

EDUCATIONAL AND ACTION-ORIENTED MODULES FOR YOUTH

Tobacco Has a Web of Influence
and SO DO YOU!



ABOUT

Vermont Afterschool is a statewide nonprofit dedicated to the work of strengthening programs, building partnerships, and transforming communities so that all Vermont youth are active, engaged, connected, and heard.

In partnership with the Vermont Department of Health Tobacco Control Program, Vermont Afterschool's Youth Empowerment Team developed these Education and Action Planning Modules in the hopes of empowering Vermont's young people to take positive action in their local schools and communities. We believe it is critical that young people participate in the activities in the ways they feel would be most effective and meaningful in preventing their peers from engaging in tobacco use. This youth-led action builds their skills, confidence, and resilience to lead by example and hopefully inspire other young people who are impacted by tobacco to take positive action in prevention efforts for their community.

The Health Department recognizes the resources developed by various partners and cited in this publication as trusted resources. While there are other curricula and resources available to address tobacco and nicotine use, we advise schools and community partners to be cautious and review the source of a curriculum/resource. It is NOT best practice to use tobacco or vape industry-sponsored prevention programming or resources.

When tobacco is referenced herein, we are referring to commercial, for-profit tobacco that is produced for habitual use and not the sacred and traditional tobacco that may be used for ceremonial or medicinal purposes by American Indian and Abenaki communities.



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INTRODUCTION

STRUCTURE

These Educational and Action-Oriented Modules were inspired by concerns young people shared related to tobacco's influence on: **Mental Health, Social Justice, Public Health, and Environmental Justice**. Each module is intended for supportive adults to use with groups of youth and young adults aged 12 to 18 years old. While groups are expected to start with the Introductory Lesson and end with the Closing Lesson, the remaining four modules were designed so participants could choose topics they wanted to focus on and plan a youth-led response to that area of concern. The modules are intended to be used in the following manner (and the four modules may be reordered for better flow):

- **Universal Introductory Lesson:** To be implemented with all groups.
- **Mental Health & Tobacco:** Includes three sequenced lessons. Not all have to be implemented but we advise that if you are only doing one lesson, to do the first lesson.
- **Social Justice & Tobacco:** Includes two distinct lessons from which groups can choose one or both. They are not sequenced.
- **Public Health & Tobacco:** Includes one lesson.
- **Environmental Justice & Tobacco:** Includes two sequenced lessons. Not all have to be implemented but we advise that if you are only doing one lesson, to do the first lesson.
- **Universal Closing Lesson:** To be implemented with all groups.

All modules and activities are “challenge by choice” and give youth the option to participate in whatever ways feel good to them. We trust that the supportive adults involved know their youth best and invite those facilitators to choose what they feel would resonate the most for their particular group. The modules are designed to empower and enable youth and young adults to take on tobacco in their communities

TIMING CONSIDERATIONS

If you have less than an hour for a session, review the material in advance and be selective about what you'd like to prioritize in the amount of time available. You know your youth best, pick out what would resonate the most for your group. It's okay if you don't get through the entire module; feel free to start and stop as needed.

SENSITIVE CONTENT

The information in these modules may be distressing or difficult for youth to hear or participate in. Most modules have content sensitivity guidance in the instructor notes—please read that before facilitating and adjust the modules to meet your youth where they are at. Reiterate that all modules and activities are “challenge by choice” and give youth the option to participate in whatever ways feel good to them.



UNIVERSAL INTRODUCTORY LESSON

Tobacco Has a Web of Influence and So Do You!

Time Needed	Activity/Directions	Materials
5–10 minutes	<p>Opening Circle</p> <p>How is everyone doing? Anything happen during the day they'd like to debrief with the group?</p>	Optional: Print a Feeling Wheel
2 minutes	Watch HealthVermont YouTube video	• Video
30 minutes	<p>Group Discussion & Art Creation</p> <ul style="list-style-type: none"> • How can young people connect and create belonging outside of tobacco usage? What else is available for friend bonding and spending their time doing? • What is the youth's OWN web of influence? <p>Have participants create their own "spider webs" of influence (they can draw their own out or use one from Google images) OR have a large spider web drawn out on chart paper where youth all add their influences to the same web.</p>	Paper, Scissors, Markers, Crayons, Glue Sticks, Magazines, Sharpies, Tape, Ability to Print Images
5–10 minutes	<p>Closing Circle</p> <ul style="list-style-type: none"> • A feeling you're experiencing. • Where you could see yourself applying what you learned today in your life. 	



MENTAL HEALTH MODULES

The information in the mental health modules may bring up sensitive, distressing, or difficult thoughts for some youth. These modules encourage your youth to think about life experiences and relationships and how those may impact mental health in general. It will be important to let your youth know ahead of time that these exercises intentionally bring up both the good experiences and the bad ones as they relate to shaping our mental wellbeing. They also point out how positive experiences can help balance out the negative ones.

Some of the questions ask them to reflect on their own experiences or feelings, and those don't need to be shared with the whole group if they don't want to. It is more important that the youth reflect on the ideas, than share about them openly. Many of the other questions in the modules ask about what your youth have seen on different subject matters. That means that they can reflect someone else's experience, or something they have seen others do, and not necessarily be disclosing events from their own lives when they share or answer these questions. Encourage this kind of thinking and sharing in discussions. The discussions are about the ideas and the information, not the disclosing or sharing of personal information.

Please meet your youth where they are at and reiterate frequently that all discussions and activities are "challenge by choice." It will be important to give your youth the option to participate in whatever ways feel good to them. These modules ask us to reflect on both the positive coping strategies and the negative ones we have seen in life. They also encourage your youth to think about resiliency building, through relationships, connections, and fun. So, remind them that the end goal of these modules is to help grow hope, strengthen connections, and empower them to find positive ways to support each other, foster belonging and promote mental wellness.

Mental Health Module 1: Brain Development and Mental Health

Time Needed	Activity/Directions	Materials
5–10 minutes	<p>Opening Circle</p> <p>Introductions with an answer to the question, “What do you do that brings you joy?”</p>	
5 minutes	<p>Overview of Brain Development – Read the handout</p> <p><i>Facilitator Note: This should be handed out to the youth so they have it for reference. If you want to read sections aloud as the facilitator to help keep the youth engaged, feel free to do so if that would be best for your youth.</i></p>	Handout 1
30 minutes	<p>Small Group Debrief</p> <ul style="list-style-type: none"> • Discussion Questions in small groups. Break youth into smaller groups and give them space to talk together (20 minutes) • Each group reports out one “ah ha” (valuable learning) (10 minutes) 	Handout 1 (discussion questions on p. 2)
5–10 minutes	<p>Large Group Discussion – Bring the full group back together to discuss</p> <ul style="list-style-type: none"> • How could the way we are treated by others impact our mental health and wellness? • What do young people do to feel better when they are struggling? 	
5 minutes	<p>Closing Circle</p> <ul style="list-style-type: none"> • Each individual (youth and adults) offers “one word to describe how you’re feeling right now.” 	

Handout 1: Brain Development and Mental Health

- All our brains grow in roughly the same way, starting with basic survival functions like regulating heart rate and body temperature, and ending with higher brain functions like predicting the consequences of our actions, or applying something we learned in one situation to another situation.
- This higher brain functioning doesn't finish developing until we're around 25 years old, which means we can do these things sometimes—but not all the time—until those brain areas are finished growing.
- Because of this pattern in brain development, all teenagers are developing the Limbic System part of the brain. We want to help you build some understanding of what this means for you as teenagers and how it relates to mental health and well-being.
 - o The Limbic System is where your emotions and reflexive reactions live, and is also the fight, flight, or freeze center of the brain.
 - o This means that as teenagers sometimes we can be:
 - Emotionally reactive (feeling things 3–5 times stronger than adults do)
 - Thrill seekers who experiment with risky behaviors. Because we're already living in that fight or flight brain area, we feel more comfortable with risk than younger children or adults.
 - Focused on what is happening right now and not as good at looking to the future or thinking of the consequences for our actions. "Right now" can feel like "it will always be this way."
 - Sometimes we can be focused on ourselves much more than other people—because in a fight or flight situation we need to be focused on ourselves for survival. In daily life, this can mean spending more time with your friends than your family and focusing on doing the things **YOU want to do**.

Handout 1: Brain Development and Mental Health continued

- o All of these things can be made worse by stress and adversity. Stress can make us:
 - **More** emotionally reactive;
 - **More** focused on ourselves and what is happening right now; and
 - **More** likely to react impulsively and do things we might not normally do.
- o All of these things are normal and also temporary. We all grow out of them and learn to think outside of ourselves as our brains and bodies grow and develop.
- o But these things are also important to understand right now because they impact how we interact with each other and with adults. They can also affect our mental health and well-being depending on how people respond to them.

- **Discussion questions (in small groups):**

- o What was your reaction to this information? How did it make you feel?
- o Do these points feel familiar to you?
- o How do people respond to you when you are acting in these ways? Talk about each one:
 - Emotionally reactive (feeling things 3–5 times stronger than adults)
 - Thrill seekers that experiment with risky behaviors
 - Focused on what is going on right now, and not as good at looking into the future
 - Focused on ourselves much more than other people
- o Are those reactions helpful and supportive? Do they help you to feel better?
- o Are there some reactions to your behavior that aren't helpful? How do those make you feel?

Mental Health Module 2: Experiences, Mental Health, and Wellness

Remember to consider the emotional states of your youth as they come into the room before starting these conversations. Remember to meet your youth where they are at and that these modules are “challenge by choice.”

Time Needed	Activity/Directions	Materials
5–10 minutes	<p>Opening Circle</p> <p>Introductions with an answer to the question, “What is your favorite thing to do with friends?”</p>	
5 minutes	<p>Overview of Experiences Shaping Brains too – Read the handout</p> <p><i>Facilitator Note: This should be handed out to the youth so they have it for reference. If you want to read sections aloud as the facilitator to help keep the youth engaged, feel free to do so if that would be best for your youth.</i></p>	Handout 2
20 minutes	<p>Individual Reflection on Life Experiences Questions and Reflect with a Partner</p> <p><i>Facilitator’s Note: Review the complete list of Life Experiences questions (at the end of Handout 2) prior to your session with your youth and pick at least 5 that you want the group to consider. These can be printed as scenario cards, or given to the youth as a list.</i></p> <ul style="list-style-type: none"> Youth review the questions on their own (5 minutes individually) Talk in pairs and share any thoughts from reviewing the questions (15 minutes with a partner) 	Handout 2
25 minutes	<p>Closing Circle</p> <ul style="list-style-type: none"> Large group discussion about coping strategies. For the closing circle, each individual (youth and adult) has the chance to answer the question, “What could we do to support mental well-being for our peers at school in general?” 	Handout 2

Handout 2: Experiences, Mental Health, and Wellness

Experiences Shape Brain Development

- You learned last time about how our brains all grow in roughly the same way and in the same order. This gives us similar reactions at the same ages to the things that happen in our lives.
- While we may react to things in similar ways as teenagers, we all have very different experiences to react to, and these experiences shape the connections we make in our brains as we grow.
- Our experiences of the world help us learn to define:
 - What we think of ourselves
 - What we think of adults
 - What we think of school
 - What we think of home
 - What we think of parents and family, etc.
- Our experiences tell us whether these things are helpful and supportive, or not, and we only really know what we have had experiences with.
 - For example: The Inuit in the Arctic have over 100 words for snow, but the Samburu people of Kenya (living near the equator) have maybe never seen snow, so they wouldn't have a word for it in their language.

Coping Strategies Discussion

Bring the full group back together to discuss. Depending on the answers to these questions, you can see where different people would develop different behaviors, ways of thinking, and goals for themselves. Many of these might impact peoples' mental health and wellness.

- Caring, supportive, and understanding responses might support resilience and wellness, or positive mental health.
- Criticism, judgement, and not understanding “what is wrong with you,” might support low self-esteem, feeling bad about yourself, or struggles with mental health.

Our environments and our experiences can impact how we see the world, how we see ourselves, and what we use for coping strategies.

Tobacco companies would have you believe that tobacco use is a good coping strategy. Here is a breakdown of some of the myths about tobacco use: [Colliding Crises: Youth Mental Health and Nicotine Use](#)

- What are some positive coping strategies you have seen people learn to use?
- What are some negative coping strategies you have seen people learn to use?
- Looking at this article on [Marketing Tactics](#) and the [UnHypedVT website](#), how does tobacco use influence mental well-being?

Closing Circle Discussion Question

- What could we do to support mental well-being for our peers at school in general?

Life Experience Questions

Think about what your family, community, and experiences have taught you about the following. (You will spend 5 minutes reflecting on the questions individually, and then spend 15 minutes with a partner talking about the thoughts that came up for you.)

<p>The importance of time: <i>Always on time? Always late? On your own time?</i></p>	<p>Who takes care of the children: <i>Mom? Dad? Grandma? Babysitter? Do the children take care of each other?</i></p>
<p>Feeding children: <i>Is the family together at mealtimes? Is food used as a reward or punishment? Do you have to eat all the food on your plate? Are there special foods on special occasions?</i></p>	<p>Work and working: <i>Did parents have steady jobs? Did kids do housework? Did kids get jobs & give the money to the family? Was there anyone that didn't work?</i></p>
<p>Education: <i>Is education important? Is going to college important? Did adults take interest in children's education or homework?</i></p>	<p>Rules for boys vs. rules for girls. Did they have the same: <i>Rules? Curfew? Work? Privileges? Behavior and what they were allowed to do or not do?</i></p>
<p>Achievement and success: <i>Was winning important? Was getting the credit important? Were adults angered by "failure?" Was winning expected at all costs? Was it more about how you "played the game?" Did they celebrate you when you did a good job?</i></p>	<p>Alcohol and tobacco use: <i>Do parents use regularly (wine with dinner)? Not allowed in the household at all? Reserved for ceremonial use? Used at large family gatherings and/or holidays? Problematic for the family? Part of the family business (make money selling)?</i></p>
<p>The Importance of religion/faith. Was it: <i>Practiced? Important? Ignored? Scoffed at? Made fun of?</i></p>	<p>Children expressing anger vs. adults expressing anger: <i>What was allowed or not allowed? What were the reactions like?</i></p>
	<p>Reaction to crying. Did they respond with: <i>Care? Frustration? Disregard? Anger? Concern?</i></p>

Mental Health Module 3: Relationships, Resiliency, and Positive Coping Strategies

Remember to consider the emotional states of your youth as they come into the room before starting these conversations. Remember to meet your youth where they are at and that these modules are “challenge by choice.”

Time Needed	Activity/Directions	Materials
5–10 minutes	<p>Opening Circle</p> <p>Introductions with an answer to the question, “Who is your best resource when you are having a hard time?”</p>	
45 minutes	<p>Individual Reflection on Life Experiences Questions and Reflect with a Partner</p> <ul style="list-style-type: none"> Split the class into 3 small groups and have each group read the handout. <p><i>Facilitator Note: This should be handed out to the youth so they have it for reference. If you want to read sections aloud as the facilitator to help keep the youth engaged, feel free to do so if that would be best for your youth.</i></p> <ul style="list-style-type: none"> Each group elects 1 or 2 spokespeople to report back on what they came up with for answers to the discussion questions. Each group shares out and all the ideas are documented/captured. 	Handout 3
5 minutes	<p>Closing Circle</p> <ul style="list-style-type: none"> After each group shares out, come back together as a whole group for the closing circle. Thank everyone for their ideas and thinking about ways to increase connections, belonging, and resilience in the program or school. For the closing circle, each individual (youth and adult) has a chance to answer the question, “What excites you about the ideas shared in this session?” 	

Handout 3: Relationships, Resiliency, and Positive Coping Strategies

Relationships and Resiliency are the Antidotes to Stress and Adversity

- We have learned about brain development and how our experiences in life shape our brains and how we see ourselves and the world.
- We have also explored how these experiences can shape the health of our minds and how we handle things in general—both positive coping strategies and negative ones.
- Now we are going to explore how relationships tie into our resiliency and help us handle the hard times and the stresses that arise in life.

Resilience

Vermont's Resiliency Messaging Project definition: *The ability to thrive, individually and collectively, in the face of adversity.* Resilience can be supported and cultivated in all of us in these three categories:

- **Personal Skills and Capabilities** – When we learn how to do things for ourselves, we feel like we can handle more things. We feel confident in our ability to take charge and make changes in our lives.
- **Close Personal Connections and Belonging** – When we have close personal relationships with others, we know we have support when things get hard. A sense of belonging helps us feel seen, understood, and supported.
- **Community Connection and Culture** – These are the less personal relationships we have with the communities we are members of that help us feel part of something bigger. This could be connections to our School Community, Town, Local Church; Sports Teams; Clubs; Interests; and Activities.

Any place you share an interest with a group of people and come together around that interest, you connect as a community.

Discussion Questions

Having more positive coping strategies can help people avoid relying on the more negative coping strategies like nicotine and tobacco use.

- People say they use nicotine/tobacco because it helps them to calm down. What they don't realize is this belief is only a marketing strategy of tobacco companies. It is not based in fact or research.
- To clear up some of that confusion, check out this link: [Nicotine use and stress](#)

How can we create more opportunities for everyone to build their resilience and their relationships in positive ways (capture all the ideas in notes or on flip-chart paper to use going forward):

- What ways can we help people build skills? What skills? What would help your peers feel confident?
- What would help people to feel more connected and feel a sense of belonging and support? What are some new ways we can bring people together?
- How can we help create more groups and connections on the subjects people are interested in? How do we support ways for people to come together and share an interest?



SOCIAL JUSTICE MODULES

Module 1: Tobacco as a Social Justice Issue

Time Needed	Activity/Directions	Materials
5–10 minutes	Opening Circle	
40 minutes	<p>Watch Video (15 minutes) Followed by In-Depth Discussion</p> <ul style="list-style-type: none"> • What do they think about the 4 listed reasons why young people use nicotine? <ul style="list-style-type: none"> ◦ Discrimination because of race or gender ◦ Lack of appropriate and youth-centered mental health supports ◦ Lack of supportive relationships with adults ◦ Lack of belonging in their communities • In the video, the narrator mentions that tobacco is more than a health issue; it’s a social justice issue. What evidence do they give us that supports that? • Are there supportive adults in your life who you can talk to about tobacco, vaping, and nicotine usage among yourself or peers? 	Video
10 minutes	<p>Group Debrief</p> <ul style="list-style-type: none"> • Processing something new they learned, something they still have questions about, and an action step they can now take since they know this information. 	
5–10 minutes	<p>Closing Circle</p> <ul style="list-style-type: none"> • A feeling you’re experiencing. • Where in your life you see yourself applying what you learned today. 	

SOCIAL JUSTICE MODULES

Module 2: Tobacco Use in Special Populations

Time Needed	Activity/Directions	Materials
5–10 minutes	Opening Circle	
40 minutes	<p>Small Group Review of Handout and Discussion</p> <ul style="list-style-type: none"> Split the class into 3 small groups with each group assigned to read one of the 3 fact sheets. Each group will elect 1 or 2 spokespeople to report back to the group what they found most surprising/interesting and any ideas for actions they can take. <p><i>*This information may be heavy for youth in these targeted populations, but it is important for them to be aware of tobacco’s targeting of demographics they are part of. Provide adequate time for breaks and processing as you go through the charts and handouts, and allow youth to sit out and observe if they want to. This activity is “challenge by choice.”</i></p>	<p>1. Tobacco Use in LGBT Communities</p> <p>2. Tobacco Use in African American Community</p> <p>3. Tobacco Use in American Indian/ Alaska Native Community</p>
10 minutes	<p>Group Debrief</p> <ul style="list-style-type: none"> Processing something new they learned, something they still have questions about, and an action step they can now take since they know this information. 	
5–10 minutes	<p>Closing Circle</p> <ul style="list-style-type: none"> A feeling you’re experiencing. Where you could see yourself applying what you learned today in your life. 	



PUBLIC HEALTH MODULE

Module 1: Tobacco and Our Community

The goal of this module is to reflect on what youth think makes a healthy community and how tobacco use may impact the health of a community. The module also dives into how the tobacco industry is trying to shape its narrative around public health. Additionally, youth will have the opportunity to brainstorm what events, activities, and strategies can be used to support a healthier community. The Public Health module is “challenge by choice.”

Time Needed	Activity/Directions	Materials
10 minutes	<p>Open Discussion: What is Public Health?</p> <p>Provide CDC’s definition on public health: <i>Public health is the science of protecting and improving the health of people and their communities... Overall, public health is concerned with protecting the health of entire populations. These populations can be as small as a local neighborhood, or as big as an entire country or region of the world.</i></p> <ul style="list-style-type: none"> • What would a healthy community look like to you? • What would people be able to do? • What support would they have access to? • What would not be part of a healthy community? 	
15 minutes	<p>Information</p> <ul style="list-style-type: none"> • Play video to outline effects of youth vaping. • Give youth 10 minutes to look through flyer on youth vaping disparities 	<ul style="list-style-type: none"> • Video • Flyer

Time Needed	Activity/Directions	Materials
5 minutes	<p>Discussion:</p> <ul style="list-style-type: none"> • How does smoking/vaping affect the health of a community? • What might people in your community be unable to do because of these health effects? 	
10 minutes	<p>Discussion:</p> <ul style="list-style-type: none"> • What is the tobacco industry trying to get you to believe? • Have youth read parts of Truth Initiative article. • <i>Optional: Adult facilitators can bring in advertisements found online, magazines, etc., of tobacco products for youth to look at.</i> 	<ul style="list-style-type: none"> • Article
10 minutes	<p>Discussion:</p> <ul style="list-style-type: none"> • What is the tobacco industry trying to get you to believe about their products and how it impacts people that use them? • Have youth read the Truth Initiative article about young peoples' distrust in the tobacco industry. 	<ul style="list-style-type: none"> • Article
10 minutes	<p>Closing Discussion:</p> <ul style="list-style-type: none"> • Why do you think more young people are starting to distrust the messaging the tobacco industry puts forward? • Let's revisit what a healthy community looks like to youth. • Review notes from the first discussion. • What could we do to promote a healthier community? • What activities or events could we do to support a healthier community? 	



ENVIRONMENTAL JUSTICE MODULES

The Environmental Justice modules explore the ways the tobacco industry impacts the environment which in turn impacts people and animals. The first module breaks down the different environmental impacts of the tobacco industry. The second module encourages youth to talk about the intersection of these impacts and what they find most important. Then, youth can create a poster to highlight the environmental impacts they find most important to share with others. As always, the Environmental Justice modules are “challenge by choice.”

Environmental Justice Module 1: Impacts of Tobacco on Our Environment

Time Needed	Activity/Directions	Materials
5 minutes	Before the lesson, label each corner of the room as Land, Air, Water, and People. Put a pile of sticky notes at each corner or give each young person their own stack of sticky notes with writing utensils.	Poster Board, Markers, Pens/Pencils, Sticky Notes (Keep papers for next Environmental Justice 2: What We Learned)
5 minutes	<p>Activity</p> <ul style="list-style-type: none"> Have youth spend 5 minutes brainstorming how the tobacco industry affects the following categories: land, air, water, people, and animals. Have the youth use sticky notes to put their thoughts in the category they think it is most relevant. <p><i>*There are many ways in which the tobacco industry impacts the environment. This module is not inclusive of all of these ways. Please feel free to incorporate other knowledge or resources you are aware of.</i></p>	Poster Board, Markers, Pens/Pencils, Sticky Notes
25 minutes	<p>Fact Sheet and Video</p> <ul style="list-style-type: none"> Watch the video <i>The Earth is Not Disposable: Nicotine Vape Waste</i>. Have youth take some time to read through the fact sheet. They can focus on a specific section of interest or skim through the whole thing. Have them take note of the parts they find most interesting or surprising. 	<ul style="list-style-type: none"> Video Fact Sheet
10 minutes	<p>Group Discussion</p> <ul style="list-style-type: none"> What information surprised you? What information did you find most impactful? What part of the environment do you think the tobacco industry has the biggest impact on? Why? List impacts on sticky notes and put them in the relevant category 	

Time Needed	Activity/Directions	Materials
10 minutes	<p>Child Labor:</p> <ul style="list-style-type: none"> • Present the “Child Labor in the US Tobacco Industry” slides to youth. • These slides include quotes from youth who work on a tobacco farm in the U.S. If youth are interested in reading the full story by Human Rights Watch, you can share the link with them. • The Human Rights Watch investigation and the slides are used here to demonstrate how the environmental factors that go into growing and producing tobacco products impact the youth working on these farms. These factors include extreme heat, contact with nicotine from harvesting tobacco, and contact with pesticides used for growing the plants. You may need to verbally draw this conclusion. 	<ul style="list-style-type: none"> • Child Labor in the US Tobacco Industry Slides • Human Rights Watch Story
10 minutes	<p>Discussion:</p> <ul style="list-style-type: none"> • What are your initial reactions to hearing from youth working on U.S. tobacco farms? • What stuck out to you from the youths’ quotes? 	

Environmental Justice Module 2: Sharing What We Learned

Time Needed	Activity/Directions	Materials
10 minutes	<p>Activity</p> <ul style="list-style-type: none"> Based on the information they learned through the readings and video provided, have the youth go back to the first activity of brainstorming how the tobacco industry affects the following categories: land, air, water, people, and animals. 	Poster Board, Markers, Pens/ Pencils, Sticky Notes
15 minutes	<p>Discussion</p> <ul style="list-style-type: none"> Go to each section and talk about the information in each category. Highlight any major themes or impactful information. You may ask youth the following discussion questions: <ul style="list-style-type: none"> Is there any information that overlaps between categories? What information in each category is most impactful to you? Why? What new information have you learned? What information would you share with friends, family, or other important people in your life? Why? Give the youth 10 minutes to go around the room and put more sticky notes with information on how the Tobacco Industry impacts Land, Water, Air, and People. 	
25 minutes	<p>Activity</p> <ul style="list-style-type: none"> Have the youth create posters using the information they have learned. The posters could be a call to action or just a way to share the information they have learned with others. Youth can use poster board, markers, magazine images, scissors, glue/glue sticks, and any other material that would be helpful in creating an impactful poster. 	Poster Board, Markers, Magazine Images, Scissors, Glue Sticks, and Any Other Material
10 minutes	<p>Share Out</p> <ul style="list-style-type: none"> Have youth share their posters briefly with the group, highlighting the aspects most important to them about their poster. If your school, youth space, organizations allow it, have the young people put up their posters in the building. 	Posters, Tape



UNIVERSAL CLOSING LESSON

Informed and Empowered Voices are Louder Than Big Tobacco: Conversations with Friends

Time Needed	Activity/Directions	Materials
5–10 minutes	Opening Circle <ul style="list-style-type: none"> • What’s a show you’re enjoying or an album you’re listening to on repeat? 	
5–10 minutes	‘Real’fusal Skills and Role Playing <ul style="list-style-type: none"> • This module is meant to give youth the opportunity to rehearse/roleplay what they could say to a friend who is using, beginning to use, or considering starting tobacco usage with the hope being that if they know what to say, they’ll be more likely to speak up and encourage refusal. • Have youth find what they feel is the most compelling/important information. 	<ul style="list-style-type: none"> • Stanford ‘Real’fusal Skills • Niagara Region Scenario Cards
5–10 minutes	Closing Circle <ul style="list-style-type: none"> • Do you feel differently about tobacco use now than when we first started our modules together? How? • Where could you see yourself applying what you learned today in your life? 	

RESOURCES

- American Lung Association. NOT For Me. Available at notforme.org.
- California Youth Advocacy Network: *The Earth is Not Disposable: Nicotine Vape Waste*. Available at bit.ly/NicotineVapeWaste.
- Calm. The Feelings Wheel: Unlock the Power of Your Emotions. Available at bit.ly/CALMFeelingsWheel.
- HealthVermont. *Vermont Teens are Standing Up to Big Tobacco*. Available at bit.ly/HealthVermontVideo.
- Human Rights Watch. “Tobacco’s Hidden Children: Hazardous Child Labor in United States Tobacco Farming.” Available at bit.ly/TobaccoChildLabor.
- Idaho Public Television. Brain, Lung and Bone Development: The Health Impacts of Youth Vaping. Available at bit.ly/HealthImpactsYouthVaping.
- National Jewish Health. My Life My Quit. Available at: MyLifeMyQuit.org.
- National Alliance on Mental Illness. Smoking Website. Available at bit.ly/NAMISmoking.
- National Behavioral Health Network for Tobacco and Cancer Control. Available at www.bhthechange.org.
- National Institutes of Health. Smoke Free Teen Website. Available at teen.smokefree.gov.
- Niagara Region. Talking About Tobacco Scenario Cards. Available at bit.ly/TobaccoScenarioCards.
- Stanford Medicine. Activity: The ‘Real’fusil Skills. Available at bit.ly/RealfusalSkills.
- Ibid. Tobacco Prevention Toolkit. Available at med.stanford.edu/tobaccopreventiontoolkit.html.
- Truth Initiative. “Colliding crises: Youth mental health and nicotine use.” Available at bit.ly/CollidingCrises.
- Ibid. “How e-cigarette brands are trying to link vaping with mental health.” Available at bit.ly/VapingMentalHealth.
- Ibid. “How the tobacco industry is trying to infiltrate public health - and what we can do about it.” Available at bit.ly/TobaccoPublicHealth.
- Ibid. “Nicotine use and stress.” Available at bit.ly/NicotineStress.
- Ibid. “Seeing through big tobacco’s spin.” Available at bit.ly/TobaccoSpin.
- Ibid. “Tobacco and the environment.” Available at bit.ly/TobaccoEnvironment.
- Ibid. “Tobacco use in the American Indian/Alaska Native community.” Available at bit.ly/TobaccoAmericanIndianAlaskaNative.
- Ibid. “Tobacco use in the African American community.” Available at bit.ly/TobaccoAfricanAmerican.
- Ibid. “Tobacco use in the LGBT communities.” Available at bit.ly/TobaccoLGBT.
- Ibid. *Vaping X Health*. Available at www.thetruth.com/vaping-x-health.
- Vermont Afterschool. Child Labor in U.S. Tobacco Industry Slideshow. Available at bit.ly/USChildTobaccoLabor.
- Vermont Afterschool Module Development Basecamp with information from approved/trusted resources. Available at 3.basecamp.com/5141111/projects/34761429.
- Vermont Department of Health. 2021 Youth Tobacco Disparities Charts. Available at bit.ly/YouthTobaccoDisparities.
- Ibid. *UnHyped*. Available at UnhypedVt.com.
- World Health Organization. Tobacco Use and Mental Illness Fact Sheet. Available at bit.ly/WHOTobaccoFactSheet.

