

## Grade 6 Drug Education

### Lesson 3: Health and Societal Impacts of Smoking and Vaping



This lesson, aligned with NL Health curriculum outcomes, contains necessary background information, substance snapshots, learning activities, scenarios, and discussion guides to support material delivery.

#### **Health Curriculum Outcomes**

##### **My Health in My Environment**

1. Recognize the effects of smoking and vaping on the body.
2. Discuss the individual and societal impacts of smoking and vaping.
3. Identify environments that are required by law to be smoke/vape free.
4. Explore the effects of second-hand smoke on physical health and general well-being.
5. Consider the effects of air pollution on the environment.

##### **Responsible Decision-Making**

1. Consider the influence of various factors (e.g., self-concept, knowledge and experience, peers, family, school and community, and media) on decision-making.
2. Explore how tobacco and vaping products are marketed to youth and how advertising, packaging, and social media can influence their choices and perceptions.

##### **Being Safe in All Environments**

1. Describe how environmental factors related to smoking and vaping may influence health.

[Link](#) to Newfoundland and Labrador (NL) Curriculum Outcomes

#### **Lesson Snapshot:**

##### **Lesson 3: Health and Societal Impacts of Societal and Vaping**

- Norms & Expectations
- Learning Activity 1: The Impacts of Smoking and Vaping
- Learning Activity 2: Vaping Costs & Marketing Tricks: A Math and Media Investigation
- Learning Activity 3: Making Decisions about Smoking and Vaping



Lesson 1: Making Sense of Substances: Understanding Drugs and Their Effects.

Lesson 2: Impact of Substance Use on Growth & Development

**Lesson 3: Health and Societal Impacts of Smoking and Vaping**

## Background Information

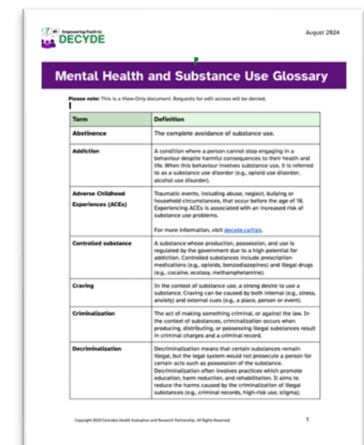
### Definition of Drugs

Drugs are substances or chemicals that affect the way our bodies and minds work. Some drugs are medications that help people feel better. They can be used to prevent, cure or alleviate symptoms. Drugs can also be used in unsafe ways. They can affect how the brain works and can have negative effects on the way our body develops and functions. Drugs used unsafely can change the way people feel, think, or behave.

Examples of drugs include:

- Alcohol (e.g., beer, coolers, vodka, whisky, wine)
- Caffeine (e.g., energy drinks, coffee, tea, soft drinks)
- Cannabis or Marijuana
- Hallucinogens (e.g., LSD, Mushrooms)
- Medications (e.g., puffers, epi-pens, fever medications, anti-nausea medications, anti-anxiety medications)
- Nicotine (e.g., tobacco, cigarettes, nicotine vapes)
- Opioids (e.g., codeine, morphine, fentanyl, heroin)
- Over-the-counter medications (e.g., cough syrup, pain medications)
- Stimulants (e.g., nicotine, amphetamines [e.g., Adderall, crystal meth], methylphenidate [e.g., Ritalin], cocaine)
- Vaccinations (e.g., flu, COVID-19, tetanus)

The [DECYDE Mental Health and Substance Use Glossary](#) provides a comprehensive collection of key terms and concepts related to substance use. Designed to support educators and mentors, this glossary provides definitions to enhance understanding and communication around substance use topics that are relevant for DECYDE.



Term	Definition
<b>Absstinence</b>	The complete avoidance of substance use.
<b>Addiction</b>	A condition where a person cannot stop engaging in a behavior despite harmful consequences to their health and life. When this behavior involves substance use, it is referred to as a substance use disorder (e.g., alcohol use disorder, opioid use disorder).
<b>Adverse Childhood Experiences (ACEs)</b>	Traumatic events, including abuse, neglect, bullying or household circumstances, that occur before the age of 18. Experiencing ACEs is associated with an increased risk of substance use problems.
<b>Controlled substance</b>	For more information, visit <a href="#">decyde.ca/ops</a> . A substance whose production, possession, and use is regulated by the government due to a high potential for addiction. Controlled substances include prescription medications (e.g., salbutamol, benzodiazepines) and illegal drugs (e.g., cocaine, heroin, methamphetamine).
<b>Craving</b>	In the context of substance use, a strong desire to use a substance. Craving can be caused by both internal (e.g., stress, anxiety) and external cues (e.g., a stressor, person or event).
<b>Criminalization</b>	The act of making something criminal, or against the law. In the context of substances, criminalization occurs when producing, distributing, or possessing illegal substances result in criminal charges and a criminal record.
<b>Decriminalization</b>	Decriminalization means that certain substances remain illegal, but the legal system would not prosecute a person for certain acts such as possession of the substance. Decriminalization often involves providing increased education, harm reduction, and rehabilitation. It aims to reduce the harm caused by the criminalization of illegal substances (e.g., criminal records, high-risk use, stigma).



[Substance Snapshots](#) aim to provide educators with information about the various drugs that are incorporated throughout the learning activities. Each snapshot summarizes how the drug is used, its effects, when to seek emergency help, and how to stay safe. The Substance Snapshots are intended to support educators in the delivery of drug education and are not for direct student use unless deemed appropriate.

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### **Key Considerations**

An understanding of the following resources will assist educators as they implement the learning activities.



#### **Use a Skills-Based Health Education (SBHE) Approach**

SBHE is a learning approach that uses interactive learning methods. This approach is used throughout the learning activities so students can learn skills that will promote and protect their health and well-being. Refer to the [SBHE infographic](#) for more information on SBHE and examples of interactive teaching methods and evaluation.



#### **Incorporate the FACE Decision-Making Model**

Throughout all lessons the FACE decision-making model is used to guide discussions and activities. The questions associated with each step of the FACE decision-making model are intended for educator use to probe students during scenario-based learning activities. Refer to the [FACE infographics](#) for more information.



#### **Consider Adverse Childhood Experiences (ACEs) and implement Trauma-Informed Practices (TIPs) that support harm reduction principles**

ACEs are traumatic events that occur before the child reaches the age of 18. Students who experience ACEs have an increased susceptibility to try drugs. This may impact their ability to engage in learning about substances. The [ACEs infographic](#) highlights the types of ACEs that may impact youth and offers strategies for educators. Incorporating early drug education and [harm reduction](#) principles may encourage youth to make safe and informed choices and reduce potential negative consequences. Understanding the impact of trauma resulting from ACEs will better equip educators to support student learning. The [Trauma- Informed Practices \(TIPs\) infographic](#) provides information on this strengths-based approach for educators.



#### **Support Students Emotional Wellbeing**

Discussion about drug or substance use may provoke a range of feelings. Building a positive rapport is vital to effectively engage youth in learning conversations. Respect for students' comments, questions, and concerns surrounding drug use is important regardless of personal opinions. If needed, encourage students to speak with the school's guidance counsellor or another trusted adult. Additional supports are located on the [DECYDE website](#).



#### **Use First-Person Language**

Using first-person language that is non-stigmatizing can create an environment that encourages students to engage in conversations or seek help. For more information about stigma and tips for educators, refer to the [infographic on Stigma](#).

## Lesson 3: Health and Societal Impacts of Smoking and Vaping



### Learning Activities and Teacher Background Resources

Learning Activity 1: The Impacts of Smoking and Vaping

Learning Activity 2: Vaping Costs & Marketing Tricks: A Math and Media Investigation

Learning Activity 3: Making Decisions about Smoking and Vaping

#### Teacher Resources:

- Substance Snapshots: [Nicotine \(Inhaled\)](#), [Cannabis \(Inhaled\)](#)
- Infographics: [Factors Influencing Decision-Making](#), [FACE Decision-Making Model](#), [Substance Use & Laws](#)

### Norms and Expectations



While abstinence from drugs is the safest choice for youth to make, discussions about harm reduction are also important. Engaging in educational discussions about substance use can be a protective factor and can positively impact the decisions made by youth. These conversations may touch on sensitive topics for some students. Educators should consider the following: reasons why youth use substances; the harms of substance use; the age and cognitive development of youth; and the context of the school, community, and/or family situations. The sensitive nature of these discussions means teachers should place utmost importance on establishing a safe, supportive, and judgment-free environment. The teacher must promote positive and effective exchanges with students by co-establishing classroom norms that are revisited often.

During these discussions, all participants agree:

- The opinions of everyone are listened to and respected.
- Discussions about the content are factual, open and honest but do not use the names of individuals' experiences. (e.g., refer to "someone I know" rather than using names)
- Boundaries of individuals are recognized and respected.
- Discussions are free of judgemental language and challenge ideas, not individuals.
- Words matter. Avoid stigmatizing language. There should be an established understanding of the term [stigma](#). Teach and model respectful language used during discussions.
  - Important examples include using person-first language. For example, "a person who uses drugs or substances".

## Learning Activity 1: The Impacts of Smoking and Vaping



### Learning Objectives:

By the end of this lesson, students will:

- Identify the impacts of smoking and vaping on health, the environment, and society.
- Compare the appearance and function of healthy lungs to lungs damaged by smoking or vaping.
- Research and summarize the potential health and environmental impacts of vaping and smoking.
- Collaborate respectfully with peers.

### Resources:

- Introduction
  - Video: [Electronic Cigarettes and Vaping](#) (4:39)
  - [True or False: Impacts of Smoking and Vaping](#) – Canva Presentation
- Pre-Activity: Healthy Lungs vs. Vaping-Damaged Lungs
  - [Note: this activity requires additional materials and preparation in advance]
- Exploration Activity: Health Risks Comparison: Smoking vs. Vaping
  - [Student Instruction Sheet](#)
  - Infographics: [Factors Influencing Decision-Making](#)
- Sharing and Reflection: Student Trivia
  - [Student Worksheet](#)
- Substance Snapshots: [Nicotine \(Inhaled\)](#), [Cannabis \(Inhaled\)](#)

## Introduction



### SUBSTANCE SNAPSHOT

Teachers may refer to the [Nicotine \(Inhaled\)](#) and [Cannabis \(Inhaled\)](#) Substance Snapshots to help inform the

Smoking and vaping can negatively affect our health, environment, and society. This introduction to the impacts of smoking and vaping will explore some of these effects, including damage to lung and heart health, the risks of second-hand smoke exposure, and the environmental consequences associated with both smoking and vaping.

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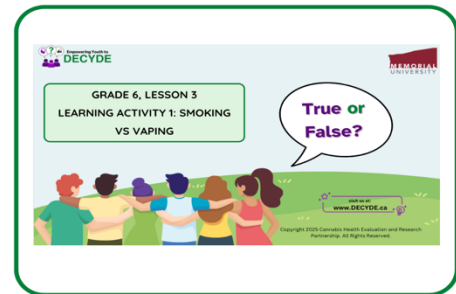


Begin the lesson by showing the class the following video, “[Electronic Cigarettes and Vaping](#)” (4:38). After the video, take a few minutes to discuss the video with the class, asking the following questions:

- Did anything in the video surprise you?
- What did you learn from this video? What did you already know?

Highlight to students that during this lesson, they will learn more about the topics in this video, including the health impacts of smoking and vaping and how cigarettes and vapes are marketed.

Next, engage the class with the following True or False Activity about the impacts of smoking and vaping, available as a [Canva Presentation](#). After the activity, allow students some time to discuss their thoughts and ask questions. The Teacher Discussion Guide is available below:



### True/False Activity - Teacher Discussion Guide

1. **True or False:** Cigarettes have harmful chemicals that can cause serious health problems.

**True** – Cigarettes have dangerous chemicals like tar and carbon monoxide that can hurt your heart and lungs and even cause cancer.

2. **True or False:** Vaping is completely harmless.

**False** – Vaping is not safe. It still has harmful stuff like nicotine and tiny particles that can hurt your lungs, heart, and brain, especially in kids and teens.

3. **True or False:** Cigarette butts are a major source of litter around the world.

**True** – Cigarette butts are one of the top littered items and contain plastic that takes years to break down.

4. **True or False:** Second-hand smoke from cigarettes can cause health problems in people who do not smoke.

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**True** – Exposure to second-hand smoke can lead to respiratory issues, heart disease, and even cancer in non-smokers.

5. **True or False:** Vaping is not as addictive as smoking.

**False** – Nicotine, which is found in both vapes and cigarettes, is highly addictive. There is a risk of addiction whether you smoke or vape.

6. **True or False:** Smoking-related illnesses increase healthcare costs for society.

**True** – Treating smoking-related illness costs a lot of money to the government and society.

7. **True or False:** Both smoking and vaping can damage your lungs.

**True** – Both vapes and cigarettes contain many harmful chemicals that can cause damage to your lungs.

8. **True or False:** Growing tobacco for cigarettes is good for the environment.

**False** – Growing tobacco uses a lot of water, and trees need to be cut down to grow the tobacco plants. This harms animals' homes and makes climate change worse.

9. **True or False:** Vape cartridges and liquids can hurt the environment if not thrown away properly.

**True** – If not thrown away in proper garbage bins, vape parts can leak harmful chemicals like lead into the ground or water, which can damage nature.

10. **True or False:** Vapes can help everyone quit smoking.

**False** – Vaping might help some adults quit, but they can also lead people to keep smoking and vaping. For kids and teens, they can become a new addiction.

11. **True or False:** Kids and teens who vape are more likely to start smoking cigarettes later.

**True** – Young people who vape have a higher chance of smoking regular cigarettes in the future.

12. **True or False:** Vapes are fully recyclable and do not harm the environment.

**False** – Vapes have batteries and plastic that are hard to recycle. They use up natural resources and can leak harmful chemicals into the environment.

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13. **True or False:** Peer pressure does not play an influence on whether teens start smoking or vaping.

**False** – Peer influence is one of the main reasons why youth try smoking or vaping.

14. **True or False:** Companies market vaping to youth by using appealing flavors and cool designs.

**True** – Flavors like fruit or candy and fun designs can attract kids and teens, making them more likely to try vaping.

15. **True or False:** Vapour from vapes is harmless to the environment.

**False** – Vapour from vaping contains harmful chemicals that can pollute the air and hurt the environment.

16. **True or False:** Smoking or vaping can cost a lot of money over time.

**True** – Buying cigarettes or vapes again and again can get really expensive. Some people spend so much that it could have been used for fun things like games, clothes, or trips.

17. **True or False:** Smoking bans in public places reduce smoking rates and protect people from second-hand smoke.

**True** – Rules that don't allow smoking in places like restaurants, parks, and schools help keep the air cleaner. They also help people smoke less and protect others from breathing in harmful smoke.

18. **True or False:** Other drugs like cannabis (or weed) can be found in vapes.

**True** - Some vapes have drugs like cannabis (also called weed), which can be harmful, especially for kids and teens.

19. **True or False:** Smoking or vaping can make it harder for someone to keep working.

**True** – People who smoke or vape can get sick more often and may miss work. Sometimes, they might even have to stop working early because of health problems.

20. **True or False:** Teaching kids and teens about the dangers of smoking and vaping can help reduce the number of people who smoke or vape.

**True** – When kids and teens learn about the risks, they are less likely to start smoking or vaping. Education helps people make safer choices.

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## Pre-Activity: Healthy Lungs vs. Vaping-Damaged Lungs

**Note: this activity requires additional materials and preparation in advance**

The following activity will help students to understand the impact of harmful substances on lung health by visually comparing healthy lungs and lungs damaged by smoking or vaping.

### Materials Needed:

- 2 clear plastic bottles or jars (large enough for a balloon to fit in)
- 2 balloons (preferably large and clear)
- 2 straws or tubes
- Cotton balls, tissue paper, or plastic wrap
- Tape
- Markers or pens
- (Optional) A vape pen or incense stick (for smoke/vaping demonstration, if safe)

### Instructions:

#### 1. Prepare the Lungs Model:

- Cut a small hole at the base of each bottle or jar to fit the straw or tube. This will simulate the air passage into the lungs.
- Attach the balloons to the end of the straw or tube. The balloons will represent the lungs in this activity.

#### 2. Healthy Lungs Set-up:

- Leave the first bottle clean and clear, representing healthy lungs.
- Inflate the balloon gently by blowing air through the straw/tube. The balloon should expand easily, showing the flexibility and elasticity of healthy lungs.
- Label this bottle as “**Healthy Lungs**” using a marker.

#### 3. Damaged Lungs Setup:

- For the second bottle, stuff cotton balls or tissue paper at the base of the bottle to simulate the scarring and damage that occurs in the lungs when exposed to smoking or vaping chemicals. You can also wrap the inside of the bottle with plastic wrap to create a more restrictive environment.
- Gently inflate the second balloon through the straw/tube. Notice that the balloon inflates with more difficulty because the cotton or plastic restricts airflow, symbolizing how smoking or vaping can damage the lungs by causing inflammation and reducing lung function.
- Label this bottle as “**Damaged Lungs**” with a marker.



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**Teacher Discussion Guide**

Please ensure all parts of the project are touched upon:

**1. Introduction:**

- Begin by defining what smoking and vaping are.
  - **Smoking:** Smoking involves inhaling smoke from burning tobacco, often through cigarettes, cigars, or pipes.
  - **Vaping:** Vaping involves inhaling vapor from an e-cigarette or other vaping device that contains a liquid. This liquid may include nicotine, flavoring, and other chemicals.

**2. How Smoking Works:**

- Explain how smoking works, including how a cigarette burns and releases harmful chemicals.
  - Lighting cigarette burns tobacco, releasing smoke and harmful chemicals through combustion.
- List at least **three (3) harmful chemicals** found in cigarette smoke (e.g., tar, carbon monoxide, nicotine).
- Describe the effects of these chemicals on the body, especially the lungs and heart.
  - Tar – clogs up the lungs
  - Carbon Monoxide – causes stress to the heart, reduces ability of blood to carry oxygen
  - Nicotine – addictive and raises heart rate

**3. How Vaping Works:**

- Explain how vaping works and how a vape produces vapor.
  - Vapes heat liquid, creating vapor that is inhaled
- Describe the main ingredients in vapes (e.g., nicotine, propylene glycol, glycerin, flavorings).
  - Nicotine – addictive, stimulates brain and increases heart rate
  - Propylene glycol & glycerin – liquids that create vapor when heated
  - Flavorings – added to create different tastes, some may contain harmful chemicals when heated.
- Compare the chemicals in vapes to those in traditional cigarette smoke.
  - Vapes have fewer harmful chemicals than cigarettes and do not clog up lungs the same (no tar), but they still contain nicotine and other harmful substances.

**4. Health Risks of Smoking:**

- Research and write about the health risks associated with smoking.
  - Focus on diseases or conditions linked to smoking, such as **lung cancer**, **heart disease**, and **chronic bronchitis**.

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- Explain how smoking affects the lungs (destroys lung tissue, cause breathing problems) and other organs in the body (ex. increased risk of stroke and kidney disease). Include visuals, pictures, compare and contrast healthy lungs for example.

### 5. Health Risks of Vaping:

- Research the health risks of vaping, including the dangers of nicotine addiction and the unknown long-term effects.
- Although vaping is often considered safer than smoking, discuss the possible health risks like lung damage, breathing problems, and the risks of using vapes at a young age (ex. Early dependence, more likely to try smoking or other substances).
- Include information on how vaping can affect teenagers and young people, particularly in Canada.

### 6. Addiction to Smoking and Vaping:

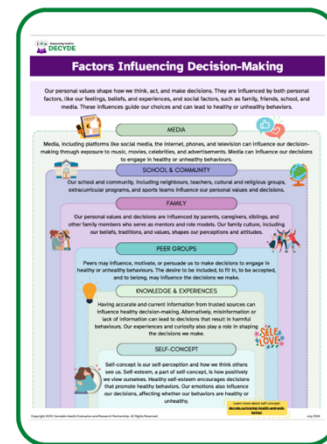
- Explain how both smoking and vaping can lead to nicotine addiction.
  - Both contain nicotine, which is highly addictive.
- Describe how nicotine works in the brain and how it can cause people to become dependent on it.
  - Nicotine triggers dopamine, a feel-good chemical. Causes cravings and withdrawal, easy to build a dependence quickly.

### 7. Laws about Smoking and Vaping:

- Where people are allowed and not allowed to smoke or vape
  - Ex. Indoors, schools, workplaces, parks
- Legal age for smoking and vaping
  - 19+ in NL
- Laws about No smoking or No vaping signs in public spaces

### 8. Why Do People Smoke or Vape?

- Research why some people, especially teenagers, start smoking or vaping.
- Discuss reasons such as peer pressure, advertising, and curiosity. Use information from previous lessons.
- How do schools, families, and governments in Canada try to prevent smoking and vaping?
  - Ex. School education, family support, government bans, awareness ads.
- See the [Factors Influencing Decision-Making](#) Infographic for more reasons why people may decide to use substances.



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**9. Impact on Society and the Environment:**

- Discuss how smoking and vaping impact society in Canada. Consider factors like second-hand smoke, increased healthcare costs, and public health campaigns.
- Explain how smoking and vaping affect the environment (e.g., littering from cigarette butts, smoke/vapour toxins/chemicals in the air, toxins released from cigarette butts, deforestation from growing tobacco, and disposable vapes).

**10. Conclusion:**

- Brief conclusion summarizing the information presented on smoking and vaping.
- Based on research, express your opinion on which is more harmful (smoking or vaping), supporting your argument with facts.

**Teachers should ensure students:**

- Use reliable sources such as health websites from Canada (e.g., Health Canada, the Canadian Cancer Society, Alliance for the Control of Tobacco NL).
- Cite their sources (e.g., books, websites).
- Write the assignment in their own words. Paraphrase the information they find.

**Sharing and Reflection: Student Trivia**

This activity will help the students review what they learned about the health impact of smoking and vaping in a fun and cumulative way.

For this activity, each student will choose 4 important facts they have learned from this lesson about the effects of smoking and vaping nicotine. This could include any of the following:

- the short- or long-term health effects of smoking or vaping nicotine
- the societal or environmental impacts of smoking or vaping
- how to make safe decisions about smoking or vaping
- the impacts of smoking and/or vaping on the body

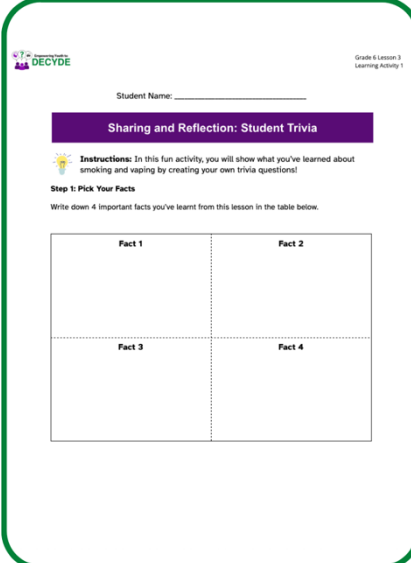
Students will create 4 trivia questions for their classmates. When everyone has completed their questions (they can be multiple choice, true or false, or short answer), the teacher will quickly review them and divide the class into two teams. The teacher will pose as a trivia game host and facilitate the game.

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Two students, one from either team will join the teacher at a desk or the front of the room. The teacher will read the trivia question (teachers may opt to have a button or a bell to ring if available for the student to chime in to present their answer). Students take turns answering the questions and the teacher records the correct answers made by each team. If a team provides the wrong answer the opposing team has a chance to steal the point. The team with the most points at the end of all the questions wins.

Teachers will review student's knowledge through the questions and the answers they provide during the game.

The worksheet for students to write their questions is available as a [Google Doc or PDF](#). Alternatively, teachers can provide students with blank pieces of paper or recipe cards to write their trivia facts on.



DECYDE Grade 6 | Lesson 3  
Learning Activity 1

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.

Fact 1	Fact 2
Fact 3	Fact 4

## Learning Activity 2: Vaping Costs & Marketing Tricks: A Math and Media Investigation



### Learning Objectives:

By the end of this lesson, students will:

- Explain how marketing and advertising are used to make smoking and vaping look appealing.
- Identify ways vape and tobacco companies use advertisements, social media, and packaging to target youth.
- Examine how flavored vape products influence consumer behavior, particularly among teens.
- Research and summarize the potential health consequences of vaping and smoking, including risks like addiction, lung problems, and other long-term effects.
- Calculate the costs of vaping products and consider how it can affect someone's budget.
- Collaborate respectfully with peers.

### Resources:

- Introduction: Canadian Regulations on Marketing Vaping to Youth
  - Video: [Teens who see e-cigarette ads are more likely to start vaping](#)
  - [New Canadian Vape Marketing Regulations](#)
- Pre-Activity:
  - Vape Marketing [Note: This activity requires preparation in advance].
    - [Student Worksheet](#)
    - [Station Marketing Samples \(PDFs\)](#)
    - [Teacher Discussion Guide](#)
- Exploration Activity: The Cost of Vaping
  - [Student Worksheet](#)
  - [Teacher Discussion Guide](#)
- Sharing and Reflection: [Student Worksheet](#)
- Substance Snapshots: [Nicotine \(Inhaled\)](#), [Cannabis \(Inhaled\)](#)

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## Introduction: Canadian Regulations on Marketing Vaping to Youth

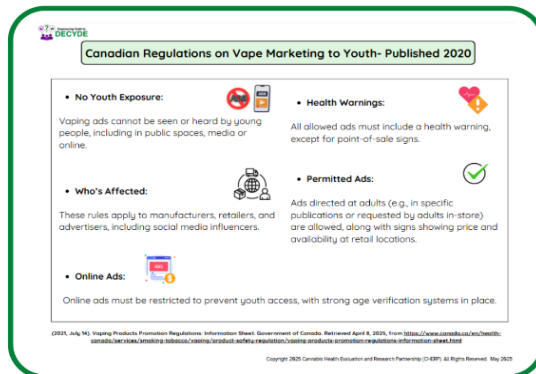
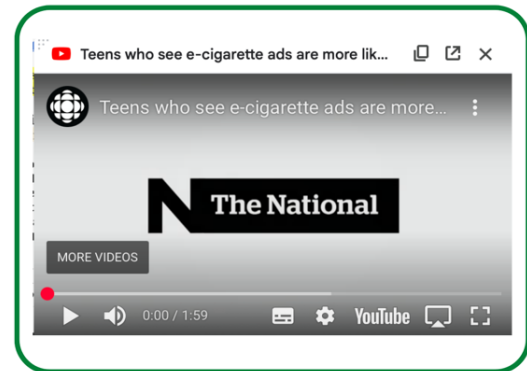


### SUBSTANCE SNAPSHOT

Teachers may refer to the [Nicotine \(inhaled\) Substance Snapshot](#) to help inform the discussions.

This learning activity will discuss the influence of marketing and advertising on decision-making. In the pre-activity students will learn about how the marketing of vaping products makes them more appealing to youth. In the Exploration, students will explore the economic cost of vaping regularly, using math skills to calculate the cost of different vaping scenarios.

To begin, watch the following video as a class. **Note:** This segment came out 5 years ago before the new regulations of vape marketing to children: [Teens who see e-cigarette ads are more likely to start vaping \(1:59\)](#).



Next, review the following Canadian Regulations [PDF](#) on Vaping. Explain that Canada recently changed their laws about marketing vaping products to children and youth. The PDF can be displayed to the class for this discussion. **Discuss with the class if they have been exposed to vape marketing. If so, when and where?**

## Pre-Activity: Vape Marketing

**Note:** Stations 1-4 will need to be set up beforehand, using the Station Marketing Samples ([available as a PDF](#)). **These materials will need to be printed out, preferably in color.** If colored printing is not available, it is suggested to display the materials for students using a tablet so that students can see how color and design are also a part of marketing tactics.



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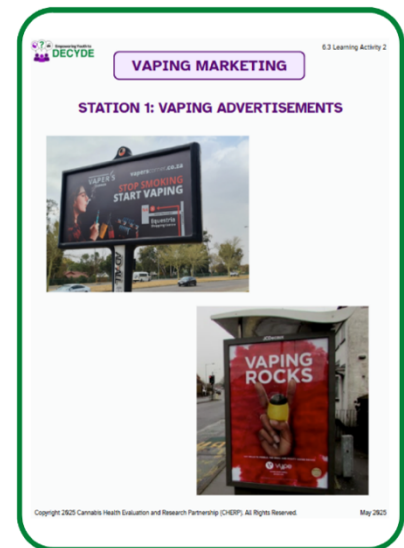
In this pre-activity, students will examine a list of popular vaping flavours and other marketing tactics. They will discuss why these might be appealing to younger audiences and analyze how marketing tactics might influence youth's choices.

Students will move around the room in groups to different stations, where they will examine different vape ads, flavours, designs, and packaging to analyze the marketing tactics used by vaping companies. The stations are:

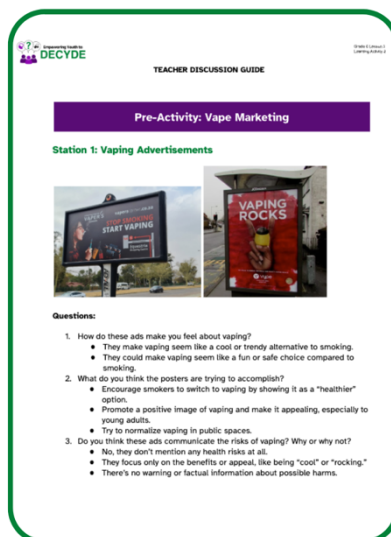
- **Station 1: Vaping Advertisements**
- **Station 2: Popular Vape Flavours**
- **Station 3: Vape Design and Packaging**
- **Station 4: Warning Labels**

The Station Marketing Samples for each station are available as [PDFs](#).

Begin with a short discussion about marketing tactics. For example, ask students about different marketing tactics they have seen for electronics or clothing. Consider tactics such as pricing, celebrity or influencer endorsements, commercials, and packaging.



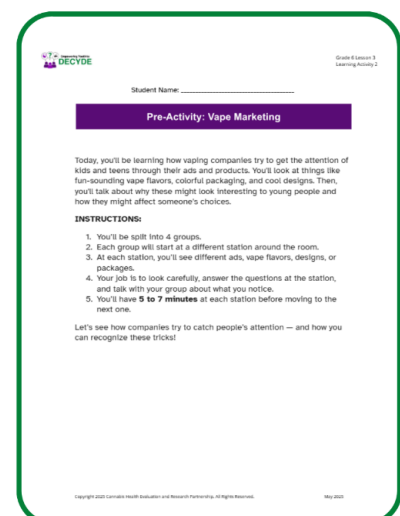
Divide the class into four different groups. Have each group start at a different station. Give students 5-7 minutes at each station to look at the resources and answer the questions in their worksheet ([available as a PDF or Goggle Doc](#)).



The Teacher Discussion Guide for this activity is [available as a PDF](#).

After students have visited all the stations, **discuss the following questions as a class:**

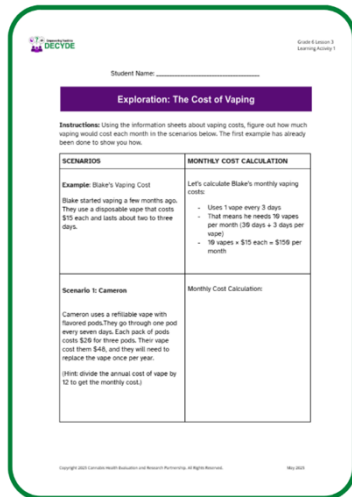
1. How might seeing these products in stores, online, or being used by friends or family influence young people to try vaping?
2. What do you think the companies want you to believe about vaping? How is this different from reality?



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Give each group an opportunity to share their observations and any other questions they may have about vape marketing.

## Exploration Activity: The Cost of Vaping



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

**Exploration: The Cost of Vaping**

**Instructions:** Using the information sheets about vaping costs, figure out how much vaping would cost each month in the scenarios below. The first example has already been done to show you how.

SCENARIOS	MONTHLY COST CALCULATION
<p><b>Example: Blake's Vaping Cost</b></p> <p>Blake started vaping a few months ago. They use a disposable vape that costs \$15 each and lasts about two to three days.</p>	<p>Let's calculate Blake's monthly vaping costs:</p> <ul style="list-style-type: none"> <li>• Uses 1 vape every 3 days</li> <li>• That means he needs 18 vapes per month (36 days ÷ 3 days per vape)</li> <li>• 18 vapes × \$15 each = \$156 per month</li> </ul>
<p><b>Scenario 1: Cameron</b></p> <p>Cameron uses a refillable vape with flavored pods. They go through one pod every seven days. Each pack of pods costs \$28 for three pods. Their vape cost them \$48, and they will need to replace the vape once per year.</p> <p>(Hint: Divide the annual cost of vape by 12 to get the monthly cost.)</p>	<p>Monthly Cost Calculation:</p>

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In this exploration activity, students will have the chance to consider the economic costs of vaping. Students will each need a calculator for the exercise. You can go over the first example with the class.

The student worksheet is available on the DECYDE website as a [PDF](#) or [Google Doc](#). The answer to the first example question, **Blake's Vaping Costs**, is below. The answers to the other scenarios are in the **Teacher Discussion Guide**, [available as a PDF](#).

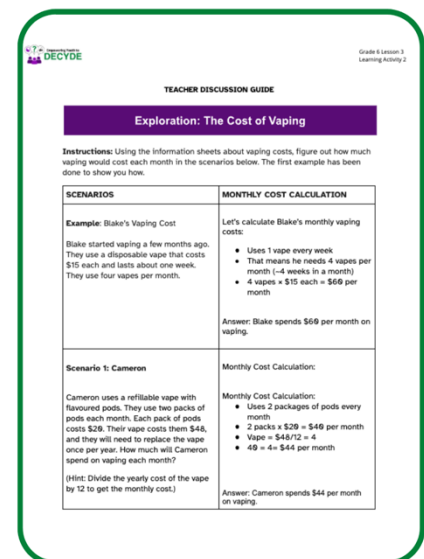
### Example: Blake's Vaping Costs

Blake started vaping a few months ago. They use a disposable vape that costs \$15 each and lasts about one week. They use four vapes per month.

Let's calculate Blake's monthly vaping costs:

- Uses 1 vape every week
- That means he needs 4 vapes per month (~4 weeks in a month)
- $4 \text{ vapes} \times \$15 \text{ each} = \$60 \text{ per month}$

Answer: Blake spends \$60 per month on vaping.



**TEACHER DISCUSSION GUIDE**

**Exploration: The Cost of Vaping**

**Instructions:** Using the information sheets about vaping costs, figure out how much vaping would cost each month in the scenarios below. The first example has been done to show you how.

SCENARIOS	MONTHLY COST CALCULATION
<p><b>Example: Blake's Vaping Cost</b></p> <p>Blake started vaping a few months ago. They use a disposable vape that costs \$15 each and lasts about one week. They use four vapes per month.</p>	<p>Let's calculate Blake's monthly vaping costs:</p> <ul style="list-style-type: none"> <li>• Uses 1 vape every week</li> <li>• That means he needs 4 vapes per month (~4 weeks in a month)</li> <li>• 4 vapes × \$15 each = \$60 per month</li> </ul> <p>Answer: Blake spends \$60 per month on vaping.</p>
<p><b>Scenario 1: Cameron</b></p> <p>Cameron uses a refillable vape with flavored pods. They use two packs of pods each month. Each pack of pods costs \$28. Their vape costs them \$48, and they will need to replace the vape once per year. How much will Cameron spend on vaping each month?</p> <p>(Hint: Divide the yearly cost of the vape by 12 to get the monthly cost.)</p>	<p>Monthly Cost Calculation:</p> <ul style="list-style-type: none"> <li>• Uses 2 packages of pods every month</li> <li>• 2 packs × \$28 = \$48 per month</li> <li>• Vape = \$48/12 = 4</li> <li>• 48 + 4 = \$44 per month</li> </ul> <p>Answer: Cameron spends \$44 per month on vaping.</p>

## Sharing and Reflection



Students will reflect on a time when they were influenced to buy or want something because of marketing and share their experiences with peers. This will help them recognize persuasive tactics used in advertising, including those used for vaping products. Students can choose to do **either** Question 1 **or** Question 2.

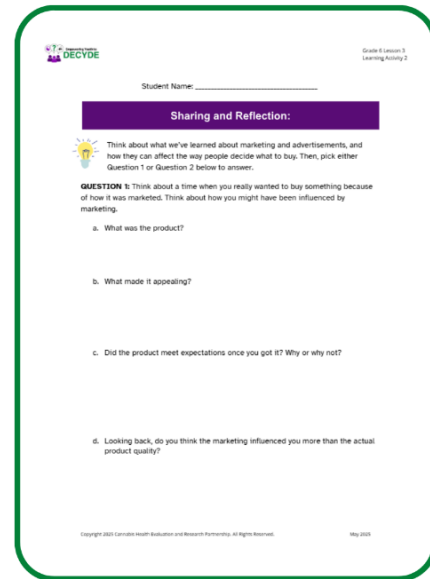
## Grade 6 Lesson 3

**QUESTION 1:** Think about a time when you saw something being sold that you really wanted to buy. You may write or draw out your answers.

- a. What was the product?
- b. What made you want to buy it?  
(Consider things such as the packaging, price, colors, commercial, social media promotion).
- c. Describe how you think the product marketing made you want the product.

**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.

The student worksheet for this activity is available as a [PDF](#) or [Google Doc](#).



Grade 6 Lesson 3  
Learning Activity 2

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

**Sharing and Reflection:**

Think about what we've learned about marketing and advertisements, and how they can affect the way people decide what to buy. Then, pick either Question 1 or Question 2 below to answer.

**QUESTION 1:** Think about a time when you really wanted to buy something because of how it was marketed. Think about how you might have been influenced by marketing.

- a. What was the product?
- b. What made it appealing?
- c. Did the product meet expectations since you got it? Why or why not?
- d. Looking back, do you think the marketing influenced you more than the actual product quality?

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**Optional:** Have students share with class. The teacher can write the common marketing tactics on the board (e.g., **cool packaging, fun flavors, celebrity influence, social media ads, fear of missing out (FOMO)**).

Discuss:

- “How do these same strategies apply to vaping marketing?”
- “How can we think more critically before being influenced by marketing?”

## Learning Activity 3: Making Decisions about Smoking and Vaping



### Learning Activity Objectives:

By the end of this lesson, students will:

- Reflect on how different choices regarding smoking and vaping can impact their health, well-being, and future goals.
- Examine how various influences—such as media, family, peers, school, community, and self-concept—can shape their decisions around smoking and vaping.
- Think critically about messages related to smoking and vaping and recognize the importance of personal responsibility in decision-making.
- Use the FACE decision-making model to analyze situations and practice making informed choices.
- Collaborate respectfully with peers.

### Resources:

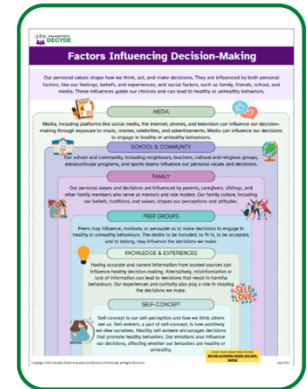
- Introduction
  - Discussion Prompts
  - Infographic: [Factors Influencing Decision-Making](#)
- Pre-Activity: Factors Influencing Decision-Making Quiz
  - [Kahoot Quiz](#)
- Exploration Activity: FACE Decision-Making Scenarios
  - [Student Worksheets](#)
    - Scenario 1: Alex at the Park
    - Scenario 2: Jordan’s Social Media Dilemma
    - Scenario 3: Remi’s Backyard Choice
    - Scenario 4: Casey Under Pressure
    - Scenario 5: Riley’s Family Worry
  - [Teacher Discussion Guide](#)
  - Infographic: [FACE Decision Making Model](#)
- Sharing and Reflection Activity: Design a Resource for Younger Students
  - [Student Instructions](#)
- Substance Snapshots: [Nicotine \(Inhaled\)](#), [Cannabis \(Inhaled\)](#)



## Grade 6 Lesson 3

### Introduction

This lesson will help students consider the different factors that can influence our decision-making around substance use, with a focus on smoking and vaping. You will introduce students to the [Factors Influencing Decision-Making](#) Infographic, explaining that our personal values shape how we think, act, and make decisions, and that these values are influenced by what we learn from our friends, family, peers, in school, and from the media. You will also guide the class in a discussion about the students' own experiences of being influenced by these factors in different situations.



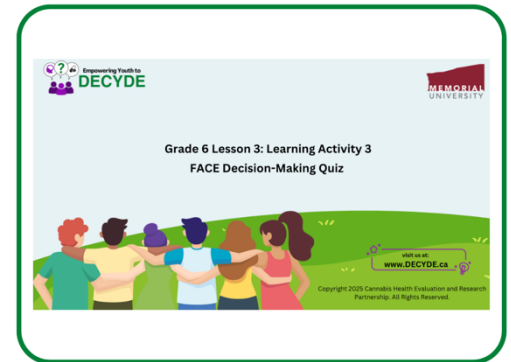
Use the following **Discussion Prompts** as a guide:

- Can you think of a rule or expectation in your family that has shaped a decision you've made?
- How do family traditions or cultural beliefs affect the choices people make?
- Have you ever made a decision differently because of advice from a parent, guardian, or older sibling?
- Have you ever made a choice because your friends were doing the same thing? How did it turn out?
- Can peer pressure ever be positive? Can you give an example?
- Have you ever been inspired by a teacher or coach to make a healthy or positive choice?
- How does what we learn in school affect the way we make decisions outside of school?
- Can you think of a time when something you saw on TV, in a movie, or on social media influenced what you wanted to buy, wear, or do?
- How do influencers, celebrities, or advertisements try to shape the decisions we make?
- What strategies can we use to tell if a message in the media is trying to influence us in a good or bad way?
- Think about a time when you had to make a tough decision. What factors influenced you the most?
- If different influences (family, friends, media, school) were telling you different things, how would you decide what to do?
- What are some ways we can stay true to what we believe, even when others are influencing us differently?

## Grade 6 Lesson 3

## Pre-Activity: Factors Influencing Decision-Making Quiz

After the introductory discussion, students will participate in a Quiz activity involving scenarios about the different factors that influence decision-making, particularly around substance use. This quiz is [available on Kahoot](#). Alternatively, the questions can be displayed as a [Canva Presentation](#).



Answers are provided below:

### Teacher Discussion Guide:

1. Jordan is on a class trip for the weekend, and their friends suggest sneaking out of the hotel room. One of them took cigarettes from their parents before leaving, and they want to try smoking them outside. Jordan doesn't want to, but is worried the others might think they're not cool if they say no.

**Which is the biggest factor influencing Jordan's decision in this scenario?**

- a. Family
- b. Media
- c. Peer Groups**

2. Emily's parents are going through a separation, and she is worried about what that means for her. She is also having trouble sleeping. She notices her mom's sleeping pills in the bathroom and wonders if she should take one to help her sleep. However, Emily also remembers learning in school that she shouldn't take prescription medications that are not prescribed to her.

**Which is the biggest factor influencing Emily's decision in this scenario?**

- a. Knowledge & Experiences**
- b. Media
- c. Peer Groups

3. Leo likes watching a popular YouTuber who talks about how they use nicotine vapes to help them relax. The YouTuber is showing off their collection of flavours. Leo wonders if vaping could help him when he is feeling stressed. He decides to look online to see if he can get one to try out.

**Which is the biggest factor influencing Leo's decision in this scenario?**

- a. Family

## Grade 6 Lesson 3

**b. Media**

## c. School &amp; Community

4. Sofia's older sibling used to smoke cigarettes but quit after talking to a doctor about the long-term effects. They've shared with Sofia how hard it was to stop. However, they feel much better after quitting.

**In this scenario, which is the biggest factor influencing Sofia's decision not to smoke in the future?**

**a. Family**

## b. Peer Groups

## c. Self-concept

5. Riley is with their friends at the park near their house and sees a lot of cigarette butts on the ground. Riley has always cared a lot about the environment and suggests that they should all come back this weekend to clean the cigarette butts up.

**Which is the biggest factor influencing Riley's decision in this scenario?**

## a. Family

## b. Media

**c. Self-concept**

6. Noah is at a family barbeque. His uncle, who uses a cannabis vape, offers it to him and says, "It's natural, don't worry." Noah's parents have always told him they don't want him to use any substances while he's still a teenager.

**Which is the biggest factor influencing Noah's decision in this scenario?**

**a. Family**

## b. Media

## c. School &amp; Community

7. Aria is hanging out with some friends when one of them pulls out a weed (cannabis) joint that they got from their brother's friend. Aria has heard that this person sometimes mixes other drugs in it, so she decides not to try it because she doesn't feel safe.

**Which factor influenced Aria's decision the most?**

**a. Knowledge & Experiences**

## b. Media

## c. Peer Groups

8. Owen's best friend recently started vaping and says it's not as bad as smoking. Owen knows that vaping can still be harmful, and he wants to say something. But he stays quiet because he doesn't want his friend to think he's being mean or judging him.

**Which is the biggest factor influencing Owen's decision to stay quiet?**

## a. Peer Groups

## Grade 6 Lesson 3

- b. School & Community  
 c. **Self-concept**
9. Taylor likes to think of themselves as someone who makes healthy choices. At a party, someone offers Taylor a vape, but Taylor says no. Taylor doesn't say no because they're scared - they say no because it doesn't feel right for who they are.  
**Which factor had the biggest influence on Taylor's choice?**
- a. Media  
 b. Peer Groups  
 c. **Self-concept**
10. Liam sees one of his friends using a cannabis vape at school during lunch. The friend offers it to him, but Liam says no. He has tried vaping cannabis with friends before but doesn't want to do it at school because he's afraid of getting in trouble or suspended.  
**Which of these factors had the biggest influence on Liam's choice?**
- a. Family  
 b. Knowledge & Experiences  
 c. **School & Community**

### Exploration Activity: FACE Decision-Making Scenarios



#### SUBSTANCE SNAPSHOT

Teachers may refer to the [Nicotine \(Inhaled\)](#) and [Cannabis \(Inhaled\)](#) Substance Snapshots to help inform the discussions.

During this Exploration Activity, students will have the opportunity to explore and assess how careful decision-making about smoking and vaping can affect one's well-being and why careful decision-making is important. They will also consider how the factors influencing decision-making can have an impact on the choices they make.

Present and discuss the [FACE Decision-Making](#)

[Model](#) with students, highlighting how they:

- FEEL about a situation,
- ASSESS the situation;
- CHOOSE the safest option;
- EVALUATE the decision.

Students will work through the following 5 scenarios during this Exploration Activity:



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

Grade 6 Lesson 3  
Learning Activity 3

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?

- **Scenario 1:** Alex at the Park
- **Scenario 2:** Jordan's Social Media Dilemma
- **Scenario 3:** Remi's Backyard Choice
- **Scenario 4:** Casey Under Pressure
- **Scenario 5:** Riley's Family Worry

All scenarios are available as [PDFs and Google Docs](#) on the DECYDE website. Students may work on these individually, in pairs, or in small groups. The teacher may assign each group one or multiple scenarios. Once groups have finished, bring the class back together to share and discuss their insights.

TEACHER DISCUSSION GUIDE

Exploration: **FACE Scenarios**

Table of Contents

SCENARIOS	PAGE NUMBERS
Scenario 1: Alex at the Park	Pages 2-4
Scenario 2: Jordan's Social Media Dilemma	Pages 5-8
Scenario 3: Remi's Backyard Choice	Pages 9-11
Scenario 4: Casey Under Pressure	Pages 12-14
Scenario 5: Riley's Family Worry	Pages 15-17

The Teacher Discussion Guide is available as a [PDF](#).

**The teacher may choose to model the first scenario (Alex at the Park) with the class.** Discuss with students how to apply the **FACE Decision-Making Model** when facing situations.

### Scenario 1 (Example): 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**

**How do you think Alex may be feeling in this situation?**

- Alex might feel nervous, pressured, unsure, anxious, or conflicted.

## Grade 6 Lesson 3

- They may also feel concerned about being judged or excluded by their friends.

**How do you think Alex would feel if they said no to their friends?**

- If Alex says no, they might feel proud of standing up for their values but also possibly worried, left out, or awkward, especially if their friends react negatively.

**ASSESS**
**Why do you think Alex’s friend is offering them the vape?**

- It’s likely that Lee is trying to normalize the behavior and may want Alex to join in to feel validated.
- Lee may also be trying to fit in with the group or deflect their own uncertainty about vaping by encouraging others.

**What factors might influence Alex’s decision to vape?**

- Self-concept: Alex may see themselves as someone who makes healthy choices and might feel vaping doesn’t fit who they are.
- Knowledge and Experience: Alex might not know all the risks of vaping or may be unsure how to respond when offered. Alex may have concerns about their health.
- Peers: Alex’s friend is encouraging them to vape and saying “everyone does it,” which creates peer pressure.
- Family: If Alex’s family has talked about vaping or has strong views against it, that could affect Alex’s choice.
- School: Alex may worry about school consequences if they get caught vaping.
- Social Media: If Alex sees vaping online as cool or harmless, it might make it seem less risky.
- Community: If vaping is common among youth in Alex’s area, they may feel like it’s something everyone is doing.

**CHOOSE**
**What is the safest choice Alex can make in this situation? How could Alex communicate this choice to their friends?**

- The safest choice is for Alex to say no to vaping. They could respond with something like:  
*“No thanks, I’m not into that.”*  
*“I’m good—don’t want to mess with my lungs.”*  
*“Nah, I’m staying away from that stuff.”*
- Alex could also suggest changing the topic or doing something else to distract from the situation.

**What could happen to Alex’s health in the long term if they choose to start vaping?**

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Long-term health effects of vaping may include:

- Nicotine addiction, which can affect brain development in teens.
- Lung damage or respiratory issues.
- Increased risk of switching to cigarettes or other drugs.
- Potential for heart problems and other chronic illnesses.

## EVALUATE

**How might Alex’s choice impact them and their friends?**

- If Alex says no, they might inspire others to also not vape.
- If Alex tries it, it could lead to a habit that’s harmful in the long-term to them and their friends.
- Friends might respect Alex’s decision, or their friends may exclude them.

**How might Alex handle the situation if their friends tease them for saying no?**

- Stay calm and repeat their choice confidently.
- Say something like, “I’m just not into it—no big deal.”
- Find friends who respect their decisions if the teasing continues.
- Use humor or distraction to deflect the attention without causing conflict.

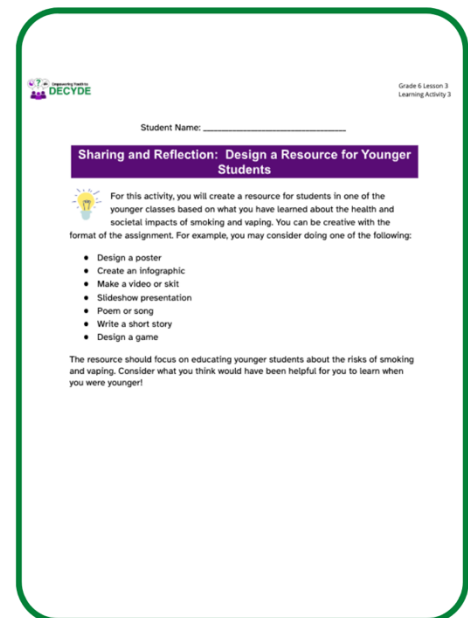


## Sharing and Reflection: Design a Resource for Younger Students

Have students create a resource for students in one of the younger classes based on what they learned about the health and societal impacts of smoking and vaping. Students can be creative with the format of the assignment (ex. poster, infographic, video, slideshow presentation, poem/song, short story, or game).

The resource should focus on educating younger students about the risks of smoking and vaping. Have students consider what they think would have been valuable for themselves to learn in Gr.4. If feasible, you can have students share their projects with the younger grades.

The activity is available as a [PDF](#) or [Google Doc](#).



Grade 6 Lesson 3  
Learning Activity 3

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!

## Grade 6 Lesson 3

### Content Created by the Cannabis Health Evaluation and Research Partnership (CHERP) Team at Memorial University

DECYDE stands for Drug Education Centred on Youth Decision Empowerment. Through this project, our Cannabis Health Evaluation and Research Partnership (CHERP) team of pharmacists, educators, researchers, and students at Memorial University who wish to support substance use education for youth. We further collaborate with a diverse panel of youth in Newfoundland and Labrador who collaborate with the team on creating the DECYDE content.

The key goals of our project are to:

- Provide substance use education that emphasizes harm reduction principles.
- Provide youth with information and support the development of decision-making skills about substance use.
- Provide youth with the knowledge and skills to make safe and informed decisions surrounding substance use.
- Provide educators with accessible and easy-to-follow lesson plans that contain valid and reliable information.

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