

Learning Activity

Refusal Skills

Materials

- [Your Influence Worksheet](#)
- [Vape-Free Fortune Teller](#)
- [Refusal Skills Scenario Cards](#)
- Ball
- Large open space

Instructions

Brainstorm

- Project or draw a copy of the Your Influences Worksheet on the white board ensuring that there is room to fill and add thought bubbles
- Then, provide students with a copy of the Your Influences Worksheet and have them fill in the thought bubbles with examples of people or factors that influence their opinions and use of e-cigarettes or vape pens, and reasons why they would not want to use them
- If students are comfortable, ask for a few volunteers to share examples of what they came up with and write them on the board

Vape-Free Fortune Teller (Grade 4-6)

- Cut out and fold the Vape-Free Fortune Teller according to the perforated lines
- The fortune-teller works by having a student make a series of choices between different scenarios
- The "story" that unfolds concludes with an outcome that includes a strategy to stay vape-free
- One student holds the game and acts as the "fortune-teller"
- The "player" picks a scenario from the choices on the outside flaps and the fortune-teller counts out the appropriate number
- The player then choose one of the four scenarios displayed on the inside flaps and the corresponding number is again counted out by the fortune-teller

- The player then makes a final choice between the scenarios presented and the fortune-teller lifts the flap and reads the outcome of the player's story underneath

Class Discussion

- What are other ways you could deal with the situations?
- What are examples of other times when you might need to deal with people vaping or asking you to vape?
- Why do you think that refusal skills are important?

Role Play

- Divide students into small groups of 4-5 students
- Each group will receive one scenario card from the Refusal Skills Scenario Card Worksheet regarding peer pressure, refusal skills and the use of e-cigarettes
- Groups will receive 10-15 minutes to prepare a role play of their scenario to present to the class
- One at a time, each group will present their role play and then read their class discussion component to the class
- Then, the rest of the class will brainstorm ways to respond to their associated question

Class Discussion

- Why do you think that refusal skills are important?
- What are other refusal skills that you could use in similar situations?
- Do you think there are other ways to resolve these kinds of situations? Would they be more or less effective?
- What does the following statement mean to you: "Saying no isn't just what we say, but how we say it!"

Variations

- Have the students form a circle around a ball
- One student picks up the ball and lightly passes it to another student
- When another student receives the ball they must state one refusal skill or reason for not wanting to use an e-cigarette in order to stay in the game. Then, they will pass the ball to another student

- The students must come up with a different answer each time to remain standing. If they take too long to answer, don't come up with an answer, or repeat an answer already said then they must sit down
- The last person standing wins the game

Class Discussion

- How did it feel when you received the ball?
- Was it easy or hard for you to think on the spot?
- How do you think this applies to life experiences and the use of e-cigarettes?
- What did you learn during this activity about refusing to vape?