



# Vaping Lessons: Grades 7 and 8

Created by the Simcoe Muskoka Catholic District School Board  
in Collaboration with the Simcoe Muskoka District Health Unit

## Curriculum Connections

The following curriculum expectations are addressed during the following three lessons and can be used for assessment.

<p><b>Grade 7 Health and Physical Education Expectations</b> <b>Strand D. Healthy Living</b> <i>Overall Expectation</i> D1. demonstrate an understanding of factors that contribute to healthy development</p>	<p><b>Grade 8 Health and Physical Education Expectations</b> <b>Strand D. Healthy Living</b> <i>Overall Expectation</i> D1. demonstrate an understanding of factors that contribute to healthy development</p>
<p><b><i>Specific Expectations</i></b> Substance Use, Addictions, and Related Behaviours D1.2 demonstrate an understanding of linkages between mental health problems and problematic substance use, as well as between brain development and cannabis use, and identify school and community resources (e.g., trusted adults at school, guidance counsellors, public health services, help lines) that can provide support for mental health concerns relating to substance use, addictions, and related behaviours [A1.2 Coping, 1.4 Relationships, 1.6 Thinking]</p> <p>D3.2 analyse the personal and societal implications of issues related to substance use, addictions, and related behaviours (e.g., effects of technology dependence on school and workplace performance, personal relationships, and physical health; impacts of pornography viewing patterns on relationships; risks associated with vaping and chewing tobacco; effects of second-hand smoke on non-smokers and children; legal and health implications of underage drinking and cannabis use; body damage and reputation loss among athletes as a result of the use of steroids and other performance-enhancing drugs; risk of HIV/AIDS with intravenous drug use; risk of fetal alcohol spectrum disorder [FASD] as a result of alcohol use during pregnancy) [A1.6 Thinking]</p>	<p><b><i>Specific Expectations</i></b> Substance Use, Addictions, and Related Behaviours D1.3 identify and describe the warning signs of problematic substance use and related behaviours for a variety of activities and substances, including cannabis (e.g., changes in behaviour, negative impact on mental health, gradual withdrawal from social circles, a drop in academic performance), and the consequences that can occur</p>
<p><b>Grade 7 and 8 Oral Communication Expectations</b> <i>Overall Expectations</i></p>	
<ol style="list-style-type: none"> <li>1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes</li> <li>2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes</li> </ol>	
<p><b>Grade 7 and 8 Reading Expectations</b> <i>Overall Expectations</i></p>	
<ol style="list-style-type: none"> <li>1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning</li> <li>2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning</li> </ol>	

**Grade 7 and 8 Writing Expectations**

*Overall Expectations*

1. generate, gather, and organize ideas and information to write for an intended purpose and audience
2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience

**Grade 7 and 8 Media Literacy Expectations**

*Overall Expectations*

1. demonstrate an understanding of a variety of media texts;
2. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning
3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and technique
4. reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

## Lesson 1: Background Information about Vaping

### Student Learning Goals:

- Compare personal knowledge and experience with vaping to new information
- Develop a new understanding of current issues with vaping

### Success Criteria: *(Co-created when possible. The following are sample responses)*

I will...

- Identify how the vaping and tobacco industry targets youth
- Identify the health risks associated with vaping and nicotine
- Explain the effect of nicotine on the teenage brain
- Identify the connection between vaping and smoking cigarettes

### Minds On:

- On a sticky note or padlet, ask students to record what they know about vaping. Review responses. Are there any patterns to your responses? *(For example: friends, cool factor, health, adverse effects, laws, media, ads, flavours, secrecy etc.)*
- Students complete the Anticipation Guide. See the top of the sheet for instructions.  
\*Be sure to revisit the anticipation guide at the end of the activities.

### Resources and Materials:

[Padlet App website](#)

Sticky notes

Copies of the [Anticipation Guide](#)

Anticipation Guide [Answer Key](#) to be used at the end of the unit. It is placed here for information purposes only.

### Action:

Escape Room Activity from the *Simcoe Muskoka District Health Unit (SMDHU)*. Students will be solving challenges and puzzles in an “Escape Room” game. Consult the Facilitator’s Guide found online at [notanexperiment.ca](#). Click the Downloads & Educator Resources link and download the Escape Room files.

[notanexperiment.ca](#)

SMDHU Escape Room [Facilitator’s Guide](#)

Vaping Information [Powerpoint](#)

### Consolidation:

In a journal or on an exit ticket, students reflect upon: How do you feel about vaping after completing the activities?

## Lesson 2: Media and Advertising

### Student Learning Goals:

- To learn about the purpose of media and advertising
- Learn how advertisers profile and market products to specific audiences

### Success Criteria: *(Co-created when possible. The following are sample responses)*

I will...

- Identify the intended audience of the video advertisement
- Explain why different audiences might have different responses to the same media text
- Identify who produces media texts and why
- Identify strategies used by advertisers to convey a message and influence or engage the audience
- Identify how the vaping and tobacco industry targets youth

### Minds On:

- View “Backflip into Jeans” video to the 1 minute point. (be sure to stop at exactly 1:01 before the advertiser brand is shared)
- Discuss the following questions with your elbow partner:
  - What was the video’s purpose?
  - Who was the intended audience? How can you tell?
  - What might be appealing in the ad for the target audience?
  - Who might not find the ad appealing?
- Show the remaining 3 seconds of the video. Ask students:
  - Were you surprised to see that it was a professionally made commercial for Levi Jeans?
  - Do you think the ad is effective in its purpose?

### Resources and Materials:

[Media have commercial implications](#) video link

[Guys Backflip into Jeans](#) video link (from [Mediasmarts.ca](#) -[What’s It For?](#) Lesson Plan)

Questions adapted from: [What’s It For?](#) Lesson Plan, [Mediasmarts.ca](#)

### Action:

- View the [Media have Commercial Implications video](#) and [Media have Social and Political Implications](#) videos.
- In small groups, students share their thoughts about the messages of the videos.
- Ask students to think about examples of advertisements? Keeping in mind where they have seen them (social media apps, games, youtube, influencers on social media, etc) and what attracted them?
- What do they think were the strategies used by advertisers to make them appealing and successful? Record their ideas on chart paper. (Sample responses:

[Marketing for Kids](#) -Common Sense Media

[Media have social and political implications](#) video link

humour, jingle, persuasive language, music, images, testimonials, famous people, limited time offers, giveaways).

- Bring the discussion back to the topic of vaping and what students learned in the first lesson.
- Share with students the most recent [Ontario Law](#) regarding e-cigarettes and vaping. See the Resources and Materials section.
- Advertising of e-cigarettes and vaping products is now illegal anywhere where someone under the age of 19 might see it. This includes convenience stores, gas stations, billboards, store fronts, online etc.
- Ask students to think about and share ways the tobacco industry advertises their products? Encourage students to give specific examples when possible.
- With students, review the information on the "[Are Youth a Target?](#)" website. Ask them to identify the marketing strategies the tobacco industry has used based on the information read (For example: a way to help people quit smoking, less harmful than smoking cigarettes, the technology aspect of e-cigarettes appealed to tech savvy people, candy and fruit flavoured e-liquids to appeal to youth, device designs to attract youth etc.). You may want to record their responses on a piece of chart paper.
- Conclude that tobacco/vape companies are still using advertising techniques to entice new smokers.
  
- *Show the Video : [Electronic Cigarettes and Vaping](#)*
- *Post [quotes from the internal tobacco industry](#) documents (released through court orders and whistleblowers) on chart paper around the classroom. In small groups, students will do a graffiti walk. See the resource link in Resources and Materials for a detailed description of this reading response strategy.*  
*(Subsequent groups may put checkmarks beside ideas to agree with them, may write disagreements beside items already recorded, or may add new information and ideas to the chart page. They may also put question marks beside items that they feel require clarification.) Think Literacy*
  
- After student groups have shared their responses from the Graffiti walk, ask students to reflect on the following question:
  - *How do the quotes make you feel? (targeted? manipulated? mislead? angry? frustrated?) Explain.*

## [Ontario and Canadian Law](#)

### Resources

[Reacting to Reading\(Graffiti\)](#) resource from [Think Literacy](#)

[Industry Quotes](#) for Graffiti walk

[Tobacco Explained: Internal Tobacco Industry Documents](#)

<p><b>Consolidation:</b> Students (in pairs or groups) write a <a href="#">response</a> to the tobacco industry including one or two next steps for both the industry and students. See the 'Response to Industry' document link in the Resources and Materials section.</p>	<p>Consolidation: <a href="#">Response to Industry</a></p>

## Lesson 3: Inquiry

- Student Learning Goals:**
- Use the inquiry process to investigate issues related to vaping
  - Create an infographic using appropriate forms and techniques to convey a message to their intended audience

- Success Criteria:** *(Co-created when possible. The following are sample responses)*  
I will...
- Identify who produces media texts and why
  - Contribute to a discussion about advertisers' tactics
  - Gather and organize information about the effects of vaping and the industry's tactics to sell vaping products
  - Create an infographic about vaping using appropriate elements

- Minds On:**
- View Ice cream video.
  - Have a class discussion or a [Knowledge Building Circle](#). Begin the discussion with the following questions:
    - What was the video's purpose or message?
    - Who was the intended audience? How can you tell?
    - Is the video effective? Why or why not?

**Resources and Materials:**  
[Ice cream video](#)- Flavoured Vapes Hook Kids  
- Canadian Lung Association

Knowledge Building Circle provides time for students to engage in peer-to-peer discourse, build ideas, and develop community. The circle seating is intentional, and helps to promote the idea that everyone is equal and important to the Knowledge Building effort. KB Circles also help to promote successful Knowledge Building by giving students an opportunity to actively listen to the ideas of their peers, to communicate clearly and respectfully to others, to regulate behaviour, and to contribute their ideas to the rest of the community (Natural Curiosity, 2011).

Resource for Knowledge Building Circle: Knowledge Building Gallery- [Gaining and Sustaining Momentum](#) p.42, 44-46

**Action:**

- Students (individually or in pairs) will research and create an [infographic](#), directed towards students in Grade 5 & 6, outlining the dangers associated with vaping and the associated misinformation and industry's marketing plan and strategies towards youth.
- Teachers may share online samples of infographics to help students understand the task. See links in the Resources section for links.
- Share and review the Infographic [Checklist](#) with students. The checklist can also be shared with students digitally.
- Additional information about the inquiry process can be found in the Resources section. Monitor students' question development and progression through the inquiry process. Encourage students to discuss findings with each other to help build their knowledge.
- Suggested websites for research can be found under the Resources and Materials section. They are also included on the Checklist for students to access directly.

**Resources and Materials:**

**Research sources/sites**

[Infographic Checklist and Resources Sheet](#)

for students

[Getting Started with Student Inquiry](#)

information

[Engaging in Inquiry Learning](#)

[Student Inquiry Organizer](#)

**Vaping Information**

[Not An Experiment- Simcoe Muskoka Health Unit](#)

[E-Cigarettes and Vaping- Simcoe Muskoka Health Unit](#)

[Vaping Mechanics](#)

[Vaping is on the Rise. Here's what you need to know.](#) Kids Help Phone

[Unfiltered Facts Website](#)

[Consider the Consequences of Vaping](#)

[Vaping: What you need to know \(Kids Health\)](#)

[Tobacco Company Corrective Statements](#)

[Drug Facts: Vaping Devices](#)

	<p><b>Infographics</b></p> <p><a href="#">Thirteen Scientific Reasons Why Your Brain Craves Infographics</a></p> <p><a href="#">Infographics, Explained as Legos</a></p> <p><a href="#">Adobe Spark Infographic Maker</a></p> <p><a href="#">How to Create Infographics in Minutes</a> with Canva video</p> <p><a href="#">Five Key Elements of an Infographic</a></p>
<p><b>Consolidation:</b></p> <ul style="list-style-type: none"> <li>● Revisit the Anticipation Guide completed at the beginning of Lesson 1.</li> <li>● Ask students to record a response to each statement in the anticipation guide in the 'after' column.</li> <li>● Ask students to compare the 'before' and 'after' responses to each statement in the anticipation guide and explain the reasons for the differences.</li> <li>● Use the comparisons of their responses to the statements in the anticipation guide to guide a discussion about the key learning in the lessons. This can be done as a Summative Knowledge Building Circle. Use the <a href="#">Answer Key</a> to support responses and discussions.</li> </ul> <p>Sharing of Infographics</p> <ul style="list-style-type: none"> <li>● Infographic Sharing can be done in the following ways: <ul style="list-style-type: none"> <li>○ Project and view as a whole class</li> <li>○ In an online classroom such as Google Classroom, Edmodo, Adobe Spark, etc.</li> <li>○ View on student laptops or iPad screens as students circulate around the room</li> <li>○ Share with grades 5 and 6 classes and lead and participate in a discussion about the dangers of vaping and the tobacco industry's tactics aimed at youth.</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>● Students can complete a <a href="#">peer assessment</a> to help give feedback using this</li> </ul>	<p>Anticipation Guide <a href="#">Answer Key</a></p> <p><a href="#">Peer Assessment Tool</a></p> <p><a href="#">Teacher Assessment Tool</a></p> <p><a href="#">Exit Ticket</a></p>

recording sheet. Review the process of peer assessment to ensure students offer constructive feedback.

- Students reflect upon their overall learning and complete this [Exit Ticket](#)
- The teacher can use the [teacher assessment tool](#) for summative assessment.