

Vaping Presentation Guide “Thinking it Through”

Grades 5 to 9

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Objectives

- Describe how advertising and marketing is used to promote vaping to youth
- Describe how vaping impacts the human body
- Explain the laws related to vaping for youth
- Provide supports like where to go to get help quitting, tips to quit and refusal skills

Words Matter!

Before your classroom discussion- consider the following tips from [Health Canada](#) :

- **The language you use has a direct and deep impact on people around you.** You can reduce stigma by changing the words you use to talk about drug/substance use. Using kind words can make it easier for someone to speak up, to feel understood or to receive help.
- Use person-first language, for example say 'person who uses drugs/substances' instead of 'drug user'
- Use neutral, medically accurate words when describing drug use

Topic	Instead of	Use
People who use drugs	<ul style="list-style-type: none">• addicts• junkies• users• drug/substance abusers• recreational drug users	<ul style="list-style-type: none">• people who use drugs/substances• people with an addiction or substance use disorder• people with lived/living experience• people who occasionally use drugs

People who have used drugs	<ul style="list-style-type: none"> • former drug addict • referring to a person as being 'clean' 	<ul style="list-style-type: none"> • people who have used drugs/substances • people in recovery • people with lived/living experience
Drug use	<ul style="list-style-type: none"> • drug/substance abuse • drug/substance misuse • problematic drug/substance use 	<ul style="list-style-type: none"> • drug/substance use • addiction/substance use disorder • drug dependence • higher-risk drug/substance use • substance use harms

Speaking Notes

Slide	Notes
1.	<p>Vaping: Thinking it Through</p> <ul style="list-style-type: none"> • Definition: "Vaping" is the act of heating chemicals from a vaping device, such as a pod-based or disposable, and breathing in the aerosol created from that process
2.	<p>Safer Space Guidelines</p> <ul style="list-style-type: none"> • Respect yourself and others • One person talking at a time • Ask questions • No using people's names if sharing stories, "someone that I know" • Explain what you mean by using words that you know • Commercial vs Traditional tobacco (Consider having an Indigenous student or staff briefly explain that we speak of commercial tobacco during the presentation. "Traditional or sacred tobacco differs from commercial tobacco in that it is used in ceremonial or sacred rituals for healing and purifying" (https://tobaccowise.cancercareontario.ca/en/first-nations#:~:text=Traditional%20or%20sacred%20tobacco%20differs,and%20so%20has%20no%20additives.). <p>• Ask: Are there any other guidelines that you would like to include?</p>

3.	<p>Introductory Questions:</p> <p>Ask: Write down on a flip chart, or just ask for ideas.</p> <ul style="list-style-type: none"> • What are some reasons why some people may want to try to vape? • What are some reasons why people may not want to try? <p>Reasons Why - Multiple factors contribute to vaping use among youth.</p> <ul style="list-style-type: none"> • Social aspect, their friends vape and they can share with friends, social pressure • Curiosity or boredom • Coping with stress/anxiety – **The reality is youth may be turning to vaping to decrease these symptoms, but instead they could be intensifying them • Parents smoke/vape (role-modelling the behavior) • Appealing flavours/devices • Perceived as trendy, vape clouds • Trying to quit or cut down on smoking <p>Reasons Why Not try -</p> <ul style="list-style-type: none"> • Friends don't vape, social influence • It's against the law for under 19 years of age • Active and play sports, feel it is unhealthy • Have a medical condition (Asthma) • Parents disapprove. <p>Section: Advertising and the Tobacco Industry</p>
4.	<p>TRUE or FALSE - The tobacco industry spends nearly \$1 million per hour on marketing</p> <ul style="list-style-type: none"> • Marketing defined – is the business of promoting and selling products (like vapes) or services. Simply put the process of “attracting potential customers”
5.	<p>TRUE</p> <ul style="list-style-type: none"> • The industry spends nearly 1 million dollars/hr marketing. • The tobacco industry has marketed their products to youth for over 70 years. • Today some of the most popular vape brands are owned by tobacco corporations. • Smoking rates in Canada are at the lowest in almost 20 years. Great news for everyone except the tobacco industry. Vapes/e-cigarettes were the perfect replacement product for this purpose. • Strategies being used by vaping companies are like the ones used by the tobacco industry:

	<ul style="list-style-type: none"> ○ Language used to make them seem safe and totally different from smoking – they use vape rather than e-cigarette, use vapour rather than aerosol ○ Misleading health claims – No burning like tobacco therefore marketed as safe ○ Normalizing – we saw this with smoking: promotions, movies, images and other social practices give the appearance it is normal. Which glamorizes the act of smoking and vaping and minimizes the harmful effects? ○ Appealing flavours – to users of all ages, including youth (example on slide 5) ○ Attractive packaging – people are drawn to the latest and greatest devices (example on slide 6) ○ Promotion discounts - discounts are paid to retailers and wholesalers which makes up the majority of marketing expenses for these vape companies ○ Paid influencers, product placement on social media – the industry pays for influencers to use or be shown with their products (example on slide 7) ● These are all old tricks for new products ● Basically, these commercial Big Tobacco corporations are replacing their old cigarette customers with new young customers that they hope to keep for a lifetime by promoting a new product i.e. vapes
6.	<p>Appealing Flavours</p> <ul style="list-style-type: none"> ● There are thousands of e-juice (vape juice) flavor options, a marketing strategy to lure new customers ● Ask: Who do you think is most likely to be attracted by these flavor options? <ul style="list-style-type: none"> ○ <i>Image 1: watermelon, kiwi, mango, orange and passion fruit slush flavors</i> ○ <i>Image 2: Blue Razz, Kiwi Guava Passionfruit Ice, Snazzy Storm.</i> ● The regulations continue to change in Canada regarding vape flavours. In 2020/2021 - Ontario adopted regulations to restrict the sale of flavoured vaping liquids to specialty vape shops where children under 19 are not permitted. In stores where children are permitted flavors are limited to tobacco, mint and menthol. ● Ask: Do you think banning flavoured vape juices all together will lead to less vaping among youth? ● Studies show that flavours can encourage young people to try products.

7.	<p>Attractive Designs</p> <p>Attractive product or package design is one strategy that tobacco/vaping companies use to market its products to youth.</p> <ul style="list-style-type: none"> • make them look like normal everyday products that you are familiar with (USB slash drive, pens), easy to hide designs • the look of e-cigarettes/vapes has changed rapidly - from bulky large designs to sleek modern devices. • come in a variety of shapes, colours, and sizes • seem modern and technologically advanced
8.	<p>Targeted Marketing</p> <p>Vape Marketing - Ask students these questions – answers provided if needed</p> <ul style="list-style-type: none"> • Who paid for this ad? <ul style="list-style-type: none"> ○ Answer: Vype is sponsoring the Drake concert “vype presents” • Who is the target audience? <ul style="list-style-type: none"> ○ Answer: young, trendy, people who like fruit flavors • What is the story this ad is telling? <ul style="list-style-type: none"> ○ Answer: the vype “Looks Small, Hits Big” campaign uses the term hit which is commonly used to suggest a single dose of a drug like nicotine, and that it’s a big nicotine hit ○ Answer: Drake supports vaping, being famous is associated with vaping, glamourizes vaping • What strategies did this ad use to make their product appealing? <ul style="list-style-type: none"> ○ Answer: trying to evoke excitement, flashy, celebrity/glamour, sleekness, colourful, eye catching, interesting slogan
9.	<p>TRUE or FALSE</p> <p>The nicotine in one vape pod is equal to one cigarette</p> <p>Nicotine defined - Nicotine is a highly addictive chemical found naturally in the tobacco plant. It can also be made in a laboratory. We will be talking more about nicotine later on in the presentation.</p>
10.	<p>FALSE</p> <p>Actually, one pod = the same amount of nicotine in a pack of cigarettes (20 cigarettes).</p>
11.	<p>TRUE or FALSE</p>

	There are many chemicals besides nicotine in vape liquid
12.	<p>TRUE</p> <p>There are multiple chemicals in vape juices, such as:</p> <p>Propylene glycol - Is a common additive in food, also used to make things such as antifreeze, paint solvent and also commonly found in fog/smoke machines.</p> <p>Vegetable glycerin - Helps makes the big vape cloud when you exhale. (Helps reduce throat irritation. Combines with propylene glycol to carry the nicotine).</p> <p>Chemical flavours are used to hide the bad taste. There are thousands of e-juice flavours, most often targeted to youth (fruit, candy and dessert flavoured). When these sugars are heated harmful chemicals are created like acetaldehyde a known cancer-causing chemical.</p> <p>Formaldehyde - Found in glues and cleaning products. A by-product of heating the sugar in flavoured vapes.</p> <p>Traces of heavy metals such as nickel, tin & lead from a vapes metal heating coil.</p> <p>Other: <i>(optional to present)</i></p> <ol style="list-style-type: none"> Vaping cannabis poses risks for mental and physical health harms. Chemicals created in the heating process can be harmful when inhaled and may affect breathing. Vaping unregulated cannabis products has also been associated with severe lung illness, causing coughing, shortness of breath and chest pain. Cannabis vaping products differ in the levels of THC and CBD they contain. Using vaping products that have high levels of THC increases the risk for over-intoxication. Over-intoxication can cause severe anxiety, vomiting and paranoia.
13.	<p>Health Risks to Vape User</p> <p><u>The Brain and Nicotine. Addiction</u></p> <ul style="list-style-type: none"> First, we are going to talk about nicotine addiction, withdrawal and the effect that nicotine has on the developing youth brain. Nicotine Is: <ul style="list-style-type: none"> A drug, a stimulant and is highly addictive.

- Until the age of 25 the brain is still developing, this leaves teens and young adults more vulnerable to an addictive substance like nicotine.
- It causes changes in brain chemistry and leaves the brain craving more.
- Nicotine interferes with dopamine levels in the brain, making it difficult for users to focus on tasks, control impulses, and regulate their mood, especially at a young age. It can also cause learning and memory impairments.
- Some signs of nicotine addiction or changes in behaviour can also be:
 - A strong urge to vape
 - Irritability when you can't vape
 - Intrusive thoughts about vaping, i.e. thinking about vaping during class
 - The inability to stop vaping even when you try
 - These behaviors can cause problems with family, friends, school, or work
- Nicotine can also cause withdrawal symptoms when someone is addicted, and they don't have access to nicotine. These symptoms can include:
 - Headache
 - Irritability
 - Feeling anxious or depressed
 - Restlessness or feeling jittery.
 - Difficulty concentrating
- Process of addiction & withdrawal (optional talking point)
 - The more you vape, the more your brain and body get used to having nicotine and the harder it is to go without it. When you go without vaping, the nicotine level in your bloodstream drops which may cause unpleasant feelings. It's important to know the signs of withdrawal as this helps to identify addiction.
 - Withdrawal happens within 4–24 h after not using nicotine (often less) and symptoms can vary depending on their level of addiction, nicotine dose and frequency of use.
 - Symptoms peak on approximately the 3rd day and taper off over the course of the following 3–4 weeks.
- Discussion Question (optional) : If nicotine is unsafe, why do you think people still choose to use products that have nicotine?

	Try to get answers such as: (unaware of risks, addiction, can't stop, don't want to quit, etc.)
14.	<p>Health Risks to the Vape Use</p> <ul style="list-style-type: none"> • Scientists are still researching the long-term health effects of vaping, but enough research has been done to show that vaping is harmful • So far, what we do know is: <ul style="list-style-type: none"> ○ Vaping can expose a person to harmful chemicals that can cause lung damage and that are linked to cancer, lung and heart disease ○ Vaping can cause throat irritation and cough ○ Vaping with nicotine is addictive ○ Vaping with nicotine can alter brain development (which we will discuss shortly) ○ Over consumption of nicotine can lead to symptoms of illness i.e. "Nic-Sick (nausea, vomiting, dizziness, headaches and rapid heartbeat – it can last from 1 hour to 24 hours depending on how severe the exposure) ○ The chemicals and nicotine in vapes can increase the risks of cavities and gum disease ○ Sharing a vape with others i.e. between friends can spread viruses like COVID 19, mouth sores (herpes zoster)
15.	<p>[OPTIONAL] Video – The DeNoble Files: Earmuffs</p> <ul style="list-style-type: none"> • I have a short video clip to show you today made by a scientist - Victor J. DeNoble, PH.D. (runtime - 2:09) Link: https://youtu.be/uFX9F-KD7co?list=PLeL9ROmy1WLSIfA5-Njp_TKwz1vZpaRcP • Victor J. DeNoble worked for the Philip Morris Research Center in the 1980s to develop a cigarette with reduced heart disease risk • Philip Morris is a big tobacco company and also has a large stake in the vaping industry (JUUL) • After successfully identifying a nicotine substitute that did not elevate the heart rate, he was fired and his data/research was seized by Phillip Morris • Why did they fire him? Because they knew nicotine is highly addictive and a key part of what keeps people buying their product • After being fired, he became the first whistle blower to testify before the US Congress about the research conducted within the tobacco industry and the truth about how addictive nicotine really is • This testimony was the cornerstone for changes in public policy regarding tobacco use • As you watch, pay attention to what Victor DeNoble is trying to tell us about how addiction works.

	<ul style="list-style-type: none"> Looking for what happens to our bodies when we add a drug like nicotine. After watching you will be asked these discussion questions
16.	<p>OPTIONAL] Video Questions – The DeNoble Files: Earmuffs</p> <p>Key Messages:</p> <ul style="list-style-type: none"> Brain cells use neurotransmitters to communicate with each other. Dopamine is a neurotransmitter that keeps your body feeling good (e.g., when you accomplish something that makes you feel good; someone you like asks you out, you get something you really want, etc.). What happens when you add a drug like nicotine to your body? Nicotine causes too much dopamine to be released. Instead of feeling good, your brain is overwhelmed. Your brain grows earmuffs to muffle the sound. You change the way your brain feels pleasure. No nicotine, you feel bad (withdrawal symptoms). You need more. Takes 3-6 months to grow the ear muffs. It takes 10 years to stop them. Using nicotine, changes the way your “I feel good chemical” works in your body.
17.	<p>TRUE or FALSE</p> <p>Vapes create a harmless water vapour</p>
18.	<p>FALSE</p> <ul style="list-style-type: none"> Definition: Vaping is the act of inhaling and exhaling an aerosol. It heats a liquid, which then turns into an aerosol. Most people think aerosol is a water vapour, that is not correct! They both look clear and pure but one of them is definitely not. The aerosol from e- cigarettes/vapes contains harmful chemicals and contaminants (already mentioned in previous slides). However, the amount of chemicals and contaminants in this aerosol is normally at lower levels than in cigarette smoke. Using vaping products with higher power and temperature settings can produce more chemicals. The bottom line is that the inhalation of any harmful chemicals can cause irreversible lung damage and lung disease.
19.	<p>OPTIONAL] – Hairspray Activity</p> <p>Hair spray activity (student volunteer) – activity to demonstrate how vaping/aerosols can leave a chemical residual behind.</p>

	<p>Definition: Vaping is the act of inhaling and exhaling an aerosol. It heats a liquid, which then turns into an aerosol.</p> <p>Demonstration:</p> <ul style="list-style-type: none"> • Ask for 1-2 student volunteers for the demonstration. • We have a hairspray and a water spray. • Spray a small amount of water on one hand. <ul style="list-style-type: none"> ○ What does that feel like? [wet] ○ What does it smell like? ○ What will happen when it dries? [nothing] • Spray a small amount of hairspray on the other hand. <ul style="list-style-type: none"> ○ What does that feel like? [sticky, smells good] ○ What does it smell like? ○ What will happen when it dries? [leaves a residue] <p>Key Message:</p> <ul style="list-style-type: none"> • Vapes (like hairspray) produce an aerosol that leaves a residue of chemicals and substances behind, it's not just a harmless water vapour. • Chemicals and substances we already discussed – Nicotine, propylene glycol, vegetable glycerine, flavours, and traces of heavy metals • These chemicals and metal particles are inhaled deep into the lung and leave residue behind.
20.	<p>Long Term Health Effects</p> <ul style="list-style-type: none"> • Because vaping is relatively new, health care professionals are just beginning to understand the short-term effects which we have already covered (nicotine addiction, lung injury associated with vaping certain products that have and produce harmful chemicals). • It has taken roughly 25 years to study the long-term health impacts from smoking tobacco cigarettes. • This is only the beginning of revealing the health risks associated with long-term e-cigarette use. • Currently, the long-term safety of inhaling the substances in vaping products is unknown and continues to be assessed.
21.	<p>The Bridge to Cigarettes</p> <ul style="list-style-type: none"> • There is some limited evidence that shows that vaping may be the bridge that introduces non-tobacco users like, young people to tobacco cigarettes

	<ul style="list-style-type: none"> • The University of Waterloo has found that youth who vape have double the risk of smoking tobacco cigarettes • Another study done by Journal of the American Medical Association network found that youth who vape are 4x more likely to smoke cigarettes • There has already been an increase in youth tobacco rates, making this the first increase in 30 years • Concern - Vaping could increase the chances of a young person starting to smoke tobacco cigarettes. This would be devastating because we know smoking is the leading cause of preventable disease and death in Canada
22.	<p>Do Not Vape Within 20 Metres of...</p> <ul style="list-style-type: none"> • The laws: • The Smoke Free Ontario Act places restrictions on where you can not smoke or vape in Ontario, this includes any enclosed workplaces or enclosed public place as well as many other locations. <ul style="list-style-type: none"> ○ Under the SFOA you can not smoke or vape inside, on the outdoor grounds or within 20 meters of the grounds of: ○ Schools – this includes public or private schools, 24 hours a day/7days per week regardless what the school and its property is being used for. This means no vaping in the bathroom, at practice or at games or in a car in the parking lot ○ Publicly owned sports areas and playgrounds – places like Bellevue park and Strathclair ○ Community Recreational facilities – this includes places like John Rhodes facility, municipally run outdoor rinks, outdoor public pools
23.	<p>TRUE or FALSE</p> <p>There are consequences to getting caught vaping at school</p>
24.	<p>TRUE</p> <ul style="list-style-type: none"> • A young person, under 16 years of age who commits an offence i.e. vaping on school property or supplying a vape to a friend cannot be issued a fine. However, they can be issued a Summons to Appear in front of a Judge or Justice of the Peace. • A person, over 16 years of age, who commits an offence may be issued a fine or a Summons to Appear in front of a Justice of the Peace. • School specific consequences to vaping at school may be suspension

	<ul style="list-style-type: none"> • Fines: <ul style="list-style-type: none"> ○ Use of an e-cigarette in a prohibited place - \$250.00 + \$55.00 (victim Fine Surcharges) for a Total \$305.00 ○ Selling or supplying tobacco or vapour product to a person who is less than 19 years old \$400.00 + \$90.00 (victim Fine Surcharge) for a Total \$490.00
25.	<p>Let's Think it Through</p> <ul style="list-style-type: none"> • Everyday we make decisions and making informed decisions is a skill that we need to practice. • Youth are bombarded with media and social influences every day. These influences can lead to healthy and safe decisions or unhealthy, harmful decisions. • Decision making process: First identify the concern or issue that we need to make a decision about. Example – whether to vape or not. Next ask yourself: <ul style="list-style-type: none"> ▪ Should I: Should I try something if I don't know all of the risks? ▪ Could I: Could I do this if I feel excited or afraid? ▪ Would I: Would I do it if it is not safe? If my parents don't agree? Would I tell my parents about this without worrying if they approve? ▪ What if? I am asked to take a hit and don't want to? I realize I don't have all of the facts and health info I need? What if I feel pressure to continue, but do not want to? • If you don't have all of the info or trust the info. Talk to someone you trust. Think about the positive and negative consequence
26.	<p>Scenario #1 – Elementary/intermediate audience.</p> <p>On a playground at your recess your friend shows a vape they found and asks if you want to try it.</p> <ul style="list-style-type: none"> • Asking yourself again – should I, could I, would I, what if? • If you come to the conclusion that you want to say no – how can you get yourself out of the situation? What can you say? Examples? <p><i>Note: Options – have a discussion about it OR use the wheel of refusal activity on slide 27.</i></p>
27.	<p>Scenario #2 – High School audience</p>

	<p>You leave math class to use the bathroom and find that a few of your friends are in there vaping, they offer you a hit.</p> <ul style="list-style-type: none"> • Asking yourself again – should I, could I, would I, what if? • If you come to the conclusion that you want to say no – how can you get yourself out of the situation? What can you say? Examples? <p><i>Note: Options – have a discussion about it OR use the wheel of refusal activity on next slide.</i></p>
28.	<p>Wheel of Refusal Activity</p> <p>Lesson Plan: https://med.stanford.edu/tobaccopreventiontoolkit/activity-pages/Wheel_of_Refusal.html</p> <p>Purpose:</p> <ul style="list-style-type: none"> • To initiate conversation between students and help brainstorm various ways to refuse being offered a tobacco/vape product. • Students will gain/be exposed to new strategies by composing a wheel with refusal skills. <p>Materials: paper, pen/pencil, and large easel paper, chalk board, or white board</p> <p>Activity:</p> <ul style="list-style-type: none"> • Instruct students to draw a wheel with 8 equal pie pieces, on a blank piece of paper. OR use template (found at the above website) • Allow students 3-5 minutes to fill out half of the wheel with strategies/ways to “say no” or refuse any tobacco/vape product. • If students are struggling to come up with strategies, state that they will have an opportunity to fill out their wheel as the activity continues. • Once completed, have students meet in pairs. • For 2-3 minutes, students can discuss their answers. • Reconvene as a class and draw the same wheel on a large easel pad, whiteboard or chalkboard. This will be the class wheel. • Ask a few students to share one or two of the refusal skills they wrote down with the entire class. • While listening to responses, think about the common themes and use that information to fill out the class wheel. • When looking at the answers/responses, make sure none of these are making fun of or putting down people. • We want to encourage, if at all, possible answers that do not make fun of, put down or humiliate users. • Encourage students to use the class wheel as guide to complete the rest of their wheel.

	<p>Wrap-Up:</p> <ul style="list-style-type: none"> • Questions: i. What strategies could you see yourself using? Why? • Any strategies you may not want to use? Why? • Is it okay to blame a “no”-response on parents/guardians? <p>Examples of Refusal Strategies:</p> <ul style="list-style-type: none"> • Assertive strategies (No thanks, I’m not interested) • Health Approach (It will make my asthma worse; It makes my lungs hurt when I play hockey) • Nicotine addiction • Change subject • Direct and honest (not comfortable with that) • Joke (I’m addicted to not vaping) • Life experience (My grandfather passed away from smoking)
29.	<p>Refusal Skill Activity</p> <p>Optional Slide – audience Gr 7-9. This would replace the activity on slides 24-27</p> <p><u>Vaping: Activity: Refusal skills (phsd.ca)</u> adapted from PHE Canada – STOMP program (Students Together Moving to Prevent Tobacco Use)</p> <p>Purpose: This activity provides youth the opportunity to learn about and practice using refusal skills when faced with peer pressure.</p> <p>What you will need: Peer pressure scenario cards (6), Refusal skills cards (10), 2 bags</p> <p>Activity:</p> <ol style="list-style-type: none"> 1. Start a brief discussion about peer pressure. Refer to the discussion questions section (below). Explain to participants that they are going to practice refusal skills in a fun way. 2. Place the 6 peer pressure scenario cards in one bag and place the 10 refusal skills cards in the other bag. 3. Split participants up into small groups of 3 to 4 students. For larger groups add a second set of the role-playing scenario cards to the bag. 4. Have each group draw one card from each bag so that each group will have one scenario card and one refusal skill card. The facilitator may be required to read over the cards with each group and clarify if necessary. 5. Give each group 10–15 minutes to create a skit that demonstrates the scenario and refusal skill they have chosen.

6. Have each group present their skit to the larger group. If this is uncomfortable for participants, offer them the option to read their scenario out loud to the class and discuss how they would respond based on the refusal skill chosen.
7. If time permits, give participants the opportunity to create their own scenario and problem solve within their group the refusal skills they could use. Provide time for each group to present their scenario and refusal skills.

Discussion questions:

- What are some things that friends may encourage us to do that we don't want to?
- What are some different ways that people can pressure us? Some examples can include:
 - Rejection—turning a person away, threatening to end a friendship
 - Put downs—calling a person names to make them feel bad
 - Reasoning—giving reasons why it's okay to try
 - Unspoken pressure—dirty looks, being left out, being offered to try
 - Can you think of some ways that you or a friend could handle peer pressure?

Peer pressure scenario cards: the link provides a cut out friendly format

Vaping: Activity: Refusal skills (phsd.ca)

1. You have just started going to a new school. One day, some of the students you've started hanging out with ask you if you want to try vaping and one student hands you an e-cigarette. You have never tried vaping before, and you know it is addictive. However, at the same time, you want to fit in. One of the students senses you don't want to and says, "well you can't hang out with us if you don't want to vape." **Type of pressure: Rejection**
2. Before class one morning, you are standing around talking with a group of other students. Two of the students are arguing about which flavour of e-liquid they think tastes better. One of the students suggests that everyone in the group should try both flavours and give their opinion. Two vaping devices start being passed around the group, with each student taking a turn using them. When you receive one of the devices, you hesitate to use it but feel pressured because everyone is looking at you. Type of pressure: **Unspoken pressure**
3. On the bus on the way home from school, you notice that a few students sitting behind you are vaping. One of them taps you on the shoulder and hands a vaping device out to you. They say, "try it, it's mango flavoured." Right away, one of the other students says (about you), "they won't do it. They're too lame." You don't want to vape, but you feel pressured to prove them wrong. Type of pressure: **Put downs**
4. While you are in the school change room getting ready for gym class, a few of the other students are passing around a vaping device and taking turns using it. One of them eventually hands it to you. You have never tried vaping

before and you don't want to, but you are hesitant to say no because everyone is looking at you. Type of pressure: **Unspoken pressure**

5. You are walking home from school with a few of your friends who are vaping. They are talking about their different vaping devices and all the different flavours, and you begin to feel a bit left out. One of your friends asks you if you want to try using theirs. You shake your head to say "no", but then they say "come on. We can't get in trouble here." **Type of pressure: Reasoning**
6. You are walking from one class to the next at school and stop to go to the washroom. You notice that some of your friends are in there and they are vaping. They ask you if you want to try. You say, "no thanks," but then one of them replies, "Why not? The teachers can't come in here and your parents will never find out." You still don't want to, but you also don't want them to make fun of you if you say no again. **Type of pressure: Reasoning**

Refusal skills cards: the link provides a cut out friendly format [Vaping: Activity: Refusal skills \(phsd.ca\)](#)

This activity provides 10 ways youth can respond to peer pressure. By learning a range of possible responses, they are more likely to come up with one that fits the situation when the time arises. This activity will help youth develop assertiveness skills as well as confidence.

1. Make a joke. Sometimes humour is the best way to respond to a situation, as it can lighten a serious mood. It can also take the attention away from you and onto something else.
2. Give a reason why it's a bad idea. Maybe vaping affects your asthma and you want to be able to run for the track team, or maybe you've learned about the negative health effects. Backing up your refusal with evidence gives it more power.
3. Make an excuse of why you can't. Maybe you have something else to do, you need to be somewhere at a specific time, you think your parents would be disappointed, or whatever you choose. Say it and stick to it.
4. Just say no, plainly and firmly. In some situations, just saying no without any arguing or explaining is the best response. Just make sure your "no" is a strong and determined one.
5. Suggest an alternative substance-free activity. There are many activities you can do that don't involve vaping or other substances. By thinking of something better to do, you're offering everyone an "out". You might be surprised of who will take you up on it.
6. Ignore the suggestion. Pretend you didn't hear it and change the topic. Respectfully act like you don't think the idea is even worth discussing.
7. Repeat yourself if necessary. Sometimes you might have to say "no" more than once, on more than one occasion. You don't have to give in just because someone asks several times.

	<p>8. Leave the situation. If you're feeling uncomfortable, you have the option of walking away. With you leading the way, other people might follow you as well.</p> <p>9. Shrug it off and say, "no thanks, I'm good". You can be polite and let people know you aren't interested at the same time.</p> <p>10. The power of numbers. Sometimes "we" feels stronger than "I". Try to find someone who can back you up when you say "no"</p>
30.	<p>[OPTIONAL] – Vaping – Why Quit?</p> <ul style="list-style-type: none"> • What if someone is vaping? Ask: Why should they quit? • Wanting to be the best, healthiest version of yourself is an important reason to quit vaping. Others include: • Possible answers (most already covered during this presentation): <ul style="list-style-type: none"> ○ Addiction: Addiction in the growing brain may set up pathways for later addiction to other substances. Brain risks: Nicotine affects your brain development. This can make it harder to learn and concentrate. Some of the brain changes are permanent and can affect your mood and ability to control your impulses as an adult. ○ Use of other tobacco products: Studies show that vaping makes it more likely that someone will try other tobacco products, like regular cigarettes, cigars, hookahs, and smokeless tobacco (chew) ○ Toxins/Chemicals: The vapor made from e-cigarettes is not made of water. The vapor contains harmful chemicals and very fine particles that are inhaled into the lungs and exhaled into the environment. ○ Sports: You want to do your best in sports, and vaping may lead to lung inflammation (irritation). ○ Money: Vaping is expensive! The cost of the cartridges over time starts to add up. Instead, you could spend that money on other things you need or enjoy. ○ To go against tobacco company advertising: Many e-cigarettes are made by the same companies that produce regular cigarettes. Their marketing targets young people by making fun flavors for e-cigarettes and showing young, healthy people vaping. They're trying to make you their next lifetime customer.
31.	<p>[OPTIONAL GR 7-9] - Tips and Support to Quit</p> <ul style="list-style-type: none"> • For those who want to quit, it can help to:

	<ul style="list-style-type: none"> ○ Decide why they want to quit and write it down or put it in their phone. They can look at the reason(s) when they feel the urge to vape. ○ Pick a day to stop vaping. They can put it on the calendar and tell supportive friends and family that they're quitting on that day. ○ Get rid of all vaping supplies. ○ Seek out supportive family and friends to lean on ○ Download tools (such as apps and texting programs) to their phone that can help with cravings and give encouragement while they're trying to stop vaping. ○ Understand withdrawal. Nicotine addiction leads to very strong cravings for nicotine, especially in the first few days after stopping. ○ For some people, chewing sugar-free gum or lollipops can help distract them from cravings. ○ Other craving distractions: Keeping hands busy like texting with a friend, drawing, writing. Deep breaths x 10, listen to music, watch a movie, and going someplace where smoking and vaping are not allowed ○ It's important to recognize when you need to get more support, especially if: vaping in the morning to get up, vaping regularly at home, school or work, vaping alone, showing signs of nicotine addiction and withdrawal symptoms <p>For those that are not ready to quit:</p> <ul style="list-style-type: none"> ● Recognize that this is part of the addiction process and offer support and resources and help if needed. ● See a doctor if you vape and have: <ul style="list-style-type: none"> ○ A bad cough, shortness of breath, chest pain ○ Nausea, vomiting or diarrhea ○ Tiredness, fever or weight loss
32.	<p>[OPTIONAL GR 7-9] – Quit Vaping Apps</p> <ul style="list-style-type: none"> ● These are a few of the most effective and helpful apps youth can access during their quit journey. ● QUASH <ul style="list-style-type: none"> ○ An app to help you quit smoking or vaping —the way you want! Set goals, track cravings, earn badges and access tools and tips. ● Stop Vaping Challenge

	<ul style="list-style-type: none"> ○ Challenges yourself to stop vaping for as long as you can with a timer that tracks seconds, minutes, and hours. Join challenges through the app, track mood and cravings, record photo and video memories, and find local resources on quitting vaping. ● Crush the Crave – Vape Edition <ul style="list-style-type: none"> ○ Supportive messages, virtual awards to help you overcome cravings. Track the number of day’s vape-free, amount of money saved, and personal triggers.
33.	References
34.	References
35.	Thank You!

Curriculum Links:

The Ministry of Education: [Ontario Physical Health and Education Curriculum 2019](#)
[Ontario Health and Physical Education Curriculum Grades 9 to 12](#)

Note that vaping was not as popular when the curriculum was last updated, so is not mentioned specifically. Expectations related to substance use in general are included here.

Curriculum Requirements – Grade 5

- **D2.3 Refusal skills – alcohol use and other behaviors** – demonstrate the ability to apply decision-making, assertiveness, and refusal skills to deal with pressures pertaining to alcohol use or other behaviours that could later lead to addiction (e.g., smoking,* vaping, drug use, gambling, video game use)
- **D3.3 Decision to drink alcohol, use cannabis; influences** - identify personal and social factors (e.g., emotional, physical, mental, spiritual, cultural, legal, media, and peer influences) that can affect a person’s decision to drink alcohol or use cannabis at different points in their life

Curriculum Requirements – Grade 6

- **D1.2 Effect of cannabis, drugs** - describe the range of effects associated with using cannabis, other drugs (e.g., prescription medications such as opioids; illicit opioids such as heroin, crack, cocaine, Ecstasy, crystal methamphetamine), and intoxicating substances (e.g., gas, glue)
- **D2.4 Strategies, safe choices, influences, alcohol, tobacco, cannabis** - use decision-making strategies and skills and an understanding of factors influencing drug use (e.g., personal values, peer pressure, media influence, curiosity, legal restrictions, cultural, religious, and spiritual teachings) to make safe personal choices about the use of drugs such as alcohol, tobacco,* and cannabis, and about activities such as vaping, including the choice to abstain

Curriculum Requirements – Grade 7

- **D1.2 Mental health, substances, support** - 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.
- **D2.3 Body image, substance use** - explain how preoccupation with body image or athletic performance can contribute to harmful or problematic eating habits and substance use, and demonstrate the ability to make informed choices about caring for their bodies.
- **D3.2 Implications of substance use, addictions, and related behaviours** - 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).

Curriculum Requirements – Grade 8

- **D1.3 Warning signs, consequences** - 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 (e.g., financial problems resulting from online gaming or gambling; unhealthy expectations of intimacy from repeated exposure to unrealistic portrayals of sex online; legal consequences connected with underage cannabis use; aggressive behaviours related to alcohol use that can lead to gender-based violence, dating violence, or sexual assault; overdose as a result of misuse of prescription medications, including pain relievers such as opioids, or as a result of taking illicit drugs; inability to make healthy decisions as a result of drug use; binge drinking and alcohol poisoning; injury, death, or legal charges resulting from accidents caused by impaired driving; self-harming behaviours related to having a mental illness such as depression that are exacerbated by substance abuse; fetal alcohol spectrum disorder [FASD] in children as a result of alcohol abuse by the mother during pregnancy).

Curriculum Requirements – Grade 9

- **C1.3 Resilience – protective and risk factors** - demonstrate an understanding of resilience and related protective and risk factors and explain how these can affect choices related to substance use and addictions.
- **C3.4 Social influences; decision making, communication skills** - describe social factors that may influence substance use (e.g., use of prescription drugs, alcohol, tobacco, chewing tobacco, nutritional supplements, performance-enhancing

drugs) or behaviours leading to addictions (e.g., gambling; video, Internet, or computer gaming; eating disorders), and explain how decision-making and communication skills can be used to respond effectively to these influences