

Student Name: \_\_\_\_\_

## Exploration Activity: Smoking vs Vaping- What's the Impact?

**Instructions:** In this activity, you will learn the effects of smoking and vaping on your body and the environment.

Make a project that shows how smoking or vaping can hurt your lungs, heart, brain, and the planet. You can choose how to show your work, such as a poster, slideshow, or infographic. While doing your project:

- Use good sources like Health Canada, Canadian Cancer Society, Alliance for the Control of Tobacco NL, [Nicotine \(inhaled\)](#) substance snapshot.
- Say where you got your information.
- Use your own words — don't copy and paste.

### In your project, make sure to cover these key points:

- Define smoking and vaping. Briefly describe how they both work.
- What are the health risks of vaping? What are the health risks of smoking cigarettes?
- Why are vapes and cigarettes addictive?
- Where is smoking/vaping allowed or banned?
- What is the legal age for smoking or vaping?
- Why do people (especially teens) start smoking or vaping? How do families, schools, and governments help prevent it?
- What are the impacts of secondhand smoke or vapour?
- How can smoking or vaping impact the environment?
- Conclusion: What is one important thing you learned today?
- In your opinion, which do you think is more harmful — smoking or vaping? Explain your answer using facts.

# NICOTINE (INHALED)

## WHAT YOU NEED TO KNOW

### What is it?

### Nicotine is a stimulant

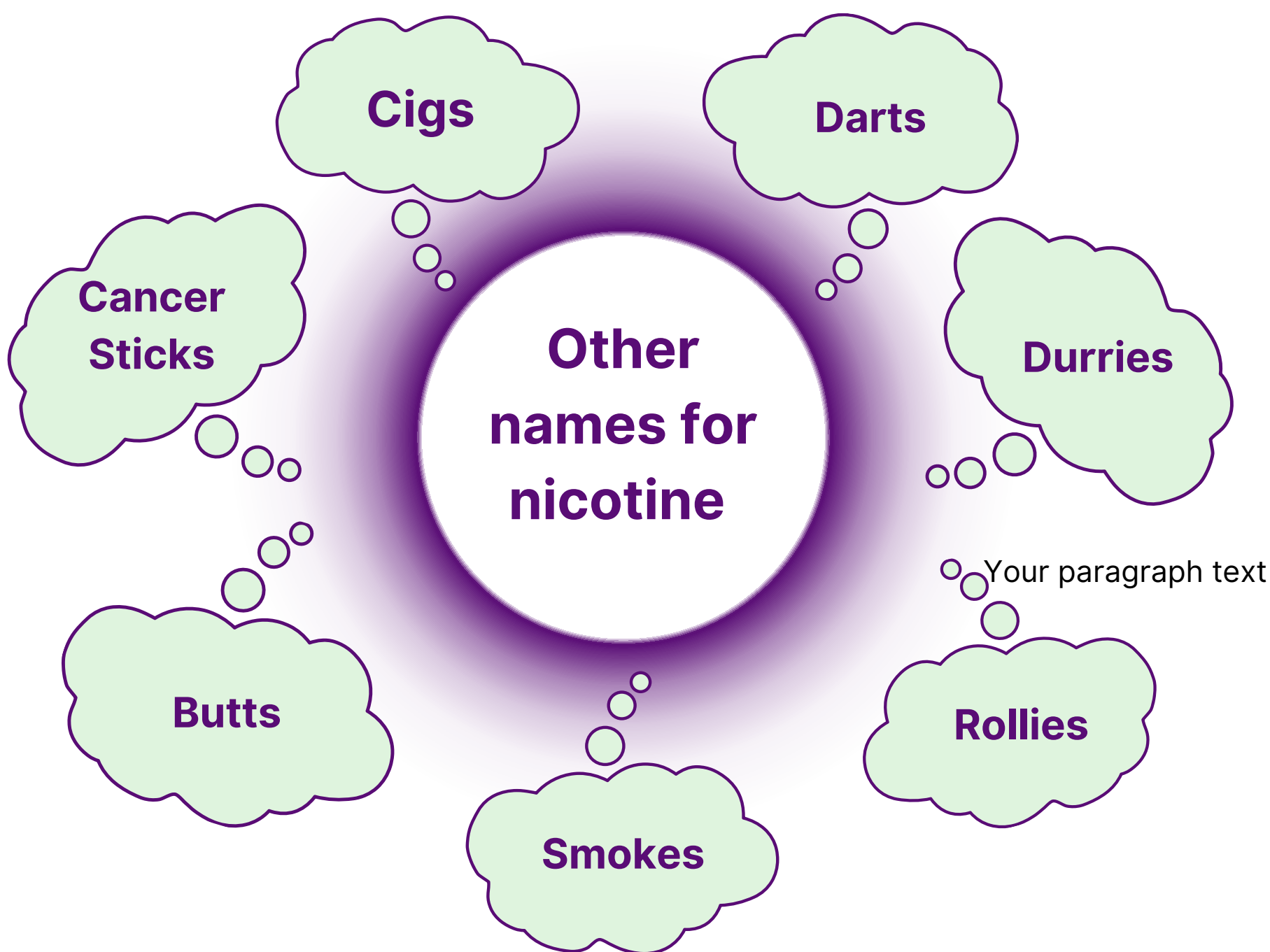
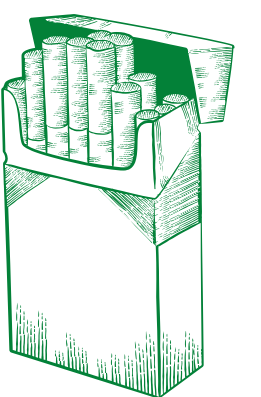
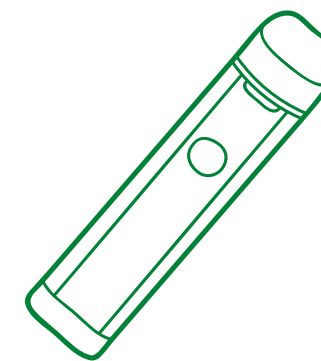


Nicotine speeds up the messages that are sent between the brain and body. It is rapidly absorbed through the bloodstream. Nicotine is a key component in cigarettes and e-cigarette or vaping products. It provides a fast relaxing effect, but is **highly addictive**. Regular use can lead to dependence.

### How is it used?

**Inhalation Methods:** Nicotine is inhaled through cigarettes, pipes, or e-cigarettes (vapes).

**Quit Smoking Aids:** Nicotine is also found in replacement products like gum, lozenges, sprays, or patches.



### What are the effects?



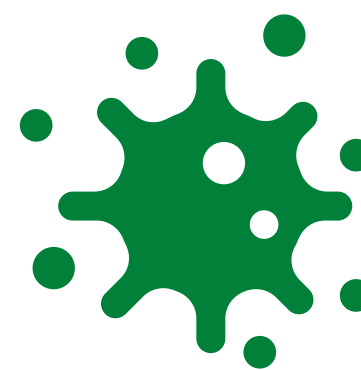
In the short term, nicotine can cause dizziness, headaches, and nausea.



Nicotine may also induce feelings of faintness and a "head rush" leading to anxiety.



Smoking nicotine products increases the risk of various chronic diseases, such as heart disease and chronic obstructive pulmonary disease (COPD).



Nicotine can lead to circulation issues and increase the risk of infections, such as pneumonia.



Nicotine can cause permanent lung damage, even when vaped.



Nicotine-induced lung damage can look like getting breathless during everyday activities, having a lot of mucus, and having a persistent cough.

# NICOTINE (INHALED)

## When do you seek emergency help?



**Nicotine Overdose or Poisoning:** Consuming a toxic level of nicotine can lead to overdose or poisoning, with the threshold varying among individuals.

**Early Signs:** Symptoms may include nausea, vomiting, and a rapid heart rate, which can progress to seizures.

**Later Symptoms:** Over time, heart rate may slow, causing dizziness due to low blood pressure. Muscle weakness, breathing difficulties, and loss of consciousness are late-stage indicators.

**Seek Immediate Help:** Nicotine poisoning can be fatal; seek medical attention promptly.

### Did you know?

A cigarette has about 1 mg of nicotine.

A bottle of e-liquid can have more than 600 mg of nicotine. This is equivalent to 600 cigarettes, or 30 packs.



## E-Liquids (Vape Juice)

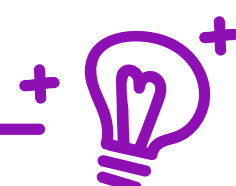
**E-Liquids can have a nicotine concentration of up to 20 mg/ml.**

**In Newfoundland and Labrador, there is no regulation on the size of an e-liquid or the flavouring.**

## How to stay safer

- 1 **Prioritize Nicotine-Free:** Not using nicotine is the safest choice, though it may not be feasible for everyone.
- 2 **Avoid mixing nicotine with medications:** Nicotine can alter the effectiveness of medications.
- 3 **Original containers:** Store nicotine products in their original containers to reduce the risk of accidental consumption.
- 4 **Opt for lower concentrations:** Choose e-liquids with lower nicotine concentrations to minimize the risk of overdosing or dependency.
- 5 **Trust legal suppliers:** Purchase from regulated suppliers to avoid unreviewed products that may contain harmful contaminants or excessive nicotine.
- 6 **Know the resources available.** Quitting nicotine is beneficial for your health. Learn more about quitting from the [Smokers Helpline](https://www.smokershelpline.ca) at 1 866 366-3667

For more information visit us at:  
[www.DECYDE.ca](http://www.DECYDE.ca)



These documents are intended to support educators in their delivery of drug education. They are not for direct student use unless deemed developmentally appropriate.

Student Name: \_\_\_\_\_

## Sharing and Reflection: Student Trivia



**Instructions:** In this fun activity, you will show what you've learned about smoking and vaping by creating your own trivia questions!

### Step 1: Pick Your Facts

Write down 4 important facts you've learnt from this lesson in the table below.

<b>Fact 1</b>	<b>Fact 2</b>
<b>Fact 3</b>	<b>Fact 4</b>

**Step 2: Make Trivia Questions**

Now turn your facts into trivia questions. Write each Trivia Question and the answer into a square below!

<p><b>Trivia Question #1</b></p>          <p><b>Answer:_____</b></p>	<p><b>Trivia Question #2</b></p>          <p><b>Answer:_____</b></p>
<p><b>Trivia Question #3</b></p>          <p><b>Answer:_____</b></p>	<p><b>Trivia Question #4</b></p>          <p><b>Answer:_____</b></p>

## Canadian Regulations on Vape Marketing to Youth - Adapted from the Vaping Products Promotion Regulations\*

- **No Youth Exposure:**



Vaping ads cannot be seen or heard by young people, including in public spaces, media or online.

- **Who's Affected:**



These rules apply to manufacturers, retailers, and advertisers, including social media influencers.

- **Online Ads:**



Online ads must be restricted to prevent youth access, with strong age verification systems in place.

- **Health Warnings:**



All allowed ads must include a health warning, except for point-of-sale signs.

- **Permitted Ads:**



Ads directed at adults (e.g., in specific publications or requested by adults in-store) are allowed, along with signs showing price and availability at retail locations.

\*(2021, July 14). Vaping Products Promotion Regulations: Information Sheet. Government of Canada. Retrieved April 8, 2025, from <https://www.canada.ca/en/health-canada/services/smoking-tobacco/vaping/product-safety-regulation/vaping-products-promotion-regulations-information-sheet.html>

# VAPING MARKETING

## STATION 1: VAPING ADVERTISEMENTS



# VAPING MARKETING

## STATION 2: POPULAR VAPE FLAVOURS

1

### **Cosmic Cotton Candy:**

This flavour resembles drifting in a sweet cloud, just like having cotton candy at the fair!



2

### **Peanut Butter Jelly Time:**

A return to your favourite sandwich from when you were little, with no crusts to cut off!



3

### **Sizzling Sriracha Surprise:**

For the fearless people who like a little heat- like hot sauce in a puff.



4

### **Velvety Vanilla Voyage:**

A smooth, velvety taste that feels like wrapping your taste buds in a soft blanket.



5

### **Zesty Lemon Zinger:**

Like a lemonade stand in your mouth, this flavour is super tangy with a zing at the end!



# VAPING MARKETING

## STATION 3: VAPE DESIGN AND PACKAGING



**Example A**



**Example B**



**Example C**

# VAPING MARKETING

## STATION 4: WARNING LABELS

### Example A - Vaping



**“Warning: Nicotine is highly addictive”**

### Example B - Smoking



**“Warning: This is what dying of lung cancer looks like. Barb Tarbox died at 42 of lung cancer caused by cigarettes. You can quit. We can help.”**

Student Name: \_\_\_\_\_

## Pre-Activity: Vape Marketing

Today, you'll be learning how vaping companies try to get the attention of kids and teens through their ads and products. You'll look at things like fun-sounding vape flavours, colourful packaging, and cool designs. Then, you'll talk about why these might look interesting to young people and how they might affect someone's choices.

### INSTRUCTIONS:

1. You'll be split into groups.
2. Each group will start at a different station around the room.
3. At each station, you'll see different ads, vape flavours, designs, packages, and warning labels.
4. Your job is to look carefully, answer the questions at the station, and talk with your group about what you notice.
5. You'll have **5 to 7 minutes** at each station before moving to the next one.

Let's see how companies try to catch people's attention, and how you can recognise these tricks!





## Station 3: Vape Design and Packaging

### QUESTIONS:

1. What are some common themes in the vape designs pictured?
2. How does the design of the vapes make them seem appealing? Think about the size, shape, and colour.
3. Consider the packaging for Example C. Does it remind you of anything? Do you think this was done on purpose to make the vape more appealing?
4. How do you think vape design and packaging might impact the environment?







## REFLECTION QUESTIONS

1. How much does each of these students spend on vapes per **year**?
  - Cameron:
  
  
  
  
  
  
  
  - Blair:
  
  
  
  
  
  
  
  - Ash:
  
  
  
  
  
  
  
  - Taylor:
  
2. What else could they buy with this money instead?



**QUESTION 2:** Look up a product online that you wish you could have. Comment on any marketing tactics that you see. List or draw 3 reasons why you think the product marketing is influencing you to want to buy the product.

# Factors Influencing Decision-Making

Our personal values shape how we think, act, and make decisions. They are influenced by both personal factors, like our feelings, beliefs, and experiences, and social factors, such as family, friends, school, and media. These influences guide our choices and can lead to healthy or unhealthy behaviors.



## MEDIA



Media, including platforms like social media, the internet, phones, and television can influence our decision-making through exposure to music, movies, celebrities, and advertisements. Media can influence our decisions to engage in healthy or unhealthy behaviours.



## SCHOOL & COMMUNITY



Our school and community, including neighbours, teachers, cultural and religious groups, extracurricular programs, and sports teams influence our personal values and decisions.

## FAMILY

Our personal values and decisions are influenced by parents, caregivers, siblings, and other family members who serve as mentors and role models. Our family culture, including our beliefs, traditions, and values, shapes our perceptions and attitudes.



## PEER GROUPS

Peers may influence, motivate, or persuade us to make decisions to engage in healthy or unhealthy behaviours. The desire to be included, to fit in, to be accepted, and to belong, may influence the decisions we make.



## KNOWLEDGE & EXPERIENCES

Having accurate and current information from trusted sources can influence healthy decision-making. Alternatively, misinformation or lack of information can lead to decisions that result in harmful behaviours. Our experiences and curiosity also play a role in shaping the decisions we make.

## SELF-CONCEPT

Self-concept is our self-perception and how we think others see us. Self-esteem, a part of self-concept, is how positively we view ourselves. Healthy self-esteem encourages decisions that promote healthy behaviors. Our emotions also influence our decisions, affecting whether our behaviors are healthy or unhealthy.



Learn more about self-concept:  
[decyde.ca/mental-health-and-well-being/](https://decyde.ca/mental-health-and-well-being/)

How will I **FACE** this situation?

## Feel

How does this situation make me feel?

## Assess

What are my options?

## Choose

What is the safest option for me?

## Evaluate

What do I think about my decision?



Student Name: \_\_\_\_\_

## Exploration: FACE Scenarios

### Scenario 1: Alex at the Park

Alex was hanging out with a group of friends after school at the park. Everyone was laughing and having fun when one friend, Lee, pulled a vape out of their backpack. They turned to Alex and said, “It’s not a big deal. Everyone does it, and no one will know.” Alex felt a little nervous and wasn’t sure what to say.

**How could Alex FACE this situation?**



#### FEEL

1. How do you think Alex may be feeling in this situation?
  
  
  
  
  
  
  
  
  
  
2. How do you think Alex would feel if they said no to their friends?

#### ASSESS

1. Why do you think Alex’s friend is offering them the vape?





Student Name: \_\_\_\_\_

## Exploration: FACE Scenarios

### Scenario 2: Jordan's Social Media Dilemma

Jordan likes to watch funny and trendy videos on social media. Some of the influencers often post clips of vaping and acting like it is cool and harmless. After seeing so many of those videos, Jordan starts to wonder if trying vaping might not be such a big deal after all. Jordan reaches out on social media to one of the older kids at school who they know vapes. Jordan is hoping to meet up with them at school to try their vape.



#### How could Jordan FACE this situation?

#### FEEL

1. How do you think Jordan feels seeing their favorite influencer start posting about vaping?

**ASSESS**

1. How much do you trust what you see on social media?

2. What factors may influence Jordan's decision?

**CHOOSE**

1. What is the safest choice Jordan could make in this scenario?

2. Is it possible for Jordan to watch those videos and not feel like they need to vape too? Why or why not?



Student Name: \_\_\_\_\_

## Exploration: FACE Scenarios

### Scenario 3: Remi's Backyard Choice

Remi was invited to a party by a friend from school. When they got there, some older kids were hanging out in the backyard talking about vaping and passing around vape pens. Remi's friends seemed excited to be included, but Remi wasn't sure if it was safe or something they wanted to be part of.

**How could Remi FACE this situation?**



#### **FEEL**

1. How might Remi be feeling in this situation?
  
  
  
  
  
  
  
  
  
  
2. What could Remi say to let their friends know how they're feeling about the situation?



**EVALUATE**

1. What could be the health consequences of Remi's choice?

2. How might Remi's choice impact other people?

Student Name: \_\_\_\_\_

## Exploration: FACE Scenarios

### Scenario 4: Casey Under Pressure

Lately, Casey's mom has been working a lot, and Casey has been spending a lot of time at home alone. Casey often needs to cook themselves dinner, which means they don't have enough time to finish their homework and their grades are starting to slip. Casey's friend Jan notices how worried Casey is about school and says, "I have a nicotine vape which could help. It helps me concentrate, and it can help you stay awake and study longer too." Casey has learned in school that vaping nicotine isn't good for their health, but they also feel like they need something to help with the stress.



#### How could Casey **FACE** this situation?

#### **FEEL**

1. How do you think Casey might be feeling in this situation?

## **ASSESS**

1. What are Casey's choices?

2. What factors might influence Casey's choice?

## **CHOICE**

1. What may be the benefits and consequences of Casey's choice?

- If Casey takes the vape:

- If Casey does not use the vape:

2. How could they communicate their choice?

## **EVALUATE**

1. What are Casey's next steps?

2. How might Jan feel about Casey's choice? Why?





2. How could Riley communicate their concern if they decide to speak to the family member?

## **EVALUATE**

1. What are the potential consequences of Riley's choice?

Student Name: \_\_\_\_\_

## Sharing and Reflection: Design a Resource for Younger Students



For this activity, you will create a resource for students in one of the younger classes based on what you have learned about the health and societal impacts of smoking and vaping. You can be creative with the format of the assignment. For example, you may consider doing one of the following:

- Design a poster
- Create an infographic
- Make a video or skit
- Slideshow presentation
- Poem or song
- Write a short story
- Design a game

The resource should focus on educating younger students about the risks of smoking and vaping. Consider what you think would have been helpful for you to learn when you were younger!