

HEALTHY SCHOOLS STUDENT CLUB TOBACCO AND VAPE-FREE ACTIVITY GUIDE



Includes step-by-step instructions, worksheets and sample materials for students to lead health promotion activities related to commercial tobacco and vaping-use prevention.

Please note that throughout this document, reference to tobacco is pertaining to commercial tobacco, as opposed to traditional tobacco which is used by Indigenous people for traditional and sacred reasons.

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Introduction

Welcome to the **Healthy Schools Student Club (HSSC) Tobacco and Vape-Free Activity Guide**.

You will find **ideas and activities** with descriptions, instructions, PA announcements and examples about how to run a **Tobacco and Vape-Free Campaign** in your school.

We would like to introduce you to five **activity categories**. You can choose activities from different categories to create your own **Tobacco and Vape-Free Campaign**.

1. **Voice** – *writing, posters & storytelling*
2. **Show** – *exploring models & presentations*
3. **Play** – *indoor in-person & virtual games*
4. **Move** – *large space & outdoor movement games*
5. **Action** – *whole school pledges & contests*

Remember these are only suggestions - you can **change** any of the activities or **create** your own to make it **fun** for the students in your **school**.

If you need more information or are looking for additional ideas, ask your **school champion** to contact the **Public Health Nurse (PHN)** assigned to your school. If you do not have a PHN assigned to your school, ask your school champion to contact tobaccofreeliving@york.ca for support.

Healthy Schools can also refer to the **School Champion Guide** and **Student Leader Guide** for helpful tools about how to get started located on the [Healthy Schools YRPH Google Drive Resources - School Year 2024-2025](#).

Good luck and don't forget your health promotion activities can make an enormous difference in keeping your school **tobacco and vape-free!**

Be creative and have fun!

Getting Started

WHEN TO START?

Discuss when you want to start your campaign. You may decide to start Tobacco and Vape-Free activities during a specific month. The 3rd week of January is **National Non-Smoking Week**, May 31st is **World No Tobacco Day** and November is Lung Cancer Awareness Month.

There are many **awareness days** for tobacco and vaping prevention already in the calendar. Consider other fun activities that you can plan throughout the entire school year (See [Appendix BB](#) for calendar). To get started, follow these **three steps**:



Step 1: Brainstorm

Ask your school champion to lead a **brainstorming session** with your group.

Instructions: Talk about ways that tobacco and vaping prevention are already being promoted:

- 1) In your classroom
- 2) In your school
- 3) At home
- 4) In your community

Think about where/how you have learned about the harmful effects of tobacco use and vaping. There are no right or wrong answers!

| | |
|----------------------------------|----------------------|
| What's already happening? | In your classroom... |
| | In your school... |
| | At home... |
| | In your community... |
| What can we do better? | In your classroom... |
| | In your school... |
| | At home... |
| | In your community... |

Step 2: Plan and Act

Think about what you have learned from the brainstorming session. What would you like to improve? When deciding what activities to run in your school, use the answers in your brainstorming chart as a starting point to improve upon what you are already doing.

Create a plan! Include **what** activities you will do, **when** you will do each activity, **how** you will do each activity, and **who** will be responsible for each activity.

ACTIVITY PLANNING WORKSHEET

Instructions: Outline the activities you would like to do, when you will do them, and who will lead each activity.

TIP: Choose activities from the five different categories (Voice, Show, Play, Movie, Action) on page 2 to keep students excited about your campaign!

| Activity 1: _____ (Insert Activity Name) | | | |
|--|-------------------|----------|--------------------------|
| Group Members: _____ | | | |
| Actions Needed | Student Leader(s) | Timeline | Completed (√/x) |
| | | | <input type="checkbox"/> |
| | | | <input type="checkbox"/> |
| | | | <input type="checkbox"/> |

| Activity 2: _____ (Insert Activity Name) | | | |
|--|-------------------|----------|--------------------------|
| Group Members: _____ | | | |
| Actions Needed | Student Leader(s) | Timeline | Completed (√/x) |
| | | | <input type="checkbox"/> |
| | | | <input type="checkbox"/> |
| | | | <input type="checkbox"/> |

Step 3: Celebrate

At the end of your campaign, it's time to evaluate and celebrate! Ask your school to complete the student survey [Appendix CC](#). Next, discuss the following areas related to your activities and list the information that fits best under each heading. You can also use the information listed to plan for next year's events.

Activities completed

- 1.
- 2.
- 3.

Successes

- ✓
- ✓
- ✓

Challenges

- ✓
- ✓
- ✓

Planning for next year: Goals or ideas

Tip: Review the results from your student survey [Appendix CC](#). Use this information to help you plan how you can make it better next year!

- 1.
- 2.
- 3.

ACTIVITY EXAMPLES

Voice – Spread the Word!

“The more you know, the more you see” – Aldous Huxley

Spread the word! Promoting your message through writing, displays, or telling stories are powerful ways to address myths about tobacco use and vaping. Promoting healthy choices and spreading knowledge can help people in your community make the decision to stay tobacco and vape-free. Make your voice heard and teach your school about tobacco and vapes! Check out York.ca/VapeFacts for current information to use and share in the activities below.

ACTIVITY 1 – PA ANNOUNCEMENTS

Description

Group Size: Individual or small group

Create your own PA Announcements to teach the school about tobacco and vaping facts or use the samples provided. Use short skits, question and answer, and other fun ways to get your message out to the school. Consider using announcements to introduce other activities throughout your campaign. See [Appendix B](#) for samples.

ACTIVITY 2 – POSTERS

Description

Group Size: Small group to whole classroom

Create your own campaign posters to spread the word about the myths and the facts about tobacco and vapes. Use markers, pencil crayons, and more! Consider using these posters to promote other activities you would like to do during your campaign. [Click here](#) to see poster examples. See [Appendix K](#) for myth and fact examples. [Appendix AA](#)

ACTIVITY 3 – NEWSLETTERS

Description

Group Size: Small Group to large group

Create your own newsletter to help spread the truth about tobacco and vaping or use the samples provided. Work with your team to decide on a list of topics that you think your school community would find interesting and/or benefit from knowing more about. See [Appendix B](#) for samples.

ACTIVITY 4 – STORY-TIME

Description

Time: 30 minutes

Group Size: Small group to whole classroom

Plan to read a story to the primary classes to teach students about tobacco using the storybook called [Smoking and Quitting: Clean Air](#). Consider choosing student leaders to play different roles in the book to get the students interested in the story. Create costumes or incorporate other props. See [Appendix C](#) for instructions.

Show – Check This Out

“The world is the true classroom. The most rewarding and important type of learning is through experience, seeing something with your own eyes” – Jack Hanna

Check this out! Demonstrating how tobacco and vapes can affect your health by using models, props, and fun presentations can help students understand why it is important to make and maintain safer and healthier choices. Let’s stay tobacco and vape-free!

ACTIVITY 1 – DISPLAY BOOTH

Description

Time: 30-45 minutes

Group Size: Whole classroom to whole school

Plan, organize and create a display booth that teaches students about a topic related to the harms of tobacco and/or vaping. Incorporate games such as “Plinko”, “Myth Busters” or a “Trivia Wheel” to engage the audience. See [Appendix D](#) for examples and instructions.

ACTIVITY 3 – “IT’S NOT JUST WATER VAPOUR”

Description

Time: 30-45 minutes

Group Size: Whole classroom

Host a demonstration about the harmful health effects of vaping aerosols. Use spray bottles with water and hairspray to display the difference between water vapour and aerosols made by vaping (Please follow your school’s scent policy). See [Appendix F](#) for instructions.

ACTIVITY 5 – “MR. GROSS MOUTH”

Description

Time: 30-45 minutes

Group Size: Whole classroom

Host a presentation about the health effects of tobacco products using a model of an unhealthy mouth (Contact your public health nurse to receive support with this activity). See [Appendix I](#) for instructions.

ACTIVITY 2 – “FLAVOUR DANGER”

Description

Time: 30-45 minutes

Group Size: Small group to whole classroom

Host a presentation to uncover the truth behind marketing tactics used by “Big Tobacco” and the harmful health effects of these products on the body using colourful juice and water. (Remember to be aware of student allergies.) See [Appendix G](#) for instructions.

ACTIVITY 4 – “TAKE THE CLOUDS OUTSIDE”

Description

Time: 30-45 minutes

Group Size: Whole classroom to whole school

Create a walkway display with cloud-shaped signs! Include messages on each sign to raise awareness about the laws of smoking and vaping and encourage vaping and smoking to be off school property. See [Appendix E](#) for instructions.

ACTIVITY 6 – “PIG’S LUNG”

Description

Time: 45-60 minutes

Group Size: Whole classroom

Host a presentation about the effects of tobacco products using a healthy pig’s lung and an unhealthy pig’s lung. Discuss how both tobacco use and vaping affect human lungs (Contact your public health nurse to receive support with this activity). See [Appendix J](#) for instructions.

Play – Ready, Set, Go!

“Play is our brain’s favourite way of learning” – Diane Ackerman

Time to Play! Games are a great way to spark excitement and interest in a topic. Through play, you can help your school learn about the harmful health effects of tobacco and vape products, how to say “no” and why your school should stay tobacco and vape-free. Playing games creates a safe starting point for conversation and can increase knowledge to help students make healthier choices.

ACTIVITY 1— “MYTH BUSTERS”

Description

Time: 15 minutes

Group: Small group to whole classroom

A race to identify what is a fact and what is a myth related to vaping. Use the samples or create your own myths and facts.

See [Appendix K](#) for instructions and samples.

ACTIVITY 3 — “BLOWING PAINT”

Description

Time: 30 minutes

Group: Small group to whole classroom

An art activity using paint and straws to learn about the impact of smoking and vaping on the human lungs. See [Appendix M](#) for instructions.

ACTIVITY 5 — “SHADOWS OF THE ACADEMY” CARD GAME

Description

Time: 60-120 minutes.

Group Size: Small group to whole classroom

A [cooperative card game](#), for grades 4-6, to learn about the harmful effects of tobacco and vaping and how to say “no” to tobacco and vaping use. Students must work together to help each other stay healthy, resist peer pressure. Ask your public health nurse to borrow this game kit. See [Appendix O](#) for instructions.

ACTIVITY 2 — “WHAT IS IT MADE OF?”

Description

Time: 30 minutes

Group: Small group to whole classroom

A race to match pictures with words to learn about the chemicals that are in cigarettes and vapes. See [Appendix L](#) for instructions.

ACTIVITY 4— “BAG OF TRICKS”

Description

Time: 30-45 minutes

Group Size: Small group to whole classroom

A game to learn how to say “no” when faced with peer pressure. Use the scenarios and bag of tricks examples to create and present fun skits. See [Appendix N](#) for instructions and samples.

ACTIVITY 6 — “NOT AN EXPERIMENT” ESCAPE ROOM

Description

Time: 60-120 minutes

Group: Independent to whole classroom

An in-person or virtual escape room to discover the dangers of vaping, the industry tactics used to target youth and how to fight against the industry to make healthy and informed choices. Ask your public health nurse to borrow this game kit. See [Appendix P](#) for instructions.

Move – Get Active

“What you do today can improve all your tomorrows.” - Anonymous

Let’s get moving! Physical activity is good for your body and mind. Getting active can be fun with small groups, large groups, or even your whole school. Making physical activity a part of everyday life helps to make it a part of your daily routine. Tobacco use and vaping can have harmful effects on our physical and mental health which can negatively impact our physical activity. **Incorporate tobacco and vaping prevention activities into your physical activity action plan.**

ACTIVITY 1 – “UNCOVER THE TRUTH”

Description

Time: 15 minutes

Group: Small group to whole classroom

Work as a team to find the truth. Cards with facts and myths about vapes and tobacco are spread around the activity space. Teams race against the clock to organize true facts on one side of the room and myths on the other side of the room. See [Appendix Q](#) for samples.

ACTIVITY 3 – “FREEZE THE INDUSTRY” CAPTURE THE FLAG

Description

Time: 30-45 minutes

Group: Large group to whole classroom

A game that combines capture the flag and freeze tag to learn facts about tobacco and vape products while being physically active. See [Appendix S](#) for instructions.

ACTIVITY 2 – “MAKE YOUR CHOICE”

Description

Time: 30 minutes

Group: Large group to whole classroom

Respond to statements about the tobacco and vape industry by moving to corners of the room that are labelled “Agree”, “Disagree” or “I Don’t Know”. Learn about how the tobacco and vape industry targets children and youth. See [Appendix R](#) for instructions.

ACTIVITY 4 – “CLEAN-UP THE BUTTS AND PODS”

Description

Time: 45-60 minutes

Group: Small group to whole classroom

Organize a cigarette butt and vape pod clean-up to learn about the negative effects tobacco and vape litter have on the environment. Place the cigarette butts and vape pods in a jar and learn facts about the environmental impact of tobacco and vape litter.

See [Appendix T](#) for instructions.

TIP: You may also want to incorporate this into Earth Week (which falls on April 22nd each year).

Action – Working Together

“Our lives begin to end the day we become silent about things that matter.” – Martin Luther King Jr.

Time to act! Working together is an opportunity to have your voice heard, create a meaningful impact, and most importantly, strengthen your school community. Giving your school a chance to participate in the movement towards a tobacco and vape-free environment and lifestyle can help create lasting change in your community. A great time to use these activities is at the end of your campaign or another activity where your classroom or school has learned how to say “no” to these products.

ACTIVITY 1 – “HELPING HANDS” BANNER

Description

Time: 30 minutes

Group: Whole classroom or whole school

Create a “Helping Hands” banner with paper hand cut-outs to display the healthy choices your school has made to stay away from tobacco and vapes and how you say “no” to tobacco and vaping. Hang your display for all to see to encourage your school community to make healthy choices, reduce the stigma and promote positive mental health.

See [Appendix U](#) for instructions.

ACTIVITY 3 – “CHALK THE WALK”

Description

Time: 30-60 minutes

Group: Whole classroom or whole school

Host an event to get your school involved in learning about and display the “Big Tobacco and Vape Industry” tactics. Learn about their true intentions using chalk messages and drawings.

See [Appendix X](#) for instructions.

ACTIVITY 2 – “LUNG TREE” PLEDGE WALL

Description

Time: 30 minutes

Group: Whole classroom or whole school

Create a pledge wall to demonstrate your classroom’s and/or school’s commitment to stay tobacco and vape-free and support those who want to quit. Consider a “tree poster” that looks like an upside-down set of lungs. The “lung tree” poster is placed in a display area or on a wall. Have each student write their pledge on a leaf, then tape the leaf on the tree.

See [Appendix V](#) for instructions and examples.

See [Appendix W](#) for an alternative pledge form.

ACTIVITY 4 – POSTER: DOOR OR LOCKER DECORATING CONTEST

Description

Group: Whole classroom or whole school

Plan a poster, door or locker decorating contest to share important facts about the harmful effects of tobacco and vaping. The winners can be showcased for all to see. Primary students can use a colouring page to participate. Share photos of the winning posters, doors, or lockers in your school newsletter/website.

See [Appendix Y](#) for newsletter sample.

See [Appendix Z](#) for sample colouring page.

See [Appendix AA](#) for student poster examples.

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Appendix A

PA ANNOUNCEMENT SAMPLES

Use the following sample PA announcements to get your school excited about your tobacco and vape-free campaign. Use PA announcements to introduce activities, provide facts or even play a trivia game! Feel free to create your own announcements.

General PA Announcement

“Did you know that we celebrate **National Non-Smoking Week** in January! This month your *healthy school student club members* are busy planning activities to help you learn about tobacco and vape products and why you should stay smoke-free and vape-free! You don’t want to miss it! Remember to just say NO to vapes and tobacco!”

“Fast Facts” PA Announcement

“Hello (School name) students! This is your *healthy school student club* (here to bring you the facts!”

[Use one of the facts below or add your own]

- Did you know cigarette butts are contributing to the largest amount of garbage waste? They take more than 10 years to break down! Let’s be tobacco-free and help our environment!
- After only one hour in the water, cigarette butts leak dangerous chemicals into the water that can hurt our marine environment. Let’s be tobacco-free and help our environment.
- Vape pods are dangerous on playgrounds where babies, children, and animals can pick them up and put them in their mouths. This can cause nicotine poisoning and make them sick! Let’s stay tobacco and vape-free and keep our environment safe!
- Nicotine is the dangerous and highly addictive drug in tobacco and vapes. Nicotine makes your heart work harder which can make it harder to do well in sports. Let’s stay tobacco and vape-free!
- Did you know tobacco and nicotine products are found in more than just cigarettes? Harmful nicotine products include cigarettes, cigars, cigarillos, pipes, chewing tobacco, nicotine pouches and more. Let’s be tobacco and nicotine free and stay away from all these harmful products!
- Did you know that the average person who smokes will smoke about 10 cigarettes a day? That is half of a whole pack! Smoking half a pack of cigarettes everyday costs you about \$2700 dollars a year! Think of all the things you could spend that money on if you didn’t smoke.
- Did you know that using one vape pod is the same as smoking 20 cigarettes or even more! Vaping is not just water vapour and has been linked to lung diseases! Don’t be tricked! Stay vape-free!
- Did you know that the legal age to buy a vape is 19 years old? If you are caught selling a vape, even to a friend, you can be fined \$490! If you vape on school property, even if it’s not during school hours, you can be fined \$305! Think about what you could do with all that money! It’s not worth it. Stay vape-free!

“Do You Know” Trivia Game PA Announcements

1. Choose five tobacco or vape trivia questions. Use the samples provided or create your own.
2. Write the answers to your questions on posters and place them on the walls around the school.
3. Ask your school one trivia question each day using PA announcements and let students know that the answers are posted on the walls in the school.
4. Ask students to look for the answers and bring their answers to the library each day.
5. The following day, announce the answer to your trivia question and ask a new trivia question.
6. Continue to ask trivia questions, have students search for answers and reveal answers the next day.
7. At the end of the week, choose three names with the correct answers for a prize (optional).

Day 1

Voice One: Hello! Hello! Do YOU know? This week we are here to bring you the ULTIMATE TRIVIA CHALLENGE! DO.. YOU.. KNOW!? We will be asking a question every day for one week and posting the answers randomly around the school so keep your eyes and ears open.

Voice Two: Listen up! It's TRIVIA TIME! Do you know how many chemicals are in one cigarette? Look for answers randomly placed on walls around the school.

Voice One: Bring your answers to the library by the end of each day. Submit the correct answer every day and you will have a better chance of winning a prize at the end of the week!

Voice Two: Winners will be announced __(Date) __! This message has been brought to you by your ---
-(Healthy School Student club name(HSSC))__! Remember to be tobacco-free & vape-free!

Day 2

Voice One: DO! YOU! KNOW! Hello __(School name) __ students! Yesterday we asked you if you knew how many chemicals are found in one cigarette. The answer is... 7000! Gross!

Voice Two: Now get ready.. IT'S TRIVIA TIME! Do you know what rat poison, nail polish remover and formaldehyde (that stuff they preserve dead bodies with) have in common? Look for answers randomly placed on the walls around the school.

Voice One: Bring your answers to the library by the end of the day!

Voice Two: This message has been brought to you by your ----**(HSSC name) __**! Remember to be tobacco-free and vape-free!

Day 3

Voice One: TIN? NAILS? CHEMICALS? So, what does a tin can, nail polish remover and formaldehyde have in common? They are all chemicals in cigarettes and vapes! I definitely won't be putting those things in my body!

Voice Two: Now it's time for another DO YOU KNOW trivia question! Do you know what chemical can change your brain and make it hard for you to learn, remember and concentrate? Look for answers on the walls around the school.

Voice One: Bring your answers to the library by the end of the day. Don't forget there are prizes that you can win at the end of our DO YOU KNOW TRIVIA week!

Voice Two: This message has been brought to you by your ----**(HSSC name) __**! Don't cloud your memory! Remember to be Tobacco-free and Vape-Free!

Day 4

Voice One: Brain Fog! Clouded memory! We asked you if you knew what chemical can change your brain and make it hard to learn, remember and concentrate. The answer is nicotine! This is the chemical found in vapes and tobacco products like cigarettes, cigars and chewing tobacco!

Voice Two: That is the stuff that makes you addicted too! Keep that stuff away from me! Time for our next trivia question. TRIVIA TIME! What does the Big Tobacco and Vape Industry do to try to trick kids into using tobacco and vape products? Look for answers randomly placed on walls around the school.

Voice One: Bring your answers to the library by the end of the day! Don't forget!

Voice Two: This message has been brought to you by your ----(**HSSC name**)__! Don't be fooled by the industry! Remember to be tobacco-free & vape-free!

Day 5

Voice One: Industry.. INDUSTRY.. tactics and lies! So, what does the industry do to trick kids into trying tobacco and vape products? They use cartoon characters, sleek designs, and flavours to hide the TRUTH about how these products are bad for your lungs, heart and your brain!

Voice Two: No one is going to make me look like a fool! There is nothing cool about harming my body! We have learned a lot about how tobacco and vapes have harmful chemicals and how they effect our body.

Voice One: We sure have! Thank you for playing DO! YOU! KNOW! The winners of our trivia challenge are (Winners names) ! Congratulations!

Voice Two: Don't let the flavours fool you! Let's stay tobacco and vape-free!

Appendix B

NEWSLETTER EXAMPLES

Explore the following sample newsletters from pages 16 to 21. For additional newsletter insert samples visit <https://www.york.ca/health/healthy-schools/healthy-schools-program>. Click on the “Parent Newsletter Inserts” tab, and then look for “Tobacco and Vaping Prevention” for more articles.

BREATHE HEALTHY AND LIVE HAPPY

A Smoke and Vapour-Free Environment is Important to Keep Your Child Healthy

WHAT IS SECOND-HAND SMOKE?

Second-hand smoke is the smoke that comes from a burning tobacco product. It contains more harmful chemicals than the smoke that is inhaled directly by a person who smokes because it does not pass through a filter (as might be found in a tobacco cigarette). Therefore, there is no safe level of exposure to second-hand smoke. This affects everyone including children and pets.

Keep you home car and smoke-free.

WHAT IS SECOND-HAND AEROSOL?

Bystanders, including children and pets, can be exposed to the aerosol (commonly called the “vapour”) that is exhaled by those who vape. This is known as second-hand aerosol. Although vaping products may have fewer chemicals than tobacco cigarettes, vaping is not harmless.

Keep your home and car vapour-free.

WHY ARE CHILDREN AT RISK?

Children are at risk because their lungs are still growing and developing. They breathe more quickly and as a result take in more of the dangerous chemicals for their size than adults.

Their immune systems are less developed than adults so smoking in the home increases a child’s risk of getting colds, ear infections, bronchitis, asthma, and pneumonia.

The health effects of exposure to second-hand aerosols are still being studied. This material is provided by York Region Public Health. For more information and/or quit resources, please visit york.ca/tobacco or email tobaccofreeliving@york.ca.



VAPING: WHAT PARENTS/CAREGIVERS NEED TO KNOW

Talking with your kids early about the harms of vaping and other nicotine products can help them make informed decisions about their health such as refusing the offer to use or [deciding to quit](#).

In [Ontario](#), **1 in 4 students in grades 8 to 12 have tried vaping** and **nearly 90 per cent of them are vaping nicotine**.

KNOW THE FACTS AND START THE CONVERSATION

An **e-cigarette**, often called a vape, is a battery-powered device that heats a liquid chemical (e-liquid) into an aerosol (commonly known as a “vapour”). The e-liquid contains glycerin, propylene glycol, chemical flavourings and often contains nicotine which is the addictive substance found in cigarettes. When heated, [more chemicals](#) and heavy metal contaminants are created, some that are known to be cancer-causing and harmful to the lungs causing wheeze, cough and worsening existing lung conditions like asthma. The aerosol can then be inhaled – this is the act of vaping.

Some concerns related to youth vaping include:

- The developing youth brain is more vulnerable to addiction. Vapes can contain **more nicotine than 20 cigarettes**. Youth who vape may be more likely to use cigarettes.
- **Nicotine can alter the youth brain development**, negatively affecting memory, concentration and behaviour. Other substances ([cannabis](#)) can also be inhaled in vapes, impacting the brain.
- Many youth say **they vape to cope with feelings of stress, anxiety or depression**, but nicotine can actually make these [symptoms worse](#).



For more information, visit [Tobacco, Vaping and Youth](#) or email tobaccofreeliving@york.ca.

[This document has been prepared and approved by The Regional Municipality of York. We encourage you to share this information in your communications with families in its entirety. Any modification to wording or by reproducing it in part with other wording can alter the original meaning and may no longer be accurate.]

NICOTINE, SOCIAL MEDIA, AND YOUTH

Social media can influence how youth feel about certain products including electronic cigarettes, commonly called “vapes” and [nicotine pouches](#). No matter the form, nicotine is highly addictive and can be harmful to the developing youth brain.

ARE YOUTH THE TARGET?

Commercial tobacco and vape companies behind these products use strong marketing techniques including “cool” designs, new technology and candy-like flavours making vapes and nicotine pouches appear safe and harmless. These products are promoted by people that youth recognize as peers, social media influencers or even celebrities which can increase the likelihood of youth using these products.

This puts a **whole new generation of youth at risk of becoming addicted to nicotine.**

WHAT CAN PARENTS/CAREGIVERS DO?

Here are a few tips to help protect youth from the unwanted influences of social media:

1. Adjust device (phones, tablets, etc.) settings by using content controls and work with your child to establish screen time settings to [set time limits](#).
2. Monitor and discuss your child’s social media use in a non-judgmental manner, asking them what they saw and their understanding of it. [Prepare for the conversation](#).
3. Encourage [media literacy](#) by discussing whether what they see on social media mirrors the real world and how to judge if something is reliable and trustworthy.



This material is provided by York Region Public Health. For more information and/or quit supports for youth visit [Tobacco, Vaping and Youth](#) or email tobaccofreeliving@york.ca.

IS THIRD-HAND SMOKE REAL?

What is third-hand smoke?

Third-hand smoke includes the toxic chemicals from tobacco smoke that are left behind on surfaces, even after the cigarette, cigar or pipe has been put out. These chemicals get trapped in hair, skin, fabric, carpet, furniture, and toys for days after a cigarette is put out. It builds up over time, long after the smoke can no longer be seen or smelled.

Third-hand smoke particles can travel everywhere, settling on children's hair, clothing, and backpacks producing a distinct odor. Opening a window or running a fan/air purifier will not get rid of third-hand tobacco smoke.



WHAT ABOUT VAPING?

Some evidence has demonstrated that e-cigarette/vape use increases the level of nicotine and other chemicals on indoor surfaces. The health effects of exposure to aerosols from vaping on bystanders are still being studied. Wherever people should not smoke, they should not vape.

PROTECT YOUR PETS

Tobacco and vaping products can be harmful to pets. They take in the toxins from third hand smoke that settles on surfaces when they lick their fur or pick through their feathers. This can lead to a variety of health issues such as cancers, allergy symptoms, heart issues and skin and eye irritations.



IF YOU SMOKE OR VAPE, PROTECT THOSE CLOSE TO YOU

- Keep your home and vehicle smoke and vapour-free.
- Smoke and vape outdoors and away from entrances or windows.
- Wash your hands after smoking or vaping.
- Wear a layer of clothing that can be removed after smoking/vaping before going into your home.

This material is provided by York Region Public Health. For more information and/or quit resources visit york.ca/tobacco or email tobaccofreeliving@york.ca.

SECOND-HAND SMOKE AND YOUR PET

What is second-hand and third-hand smoke?

Second-hand smoke is the combination of the smoke breathed out by the person smoking and the smoke that comes from the burning end of a cigarette, cigar or pipe. There are over 7,000 chemicals found in second-hand smoke and up to 70 are known to cause cancer. Third-hand smoke is the chemicals in tobacco smoke left behind on surfaces such as your pet's fur, furniture or toys. It can then be inhaled or ingested by people or pets.

How second-hand smoke affects pets

Tobacco products can be harmful to pets through breathing in second-hand smoke. Pets also ingest the toxins from third-hand smoke when they lick their fur or pick through their feathers. Some of the ways second and third-hand smoke may affect pets include:

| DOGS | CATS | BIRDS | OTHER HEALTH PROBLEMS |
|--|---|--|---|
| <ul style="list-style-type: none"> • Lung cancer • Nasal cancer • Allergy | <ul style="list-style-type: none"> • Oral cancer • Lymphoma | <ul style="list-style-type: none"> • Lung cancer • Pneumonia | <ul style="list-style-type: none"> • Eye irritation • Skin irritation • Heart problems |

Symptoms of nicotine poisoning

Nicotine poisoning can happen when pets ingest tobacco products such as cigarette butts, cigars, chewing tobacco or nicotine replacement therapy products. For example, if a pet ingests one cigarette or one cigar this can potentially be life threatening. Symptoms of nicotine poisoning include:

- Excitation
- Increased salivation
- Panting
- Vomiting
- Diarrhea
- Muscle weakness
- Twitching
- Collapse
- Increased heart rate
- Heart attack



How to keep your pet safe

- Quit smoking
- If you are not ready to quit, cut down
- Make your home and car smoke free
- Wash your hands after smoking and before touching your pet
- Ask others not to smoke around your pet
- Keep ashtrays clean
- Keep tobacco and nicotine products out of the reach of pets

For more information about your pet's health please speak to your veterinarian. For information about quitting smoking please contact York Region Public Health Tobacco-free Living Program at 1-877-464-9675 ext. 73037 Monday to Friday 8:30 a.m. to 4:30 p.m. or visit york.ca/tobacco.

NICOTINE POUCHES: WHAT PARENTS/CAREGIVERS NEED TO KNOW

Nicotine Pouches are the latest product from the commercial tobacco industry (commonly called “Big Tobacco”). Health Canada approved “Zonnic” nicotine pouches in July 2023 as a potential quit aid to help people trying to quit commercial tobacco products. Due to legal loopholes, they were approved as a natural health product, meaning there is no legal age limit for buying them. This makes nicotine pouches even more accessible to young people than vaping products.



6 THINGS YOU SHOULD KNOW

1. Nicotine pouches resemble small teabag-like pouches and come in hockey-puck-sized containers similar to other products like chewing tobacco or snus. They are used by placing the pouch between the cheek and gum for a gradual release of nicotine.
2. Although nicotine pouches do not contain commercial tobacco, they do contain powdered nicotine, which is highly addictive. No matter the form, **nicotine is highly addictive and harmful to the developing youth brain.**
3. One pouch contains up to 4mg of nicotine, which is **as much nicotine as 3 to 4 cigarettes.**
4. Nicotine pouches come in a variety of flavours and colourful packaging that appeal to youth.
5. Nicotine pouches are being marketed and sold online and in convenience stores and gas stations. Youth encounter in-store ads and may also see social media endorsements by athletes and influencers.
6. Other nicotine pouches like “Zyn” with even higher nicotine levels, may be available for sale without authorization in Canada.

Talking with kids early about the harms of nicotine can help them make informed decisions about their health. [Preparing](#) for the conversation can help to have an honest, informed and supportive discussion.

For more information visit [Tobacco, Vaping and Youth](#) or email tobaccofreeliving@york.ca.

Appendix C

STORY-TIME INSTRUCTIONS

Instructions

1. Plan a time to share the story (an indoor recess may work well).
2. Ask your adult leader to borrow or print the storybook [*Smoking and Quitting: Clean Air.*](#)
3. Read the storybook to the students.
4. Consider having student leaders play different roles in the book to get the students interested in the story. Create costumes or use other props. Have fun and get creative!

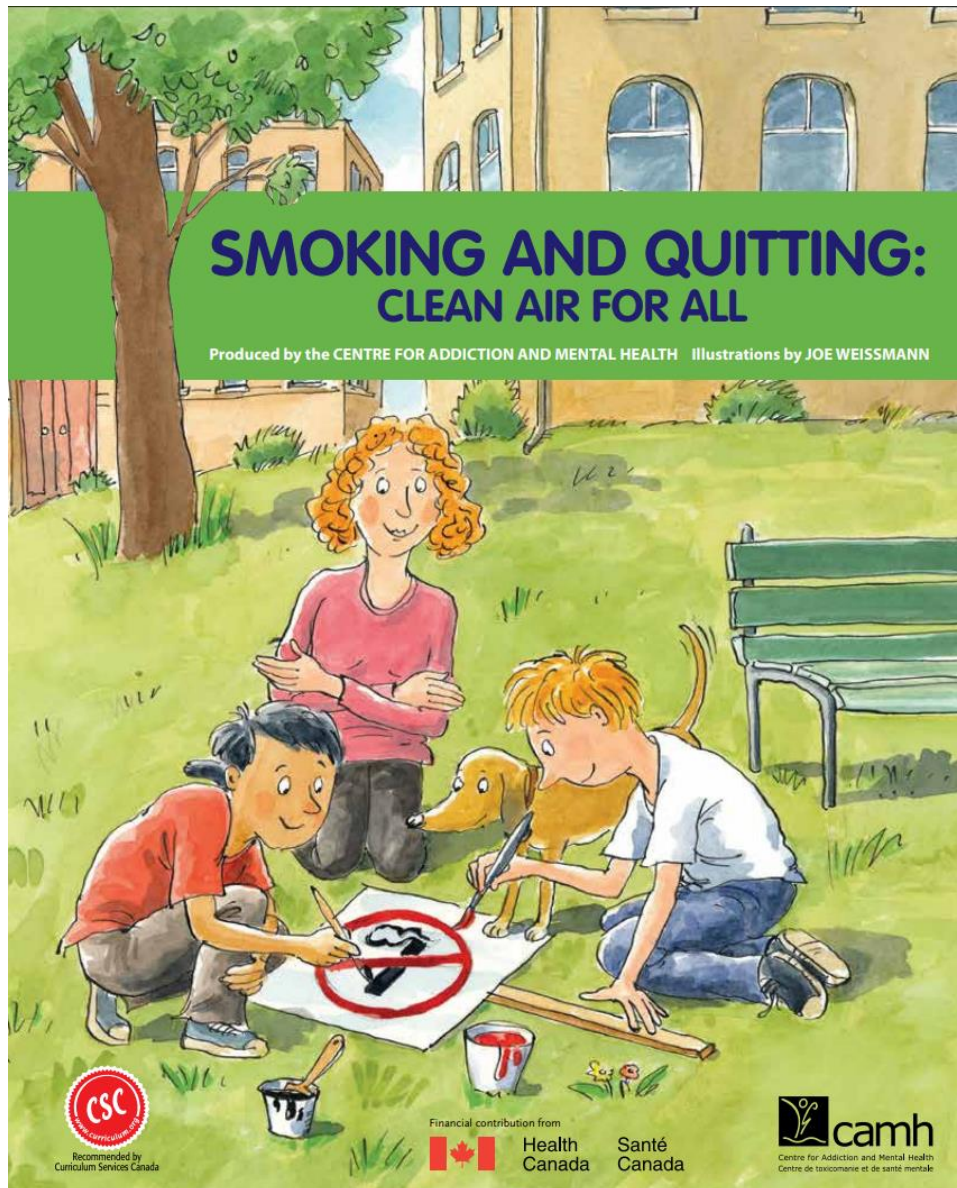


Image courtesy of: Centre of Addiction and Mental Health (2011). Smoking and Quitting: Clean air for all. [Smoking and Quitting \(skprevention.ca\)](http://skprevention.ca)

Appendix D

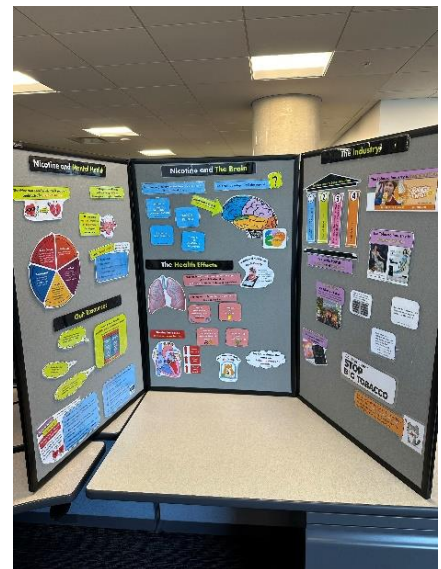
DISPLAY BOOTH INSTRUCTIONS & EXAMPLES

Instructions

1. Choose a topic for your display booth, ask your Public Health Nurse for the quick reference guide which has all the topics and answers in one document ready to go.
2. Choose a location for your display. Consider a central location in your school/classroom.
3. Decide what you would like to include at your display booth. Some examples include:
 - **Display Board** - Display information about your topic in a creative way using poster-paper, tri-fold display boards or a bulletin board. Get creative!
 - **Myth Busters** - Students try to match myths to the truths about your topic. This game can be used before or after students have learned about your display booth. See [Appendix K](#) for vape myth buster samples.
 - **Trivia Wheel** - Students spin a wheel to test their knowledge by answering trivia questions from different categories. Ask your public health nurse to borrow this resource.
 - **Plinko** - Students will drop a token down the Plinko board. Whenever the token lands, the student will answer a question about that topic to test their knowledge. Ask your public health nurse to borrow this resource.
 - **Prizes** – Include small prizes and giveaways (optional).
4. Let your school know about your display by creating your own PA announcements or newsletter.

PA announcement sample

“Hello everyone! This is your *healthy school student club* here to give you the facts about tobacco and vaping. Did you know (Add a tobacco/vape fact). It's true! Come learn more at our display booth on (Date). Get the facts about tobacco and vapes and play some games too!”



Appendix E

“TAKE THE CLOUDS OUTSIDE”

Purpose

To raise awareness about the harms of second-hand vapour and raise awareness about the laws and fines for vaping on school property. Encourage your school community to take vaping and smoking away from school property. Help everyone feels safe and protected in your school.

Materials

Option A:

- Poster or Bristol board
- Tape, string or chairs

Option B:

- Sidewalk chalk
- Sidewalk/asphalt



Helpful Facts

- It is against the law to smoke or vape inside school property or within 20 metres (2 school bus lengths) of school property.
- Second-hand vapour contains nicotine and other chemicals.
- Cigarette smoke contains more than 7,000 chemicals, and more than 70 are known to cause cancer.

Instructions

Option A:

1. Using poster or Bristol board, make and cut out cloud shapes.
2. Write messages on each cloud using the [Cloud Templates](#) or create your own!
3. Hang the clouds on outside/indoor school walls or attach each cloud with tape to a chair to create a walkway at your school's main entrance or cafeteria.

Option B:

1. Use sidewalk chalk to draw clouds on the pavement leading up to entrances of the school.
2. Write messages inside each cloud using the [Cloud Templates](#), or create your own!

TIPS:

- Promote the event beforehand using [posters](#), [postcards](#) and [PA announcements](#).
- As people walk through the display, talk with them about the messages on the clouds.

PA Announcements

Voice One: Vaping indoors affects more than just you. Second-hand vapour is not harmless, it contains nicotine and other toxic chemicals.

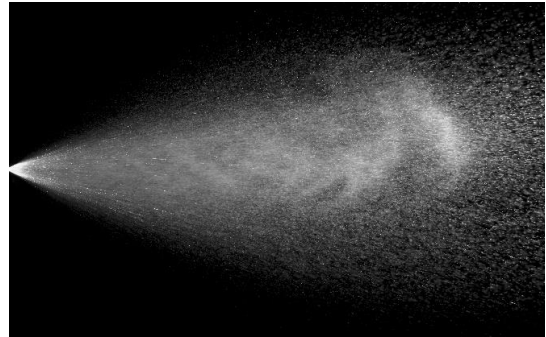
Voice Two: Come and check out our Cloud Display at (Time) today at (Location) to learn more! Let's keep our school safe for everyone! Keep the clouds outside and off school property.”

Appendix F

“IT’S NOT JUST WATER VAPOUR” DEMONSTRATION INSTRUCTIONS AND SCRIPT

Purpose

To learn about the difference between water vapour and aerosols and to demonstrate the harmful health effects of vape aerosols on the lungs. (Remember to follow your school’s scent policy).



Materials

- 1 spray bottle filled with water
- 1 can of hairspray/deodorant

Instructions

1. Create a script that the student leader and public health nurse/school champion will present to students. Use the sample script provided or create your own.
2. Promote your presentation by using PA Announcements.
3. Deliver your presentation and demonstrate how the clouds made from vapes and water vapour clouds may look the same but vapes create aerosols that contain harmful chemicals.

PA Announcement sample

“Hello (School name) ! Do you know what nail polish remover, antifreeze, lead, tin and nickel have in common? These are chemicals found in vapes! Come see our demonstration on (Date) to learn what vapes are really made of! It’s not just water vapour! Stay tobacco-free and vape-free!”

Sample script

The script is for one Healthy School Student Club Member (HSSCM) to co-present with the school’s Public Health Nurse (PHN) or school champion.

HSSCM: Welcome grade students. My name is (Student name) , and I am a member of the *Healthy Schools Student Club*. In January we celebrate **National Non-Smoking Week**, and because of that we are going to be learning about the effects vape products have on our health. Today we have our public health nurse/school champion (Name) , here with us and together we are going to help you understand the health effects of vaping and encourage you to stay vape-free.

PHN: Yes, today we are going to learn about vaping, and we are going to have the opportunity to explore the difference between water vapour versus aerosols. You also can ask questions throughout the presentation.

HSSCM: Do you think, it is more important to eat, drink or breathe? (*Let students answer*) That’s right breathing is the most important.

PHN: Who can tell me how we breathe? (Mouth/nose, trachea, bronchi, lungs, alveoli, oxygen into our bloodstream and distributed throughout our body).

HSSCM: I have a riddle for you: What do tin, lead, nickel, rat poison, and formaldehyde have in common? (*Let students try and guess*). The answer is all these things are found in vapes!

PHN: Many of the chemicals in vapes are poisonous. You wouldn't want to put that in your body!

PHN: What's the first thing that comes to mind when I say the word "vape"? (e.g., vaping, flavours, clouds, pen, hard to breathe, health damage, sick, cancer, expensive, addictive, plastic litter, poisons, concentration, academic performance, asthma, etc.)

HSSCM: Let's try a little experiment! I filled this spray bottle with water. If I spray this on name of person being sprayed hair, what will happen? (*Spray water on hair and let students answer*)

PHN: My hair will get wet. In 30 minutes, when the water dries, will there be anything left on my hair? Nothing will be left because this was just spray or water vapour.

PHN: Is it safe to spray this in my mouth and swallow it? Yes, it's only water and it's safe to digest.

HSSCM: Water vapour is something we can see like fog or steam!

PHN: Now what will happen if I spray this hairspray on my hair? There may be a smell, my hair might get a little wet or sticky. What will happen after 30 minutes? My hair will stay in one place because the spray holds my hair. (*Avoid spraying hairspray in indoor spaces. Follow the school's scent policy*)

PHN: Do you think it's safe to spray this in my mouth and swallow it? No, hairspray is not ok to drink.

HSSC: The spray from the water bottle and the hairspray might look the same but they are very different! Hairspray has small particles which are chemicals that hold hair.

PHN: That's right, aerosols are made of small particles which are chemicals. Some chemicals in aerosols do things like hold hair and other chemicals if inhaled will do damage to our lungs. The clouds from vaping are an aerosol with harmful chemicals created when e-liquid is heated.

PHN: Vapes contain four main ingredients: vegetable glycerin (VG), propylene glycol (PG), nicotine, and flavourings. Just like the particles that were left behind to hold my hair from the hairspray, vapes leave behind chemicals in our bodies that can cause damage to the lungs and our brains if inhaled.

PHN: How does vaping affect our **Heart:** it works harder because nicotine makes it beat faster; **Lungs:** it is harder to breathe, cough more; **Brain:** difficulty concentrating or remembering because of nicotine.

PHN: Why do you think people start vaping? (Curious, peer pressure, someone they know does it, idols/heroes, cool, fit in, some people think it will make them feel better or lesson their stress, etc.)

PHN: What can you do? (Don't start, say NO, help your friends say NO, ask people not to vape around you, help parents/friends quit, get the facts, find something else to do, look out for commercials that show vape use.)

HSSCM: When people quit vaping, they will have the benefit of having a clear mind to be able to do well in school, be able to breathe easier, more energy, and save a lot of money! Watch for other Tobacco-free and Vape-Free activities throughout the month from your *Healthy School Student Club!*

PHN: Thank-you for listening to the information about the harmful effects of vaping and remember to stay Tobacco-free and Vape-Free!

Appendix G

“FLAVOUR DANGER” DEMONSTRATION INSTRUCTIONS

Purpose

To inform students about the health dangers of flavoured e-cigarette products and raise awareness about how the Big Tobacco and Vape Industry adds flavours and colourful designs to their products to appeal to youth.

Materials

- 2-3 flavours of juice
- Small cups
- Colourless water
- Morph suits/colour-themed clothing (Optional)



Helpful facts

- The Big Tobacco and Vape Industry add flavours to target youth.
- The industry continues to find ways around the law to keep promoting their products to youth and children.
- Vaping flavours which have chemicals in them can affect the youth brain, cause problems with wheezing and coughing and can be harmful to your overall health.
- The health effects of vaping are now known to cause lung damage, strain on the heart, and changes to the brain.
- Flavoured e-liquids are not harmless and are known to cause lung damage.

Instructions

1. Make small cups of colourful juice and small cups of water for students.
2. Create a display about why flavours are dangerous in tobacco and vape products.
3. Talk about the harmful chemicals in e-liquid flavours.
4. Instruct students to choose between a small cup of juice or small cup of water. *Most students will choose the juice.*
5. Juice and water are both liquids that you can drink. The difference is that one is colourful with added flavourings, and one is plain water. Discuss the similarities and differences between juice and water with the audience.
6. Discuss how eliminating flavours from e-cigarettes protect youth from various chemicals and making difficult choices.

PA Announcement sample

“Did you know formaldehyde is found in vapes? That’s right! That is the stuff they use to preserve dead bodies! Would you want to try my new formaldehyde lollipop? Yuck. I didn’t think so! Come to our *Flavour Danger* presentation on (Date) and learn more!

What now?

Talk to students about what choice they made. This is to show students how “Big Tobacco and Vape Industry” use flavours and colours to market products to youth even though there are harmful chemicals inside. Ask these questions:

- How do you feel about the industry marketing harmful products to youth?
- Do you think you would choose the water if that was your only choice? Or would you choose not to take it?
- How will you say no to flavoured tobacco and vape products?
- Create a petition to the federal government asking for flavored electronic cigarette products to be banned.
- Chewing tobacco used to come in many flavours and is now only available in Canada in mint and tobacco flavour. Many youth created a petition to the government to make this happen. The same can be done with vapes!
- Protect other youth from being influenced to try these products.
- Create a debate and or a social justice group to talk about this further.

Show this video from Heart and Stroke and or print posters.

<https://strategyonline.ca/2020/01/09/why-the-lung-association-heart-stroke-peddled-nicotine-ice-cream/>

Play the *Not An Experiment* escape room activity to learn more about the “Big Vape Industry” (See [Appendix P](#) for *Not An Experiment* instructions).

Appendix H

SAMPLE NEWSLETTER INSERT ANNOUNCING DEMONSTRATIONS

Healthy Schools update

On _____ (Date) _____, students in grades _____ will have an opportunity to participate in interactive workshops delivered by our *healthy school student club members* and our public health nurse Mrs./Mr. _____ (Public Health Nurse name) _____. Using a resin model called “Mr. Gross Mouth”, the “Jar of Tar” and/or two sets of preserved pig lungs to engage students, *healthy school student club members* and Mrs./Mr. _____ (Public Health Nurse name) _____ will promote discussion and raise student awareness on:

- Oral and lung health
- Maintaining healthy tobacco and vape-free living
- The impact of tobacco and vape use on active living and healthy nutrition
- Smart decision-making
- Resisting peer pressure
- Becoming media literate
- The meaning of dependency and more

Students interested in examining the lungs will wear gloves to feel and explore the damage done by prolonged exposure to tobacco. Each presentation will be carefully designed to match the grade and students’ level of understanding. Students will receive resources to enhance their learning and promote further discussion with family and friends. In a fun and interactive way, these workshops will develop student knowledge and arm them with strategies and skills on why and how to say “NO” to tobacco and vape products.

Thank you for your support.

Sincerely,

Your Healthy School Student Club

Appendix I

“MR. GROSS MOUTH” DEMONSTRATION INSTRUCTIONS & SCRIPT

Purpose

To learn about the health effects of tobacco products using a resin model of an unhealthy mouth with support from a public health nurse/leader.

Materials

- Mouth model (supplied by the public health nurse/leader)



Instructions

1. Create a script that the student leader and public health nurse/leader will present to students. Use the sample script provided or create your own.
2. Promote your presentation by using PA announcements or a newsletter (See [Appendix H](#) for a newsletter sample).
3. Deliver the presentation and demonstrate the effects of tobacco by exploring the unhealthy mouth model.
4. Allow students to explore “Mr. Gross Mouth” at the end of the presentation.

PA Announcement sample

“Good morning, this is your *healthy school student club* with another Tobacco-Free activity! On **(Date)** our *healthy school student club* and **Public Health Nurse/Leader name** will be hosting a “Mr. Gross Mouth” demonstration. You will learn about tobacco and have an opportunity to see a model of a mouth that shows how tobacco products effect our mouth. Remember to stay away from tobacco and nicotine products !”

Sample script

This script is designed for one Healthy School Student Cub Member (HSSCM) to co-present with the school’s Public Health Nurse (PHN) or public health leader.

HSSCM: Welcome grade ____ students. My name is **(Student name)**, and I am a member of the *healthy schools student club*. In January we celebrate **National Non-Smoking Week**, and because of that we are going to be learning about the effects that tobacco products have on our health. Today we have **(Public Health Nurse/Leader name)**, here with us and together we are going to help you understand the health effects of tobacco and encourage you to stay tobacco-free.

PHN: We are going to learn what tobacco is, how tobacco + nicotine affects people, and how to say “no” to these products.

HSSCM: What are some of the things that we do every day to keep healthy, safe, and clean? (*Let students answer.*)

PHN: You all had great answers. You are right, we do lots of things to keep healthy like eating right, getting enough sleep, keeping active, wearing seatbelts, brushing our teeth, etc.

HSSCM: What are some things that we do that are not so good for us? (*Let students answer.*)

PHN: That's right, smoking cigarettes, or using chewing tobacco is not good for our bodies. Who knows what tobacco is? (Plant, tobacco products have over 7,000 chemicals and poisons, addictive nicotine.)

HSSCM: What do you think, is it more important to eat, drink or breathe? (*Let students answer.*) That's right breathing is most important.

PHN: Do you think using tobacco products or smoking makes it easier or harder to breathe? (Harder to breathe, out of breath more quickly, coughing or sick more often)

PHN: How does tobacco affect our **Heart:** it works harder because nicotine makes it beat faster; **Lungs:** it is harder to breathe, cough, and you get more colds; **Mouth:** it stains teeth, causes bad breath, you can't taste our favourite flavours like fresh fruit, chocolate cake and strawberry ice cream.

PHN: This is our display mouth called "Mr. Gross Mouth". It shows some of the effects of using tobacco products that are smoked or chewed. What do you notice about "Mr. Gross Mouth"? (Hairy tongue, rotten teeth, black gums, mouth sores, cavities, lost teeth, tumours, yellowing, etc. "Mr. Gross Mouth" is an example of some of the kinds of things that come from chewing tobacco.)

HSSCM *can hold up "Mr. Gross Mouth" display for everyone to see*

PHN: How else can tobacco products hurt us? (Expensive, addictive, breath smells bad, harder to breathe, get more colds, ear infections, and coughs, makes pimples last longer, makes our heart work harder, staining of teeth, bad breath, can't taste or smell food as well as others, etc.)

PHN: Who knows what second-hand smoke is? (It is the poisonous smoke created by burning a cigarette, cigar, or pipe or smoke that someone blows out while using a cigarette.)

PHN: Can second-hand smoke hurt us? (YES, because it moves through the air that you are breathing, it contains the same chemicals that smokers are inhaling)

PHN: Why do you think people start smoking? (Peer pressure, idols/heroes do it, to fit in etc.)

PHN: What can you do? (don't start; say NO, help your friends say NO; ask people not to smoke around you; help parents and friends quit; find something else to do; be media savvy)

HSSCM: Let's practice saying "No" to tobacco. On the count of 3, we are all going to shout "Say no to Tobacco!" Ready? "1...2...3...Say No to Tobacco!"

PHN: When people quit smoking they will have the benefit of fresher breath, better smelling clothes, be able to breathe easier, more energy, be sick less often, and save a lot of money!

PHN: Thank-you for listening and remember to stay tobacco-free!

HSSCM: Watch for other tobacco and vape-free activities throughout the month from your *healthy school student club!*

PHN *may allow students to ask questions or come up to the display if time allows*

Appendix J

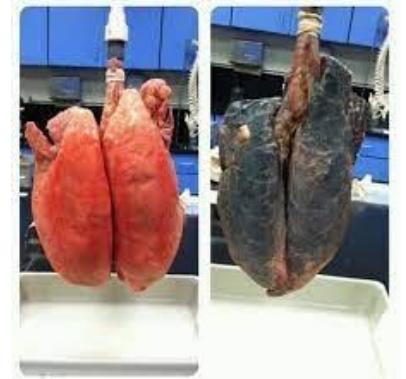
“PIG’S LUNG” DEMONSTRATION INSTRUCTIONS & SCRIPT

Purpose

To learn about the health effects of tobacco products using a healthy pig’s lung, and an unhealthy pig’s lung with the support of a public health nurse. Learn how tobacco use and vaping effect the lungs.

Materials needed

- Healthy pig lung & unhealthy pig lung kit (Supplied by the public health nurse)
- Rubber gloves (one pair for each student)



Instructions

1. Create a script that the student leader and public health nurse will present to students. Use the sample script provided or create your own.
2. Promote your presentation by using PA announcements or a newsletter (See [Appendix H](#) for a newsletter sample).
3. Deliver your presentation and demonstrate how the healthy pig lung inflates in comparison to how the unhealthy lung inflates.
4. Allow students to explore the pig’s lung using gloves after your presentation is complete.

PA Announcement sample

“Hello (School’s name) this is your *healthy school student club* with another tobacco free activity announcement! On (Date) our *healthy school student club members* and (Public Health Nurse name) will be providing a pig’s lung demonstration for grades _____. You will have the opportunity to learn about tobacco and vaping. You will even have a chance to examine the lungs to see the harmful effects of tobacco use. Remember Play, Live, Be...Tobacco and Vape-Free!”

Sample script

The script is for one Healthy School Student Club member (HSSCM) to co-present with the school’s Public Health Nurse (PHN). This script also includes a demonstration of “Mr. Gross Mouth”.

HSSCM: Welcome grade _____ students. My name is (Student name) , and I am a member of the *healthy schools student club*. In January we celebrate National Non-Smoking Week, and because of that we are going to be learning about the effects tobacco and vape products have on our health. Today we have our public health nurse, (Public Health Nurse name) , here with us and together we are going to help you understand the health effects of tobacco and encourage you to stay Tobacco-Free.

PHN: Yes, today we are going to learn about tobacco, and we are going to have the opportunity to see and examine a display of healthy and unhealthy pig's lungs. You will also have the opportunity to ask questions throughout the presentation.

HSSCM: What are some of the things we do every day to keep healthy, safe, and clean? (*Let students answer.*)

PHN: You all had great answers. You are right, we do lots of things to keep healthy like eating right, getting enough sleep, keeping active, wearing seatbelts, brushing our teeth, etc.

HSSCM: What do you think, it is more important to eat, drink, or breathe? (*Let students answer.*) That's right breathing is the most important.

PHN: Who can tell me how we breathe? (Mouth/nose, trachea, bronchi, lungs, alveoli, oxygen into our bloodstream and distributed throughout our body) (*Show poster of lungs for demonstration*)

HSSCM: I have a riddle for you: What do nail polish remover, floor and toilet bowl cleaner, rat poison, insecticide, gasoline additives, lead, mercury, and formaldehyde have in common? (*Let students try and guess*). The answer is all of these things are found in tobacco!

PHN: (*Show display of poster*) Look at all of those chemicals, and many of them are poisonous. You wouldn't want to put that in your body!

PHN: What's the first thing that comes to mind when I say the word "tobacco"? (e.g., smoking, chewing, smell, hard to breathe, decreased endurance, organ/system damage, sick, cancer, death, expensive, addictive, pollution, poisons, appetite, concentration, academic performance, asthma, acne, etc.)

PHN: How does tobacco affect our:

Heart: it works harder because nicotine makes it beat faster.

Lungs: it is harder to breathe, cough, and you get more colds.

Mouth: it stains teeth, causes bad breath, and you can't taste our favourite flavours like fresh fruit, chocolate cake and strawberry ice cream.

HSSCM *can hold up Mr. Gross Mouth display for everyone to see.*

PHN: What do you notice about Mr. Gross Mouth? (Hairy tongue, rotten teeth, black gums, mouth sores, cavities, lost teeth, tumours, yellowing, etc.). Mr. Gross Mouth is an example of some of the kinds of things that come from chewing tobacco.

PHN: Does anyone know what chewing tobacco is? It is shredded tobacco sold in a tin or pouches. A pinch is kept between the cheek and gums for several hours at a time. The gums absorb the tobacco chemicals and the juice is spit out.

HSSCM: Flavoured chewing tobacco is just as harmful as non-flavoured chewing tobacco. It still contains over 3000 chemicals!

PHN: Did you know that chewing tobacco is different than nicotine pouches? While they are both used in similar ways inside the mouth, nicotine pouches don't have any tobacco in them. This doesn't mean they are safe to use! They do have the addictive nicotine substance in them, and the long-term health effects are not fully known or understood.

PHN: I'm going to show you a set of healthy pig's lungs. We use pig's lungs because they are so similar to human lungs. (*Students that have identified that they do not want to see this part of the demonstration can discuss further with their teacher*)

PHN: What do you notice about the healthy lungs? (Pink, soft, no lumps or marks, spongy, blow up evenly like balloons)

PHN: Now I'm going to show you a set of pig's lungs that demonstrate the effects of using tobacco products. What do you notice about these unhealthy lungs? (Black, don't inflate evenly, tumors)

PHN: Does anyone know what an e-cigarette is? E-cigarettes, also called vapes, are battery-powered devices that heat a liquid chemical into a vapour that can be inhaled. Vapes contain four main ingredients including vegetable glycerin (VG), propylene glycol (PG), nicotine, and chemical flavourings. Some of the chemicals in vapes are known to cause lung damage like cigarettes also making it harder to inflate just like this unhealthy lung.

PHN: How else does smoking and chewing tobacco hurt us? (Breath smells bad, harder to breathe, get more colds, ear infections, and coughs, pimples take much longer to heal, makes our heart work harder, makes our mouth yellow, sick, and smelly, can't taste or smell food as well as others, etc.). Vapes also can make our heartbeat faster, damage our lungs, and make it harder to breathe (wheezing, coughing, making asthma worse).

HSSCM *may hand out gloves to students who want to examine the lungs.*

HSSCM: How many students like playing sports, dance, gymnastics, etc.? (*Let students answer*) Great, doing those things is fun, good exercise, challenging, and motivates us to do our best! How many of you know someone who has asthma? (*Let students answer*) Using vapes and smoking can make your asthma even worse!

PHN: How much better do you think athletes would be if they were tobacco and vape-free? (Athletes love their bodies and want to take good care of them.)

PHN: Who knows what second-hand smoke is? (It is the poisonous smoke created by burning a cigarette, cigar, or pipe or smoke that someone blows out while using a cigarette.)

PHN: Can second-hand smoke hurt us? (It contains the same chemicals that smokers are inhaling. The long-term effect of second-hand vapour is unknown but there are known chemicals in second-hand vape aerosols.)

PHN: Why do you think people start smoking or vaping? (Curious, peer pressure, someone they know does it, idols/heroes, cool, fit in, some people think it will make them feel better or make their stress better, etc.)

PHN: What can you do? (Don't start, say NO, help your friends say NO, ask people not to smoke or vape around you, help parents and friends quit, find something else to do, be media savvy and look out for movies and commercials that show tobacco use)

HSSCM: When people quit smoking they will have the benefit of fresher breath, better smelling clothes, being able to breathe easier, more energy, being sick less often, and saving a lot of money! Watch for other tobacco and vape-free activities throughout the month from your *healthy school student club*!

PHN: Thankyou for listening to the information about the harmful effects of tobacco and vaping and remember to stay tobacco and vape-free!

PHN may allow students to ask questions or come up to the display if time allows.

Appendix K

“MYTH BUSTER” INSTRUCTIONS & SAMPLES

Purpose

To learn the facts about e-cigarettes/vapes.

Instructions

1. Print and cut out the myth cards and the fact cards (1 set per team).
2. Mix all cards together and place them upside-down.
3. Divide participants into groups. Each group will race to match myth cards to fact cards.
4. The fastest group can win a prize (optional).
5. Discuss together if participants are surprised about the myths and facts. Why or why not?

| MYTHS | FACTS |
|---|--|
| E-liquid without nicotine is just harmless flavoured water. | All vapes are harmful. |
| Vapes have been around long enough for us to know that there aren't any long-term health effects. | E-cigarettes have not been around long enough to know all of the long-term health effects, but harmful health effects are already known. |
| You can buy vapes in over 1,000 flavours at the convenience store and gas stations in Ontario. | Flavoured vape products are banned from convenience stores and gas stations in Ontario. |
| Diacetyl is a chemical found in vape flavours that is safe for breathing in and eating. | Diacetyl is a harmful chemical used in vape flavouring that can cause “popcorn lung”. |
| The highest legal level of nicotine in vape products is 50 mg/mL. | The highest legal level of nicotine in vape products is 20 mg/mL. |
| You can only be fined for selling vape products to people you don't know under 19 years old. | You can be fined if you sell or supply vape products to anyone under 19 years of age. |

| | |
|--|---|
| <p>You can't get burned from a vape because you don't need to use a lighter like cigarettes.</p> | <p>Vape products have exploded and caught fire causing severe burns to the skin.</p> |
| <p>Vape products are better for the environment than cigarettes.</p> | <p>Vape products are made of plastics, chemicals and batteries which are biohazardous waste and are harmful to the environment.</p> |
| <p>Synthetic nicotine is safer than tobacco-free nicotine.</p> | <p>There is no harmless form of nicotine.</p> |
| <p>You will be fined for vaping on school property only during school hours.</p> | <p>You will be fined for vaping on school property even after school hours and on weekends.</p> |
| <p>To quit vaping, your only option is to quit cold turkey.</p> | <p>There are supports for quitting smoking and vaping.</p> |
| <p>Nicotine in vapes can make you feel calmer and reduce stress.</p> | <p>Nicotine in vapes can increase feelings of low mood and stress.</p> |
| <p>Flavoured vapes don't need to list ingredients.</p> | <p>All vapes are required by law to include a list of ingredients, standard health warning, and standard nicotine statement.</p> |
| <p>If you vape you won't start smoking cigarettes.</p> | <p>Youth who vape are more likely to begin smoking cigarettes.</p> |
| <p>Vapes will put the Big Tobacco industry out of business.</p> | <p>The Big Tobacco industry bought portions of vape companies and even have their own vapes.</p> |
| <p>All youth vape.</p> | <p>Most youth do not vape.</p> |

Appendix L

“WHAT IS IT MADE OF?” RACE INSTRUCTIONS & SAMPLES


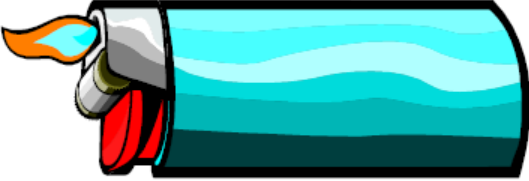

Purpose

To learn about the harmful chemicals found in cigarettes and vapes.¹

Instructions

1. Print and cut out the word cards and the picture cards (1 set per team).
2. Mix all cards together and place upside-down.
3. Divide participants into groups. Each group will race to match picture cards to word cards.
4. The fastest group can win a prize (optional).
5. Discuss together if participants are surprised about the chemicals. Why or why not?

Picture and word card samples

| | |
|---|---|
|  | <p>Arsenic – used in rat poison (Cigarettes and vapes)</p> |
|  | <p>Butane – lighter fluid (Cigarettes)</p> |
|  | <p>Ammonia – found in household cleaner (Cigarettes)</p> |

¹ Adapted from Southwest and Central East TCAN (2010). Play, Live, Be...Tobacco Free After School Kit.



Cadmium – found in batteries
(Cigarettes and vapes)



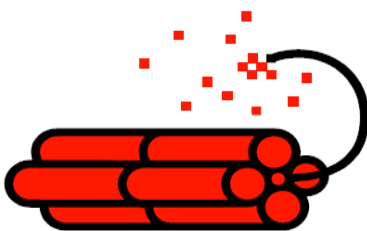
Carbon monoxide – poison gas in car exhaust
(Cigarettes)



Benzene – found in glue/adhesives
(Cigarettes and vapes)



Tar – used to pave roads
(Cigarettes)



Naphthalene– used in explosives
(Cigarettes and vapes)



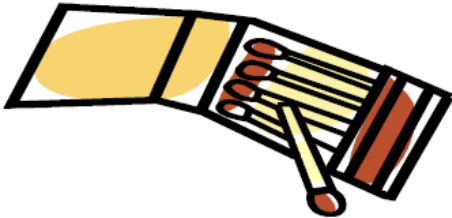
Formaldehyde – preserves dead bodies
(Cigarettes and vapes)



Acetone – found in nail polish remover
(Cigarettes and vapes)



Acetic Acid – found in photo developing fluid
(Cigarettes)



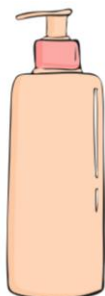
Sulfur – found in matches
(Cigarettes)



Propylene Glycol – found in antifreeze
(Vapes)



Tin – found in cans
(Vapes)



Vegetable Glycerin – found in soaps and
creams
(Vapes)

Appendix M

“BLOWING PAINT” INSTRUCTIONS

Purpose

To learn about the impact of smoking and vaping on human lungs. ¹

Materials

- Coffee stirring straws
- Drinking straws
- Paint
- Paper



Helpful facts

- Tobacco smoke contains over 7,000 chemicals. More than 70 are known to cause cancer.
- When people smoke, these chemicals mix together and form a sticky tar (like what they use to pave streets). This tar sticks to the lungs making it hard to breathe.
- Lung damage caused by vapes is similar to lung damage caused by cigarettes.
- When e-liquid is heated, it produces chemicals and heavy metals (like tin, nickel and lead) known to cause lung damage.
- People who smoke and vape often experience shortness of breath while doing physical activity.

Instructions

1. Start the activity by talking about the Helpful Facts.
2. Provide each student with a piece of paper and a large drop of slightly watered-down paint in the center of the page.
3. Using the coffee stirring straw, ask the students to blow the paint away from the center of the page as far as possible with only one breath (without touching the straw to the paint).
4. Repeat the activity with a drinking draw.
5. Continue to use the straws to make an art piece.
6. Once dry, ask students to write a fact about the harmful health effects of tobacco and vapes
7. Consider displaying this in the classroom/school.

What now?

Discuss the difference between blowing through the smaller straw versus the larger straw. The effort needed to breathe through a smaller straw demonstrates how difficult it can be when your lungs are filled with chemicals and tar. Ask these questions:

- What did it feel like breathing through the small straw versus the large straw? Did you need to gasp for air?
- What do you think your life would be like if you had to breathe through a small straw all the time? Did you know that people who smoke or vape can feel like that all the time?

Appendix N

“BAG OF TRICKS” INSTRUCTIONS

Purpose

To help participants learn refusal skills when faced with peer pressure.

Materials

- Peer pressure “Bag of Tricks” template (included below)
- Peer pressure “Scenarios” template (included)
- Two bags or small container

Helpful Facts

- Practicing saying “no” in a variety of ways and in a variety of scenarios helps prepare you for real like situations.
- Using vaping/tobacco products with highly addictive nicotine can lead to an addiction that is difficult to quit.
- Some reasons youth start to vape or smoke is because of role modeling – the tobacco industry markets these products by paying social media influencers to make it look adventurous or cool.

Instructions

1. Print the “Bag of Tricks” template on page____, cut each refusal skill into individual strips and place in a bag/container.
2. Print the six scenarios, cut them into separate pieces and place them into the other bag/container.
3. Use the discussion questions below to talk with the group before starting the activity.
4. Split participants into groups of three for the role play.
5. Have each group randomly pick one “Trick” and one “Scenario” from each bag.
6. Give each group 10-15 minutes to create a skit that incorporates the scenario and the refusal skill they have chosen.
7. Each group can present their skit to the rest of the group. Have the audience discuss what form of peer pressure happened in the skit and what refusal skill was used.
8. As an option, repeat this activity again but have the group write out and create a skit for their own scenario and refusal skill trick.

Discussion Questions

1. What are some things that friends may encourage us to do that we don’t want to? (Tobacco, drugs, alcohol, vandalizing, etc.).
2. What are some different ways that people can pressure us? (Examples: Refection – threatening to end a friendship, Put Downs - calling a person name to make them feel bad, Reasoning – giving reasons why it’s okay to try, and Unspoken - dirty looks or being left out).
3. Can you think of some ways of saying no to peer pressure?

Bag of Tricks – Template

By learning and practicing many ways to respond to peer pressure, it can be easier to come up with a response in a real-life situation. This can help build confidence in your choice to say ‘no’ to tobacco and vaping.

| |
|--|
| <p>Make a joke. Humor is a good way to lighten the mood and deflect the conversation.</p> |
| <p>Ask a question. Asking questions can make it easier to decline the offer. Questions can create conversation about the harmful impacts of vaping, giving you more reason to refuse.</p> |
| <p>Form your own opinion. Maybe you can't vape or smoke because you know that it affects your lungs and you want to be able to perform your best in an upcoming track meet or maybe you know someone who has a smoking-related illness, like cancer. Backing up your refusal with evidence gives it more power.</p> |
| <p>Make an excuse. Maybe you have something else to do that will interfere, or you have to be somewhere at a specific time, or you'll get in trouble from your parents if they find out. Say it and stick to it.</p> |
| <p>Just say “No Thanks”. Sometimes, simply saying no is the best response. Don't hesitate, make eye contact, use a clear, firm, friendly and respectful tone of voice and repeat yourself if necessary.</p> |
| <p>Suggest a different activity. There are many activities that do not involve vaping or other substances. By suggesting a better idea, you are providing everyone with a way out of the situation.</p> |
| <p>Ignore the suggestion. Pretend you didn't hear and change the topic to something else. Act like you don't think the idea is even worth discussing.</p> |
| <p>Repeat yourself if necessary. Sometimes it takes more than once, on more than one occasion. Just because someone asks more than once, that doesn't mean you have to give in.</p> |
| <p>Walk away. If you are feeling uncomfortable, you can walk away. Removing yourself from the situation may be the best idea. It may be socially risky but if you lead the way someone who agrees with you might follow you.</p> |
| <p>The power of numbers. Make a pact with your friends to not give in. Often knowing your friends will back you up can make you feel more comfortable saying “no”. Sometimes “we” feels stronger than “I”.</p> |

Peer Pressure Scenarios – Template

1) You have just started going to a new school and are hanging around with a new bunch of friends. Your new friends hang around across the street where everyone vapes, and although it smells a bit, you want to keep them as friends because they are really popular. One day they offer you a hit of their vape. You have never tried vaping before, you don't really like the smell of it and you know it isn't allowed on school property. Your new friends sense you don't want to and say, "Why don't you leave if you don't want to vape?" What should you do?

Type of pressure – Rejection

2) You and your friends are taking a break from studying and decide to scroll TikTok and catch the latest from an influencer you all follow. You all agree that they are living such a cool life without any stress, travelling the world and they are pretty good looking too. Your friend pulls out a vape from her bag that belongs to their older brother and says, "I heard vaping can help you relax and feel stress-free." You know that this isn't true because vaping actually increases stress in your body including increasing sugar and that this is exactly what people who sell vapes want you to think. What should you do? **Type of pressure – Reasoning**

3) You and your best friend go to your student council meeting every Tuesday night. You find out that your friend has been vaping off school property with some of the older kids. You're worried about them and when you confront your friend, they tell you that vaping makes you look older and helps to fit in with older groups. Your friend invites you to join. You say no because you know that vaping isn't cool. Your friend says, "Don't be such a square, just try it." What do you do? **Type of pressure – Put Down**

4) You go to the washroom during class and notice a group of your friends there. You wonder what they are doing, but then you realize that they are vaping. Without saying a word, one friend holds out the vape gesturing for you to take a hit. You have never tried vaping and you don't want to because your grandpa has lung cancer from smoking for a long time. You know vaping has tons of chemicals that can also harm your lungs. You are afraid to say no because everyone is looking at you. You feel like they will make fun of you if you don't take the vape. What should you do? **Type of pressure – Unspoken Pressure**

5) You and your friends are checking out the latest updates on your favourite sports Instagram feed as you wait for baseball practice to start. One friend points to a recent post of a player putting chew tobacco into their mouth. Another friend says, "I took some chew from my brother, I'll go get it from my bag." Your friend comes back with the tin of chew and puts some in their mouth and says, "Go ahead, try it, it will make you play better." Your other friend takes some, but you say no. Your friends both start laughing at you and calling you a baby. What should you do? **Type of pressure – Put Down**

6) You are meeting your friends at a school dance. As you walk towards the gym, your friends open the washroom door and call you over. You go inside the washroom, and you see that they are vaping. They offer you a hit of the vape and say, "you'll have more fun at the dance and don't worry your parents won't find out." You don't want them to make fun of you if you don't try it. What should you do? **Type of pressure – Reasoning**

7) You meet up with your friends outside the mall and as you approach the group, you notice they are vaping. Your best friend takes the vape and tries it and passes it to you and says, "It's fine, it tastes like mint and it's not like it's a big deal if you just try it". You know nicotine is highly addictive and it has tons of other chemicals in it too. What do you do?

Type of pressure – Reasoning

Appendix O

“SHADOWS OF THE ACADEMY” CARD GAME INSTRUCTIONS

Purpose

For students in grades 4 to 6 to learn about the harmful effects of tobacco and vapes and how to say “no” to these products.



Game play

This is a cooperative card game. Students must work together to help each other stay healthy and defeat Her Vileness and the Toxic 12. All players win or lose as a team. This activity will take approximately 60 minutes.

Visit the *Shadows of the Academy* website to learn about the Academy. This website includes stories about the characters and videos to learn how to play the game www.shadowsoftheacademy.com.

Materials

- “Shadows of the Academy” Card Game Kit (Ask your Public Health Nurse and/or school champion for this kit)

Instructions

Click this [link](#) or visit the URL below to see the PDF instruction manual and learn more about how to play: www.ahs.ca/tobaccovapingprevention

1. Start by completing the **pre-game activity** (included in the card game kit) to teach students about the different cards and how they can be successful at winning the game.
2. Organize students in teams of 2-4 players.
3. Help students play the game.
4. When players conquer the five bosses and have five trophies in the trophy case, the team wins the game.

PA Announcement sample

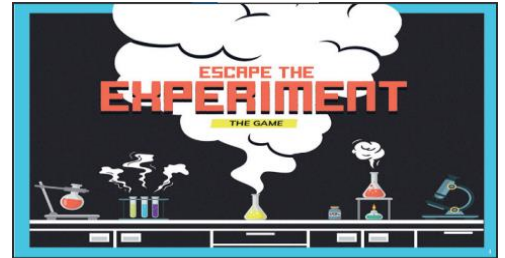
“Hello grade _____ students! This is your healthy school student club here to tell you that tobacco and vape-free games day will be (Date) . Your healthy school student club and (Public Health Nurse or School Champion) will be hosting a “*Shadows of the Academy*” game! Get ready to work together to keep each other healthy and beat the harmful bosses. Remember, stay tobacco and vape-free!”

Appendix P

“NOT AN EXPERIMENT” ESCAPE ROOM INSTRUCTIONS

Purpose

For students in grades 7 to 12 to learn about the dangers of vaping and the industry that markets these products to young people.



Game play

This is an interactive escape room game. Players work in groups of 3-5 players. Each team will face several puzzles. If the answer to a puzzle is correct, they will move to the next room to solve the next challenge. Teams will race to finish each challenge and escape the experiment! You can choose to run your escape room **in-person** or **virtually** at NotAnExperiment.ca.

Materials

- “Not an Experiment” Escape Room Kit (Ask your public health nurse and/or school champion to borrow this kit for the in-person game).

Helpful facts

- The industry targets youth with candy and fruit flavoured e-liquid. Don’t be tricked.
- Vaping has health risks. The long-term effects are unknown.
- Most e-liquids contain nicotine which is highly addictive.
- Nicotine can alter the brain and affect memory and concentration.
- If you vape you may be more likely to start smoking cigarettes.

Instructions

See more instructions here: www.notanexperiment.ca/downloads

1. Start by printing the game for each team.
2. Arrange desks/tables into work group areas.
3. Organize students into groups of 3-5 players.
4. Explain the game and introduce the first challenge.
5. Teams will work to solve each puzzle. If they think they have the correct answer, the student leader will check answers and provide the next puzzle if the answer is correct.
6. Teams will race to complete all puzzles and finish first.
7. Talk about what students have learned after playing the game using the Discussion Guide.

PA Announcement sample

“Hello students! This is your *healthy school student club* here to tell you about the Tobacco and Vape-Free games day for grade _____ students! Your healthy school student club and **(Public Health Nurse or School Champion)** will be hosting the “Not an Experiment” escape room. Get ready to escape the vaping experiment and stay tobacco and vape-free!”

Appendix Q

“UNCOVER THE TRUTH”: TOBACCO AND VAPING TRIVIA QUESTION EXAMPLES

Trivia questions can help you learn more about tobacco and vape products. Use these examples or create your own. (For more examples, ask your Public Health Nurse.)

| Question | Answer |
|--|---|
| Smokeless tobacco is not harmless because you aren't inhaling any smoke. | FALSE Smokeless tobacco contains many harmful chemicals known to cause cancer and contains nicotine which is highly addictive. |
| Smokeless tobacco can cause loss of teeth and bone around the jaw. | TRUE |
| Arsenic, a chemical used in rat poison, is also found in tobacco products and vapes. | TRUE |
| Second-hand smoke is only dangerous at high levels. | FALSE There is no safe level of second-hand smoke. There are over 7,000 chemicals in second-hand smoke |
| Cigarettes are biodegradable. | FALSE The filter in cigarettes is made of plastic which does not decompose entirely. Chemicals in cigarettes can leak into our waterways and harm marine life. |
| A whole tree is needed to make 12-15 packs of cigarettes. | TRUE |
| Flavoured tobacco and vape products are designed to appeal to adults. | FALSE Flavourings are used to appeal to youth and children. |
| Cigarette packages were sold with baseball cards in 1909. | TRUE |
| The clouds made by vaping are just water vapour. | FALSE The clouds are an aerosol created when e-liquid is heated. An aerosol is made up of tiny particles that comes from the e-liquid which contains harmful chemicals. |
| There are heavy metals found in the aerosol made from vaping. | TRUE Metals such as nickel, tin, lead, and even arsenic are found in vaping aerosol. Breathing metals can cause lung damage. |
| Nicotine can change your brain. | TRUE Nicotine use at a young age can make it harder to concentrate on learning, control impulses and cause memory issues. |
| Disposable vapes can go in the recycling bin. | FALSE All vape products must go to a special biohazardous waste disposal facility. |
| Vaping and cigarettes can reduce stress. | FALSE Nicotine in cigarettes/vapes can change the brain and can increase stress. |

Appendix R

“MAKE YOUR CHOICE” INSTRUCTIONS & SAMPLES

Purpose

To learn about how the tobacco and vape industry targets children and youth.²

Materials

- Markers
- Tape
- Paper
- “Make Your Choice” statements (included)

Instructions

1. Write “Agree”, “Disagree” and “I don’t know” on three separate posters.
2. Tape these posters to the wall, at opposite corners of the room.
3. Read the statement samples to the participants or come up with your own. If they agree with the statement, they will run to the poster that says “Agree”, “Disagree” and “I don’t know”.
4. Once every participant has made a decision on the statement, you can discuss the statement and provide the correct answer.

“Make Your Choice” statement samples

- There is smoking in movies on purpose to make children start to think that smoking is acceptable – **TRUE**
- There is smoking in *The Incredibles* – **TRUE**
- There is smoking in the movie *Cars* – **FALSE**
- Light and mild cigarettes are better for you than regular ones – **FALSE**
- Vapes without nicotine are harmless – **FALSE**
- Tobacco and vape products are made to look like candy to make children think they are safe and normal – **TRUE**
- The “E-cigarette Industry” is separate from the “Big Tobacco Industry” – **FALSE**
- Celebrities were paid to smoke when making public appearances and paid to smoke in movies – **TRUE**
- The purpose of cartoon characters used in tobacco/vaping advertisements is to make tobacco and vape products look fun, innocent, and more appealing to children and youth – **TRUE**

What now?

Discuss these questions as a group:

- Were you surprised by any of the statements?
- How do you feel about being the target of the tobacco/vape industry when they know tobacco/vapes are bad for you?

² Adapted from Southwest and Central East TCAN (2010). Play, Live, Be...Tobacco Free After School Kit.

Appendix S

“FREEZE THE INDUSTRY” CAPTURE THE FLAG INSTRUCTIONS

Purpose

To learn the truth about tobacco and vapes while being active!

Materials

- A large space to run
- 10 bean bags/flags
- Whistle/bell/horn
- Trivia questions (See [Appendix Q](#) for samples)
- Two pylons

Instructions

1. Separate the activity space it into two equal halves. Use two pylons to mark the center line.
2. Divide participants into two teams.
3. Five to ten bean bags/flags will be randomly spread out on each team’s side of the playing area.
4. The goal of the game is to go on your opponent’s side to get one bean bag/flag at a time and return safely to your side without getting tagged by an opponent.
5. If tagged while on the opponent’s side, that person must freeze in place, until a team member is able to free them by coming over and touching them on the shoulder.
6. If holding a bean bag/frisbee while tagged on the opponent’s side, the bean bag/frisbee is to be returned to the opponent’s side.
7. If a bean bag/flag is successfully stolen and brought back to a team’s home side, the student leader blows a whistle and everyone freezes.
8. The student leader reads a trivia question to the team with the stolen bean bag/flags.
9. If the team gets it right, they can keep the bag, if they answer wrong the bag goes back to the opposing team.
10. The winning team is the team that can steal all the opposing team’s bean bags/flags first.

What now?

Consider repeating the game as many times as you would like. You can use the same trivia questions again. Repetition helps you to learn new things! Once the game is complete, discuss these questions as a group:

- Were you surprised by any of the trivia answers?
- Do you think people who smoke or vape can run around as easily as you did today?

Appendix T

“CLEAN-UP THE BUTTS AND VAPE PODS” INSTRUCTIONS

Purpose

Learn about the negative effects tobacco and vape litter have on the environment.

Materials

- Gloves
- Zip lock bags
- Large, clear jar
- A safe area in your community to pick up cigarette butts/discarded vape pods
- Prize for whoever correctly guesses the number of cigarette butts/vape pods in the jar (optional)

Helpful facts

- Cigarette butts aren't just paper. It can take over 10 years for a cigarette butt to break down.
- Chemicals that leak from one cigarette butt into the water for one day releases enough toxins to kill 50 percent of the fish exposed to it for only four days.³
- 600 million trees are chopped down every year by the tobacco industry.⁴
- Batteries, e-cigarette devices and e-liquids contain hazardous substances like nicotine, lead and mercury that can leak into soil and waterways harming wildlife.
- Plastic, batteries, and chemicals are found in vapes and can't be thrown into a regular garbage or recycling bin. Vape companies often don't tell customers how to dispose of them safely.

Instructions

1. Promote the event!
2. Let students know why it is important to wear gloves to pick up butt/vape pod litter.
3. Ask students to save cigarette butts/vape pods collected in a Ziplock bag.
4. Student leaders can count and transfer all the cigarette butts/vape pods into a clear jar.
5. Tape a message or fact to the jar about the dangers of cigarette butt/vape pod litter and put it on display for students to guess the number of butts for a prize (optional).

PA Announcement sample

“Did you know cigarette butts aren't just paper? They are one of the biggest contributors to litter and take over 10 years to break down! Come to our “Clean-Up the Butts and Vape Pods” event on (Date) . Let's help our environment and take a stand against the “Big Tobacco and Vape Industry!”

What now?

Ask participants why they think people litter cigarette butts and e-cigarettes? As a group, discuss what you think can be done to encourage people not to litter and advocate for environmental changes.



³Truth Initiative (2021, March 8). *Tobacco and the Environment*. <https://truthinitiative.org/research-resources/harmful-effects-tobacco/tobacco-and-environment>

⁴ Adapted from Southwest and Central East TCAN (2010). Play, Live, Be...Tobacco Free After School Kit.

Appendix U

“HELPING HANDS” BANNER INSTRUCTIONS

Purpose

To create a wall of encouragement and help promote ways students can say “no” to tobacco and vapes.

Materials

- Construction paper
- String
- Scissors
- Tape

Helpful facts

- 50 percent of youth get vapes from their friends⁵.
- Feeling pressure from peers is one of the main reasons youth try smoking or vaping.
- Wanting to relieve feelings of worry or stress are other reasons people vape.
- Nicotine causes increased stress by changing the connections in the brain and increasing heart rate and blood pressure.

Instructions

1. Promote your “Helping Hands” event using PA announcements or going class-to-class
2. Ask students to trace their hand and cut out their handprint.
3. Ask students to write a message on their handprint with helpful ways to say ‘no’ to tobacco and vapes or healthy activities to do instead of smoking or vaping.
4. Collect all the hands and string them together to create a banner.
5. Hang your banner in your school for everyone to see.

PA announcement sample

Voice One: You look worried about the test tomorrow. Try this vape, it will help you feel better.

Voice Two: No thanks. I heard there is nicotine in those things and that can change your brain! Let’s go for a walk instead! Getting active outside helps me feel better anyway.

Voice One: Saying “no” to friends can be hard sometimes, but there are tons of other healthy activities you can do instead of vaping, which is important because vaping can harm your lungs, heart and even your brain.

Voice Two: Come down to the library on (Date) and share how you can say ‘no’ to tobacco and vapes by writing your message on our Helping Hands banner!

Voice One: Don’t let vaping and tobacco cloud your memory! Stay tobacco and vape-free!

⁵ Simcoe Muskoka District Health Unit (2020). Not An Experiment toolkit. www.notanexperiment.ca

Appendix V

“LUNG TREE” PLEDGE WALL INSTRUCTIONS

Purpose

To demonstrate your school’s commitment to never start using tobacco or vape products and support those who want to quit.

Materials

- Construction paper
- Markers/crayons/pencil crayons
- Tape
- Scissors

Instructions

1. Make a “tree poster” that looks like an upside-down set of lungs, bronchi and trachea.
2. Choose a location for your display. Consider a central location in your school/classroom.
3. Post the “Lung Tree”. Think about adding a title to your pledge wall about staying Tobacco and Vape-Free.
4. Cut out leaves.
5. Have each student write their pledge on a leaf and tape the leaf to the tree.
6. Let your school know about your display by creating your own PA Announcements.

TIP: Think about inviting adults in your school community to add their pledge to your display during your school’s *meet the teacher* event.

PA Announcement sample

“Hello (School Name) students! This is *your healthy school student club*. This month you have heard a lot of messages about the harm tobacco and vape products can cause. Now it’s your turn to act! Come check out our school’s “Lung-Tree” and make the pledge to stay tobacco and vape-free!”



Appendix W

PLEDGE FORM SAMPLE



Image courtesy of: Simcoe Muskoka District Health Unit (2020). Not An Experiment toolkit.
<http://www.notanexperiment.ca>

Appendix X

“CHALK THE WALK” INSTRUCTIONS

Purpose

To show your community why your school is saying “no” to tobacco use and vaping.

Materials

- Sidewalk chalk
- Sidewalk/asphalt

Helpful Facts

- The “Big Tobacco and Vape Industry” use marketing to target youth.
- Flavours and new technology in vapes are used to target youth.
- Cartoon characters and colourful designs are used to make vapes more appealing to youth even though the industry knows they have harmful health effects.

Instructions

1. Work with your school champion to pick the location for your event (look for a big sidewalk, brick wall, or playground on your school’s property).
2. Create a catchy name for the event (Example: “Play, Live, Be Tobacco and Vape-Free”).
3. Announce the event using posters, PA announcements and going class-to-class.
4. Write your event name in the center of sidewalk.
5. Ask students to write messages about why they are saying “no” to tobacco and vapes around your message.
6. Messages can include what you have learned about tobacco and vapes, strategies for how to say “no” to tobacco and vapes, and tobacco and vape-free healthy activities you enjoy.
7. At the end of the event, take a photo of your display and add it to the school newsletter, on the school website or print the photo and have it enlarged to post on a bulletin board.

PA Announcement sample

Voice one: Did you know that the “Big Tobacco and Vape Industry” uses slick designs, colourful packages, and fun flavours to make kids buy vapes and tobacco products?

Voice two: Wow! The industry knows tobacco and vapes are bad for your health and that they are illegal for anyone to buy or use if they are under the age of 19! That is bad!

Voice one: It’s true! The industry uses lots of tactics to target kids just to get them addicted to nicotine and make money!

Voice two: We need to take action! Come out to our *Chalk the Walk* event to learn more and take a stand against the “Big Tobacco and Vape Industry”!

Appendix Y

POSTER, DOOR OR LOCKER CONTEST NEWSLETTER SAMPLE

We all know tobacco use and vaping are harmful to our health, and there are many benefits to saying “no” to tobacco and vapes. To promote the benefits of being tobacco and vape-free, the *Healthy School Student Club* has been working hard to organize a poster contest. Can you create a poster, decorate a door or your locker that is eye-catching, informative, fun and creative?

To help you make your poster, think about these ideas and guidelines:

- Consider what being tobacco and vape-free means to you
- Remember to include what you have learned about tobacco and vaping, your thoughts about its effect on the environment and your body
- Think about tobacco-free and vape-free activities you enjoy

Contest details

- Complete your entry by _____
Date
- Use your imagination to by drawing, painting, cutting and pasting pictures or words from magazines or anything else you can think of. The sky is the limit!
- Be ready for judging on _____ by _____
Date Judges' names

Your poster will be evaluated on a scale of 1 to 10 using the following criteria:

- Creativity and originality
- Tobacco and vape-free health messages on your poster are clear and easy to understand
- Overall appearance of the poster

The winner from each of the primary, junior and intermediate student submissions will be announced and will be awarded an awesome prize on _____

When and where

Ready... Set... Go!

Appendix Z

COLOURING PAGE FOR PRIMARY STUDENTS

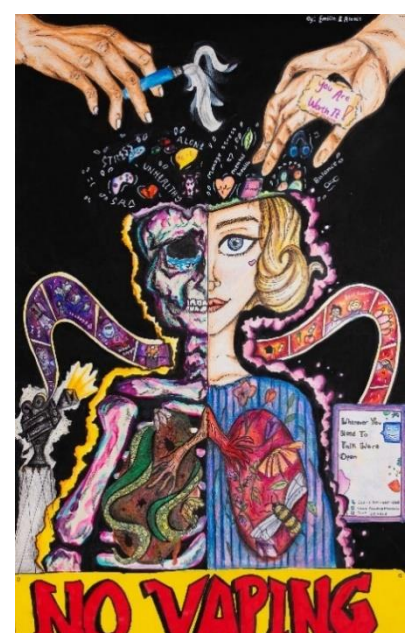
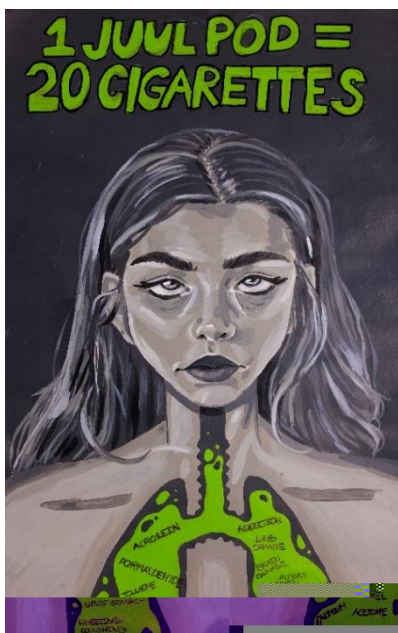
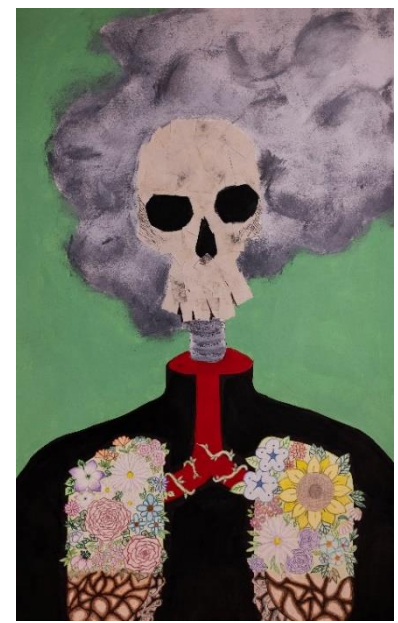


Image courtesy of: Southwest and Central East TCAN (2010). Play, Live, Be...Tobacco Free After School Kit.

Appendix AA

STUDENT POSTERS

Below are posters created by Students at Sacred Heart Catholic High School, as well a description from their teacher. "Visual Art grade 11 iRap (Integrated Regional Art Program) and Comprehensive students from Sacred Heart Catholic High School in Newmarket set out to create anti-vaping informative posters. Our iRap program examines the needs of the community and uses art forms to communicate important information. Using their creative and artistic skills students worked in groups and together created powerful images that express the dangers and negative consequences of vaping. The posters were then printed en masse and displayed throughout the entire school to show the community that not everyone agrees that vaping is cool and one can make healthier choices".



Appendix BB

CALENDAR - TOBACCO AND VAPE PREVENTION HEALTH PROMOTION DAYS

January

- National Non-Smoking Week – *3rd week of January*
- Weedless Wednesday – *3rd Wednesday in January*
- Bell Let's Talk Day – *January 26*

February

- World Cancer Day – *February 4th*

April

- Cancer Awareness Month
- Oral Health Month
- Earth Day – *April 22nd*

May

- National Youth Week – *1st week of May*
- World Asthma Day – *May 3rd*
- Mental Health Awareness Week – *May 3rd to May 9th*
- World No Tobacco Day: Committing to Quitting Commercial Tobacco – *May 31st*

June

- World Environment Day *June 5*
- Clean Air Day – *June 8th*
- International Day Against Drug Abuse and Illicit Trafficking – *June 26th*

September

- Cancer Awareness Month

November

- Lung Cancer Awareness Month
- World Chronic Obstructive Pulmonary Disease Day – *2nd or 3rd Wednesday of November*
- National Addictions Awareness Week – *November 20th to November 26th*

For a list of other health promotion days, click this [link](#) or visit the URL below:
www.canada.ca/en/health-canada/services/calendar-health-promotion-days




























Appendix CC

STUDENT PARTICIPANT EVALUATION SURVEY

Instructions:

Please complete the following survey about the tobacco and vape-free activities and return it to (School/Student Champion name) by (Date) . This will help us plan next year’s activities.

Please circle your response:

| Activity name | | Yes | Somewhat | No |
|--|--|---|---|---|
| Example:- “Pig’s lung” demonstration | I enjoyed the activity |  |  |  |
| | I learned something new |  |  |  |
| | I would like to do this activity again next year |  |  |  |
| | I enjoyed the activity |  |  |  |
| | I learned something new |  |  |  |
| | I would like to do this activity again next year |  |  |  |
| | I enjoyed the activity |  |  |  |
| | I learned something new |  |  |  |
| | I would like to do this activity again next year |  |  |  |

3. What did you learn during the activities? What would you like to learn more about?

4. What did you like most about the Tobacco and Vape-Free activities?

5. What would you change about the Tobacco and Vape-Free activities?

Thank you for your participation!

Adapted from the Healthy Schools Committee Handbook (Tool 24), York Region Public Health.

Resource List

STUDENT RESOURCES

Campaign for Tobacco-Free Kids (2024). *Take down tobacco*. www.takedowntobacco.org/about

Heart and Stroke Foundation (2021, January 22). *HeartSmart kids vaping worksheets*
[HSK Think SAFE EN-1.pdf \(hskids.ca\)](http://www.hskids.ca/HSK_Think_SAFE_EN-1.pdf) and [HSK Clearing Air EN-1.pdf \(hskids.ca\)](http://www.hskids.ca/HSK_Clearing_Air_EN-1.pdf)

Lung Health Foundation (2022). *Youth advocacy and e-learning module*. lunghealth.ca/support-resources/digital-learning-centre/youth-advocates/

Simcoe Muskoka District Health Unit (2020). *Not An Experiment Toolkit*. www.notanexperiment.ca

The Truth (n.d.). *Breath of stress air vaping campaign*. www.thetruth.com

Youth Now (2024). *Prevention coalition toolkit*. www.youthnow.me/about-youth-now

York Region Public Health (2024). *Healthy schools elementary school services program*.
www.york.ca/healthyschools

York Region Public Health (2024). *Vape Facts – York Region Public Health campaign for youth*.
<https://www.york.ca/newsroom/campaigns-projects/vape-facts-what-you-need-know>

ADULT LEADER RESOURCES

Alberta Health Services (2024). *Academy for tobacco prevention*. [Tobacco & Vaping Resources for Teachers | Alberta Health Services](http://www.alberta.ca/tobacco-vaping-resources-for-teachers)

Canadian Pediatric Society (2020, May). *Caring for Kids: Talking with your teen about vaping*.
<https://caringforkids.cps.ca/handouts/preteens-and-teens/vaping>

Canadian Pediatric Society (2021, May). *Caring for Kids: Smoking and your child or teen*.
<https://caringforkids.cps.ca/handouts/preteens-and-teens/smoking-and-your-child-or-teen>

Catch.org (2021). *Catch my breath a nicotine vaping prevention program*.
<https://letsgo.catch.org/bundles/catch-my-breath-canada>

Health Canada (2024, June 24). *Consider the consequences of vaping*.
<https://www.canada.ca/en/services/health/campaigns/vaping.html>

Lung Health Foundation (2024). *Talking about...series*. <https://lunghealth.ca/support-resources/digital-learning-centre/talking-about-series/>

Ministry of Health and Long-Term Care (2024). *Rules for selling tobacco and vapour products*.
<https://www.ontario.ca/page/rules-selling-tobacco-and-vapour-products>

Ministry of Health and Long-Term Care (2024). *Where you can't smoke or vape in Ontario*.
<https://www.ontario.ca/page/where-you-cant-smoke-or-vape-ontario>

Ontario Physical Health and Education Association (n.d.). *Lessons, plans, activity ideas, professional learning and more.* <https://ophea.net/>

Simcoe Muskoka District Health Unit (n.d.). *iTHINK: A critical Thinking and media literacy manual* [iTHINK Critical Thinking & \(simcoemuskokahealth.org\)](https://simcoemuskokahealth.org/iTHINK-Critical-Thinking-)

Smoke-Free Movies (n.d.). Welcome to smokefreemovies.ca! <https://smokefreemovies.ca/>

Truth Initiative (2024). *Nicotine Use and Stress.* <https://truthinitiative.org/research-resources/emerging-tobacco-products/nicotine-use-and-stress>