CATCH My Breath Youth Vaping Prevention



1203 Preservation Park Way, Suite 302 Oakland, CA 94612 | Tel: 510-268-1260 | schoolhealthcenters.org

CDE TUPE

We gratefully acknowledge the support of the California Department of Education Tobacco Use Prevention Education program for this project. The contents do not necessarily reflect the position or policy of the CDE.





For higher quality audio, dial the number from your webinar invitation link

The webinar is being recorded

Supporting materials will be shared



Putting Health Care in Schools

The California School-Based Health Alliance is the statewide non-profit organization dedicated to **improving the health & academic success** of children & youth by **advancing health services in schools.**

Learn more: schoolhealthcenters.org





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CATCH MY BREATH

VAPING PREVENTION PROGRAM

State of the union of the youth vaping epidemic and introduction to an evidence-based prevention program



LEADING EXPERT IN Whole Child Wellness

- Comprehensive Health
- Physical Education (PE)
- Nutrition
- Social-Emotional Learning (SEL)
- Substance Misuse
- Oral Health
- Sun Safety
- Family & Community



VAPING ACCESSORIES



REAL LIFE EXAMPLES

Sharpie

CATCH MY BREATH PROGRAM OVERVIEW

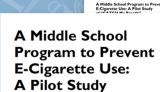
The first evidence-based youth vaping prevention program

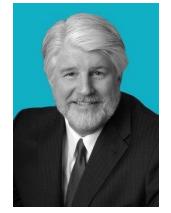




January 2020 peer-reviewed study demonstrated program effectiveness.

Published in Public Health **Reports**, official journal of the U.S. Surgeon General.





#UTHealth Houston School of Public Health

IMPACT ON AN AVERAGE MIDDLE SCHOOL'S 7TH GRADE CLASS (192 STUDENTS):





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would be **prevented** with **CATCH My Breath**



153,600

fewer students would try e-cigarettes this year if implemented in all public schools

SAMHSA

EVIDENCE-BASED RESOURCE GUIDE SERIES

Reducing Vaping Among Youth and Young Adults



CATCH My Breat Gonl/Outcome(s) CATCH My Breath, developed by the University of exas School of Public Health in partnership with the chael & Susan Dell Center for Healthy Living, is a ming and tobacco use among students in 5th throug " grade. The program includes classroom lesson

ing, group discussions, goal setting, classmat dult interviews, and activities such as analyzing tobac id nicotine vaping advertising and developing counter Ising messages. Program content is made avai a a digital portal where schools receive a range of months after terials to support implementation of the program

 Grade level teachers' guides Annotated teacher presentation

Peer-facilitated group work and discussion Posters to appeal to each age group

e nmeram is available for free through support from calth. The goals of CATCH My Breath are to

Reinforce a tobacco-free lifestyle Prevent experimentation and regular use nicotine vaping products Increase knowledge of the physical, social, an legal consequences associated with nicotir Expose tobacco/vaning industry marketin strategies designed to attract youth and

young adults to vaping, and develop counter vertising messages



lifetime and within the past 30 days) vane, free lifestyle · Reductions in overall tobar All outcomes were measured by self-report. The time between intervention completion and follow up varied from immediately post-intervention to 1

CATCH My Breath is a school-based intervention fo students aged 10 to 18, with course options for 56 through 12th grade. CATCH My Broath is implemented rooms or in youth-based organizations and is free to

schools that complete the enrollment infor



Interventior

SCHOOL LEVEL INTERVENTIONS

Outcomes associated with CATCH My Breath research shows that the curriculum resulted in:

- Reductions in nicotine vaping use (both lifetime and within the past 30 days)
- Increases in nicotine vaping knowledge
- Increases in positive perceptions of a vape-free lifestyle
- Reductions in overall tobacco use

All outcomes were measured by self-report. The time between intervention completion and follow up varied from immediately post-intervention to 16 months after.

BEHAVIOR IS THE RESULT OF THREE FACTORS:



What do I know? What can I do? What are my attitudes



What is the social response to performing the behavior?



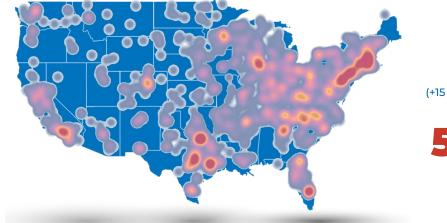
How does my environment support and reward, or discourage and punish the behavior?

SOCIAL COGNITIVE THEORY



PROGRAM REACH

2,000,000+ STUDENTS REACHED PER YEAR







PROGRAM ORGANIZATION

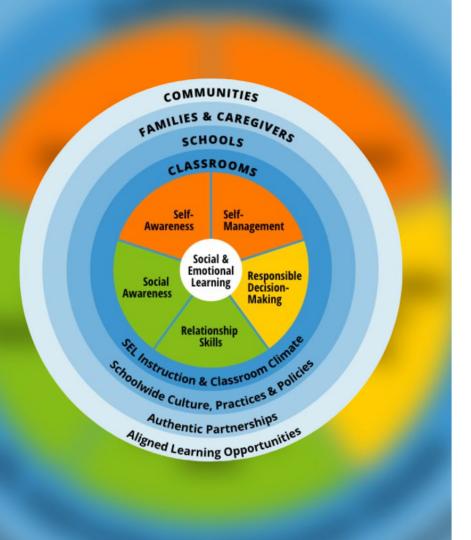


PROGRAM LENGTH

4 Sessions X 35-40 minutes each
1 Session / week (recommended)

TEACHER MATERIALS INCLUDE:

- Educator guides with detailed lesson plans
- Presentation slides with scripts



STANDARDS ALIGNMENT



National Health Education Standards



Common Core Standards

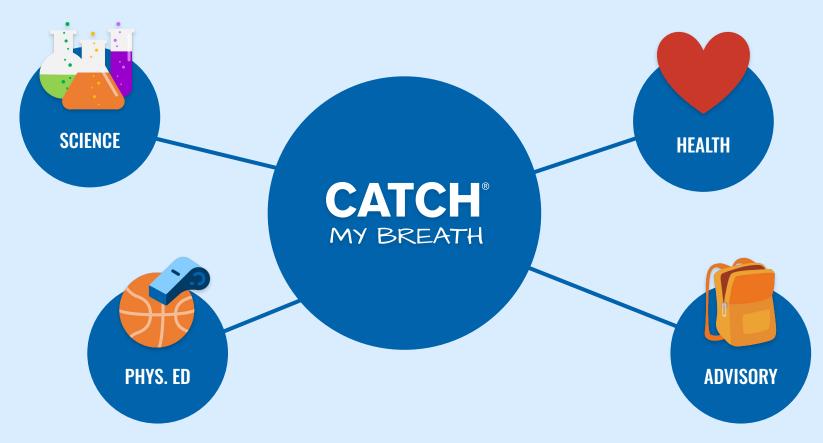


CASEL core competencies for socia emotional learning



Maine Learning Results: Health Education and Physical Education Standards

WHERE CAN I TEACH IT?



PEER-LED DISCUSSION GROUPS

Central Pillar of CATCH My Breath

- Students elect peers to lead small groups through lessons
- Allows students address social pressures in their own voice
- Fosters discussion in their own voice in a safe environment
- Builds empathy for and awareness of others



EDUCATIONAL STRATEGIES

Other Strategies include:

- Rigor / Bloom's Taxonomy
- Guided notes
- Check for understanding (CFU)
- Criteria for success (CFS)
- Scaffolding

PARENT COMMUNICATION & RESOURCES

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catch.org/program/vaping-prevention/#parents

Parents & Community



ENROLLING IN CATCH MY BREATH

catch.org/program/vaping-prevention/



C LET'S GO + CATCH.ORG PLATFORM PRICING DONATE

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Q と 公



CATCH My Breath

EVIDENCE-BASED VAPING PREVENTION PROGRAM

GET THE PROGRAM → SUPPORT THE PROGRAM →

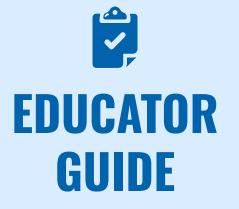
1. Visit www.catchmybreath.org (or scan QR

code)

2. Click "GET THE PROGRAM"

LET'S TAKE A TOUR!

You can follow along if you have access to the CATCH My Breath Program on CATCH.org





CATCH® MY BREATH

Introduction to the Risks of E-cigarettes and Vaping

6TH GRADE | CORE LESSON BUNDLE

CVSHealth FOUNDATION

A few frier When you

STUDENT

WORKSHEETS

STUDENT HAND

A few friends haven't taken this class and don't know much about e-cigarettes. When you're chatting at lunch, you hear them say the following false statements. Write a complete sentence to explain why each one is wrong.

1. Most e-cigarettes are just flavored water.

Session 1 Review

2. As long as an e-cigarette doesn't have nicotine, it's safe.

3. It's okay to use e-cigarettes because they are safer than regular cigarettes.

4. It takes a long time to become addicted.

If you personally started using e-cigarettes, how might your life be different? List some consequences of e-cigarette use—and even addiction—as they relate to the list below. Be sure to use the first person (*l/me/my*).

1. Your Social Life

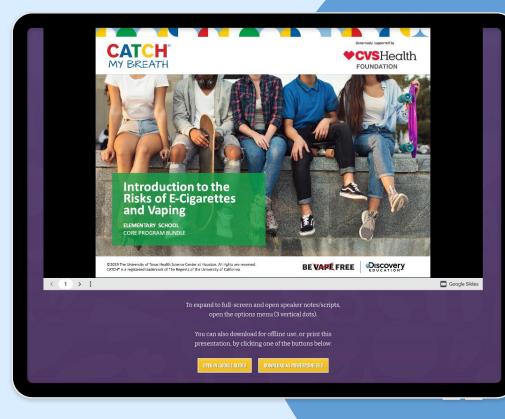
2. Your Body

3. Your Goals

4. Your Family

CATCH'

BE VARE FREE BeVapeFree.org 45





PRESENTATION SLIDES



Supplemental Lessons Physical Education • STEM Humanities Oral Health Virtual Field Trips **Self-paced Modules**





CATCH MY BREATH

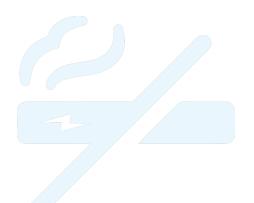
THANK YOU!

Questions? Contact Us!

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STAY CONNECTED



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