VAPING · CLASSROOM · COMMUNITY

FEEDER TALK ON VAPING

Older Team members deliver an age-right vaping awareness talk to the middle and upper-elementary feeder schools before students ever face the choice. Near-peers who feeder students look up to carry the message.

PRIMARY CATEGORY
Vaping

ALSO FITS
Tobacco · Transitions · Health

DIRECTION SIGNAL
Vaping showing up young, or feeder students arriving already curious about it

PILLAR
4 · Understanding Others and Empathy

GRADE BAND
MS and HS Team delivering to feeder grades

SETTING
Classroom visits at feeder middle and upper-elementary schools

REACH
Several feeder classrooms; 25 to 30 students per visit

TIME TO PREPARE
Three class periods to script, approve, and rehearse

TIME TO RUN
A 30 minute classroom visit, repeated across feeder classes

TEAM ROLES
Two presenters per class, one on the demo, one liaison to the feeder teacher

MATERIALS
An approved script, the lung demo, simple visuals, a take-home note

COST
About $20 for demo supplies and printing

WHY THIS ANSWERS THE DATA

When Direction shows vaping appearing in younger grades, or feeder students arrive at middle school already curious, the message lands best before the choice is ever offered. A talk from an older student the feeder class looks up to carries further than one more adult warning. Feeder Talk on Vaping sends the Team to the feeder schools with an accurate, age-right message and a face the younger students will remember. It reaches students at the transition point, when habits are still forming. The near-peer voice is the whole reason it works.

WHAT STUDENTS DO

Older Team members build a short, approved classroom talk for feeder middle and upper-elementary students. Team members present in pairs: a warm opener, the simple lung demo, a plain and honest account of what vaping does, and a clear message that the presenters, students the class admires, choose to skip it. They keep the tone friendly and never frightening, answer questions with checked facts, and hand any medical question to the feeder school's nurse. A feeder teacher stays in the room the entire time. Team members leave a short take-home note so families can continue the conversation.

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SET UP

+ Coordinate with both schools' administrations and the feeder teachers to schedule visits and confirm a teacher stays in each room.
+ Write the talk age-right for the youngest audience. Have the nurse and a feeder teacher approve every word before any visit.
+ Build the lung demo and simple visuals. Keep the images honest but never frightening for younger students.
+ Rehearse the full talk in front of the Advisor twice, including the hardest questions and how to hand medical questions to the nurse.
+ Prepare a short take-home note for families, approved by administration, with the nurse's resources.
+ Brief presenters on duty to inform and on staying in their lane: they inform and model, they never counsel or discipline.

RUN IT

1. **Arrive and set up (5 min).** Presenters greet the feeder teacher, confirm the teacher is staying, and set the demo.
2. **Open warm (3 min).** Introduce themselves, their school, and why they came, keeping it friendly.
3. **Lung demo (5 min).** Run the simple model and show what collects, in plain, calm language.
4. **The honest part (7 min).** Explain what vaping does and that the presenters, students the class looks up to, choose to skip it.
5. **Questions (7 min).** Answer with checked facts. Any question about a student's own health goes to the feeder nurse.
6. **Close and hand out the note (3 min).** Thank the class and give each student the family take-home note.
7. **Log the visit (after).** Record the class, the count, and any question the Team should prepare better for.
8. **Debrief (10 min).** Back in class, review what landed and refine for the next feeder visit.

WHAT TO LOOK FOR

+ A presenter making it scary rather than clear. Coach it back; younger students shut down when frightened and remember when respected.
+ A feeder student who discloses that someone at home vapes or that they have tried it. The presenter stays calm, does not press, and tells the feeder teacher and the Advisor. Duty to inform applies.
+ A medical question a presenter cannot answer. Route it to the feeder nurse rather than guessing.
+ The talk running long and losing the room. Tighten the demo and keep the near-peer message front and center.

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THE APPLICATION

The Team tracks how many feeder classes and students it reached and collects a quick before-and-after check with the feeder teacher on whether students can name one true effect of vaping. That tells the Forum whether the message is landing early enough to matter at the transition. Classes reached, the before-and-after check, and one sentence on what the Team learned go into the Cycle Journal, and the reach goes onto the Running Scoreboard beside the Vaping Critical Issue.

MEASURE IT

+ Count: feeder classes and students reached across the visits.
+ Binary, checked with the feeder teacher after the visit: Can students name one true effect of vaping?
+ Likert, re-asked on the next Direction Survey at the receiving school: Incoming students arrive knowing the real effects of vaping.
+ Compare the intake to the cycle that surfaced the signal. Three cycles make a trend.

BY GRADE LEVEL

+ **High school.** High school Team members visit the middle feeder schools. The near-peer gap is wide enough that the message carries real weight.
+ **Middle school.** Middle school Team members visit upper-elementary feeder classes. Keep the language simplest, the demo short, and the family note friendly, with the feeder teacher fully involved.

VARIATIONS

+ Large feeder: run two presenter pairs on the same day to cover more classrooms.
+ Community: offer the same approved talk at a feeder school family evening with the nurse present.

TAKE-HOME THOUGHT

Students hear it best from someone a few years ahead who chose to skip it.

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