Session 2: Making Our Own Choices

Teacher Preparation

1. Prepare enough blank index cards for each student to receive one card. If you do not have index cards, you can cut a blank sheet of paper into four squares to make cards.

2. Print out enough copies of Handout 2: Adult Interview for each student to receive one copy.

3. Review example ads in PowerPoint. If you do not have PowerPoint capabilities, print the example ads.

Outline

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3. Work Time

**20–25 minutes**

- Index cards or squares of paper
- White board and dry erase markers

**Teacher 411 Resources:**

- HHS Nicotine Addiction
- Stanford School of Medicine: Tobacco Advertising

4. Closing

**2–5 minutes**

**Teacher Materials:**

- Session 2: Making Our Own Choices Powerpoint Presentation
- Handout 2: Adult Interview

**Total Time:**

approx. **40 minutes**

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**Lesson Objectives**

**Students will:**

- Identify the percentage of E-cigarette users in high school and middle school and describe nonsmokers as the majority.
- Discover the amount of money the tobacco and E-cigarette industry spends on advertising its products.
- Recognize the covert methods that the tobacco and E-cigarette industry uses to attract new E-cigarette users.
- Analyze some of the propaganda techniques tobacco and E-cigarette companies use to sell their brand of E-cigarette.
- Identify reasons why teens may begin using E-cigarettes.
- Identify positive alternatives to using E-cigarettes.
Lesson Plan

Suggested Length: approx. 40 minutes

Introduction

5 minutes

1. **Ask** students to guess the following on scratch paper: What percentage of middle schoolers smoke E-cigarettes? What percentage of 11th graders smoke E-cigarettes?

2. **Ask** students to share their guesses.

3. **Reveal** the actual numbers: Only 11.3% of high-schoolers and 4.3% of middle schoolers have smoked an E-cigarette in the last 30 days.

4. **Discuss:** Most teenagers surveyed disapproved of E-cigarette use. Very few high schoolers, and even fewer middle school students, smoke E-cigarettes. **Ask:** *Are these numbers surprising? Why do you think students’ estimates are usually higher than the actual number?* (possible answers: advertising, YouTube and social media, bragging, etc.)

   *Note: Students often overestimate the number of people they think use E-cigarettes, just as they do with conventional cigarettes. By presenting facts about the teen prevalence of E-cigarette usage, students will understand that not “everyone does it.”*

5. **Explain:** Advertisers think you are easily influenced by what others do, so they try to make it seem like...
everyone smokes. In reality, only a very small percentage of teens use E-cigarettes.

**Direct Instruction**

☐ 5–10 minutes

1. **Explain** the two types of advertising: *Direct* and *Indirect*

   1. **Direct advertising** is clearly paid for by the tobacco and E-cigarette industry (billboards, television, internet, radio, magazine ads).

   2. **Indirect advertising** tries to disguise the fact that it’s an ad.

   **Explain** Indirect advertising includes the following advertising methods:

   - **Social Media**: Companies pay people on social media to make their product look “cool”. Websites, blogs, YouTube, Twitter, Facebook, Pinterest, Instagram, YouTube & Vine Videos. Tries to make E-cigarettes look rebellious, fun, attractive or cool, while leaving out information about the harmful consequences (e.g. nicotine addiction).

   - **Movies**: Tobacco and E-cigarette companies pay actors to smoke their brands in movies. You often see characters reaching for a certain brand of cigarette or E-cigarette in a tense or romantic situation, which reinforces the myth that smoking is helpful or even needed in these situations.

   - **Magazine articles**: Some magazine publishers decide to limit or not include articles on the negative consequences of using tobacco and E-cigarettes.

2. **Display** CDC graph titled “E-cigarette use among youth is rising as E-cigarette advertising grows.”

3. **Discuss**: As a class, make observations about the graph. **Possible observations**: As dollars spent by the industry on advertising rose, youth E-cigarette use also rose. Advertisement spending seems to work in getting young people to try E-cigarettes. Youth E-cigarette use has increased since 2011. Advertisers spent $120 million on advertising in 2014.
4. **Share** the statistic: $9.325 billion is spent every year on tobacco and E-cigarette advertising. That’s more than $25 million every day, or more than $1 million every hour.

5. **Ask:** *How are tobacco companies able to afford to spend billions annually on advertising?* (Many of their customers are addicted to their products. A lot of product is sold to pay for the advertising)

6. **Review:** Don’t forget that much of the social media and YouTube plugs you see are paid for by the industry! In reality, only a very small percentage of teens use E-cigarettes.

### Work Time

- **20–25 minutes**

#### Activity 1: Analyzing Ads (10-15 min.)

1. **Ask** students to assemble into their small groups.

2. **Ask** Peer Group Facilitators to turn to Peer Group Facilitator Sheet 2: E-cigarette Advertising Appeals and display example ads on the PowerPoint. *Note: If you do not have PowerPoint capabilities, you can print the example ads and pass them around from group to group.*

3. **Ask** Peer Group Facilitators to record their group’s reactions to each ad and identify the advertising appeals that were used. Specifically address the following: *How does the ad portray E-cigarette use?*

4. **Ask** each Peer Group Facilitator to report 2-3 of their group’s reactions to the ads.

   **Possible Answers:**
   - Example Ad 1: Health, Freedom
   - Example Ad 2: Flavors, Social Life
   - Example Ad 3: Celebrities, Glamorous
   - Example Ad 4: Freedom, Masculinity
   - Example Ad 5: Social Life, Glamorous, Masculinity

5. **Ask:** How do you feel about the possibility of becoming an addict? How would it feel to become dependent on a substance, to need it to feel okay?

6. **Ask:** Do the ads for E-cigarettes reflect the reality of addiction?

#### Activity 2: Reasons Why Young People Experiment with E-cigarettes and Positive Alternatives (10 min.)

1. **Distribute** an index card or cut up paper square to each student.

2. **Ask** students to independently record responses to the following question on the front side of their index card: Why might young people experiment with E-cigarettes? On the back side, record responses to the following question: What are some positive things young people can do instead of using E-cigarettes?
3. **Collect** the index cards and read responses aloud to the class. Make a list of the responses on the board.

## Closing

 Decorating 

 2–5 minutes

1. **Discuss** the homework from the previous session ([Handout 1: Where Do You Stand?](http://catch.org/lessons/catch-my-breath-high-school-session-2-making-our-own-choices))

2. **Assign** [Adult Interview](http://catch.org/lessons/catch-my-breath-high-school-session-2-making-our-own-choices)

   - **Emphasize** that students should interview one of their parents or guardians, but if they cannot arrange that, they should find another adult to interview.

   - **Distribute** [Handout 2: Adult Interview](http://catch.org/lessons/catch-my-breath-high-school-session-2-making-our-own-choices) to each student, and then either **read aloud**, or call on a Peer Group Facilitator to read aloud the directions.

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### Contact

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