

# CATCH MY BREATH YOUTH E-CIGARETTE PREVENTION PROGRAM

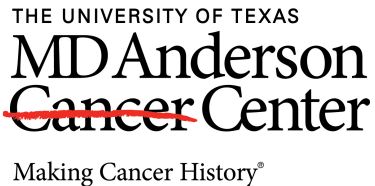


PRESENTED BY

**Steven H. Kelder, MPH, PhD**



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Our mission is to improve children's health worldwide by developing, disseminating and sustaining the CATCH platform in collaboration with researchers at UTHealth and MD Anderson Cancer Center. The Foundation links underserved schools and communities to the resources necessary to create and sustain healthy change for future generations.

A 501(c)3 public charity founded April 10, 2014.



# MICHAEL & SUSAN DELL CENTER *for* HEALTHY LIVING

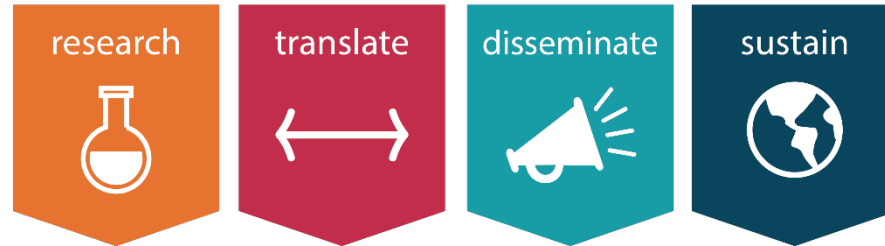


## Healthy children in a healthy world.

We advance health and healthy living for children and families through cutting-edge research, innovative community-based programs, and dissemination of evidence-based practices.

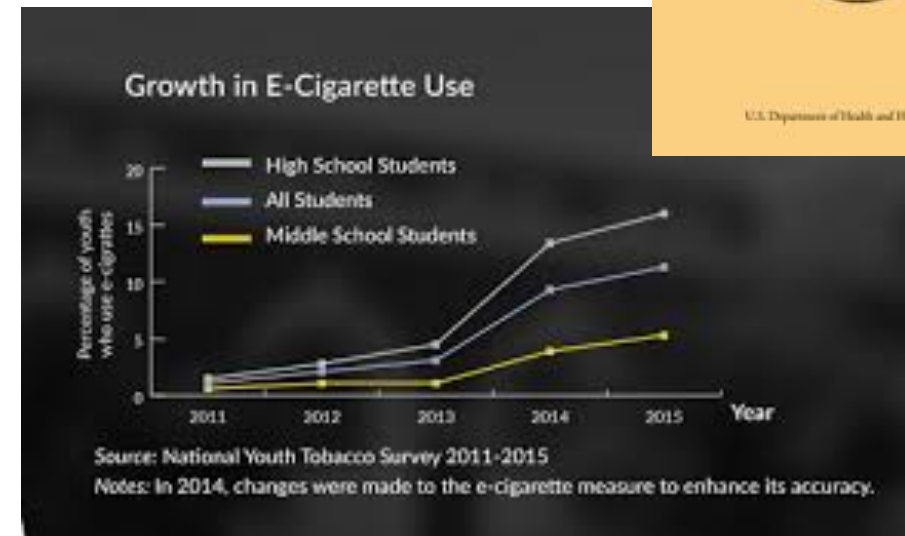
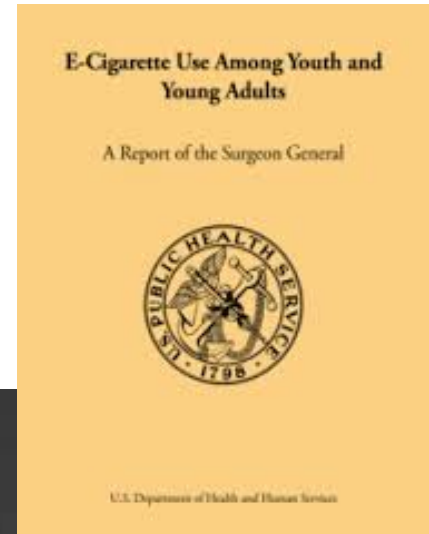


### STRATEGIC PLAN GOALS



# CATCH MY BREATH SUMMARY

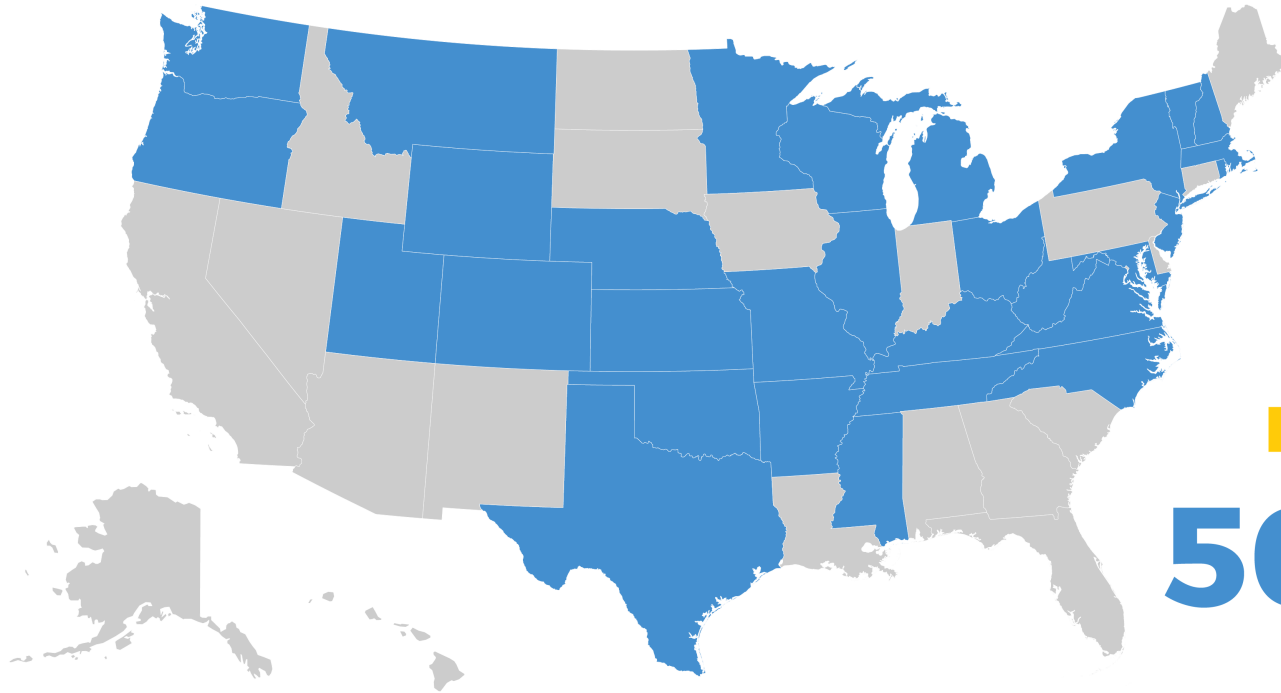
- ▶ Best-practice-based youth E-cigarette prevention program targeting ages 11-18
- ▶ Created in response to a 900% spike in youth E-cigarette use between 2011-15, which made E-cigarettes the most-frequently used tobacco product among youth
- ▶ Authored in 2015-16 by Dr. Steven Kelder, UTHealth faculty member who was a Senior Scientific Editor of the Surgeon General's Report on youth E-Cigarette use







## Current Program Reach



**30**  
STATES

**200+**  
MIDDLE & HIGH SCHOOLS

**50,000+**  
KIDS



## A diverse community of support:

- Private Foundations
- State Education Agencies
- Local Departments of Health
- School Districts

# CATCH GLOBAL FOUNDATION AND CVS HEALTH PARTNERSHIP



- ▶ \$500,000 grant from CVS Health makes program free to middle schools and high schools nationwide.
- ▶ Part of *Be The First* initiative from CVS Health.
- ▶ Aim of reaching more than 200,000 kids annually, by 2020.

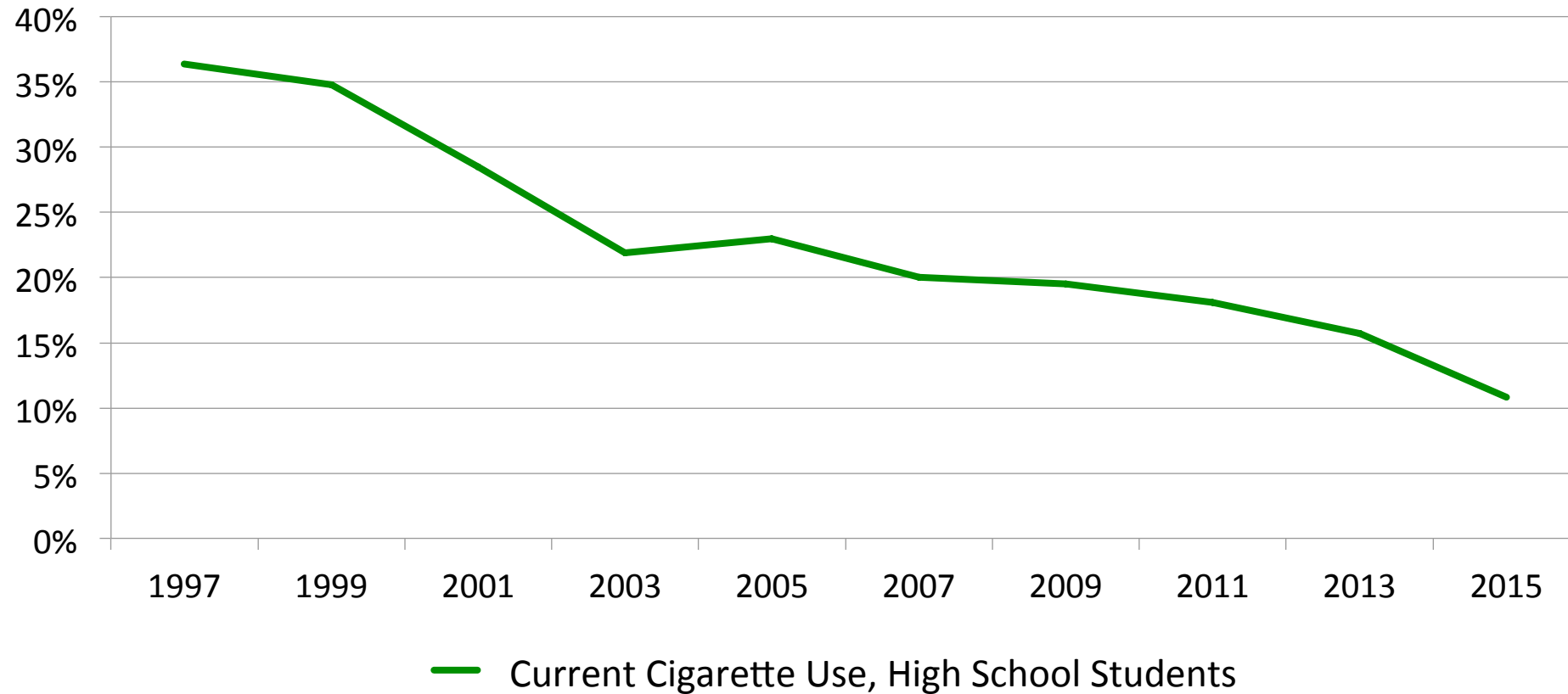
E-CIGARETTE PREVENTION PROGRAM  
**NOW AVAILABLE FREE**  
FOR U.S. MIDDLE & HIGH SCHOOLS

A blue banner with a white e-cigarette icon crossed out by a red 'X' in the background. The text is white and yellow.

SIGN UP AT: [CATCHMYBREATH.ORG/ENROLL](https://catchmybreath.org/enroll)

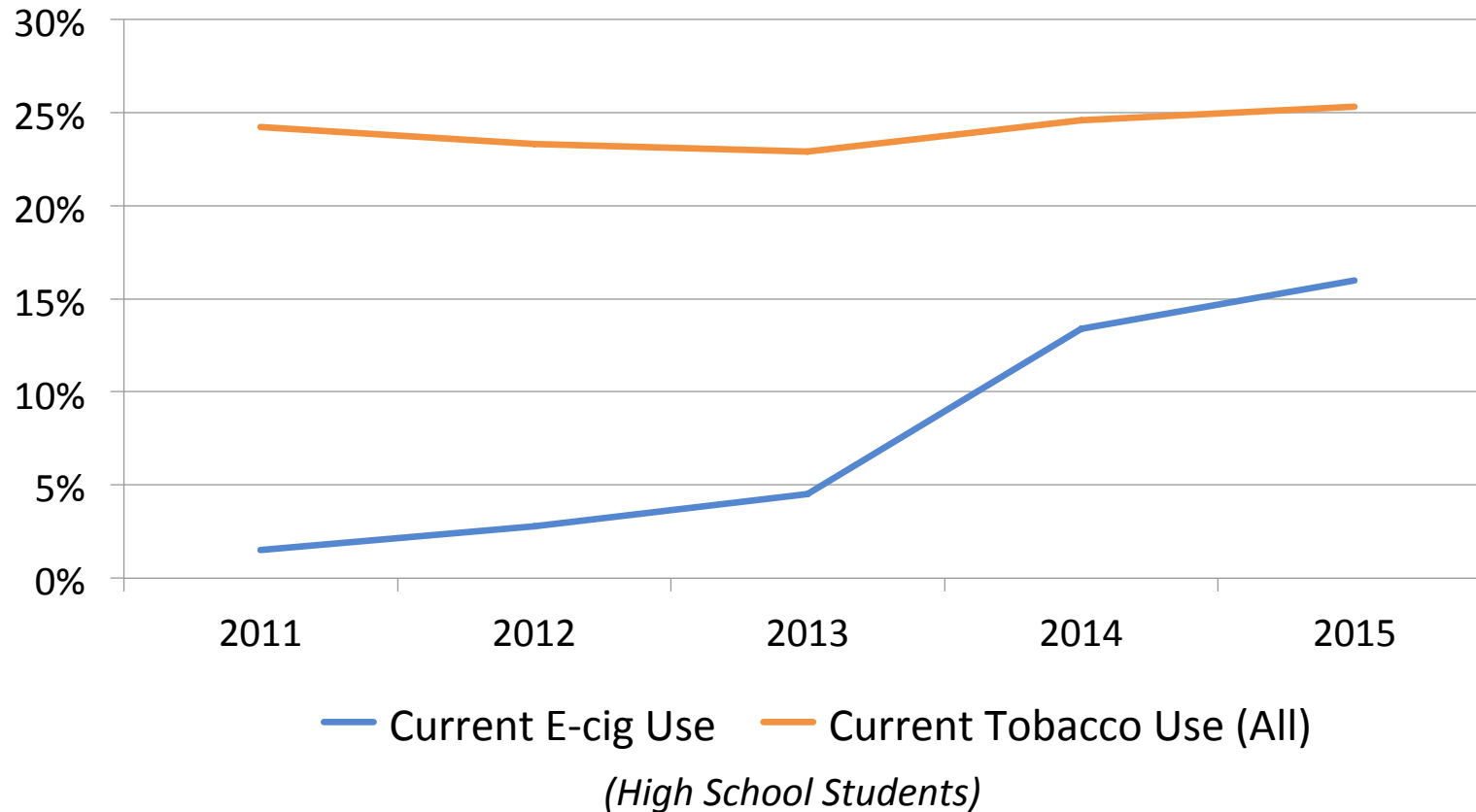
# WE WERE WINNING THE BATTLE...

## Historic Youth Smoking Rates



(CDC, Youth Risk Behavior Survey Data)

## E-cigarettes Rise in Popularity

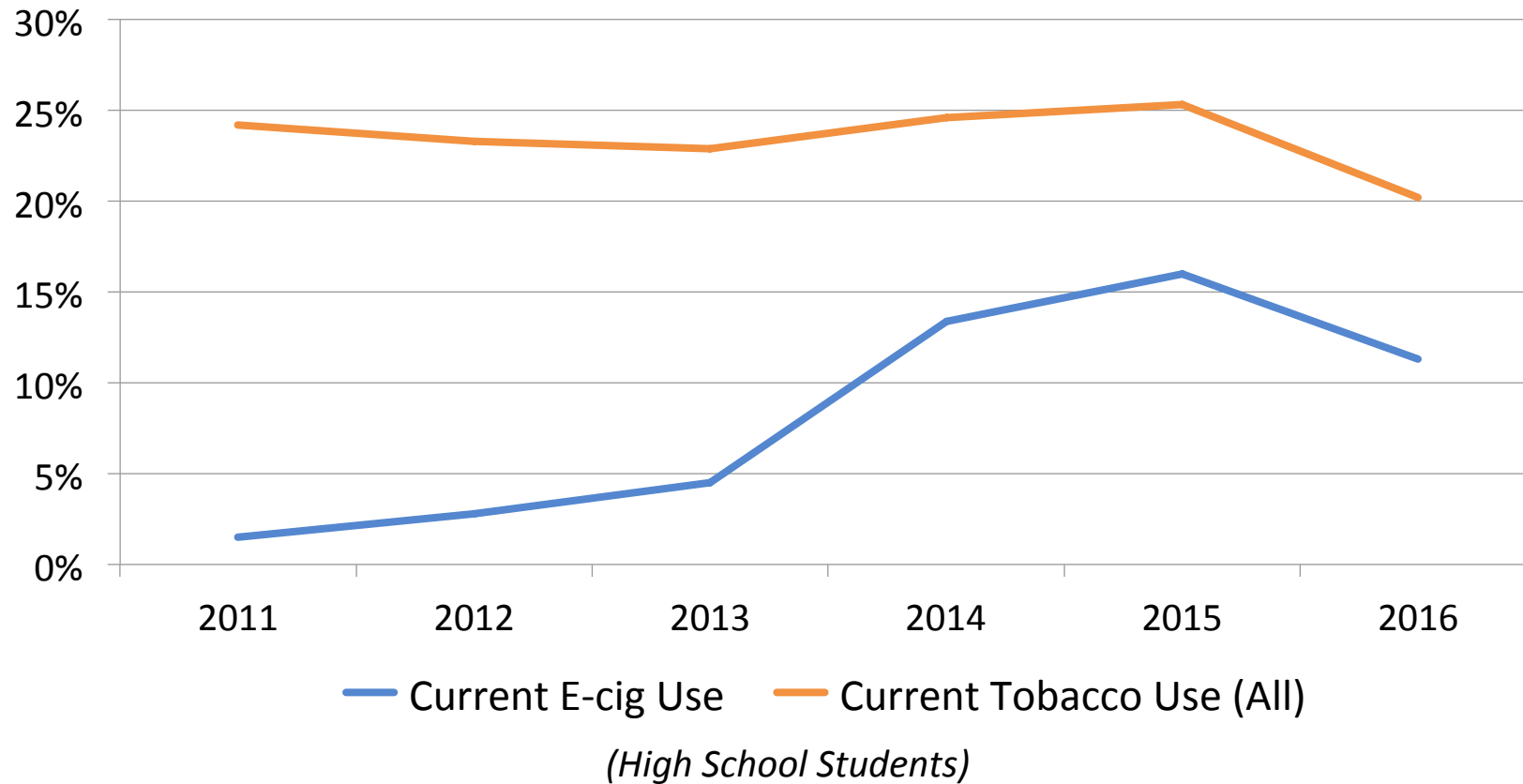


(CDC, National Youth Tobacco Survey Data)



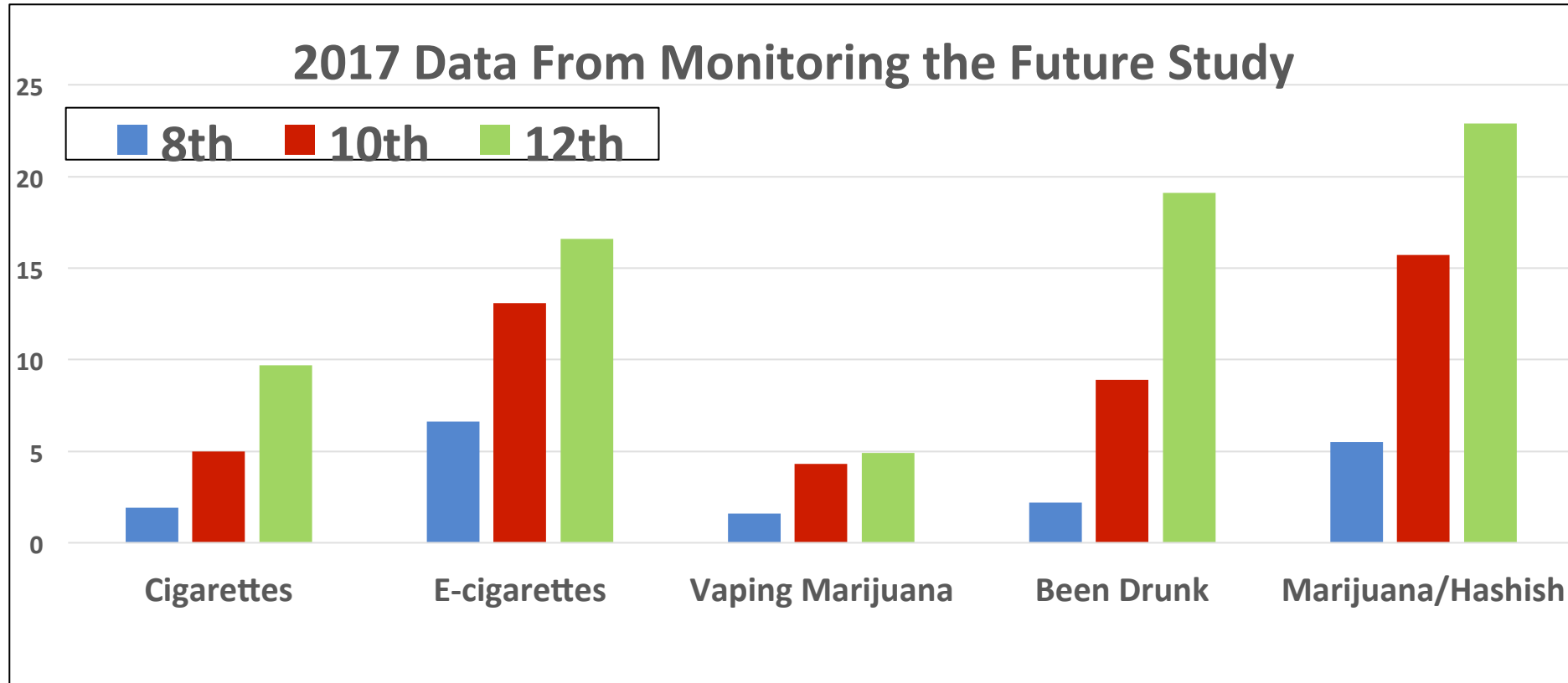
# BUT THERE'S HOPE!

## E-Cigarette Use Declines



(CDC, National Youth Tobacco Survey Data)

# IN THE PAST 30 DAYS, HAVE YOU USED?



<http://www.monitoringthefuture.org/data/17data/17drtbl1.pdf>

# TEXAS YOUTH E-CIGARETTE USE

## Texas:

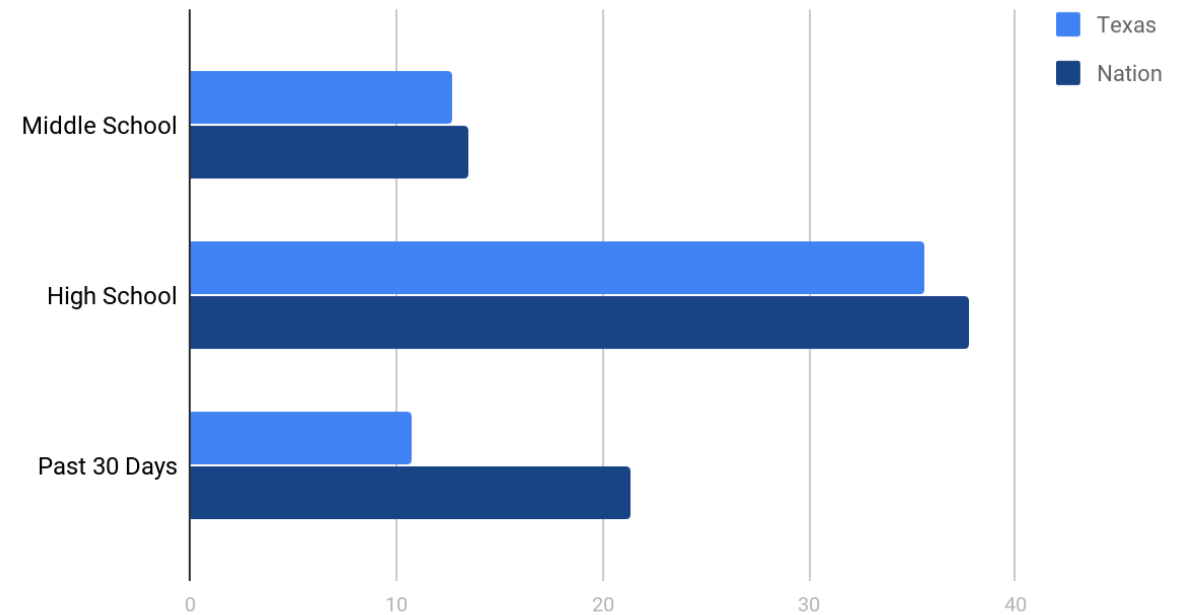
- **12.7%** of middle school students have tried ENDS
  - **35.6%** of high school students have tried ENDS
  - **10.7%** "active" users
- (2016 Texas Youth Tobacco Survey)*

## Nationwide:

- **13.5%** of middle school students have tried ENDS
  - **37.7%** of high school students have tried ENDS
  - **21.3%** "active" users
- (2015 National Youth Tobacco Survey)*

Texas is slightly better than the national average, but we can do better!

E-Cigarette and Other ENDS Use



# TEKS MET BY CATCH MY BREATH MIDDLE / HIGH SCHOOL

## Health Education

**(1) Health information.** The student comprehends ways to enhance and maintain personal health throughout the lifespan. The student is expected to:

(C) compare immediate and long-range **effects of personal health care choices** such as personal and dental hygiene

**(4) Health information.** The student comprehends ways of researching, accessing, and analyzing health information. The student is expected to:

(B) use **critical thinking** to research and evaluate health information

**(5) Health behaviors.** The student engages in behaviors that reduce health risks throughout the lifespan. The student is expected to:

(B) examine social influences on drug-taking behaviors

(C) describe chemical dependency and **addiction to tobacco**, alcohol, and other drugs and substances

(E) identify ways to **prevent the use of tobacco**, alcohol, drugs, and other substances such as alternative activities

(H) identify and describe strategies for avoiding drugs, violence, gangs, weapons, and other harmful situations



# TEKS MET BY CATCH MY BREATH MIDDLE / HIGH SCHOOL (CON'T)

## Health Education

**(7) Influencing factors.** The student recognizes how **relationships influence individual health behaviors** including skills necessary for building and maintaining relationships. The student is expected to:

- (B) explain ways of maintaining healthy relationships such as resisting peer pressure to engage in unsafe behavior
- (C) practice conflict resolution/mediation skills
- (D) describe strategies such as abstinence for communicating refusal to engage in unsafe behaviors
- (E) describe methods for communicating important issues with parents and peers

**(11) Personal/interpersonal skills.** The student analyzes information and applies critical-thinking, decision-making, goal-setting and problem-solving skills for making health-promoting decisions. The student is expected to:

- (A) seek the input of parents and other trusted adults in problem solving and goal setting
- (B) demonstrate the **use of refusal skills** in unsafe situations
- (C) explain the impact of peer pressure on decision making
- (D) compare the risks and **benefits of** various health behaviors such as **choosing not to smoke**
- (E) identify the possible health implications of long-term personal and vocational goals

Source: TEKS §115.21-33 <http://ritter.tea.state.tx.us/rules/tac/chapter115/ch115b.html>

## National Academic Standards

- Health Education Standards (6th-8th grade)
- English/Language Arts Standards (6th-8th grade)

## Common Core Standards

- Speaking and Listening: Comprehension and Collaboration (6th-8th grade)
- Speaking and Listening: Presentation of Knowledge and Ideas (6th-8th grade)

# TEXAS E-CIGARETTE PREVENTION: LEGISLATIVE UPDATES



## SHAC and E-Cigarettes

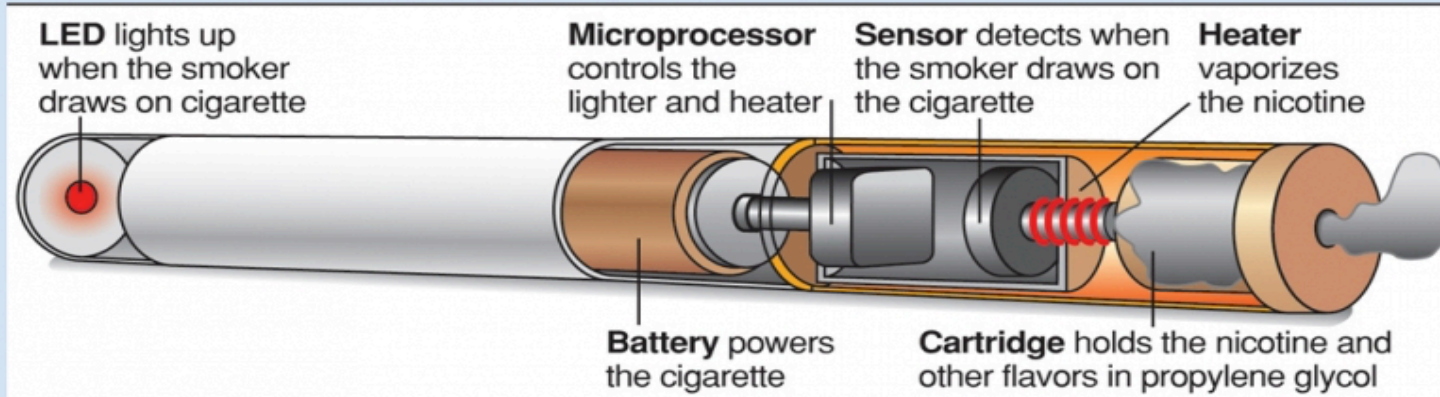
The Texas Legislature passed a [new measure](#) (SB 489) that directs School Health Advisory Councils (SHAC) to **review and make recommendations on curriculum to prevent the use of e-cigarettes** among students. SHACs were already responsible for recommending tobacco prevention measures, but the rise in use and popularity of e-cigarettes has made the inclusion of e-cigarette curriculum an even higher priority. This legislation took effect starting the 2017-2018 school year.

A recommendation from a district SHAC to implement CATCH My Breath would put schools & districts in compliance with the above legislation.

# COMPONENTS OF E CIGARETTES

## How an electronic cigarette works

Smokeless cigarettes, or electronic cigarettes, do not burn tobacco directly. They deliver nicotine into an atomizing chamber, where it is heated and turned into a vapor. The vapor is drawn into the body in the same way as a regular cigarette is smoked:



Source: Various

Standard-Examiner

- Parts in a basic E-Cigarette
  - Battery
  - Heater/Atomizer
  - Cartridge

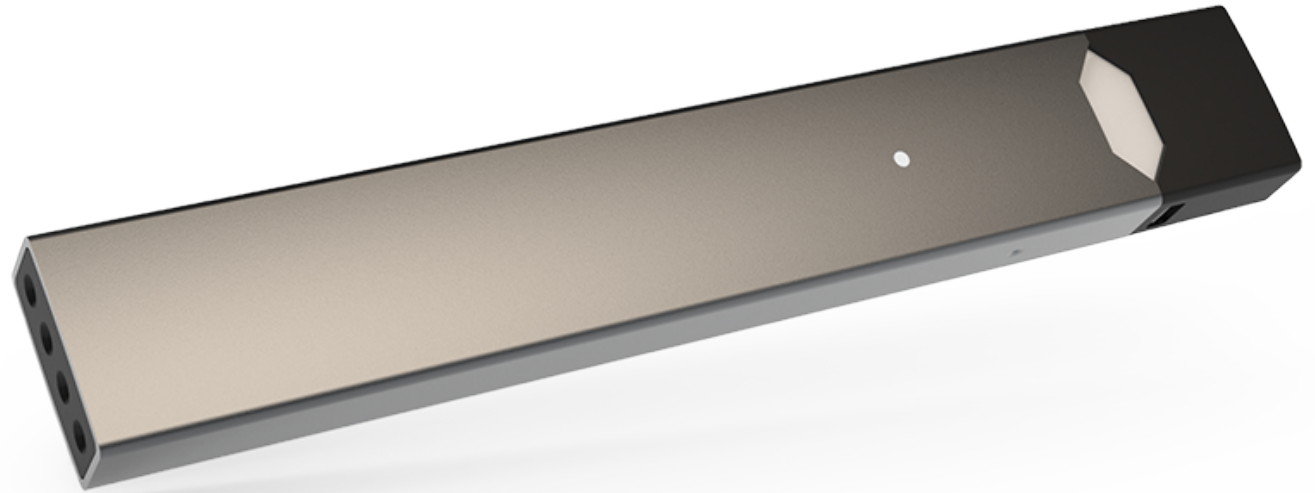


# TYPES OF E-CIGARETTES

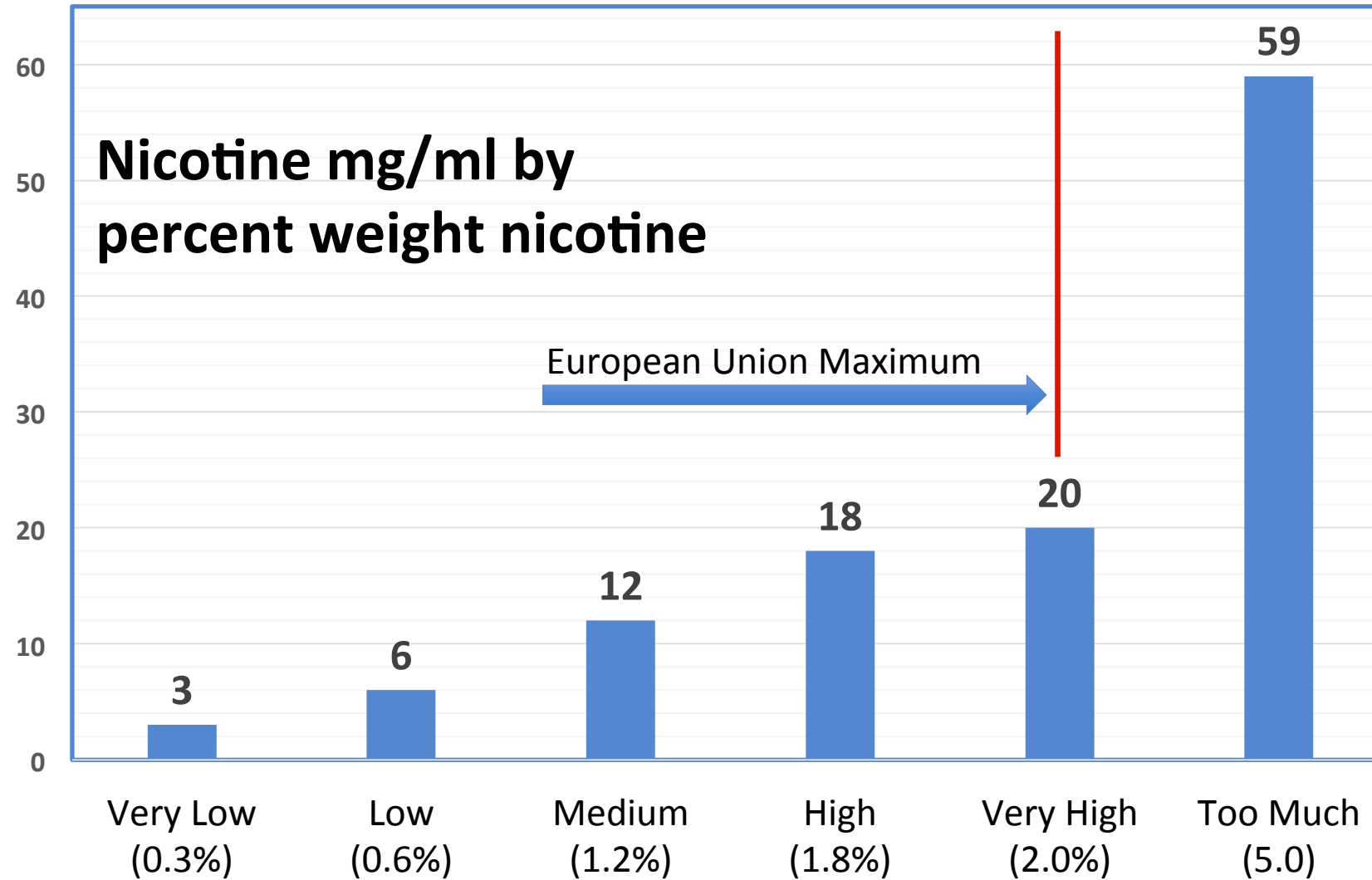


# JUUL

**CATCH**<sup>®</sup>  
GLOBAL FOUNDATION



# HOW MUCH NICOTINE IS TOO MUCH?



# OVER 8,000 E-CIG FLAVORS





# E-CIG COMPANIES ARE COPYING BIG TOBACCO'S PLAYBOOK



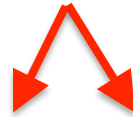
← Ads featuring rugged men & glamorous women



↑ Using celebrity spokespeople

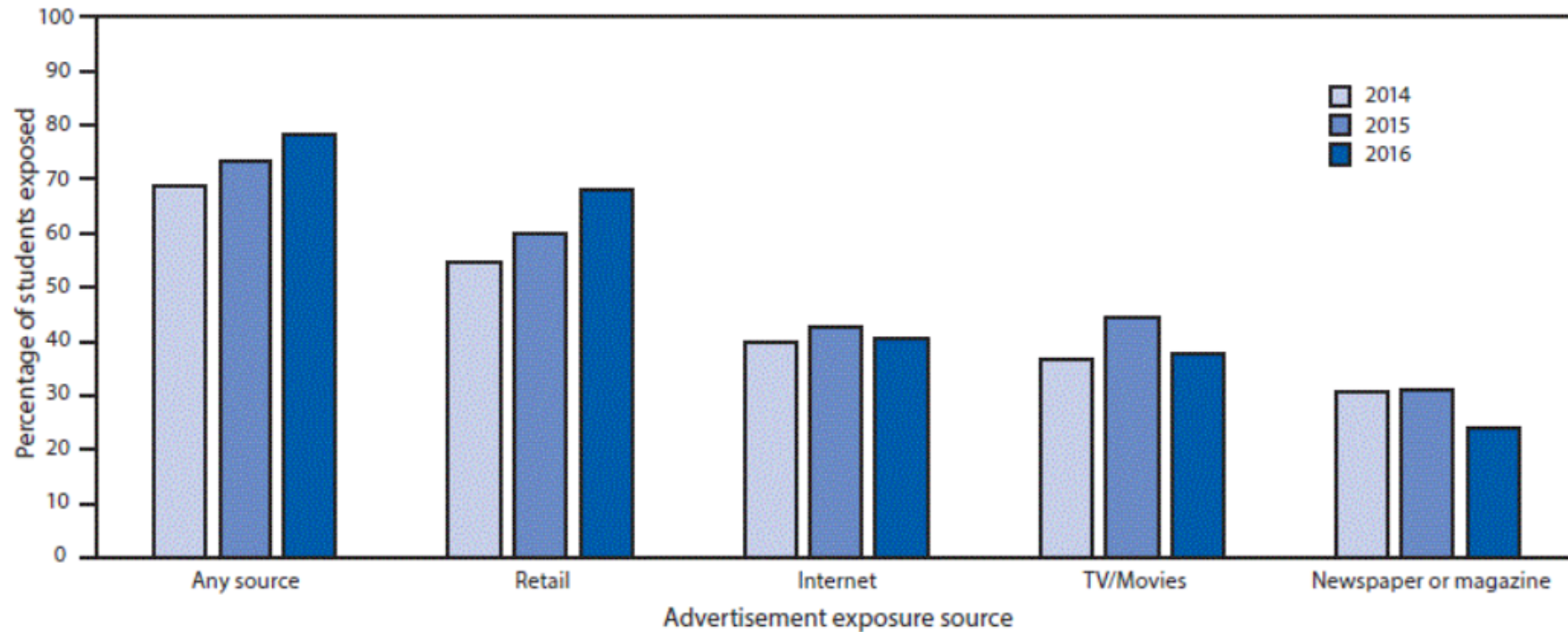
# E-CIG COMPANIES ARE COPYING BIG TOBACCO'S PLAYBOOK

- Use sexuality in ads



Sponsor music festivals and sports events

FIGURE 1. Percentage\* of U.S. middle and high school students exposed to e-cigarette advertisements through any source,<sup>†</sup> retail stores,<sup>§</sup> the Internet,<sup>¶</sup> television/movies,<sup>\*\*</sup> and newspapers and magazines<sup>††</sup> – National Youth Tobacco Survey, United States, 2014–2016





# HEALTH EFFECTS OF E-CIGARETTES

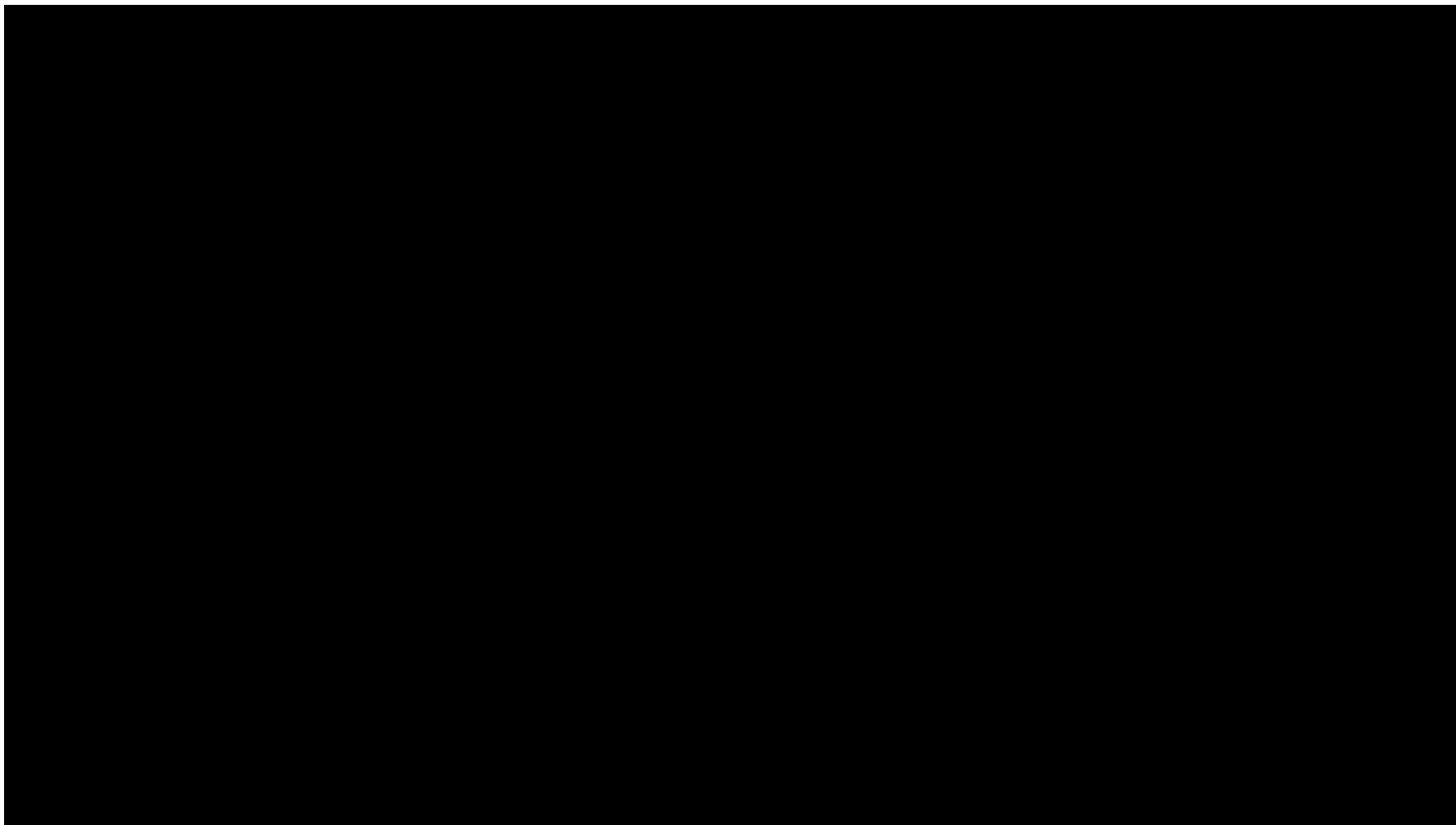
- Harmful effects of nicotine, especially to youth
- Unknown effects of other chemicals
- Danger of re-socialization of youth tobacco use
- Oh, and they sometimes explode



# NAOMI: REAL CALIFORNIA TEENS TALK ABOUT VAPING



# THE DENOBLE FILES: E-CIGARETTES



# YOUTH ARE UNDERAPPRECIATED IN THE DEBATE ON ADULT E-CIGARETTES AND CESSATION

- ▶ **Youth and young adults are uniquely vulnerable** to detrimental consequences of brain exposure to nicotine, including:
  - ▶ Addiction, priming for other addictive substances, reduced impulse control, deficits in attention and cognition, and mood disorders.
- ▶ **Nicotine can cross the placenta** and has known effects on fetal and postnatal development; therefore, nicotine delivered by e-cigarettes during pregnancy can result in multiple adverse consequences:
  - ▶ Preterm delivery, stillbirth or sudden infant death syndrome, altered corpus callosum, deficits in auditory processing, and child obesity.
- ▶ An unanswered question regards the **addictive potential** of youthful users who only smoke E-cigarettes.
  - ▶ E-cigarette smokers have blood nicotine and cotinine levels equivalent, to combustible cigarette smokers – the addictive potential exists, but has not been carefully documented to date.



# THEORETICAL BACKGROUND

- ▶ Based on Social Cognitive Theory
- ▶ Program focuses on:
  - ▶ Disrupting the **norm** held by youth that everybody (or many people) smoke E-Cigarettes
  - ▶ Developing **skills** to resist peer pressure to use E-Cigarettes
  - ▶ Understanding how advertising is designed to **undermine credible health information**
  - ▶ Creating favorable **attitudes** and **beliefs** about E-Cigarettes

# PROGRAM ORGANIZATION

- ▶ Divided into 4 sessions lasting 35-40 minutes each
- ▶ Recommend teaching 1 lesson / week for 4 weeks
- ▶ Variety of educational strategies used, including: cooperative learning groups, group discussions, goal setting, interviews, and analyzing mass media
- ▶ Designed to be taught by middle and high school teachers, PE teachers, tobacco educators, counselors or nurses
  - ▶ Includes active student-centered learning led by Peer Group Facilitators
  - ▶ The curriculum can be taught in various subjects including: science, health, physical education and advisory/homeroom

# POSTERS AND SIGNAGE

## HOW WILL I...

Make the soccer team... Get a date for the weekend... **AND** Adopt a baby otter??

**NOT** with these things...

Would you drink sewage if it was flavored like cherries? Didn't think so. #Fruityformaldehyde

**CATCH MY BREATH**  
YOUTH E-CIGARETTE PREVENTION PROGRAM

IN PARTNERSHIP WITH **CVSHealth**

## HOW WILL I...

EARN GRADES *good enough* TO GET INTO **WIZARDRY SCHOOL** AND MASTER MY *flying SKILLS?*

**NOT** with these things...  
Think E-cigs are water vapor? Don't fall for the hocus pocus.

**CATCH MY BREATH**  
YOUTH E-CIGARETTE PREVENTION PROGRAM

IN PARTNERSHIP WITH **CVSHealth**

## HOW WILL I...

Get the new iPhone  
Avoid summer school  
Get Selena Gomez to follow me on Instagram

**NOT** with these things...  
The industry wants you to think that vaping is cool. Don't believe the hype. #betterthingstodo

**CATCH MY BREATH**  
YOUTH E-CIGARETTE PREVENTION PROGRAM

IN PARTNERSHIP WITH **CVSHealth**

**E-CIGS HAVE NICOTINE AND CHEMICALS?**

**SAY WHAAAAA?**

Remember E-cigarettes add **tasty flavoring to mask something gross.**

E-cigs contain harmful chemicals as well as nicotine to get you hooked.

**CATCH MY BREATH**  
YOUTH E-CIGARETTE PREVENTION PROGRAM

IN PARTNERSHIP WITH **CVSHealth**

**E-CIGS UNDER AGE?**

**NO WAY DOG...**

What is fun? Hanging out with your friends. What is not fun? Paying fines. Just like traditional cigarettes, buying E-cigs under age is illegal. Use your money for fun, not fines.

**CATCH MY BREATH**  
YOUTH E-CIGARETTE PREVENTION PROGRAM

IN PARTNERSHIP WITH **CVSHealth**

**MY FACE WHEN I LEARN**

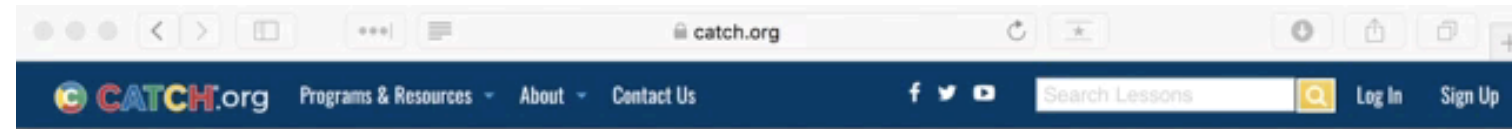
**E-CIG COMPANIES ARE TARGETING ME**

The tobacco business is just that - business. The more you buy, the richer they get. Making E-cigs look cool is the best way for a tobacco CEO to lose a new base while you risk your body and health.

**CATCH MY BREATH**  
YOUTH E-CIGARETTE PREVENTION PROGRAM

IN PARTNERSHIP WITH **CVSHealth**

# CATCH MY BREATH ON CATCH.ORG



Home / CATCH My Breath Middle School



## CATCH My Breath Middle School

CATCH My *Breath* is a program that will help your students build knowledge and skills to resist media influences and peer pressure to try E-cigarettes. It was designed to be delivered by nurses, school counselors, or teachers of health education, tobacco education, physical education, or science.

The CATCH My *Breath* program materials include: teacher training and materials, policy guides, parent resources, evaluation tools, signage, peer group facilitator guides, classroom lessons and a PE Supplement. If you have any questions, please email us at [catchmy-breath@catch.org](mailto:catchmy-breath@catch.org).

### Introductory Community Presentation

State, regional and local tobacco educators may use [these slides](#) to present to their communities (SHACs, schools, etc).

### PE Supplement

If you are teaching CATCH My *Breath* in the gym during Physical Education, see the [PE Supplement](#) section below for active games to reinforce the CATCH My *Breath* learning objectives.

# CATCH MY BREATH TABLE OF CONTENTS (HIGH SCHOOL)



9-12

## Program Overview

Information about classroom sessions, curriculum goals and rationale, scope & sequence, standards, and acknowledgements.

PAID



9-12

## Training

A 55-minute training webinar with coordinating slides for educators implementing CATCH My Breath.

PAID



9-12

## Session 0: Getting Ready to Start the Program

Selecting and training Peer Group Facilitators.

PAID



9-12

## Session 1: Consequences of E-cigarette Use

Students will describe the health hazards and negative consequences associated with E-cigarette use.

PAID



9-12

## Session 2: Making Our Own Choices

Students will discover that nonsmokers are the majority, analyze advertising methods, identify reasons teens may use E-cigarettes, and identify positive alternatives to using E-cigarettes.

PREVIEW



9-12

## Session 3: Don't Let Them Lie and Win

Students will analyze how nicotine addiction would affect their personal identity/goals and develop a social media project that addresses misconceptions and promotes the benefits of being E-cigarette-free.

PAID



9-12

## Session 4: Your Life. Your Choice.

Students will recognize high-risk situations and places, demonstrate refusal skills, present their social media project, and make a personal goal regarding E-cigarette use.

PAID



9-12

## Parent Resources

Resources for parents, including a parent handout, letter (to be sent home at the beginning of the program), videos, fact sheets, and more.

PREVIEW



9-12

## Teacher 411: Educator Resources

Background information on E-cigarettes with resources for teachers / tobacco educators who will be implementing CATCH My Breath. Includes policy templates, infographics, social media, and toolkits.

PAID



9-12

## Evaluation Tools

Sample student pre-and post-survey, as well as a teacher feedback survey.

PAID



9-12

## Intercom Announcements

Announcements to be used during Red Ribbon Week or other tobacco awareness events.

PAID



9-12

## ASPIRE

For further tobacco prevention: ASPIRE is an evidence-based, youth-oriented tobacco prevention curriculum developed by researchers at The University of Texas MD Anderson Cancer Center.

FREE



9-12

## PE Supplement

A Physical Education Supplement for CATCH My Breath that is designed to be taught in the gym.

PAID



9-12

## Signage

A series of three posters to be used to reinforce messaging.

PAID

“Paid” content unlocks\* when schools enroll

*\*Free to schools thanks to CVS Health and St. David's Foundation*



# SESSION 2: MAKING OUR OWN CHOICES

Home / CATCH My Breath High School / Session 2: Making Our Own Choices

[← Previous Lesson](#)

[Next Lesson →](#)

## Session 2: Making Our Own Choices



[Print Lesson](#)

[0 Comments](#)

### Teacher Preparation

1. Prepare enough blank index cards for each student to receive one card. If you do not have index cards, you can cut a blank sheet of paper into four squares to make cards.
2. Print out enough copies of [Handout 2: Adult Interview](#) for each student to receive one copy.
3. Review example ads in PowerPoint. If you do not have PowerPoint capabilities, print the [example ads](#).

### Outline

| Activities                                | Materials and Teacher 411 Resources   |
|---|---|
| <b>1. Introduction</b><br><br>⌚ 5 minutes | <b>Teacher Materials:</b> <ul style="list-style-type: none"> <li>• <a href="#">Session 2: Making Our Own Choices Powerpoint Presentation</a></li> </ul> <b>Teacher 411 Resources:</b> <ul style="list-style-type: none"> <li>• <a href="#">CDC's "E-cigarette Ads and Youth"</a></li> </ul> |

|  |   |
|--|---|
| <b>2. Direct Instruction</b><br><br>⌚ 5-10 minutes | <b>Teacher Materials:</b> <ul style="list-style-type: none"> <li>• <a href="#">Session 2: Making Our Own Choices Powerpoint Presentation</a></li> </ul>   |
| <b>3. Work Time</b><br><br>⌚ 20-25 minutes         | <b>Teacher Materials:</b> <ul style="list-style-type: none"> <li>• <a href="#">Session 2: Making Our Own Choices Powerpoint Presentation</a></li> <li>• <a href="#">Peer Group Facilitator Sheet 2: Advertising Appeals</a></li> <li>• <a href="#">Example Ads</a> (if you do not have PowerPoint capabilities)</li> <li>• Index cards or squares of paper</li> <li>• White board and dry erase markers</li> </ul> <b>Teacher 411 Resources:</b> <ul style="list-style-type: none"> <li>• <a href="#">HHS Nicotine Addiction</a></li> <li>• <a href="#">Stanford School of Medicine: Tobacco Advertising</a></li> </ul> |
| <b>4. Closing</b><br><br>⌚ 2-5 minutes             | <b>Teacher Materials:</b> <ul style="list-style-type: none"> <li>• <a href="#">Session 2: Making Our Own Choices Powerpoint Presentation</a></li> <li>• <a href="#">Handout 2: Adult Interview</a></li> </ul>   |
| <b>Total Time:</b><br><br>approx.<br>⌚ 40 minutes  |   |

# TEACHER FEEDBACK

- ▶ 91% agreed that the lessons are culturally appropriate.
- ▶ 91% felt confident in their ability to teach the CMB lessons.
- ▶ 86% agreed that the additional teacher resources provided sufficient background information to teach the lessons.
- ▶ 73% agreed that the peer group facilitation component of the curriculum was successful.
- ▶ 68% agreed that their students liked the lessons.



# STUDENT FEEDBACK

- ▶ 86% agreed (59% strongly) that they are less likely to use e-cigarettes as a result of participating in the CMB curriculum.
- ▶ 82% agreed (50% strongly) that they will look at e-cigarette advertising differently from now on.
- ▶ 86% agreed (54% strongly) that CMB increased what they know about e-cigarette use.
- ▶ 70% agreed (37% strongly) that they discussed what they learned from CMB with friends or family.

# INCREASING ADOPTION WITH COMMUNITY SUPPORT

- ▶ **Awareness** – Ensure schools know about program and importance of e-cigarette prevention
- ▶ **Recruiting** – Help interested teachers navigate internal approvals and consensus building
- ▶ **Training** – Provide webinar program training
- ▶ **Implementation** – Provide program materials, extension activities, and implementation guidelines on the CATCH.org on-line portal
- ▶ **Monitoring** – Observe program in action to ensure fidelity
- ▶ **Communication** – Share student work and testimonials on social media with #CATCHMyBreath
- ▶ **Support** – Answer or refer implementation questions to [catchmybreath@catch.org](mailto:catchmybreath@catch.org)

# STEPS TO START PROGRAM

- ▶ More information: [www.catchmybreath.org](http://www.catchmybreath.org)
- ▶ Sign up: [www.catchmybreath.org/enroll](http://www.catchmybreath.org/enroll)

## CATCH MY BREATH ENROLLMENT FORM



### THERE ARE 3 SIMPLE STEPS TO GET A CAMPUS STARTED:

**1. Fill out the form below.**

*Let us know where and when the program will be taught.*

**2. Principal email acknowledgement.**

*We ask for the campus principal's email address in the form below in order to confirm their approval to bring CATCH My Breath to their campus.*

**3. Get the CATCH My Breath program materials. Once approved, you will receive:**

- CATCH.org Access Code for curriculum, teacher resources, and evaluation tools.
- Printed CATCH My Breath posters (we will contact you for shipping address).
- Implementation support from the CATCH team.

For more information about the CATCH My Breath program, [click here](#).

**Apply here to bring CATCH My Breath to a campus:**

**CATCH MY BREATH SIGN UP FORM**

- Prohibits sale, purchase, or use of e-cigarettes or nicotine containers to a minor under the age of 18. Upon conviction, a class C misdemeanor, including a fine up to \$500 may be imposed.
- Nicotine containers must be child-resistant.
- Retailers must post a sign.
- A retailer shall adequately supervise and train the retailers agents to prevent a violation.
- Conviction leads fine or awareness program.  
<https://legiscan.com/TX/text/SB97/2015>

# Section 28.004. E-Cigarettes and Tobacco Products on School Property

- ▶ Westlake High School Student Handbook, 2017-18
- ▶ ***Tobacco and E-Cigarettes Prohibited***
  - Students are prohibited from possessing or using any type of tobacco product, electronic cigarettes (e-cigarettes), or any other electronic vaporizing device, while on school property at any time or while attending an off-campus school-related activity.
  - The district and its staff strictly enforce prohibitions against the use of all tobacco products, e- cigarettes, or any other electronic vaporizing device, by students and all others on school property and at school-sponsored and school-related activities. [See the Student Code of Conduct and policies at FNCD and GKA.]

# Section 28.004. E-Cigarettes and Tobacco Products on School Property

- A school district must publish in the student handbook and district website a statement:
  - Of policies adopted to ensure adequate PA.
  - The number of times the SHAC has met in the preceding year.
  - Whether the district complies vending machine and food service regulations.
  - Whether the district has adopted and enforces policies and procedures for use of e-cigarettes and tobacco.

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Thank You!

Contact Us:  
[catchmybreath@catch.org](mailto:catchmybreath@catch.org)



CONNECT  
WITH US

**Phone:** (855) 500-0050

**General inquiries:** [info@catchinfo.org](mailto:info@catchinfo.org)

**Technical support:** [support@catch.org](mailto:support@catch.org)

 [twitter.com/CATCHhealth](https://twitter.com/CATCHhealth)

 [facebook.com/CATCHhealth](https://facebook.com/CATCHhealth)

 [youtube.com/CATCHhealth](https://youtube.com/CATCHhealth)



[CATCHinfo.org](https://CATCHinfo.org)