

E-Cigarettes and Vaping Lesson 3: Refusal - It's a "No"-Brainer!

Lesson Goal: The purpose of this lesson is to empower students to say no to e-cigarettes and/or vape pens by offering them a variety of refusal options, followed by the opportunity to select and practice the strategies most appropriate to their own real-life situations. The skill of Interpersonal Communication, therefore, is central to this lesson.



Learning Targets:

- o I can demonstrate refusal skills in order to both benefit my health and reduce health risks.

	Steps/Activities	Important Notes
Opening	<p>1. Students are directed to respond to the following warm-up question as their sponge activity:</p> <p style="padding-left: 40px;"><i>Consider the trends that have been popular during the course of your lifetime; planking might be one example. (Teacher shows some funny pictures of teens planking.)</i></p> <p style="padding-left: 40px;"><i>List as many other trends as you can recall. (Examples might include fidget spinners, cinnamon challenge, Bird Box challenge.)</i></p> <p>2. After students respond individually, they are asked to discuss briefly with a partner or table group. Then teacher holds a brief whole-class share. (For engagement, teacher might be prepared to show a collage of some of the recent teen trends, especially ones that are now generally regarded as very silly or unwise.)</p> <p>3. Turn-and-talk: How might this idea of trends connect to our recent lessons on e-cigarettes and vaping?</p> <p>Teacher calls on a few students to share.</p> <p>Point to emphasize: In the same way that we now realize how silly or dangerous some of these other recent trends were, we will likely look back and recognize the same thing about this current e-cigarette/vaping trend. A particular danger if <i>this</i> trend, however, is that trying e-cigarettes or vape pens even once or twice could very easily and quickly result in a teen developing a habit and then an addiction.</p>	<ul style="list-style-type: none"> o 20-25 minutes of 60-minute class

<p>Minilesson</p>	<p>1. Teacher explains that because we don't want to fall into the trap of going along with this e-cigarette/vaping trend and potentially getting hooked on nicotine, we need to call on our Interpersonal Communication skill of refusal. Teacher reviews with class the 'I SAY NO' skill cues for refusal.</p> <p>Teacher points out that the skill cues provide certain universal guidelines about how to refuse, such as reminding us to be assertive with our tone and body language, but also leave it up to us to decide which specific refusal technique might be most appropriate for a given situation or audience.</p> <p>So today we are going to look at a variety of strategies we could use to refuse e-cigarettes or vape pens, then select and practice the ones that seem most appropriate to situations we might face in real life. (Teacher references the Learning Targets.)</p> <p>2. Teacher explains procedures that will be followed during work time, including expectations for behavior and interactions with others.</p>	<ul style="list-style-type: none"> ○ 10 minutes ○ Note: Important that the purpose/"So What" of the learning is always established in the mini-lesson ○ I SAY NO <p>I-statement State a reason Assertive You are in control No statement that's clear Options (e.g., leave, get help)</p>
<p>Work Time</p>	<p>1. Teacher provides students a handout overviewing a variety of refusal strategies that align with the 'I Say No' skill cues and briefly reviews it with the class.</p> <p>Handout might include the following refusal options:</p> <ul style="list-style-type: none"> ● I-Statements <ul style="list-style-type: none"> ○ I don't smoke. ○ I don't want to start that habit. ● State a reason <ul style="list-style-type: none"> ○ Health or personal reason: It's not a good idea for me because I have asthma' or 'I'd better not because I've got a soccer/basketball game on Friday.' ○ Possible consequence: 'If my parents found out, I could...' or 'The coach might bench me if...' ○ Excuse: 'I have to get home' or 'Sorry, I'm late to meet someone.' ● No-Statement that's clear <ul style="list-style-type: none"> ○ No. ○ Thanks, but no, thanks. ● Options <ul style="list-style-type: none"> ○ Make a joke ○ Ignore the suggestion/offer ○ Question the behavior ○ Leave the situation <p>2. Teacher pairs students and assigns them the following task:</p> <p>A. Discuss which strategy each partner would use if offered a e-cigarette or vape pen by an acquaintance or stranger vs. if the offer/suggestion were made by a close friend.</p>	<ul style="list-style-type: none"> ○ 20-25 minutes ○ Conferring and specific feedback provided by teacher ○ Catch and release may occur when teacher notices widespread confusion/misconceptions, multiple students asking the same question, or when new learning needs to be layered in, etc.

	<p>B. With your partner, practice the refusal strategies you've chosen through role-playing the different scenarios.</p> <p>Note: While students are working, teacher circulates to confer and also identify potential pairs to share in front of the class. (See #1 in Sharing and Reflection.)</p>	
<p>Sharing and Reflection</p>	<ol style="list-style-type: none"> 1. Teacher asks a few pairs to share their refusal strategy with the class by quickly performing their role-play. 2. Students are asked to respond to the following question, either as an exit slip or journal response: <p style="margin-left: 40px;"><i>When you consider the issue of e-cigarettes and vaping in your own life, which refusal strategies do you think will be most effective? Why?</i></p> 3. Teacher randomly calls on a few volunteers to share. 	<ul style="list-style-type: none"> ○ 10 minutes

Additional Notes (formative assessment, differentiation, ability or mixed ability grouping, tech, etc.):