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HEADS UP

REAL NEWS ABOUT DRUGS AND YOUR BODY

E-Cigarettes: What You Need to Know

Electronic cigarettes—which deliver nicotine (a highly addictive drug) without smoking—have emerged in the past decade as a popular alternative to tobacco cigarettes. They may offer benefits to some smokers already addicted to nicotine. However, e-cigarettes also deliver a set of risks and unknowns—especially for teens. In fact, recent

research suggests a link between teen use of e-cigarettes and tobacco cigarettes. We urge you to share this timely article with your students.



SUBJECT	COMMON	NEXT GENERATION	NATIONAL SCIENCE	NATIONAL
	CORE STATE	SCIENCE	EDUCATION	COUNCIL FOR THE
	STANDARDS	STANDARDS	STANDARDS	SOCIAL STUDIES
 Science Literacy English Language Arts Health/Life Skills Media Literacy 	RI.1 & RST.1 Cite textual evidence RI.2 & RST.2 Central idea and details W.2 Write informative texts	PS1.B Chemical Reactions PS3.D Energy and Chemical Processes in Everyday Life LS1.D Information Processing	Structure and Function in Living Things Personal and Community Health	Production, Distribution, and Consumption Science, Technology, and Society

Critical-Thinking Questions:

Grades 6-8:

- a. How are e-cigarettes similar to tobacco cigarettes, and how are they different?
- **b.** What are some of the risks of e-cigarettes to teens?

Grades 9-10:

- a. Compare and contrast e-cigarettes and tobacco cigarettes.
- **b.** How might e-cigarettes negatively affect teens?

Grades 11-12:

- a. Analyze the ways in which e-cigarettes and tobacco cigarettes differ, as well as the traits they share.
- **b.** Articulate the risks e-cigarettes pose to teens.

Additional Tools for Lesson:

Visit scholastic.com/headsup/e-cigarettes/tools for grade-tiered resources that support teaching this lesson and article:

- Answer Key for Critical-Thinking Questions and Work Sheet
- Academic and Domain-Specific Vocabulary Lists
- · Additional Writing Prompts
- Expanded Paired-Text Reading Suggestions
- Expanded Standards Charts for Grades 6-12

Resources and Support:

- Teaching resources and drug info: scholastic.com/headsup /teachers and teens.drugabuse.gov
- Teen help for quitting smoking: teen.smokefree.gov
- "I'm Ready to Quit": www.cdc.gov/tobacco/campaign/tips /quit-smoking

Writing Prompts:

Instruct students to use evidence from the article in their responses to the writing prompts.

- **Grades 6–8:** Why is it important for scientists to research e-cigarettes?
- Grades 9-10: Should e-cigarettes be illegal for teens?
- Grades 11-12: Evaluate the appropriateness
 of laws that mandate that e-cigarette users be
 at least 18, and discuss how scientists might aid
 lawmakers in setting policy.

Paired Reading:

- Grades 6-12: "The Deadly Effects of Tobacco Addiction," headsup.scholastic.com/articles /deadly-effects-of-tobacco-addiction
- Grades 6-12: "The Science of Nicotine Addiction," headsup.scholastic.com/articles /the-science-of-nicotine-addiction
- Grades 6-12: "Marijuana: Breaking Down the Buzz," scholastic.com/headsup/breaking -down-marijuana/article

Additional Sources:

- Video: "NIDA TV Spotlight on Electronic Cigarettes," www.drugabuse.gov/e-cigarette-tv
- Website: "Drug Facts: Electronic Cigarettes," www.drugabuse.gov/e-cigarette-facts
- Website: "Electronic Cigarettes (e-Cigarettes)," fda.gov/newsevents/publichealthfocus /ucm172906.htm

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STUDENT WORK SHEET: The work sheet takes the form of a media literacy evaluation, encouraging students to analyze strategies used in marketing e-cigarettes and how they might influence teens, reinforcing and expanding on the article. Additional critical-thinking questions help students evaluate the information contained in ads.

E-Cigarettes: Behind the Marketing

You may have noticed that marketing for e-cigarettes seems to be more common than advertising for tobacco cigarettes. That's because many types of ads for tobacco products are banned, but e-cigarettes don't yet fall under the same rules. Marketers for e-cigarettes may use sophisticated tactics to grab viewers' attention and transmit obvious and not-so-obvious messages.

Below are some features you may see used in e-cigarette ads. Analyze each feature and answer the questions that follow.

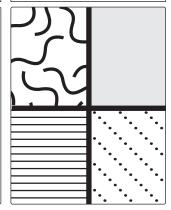
Fun Images



Flavorings



Patterns and Colors



Cool Images



Think It Through (Write your answers on a separate piece of paper.)

Use information from the images above and the article "E-Cigarettes: What You Need to Know" in your responses.

- **1. a.** Overall, what messages about e-cigarettes do the advertising features above imply?
 - **b.** How could these messages be dangerous for teens?
 - **c.** How can teens protect themselves from being influenced by messages that may be dangerous?
- 2. Why might e-cigarette ads be an unreliable source of information about health and safety?
- 3. Tobacco advertisements are required by law to contain a warning regarding harmful health effects.
 - a. What information could be useful to include in a warning on an e-cigarette ad?
 - **b.** In your opinion, should the rules about cigarette advertising also apply to e-cigarettes? Why or why not?