

Creative Ways to Say No to E-Cigarettes Activity

<u>Purpose & Preparation</u>	<u>Procedure</u>
<p>Purpose:</p> <p>Provide the opportunity for students to brainstorm and practice resistance skills.</p> <p>Materials Needed:</p> <ul style="list-style-type: none"> ○ White Board or Easel ○ Paper ○ Markers ○ Computer ○ Internet Access ○ Projector <p>Handout:</p> <p>"Your Influences" Worksheet</p>	<p>Procedure:</p> <p>Brainstorm (5 minutes)</p> <p>Project the "UNIT 5: Activity 1: Your Influences" handout or provide students with a copy, and have students fill in thought bubbles with examples of people or facts that influence their opinions about e-cigarettes/vape pens. Ask for a few volunteers to share examples that came to mind and fill them in the thought bubbles on the handout.</p> <p>Role Play (10-20 minutes)</p> <p>This activity can be done in pairs or in small groups. The group option will probably take more time but can be very engaging and impactful.</p> <p>Small Group Option:</p> <p>In this option, split the class into small groups of three. Each group will create and act out a real-life scenario of a young person being pressured to smoke. Then, the rest of the class will brainstorm ways for the group to resolve the situation and the group will act out the audience's suggestions.</p> <p>Thank the students for their participation and acknowledge the importance of body language and tone of voice. Saying no isn't just what we say, but how we say it!</p> <p><i>More directions below, please continue reading</i></p>



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Pair Option:

This option will allow students to take turns role playing a young person resisting pressure to use an e-cig/vape. If time allows, a couple of pairs should act out the scenario in front of the class.

If time allows, ask for volunteers to act out one of their scenarios for the group. Thank the students for their participation and acknowledge the importance of body language and tone of voice. Saying no isn't just what we say, but how we say it!

Optional Group Projects/Homework:

In pairs or small groups, students can film their resistance skits. Divide the class into groups of 3-4 students.

Each group should select one person in the group to be the director, who will work to keep them on track. The other members can choose to be actors in the skit, the videographer, and/or the editor.

Each group will role play and record a situation where one student is being pressured to use e-cigarettes/vape pens.

The students should demonstrate creative ways to say no. Give the students five minutes to come up with the script/scenario and fifteen minutes to record the videos using a phone or camera.

Walk around the room, helping groups as needed. Give a warning signal (i.e. "you have two more minutes") and then bring the groups back together.

The following day each director should introduce the group and then play their video. Be sure to lead applause after each group.

