

## The 'Real'fusal Skills Activity

<u>Purpose &amp; Preparation</u>	<u>Procedure</u>
<p><b>Purpose:</b> To formulate ways to say no in three different situations, in which the same tobacco product is being offered.</p> <p>To witness the potential and realistic dialogue that may take place in these different situations.</p> <p>To discuss the many ways to refuse these products, based on how the scenes are portrayed by student groups.</p> <p><b>Preparation:</b> Instructor Pre-Work</p> <ul style="list-style-type: none"> <li>○ Print and cut out <a href="#">scene/environment cards</a>.</li> <li>○ NOTE: download contains two copies of the same scene card (6 cards total).</li> <li>○ You may give 1 or 2 of the same scene cards to each group, depending on the size of the group.</li> <li>○ One page works for 3-6 groups.</li> </ul> <p><b>Materials Needed:</b></p> <ul style="list-style-type: none"> <li>○ <a href="#">Scene/Environment cards</a></li> <li>○ White Board or easel pad</li> <li>○ <i>Teacher only:</i> <a href="#">Suggested Character Roles</a></li> </ul>	<p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Divide the class into small groups. Let the class know they will have to create a skit.</li> <li>2. Give each group at least one of the following scene cards (some groups will have the same scene):             <ol style="list-style-type: none"> <li>a. <b>Family pool party</b></li> <li>b. <b>Huge house party, in which you know half (1/2) of the people</b></li> <li>c. <b>Hanging out at the mall with new friends</b></li> </ol> </li> <li>3. Each scene will have a detailed description along with the task of creating a skit.</li> <li>4. Give groups 15-20 minutes to prepare their 1-3 minutes creative skits, illustrating the different responses based on their assigned environment.</li> <li>5. Have groups present in front of the class.</li> <li>6. Wrap-Up (ask class the following questions):             <ol style="list-style-type: none"> <li>a. From the skits illustrated, what are some other responses that you would expect to see based on each environment?</li> <li>b. Is it okay to blame a "no"-response on parents/guardians?</li> </ol> </li> </ol> <p><i>Supplemental directions below, please continue reading</i></p>



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- c. You come home from a party and your parent(s)/guardian(s) ask(s), "Were there [cigarettes, e-cigarettes/vape/JUULs & other pod-based systems, hookah, smokeless, or any other nicotine products] at the party?"
  - i. How would you answer?
- d. What if you are alone with your romantic partner and they encourage you to smoke, vape, use hookah, use smokeless, or use any other nicotine products?
  - i. How would you answer?

**Optional:** If any groups are having a difficult time creating a skit, you may consider using the "Suggested Character Roles" sheet to assign roles.

The roles are listed below:

1. **Social activist**
2. **Valedictorian**
3. **Geek wants to be bro**
4. **Class clown**
5. **Rule follower**
6. **Troublemaker**
7. **Initiator (person offering the tobacco product)**

Each character role will contain a short description/background and an objective.

These are recommended roles, not mandatory ones.

