



INDEPTH:

Intervention for Nicotine Dependence:
Education, Prevention, Tobacco and Health

FACILITATOR GUIDE



Revised September 2019

About 1 in 13 American youth or 5.6 million individuals will die early from a smoking-related illness at the current smoking rate. Each day, more than 5,700 kids start to vape in the United States. The U.S. Surgeon General has declared vaping among youth an epidemic. The American Lung Association offers INDEPTH to help teens who use e-cigarettes or tobacco products create a path to help them quit.

For more information

1-800-LUNGUSA (1-800-586-4872)

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The development of the INDEPTH guide was a collaborative effort by the American Lung Association & West Virginia University.

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Introduction

The American Lung Association's INDEPTH is an alternative to suspension or citation program that is offered as an option to students who face suspension for violation of school tobacco or e-cigarette use policies. This program is administered by a trained adult facilitator in either a one-on-one or group format and can be offered in a school or community-based setting. The program consists of four sessions, each approximately 50 minutes in length, geared towards youth and focused on tobacco and e-cigarette use, nicotine addiction, establishing healthy alternatives and making the change to be free of all e-cigarette and tobacco products. For students who participate the INDEPTH program, attendance is *mandatory*.

This step-by-step guide can be used to plan and implement your INDEPTH program to encourage youth to learn about the harmful effects of nicotine and learn strategies to quit tobacco or e-cigarette use when ready. Each section of this guide offers detailed instructions, notes and talking points for facilitators as well as handouts for students, which are found in the "Handouts" section of this guide. Throughout this program, students are engaged through group or one-on-one discussion and activities.

While INDEPTH is not a cessation program, helping teens identify steps toward quitting their tobacco or e-cigarette use is strongly encouraged. Students may decide to quit or reduce their tobacco/e-cigarette use as result of their participation in the program. Session 4 offers some guidance on how to refer students to cessation programs and resources, including those offered by the American Lung Association.

American Lung Association Youth Tobacco Cessation Resources

Not On Tobacco (N-O-T): The American Lung Association's teen cessation program supports teens through the process of quitting tobacco. Trained N-O-T facilitators administer this evidenced-based program in school and community settings. In contrast to the *mandatory* INDEPTH program, N-O-T is *voluntary* and focuses on helping teens through the process of quitting. In some cases, the INDEPTH program may serve to recruit teens who become interested in quitting for a N-O-T program, if available in your community. To learn more, visit [Lung.org/NOT](https://www.lung.org/NOT).

Lung HelpLine and Tobacco Quitline: The American Lung Association's Lung HelpLine is staffed by registered nurses, respiratory therapists, and tobacco trained specialists who are there to answer any questions about lung health. The HelpLine is free and available in over 200 languages. This is a great resource for both youth and facilitators who have additional questions. Services include education, coaching and counseling on a range of lung health and disease topics, and connection to local and online resources for support at 1-800-LUNGUSA or [Lung.org/helpline](https://www.lung.org/helpline).

Programs and services offered may differ state-to-state. To learn more about resources available in your state, contact your local American Lung Association office at 1-800-LUNGUSA.

Preparations and Considerations

I. Program Policies

Prior to implementing INDEPTH, policies should be established for referral to and successful completion of the program. Since participation in INDEPTH is mandatory, the consequences for unexcused absences and tardiness should be determined. Schools may wish to track the number of teens who attend INDEPTH, any reduction in suspension rates over time, and/or the number of teens who subsequently enroll in cessation programs. Note that reporting of these data to the American Lung Association is recommended but not required. All information provided to the school through the INDEPTH program should be kept confidential. Information disclosed by students during INDEPTH sessions should not be discussed outside the program, unless when a youth poses potential harm to themselves or others, or reports having been harmed by someone. Visit the [INDEPTH Facilitator Resource page](#) for additional information.

II. Program Structure

The program is structured such that students participate in one, 50-minute session per week for four weeks. However, the timing of these sessions can be individualized based on what is feasible for a given school. For example, sessions may be offered before or after school, as part of a “working lunch,” or during what might normally be considered free/flex periods. For group administration, the recommended size is 8 - 10 students. However, this recommendation should be balanced with that for the timing of program implementation. As such, group sizes may vary from the ideal. Facilitators also have the option to administer INDEPTH in a one-on-one or group setting.

III. Program Facilitator Expectations

INDEPTH Facilitators are required to complete the online training before using the program and are asked not to share the download link or electronic copy of the curriculum with others who have not been trained. Refrain from copying or reproducing the program. Follow the curriculum structure as intended and recognize and utilize INDEPTH as an education and intervention program, not as a tobacco cessation program. Students who are ready to quit after completing INDEPTH should be referred to Not On Tobacco, the Lung HelpLine or other cessation resources for referrals. As a role model, facilitators must be free of all tobacco products, including all electronic nicotine delivery devices, for at least a year. Facilitators must also follow reporting and post program survey requirements. Contact your local Lung Association office with any questions you may have.

IV. Program Implementation Timing

The INDEPTH program is designed to engage students who have violated school or participatory code for a tobacco or e-cigarette use infraction. It is best to implement INDEPTH as soon as possible after a tobacco use policy violation has occurred. Facilitators will need to balance the abovementioned recommended group size with the need for temporal contiguity between the offense and program implementation.

V. Program Session Prep

In preparation for each session, it is recommended that you:

1. Arrange the meeting room with tables and chairs in a comfortable circle
2. Review the session
3. Obtain a flip chart and markers or a white/chalk board
4. Gather and make an appropriate number of copies of all necessary materials. The handouts needed for each session will be listed under the corresponding subsection titled "Getting Ready."

VI. Program Evaluation

The American Lung Association works with the Research & Evaluation Group at Public Health Management Corporation to track program activity, collect participant data and program outcomes. The Lung Association will collect information about each implementation of the INDEPTH program. If INDEPTH is implemented with multiple groups of different students during the same time period, enter information about each of those groups separately. The information provided will be used to track engagement and evaluate each INDEPTH program implemented. INDEPTH Facilitators are required to complete this survey at the end of the Session 4. The survey should take approximately 10 minutes to complete:

[INDEPTH Facilitator Post-Program Survey](#)

All INDEPTH Facilitators should also administer the Student Participant Surveys at the end of the Session 4. Plan to provide technology (computers/laptops, tablets, etc.) or allow students to use personal devices to complete the survey on their own. Encourage all students to participate, although students are able to refuse to participate in the survey. The short survey will provide feedback on the impact of the program and assess their preparedness to quit tobacco and e-cigarette use. The survey should take about 10 - 15 minutes to complete.

[INDEPTH Student Post-Program Survey](#)

INDEPTH Facilitators will also receive an annual survey to collect feedback about INDEPTH program implementation, intent to continue as a facilitator and curriculum feedback. The information provided will be used to evaluate and improve the INDEPTH program. The survey should take about 10-15 minutes to complete and will be administered at the end of each school year.

[INDEPTH Facilitator Annual Survey](#)

All survey responses will be completely anonymous. The Research & Evaluation Group will not collect any identifying information such as name, date of birth, or personal contact information. In addition, the Research and Evaluation Group will not share any individual responses with your school or the American Lung Association. All data will be analyzed and reported in aggregate to the American Lung Association.

Session 1: Getting the Facts

I. Objectives

To help participants:

1. Understand the INDEPTH program
2. Become familiar with the requirements and expectations of INDEPTH
3. Get acquainted with one another
4. Identify some reasons why they started using e-cigarettes/tobacco products and why they continue to do so

II. Ready...

In preparation for Session 1:

1. Review and prepare materials outlined in Sections 1 - 5 of Session 1
2. Title a whiteboard, smartboard or poster paper as "Touchstones" (this will be referenced at each session)
3. Gather the following materials:
 - Copies of school tobacco/e-cigarette use policy
 - Handout: "Requirements and Expectations" (p. 24)
 - Handout: "Fact or Fiction" (p. 25-29)
 - Handout: "Tobacco Product Fact Sheet" (p. 36)
 - Handout: "Know the Facts: Electronic Cigarettes/Vapes/JUULs" (p. 37-39)
 - Handout: "Danger-Poison!" (p. 40)
 - Handout: "My Product Use Tracking Diary" (1 sheet for each day; p. 41)
 - Handout: "My Thoughts" (p. 42)

Notes to Facilitator

Students attending the INDEPTH program may be experiencing other internal and external stressors, which may contribute to their e-cigarette or tobacco product use. Many will be at-risk students.

Some students may be angry or cynical about the program. In fact, most students will attend to avoid suspension, not to learn about tobacco and nicotine addiction. Honor where these students are and allow them the freedom to come to their own conclusions about the information presented in the program.

III. Set...

At the beginning of Session 1:

1. Welcome participants to the first INDEPTH session and affirm their decision (or assignment) to participate
2. Take attendance for school records
3. Distribute and review your school's policy regarding tobacco and e-cigarette use. Ask participants if they have any questions about policy violations or their participation in the INDEPTH program.

Touchstones

Explain that Touchstones are the ground rules for the group. Ask participants to brainstorm a short list of rules they would like the group to abide by during the sessions. List their suggestions on paper and post.

Checking In

Ask each participant for a few words that describe how they feel about being in the session and what they would like to get out of the program.

Notes to Facilitator

Allow only brief statements. Acknowledge all negative feelings. Do not attempt to negate feelings or argue with misconceptions about the session or e-cigarette/tobacco product use. Thank participants for sharing.

IV. Go!

Topic 1: Getting to know INDEPTH

✓ **Key Point:** The American Lung Association's INDEPTH program is a learning experience for students who have violated the school tobacco or e-cigarette policy.

"Welcome to the American Lung Association INDEPTH program. As you know, this is a 4-session program for students who have violated the school's e-cigarette/tobacco policy. Let me stress that the program is designed to be a positive learning experience for you. It is not an attempt to force you to quit using these products, or to provide treatment for any substance abuse problems. This program will provide you with opportunities to evaluate your own e-cigarette/tobacco use, explore alternative options, and consider healthier life styles. We will discuss the myths surrounding e-cigarette/tobacco and focus on positive ways to deal with the urge to use these products in school. As participants in the program, you are required to attend all four sessions. You must be on time or have a tardy excuse. Tardiness or unexcused absence will result in...."

Notes to Facilitator

Consequences for unexcused absences must be determined in advance, according to the policies of individual schools.

"We developed some touchstones at the beginning of this session. I have some expectations of the group as well. Participation is an important part of learning. I expect everyone here to contribute their own thoughts and ideas to the group. However, we have lots of material to cover at each session, so I expect students to stay on the subject. One of our group's touchstones is that everything said in the group should stay in the group. There are exceptions that you need to know up front. I am required to report any student who may harm him/herself or someone else or might be neglected or abused. Also, if I feel a student could be helped by sharing information with a counselor or other professional who is not a part of our group, I will first discuss that possibility with the student."

Provide: "Requirements and Expectations" handout. Allow participants a few minutes to read through the list.

Ask: Ask for questions or comments about the INDEPTH program.

Topic 2: Who are we? Why are we here?

✓ **Key point:** Getting acquainted is an important first step for any group.

"Let's go around the room and introduce ourselves. Give me your name and your favorite pastime activity...what do you like to do when you're 'bored'?"

"Now please tell us about your experience with tobacco and e-cigarettes. When did you start? Why did you start? What products have you used? What do you already know about tobacco and nicotine addiction? Why do you continue to use tobacco or e-cigarettes?"

Notes to Facilitator

Start the process by introducing yourself and sharing your favorite pastime activity. Then ask the students to do the same. You can ask other icebreaker questions instead of or in addition to the one outlined above to better facilitate engagement (e.g., Have you ever met a famous person? If you were animal, what would you be? If you had to live on a deserted island, what item could you not live without - besides food and water?). Next, share your history as a user or nonuser of e-cigarettes/tobacco with the group. *Whether you are a former user and can share your challenges or a non-user and can talk about family or friend's struggles with nicotine dependence, being upfront and honest will help build rapport.* Then, ask students to share their own story. Finally, tell them why you are facilitating INDEPTH.

✓ **Key Point:** Facts about vaping/tobacco may challenge teens beliefs about their own use.

Provide: "Fact or Fiction" handouts

1. Note that there are five different handouts: one for general facts about e-cigarette/tobacco use, and one for each type of product. Which handouts are administered may be tailored to the student(s). For instance, if the student(s) primarily uses electronic cigarettes/vapes, the corresponding handout may be administered along with the one for general facts as well as at least a few items from the other handouts.
2. Ask students to fill out the handout, and initial at the bottom.
3. After a few minutes, collect the completed handouts.
4. Engage in a discussion of the listed items:
 - a. Ask for volunteers to share their answers to the statements. Correct and/or clarify answers using information from "Fact or Fiction Answers" on page 27.
 - b. When the reasons students give for product use are reflected in the discussion, be sure to point that out.
5. Explain that they will fill out this same sheet at the end of Session 4.

Provide: "Know the Facts: Electronic Cigarettes/Vapes" handout

1. This activity requires the use of three picture sets. The amount of nicotine listed on the product labels is 0 mg in Set 1, 12 mg nicotine in Set 2, and 59 mg nicotine in Set 3. The pictures in Sets 1 and 2 show bottles of liquid of different brands/flavors, while the picture in Set 3 shows boxes of JUUL pods.

2. Show the three picture sets to students individually. For each set, ask them to review the labels on the product(s) and state how much nicotine the product(s) contain.
3. After all three picture sets are shown, inform students that product labels do not necessarily match the actual amount of nicotine in the product. Several studies have been published showing that there may be large differences between the label and the actual amount: 0mg label but 21 mg actual amount; 12 or 24 mg label but 0 mg actual amount. There are also recent studies showing that JUUL pods that are labeled as 59 mg may actually contain much higher amounts (69 mg and 75 mg).
4. The discussion might also explain to students why this difference exists. Currently, electronic cigarette/vape/JUUL products are not regulated by the government, and thus companies that make these products are not being required to prove their claims before products are sold to consumers. The government has stated that they intend to regulate these products, but those rules are not currently in place.

Provide: “Tobacco Products Fact Sheet” and “Danger-Poison!” handouts.

1. Give the students a couple of minutes to look over these handouts.
2. Next, walk the students through the handouts and consider highlighting ideas such as:
 - a. Some products are referred to by many different names. For example, use of the term “electronic cigarette” is common within the scientific community and the media. Youth, however, are more likely to use the terms “vape” or the brand name of a product like “JUUL.” For this reason, younger consumers may not realize that information disseminated about an “electronic cigarette” includes the very product that they are using.
 - b. All of the products listed contain nicotine, and thus have the potential to produce addiction.
 - c. All of the products listed contain chemicals shown to be harmful to the body, including those that cause cancer.
 - d. The nicotine found in electronic cigarettes/vapes/JUULs comes from the tobacco plant. Thus, while some do not consider the electronic cigarette to be a “tobacco product” in the traditional sense, there are traces of tobacco chemicals in the electronic cigarette liquid.
 - e. Many of these products are advertised specifically to youth. While tobacco companies claim that their advertisements are for adults only, many advertise heavily near schools and playgrounds, as well as on social media sites frequented by youth. These companies often use images of young people in their ads in order to appeal to a younger audience.
 - f. Ask participants to talk about advertisements they’ve seen (e.g. online, social media, in stores, etc.) and if or how they’ve influenced their use of products.

✓ **Key Point:** The first step in creating a healthy lifestyle is to understand your behavior.

Provide: “My Product Use Tracking Diary” handout (1 sheet for each of 7 days)

“Between today and our next meeting, you will record your use of all e-cigarette/tobacco products in the diary provided. You are being provided with one diary sheet for each of the next seven days. At the top of each sheet, record the day of the week and the date. For each product that you use within that

day, you will record the location of use, your mood, your need to use the product, and any related triggers. We will then use this information in Session 2 to look for patterns that might help you understand when you are most likely to use a product. Let's walk through some examples."

1. Time of day: Students might be given the option to provide the actual time or to simply write "morning/afternoon/evening/night."
2. Location: Examples might be car, home, friend's house, outside, park.
3. Mood: Students may draw a face (happy/relaxed, neutral/blah, sad/angry) or write down a word that best describes how they feel.
4. Need to use the product: The need to use refers to students' level of urge/craving/desire, which might be described as "low, medium, or high".
5. Triggers: Triggers may refer to anything that may have made the student want to use the product, outside of those described above (location, mood, need). Examples might include seeing another person using an e-cigarette/tobacco product, eating/drinking a specific food/beverage, feeling hungry, and taking a break from work/school.

Ask: If participants have any questions.

Notes to Facilitator

Here you may share your own experiences, assuming you are a former e-cigarette/tobacco user. Otherwise, you might ask students to share some of their own examples of situations in which they typically use their products (e.g., driving to/from school, when hanging with friends, when feeling stressed) or to use the examples provided here.

V. Winding down

Provide: "My Thoughts" handout

"At the end of each session, I will distribute a sheet of paper titled 'My Thoughts.' In written or picture form, please record something you learned at this session, or something that made you think. Write your initials on your sheet and turn it in to me as you leave. I will keep them in a folder and distribute them at the beginning of the next session. Your work will be kept completely confidential."

Ask: If participants have any questions.

Remind: Participants should complete their "My Product Tracking Diary" and bring them to the next session.

Closing Words

"I'm glad you chose to be in this program and appreciate your participation today. See you next time."

Session 2: Addiction

I. Objectives

To help participants:

1. Understand addiction and other harmful effects of e-cigarettes and tobacco product use.
2. Assess their own e-cigarette/tobacco product use.
3. Identify activities that “trigger” their urges to use these products.

II. Ready...

In preparation for Session 2:

1. Review and prepare materials outlined in Sections 1 - 5 of Session 2
2. Post “Touchstones” developed at first meeting
3. Gather the following materials:
 - Handout: “My Product Use Style” (p. 43)
 - Handout: “Signs of Addiction” (p. 44)
 - Handout: “Addiction Videos Links” (p. 45)
 - Handout: “My Tobacco Budget” (p. 46)
 - Handout: “My Thoughts” for Session 2 (p. 42)
 - Return: “My Thoughts” from Session 1
 - Index cards or plain paper
 - Calculators

III. Set...

At the beginning of Session 2:

1. Welcome participants back
2. Take attendance
3. Return “My Thoughts” from Session 1 to participants

Touchstones

Review touchstones by asking students if they have any rules for the group that they would like to add to the list.

Checking In

Ask each participant to say a few words that describe how they are feeling about coming into the second session of the program.

Notes to Facilitator

Explain that the thoughts that students recorded at the end of the last session (“My Thoughts” in Session 1) will serve as a reminder of some of the things that the group talked about. Clarify content from the previous session when necessary. Thank students for sharing. If students are not willing to share, ask a few questions related to the last session.

IV. Go!

Topic 1: Nicotine Addiction

✓ **Key Point:** Nicotine addiction is a complex disease that involves the brain and quitting usually takes more than good intentions or a strong will.

Note: Reference to nicotine use below refers to tobacco products or use of other nicotine delivery devices such as e-cigarettes, but DO NOT include nicotine replacement therapy (NRT), which – while approved by the FDA for cessation treatment for adults – has not been approved for use by youth as a clinically proven treatment option.

“Many people experiment with tobacco products, like cigarettes or electronic cigarettes/vapes, without planning to become regular users. You, like many teens, may have been curious or persuaded by a friend to try these products. Unfortunately, experimenting with e-cigarettes/tobacco can quickly lead to addiction because of the way that nicotine works in our bodies.”

“When a person uses e-cigarettes/tobacco products, their body may become physically dependent on the nicotine. Physical dependence to nicotine can develop in as soon as a few days after beginning use of any of the products listed on the Nicotine/Tobacco Products Fact Sheet. This means that you may feel withdrawal symptoms after only several uses of a product that contains nicotine. For example, you may feel irritable or anxious, have difficulty concentrating on tasks, experience headaches, and crave more of the tobacco product. These same withdrawal symptoms may make it difficult for you to stop using nicotine/tobacco, because using it is what helps you to avoid these symptoms. Psychological dependence to a nicotine/tobacco product also can develop, which means that you have a compelling urge to use these products even if you experience harmful consequences as a result. For instance, nicotine/tobacco use can lead to chronic coughing, difficulty breathing, production of phlegm, bad breath, yellow teeth, and skin wrinkles, as well as lung and heart disease.”

“The use of nicotine during your teenage years can also affect brain development. Specifically, use of nicotine products during this developmental period may increase your risk for mood disorders like depression, and for attention and learning difficulties.”

✓ **Key Point:** Understanding your patterns of e-cigarette/tobacco use is the first step to changing your behavior.

Provide: “My Product Use Style” handout

“Everyone uses e-cigarettes/tobacco products differently, even if they may be seeking similar effects. Identifying when you use these products, your feelings at the time, and how product-use alters those feelings will help you better understand the role these products play in your life. This is an important step when trying to learn better ways to cope without using e-cigarettes/tobacco during the school day. Remember that between last session and today, we asked you to fill out the handout “My Product Use Tracking Diary” noting some of these very aspects of your product use. We will use those diaries to fill out the following handout.”

Ask: Students should refer to their “My Product Use Tracking Diary” from the prior week to complete this handout.

Notes to Facilitator

Ask students questions about specific feelings they recorded on their form. For example: “How many of you are feeling bored when you smoke/vape/use tobacco products? Does smoking/vaping/use relieve boredom? How?” Some students may discover that there is a pattern in their use of e-cigarette and tobacco products, or that their product use behavior is triggered by certain activities. Others may be surprised by the frequency with which these products play a role in their activities. If students are reluctant to share, ask specific questions about what they learned. Important: Collect the “My Product Use Style” forms for use in Session 3.

Provide: “Signs of Addiction” handout

Ask: Ask them to respond to the statements on the handout and determine for themselves if they are showing addictive behavior. Their responses will be for their own information.

Provide: “Addiction Videos” handout

Ask: Ask students for their reaction to these videos. Ask them to state some of the facts that they remember after watching any or all of the videos listed. Did they find anything surprising? What pieces of information caught their attention?”

Topic 2: The Role Vaping/Tobacco plays in My Life

✓ **Key Point:** Teens who use e-cigarettes/tobacco may not realize the major role that these products play in their lives.

“I am going to read some statements. When one of these statements applies to you, write down the keyword. I will give you the keyword.”

- I use e-cigarettes/tobacco when I need an energy boost. The key word is **energy**.
- I use e-cigarettes/tobacco in social situations, because I am often uncomfortable. The key word is **uncomfortable**.
- I use e-cigarettes/tobacco in social situations, because it is part of the fun. The key word is **fun**.
- I find using e-cigarettes/tobacco products relaxing. The key word is **relaxing**.
- Vaping/tobacco product use is part of my social life. My friends use these products too. The key word is **social**.
- I use e-cigarettes/tobacco products to handle stress. The key word is **stress**.
- When I get upset, I want to use e-cigarettes/tobacco. The key word is **upset**.
- I enjoy the whole process of using an e-cigarette/tobacco product. This can include preparation and use, whether by smoking, vaping, or dipping. The key word is **enjoy**.
- I am an automatic vaping/tobacco user. I start using without even thinking about it. The key word is **automatic**.

- I get a feeling like a gnawing hunger or craving if I have not used a vaping/tobacco product in a while. The key word is **hunger**.
- When I can use a vaping/tobacco product, I often have an overwhelming desire to use one. The key word is **desire**.

Notes to Facilitator

Ask for volunteers to share their list of key words. Explain that people whose key words were enjoy, lift, relaxing, and energy use vaping/tobacco products for fun, pleasure, stimulation, socializing, and relaxation. These people enjoy the process of using the products. Tell students that those with the key words automatic, stress, uncomfortable, upset, hunger and desire to use vaping/tobacco products to manage unpleasant feelings like anger and tension. They may also experience cravings. These people are habitual product users. Tell participants that this information will be helpful to them if they choose to go through the process of quitting.

“People use e-cigarettes and tobacco for different reasons. Some people use vaping and tobacco products to help them feel calm, while some may use these products to help them focus. Do you use these products out of habit, to relax, or when you need an energy boost? Is your use of these products different now than when you began using them? How so?”

Provide: “My Vaping/Tobacco Budget” form

1. In advance of the session, you may wish to search online for average prices of vaping/tobacco products in your area. Students may not remember the price of products, or may not know because they often borrow/share products from/with others.
2. Ask students to use these prices to complete the budget form.
3. Provide assistance with calculating the costs per week/month/year.

Ask: Ask for volunteers who are willing to share the costs of their product use and examples of what they might purchase or save for with that amount of money.

V. Winding down

Provide: “My Thoughts” handout

“Please record, in words or pictures, some of your thoughts about today's session. It may be something you learned about yourself or others, or something that surprised you. Perhaps the session started you thinking about your own smoking behavior. Write your initials at the top and I will collect them.”

Closing Words

“We learned today that understanding your vaping and tobacco use is important in helping you assess decisions you make about when and where you use these products. You looked at when you use these products, and what kinds of feelings they lead to. Think about the emotions that you have before and after you use vaping and tobacco products. Can you look at other areas of your life and identify behaviors that lead to happy feelings, both short term and long term? Are there some activities/choices that make you feel good that can take the place of vaping/tobacco use at school, or in other places where these products are not permitted? What about even where they are permitted? Take some time to think about these questions in the next week and thank you for your participation today! See you next time.”

Session 3: Alternatives to Product Use

I. Objectives

To help participants:

1. Develop strategies to cope with the urge to use vaping/tobacco products.
2. Develop their own vision of a healthy lifestyle.

II. Ready...

In preparation for Session 3:

1. Review and prepare materials outlined in Sections 1 - 5 of Session 3
2. Post "Touchstones"
3. Gather the following materials:
 - Handout: "What Else Can I Do?" (p. 47)
 - Handout: "My Thoughts" (p. 42) for Session 3
 - Return: "My Thoughts" from Session 2
 - Return: "My Product Use Style" (p. 43)
 - Blank sheets of paper or index cards
 - Ziploc bags
 - Optional Handout: Tobacco Cessation Resources and Vaping one-pagers

III. Set...

At the beginning of Session 3:

1. Welcome students back
2. Take attendance
3. Return "My Product Use Style" handout
4. Return "My Thoughts" handout

Touchstones

Remind the group to abide by the touchstones posted in the room.

Checking In

Ask each participant for a few words that describe how they feel about the INDEPTH program and their journey with nicotine addiction after having experienced two sessions.

Notes to Facilitator

Ask for volunteers to share some of the thoughts they recorded at the end of the last session. Take this opportunity to review important points covered in the last session.

IV. Go!

Topic 1: Alternatives to Product Use

✓ **Key Point:** There are healthy ways to cope with the desire to use vaping and tobacco products.

“Successfully dealing with the urge to use vaping/tobacco products takes planning. Knowing what you can do instead of using these products will reduce the anxiety that often accompanies experiencing cravings. It is important for this group to focus first on what to do in locations where you cannot use these products, such as school.”

Provide: Blank pieces of paper or index cards

1. Instruct participants to write down their favorite kind of music (e.g., country, rock, hip hop, or pop) in large letters on the paper.
2. Tell participants to hold the paper up so that everyone can read it. Students who like the same kind of music should group together. If one or two students do not have someone else choose their same kind of music, they can pair up or join with another group.
3. Once in groups, ask students to tell each other about their favorite song and why they like it.

Ask: Ask for volunteers to play a clip of their favorite song (if there is access to a device with internet or access to music). Ensure that these clips are appropriate for a school setting. Process this activity by telling students that music can play an important role in helping them cope with the urge to use e-cigarettes/tobacco products. Explain that even in school they can think about their favorite song, playing it through their minds, when they feel the urge to smoke. Music is relaxing and can help to get their minds off of using products that are not allowed at school.

Provide: “What Else Can I Do?” handout

Ask: Ask the group to identify those activities they do in school now when they have the urge to use vaping/tobacco products. Then ask them what other activities listed on the handout would work in school. For example, they can take deep breaths at school but may not be able to have a snack when they are craving an e-cigarette/tobacco product. Suggest that they put a checkmark beside those activities they can do in school to reduce the urge to use these products.

Notes to Facilitator

Instruct the group to match some of the feelings and events that trigger the urge to use vaping/tobacco products (My Product Use Style, Session 2) with activities that could help to deal with the craving associated with these feelings and events. For example, a student may have the desire to use a product before every math class. Stopping at the water fountain for a long drink on the way to class or doing a brief relaxation exercise before class starts are two ways to deal with these urges.

✓ **Key Point:** Everyone will have different ways of coping with the cravings for e-cigarettes/tobacco products.

Provide: Ziploc baggies

"Now that we have some ideas about different alternatives to using e-cigarette/tobacco products in school, let's use some of our ideas to create a Quit Kit! A Quit Kit is a portable kit with items inside that can help you cope with urges to use e-cigarettes/tobacco products. For example, if you think that chewing gum, using flavored toothpicks, and/or mints [or whatever is permitted for use in school] can help you with some of your urges to use these products, you could keep those items in your Quit Kit. Other ideas include a stress ball, other candy, or your list of other activities that you might use (e.g., deep breathing, meditation, drinking water). I will pass around these plastic baggies that you can use for your kit, but feel free to use any portable container that is appropriate to carry at school. Between now and the next session, put together your own Quit Kit with items that will work best for you as you try to refrain from product use during school. At the start of the next session, we will all bring in our kits to share with the group."

Notes to Facilitator

Though these Quit Kits are specifically for use in school, you may suggest that students make an Out-of-School Quit Kit to carry around at other times!

Topic 2: Identifying a Healthy Lifestyle

✓ **Key Point:** Identifying and working towards a healthy lifestyle is important for adolescents. People may have slightly different ideas about what their ideal healthy lifestyle would look like depending on their culture, history, and priorities.

Provide: Blank sheets of paper

"Having a healthy lifestyle is important whether you use e-cigarettes/tobacco products or not. People who lead healthy lives pay attention to their needs, including work, fun, companionship, good and healthy food, spirituality and physical activity. We all have different priorities and different ideas about what a healthy lifestyle may look like for us!"

Ask: Ask participants to brainstorm characteristics of what a healthy lifestyle looks like for them, which can be completed alone or in groups of 2 - 3 people. Ideas can be expressed on this paper in any form: story, poem, skit, drawing, etc. Allow for ~10 minutes to complete this activity, and then have individuals/students share their ideas.

Notes to Facilitator

Encourage students to consider mental, spiritual, and physical health, as well as how their product use fits into their ideas of a healthy lifestyle.

V. Winding Down

Provide: “My Thoughts” handout

“Please write or draw something that you learned during this session.”

Closing Words

“To avoid problems, it is important to plan for those times when you can’t use e-cigarettes/tobacco. Use the ideas you came up with today to help you deal with the urge to use these products at school. Thank you for your participation today. See you next time.”

Remind: Students should bring their completed Quit Kits to the next session.

Session 4: Past, Present, Future

I. Objectives

To help participants:

1. Understand the process of change
2. Look at the big picture

II. Ready...

In preparation for Session 4:

1. Review and prepare materials outlined in Sections 1 - 5 of Session 4.
2. Post "Touchstones"
3. The following materials are required for this session:
 - Handout: "A Picture of My Dream Life" (p. 48)
 - Handout: "My Dream Life as an E-cigarette/Tobacco User" (p. 49)
 - Handout: "My Thoughts" for Session 4 (p. 42)
 - Handout: "Participant Survey" (p. 50)
 - Return: "My Thoughts" from Session 3
 - Blank sheets of paper or index cards
 - Chart paper
 - Markers
4. Ensure that there are laptop(s) or tablet(s) or devices available for end-of-program survey; alternatively, you may schedule time in the library or computer lab.

III. Set...

At the beginning of Session 2:

5. Welcome students back
6. Take attendance
7. Return "My Thoughts" forms

Touchstones

Remind the group to abide by the touchstones posted in the room.

Checking In

Ask each participant if they have any new thoughts about their vaping/tobacco use behaviors as a result of their work in the INDEPTH program.

Notes to Facilitator

Ask students to retrieve their Quit Kits. Ask for volunteers to share what is in their Quit Kit and why they chose those items. Ask for volunteers to share some of the thoughts they recorded at the end of the last session. Take this opportunity to review important points covered in the last session.

IV. Go!

Topic 1: Making Changes

✓ **Key Point:** Change is not always easy, but it is always possible.

"We are in the final session of the American Lung Association INDEPTH program. You have spent time learning facts about nicotine addiction and tobacco use, you have explored your own product use behavior, and learned ways of coping with not using these products. You may even have started to think about changing your vaping and tobacco use behavior. Any positive change begins with a desire or dream. If you dream about being a competitive skater, you may start thinking about improving your fitness. If you want to own a motorcycle, you may start thinking about what you can do to earn the money. Change is a process and takes time to accomplish."

Provide: "A Picture of My Dream Life" handout

1. Instruct students to write down or draw something they dream about doing, want to own, or want to become. Tell them that if they do not want to, they will not be required to share.

"After you have recorded your dream, start thinking of the changes you would have to make to accomplish this goal. For example, those who want to own a motorcycle might have to give up some social activities for work and cut back on the money they are spending now in order to save enough to buy a bike. The person who wants to be a competitive skater might have to improve his/her fitness and health habits and give up some social activities to practice. Perhaps he or she will have to find ways to pay for the skating lessons. On the handout, list some of the steps you would take to accomplish your dream."

Notes to Facilitator

You may want to fill out a "A Picture of My Dream Life" worksheet yourself.

Ask: Ask for volunteers who are willing to share their dream. If no one volunteers, you might share your dream. You might also promote participation by asking specific questions (e.g., "What steps would you have to take to accomplish your dream?")

Notes to Facilitator

If students indicate that the changes they would have to make seem impossible to accomplish, take the activity one step further and have them break one change down into steps. For example, if the aspiring skater has very little time to get in shape, ask them to find the first step they can make toward physical fitness. Perhaps they could do push-ups for ten minutes in front of the television or take a quick walk around the block after supper. Remind students that change does not happen all at once.

Provide: "My Life as an E-cigarette/Tobacco User" handout

1. Instruct students to now re-write or re-draw their future life assuming that they continued to use e-cigarettes/tobacco products. Would their life still be their "dream" or would it look different? If different, how?

“Now think about your life in the future as a long-term user of e-cigarettes/tobacco. How might the use of such products change the dream life you wrote about/drew above? Would it be the same or different? If different, how and why?”

Notes to Facilitator

Here you will want them to think about the long-term consequences of e-cigarettes/tobacco product use. Their life may look very different due to factors such as poor health (regular illness; cardiovascular or lung disease; gum or tooth disease; reproductive problems) and financial difficulties (money spent on tobacco products; more frequent doctors' appointments; additional medications). Of course, these factors may then lead to decreased daily functioning (poor sleep quality; reduced enjoyment of hobbies), fewer material possessions (replacement of broken appliances; inability to buy a new car or go on vacation), etc.

Topic 2: A Look at the Big Picture

“Changes have been happening all your life. You have not always had control over these changes, but the older you get, the more control you have! I would like you to write or draw a description of yourself when you were five years old; now, as a teenager; and what you will be like at 25. Include details, like the important people in your life and what you did, do, and may do for fun or work. Were you, are you now, or will you be physically active? Will you use e-cigarettes/tobacco products? What possessions were, are, and may be important to you? Title your work ‘Past, Present, Future’. Again, this work can be done in story or picture form.”

Notes to Facilitator

You may want to list some details that they should include on the board or chart paper posted at the front of the room where students may refer to it.

Ask: Ask the group to share some changes that have occurred or that they expect/would like to occur in the future. When participants respond, ask them if they had or will have control over these changes.

“We have talked about using e-cigarettes/tobacco for most of the past four sessions. Today we talked about change. If one of the changes you decide to make is changing from an e-cigarette/tobacco user to a non-user, there are strategies and programs to help you.”

Ask: Ask for questions about the quitting process.

Notes to Facilitator

For cessation resources, students can be referred to the American Lung Association's Lung HelpLine at 1-800-LUNGUSA. If the N-O-T program is available through your school, refer to the "All About N-O-T" section in the N-O-T Guide, if available, or contact your local American Lung Association office at 1-800-LUNGUSA. You may also distribute the "N-O-T Fact Sheet" (available on the Facilitator Resource page). Students may inquire about products like nicotine replacement therapy (e.g., patch, gum, lozenge). These products are available only by prescription for people under 18 years of age.

"Unlike INDEPTH, for which your attendance was required, the N-O-T program is a voluntary quit tobacco and e-cigarette use program. Teens attend 10 group sessions and work through the quitting process. Quit Day takes place half way through the program, after you are given a toolkit of resources to prepare you to be able to quit successfully. If you are interested, or become interested later, I will be glad to help register you for the sessions or find other quit resources for you."

Provide: Distribute "Fact or Fiction?" handout. Ask students to initial and fill out the sheet(s) and hand it in.

V. Winding Down

Provide: "My Thoughts" handout. Ask participants to complete the form.

Ask: Once they have completed the form, ask for volunteers to share what they wrote. Ask them to turn in the forms when they leave.

Closing Words

"I hope these sessions have been a good experience for you. Perhaps you have learned some new facts about e-cigarettes/tobacco products. Maybe you have some strategies in mind to keep you from using these products in school. Feel free to reach out in the future to me know how you are doing and good luck!"

Final Program Summary and Evaluation:

The American Lung Association works with the Research & Evaluation Group at Public Health Management Corporation to track program activity, collect participant data and program outcomes.

Administer the Student Participant Surveys at the conclusion of this session. Plan to provide technology (computers/laptops, tablets, etc.) or allow students to use personal devices to complete the survey. Encourage all students to participate, although students are able to refuse to participate in the survey. The survey should take about 10 - 15 minutes to complete. This short survey will provide feedback on the impact of the program and assess their preparedness to quit tobacco and e-cigarette use.

[INDEPTH Student Post Program Survey](#)

INDEPTH Facilitators are also required to complete this survey at the conclusion Session 4. The survey should take approximately 10 minutes to complete. The survey will track utilization of the program and program implementation feedback.

[INDEPTH Facilitator Post Program Survey](#)

Requirements and Expectations

Session 1

1. Attendance at all four sessions of the INDEPTH program is mandatory.
2. Check with your Facilitator for ways to make up an excused absence.
3. Full participation is required at each session.
4. Participants must be on time for all sessions or have a tardy excuse.
5. Participants must abide by the Touchstones developed by the group.
6. All sharing in group discussions and activities will be kept confidential unless a person is threatening to harm him/herself or others, or is being abused or neglected. In such cases, the Facilitator will have the responsibility of reporting to appropriate parties.

Fact or Fiction Sessions 1 & 4

General Tobacco Use

Directions: Check Fact or Fiction for each statement

	Fact	Fiction
Most teenagers smoke.	<input type="checkbox"/>	<input type="checkbox"/>
Cigarette smoking is responsible for more than 100,000 deaths per year in the United States.	<input type="checkbox"/>	<input type="checkbox"/>
Nicotine is considered to be as addictive as heroin and cocaine.	<input type="checkbox"/>	<input type="checkbox"/>
Somewhere down the road, smoking will kill you...but everybody is going to die anyway.	<input type="checkbox"/>	<input type="checkbox"/>
Advertising has little or no effect on teen smoking or vaping.	<input type="checkbox"/>	<input type="checkbox"/>
Tobacco smoke contains 69 known cancer-causing substances.	<input type="checkbox"/>	<input type="checkbox"/>
It takes a long time to get addicted to products containing nicotine.	<input type="checkbox"/>	<input type="checkbox"/>

Electronic Cigarette/Vape Use

Directions: Check Fact or Fiction for each statement

	Fact	Fiction
Teens who use electronic cigarettes/vapes/JUULs do not go on to smoke cigarettes.	<input type="checkbox"/>	<input type="checkbox"/>
Electronic cigarettes/vapes/JUULs are bad for you.	<input type="checkbox"/>	<input type="checkbox"/>
The vapor produced by electronic cigarettes/vapes/JUULs consists primarily of water.	<input type="checkbox"/>	<input type="checkbox"/>
The flavorings used in electronic cigarettes/vapes/JUULs are safe to eat, but are not safe to inhale into lungs.	<input type="checkbox"/>	<input type="checkbox"/>
Electronic cigarettes/vapes/JUULs are the same product as e-hookah and e-cigars.	<input type="checkbox"/>	<input type="checkbox"/>

*Initials*_____

Hookah/Waterpipe Use

Directions: Check Fact or Fiction for each statement

	Fact	Fiction
Hookah/waterpipe smoke is less harmful than cigarette smoke.	<input type="checkbox"/>	<input type="checkbox"/>
The harmful chemicals from hookah/waterpipe smoke are eliminated when the smoke passes through the water.	<input type="checkbox"/>	<input type="checkbox"/>
Infections may be passed to other smokers when they share hookah/waterpipes.	<input type="checkbox"/>	<input type="checkbox"/>
The use of shisha that is “herbal” rather than tobacco-based is safe to use.	<input type="checkbox"/>	<input type="checkbox"/>
Smoking hookah/waterpipe tobacco is different than vaping a hookah pen.	<input type="checkbox"/>	<input type="checkbox"/>

Initials_____

Cigar/Cigarillo Use

Directions: Check Fact or Fiction for each statement

	Fact	Fiction
A small cigar is typically about the same size as a cigarette and usually includes a filter.	<input type="checkbox"/>	<input type="checkbox"/>
Cigarillos do not usually have a filter, but sometimes have wood or plastic tips.	<input type="checkbox"/>	<input type="checkbox"/>
Cigar/cigarillo smokers are not exposed to harmful chemicals if they don't inhale the smoke.	<input type="checkbox"/>	<input type="checkbox"/>
"Hyping", "freaking" or "champing" a cigarillo (removing the inner liner) reduces the risks of cancer.	<input type="checkbox"/>	<input type="checkbox"/>
Small cigars and cigarillos are cheaper and advertised more heavily in African American neighborhoods.	<input type="checkbox"/>	<input type="checkbox"/>

Initials _____

Smokeless Tobacco Use

Directions: Check Fact or Fiction for each statement

	Fact	Fiction
Smokeless tobacco can be used to help quit smoking.	<input type="checkbox"/>	<input type="checkbox"/>
Smokeless tobacco can cause gum disease, tooth decay and tooth loss.	<input type="checkbox"/>	<input type="checkbox"/>
Moist snuff may be packaged in ready-to-use pouches that resemble small tea bags.	<input type="checkbox"/>	<input type="checkbox"/>
Nearly 30 cancer-causing chemicals have been found in smokeless tobacco.	<input type="checkbox"/>	<input type="checkbox"/>
Snus is more harmful than traditional forms of smokeless tobacco like snuff, dip or chew.	<input type="checkbox"/>	<input type="checkbox"/>

*Initials*_____

Fact or Fiction Answers

General Tobacco Use

1. Most teenagers smoke.

Fiction. Most teenagers do not smoke. Nationally, less than 20% of high school students use any type of tobacco product. The current rates of use for individual products are 7.6% for cigarettes, 11.7% for electronic cigarettes/vapes/JUULs, 3.3% for hookah/waterpipe, 5.5% for smokeless tobacco (snuff, dip, chew), and 7.7% for cigars.

2. Cigarette smoking is responsible for more than 100,000 deaths per year in the United States.

Fiction. Cigarette smoking causes more than 480,000 deaths each year in the United States. This is nearly one in five deaths. Smoking causes more deaths each year than the following causes combined: Human immunodeficiency virus (HIV), Illegal drug use, alcohol use, motor vehicle injuries, and firearm-related incidents. Worldwide, tobacco use causes nearly 6 million deaths per year, and current trends show that tobacco use will cause more than 8 million deaths annually by 2030.

3. The nicotine found in products such as cigarettes, smokeless tobacco, and electronic cigarettes/vapes/JUULs is considered to be as addictive as heroin and cocaine.

Fact. Nicotine is the chemical in all tobacco products that causes addiction, which has been shown to be as addictive as these other drugs. Nicotine is found in cigarettes, cigars, smokeless tobacco (e.g., snuff, dip, and chew), hookah/waterpipe, and electronic cigarettes/vapes/JUULs. Once a tobacco user has become addicted to nicotine, it is very difficult to quit using tobacco. The difficulty is due in part to a chemical called dopamine that is released in the brain when nicotine is consumed, making the tobacco user feel good. When nicotine is not consumed, and dopamine is not released, the user is likely to experience symptoms of withdrawal. These symptoms are unpleasant, and may include craving, headache, hunger, irritability/anger, difficulty thinking, and weight gain. To prevent these symptoms, the user continues consuming nicotine from their tobacco product.

4. Somewhere, down the road, smoking will kill you...but everybody is going to die anyway.

Fact. Smoking actually shortens life expectancy. However, smoking can also affect the quality of life for young and old alike. It affects breathing, and so interferes with physical activity at any age. Smoking leads to more colds and bronchitis in teens and adults. Among people who have quit smoking, many feel improvements in both physical and mental health, even if they quit at a young age.

Health benefits of quitting smoking can begin as early as 20 minutes after your last puff! Within 20 minutes after quitting, your heart rate drops back to a normal level. Within 12 hours of quitting, carbon monoxide levels in your blood drop down to healthy levels. Two weeks to 3 months after quitting, the risk of having a heart attack starts to lower, and lung function improves. Within 9 months of quitting, coughing and shortness of breath decrease. One year after quitting added risk of heart disease is half that of a smoker's!

5. Advertising has little or no effect on teen smoking or vaping.

***Fiction.** Advertisements by the tobacco companies influence young people to start using tobacco. Tobacco ads make smoking appear to be appealing, which can increase teens' desire to smoke. The tobacco companies use specific tactics to target teens. For example, they place many ads at stores near schools and playgrounds, and pay to have their products placed in popular movies that teens watch.*

The electronic cigarette/vape/JUUL industry uses similar tactics to the tobacco industry in targeting teens, with messaging associating vaping with sex, independence, and rebellion. Electronic cigarette/vape/JUUL use among teens also with growth in marketing. For example, social media increases in mentions of JUUL products was highly correlated with retail sales of the product.

6. Tobacco smoke contains 69 known cancer-causing substances.

***Fact.** Tobacco smoke contains at least 250 harmful chemicals, and at least 69 of those chemicals can cause cancer. Tobacco products that are not smoked also contain many cancer-causing chemicals. For instance, smokeless tobacco products (snuff/dip/chew) are found to contain approximately 30 chemicals that cause cancer. Electronic cigarettes/vapes/JUUL also exposure users to similar chemicals, though the total number is currently unknown. In a recent study (Rubinstein et al., 2018), teens who used electronic cigarettes/vapes/JUULs an average of 12 days per month had more harmful chemicals in their body than teens who did not use electronic cigarettes/vapes/JUULs or any other tobacco product.*

7. It takes a long time to get addicted to products containing nicotine.

***Fiction.** Symptoms of nicotine addiction can occur in as little as a few days or weeks after starting to smoke occasionally. This means that a person can become addicted to nicotine even if they smoke only a few cigarettes per week. Most adults who smoke regularly began their cigarette use before the age of 18. Nearly 9 out of 10 cigarette smokers first tried smoking by age 18, and 98 percent first tried smoking by age 26.*

Electronic Cigarette/Vape Use

1. Teens who use electronic cigarettes/vapes/JUULs do not go on to smoke cigarettes.

***Fiction.** Relative to teens who have never used electronic cigarettes/vapes/JUULs, those who have used these products are more likely to try cigarettes and to go on to smoke cigarettes regularly.*

2. Electronic cigarettes/vapes/JUULs are bad for you.

***Fact.** There is conclusive evidence that, in addition to nicotine, most electronic cigarette/vape/JUUL products contain many dangerous substances. Nicotine intake from electronic cigarettes/vapes/JUULs is similar to intake from regular cigarettes. Some chemicals in the vapor of electronic cigarettes/vapes/JUULs can be harmful to lung cells. While electronic cigarettes/vapes/JUULs may have lower risks than regular cigarettes for adults, they may still increase risk of cancer and other dangerous health outcomes.*

3. The vapor produced by electronic cigarettes/vapes/JUULs consists primarily of water.

***Fiction.** The liquid used in electronic cigarettes/vapes/JUULs consists primarily of nicotine, propylene glycol, and vegetable glycerin. Users who inhale the vapor are also exposed to other chemicals known to be harmful to the lungs, such as formaldehyde, diacetyl, and acrolein.*

4. The flavorings used in electronic cigarettes/vapes/JUULs are safe to eat, but are not safe to inhale into the lungs.

***Fact.** Some flavors in the liquids have shown to contain chemicals that are linked to lung disease, such as diacetyl in butter flavorings and benzaldehyde in cherry flavorings.*

5. Electronic cigarettes/vapes/JUULs are the same product as E-Hookah and E-Cigars.

***Fact.** All of these products use liquid with similar ingredients (e.g., nicotine, propylene glycol, vegetable glycerin, flavorings) that is vaporized for inhalation by the user. They also all have similar features, such as a tank to hold the liquid, a heating element to vaporize the liquid, and a battery to power the heating element. Thus, while their design may appear different (e.g., e-cigars look like cigars), they are essentially the same product.*

Hookah/Waterpipe Use

1. Hookah/waterpipe smoke is less harmful than cigarette smoke.

***Fiction.** Hookah poses many of the same health risks as cigarettes. Smoking hookah delivers nicotine, just like cigarettes, and the smoke is at least as toxic as cigarette smoke. Hookah smokers also may absorb more of these toxins, because people tend to take more puffs and larger puffs from a hookah in one sitting than they would from a cigarette.*

2. The harmful chemicals from hookah/waterpipe smoke are eliminated when the smoke passes through water.

***Fiction.** The water filters out little to none of the harmful ingredients in hookah smoke, including dependence-producing nicotine, cancer-causing agents, and heavy metals.*

3. Infections may be passed between smokers who share a hookah/waterpipe.

***Fact.** Sharing hookahs/waterpipes increases risk of infectious diseases of the mouth, lips, gums, and lungs. Such diseases include oral herpes, hepatitis, lung disease, and flu.*

4. The use of shisha that is "herbal" rather than tobacco-based is safe to use.

***Fiction.** Smokers who use shisha that is herbal are still exposed to carbon monoxide, toxic metals, and chemicals known to cause cancer. Some of these same chemicals are released into the air when herbal shisha is smoked, and thus nonsmokers can be exposed to them secondhand.*

5. Smoking hookah/waterpipe tobacco is different than vaping a hookah pen.

***Fact.** Smoking a hookah/waterpipe involves inhaling air that contains combusted charcoal and heated tobacco. Vaping a hookah pen involves inhaling a liquid that has been vaporized, and that liquid typically contains nicotine, propylene glycol, vegetable glycerin, and/or flavorings. A hookah pen does not contain plant tobacco. However, it contains the same ingredients as those found in electronic cigarettes/vapes/JUULs, and some of the ingredients have shown to be harmful to health.*

Cigar/Cigarillo Use

1. A small cigar is typically about the same size as a cigarette and usually includes a filter.

Fact. A small cigar looks very similar to a cigarette in terms of its shape, size, and packaging. Small cigars also often contain a filter on the end where the lips are placed, much like the filters on cigarettes.

2. Cigarillos do not usually have a filter, but sometimes have wood or plastic tips.

Fact. Cigarillos are larger than cigarettes and small cigars, but smaller than large cigars. Popular brands of cigarillos are Black&Milds, Swisher Sweets, and Phillies, and these products come in a variety of flavors (e.g., vanilla, wine, cherry, mango, sour apple). Cigarillos are made by wrapping the shredded tobacco leaves with a paper that is also made from tobacco. In contrast, cigarettes are wrapped in paper that is not made from tobacco.

3. Cigar/cigarillo smokers are not exposed to harmful chemicals if they don't inhale the smoke.

Fiction. Even when cigar smokers do not inhale, they expose their lips, tongue, and throat to smoke and its toxic chemicals that cause serious health conditions like cancer.

4. Cigarillo smokers can reduce their risks of cancer if they remove the inner tobacco liner before smoking, a process called "hyping", "freaking", or "champing".

Fiction. Some cigarillos contain a liner of tobacco on the inside, and this liner is sometimes removed prior to smoking. Many users refer to this liner as "cancer paper", and believe that if they remove it they will decrease their cancer risk. There exists no evidence that supports this idea.

5. Small cigars and cigarillos are cheaper and advertised more heavily in African American neighborhoods.

Fact. Tobacco companies have a history of targeting the African American community to sell their products. Neighborhoods with predominantly African Americans have more stores that sell tobacco products and more exterior advertisements (locations outside the store to be easily seen by those walking or driving by) for tobacco products. They also offer tobacco products at prices that are lower than in other neighborhoods. These tactics are used to increase African American's use of these products.

Smokeless Tobacco Use

1. Smokeless tobacco can be used to help quit smoking.

***Fiction.** There is no evidence that suggests that smokeless tobacco products help smokers quit using cigarettes. While there are many FDA approved treatments that have been rigorously tested and shown to be effective (such as nicotine replacement therapy) there has been no such testing for smokeless tobacco as a cessation aid. Additionally, smokeless tobacco still contains nicotine, and is linked to several types of cancer.*

2. Smokeless tobacco can cause gum disease, tooth decay, and tooth loss.

***Fact.** Users of smokeless tobacco products have an increased risk of a variety of oral health conditions. Chemicals in these products affect various processes in the mouth, such as narrowing the blood vessels, preventing the formation of new blood vessels, and decreasing the function of immune cells. They also lead to gum recession, whereby a gap forms between the gums and the teeth and allows bacteria to build up. The sweeteners used in smokeless tobacco can cause tooth decay.*

3. Moist snuff may be packaged in ready-to-use pouches that resemble small tea bags.

***Fact.** Moist snuff packaged in small pouches are referred to as “snus” (pronounced “snoose”, like “loose”). Snus comes in a variety of brands from Sweden (e.g., General) or the United States (e.g., Camel, Marlboro), and in flavors such as wintergreen, spice, and frost. Unlike traditional forms of snuff/dip/chew, snus is spitless. That is, users do not have to regularly spit out the juices from the product like is required when traditional snuff/dip/chew is used.*

4. Nearly 30 cancer-causing chemicals have been found in smokeless tobacco.







***Fact.** Smokeless tobacco products, like snuff, dip, and chew, contain what are called tobacco-specific nitrosamines. These chemicals are found only in the tobacco plant, and have shown to cause cancer in users of these products. In addition to nitrosamines, other cancer-causing chemical have also been found (e.g., polonium-210; polycyclic aromatic hydrocarbons).*

5. Snus is more harmful than traditional forms of smokeless tobacco like snuff, dip, or chew.

***Fiction.** Snus is at least as harmful, and perhaps less harmful, than these traditional smokeless tobacco products. The tobacco in snus products is processed in such a way to reduce the levels of tobacco-specific nitrosamines that cause cancer. However, levels of these and other harmful chemicals are not equal across all brands of snus. Therefore, some snus brands may contain lower levels, and other brands may contain higher levels, of certain chemicals than products like traditional snuff/dip/chew.*

Tobacco Product Fact Sheet

Session 1

	Product Names	Example flavors	Contains tobacco?	Contains nicotine?	Contains chemicals that cause cancer?	Did you know?
	Cigarettes	Menthol	Yes	Yes	Yes	Ultralight and light brands are not safer than regular brands.
	Large cigars Little cigars Cigarillos	Apple Peach Vanilla Wine	Yes	Yes	Yes	Increases users' risk of mouth and lung cancer, even if you do not inhale.
	Waterpipe Hookah Narghile Shisha Hubble-Bubble	Apple Chocolate Mint Mango Tutti Frutti	Yes	Yes	Yes	Many toxic chemicals remain in the smoke even after it passes through the water.
	Snuff Dip Chew	Cinnamon Cherry Menthol Wintergreen	Yes	Yes	Yes	Smokeless tobacco use leads to white or gray patches inside the mouth that may developed into cancer
	Snus	Cinnamon Frost Mint Winterchill	Yes	Yes	Yes	Snus tobacco is packaged in small pouches, is "spitless", and is cured in a way to decrease certain cancer-causing ingredients.
	Electronic Cigarettes E-Cigs Vapes Vape Pens JUULs Mods E-Hookah	Cappuccino Cherry Crush Chocolate Cotton Candy Gummy Bear Mango Pina Colada Strawberry	Yes	Disputed	Yes	Electronic cigarettes may contain nicotine, even if the bottle label says otherwise. One JUUL pod contains the same amount of nicotine as one pack of cigarettes.

Know the Facts: Electronic Cigarettes/Vapes/JUULs Session 1

Picture Set 1



Picture references

<https://www.direct2uecigs.ie/online-vaping-shop/wholesale/eliquids/nicotine-free-e-juice/>

<https://www.vaporfi.com/strawberrylicious/>

<https://www.google.com/search?q=candy+floss+vape+liquid>

Picture Set 2



Picture references

<https://www.eliquid.com/collections/space-jam-robo-fuel>

<https://www.cityofvape.com/e-liquid/hollywood-honey-dew-cotton-candy-by-e-generation/>

<https://www.govype.com/uk/eliquid-blended-tobacco>

Picture Set 3



Picture reference:
<https://deskgram.net/explore/tags/ilifevape>

Danger-Poison!

Session 1

Chemical substances found in various e-cigarettes and tobacco products include:

Nicotine: An addictive substance that is poisonous if consumed in high amounts.

Tar: Made up of many compounds, including cancer-causing and poisonous substances. Tar cools and forms a sticky substance in the lungs which damages delicate lung tissue. Tar is found in any tobacco product that is burned (cigarettes, cigars, pipes, waterpipe/hookah).

Carbon Monoxide: Drives oxygen from the red blood cells, and is found in car exhaust. Carbon monoxide is a result of burning tobacco products (see above).

Ammonia: An irritant. Used as a disinfectant in household cleaners. Can be found in cigarettes, cigars, and smokeless tobacco.

Formaldehyde: A poisonous gas used as a preservative for biological and medical specimens and as a disinfectant. This is found in both cigarette smoke, cigar smoke, and electronic cigarette vapor as well as smokeless tobacco.

Arsenic: A strong poison that can build up in the body. At one time used as an insecticide. This is present in all tobacco products, including electronic cigarette vapor.

Cyanide: An extremely poisonous gas used in gas chambers to execute prisoners. This is present in cigarettes, cigars, and smokeless tobacco.

Propylene Glycol and Vegetable Glycerin: Compounds which help create vapor in electronic cigarettes/vapes/JUULs/vapes. Can result in the formation of formaldehyde when heated to high temperature.

Diacetyl: A common chemical in sweet flavors. Inhalation via fumes, especially when heated, may cause severe adverse health effects.

My Product Use Tracking Diary Sessions 1 - 4

DAY:		DATE:				
TIME	LOCATION	MOOD	NEED TO USE			TRIGGERS
			Low	Medium	High	
		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

DAY:		DATE:				
TIME	LOCATION	MOOD	NEED TO USE			TRIGGERS
			Low	Medium	High	
		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

My Thoughts

Session 1 2 3 4

Directions: Please circle the session number above and respond to the statements below.

In this session I learned...

Some things I would like to discuss are...

My feelings about using e-cigarettes/tobacco products are different/the same as a result of this session. My feelings about using these products are...

Initials_____

My Product Use Style

Session 2

Directions: Please fill in your answers to the following statements and questions.

Some places where I used tobacco/vaping products most often this week were:

The emotions that I felt most often when using e-cigarettes/tobacco products this week were (circle all that apply, and write in any other emotions that you felt but are not listed):

Sad	Stressed	Relaxed
Bored	Tired	_____
Happy	Upset	_____
Lonely	Angry	_____

After I used these products, I did/did not (circle one) feel different. Give an example:

In the past week, were you most likely to use products alone or with others?

The time of day I use e-cigarettes or tobacco products most often is (circle one):

Morning Evening Afternoon Night

Initials_____

Signs of Addiction

Session 2

Directions: Put a checkmark beside those statements that apply to your e-cigarette/tobacco use behavior

- ☐ (1) I feel that I have to use my preferred e-cigarette/tobacco product in the morning before school.
- ☐ (2) I feel a craving like hunger when I have not used an e-cigarette/tobacco product in a while.
- ☐ (3) I use e-cigarettes/tobacco even when I have a cold or other illness.
- ☐ (4) When I cannot use e-cigarettes/tobacco, I spend time thinking about and planning when I can do so next.
- ☐ (5) When I try to quit, or not vape/use tobacco for a while, I feel terrible.

Explanations

1. *For a person who is addicted to a substance, craving is especially strong first thing in the morning, because the body has been deprived of that substance for seven or more hours.*
2. *A person with addiction to nicotine/tobacco products begin to feel cravings for the product within 30 minutes to an hour after their last use.*
3. *Illness does not take away craving for e-cigarettes/tobacco products in someone who is addicted.*
4. *E-cigarettes and/or tobacco can play an important part in an addicted person's life. Cravings for these substances can cause he or she to think about using them and planning how they will do so.*
5. *When someone who is addicted to a substance stops using that substance, he or she experiences withdrawal symptoms. These symptoms are the result of the body not receiving the substance to which it has become accustomed. Someone addicted to a substance may experience anxiety, stress, or even depression, because of dependency on the substance to relieve unpleasant feelings.*

Initials_____

Addiction Video Links

Session 2

Quitter Circle's: Nicotine Addiction

<https://www.quitterscircle.com/how-to-quit/why-are-cigarettes-so-addictive>

American Lung Association: E-Cigarette Statistics

<https://youtu.be/WUFxFZLFIJk>

American Lung Association: What is an E-Cigarette?

https://youtu.be/c1vNDG_bHSY

American Lung Association: The Effects of E-Cigarettes in Adolescents

https://youtu.be/a_xZ3hFRQjo

American Lung Association: What's in a Juul Pod?

<https://youtu.be/9WNbNwbmj9U>

American Lung Association: E-Cigarettes and Your Brain

<https://youtu.be/syTQgegTgls>

David Geffen School of Medicine UCLA: Electronic Cigarettes and Vaping

https://www.youtube.com/watch?v=9dZS_Rniak0

National Institute on Drug Abuse: Nicotine and Tobacco Addiction

https://www.youtube.com/watch?v=DqLA2sW_thw

Arizona Department of Health Services: The DeNoble Files

https://www.youtube.com/watch?v=4tg_rMiOLnA

Quit Victoria: How Does Nicotine Work?

<https://www.youtube.com/watch?v=PqeEGpCQhBA>

My Tobacco Budget Session 2

	Cost	#Week	Cost/Week	Cost/Month	Cost/Year
1 pack cigarettes	\$				
1 pack cigars	\$				
1 can/tin of dip/chew/snus	\$				
1 bottle vape liquid	\$				
1 vape cartridge/pod pack	\$				
1 vape pen	\$				

Cost x #/Week
Cost/Week x 4
Cost/Week x 52

Cost: Provide the usual cost for all products that you purchase. If you use an electronic cigarette/vape, provide the cost based on the type of product that you use:

1. If you use refillable tanks or cartridges that require you purchase a bottle of liquid, provide the cost for 1 bottle of liquid.
2. If you use prefilled cartridges or pods (they come with the liquid already in them), provide the cost for 1 pack.
3. If you use disposable vapes, provide the cost for a single vape pen or for a pack of vape pens.

#/Week: Provide the usual number of items per week that you use. Examples:

1. If you use 1 pack or tin or bottle of a product, write "1"
2. If you use half of 1 pack or tin or bottle of a product, write "0.5"
3. If you use 5 vape pens per week, write "5"

Cost/Week: Multiply the cost of each item with the number you provided for "#/Week".

Cost/Month: Multiply the number you provided for "Cost/Week" with 4.

Cost/Year: Multiply the number you provided for "Cost/Week" with 52.

What are some other things that I could buy with the money I spend on e-cigarettes/tobacco in a week? What about in a year?

Initials _____

What Else Can I Do?

Session 3

Directions: Put a check mark next to those items that you prefer to do in school when you cannot use e-cigarettes/tobacco products. Use the blank spaces to write in other ideas that are not listed but that you prefer to use.

- ☐ Take deep breaths
- ☐ Use positive self-talk
- ☐ Drink water
- ☐ Go for a walk
- ☐ Doodle/draw
- ☐ Use gum/candy/toothpicks
- ☐ Think about my favorite song
- ☐ Make a list of things I am grateful for
- ☐ Listen to music
- ☐ Eat a healthy snack
- ☐ Talk to supportive friend
- ☐ Do some exercise
- ☐ Stretch
- ☐ Meditation exercises
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

Initials_____

A Picture of My Dream Life Session 4



Changes I would make:

Initials_____

My Life as an E-cigarette/Tobacco User Session 4

Changes I would make:

Initials_____



Students, please remember to complete your end of program survey:

[INDEPTH Student End of Program Survey](#)

We wish you success in your journey to live tobacco free!

*For questions or additional information, call 1-800-LUNGUSA
or contact INDEPTH@Lung.org.*