

Materials Internet access, chosen materials or software for creating messages

Learning Outcome Create a smoking or vaping warning message for peers considering the audience, medium, and effect of messaging

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, provide students with the link to the [Tobacco Labelling Resource Centre](#). Ask students to read the content and reflect about how the images make them feel.



Activity Description

If utilizing a flipped classroom approach, review what students saw on the [Tobacco Labelling Resource Centre](#) webpage and ask them to explain some of their feelings. If not utilizing a flipped classroom approach, review the [Tobacco Labelling Resource Centre](#) web page together and discuss the feelings that different images evoke. Share with students that in this activity they will have an opportunity to develop their own warning message for smoking or vaping that can be shared with peers at their school.

Part I: Planning the medium and message

Provide students with time to brainstorm their ideas for warnings considering:

- Target audience (e.g., for vapers, for smokers, for people who already smoke/vape, for people who have never tried smoking/vaping, etc.)
- Medium (poster, video, comic strip, infographic, etc.)
- Overarching message (e.g., second hand smoking, vaping, peer pressure, health implications of smoking, etc.)

Part II: Deciding the location, frequency, and style of message

Once students have their big ideas down it's now time to get specific and think about the finer details. Questioning students is a great way for them to problem solve and think creatively about their warning. Questions you can pose to students to help further their advertisement development are:

1. Where will this message be shown?
2. How does the location determine the style of your ad?
3. Is the message clear and understandable if I am walking past or scrolling through?
4. Can I show the message in multiple locations?
5. Who is the target audience? Does that change where your message is going to be located or the medium you use?
6. Is the messaging clear and suitable for the age of the target audience?

Part III: Design the warning message

Students bring all their learning together and design the warning message. It is important in this final step to reiterate the importance of accurate messaging. If possible, share or post the warnings messages for other students to see. If this is not possible, then students can host an exhibition where they showcase their work for peers and staff members.

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.

- How might this activity change your attitudes or behaviours in the future?
- Which aspect of your warning message are you the most proud of? What aspect do you feel could use some additional work or considerations?

Observing Learning Outcomes

Sample questions to observe learning outcomes include:

- Is the student able to express and describe the emotions that warning labels evoke?
- Does the student participate in the discussion of the location, frequency, and style of their message demonstrating reflection and thoughtful planning?
- Does the student consider the audience, medium, and effect of messaging in the development of their in the warning message?

Learning Extension (Optional)

Ask students to use their learning to critically analyze other issues and associated products that could have warning messages (e.g., consumerism and large corporations, health and fast food chains, etc.).