

AES/Vaping 3-Day Activity

Secondary Grades

Teacher Guide and Resources

Materials

- Laptop
- Paper/Notebook
- Pen/pencil
- Any additional materials escribed in the presentation activity (must be purchased/supplied in by the student)

Day 1

The focus of the **Reflection Activity** is to have students self-assess and determine what internal stimuli, peer influences or thought processes that have caused them to violate the Code of Student Conduct on Drug and Substance Abuse. Student will complete the checklist in #1, by checking all statements that apply to their individual situation. Then students will be required to answer questions #2-20 in at least 3 sentences or more.

Time: 120 minutes (2 hours)

Day 2

The students will complete all of the listed research activities in the **Vaping Research Activity** section. Below are potential resources that will assist them in their research.

Possible Sources:

tobaccofreeflorida.com

www.kidshealth.org

www.drugfreebroward.org

www.sun-sentinel.com

www.miamihearld.com

www.jsonline.com

www.drugabuse.gov

www.cdc.gov/tobacco/basic_information/e-cigarettes/index.htm

www.fda.gov/tobacco-products/youth-and-tobacco/2018-nyts-data-startling-rise-youth-e-cigarette-use

Time: 240 minutes (4 hours)

Day 3

The students will complete a grade level appropriate **Vaping Presentation Activity** and will submit to the guidance counselor/director or assigned administrator.

Time: 360 minutes (6 hours)

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Day 1: Reflection Activity

Reflect on why you violated the Code of Student Conduct on Drug and Substance Abuse Offenses. Check all that apply.

- I was pressured by my peers to do it
- I wanted attention from my peers and/or my teachers
- I was frustrated with my assignments and did not know how to appropriately ask for help
- I wanted to get out of doing my work
- I was finished with my work and was bored
- I was scared about disappointing my teachers and family
- I am angry/upset about something outside of school (i.e. home, neighborhood)

For each of the questions in the following section, answer in at least three sentences or more.

Looking Back...

1. How much did you know about vaping before you started?
2. Have you experienced any other type of drug or unauthorized substance?
3. What challenges have you encountered that you think triggered this behavior?
4. How do you think you can correct this behavior?

Looking In...

5. How do you feel about yourself? What do you like about yourself? What you dislike? Why?
6. What do you find frustrating about school? Home?
7. What did you hope to accomplish for this current school year?
8. Have you met those standards?
9. How do your goals identify who you are? Who are you??
10. How can your goals be impacted by this behavior?
11. What steps should be taken to put you back on track to accomplishing your goals?

Looking Out...

12. How does this behavior impact your family?
13. How does this behavior impact your relationship with friends?
14. How has this behavior impacted your performance at school (i.e. school, sports, extracurricular)?
15. What do your peers or family members say about you? How would they describe you?
16. If you were the teacher, how would you work with a student who has received a consequence for vaping?

Looking Forward...

17. How will this behavior impact your future?
18. What would you change if you could do it all again?
19. What goal(s) will you set after this experience? How will you hold yourself accountable?

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Day 2: Vaping Research Activity

Complete the following research activities in this section.

Science

HE.912.B.5.5 - Examine barriers that can hinder healthy decision making

1. Identify the chemicals found in different flavors of e-juice and determine the chemical makeup of each.
2. Research the negative effects of at least three chemicals contained within each flavor of e-juice.

Possible Sources:

tobaccofreeflorida.com

www.kidshealth.org

www.drugfreebroward.org

History

SS.912.C.2.10 - Monitor current public issues in Florida

1. Find three media articles that discuss the health risk factors of vaping, recently reported events, and/or people who have been impacted by vaping.
2. What is the official name of e-cigarettes and identify the various nicknames used?
3. What are the school consequences for vaping? List them in order.

Possible Sources:

www.sun-sentinel.com

www.miamiherald.com

www.jsonline.com

Mathematics

MAFS.912.S-IC.1.1 - Understand statistics as a process for making inferences about population parameters based on a random sample from that population

Data is a process that draws together multiple sources of data to inform decisions. Use the data to report on the effects of vaping on students in Grades 6-12.

1. Identify three sources of data. (Who has the information I need?)
2. Collect and Analyze the Data. (What do I notice about the data I'm reviewing?)
3. Use the data collected in your Day 3 presentation activity.

Possible Sources:

www.drugabuse.gov

www.cdc.gov/tobacco/basic_information/e-cigarettes/index.htm

www.fda.gov/tobacco-products/youth-and-tobacco/2018-nyts-data-startling-rise-youth-e-cigarette-use

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Day 3: Vaping Presentation Activity

Create a presentation using the options below based on the information you collected in your research. You will present your product at the discretion of the school administrator.

Grades 6-8	Grades 9-12
Create a 20-slide power point presentation on the information found in your research.	Create a 20-slide power point presentation on the information found in your research.
Create an artistic or a collage poster depicting the dangers of nicotine/drugs on the body. Poster must be accompanied with a one-page written summary to include your name, purpose of the poster, and summary of your research findings from day two.	Design an artistic display or a scientific model depicting the dangers of nicotine/drugs on the body. Product must be accompanied with a one-page synopsis to include artist name, year of creation, purpose of the product, description of product, and summary of your research findings from day two.
Create a board game displaying positive and negative pathways of nicotine/vaping use/nonuse. Be sure to include items such as a timer, dice, figures, trivia cards, and rules. (Trivia cards will be based on research findings from day two.)	Make a timeline giving an overview AND depicting the period of nicotine discovery, production and usage to vaping discovery, production and usage. Information obtained from day 2 research must be used in the timeline. Activity can be created digitally or on a large poster (2'x3') and must include graphics and a written synopsis.
Write a five-page letter to yourself just prior to your experience with nicotine/vaping. This letter should be written as a prevention letter encouraging you not to get involved with nicotine/vaping usage. Mention the positive aspects of your life. Be sure to include information from your day two research.	Write a ten-minute monologue on the dangers of nicotine/vaping. This monologue should be expressed as a preventative measure encouraging other students not to get involved with nicotine/vaping usage. Include a positive message in regards to life and healthy living and information from your day two research.
Create an anti-vaping showcase to coincide with an upcoming event at your school. Must include a one-page event flyer and an anti-vaping brochure displaying information from day two research. This showcase can be prevention based for a student audience (i.e. stress management, self-care, mindfulness).	Create a podcast that explains and describes the dangers of nicotine/vaping usage. Use this platform to educate other students on preventative methods for dealing with peer pressure, stress or any other factors that may trigger the dependence on nicotine/vaping. Include information from day two research.
Design a 20-frame comic strip to narrate the dangers of nicotine/vaping usage. Use information from your day two research.	Write a children's story book to narrate the dangers of nicotine/vaping usage. Use information from your day two research.