

Botvin Health Connections™

e-Cigarettes and Vaping

Introduction

Botvin Health Connections™ is a resource for educators and facilitators who are implementing the *Botvin LifeSkills Training* (LST). It is intended to help them bring to light critical health topics such as electronic cigarettes (e-cigs) and vaping. This resource is designed to provide background information on the issue for educators as well as provide strategically placed *lesson connections* related to e-cigarettes and vaping. This resource is not intended to replace lessons but bring emphasis on the topic or health risk for students participating in the Botvin LifeSkills Training program.

What are e-cigarettes and how do they work?

Electronic cigarettes and vape products can come in many different shapes and sizes. These devices typically can also be referred to as *e-cigs, vapes, vape pens, tanks, mods, etc.* They are also sometimes referred to as Electronic Nicotine Delivery Systems (ENDS). They can resemble regular combustible cigarettes, USB drives, or take other forms depending on the device.

Electronic cigarettes and vape products heat a liquid (typically known as *e-liquid*) to create a vapor or aerosol which is then inhaled. *Vaping* is used commonly to refer to inhaling vapor or aerosol from these devices. *E-liquid* may or may not contain nicotine and often comes in flavors that are enticing to youth (bubble gum, candy, mint, fruit, etc.).

Scope of the Problem

E-cigarette (*e-cigarettes, vapes, vape pens, etc.*) usage rates among youth have significantly increased in recent years and is an immediate public health concern. The 2018 Monitoring the Future national survey revealed a significant increase in *vaping with nicotine*, up from 18.9% to 25.2% (8th, 10th, and 12th grades combined). Data also indicated that usage of *vaping, just flavoring* increased from 24.9% to 28.3% for the same population.

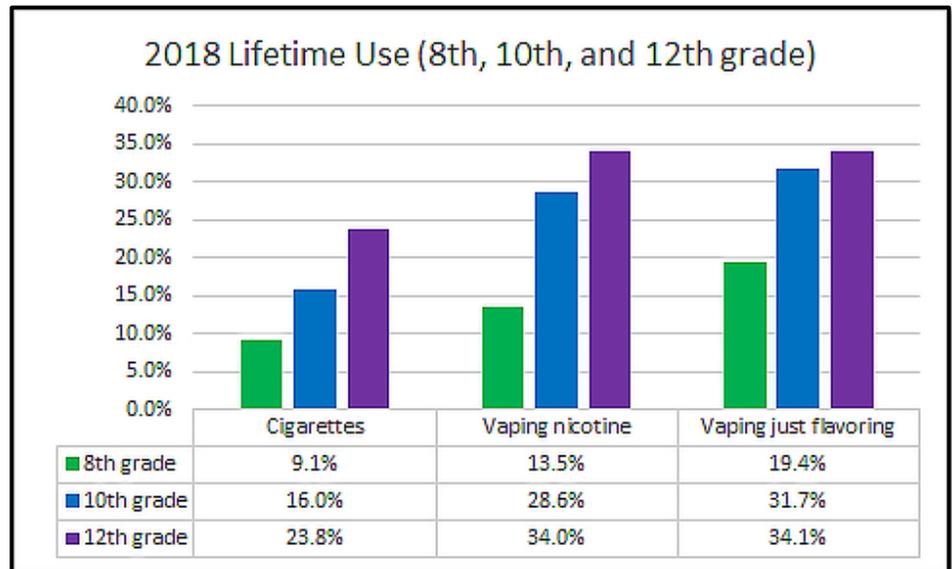


Source: Johnston, L. D., Miech, R. A., O'Malley, P. M., Bachman, J. G., Schulenberg, J. E., & Patrick, M. E. (2019). Monitoring the Future national survey results on drug use 1975-2018: Overview, key findings on adolescent drug use. Ann Arbor: Institute for Social Research, University of Michigan.

Scope of the Problem (cont.)

Recent survey data shows that e-cigarette use among youth has increased at an unprecedented rate. While most youth still choose not to smoke or vape, increases in usage raises serious health concerns for the future. The 2018 Monitoring the Future Survey reported lifetime (ever) use rates were significantly higher among 8th, 10th, and 12th grade students⁽¹⁾.

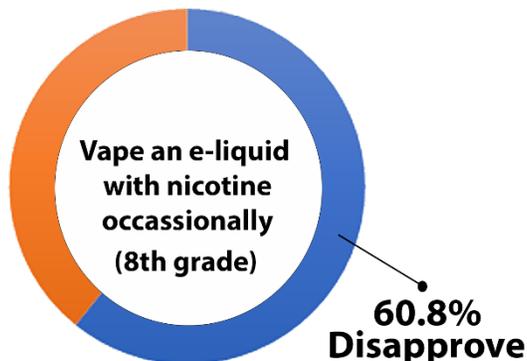
The increase in “just flavoring” is alarming and may lead to an increase in “vaping with nicotine” and “cigarette smoking”. Concentrations of nicotine in e-liquids can vary greatly. Connecting the health risks to the skills in LST can help build resilience and relevance for students.



2018 Lifetime Use (8th, 10th, 12th grades combined)	
Alcohol	41.2%
Marijuana/Hashish	29.7%
Vaping Just Flavoring	28.3%
Vaping Nicotine	25.2%
Cigarettes	16.1%

In 2018, Alcohol was the most common substance abused (lifetime use) among 8th, 10th, and 12th grade students combined, (41.2%), followed by Any Vaping (33.4%), Marijuana/Hashish (29.7%). The combination of all ‘smoking’ is of serious concern and indicates the importance of addressing all forms of use, especially products containing nicotine.

Do you disapprove of people who...



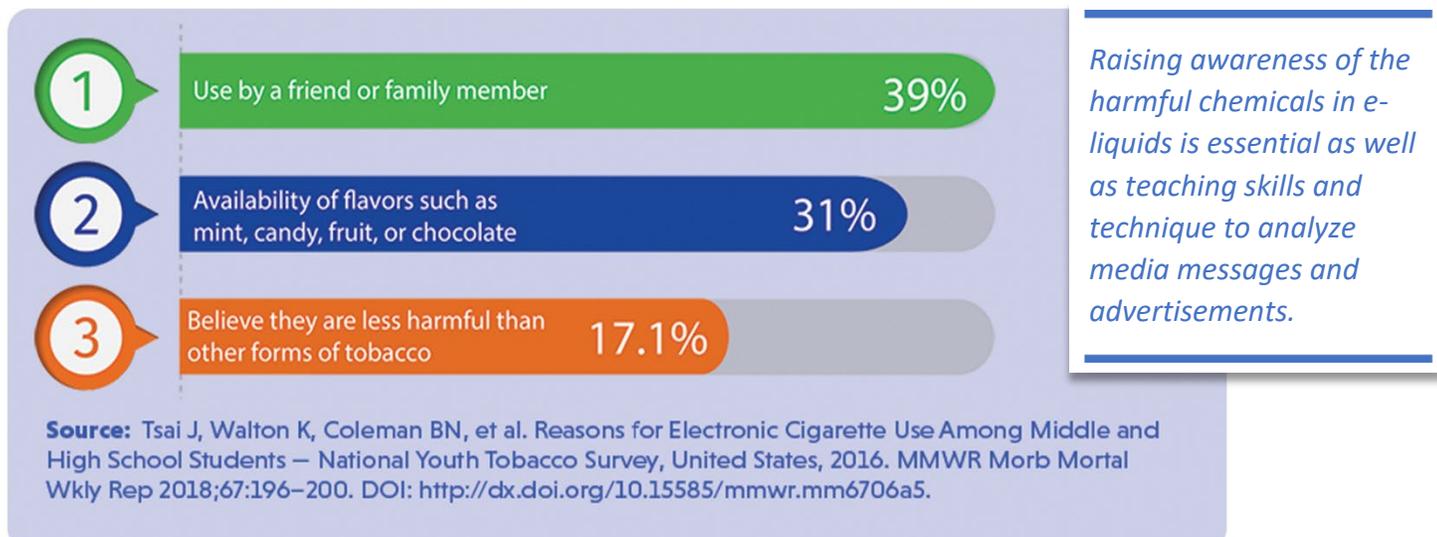
Peer disapproval and perception of harm are important indicators. In recent surveys, perception of harm can be lower than other substances, including alcohol.

Source:

(1) Johnston, L. D., Miech, R. A., O’Malley, P. M., Bachman, J. G., Schulenberg, J. E., & Patrick, M. E. (2019). Monitoring the Future national survey results on drug use 1975-2018: Overview, key findings on adolescent drug use. Ann Arbor: Institute for Social Research, University of Michigan.

Why do kids choose to use e-cigarettes or vape?

There are numerous reasons why youth choose to engage in using e-cigarette use or vaping. Peer use is a significant risk factor for a variety of health risks and substance abuse; however, e-cigarette and vaping products and marketing tactics used to promote e-cigarettes and vaping; especially flavored e-liquid poses a unique threat to youth. The surge in flavored e-liquid which are appealing to youth not only fuel the misperception of reduced harm, but may also be packed to mimic many mainstream food-safe products⁽¹⁾.



What chemicals are in e-cigarettes (e-liquid)?

The harmful effects of combustible cigarettes are well documented. However, the ingredients in *e-liquids* can vary by brand and type. The addictive ingredient, **nicotine** raises serious concern as some *e-liquid* products can contain as much nicotine as a pack of cigarettes. *E-liquids* promoted as “nicotine-free” or “just flavoring” can be misleading. There may be traces of nicotine in these products as well as other harmful chemicals and metals. The list of chemicals in e-cigarettes varies; however, commonly included chemicals include propylene glycol, glycerin, formaldehyde, etc. Below are some reported ingredients contained in e-liquid and its use in consumer, commercial, and/or industrial applications⁽²⁾.

Chemicals considered safe for consumption or use by consumers in their current form may have short and long-term health consequences when vaporized and inhaled.

Propylene Glycol	Glycerin	Formaldehyde
Deodorant	Aerosol disinfectant	Cosmetics
Soap products	Weed control	Glue
Toothpaste	Acne medicine	Rug/Upholstry cleaner
House paint	Soap	Body wash

Sources:

- (1) [FTC, FDA Take Action Against Companies Marketing E-liquids That Resemble Children’s Juice Boxes, Candies, and Cookies](#); May 2018
- (2) [U.S. Department of Health and Human Services. Household products database.](#)

Botvin Health Connections™: Electronic Cigarettes and Vaping

Botvin Health Connections™



e-Cigarettes and Vaping

*The evidence supporting the Botvin LifeSkills (LST) program's effectiveness at reducing youth smoking is supported by more than 35 published studies. Significant reductions in smoking have been demonstrated at all levels: **LST Elementary** (up to 66%), **LST Middle School** (up to 87%) and the **LST High School** program has been proven to reduce general substance abuse by more than 50%.*

Botvin Health Connections: E-cigarettes and Vaping provides practical options for how to incorporate e-cigarette and vaping content within strategically identified LST lessons. E-cigarette use among youth has reached epidemic levels; smoking and other tobacco product usage remain serious health concerns. Therefore, it is imperative that we continue to address all smoking—both electronic and combustible—as early as possible.

Botvin Health Connections: E-cigarettes and Vaping is easy to integrate within your LST lessons.

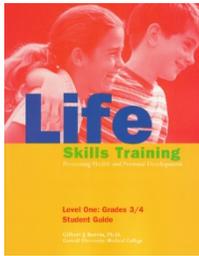
Implementation Tips

The following recommendations will help you implement Botvin Health Connections: E-cigarettes and Vaping into your existing LST lessons.

- Review the current lessons in your LST Teacher's Manual.
- Review the Connections provided for the LST levels or lesson(s) you will teach.
- Integrate the Connections. You may choose to integrate some or all of the recommended options for the target lesson(s).

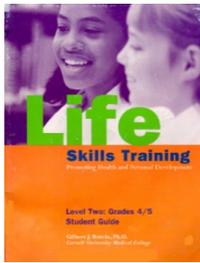
If you have any questions about the use of this resource, please contact us at lstinfo@nhpamail.com; to facilitate your request, put "Botvin Health Connections" in the subject field.

NOTE: The layout of the pages allows you to print a copy, use a 3-hole punch, and place it in your LST Teacher's Manual.



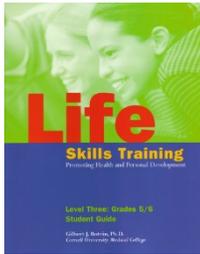
Botvin LifeSkills Training (LST) Elementary Level 1

Lesson	Connections
Making Decisions	Group Decision Making Practice Student Guide p. 10, Worksheet 4 Teacher’s Manual pp. 4-6 to 4-7 <ul style="list-style-type: none"> • Create 1 -2 scenarios related to smoking, e-cigarettes, or vaping to use along with the ones provided on p. 4-9.
Smoking Information	To Smoke or Not to Smoke Student Guide p. 14, Worksheet 6 Teacher’s Manual pp. 5-5 to 5-6 <ul style="list-style-type: none"> • Change the heading of the activity: To Smoke/Vape; To Not Smoke or Vape. Follow the instructions in the Teacher’s Manual but allow participants to explore reasons people choose to smoke/vape or choose not to smoke/vape. Many of the responses are similar for both smoking and vaping. • Adapt your discussion questions accordingly. <u>Point to Make:</u> (In addition to the one provided in the Teacher’s Manual on p. 5-6) <ul style="list-style-type: none"> • Smoking of any kind is harmful to your health, both short-term and long-term.
Advertising	Create a Counter-Advertisement Student Guide p. 18, Worksheet 9 Teacher Manual p. 6-5 <ul style="list-style-type: none"> • Identify appropriate ads for students to use for their counter-advertisement. A combination of cigarette ads (even vintage) and e-cigarette/vaping ads will work well. INTERNET SEARCH TIP: Search for high-resolution tobacco ads, high-resolution e-cigarette ads, and/or high-resolution vaping ads for the highest quality.
Assertiveness	Practice Saying “No” Teacher’s Manual pp. 10.5 and 10.6 <ul style="list-style-type: none"> • Provide a practice scenario that includes vaping--either flavored or nicotine vape--and cigarettes.



Botvin LifeSkills Training (LST) Elementary Level 2

Lesson	Connections
<p>Smoking Information</p>	<p>Effects of Smoking Teacher’s Manual p. 5-4 <u>Point to Make:</u> (In addition to the one provided in the Teacher’s Manual on p. 5-4)</p> <ul style="list-style-type: none"> E-cigarettes or vape products also contain harmful chemicals. There is no such thing as a healthy cigarette, e-cigarette, or vape product. <p>Smoking Information Journal Topic Student Guide p. 16, Worksheet 7</p> <ul style="list-style-type: none"> You may leave it as smoking since there are many laws related to smoking in public and it is not socially acceptable, or you can change the situation to be vaping; or you can assign some students to each topic, so both are highlighted.
<p>Advertising</p>	<p>Advertising Techniques Teacher’s Manual p. 6-5 <u>Point to Make:</u> (In addition to the one provided in the Teacher’s Manual on p. 5-6)</p> <ul style="list-style-type: none"> You could amend the current point to make to include vaping. <p>Analyze the Advertisement Student Guide p. 18 Teacher’s Manual pp. 6-5 and 6-6</p> <ul style="list-style-type: none"> Identify appropriate ads for students to use for their advertisement analysis. A combination of the mock cigarette ads, real cigarette ads (recent or vintage), and e-cigarette/vaping ads will work well. <p>INTERNET SEARCH TIP: Search for high-resolution tobacco ads, high-resolution e-cigarette ads, and/or high-resolution vaping ads for the highest quality.</p>
<p>Assertiveness</p>	<p>Practice Using I-Messages Teacher’s Manual pp. 10.5 and 10.6 Provide a practice scenario that includes vaping--either flavored or nicotine vape--and cigarettes.</p>



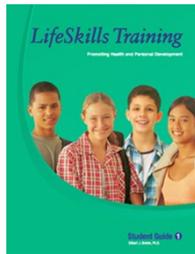
Botvin LifeSkills Training (LST) Elementary Level 3

Lesson	Connections
<p>Decision-Making</p>	<p>Decision-Making Situations Related to Tobacco Student Guide p. 10, Worksheet 4 Teacher’s Manual p. 4-5 and 4.8 <i>Decision Making Scenario Cards</i> (Sample scenario cards are provided on the last page of this resource.)</p>
<p>Smoking Information</p>	<p>Tobacco Demonstration #1 Teacher’s Manual pp. 5-4 and 5-5</p> <ol style="list-style-type: none"> 1. Add e-cigarettes and vaping to discussion of the tobacco legislation. Ask students to identify tobacco products as well as e-cigarette and vape products. <p><u>Point to Make:</u> (In addition to the one provided in the Teacher’s Manual on p. 5-5)</p> <ul style="list-style-type: none"> • E-cigarettes and vape products contain e-liquid. Users inhale all the chemicals in the liquid without a filter. <p>Tobacco Demonstration #2 Teacher’s Manual pp. 5-6 and 5-7</p> <p><u>Points to Make:</u> (In addition to those provided in the Teacher’s Manual on p. 5-6)</p> <ul style="list-style-type: none"> • Many e-cigarettes and vape products contain nicotine, and in some cases, they contain more nicotine than cigarettes. <p>Social Acceptance of Smoking Student Guide p. 14, Worksheet 6 Teacher’s Manual p. 5-7</p> <ol style="list-style-type: none"> 1. Explain to the class that fewer and fewer adults and teenagers are smoking cigarettes. However, e-cigarette and vaping use is increasing. In the past, nonsmokers became more assertive and vocal in their objections to smoking. This led to legislation that prohibits smoking in many public places. We are starting to see the same with e-cigarettes and vaping. 3. Point out how smoking became less socially acceptable, as demonstrated by increased legislation that protected the rights of nonsmokers to live in a smokeless environment and a decrease in the overall number of smokers. 4. Tell the class they are going to get a chance to make their own laws relating to tobacco, e-cigarettes, and vaping. (continue with the rest of the instructions)

Lesson	Connections
<p>Smoking Information</p>	<p>Journal Topic Student Guide p. 15, Worksheet 7</p> <ul style="list-style-type: none"> Define “tobacco” products as all smoking-related devices (cigarettes, e-cigarettes, and vaping products) as well as chew, snuff, etc. <p>Summary Teacher’s Manual p. 5-8</p> <ul style="list-style-type: none"> Fewer and fewer people are smoking than at any time in last 50 years. Unfortunately, e-cigarette and vaping use is increasing. With attitudes about e-cigarettes and vaping product use becoming more negative, it is hoped that the trend will continue.
<p>Advertising</p>	<p>Creating a Healthy Product Student Guide p. 19 Teacher’s Manual pp. 6-7 and 6-8</p> <ul style="list-style-type: none"> Show ads from credible sources to demonstrate the use of advertising techniques to promote health and present accurate facts about tobacco and vaping. Organize an opportunity for students to present their campaigns to students in other grades, faculty, or parents through presentations or displays. <p>INTERNET SEARCH TIP: Search for high-resolution tobacco ads, high-resolution e-cigarette ads, and/or high-resolution vaping ads for the highest quality.</p>

Sample Decision-Making Practice Scenarios (Elementary Level 3)

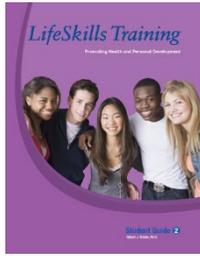
<p>1. The captain of your baseball team/softball team offers you some chewing tobacco and tells you it will make you look like a professional player.</p>	<p>6. Your friend offers you a vape and tells you that it is just cherry flavored and doesn't have nicotine in it, so it isn't harmful.</p>
<p>2. You walk into the bathroom and two of the "popular" students are vaping. They ask you if you want to try it.</p>	<p>7. You are sitting in a restaurant and the person next to you and your family starts vaping.</p>
<p>3. You are at a concert with friends and you meet up with another group of friends. The other group is smoking and offers you a cigarette.</p>	<p>8. While walking to school, you walk behind the school building and find two of your friends smoking e-cigarettes. They offer you one.</p>
<p>4. You are in a car with your friend's family, and their parents start smoking cigarettes. It is winter so you cannot open the windows. The smoke is making you feel ill.</p>	<p>9. Your friend vapes a lot and you are worried that they will become addicted to smoking and start smoking regular cigarettes, which you know are very dangerous.</p>
<p>5. You are the president of a tobacco company. Recently you have received many letters complaining that it is your fault their children have started smoking e-cigarettes and vaping. They demand that you stop advertising campaigns that are appealing to young people. You may lose your job if you do so, because the company would lose money.</p>	<p>10. You and a few kids are at a friend's house. Their parents won't be home for two hours. One of the kids takes out a pack of cigarettes and offers them to the group. You decline. The kid offers you one again, saying, "Come on... are you scared?"</p>



Botvin LifeSkills Training (LST) Middle School Level 1

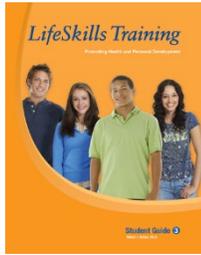
Lesson	Connections
<p>Making Decisions</p>	<p>Decision Making Practice Student Guide p. 19; Worksheet 5 Teacher’s Manual p. 2-4 to 2-5</p> <ul style="list-style-type: none"> • Substitute or add a scenario related to smoking, e-cigarettes, or vaping.
<p>Smoking Myths and Realities</p>	<p>Introduction</p> <ul style="list-style-type: none"> • Reframe introduction to include vaping and e-cigarettes as types of smoking that will be addressed in the unit. <p>Smoking Prevalence Teacher’s Manual p. 3-2</p> <ul style="list-style-type: none"> • Include data on the percentage of teenagers who vape / use e-cigarettes • Include data on percentage of adults who vape / use e-cigarettes <p>Pros and Cons of Tobacco Use Teacher’s Manual p 3.3 – 3.4</p> <ul style="list-style-type: none"> • Include vape and e-cigarettes in Pro and Con activity. • Revise Point to Make to include vaping and e-cigarettes <p>Cost of Smoking Teacher’s Manual p. 3.4 <i>Note: Teacher will have to research the local cost of cigarettes, e-cigarettes and vape pods.</i></p> <ul style="list-style-type: none"> • Have one group of students compute the cost of smoking cigarettes and one group compute the cost of vaping. <p>Long Term Effects of Smoking Teacher’s manual p. 3.5</p> <ul style="list-style-type: none"> • Include facts about the known long-term effects of vaping and e-cigarettes • Revise Points to Make to include risks associated with vaping / e-cigarettes <p>Smoking and Your Body Teacher’s Manual p. 3.5-3.6 / Student Guide p. 25</p> <ul style="list-style-type: none"> • Include facts about the known short and long-term effects of vaping and e-cigarettes on body systems as provided elsewhere in this Botvin Health Connection™ • Revise Points to Make to include risks associated with vaping / e-cigarettes

Lesson	Connections
Smoking Myths and Realities	<p>Process of Becoming a Smoker Teacher’s Manual p 3.6 – 3.7</p> <ul style="list-style-type: none"> • Add vaping and e-cigarettes to each step <p>Social Acceptance of Smoking Teacher’s Manual p. 3.7</p> <ul style="list-style-type: none"> • Include vaping / e-cigarettes as nicotine-based products for which there are restrictions on where they can be used. <p>My Reasons for Not Smoking Teacher’s Manual p. 3.8, Student Guide Worksheet 8 p. 27</p> <ul style="list-style-type: none"> • Include reasons for not vaping or using e-cigarettes. <p>Summary</p> <ul style="list-style-type: none"> • Reference vaping / e-cigarette use in each summary point.
Smoking and Biofeedback	<p>Introduction Teacher’s Manual p. 4.2</p> <ul style="list-style-type: none"> • Include immediate physiological effects of vaping or e-cigarette use. <p>Immediate Effects of Cigarette Smoking Teacher’s Manual p. 4.2 – 4.5</p> <ul style="list-style-type: none"> • Identify that nicotine is the active ingredient in both cigarettes and vape / e-cigarettes, having the same immediate, stimulant effects on the cardio vascular and central nervous systems. <p>Summary Teacher’s Manual p. 4-11</p> <ul style="list-style-type: none"> • Reference vape / e-cigarettes as having chemical compounds, similar to cigarettes, that have immediate, stimulant effects on heart rate and nervous system. • Vape and e-cigarettes also tend to make a person more nervous.
Advertising	<p>Analyzing Cigarette and Alcohol Ads Teacher’s Manual p. 7.6 – 7.8</p> <ul style="list-style-type: none"> • Include examples of vape / e-cigarette ads for students to use for their advertisement analysis. • INTERNET SEARCH TIP: Search for high-resolution tobacco ads; high-resolution e-cigarette ads, and/or high-resolution vaping ads for the highest quality.
Assertiveness	<p>Demonstrating and Practicing Drug Refusal Skills Teacher’s Manual p. 14.11</p> <ul style="list-style-type: none"> • Include scenarios requiring the application of verbal & non-verbal assertiveness, and peer resistance techniques to vape / e-cigarette use. <p>Developing Action Plans Teacher’s Manual p. 14.11 -14.12 Student Guide Worksheet 24, p. 82</p> <ul style="list-style-type: none"> • Include a vape / e-cigarette scenario. <p>Appendix 1: Scripted Practice Teacher’s Manual p. 14.3</p> <ul style="list-style-type: none"> • Revise scenarios to include offers to vape / use e-cigarettes.



Botvin LifeSkills Training (LST) Middle School Level 2

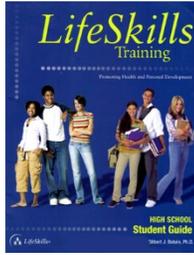
Lesson	Connections
<p>Drug Abuse and Violence</p>	<p>What is Drug Abuse? Teacher’s Manual p. 1.3</p> <ul style="list-style-type: none"> • Add vape / e-cigarettes to Nicotine in <i>Several Common Drugs of Abuse</i> <p>Immediate Effects of Smoking Cigarettes. Teacher’s Manual pp. 1.9 – 1.10</p> <ul style="list-style-type: none"> • Remind students that vape / e-cigarettes is a form of smoking, containing nicotine and having the same immediate effects as smoking cigarettes.
<p>Media Influences</p>	<p>Cigarette and Alcohol Media Ads Teacher’s Manual pp. 3.5 – 3.6 Student Guide Worksheet 6, p. 24</p> <ul style="list-style-type: none"> • Include appropriate ads for vape/e-cigarettes to use for their advertisement analysis. <p>INTERNET SEARCH TIP: Search for high-resolution tobacco ads; high-resolution e-cigarette ads, and/or high-resolution vaping ads for the highest quality.</p>
<p>Assertiveness</p>	<p>Techniques for Using Verbal Assertive Skills Teacher’s Manual p. 8.4 – 8.9</p> <ul style="list-style-type: none"> • Include vaping / e-cigarette skill practice scenarios.
<p>Resisting Peer Pressure</p>	<p>Saying “No” to Offers to Smoke, Drink, or Use Drugs Teacher’s Manual p. 10.5</p> <ul style="list-style-type: none"> • Include the pressure to use of vape / e-cigarettes. <p>Group Practice (Exercise 1 & 2) Teacher’s Manual p. 10.7 – 10.8 & Appendix 1</p> <ul style="list-style-type: none"> • Revise and / or add scenarios to include pressure to vape / use e-cigarettes.



Botvin LifeSkills Training (LST) Middle School Level 3

Lesson	Connections
Drug Abuse: Causes and Effects	Drug Abuse Risk Teacher's Manual p. 1.6 Student Guide Worksheet 2, p. 11 <ul style="list-style-type: none"> • Add the following to the risk assessment <ul style="list-style-type: none"> ○ Add: <i>Vaping just flavoring is not bad for our health.</i>
Making Decisions	Decision-Making Practice Teacher's Manual p. 2.4; Appendix 1, pp. 2.6 - 2.7 Student Guide Worksheet 4, p. 16 <ul style="list-style-type: none"> • Add 1 – 2 vape or e-cigarette scenarios
Media Influences	Media Influences to Use Drugs Teacher's Manual pp. 3.4-3.5 Student Guide Worksheet 5, p. 20 <ul style="list-style-type: none"> • Include social media as one of the sources of influence Resisting Media Influences to Use Drugs Teacher's Manual pp. 3.5 – 3.6 Student Guide Worksheet 6, p.21 <ul style="list-style-type: none"> • Ask students to at least one resistance response that includes e-cigarettes or vaping.
Assertiveness	Refusal Skills Teacher's Manual p. 7.3 Student Guide Worksheet 13, pp. 40 – 41 Worksheet 15, p. 45 <ul style="list-style-type: none"> • Steer discussion so at least one situation includes e-cigarettes or vaping Making Requests of Asserting Rights Teacher's Manual p. 7.4 – 7.5 Worksheet 14, p. 44 <ul style="list-style-type: none"> • Steer discussion so at least one situation includes e-cigarettes or vaping Expressing Their Feelings Teacher's Manual pp. 7.5 – 7.6 Worksheet 15, p. 45 <ul style="list-style-type: none"> • Steer discussion so at least one situation includes e-cigarettes or vaping

Lesson	Connections
Resisting Peer Pressure	Practicing Resisting Peer Pressure Teacher's Manual p. 9.4 Student Guide Worksheet 20, p. 54 <ul style="list-style-type: none">• Include 1 – 2 situations involving e-cigarettes or vaping.



Botvin LifeSkills Training (LST) High School

Lesson	Connections
<p>Decision Making for Health</p>	<p>Do It Now; Activity C: Prop Yourself Up Teacher’s Manual p. 2.6 Student Guide p. 12</p> <ul style="list-style-type: none"> • Include 1 – 2 situations involving e-cigarettes or vaping.
<p>Risk Taking and Substance Abuse</p>	<p>Do It Now; Activity C: Risky, Riskier, Riskiest Teacher’s Manual pp. 3.5 – 3.7 Student Guide p. 19</p> <ul style="list-style-type: none"> • Add “vape just flavors” as a Medium Risk. (NOTE: Presumably students will say don’t vape (low risk) or vape with nicotine (high risk) or some other variation.
<p>The Media and Health</p>	<p>Think About It; Activity A: Popular Media Teacher’s Manual p. 4.2 – 4.3 Student Guide p. 24</p> <ul style="list-style-type: none"> • Internet can include Social Media (Social Media marketing is a popular tactic used by many e-cigarette and vape companies). <p>Lesson 2: Activity D: Talking Back to the Media Teacher’s Manual pp. 4.7 – 4.9 Student Guide p. 28</p> <ul style="list-style-type: none"> • Note: The worksheet in the Student Guide p.28 includes cigarettes/vaping. Please make this notation in your copy of the Teacher’s Manual.

Resources

Please find below some helpful resources from various sources dedicated to youth smoking prevention. This information is provided for your reference and further exploration and is not intended to replace lessons in the LST program.

TIP: Finding Advertisements:

Visit some of the sources above to see if there are examples of advertisements that might be appropriate for use with your LST lessons.

Internet Search:

Try putting the term “**high resolution**” in front of your search for ads. Putting the term high resolution in front of your search will help provide ads that can be printed for use in lessons. For example, high resolution e-cigarette ads, high resolution vaping ads, etc. You can also search by well-known brands.

Surveys

The following are some of the most commonly referenced surveys related to youth tobacco use. Some states have their own data so please check with your Department of Public Health or other state agencies to identify if you state has a survey related to youth substance use.

[Monitoring the Future](#)

[Youth Risk Behavior Survey](#)

[National Survey on Youth and Tobacco](#)

Fact Sheets and Other Information:

[Quick Facts on the Risks of E-cigarettes for Kids, Teens, and Young Adults](#)

[The Truth Initiative: Inspiring Tobacco-free Lives](#)

[Impact of E-Cigarettes on The Lung](#)

[National Tobacco Control Program \(NTCP\) State Fact Sheets](#)

[U.S. Federal Food and Drug Administration \(FDA\) Youth and Tobacco](#)

[E-cigarette Use Among Youth and Young Adults: A Report of the Surgeon General, 2016](#)

[Report: More and More Teens Seeing E-Cigarette Ads](#)