

Materials	Laptop, tablet or other recording device
Learning Outcome	Describe the concept of harm reduction and analyze harm reduction strategies for commercial tobacco use.
COVID-19 Safety Precautions	Remind students to keep a safe physical distance from each other and use their own device.

Flipped Classroom Strategy (Optional)

A flipped classroom is an instructional model where direct instruction is delivered to students *outside of and before* instructional time. Students are introduced to content that supports the introduction, comprehension, and recall of content and then instructional time is utilized to apply, analyze, synthesize, or evaluate content.

Before implementing this activity during instructional time, ask students to find out what harm reduction is, either through research or talking with someone about it. Then ask students to review [this infographic](#) and consider the harm reduction actions of public health versus the tobacco industry.

Activity Description

If utilizing a flipped classroom approach, discuss with students what they learned about harm reduction and what the infographic implied. If not utilizing a flipped classroom approach, share with students what harm reduction is and provide examples. Then share [this infographic](#) and ask students to consider the harm reduction actions of public health versus the tobacco industry as depicted in the infographic. Ask students to write a 500–800-word blog article that answers one of the following questions:

1. How are the tobacco industry's harm reduction strategies problematic and what could be done about it?
2. What does harm reduction mean to you when considering the topic of commercial tobacco use?

For older students, increase the word count range to adjust for their level of writing and consider asking them to find research to support their position. If students require support in understanding how to write a blog, these articles can support their understanding:

- [How to Write a Blog Post: A Step-by-Step Guide](#)
- [My blogging voyage, and how I do it \(step by step\)](#)

Healthy Living Competencies



THINK

Develop cognitive skills and strategies that facilitate knowledge about healthy habits, health risk situations, and the short-term and long-term effects of their health choices.



FEEL

Develop affective skills and strategies that facilitate healthy living for themselves, others, and their community.



ACT

Practice behavioural skills and strategies that facilitate choices, actions, and habits for healthy living.



Reflection Questions

Reflection is important to support learning. Consider asking students the following questions and discuss the answers together.

- Why do you think the topic of harm reduction is considered complex (i.e. there are no perfect harm reduction intervention strategies)?
- Based on your own experiences, where have you seen examples of harm reduction strategies that work?



Observing Learning Outcomes

Sample questions to observe learning outcomes include:

- Is the student able to describe the connection between harm reduction and commercial tobacco use?
- Is the student able to successfully analyze appropriate and inappropriate harm reduction strategies related to commercial tobacco use?

Learning Extension (Optional)

Ask students how they can be more mindful of the messages that the tobacco industry markets including questioning the information that tobacco companies share.

Then encourage students to consider how they can take action - like using their voice to express their opinion to tobacco companies or informing others about being mindful of this messaging.