

Comparison of
JUUL Labs, Inc Prevention Curriculum
with
Stanford Tobacco Prevention Toolkit

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Overall Key Points from Comparisons

1. We have clear evidence that JUUL used and directly took parts of our Tobacco Prevention Toolkit for use in their “prevention curriculum” without asking or receiving permission. When asked not to use our Toolkit, their curriculum was changed slightly but there are clear direct overlaps, verbatim, with our Toolkit.
2. JUUL denied using our Toolkit and denied linking to it, but only that they referenced us.
3. In comparing JUUL's "Science of E-cigs" PowerPoint with the Toolkit's "Brain 101" PowerPoint, JUUL has changed their PowerPoint to look less like the Toolkit PowerPoint and includes new photos and images. However, JUUL's slides still paraphrase content from the Toolkit, and all of JUUL's Teacher Talking Points in the notes section are still verbatim from the Teacher Talking Points in the Toolkit's slides. In older versions of JUUL's curriculum, the slides (for both students and parents) are exact copies of the Toolkit's slides. **(See pages 14-18)**
4. In older versions of JUUL's parent and student curriculum, there are "hidden" comments in the "Science of E-cigs" PowerPoint with Adrienne and Anu's names (Research Assistants in Dr. Bonnie Halpern-Felsher's Lab) on them. In the newer version of JUUL's "Science of E-cigs" PowerPoint (July 7th), most of these "hidden" comments are gone except for one of Anu's comments on slide 17 of JUUL's new "Science of E-cigs" PowerPoint for students, which is proof that JUUL did not create a new PowerPoint presentation file and simply wrote over the Toolkit's original slides. **(See pages 19-22)**
5. In all versions of JUUL's curriculum's Lesson Plan, "Moving Beyond E-Cigarettes" for students, the instructions for teachers/instructors at the beginning of Session 1 are identical to instructions that can be found on the Toolkit website. **(See pages 23-24)**

6. JUUL's "Discussion/Debriefing/Evaluation Guides" after each activity/session have differently worded questions compared to the Toolkit's "Discussion Guides" at the end of each unit; however, the format and concept of JUUL's "Discussion Guides" are very similar to the Toolkit's "Discussion Guides." **(See pages 25-26)**

7. Older versions of JUUL's curriculum's Lesson Plan, "Moving Beyond E-Cigarettes," reference "Stanford Medicine" and directly links to the Toolkit website. JUUL removed this reference and link in the latest version of their Lesson Plan received on June 7, 2018. **(See page 27-29)**

Timeline of Events

Date	Event	Notes
December 15, 2017	JUUL's letter to CA Superintendant said it was drawing from Stanford's curriculum and others	
February 1, 2018	Toolkit's "JUUL 101" Curriculum goes live on website	
February 1, 2018	CDE sends out email: "CSHSO Recommends Rejection of JUUL Prevention Outreach"	
February 7, 2018	Bruce Harter (former CA Superintendant now working/consulting for JUUL on their prevention curriculum) sends email to TEROC members explaining his new position with supporting JUUL's curriculum and how JUUL is creating a device/intervention for the next school year that supposedly will be able to deactivate JUUL's in the classroom.	
March 15, 2018	CNN releases article: "JUUL e-cigarettes and teens: 'Health problem of the decade?'" where JUUL says they are creating a curriculum with help from academics (Stanford Medicine and others)	
March 21, 2018	Toolkit Team received JUUL's draft of contract it has been offering schools to adopt JUUL's prevention curriculum, stating that JUUL will pay schools \$10,000 to adopt their curriculum	
End of March/Early April	Toolkit Team received a copy of the JUUL Curriculum's Lesson Plan (containing link to Stanford Toolkit website)	*Contained link to Stanford Toolkit Website
April 6, 2018	Stanford University Legal Team Filed Cease and Desist with JUUL Labs	
May 8, 2018	Toolkit Team received more of JUUL's Curriculum	*Contained link to Stanford Toolkit Website, but could have been JUUL's curriculum made before the Cease and Desist
May 8, 2018	Date that JUUL sent Memo* to Stanford Legal with formal response/requests for the Toolkit Team and Curriculum	
May 24, 2018	CATCH sent out e-newsletter warning schools about the JUUL Prevention Curriculum	
June 7, 2018	Toolkit Team Received Latest Curriculum from JUUL	

Key
External event related to JUUL's Curriculum
Event directly involving Stanford and/or the Toolkit Team

Table Chart Comparison of Evolution of Curriculum

Old JUUL Curriculum from Box (Date Unknown)	Old JUUL Curriculum received on May 8	JUUL's Latest Curriculum (Received June 7)	Stanford Toolkit Reference	Other Notes	
Moving Beyond E-cigs Lesson Plan Handout for Instructors					
<p>Instructions at the beginning of the Lesson Plan</p>	<p>"This curriculum was developed with support from JUUL Labs, Inc, a company that manufactures e-cigarettes and is committed to combating underage use of its products. Divided into three sections, this mini-course focuses on three key areas including the underlying science that demonstrate the dangers of e-cigarette and marijuana use for teenagers, the social influences that teens must address, and the use of mindful practices that provide students with an alternative to using e-cigarettes and marijuana.</p> <p>The curriculum provides the teacher materials needed for each session as well as supplemental information, "Teacher Resources," that provide background for teachers as well additional information and activities for students. Session 1: The Science Drawn largely from the work of Stanford Medicine, this session provides information in three areas e-cigarette usage, the dangers of nicotine addiction and harm from the chemicals used in vaping."</p>	<p>"This curriculum was developed with support from JUUL Labs, Inc, a company that manufactures e-cigarettes and is committed to combating underage use of its products. Divided into three sections, this mini-course focuses on three key areas including the underlying science that demonstrate the dangers of e-cigarette and marijuana use for teenagers, the social influences that teens must address, and the use of mindful practices that provide students with an alternative to using e-cigarettes and marijuana.</p> <p>The curriculum provides the teacher materials needed for each session as well as supplemental information, "Teacher Resources," that provide background for teachers as well additional information and activities for students. Session 1: The Science Drawn largely from the work of Stanford Medicine, this session provides information in three areas e-cigarette usage, the dangers of nicotine addiction and harm from the chemicals used in vaping."</p>	<p>"This curriculum was developed with support from JUUL Labs, Inc, a company that manufactures e-cigarettes and is committed to combating underage use of its products. Divided into three sections, this mini-course focuses on three key areas including the underlying science that demonstrate the dangers of e-cigarette use for teenagers, the social influences that teens must address, and the use of mindful practices that provide students with an alternative to using e-cigarettes.</p> <p>The curriculum provides the teacher materials needed for each session as well as supplemental information, "Teacher Resources," that provide background for teachers as well additional information and activities for students. Session 1: The Science. This session provides information about e-cigarette usage including the dangers of nicotine dependency and harm from the chemicals used in vaping. "</p>	<p>N/A</p> <p>N/A</p>	<p>The words "combating underage use of its products" is a hyperlink that leads to a broken webpage on all 3 versions.</p> <p>*JUUL's most recent Lesson Plan removed "Stanford Medicine," the reference link to the Toolkit.</p>

	Old JUUL Curriculum from Box (Date Unknown)	Old JUUL Curriculum received on May 8	JUUL's Latest Curriculum (Received June 7)	Stanford Toolkit Reference	Other Notes
Informal Discussion of "Rejected Science" powerpoint in Session 1	"Upon completion, ask students work with a partner in reacting to the presentation and reflecting on what they already knew, what they learned and they'd like to learn more about. Then, ask students to share an insight observation from their paired discussion reminding students to be open to the opinions and experiences of others."	"Upon completion, ask students work with a partner in reacting to the presentation and reflecting on what they already knew, what they learned and they'd like to learn more about. Then, ask students to share an insight observation from their paired discussion reminding students to be open to the opinions and experiences of others."	"Upon completion, ask students work with a partner in reacting to the presentation and reflecting on what they already knew, what they learned and they'd like to learn more about. Then, ask students to share an insight observation from their paired discussion reminding students to be open to the opinions and experiences of others."	"E-cigs Unit 1 Activity 1: This activity will allow students to discuss information they have heard or learned about e-cigarettes/vapes and list any questions they have about them. This will give the educator a sense of what students already know and would like to know and students will be able to track what they learn as the class moves through activities."	*JUUL's discussion activity is very similar to the first activity in the Toolkit's E-cigs Unit 1
Video Activity	Session 1 Video: Smoking vs. Vaping	Session 1 Video: Smoking vs. Vaping	Session 1 Video: Smoking vs. Vaping	This video is listed as one of the videos for E-cigs and Vape Pens in the Resource Directory of the Toolkit	
Paragraph before "Introduction" of Session 1	"Teachers should go through each unit and download the PowerPoints for class presentation. Teachers should also download the accompanying activities for in-class activities. Speakers' notes are embedded in the PowerPoints. Activities, discussion items and the evaluations should be printed for students before class begins."	"Teachers should go through each unit and download the PowerPoints for class presentation. Teachers should also download the accompanying activities for in-class activities. Speakers' notes are embedded in the PowerPoints. Activities, discussion items and the evaluations should be printed for students before class begins."	"Teachers should go through each unit and download the PowerPoints for class presentation. Teachers should also download the accompanying activities for in-class activities. Speakers' notes are embedded in the PowerPoints. Activities, discussion items and the evaluations should be printed for students before class begins."	"Teachers should go through each unit and download the PowerPoint for class presentation. Teachers should also download the accompanying activities for in-class activities. Speakers' notes are embedded in the PowerPoint. Activities are meant to be printed for students before class begins. Each Unit has a Kahoot! Quiz linked below and can be used a pre and post quiz to see how much students know before and after instruction. Discussion Guides found below can be assigned as take-home assignments."	Copied instructions can be found at: https://med.stanford.edu/tobaccoprevention/toolkit/E-Cigs/ECigUnit1.html ; the font of this text is actually one shade lighter than the rest of the font on JUUL's Lesson Plan page, further proof that it is directly copy and pasted from somewhere else (the Toolkit website)

	Old JUUL Curriculum from Box (Date Unknown)	Old JUUL Curriculum received on May 8	JUUL's Latest Curriculum (Received June 7)	Stanford Toolkit Reference	Other Notes
Discussion Guides for Students					
Discussion Guide Pages/ Worksheets at the end of each activity/session	Each session or activity is accompanied with a Discussion/Debriefing/Evaluation Guide, which is a page that includes 4+ open-ended discussion questions that students are usually directed to share with a partner and then discuss aloud with the class.	Each session or activity is accompanied with a Discussion/Debriefing/Evaluation Guide, which is a page that includes 4+ open-ended discussion questions that students are usually directed to share with a partner and then discuss aloud with the class.	Each session or activity is accompanied with a Discussion/Debriefing/Evaluation Guide, which is a page that includes 4+ open-ended discussion questions that students are usually directed to share with a partner and then discuss aloud with the class.	Each unit concludes with a "Discussion Guide", which is a sheet that includes 3-5 open-ended discussion questions. "Discussion guides are intended to facilitate communication between caregiver and student after the unit is taught. Students can review the content from the classroom with their caregivers and then discuss their thoughts using the Discussion Guide to start the conversation." (Instructions on Toolkit website)	*Although questions on JUUL's Discussion Guides differ than the Toolkit Discussion Guides, the concept and format of JUUL's Discussion Guides are very similar to the Toolkit's
The Science of E-cigs PowerPoint for Students					
Slide 1: Title Slide	Pictures of diverse students in groups looking happy (stock photos?)	Pictures of diverse students in groups looking happy (stock photos?)	Changed images to students wearing college shirts		*How did JUUL receive approval to picture these students on their title slide?
Slide 2: Overview Slide	Exact copy of Toolkit (slide + teacher talking points)	Exact copy of Toolkit (slide + teacher talking points)	Changed images and wording of the bullet points, but still contain verbatim Teacher Talking Points	Brain 101 Slide 2	*JUUL changed color scheme of the slides from red and white (matching the Toolkit), to a blue and light blue theme
Slide 3: Brain Background	Exact copy of Toolkit (slide + teacher talking points + hidden comments)	Exact copy of Toolkit (slide + teacher talking points + hidden comments)	Same title, paraphrased bullet points and used new picture, hidden comments gone, but still contain verbatim Teacher Talking Points	Brain 101 Slide 4	
Slide 4: Brain Communication	Exact copy of Toolkit (slide + teacher talking points + hidden comments)	Exact copy of Toolkit (slide + teacher talking points + hidden comments)	Combined the two "Brain Communication" slides; still has picture of just a dentrite on the slide, but used a different photo, still contains exact verbatim Teacher Talking Points, hidden comments gone	Brain 101 Slide 5	
Slide 5: Brain Communication	Exact copy of Toolkit (slide + teacher talking points + hidden comments)	Exact copy of Toolkit (slide + teacher talking points + hidden comments)		Brain 101 Slide 6	
Slide 6: The Adolescent Brain Title Page	Exact copy of Toolkit (slide + teacher talking points + hidden comments)	Exact copy of Toolkit (slide + teacher talking points + hidden comments)	"Your Brain, still developing" (no talking points or comments anymore)	Brain 101 Slide 8	

	Old JUUL Curriculum from Box (Date Unknown)	Old JUUL Curriculum received on May 8	JUUL's Latest Curriculum (Received June 7)	Stanford Toolkit Reference	Other Notes
Slide 7: The Adolescent Brain Dispelling Some Myths	Exact copy of Toolkit (slide + teacher talking points + hidden comments)	Exact copy of Toolkit (slide + teacher talking points + hidden comments)	Retitled "Your Brain and How it's Different", expanded from 2 slides to 3 slides, on 3rd slide has verbatim Toolkit teacher talking points w/o the reference link, uses an age breakdown to explain this concept	Brain 101 Slide 9	
Slide 8: The Adolescent Brain Dispelling Some Myths	Exact copy of Toolkit (slide + teacher talking points + hidden comments)	Exact copy of Toolkit (slide + teacher talking points + hidden comments)		Brain 101 Slide 10	
Slide 9: Adolescent (and Young Adult) Brain	Exact copy of Toolkit LA highway photo (slide + teacher talking points)	Exact copy of Toolkit LA highway photo (slide + teacher talking points)	Retitled "Teen Years: Increased Synapses," picture of tangled wires (instead of weaving freeways)	Brain 101 Slide 11	
Slide 10: (Picture of Traffic)	Exact copy of Toolkit LA highway photo (slide + teacher talking points)	Exact copy of Toolkit LA highway photo (slide + teacher talking points)	Removed	Brain 101 Slide 12	
Slide 11: Adult Brain	Exact copy of Toolkit LA highway photo (slide + teacher talking points)	Exact copy of Toolkit LA highway photo (slide + teacher talking points)	Retitled "Adult Brain and How It's Different," picture of wires not as tangled, but still has verbatim Teacher Talking Points (combined from both slides)	Brain 101 Slide 13	
Slide 12: (Picture of No Traffic)	Exact copy of Toolkit LA highway photo (slide + teacher talking points)	Exact copy of Toolkit LA highway photo (slide + teacher talking points)		Brain 101 Slide 14	
Slide 13: The Adolescent Brain Dispelling Some Myths	Exact copy of Toolkit (slide + teacher talking points)	Exact copy of Toolkit (slide + teacher talking points)	New picture of brain, but exact same verbatim Teacher Talking Points, changed the word "teenagers" to "high schoolers" in the last bullet point of the Teacher Talking Points	Brain 101 Slide 15	
Slide 14: How Drugs Affect the Brain	Exact copy of Toolkit (slide + teacher talking points)	Exact copy of Toolkit (slide + teacher talking points)	New picture of drugs, but exact same verbatim Teacher Talking Points	Brain 101 Slide 17	
Slide 15: Drugs & the Brain	Exact copy of Toolkit (slide + teacher talking points)	Exact copy of Toolkit (slide + teacher talking points)	Same picture of brain, uses picture of vaporizer and Uuul instead of a cigarette, combines a few of the Teacher Talking Points from multiple slides into one	Brain 101 Slide 20	
Slide 16: Drugs & the Brain	Exact copy of Toolkit, except use picture of weed and e-cig instead of cigarette (slide + teacher talking points + hidden comments)	Exact copy of Toolkit, except use picture of weed and e-cig instead of cigarette (slide + teacher talking points + hidden comments)		Brain 101 Slide 21	
Slide 17: Drugs & the Brain	Exact copy of Toolkit (slide + teacher talking points + hidden comments)	Exact copy of Toolkit (slide + teacher talking points + hidden comments)	Uses different picture of nicotine receptors but same concept as Toolkit, exact verbatim Teacher Talking Points from Toolkit but does not include reference link	Brain 101 Slide 22	



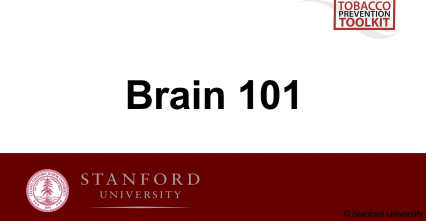



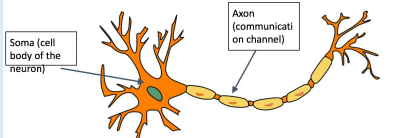
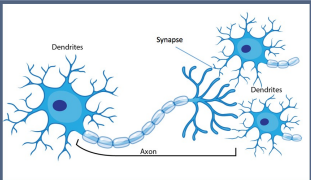
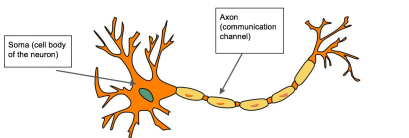
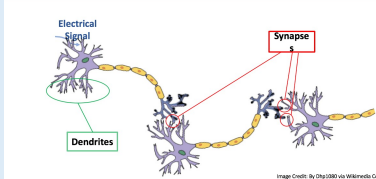
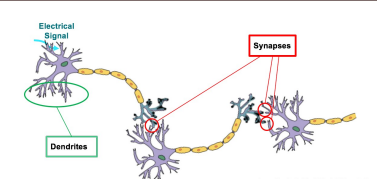
	Old JUUL Curriculum from Box (Date Unknown)	Old JUUL Curriculum received on May 8	JUUL's Latest Curriculum (Received June 7)	Stanford Toolkit Reference	Other Notes
Slide 18: Denoble File	Exact copy of Toolkit (slide + teacher talking points)	Exact copy of Toolkit (slide + teacher talking points)	Exact copy of Toolkit (slide + teacher talking points), new picture of hands in chains	Brain 101 Slide 23	
Slide 19: Addiction	N/A	Includes quote from 15 year old, fact about how nicotine is as addictive as heroin and how teens can become addicted in 3 weeks, includes Teacher Talking Points from a combination of Toolkit slides (has a hidden comment)	Retitled "Dependence," includes same quote from the 15 year old, now says "nicotine dependence happens quickly," (has hidden comment)	Addiction 101 Slides 10-12	
Slide 20: Health Effects	Exact copy of Toolkit (slide + teacher talking points)	Exact copy of Toolkit (slide + teacher talking points)	Retitled "Impact on your Health," new images, but still same verbatim Teacher Talking Points	Addiction 101 Slide 20	
Slide 21: It's an Aerosol, Not Vapor	Exact copy of Toolkit (slide + teacher talking points)	Exact copy of Toolkit (slide + teacher talking points)	Paraphrased title, includes new pictures and captions, but still same verbatim Teacher Talking Points	Unit 2 What's Really in Those Vapes Slide 10	
Slide 22: Where else can you find these chemicals?	Exact copy of Toolkit (slide + teacher talking points)	Removed	Removed	Unit 2 What's Really in Those Vapes Slide 17	
Slide 23: Your Brain on Marijuana	Their own material?	Their own material?	Removed all of the marijuana content		
Slide 24: Your Brain on Marijuana	Their own material?	Their own material?	Removed all of the marijuana content		
Slide 25: Your Brain on Marijuana	Their own material?	Their own material?	Removed all of the marijuana content		
Slide 26: Your Brain on Marijuana	Their own material?	Their own material?	Removed all of the marijuana content		
Slide 27: Your Brain on Marijuana	Their own material?	Their own material?	Removed all of the marijuana content		
Slide 28: Summary of the Science	Their own material?	Their own material?	Their own material?		
The Science of E-cigs PowerPoint for Parents					
Slide 1: Title Page	Pictures of diverse students in groups looking happy (stock photos?)	Pictures of diverse students in groups looking happy (stock photos?)	N/A		*Toolkit team did not receive the latest version of the parent curriculum from JUUL on June 7th
Slide 2: Overview	Exact copy of Toolkit (slide + teacher talking points)	Exact copy of Toolkit (slide + teacher talking points)	N/A	Brain 101 Slide 2	

	Old JUUL Curriculum from Box (Date Unknown)	Old JUUL Curriculum received on May 8	JUUL's Latest Curriculum (Received June 7)	Stanford Toolkit Reference	Other Notes
Slide 3: Brain Background	Exact copy of Toolkit (slide + teacher talking points + hidden comments)	Exact copy of Toolkit (slide + teacher talking points + hidden comments)	N/A	Brain 101 Slide 4	
Slide 4: Brain Communication	Exact copy of Toolkit (slide + teacher talking points + hidden comments)	Exact copy of Toolkit (slide + teacher talking points + hidden comments)	N/A	Brain 101 Slide 5	
Slide 5: Brain Communication	Exact copy of Toolkit (slide + teacher talking points + hidden comments)	Exact copy of Toolkit (slide + teacher talking points + hidden comments)	N/A	Brain 101 Slide 6	
Slide 6: The Adolescent Brain - A Work in Progress	Exact copy of Toolkit (slide + teacher talking points + hidden comments)	Exact copy of Toolkit (slide + teacher talking points + hidden comments)	N/A	Brain 101 Slide 8	
Slide 7: The Adolescent Brain - Dispelling Some Myths	Exact copy of Toolkit (slide + teacher talking points + hidden comments)	Exact copy of Toolkit (slide + teacher talking points + hidden comments)	N/A	Brain 101 Slide 9	
Slide 8: The Adolescent Brain - Dispelling Some Myths	Exact copy of Toolkit (slide + teacher talking points + hidden comments)	Exact copy of Toolkit (slide + teacher talking points + hidden comments)	N/A	Brain 101 Slide 10	
Slide 9: Adolescent (and Young Adult) Brain	Exact copy of Toolkit LA highway photo (slide + teacher talking points)	Exact copy of Toolkit LA highway photo (slide + teacher talking points)	N/A	Brain 101 Slide 11	
Slide 10: (Picture of Traffic)	Exact copy of Toolkit LA highway photo (slide + teacher talking points)	Exact copy of Toolkit LA highway photo (slide + teacher talking points)	N/A	Brain 101 Slide 12	
Slide 11: Adult Brain	Exact copy of Toolkit LA highway photo (slide + teacher talking points)	Exact copy of Toolkit LA highway photo (slide + teacher talking points)	N/A	Brain 101 Slide 13	
Slide 12: (Picture of No Traffic)	Exact copy of Toolkit LA highway photo (slide + teacher talking points)	Exact copy of Toolkit LA highway photo (slide + teacher talking points)	N/A	Brain 101 Slide 14	
Slide 13: The Adolescent Brain Dispelling Some Myths	Exact copy of Toolkit (slide + teacher talking points)	Exact copy of Toolkit (slide + teacher talking points)	N/A	Brain 101 Slide 15	

	Old JUUL Curriculum from Box (Date Unknown)	Old JUUL Curriculum received on May 8	JUUL's Latest Curriculum (Received June 7)	Stanford Toolkit Reference	Other Notes
Slide 14: How Drugs Affect the Brain	Exact copy of Toolkit (slide + teacher talking points)	Exact copy of Toolkit (slide + teacher talking points)	N/A	Brain 101 Slide 17	
Slide 15: Drugs & the Brain	Exact copy of Toolkit (slide + teacher talking points)	Exact copy of Toolkit (slide + teacher talking points)	N/A	Brain 101 Slide 20	
Slide 16: Drugs & the Brain	Exact copy of Toolkit, except use picture of weed and e-cig instead of cigarette (slide + teacher talking points + hidden comments)	Exact copy of Toolkit, except use picture of weed and e-cig instead of cigarette (slide + teacher talking points + hidden comments)	N/A	Brain 101 Slide 21	
Slide 17: Drugs & the Brain	Exact copy of Toolkit (slide + teacher talking points + hidden comments)	Exact copy of Toolkit (slide + teacher talking points + hidden comments)	N/A	Brain 101 Slide 22	
Slide 18: Denoble File	Exact copy of Toolkit (slide + teacher talking points)	Exact copy of Toolkit (slide + teacher talking points)	N/A	Brain 101 Slide 23	
Slide 19: Health Effects	Exact copy of Toolkit (slide + teacher talking points)	Exact copy of Toolkit (slide + teacher talking points)	N/A	Addiction 101 Slide 20	
Slide 20: It's an Aerosol, Not Vapor	Exact copy of Toolkit (slide + teacher talking points)	Exact copy of Toolkit (slide + teacher talking points)	N/A	Unit 2 What's Really in Those Vapes Slide 10	
Slide 21: Where else can you find these chemicals?	Exact copy of Toolkit (slide + teacher talking points)	Exact copy of Toolkit (slide + teacher talking points)	N/A	Unit 2 What's Really in Those Vapes Slide 17	
Slide 22: Pictures of E-cigs	Their own material?	Their own material?	N/A		
Slide 23: Your Brain on Marijuana	Their own material?	Their own material?	N/A		
Slide 24: Your Brain on Marijuana	Their own material?	Their own material?	N/A		
Slide 25: Your Brain on Marijuana	Their own material?	Their own material?	N/A		
Slide 26: Your Brain on Marijuana	Their own material?	Their own material?	N/A		
Slide 27: Your Brain on Marijuana	Their own material?	Their own material?	N/A		
Slide 28: Summary of the Science	Their own material?	Their own material?	N/A		

	Old JUUL Curriculum from Box (Date Unknown)	Old JUUL Curriculum received on May 8	JUUL's Latest Curriculum (Received June 7)	Stanford Toolkit Reference	Other Notes
Moving Beyond E-Cigarettes for Students - Session 2					
Discussion questions throughout	1. How does social influence work with teenagers? What are some situations where teens face social pressure, either positive or negative?	1. How does social influence work with teenagers? What are some situations where teens face social pressure, either positive or negative?	1. How does social influence work with teenagers? What are some situations where teens face social pressure, either positive or negative?	How could friends influence a teen's choice?	*JUUL's discussion questions are similar to Brainstorming questions in Stanford Toolkit's E-Cig Module, Unit 4, Activity 1
	2. What role do parents play in influencing young people, both positively and negatively?	2. What role do parents play in influencing young people, both positively and negatively?	2. What role do parents play in influencing young people, both positively and negatively?	How could parents/family influence a teen's choice?	https://med.stanford.edu/tobaccopreventionoolkit/E-Cigs/ECigUnit4.html
	3. How do you deal with parent pressure?	3. How do you deal with parent pressure?	3. How do you deal with parent pressure?		
	4. What about adults, do they face social influence or pressure? In what kinds of situations are adults pressured socially, both positive and negative?	4. What about adults, do they face social influence or pressure? In what kinds of situations are adults pressured socially, both positive and negative?	4. What about adults, do they face social influence or pressure? In what kinds of situations are adults pressured socially, both positive and negative?	How does an adult's social environment influence their decision to smoke?	
	5. What do you do when you are in situations where others are doing something that makes you uncomfortable?	5. What do you do when you are in situations where others are doing something that makes you uncomfortable?	5. What do you do when you are in situations where others are doing something that makes you uncomfortable?		
	How does social influence operate among you and your friends?	How does social influence operate among you and your friends?	How does social influence operate among you and your friends?	How could friends influence a teen's choice?	
	What happens when not everyone agrees the activity or direction that the group is taking?	What happens when not everyone agrees the activity or direction that the group is taking?	What happens when not everyone agrees the activity or direction that the group is taking?		
	What happens when one or two group members don't want to participate in an activity that others do?	What happens when one or two group members don't want to participate in an activity that others do?	What happens when one or two group members don't want to participate in an activity that others do?		
	What do people you know get from using e-cigarettes and marijuana? What are the benefits they seek? How are the benefits for e-cigs and marijuana alike and how are they different?	What do people you know get from using e-cigarettes and marijuana? What are the benefits they seek? How are the benefits for e-cigs and marijuana alike and how are they different?	How are you influenced by your peers? What do you do when you're not totally comfortable in doing what others are doing?	How could friends influence a teen's choice?	
			What do people you know get from using e-cigarettes? What are the benefits they seek?	In what ways could information about e-cigarettes/vape pens affect a teen's choice?	

Example Slide by Slide PowerPoint Comparison

	Old JUUL Curriculum received on May 8	JUUL's Latest Curriculum (Received June 7)	Stanford Toolkit Reference
<p>JUUL's "The Science of E-cigs" PowerPoint for Students</p>	<p>Same color scheme as the Toolkit</p>	<p>New blue color scheme</p>	
<p>Slide 1: Title Slide</p>	<p>E-Cigs, Marijuana & You – The Science</p>  <p>Pictures of diverse students in groups looking happy</p>	<p>E-cigarettes & You – The Science</p>  <p>Changed images to students wearing college sweat shirts</p>	<p>Brain 101</p>  <p>Brain 101 Slide 1</p>
<p>Slide 2: Overview Slide</p>	<p>Overview</p> <ul style="list-style-type: none"> Background on the Brain The Teenage Brain How Drugs Affect the Brain <p>Exact copy of Toolkit (slide + teacher talking points)</p>	<p>Overview</p> <ul style="list-style-type: none"> Background on the Brain Your Brain How Drugs Affect the Brain <p>Changed images and wording of the bullet points, but still contain verbatim Teacher Talking Points in notes</p>	<p>In This Presentation:</p> <ul style="list-style-type: none"> Background on the Brain The Teenage Brain How Drugs Affect the Brain <p>Brain 101 Slide 2</p>
<p>Slide 3: Brain Background</p>	<p>Brain Background</p> <ul style="list-style-type: none"> - Different parts of the brain control different behaviors and different parts of our body - Some parts of the brain do things without us thinking about while other behaviors we have more control over  <p>Image Credit:</p> <p>Exact copy of Toolkit (slide + teacher talking points + hidden comments)</p>	<p>Brain Background</p> <ul style="list-style-type: none"> - Your brain is multi-dimensional & can simultaneously control behaviors & functions - You have control over some behaviors but your brain also does things without thinking  <p>Same title, paraphrased bullet points and used new picture, hidden comments gone, but still contain verbatim Teacher Talking Points</p>	<p>Brain Background</p> <ul style="list-style-type: none"> - Different parts of the brain control different behaviors and different parts of our body - Some parts of the brain do things without us thinking about while other behaviors we have more control over  <p>Image Credit: Pixabay.com</p> <p>Brain 101 Slide 4</p>
<p>Slide 4: Brain Communication</p>	<p>Brain Communication</p>  <p>Exact copy of Toolkit (slide + teacher talking points + hidden comments)</p>	<p>Brain Communication</p>  <p>Combined the two "Brain Communication" slides, still contains picture of a dendrite on the slide but used a different photo, exact verbatim Teacher Talking Points</p>	<p>Brain Communication</p>  <p>Image Credit: Pixabay.com</p> <p>Brain 101 Slide 5</p>
<p>Slide 5: Brain Communication</p>	<p>Brain Communication</p>  <p>Image Credit: By Dtp1080 via Wikimedia Commons</p> <p>Exact copy of Toolkit (slide + teacher talking points + hidden comments)</p>	<p>Brain Communication</p>  <p>Image Credit: By Dtp1080 via Wikimedia Commons</p> <p>Brain 101 Slide 6</p>	



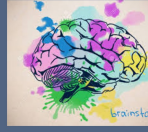
The Adolescent Brain: A Work in Progress



Slide 6: The Adolescent Brain Title Page

Exact copy of Toolkit (slide + teacher talking points + hidden comments)

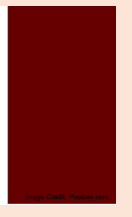
Your Brain: Still Developing



"Your Brain, still developing" (no talking points or comments anymore)



The Adolescent Brain: A Work in Progress



Brain 101 Slide 8

The Adolescent Brain: Dispelling Some Myths

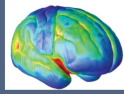
- Yes, the adolescent brain is developing structurally
- But, it still functions!

Slide 7: The Adolescent Brain Dispelling Some Myths

Exact copy of Toolkit (slide + teacher talking points + hidden comments)

Your Brain & How It's Different

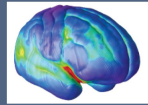
Your brain is still developing structurally.



Age 12: During adolescence the brain goes through a lot of changes. Gray matter diminishes as the connectors between neurons are cut back.

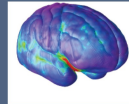
Your Brain & How It's Different

Age 16: Because your brain is still developing, it is more sensitive to the effects of drugs.



Your Brain & How It's Different

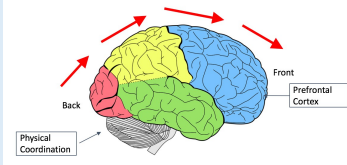
Age 25
By adulthood, the changes caused by beginning drug use are less likely to "stick" and become hardwired as dependence.



Slide 8: The Adolescent Brain Dispelling Some Myths

Exact copy of Toolkit (slide + teacher talking points + hidden comments)

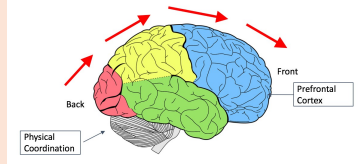
The Adolescent Brain: Dispelling Some Myths



Retitled "Your Brain and How it's Different", expanded 2 slides to 3 slides, on the 3rd slide has verbatim Teacher Talking Points w/o the reference link, uses an age breakdown to explain this concept

Brain 101 Slide 9

The Adolescent Brain: Dispelling Some Myths



Brain 101 Slide 10

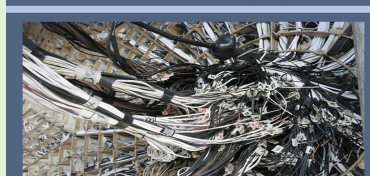
Adolescent (and Young Adult) Brain



Slide 9: Adolescent (and Young Adult) Brain

Exact copy of Toolkit LA highway analogy photo (slide + teacher talking points)

Teen Years: Increased Synapses

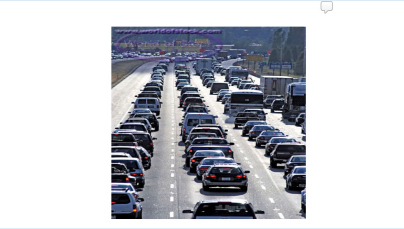
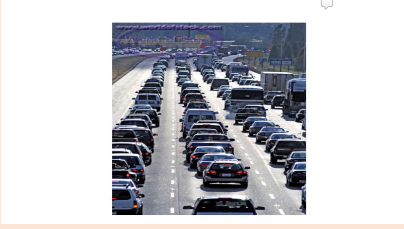

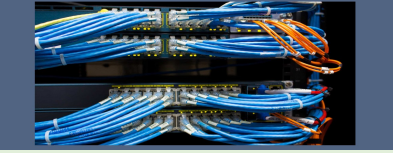



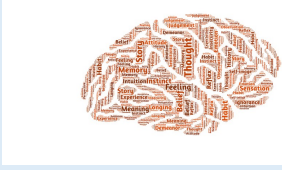

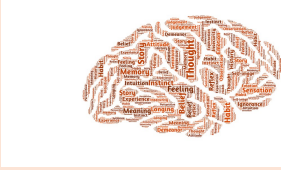

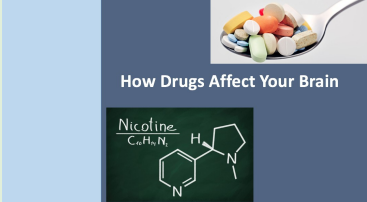



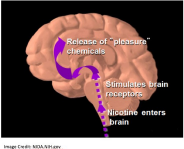

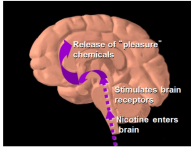
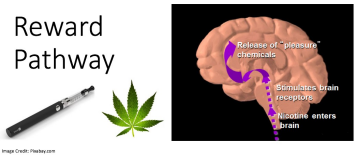

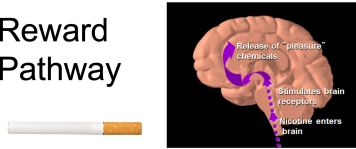
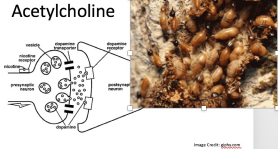
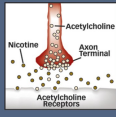
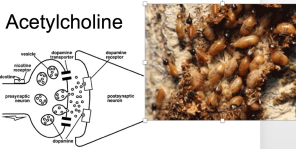
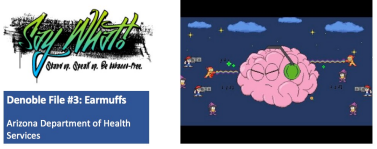
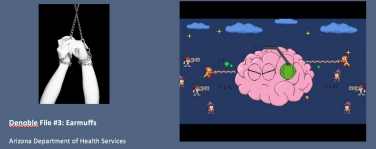
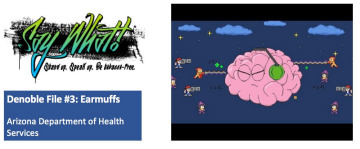


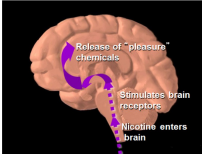
Retitled "Teen Years: Increased Synapses", picture of tangled wires (instead of weaving freeways)

Adolescent (and Young Adult) Brain



Brain 101 Slide 11

<p>Slide 10: (Picture of Traffic)</p>	 <p>Exact copy of Toolkit LA highway analogy photo (slide + teacher talking points + hidden comments)</p>	<p>Removed slide</p>	 <p>Brain 101 Slide 12</p>
<p>Slide 11: Adult Brain</p>	<h3>Adult Brain</h3>  <p>Exact copy of Toolkit LA highway analogy photo (slide + teacher talking points)</p>	<h3>Adult Brain & How It's Different</h3> 	<h3>Adult Brain</h3>  <p>Brain 101 Slide 13</p>
<p>Slide 12: (Picture of No Traffic)</p>	<p>[No Title]</p>  <p>Exact copy of Toolkit LA highway analogy photo (slide + teacher talking points)</p>	<p>Retitled "Adult Brain and How It's Different," picture of wires not as tangled, but still has verbatim Teacher Talking Points (combined from both slides)</p>	<p>[No Title]</p>  <p>Brain 101 Slide 14</p>
<p>Slide 13: The Adolescent Brain Dispelling Some Myths</p>	<h3>The Adolescent Brain: Dispelling Some Myths</h3>  <p>Image Credit:</p> <p>Exact copy of Toolkit (slide + teacher talking points)</p>	<h3>Your Brain Development - Summary</h3>  <p>New picture of brain, but exact same verbatim Teacher Talking Points; changed the word "teenagers" to "high schoolers" in the last bullet point</p>	<h3>The Adolescent Brain: Dispelling Some Myths</h3>  <p>Image Credit: Pixabay.com</p> <p>Brain 101 Slide 15</p>
<p>Slide 14: How Drugs Affect the Brain</p>	 <h3>How Drugs Affect the Brain</h3> <p>Exact copy of Toolkit (slide + teacher talking points)</p>	 <h3>How Drugs Affect Your Brain</h3> <p>Nicotine $C_{10}H_{14}N_2$</p> <p>New picture of drugs, but exact same verbatim Teacher Talking Points</p>	<p>[No Title]</p>  <h3>How Drugs Affect the Brain</h3> <p>Brain 101 Slide 17</p>

<p>Slide 15: Drugs & the Brain</p>	<p>Drugs and the Brain</p> <p>Reward Pathway</p>  <p>Image Credit: iStockphoto.com</p>	<p>Drugs & Your Brain</p> <p>Reward Pathway</p>  <p>Image credit: NIDA, All gov</p>	<p>Drugs and the Brain</p> <p>Reward Pathway</p>  <p>Image Credit: iStockphoto.com</p>
<p>Slide 16: Drugs & the Brain</p>	<p>Drugs and the Brain</p> <p>Reward Pathway</p>  <p>Image Credit: Pixabay.com</p>	<p>Drugs & Your Brain</p> <p>Reward Pathway</p>  <p>Image credit: NIDA, All gov</p>	<p>Drugs and the Brain</p> <p>Reward Pathway</p>  <p>Image Credit: Pixabay.com</p>
<p>Slide 17: Drugs & the Brain</p>	<p>Drugs and the Brain</p> <p>Acetylcholine</p>  <p>Image Credit: iStockphoto.com</p>	<p>Drugs & Your Brain</p>  <p>Nicotine is so dangerous because your brain already has a nicotine receptor – accelerating the process of becoming nicotine dependent.</p>	<p>Drugs and the Brain</p> <p>Acetylcholine</p>  <p>Image Credit: iStockphoto.com</p>
<p>Slide 18: Denoble File</p>	<p>Denoble File #3: Earmuffs</p>  <p>Denoble File #3: Earmuffs Arizona Department of Health Services</p>	<p>How Nicotine Dependence Develops</p>  <p>Denoble File #3: Earmuffs Arizona Department of Health Services</p>	<p>Denoble File #3: Earmuffs</p>  <p>Denoble File #3: Earmuffs Arizona Department of Health Services</p>
<p>Slide 19: Addiction</p>	<p>Addiction</p> <p>"At first it was just fun and it was something that you could do anywhere," one 15-year-old said. "Now, I go crazy if I don't have it. I don't even feel a buzz anymore."</p>  <p>Nicotine is nearly as addictive as heroin. Teens can become addicted in as little as 3 weeks.</p> <p>Includes quote from 15 year old, fact on how nicotine is as addictive as heroin and how teens can become addicted in 3 weeks, includes Teacher Talking Points from a combination of Toolkit slides (has a hidden comment)</p>	<p>Dependence</p> <p>"At first it was just fun and it was something that you could do anywhere," one 15-year-old said. "Now, I go crazy if I don't have it. I don't even feel a buzz anymore."</p>  <p>Nicotine dependence happens quickly – in as little as 3 weeks of regular use.</p> <p>Retitled "Dependence", same quote from 15 year old, now says "nicotine dependence happens quickly" (has hidden comment)</p>	<p>Reward Pathway</p> 

<p>Slide 20: Health Effects</p>	 <p>Health Effects</p> <p>Exact copy of Toolkit (slide + teacher talking points)</p>	 <p>Impact on Your Health</p> <p>Retitled "Impact on your Health," new images, but still same verbatim Teacher Talking Points</p>	 <p>Health Effects</p> <p>Addiction 101 Slide 20</p>
<p>Slide 21: It's an Aerosol, Not Vapor</p>	 <p>It's an Aerosol, Not a Vapor</p> <p>Exact copy of Toolkit (slide + teacher talking points)</p>	 <p>'Vaping' is not Vapor – it's an Aerosol</p> <p>Vapor – solid or liquid in the form of a gas, like steam.</p> <p>Aerosol – suspended particles in air, like pollution.</p> <p>Paraphrased title, included new pictures and captions, but still same verbatim Teacher Talking Points</p>	 <p>It's an Aerosol, Not a Vapor</p> <p>Unit 2 What's Really in Those Vapes Slide 10</p>

Screenshot of an older version of **JUUL's** curriculum, showing the comments from Anu (a Research Assistant in Dr. Bonnie Halpern-Felsher's Lab) as well as the verbatim Teacher Talking Points in the notes section.

The screenshot shows a PowerPoint presentation titled "Brain Communication" in a window titled "TheScience-e-cigs-marijuana". The presentation is on slide 5 of 28. The main slide features a diagram of two neurons connected by a synapse. Labels include "Electrical Signal" pointing to the axon of the first neuron, "Dendrites" pointing to the branching part of the second neuron, and "Synapse" pointing to the gap between them. Below the diagram is the text "Image Credit: By Dh1080 via Wikimedia Commons".

The right-hand side of the screen shows a "Comments" pane with two entries from "Anu G" dated "Jan 2, 2018". The first comment says "Would love for this to be animated" and the second says "NEED TO REPLACE".

The bottom of the screen shows a "Notes" section with the following text:

Teacher Talking Points:

- In order for neurons to communicate, an electrical signal travels between neurons
- The signal starts from one neuron, travels through a space between neurons called the **synapse**, and then connects to the next neuron.
- The part of the neuron that receives the signal is called a **dendrite**
- The signal keeps going through connecting neurons.
- Another way to think about this is when you play "telephone" by stringing soup cans on a string. The message travels from one soup can to another through the string that connects them, allowing for communication between separate things

Two red arrows are present: one pointing to the "Comments" pane and another pointing to the "Brain Communication" slide thumbnail in the left-hand navigation pane.

Screenshot of latest version of **Toolkit's** Brain 101 PowerPoint that includes the exact slide JUUL copied from, including the Teacher Talking Points in the notes section. Note there are no comments in the Toolkit PowerPoint.

The screenshot shows a Microsoft PowerPoint window titled "Unit-1-Brain-101". The slide is titled "Brain Communication" and features a diagram of three neurons. The first neuron on the left has its branching structures labeled "Dendrites" in a green box. A blue arrow labeled "Electrical Signal" points to the cell body of the first neuron. A yellow line representing the axon connects the first neuron to the second, and another yellow line connects the second to the third. The junctions between the second and third neurons are labeled "Synapses" in a red box. A red arrow points from the "Background on the Brain" slide in the left-hand navigation pane to the main slide. Below the diagram, the "Teacher Talking Points:" section contains the following text:

Teacher Talking Points:

- In order for neurons to communicate, an electrical signal travels between neurons
- The signal starts from one neuron, travels through a space between neurons called the **synapse**, and then connects to the next neuron.
- The part of the neuron that receives the signal is called a **dendrite**
- The signal keeps going through connecting neurons.
- Another way to think about this is when you play "telephone" by stringing soup cans on a string. The message travels from one soup can to another through the string that connects them, allowing for communication between separate things

The bottom status bar indicates "Slide 6 of 24" and "English (United States)". The right-hand pane shows a "Comments" section with the message: "There are no comments in this Presentation. Be the first to add a comment!"

Screenshot of latest version of **JUUL**'s curriculum of the exact same slide, showing the similar picture used as well as the unchanged verbatim Teacher Talking Points in the notes section.

Brain Communication

Dendrites Synapse Dendrites Axon

Teacher Talking Points:

- In order for neurons to communicate, an electrical signal travels between neurons
- The signal starts from one neuron, travels through a space between neurons called the **synapse**, and then connects to the next neuron.
- The part of the neuron that receives the signal is called a **dendrite**
- The signal keeps going through connecting neurons.
- Another way to think about this is when you play “telephone” by stringing soup cans on a string. The message travels from one soup can to another through the string that connects them, allowing for communication between separate things

Slide 5 of 20 English (United States) 58%

Screenshot of latest JUUL's curriculum that shows one of their slides still contains a comment from Anu (a Research Assistant in Dr. Bonnie Halpern-Felsher's Lab).

The screenshot shows a Microsoft PowerPoint presentation titled "TheScienceE-Cigarettes (1)". The current slide is slide 17 of 20, titled "Dependence". The slide content includes a quote: "At first it was just fun and it was something that you could do anywhere," one 15-year-old said. "Now, I go crazy if I don't have it. I don't even feel a buzz anymore." Below the quote is a photograph of a young woman and the text: "Nicotine dependence happens quickly – in as little as 3 weeks of regular use." Below the photograph is a section titled "Teacher Talking Points:" followed by text: "Teachers tell us that some students are so dependent on nicotine that they can't do school work or even focus in class. This explains why students take the risk of being caught with an e-cigarette to vape in class." On the right side of the slide, there is a "Comments" pane. A red arrow points to a comment from "Anu G" dated "Jan 2, 2018" with the text "Include additional image". The comment pane also shows a "New" button and a "Reply..." input field. The bottom status bar indicates "Slide 17 of 20", "English (United States)", and "58%".

Screenshot of JUUL's Lesson Plan, pointing out the instructions JUUL copied directly from the Toolkit's website.

OpenFirst-MovingBeyond E-Cigs Curriculum-National

	Session 1 Evaluation and Feedback
Total Time	
55 minutes	

Lesson Plan

Suggested Length: Approximately 55 minutes
Teachers should go through each unit and download the PowerPoints for class presentation. Teachers should also download the accompanying activities for in-class activities. Speakers' notes are embedded in the PowerPoints. Activities, discussion items and the evaluations should be printed for students before class begins.

Introduction

Present Statement: Most people believe that they are logical in their approach and that they rely on facts and intuition to make decisions. However, that is not the case for many people. While we have known for many years that smoking cigarettes leads to lung cancer, more than 40 million people in this country smoke them. Despite the fact that 480,000 die each year from the most preventable form of cancer.

Using the speaker's notes, show the Power Point presentation #1 [Rejected Science](#). Upon completion, ask students work with a partner in reacting to the presentation and reflecting on what they already knew, what they learned and they'd like to learn more about. Then, ask students to share an insight observation from their paired discussion reminding students to be open to the opinions and experiences of others.

Direct Instruction

Show the presentation [The Science: E-cigarettes](#) and be sure to read and encouraging students to ask questions during the presentation rather than wait until the end. Use the Chart pad to capture questions that you cannot initially answer so that you can later ask students to use their smartphones or tablet computers to research them later.

Page 2 of 8 2424 Words English (US) 120%

Screenshot of **Toolkit's** website where JUUL copy and pasted the instructions from.

HEALTH CARE RESEARCH EDUCATION GIVE ABOUT

Stanford MEDICINE | Tobacco Prevention Toolkit
Modules for tobacco and nicotine education

About Tobacco E-Cigs/Vape Pens & JUULs Hookah Smokeless Nicotine Addiction Positive Youth Development Resource Directory

Unit 1: Where Did E-Cigarettes and Vape Pens Come From?

[← E-Cigarettes/Vape Pens Overview](#) [→ Unit 2 - So, What's Really in these E-Cigarettes/Vape Pens?](#)

Learning Objectives

1. Learn about the history of tobacco messaging and marketing tactics.
2. Explore how the e-cigarettes/vape pen industry follows in these footsteps.
3. Identify predatory marketing strategies employed by tobacco and e-cigarettes/vape pen industry.

Instructions

Teachers should go through each unit and download the PowerPoint for class presentation. Teachers should also download the accompanying activities for in-class activities. Speakers' notes are embedded in the PowerPoint. Activities are meant to be printed for students before class begins. Each Unit has a Kahoot! Quiz linked below and can be used a pre and post quiz to see how much students know before and after instruction. Discussion Guides found below can be assigned as take-home assignments.

PowerPoint

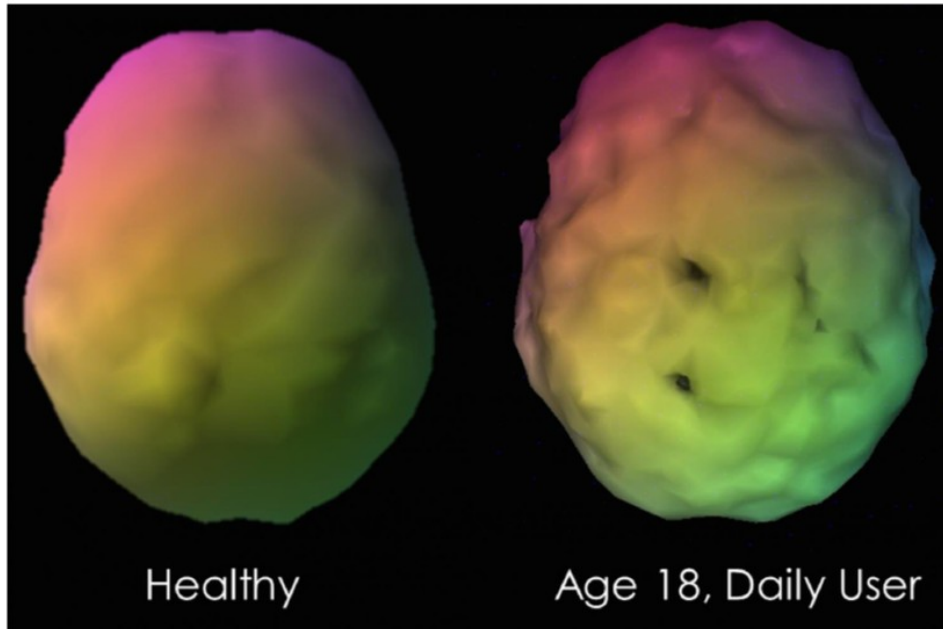
A Little History to Set the Stage ▼
15-20 Minutes

Lesson 1.1: E-Cigarettes and Vape Pens 101

Example of a “Discussion Guide” from JUUL’s curriculum.

Moving Beyond E-cigarettes

Session 1: Discussion Guide



Images of a healthy brain and one of someone dependent on nicotine.

1. Why do some people deny the facts of science?
2. Even when some people know the science, they still engage in behaviors that are harmful for them. What do you think makes them do that?
3. In some states, alcohol, tobacco, e-cigarettes and marijuana are all legal but only for those 21 and older. Why aren't they permitted for those under 21?
4. Knowing what we do about e-cigs, and considering all the things we don't know about e-cigs why do teens choose to use e-cigs/vapes?

Example of “Discussion Guide” from **Toolkit** curriculum.



The discussion points below are designed for you to initiate an essential conversation with a trusted adult in your life. It does not matter if you know the factual answer; you can research that together at a later time. What is important is that you are able to communicate with a trusted adult, to broaden your perspective on this topic.



Why do you think it is important to study the human brain before learning about Nicotine Addiction? Why or why not?



Discuss some of the unique features of the adolescent brain.



Why is the reward pathway so powerful in influencing human behavior?



Tobacco Prevention Toolkit
Division of Adolescent Medicine, Stanford University
www.tobaccopreventiontoolkit.stanford.edu, tobprevtoolkit@stanford.edu

Screenshot of JUUL's letter to the CA Superintendent stating how their curriculum was drawing from "Stanford Medicine," which then links to the Toolkit Website

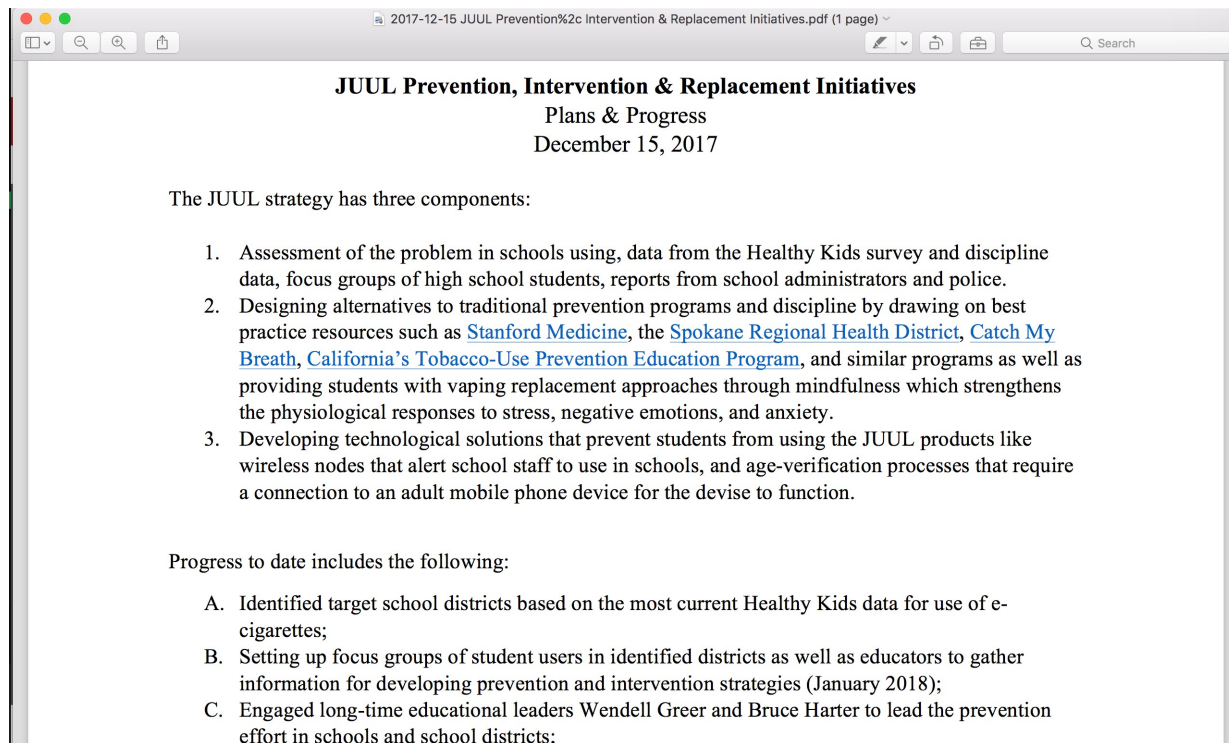
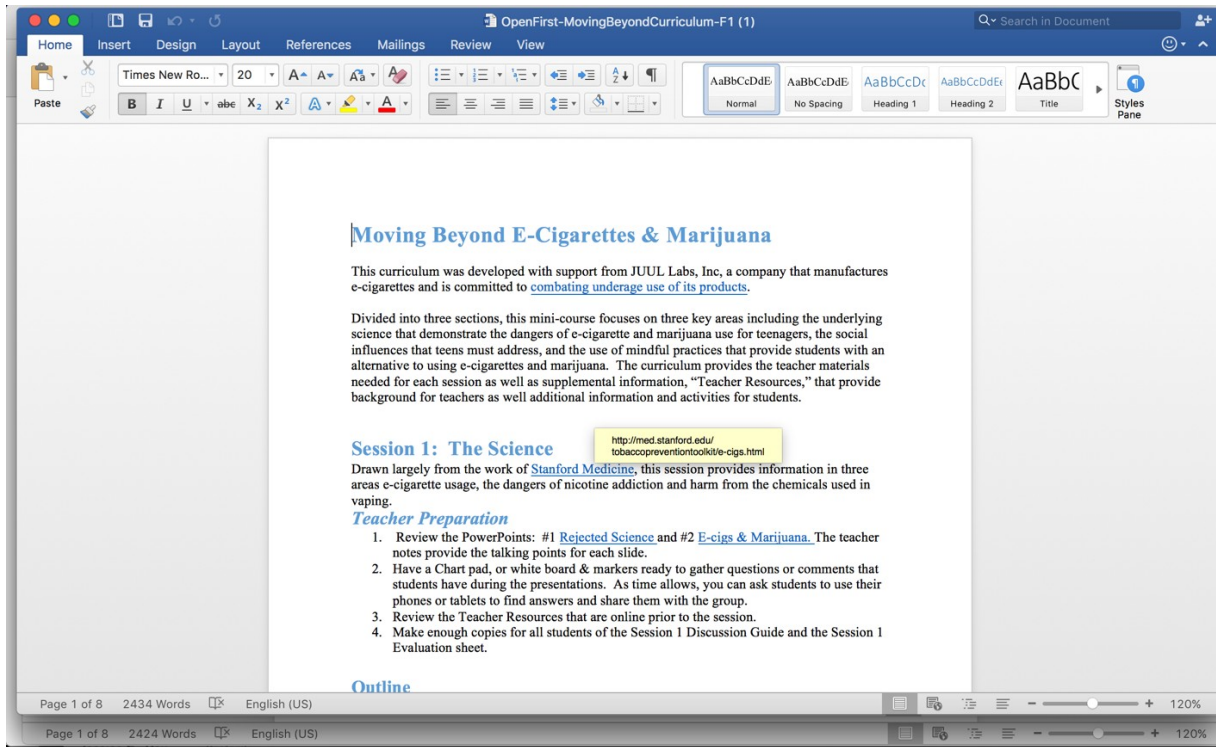


Image showing that the older version of JUUL's Lesson Plan did link to the Toolkit website.



Moving Beyond E-Cigarettes & Marijuana

This curriculum was developed with support from JUUL Labs, Inc, a company that manufactures e-cigarettes and is committed to [combating underage use of its products](#).

Divided into three sections, this mini-course focuses on three key areas including the underlying science that demonstrate the dangers of e-cigarette and marijuana use for teenagers, the social influences that teens must address, and the use of mindful practices that provide students with an alternative to using e-cigarettes and marijuana. The curriculum provides the teacher materials needed for each session as well as supplemental information, “Teacher Resources,” that provide background for teachers as well additional information and activities for students.

Session 1: The Science

Drawn largely from the work of [Stanford Medicine](#), this session provides information in three areas e-cigarette usage, the dangers of nicotine addiction and harm from the chemicals used in vaping.

Teacher Preparation

1. Review the PowerPoints: #1 [Rejected Science](#) and #2 [E-cigs & Marijuana](#). The teacher notes provide the talking points for each slide.
2. Have a Chart pad, or white board & markers ready to gather questions or comments that students have during the presentations. As time allows, you can ask students to use their phones or tablets to find answers and share them with the group.
3. Review the Teacher Resources that are online prior to the session.
4. Make enough copies for all students of the Session 1 Discussion Guide and the Session 1 Evaluation sheet.

Outline

Activities	Materials and Teacher Resources
1. Introduction 10 minutes	Teacher Materials: Session 1: Power Point presentation #1 Rejected Science Teacher Resources: Video: What is an e-cig & how does it work? Video: Are E-cigarettes harmful?
2. Direction Instruction 25 minutes	Teacher Materials: Session 1: Power Point #2 The Science: E-cigs & Marijuana Chart pad or board space to record student brainstorm responses Teacher Resources: Marijuana-Facts for Teens
3. Group Work 10 minutes	Teacher Materials: Session 1: Session 1 Discussion Guide