Program Overview

CATCH My Breath is an evidence-based[1] youth nicotine vaping prevention program that will provide your students with the skills to resist peer pressure and media influences to try e-cigarettes. The sessions can be taught during a normal class period, during homeroom, student enrichment time, after-school, or at other non-school activities and clubs. CATCH My Breath is offered as an additional unit to the Coordinated Approach to Child Health (CATCH) Middle School Program, and is part of the CATCH pre-K–8th grade collection of healthy nutrition and physical activity programs. To learn more about CATCH programs, materials, and training, visit the CATCH Global Foundation website (http://catch.org/).

1. Kelder, S. H., Mantey, D. S., Van Dusen, D., Case, K., Haas, A., & Springer, A. E. (2020). A Middle School Program to

Prevent E-Cigarette Use: A Pilot Study of "CATCH My Breath." Public Health Reports.

https://doi.org/10.1177/0033354919900887

Curriculum Goals and Rationale

The overall goal of CATCH My Breath is to prevent the initiation of e-cigarette use among preteen and teen adolescents. The program is designed to help students:

- Discover that *non-use* of e-cigarettes is the norm for adolescents
- Identify reasons why young people might start using e-cigarettes
- Recognize the subtle, and not so subtle, messages in e-cigarette advertising
- Practice skills for resisting peer pressure and advertising pressure to use e-cigarettes
- Decide on their personal reasons not to use e-cigarettes and set goals for future non-use

The intended outcomes are to ensure that students will:

- Resist their own curiosity, peer and advertising pressure to experiment with e-cigarettes
- Understand that e-cigarettes are addictive, unhealthy, and not as popular as they think
- Influence friends and peers not to use e-cigarettes

Program Structure

The CATCH My Breath Program (grades 5-6, 7-8, and 9-12) consists of 4 unique lessons for each grade group, that are approximately 35 minutes each. Each session

includes a lesson plan with learner outcomes, a detailed outline of directions, and all materials including corresponding PowerPoint presentations. Educational Strategies Used:

- Social emotional learning (SEL)
- Peer-facilitated cooperative learning groups*
- Large-group discussions
- Analysis of mass media
- Goal setting

*The use of peer group facilitators ensures cultural appropriateness for students across socioeconomic groups, cultures, ethnicities, and regions in the United States. In addition, same-age peers are more likely than teachers or outsiders to speak the same "peer language" and have the same perspective as the students.

CATCH My Breath activities were designed to influence social and psychological factors related to youth e-cigarette use by:

- Disrupting the norm held by youth that most teens smoke e-cigarettes
- Developing skills to resist peer pressure and advertising pressure to use e-cigarettes
- Understanding how advertising is designed to undermine credible health information
- Creating favorable non-smoking attitudes and beliefs about e-cigarettes

Is CATCH My Breath Research-Based?

CATCH My Breath is a best-practice-based program that was modeled after an evidence-based program called the Class of 1989 Study with elements derived from the Coordinated Approach to Child Health (CATCH) Program. Both the Class of 1989 and CATCH were NIH-funded research studies, and both demonstrated positive and statistically reliable research results. The Class of 1989 formally studied two communities with a school-based tobacco prevention program and showed strong effects in reducing smoking among students in grades 6 through 12. CATCH studied children in grades 3 through 12. This program showed strong effects in improving student dietary intake and physical activity and, in later versions, in preventing child obesity. Although not formally tested in an NIH randomized trial, CATCH My Breath was modified from the Class of 1989 tobacco prevention program and was designed to be added to the CATCH portfolio of school health programs. The same child health researchers who worked on Class of 1989 and CATCH have created the CATCH My Breath program.

CATCH My Breath was informed by new scientific literature on the rise in the use of e-cigarettes in the United States, as well as the emerging science regarding the harmful consequences of e-cigarette use by preteens and teens. Dr. Steven Kelder is the lead developer of CATCH My Breath and served on the editorial team for the July 2016 Surgeon General Report on e-cigarettes.

Classroom Sessions

Grades 5 - 8:

Session 1: Consequences of using e-cigarettes

- Identify negative consequences of e-cigarette use.
- Describe the health hazards associated with e-cigarette use.
- Analyze the safety of flavor chemicals and their role in e-cigarette marketing.
- Analyse basic ingredients in e-liquid.

Session 2: Making our own choices

- Identify the percentage of e-cigarette users in middle school and high school and describe nonsmokers as the majority.
- Describe the harmful consequences of e-cigarette use.
- Identify reasons why teens may begin using e-cigarettes.
- Identify positive alternatives to using e-cigarettes.
- Develop, practice and demonstrate refusal skills and smart exit strategies.
- Interview an adult regarding tough choices and tobacco use.

Session 3: Don't let them lie and win

- Recognize situations and places that may be high-risk for being offered an e-cigarette.
- Discover the amount of money the tobacco and e-cigarette industry spends on advertising its products.
- Describe the role of advertising dollars in e-cigarette use.
- Recognize indirect and direct advertising strategies.
- Recognize the covert methods that the tobacco and e-cigarette industry uses to attract new e-cigarette users.
- Analyze some of the propaganda techniques tobacco and e-cigarette companies use to sell their brand of e-cigarette.
- Develop a messaging project (warning label) that addresses misconceptions and promotes the benefits of being e-cigarette-free.

Session 4: Your Life. Your Choice.
- Review the covert methods that the tobacco and e-cigarette industry uses to attract new e-cigarette users.
- Develop and present a messaging project (warning label) that addresses misconceptions and promotes the benefits of being e-cigarette-free.
- Make a personal goal regarding e-cigarette use.

9th - 12th Grades:

Session 1: Designed for Addiction

- Understand the highly-addictive nature of nicotine.
- Describe the health hazards associated with e-cigarette use.
- Identify the health and social consequences of e-cigarette use.

Session 2: What could go wrong?

- Identify existing knowledge or perceptions of e-cigarettes.
- Dispel misconceptions about e-cigarettes.
- Synthesize information about the health and social consequences of using tobacco products such as e-cigarettes.
- Discover ways to quit using tobacco products (including e-cigarettes) and support peers who want to quit by offering encouragement and referring cessation resources to them.

Session 3: Co-create & hack the system

- Learn about laws, rules and regulations regarding tobacco and e-cigarettes.
- Discuss the reason behind such rules and how it applies to youth.
- Understand that they can participate actively in such policy making.

Session 4: Take Control of Your Life

- Learn to create laws and rules regarding tobacco and e-cigarette.
- Learn to communicate policies to governing agencies.

National Academic Standards met by CATCH My Breath
CDC National Academic Standard for Health Education:

- **Standard 1** Students will comprehend concepts related to health promotion and disease prevention to enhance health.

- **Standard 2** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- **Standard 3** Students will demonstrate the ability to access valid information, products, and services to enhance health.
- **Standard 4** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- **Standard 5** Students will demonstrate the ability to use decision-making skills to enhance health.
- **Standard 6** Students will demonstrate the ability to use goal-setting skills to enhance health.
- **Standard 7** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- **Standard 8** Students will demonstrate the ability to advocate for personal, family, and community health.

English/Language Arts Standards (Grade 6-8):

Listening and Speaking

- Plays a variety of roles in group discussion
- Asks questions to seek elaboration and clarification of ideas
- Conveys a clear main point when speaking to others and stays on the topic being discussed
- Makes oral presentations to the class

Viewing Media (Advertising) (Grades 6-8)

- Knows that people with special interests and expectations are the target audience for particular messages or products in visual media
- Understands techniques used in visual media to influence or appeal to a particular audience

Life Skills (Grades 6-8):

Thinking and Reasoning

- Identifies alternative courses of action and predicts likely consequences of each
- Examines alternatives for resolving local problems and compares the possible consequences of each

- Identifies situations in the community and in one's personal life in which a decision is required
- Predicts the consequences of selecting each alternative
- Takes action to implement the decision, when appropriate

Working with Others (Grades K-12):

- Contributes to the overall effort of a group
- Uses conflict-resolution techniques
- Displays effective interpersonal relationship skills
- Demonstrates leadership skills (e.g., peer group facilitators)

Self-regulation (Grades K-12):

- Sets and manages goals
- Considers risks
- Demonstrates perseverance
- Maintains a healthy self-concept
- Restrains impulsivity

Common Core Standards met by CATCH My Breath Middle School

Speaking and Listening: Comprehension and Collaboration (Grade 5):

CCSS.ELA-LITERACY.SL.5.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.5.1.A
Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

CCSS.ELA-LITERACY.SL.5.1.B
Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-LITERACY.SL.5.1.C
Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

CCSS.ELA-LITERACY.SL.5.1.D

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

CCSS.ELA-LITERACY.SL.5.2

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-LITERACY.SL.5.3

Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.5.4

Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

CCSS.ELA-LITERACY.SL.5.5

Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

CCSS.ELA-LITERACY.SL.5.6

Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.)

Speaking and Listening: Comprehension and Collaboration (Grade 6):

CCSS.ELA-LITERACY.SL.6.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.6.1.A

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCSS.ELA-LITERACY.SL.6.1.B
Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

CCSS.ELA-LITERACY.SL.6.1.C
Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

CCSS.ELA-LITERACY.SL.6.1.D
Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

CCSS.ELA-LITERACY.SL.6.2
Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

CCSS.ELA-LITERACY.SL.6.3
Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Speaking and Listening: Presentation of Knowledge and Ideas (Grade 6):

CCSS.ELA-LITERACY.SL.6.4
Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-LITERACY.SL.6.5
Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Speaking and Listening: Comprehension and Collaboration (Grade 7):

CCSS.ELA-LITERACY.SL.7.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.7.1.A

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCSS.ELA-LITERACY.SL.7.1.B
Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

CCSS.ELA-LITERACY.SL.7.1.C
Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

CCSS.ELA-LITERACY.SL.7.1.D
Acknowledge new information expressed by others and, when warranted, modify their own views.

CCSS.ELA-LITERACY.SL.7.2
Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

CCSS.ELA-LITERACY.SL.7.3
Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Speaking and Listening: Presentation of Knowledge and Ideas (Grade 7):

CCSS.ELA-LITERACY.SL.7.4
Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-LITERACY.SL.7.5
Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Speaking and Listening: Comprehension and Collaboration (Grade 8):

CCSS.ELA-LITERACY.SL.8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.8.1.A
Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCSS.ELA-LITERACY.SL.8.1.B
Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

CCSS.ELA-LITERACY.SL.8.1.C
Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

CCSS.ELA-LITERACY.SL.8.1.D
Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

CCSS.ELA-LITERACY.SL.8.2
Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

CCSS.ELA-LITERACY.SL.8.3
Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Speaking and Listening: Presentation of Knowledge and Ideas (Grade 8):

CCSS.ELA-LITERACY.SL.8.4
Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-LITERACY.SL.8.5
Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Speaking and Listening: Comprehension and Collaboration (Grades 9-10):

CCSS.ELA-LITERACY.SL.9-10.1
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.SL.9-10.1.A
Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-LITERACY.SL.9-10.1.B
Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

CCSS.ELA-LITERACY.SL.9-10.1.C
Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

CCSS.ELA-LITERACY.SL.9-10.1.D
Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

CCSS.ELA-LITERACY.SL.9-10.2
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

CCSS.ELA-LITERACY.SL.9-10.3
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Speaking and Listening: Presentation of Knowledge and Ideas (Grades 9-10):

CCSS.ELA-LITERACY.SL.9-10.4

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

CCSS.ELA-LITERACY.SL.9-10.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSS.ELA-LITERACY.SL.9-10.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 here for specific expectations.)

Speaking and Listening: Comprehension and Collaboration (Grades 11-12):

CCSS.ELA-LITERACY.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.SL.11-12.1.A

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-LITERACY.SL.11-12.1.B

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-LITERACY.SL.11-12.1.C

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CCSS.ELA-LITERACY.SL.11-12.1.D

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and

determine what additional information or research is required to deepen the investigation or complete the task.

CCSS.ELA-LITERACY.SL.11-12.2

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CCSS.ELA-LITERACY.SL.11-12.3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Speaking and Listening: Presentation of Knowledge and Ideas (Grades 11-12):

CCSS.ELA-LITERACY.SL.11-12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-LITERACY.SL.11-12.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSS.ELA-LITERACY.SL.11-12.6

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 here for specific expectations.)

CASEL Standards:

Self-awareness: The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- Identifying emotions

- Accurate self-perception
- Recognizing strengths
- Self-confidence
- Self-efficacy

Self-management: The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal-setting
- Organizational skills

Social awareness: The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and support.

- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others

Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- Communication
- Social engagement
- Relationship-building
- Teamwork

Responsible decision-making: The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- Identifying problems

- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility

CATCH My Breath Acknowledgements

A Program and Curriculum for Grades 5 through 12 to keep our youth breathing free from nicotine.

The University of Texas Health Science Center at Houston (UTHealth) School of Public Health in Austin

UT MD Anderson Cancer Treatment and Prevention Center

Michael & Susan Dell Center for Health Living

CATCH Global Foundation

Written and directed by Steven Kelder, MPH, PhD with support from other team members at UTHealth and CATCH Global Foundation.

CATCH® programs, including CATCH My Breath, are disseminated by CATCH Global Foundation under license. Organizations may not charge for, nor profit from, the teaching, implementation, or use of any CATCH programs.