

South Carolina Tobacco Education Program

Facilitator Manual

Revised 2024

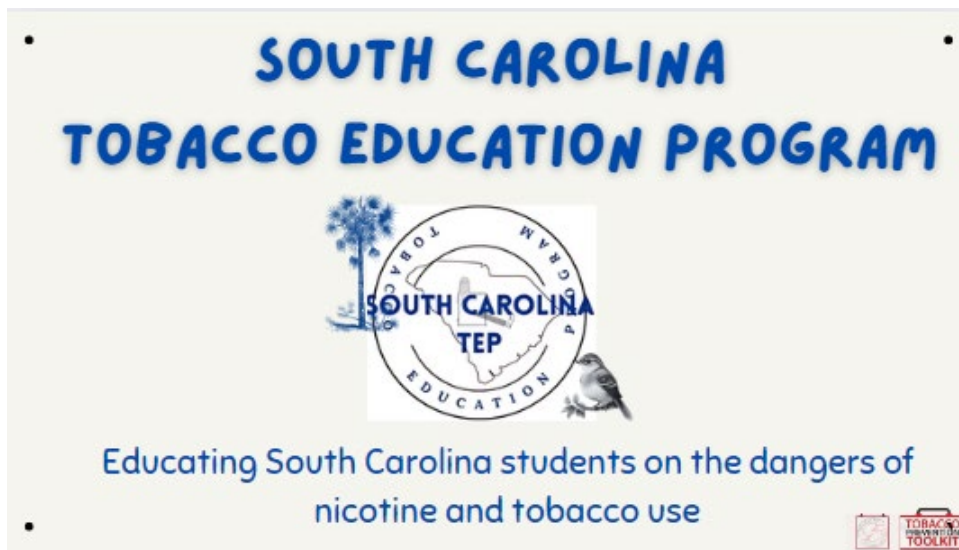


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MARKETING RESOURCES

PROMOTION: THE TARGET GROUP

The following information covers promotion of SC TEP. Keep in mind that SC TEP is primarily a problem identification and referral program designed to assist students who have violated laws regarding possession or use of tobacco products. Referrals come from a variety of sources:

- **School Resource Officers** are an excellent source of referral. Schools can choose to refer students with school violations and/or civil fines for possession or use of tobacco on or around school property.
- **Community Organizations** that work with at-risk youth (e.g., Department of Juvenile Justice, Alternative Youth Programs) can be excellent referral sources.
- **Law Enforcement Officers** often are unaware of the law. Promotion of SC TEP and education on tobacco laws can be time well spent with law enforcement officers. You might wish to begin with officers assigned to the Alcohol Enforcement Teams in your area. These officers are trained on ticketing those with possession or use of alcohol and are in an excellent position to address underage use/possession of tobacco.
- **Magistrate Courts**, in most cases, will be the primary source of referrals, so educated and informed magistrates are essential.

An additional utilization of this program could be as an educational strategy. The education strategy would target youth and young adults who have not been referred to the program as result of a disciplinary action. This population of students would receive the information as a proactive program to lead healthy, nicotine-free lives.

HOW TO PROMOTE SC TEP

There are generally **two steps** to promoting any program or service. The **first step** is to determine where you can best reach your target population. The **second step** is to determine how to get the target population to attend the service. Initially, your goal is to have law enforcement officers, school personnel, and community organizations call you for more information. This can be accomplished by developing a brochure that explains SC TEP. (*See sample brochure in Appendix B.*) Remember to utilize all avenues to promote the program. Some examples include health fairs, school presentations, community collaboration meetings, and teacher training events. Other options for promoting the program are contacting youth service organizations, scheduling appointments with local magistrates, sending letters to community members, and offering training for law enforcement officers and school resource officers. Keep in mind that the best method for promotion is always personal contact.

PHONE ENTHUSIASM

First impressions matter. Participation in SC TEP is most often mandated. Students and parents may feel that the program is a waste of time or an inconvenience. Be enthusiastic about the program. This may be the first step toward helping a young person quit smoking. When talking about SC TEP, stay away from conversation about mandates. Keep the focus positive. If you concentrate on what the program has to offer, students and parents may be more accepting of their need to complete the program.

ENROLLING PARTICIPANTS

Require that students call to enroll in the program in advance. It makes for better planning if you know who and how many you anticipate in attendance. If schools are referring participants, ask the school to require that the student or parent call your location to register in advance. If students are referred by a magistrate, the magistrate's office should instruct them to call and register.

If you have the time, a reminder phone call to each participant can increase attendance. Participants who fail to attend the first section should be sent a brochure following that section and/or a few weeks before the next

section. Remember that youth may be mandated to attend. You should make every effort to enroll those who are referred. Your promotion plan must include follow-up.

SCHOOL INFORMATION

Materials are included in Appendix B that will assist you in promoting SC TEP to schools. These materials will assist you not only with promotion, but with follow-up once students have completed the program.

The following materials are included:

- SC TEP Brochure
- School Tobacco Policy Handout (*a Canva handout editable for your local data*)
- SC TEP Parental/Guardian Consent for Services Form

MAXIMUM FEES FOR TEP

Note that, at the county level, you have the liberty to decide if your agency will charge for TEP referrals, charge for proactive or preventative TEP enrollment, or not charge students any amount at all. At the state level, the maximum amount allowable for enrollment in a TEP class is \$25 per student.

CONFIDENTIALITY

The provider should have the client sign a “Consent for the Release of Confidential Information” form (*see Appendix B*) and instruct the parent/guardian to sign the “Parental/Guardian Consent for Services” form (*see Appendix B*) prior to offering the service. The first form is needed in order for communication to occur between the court and other entities. The provider’s policy should be followed with regard to storing confidential information. In many cases, the client will not have a treatment file on record. In this event, the provider’s Privacy Officer and/or Quality Assurance (QA) designee must set up a section in the lockable file cabinet that houses existing QA reports. These files must be maintained for the appropriate time before shredding.

GRANTS MANAGEMENT SYSTEM DOCUMENTATION

Documentation in the Prevention Data Entry Portal is required for SC TEP. The following bullets highlight the required documentation:

- The Tobacco Education Program can be entered as Problem Identification & Referral or Education. See below for determination for reporting.
- Number of Participants
- Demographics of Participants
- Program Date
- Program Length
- Indirect and Direct Service Time
- Service Populations:
 - High School Students
 - Middle School / Junior High Students
 - Youth/Minors
- Service Location
- Complete a brief description of the activity.

TEP REPORTING INTO GRANTS MANAGEMENT SYSTEM / DAODAS PREVENTION REPORTS

How do I know how to report TEP? Do I report the service provision under the CSAP strategy as Problem Identification and Referral or Education?

The Tobacco Education Program (TEP) can be implemented as either CSAP strategy – Education *or* Problem Identification and Referral. The way to determine which one to use is to first answer the question “What is the population being served with the program?” If the population being served is students who are referred to the class due to a problem identified by school faculty/law enforcement (e.g., using/possessing tobacco products on school grounds) or have been cited with a ticket by the school resource officer, enter the service as **Problem Identification and Referral** and the participant as an “Indicated-Individual.”

If the population being served is receiving the service due to being participants in a grouping such as “Sixth-graders at Beaumont Middle School,” the students will enter the service through the **Education** strategy, since the population being reached is “Universal Direct – Individual.” Each student in the grouping (e.g., sixth-graders), no matter their background or history of substance use/experimentation with substances, is taking the course and therefore this is offered as an education program.

How do I input the TEP service into the Grants Management System?

First, determine the population you are serving with the program using the criteria in section above. Is your population Indicated Individuals who are being referred to the course due to an identified substance use problem/infracton/policy violation, or is your population a Universal Direct group of students?

Problem Identification and Referral

For problem-identified and referred students:

1. Request a Problem ID TEP objective to be uploaded into your current grant period SABG project for your tobacco/nicotine goal. This objective and the performance measures can be found in your project on the GrantVantage view of the GMS. You must have an objective uploaded into the system in order to report in the DAODAS Prevention Portal.
 - a. The first measure entered will be the “Actual” value in the two-part performance measure. The “Actual” value is the number of actual groupings of students you plan to reach using TEP as a PIR course. (“I plan to teach 4 groups of problem-identified students TEP during the FY25 grant period.”)
 - b. The “Results” measure will capture the number of individual students you plan to provide services to from your entries of the class demographics in the DAODAS Prevention Portal website. (“I plan to teach 4 groups of problem-identified students TEP during the FY25 grant period and reach 20 students total in Beaumont County.”)
2. Reporting: Select “Problem Identification and Referral” from the Prevention list of the six CSAP Strategies in the DAODAS Prevention Portal.
3. Select “Tobacco Education Program” Form: This form will capture only one date as the date of service. Please note that this form was created for TEP to be taught as one four-hour class. If your agency is teaching the course in four one-hour sessions or two two-hour sessions, please capture the date and time of the service for each lesson/day of service in the description box under the same comprehensive form. The date used on the form should be the last date the course was taught.
4. Once all data is entered into the form (indirect/direct time, demographics, etc.), review the form, confirm the information entered is correct, and then check the box to submit the data.
5. Data will be visible in the “Results” performance measure of the GrantVantage website for all submitted forms for the service.

Example: Problem Identification and Referral – multiple service dates

The screenshot shows a web application interface for the DAODAS Prevention Portal. At the top, there's a navigation bar with icons for back, forward, refresh, check access, flow, word templates, and run report. Below this is a status bar indicating 'Read-only: You don't have access to edit this record.' The main header shows 'DAS-027340 - Saved' and 'Portal Submissions'. A tabbed interface is present with 'General' selected, and other tabs include 'Service Details & Demographics', 'Social Media', 'Education', 'Environmental', 'Notes & Attachments', and 'Related'. The form content is organized into sections: 'Strategy' (Program ID & Referral), 'Form Name' (Tobacco Education Program), 'Organization' (J200AGC020), 'Grant Name' (SABG23-PR-ALL 20230701-20240630), 'Objective' (Problem Identification and Referral-Tobacco Education Program-Tobacco), and 'Performance Measure' (Total number of students estimated to be reached through TEP proram conducted throughout the fiscal year to reduce the u...). The 'Description' field contains a list of dates and times: 3/28/24 – meeting with school admin and planning time – 4 hours, 4/16/24 Planning Time – 2 hours, 4/19/24 Lesson 1 and 2, 4/22/24 Lesson 3 and 4, and 4 students present during all lessons and demographics included. At the bottom, there's a summary section with 'Date and Time' (5/14/2024 7:31 PM), 'Presentation Type' (In-Person), 'Total Duration Hours (Direct and Indirect Time)' (6), and 'Total Duration Minutes (Direct and Indirect Time)' (0).

Field	Value
Strategy	Program ID & Referral
Form Name	Tobacco Education Program
Organization	J200AGC020
Grant Name	SABG23-PR-ALL 20230701-20240630
Objective	Problem Identification and Referral-Tobacco Education Program-Tobacco
Performance Measure	Total number of students estimated to be reached through TEP proram conducted throughout the fiscal year to reduce the u...
Description	3/28/24 – meeting with school admin and planning time – 4 hours 4/16/24 Planning Time – 2 hours 4/19/24 Lesson 1 and 2 4/22/24 Lesson 3 and 4 4 students present during all lessons and demographics included.
Date and Time	5/14/2024 7:31 PM
Presentation Type	In-Person
Total Duration Hours (Direct and Indirect Time)	6
Total Duration Minutes (Direct and Indirect Time)	0

Education

For universal groups of students with no indicated problem:

1. Request an Education objective to be uploaded into your current grant period SABG project for your tobacco/nicotine goal. Remember, this strategy is used when you are teaching all students of a class, grade level, or school with no referrals or identified substance issues. This objective and the performance measures can be found in your project in the GrantVantage view of the GMS.
 - a. The first measure will be the Actual value in the two-part performance measure. This is the number of actual classes of students you plan to teach TEP as an education course. ("I plan to teach four groups of 6th grade students TEP during the FY26 grant period.")
 - b. The Results measure will capture the number of individual students you provided services to from your entries of the class demographics in the DAODAS Prevention Portal website. ("I plan to teach four groups of 6th grade students TEP during the FY26 grant period, reaching 20 students total in Beaumont County.") You must first have an objective uploaded into the system in order to report in the DAODAS Prevention Portal.
2. Reporting: Select the dropdown menu "Education" from the Prevention list and select "Tobacco Education Program." This form will capture multiple entries of dates and number served as the dates of service under the same comprehensive form. This form was developed to capture a curriculum education program to be taught during multiple sessions or dates.
3. The first time you open the Education form, fill out service details and demographics and then hit "Save" only. **Do NOT check the box to submit your data.**
4. For subsequent service dates, open the draft form and continue entering multiple session dates and capturing the number of students who attended each session for that specific group of students under their designated form.
 - a. Example: Mrs. Smith's 6th grade class at Beaumont Middle will have one singular education form that will include service details and demographics for every session taught during six weeks of TEP (one session per week for this example).
5. At the conclusion of the sixth session, once all data is entered, review the form and, once the data is confirmed as correct, check the box to submit the data.
6. Once submitted, the data will be visible in the "Results" performance measure for that service in GrantVantage.

Example: Education – capturing class sessions

The screenshot shows the GrantVantage web application interface. At the top, there's a search bar and navigation tabs: General, Service Details & Demographics, Social Media, Education (selected), Environmental, Notes & Attachments, and Related. Below the tabs, the 'Demographics' section is visible, containing fields for Evidence-Based Practice (Yes), Evidence-Based Program (Drugs: True Stories), Location Name (Mid-Carolina Middle School), and Total Number Served (24). Below this, the 'Active Education Demographics' section shows a table with columns for Submission, Session Date, Group, and Headcount. The table lists four sessions for DAS-023681, all with a headcount of 24.

Submission	Session Date	Group	Headcount
DAS-023681	2/23/2024 5:2...	MCMS 3rd 9 Weeks - 8th Grade Group 1	24
DAS-023681	2/15/2024 5:2...	MCMS 3rd 9 Weeks - 8th Grade Group 1	24
DAS-023681	2/7/2024 5:27...	MCMS 3rd 9 Weeks - 8th Grade Group 1	24
DAS-023681	2/1/2024 5:02...	MCMS 3rd 9 Weeks - 8th Grade Group 1	24

WELCOME AND INTRODUCTIONS

WELCOME – 5 minutes (Lesson 1, Slides 1-2)

Begin by introducing yourself. Tell the group why you are facilitating SC TEP and elaborate on what TEP is.

GROUND RULES AND INTRODUCTIONS – 5 minutes (Lesson 1, Slides 3-4)

- Ask participants to name other ground rules they feel will make their experience of the program more pleasurable. Write these on a flip chart and keep ground rules displayed during the program. EXAMPLES: “Participation is expected,” “No cell phones or other devices.”
- Explore the participants’ expectations and/or fears of the program. Acknowledge all negative feelings and do not attempt to negate the participants’ feelings or misconceptions about the program or smoking.
- Encourage the explanation of policies and procedures for each agency regarding on-premise smoking policies.

PRE-TEST

It is recommended that you use a coding system for the purpose of matching your pre- and post-tests, and to ensure confidentiality of the client. It is also recommended that you review your agency’s policies and procedures regarding the testing of individuals.

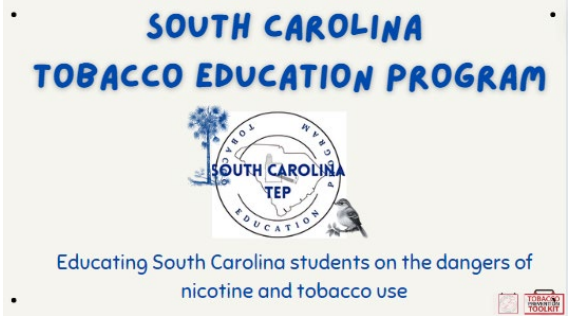
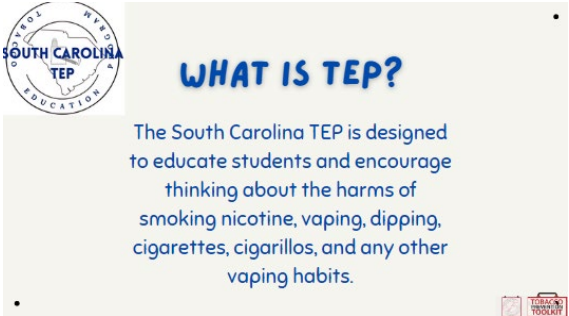


A link to the SC TEP Pre-Test can be found in Appendix B.





LESSON 1

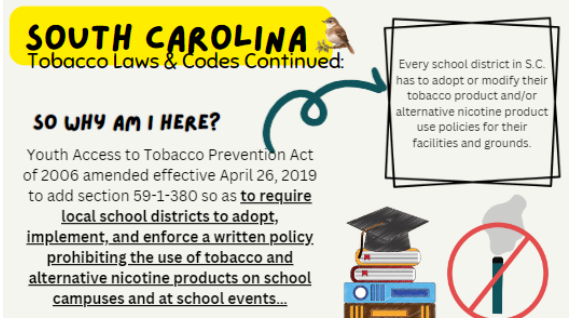
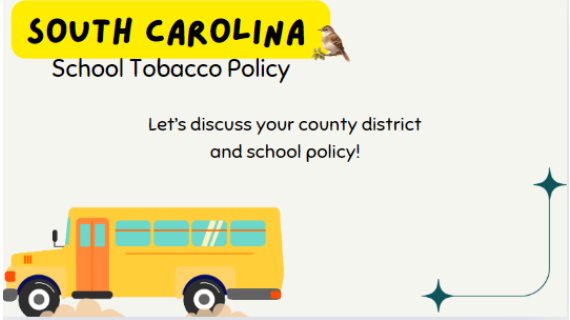
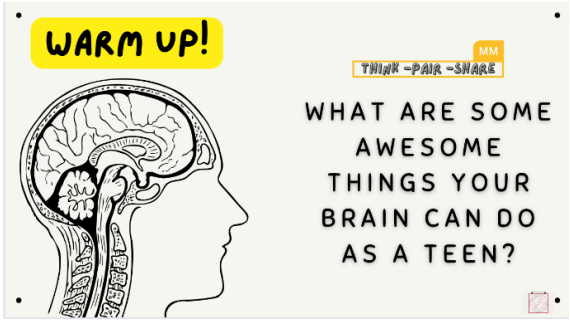



Lesson 1: **Full of Potential: Your Brain Nicotine-Free** Talking Points and Slide Chart

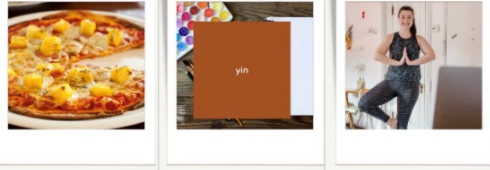
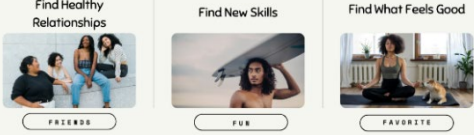




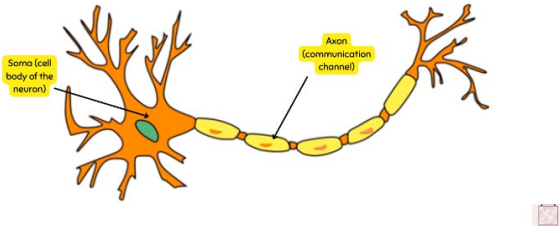
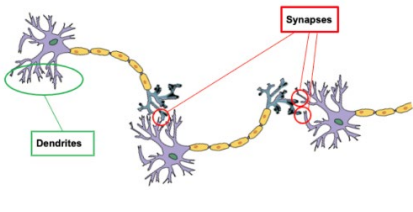
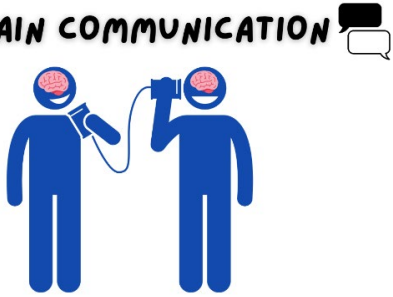

Slide	Image	Talking Points
1		<ul style="list-style-type: none"> • Welcome! • Taking Attendance
2		<ul style="list-style-type: none"> • Explain the purpose of TEP.
3		<ul style="list-style-type: none"> • We will be starting our tobacco unit today. • Before we start, I would like to go over some community/group agreements.
4		<p>(Instructor Note: This slide is optional; you may use these or use your own established classroom norms.)</p> <p>Here are our community agreements:</p> <ul style="list-style-type: none"> • One Mic: One person talking and no interrupting. • Step Up, Step Down: If you find yourself speaking a lot, take some time to listen and leave space for others. If you find yourself withholding your thoughts, speak up and share with us. • Vegas Rule: What is said here, stays here. Another way to say it is that our classroom is a confidential space. • R-E-S-P-E-C-T (<i>spell out, like the song by Aretha Franklin</i>) • "I" Statements: Say "I think" or "I feel" instead of "You don't care what I think or feel." <p>Ask Students: Are there others you would like to add to our community agreements? (<i>Write these on the board or add them to the slides.</i>)</p> <p>Instructor Note: Following this discussion, administer SC TEP Pre-Test.</p>




Slide	Image	Talking Points
5	<p>TOPICS!</p> <ul style="list-style-type: none"> • Your brain's job and development • Properties of nicotine • Nicotine brain chemistry • Tolerance, Withdrawal, and Addiction • How to keep your brain happy and healthy 	
6	<p>I WILL LEARN...</p> <ol style="list-style-type: none"> 1. WHAT MY BRAIN'S JOB IS AS A TEEN AND HOW MY BRAIN DEVELOPS 2. THE CHEMISTRY BEHIND WHAT HAPPENS WHEN YOU INTRODUCE NICOTINE TO A GROWING BRAIN 3. ABOUT HOW ADDICTION WORKS AND THE PROBLEMS THAT CAN ARISE FROM IT 	
7	<p>SOUTH CAROLINA Tobacco Laws & Codes</p> <p>Youth Access to Tobacco Prevention Act of 2006</p> <p>This law was amended on April 26, 2019 to <u>strengthen age verification for internet sale of tobacco and alternative nicotine products (electronic smoking devices) to prohibit minors from entering retail establishments that primarily sell such products (with exceptions) and to create related criminal penalties...</u></p> 	<ul style="list-style-type: none"> • Sale of tobacco and alternative nicotine products to minors, prohibitions • SECTION 1. Section 16-17-500(C), (E)(1), (F)(1), and (J) of the 1976 Code is amended to read: • SEE APPENDIX A FOR STATE LAW NOTES
8	<p>SOUTH CAROLINA Tobacco Laws & Codes Continued:</p> <p>Youth Access to Tobacco Prevention Act of 2006 amendment also added:</p> <p>terms updated from alternative nicotine products to define electronic smoking devices, e-liquids, vapor products etc....</p> <p>The Youth Access To Tobacco Prevention Act of 2006 (Section 16-17-500, as amended, Code of Laws of SC, 1976) state that <u>youth under the age of 18 years must not purchase, attempt to purchase, possess, or attempt to possess a tobacco product or an alternative nicotine product or present or offer proof of age that is false or fraudulent for the purpose of purchasing or possessing a tobacco product or an alternative nicotine product.</u></p> 	<ul style="list-style-type: none"> • Civil Fines, Court-Ordered Prevention or Smoking-Cessation Program, Court-Ordered Community Service • Tobacco Prevention Act of 2006: <ul style="list-style-type: none"> ○ (F)(1) A minor under the age of eighteen years must not purchase, attempt to purchase, possess, or attempt to possess a tobacco product or an alternative nicotine product, or present or offer proof of age that is false or fraudulent for the purpose of purchasing or possessing these products. • SEE APPENDIX A FOR STATE LAW NOTES


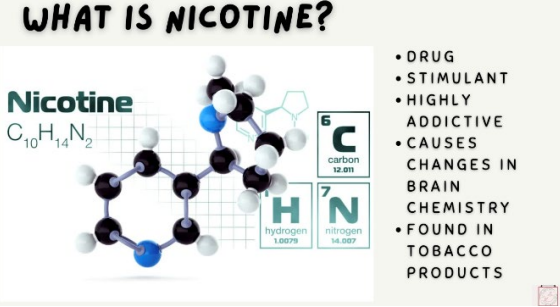

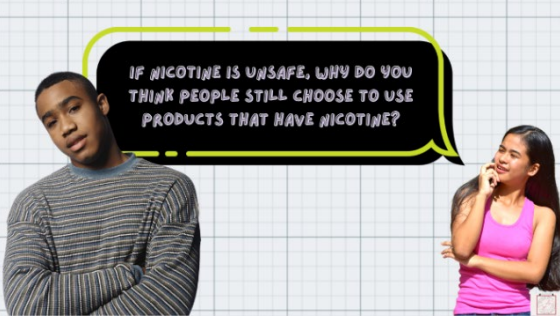
Slide	Image	Talking Points
9	 <p>SOUTH CAROLINA Tobacco Laws & Codes Continued:</p> <p>SO WHY AM I HERE?</p> <p>Youth Access to Tobacco Prevention Act of 2006 amended effective April 26, 2019 to add section 59-1-380 so as <u>to require local school districts to adopt, implement, and enforce a written policy prohibiting the use of tobacco and alternative nicotine products on school campuses and at school events...</u></p> <p>Every school district in S.C. has to adopt or modify their tobacco product and/or alternative nicotine product use policies for their facilities and grounds.</p>	<ul style="list-style-type: none"> • Mandatory tobacco and alternative nicotine product-free local school board policy • SECTION 3. Article 5, Chapter 1, Title 59 of the 1976 Code is amended by adding: <ul style="list-style-type: none"> ○ “Section 59-1-380. (A) By August 1, 2019, every local school district in the State shall adopt, implement, and enforce a written policy prohibiting at all times the use of any tobacco product or alternative nicotine product by any person in school buildings, in school facilities, on school campuses, and in or on any other school property owned or operated by the local school administrative unit. The policy also must prohibit the use of any tobacco product or alternative nicotine product by persons attending a school-sponsored event at a location not listed in this subsection when in the presence of students or school personnel or in an area where smoking or other tobacco use is otherwise prohibited by law.”
10	 <p>SOUTH CAROLINA School Tobacco Policy</p> <p>Let's discuss your county district and school policy!</p>	<ul style="list-style-type: none"> • Use Local School Policy Handout (<i>Appendix B</i>) for editing your local policies on tobacco use and referral here.
11	 <p>WARM UP!</p> <p>THINK-PAIR-SHARE</p> <p>WHAT ARE SOME AWESOME THINGS YOUR BRAIN CAN DO AS A TEEN?</p>	<ul style="list-style-type: none"> • Let's start off this lesson on the teen brain with a warmup! • In groups of two (Think-Pair-Share), write a list of 5 things your brain can do as a teen. We will then do a share-out. <p>(Instructor Note: Give students about 2-3 minutes, then open discussion for another 2-3 minutes.)</p>
12	 <p>WHAT'S THE BIG DEAL WITH SMOKING ANYWAY?</p>	<ul style="list-style-type: none"> • Class Discussion from Slide 11 to 12



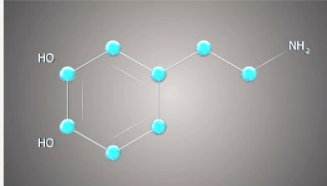
Slide	Image	Talking Points
13	<p>YOUR BRAIN IS AWESOME AND FULL OF POTENTIAL</p>  <ul style="list-style-type: none"> • Helps you figure out what activities you enjoy • Allows you to learn new things • Helps you plan for the future • Helps you make thoughtful choices • Let's you put yourself in someone else's shoes • Helps you become the person you want to be 	<ul style="list-style-type: none"> • Indeed, your brain is awesome and full of potential. • Your brain (<i>Instructor read off slide.</i>) • Helps you figure out what activities you enjoy • Allows you to learn new things • Helps you plan for the future • Helps you make thoughtful choices • Let's you put yourself in someone else's shoes • Helps you become the person you want to be
14	<p>EVERYONE'S BRAIN IS DIFFERENT</p>  <p>WHAT YOU ENJOY YOUR TALENTS YOUR PERSONALITY YOUR VALUES</p>	<ul style="list-style-type: none"> • Everyone's brain is different. • (Instructor Note: Read off slide.) • It's based on what you enjoy, your talents, your personality, and your values.
15	<p>LET'S FIND EXAMPLES</p>  <p>Example 1 Example 2 Example 3</p>	<ul style="list-style-type: none"> • Let's prove that our brains are different with a quick activity. • I'm going to show some images, and you will give a thumbs up if you like the thing in the image and a thumbs down if you don't like it.
16	<p>LET'S FIND EXAMPLES</p>  <p>Example 1 Example 2 Example 3</p>	<ul style="list-style-type: none"> • Pineapple on pizza • Thumbs up or down?
17	<p>LET'S FIND EXAMPLES</p>  <p>Example 1 Example 2 Example 3</p>	<ul style="list-style-type: none"> • Painting • Thumbs up or down?


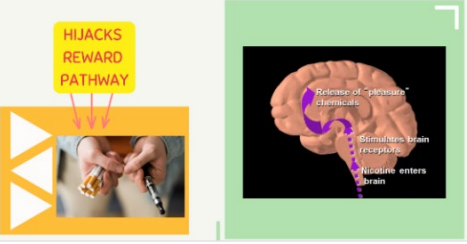
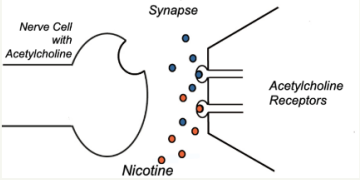
Slide	Image	Talking Points
18	<p>• LET'S FIND EXAMPLES •</p>  <p>Example 1 Example 2 Example 3</p>	<ul style="list-style-type: none"> • How about yoga? • Thumbs up or down? • As you can see, we can fall on different sides because our preferences are different. This is because our brains can respond to the same thing differently. • Keep that in mind as we go on.
19	<p>• YOUR BRAIN'S JOB •</p>  <p>FIND FRIENDS FUN FAVORITE</p>	<ul style="list-style-type: none"> • Right now, your brain's job is to learn: <ul style="list-style-type: none"> ○ How to build healthy relationships and why you probably care a lot about your friends and relationships. ○ How to find and build new skills and why having fun is probably a top priority for you. ○ How to figure out what makes you feel good. You probably already have favorite music genres, favorite foods, and favorite hobbies.
20		<ul style="list-style-type: none"> • So why are our brains and therefore our likes and dislikes so different? Let's first start discussing the brain anatomy, and then we will discuss more about brain function.
21	<p>ADOLESCENT BRAIN</p>  <p>BACK FRONT Prefrontal Cortex</p>	<ul style="list-style-type: none"> • Multiple areas of the brain are often working at the same time to help us engage in different behaviors. • For example, when we are walking, this involves using multiple areas of the brain starting from our decision to walk to us standing up and taking our first step. • Our brains develop in a “back to front” fashion over our childhood, teenage years, and even into young adulthood. • Areas near the back of our brain, which control things such as coordination, vision, and emotions, develop first. • During our teen years, the front part of our brain, called the prefrontal cortex, which we use to help make decisions, continues to develop. In fact, it doesn't stop developing until we are around 25. <p>Reference: Adolescent brain and behavior</p>

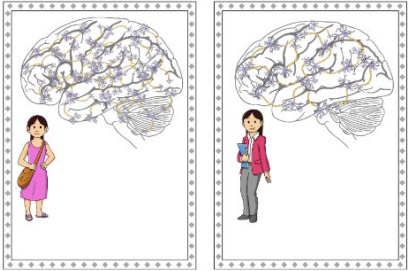


Slide	Image	Talking Points
22	<p>BRAIN COMMUNICATION</p> 	<ul style="list-style-type: none"> • In order for our bodies to function, the different parts of our brains need to communicate with one another. • The neuron is the primary signaling cell for communication of the nervous system. The interaction between the billions of neurons in the nervous system is what allows our bodies to function, think, and move. • The neuron is made up of a few parts. The soma is the powerhouse of the neuron, where the nucleus is housed. The soma gives the rest of the cell instructions on what to do. • The axon is the channel that carries information from the soma to the synapse (the end of the neuron). • The synapse is the part where two neurons communicate by sending chemicals called neurotransmitters. <p>Reference: Structure of the Neuron - Soma</p>
23	<p>BRAIN COMMUNICATION</p> 	<ul style="list-style-type: none"> • In order for neurons to communicate, an electrical signal travels between them. The signal starts from one neuron, travels through a space between neurons called the synapse, and then connects to the next neuron. • The part of the neuron that receives the signal is called a dendrite. • The signal keeps going through connecting neurons.
24	<p>BRAIN COMMUNICATION</p> 	<ul style="list-style-type: none"> • Another way to think about this is when you play “telephone” by stringing soup cans on a string. • The message travels from one soup can to another through the string that connects them, allowing for communication between separate items.
25	<p>ADOLESCENT BRAIN</p> 	<ul style="list-style-type: none"> • During your teen years, your brain has a significant increase in these synapses or the connections between neurons in the brain. That is, we overproduce these connections. • Your brain looks a little like the crowded freeway system – there are a lot of new connections and roads going everywhere.


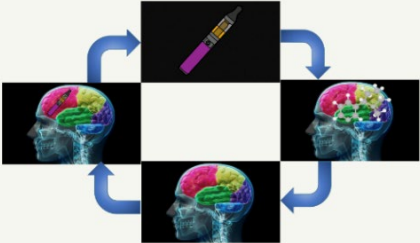
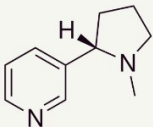
Slide	Image	Talking Points
26	<p>ADOLESCENT BRAIN</p> 	<ul style="list-style-type: none"> • And there is a lot of traffic. Your brain is experiencing a lot of stimuli right now. • In essence, the chemicals in your brain feel like they are in bumper-to-bumper traffic on the highway. • As such, while your brain functions well, sometimes there is a lot of traffic slowing down your information processing. This is totally normal and good! • In fact, that is why adolescents are so creative, great at music, dance, other forms of art, and so on.
27	<p>ADULT BRAIN</p> 	<ul style="list-style-type: none"> • As you start to get older, your brain starts to “prune” or cut back some of these additional connections to help integrate your learning. • By the time you are in your early- to mid-20s, your brain has reduced the number of synapses or “freeways,” which is good, as it allows for more focused brain communication. • Also during this time, your neurons are undergoing increased “myelination.” This involves forming a type of “sheath” or connecting channels or “roads” between neurons. This allows for the processing of information (or travel between two places) to be smoother and more efficient. • Sometimes we call this “wiring in,” and what that means is that the more you do it, the more your brain gets wired to do it. • When we start talking about nicotine and how it impacts the brain, we will re-introduce this concept of pruning.
28	<p>ADOLESCENT BRAIN: PRUNING</p> <p>What is one statement you learned about pruning and the brain that you would share with a friend?</p> 	<ul style="list-style-type: none"> • Before we continue, let's watch a short video that summarizes synapses and pruning (Instructor Note: STOP the video at 3:36; before MINDSIGHT Exercises). Click here for video. • Write down in your notebook the answer to the question you see on the slide as you watch the video. Afterward, we will do a group share-out. • (Instructor Note: Show the video by clicking on the slide. When the video is over, give them a few minutes to write down their thoughts and have 1-2 or more students share what they wrote.)








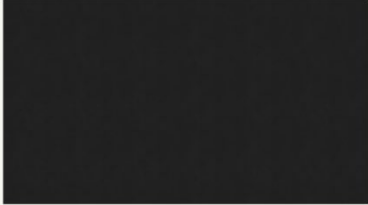
Slide	Image	Talking Points
29		<ul style="list-style-type: none"> Let's discuss this a little deeper. What are some activities that you used to do that you no longer do or have pruned away? Think about activities or skills you did when you were in middle school that you no longer do. Some examples could be speaking multiple languages or playing a musical instrument. (Instructor Note: Pause for responses.)
30		<ul style="list-style-type: none"> So let's talk about nicotine now. Nicotine is a drug that is a stimulant, meaning it raises levels of physical or psychological activity in the body, and it is toxic at high doses. (Instructor Note: Click on slide for animation.) Nicotine is found in tobacco products. It is highly addictive, since it causes changes in brain chemistry quickly and leaves the brain craving more. Data from studies of mice suggest that nicotine exposure during adolescence may have lasting adverse effects on brain development. Nicotine exposure during fetal development has lasting adverse consequences for brain development, as it can affect maternal and fetal health during pregnancy.
31		<ul style="list-style-type: none"> Over the years, the tobacco industry has created new tobacco products from cigarettes to e-cigarettes. E-cigarettes are more addictive, with very high concentrations of nicotine that are harmful to your health.
32		<ul style="list-style-type: none"> If nicotine is unsafe, why do you think people still choose to use products that have nicotine? (Instructor Note: Pause for responses.)


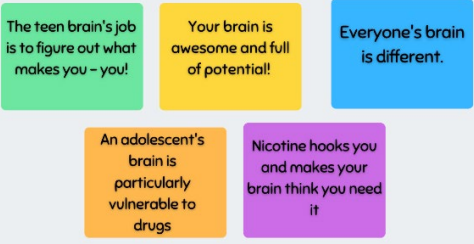
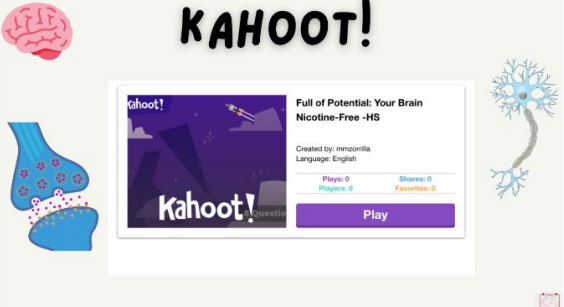
Slide	Image	Talking Points
33	<p>HOW DO YOU DEFINE ADDICTION?</p>  <p>THINK-PAIR-SHARE</p> <p>What are some examples?</p>	<ul style="list-style-type: none"> • In groups of two (Think-Pair-Share), brainstorm what you think addiction is. Also, provide some examples of addiction. • We will then do a share-out.
34	<p>WHAT IS ADDICTION?</p> <p>BIOPSYCHOSOCIAL PERSPECTIVE</p> <p>A complex interaction between our biology, psychology, and social situation.</p> 	<ul style="list-style-type: none"> • There are many definitions and theories on what addiction means. • In this lesson, we are going to use a biopsychological perspective, which recognizes that addiction is a complex interaction between biology, psychology, and social situation. • When we say biology, we are including the brain. • When we say psychology, we are referring to thoughts, beliefs, feelings, expectations, and motivations. • What we mean by social sociation is where we live and the spaces where people use drugs like nicotine. <p>References: Denning & Little (2017). Why do some people get into trouble while others don't? in Over the Influence (p. 83). Fact sheet - Delaying Use - delaying use of nicotine DSM 5 Criteria for Substance Use Disorders</p>
35	<p>DRUGS AND THE BRAIN</p>  <p>Dopamine is a neurotransmitter in the brain</p>	<p>(Instructor Note: Click on slide for animation.)</p> <ul style="list-style-type: none"> • There are two neurotransmitters we will focus on when we discuss nicotine and its effect on the brain. The first is dopamine. • Dopamine is the neurotransmitter involved in the pathway of the brain called the "reward pathway." • We will discuss this pathway more on the next slide. <p>References: Legal doesn't mean harmless Mind Matters: The Body's Response to Nicotine, Tobacco and Vaping National Institute on Drug Abuse (NIDA)</p>

Slide	Image	Talking Points
36	<p>NICOTINE AND THE BRAIN</p> 	<ul style="list-style-type: none"> • The reward pathway is activated when you do things that make you feel good. • You first release the neurotransmitter dopamine, which then activates this pathway in your brain. • This pathway was developed evolutionarily to help us pursue activities that would help us survive. • At normal levels, this release of dopamine rewards the behaviors we need to survive (eating, sleeping, etc.), so we keep doing them.
37	<p>NICOTINE AND THE BRAIN</p> 	<ul style="list-style-type: none"> • Drugs like nicotine “hijack” and take control of your reward pathway so you no longer have control over it. • Drugs cause almost two to 10 times the release of dopamine from this pathway and can occur almost immediately and last longer than the dopamine released from “survival activities.” • For example, when you use a cigarette or an e-cigarette, the nicotine causes dopamine to be released. • This is why people initially feel good after using an e-cigarette or a cigarette. • However, your brain continues to crave that dopamine release after you are done using, and you slowly lose control over your choice to use cigarettes or e-cigarettes, especially since these drugs artificially release more dopamine than your body naturally does. This is how people become addicted to cigarettes and e-cigarettes.
38	<p>NICOTINE AND THE BRAIN</p> 	<ul style="list-style-type: none"> • The other neurotransmitter I want to discuss is acetylcholine (blue dots on the slide). • Nicotine (red dots) mimics the structure of acetylcholine and readily binds to wherever there are acetylcholine receptors in the brain. • However, nicotine isn’t behaving like acetylcholine in the brain and, as a result, prevents what should normally happen.

Slide	Image	Talking Points
39	ADOLESCENT BRAIN VS ADULT BRAIN 	<ul style="list-style-type: none"> • Having the reward center in your brain hijacked during adolescence is especially concerning. • As we mentioned earlier when we discussed the adolescent brain, your brain has lots of connections based on what you learn and practice and reinforce. • During late adolescence and into adulthood, the brain begins to cut out connections that are not being used. If you recall from earlier, this is called synaptic pruning. • When you reach adulthood, the necessary and most often used synaptic connections remain and are stronger and more efficient. This allows the brain to be really skilled, more effective and efficient.
40	ADOLESCENT BRAIN VS ADULT BRAIN 	<ul style="list-style-type: none"> • Remember that slide on the adolescent brain looking like a freeway and the adult brain having less? Here, it is superimposed on these brains. • The reason this is important when we talk about nicotine is this.... We're born with nicotine receptors. If we don't introduce nicotine into our bodies as a youth, we will prune away that receptor and be less likely to become addicted to nicotine if we use it. • But if we introduce nicotine to our brains when our brains are developing and deciding what to keep or get rid of, then we are more likely to become addicted to nicotine.
41	NICOTINE IN THE BRAIN 	<ul style="list-style-type: none"> • Remember earlier when we mentioned dopamine, the neurotransmitter? • The reaction that nicotine has in the brain results in the stimulation of pleasure centers in the brain. • When inhaled, nicotine enters the brain after passing through the lungs and binds to pleasure receptors. • That causes a release of pleasure chemicals such as dopamine, providing the user with a temporary feeling of pleasure.

Slide	Image	Talking Points
42	<p>NICOTINE ADDICTION</p> 	<ul style="list-style-type: none"> • The nicotine interferes with the body's natural ability to experience and communicate pleasure. • Nicotine use creates floods of dopamine and intense feelings. • The pleasure centers in the brain adapt to drug use by sensing the extra dopamine and then begin to produce less of it. • This means that the user has a hard time creating natural feelings of pleasure without nicotine. • The user needs the nicotine just to feel normal. Additionally, the pleasure centers in the brain create a memory of nicotine and an appetite for it. • That appetite for nicotine, despite its harmful consequences, is what we refer to as nicotine addiction.
43	<p>CYCLE OF NICOTINE ADDICTION</p> 	<ul style="list-style-type: none"> • It's worth repeating that nicotine is a highly addictive drug. • The human brain can develop such a strong dependence on the drug that the nicotine user can no longer control their desire or smoking behaviors. • If we start with the brain with a nicotine molecule image (right), the cycle of nicotine addiction starts with bringing nicotine into the body. Nicotine enters the brain and activates the pleasure centers of the brain. • Next, the level of nicotine in the body drops quickly. • This drop in nicotine levels causes the body to have a strong craving for nicotine that is satisfied by bringing more nicotine into the body. • This cycle is powered by the body's biological reaction to nicotine and isn't controlled by the person smoking.
44	<p>•</p>  <p>ALL NICOTINE IS ADDICTIVE, NO MATTER WHERE IT COMES FROM</p> <p>•</p>	<ul style="list-style-type: none"> • The body reacts to nicotine in the same way, no matter what product it comes from, be it from cigarettes, a hookah, e-cigarettes, or any other tobacco product.

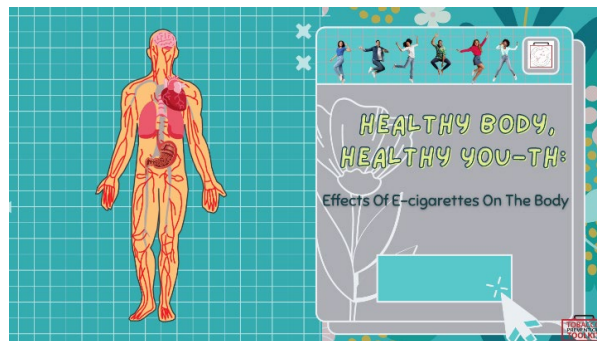
Slide	Image	Talking Points
45	<p>• TOLERANCE •</p>  <p>•</p>	<ul style="list-style-type: none"> Let's talk about two other topics related to nicotine and other drug use. The first one is tolerance. Tolerance is when someone needs to use high amounts of the drug to get the effect the person wants. This is because the person's body is used to nicotine. This can look like someone vaping more often or higher concentrations of nicotine or even using more than one type of nicotine product, which is highly toxic (poisonous).
46	<p>• WITHDRAWAL •</p>  <p>•</p>	<ul style="list-style-type: none"> The brain and the body feel really bad when they stop using nicotine. This is called "withdrawal." It can be uncomfortable and distressing for the person. Withdrawal can produce intense anxiety, high heart rate, cravings, and irritability.
47	<p>• WHAT PROBLEMS DO YOU THINK CAN COME FROM ADDICTIONS?</p> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;"> <p>In friendships?</p>  </div> <div style="width: 33%;"> <p>With family?</p>  </div> <div style="width: 33%;"> <p>In school?</p>  </div> <div style="width: 33%;"> <p>In mental health?</p>  </div> <div style="width: 33%;"> <p>Financially?</p>  </div> </div> <p>•</p>	<ul style="list-style-type: none"> (Ask Students): What problems do you think can come from addictions? <i>(Pause for responses.)</i> (Some examples may be: hard to focus in school; parents and teachers mad and upset; losing friends; dropping grades; feeling lonely, sad, stressed; letting friends down; worse at sports.)
48	<p>HIERARCHY OF SURVIVAL</p>  <p>•</p>	<ul style="list-style-type: none"> Now let's watch a video that will show us the hierarchy of survival that happens when someone is using a drug. The video uses alcohol as an example, but the same is true for nicotine and cannabis products. Pay special attention to the description of the Hierarchy of Needs. <i>(Click on slide for video.)</i> (After watching the video, Ask Students: What do you think the video meant by Hierarchy of Survival? Can you give me an example? <i>(Pause for responses.)</i>) <p>Reference: Understanding Addiction as a Disease (Wait21)</p>

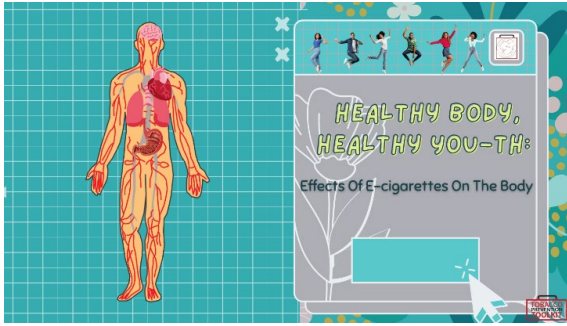
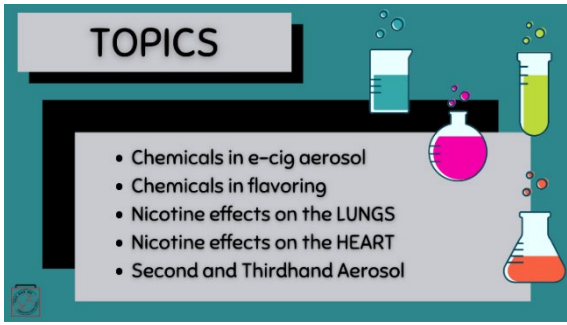
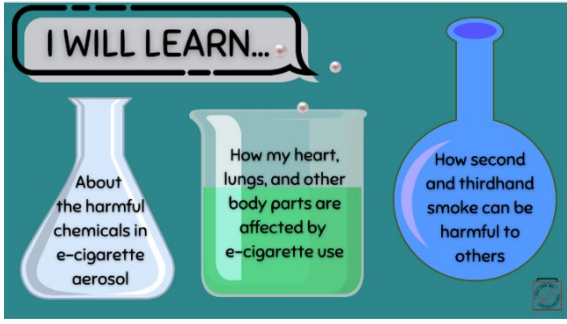

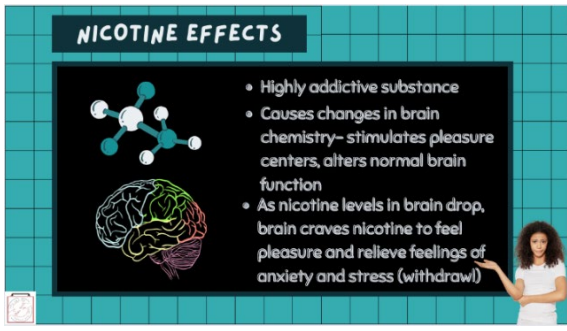
Slide	Image	Talking Points
49	 <p>HIERARCHY OF SURVIVAL</p> <p>Brain's way of prioritizing what is most important for survival.</p> <p>Young people are at the highest risk for having their hierarchy hijacked.</p> <p>By young adulthood, your survival hierarchy becomes more permanent and more difficult to change.</p>	<ul style="list-style-type: none"> • In summary, your hierarchy of survival is your brain's way of prioritizing what is most important for survival. • The more dopamine something releases, the higher it is on your hierarchy of survival. • Research shows that young people are at the highest risk of having their hierarchy of survival hijacked. Young brains are hypersensitive to the false shocks of dopamine that drugs produce. • By young adulthood, the hierarchy of survival becomes more permanent and less at risk of being hijacked. On the other hand, it becomes more difficult to remove these harmful substances from your survival hierarchy if they're already in there. <p>Reference: https://www.youtube.com/watch?v=-w8n9UOiBxE</p>
50	 <p>KEY TAKEAWAYS</p> <p>The teen brain's job is to figure out what makes you – you!</p> <p>Your brain is awesome and full of potential!</p> <p>Everyone's brain is different.</p> <p>An adolescent's brain is particularly vulnerable to drugs</p> <p>Nicotine hooks you and makes your brain think you need it</p>	(Instructor Note: Read the Key Takeaways from the slide.)
51	 <p>KAHOOT!</p> <p>Full of Potential: Your Brain Nicotine-Free -HS</p> <p>Created by: mmpm011a Language: English</p> <p>Plays: 0 Players: 0</p> <p>Shares: 0 Favorites: 0</p> <p>Play</p>	(Instructor Note: Click "Play" to start the Kahoot!)




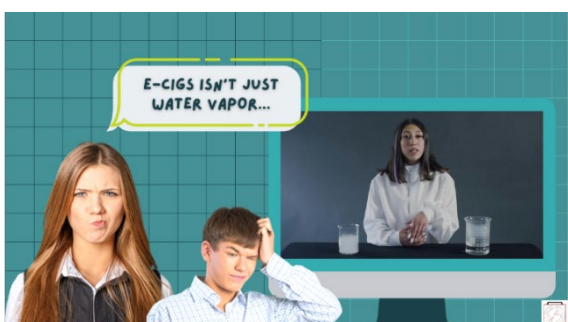
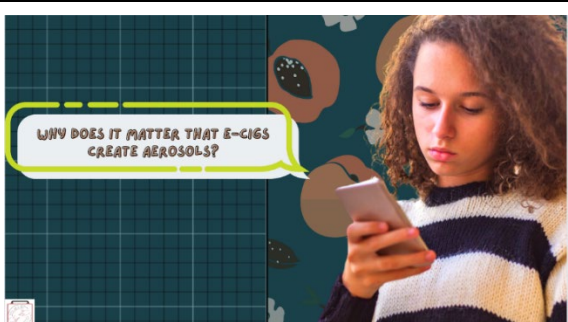
LESSON 2



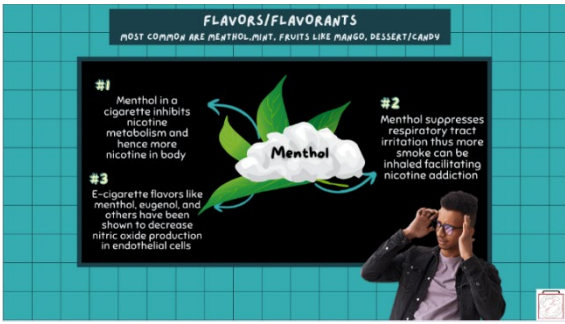
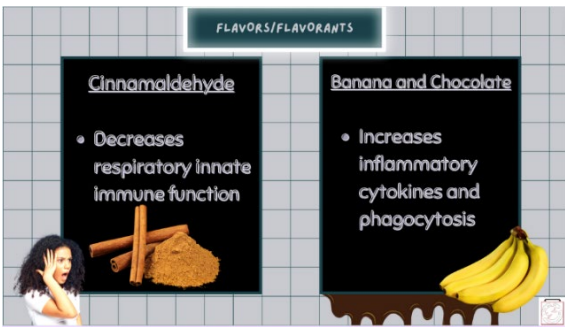
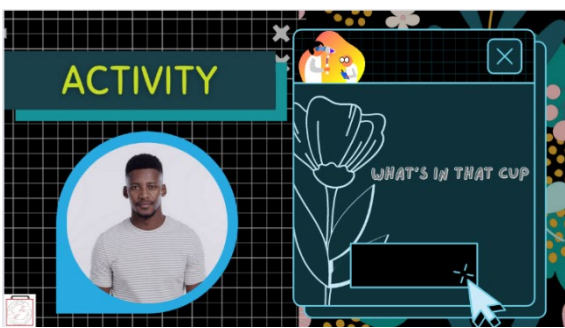
Lesson 2: Healthy Body, Healthy You-th: Effects of E-cigarettes on the Body (High School Version)
Talking Points and Slide Chart


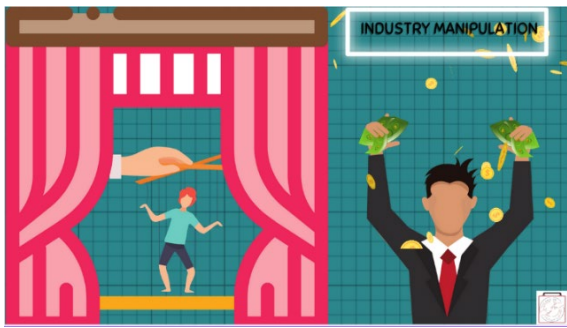
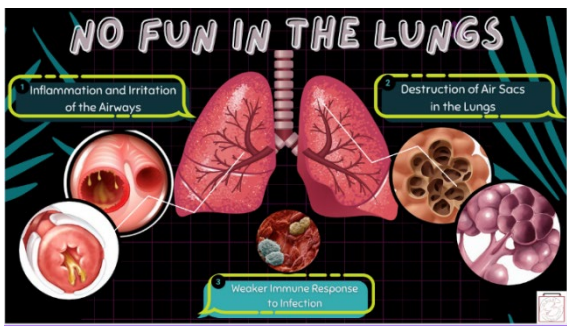
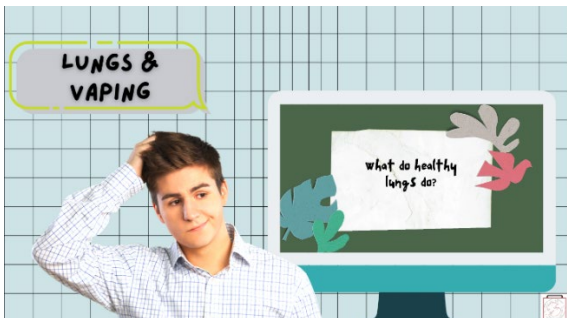


Slide	Image	Talking Points
1		<ul style="list-style-type: none"> • Welcome back, everyone, and thank you for your amazing participation yesterday! • Today we will continue discussing why many health professionals (and your teachers) are concerned about e-cigarettes.
2	 <p>TOPICS</p> <ul style="list-style-type: none"> • Chemicals in e-cig aerosol • Chemicals in flavoring • Nicotine effects on the LUNGS • Nicotine effects on the HEART • Second and Thirdhand Aerosol 	
3	 <p>I WILL LEARN...</p> <ul style="list-style-type: none"> About the harmful chemicals in e-cigarette aerosol How my heart, lungs, and other body parts are affected by e-cigarette use How second and thirdhand smoke can be harmful to others 	
4	 <p>WARM UP</p> <p>DO YOU KNOW?</p>	<p>Warm Up:</p> <ul style="list-style-type: none"> • But first, yesterday we discussed one ingredient in e-cigarettes that makes us concerned and that can affect adolescent brains. Does anyone remember what that was? <i>(Take answers; then state that it is nicotine.)</i> • Ask Students: Why are we concerned about nicotine? <i>(Take responses.)</i> • What does nicotine do to your brains? <i>(Take responses.)</i>
5	 <p>NICOTINE EFFECTS</p> <ul style="list-style-type: none"> • Highly addictive substance • Causes changes in brain chemistry- stimulates pleasure centers, alters normal brain function • As nicotine levels in brain drop, brain craves nicotine to feel pleasure and relieve feelings of anxiety and stress (withdrawal) 	<ul style="list-style-type: none"> • Great. Thank you. So, as a review: <ul style="list-style-type: none"> ○ (Instructor Note: Read the bullets on the slide.)

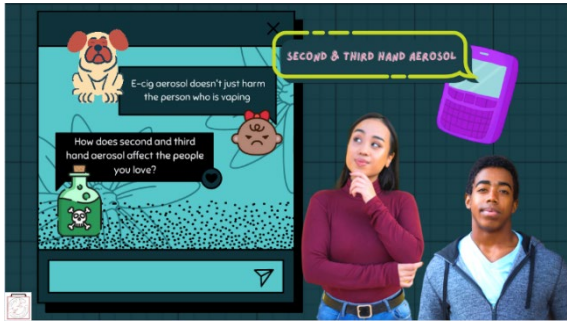
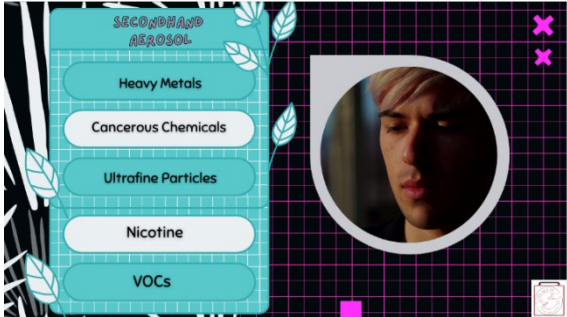

Slide	Image	Talking Points
6		<ul style="list-style-type: none"> • So how do e-cigarettes affect the rest of the body?
7		<ul style="list-style-type: none"> • First, let's discuss what else is in an e-cigarette. • (Ask Students): So, do you think e-cigarettes are just harmless water vapor? • The answer simply is "no."
8		<ul style="list-style-type: none"> • E-cigarettes release a harmFUL aerosol, not harmLESS water vapor.
9		<ul style="list-style-type: none"> • (Instructor Note: Play the brief 30-second video: https://www.youtube.com/watch?v=jWY-As9PTWo&t=4s)
10		<ul style="list-style-type: none"> • Why does it matter that these e-cigarettes produce an aerosol? • What is in that aerosol?





Slide	Image	Talking Points																																																																								
11	<p>WHAT'S IN THAT AEROSOL?</p> <table><tr><td>Propylene glycol</td><td>Chlorobenzene</td><td>Benzothiazolopyrene</td><td>Cadmium</td></tr><tr><td>Glycerin</td><td>Crabappledehyde</td><td>Acetone</td><td>Silicon</td></tr><tr><td>Flavorings (many)</td><td>Benzaldehyde</td><td>Acrolein</td><td>Lithium</td></tr><tr><td>Nicotine</td><td>Valeric acid</td><td>Silver</td><td>Lead</td></tr><tr><td>NNN</td><td>Hexad</td><td>Nickel</td><td>Magnesium</td></tr><tr><td>NNK</td><td>Fluorine</td><td>Tin</td><td>Potassium</td></tr><tr><td>NAB</td><td>Anthracene</td><td>Sodium</td><td>Titanium</td></tr><tr><td>NAT</td><td>Pyrene</td><td>Strontium</td><td>Zinc</td></tr><tr><td>Ethylbenzene</td><td>Acenaphthylene</td><td>Barium</td><td>Zinc</td></tr><tr><td>Benzene</td><td>Acenaphthene</td><td>Aluminum</td><td>Zinc</td></tr><tr><td>Xylene</td><td>Fluoranthene</td><td>Chromium</td><td>Zinc</td></tr><tr><td>Toluene</td><td>Benzofluoranthene</td><td>Boron</td><td>Zinc</td></tr><tr><td>Acetophenone</td><td>Chrysene</td><td>Copper</td><td>Cadmium</td></tr><tr><td>Formaldehyde</td><td>Retene</td><td>Selenium</td><td>Iron</td></tr><tr><td>Naphthalene</td><td>Benzo[a]pyrene</td><td>Antimony</td><td>Sulfur</td></tr><tr><td>Styrene</td><td>Indeno[1,2,3-cd]pyrene</td><td>Nitrosamines</td><td>Vanadium</td></tr><tr><td>Benzofluoranthene</td><td></td><td>Polycyclic aromatic hydrocarbons</td><td>Cobalt</td></tr><tr><td></td><td></td><td></td><td>Rubidium</td></tr></table>	Propylene glycol	Chlorobenzene	Benzothiazolopyrene	Cadmium	Glycerin	Crabappledehyde	Acetone	Silicon	Flavorings (many)	Benzaldehyde	Acrolein	Lithium	Nicotine	Valeric acid	Silver	Lead	NNN	Hexad	Nickel	Magnesium	NNK	Fluorine	Tin	Potassium	NAB	Anthracene	Sodium	Titanium	NAT	Pyrene	Strontium	Zinc	Ethylbenzene	Acenaphthylene	Barium	Zinc	Benzene	Acenaphthene	Aluminum	Zinc	Xylene	Fluoranthene	Chromium	Zinc	Toluene	Benzofluoranthene	Boron	Zinc	Acetophenone	Chrysene	Copper	Cadmium	Formaldehyde	Retene	Selenium	Iron	Naphthalene	Benzo[a]pyrene	Antimony	Sulfur	Styrene	Indeno[1,2,3-cd]pyrene	Nitrosamines	Vanadium	Benzofluoranthene		Polycyclic aromatic hydrocarbons	Cobalt				Rubidium	<ul style="list-style-type: none">All of these chemicals have been found in the e-cigarette aerosol.Simply put, e-cigarettes produce an aerosol that contains propylene glycol, glycerin, flavorings, nicotine, and many other harmful chemicals and toxins, some known to cause cancer.
Propylene glycol	Chlorobenzene	Benzothiazolopyrene	Cadmium																																																																							
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			Rubidium																																																																							
12	<p>What The Tobacco Industry Isn't Telling You?</p> <p>RECIPE OF A CIGARETTE</p> <ul style="list-style-type: none">Branches/Flavors: Additives that make the smoke taste better, making it more palatable and easier to inhale.Increased Nicotine: Nicotine is a powerful addictive drug. Tobacco companies use it to make their products more addictive.Flavorings: Additives that make the smoke taste better, making it more palatable and easier to inhale.Tobacco-specific Nitrosamines: Additives that are made with tobacco and are known to be carcinogenic.Benzene Compounds: Additives that are known to be carcinogenic.Sugars and Acetates: Additives that make the smoke taste better, making it more palatable and easier to inhale.Levulinic Acid: Additive that is known to be carcinogenic.	<ul style="list-style-type: none">And by the way, most of these ingredients are also found in cigarettes!																																																																								
13	<p>NICOTINE ISN'T ALWAYS JUST CIGS OR E-CIGS -></p> <p>SMOKELESS TOBACCO</p> <ul style="list-style-type: none">CRACKED/BLEEDING LIPS AND GUMSRECEDING GUMS, WHICH CAN EVENTUALLY MAKE TEETH FALL OUTINCREASED HEART RATE, HIGH BLOOD PRESSURE, AND IRREGULAR HEARTBEATHIGHER CHANCES OF HEART ATTACKS AND STROKESCANCER	<ul style="list-style-type: none">Just because smokeless tobacco is vaporless doesn't make it safe!Pouches like Zyn have gained popularity recently but are still known to cause diseases like oral and esophageal cancers, heart disease, dental diseases, as well as addiction to nicotine.They also cause physical effects like stained teeth, mouth sores, and bad breath.																																																																								
14	<p>WHAT'S IN E-CIGS?</p> <ul style="list-style-type: none">DIACETYL (BUTTER FLAVOR)BENZENE (GASOLINE)CADMIUM (BATTERIES)NICKEL (CHEAP JEWELRY)LEAD (CAR BATTERIES)TOLUENE (PAINT THINNER)NICOTINE (TOBACCO)N-NITROSODIMETHYLAMINE (PESTICIDES)FORMALDEHYDE (DEAD TISSUE PRESERVATIVE)	<ul style="list-style-type: none">Did you know that many of these ingredients found in e-cigarettes are also found in household products – products that I am sure you do not want to put into your mouth or body. For example...(Instructor Note: Click on the slide and see/read.)																																																																								
15	<p>WHY FLAVORS?</p> <p>Widely used e-cigarette flavoring impairs lung function</p> <p>Date: May 23, 2018</p> <p>Source: American Thoracic Society</p> <p>Summary: A new study has found that a common e-cigarette flavoring that has chemical characteristics similar to toxic chemicals found in cigarette smoke disrupts an important mechanism of the lungs' antibacterial defense system.</p>	<ul style="list-style-type: none">E-cigarettes also have flavors and flavorants, like cinnamaldehyde (cinnamon), vanillin (vanilla), menthol, and others. These flavors themselves, when aerosolized, are harmful.You see, you can heat and eat these flavors, but if you heat them and then inhale the aerosol from them, that is where the concern is!These flavors can harm your lungs and heart.Let's discuss the harms of flavored e-cigarettes.																																																																								



Slide	Image	Talking Points
16		<ul style="list-style-type: none"> Let's first discuss menthol. (Instructor Note: Read slide.)
17		<ul style="list-style-type: none"> E-cigarettes can also include cinnamaldehyde (a cinnamon flavor) that can decrease immune function. And inhaling aerosol with bananas and chocolate and other flavors can also be harmful.
18		<p>Classroom Activity (10-15 minutes)</p> <p>Prep Work:</p> <ul style="list-style-type: none"> Buy food coloring (many different colors). Buy disposable cups (paper). Obtain 4-5 medium to large pitchers. <p>Procedures:</p> <ol style="list-style-type: none"> Label disposable cups with chemical names (Propylene Glycol (PG), Vegetable Glycerin (VG), Cinnamaldehyde, Menthol, and Vanilla). Put food coloring and water into disposable cups. Place the pitcher in the middle of the table of each group. Make 4-5 groups, each group should have 3-4 participants. Tell students who have the PG cup to pour into the pitcher first. Tell students who have the Cinnamaldehyde cup to pour into the pitcher second. Tell students who have the Menthol cup to pour into the pitcher third. Tell students who have the VG cup to pour into the pitcher fourth. Tell students who have the Vanilla cup to pour into the pitcher last. <p>Follow-Up:</p> <ul style="list-style-type: none"> Do you think this looks good to drink? Why or why not? Would you tell a friend to drink this?

Slide	Image	Talking Points
		<ul style="list-style-type: none"> • What would you do if someone offered you this to drink? • How would you refuse to drink this? • So, if you would not drink this, which truly just has colored water, why would you put something with so many chemicals including ones you don't know into your mouth and body?
19		<ul style="list-style-type: none"> • Despite the harms from these flavors, e-cigarette companies continue to use them. • (Ask Students): Why do you think flavors are still in these products? <i>(Answer: To appeal to youth)</i> • (Ask Students): How does that make you feel? <i>(take responses)</i>
20		<ul style="list-style-type: none"> • Yes, the industry puts flavors in these e-cigarettes to attract young people. • And flavors that smell and taste good mask the harsh taste that tobacco and nicotine have, and mask the harms caused by e-cigarettes.
21		<ul style="list-style-type: none"> • Let's now discuss the specific health effects of e-cigarettes. • First, let's discuss how e-cigarettes and their chemicals hurt your lungs.
22		<ul style="list-style-type: none"> • This video explains how e-cigarettes can harm the lungs. Let's watch and listen. <ul style="list-style-type: none"> ◦ Play embedded video (1:40).

Slide	Image	Talking Points
23		<ul style="list-style-type: none"> • We are also concerned about e-cigarette use and you getting COVID or EVALI (E-cigarette and Vaping Associated Lung Injury). • Lungs are weakened from breathing in smoke or aerosol. • The novel coronavirus attacks the lungs. • So there is concern that weakened lungs are at greater risk for getting COVID, including getting a more severe infection, and other lung infections.
24		<ul style="list-style-type: none"> • In addition to harming the lungs, e-cigarettes can hurt your heart.
25		<ul style="list-style-type: none"> • The evidence that e-cigarettes increase cardiovascular or heart risk is piling up. • The heart is the center for pumping blood throughout a complex network of blood vessels in the body. These blood vessels are responsible for delivering fresh oxygen to organs or tissues. • Your cells need oxygen to survive and work properly. • Breathing in the aerosol from an e-cigarette, even if you're not the one using it, can lead to blood vessel stiffness and possibly affect your heart's ability to move fresh oxygen to your brain, muscles, liver, and other parts of your body. • Ultimately, blood vessel stiffness and blood clotting can increase someone's risk for heart attack or heart disease.
26		<ul style="list-style-type: none"> • There is also evidence that using e-cigarettes can give you acid reflux or heartburn.

Slide	Image	Talking Points
27		<ul style="list-style-type: none"> • Using e-cigarettes not only hurts you, but the aerosol can harm others. • Let's discuss how and why.
28		<ul style="list-style-type: none"> • Secondhand aerosol, similar to secondhand smoke, is the plume of chemicals released into the environment directly from the e-cigarette and from the lungs of the user. • Common places for exposure to secondhand aerosol include restaurants, parks, vehicles, and designated smoking areas. • Chemicals that are released include harmful substances such as nicotine, heavy metals, ultrafine particles that fall deep into the lungs, cancerous chemicals, and volatile organic compounds (VOCs). • Exposure to this aerosol can lead to respiratory infections and make someone's asthma worse, among other problems.
29		<ul style="list-style-type: none"> • Another way that e-cigarettes pose a danger to people other than the user is through thirdhand aerosol. • Thirdhand aerosol is the mixture of chemicals in e-cigarette aerosol that remains on surfaces and in dust, even after the aerosol is gone, and reacts with other chemicals in the environment to form toxic chemicals. • These potentially harmful chemicals can expose other people or animals through the respiratory system, through ingestions, and through skin exposure. • Small children are especially at risk for thirdhand aerosol exposure because they tend to put things into their mouths and they have more vulnerable skin.

Slide	Image	Talking Points
30		<ul style="list-style-type: none"> On the bright side, health risks decrease as soon as you stop using e-cigarettes. For example, the risk of having a heart attack can drop immediately after quitting e-cigarettes. Someone could take action right away to protect their heart by stopping any e-cigarette (or cigarette) use.
31		<ul style="list-style-type: none"> (Think-Pair-Share): Even with all of these health concerns, why do you think it's common for people your age to use e-cigarettes? (Instructor Note): Allow for discussion between students. Use questions below to facilitate discussion if desired. <ul style="list-style-type: none"> Q: What are some examples of myths or misinformation about e-cigarettes that are truly affecting teens' health? Q: Do you think many flavor options make it hard for teens to be conscious of the harmful effects of e-cigs/vapes to young people?
32		<ul style="list-style-type: none"> Now let's think about this topic in the reverse: Why do people your age NOT use e-cigarettes? (Instructor Note): Allow for discussion between students. Use the question below to facilitate discussion if desired. <ul style="list-style-type: none"> Q: Do you think there is a stigma against people your age who use e-cigarettes?
33		<ul style="list-style-type: none"> So, given all you have learned today, what would you say to a friend who wants you to vape with them? <i>(Take responses.)</i>

Slide	Image	Talking Points
34		<ul style="list-style-type: none"> Ask four students to each read one takeaway: <ul style="list-style-type: none"> E-cigarettes are NOT just harmless flavored water vapor. They produce an aerosol full of harmful chemicals and other constituents. E-cigarette aerosol damages the lungs and heart, which can lead to disease. The flavors and flavorants in e-cigarettes are also harmful. The risk of having a heart attack decreases right away when going vape-free. Going smoke- or vape-free allows the body to heal right away.
35		<p>(Instructor Note):</p> <ul style="list-style-type: none"> Click on embedded link. Administer/play the Kahoot!


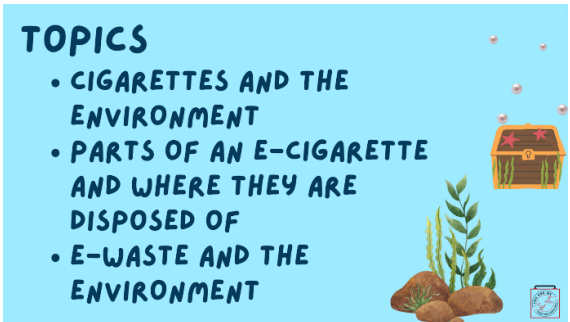

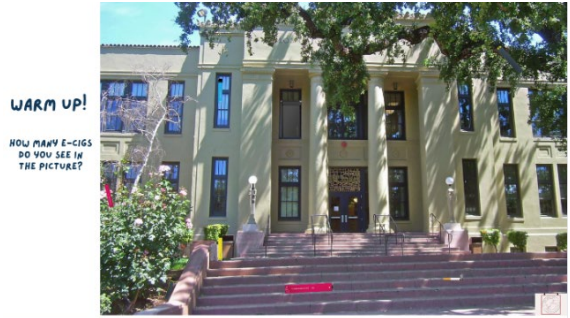

Lesson 3







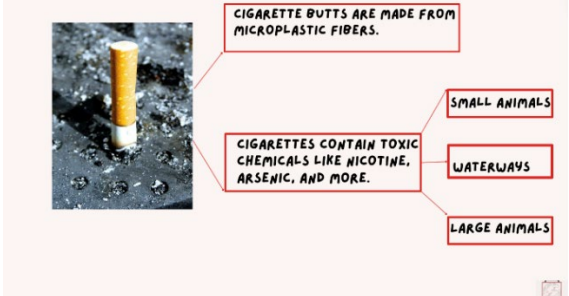


Lesson 3: **What a Waste! Impact of Cigarettes and E-cigarettes on the Environment**

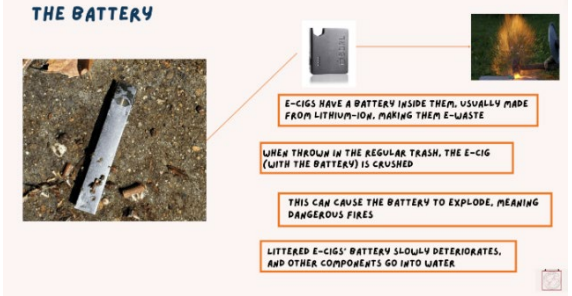

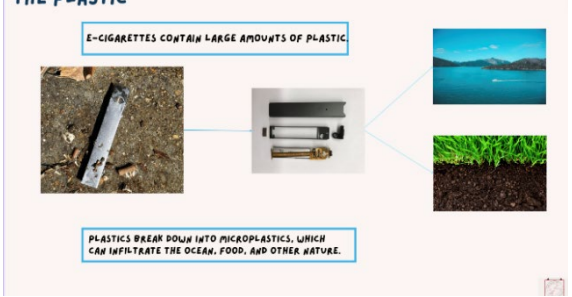
Talking Points and Slide Chart

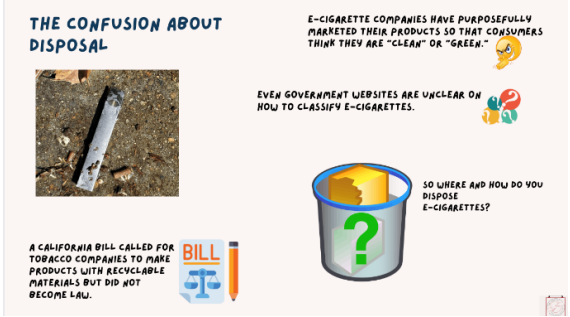
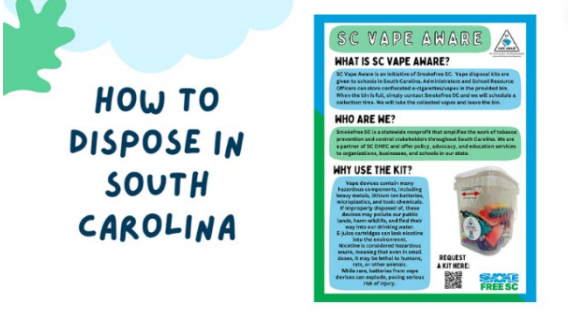

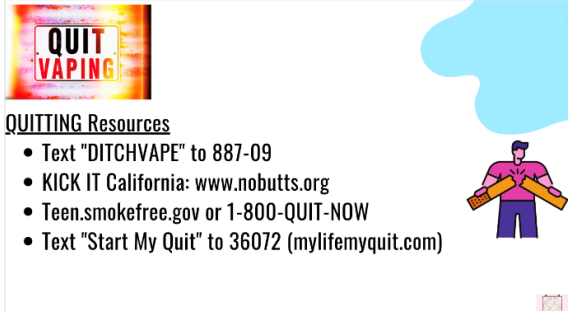


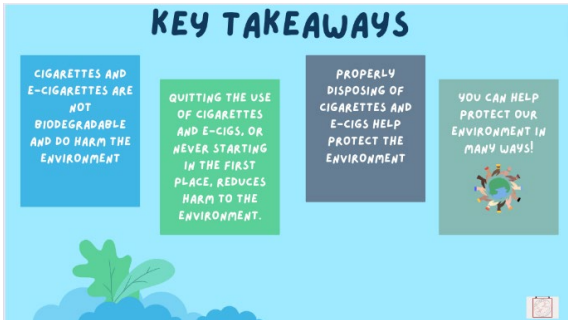

Slide	Image	Talking Points
1		
2		
3		
4		<ul style="list-style-type: none"> • As a warm-up: How many cigarettes or e-cigarettes do you see in the picture? • Let's count how many cigarettes or e-cigarettes you see hidden in this picture.
5		<ul style="list-style-type: none"> • Total – 10: 2 pink Ezzy's, 1 blue Puff Bar, 1 Suorin Air Plus, 1 yellow Puff Bar, 2 JUULs, 2 cigarettes, 1 white brandless vape • The purpose of this activity is to start our discussion on e-cigarette and cigarette trash and how it's everywhere.

Slide	Image	Talking Points
6		<ul style="list-style-type: none"> What is the most littered plastic item found on U.S. beaches and in waterways?
7		<ul style="list-style-type: none"> The answer is cigarette butts! (Ask Students): What do you think about that? <i>(pause for responses)</i> The most commonly found piece of trash on beaches isn't plastic bags or straws. Littered cigarette butts leach toxic chemicals such as arsenic (used to kill rats) and lead, to name a few, into the environment and can contaminate water. The toxic exposure from cigarettes can poison fish as well as animals that eat cigarette butts. Cigarettes are not biodegradable. The plastic fibers in cigarettes are non-biodegradable, meaning they won't organically break down from living organisms. <p>References: Tobacco and the environment Cigarette Butts: The Most Littered Item in the World - EcoWatch Cigarette butts are toxic plastic pollution. Should they be banned?</p>
8		<ul style="list-style-type: none"> So let's talk about the environment. (Ask Students): How are people disposing of cigarettes? <i>(pause for responses)</i> How about e-cigarettes (including nicotine, non-nicotine, and cannabis e-cigarettes)? <i>(pause for responses)</i> We will find out what happens when these products are improperly disposed of. We will also find out how they should be disposed of.

Slide	Image	Talking Points
9		<ul style="list-style-type: none"> • So, where do cigarettes go?
10		<ul style="list-style-type: none"> • The cigarette butt is non-biodegradable because it's made of over 15,000 microplastic fibers. • Cigarettes also have toxic chemicals like nicotine and other heavy metals, which can go into the waterways. • Small animals can be killed by cigarettes. • Large animals might eat cigarettes thinking they are food. <p>References: Big Tobacco's Little Big Lie is Their Plastic is Pollution - UNDO.org A toxic, plastic problem: E-cigarette waste and the environment</p>
11		<ul style="list-style-type: none"> • How about e-cigarettes?
12		<ul style="list-style-type: none"> • E-cigarettes affect the environment in three main ways. <p>Images: Anatomy of JUUL Pod Image Anatomy of a Vape Image</p>

Slide	Image	Talking Points
13	<p>THE BATTERY</p>  <p>E-CIGS HAVE A BATTERY INSIDE THEM, USUALLY MADE FROM LITHIUM-ION, MAKING THEM E-WASTE</p> <p>WHEN THROWN IN THE REGULAR TRASH, THE E-CIG (WITH THE BATTERY) IS CRUSHED</p> <p>THIS CAN CAUSE THE BATTERY TO EXPLODE, MEANING DANGEROUS FIRES</p> <p>LITTERED E-CIGS' BATTERY SLOWLY DETERIORATES, AND OTHER COMPONENTS GO INTO WATER</p>	<ul style="list-style-type: none"> The first way it affects the environment is through the battery. E-cigarettes, including nicotine, non-nicotine, and cannabis vapes, have a battery which is used to vaporize the liquid for a person to vape. This battery is often made from dangerous metals like lithium-ion, which can explode when processed in trash plants. If left outside, the battery slowly deteriorates and the heavy metals go into the water, which is toxic for the environment. E-cigarettes qualify as e-waste and have to be trashed like other electronic devices.
14	<p>THE POD</p>  <p>NICOTINE IS A TOXIC CHEMICAL AND CAN BE LETHAL TO SMALL CHILDREN OR ANIMALS</p> <p>DISCARDED E-CIGS CAN CAUSE NICOTINE POISONING IN CHILDREN AND ANIMALS</p> <p>ALONG WITH NICOTINE, THERE ARE ALSO HEAVY METALS LIKE LEAD, TIN AND NICKEL</p> <p>E-CIGS ARE BOTH A HAZARDOUS WASTE AND E-WASTE</p>	<ul style="list-style-type: none"> The second way that e-cigarettes affect the environment is through the nicotine pods. Nicotine is a toxic chemical and lethal to small children or animals if they come in contact with it. Pods (even if vaped as much as possible) contain trace levels of nicotine and other heavy metals that can directly hurt animals and children or can soak into the soil and nearby water sources. Along with nicotine, there are also heavy metals like lead, tin, and nickel that are toxic. Discarded e-cigarettes that come in contact with children or animals can cause accidental nicotine poisoning. Due to the nicotine and other heavy metals, e-cigarettes are considered hazardous waste. They are also considered e-waste. THC, the chemical in cannabis vapes, is not a hazard like nicotine; however, it is considered a toxin under California standards. Also, they may contain solvents and other contaminants. <p>Reference: Vape Aware: Safe Storage & Disposal Image: Menthol pod</p>
15	<p>THE PLASTIC</p>  <p>E-CIGARETTES CONTAIN LARGE AMOUNTS OF PLASTIC</p> <p>PLASTICS BREAK DOWN INTO MICROPLASTICS, WHICH CAN INFILTRATE THE OCEAN, FOOD, AND OTHER NATURE.</p>	<ul style="list-style-type: none"> The third way e-cigarettes have an effect on the environment is from the plastic pieces. This effect is much like any other plastic product you might buy. Plastic can take centuries to decompose. As they break down, the plastics turn into microplastics that are small enough to make their way into ocean ecosystems and food that we ingest. <p>Reference: A toxic, plastic problem: E-cigarette waste and the environment</p>

Slide	Image	Talking Points
16	<p>THE CONFUSION ABOUT DISPOSAL</p> 	<ul style="list-style-type: none"> • There is confusion about how to dispose of e-cigarettes. • E-cigarette companies have purposefully marketed their products so that consumers (users) think they are “clean” or “green.” • Even government websites are unclear on how to classify e-cigarettes. Some label pods as hazardous waste, some as biohazard waste. • In California, there was a bill that called for tobacco companies to make products with recyclable materials, but it did not become law. • So where and how should people dispose of e-cigarettes?
17		<ul style="list-style-type: none"> • Cartridges and pods can't be recycled and shouldn't be disposed of in trash bins. • Visit smokefreesc.org for disposal bins for your school. • Take cartridges and pods to county hazardous waste disposal centers in South Carolina.
18	<p><i>you can do something</i></p> <p>"THE BEST WAY TO AVOID CONTAMINATING THE ENVIRONMENT WITH VAPE WASTE IS TO AVOID USING THEM ALTOGETHER." – BOULDER COUNTY, VAPE AWARE</p> 	<ul style="list-style-type: none"> • Given what we have discovered, one way for us to protect the environment is to not smoke cigarettes or use any e-cigarette products, including nicotine and cannabis.
19	 <p>QUITTING Resources</p> <ul style="list-style-type: none"> • Text "DITCHVAPE" to 887-09 • KICK IT California: www.nobutts.org • Teen.smokefree.gov or 1-800-QUIT-NOW • Text "Start My Quit" to 36072 (mylifemyquit.com) 	<ul style="list-style-type: none"> • If you or someone you know smokes cigarettes or uses vapes, consider quitting. • Here are some quitting resources.


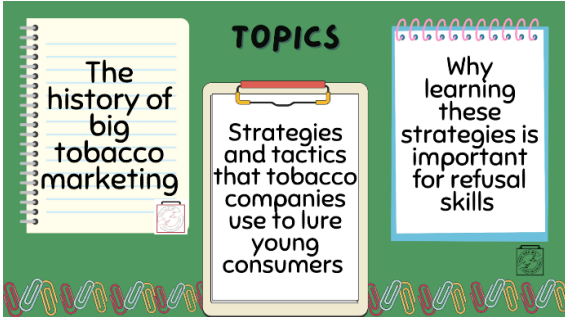


Slide	Image	Talking Points
20	 <p>KEY TAKEAWAYS</p> <ul style="list-style-type: none"> CIGARETTES AND E-CIGARETTES ARE NOT BIODEGRADABLE AND DO HARM THE ENVIRONMENT QUITTING THE USE OF CIGARETTES AND E-CIGS, OR NEVER STARTING IN THE FIRST PLACE, REDUCES HARM TO THE ENVIRONMENT. PROPERLY DISPOSING OF CIGARETTES AND E-CIGS HELP PROTECT THE ENVIRONMENT YOU CAN HELP PROTECT OUR ENVIRONMENT IN MANY WAYS! 	<ul style="list-style-type: none"> Let's review our Key Takeaways. <i>(Read off slide.)</i>
21	 <p>KAHOOT!</p> <p>What a Waste! Impact of Cigarettes and E-cigs on the Environment</p> <p>Created by: mmcorilla Language: English</p> <p>Plays: 2 Shares: 0 Players: 2 Favorites: 0</p> <p>Play</p>	<ul style="list-style-type: none"> Click on "Play" to start Kahoot!





Lesson 4









Lesson 4: **Don't be Played! How Tobacco Marketing Targets You-th** Talking Points and Slide Chart




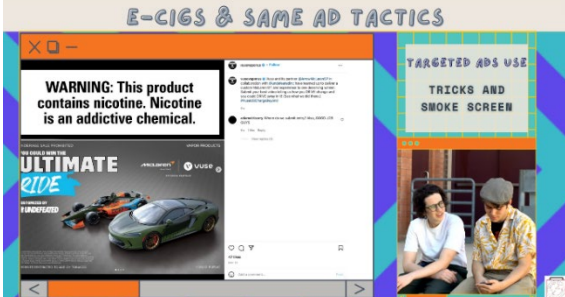


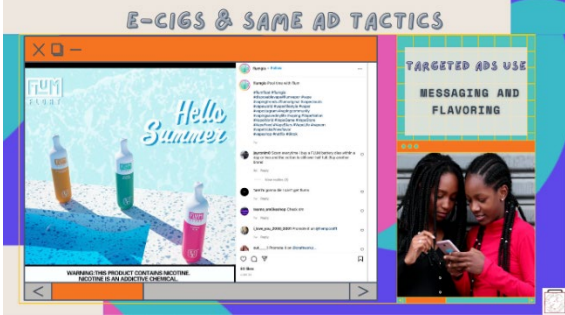
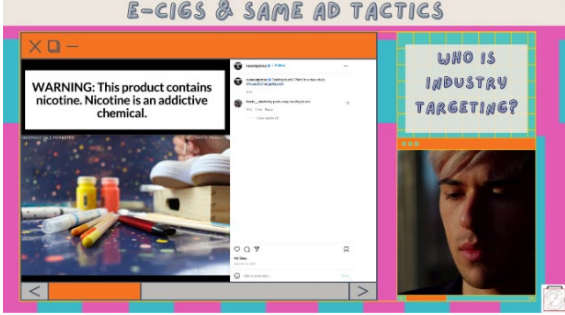


Slide	Image	Talking Points
1		<ul style="list-style-type: none"> • It's good to see you all again! Today, we're going to talk about marketing, messaging, and targeting from the tobacco industry. • This is a non-judgmental space for young people to think critically about the images and messages the tobacco companies try to feed you.
2		
3		
4		<p>Warm-up:</p> <ul style="list-style-type: none"> • (Ask Students): Please name a color. • (Instructor Note): Point to the slide while asking students. <p>After Warm-up Discussion:</p> <ul style="list-style-type: none"> • (Ask Students): Many of you chose blue. Did you notice that this slide has many blue elements? Do you think it might have influenced your choice? In what ways can we be influenced or manipulated into doing something when we aren't paying close attention?

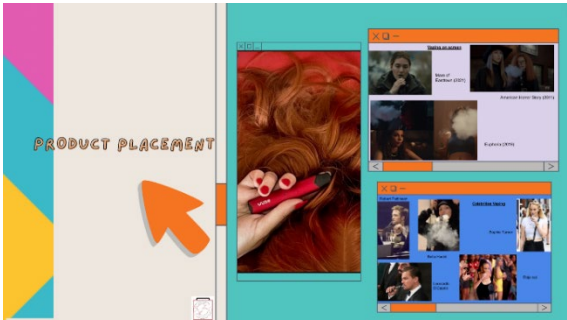
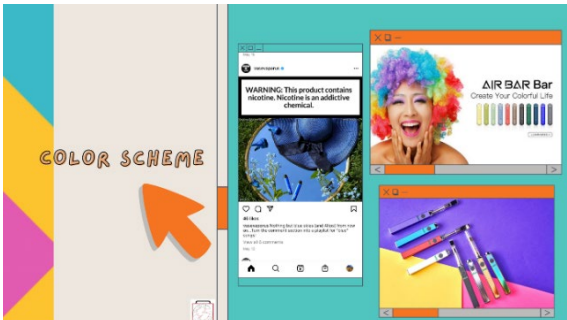
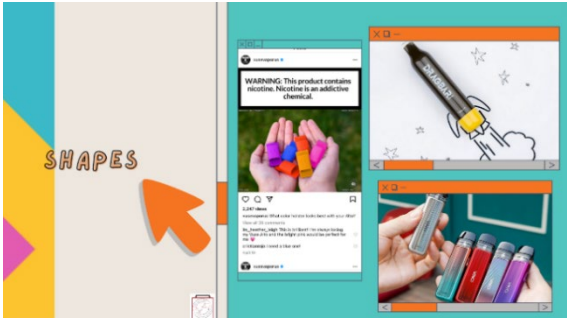
Slide	Image	Talking Points
5		<ul style="list-style-type: none"> • Before we discuss marketing today, let's discuss the history of cigarette marketing. It is important to know about the history of tobacco and smoking because it all leads us to today. • Starting in the 1800s (and continuing today!), companies made and sold cigarettes and eventually other tobacco products. • Back in that time, people didn't understand the dangers of smoking. In fact, it was not until the 1960s that the U.S. Surgeon General finally came out with a report saying that cigarettes are harmful. • Surprisingly, for many years, cigarettes were advertised with false messages, and some doctors even promoted smoking! • Now we have lots of proof that these ads were totally false.
6	 <p>*Carcinogens= chemicals that cause cancer</p>	<ul style="list-style-type: none"> • Tobacco companies, sometimes called "Big Tobacco," were able to make a lot of money by selling cigarettes, so they started trying to get more and more consumers. • Around 1950, people were starting to notice the negative health effects of smoking, such as cancer and heart disease. • Tobacco companies were worried about losing customers as people learned about their health.
7		<ul style="list-style-type: none"> • "Big Tobacco" companies expanded their marketing tactics through targeting certain groups. • (Ask Students): What do you think I mean when I say "target certain groups"? (Take responses.) • Targeting groups means making specific ads that will attract people from that group. • For example, tobacco companies promoted cigarettes to soldiers in wars.
8		<ul style="list-style-type: none"> • They also started targeting women with ads for smoking. • Companies even started using cartoon images in their ads. • (Ask Students): What age group is most likely to like cartoons? (Take responses.)

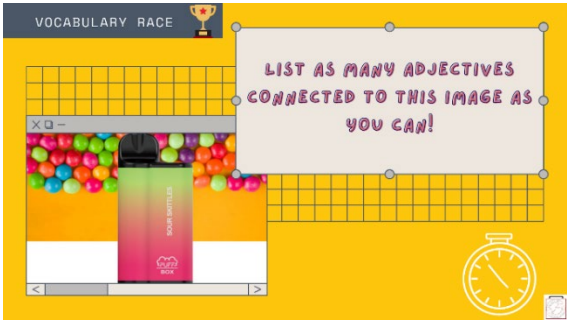

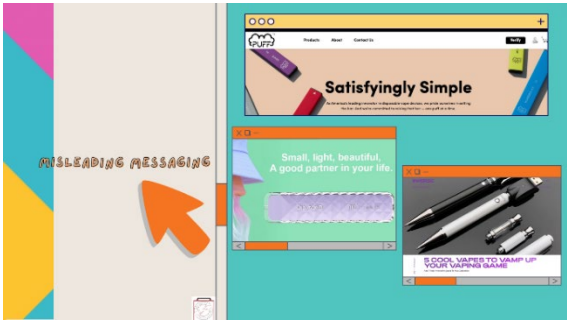
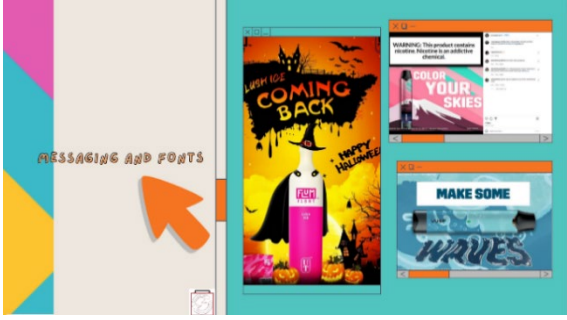
Slide	Image	Talking Points
9		<ul style="list-style-type: none"> Kids are the age group most likely to like cartoons. Tobacco companies know this. From flavors to the packaging of their products, cigarette ads were designed to make smoking look cool, fun, and exciting, all designed to grab the attention of new and young consumers. None of the ads focused on health risks that were well known. (Ask Students): Why do you think tobacco companies used ads to target youth? <i>(Take responses.)</i>
10		<ul style="list-style-type: none"> Remember discussing how the adolescent brain is particularly sensitive and likely to become addicted to nicotine? Well...tobacco companies know this and therefore they want young consumers because they know they could get addicted early in life and be lifelong consumers. This means more money for tobacco companies, which overall is the main marketing goal. An executive working for Philip Morris, the largest tobacco company, said in 1981, "We do realize that today's teenager is tomorrow's potential regular customer." There are no limits to what the tobacco industry will do to gain more money. So, ask yourself if making the tobacco industry get richer by consuming their deadly products is what is best for your well-being.
11		<ul style="list-style-type: none"> Eventually, the government made tobacco companies print warning labels on their products so that people would know about the dangers of tobacco and nicotine because so many people were becoming addicted and also getting sick and dying from cigarette smoking. The federal government put new limits on the Big Tobacco companies, like limiting how they could advertise their products.


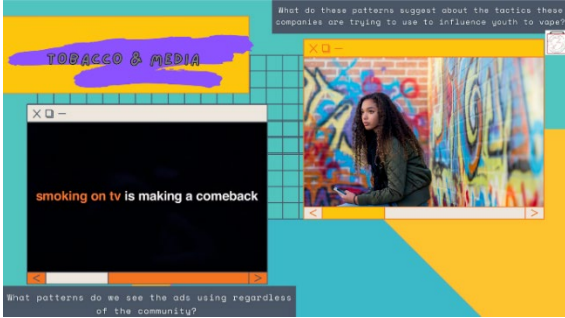
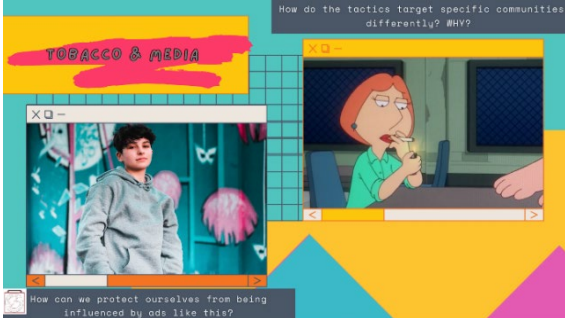
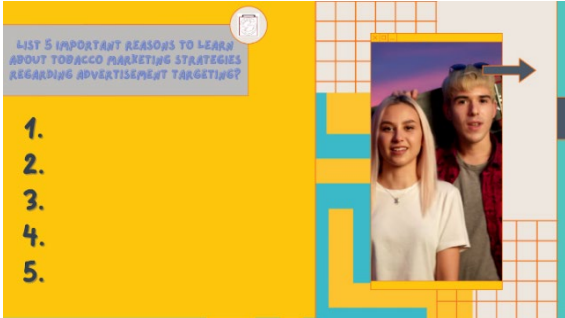
Slide	Image	Talking Points
12		<ul style="list-style-type: none"> • Yet, even after all of this, tobacco companies continued to target certain groups. • For example, the tobacco industry began to aggressively target Black communities. • Menthol cigarettes were promoted in Black communities because it was more addictive to Black consumers. • Flavored cigarettes have been banned since 2009, but Big Tobacco fought hard to get the government to allow menthol to be in cigarettes even though menthol is harmful and allows the poison (nicotine and other chemicals) to go down more easily. • This allows the tobacco industry to continue to market to Black communities and other targeted groups, thereby continuing their lifetime of addiction.
13		<ul style="list-style-type: none"> • In the 1970s and 1980s, Big Tobacco started to develop interest in the growing Latino population. • The tobacco industry launched marketing initiatives that used U.S. Census Bureau data to track demographic trends in Latino communities and accurately target them. • The tobacco industry deemed the Latino population “lucrative,” “easy to reach,” and “under-marketed.” • Even decades later, the tobacco industry continues to creep into Latino communities by compensating store owners for displaying advertisements in predominantly Latino neighborhoods.
14		<ul style="list-style-type: none"> • (Ask Students): Why do you think I'm telling you this story if it all happened before you were born? <i>(Take responses.)</i>



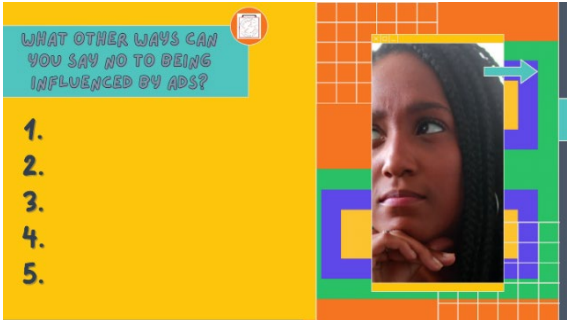
Slide	Image	Talking Points
15		<ul style="list-style-type: none"> It's important to know about the history of tobacco and smoking, because it all leads us to today. Today there are new products that have become popular, especially with young people. (Ask Students): Can anyone guess what I'm talking about? <i>(Take responses.)</i>
16		<ul style="list-style-type: none"> I'm talking about e-cigarettes. Over time, tobacco companies have shifted into creating different products so that they can continue to make money by getting people addicted to their products. Many companies that sell cigarettes now also sell e-cigarettes. And the tobacco industry uses the same tricks to attract new and young customers!
17		<ul style="list-style-type: none"> Tobacco companies continue to target certain groups like young people, women, LGBTQ+, and people of color. The tobacco companies create ads that make it seem like vaping is cool, fun, and exciting – just like they did with cigarettes. The industry also uses celebrities in ads and makes it seem like e-cigarettes are safe. These are the same tricky tactics that we discussed earlier with cigarette advertisements. (Ask Students): What similar marketing tactics have you noticed in e-cigarette ads that were used in cigarette ads? <i>(Take 1-2 responses.)</i>
18		<ul style="list-style-type: none"> (Instructor Note): Click through to slide 20. When at slide 20, read talking points.

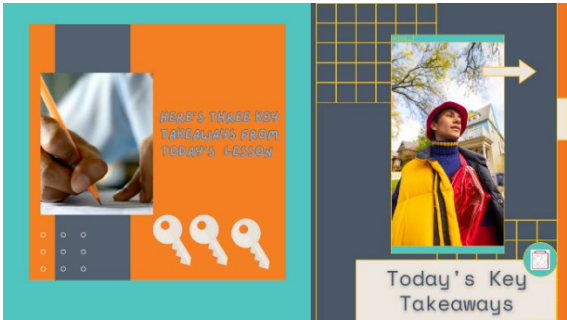
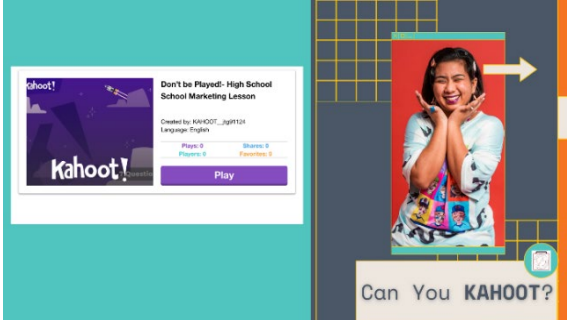
Slide	Image	Talking Points
19		<ul style="list-style-type: none"> • (Instructor Note): Click through to slide 20. When at slide 20, read talking points.
20		<ul style="list-style-type: none"> • These tobacco companies spend millions of dollars on designing marketing strategies and products to be very easy to get hooked on. • Now we are going to talk about the ways tobacco companies use the same marketing tactics used in cigarette ads to attract and hook new young consumers on e-cigarettes.
21		<ul style="list-style-type: none"> • While e-cigarette companies still advertise on traditional media like TV and print publications, they have found huge success in social media marketing. • As I am sure you know, most youth are on social media, and almost all teens use the internet on a daily basis. • The tobacco industry knows exactly what strategies to use and will go to any length to find and target new young consumers to get them addicted to their products, including advertising on social media.
22		<ul style="list-style-type: none"> • Just like ads for cigarettes, e-cigarette companies use tactics like emotional appeal, celebrity endorsements, cartoons, and animation on social platforms to appeal to youth. • E-cigarette companies also encourage their followers to share and interact with their content on social media. • This ultimately leads to people purchasing their products. • Let's break this down a bit further!

Slide	Image	Talking Points
23		<ul style="list-style-type: none"> First, e-cigarette companies use product placement in ads to attract customers, especially young ones. Product placement affects the subconscious mind of the viewer because the branded product is integrated into the whole picture. Tobacco companies understand that product placement is an effective way to advertise their products because it does not irritate the viewers' attention and it engages potential consumers with their product. Some young people may not notice they are watching or looking at an ad for e-cigarettes/vapes. <ul style="list-style-type: none"> (Ask Students): Have you ever watched or seen something where you didn't realize a product or service was being advertised? <i>(Take responses.)</i>
24		<ul style="list-style-type: none"> Attractive color schemes are also essential to advertising, because they can alter the mood of potential consumers. Tobacco companies know that certain color combinations can transmit the right emotions for young consumers to want to buy and use their products. Color combinations can also lead potential and existing consumers to associate those emotions with that product every time they think about the brand. The emotional connection with the e-cigarette product also makes it easier for young people to become addicted to the product.
25		<ul style="list-style-type: none"> The geometric shapes and bright colors utilized in these ads can also influence a potential younger consumer to try their products. Also, there are not many words included in these ads, only links to buy their products. This can be seen as another marketing tactic aimed to engage curiosity among new young consumers. The mystery of it may appeal to youth who are curious about this product. This is a marketing tactic used by tobacco companies to entice young people to look up the product on their websites, and then to purchase them.

Slide	Image	Talking Points
26	 <p>VOCABULARY RACE</p> <p>LIST AS MANY ADJECTIVES CONNECTED TO THIS IMAGE AS YOU CAN!</p>	<p>Instruct the students to:</p> <ul style="list-style-type: none"> • Get into pairs or small groups. • In 30 seconds, write as many words connected with this ad as you can. <ul style="list-style-type: none"> ◦ Ask students to consider the placement of the product in the ad, shapes, and color scheme. • Total up the words for each group. • Now, give each pair or group 60 seconds to write down what they think is the overall message of the ad and who is the target audience based on the words they listed. • (Instructor Note): For fun, you can say that the team who finishes first with the most words with the best explanation on who they think is the target audience wins!
27	 <p>DECODING MARKETING MESSAGING</p>	<p>After Watching Video:</p> <ul style="list-style-type: none"> • (Ask Students): Do you think it might be hard for young people to resist the messaging used in e-cigarette advertisements? Why or why not? (2-3 minutes) <p>Follow-up Talking Points:</p> <ul style="list-style-type: none"> • Decoding messaging used in e-cigarette ads is vital in building resistance against using tobacco products, because demystifying the appeal of using these substances will reveal how the tobacco industry is manipulating kids and teens to use their products.
28	 <p>MISLEADING MESSAGING</p>	<p>(Ask Students):</p> <ul style="list-style-type: none"> • What messages do you see in these ads? • Who do you think is the target audience for these ads? • Why do you think it's important for young people to be aware of misleading messaging in ads?
29	 <p>MESSAGING AND FONTS</p>	<ul style="list-style-type: none"> • Fonts used in advertisements also convey different messages to the reader. • Bold fonts used in vape ads can immediately capture the attention of the reader. • Limited text and large fonts used in e-cigarette ads are marketing tactics designed for maximum content absorption. • The goal is for young people to absorb the idea without having to fully pay attention to the ad or think about it.

Slide	Image	Talking Points
30		<ul style="list-style-type: none"> While seeing e-cigarette ads encourages the renormalization of smoking, flavored e-cigarettes like Gummy Bear, Mango, and Strawberry Ice also encourage the renormalization of young people smoking, which may lead new users (youth). Tobacco companies know the flavors in e-cigarettes make it easier for kids and teens to use these addictive drugs.
31		<p>In-Classroom Activity Instructions (8-10 minutes):</p> <p>Description: Students will watch two videos from Truth Initiative's "While You Were Streaming: Nicotine on Demand," and then discuss.</p> <ul style="list-style-type: none"> While You Were Streaming: Nicotine on Demand <p>(Ask Students):</p> <ul style="list-style-type: none"> What patterns do we see the ads using regardless of the community? What do these patterns suggest about the tactics these companies are trying to use to influence us?
32		<p>Play the second video from Truth Initiative's "While You Were Streaming: Nicotine on Demand," and then discuss.</p> <ul style="list-style-type: none"> While You Were Streaming <p>(Ask Students):</p> <ul style="list-style-type: none"> How do the tactics target specific communities differently? WHY? How can we protect ourselves from being influenced by ads like this? How can advertising flavors be a form of targeting?
33		<p>After watching both videos...</p> <p>(Ask Students):</p> <ul style="list-style-type: none"> Why is it important to learn about tobacco marketing strategies regarding advertisement targeting?

Slide	Image	Talking Points
34		<p>Quick Chat #1:</p> <ul style="list-style-type: none"> • Think: Ask students to think about the question on the slide. (1 minute / 60 seconds) • Pair: Put students into pairs or small groups to discuss together. (1 minute / 60 seconds) • Share: Students will pick one person to share what they discussed. Only take one or two examples for the sake of time. <p>Follow-up Talking Points:</p> <ul style="list-style-type: none"> • Tobacco companies know that perceived attractiveness (of the models) as well as perceived similarity (“like me”) increases an ad’s influence. • Using fonts that are geometrically formatted and colors that pop out on the page will increase the product’s visibility and fade the intention of the ad into the background. • From eye-catching color schemes to geometrical shapes, the tobacco industry uses tricky marketing tactics in ads to grab young viewers’ attention. • Identifying these marketing tactics used by the tobacco industry gives us the clues to understand how they try to get young people hooked on smoking tobacco and addicted to nicotine.
35		<ul style="list-style-type: none"> • (Instructor Note): Play embedded video.
36		<ul style="list-style-type: none"> • What other ways can you say “no” to being influenced by ads? • (Instructor Note): Write a few ideas on the whiteboard / chalkboard/ piece of poster paper.



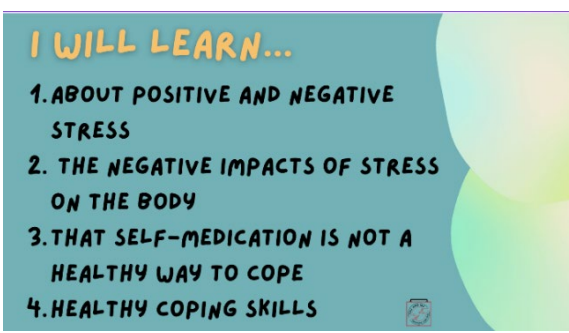

Slide	Image	Talking Points
37		<ul style="list-style-type: none"> Let's look at today's key takeaways. <ul style="list-style-type: none"> (Instructor Note): Play embedded video of key takeaways.
38		<ul style="list-style-type: none"> Now we will play a quick game of Kahoot!

Lesson 5




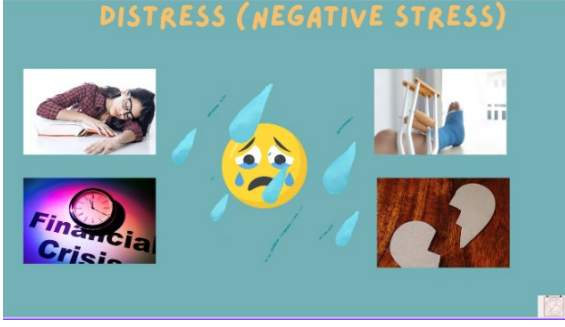






Lesson 5: **Be Your Strength: Stress, Coping, and Wellness** Talking Points and Slide Chart




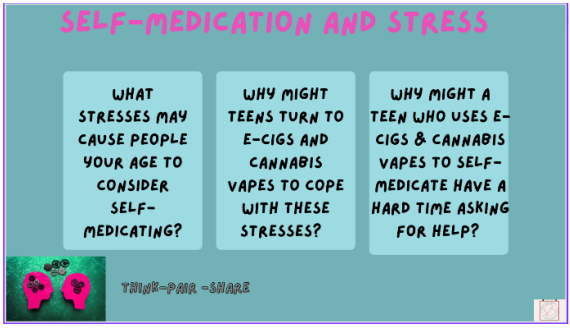
Slide	Image	Talking Points
1		<ul style="list-style-type: none"> • Today's lesson is on wellness. We will discuss what stress is, identify triggers and causes of stress, plus practice some strategies to manage stress and discover strategies that work for you. We will also discuss mental health and substance use and get resources on where and when to seek help.
2		
3		
4		<ul style="list-style-type: none"> • (For Instructors Only): The five youth in the image are a cue to engage with students in a discussion. • Today's topic is on ways to relieve stress. • (Ask Students): Let's brainstorm some ways you and your peers relieve stress. <i>(Write down answers on board.)</i> • Possible responses: sleep, ride my bike, play with my dog, listen to music.

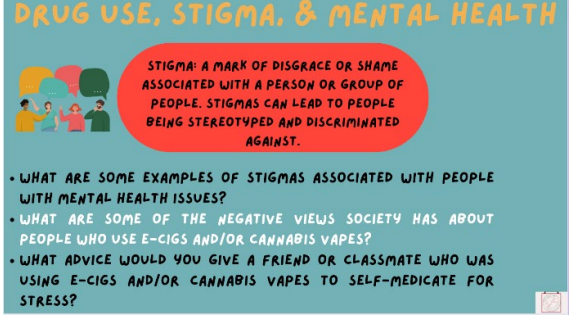

Slide	Image	Talking Points
5		<ul style="list-style-type: none"> We will start off our lesson on stress, coping, and wellness by listening and doing a guided meditation activity together as a class. We will then do a share-out. You are in a safe space. Please close your eyes. (Instructors: If you notice students with eyes open, repeat the message one more time.) (After meditation is over, Ask Students:) What emotions or feelings did you experience during or after meditation? Some possible responses: relaxed; sleepy; didn't like it Consider this mindful meditation as one of many techniques in your wellness toolkit. We will do another technique later in our lesson. <p>Reference: 5 Minute Mindfulness Meditation</p>
6		<ul style="list-style-type: none"> How do you define stress? (<i>Pause and wait for students to respond.</i>) Possible responses: not feeling good; under pressure; lack of time management.
7		<ul style="list-style-type: none"> A way to think of stress is as a set of emotional, physical, and cognitive reactions to a changing, demanding environment. Stress is really more about our capacity to handle change than it is about whether that change makes us feel good or bad. Change happens all the time, and stress is, in large part, what we feel when we are reacting to it. <p>Reference: https://www.mentalhelp.net/stress/</p>
8		<ul style="list-style-type: none"> There are two types of stress, both positive and negative.



Slide	Image	Talking Points
9		<ul style="list-style-type: none"> Eustress is positive stress. (Ask Students): What do you think are some examples? (Instructor Note: Some examples are provided on the next slide.)
10		<ul style="list-style-type: none"> Eustress is positive stress. It's short-term. It motivates you. It can be exciting and can improve performance. Here are some examples on the slide: planning a trip; playing sports; getting your first summer job; going on a rollercoaster; and watching a scary movie.
11		<ul style="list-style-type: none"> Distress is negative stress. (Ask Students): What do you think are some examples? (Instructor Note: Some examples are provided on the next slide.)
12		<ul style="list-style-type: none"> Distress is negative stress. It can be short- or long-term. Feels unpleasant. Decreases performance. It may cause anxiety or concern. It can lead to mental and physical problems. Here are some examples on the slide. Grief and loss, especially of a loved one, can be very distressing to anyone.
13		<ul style="list-style-type: none"> So what do youth stress about? Let's take a look.




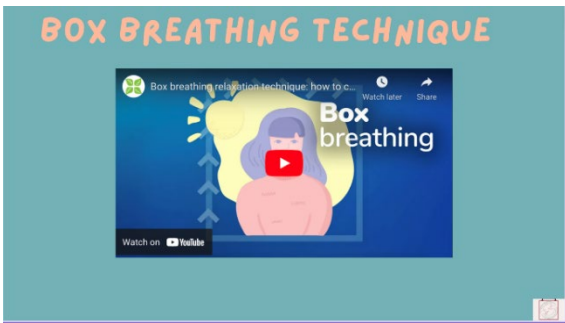

Slide	Image	Talking Points
14		<ul style="list-style-type: none"> Youth may stress about many things. For example, some youth may stress out about how to manage their time. Some youth may stress about being offered e-cigarettes, cannabis vapes, and other drugs by their peers. Other youth may wonder what life will be after high school or worry about their grades. Some youth may be in an unhealthy relationship with either their romantic partners or friends. (Ask Students): What are some other things youth might stress about?
15		<ul style="list-style-type: none"> When someone is under a lot of stress, they may feel like they're in a dark tunnel. While you may feel lost at first, take notice of the kind of stress or, rather, your reaction to that stress, and how your body is responding.
16		<ul style="list-style-type: none"> When you are stressed, the body responds. You might notice feeling tired all the time because of sleep issues. You might sleep more than usual or have trouble falling asleep. Your behavior changes. Others may notice that you are not as outgoing as you used to be or you want to be left alone. Sudden changes like these can be a sign of high stress levels. You might be argumentative and irritable, more than usual. Stress often shows up as physical symptoms. You might have more headaches or stomach aches. Additionally, your eating habits may change from eating too little to too much. If a person suddenly forgets obligations like homework and other activities, or starts to procrastinate, stress could be a factor. <p>Reference: How to help children and teens manage their stress</p>

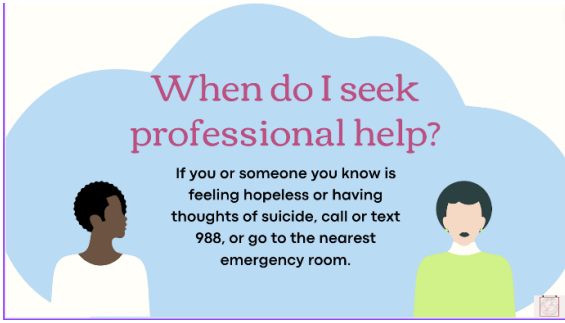
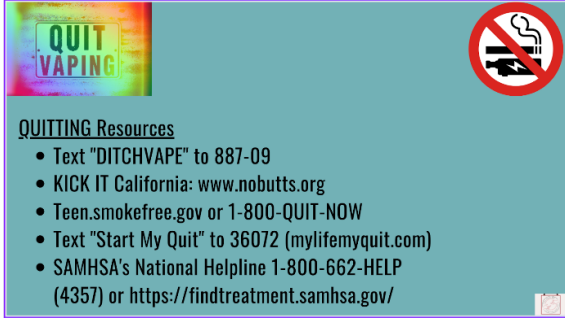

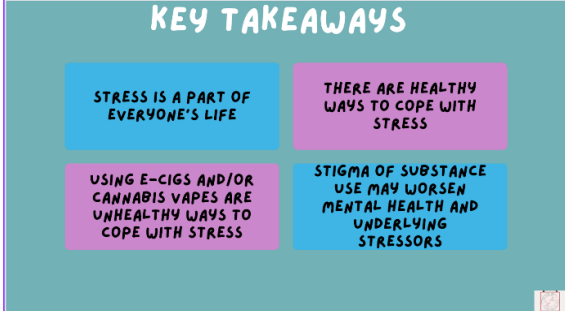
Slide	Image	Talking Points
17	 <p>MENTAL HEALTH & SELF-MEDICATION</p> <p>WE MAY RESPOND BY CHOOSING ACTIVITIES THAT WE THINK WILL HELP US REDUCE THE STRESS LIKE USING E-CIGS OR VAPES.</p> <p>SELF-MEDICATION IS WHEN SOMEONE USES SUBSTANCES TO REPEATEDLY AND CONSISTENTLY DEAL WITH STRESS, ANXIETY, OR OTHER MENTAL HEALTH ISSUES.</p>	<ul style="list-style-type: none"> • It's no surprise that some people use e-cigarettes, cannabis vapes, and other drugs to deal with stress and other mental health issues. • As we've discussed, drugs can change the chemistry in your brain. They can increase neurotransmitters that make us feel good. They can slow our brain activity and help decrease anxiety. For a short while, they can seem like great problem-solvers. • However, when someone starts using drugs to repeatedly and consistently deal with stress, anxiety, or other mental health issues, this is called self-medication. • For example, a person may use e-cigarettes and/or cannabis vapes to try and make themselves feel better. • (Ask Students): Who can tell me some of the risks involved for teens who are self-medicating with alcohol or other drugs? <i>(pause for responses)</i> • Because it is illegal for teens to use many drugs, even drugs that are legal for adults (like cannabis and e-cigarettes with nicotine) but illegal for youth under 21, youth who use drugs to self-medicate may be suspended or expelled from school when used on campus. • While self-medication may temporarily mask the symptoms of an issue, it doesn't solve it. People, including youth who self-medicate, may not get help addressing the root of their problems and the problems could get worse. • If self-medication goes on long enough, physical dependence becomes a concern, so new problems may arise such as tension with family or friends. That's why it's very important to learn how to identify stress and other mental health issues when they come up, and to learn healthy ways to handle them.

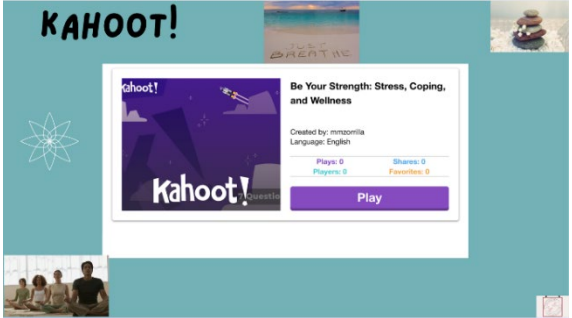
Slide	Image	Talking Points
18	 <p>The slide is titled "SELF-MEDICATION AND STRESS" in pink. It contains three columns of text on a light blue background:</p> <ul style="list-style-type: none"> WHAT STRESSES MAY CAUSE PEOPLE YOUR AGE TO CONSIDER SELF-MEDICATING? WHY MIGHT TEENS TURN TO E-CIGS AND CANNABIS VAPES TO COPE WITH THESE STRESSES? WHY MIGHT A TEEN WHO USES E-CIGS & CANNABIS VAPES TO SELF-MEDICATE HAVE A HARD TIME ASKING FOR HELP? <p>At the bottom left, there is a graphic of two pink silhouettes of heads facing each other, with the text "THINK-PAIR-SHARE" below it.</p>	<ul style="list-style-type: none"> • In groups of two (Think-Pair-Share), let's discuss this topic a little deeper using the following questions. After 10 minutes, we will share what some of you said in your groups. • (Instructor Note: After 10 minutes, ask one or two students per question what they came up with. You can ask others to chime in if they had different responses in their groups.) • What stresses may cause people your age to consider self-medicating? (Possible answers: struggling with gender, sexuality, or racial identity; helping to take care of siblings; getting good grades; succeeding on a sports team; problems at home; living in a dangerous neighborhood; money troubles; fitting in socially.) • Why might teens turn to e-cigarettes and cannabis vapes to help cope with these stresses? (Possible answers: because they are easy to access; because a friend suggested it; because it's how their friends/families cope; because they don't have access to other help.) • Why might a teen who uses e-cigarettes and cannabis vapes to self-medicate have a hard time asking for help? (Possible answers: they may be afraid of getting in trouble; they could be worried about what people think; they may think nothing else would help; etc.)

Slide	Image	Talking Points
19	<p>DRUG USE, STIGMA, & MENTAL HEALTH</p>  <p>STIGMA: A MARK OF DISGRACE OR SHAME ASSOCIATED WITH A PERSON OR GROUP OF PEOPLE. STIGMAS CAN LEAD TO PEOPLE BEING STEREOTYPED AND DISCRIMINATED AGAINST.</p> <ul style="list-style-type: none"> • WHAT ARE SOME EXAMPLES OF STIGMAS ASSOCIATED WITH PEOPLE WITH MENTAL HEALTH ISSUES? • WHAT ARE SOME OF THE NEGATIVE VIEWS SOCIETY HAS ABOUT PEOPLE WHO USE E-CIGS AND/OR CANNABIS VAPES? • WHAT ADVICE WOULD YOU GIVE A FRIEND OR CLASSMATE WHO WAS USING E-CIGS AND/OR CANNABIS VAPES TO SELF-MEDICATE FOR STRESS? 	<ul style="list-style-type: none"> • Youth may use e-cigarettes, cannabis vapes, or other drugs to cope with stress because they don't have access to other resources or don't know how to access other resources. • Because of the stigma related to mental health issues, some teens may see using drugs like tobacco or cannabis to cope with their problems as less shameful. Some teens may use drugs to fit in and be accepted. • A stigma is a mark of disgrace or shame associated with a person or group of people. Stigmas can lead to people being stereotyped and discriminated against. • When people who use drugs are stigmatized, they may try to hide their drug use. This makes it difficult for them to ask for help and puts them more at risk for harm. It's important to remember that using tobacco, cannabis and other drugs doesn't make someone a bad person. If people who use drugs are treated like bad and undesirable people, they may be too ashamed to get help even if they want it. • (Ask Students): What are some examples of stigmas associated with people with mental health issues? (Possible answers: They are crazy; dangerous; they are hard or uninteresting to talk to; they are stupid; they are lazy, weak; they are bad people; etc.). • (Ask Students): What are some of the negative views society has about people who use e-cigarettes and/or cannabis vapes? (Possible answers: They are lazy; they are weak; they are bad people; they are stupid; they are dangerous; etc.). • What advice would you give a friend or classmate who was using e-cigs and/or cannabis vapes to self-medicate for stress?
20	<p>WHAT WOULD YOU DO IF A FRIEND YOU KNOW VAPES...AND OFFERED YOU A VAPE?</p> 	<ul style="list-style-type: none"> • So let's talk about what you would do if a friend you know vapes. What would you say or do if they offered you a vape? <i>(pause for responses)</i> • We're going to discuss how we can respond to a friend's e-cigarette use or cannabis vaping in a compassionate and destigmatizing way.

Slide	Image	Talking Points
21	 <p>RESPONDING WITH COMPASSION & EMPATHY (ACTIVITY)</p> <p>BECCA AND NATASHA</p> <ul style="list-style-type: none"> • What did you see here? • What is really happening? • How relatable is this skit? • Both characters in the video talked about ways to help their friend Sarah. • Which of the two characters' messages would you find most helpful if you were Sarah? Why is that? • What can you do about the situation with Sarah if she was your friend? 	<ul style="list-style-type: none"> • Let's talk first about the difference between compassion and empathy. • Empathy is the ability to feel for someone. "I understand what you're going through. I've been there." • Compassion is feeling for someone and having a desire to help. "I can understand your distress and I want to help." • We want to let the other person (for example, the person who is using e-cigarettes and/or cannabis vapes) know that they are not alone. Basically, you're creating a connection with the other person. • We are going to watch a short roleplay (video) that shows one of the characters, Natasha, responding with compassion and empathy. <i>(Click on video link.)</i> • We are going to break up into small groups now. (Instructor Note: Say the following once they are in groups): Each group will write up the answers to the questions you see on the slide. We will then do a large group share-out for each question. Please have one representative be the group spokesperson, one take notes, and everyone share in the discussion. • <i>(After watching the video and completing the assignment, the instructor will ask each question and everyone will share their findings.)</i> <p>References:</p> <p>Compassion vs. Empathy: Understanding the Difference</p> <p>Empathy Psychology Today</p> <p>Teaching Kids Empathy and Compassion - Use These Simple Steps</p>
22	 <p>WHAT WOULD YOU DO IF A FRIEND YOU KNOW VAPES...AND OFFERED YOU A VAPE?</p>	<ul style="list-style-type: none"> • Knowing what you know now, how would you refuse with compassion and empathy if a friend offered you a vape?

Slide	Image	Talking Points
23		<ul style="list-style-type: none"> • In summary, when managing stress, analyze where the stress is coming from. • Pick the coping technique that works for you.
24		<ul style="list-style-type: none"> • Here are some healthy options for coping with stress. • What are your healthy options for coping with stress? Write down a list of five techniques you can use.
25		<ul style="list-style-type: none"> • You might want to try combining several coping methods. • Having multiple coping methods can help you feel more confident about handling your stress. • Different coping methods may be specific to the situation you're encountering.
26		<ul style="list-style-type: none"> • One technique we are going to try out is a type of breathing called Box Breathing. You can do it at the moment that you're feeling stressed. • We're going to watch a short video that explains Box Breathing. After we watch the video, you will all have the opportunity to practice this. • Let's watch the video now. <p>Reference: Box breathing relaxation technique: how to calm feelings of stress or anxiety </p>
27		<ul style="list-style-type: none"> • Let's all try Box Breathing together. • (After the activity, Ask Students): How did that go for you? How do you feel? • As with everything new, try this a few times in your day until it becomes a routine. <p>Reference: Box Breathing – 1 minute in length </p>

Slide	Image	Talking Points
28		<ul style="list-style-type: none"> • We've talked a lot about what stress is and what it does to the body. • We also discussed self-medication and mental health. • I'd like to share this resource with you. If you or someone you know is feeling hopeless or suicidal, call or text 988. If you or your friend are at school, please talk to a trusted adult right away, like a school nurse, a teacher, or coach. <p>Reference: AFSP</p>
29		<ul style="list-style-type: none"> • If you or someone you know needs help with quitting e-cigarettes, here is a list of resources. • For help with quitting cannabis, the Substance Abuse and Mental Health Services Administration (SAMHSA) National Helpline is a free, confidential, 24/7, 365-day-a-year treatment referral and information service (in English and Spanish) for individuals and families facing mental and/or substance use disorders.
30		<ul style="list-style-type: none"> • So, we are nearing the end of our lesson. • You have a lot of information from today's lesson on stress and coping to empower you as you start your wellness process.
31		<ul style="list-style-type: none"> • Let's review our key takeaways.


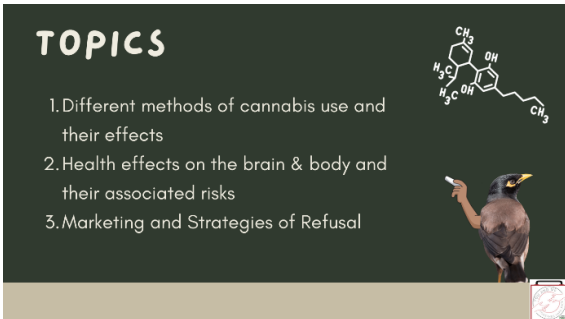
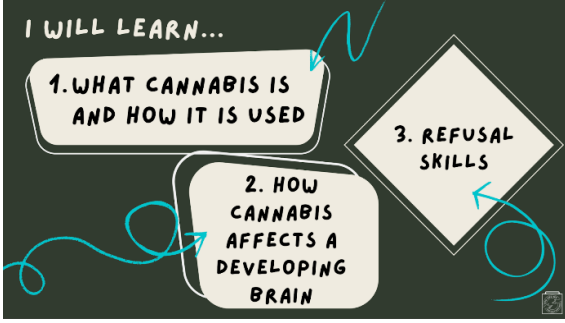
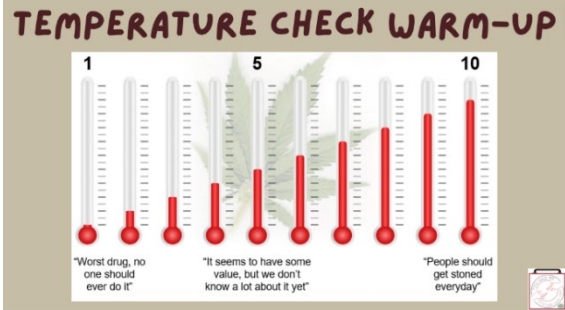
Slide	Image	Talking Points
33	 The image shows the Kahoot! game interface. At the top left, the word "KAHOOT!" is written in large, bold, black letters. Below it, on the left, is a white star-like logo. In the center, there is a white box containing the Kahoot! logo and the title "Be Your Strength: Stress, Coping, and Wellness". Below the title, it says "Created by: mmaomila" and "Language: English". There are also statistics: "Plays: 0", "Shares: 0", "Favories: 0", and "Plays: 0". At the bottom of the white box is a purple button labeled "Play". The background of the interface is a teal color with various small images, including a beach scene, a person sitting, and a group of people.	<ul style="list-style-type: none">• Click on “Play” to start Kahoot!



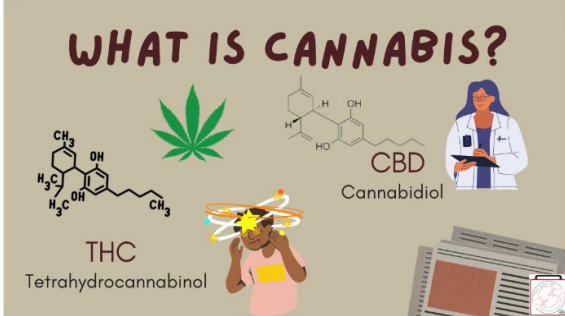
Lesson 6

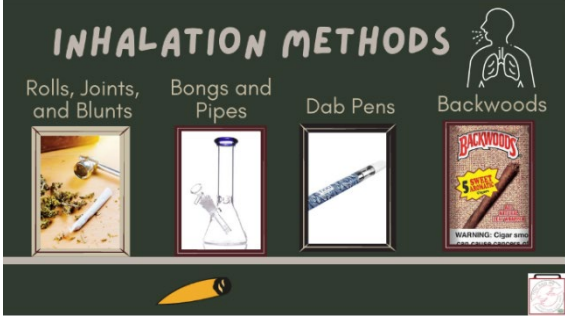
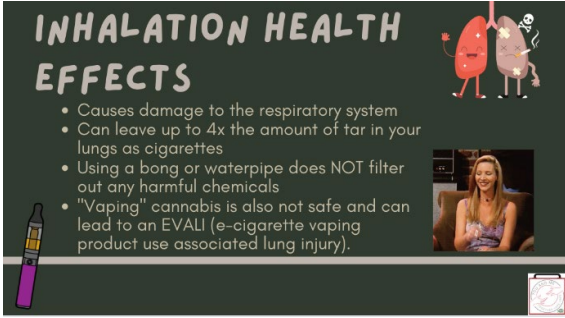




Lesson 6: **Can't Be Missed: Cannabis & YOU-th** Talking Points and Slide Chart

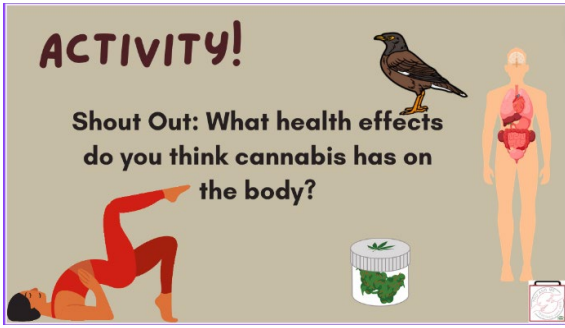
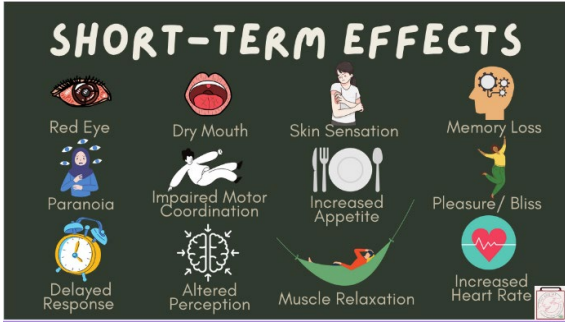
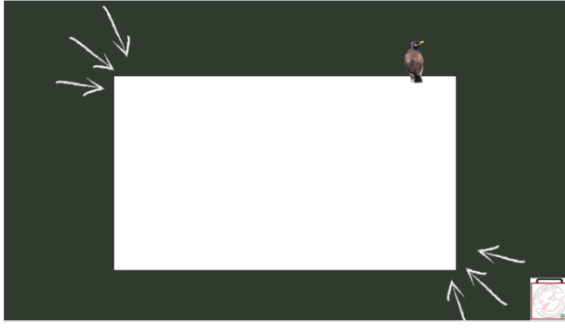
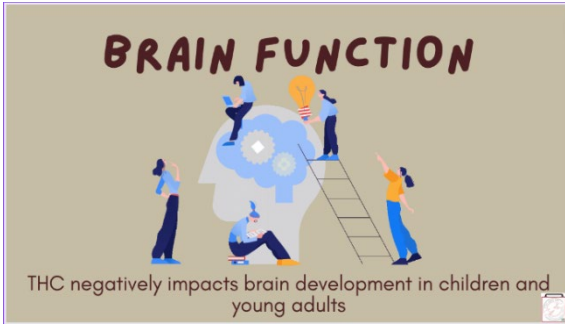



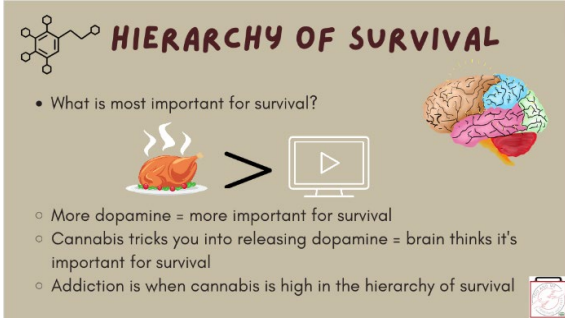
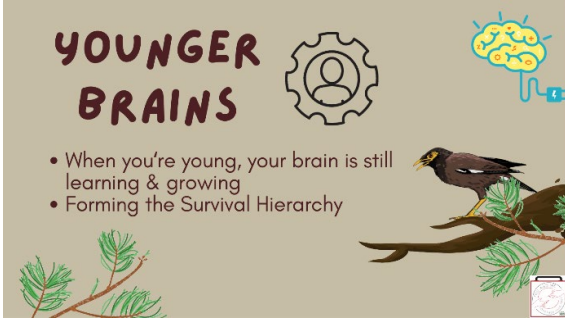

Slide	Image	Talking Points
1		<ul style="list-style-type: none"> Alrighty! Welcome back, class. This lesson is about cannabis and YOU-th.
2		<ul style="list-style-type: none"> We're going to talk about the basics of cannabis, what it does to a brain that is still developing, and marketing strategies and how to refuse them.
3		<ul style="list-style-type: none"> (Instructor Note): Read from slide.
4		<ul style="list-style-type: none"> Let's start off with a temperature check! (Ask Students): On a scale of 1 to 10, with 1 being the worst ever, and 10 being people should use it every day, what do you think about cannabis? Hold up the number on your fingers for me to see. As we can see, there are differing opinions on cannabis, but in this presentation we will talk about cannabis in a non-judgmental and fact-based way. We hope through this lesson you can learn the real facts, help your community, and dispel any myths about cannabis.

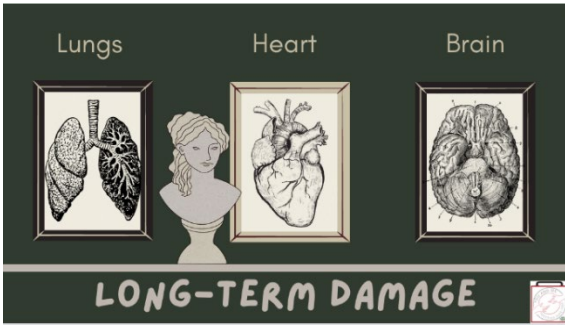



Slide	Image	Talking Points
5	 <p>ACTIVITY!</p> <p>Shout Out: Any cannabis terms you know</p>	<ul style="list-style-type: none"> What are some cannabis terms you know? What have you ever heard cannabis called or referred to as? (Instructor Note): Record the students' answers on a white board, chalk board, or large piece of paper. Refer back to the students' responses throughout the presentation.
6	 <p>Doobie, Blaze, Dank, Marijuana, Broccoli, Bud, Kief, 420, Haze, Reefer, Ganja, Sinsemilla, Mary Jane, Hashish, Blunt, Pot, Weed, Kush, Mota, Cannabis</p>	<ul style="list-style-type: none"> Here are some of the different names used for cannabis, and a lot of the ones you all mentioned are on here. There are at least 1,200 slang terms. This reflects the cultural phenomenon and the stigma it may carry as it takes on different names with different connotations. Different names can have positive or negative associations. Remember these terms, as they may be used interchangeably in life. However, in keeping with a non-judgmental and fact-based environment, we will use the term "cannabis" throughout this lesson.
7	 <p>WHAT IS CANNABIS?</p> <p>THC Tetrahydrocannabinol</p> <p>CBD Cannabidiol</p>	<ul style="list-style-type: none"> So what is cannabis? Well, there are two chemicals in cannabis that are responsible for causing direct effects on the body and are the most talked about when cannabis is mentioned. Tetrahydrocannabinol, or THC, is what gives cannabis its psychoactive property, meaning it makes the user feel "high." Cannabidiol, CBD, doesn't make you high and is the compound that can be used for clinical or medical purposes when used under the supervision of a medical professional. The cannabis industry has taken off in the past few years and has made many unsupported health claims about the benefits of using this drug. The concern is that short- and long-term, positive and negative health effects of using cannabis are still unknown. Cannabis can look different, depending on the form it comes in. These different forms fall into two major categories: inhalation and ingestion.


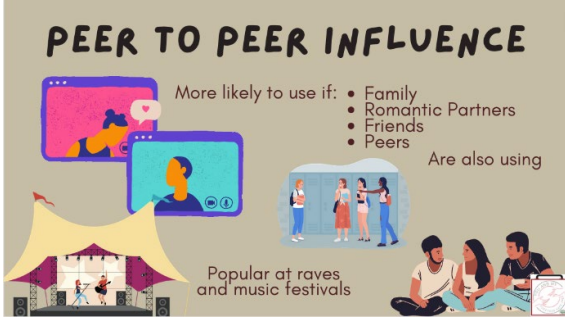


Slide	Image	Talking Points
8		<ul style="list-style-type: none"> • Rolls, pipes, joints, and blunts are all methods to burn and inhale cannabis. • A joint is made from cannabis flowers and a thin paper made for rolling cigarettes. • Blunts are made by the tobacco leaf of a cigar and cannabis flower. <ul style="list-style-type: none"> ◦ This means that smoking a blunt exposes the user to harmful tobacco substances from the cigar paper, which is made from tobacco leaves, as well as the substances from the cannabis flower. ◦ Why might this pose an even greater health risk? ◦ The answer is NICOTINE!, which is a highly addictive substance. ◦ The user is exposed to both tobacco and cannabis substances. • Backwoods, which also comes in different flavors, also contain nicotine! And you may not even know it! • Bongs and pipes are also methods of burning the cannabis flower. • Dab pens aerosolize a THC wax concentration that is then inhaled.
9		<ul style="list-style-type: none"> • In inhaling cannabis, the smoke is inhaled deep into the lungs and held there, which can cause damage to the respiratory system (including the lungs, cilia, and airways). • The American Lung Association and National Institute on Drug Abuse have found that since cannabis smoke is typically held in the lungs for a longer period of time, it can leave up to four times the amount of tar in your lungs as cigarettes do. • Some believe that using a bong or waterpipe may filter out some of the chemicals, but this is not true. • “Vaping” cannabis in a dab pen is also not a safe alternative. As a matter of fact, a study done in 2021 says that teens “vaping” cannabis are twice as likely to develop a wheezing in the lungs or a new disease called EVALI (E-cigarette Vaping product use Associated Lung Injury).

Slide	Image	Talking Points
10		<ul style="list-style-type: none"> • Edibles are the way cannabis enters the body through the digestive system. Because of this, it does take longer to feel the effects of cannabis when ingesting it. One may think they need more because they don't feel the effects, and ultimately consume too much, making them sick. • Cannabis can be infused into baked goods through butters and oils. They can also be taken in gummy, mint, spray, pill, or candy form, to name a few. • Edibles may have varying amounts of THC in one serving. A single edible often has several serving sizes and a large amount of THC. • Whether homemade or store bought, eating an entire cookie or brownie with THC can result in accidentally eating too much THC, leading to cannabis intoxication. • Edibles also cause a different and more intense experience than inhaled cannabis.
11		<ul style="list-style-type: none"> • Secondhand cannabis smoke or aerosol is the plume of chemicals released into the environment directly from burning cannabis flower or using e-cigarettes/vapes with cannabis. • Common places for exposure to secondhand cannabis smoke or aerosol include restaurants, parks, vehicles, and designated smoking areas. • Chemicals that are released include harmful substances such as THC, heavy metals, ultrafine particles that fall deep into the lungs, cancerous chemicals, and volatile organic compounds, aka VOCs. • Exposure can lead to cancer, respiratory infections, and make someone's asthma worse, among other problems. Secondhand smoke can also be harmful to loved ones, including family, friends, and pets.

Slide	Image	Talking Points
12		<ul style="list-style-type: none"> • (Tell Students): Shout out what health effects you think cannabis has on the body. • (Instructor Note): Take 3 or 4 example answers. Record the students' answers on a white board, chalk board, or large piece of paper. Refer back to the students' responses throughout the presentation. • (Instructor Note): Note that students most likely will share some comments such as “makes you feel good or relaxed.” • So, as you can see, from what we have on the board, there are both positive and negative ideas. As we mentioned in the beginning, we are going to look at all of this, not in a good or bad way, but from the facts. Let's start with the facts about short-term effects.
13		<ul style="list-style-type: none"> • Some of the obvious short-term physical changes include red eyes, dry mouth, impaired motor coordination, increase in heart rate, delayed response to people and environment, increased appetite (aka “munchies,”) and muscle relaxation. • Now, for someone experiencing the “high” or intoxication from cannabis, they may feel the following: skin sensation of hot or cold, memory loss or inability to recall certain memories, pleasure or bliss, paranoia or fright, and an altered perception of time and space. • These effects are the results of THC and CBD acting on different parts of the body.
14		<ul style="list-style-type: none"> • Here is a short video on some effects of cannabis on the body (2:52). • (Instructor Note): Play the embedded video.
15		<ul style="list-style-type: none"> • Now we'll move on to brain function. We did learn about this in Lesson 1, but we'll go over a quick review to refresh our memory. • THC negatively impacts brain development in children, adolescents, and young adults.

Slide	Image	Talking Points
16		<ul style="list-style-type: none"> Let's watch this video (4:54) of Ralph explaining the effects of dopamine on a young brain. (Instructor Note): Show video. Isn't Ralph fun? Similar to what you learned earlier, as this video shows, as part of your adolescence you are supposed to figure out what you like and don't like. Everyone's brains are different, and now it's focused on your identity and what you're supposed to be doing now.
17		<ul style="list-style-type: none"> Your hierarchy of survival is your brain's way of prioritizing what is most important for survival. The more dopamine something releases, the higher it is on your hierarchy of survival. For example, although you may enjoy watching a YouTube video, your brain knows eating a good meal is more important. Drugs hijack the part of your brain that releases dopamine. Cannabis tricks the brain into releasing dopamine, often in greater amounts than the body has experienced before. So much dopamine is released that it's easy for your brain to associate this feeling with survival. It's buying happiness, only for the moment. Addiction is when cannabis is high in the hierarchy of survival.
18		<ul style="list-style-type: none"> Research shows that young people are at the highest risk of having their hierarchy of survival hijacked. Young brains are hypersensitive to the false shocks of dopamine that drugs produce; your brain is still learning and growing.
19		<ul style="list-style-type: none"> Given what we talked about with the survival hierarchy, you can become addicted to cannabis much more so if you are an adolescent than an adult. A cannabis use disorder is when someone is unable to stop using cannabis, even if it causes them health or social problems. Nine out of 10 people who struggle with drug addiction started using before they were adults.

Slide	Image	Talking Points
20		<ul style="list-style-type: none"> • The lungs, heart, and brain can suffer due to long-term use of cannabis. • Those who smoke it run the risk of damaging their lungs over time. vA lot of the harmful and cancerous chemicals released from cigarettes are also released from cannabis. • It is also important to note that smoke is smoke. Secondhand smoke from cannabis is released just like cigarettes and the secondhand aerosol in e-cigarettes/vapes. • The heart is also negatively affected. • As we've been reviewing, there is strong evidence that cannabis negatively impacts the brain long-term, especially a young person's brain.
21		<ul style="list-style-type: none"> • Within the past few years, COVID-19 took the world stage, and health professionals are still understanding all of its effects. • Here is a short video (1:07) on how cannabis can impact your experience with COVID-19. • (Instructor Note): Play the embedded video.
22		<ul style="list-style-type: none"> • We've talked about the brain and long-term effects. Now let's go into <i>why</i> one might use cannabis, starting with targeted marketing. I know we learned about tobacco marketing in Lesson 4, and now let's focus on cannabis. • (Ask Students): Shout out: Where do you see cannabis in the media? • (Instructor Note): Same activity as before; write down students' answers and use them as examples through the next few slides.
23		<ul style="list-style-type: none"> • Yes, you're all correct! • You see cannabis portrayals in movies, songs (rap, pop, country, rock, and reggae) and celebrities, like Mr. Dogg there. You can also come across portrayals on social media sites like Instagram and TikTok, or even in surf or skate culture. • How many of you have seen cannabis use on social media, anywhere? Right, in pictures or videos on social media, we don't really get to see the negative effects it has on people here. • It's important to know where this information is coming from and how it impacts our perception of cannabis, positive or negative.

Slide	Image	Talking Points
24	 <p>The image shows various cannabis products with colorful, candy-like packaging. Labels include "Cool" Packaging, Candy Flavors, and Variety of Products. Specific products shown are Nerds, Sour Patch Kids, and THC-infused candies.</p>	<ul style="list-style-type: none"> • It's also important to understand how youth are targeted by marketing. The companies that sell cannabis want to lure you in. • They target youth by using “cool” eye-catching packaging, familiar and favorite candy flavors (like Nerds and Sour Patch Kids), and offering a variety of products. All these tactics are used to entice youth to try these products.
25	 <p>The image illustrates peer-to-peer influence. It shows a person using cannabis, with text indicating they are more likely to use if influenced by Family, Romantic Partners, Friends, or Peers. It also notes that cannabis is popular at raves and music festivals.</p>	<ul style="list-style-type: none"> • Peer-to-peer influence is the main way YOU-th begin to use cannabis. Youth are more likely to start using and buying if their family (parents, siblings, cousins), romantic partners, friends, and peers are also using. • Taking cannabis before raves or music festivals is also popular and can be seen as a social activity. • Know the risks and don't take anything from anyone you don't completely trust. You don't know what else could be in it!
26	 <p>The image shows three people in framed boxes, each with a refusal tactic. The tactics are: "I want to play my best at practice", "My Mom would totally find out", and "If you were really my friend, you wouldn't ask me to do this". The word "REFUSAL TACTICS" is written at the bottom.</p>	<ul style="list-style-type: none"> • There are a couple of ways to tactfully refuse an offer if a simple “no, thanks” does not work. • Try redirecting the topic: “I want to play my best at practice tomorrow so coach will pick me to play in the big game.” • Try shifting the blame to something else: “My workplace does routine drug checks, and I'd be fired from my job” or “My mom would totally know if I smoked.” • Try saying, “If you were my friend, you wouldn't ask me to do this.”
27	 <p>The image shows a person saying "No, thanks!" to a friend. Text says: "Turn to a friend, roleplay and try a refusal strategy". A yellow diamond-shaped sign with a cannabis leaf is also visible.</p>	<ul style="list-style-type: none"> • Roleplay Activity! • (Instructor Note): Have the students turn to a friend and try out a refusal strategy. One student can offer cannabis and the other can try out a refusal tactic (or come up with their own!). Then have them switch roles!

Slide	Image	Talking Points
28	 <p>The infographic 'USING CANNABIS?' features two main paths. The 'YES' path (orange) leads to 'Consider stopping until your brain is finished developing' and 'Consider reducing how much you use'. The 'NO' path (blue) leads to 'Consider waiting until your brain is finished developing to decide' and 'Consider not starting'. Illustrations of diverse people are shown at the top and bottom.</p>	<ul style="list-style-type: none"> • This is a little chart of your potential choices. • If you are using cannabis, you might consider stopping until your brain is done developing or reducing how much you use. • If you aren't using cannabis, you might consider not starting to use it and/or waiting until your brain is done developing to decide whether or not you want to use it.
29	 <p>The infographic 'IT'S UP TO YOU' features a central illustration of a person holding a scale. Surrounding it are four risk factors: 'Mixing Drugs' (with a cigarette icon), 'Starting drug use early' (with a person icon), 'Becoming addicted' (with a person icon), and 'Using drugs to cope' (with a person icon).</p>	<ul style="list-style-type: none"> • In summary, cannabis can be risky, and there are a couple of behaviors that can make it even more risky. • Mixing drugs: Using spliffs or some blunts can expose and get you addicted to nicotine. • Starting drug use earlier in life, before your brain is developed, becoming addicted, and using drugs to cope are also dangerous behaviors. • What I hope you take away from today's discussion is that you are more in control of your brain development than you might realize. As teachers, parents, and mentors, we are here to help and guide you, but you must make the right decisions for yourself. • You are in charge!
30	 <p>The infographic 'KEY TAKEAWAYS' features a key icon at the top. The five points listed are: 1. Cannabis can be consumed by eating or inhalation. 2. Cannabis use can cause short term effects (such as memory loss, skin sensation, and altered perception) and long term effects (such as heart and lung damage). 3. Young and developing brains are particularly susceptible to damage due to cannabis use. 4. Refusing marketing and peer to peer influence. 5. YOU are in charge.</p>	<ul style="list-style-type: none"> • Our Key Takeaways for today: <ol style="list-style-type: none"> 1. Cannabis can be consumed by eating or inhalation. 2. Cannabis use can cause short-term effects (such as memory loss, skin sensation, and altered perception) and long-term effects (such as heart and lung damage). 3. Young and developing brains are particularly susceptible to damage due to cannabis use. 4. Refusing marketing and peer-to-peer marketing. 5. YOU are in charge.
32	 <p>The infographic 'KAHOOTS!' features a large 'KAHOOTS!' text at the top. Below it, there are colorful letters 'T R I V I A' and a smartphone screen displaying the Kahoot! game interface with a 'Game PIN' and 'Enter' button.</p>	<ul style="list-style-type: none"> • Now we will play a quick game of Kahoots! • Please use your phones or computers to play! • (Instructor Note): Kahoot link is embedded in the slide and also here: https://create.kahoot.it/share/cannabis-lesson/43498760-c180-4efd-bc55-991e986d91d4 • Kahoot! will give you a unique game PIN when you start the game.

APPENDIX A

SOUTH CAROLINA TOBACCO LAWS

LESSON 1 – SLIDE 7

Sale of tobacco and alternative nicotine products to minors, prohibitions

SECTION 1. Section 16-17-500(C), (E)(1), (F)(1), and (J) of the 1976 Code is amended to read:

“(C) A person engaged in the sale of tobacco products or alternative nicotine products made through the Internet or other remote sales methods shall perform an age verification through an independent, third-party age verification service that compares information available from public records to the personal information entered by the individual during the ordering process that establishes the individual is eighteen years of age or older and shall use a method of mailing, shipping, or delivery that requires the signature of a person at least eighteen years of age before a tobacco product or alternative nicotine product will be released to the purchaser, unless the Internet or other remote sales methods employ the following protections to ensure age verification:

(1) the customer creates an online profile or account with personal information including, but not limited to, name, address, social security information, and a valid phone number, and that personal information is verified through publicly available records; or

(2) the customer is required to upload a copy of his or her government-issued identification in addition to a current photograph of the customer; and

(3) delivery is made to the customer's name and address.

(E)(1) An individual who knowingly violates a provision of subsections (A), (B), (C), (D), or (J) in person, by agent, or in any other way is guilty of a misdemeanor and, upon conviction, must be:

(a) for a first offense, fined not less than two hundred dollars and not more than three hundred dollars;

(b) for a second and subsequent offense, fined not less than four hundred dollars and not more than five hundred dollars, imprisoned for not more than thirty days, or both.

(F)(1)(a) A minor under the age of eighteen years must not purchase, attempt to purchase, possess, or attempt to possess a tobacco product or an alternative nicotine product, or present or offer proof of age that is false or fraudulent for the purpose of purchasing or possessing these products.

(b) A minor under the age of eighteen years is prohibited from entering a retail establishment that has as its primary purpose the sale of tobacco products, alternative nicotine products, or both, unless the minor is actively supervised and accompanied by an adult.

(c) The provisions of this subsection do not apply to a minor under the age of eighteen who is recruited and authorized by a law enforcement agency to test an establishment's compliance with laws relating to the unlawful transfer of tobacco or alternative nicotine products. The testing must be conducted under the direct supervision of a law enforcement agency, and the law enforcement agency must have the minor's parental consent.

(J)(1) A retail establishment that has as its primary purpose the sale of tobacco products, alternative nicotine products, or both, must prohibit minors under the age of eighteen years of age from entering the retail establishment, unless the minor is actively supervised and accompanied by an adult, and shall determine whether a person is at least eighteen years by requiring proper proof of age in accordance with subsection (B), prior to the purchase of a tobacco or alternative nicotine product.

(2) A retail establishment described in item (1) must conspicuously post on all entrances to the establishment the following:

(a) a sign in boldface type that states 'NOTICE: It is unlawful for a person under eighteen years of age to enter this store, unless the minor is actively supervised and accompanied by an adult. Age will be verified prior to purchase.';

(b) a sign printed in letters and numbers at least one-half inch high that displays a toll free number for assistance to callers in quitting smoking, as determined by the Department of Health and Environmental Control.

(3) For purposes of this section, whether a retail establishment has as its primary purpose the sale of tobacco products, alternative nicotine products, or both, must be based on the totality of the circumstances. Facts that must be considered, but not be limited to, are the retail establishment's business filings, business name and signage, marketing and other advertisements, and the percentage of revenue and inventory directly related to the sale of tobacco and alternative nicotine products.

(K) Notwithstanding any other provision of law, a violation of this section does not violate the terms and conditions of an establishment's beer and wine permit and is not grounds for revocation or suspension of a beer and wine permit."

LESSON 1 – SLIDE 8

Youth Access to Tobacco Prevention Act 2006

Civil Fines, Court-Ordered Prevention or Smoking-Cessation Program, Court-Ordered Community Service

Tob Prev Act of 2006:

(F)(1) A minor under the age of eighteen years must not purchase, attempt to purchase, possess, or attempt to possess a tobacco product or an alternative nicotine product, or present or offer proof of age that is false or fraudulent for the purpose of purchasing or possessing these products.

(2) A minor who knowingly violates a provision of item (1) in person, by agent, or in any other way commits a noncriminal offense and is subject to a civil fine of twenty-five dollars. The civil fine is subject to all applicable court costs, assessments, and surcharges.

(3) In lieu of the civil fine, the court may require a minor to successfully complete a DHEC approved smoking cessation or tobacco prevention program, or to perform not more than five hours of community service for a charitable institution.

(4) If a minor fails to pay the civil fine, successfully complete a smoking cessation or tobacco prevention program, or perform the required hours of community service as ordered by the court, the court may restrict the minor's driving privileges to driving only to and from school, work, and church, or as the court considers appropriate for a period of ninety days beginning from the date provided by the court. If the minor does not have a driver's license or permit, the court may delay the issuance of the minor's driver's license or permit for a period of ninety days beginning from the date the minor applies for a driver's license or permit. Upon restricting or delaying the issuance of the minor's driver's license or permit, the court must complete and remit to the DMV any required forms or documentation. The minor is not required to submit his driver's license or permit to the court or the DMV. The DMV must clearly indicate on the minor's driving record that the restriction or delayed issuance of the minor's driver's license or permit is not a traffic violation or a driver's license suspension. The DMV must notify the minor's parent, guardian, or custodian of the restriction or delayed issuance of the minor's driver's license or permit. At the completion of the ninety-day period, the DMV must remove the restriction or allow for the issuance of the minor's license or permit. No record may be maintained by the DMV of the restriction or delayed issuance of the minor's driver's license or permit after the ninety-day period. The restriction or delayed issuance of the minor's driver's license or permit must not be considered by any insurance company for automobile insurance purposes or result in any automobile insurance penalty, including any penalty under the Merit Rating Plan promulgated by the Department of Insurance.

(5) A violation of this subsection is not a criminal or delinquent offense and no criminal or delinquent record may be maintained. A minor may not be detained, taken into custody, arrested, placed in jail or in any other secure facility, committed to the custody of the Dept of Juvenile Justice, or found to be in contempt of court for a violation of this subsection or for the failure to pay a fine, successfully complete a smoking cessation or tobacco prevention program, or perform community service.

(6) A violation of this subsection is not grounds for denying, suspending, or revoking an individual's participation in a state college or university financial assistance program including, but not limited to, a Life Scholarship, a Palmetto Fellows Scholarship, or a need-based grant.

(7) The uniform traffic ticket, established pursuant to Section 56-7-10, may be used by law enforcement officers for a violation of this subsection. A law enforcement officer issuing a uniform traffic ticket pursuant to this subsection must immediately seize the tobacco product or alternative nicotine product. The law enforcement officer also must notify a minor's parent, guardian, or custodian of the minor's offense, if reasonable, within ten days of the issuance of the uniform traffic ticket.

(G) This section does not apply to the possession of a tobacco product or an alternative nicotine product by a minor working within the course and scope of his duties as an employee or participating within the course and scope of an authorized inspection or compliance check.

Definitions:

"(6) 'Alternative nicotine product' means any vaping product, whether or not it includes nicotine, including electronic smoking devices, that can be ingested into the body by chewing, smoking, absorbing, dissolving, inhaling, or by any other means. 'Alternative nicotine product' does not include:

(a) a cigarette, as defined in Section 12-21-620, or other tobacco

LESSON 1 – SLIDE 9

Mandatory tobacco and alternative nicotine product-free local school board policy

<https://ncweb.pire.org/docs/Prevention%20Quarterly%20Meeting%20Material/2023-11-02/AET%20September%202023%20Tobacco%20training.pdf>

SECTION 3. Article 5, Chapter 1, Title 59 of the 1976 Code is amended by adding:

"Section 59-1-380. (A) By August 1, 2019, every local school district in the State shall adopt, implement, and enforce a written policy prohibiting at all times the use of any tobacco product or alternative nicotine product by any person in school buildings, in school facilities, on school campuses, and in or on any other school property owned or operated by the local school administrative unit. The policy also must prohibit the use of any tobacco product or alternative nicotine product by persons attending a school-sponsored event at a location not listed in this subsection when in the presence of students or school personnel or in an area where smoking or other tobacco use is otherwise prohibited by law.

(B) The policy must include at least all of the following elements:

(1) adequate notice to students, parents or guardians, the public, and school personnel of the policy;

(2) posting of signs prohibiting at all times the use of tobacco products or alternative nicotine products by any person in and on school property; and

(3) requirements that school personnel enforce the policy, including appropriate disciplinary action.

(C) Disciplinary actions for violating the policy may include, but not be limited to:

(1) for students: administrator and parent or legal guardian conference, mandatory enrollment in tobacco prevention education or cessation programs, community service, in-school suspension, suspension for extracurricular activities, or out-of-school suspension;

(2) for staff: verbal reprimand, written notification in personnel file, mandatory enrollment in tobacco prevention education, voluntary enrollment in cessation programs, or suspension;

(3) for contract or other workers: verbal reprimand, notification to contract employer, or removal from district property; and

(4) for visitors: verbal request to leave district property or prosecution for disorderly conduct for repeated offenses.

(D) The local school district shall collaborate with the Department of Health and Environmental Control, the Department of Alcohol and Other Drug Abuse Services, and the South Carolina Department of Education, as appropriate, to implement the policy, including as part of tobacco education and cessation programs and substance use prevention efforts.

(E) The policy may permit tobacco products or alternative nicotine products to be included in instructional or research activities in public school buildings if the activity is conducted or supervised by the faculty member overseeing the instruction or research and the activity does not include smoking, chewing, inhaling, or otherwise ingesting the tobacco product or alternative nicotine product.

(F) For purposes of this section:

(1) 'Tobacco product' has the same meaning as defined in Section 16-17-501.

(2) 'Alternative nicotine product' has the same meaning as defined in Section 16-17-501.

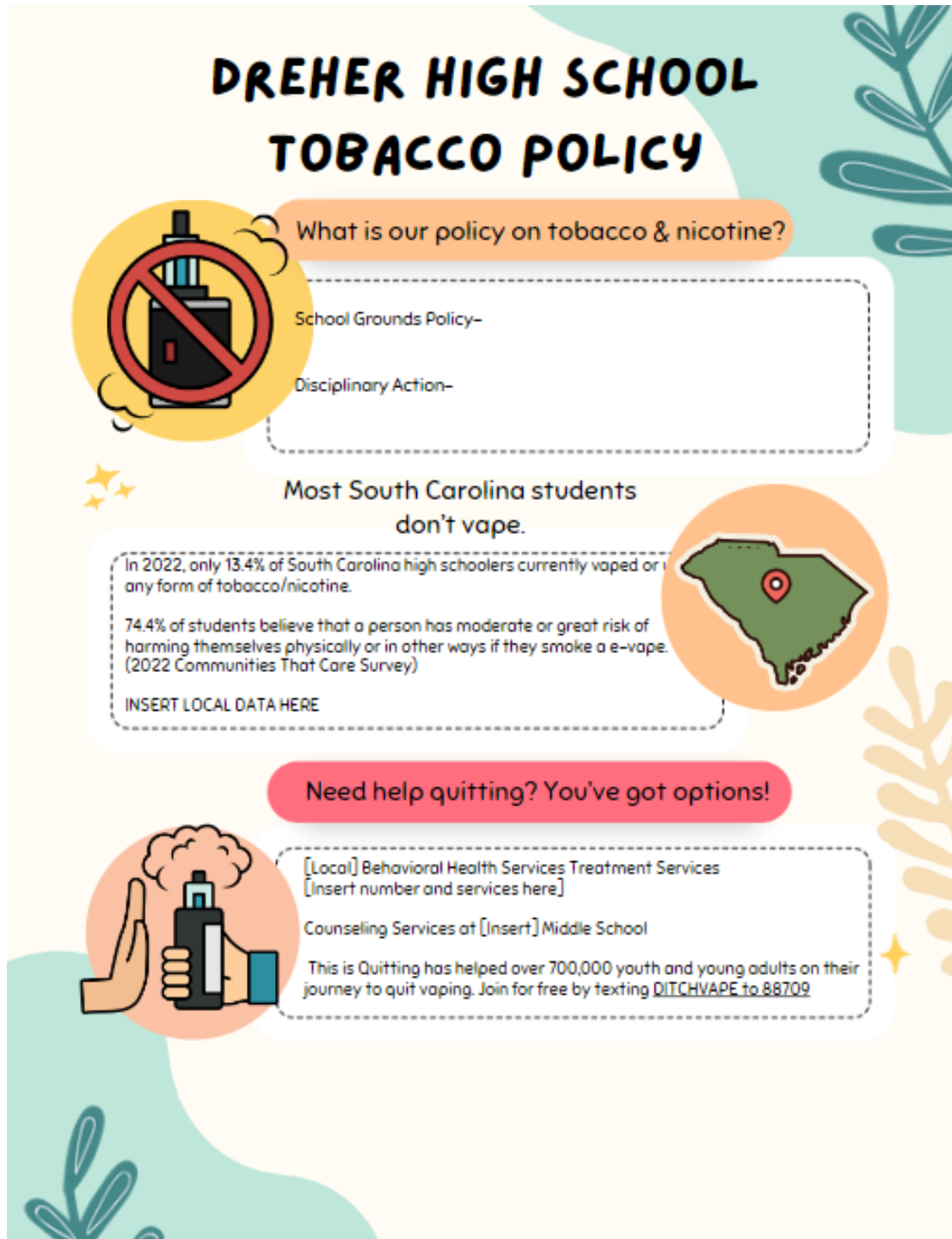
APPENDIX B

SC TEP CLASSROOM DOCUMENTS

Please copy this material to a document after entering your local information for students to have as a handout.

Canva Template Link for Editable Local Handout:

https://www.canva.com/design/DAGKFs2TQtw/aV77hCX3tJ73gDoICH5PMA/view?utm_content=DAGKFs2TQtw&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink&mode=preview



SC TEP Test Scoring Method

How do I evaluate the score change from the pre-test to post-test?

1. Relative Percentages

a. $(\text{New Score} - \text{Old Score}) \div (\text{Old Score}) \times 100 = \text{Percent Change}$

i. Pre-test score of 50 to post-test score of 75 – the score increased 50%.

1. $(75 - 50) \div 50 \times 100 = 50\%$

ii. Pre-test score of 60 to post-test score of 100 – the score increased ~66.7%.

1. $(100 - 60) \div 60 \times 100 = 66.66666\%$

2. Score Change

a. Change of Score in Points

b. $\text{Post-test Score} - \text{Pre-test Score} = \text{X Points}$

i. “The average score from pre- to post-tests in X County increased 10 points during FY24.”

SC TEP Online Testing Links

SC TEP Online Test – Formative

PRE-TEST: <https://frm.tv/join/WETB4S> **Guest Code:** WETB4S



POST-TEST: <https://frm.tv/join/8RRHDS> **Guest Code:** 8RRHDS



SC TEP Test Key

1. Addiction can cause a person to prioritize drugs over:
 - a. eating
 - b. sleeping
 - c. friends and family
 - d. **all of these**
2. The adolescent brain doesn't stop developing until around age 25.
 - a. **True**
 - b. False
3. All nicotine is addictive, no matter where it comes from.
 - a. **True**
 - b. False
4. What are nicotine's effects on the body?
 - a. Causes changes in the chemistry in the brain
 - b. Stimulates pleasure centers in the brain
 - c. Someone may feel anxious and stress when withdrawing from nicotine.
 - d. **All of the above**
5. Smoking or vaping can lead to:
 - a. Addiction
 - b. Long-term health effects
 - c. Cancer
 - d. **All of the above**
6. Which is the biggest plastic polluter?
 - a. Plastic bags
 - b. **Cigarettes**
 - c. Plastic containers
 - d. None of these
7. What type of messaging do tobacco companies use in their advertisements?
 - a. Wellness/Relaxation
 - b. Good Times/Party
 - c. Romance/Beauty
 - d. **All the above**
8. As a stimulant, nicotine relaxes the body and reduces anxiety and stress.
 - a. True
 - b. **False**
9. All of the following are healthy coping mechanisms to relieve stress EXCEPT
 - a. meditation
 - b. deep breathing
 - c. **using e-cigarettes**
 - d. listening to music
10. Stigma of e-cigarette and/or cannabis vape use may worsen mental health and underlying stressors.
 - a. **True**
 - b. False
11. Cannabis can expose you to other harmful drugs and chemicals like nicotine.
 - a. **True**
 - b. False
12. Cannabis contains an addictive substance.
 - a. **True**
 - b. False

SC TEP Test Scoring

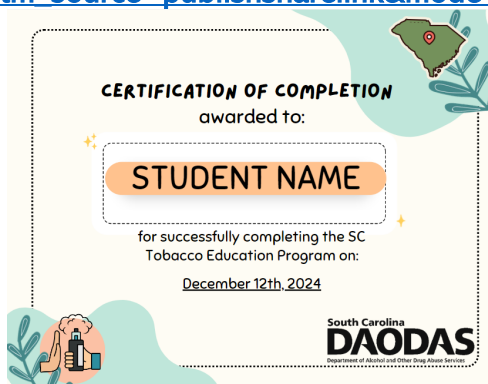
Possible Scores for the 12-Question Test

Here's a breakdown of each possible score based on the number of correct answers (from 0 to 12) and their corresponding percentages:

Correct Answers (C)	Percentage Score (%)
0/12	0%
1/12	8%
2/12	17%
3/12	25%
4/12	33%
5/12	42%
6/12	50%
7/12	58%
8/12	67%
9/12	75%
10/12	83%
11/12	92%
12/12	100%

STUDENT CERTIFICATE TEMPLATE LINK:

https://www.canva.com/design/DAGScLzLSyA/O-aJ8FCONt8hARJpDuwUzA/view?utm_content=DAGScLzLSyA&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink&mode=preview



Consent for the Release of Confidential Information

Client Name (Last, First, MI)	ID#
-------------------------------	-----

I, _____, authorize
(name of client)

(name of program making the disclosure)

to disclose to _____
(person or organization to whom disclosure is to be made)

the following information: _____
(nature of information, as limited as possible)

Purpose of the disclosure is to: _____
(purpose of disclosure, as specific as possible)

I understand that my alcohol and/or drug treatment records are protected under the federal regulations governing Confidentiality of Alcohol and Drug Abuse Patient Records, 42 C.F.R., Part 2, and the Health Insurance Portability and Accountability Act of 1996 (HIPAA), 45 C.F.R., Parts 160 and 164, and cannot be disclosed without my written consent unless otherwise provided for in the regulations. I also understand that I may revoke this consent in writing at any time except to the extent that action has been taken in reliance on it and that in any event this consent expires automatically as follows:

(specification of the date, event or condition upon which this consent expires)

I understand that, generally, this agency may not condition my treatment on whether I sign a consent form, but that, in certain limited circumstances, I may be denied treatment if I do not sign a consent form.

Client Signature	Date
Parent or Guardian Signature	Date
Witness Signature	Date

Revocation of Consent

Client Signature	Date Revoked
------------------	--------------

Parental/Guardian Consent for Services Form

Client Name (Last, First, MI)	ID#
-------------------------------	-----

I, _____, being the parent or legal
(parent or guardian name)
guardian of _____, who is under the age
(client name)
of 16 and has applied for services from the _____,
(name of agency)
do hereby certify that these services are being provided with my full knowledge and consent. I also understand that to
withdraw this consent, I must notify this agency in writing.

I understand that in any event this consent expires automatically as follows:

(specification of the date, event or condition upon which this consent expires)

Client Signature	Date
Parent or Guardian Signature	Date
Witness Signature	Date

Revocation of Consent

Client Signature	Date Revoked
------------------	--------------



SC TEP STUDENT SIGN-IN SHEET

County: _____ Training Date: _____

Name	Grade	School	Court Ordered?	Test Score

APPENDIX C

RESOURCES

SC TEP Facilitator Training Procedures

(September 2024)

- Self-Paced Relias Training
 - Tobacco Education Program: You and Me Together Vape-Free Curriculum TOT
 - Quick Search Code = TEP2024
 - <https://peedeeregion3adac.training.reliaslearning.com/new/en/training/training-modules#:~:text=Tobacco%20Education%20Program,TEP2024>
 - Watch all six lessons as an overview of the training.

The following steps must be followed before an individual is allowed to facilitate TEP on their own:

- Individual must take the above Relias self-paced recording of the new TEP curriculum.
- Individual must attend a TEP TOT taught by a certified TEP instructor/facilitator.
- Individual must facilitate a TEP class while being observed by a Certified Facilitator. **This can be done virtually or in person. The Certified Facilitator must provide feedback at the end of the observed class for certification to be complete.**

TEP COMMITTEE MEMBERS

- Region 1: Dana Brock
- Region 2: New Member Needed
- Region 3: Trevor Brown
- Region 4: Sandra Wigfall, Tonya Avery

Upon completion of the SC TEP New Facilitator Information Sheet (*next page*), it is the responsibility of the new facilitator to provide the certificate of attendance to DAODAS for documentation.



New Facilitator Certification Sheet

1. Date Relias TEP Training Completed _____
2. Date and Location of TEP TOT Attended _____
 - Name(s) of Facilitator(s) _____
3. Date and Location of TEP Training Taught for Observation _____
 - Can be virtual or in person. The trained facilitator must give feedback to the in-process facilitator.
 - Name of Certified Facilitator Who Observed _____

I verify that I have successfully completed the steps as outlined above and taught the TEP class on my own without the need for assistance from a co-facilitator.

New Facilitator Signature: _____ Date: ____/____/____

Certified Facilitator/Supervisor Signature: _____ Date: ____/____/____



SC TEP FIDELITY CHECKLIST

"Implementation fidelity is the degree to which an intervention is delivered as intended and is critical to successful translation of evidence-based interventions into practice. Diminished fidelity may be why interventions that work well in highly controlled trials may fail to yield the same outcomes when applied in real life contexts." – Breitenstein, et. Al <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3409469/>

Facilitator/s: _____ TEP Certified: Y/N Email: _____

Location: _____ County: _____

Date: _____ Start Time: _____ End Time: _____

Number of Participants: _____ # Court Ordered _____ # School Referral _____

1. Initial each line below to verify all sections were covered: Lesson 1 – Full Potential

- a. Community/Group Agreements _____
- b. The Adolescent Brain _____
- c. What is Nicotine? _____
- d. What is Addiction? _____
- e. Tolerance and Withdrawal _____
- f. Hierarchy of Survival Video _____

2. Initial each line below to verify all sections were covered: Lesson 2 Healthy Body Healthy YOUth

- a. Effects of Nicotine _____
- b. What's In E-Cigs? _____
- c. Importance of Flavoring/Menthol Added _____
- d. Think Pair Share: Flavoring Tactic _____
- e. Effects on the Lungs & Heart _____
- f. Secondhand & Thirdhand Aerosols _____

3. Initial each line below to verify all sections were covered: Lesson 3 Environmental Impact

- a. Where do Cigarettes and E-Cigarettes Go? _____
- b. Disposal _____
- c. How To Quit Resources _____

4. Initial each line below to verify all sections were covered: Lesson 4 Don't Be Played

- a. Targeting Youth _____
- b. Big Tobacco History _____
- c. Targeting Specific People Groups _____
- d. Meaning Behind the Ads (Colors, Themes, Etc.) _____

5. Initial each line below to verify all sections were covered: Lesson 5 Mental Health

- a. Box-Breathing/Meditation Practice Activity _____
- b. Types of Stress _____
- c. Effects of Stress on the Body _____
- d. Practicing Refusal Methods _____
- e. Healthy Coping _____

6. Initial each line below to verify all sections were covered: Lesson 6 Cannabis

- a. Cannabis Methods & Effects _____
- b. Media Influence _____
- c. Refusal Tactics _____

7. Initial that the following items have been completed:

- a. TEP sign-in sheets completed by participants _____
- b. Pre and Posttests graded and scored _____
- c. Test scores recorded on sign-in sheets _____
- d. Confirmation that all information on sign-in sheets is legible _____

8. If applicable, completed new facilitator form for first-time trainers _____

Note: Certification test(s) is to be administered without assistance, to include participant manuals or guidance from instructor. If participant identifies a need, instructor can verbally administer the certification test.

I verify that the information above represents actual services and accurate information, and that proper fidelity was maintained throughout.

Facilitator Signature: _____

Date: ____/____/____

Updated 7/2024



South Carolina Tobacco Education Program

SC TEP

For more information about SC TEP in your county, contact:
DAODAS
803-896-7191
prevention@daodas.sc.gov

SC TEP is approved by the S.C. Department of Public Health and the S.C. Department of Alcohol and Other Drug Abuse Services



Underage Tobacco Use Facts

Of all South Carolina students in grades 9-12:

- 23.1% have tried cigarettes.
- 5.9% smoked cigarettes in the past month.
- 10.2% of these students took their first puff before age 13
- 47.3% have used electronic vapor products.
- 21.1% have used electronic vapor products in the past month.
- 11.7% of those students who used electronic vapor products obtained them by buying them from a store themselves.
- 7.1% used smokeless tobacco in the past month.
- 51% of students who used nicotine products during the past 12 months including cigarettes, cigars, smokeless tobacco and electronic vapor products did not try to quit.



What is SC TEP?

The South Carolina Tobacco Education Program is offered as an alternative to penalties for:

- Students who face suspension for violation of a school tobacco-use policy
- Young people who break one of the state's laws regarding underage tobacco use.

The program consists of four sections that address and educate youth about:

- Tobacco use
- Effects of tobacco use
- Addiction
- Healthy alternatives to smoking
- Resources to quit using tobacco products

By the end of the training, participants will:

- Understand the dangers of tobacco use
- Understand reasons that they should consider quitting their use of tobacco products
- Learn about resources to help them quit using tobacco products

Who can refer young people to SC TEP?

School Resource Officers

Schools can choose to refer students facing school violations and/or civil fines for possession or use of tobacco on or around school property.

Community Organizations

Groups or agencies that work with at-risk youth (e.g., Department of Juvenile Justice, alternative programs) can refer participants.

Law Enforcement

Law enforcement officers often have the first contact with offending young people and can serve as a valuable source of referrals.



South Carolina Tobacco Laws

A minor under the age of 18 who knowingly misrepresents their age to purchase and/or attempt to purchase commits a noncriminal offense. A law enforcement officer issuing a uniform traffic ticket pursuant to this subsection must immediately seize the tobacco product.

Penalties include:

- A civil fine of \$25
- A total fine that can exceed \$100 after court costs and fees

In lieu of the civil fine, the court may require a minor to successfully complete a Department of Public Health-approved smoking cessation or tobacco prevention program, a South Carolina Department of Alcohol and other Drug Abuse Services tobacco prevention program, or to perform not more than five hours of community service for a charitable institution.