



# Vaping Prevention 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>Specific Expectations</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>Specific Expectations</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 align="center"><b>Grade 7 and 8 Oral Communication Expectations</b> <i>Overall Expectations</i></p>	
<ol style="list-style-type: none"> <li>listen in order to understand and respond appropriately in a variety of situations for a variety of purposes</li> <li>use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes</li> </ol>	
<p align="center"><b>Grade 7 and 8 Reading Expectations</b> <i>Overall Expectations</i></p>	
<ol style="list-style-type: none"> <li>read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning</li> <li>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** (see more information under Resources and Materials). 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.

## Lesson 1: Anticipation Guide about Vaping

### Instructions:

- Check "Agree" or "Disagree" beside each statement below before you start the next task.
- Revisit your choices at the end of the task.
- Compare the choices that you would make after the task with the choices that you made before the task.
- Compare your choices and explanation with a partner.

• Before		Statement	After	
Agree	Disagree		Agree	Disagree
		1. Vaping is safe.		
		2. Vapes don't have nicotine.		
		3. The tobacco industry targets young people to get them to vape.		
		4. Vaping is just harmless water vapour.		
		5. If you vape, you may be more likely to start smoking cigarettes.		



## Lesson 1: Anticipation Guide about Vaping Answer Key

1. **Vaping is safe.**

### DISAGREE

Scientists around the world are working to better understand the health effects of vaping. Research is starting to show that exposure to nicotine and other chemicals in e-cigarettes can damage the lungs and that this damage is similar to damage caused by smoking cigarettes.

Particles found in e-cigarette vapour can worsen existing lung conditions, make it hard to breathe and cause ear, eye and throat irritation. Vaping can also increase the risk of having a heart attack. When heated, propylene glycol and vegetable glycerin (found in e-liquid) can produce chemicals like formaldehyde, which are known to cause cancer. Among youth in the US, there have been hundreds of reported cases and even deaths from severe lung disease associated with using e-cigarette products. The first Canadian case was reported in Ontario in September 2019.

2. **E-cigarettes don't have nicotine.**

### CAN BE BOTH

While it is possible to buy e-liquids that don't contain nicotine, most e-cigarette products have nicotine in them making them extremely addictive. Up until you are about 25 years old it is easier for you to become addicted to nicotine than an older person. That's because your brain is still developing and is affected differently by the nicotine. Nicotine going to your brain can also affect your memory, your ability to concentrate and your behaviour, making it harder for you to control impulses. If you become addicted to nicotine when you are young, it can also affect your chances of developing other drug addictions.

3. **The tobacco industry targets young people to get them to vape.**

### AGREE

This statement is true. E-cigarettes and e-liquids have been marketed using many of the same methods that big tobacco used to convince people that cigarettes were safe and cool to smoke. They have even developed e-liquids in fruit and dessert flavours to hide the chemicals and nicotine and make them smell and taste good. Who wouldn't think strawberry was healthy, right?

**4. Vaping is just harmless water vapour.**

**DISAGREE**

There actually isn't any water in e-liquid. What you are inhaling is an aerosol that contains fine particles and chemicals. In the short term, these particles can make it difficult to breathe if you have lung problems. They can also cause ear, eye and throat irritation. Over time the metal parts of e-cigarette devices can break down and also become part of the aerosol that you inhale.

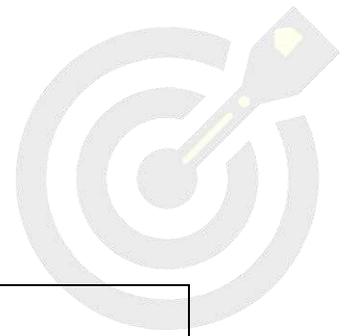
**5. If you vape you may be more likely to start smoking cigarettes.**

**AGREE**

Research is finding that youth who vape may be more likely to switch to cigarettes once they are addicted to nicotine. This is a scary thought because we know that cigarettes cause cancers and other diseases and we don't know what vaping might do long term. So you are taking big risks if you vape or if you smoke cigarettes.

Lesson 2:

Media and Advertising Consolidation Response to Industry



Dear Industry,  
After learning about your advertising tactics and the effects of vaping, I/we feel...

Industry Next Steps:

Next Steps for Students:

## Lesson 2: Media Advertising

### Industry Quotes

Cut and glue to chart paper for the Graffiti walk task.

1. *... if our company is to survive and prosper, over the long term we must get our share of the youth market...Thus we need new brands designed to be particularly attractive to the young smoker, while ideally at the same time appealing to all smokers ... Perhaps these questions may be best approached by consideration of factors influencing pre-smokers to try smoking, learn to smoke and become confirmedsmokers."*



2. *"thus a new brand aimed at the young smoker must somehow become the 'in' brand and its promotion should emphasise togetherness, belonging and group acceptance, while at the same time emphasising individuality and 'doing one's own thing'. The teens and early twenties are periods of intense psychological stress, restlessness and boredom. Many social awkward situations are encountered.*

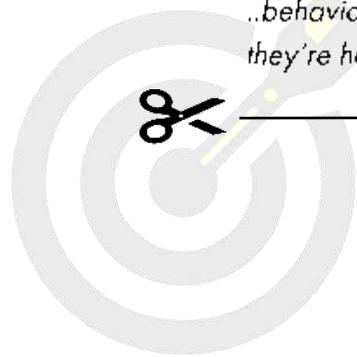
*The minute or two required to stop and light a cigarette, ask for a light, find an ash tray, and the like provide something to do during periods of awkwardness and boredom ...The fragile, developing self-image of the young person needs all of the support and enhancement it can get*

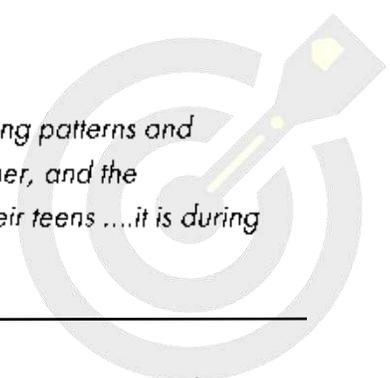
*...This self-image enhancement effect has traditionally been a strong promotional theme for cigarette brands and should continue to be emphasised ... a careful study of the current youth jargon, together with a review of currently used high school history books and like sources for valued things might be a good start at finding a good brand name and image theme."*



3. *"The younger smoker is of pre-eminent importance: significant in numbers, 'lead in' to prime market, starts brand preference patterning... But frustrating to reach: values and behaviour at variance with rest of the population, sceptical, intense peer pressure, public policy difficulties ... Study the Market and Customer, maintain a continuing dialogue with the 'New' Smoker*

*..behaviour patterns – what they do; Attitudes- what they think; Directions – where they're headed; ... Explore and Implement; Create a 'Living Laboratory."*



- 
4. *"It is important to know as much as possible about teenage smoking patterns and attitudes. Today's teenager is tomorrow's potential regular customer, and the overwhelming majority of smokers first begin to smoke while in their teens ...it is during the teenage years that the initial brand choice is made."*
- 



5. *"Younger adult smokers have been the critical factor in the growth and decline of every major brand and company over the last 50 years. They will continue to be just as important to brands/companies in the future for two simple reasons: The renewal of the market stems almost entirely from 18-year-old smokers. No more than 5 percent of smokers start after age 24. The brand loyalty of 18-year-old smokers far outweighs any tendency to switch with age ... Once a brand becomes well-developed among younger adult smokers, ageing and brand loyalty will eventually transmit that strength to older age brackets ... Brands/companies which fail to attract their fair share of younger adult smokers face an uphill battle. They must achieve net switching gains every year to merely hold share... Younger adult smokers are the only source of replacement smokers... If younger adults turn away from smoking, the industry must decline, just as a population which does not give birth will eventually dwindle."*
- 



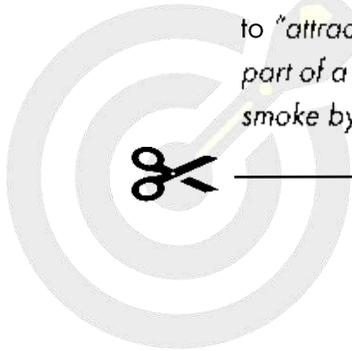
6. *"We don't advertise to children ... First of all, we don't want young people to smoke. And we're running ads aimed specifically at young people advising to them that we think smoking is strictly for adults ... Kids just don't pay attention to cigarette ads, and that's how it should be."*
- 



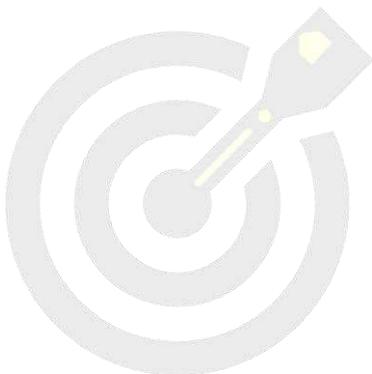
7. *"Approximately 60 per cent of smokers start by the age of 13 and fully 90 per cent before the age of 20. These statistics translate in to the need for more than 5,000 children and teenagers to begin smoking every day to maintain the current size of the smoking population."*
- 



8. *Dave Goerlitz, lead model for RJ Reynolds for seven years, says his marketing brief was to "attract young smokers to replace the older ones who were dying or quitting ...I was part of a scam, selling an image to young boys. My job was to get half a million kids to smoke by 1995"*
- 



9. Terence Sullivan a sales rep in Florida for RJ Reynolds: *"We were targeting kids, and I said at the time it was unethical and maybe illegal, but I was told it was just company policy"*. Sullivan remembers someone asking who exactly were the young people that RJR were targeting, junior high school kids or even younger. The reply was *"They got lips? We want them."*



## Reacting to Reading: Responding to Text (Graffiti)

*Good readers 'wake up' and use the information they have about a topic in order to help them understand what they are reading. (Cris Tovani, 2000)*

*Graffiti* is a collaborative learning strategy that can be used before or after an assigned reading. Here you can see how it might be used *after* reading. The strategy involves students working in groups to generate and record ideas on chart paper. The teacher sets up as many chart pages as there are groups. On each chart page, the teacher writes a topic related to the assigned reading. The groups travel in rotation from chart to chart, writing responses to the topic and to the comments previously written by other groups.

### Purpose

- Provide an opportunity for students to make a personal connection to a topic or unit of work by expressing their opinions, demonstrating their understanding of the assigned text, and making connections to their prior knowledge and experience.

### Payoff

Students will:

- connect their personal knowledge and experience with a curriculum topic or issue.
- expand their understanding of the reading by seeing and hearing the ideas and opinions of others.

### Tips and Resources

- Use a *Numbered Heads* strategy to randomly assign roles in small groups. For example, if you are working with groups of five, have the students in each group “number off” from 1 to 5. After the students have numbered off, assign a particular role (e.g., recording, reporting, displaying work, etc.) to each number. Rotate the roles as the students continue with the exercise.
- For sample role descriptions designed to promote small-group discussion, see the **Group Roles** strategy in the Oral Communication section.
- In the version of graffiti described here, each group uses a different coloured marker so that everyone can identify which group made which contribution to the charts.
- After a specified period (usually no more than three to five minutes), and at a specific signal, each group rotates to the next chart page until the group has traveled full circle and arrived back at its page.
- The rotation and recording aspect of the strategy should take about 15 to 20 minutes. If groups have too much time at any chart page, there won't be anything for subsequent groups to write.
- 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.
- For tips on generating the topics, see Teacher Resource, *Graffiti Strategy – Topics for Geography*.
- For step-by-step instructions on leading the class through the graffiti strategy, see Teacher Resource, *Graffiti Strategy – Procedure for Groups*.

*Beyond Monet*, pp. 174-177.

### Further Support

- Pre-teach some vocabulary related to the topic or issues, to support struggling or ESL students. Consider putting key terms on a Word Wall.
- Assign two students the role of reporter, to ensure that struggling or ESL students are supported if they are chosen as the reporter.



## Reacting to Reading: Responding to Text (Graffiti)

What teachers do	What students do
<p><b>Before</b></p> <ul style="list-style-type: none"> <li>• Assign the reading to students.</li> <li>• Determine how many groups of five you will have in the class, and set up that many “stations.” At each station, put a chart page and a different-coloured marker. On each page, write one issue or topic related to the reading.</li> <li>• Define <i>graffiti</i> for the class (e.g., “scribbling on walls or in public places that represents a highly personal expression of thoughts or feelings”), or ask students for definitions.</li> <li>• Explain the graffiti process to students: groups of five students will begin at a chart page, choosing one student to record their information and ideas with the coloured marker.</li> <li>• Ask students to number off from 1 to 5 to create groups. See the <i>Numbered Heads</i> strategy on the facing page, under Tips and Resources.</li> <li>• Indicate that #1 will be the recorder for the first chart page. Recorders for later chart pages will follow sequentially, and other students will be designated at the end of the rotation to display and report on the original chart page.</li> </ul>	<ul style="list-style-type: none"> <li>• Read the assigned text.</li> <li>• Contribute to the discussion about graffiti.</li> <li>• Listen carefully to instructions about the process. Clarify if needed.</li> </ul>
<p><b>During</b></p> <ul style="list-style-type: none"> <li>• After a specified length of time, ask groups to rotate to the next chart page, taking the same coloured marker with them. At the next chart page, a new recorder will be chosen to write down ideas and information, and so on.</li> <li>• Monitor activity and remind students of the task and process.</li> </ul>	<ul style="list-style-type: none"> <li>• Rotate as a group to each chart page, keeping the same coloured marker.</li> <li>• Respond to the next topic or question using the same coloured marker they began with.</li> <li>• Have a different recorder for each chart page they encounter.</li> <li>• Take turns contributing ideas and information to the graffiti page.</li> <li>• Ensure that each group member has an opportunity to contribute to the graffiti.</li> <li>• Conclude at the original chart page.</li> </ul>
<p><b>After</b></p> <ul style="list-style-type: none"> <li>• Designate #s to be reporters and displayers for the chart page (e.g., #3 students will be displayers and #5s will be reporters). This keeps all students accountable until the last moment.</li> <li>• As each group reports, ask other students to record in their notes the top three items that interest or concern them, leaving spaces between each item.</li> <li>• Invite students to reread the assigned reading and add page numbers to the top three items they chose from each report, in preparation for making more complete notes.</li> </ul>	<ul style="list-style-type: none"> <li>• Review the original chart page together to ensure they can read and understand each item.</li> <li>• Display and report the information on their chart page, as requested by the teacher.</li> <li>• As other groups report, individually record the top three items of interest or concern in one’s own notes.</li> <li>• Reread the textbook chapter and add page numbers to the three items listed from each of the other groups’ reports, to prepare for making more complete notes.</li> </ul>

Notes

### Lesson 3: Infographic Checklist and Resources

Student Name(s): \_\_\_\_\_

You will research and summarize information about vaping in an [infographic](#). An infographic is a visual representation of information, data or knowledge, presented in a clear format that is easy and fun to read. Your infographic will be shared with your classmates.

#### Discussions

- Actively participate in small group and/or class discussions about advertising and vaping.

#### Inquiry process

- Formulate open ended questions *(possibly more than one answer, lead to new questions, consider a variety of perspectives, lead to a deeper understanding of the topic that can be compared, organized, evaluated, or judged)*
- Gather and organize information, evidence, and/or data
- Interpret and analyse information, evidence, and/or data
- Evaluate information, evidence, and/or data and draw conclusions
- Communicate findings in an infographic for grades 5 and 6 students

#### Content includes:

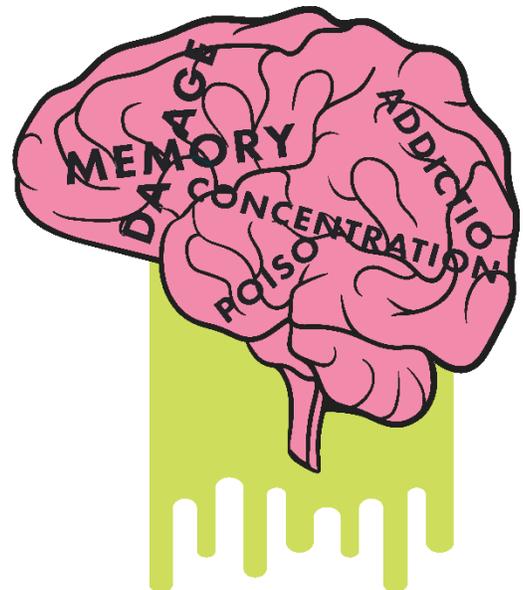
- Thorough, accurate and relevant information about the topic (effects of nicotine, industry tactics etc.)
- Information in bite-sized chunks
- Easy to understand and clear, especially for grades 5 and 6 students
- Information flows easily and consistently connects to your topic
- Call to action is creative and effective
- Few to no errors in spelling, grammar, capitalization or punctuation

#### Organization

- Information is organized following a specific format (alphabetical, chronological, by category, important to non-important)

#### Visual Appeal

- Visuals/Graphics are eye catching
- Size, colour and font make information stand out
- White space included



## 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

[Consider the Consequences of Vaping](#)

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

[Tobacco Company Corrective Statements](#)

[Drug Facts: Vaping Devices](#)

## Infographics Information

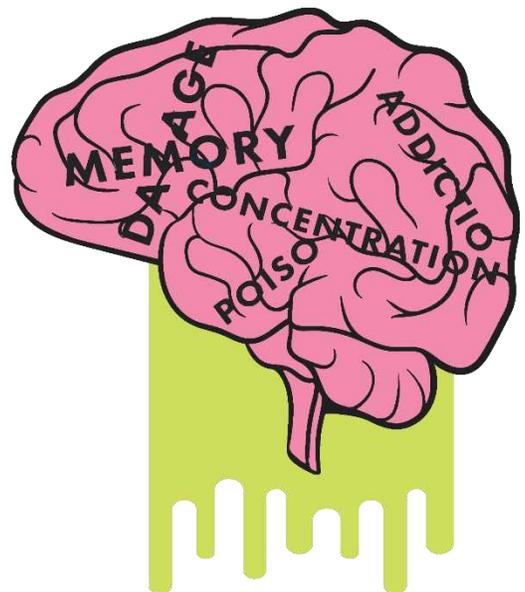
[Thirteen Scientific Reasons Why Your Brain Craves Infographics](#)

[Infographics, Explained as Legos](#)

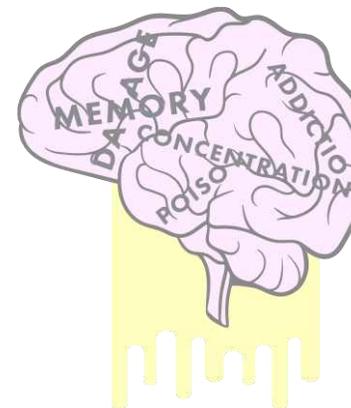
[Adobe Spark Infographic Maker](#)

[How to Create Infographics in Minutes](#) with Canva video

[Five Key Elements of an Infographic](#)



### Lesson 3: Infographic Peer Assessment



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

Infographic Belonged to: \_\_\_\_\_

Criteria	Yes	Mostly	No
Relevant Information included (evidence of research)			
Information is easy to understand and clear (understood clearly after first reading/viewing and did not need to reread or look more closely)			
Very few errors in spelling, grammar, capitalization or punctuation			
Visuals/Graphics are eye-catching			
Call to action is effective and realistic			

Feedback:

Describe something that was done well.

---

---

Describe something that may have needed more attention. Explain what you think is needed to improve it.

---

---

### Lesson 3: Teacher Assessment - Inquiry and Infographic

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

Date: \_\_\_\_\_

Student Inquiry and Infographic learning goals:

Questions and ideas demonstrate understanding of issues related to vaping:

Level 1     Level 2     Level 3     Level 4

Student is able to summarize research clearly using specific examples from his/her inquiry:

Level 1     Level 2     Level 3     Level 4

Infographic is well organized and coherent:

Level 1     Level 2     Level 3     Level 4

Ideas are communicated clearly for the intended audience of Gr 5 and Gr 6 students:

Level 1     Level 2     Level 3     Level 4

Knowledge Building learning goals:

Student demonstrates active listening skills:

Level 1     Level 2     Level 3     Level 4

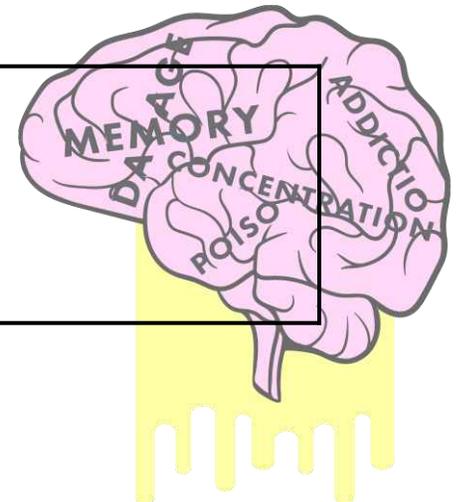
Student communicates ideas clearly:

Level 1     Level 2     Level 3     Level 4

Student makes connections to the ideas of others:

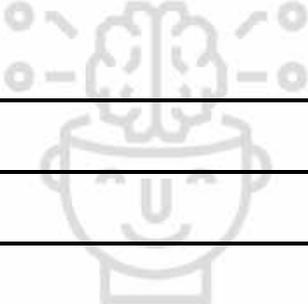
Level 1     Level 2     Level 3     Level 4

Feedback (Strengths & Next Steps):



### Lesson 3: Exit Ticket about Vaping

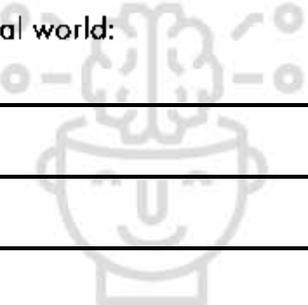
Student Name: \_\_\_\_\_

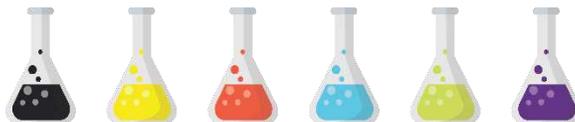
Three things I've learned about vaping:	
•	
•	
•	

Knowledge Building:

Three things I've learned through our discussions:	
•	
•	
•	

Personal Reflection:

Ways I can connect my learning to influence others in the real world:	
•	
•	
•	



**DON'T TREAT YOUR HEALTH LIKE AN EXPERIMENT.**

**NOT AN EXPERIMENT**

## Vaping Laws in Ontario and Canada

### Ontario Law

In Ontario: the [Smoke-Free Ontario Act, 2017](#) regulates the smoking and vaping of tobacco, electronic cigarettes (vapour products), and cannabis (medical and recreational) to protect the people of Ontario, especially youth, from the harms of tobacco, vapour products, and second-hand smoke (tobacco or cannabis). The SFOA, 2017 received Royal Assent at the end of 2017 and came into force on July 1, 2018.

Schools are an important part of the SFOA, 2017:

- Supplying tobacco or vapour products to a person under the age of 19 can result in fines starting at \$490. This includes when a friend shares tobacco or vapour products with a friend under the age of 19. If an adult (including a parent) buys tobacco or vapour for a person under the age 19 they can also be charged.
- If cigarettes or vapour products are being sold (e.g. from a locker or car), the person involved can be charged with a range of offences with fines starting at \$365 for selling restricted products in a prohibited place.
- Smoking and vaping on all school property, including cannabis, is prohibited at all times. This includes smoking or vaping on public areas within 20 metres of the school's grounds. Fines start at \$305 for smoking or vaping on or near school property.

Highlighted below are some of the other outside and inside areas where smoking and vaping, including smoking and vaping of cannabis, are not permitted:

- children's playgrounds and public areas within 20 metres of playgrounds
- within 20 metres of a sporting area or spectator area (including but not limited to skating, soccer, football, swimming, baseball)
- on a restaurant or bar patio and public areas within 9 metres of a patio and inside the premises
- on the grounds of a community recreational facility and public areas within 20 metres of the grounds (including but not limited to rec centres, arenas and pools) and inside the facility
- child care centres - outside and inside the facility
- hospital grounds and inside the hospital
- reserved outdoor seating (i.e. arenas)
- enclosed workplaces including work vehicles
- enclosed public places including public transportation
- common indoor areas of multi-unit residences (i.e. lobbies, parking, common rooms of apartment buildings and student residences)
- inside a car with a young person: drivers and their passengers cannot smoke tobacco or vape anything in a car or other motor vehicle if anyone inside is age 15 years or younger

## Canadian Law

**In Canada:** vaping (and smoking of tobacco) including vaping and smoking of cannabis are regulated under a number of public health and consumer protection laws; however the primary piece of legislation to address vaping and smoking is called the [Tobacco and Vaping Products Act](#). It was enacted on May 23, 2018, to regulate the manufacture, sale, labelling and promotion of tobacco products and vaping products sold in Canada. Vaping and vaping products became legal, but a range of legal requirements came into force including a minimum age to purchase, marketing and manufacture.

