

# Teens and Vaping: The Real Health Consequences

Help your students understand the health impacts associated with using e-cigarettes.

## Objective

Students will gather, analyze, and select relevant evidence from multiple sources to understand the harmful health effects of vaping.

## Standards

### CCSS ELA

- RI.1 Cite textual evidence
- RI.7 Integrate information in different formats

### NGSS

- Obtaining, Evaluating, and Communicating Information
- Cause and Effect

## Time

50 minutes

## Materials

- Get the Facts About Vaping activity sheet
- [The Health Impacts of E-Cigarettes](#) informational text
- [What You Need to Know About Vaping](#) interactive
- Optional: Video at [whatsinavape.com](#)
- 6 pieces of blank paper
- 6 sticky notes per student
- [Family resource sheets](#)

## Online Resources

For students:

[scholastic.com/vapingrisks](https://www.scholastic.com/vapingrisks)

For additional teaching materials:

[scholastic.com/youthvapingrisks](https://www.scholastic.com/youthvapingrisks)

**1 Tell** students you are about to read them a statement, and they should prepare to anonymously write down their response to it on a slip of paper, using: *strongly agree*, *agree*, *disagree*, *strongly disagree*, and *don't know*. Read the statement aloud: *Electronic cigarettes are not harmful to your health*. Collect the slips (a pre-assessment of student perceptions; you'll repeat this at the end) while students work on step 2 below.

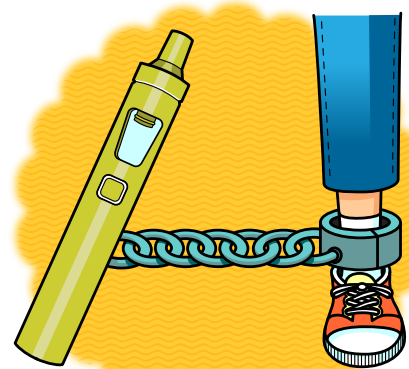
**2 Hand out** the Get the Facts About Vaping activity sheet and give students several minutes to complete the Predictions portion on the left. Have them set the sheets aside.

**3 Separate** the class into small groups. Distribute the informational text "The Health Impacts of E-Cigarettes" to the groups and direct them to take turns reading each paragraph aloud while other members record key facts. Tell the students they will use their notes for an activity coming up.

**4 Send** groups online to [scholastic.com/vapingrisks](https://www.scholastic.com/vapingrisks) to explore the interactive "What You Need to Know About Vaping," jotting down important details to add to their running notes. For older students, you also may want to share the video at [whatsinavape.com](https://www.whatsinavape.com). Note: If you have a limited number of computers in your classroom, direct half of the groups to complete Step 3 while the other half does Step 4; then have the groups switch.

**5 While** students are working, write the statements from the activity sheet on pieces of paper and hang them around the room. Instruct each group to choose one piece of evidence they think is most relevant to support or disprove each statement and write it on a sticky note. Have them press their sticky notes to the wall under each statement.

- **To support striving learners:** Point out that just because a fact is true does not



mean it is relevant to the statement. Guide students to understand that they can make stronger arguments by choosing relevant evidence.

- **To increase the challenge:** Have students analyze the various pieces of evidence on the wall and try to come to a consensus on which facts make the strongest case for each statement.

**6 Direct** groups to complete the Post-Research portion of the activity sheet. Reconvene as a class to review. (Answer key: 1. False; 2. True; 3. False; 4. True; 5. True; 6. True.)

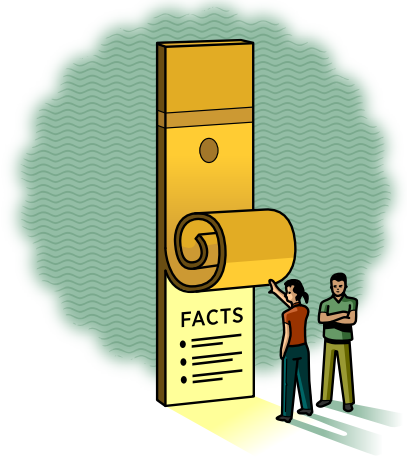
**7 Reread** the statement from Step 1 and again have students respond anonymously on slips of paper, including a sentence about their rationale. Review the slips to measure how students' perceptions have changed after studying the facts.

**8 Provide** time for students to write how they would respond if someone invited them to vape. Wrap up by handing out the family resource sheets to each student and encouraging them to share at home what they have learned. To ensure that parents receive this valuable information, consider sending the resource sheets to your students' families via email.

Name \_\_\_\_\_

# Get the Facts About Vaping

You may have noticed a growing number of your peers vaping. But how much do you know about e-cigarettes and how they affect your health? Read the statements below and predict whether they are true or false. Then, do research at [scholastic.com/vapingrisks](https://www.scholastic.com/vapingrisks) to gather facts and complete the rest of the chart.



1. Predictions			2. Post-Research		
Mark whether you think the statement is true or false.			Mark whether the statement is true or false. Record at least one fact from your research that supports your answer. Use a separate piece of paper if you need more space.		
True	False	Statements	True	False	Supporting Evidence
		1. Most e-cigarettes only contain water and flavoring.			
		2. Like tobacco smoke, the aerosol given off by an e-cigarette can contain dangerous chemicals.			
		3. As long as an e-cigarette doesn't contain nicotine, it's completely safe.			
		4. A Juul pod contains as much nicotine as a whole pack of cigarettes.			
		5. Teens who vape are more likely to start smoking cigarettes.			
		6. Teens are more likely to become addicted to the nicotine in cigarettes than adults are.			

## Take It Further

Pair up with a classmate and practice how you'd react if someone offered you an e-cigarette. What would you say? How would the facts that you've just learned help you handle the situation?

# Vaping Research Project

Help students spread the word about the health consequences of e-cigarette use by designing and conducting a survey at school.

## Objective

Students will carry out an investigation to collect and present data about their peers' knowledge and attitudes about e-cigarettes.

## Standards

### CCSS Math

- 6.SP.A.1 Recognize a statistical question as one that anticipates variability
- 6.SP.B.4 Display data, including using dot plots
- 7.SP.A.1 and 2 Representative sampling and inferencing
- 8.SP.A.1 Construct and interpret scatter plots

### CCSS ELA

- SL.4 Present claims and findings

### C3

- D4.1 Construct arguments using evidence

### NGSS

- Planning and Carrying Out Investigations
- Patterns

## Time

40 minutes, plus additional time for students to conduct surveys and give class presentations

## Materials

- Plan an E-Cigarette Survey activity sheet
- [Vaping Facts & Misperceptions](#) infographic

## Additional Teaching Resources

[scholastic.com/therealcostofvaping](http://scholastic.com/therealcostofvaping)

- Includes videos (available February 2020)

**1 Project** or copy the chart below on the classroom board. Ask students to describe what they see. Discuss the data, using guiding questions such as: *What research question do you think scientists asked before collecting this data? How do you think the data was collected? What trend do you observe? How could you best present this data in a graph?*

Middle school students who reported using e-cigarettes in the past 30 days

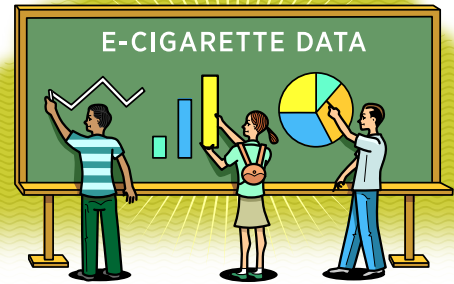
Year	Percent
2015	5.3 %
2016	4.3 %
2017	3.3 %
2018	4.9 %
2019	10.5 %

Source: National Youth Tobacco Survey 2019

**2 Explain** that students will be conducting an anonymous survey to learn what their peers know about the health risks associated with e-cigarettes. Ask students to share questions they have, such as: *Do teens know e-cigarettes can be dangerous? Write their questions on the board. As a class, brainstorm specific survey questions that could gain peer responses to their questions, such as: Did you know most e-cigarettes contain nicotine, an addictive chemical? Did you know the teen brain is even more vulnerable to addiction than the adult brain?*

**3 Separate** the class into small groups and distribute the Plan an E-Cigarette Survey activity sheet. Have students complete Steps 1–2 in their groups. Remind them to work collaboratively and participate actively.

**4 Review** Step 3 of the activity sheet as a class. Tell the class they will be working with aggregate data (grouped). To maintain student privacy, have students create a questionnaire sheet, make copies, and pass it out for peers to mark answers anonymously. Completed surveys can go in a cardbox or manila envelope, taped shut with a slit on top. Each group's survey



can be labeled with a keyword that is also written on their box or envelope. Emphasize being organized when collating data so that nothing gets duplicated or lost, rendering the data untrustworthy.

**5 Discuss** what a diverse representative sample would look like across the school: gender, race, various interests and sports/club participation, different friend groups, introverted and extroverted, etc.

**6 Direct** students to conduct their surveys, then use the results to create a class presentation that: a) clearly describes how the survey was conducted, b) demonstrates results using percentages, tables, and graphs to show their data, and c) includes conclusions they made based on the data.

**7 Guide** students to critically analyze each group's presentation. Sentence starters:

- One thing they did well was...
- One thing they could improve on is...
- Something I learned that struck me was...
- A question I have is...

**8 Wrap up** by reading facts aloud from the [Vaping Facts and Misperceptions](#) infographic to help dispel any incorrect statements about e-cigarettes that may have arisen in survey presentations.

## Extension

Have students use their data to create anti-vaping info cards. For example, if they found that their peers think e-cigarettes don't contain nicotine, they should create a card explaining that they do (with source). Prompt them to choose facts and images that'll make teens pay attention. Reproduce the cards for students to pass out or leave on lunch tables to spread the word.

Name \_\_\_\_\_

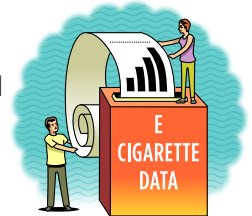
# Plan an E-Cigarette Survey

Teens are using e-cigarettes in record numbers. Do your peers understand the health risks? Use the steps below—writing your answers on separate paper as needed—to plan and conduct a survey about what your classmates know about e-cigarettes.

## 1 Find Your Research Focus

What would you like to learn from your classmates? Write 3–5 clear and open-ended research focus questions (not “yes or no” questions).

- *Examples: What do my peers know about the health risks of e-cigarettes? What do my peers know about the specific chemicals in e-cigarettes?*




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## 2 Write Survey Questions

Choose one or two research focus questions from Step 1. On separate paper, write 5–10 specific, close-ended questions (such as yes-no or true-false) to ask your peers.

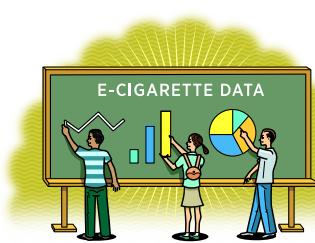
- *Example: Questions should narrow in on specific, detailed responses. Rather than “What do you know about e-cigarettes?” you might ask, “Did you know most e-cigarettes contain nicotine?”*



## 3 Collect Data

Time to ask your questions! Share your survey with various types of teens in order to accurately represent the population. (This is called a **representative sample**.) Keep the answers anonymous.

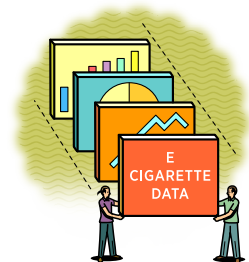
- *Tip: The more people you survey, the more reliable your results will be. (The number of people you survey is your **sample size**.)*



## 4 Analyze Your Data

Organize your data in charts and graphs to see trends.

- A **dot plot** shows the difference between individual groups.
- A **pie chart** compares different parts of a whole group.
- A **line graph** represents change over time, and a **scatter plot** shows the relationship between two variables.
- The **mean** is the average.



## 5 Present Findings

Create a presentation for your classmates in the form of a slide presentation, blog post, short video clip, or PSA campaign. Be sure to include:

- *Your survey method (how you got answers)*
- *Text descriptions and visual representations of your data*
- *Conclusions you made about the teen population and e-cigarettes*



# Sizing Up E-Cigarette Marketing

Encourage students to uncover the misleading ways e-cigarettes are marketed to teens.

## Objective

Students will analyze the messages delivered by e-cigarette marketing and design their own successful anti-vaping advertisement for teens.

## Standards

### CCSS ELA

- W.1 Write arguments to support claims
- RH.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

### C3

- D4.2 Construct explanations using reasoning with relevant information and data
- D3.2 Evaluate the credibility of a source

## Time

45 minutes

## Materials

- Decode the Marketing Message activity sheet
- Optional: A selection of ads for students to choose from in Step 1

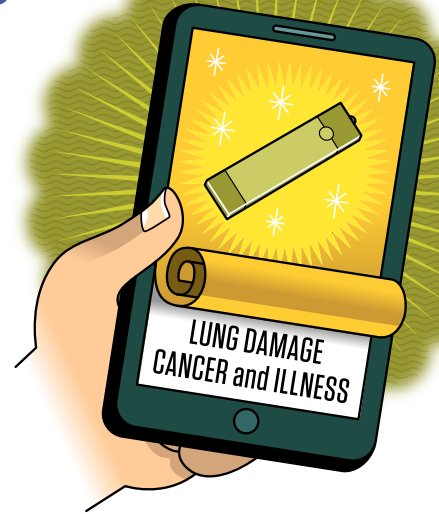
**1 Direct** students to find two different advertisements for any product (other than e-cigarettes). These may include magazine ads, photos of billboards, or printouts or links to television ads or internet ads. They should choose one ad that they think is aimed at adults and one designed for teens.

**2 As a class**, analyze the messages delivered by the ads. Guide with discussion questions such as: *What features do advertisers use to attract attention? How is an advertisement for adults different from one aimed at teens? What platforms might advertisers use to reach adults versus teens (e.g., TV, internet/social media, magazines)? How can an advertisement be misleading to a potential buyer? As you discuss the ads, write "Adult" and "Teens and Tweens" on the board and make a list of the types of ad features aimed at each group.*

**3 Separate** the class into pairs and hand out the Decode the Marketing Message activity sheet. Instruct students to work collaboratively to complete the questions.

**4 Write** the following on the board:

- Use what you've learned about the dangers of e-cigarettes and the resources at [scholastic.com/vapingrisks](http://scholastic.com/vapingrisks) to create your own ad to tell teens the harms of vaping. Think about what platform would be most effective for reaching youth, such as posters, TV ads, blog posts, social media, or magazine ads. Make sure your ad grabs your audience's attention.



**5 Have** each pair present the advertisements they created to the class. Guide students to critically analyze one another's work: *Does it grab a viewer's attention? Who is the audience?* Prompt students to use constructive language while discussing the strengths and weaknesses of each ad. Example sentence starter: *This part grabbed my attention, but that part confused me.*

## Extension: Final Project

Challenge students to work in small groups to design an anti-vaping campaign for teens. Encourage them to incorporate creative formats to include in their campaign, such as a blog post or series, an art installation, a comic strip, music, or a video series. Discuss what features will lead to a successful campaign, and make a list of critical elements (e.g., captures teens' attention, includes facts that support message, etc.).



## Additional Teaching Resources

Check out additional teaching resources available at [scholastic.com/youthvapingrisks](http://scholastic.com/youthvapingrisks). You'll find:

- Digital interactive on e-cigarette facts
- Take-home resource sheet
- E-cigarette informational texts
- Links to anti-vaping resources
- Five teaching videos (coming February 2020)
- Lessons for high school

Name \_\_\_\_\_

# Decode the Marketing Message

One factor that people think contributes to the increase in teen vaping is the way e-cigarette companies promote their products. Answer the following questions to analyze how e-cigarettes are marketed and why the methods that companies use may put teens and tweens at risk.



**1** E-cigarette ads and packaging often include images of candy, bright colors, and images of “cool” people. Do you think these features are designed to attract the attention of youth or adults? Explain.

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**2** Some e-cigarette companies such as Juul have partnered with social media influencers who have large numbers of followers on apps like Instagram. Some influencers were paid to promote e-cigarettes by talking positively about them in their posts. How do you think this might impact the number of teens who try e-cigarettes?

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**3** How might the images and methods used by e-cigarette companies to market their products mislead people into thinking they are safe? Use specific examples to support your answer.

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**4** In 1970, the U.S. government passed the Public Health Cigarette Smoking Act, which banned tobacco companies from advertising cigarettes on radio and television. What do you think was the goal of this law?

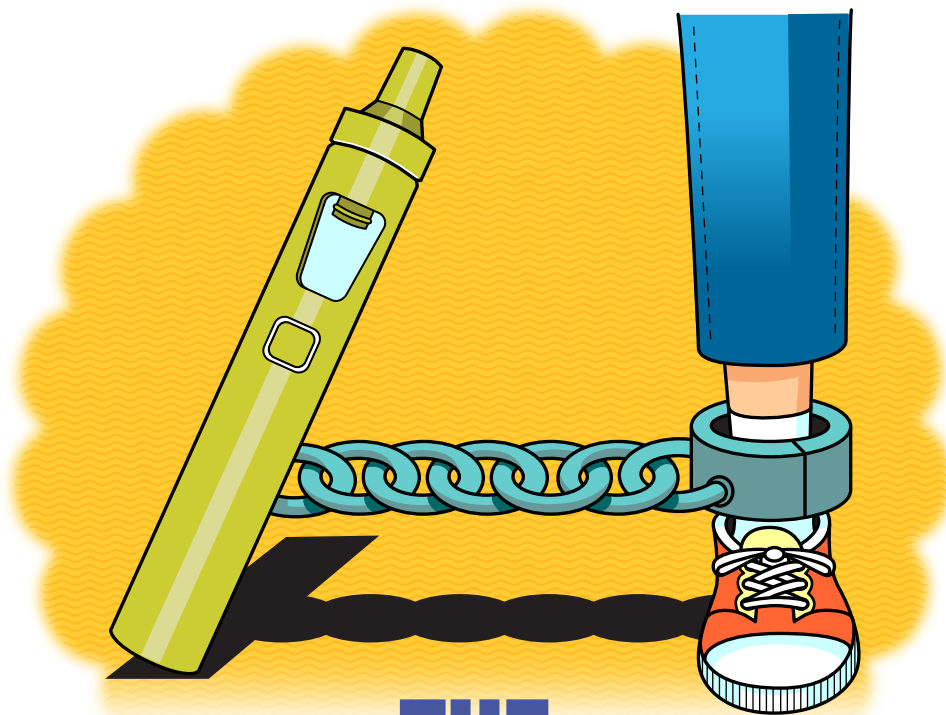
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# THE HEALTH IMPACTS OF E-CIGARETTES

Discover the truth about how these devices can harm you.

**Y**ou may have seen or heard about kids in your school or town using e-cigarettes. Some tweens and teens assume that using e-cigarettes—also known as *vaping*—is a safe alternative to smoking traditional cigarettes. After all, e-cigarettes can come in flavors, so how bad can they really be? The truth is that vaping exposes you to very real—and very scary—health risks. These include lung-damaging chemicals, as well as the drug nicotine, which can harm your brain and cause addiction.<sup>1</sup>

## Lung Damage and Chemicals

E-cigarettes are battery-operated and create an aerosol for a user to inhale. When a person puffs on an e-cigarette, the liquid inside heats up and becomes the aerosol,

which typically contains nicotine, flavorings, and chemicals, some of which are toxic. The e-liquids often come in flavors, but the chemicals used to create flavors can be harmful to your lungs. E-cigarette aerosol can also contain other chemicals like formaldehyde, which can cause cancer, and metal particles such as nickel, lead, chromium, tin, and aluminum. Breathing in e-cigarette aerosol delivers these chemicals to your lungs where they can cause damage. The effects may be long-lasting—and even deadly.

In 2019, the Centers for Disease Control and Prevention (CDC) and the U.S. Food and Drug Administration (FDA) reported an outbreak of serious lung illnesses in nearly every state.<sup>2</sup> Thousands of people, including

many teens and young adults, got sick after using vaping products, including e-cigarettes. Patients reported symptoms like difficulty breathing and chest pain. Some people ended up with permanent lung damage, and multiple people died. As the CDC and FDA continue to investigate the cause or causes of the outbreak, one finding is clear: Using any type of vaping product can seriously harm your health.

### Delivering Dangerous Nicotine

Toxic chemicals aren't the only harmful thing a person breathes in when they vape. Most vaping devices, including all Juul models, also contain the drug *nicotine*. This is the same highly addictive chemical found in other tobacco products like traditional tobacco cigarettes and smokeless tobacco ("dip"). In fact, one Juul pod contains as much nicotine as a whole pack of cigarettes.<sup>3</sup>

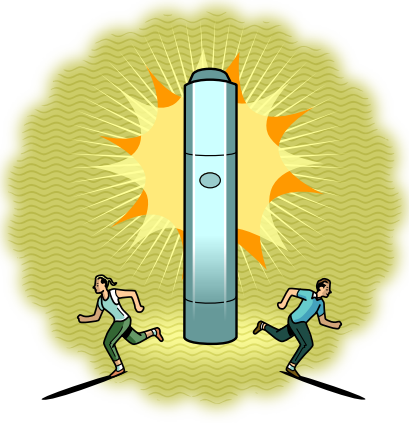
Using nicotine causes changes in the brain that make a person crave more of the drug. When someone vapes, nicotine gets into their bloodstream through their lungs and travels to their brain within 10 seconds.<sup>4</sup> The drug causes a surge of a brain chemical

called dopamine, which is known as a reward chemical. That means it makes the person feel good, encouraging them to vape some more. This can lead to addiction.

Teens and tweens are more vulnerable to addiction than adults because the brain continues to develop through a person's mid-twenties. Exposing an adolescent's brain to nicotine can cause effects on attention, learning, and memory that promote addiction to nicotine. Studies also show that teens who vape are more likely to start smoking traditional cigarettes. One likely explanation is that they've become addicted to nicotine.

### What's Being Done?

Health experts are concerned about youth vaping because these products are dangerous, and tweens and teens are becoming addicted. One in 10 middle schoolers currently use e-cigarettes.<sup>5</sup> Health officials continue to crack down on illegal sales to minors and hold retailers and manufacturers accountable for marketing practices. The goal: to reduce the number of teens exposed to the health hazards of vaping.



## STAY SAFE

Some middle schoolers say they vape because their friends do—either to feel cool or because they're afraid to say no. What would you do if another kid offered you an e-cigarette? Here are four ways to handle the pressure—and stay safe.

- Say "No, thanks," or "Nah, that's not my thing."
- Make a joke or change the topic.
- Say you're supposed to be somewhere and walk away.
- Talk to a friend, parent, or trusted adult.

1. Hiller, M, et al. (2017) *Exp Clin Psychopharmacol*. 25, 380-392. 2. Centers for Disease Control and Prevention (2019) [cdc.gov/tobacco/basic\\_information/e-cigarettes/severe-lung-disease.html](https://www.cdc.gov/tobacco/basic_information/e-cigarettes/severe-lung-disease.html). 3. Wynne C, et al. (2018). Poster presented at Annual Meeting of the Society for Research on Nicotine and Tobacco, Baltimore, MD. 4. St Helen, G, et al. (2016) *Addiction*. 111, 535-544. 5. Cullen KA, Gentzke AS, Sawdey MD, et al. (2019). *JAMA*.



# More than **5 million** U.S. youth are using e-cigarettes<sup>1</sup>

## How much do you know about the epidemic?

E-cigarettes, also known as “vapes,” are becoming increasingly popular among teens.

In fact, they are the most commonly used tobacco product among both middle and high school students.<sup>9</sup> You may have already seen or heard about students vaping in your school, but it is important to know that certain types of vapes can be used very discreetly.

**SOME TEENS REPORT USING E-CIGARETTES IN SCHOOL BATHROOMS AND EVEN IN THE CLASSROOM.<sup>2</sup>**

Learning more about the different types of e-cigarette products is an important first step in addressing youth vaping.

### DID YOU KNOW:

E-cigarettes come in a variety of shapes and sizes and may not look like a tobacco product, which can make them hard to spot.<sup>2</sup>

Some devices popular among teens — like JUUL and myblu — are as small as a USB flash drive and even look like one.<sup>2,16</sup>

Certain products emit very low amounts of aerosol or “vapor,” which makes them easier to use discreetly than combustible cigarettes.<sup>9,11</sup>

Most e-cigarettes contain nicotine, the same highly addictive drug in cigarettes. Some e-cigarettes<sup>5</sup> may contain as much nicotine as a pack of 20 regular cigarettes.<sup>3</sup>

## A Big Problem... A SMALL DEVICE

In 2019, over

**27%** of high school students

and over

**10%** of middle school students

were using e-cigarettes.<sup>1</sup>



### CENTER FOR TOBACCO PRODUCTS

Source: Cullen, et al. JAMA 2019

Note: All numbers presented here are estimates.

[www.fda.gov/tobacco](http://www.fda.gov/tobacco)



@FDATobacco



facebook.com/fda



Many teens have

# dangerous misperceptions

that lead them to believe that vaping is harmless.<sup>9</sup>

## Important facts to share with youth

### Vape aerosol can contain harmful chemicals

Vaping can expose the user's lungs to harmful chemicals like formaldehyde, acrolein, and acetaldehyde, which are known to cause irreversible lung damage.<sup>4,5</sup>

### There can be danger behind the flavor

Vapes get their flavors from chemicals. While these flavorings are safe to eat in food, they're not safe to inhale. Inhaling flavor chemicals can harm your lungs.<sup>6</sup>

Want an example? Some buttery-flavored vapes like caramel contain diacetyl and acetoin. Inhaling diacetyl has been linked to popcorn lung, a lung disease that doesn't have a cure.<sup>6</sup>

### Most vapes contain nicotine, which is highly addictive

Vaping delivers nicotine to the brain in as little as 10 seconds.<sup>7</sup> A teen's brain is still developing, making it more vulnerable to nicotine addiction.<sup>8,14</sup>

Nicotine exposure during the teen years can disrupt normal brain development.<sup>9,14</sup> It may have long-lasting effects, like increased impulsivity and mood disorders.<sup>9,12,13,15</sup>

### Vapers could be inhaling metal particles into their lungs

Vape aerosol could be delivering metal particles like chromium, nickel, lead, tin and aluminum right into your lungs. Some of these metals are toxic.<sup>10,11</sup>



## FDA's Efforts to Curb Youth E-Cigarette Use

FDA is committed to protecting youth from the dangers of e-cigarettes, including working to remove certain flavored e-cigarettes from the market and cracking down on illegal sales to anyone under 18. Also, in addition to our national peer-to-peer public education campaign called "The Real Cost" FDA has joined forces with Scholastic to provide teachers and school administrators with the resources they need to educate their students about e-cigarettes.

Together, we've created a **free lesson plan and research activity** for teachers to educate their students on the health risks of e-cigarette use. Please visit the [Scholastic youth-vaping-risks site](#) to access these resources.

## Quitting Help Is Available

There is an urgent need to share resources with teens who are addicted to e-cigarettes to help them quit. Together with the National Cancer Institute, the FDA has launched a series of web pages to help.

» [Smokefree Teen](#) — If you identify teens using e-cigarettes at school, it is critical to share the resources at Smokefree Teen to help them quit.

## Other Resources

If you know a student who has experienced unexpected health or safety problems related to e-cigarettes, we encourage you to report this incident to FDA through the online [Safety Reporting Portal](#). These reports are confidential and help the FDA identify trends and causes.

To follow recent information on outbreaks linked to e-cigarette use, visit the [FDA](#) and [CDC](#) websites.

# References

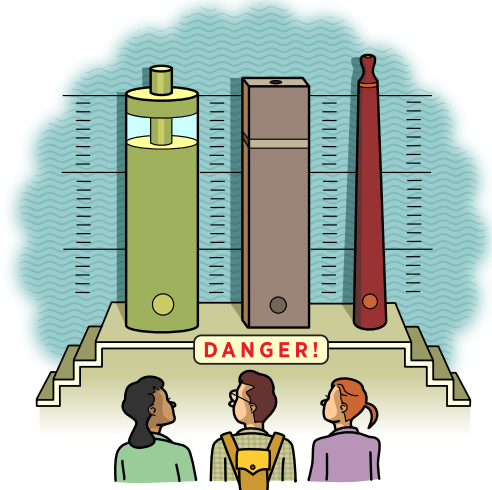


1. Cullen KA, Gentzke AS, Sawdey MD, et al. e-Cigarette Use Among Youth in the United States, 2019. *JAMA*. 2019
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16. Marynak KL, Ali FRM, Schauer GL, et al. *Tob Control* 2019;28:685-688.

# How to Talk to Kids About Vaping Risks

Use this guide to start an honest conversation at home about e-cigarettes and addiction.

At school, through a program developed by the U.S. Food and Drug Administration (FDA) and Scholastic, your child is learning why e-cigarette use—sometimes called vaping— isn't safe for tweens and teens. The problem is real: Vaping is on the rise, even in middle school. Today, more than 10 percent of middle school students currently use e-cigarettes, and the majority of kids have seen them used at school. Many kids think vaping is harmless, but it can have serious health consequences. Share these facts and tips with your child to help them stay safe.



## Facts About Teen Vaping

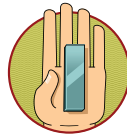


Most **e-cigarettes, including the popular Juul brand, contain nicotine**, the same highly addictive chemical in regular cigarettes.

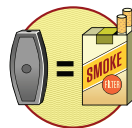
Nearly  
**60%**  
of **current middle school** e-cigarette users report using a flavored product.



**Teens are more susceptible to nicotine addiction** than adults because their **brains are still developing.**

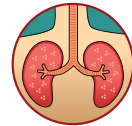


Many e-cigarettes used by teens are **shaped like USB sticks, pens, or even watches**, which makes them **easy for students to hide at school.**

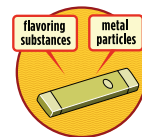


Despite what some kids think, **vaping is not safe.** In fact, one Juul pod contains **as much nicotine as a whole pack of cigarettes.**

**Kids who vape** are more likely to **start smoking cigarettes.**



A recent outbreak of **serious lung illnesses** linked to **vaping products**, including e-cigarettes, has affected thousands of people, including healthy teens and young adults.



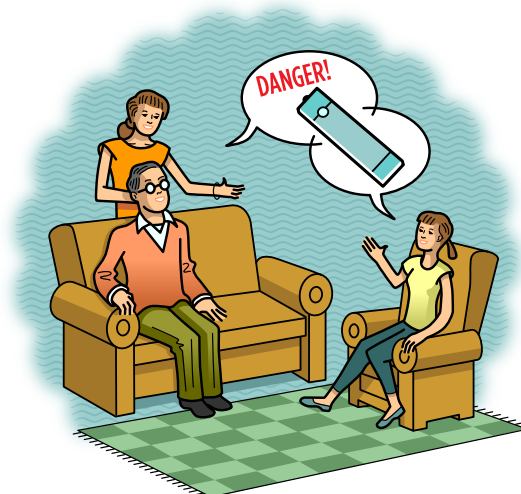
Some e-cigarette aerosols contain **chemicals, such as formaldehyde**, that can **cause cancer.**

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## Practice Ways to Say No

Ask your child if they've ever felt pressure to try vaping. Then strategize what they can say or do if another kid offers them an e-cigarette, and have them practice by responding to different situations.

- Say a simple "No, thanks," or "Nah, that's not my thing."
- Change the topic ("Hey, are you going to band practice today?").
- Walk away and do something else.
- Talk with a friend, parent, or trusted adult.



## Healthy Habits at Home

The environment in your home plays a big role in your child's decisions. Keep it healthy to help kids avoid harmful habits.

- **If you smoke or vape, try quitting.** Teens report that one of the top reasons they try e-cigarettes is that a friend or family member uses them. Share the reasons why you want to quit, and ask your family for their support as you start your journey.
- **Establish a tobacco-free home.** Don't allow smoking or vaping in your home. Make sure to ban smoking and vaping in your car too.
- **Steer clear of smoking and vaping in public places.** Avoid restaurants, parks, and other locations that allow people to smoke or vape.
- **Set family health goals each week.** Take a walk together around the neighborhood, try a new vegetable each week at dinner, do one-minute yoga stretches together, or challenge everyone to drink more water. Working as a team keeps it fun!



## Resources

Teens may not know the signs of nicotine addiction. If you think your child is vaping, talk to them about why it is harmful. Ask for support from others. Remember: It's never too late to get help.

### Signs of Addiction

- Cravings to use e-cigarettes or other tobacco products
- Feeling anxious or irritable
- Continuing to vape despite negative consequences
- Going out of one's way to get e-cigarettes

### Getting Help

- Talk to your family doctor about treatment options
- [smokefree.gov](http://smokefree.gov)
- CDC Quitline: **1-800-QUIT-NOW**
- For Young People: Text "DITCHJUUL" to 88709
- For Families Helping Young People: Text "QUIT" to 202-899-7550