

Hot Seat Activity

<u>Purpose & Preparation</u>	<u>Procedure</u>
<p>Purpose: Students will gain a deeper understanding of how e-cigarette companies market their products to youth.</p> <p>Preparation: Materials Needed:</p> <ul style="list-style-type: none">○ “Hot Seat: Hearing the Truth About Ads” PowerPoint○ Projector○ Butcher paper○ Markers○ 8 x 11 paper○ Index cards○ Pens/pencils.○ Optional: props (hats, sunglasses, scarf, etc.) <p>Handouts:</p> <ul style="list-style-type: none">○ “Hot Seat: Hearing the Truth About Ads”○ Worksheet (1 per student) <p>Supplemental Readings (Optional):</p> <ul style="list-style-type: none">○ https://www.nytimes.com/2020/02/12/health/juul-vaping-lawsuit.html○ https://www.hsph.harvard.edu/news/hsph-in-the-news/tobacco-ads-target-bisexual-women-blacks-hispanics/	<p>Procedure:</p> <ol style="list-style-type: none">1. As a warm-up, show the students the mini PPT presentation. After each animation, ask the students “Who is the target audience for this ad?” Ask the class to select their favorite ad from the PPT.2. Keep their favorite ad from the PPT on display; this will be the focus for the rest of the time.3. Have a butcher paper ready with the following prompts as an example for the students:<ol style="list-style-type: none">a. “Who’s speaking?” The vape product.b. “Who else is speaking?” The CEO of the vape product.c. Questions you might ask of the CEO:<ol style="list-style-type: none">i. “Why do you work for a tobacco company?”ii. “How do you feel about young people seeing your ad?”iii. “Would you be okay with your little sister/brother using this product?” <p><i>More directions below, please continue reading</i></p>



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Procedure (Continued)

Part 1: Warm Up Advertisement Exercise

1. "As a warm-up, I'm going to present a mini PPT presentation. After each animation, I want you to tell me who you think is the target audience for the ad." (Note: as you click through the PPT, each slide represents a different ad/model.)
2. "Now that you've seen the PPT, which ad is your favorite? (Have the class pick one ad). Ok, now that you have selected your favorite advertisement, I'm going to use this butcher paper (with the prewritten prompts) as an example of a one character identified in the ad. Let's continue with our activity!"
3. Ask the class:
 - "Who's speaking?" (in the ad).
 - **Possible answers**: model, vape products (write their responses on butcher paper).
 - "Who else is speaking?"
 - **Possible answers**: Actor/actress/model in the ad; the tobacco company (makers of the vape); advertising company; graphic illustrators; others? (Write their responses on butcher paper.)
 - "Who are they speaking to?" (audience).
 - **Possible answers**: youth (be specific; male, female, etc.). adult (be specific, older, male, etc.). (Write their responses on butcher paper.)
 - "Who else might be affected by this ad?"
 - **Possible answers**: parents, school, little children, etc. (Write their responses on butcher paper.)
 - "What is this ad trying to achieve?"
 - **Possible answers**: make money, create a new group of tobacco users, etc. (Write their responses on butcher paper.)
4. "We are going to do a Hot Seat activity where we will select the characters you identified above (e.g., model, youth customer, tobacco CEO, etc.) and have them on the Hot Seat." (Note: ideally have at least 5 characters on a panel; an additional youth can act as a facilitator.)

More directions below, please continue reading



Web link: http://med.stanford.edu/tobaccopreventiontoolkit/activity-pages/Hot_Seat.html

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Part 2: Explaining the Activity

5. "We are going to break up in small groups and practice being in a 'hot seat' where you as an audience member will ask the character questions. You will have a chance to also be a character in the hot seat."
6. "Using the 5 characters you identified, we will break up into 5 groups. Each group will represent one of the same characters."
7. Create at least 5 groups of students; each group will represent a character. For example, one group will be the model, another group the tobacco CEO, etc. One youth in the group should be a facilitator. The role of the facilitator will be to help the group come up with the character's lines and justifications regarding the ad.
8. "I will be passing out an index card for you. Write your character's lines in the index card. I want you to brainstorm your character's traits and practice questions the audience might ask the character." Give each youth an index card. Have them write the characters' lines/justifications regarding the ad. (lines that correspond to their characters). Brainstorm character traits and practice questions the audience might ask the character.
 - E.g., The actor/actress/model in the ad might say "I'm just a model. Hey, I didn't even think about what I was doing. I need the money and I'm doing this for my career. I don't even smoke."
 - E.g., The audience might ask the tobacco CEO the following questions:
 - "Why do you work for a tobacco company?"
 - "How do you feel about young people seeing your ad?"
 - "Would you be okay with your little sister/brother using this product?"

More directions below, please continue reading



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Part 3: Practice and Perform

9. Have the youth practice their roles (have fun!).
10. “Ok class, now we will create groups, each group will have all 5 characters. Everyone in the group will be on the Hot Seat and will be asked questions by others in the group.”
11. Now, create groups of students with each character. If there are 5 characters, then there will be one student in each group that denotes that one character. Each student/character will be on the Hot Seat (being asked questions by others in the group). Have the youth practice their roles.
12. “Ok class, now we will create Hotseat to the larger group. Who wants to volunteer (ask for volunteers to be on a panel, the number of students should equal to the number of characters).” Have the entire class ask the panelists questions.
13. Wrap-up with the "Hot Seat: Hearing the Truth About Ads" worksheet.
14. If there is time left or students are interested in learning more about this topic then pass out or provide link to supplemental readings.

