

# Teens and Vaping: The Real Health Consequences

Help your students understand the health impacts associated with using e-cigarettes.

## Objective

Students will gather, analyze, and select relevant evidence from multiple sources to understand the harmful health effects of vaping.

## Standards

### CCSS ELA

- RI.1 Cite textual evidence
- RI.7 Integrate information in different formats

### NGSS

- Obtaining, Evaluating, and Communicating Information
- Cause and Effect

## Time

50 minutes

## Materials

- Get the Facts About Vaping activity sheet
- [The Health Impacts of E-Cigarettes](#) informational text
- [What You Need to Know About Vaping](#) interactive
- Optional: Video at [whatsinavape.com](#)
- 6 pieces of blank paper
- 6 sticky notes per student
- [Family resource sheets](#)

## Online Resources

For students:

[scholastic.com/vapingrisks](https://www.scholastic.com/vapingrisks)

For additional teaching materials:

[scholastic.com/youthvapingrisks](https://www.scholastic.com/youthvapingrisks)

**1** Tell students you are about to read them a statement, and they should prepare to anonymously write down their response to it on a slip of paper, using: *strongly agree*, *agree*, *disagree*, *strongly disagree*, and *don't know*. Read the statement aloud: *Electronic cigarettes are not harmful to your health*. Collect the slips (a pre-assessment of student perceptions; you'll repeat this at the end) while students work on step 2 below.

**2** Hand out the Get the Facts About Vaping activity sheet and give students several minutes to complete the Predictions portion on the left. Have them set the sheets aside.

**3** Separate the class into small groups. Distribute the informational text "The Health Impacts of E-Cigarettes" to the groups and direct them to take turns reading each paragraph aloud while other members record key facts. Tell the students they will use their notes for an activity coming up.

**4** Send groups online to [scholastic.com/vapingrisks](https://www.scholastic.com/vapingrisks) to explore the interactive "What You Need to Know About Vaping," jotting down important details to add to their running notes. For older students, you also may want to share the video at [whatsinavape.com](https://www.whatsinavape.com). Note: If you have a limited number of computers in your classroom, direct half of the groups to complete Step 3 while the other half does Step 4; then have the groups switch.

**5** While students are working, write the statements from the activity sheet on pieces of paper and hang them around the room. Instruct each group to choose one piece of evidence they think is most relevant to support or disprove each statement and write it on a sticky note. Have them press their sticky notes to the wall under each statement.

- **To support striving learners:** Point out that just because a fact is true does not



mean it is relevant to the statement. Guide students to understand that they can make stronger arguments by choosing relevant evidence.

- **To increase the challenge:** Have students analyze the various pieces of evidence on the wall and try to come to a consensus on which facts make the strongest case for each statement.

**6** Direct groups to complete the Post-Research portion of the activity sheet. Reconvene as a class to review. (Answer key: 1. False; 2. True; 3. False; 4. True; 5. True; 6. True.)

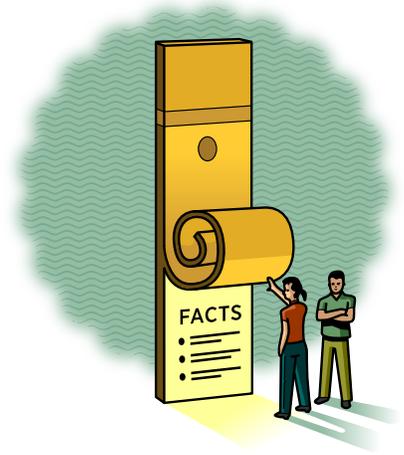
**7** Reread the statement from Step 1 and again have students respond anonymously on slips of paper, including a sentence about their rationale. Review the slips to measure how students' perceptions have changed after studying the facts.

**8** Provide time for students to write how they would respond if someone invited them to vape. Wrap up by handing out the family resource sheets to each student and encouraging them to share at home what they have learned. To ensure that parents receive this valuable information, consider sending the resource sheets to your students' families via email.

Name \_\_\_\_\_

# Get the Facts About Vaping

You may have noticed a growing number of your peers vaping. But how much do you know about e-cigarettes and how they affect your health? Read the statements below and predict whether they are true or false. Then, do research at [scholastic.com/vapingrisks](https://www.scholastic.com/vapingrisks) to gather facts and complete the rest of the chart.



1. Predictions			2. Post-Research		
Mark whether you think the statement is true or false.			Mark whether the statement is true or false. Record at least one fact from your research that supports your answer. Use a separate piece of paper if you need more space.		
True	False	Statements	True	False	Supporting Evidence
		1. Most e-cigarettes only contain water and flavoring.			
		2. Like tobacco smoke, the aerosol given off by an e-cigarette can contain dangerous chemicals.			
		3. As long as an e-cigarette doesn't contain nicotine, it's completely safe.			
		4. A Juul pod contains as much nicotine as a whole pack of cigarettes.			
		5. Teens who vape are more likely to start smoking cigarettes.			
		6. Teens are more likely to become addicted to the nicotine in cigarettes than adults are.			

## Take It Further

Pair up with a classmate and practice how you'd react if someone offered you an e-cigarette. What would you say? How would the facts that you've just learned help you handle the situation?