

**Materials** Pens, pencils, paper, note taking device such as a tablet, workbook, etc.

**Learning Outcome** Identify points of personal relevance from a media source and collaborate to build a plan to quit vaping or using commercial tobacco, or support a friend/peer to do so.

**COVID-19 Safety Precautions** Remind students to keep a safe physical distance from each other and encourage them to use their own materials

## 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 watch [What is the Single Best Thing You Can Do to Quit Smoking?](#) by Dr. Mike Evans. Encourage students to consider what stands out to them in the video and why.

## Activity Description

**Part I:** If utilizing a flipped classroom approach, review the [What is the Single Best Thing You Can Do to Quit Smoking?](#) by Dr. Mike Evans with students. If not utilizing a flipped classroom approach, show the video to students and encourage them to consider what stands out to them in the video and why.

Break students into groups of 3-4 and ask them to talk about the video and have them share what stood out to them and why. Have students peer select who will be the recorder for the group and who will be the one to report back to the whole group following the discussion. As group, students summarize their points in preparation for sharing with the whole class.

**Part II:** After 10-15 minutes of discussion, bring the group back together for a whole group discussion. Ask the reporter from each group to share their group's summary. Discuss with the class the similarities and differences between what the groups presented.

**Part III:** Ask students to go back into their small groups and assign each group either as a smoker (or vaper) who would like to quit or a friend/peer of a smoker (or vaper) who would like to quit. Based on the content in the video, groups come up with a plan for quitting or a plan for how to support a friend/peer when quitting. Encourage groups to choose a new recorder and a new reporter.

**Part IV:** Bring the group back together again for another whole group discussion and ask the reporter from each group to present their plan. Discuss with the class the similarities and differences between the plans the groups presented.

## 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.

- Even though this video has been viewed over 2 million times, do you think everyone who watches it stops smoking? Why or why not?
- Why do you think it's important to know how you can support a friend or peer who is trying to stop vaping or using commercial tobacco?

## Observing Learning Outcomes

Sample questions to observe learning outcomes include:

- Is the student able to describe components of the video that are important or interesting to them supporting these points with details about why it is important or interesting?
- Does the student collaborate successfully with their peers by presenting ideas and listening to the ideas of others?

## Learning Extension (Optional)

Ask students to think about how the information shared in today's class (by both their peers and in the video) can help them in their decisions to smoke less often or not at all.