

# Sizing Up E-Cigarette Marketing

Encourage students to uncover the misleading ways e-cigarettes are marketed to teens.

## Objective

Students will analyze the messages delivered by e-cigarette marketing and design their own successful anti-vaping advertisement for teens.

## Standards

### CCSS ELA

- W.1 Write arguments to support claims
- RH.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

### C3

- D4.2 Construct explanations using reasoning with relevant information and data
- D3.2 Evaluate the credibility of a source

## Time

45 minutes

## Materials

- Decode the Marketing Message activity sheet
- Optional: A selection of ads for students to choose from in Step 1

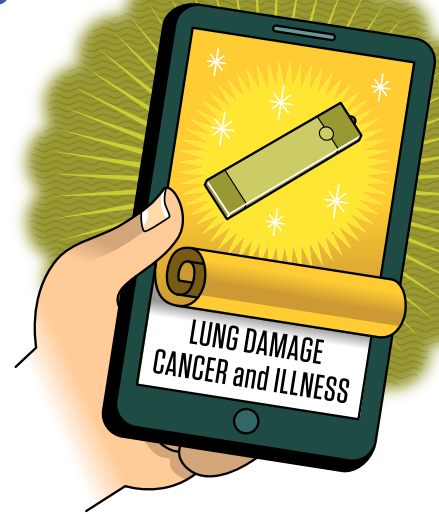
**1 Direct** students to find two different advertisements for any product (other than e-cigarettes). These may include magazine ads, photos of billboards, or printouts or links to television ads or internet ads. They should choose one ad that they think is aimed at adults and one designed for teens.

**2 As a class**, analyze the messages delivered by the ads. Guide with discussion questions such as: *What features do advertisers use to attract attention? How is an advertisement for adults different from one aimed at teens? What platforms might advertisers use to reach adults versus teens (e.g., TV, internet/social media, magazines)? How can an advertisement be misleading to a potential buyer? As you discuss the ads, write "Adult" and "Teens and Tweens" on the board and make a list of the types of ad features aimed at each group.*

**3 Separate** the class into pairs and hand out the Decode the Marketing Message activity sheet. Instruct students to work collaboratively to complete the questions.

**4 Write** the following on the board:

- Use what you've learned about the dangers of e-cigarettes and the resources at [scholastic.com/vapingrisks](http://scholastic.com/vapingrisks) to create your own ad to tell teens the harms of vaping. Think about what platform would be most effective for reaching youth, such as posters, TV ads, blog posts, social media, or magazine ads. Make sure your ad grabs your audience's attention.



**5 Have** each pair present the advertisements they created to the class. Guide students to critically analyze one another's work: *Does it grab a viewer's attention? Who is the audience?* Prompt students to use constructive language while discussing the strengths and weaknesses of each ad. Example sentence starter: *This part grabbed my attention, but that part confused me.*

## Extension: Final Project

Challenge students to work in small groups to design an anti-vaping campaign for teens. Encourage them to incorporate creative formats to include in their campaign, such as a blog post or series, an art installation, a comic strip, music, or a video series. Discuss what features will lead to a successful campaign, and make a list of critical elements (e.g., captures teens' attention, includes facts that support message, etc.).



## Additional Teaching Resources

Check out additional teaching resources available at [scholastic.com/youthvapingrisks](http://scholastic.com/youthvapingrisks). You'll find:

- Digital interactive on e-cigarette facts
- Take-home resource sheet
- E-cigarette informational texts
- Links to anti-vaping resources
- Five teaching videos
- Lessons for high school

Name \_\_\_\_\_

# Decode the Marketing Message

One factor that people think contributes to the increase in teen vaping is the way e-cigarette companies promote their products. Answer the following questions to analyze how e-cigarettes are marketed and why the methods that companies use may put teens and tweens at risk.



**1** E-cigarette ads and packaging often include images of candy, bright colors, and images of “cool” people. Do you think these features are designed to attract the attention of youth or adults? Explain.

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**2** Some e-cigarette companies such as Juul have partnered with social media influencers who have large numbers of followers on apps like Instagram. Some influencers were paid to promote e-cigarettes by talking positively about them in their posts. How do you think this might impact the number of teens who try e-cigarettes?

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**3** How might the images and methods used by e-cigarette companies to market their products mislead people into thinking they are safe? Use specific examples to support your answer.

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**4** In 1970, the U.S. government passed the Public Health Cigarette Smoking Act, which banned tobacco companies from advertising cigarettes on radio and television. What do you think was the goal of this law?

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