Vaping: Know the truth

Curriculum Guide

Course Mission

**Vaping: Know the truth** is a prevention-forward digital learning experience that gives today’s students core knowledge around the dangers associated with using e-cigarettes and offers resources to help young people quit if they already vape.

Course Description

**Vaping: Know the truth** is a new national youth vaping prevention curriculum created by Truth Initiative and Kaiser Permanente, in collaboration with the American Heart Association, to educate students about the health dangers of e-cigarette use. This free digital learning experience is being developed as part of Truth Initiative's nationally recognized truth campaign and Kaiser Permanente's Thriving Schools initiative. In addition to encouraging students to live vape-free lives, this self-led interactive curriculum offers resources to help young people who are currently using e-cigarettes to quit, through truth’s first-of-its-kind text message youth quit vaping program called This is Quitting. This is Quitting is already helping over 200,000 youth and young adults on their journeys to quit.

**Target Audience:** High School Students

**Course Length:** 30-40 minutes

**Language:** English

**Modules/Flow:** 4 modules

**Course Placement:** Classroom/Remote learning

**Standards or Laws Alignment:** [National Health Education Standards](#)

Learning Objectives

After leaving this course, students will be able to...

1. Recognize the physiological and psychological properties of nicotine.
2. Recognize that e-cigarettes can deliver as much or more nicotine than cigarettes.
3. Recognize the physical effects associated with nicotine use.
4. Recognize that regardless of delivery mechanism, nicotine is addictive in all forms.
5. Recognize the health risks associated with using e-cigarettes due to their chemical ingredients and delivery mechanism.
6. Describe the strategies used by e-cigarette manufacturers to appeal to their current and prospective users.
7. Recognize that nicotine addiction requires meaningful and substantive lifestyle changes to overcome.
8. Recognize that you are empowered to make healthy and informed choices.
9. Demonstrate how to seek out, recommend, and utilize the support services and resources that are available in school, local community, or nationally, to help you or someone else quit using.
10. Access a free first-of-its-kind text message quit vaping program called This is Quitting if they are a current e-cigarette user looking to quit.
Course Design

This course is broken into four separate lessons. Each lesson must be completed before students can move on to the next lesson. Lessons are preceded by a pre-assessment and followed by a post-assessment. Students are able to retake the post-assessment and their scores are reported to the teacher.

We’ve also broken up the content with a fun interstitial game to support the reinforcement of the facts that sit at the core of student empowerment when it comes to vaping. This game comes before the closing of each module.

There are offline lesson plans and discussion guides that will be available to teachers through the Teacher Resources button on the EVERFI dashboard. These materials will support the learning in each module, as well as deepen learning through meaningful conversations.

Model Implementation for Each Lesson:

<table>
<thead>
<tr>
<th>Discussion Guide 5 minutes</th>
<th>Online Experience 15 minutes</th>
<th>Discussion Guide 20 minutes</th>
<th>Offline Materials 45-60 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activating Prior Knowledge</strong></td>
<td>Survey &amp; Pre-Assessment Experience</td>
<td>Post-Assessment Deepening Understanding</td>
<td>Supporting Lesson Plan</td>
</tr>
</tbody>
</table>

**IMPORTANT: 2nd Post-course Survey**

To get a true measure of the impact of this course on student attitudes and behaviors, we would like students to take a brief survey approximately 30 days after finishing the Vaping: Know the truth course. Students will not be marked COMPLETE in the teacher’s gradebook until they have submitted this survey, but the teacher will be able to still see the scores and completion of quizzes for each module. We appreciate your support in helping encourage students to take the survey as it will help us achieve the goal of improving student health through vaping prevention.

**Lesson 1: Know**

This lesson introduces learners to the topic of vaping, invites them to reflect on their awareness and knowledge of the topic, covers a brief history of tobacco and nicotine use, and covers the ingredients present in common vaping devices.

**National Health Education Standards:**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Performance Indicators</th>
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</table>
| **Standard 1 - Students will comprehend concepts related to health promotion and disease prevention to enhance health.** | • 1.8.8 - Examine the likelihood of injury or illness if engaging in unhealthy behaviors.  
• 1.8.9 - Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.  
• 1.12.8 - Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.  
• 1.12.9 - Analyze the potential severity of injury or illness if engaging in unhealthy behaviors. |
## Standard 2 - Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

- **2.8.9** - Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
- **2.12.9** - Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

## Standard 5 - Students will demonstrate the ability to use decision-making skills to enhance health.

- **5.8.1** - Identify circumstances that can help or hinder healthy decision making.
- **5.8.2** - Determine when health-related situations require the application of a thoughtful decision-making process.
- **5.8.4** - Distinguish between healthy and unhealthy alternatives to health-related issues or problems.
- **5.8.5** - Predict the potential short-term impact of each alternative on self and others.
- **5.8.6** - Choose healthy alternatives over unhealthy alternatives when making a decision.
- **5.8.7** - Analyze the outcomes of a health-related decision.
- **5.12.1** - Examine barriers that can hinder healthy decision making.
- **5.12.2** - Determine the value of applying a thoughtful decision-making process in health-related situations.
- **5.12.4** - Generate alternatives to health-related issues or problems.
- **5.12.5** - Predict the potential short-term and long-term impact of each alternative on self and others.
- **5.12.6** - Defend the healthy choice when making decisions.
- **5.12.7** - Evaluate the effectiveness of health-related decisions.

## Standard 7 - Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

- **7.8.1** - Explain the importance of assuming responsibility for personal health behaviors.
- **7.8.2** - Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
- **7.8.3** - Demonstrate behaviors to avoid or reduce health risks to self and others.
- **7.12.1** - Analyze the role of individual responsibility for enhancing health.
- **7.12.2** - Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.
- **7.12.3** - Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.
<table>
<thead>
<tr>
<th>Course Objectives Covered</th>
<th>Lesson Outline</th>
</tr>
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<tbody>
<tr>
<td>4. Recognize that regardless of delivery mechanism, nicotine is addictive in all forms</td>
<td><strong>“Know”</strong></td>
</tr>
<tr>
<td>5. Recognize the health risks associated with using e-cigarettes due to their chemical ingredients and delivery mechanism</td>
<td>1. What is vaping?</td>
</tr>
<tr>
<td>8. Recognize that you are empowered to make healthy and informed choices</td>
<td>a. There is a lot we don’t know</td>
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<td></td>
<td>b. Vaping anything is bad for you</td>
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<tr>
<td></td>
<td>2. Key terms</td>
</tr>
<tr>
<td></td>
<td>a. Tobacco</td>
</tr>
<tr>
<td></td>
<td>b. Nicotine</td>
</tr>
<tr>
<td></td>
<td>c. Vaping</td>
</tr>
<tr>
<td></td>
<td>3. History of Tobacco Industry</td>
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<tr>
<td></td>
<td>4. Vaping technology</td>
</tr>
<tr>
<td></td>
<td>a. Vape cartridges</td>
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<td>b. Single-use Vapes</td>
</tr>
<tr>
<td></td>
<td>c. Lithium-ion Batteries</td>
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<td>5. Vape ingredients</td>
</tr>
<tr>
<td></td>
<td>a. Diacetyl</td>
</tr>
<tr>
<td></td>
<td>b. Propylene glycol</td>
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<td></td>
<td>c. Lead</td>
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**Lesson 2: Uncover**

This lesson confronts learners with the hard facts about e-cigarette companies' marketing and advertising schemes, and debunks the myth that vaping is a safe activity or a safer option than smoking.

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<td><strong>Standard 2</strong> - Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</td>
<td>• <strong>2.8.9</strong> - Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.</td>
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<td>• <strong>2.12.9</strong> - Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.</td>
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| 2. Recognize that e-cigarettes can deliver as much or more nicotine than cigarettes.  
5. Recognize the health risks associated with using e-cigarettes due to their | "Uncover"  
1. Vaping Industry  
2. Key terms  
   a. Loopholes  
   b. Misleading advertising  
   c. Replacement customers  
3. Legal action against JUUL  
   a. Congressional hearings  
   b. Massachusetts Attorney General  
4. Marketing  
   a. Cigarette vs. Vaping packaging and design  
   b. Cigarette vs. vaping marketing styles  
5. Safety of vaping vs. cigarettes |
Lesson 3: Overcome

This lesson challenges learners to consider the dangers of nicotine addiction, reinforces addiction as a primary danger of vaping, and lays the framework for quitting.

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Course Objectives Covered | Lesson Outline
--- | ---
1. Recognize the physiological and psychological properties of nicotine. | “Overcome”
2. Recognize that e-cigarettes can deliver as much or more nicotine than cigarettes. | 1. Nicotine and addiction
3. Recognize the physical effects associated with nicotine use. | 2. Key terms
4. Recognize that regardless of delivery mechanism, nicotine is addictive in all forms. | a. Nicotine dependence
7. Recognize that nicotine addiction may require meaningful and substantive lifestyle changes to overcome. | b. Nicotine addiction
8. Recognize that you are empowered to make healthy and informed choices. | 3. Process of becoming addicted
2. Recognize that e-cigarettes can deliver as much or more nicotine than cigarettes. | a. Use
3. Recognize the physical effects associated with nicotine use. | b. Dependence
4. Recognize that regardless of delivery mechanism, nicotine is addictive in all forms. | c. Addiction
7. Recognize that nicotine addiction may require meaningful and substantive lifestyle changes to overcome. | 4. Facts about nicotine and brain chemistry
8. Recognize that you are empowered to make healthy and informed choices. | a. Pleasure
Lesson 4: Change
This lesson looks to end the curriculum on an empowering note, and fuel the positive social norms that sit opposite of vaping, self-care and quitting. It acknowledges the challenges of being young but looks to refocus our audience's energy on better, alternative behaviors while still delivering the relevant truth about vaping.

This lesson also includes information about truth’s first-of-its-kind text message youth quit vaping program called This is Quitting which is already helping over 200,000 youth and young adults on their journeys to quit.

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| **Standard 3** - Students will demonstrate the ability to access valid information, products, and services to enhance health. | • **3.8.2** - Access valid health information from home, school, and community.  
• **3.12.2** - Use resources from home, school, and community that provide valid health information. |
| **Standard 4** - Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. | • **4.8.4** - Demonstrate how to ask for assistance to enhance the health of self and others.  
• **4.12.4** - Demonstrate how to ask for and offer assistance to enhance the health of self and others. |
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• **5.12.4** - Generate alternatives to health-related issues or problems.  
• **5.12.5** - Predict the potential short-term and long-term impact of each alternative on self and others.  
• **5.12.6** - Defend the healthy choice when making decisions.  
• **5.12.7** - Evaluate the effectiveness of health-related decisions. |
| **Standard 6** - Students will demonstrate the ability to use goal-setting skills to enhance health. | • **6.8.1** - Assess personal health practices.  
• **6.8.2** - Develop a goal to adopt, maintain, or improve a personal health practice.  
• **6.8.3** - Apply strategies and skills needed to attain a personal health goal.  
• **6.8.4** - Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.  
• **6.12.1** - Assess personal health practices and overall health status.  
• **6.12.2** - Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.  
• **6.12.3** - Implement strategies and monitor progress in achieving a personal health goal.  
• **6.12.4** - Formulate an effective long-term personal health plan. |
### Standard Performance Indicators

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<td>8. Recognize that you are empowered to make healthy and informed choices, to help others make those choices</td>
<td>1. Control, confronting stress, and self-care</td>
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<td>9. Demonstrate how to seek out, recommend, and utilize the support services and resources that are available in school, local community, or nationally, to help you or someone else quit using.</td>
<td>2. Common misconceptions about vaping</td>
</tr>
<tr>
<td></td>
<td>a. Vaping is “cool” or “attractive”</td>
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<td></td>
<td>b. Vaping is less dangerous than other forms of nicotine</td>
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<td>c. Vaping is the easiest way to deal with stress or anxiety</td>
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<tr>
<td></td>
<td>3. Alternatives to vaping</td>
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<td>4. Creating a self-care plan</td>
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