

Wheel of Refusal Activity

<u>Purpose & Prep.</u>	<u>Procedure</u>
<p>Purpose:</p> <p>To initiate conversation between students and help brainstorm various ways to refuse being offered a tobacco product.</p> <p>Students will gain/be exposed to new strategies by composing a wheel with refusal skills.</p> <p>Materials Needed:</p> <ul style="list-style-type: none"> ○ Piece of paper ○ Pen or Pencil ○ Large easel pad, whiteboard, or chalkboard <p>Handouts (Optional):</p> <p>Activity Half-Sheet</p>	<p>Procedure:</p> <p>1. <u>Activity:</u></p> <ol style="list-style-type: none"> a. Instruct students to draw a wheel with 8 equal pie pieces, on a blank piece of paper. b. Allow students 3-5 minutes to fill out <u>half</u> of the wheel with strategies/ways to “say no” or refuse any tobacco product. c. If students are struggling to come up with strategies, state that they will have an opportunity to fill out their wheel as the activity continues. d. Once completed, have students meet in pairs. e. For 2-3 minutes, students can discuss their answers. f. Reconvene as a class and draw the same wheel on a large easel pad, whiteboard or chalkboard. This will be the class wheel. g. Ask a few students to share one or two of the refusal skills they wrote down with the entire class. h. While listening to responses, think about the common themes and use that information to fill out the class wheel. i. When looking at the answers/responses, make sure none of these are making fun of or putting down people. j. We want to encourage, if at all, possible answers that do not make fun of, put down or humiliate users. k. Encourage students to use the class wheel as guide to complete the rest of their wheel. <p>2. <u>Wrap-Up:</u></p> <ol style="list-style-type: none"> a. Questions: <ol style="list-style-type: none"> i. What strategies could you see yourself using? Why? ii. Any strategies you may not want to use? Why? iii. Is it okay to blame a “no”-response on parents/guardians?

