

# The Facts About Vaping

Help your students avoid addiction with a research project about the dangers of e-cigarettes.



## OBJECTIVE

Students will evaluate multiple sources of information as they synthesize data and translate it into a presentation about the effects of vaping.

## TIME

45 minutes, plus additional time for peer interviews and presentation projects

## MATERIALS

Getting the Facts Straight activity sheet

## GETTING STARTED

1. Ask students what they know about vaping. Discuss the following e-cigarette myths.

**MYTH** Vapes don't have nicotine. Nicotine isn't bad for me.

**FACT** Most vapes, including all JUULs, do contain nicotine. Nicotine exposure during the teen years can disrupt normal brain development and alter the physical structure of the brain, creating permanent changes.

**MYTH** I don't have an addictive personality, so I won't get hooked on vaping.

**FACT** Vaping delivers nicotine to the brain in as little as 10 seconds, and a teen's brain is still developing, making it more vulnerable to nicotine addiction.

**MYTH** Just because I vape doesn't mean I'm going to smoke cigarettes.

**FACT** Evidence suggests that teens who vape are more likely to try smoking cigarettes.

**MYTH** E-cigarettes without nicotine are harmless and just produce water vapor.

**FACT** Vaping can expose the user's lungs to harmful chemicals like formaldehyde, diacetyl, and acrolein, as well as toxic metal particles like nickel, tin, and lead.

## RESEARCH ACTIVITY

2. Distribute the Getting the Facts Straight activity sheet. Review the materials found under "Additional Resources" as a class. Remind students of the importance of finding information from reliable sources.

3. Tell students they will be conducting peer interviews. Review the Survey Methods box. Explain that it's important that they interview classmates from different social groups, not just students they know well. They should also make sure their research questions are clearly worded and free from bias to get the most accurate response from their interview subjects.
4. Allow time for students to follow the activity sheet instructions and collect data from their classmates. Students may also choose to interview kids from other classes.

## PRESENTATION PROJECT

5. Review the [Vaping](#) and [Youth Use of E-Cigarettes infographics](#) with your class. Discuss the statistics as well as the elements that contribute to an effective infographic, including reliable data, clear presentation, and eye-grabbing visuals. Instruct students to present their research in a dynamic format that effectively displays their data and conclusions. Presentation options include: an informational poster, a short documentary video, or a newspaper front page.
6. Encourage students to use what they have learned to be advocates for not vaping in their peer groups.