Activity: Vaping

Week June 1st to 5th

Key Content/Modeling

Introduction: [Link to article](https://www.heart.org/en/healthy-living/healthy-lifestyle/quit-smoking-tobacco/the-ugly-truth-about-vaping) Take the quiz [How Much Do You Know About Vaping and Smoking?](#) Watch the 2-minute video about e-cigarettes, vaping, and JUULs.

Prepare to read: Preview the vocabulary for the article *The Vaping Crisis.* Read each of the 8 definitions/example sentences on the Words to Know skill builder sheet. Choose a term that you are less familiar with and write it in the middle of a sheet of paper. Add an illustration about the word in the top left corner, your own example sentence in the top right, synonyms in the bottom left, and antonyms in the bottom right. This is called the Frayer model for building vocabulary.

You Try

Read the article. As you read, think about: How does vaping affect people? What are some people doing in response? What is surprising or interesting?

Show your understanding: Answer these close reading questions with 2-3 sentences each. Include evidence from the text that supports your response.

a) What is the purpose of the first two paragraphs in the article?
b) Summarize the current vaping crisis.
c) How does nicotine affect people who use it?
d) How are officials responding to the vaping crisis?

Show me what you know (Proof of learning) Exit Ticket

Write a 5-8 sentence personal response about vaping. Do you know anyone your age who has tried vaping? What are their reasons for vaping? Is there peer pressure to vape?

Self-Assessment

Check your understanding: Take the 10-question multiple choice Know the News quiz

Extra Learning Opportunities

[Link to website](https://www.thetruth.com/take-action) Explore ways to discourage smoking or vaping and then select one or come up with one of your own.[Link to website](https://truthinitiative.org/research-resources/emerging-tobacco-products/e-cigarettes-facts-stats-and-regulations)
**Vaping Lesson Outline**

**ESSENTIAL QUESTIONS:** How should government regulate harmful products? How do companies use ads and marketing to sell products? How can young people raise awareness about health risks?

**FEATURED SKILL:** Create a PSA (public service announcement—message to raise awareness and change attitudes and behavior about a social issue)

**LEARNING TARGET:** Students will read about a current health crisis and create a public service announcement in response.

**SUCCESS CRITERIA:**

- **Prepare to read:** Preview the vocabulary for the article *The Vaping Crisis.* Read each of the 8 definitions/example sentences on the *Words to Know* skill builder sheet. Choose a term that you are less familiar with and write it in the middle of a sheet of paper. Add an illustration about the word in the top left corner, your own example sentence in the top right, synonyms in the bottom left, and antonyms in the bottom right. This is called the Frayer model for building vocabulary.
- **Read the article.** As you read, think about: How does vaping affect people? What are some people doing in response? What is surprising or interesting?
- **Check your understanding:** Take the 10-question multiple choice *Know the News* quiz.
- **Show your understanding:** Answer these close reading questions with 2-3 sentences each. Include evidence from the text that supports your response.
  a) What is the purpose of the first two paragraphs in the article? *(Author’s Craft)*
  b) Summarize the current vaping crisis. *(Summarizing)* Since the spring of 2019....
  c) How does nicotine affect people who use it? *(Cause and Effect)*
  d) How are officials responding to the vaping crisis? *(Key Details)*
  e) What do you think Piper Johnson wants other teens to know about vaping? *(Making Inferences)*
  f) How does the sidebar “The Fight Over Tobacco” support the article? *(Text Features)*
  g) Choose one of the ads at the end of the article to analyze. What do you notice about it? How does it try to market (sell) cigarettes? *(Media Literacy)*
- **Create a PSA:** Complete the *Spread the Word* skill builder sheet. Review the facts, determine your message, choose a format and create your PSA. For more information to help you create your PSA go to [https://e-cigarettes.surgeongeneral.gov/](https://e-cigarettes.surgeongeneral.gov/)
- **Challenge yourself:** Use the *Informative Writing Toolkit* to write an essay about this current health crisis.

**EXTENDED LEARNING:** [https://www.thetruth.com/take-action](https://www.thetruth.com/take-action) Explore ways to discourage smoking or vaping and then select one or come up with one of your own. [https://truthinitiative.org/research-resources/emerging-tobacco-products/e-cigarettes-facts-stats-and-regulations](https://truthinitiative.org/research-resources/emerging-tobacco-products/e-cigarettes-facts-stats-and-regulations)

**EXIT TICKET:** Write a 5-8 sentence personal response about vaping. Do you know anyone your age who has tried vaping? What are their reasons for vaping? Is there peer pressure to vape?
Building Vocabulary

Words to Know: The Vaping Crisis

1. **bill (n)**: a proposed law (p. 16)
   *example:* The spending *bill* that Congress approved became law after the president signed it.

2. **black market (adj)**: bought, sold, or traded illegally (p. 16)
   *example:* Sarah thinks her neighbor bought *black market* pets because she knows it’s illegal to own the types of snakes he has.

3. **Congress (n)**: the lawmaking body of the U.S. government, made up of the Senate and the House of Representatives (p. 16)
   *example:* One of Congress’s main responsibilities is to write the nation’s laws.

4. **disinformation (n)**: false information intentionally spread to confuse people or to hide the truth (p. 16)
   *example:* Calvin’s opponent for class president started spreading disinformation, saying that Calvin had cheated on tests when he hadn’t.

5. **federal (adj)**: relating to the national government (p. 16)
   *example:* My brother will be able to vote next year, so he needs to learn about the candidates for local, state, and federal elections.

6. **market (v)**: to try to persuade people to buy a particular product (p. 15)
   *example:* Cartoon characters are one way companies *market* cereals to kids.

7. **nicotine (n)**: a poisonous substance in tobacco that makes it hard for people to quit using it (p. 15)
   *example:* After learning how addictive nicotine can be, Lin decided to say no when her friend offered her a cigarette.

8. **regulate (v)**: to make rules or laws that control something (p. 16)
   *example:* The government regulates the amount of fruits and vegetables that must be served in public school cafeterias.

Below, list any other challenging words from the article. Examine context clues and look up the words in at least two dictionaries. Then write a definition and an example sentence for each word.
THE VAPING CRISIS

Vaping has been linked to a surge in mysterious life-threatening illnesses. What can be done to stop it?

BY JOE BUBAR

Download a Skill Builder at junior.scholastic.com to help students respond to the “Write About It!” prompt on page 16.
This past summer, Piper Johnson quickly became deathly ill. The Illinois teen was driving with her mother to college in Colorado. The week before, Piper, 18, had felt pain in her chest. She had put it out of her mind. Now, in the car, her temperature spiked and her heart started racing. Piper ended up in a hospital bed, hooked up to machines. She was scared and sobbing because it hurt so much just to breathe.

Doctors took an X-ray and saw fluid in Piper’s lungs. At first, they thought she had a form of pneumonia. It was not that. The doctors connected the dots when Piper told them that she had been vaping—using e-cigarettes—for a couple of years. That summer she had been doing it a lot. She had gone through up to three pods a week.

Piper is among a growing number of people who have recently wound up in emergency rooms with lung injuries related to vaping. Many of them are teens. As this issue went to press, more than 2,100 cases had been reported since last spring. That is according to the Centers for Disease Control and Prevention (CDC). Forty-two victims had died. The youngest of them was just 13.

U.S. health officials are now trying urgently to figure out what is causing the illnesses. Officials say there is still a lot they do not know about vaping. That includes what is actually in e-cigarettes. As their investigation continues, they have issued a clear warning to Americans: Stop vaping. Immediately.

TEENS AND E-CIGARETTES

In almost every state, you have to be at least 18 years old to buy or use e-cigarettes. Yet vaping has skyrocketed among American minors in the past few years. According to a recent government study, more than a quarter of high school students had vaped in the past month. This is more than double the rate in 2017. More than 10 percent of middle schoolers also reported that they had used e-cigarettes.

Many teens have been attracted to the sleek devices and tobacco-masking flavors—such as mango and mint—made by Juul Labs. That company sells the majority of vaping devices and pods in the U.S. Juul’s popularity among youth may not be accidental. The U.S. Food and Drug Administration (FDA) has been looking into whether the company purposely marketed its products to American kids and teens.

A SERIOUS HEALTH THREAT

E-cigarettes were invented about 15 years ago. They have often been advertised as being safer than smoking tobacco. But because e-cigarettes are relatively new, researchers say, not enough research has been done to study all their effects.

“There is so much we don’t know,” says Dr. Emily Chapman of the Children’s Minnesota hospital system.

Doctors do know one thing for sure. E-cigs deliver dangerous amounts of nicotine. One Juul pod contains about as much as a pack of 20 cigarettes.

What is the big deal? Nicotine can damage your brain. It can harm the parts that control your mood, learning, and attention span, says Thomas Ylioja. He works at National Jewish Health in Denver, Colorado. Plus, nicotine is a highly addictive substance. Once you are hooked, your brain wants more, “even at the risk of your own health,” says Ylioja, who is an expert in helping people quit smoking.

Vaping may also be destroying users’ lungs. One
teen vaper in Texas had so much lung damage that doctors had to put him on a machine for 12 days so he could breathe. A study found that some patients’ lungs looked like those of people who had been exposed to poisonous chemical spills. “We don’t know how well people will recover from the injuries, whether lung damage might be permanent,” says Dr. Anne Schuchat of the CDC.

Experts have not pinned down exactly what is causing the recent outbreak of vaping-related illnesses. Most of the victims had been vaping products with THC. THC is a chemical in marijuana. But some victims reported that they had vaped only e-cigarettes with nicotine.

Health officials are particularly worried about black market vaping products, especially those with THC, that were bought illegally on the street or online. Still, Piper says she mostly used Juul and other nicotine vapes that she bought in a store.

CRACKING DOWN ON VAPING
A number of states have become alarmed at the rising number of young people who are vaping. They have tried to discourage the use of e-cigarettes by banning the fruit-flavored vapes teens love most. In response to criticism about targeting kids, Juul has announced that it will stop selling fruit- and mint-flavored pods.

In addition, lawmakers are calling on the FDA to move faster to study e-cigarettes and figure out what harmful elements they might contain. One bill now in Congress would require the government to educate Americans about the dangers of vaping. It has done this for years about smoking tobacco (see sidebar, below).

The good news is that teens are becoming more aware of the dangers of vaping. Plus, new groups are helping them kick the habit. For example, one national organization, the Truth Initiative, offers a free text-messaging program. It coaches teens and their parents through the quitting process.

As for Piper, her terrifying visit to the hospital was a serious wake-up call. She was left with chemical burns on her lungs that may never go away. Piper has since quit vaping. Today, she is focused on raising awareness among young people about the risks of vaping. In October, she went to a National Day of Action rally in Washington, D.C. She also spoke to senators about regulating vaping.

“It’s kind of like we’re the guinea pigs when it comes to vaping, just like our grandparents’ generation was when it came to cigarettes,” Piper says. “People have to realize it’s not worth the buzz. It could cost you your life.”

Write About It! Write an informative essay on why vaping is a problem and how people are responding to it. Rephrase evidence from the text in your own words and put quotation marks around exact phrases.

The Fight Over Tobacco
In the past, Americans seemed to smoke cigarettes everywhere: in restaurants, at work, even in school! Then, in the early 1960s, studies began to link tobacco to lung cancer, heart disease, and strokes. Suddenly, smoking was scary.

Yet at first, smoking rates remained high. So the federal government issued a series of regulations to try to discourage smoking. For instance, it forced tobacco companies to put harsh health warnings on cigarette packages. Cigarette ads were blocked from TV. Many public health campaigns also educated people about the dangers of smoking.

But the major tobacco companies fought back. They spread disinformation about the science and sought to make smoking look cool with slick ads in magazines.

Eventually, the regulations and education campaigns had an effect. Today, the smoking rate among Americans is about half of what it was in the early 1960s. Still, about 34 million adults and millions of young people continue to smoke cigarettes. Nearly half a million Americans die from smoking-related illnesses every year.

Images courtesy of the Advertising Archives.
MEET YOUR NEW ACCOMPLICE.

LUNG DAMAGE

VAPING
Know the News: The Vaping Crisis

Read the article on pages 14-16, then answer the questions.

1. Which conclusion can you draw from the article?
   A. Vaping poses few health risks.
   B. Officials know exactly what’s in e-cigarettes.
   C. Vaping can be life-threatening.
   D. Vaping is much safer than smoking cigarettes.

2. Which detail best supports that conclusion?
   A. Researchers say not enough has been done to study e-cigarettes.
   B. Many teens have been attracted to sleek vaping devices and tobacco-masking flavors.
   C. Smoking was first linked to lung cancer, heart disease, and strokes in the 1960s.
   D. At least 42 people have died from lung injuries related to vaping since last spring.

3. What does the phrase connected the dots mean in this sentence? “The doctors connected the dots when Piper told them that she’d been vaping.”
   A. put information together
   B. drew a picture
   C. made a guess
   D. referred to a textbook

4. According to a recent study, about what percentage of middle schoolers reported using e-cigarettes?
   A. 5 percent
   B. 10 percent
   C. 25 percent
   D. 37 percent

5. According to the article, nicotine ____.
   A. is not very addictive and is easy to quit
   B. is found only in small amounts in e-cigarettes
   C. is safer than THC
   D. can damage parts of the brain that control mood and learning

6. Which statement about victims of the recent vaping outbreak is true?
   A. They used only Juul products.
   B. They all bought products on the black market.
   C. Most reported vaping products with THC.
   D. They all vaped products with nicotine.

7. Which statement about state vaping laws is true?
   A. All states have banned flavored vapes.
   B. Few states have tried to regulate vaping.
   C. Vaping is illegal in most states.
   D. You have to be at least 18 to buy e-cigarettes in almost every state.

8. Which event happened most recently?
   A. The government banned cigarette ads on TV.
   B. Piper Johnson went to an emergency room.
   C. Piper attended a National Day of Action rally.
   D. Studies first tied tobacco use to lung cancer.

9. Which conclusion can you draw from the sidebar “The Fight Over Tobacco”?
   A. Regulations and public health campaigns were effective in discouraging people from smoking.
   B. The U.S. government is taking strong action to safeguard Americans from e-cigarettes.
   C. Major tobacco companies were concerned that young people would become addicted.
   D. Users of e-cigarettes are not likely to believe government warnings about vaping dangers.

10. Which of these statements is not supported by information in the article?
    A. Doctors don’t know if lung damage caused by vaping will be permanent.
    B. The federal government has started an extensive education campaign about vaping.
    C. Millions of Americans continue to smoke despite the dangers.
    D. The rate of high school students who vape has doubled since 2017.
After you read “The Vaping Crisis” on pages 14-16, create a public service announcement (PSA) to inform teens about vaping. A PSA is a message that is designed to educate people or try to change their attitudes about something.

» REVIEW THE FACTS
Choose three important facts about vaping from the article or from additional research.

• ___________________________________________
  ___________________________________________
  ___________________________________________

• ___________________________________________
  ___________________________________________
  ___________________________________________

• ___________________________________________
  ___________________________________________
  ___________________________________________

» DETERMINE YOUR MESSAGE
What do you want to make sure kids know about vaping? What message do you want your PSA to send?
I want kids to know that vaping ___________________________________________
  ___________________________________________
  ___________________________________________

» CHOOSE A FORMAT
How do you want to share your message? Choose one of these or come up with your own.

☐ POSTER    ☐ VIDEO    ☐ RADIO AD    ☐ SOCIAL MEDIA POST

☐ OTHER: ___________________________________________

» CREATE YOUR PSA
Draft the words that you’ll include in the announcement. Think about what images will make your message as powerful as possible. Then create your final product and share it with classmates.