

Sample Lesson Plans

ESCAPE THE VAPE VIDEO CHALLENGE

The Escape the Vape Video Challenge is an annual contest for Minnesota’s middle and high school students. Students are encouraged to create and submit 30-second PSAs on the dangers of vaping for a chance to win cash prizes for themselves and their school. Submissions are typically accepted in the winter, with public voting and winners announced in the spring.

Minnesota teachers are encouraged to use the Escape the Vape Video Challenge as a classroom activity. The contest’s primary goal is to encourage peer-to-peer education on the dangers of vaping. The contest also provides an opportunity to develop skills in team building and video production.



The state of Minnesota requires public schools to provide vaping prevention curriculum for grades 6 through 8. For high school students, vaping prevention curriculum is encouraged but not required. Educators can find vaping prevention curricula in our [School Toolkit for E-cigarette Use Prevention and Cessation](https://www.health.state.mn.us/communities/tobacco/ecigarettes/schools/index.html) (<https://www.health.state.mn.us/communities/tobacco/ecigarettes/schools/index.html>). The toolkit also includes resources to help schools strengthen policies, engage parents and staff, and support students in quitting. It also highlights the risks of nicotine addiction and its impact on chronic health conditions like asthma and academic performance.

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Health Education (grade 6)

Title	Escape the Vape Video Challenge
Teachers	Michelle Padden
District	White Bear Lake Area School District
Time commitment	4-5 days/periods

Learning objectives

By the end of this lesson, students will be to:

- Explain the dangers of vaping.
- Plan, film, edit, and create a public service announcement about vaping.

Material and resources

- **Handout:** Vaping Quiz (see page 5)
- **Slides** – see [Sample Slides | Escape the Vape Video Challenge](https://www.health.state.mn.us/communities/tobacco/initiatives/youth/docs/sampleslides.pptx)
(<https://www.health.state.mn.us/communities/tobacco/initiatives/youth/docs/sampleslides.pptx>)

Lesson plan

Day 1 Vaping

Introduction

Display a vape: Show students a picture of a vape pen and ask:

- What do you think this is?
- Why do you think people use it?

Briefly explain: This is an e-cigarette (vape). Many people think it's safe, but it's not.

Direct instruction

Use slides to explain

- What vaping is
- What's inside vape liquid (nicotine, chemicals, heavy metals)
- Myths vs. facts about vaping
- Health risks (brain development, lung issues, addiction)

Discussion/activity

Think-Pair-Share: *"Why do you think some teens start vaping, even if they know it's unhealthy?"* Share answers as a class. Reinforce healthy decision-making and resisting peer pressure.

Role play: Present 2–3 short scenarios (e.g., a friend offers you a vape). In groups, students brainstorm how to say "no" in a confident but respectful way. Share responses.

Wrap-up: Summarize key takeaways (e.g. vaping is addictive, harmful, and not worth the risk). Have students complete the Vaping Quiz (see page 5).

Day 2 Introduce Escape the Vape Video Challenge

- **Review slides:** Go through slides with students, starting at the Escape the Vape Video Challenge title slide.
 - **Be excited:** Bring a lot of excitement to the introduction.
 - **Show past videos:** Show the previous videos from the [Escape the Vape Video Challenge website \(https://www.mnescapethevape.org/\)](https://www.mnescapethevape.org/) to students to give them some ideas of where to start or what has been popular in the past.
 - **Encourage creativity and originality.**
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Days 3-5 PSA Development

- Students are given a minimum of 3 days in class to work on videos.
 - Students brainstorm their video idea and submit it for approval.
 - Once approved students start writing their script.
 - Students may begin recording their videos in class.
 - Students must complete their video to get credit for their assignment. However, it isn't mandatory that they submit their video to the contest.
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Assessment

- **Formative:** Students submit or share their PSA concept with teacher for approval.
- **Summative:** Vaping Quiz (see page 5)
- **Summative:** Students submit a 30-second PSA video communicating the dangers of vaping.

Handout: Vaping Quiz

1. What is vaping?
2. True or False: Vaping is just flavored water vapor?
3. Name one harmful effect of vaping on the body.
4. Why do you think teens start vaping?
5. How confident are you that you can say “no” if offered a vape?
 - ☐ Not confident at all — I don’t think I could say no.
 - ☐ A little confident — It would be hard, but maybe I could.
 - ☐ Somewhat confident — I might be able to say no.
 - ☐ Confident — I could probably say no.
 - ☐ Very confident — I know I could say no.
6. Which of the following is NOT a risk of vaping?
 - ☐ Addiction
 - ☐ Improved immune system
 - ☐ Lung irritation
 - ☐ Impact on brain development

Health Education (grade 6)

Title	Escape the Vape / Anti-vaping advocacy public service announcement video
Teachers	Lisa Brichacek
District	White Bear Lake Area Schools
Time commitment	3 days/periods

Learning objectives

By the end of this lesson, students will be to advocate for middle school students to avoid vaping to support their health.

Standards alignment

Aligned with the Minnesota Standards of Effective Practice on Planning and the Minnesota Teacher Performance Assessment Package.

Material and resources

- [Contest Guide | Escape the Vape Video Challenge](https://www.health.state.mn.us/communities/tobacco/initiatives/youth/docs/contestguide.pdf)
(<https://www.health.state.mn.us/communities/tobacco/initiatives/youth/docs/contestguide.pdf>)
- **Handouts**
 - Planning Outline (see page 10)
 - Project Checklist (See page 11)
 - Video Scoring Rubric (see page 12)

Lesson plan

Day 1 Contest Introduction

Introduction and Motivation (5-7 minutes)

Handouts

- Planning Outline (see page 10)
- Project Checklist (See page 11)

Discussion: As students enter, pose a question to discuss with a partner/table mate (e.g. what is vaping? What do you know about vapes?).

- Students will discuss what they think know about vaping.
 - Students raise hands to share and answer question for the whole class.
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Activate prior knowledge: *We have seen examples of public service announcements online and on TV. What makes them different from other advertisements?*

Share learning objectives: Advocate for middle school students to avoid vaping to support their health. Advocacy requires you to use valid and reliable information, create a plan of action, create a persuasive message, adapt the message for different audiences, demonstrate confidence to persuade your audience, and collaboration with others to support health. These are the skills we will use for this project.

Discuss Key Vocabulary: Vape/Vaping, Persuade, Call to Action, Advocate

Lesson Tasks (15-20 minutes)

Example videos: Start by looking at examples of past anti-vaping PSAs submitted by students, which are posted on the [Escape the Vape Video Challenge website \(https://www.mnescapethevape.org/\)](https://www.mnescapethevape.org/). Students will watch the videos and share their impressions of them. *What did you like? What would you do differently? What are some differences in video styles?*

Introduce the Vaping Facts and Planning Outline handouts. First, have students read Vaping Facts. Then have them select a few that stood out to them. Tell them to focus on the facts that they believe will persuade other middle school students to avoid or quit vaping.

- Students seek out information individually. They should read or listen to the facts about vaping and record the ones they think are most likely to persuade others not to vape on their planning form. They can abbreviate or simplify the facts for planning purposes—they just need to know which ones they might want to use for their videos.

Video Development (6-10 minutes)

Ask students to choose a Call to Action. Ex: After people watch your video, what do you want them to do? Do you want them to avoid it, persuade others not to use it, quit using it? Do something else? Then, ask students to write down their overall message of the video and connect it to the Call to Action.

- Students choose a Call to Action. They identify what they want to viewer to do after they see the video. Then, summarize the main message of the video in a short statement, and explain how it connects to the Call to Action.
- For example, really bad chemicals in vapes, hard on lungs...how does it connect to your call to action? The bad chemicals say not to ever try it. Or, the risk to lungs say to quit vaping.

Ask students to develop a vision for the video. What do they want it to look like? Remember, the video is less than 30 seconds. This is not a documentary.

- State what will happen in the video. For example, someone will be pressured to try a vape after school. The person says no, uses an I statement to stand up for themselves, and walks away.

Read through each criteria point, and explain it goes over what we just discussed. Explain students may work in groups of 2 or 3. See rules to confirm group size limit. Remind students of any additional behavior expectations.

Give students the remainder of class to share their ideas with another student (15 – 30 minutes).

- Students will work with a partner or more to create a video plan (script, vision for it). Discuss ideas, their advantages and disadvantages. Listen to your partners' ideas and offer feedback or ask questions. Come to an agreement about the best way to accomplish the task of creating the video.

Close by giving a due date for the assignment. Tell them about the plan for work during the upcoming class meetings. Ask students if they have remaining questions.

Day 2 Rehearse and Record

Preparation: You may need to find spaces for students to rehearse and record their videos that are more private to keep the background noise to a minimum and to ensure others are not accidentally included in the videos. See rules for more details about additional people in the video.

Introduction/Motivation (5 minutes)

Activate prior knowledge: What did we talk about and do last time?

- We last talked about vaping and created plans to advocate for middle school students to avoid vaping through a 30-second video. We organized facts for our videos and created plans to create a video that persuades middle school students not to vape.

Communicate the learning objective: Advocate for middle school students to avoid vaping to support their health.

Advocacy requires you to use valid and reliable information, create a plan of action, create a persuasive message, adapt the message for different audiences, demonstrate confidence to persuade your audience, and collaboration with others to support health. These are the skills we will use for this project. Introduce the checklist.

Review academic language – Review vocabulary

Circulate and discuss their plans for their videos (45-60 minutes)

Do their facts support their Call to Action and their overall message?

- Students continue sharing their ideas with their group members and offering feedback or asking questions. Then, narrow the ideas to one main idea for the video. Write the full script and vision for the video.

Continue to circulate, answer questions, and review their plans.

- Students begin to act out their scenes in the video or create the video using a video maker program.

Continue to circulate, answer questions, and review their plans. The length of time you need for this depends upon student needs and class size. Once they begin rehearsing and recording, they may need additional quiet spaces to work.

- Students Refine and edit scripts and visions as needed. This might require several revisions to make the words flow easily and the actions appear smooth.

Closure (2-5 minutes)

Remind students of contest deadline, how much time will be allotted in class to finish, and next steps.

Day 3 **Wrap Up**

Preparation: Review the rules for the contest.

Introduction/Motivation (5 minutes)

Activate prior knowledge: Ask students where they are with their video projects.

Communicate the learning objective: Advocate for middle school students to avoid vaping to support their health.

Advocacy requires you to use valid and reliable information, create a plan of action, create a persuasive message, adapt the message for different audiences, demonstrate confidence to persuade your audience, and collaboration with others to support health. These are the skills we will use for this project. Review the checklist and contest rules.

Review academic language: as needed

Lesson Tasks (45-60 minutes)

Continue circulating and reviewing plans and rehearsals for videos. Answer questions. Offer suggestions and feedback as needed.

- Students continue working to create their videos and edit them. If students do not want to submit their videos for the contest, or do not have parent/guardian permission to submit their videos to the contest, remind them that this is still a class assignment with assessments of knowledge and skills for the substance use unit regardless of participation in the contest.

Closure (5 minutes)

Remind groups of any future opportunities to work on their video projects during class time and the deadline for submission.

Assessment

- **Formative:** Planning Outline (see page 10)
- **Summative:** Video Scoring Rubric (see page 12)

Handout: Planning Outline

My call to action

Supporting vaping facts

- 1.
- 2.
- 3.
- 4.

My video vision

Feedback

- | | |
|---|---|
| + | - |
| + | - |
| + | - |

Handout: Project Checklist

- ☐ Use four vaping facts to justify an anti-vaping message for middle school students.
- ☐ Fully develop at least two unique ideas to communicate the same anti-vaping message.
- ☐ Create a detailed plan (comprehensive and realistic) with a call to action, vaping facts, timeline, and a main idea.
- ☐ Create an anti-vaping video with a clear message that uses the health facts to support the message and call to action.
- ☐ Demonstrate confidence and persuade the audience to follow the call to action.
 - Use strong, clear, voice when speaking in the video.
 - Use appropriate gestures, open posture, and maintain eye contact in the video.
 - Clearly state call to action.

Handout: Video Scoring Rubric

Benchmark	I	D	C	B	A
Use valid and reliable information to identify advocacy positions that meet personal, family, peer, and school health needs.	Does not use a vaping fact or have a clear message not to vape.	Uses one vaping fact and states middle school students should not vape.	Uses two vaping facts and states that middle school students should not vape.	Use three vaping facts to justify an anti-vaping message for middle school students.	Use four vaping facts to justify an anti-vaping message for middle school students.
Create an action plan with advocacy strategies related to a position that promotes personal, family, peer, and school health.	Does not outline a plan to create an anti-vaping message.	Creates a plan that includes vaping facts and a call to action.	Creates a plan that includes vaping facts, timeline, and call to action.	Creates a plan that includes call to action, vaping facts, timeline, and a main idea.	Creates a comprehensive and realistic plan with call to action, vaping facts, timeline, and a main idea.
Create an advocacy message using valid and reliable information that support the health of self and others.	Does not create an anti-vaping video.	Creates an anti-vaping video that uses the health facts.	Creates an anti-vaping video that uses the health facts to support the call to action.	Creates an anti-vaping video that uses the health facts to support the message and call to action.	Creates an anti-vaping video with a clear message that uses the health facts to support the message and call to action.
Demonstrate how to adapt health related messages to persuade different audiences.	Does not outline two anti-vaping message ideas.	Outlines two anti-vaping message ideas.	Develops two anti-vaping message ideas.	Develops two different ideas to communicate an anti-vaping message.	Fully develops at least two unique ideas to communicate the same anti-vaping message.
Demonstrate confidence when persuading others to make health choices that enhance quality of life and promote equitable health opportunities for all.	Appears uncomfortable and confidence is minimal.	Voice lacks confidence; difficult to hear or understand; body language shows discomfort.	Voice and tone generally support message; posture and eye contact are inconsistent; and gestures are minimal/distracting.	Uses clear voice and tone; and uses some gestures, good posture, and eye contact to demonstrate confidence and persuade audience.	Uses strong, clear, voice; and uses appropriate gestures, open posture, and maintains eye contact to demonstrate confidence and persuade audience.
Collaborate with others to advocate for personal, family, peer, school, and community health.	Does not contribute ideas to group discussion or listen others' ideas.	Contributes one or more ideas to group planning and listen to others' ideas.	Contribute one or more ideas to group planning and implementation; and listens to others' ideas without distraction.	Contribute one or more ideas to group planning and implementation; listens to others' ideas without distraction; and identifies the benefits of each idea.	Contribute one ore more ideas to all project phases; listen to others' ideas without distraction or interruption; and discusses the benefits and challenges of each idea.

Health Education (grade 7)

Title	Facts, Risks, and Taking a Stand
Teachers	Jonthan Pavlicek
School	St. Michael-Albertville Middle School West
Time commitment	2 days/periods

Learning objectives

By the end of this lesson, students will be able to:

- Describe what vaping is and identify common misconceptions.
- Explain the health risks and addictiveness of vaping.
- Locate and use trusted resources for support and help.
- Plan and create a digital poster or video with a clear fact and call to action against vaping.

Standards alignment

National Health Education Standards (NHES) for Middle School:

- **Standard 1:** Comprehend concepts related to health promotion and disease prevention.
- **Standard 3:** Demonstrate ability to practice health enhancing behaviors and avoid health risks.

Material and resources

- [The Scare Truth about Vaping | Tobacco Education Resource Library](https://digitalmedia.hhs.gov/tobacco/educator_hub/lesson_plans/risks_of_vaping_magazine_lesson_plan/the_scary_truth_about_vaping)
(https://digitalmedia.hhs.gov/tobacco/educator_hub/lesson_plans/risks_of_vaping_magazine_lesson_plan/the_scary_truth_about_vaping)
- [Contest Guide | Escape the Vape Video Challenge](https://www.health.state.mn.us/communities/tobacco/initiatives/youth/docs/contestguide.pdf)
(<https://www.health.state.mn.us/communities/tobacco/initiatives/youth/docs/contestguide.pdf>)
- Computers or tablets with internet access
- Access to these websites:
 - [Escape the Vape Video Challenge](https://www.mnescapethevape.org/) (<https://www.mnescapethevape.org/>)
 - [My Life My Quit](https://mn.mylifemyquit.org/en-us/) (<https://mn.mylifemyquit.org/en-us/>)
 - [Change to Chill](https://www.changetochill.org/) (<https://www.changetochill.org/>)
 - [Room to Breathe](http://www.a room to breathe.org/) (<http://www.a room to breathe.org/>)
 - [Canva](https://www.canva.com/) (<https://www.canva.com/>)

Lesson plan

Day 1 Learn and Plan

Handout: The Scary Truth handout

Objectives: Understand vaping and its risks; explore support resources; begin project planning.

Activities:

- Students read and highlight or underline important facts from the Scare Truth handout. (10 mins)
- In pairs or small groups, students explore the Hey Norm website sections: Facts, Support, and Pep Talk. Along with the other listed sites if students get time.
- Hold class discussion to share key learnings, surprises, and why vaping is harmful. Discuss how Hey Norm and other resources can help. (10 mins)
- Introduce the project options:
 - Poster: Must include 1 fact about vaping and 1 call to action.
 - Video: Must be 30 seconds or less and include one key fact and one call to action.
- Students begin drafting a script (video) or layout plan (poster).
- Collect drafts and scripts for teacher review and approval. (30 mins)

Exit ticket: Write one fact about vaping learned today.

Day 2 Create the Project

Objective: Produce the digital poster or video based on approved plans.

Activities:

- Students work individually or in pairs to create their posters or record their videos.
 - Teacher provides support and feedback throughout the process.
 - Encourage students to review their facts and call to action for clarity and impact. (50 mins)
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Assessment

- **Day 1:** Engagement in reading, website exploration, discussion, quality of project draft/script, and exit ticket.
- **Day 2:** Final poster or video demonstrating understanding of vaping risks and effective call to action.

Differentiation and supports

- Provide sentence starters and graphic organizers for planning and scripting.
- Allow audio or visual alternatives for students with writing challenges.

Lesson Plan: Health Education (grade 7)

- Pair students for technical assistance or collaboration.
- Challenge advanced students to add researched facts or creative elements.

Enhancements and Extensions

- **Essential Questions:** What are the real dangers of vaping? How can we support ourselves and others to make healthy decisions?
- **SEL Integration:** Foster self-awareness, responsible decision-making, and help-seeking behaviors.
- **Culturally Responsive Elements:** Address distinctions between commercial tobacco and sacred tobacco practices when relevant.
- **Technology Integration:** Use Canva and a computer or tablets to build digital literacy and creative expression.

Video Production (grades 11 and 12)

Title	Anti-Vaping PSA
Teachers	Mindy Christianson
District	Fergus Falls Public Schools
Time commitment	5-7 days/periods

Learning objectives

By the end of this lesson, students will be to:

- Understand the history of public service announcements.
- Analyze public service announcements for information and effectiveness.
- Explain the dangers of vaping.
- Plan, film, edit, and create a public service announcement about vaping.

Standards alignment

- **Minnesota ELA Standards:** 11.1.5.3, 11.1.8.2, 11.2.2.1, 11.2.4.2, 11.3.2.1, 11.3.3.2;
- **ISTE Standards:** 1.1.d, 1.3.b, 1.4.a, 1.6.c, 1.6.d, 1.7.c

Material and resources

- YouTube access
- Video camera or phone for filming
- Video editing software like Final Cut Pro, iMovie, and CapCut, or WeVideo (free, cloud-based)
- **Handouts:**
 - PSA Video Analysis (see page 21)
 - Assignment Sheet (see page 23)
 - PSA Preproduction Sheet (see page 24)
 - Self-Reflection and Video Analysis (see page 25)
 - PSA Video Scoring Rubric (see page 25)

Lesson plan

Day 1 PSA Overview

Introduction (10 minutes)

Hook: "How many times have you been told not to do something through an advertisement?" Have them share their initial thoughts.

Play: [This Is Your Brain... This Is Your Brain On Drugs](https://www.youtube.com/watch?v=GOnENVylxPI)
(<https://www.youtube.com/watch?v=GOnENVylxPI>)

- What was the message of this video?
- Who do you think was the target audience?
- How did it make you feel?
- Do you think this would be effective today? Why or why not?

History of PSAs (15 minutes)

Definition: Explain that a Public Service Announcement (PSA) is a non-commercial message broadcasted or distributed to raise awareness about a social issue, change public attitudes, or influence public behavior. They are typically created by non-profit organizations, government agencies, or media outlets.

Timeline: Use a projected timeline or list to walk through the history of PSAs. Examples to highlight:

- **Early PSAs (WWI and WWII):** Explain that the concept started with government propaganda during wartimes. Mention the use of posters and radio to encourage people to ration food, buy war bonds, and support the troops.
 - **The Ad Council:** Introduce the Ad Council, a non-profit organization that has produced some of the most famous PSAs in U.S. history. Explain that they were founded in 1942 as a way for advertising professionals to contribute to the war effort and later shifted to addressing social issues.
 - **Famous Campaigns (1950s-1980s):** Show clips from classic campaigns.
 - Smokey the Bear: Started in 1944, it's one of the longest-running campaigns. ["It only takes a minute to wipe out a century" Fire Prevention PSA](https://www.youtube.com/watch?v=ZlGE18kwQGo) (<https://www.youtube.com/watch?v=ZlGE18kwQGo>)
 - Vince and Larry, the Crash Test Dummies: Show how a serious topic was addressed with a bit of humor. [1985 - 1999 Crash Test Dummies PSA - All In One](https://www.youtube.com/watch?v=ANAIT4pjRDI&t=118s) (<https://www.youtube.com/watch?v=ANAIT4pjRDI&t=118s>)
 - Discuss the "Just Say No" campaign and "This is Your Brain on Drugs." Explain the different approaches taken over time. [I learned It By Watching You!](https://www.youtube.com/watch?v=KUXb7do9C-w) (<https://www.youtube.com/watch?v=KUXb7do9C-w>)
 - **The Digital Age:** Discuss how PSAs evolved with technology. Today, they are often short-form videos, memes, and social media campaigns designed to go viral. Ask students to name any recent social media campaigns they've seen.
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PSA Analysis: Focus on Anti-Vaping (20 minutes)

Handout: PSA Video Analysis (see page 21)

Introduction: Explain that before they can create their own PSAs, they need to learn from others. They will be watching and analyzing three different anti-vaping PSAs. Distribute the PSA Video Analysis Handout.

Show videos: Play three diverse anti-vaping PSAs. It's helpful to choose videos with different styles to show the variety of approaches. Some videos to consider:

- Video 1 (Shock/Medical Facts): A PSA that uses graphic images, medical information, or a "scare tactic" approach. [Every vape is a hit to your health – Cinema \(30 sec\) \(https://www.youtube.com/watch?v= 4WI6Jfjymc\)](https://www.youtube.com/watch?v=4WI6Jfjymc)
- Video 2 (Personal Story/Narrative): A PSA that features a personal story from a vaper or someone affected by it. This often focuses on the emotional impact. [Every vape is a hit to your health – Real people – Health harms \(30 sec\) \(https://www.youtube.com/watch?v=allVu-zCQlg\)](https://www.youtube.com/watch?v=allVu-zCQlg)
- Video 3 (Humorous/Clever): A PSA that uses humor or a clever twist to make its point. this can be more relatable for some audiences. [Breath of Stress Air | \\$tress | Truth \(https://www.youtube.com/watch?v=rd_G-iJ4qaU\)](https://www.youtube.com/watch?v=rd_G-iJ4qaU)

Guided analysis: After each video, pause and have students fill out their PSA Video Analysis handout. Facilitate a brief discussion for each one to ensure they are on the right track.

Wrap-up discussion: At the end of the analysis, ask students:

- *Which of these three PSAs was most effective for you personally? Why?*
 - *What did you notice about the different strategies used?*
 - *What kind of message do you think would be most effective for a student audience like yourselves?*
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Day 2 Preproduction

This day's activities may take 20-60 minutes depending on the student. Some of the work can be completed out of class.

Handouts:

- Assignment Sheet (see page 23)
- PSA Preproduction Sheet (see page 24)

Introduce the assignment: Go over the Student Assignment Sheet and Anti-Vaping PSA Preproduction sheet.

Form groups: Students form groups of 2-3; each student will create their own PSA, but they will help each other film and fill in as actors.

Preproduction sheets: Students complete their own preproduction sheet and submit it for approval.

Days 3-4 Production

Students film their PSAs in groups. Ensure there is enough time for each student to get the footage they need and to record their voiceovers.

Days 5-6 Post-Production

Students use their footage and voiceovers to create their videos. Remind them to use royalty-free music and to follow the assignment guidelines.

Day 7 Viewing and Analysis**Handouts**

- Self-Reflection and Video Analysis (see page 25)
- PSA Video Scoring Rubric (see page 27)

Watch videos: Watch each video as a class. After each video, give students time to write down two stars and a wish (two things they did well and one thing they could improve upon) on the back of the worksheet. Students complete the front of the sheet after watching their own video. Students turn in their sheets afterward.

Final steps

- If applicable, upload students' videos for the public to view. (Many Video Production classes have a YouTube account for this purpose.)
 - If applicable, have students submit their videos to the [Escape the Vape Video Challenge website \(https://www.mnescapethevape.org/\)](https://www.mnescapethevape.org/).
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Assessment

- **Formative assessments**
 - PSA Video Analysis (see page 21)
 - PSA Preproduction Sheet (see page 24)
- **Summative assessments**
 - PSA Video Scoring Rubric (see page 25)
 - Self-Reflection and Video Analysis (see page 25)
 - Students submit a 30-second PSA video communicating the dangers of vaping.

Differentiation and supports

Students may have varied experience with video editing. Students can be paired intentionally so students with less experience can get assistance from their partner.

Enhancements and extensions

Essential questions

- *How can PSAs encourage better lifestyle habits?*
- *How can persuasion be used to influence teens?*

Culturally responsive elements

- This lesson is highly relevant to students' lives, as they all have friends or family members who vape. Some may vape themselves as well.
- Students will have varying perspectives on what persuasive strategies will influence viewers. This will be based on their own lived experiences with vaping, be it themselves, family members, or friends.

Prior knowledge

This lesson plan is intended for students who have already learned how to use video editing software and have been through the steps of pre-production, production, and post-production.

Handout: PSA Video Analysis

Name: _____

Instructions

As you watch each PSA, take notes in the spaces below. After we've watched all the videos, you will use your notes to discuss and compare them.

Video 1 Analysis

Target audience: Who do you think this video is trying to reach? (e.g., teens, parents, younger kids, young adults)

Key message: What is the main point of this video? What is it trying to tell the viewer?

Emotional appeal: How does this video make you feel? (e.g., scared, sad, disgusted, sympathetic, empowered, angry)

Persuasive technique: How does this video try to convince you? Check all that apply:

- ☐ Facts/Data: Uses statistics, scientific information, or medical facts.
- ☐ Personal Story: Shares a personal experience or testimony from a real person.
- ☐ Shock Value: Uses graphic or shocking imagery to create a strong reaction.
- ☐ Humor: Uses jokes, satire, or a clever twist to get the message across.
- ☐ Relatability: Shows a situation or characters that the audience can easily relate to.

Effectiveness Rating (1-5): On a scale of 1 to 5 (1 = not effective, 5 = very effective), how convincing was this PSA? Why did you give it this rating?

Video 2 Analysis

Target audience: Who do you think this video is trying to reach? (e.g., teens, parents, younger kids, young adults)

Key message: What is the main point of this video? What is it trying to tell the viewer?

Emotional appeal: How does this video make you feel? (e.g., scared, sad, disgusted, sympathetic, empowered, angry)

Persuasive technique: How does this video try to convince you? Check all that apply:

- ☐ Facts/Data: Uses statistics, scientific information, or medical facts.
- ☐ Personal Story: Shares a personal experience or testimony from a real person.
- ☐ Shock Value: Uses graphic or shocking imagery to create a strong reaction.
- ☐ Humor: Uses jokes, satire, or a clever twist to get the message across.
- ☐ Relatability: Shows a situation or characters that the audience can easily relate to.

Effectiveness Rating (1-5): On a scale of 1 to 5 (1 = not effective, 5 = very effective), how convincing was this PSA? Why did you give it this rating?

Video 3 Analysis

Target audience: Who do you think this video is trying to reach? (e.g., teens, parents, younger kids, young adults)

Key message: What is the main point of this video? What is it trying to tell the viewer?

Emotional appeal: How does this video make you feel? (e.g., scared, sad, disgusted, sympathetic, empowered, angry)

Persuasive technique: How does this video try to convince you? Check all that apply:

- ☐ Facts/Data: Uses statistics, scientific information, or medical facts.
- ☐ Personal Story: Shares a personal experience or testimony from a real person.
- ☐ Shock Value: Uses graphic or shocking imagery to create a strong reaction.
- ☐ Humor: Uses jokes, satire, or a clever twist to get the message across.
- ☐ Relatability: Shows a situation or characters that the audience can easily relate to.

Effectiveness Rating (1-5): On a scale of 1 to 5 (1 = not effective, 5 = very effective), how convincing was this PSA? Why did you give it this rating?

Handout: Assignment Sheet

Video Productions - Anti-Vaping Public Service Announcement

Goal

To create one 30- or 60-second-long public service announcement (PSA) that promotes a message of anti-vaping.

Audience: Students at your school

Steps

1. Listen to and participate in the lecture and discussion on PSAs.
2. Break into groups of 2 or 3. You will each create your own PSA, but you will help each other with acting. You may use available volunteers from other groups if you need more actors.
3. Create your PSA plan (preproduction). This includes researching at least one verifiable fact and one outreach program associated with your causes.
4. Film.
5. Record voiceover.
6. Edit and finalize.

Tips

Use advertising techniques: PSAs are basically TV commercials for good living, instead of a product. So, it's a good idea to use the same types of techniques that regular ads do:

- Humor
- Positive pressure
- Negative alternatives
- Real-life examples

Don't be preachy: PSAs should not be "preachy." Often, they leave the audience with a decision or "food for thought." They should also strive to not give mixed or vague messages.

Requirements

- Create one 30 or 60 second PSA.
- Use all class time wisely
- Outline your plan using the PSA Preproduction Sheet.
- Use an ARcing shot (trucking and dollying at the same time).
- Include voiceover that delivers your message and cites facts, as well as royalty-free background music.

Handout: PSA Preproduction Sheet

Name: _____

Scenario: Write a script with dialogue and actions; attach it to this sheet.

Goal: These words will flash across the screen.

Reasons: The voiceover will explain the problem while the video continues showing the problem.

Fact(s): The voiceover will give one or more vaping-related facts while the video continues showing the problem.

For more information: Show organization website or phone number on screen.

Shot list: Use your script to create a list of all the shots you will need to film. Remember that at least one of your shots must be an arcing shot.

Shot list

Subject	Distance/Angle	Camera Movement	Location

Show your completed plan to the teacher. Your plan must be approved before filming begins.

Handout: Self-Reflection and Video Analysis

Name: _____

Instructions On the back of this sheet, give each of your classmates' videos two stars and a wish (two things they did well and one thing they could improve upon).

Project score

Give your project a score from 1-10 (10 being the best) for each category. Write one sentence that gives the rationale for each rating.

	Score	Rationale
Preproduction	_____	_____
Production	_____	_____
Post-production	_____	_____

Two stars (what you like about your project):



One Wish (what you'd change):



What would you like to learn more about to improve future projects?

Team score

Rate yourself *and* each group member below from 1-10 (10 being the best). Write a sentence or two explaining the rationale each rating. Consider participation, helpfulness, responsibility, etc.

	Score	Rationale
Self	_____	_____
Group member	_____	_____
Group member	_____	_____

Stars and wishes

Video:

Two stars (what you like about your project):



One Wish (what you'd change):



Video:

Two stars (what you like about your project):



One Wish (what you'd change):



Video:

Two stars (what you like about your project):



One Wish (what you'd change):



Handout: PSA Video Scoring Rubric

Name: _____

Category	Excellent 10 points	Proficient 8 points	Developing 6 points	Needs Improvement 4 points
Message and Content	Message is exceptionally clear, persuasive, and impactful. Anti-vaping information is accurate and well-supported.	The PSA's message is clear and effective. The anti-vaping information is accurate.	The PSA's message is somewhat unclear or not very persuasive. The anti-vaping information may have minor inaccuracies.	The PSA's message is confusing or ineffective. The anti-vaping information is inaccurate or missing.
Technical Execution (Audio and Video)	The video and audio quality are professional, with excellent lighting, crisp sound, and seamless editing. The ARcing shot is executed flawlessly.	The video and audio quality are good, with clear visuals and sound. The ARcing shot is present and mostly well-executed.	The video or audio quality have noticeable flaws (e.g., poor lighting, distorted sound). The ARcing shot is attempted but not well-executed.	Video or audio quality are poor, significantly detracting from the message. The ARcing shot is missing or improperly attempted.
Required Elements	All required elements (30/60 sec length, ARcing shot, voice-over, background music) included and effectively used to enhance the PSA.	All required elements are present and contribute to the overall project.	One or more of the required elements are missing or not well-integrated into the PSA.	Multiple required elements are missing or executed incorrectly.
Productivity and Planning	Exceptional productivity shown throughout the project. The pre-production sheet is meticulously completed and served as a clear guide for the project.	The student was consistently productive in class. The pre-production sheet is complete and shows thoughtful planning.	The student's productivity was inconsistent, with some class time not used effectively. The pre-production sheet is incomplete or lacks detail.	The student was unproductive during class time. The pre-production sheet is missing or shows a lack of planning.
Voice-over and Music	Voice-over delivered with a professional tone; announcer's message and citation are clear and powerful. Royalty-free background music complements the mood of the PSA perfectly.	The voice-over is clear and includes the required message and citation. The background music is appropriate for the PSA.	The voice-over is audible but may lack a professional tone or clarity. The background music is present but may not fit the mood of the PSA well.	The voice-over is missing, inaudible, or incomplete. The background music is missing or distracting.

Total Score: /50

Notes:

Developmental Psychology (grade 12)

Title	Escape the Vape Public Service Announcement (PSA) Video Challenge
Teachers	Mitchell Snobeck and Lisa Langenhahn
District	Independent School District 196 Rosemount-Apple Valley-Eagan
Time commitment	5 days/periods

This lesson plan is designed for a high school class teaching a health curriculum to a middle school class. The lesson is designed to help students grades 6-12, who are participating in the Escape the Vape PSA competition, to organize their efforts in creating a 30 second video of the dangers of vaping.

Learning objectives

By the end of this lesson, students will be to plan, film, edit, and create a public service announcement about vaping.

Standards alignment

Social and Emotional Learning (SEL) competencies:

- **Self-awareness:** The contest requires students to understand and articulate their own feelings and perspectives on a critical health issue.
- **Social awareness:** This activity is deeply rooted in understanding the perspectives and needs of others.
- **Responsible decision-making:** The core of this activity is making informed and ethical choices.

Material and resources

Handout: Storyboards (see page 32)

Lesson plan

Day 1 Pre-Production: Concepting and Scripting

Objective: To discourage teen vaping and increase awareness of the dangers by creating and sharing a 30-second public service announcement (PSA)

Target audience: Teens

Contest rules: To be eligible to win prizes, all contest rules must be followed.

Core idea: Distill your message into a single, memorable sentence.

Reference key facts: See the [Escape the Vape Video Challenge website](https://www.mnescapethevape.org/) (<https://www.mnescapethevape.org/>).

Example script timing

- 0:00-0:05 (Hook): Grab attention immediately.
 - 0:05-0:25 (Body): Develop your message. Break it into 3-4 key points. Use statistics to support your objective.
 - 0:25-0:30 (Call to action): Tell your audience what to do next. Be specific.
-

Day 2 Storyboarding and Shot Lists

Handout: Storyboards (see page 32)

Visual planning: For each line of your script, sketch out the corresponding visual. This doesn't have to be a masterpiece – stick figures are fine.

Shot list: Create a detailed list of every shot you need.

Shot type: e.g., Wide, Medium, Close-up

Subject: e.g., a person, a product, a landscape

Action: e.g., walking, talking, smiling

Location: Include dates and times.

Resources

- Identify necessary props, costumes, and equipment (e.g. camera, lighting, microphone).
 - Secure your filming location(s).
-

Day 3 **Production: The Shoot**

Setup: Ensure the location is quiet and free of distractions.

Filming guidelines

- Shoot for the edit: Don't just film what's in the script. Get multiple takes and various angles of each shot. Think about how the different shots will cut together.
- Over film: Film additional footage that complements your main shots. This is crucial for filling in gaps and adding visual interest. Always shoot more than you think you'll need. A 30 second video might require 3-5 minutes of good footage.

Audio is important: Use a dedicated microphone. Poor audio can ruin even the best visuals.

Day 4 **Post-Production: The Assembly**

Video editing: Designate a student to edit outside of school

Import and organize: Import all your footage and audio files into your editing software (e.g., Adobe Premiere Pro, DaVinci Resolve, iMovie). Organize them into folders.

Assemble and edit

- Start with a rough cut. Arrange your shots in the order of your script and storyboard. *Don't worry about perfection just yet.*
- Trim clips to keep the best moments.
- Lay down your primary audio track (voiceover or music).

Fine-tune

- Pacing: Watch the video with a timer. Trim or extend clips to hit the 30-second mark precisely. A fast pace works well for 30 second videos.
- Audio mix: Adjust volume levels. Ensure music doesn't overpower the voiceover. Add sound effects if needed.

Graphics and text

- Add on-screen text or titles to reinforce key points.
- Include any logo or graphics.

Color correction and grading: Adjust the colors to give your video a consistent, professional look.

Day 5 **Final Export and Distribution**

Review: Watch the final video one last time on multiple devices (e.g. phone, laptop, etc.) to check for errors. Make sure your video is no longer than 30 seconds.

Export settings

- Format: MP4 is a universal standard.
 - Resolution: 1080p is a good standard.
 - Distribution: Upload your video to the [Escape the Vape Video Challenge website \(https://www.mnescapethevape.org/\)](https://www.mnescapethevape.org/).
-

Assessment

- **Formative:** Handout: Storyboards (see page 32)
- **Summative:** Students submit a 30-second PSA video communicating the dangers of vaping.

Handout: Storyboards

Date: _____

Name: _____

Project: _____

SAMPLE LESSON PLANS: ESCAPE THE VAPE VIDEO CHALLENGE

The Escape the Vape Video Challenge is made possible with support from the Centers for Disease Control and Prevention and the Minnesota Department of Health, and in partnership with Masonic Cancer Center at the University of Minnesota and Oxboro Family Chiropractic.

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