Grade 5 Sample Lesson Plan: Unit 4 – Coping with the Influence To Smoke Electronic Cigarettes

SOLs

- 5.1.l. Analyze the effects of alcohol, tobacco, inhalant, and other drug use on relationships with family, peers, and other individuals.
- 5.3h Identify how culture, family, friends, and the media influence health practices *about using ecigarettes*
- 5.3e Encourage others not to use ecigarettes.

Objectives/Goals

- Students learn the consequences of using ecigarettes.
- Students learn to identify how the media influences the use of ecigarettes.
- Students learn to encourage peers not to use ecigarettes.

Materials

- Buzzers
- Access to the Internet (YouTube)
- Graphic Organizer-structure of ecigarettes
- Graphic Organizer-vapors
- How Do Ecigarettes Affect the Body?
- Effects of Cigarettes on the Body.
- Powerpoint-Analyzing Influences-Electronic Cigarettes

Procedure

Lesson Details

Lesson Opening

1. Read the objectives of the lesson (performance indicators)
2. Review the meaning of the three vocabulary words.
   a. Describe - tell someone the appearance, sound, smell, events, etc., of (something or someone): to say what something or someone is like. (Merriam Webster, 2016)
      1) "Who can describe the clock?" (Definition: tell someone the appearance or sound of (something or someone)

b. Identify - to show who someone is or what something is. (Merriam Webster, 2017)
   1) "Who can identify the clock?" (Definition: to show who someone is or what something is.)
c. Addiction - a strong and harmful need to regularly have something (such as a drug) or do something (such as gamble) (Merriam Webster, 2017)
   1) This word has three syllables (On the board, write A / / n.) It begins with A and ends with n. It means that someone has to have something to feel normal even if it is bad for their health. To help the students, show them the picture of the boy and girls smoking ecigarettes.

3. Today, we are learning about ecigarettes. You will be able to describe ways to prevent health problems due to ecigarettes and identify how advertisements for cigarettes influence thoughts, feelings and health behaviors about ecigarettes.

During the Lesson

4. Using the power point, explain the health hazards associated with smoking ecigarettes.
   i. **Mouthpiece -** The user inhales through the detachable mouthpiece. **Health hazard:** Sharing an ecigarette may spread germs in the mouth or lungs.
   ii. **Cartridge -** Contains liquid nicotine, flavors attractive to teens (bubble gum, chocolate, gummy bear) and the vaporizing agents glycerol and propylene glycol. **Health hazard**: nicotine is an addictive drug, flavors attract young smokers and make the activity seem harmless, effects of propylene glycol vapor is unknown. Propylene glycol is a syrupy synthetic liquid added to food, cosmetics, and certain medicines to absorb water. (Scientific American, 2018)
   iii. **Sensor -** Detects when a user inhales.
   iv. **Lithium Battery -** Rechargeable battery that powers the ecigarette. **Health hazard:** In a few rare cases, the battery overheats and causes a fire when being recharged. (U. S. Fire Administration, 2017)
   v. **Atomizer -** Warms the liquids in the cartridge to boiling to create the vapor.
   vi. **Control Button -** The user pushes the button to turn on the ecigarette.
   vii. **Vapor -** The user inhales vapor and exhales a cloud that

appears smoky due to the heating of glycerol, propylene glycol. **Health hazard:** The user inhales the vapor that contains nicotine and other dissolved substances.

viii. **Light -** This light at the end of the ecigarette glows when the user inhales

5. Class activity – Label the parts of an ecigarette and reflect on the hazards associated with the device.

   a. Distribute the blank ecigarette (**Graphic Organizer Worksheet - Electronic Cigarette**) and "vapors." (**Graphic Organizer Worksheet - Vapors**)
   b. Students point the "vapors" to the correct portion of the ecigarette structure
   c. Reflect at the bottom of the figure:
      1) Describe ways to prevent injuries and health problems *that result from smoking ecigarettes.* *(*1.5.4)
      2) Why would you encourage peers not to smoke ecigarettes? (5.3e)

6. Class activity – How ecigarettes affect the body.
   a. Copy the body graphic and call outs. Cut out the text call outs. Students place the call outs next to the appropriate body part.
   b. Review the brain, heart, and lungs (**Body graphic**)
   c. Explain how ecigarettes affect the body. (**Text call outs)**
   d. Students match the text graphic to the parts of the body.

7. Identify how the media influences thoughts, feelings, and health behaviors *about ecigarettes.* (2.5.3)
   a. Show the two You Tube ecigarette ads
      https://www.youtube.com/watch?v=z9fj0nxzj4I-Ad cig Ad w/female narrator
      https://www.youtube.com/watch?v=sv6MH_ADIGM – A New Choice

   b. Distribute the buzzers to groups. Following the clip, ask the following questions
      1) Is this advertisement an internal or external influence? (Both. The attractiveness of the advertisement -external-may cause the personal to be curious -internal)
      2) Does the influence promote healthy behavior?

3) Does this influence promote safe behavior?
4) Does this influence promote legal behavior?
5) Does this influence promote behavior that follows the guidelines of responsible adults, such as your parents or guardian?
6) Does this influence promote behavior that demonstrates good character? (Meeks, 2011)

7) What is a good strategy to use when being influenced by an advertisement that is selling an unhealthy product? *(Ask yourself the above questions)*

Lesson Closing – Last slide of the power point.

1. Directions: Instruct the students to pack up all their belongings. When settled, ask the following reflective questions.

a. Describe one way to prevent injury and health problems that result from smoking ecigarettes? *(Don't smoke ecigarettes!)*

b. Explain how advertisements for ecigarettes influence thoughts, feelings, and health behaviors? *(Answers will vary)*

Exit ticket – Write down one way to overcome the influence of advertisements that sell harmful products?

Assessment Idea

- Formative – Labeling of the electronic cigarette
- Formative – How do electronic cigarettes affect the body?
- Formative - Exit ticket

References

- Lesson developed by Mary Connolly
- Meeks, L. H. (2011). *Comprehensive School Health Education, 7th edition.* New York: McGraw Hill.
- Smoke Screen: Are ecigarettes Safe? (American Scientific) https://wwww.scientificamerican.com/article/smoke-screen-are-e-cigarettes-safe/

- Parent resource: Talk with Your Teen About E-Cigarettes: A Tip Sheet for Parents (Center for Disease Control and Prevention, 2018) https://ecigarettes.surgeongeneral.gov/documents/SGR_ECig_ParentTipSheet_5 08.pdf
- WebMD How Ecigarettes Affect the Body. https://www.webmd.com/smoking- cessation/how-e-cigarettes-affect-body
- American: https://www.scientificamerican.com/article/smoke-screen-are-e-cigarettes- safe/
- U. S. Fire Administration. (2017, June 18). *Electronic Cigarette Fires and Explosions.* Retrieved from U. S. Fire Administration: https://www.usfa.fema.gov/downloads/pdf/publications/electronic_cigarettes.pdf

Handout

The next page includes a handout for the lesson. The handout is designed for print use only.

Electronic Cigarette

https://www.bing.com/images/search?view=detailV2&ccid=nltLB6jP&id=F45ADA689F3D6B0410A45413ED117917A73BDF04&thid=OIP.nltLB6jPhVitIQFkmMMd-

L3.2

L3.2 Vapors

Directions to the teacher: Cut out the "Vapors" and use them to label the picture of the ecigarette.

Lithium Battery

Rechargeable battery that powers the heating of the cartridge contents

Cartridge

Contains liquid nicotine plus favors and the vaporizing agents glycerol and propylene glycol

Sensor

Detects when a user inhales.

Mouthpiece

The user inhales through the detachable mouthpiece.

Light

This light at the end of the ecigarette glows when the user inhales

Control Button

The user pushes the button to turn on the ecigarette

Vapor

The user inhales vapor and exhales a cloud that appears smoky due to the heating of glycerol,

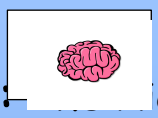
Atomizer

Warms the liquids in the cartridge to boiling to create the vapor

Reflection: 1. Describe ways to prevent injuries and health problems *that result from smoking ecigarettes.*
2. Why would you encourage peers not to use ecigarettes

How Do Ecigarettes Affect the Body?

Effects of ecigarettes on the Body



Brain: cotine in the vapor releases feel-good chemicals in the brain, causing long lasting chemical changes and addiction.

Lungs: cotine in the vapor can cause rapid, shallow breathing and permanent lung damage. Some ecigarettes contain flavorings that may lead to lung disease.

Behavior: Nicotine can lead to smoking cigarettes or marijuana.

Heart: The Nicotine in the vapor causes heart rate and blood pressure go up, making your heart work harder to get blood and oxygen to cells. Can lead to higher risk of heart attack and stroke.

Poisoning: If the liquid nicotine is drunk, it can poison you. From 2013 to 2015, there was a 1500% increase in children under 6 poisoned by nicotine in ecigarettes.

Burns: The rechargeable lithium battery that powers the ecigarette may overheat and cause a fire when being recharaed.(Nemours)

Nicotine: Nicotine is an addictive drug. Ecigarette flavors attract young smokers and make the activity seem harmless, effects of propylene glycol

https://www.webmd.com/smoking-cessation/how-e-cigarettes-affect-body

KNOW THE RISKS
E-CIGARETTES & YOUNG PEOPLE

Talk with Your Teen About E-cigarettes: A Tip Sheet for Parents

BEFORE THE TALK

Know the facts.

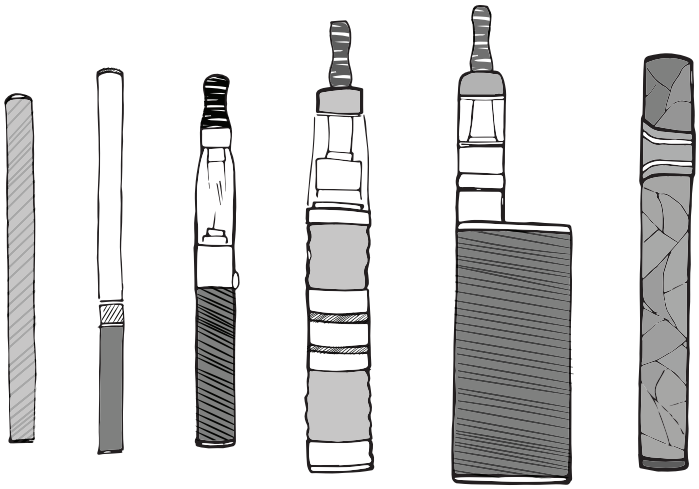
- Get credible information about e-cigarettes and young people at E-cigarettes.SurgeonGeneral.gov.

Be patient and ready to listen.

- Avoid criticism and encourage an open dialogue.
- Remember, your goal is to have a conversation, not to deliver a lecture.
- It's OK for your conversation to take place over time, in bits and pieces.

Set a positive example by being tobacco-free.

- If you use tobacco, it's never too late to quit. For free help, visit smokefree.gov or call **1-800-QUIT-NOW**.



START THE CONVERSATION

Find the right moment.

- A more natural discussion will increase the likelihood that your teen will listen. Rather than saying "we need to talk," you might ask your teen what he or she thinks about a situation you witness together, such as:
  - » Seeing someone use an e-cigarette in person or in a video.
  - » Passing an e-cigarette shop when you are walking or driving.
  - » Seeing an e-cigarette advertisement in a store or magazine or on the internet.

Ask for support.

- Not sure where to begin? Ask your health care provider to talk to your teen about the risks of e-cigarettes.
- You might also suggest that your teen talk with other trusted adults, such as relatives, teachers, faith leaders, coaches, or counselors whom you know are aware of the risks of e-cigarettes.
- These supportive adults can help reinforce your message as a parent.

ANSWER THEIR QUESTIONS

Here are some questions and comments you might get from your teen about e-cigarettes and some ideas about how you can answer them.

Why don't you want me to use e-cigarettes?

- Science shows that e-cigarettes contain ingredients that are addictive and could harm different parts of your body.
- Right now, your brain is still developing, which means you are more vulnerable to addiction. Many e-cigarettes contain nicotine, and using nicotine can change your brain to make you crave more nicotine. It can also affect your memory and concentration. I don't want that for you!
- E-cigarettes contain chemicals that are harmful. When people use e-cigarettes, they breathe in tiny particles that can harm their lungs.
- The cloud that people exhale from e-cigarettes can expose you to chemicals that are not safe to breathe.

What's the big deal about nicotine?

- Your brain is still developing until about age 25. The Surgeon General reported that nicotine is addictive and can harm your brain development.
- Using nicotine at your age may make it harder for you to concentrate, learn, or control your impulses.
- Nicotine can even train your brain to be more easily addicted to other drugs like meth and cocaine.

- I don't say this to scare you, but I want you to have the facts because nothing is more important to me than your health and safety.

Aren't e-cigarettes safer than conventional cigarettes?

- Because your brain is still developing, scientific studies show that it isn't safe for you to use any tobacco product that contains nicotine, including e-cigarettes.
- Whether you get nicotine from an e-cigarette or a cigarette, it's still risky.
- Some e-cigarette batteries have even exploded and hurt people.

I thought e-cigarettes didn't have nicotine—just water and flavoring?

- I used to think that too. But many e-cigarettes have nicotine. There are also other chemicals in them that can be harmful.
- Let's look at the Surgeon General's website on e-cigarettes (E-cigarettes.SurgeonGeneral.gov) together so you can see for yourself.

I (or my friends) have tried e-cigarettes and it was no big deal.

- I appreciate your honesty. In the future, I hope you (or your friends) will stay away from e-cigarettes and other tobacco products, including cigarettes. Science shows that e-cigarettes contain ingredients that are addictive and could harm different parts of your body.
- Next time we go to the doctor, let's ask about the risks of nicotine, e-cigarettes, and other tobacco products.

You used tobacco, so why shouldn't I?

- If I could live my life over again, I never would have started smoking. I learned that people who smoke cigarettes are much more likely to develop, and die from, certain diseases than people who don't smoke. This was really scary, so I quit smoking.
- Quitting was really hard, and I don't want you to go through that. The best thing is to not start at all.

KEEP THE CONVERSATION GOING

Many parents find that texting is a great way to reach their teens. Here are some suggestions for text messages that might catch your teen's attention. And, you can easily share pages of the website (E-cigarettes.SurgeonGeneral.gov) with your teen.

Share this page

Look for this symbol, click it, type in the message you want or use the message provided, and share with your teen via Facebook, Twitter, or email.

Connect and encourage.

- You always liked science. Check out the science about e-cigarettes and young people: **E-cigarettes.SurgeonGeneral.gov**
- Getting off nicotine is hard but I'm so happy I quit. Don't make that mistake and get addicted. Smoking and tobacco use, including using e-cigarettes, are unsafe for young people.

Remind and repeat.

- Most teenagers don't use e-cigarettes. E-cigarettes with nicotine can mess with your brain, and your brain is still developing until you are at least 25.
- You might be tempted by e-cigarette flavors, but inhaling certain flavorings that have been found in some e-cigarettes can be harmful.

Share facts and resources.

- Just learned that many e-cigarettes have nicotine in them. That's the drug that makes cigarettes so addictive. Nicotine can also mess with your brain development.
- Just saw a report from the Surgeon General that e-cigarettes can mess with how your brain develops and might even affect your mood and focus. Please don't use any products that contain nicotine.
- Hope none of your friends use e-cigarettes around you. Even breathing the cloud they exhale can expose you to nicotine and chemicals that can be dangerous to your health.

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CDC Centers for Disease Control and Prevention
Office on Smoking and Health

U.S. PUBLIC HEALTH SERVICE 1798