids? (Part I)**  
October 6, 2020 11:30 am
- » [Go to \[www.actionforhealthykids.org/events/\]\(http://www.actionforhealthykids.org/events/\) to register for upcoming webinars!](http://www.actionforhealthykids.org/events/)
- » **Vaping is a Health Hazard! What Can You Do to Protect Your Kids? (Part II)**  
October 7, 2020 11:30 am



# Save the Dates!

## Texas Action for Healthy Kids Virtual Summit

### *New Ideas for the New Normal in Schools*

Nov. 16, 12 Noon-5:30pm • Nov. 17, 8:30am-1:30pm

A few of our Sessions:

- Town Hall Session – What is the New Normal?
- District Stories - COVID-19 Reopening Challenges/Successes
- The Changing Role of SHACs
- How PE can support SEH
  - Food Access/Child Nutrition Advocacy

Plus a legislative update for upcoming session



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For more information, please visit:  
[Texas Team Page at Action for Healthy Kids](#)  
[www.itstimetexas.org/SHAC](http://www.itstimetexas.org/SHAC)

You Tube: <https://www.youtube.com/user/momamiatx>

