

# Improvisation Role Play Example

**Grade Level:** High School

**Skill:** Advocacy

**Concepts:** Vaping/Tobacco use

## Advocacy Skill Model:

### **Step 1: Define the Issue:**

Vaping is an increasing problem among high school student in Colorado. Students have the false belief that it is safer than smoking or chewing tobacco. It may be safer in some regards, but it is not safe. Students need to be able to get the accurate facts about the negative health effects of vaping and they need to work together to advocate for themselves and others for the non-use of these products.

### **Step 2: Access Accurate Information:**

#### Nicotine:

1. Addictive to the body
2. Affects the mood areas of the brain
3. Affects the brain synapses that address attention and learning
4. Affects brain development
5. Incidents of blacking or passing out
6. Most people who start vaping will begin using other tobacco products within 3-4 years.

#### Aerosol/flavorings in the Vaping Mechanism

1. Ultrafine particles that lodge in the lungs
2. Cancer causing chemicals found in the flavorings--Diacetyl, Benzene

#### Battery Mechanism

1. The battery has been known to explode.

### **Step 3: Act on Your Belief and Persuade Others**

#### Strategies to Persuade Others

1. Be confident when talking to others
2. Use a logical argument
3. Make your point beneficial to the other party
4. Use flattery
5. Be patient, yet persistent--don't give up on your belief

### **Step 4: Reflection**

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**Scenario:** Kris and Shane have been good friends since middle school. Kris has an older brother in college that vapes. A few months ago, Kris started vaping as well. Shane was over at Kris's house and Kris pulled out a vaping device and started up. Shane is concerned about the health of a very good friend and starts to advocate for them against vaping.

Role Play Begin:

The two students improvise the role play using one or more of the advocacy techniques. If any of the students get stuck, they can use the freeze technique to get help from the teacher the rest of the class. If the role play gets off track or is leading towards an unhealthy ending, the teacher may use the freeze technique to get things back on track.

Role play end:

## Feedback

1. You did a good job using the advocacy techniques.
2. Your voice and body language made you look assertive—not aggressive or passive.
3. What did you think of your performances?

## Processing/Reflection

1. Which advocacy strategies were used by Shane?
2. How did Shane advocate for Kris without causing anger?
3. How can advocacy help keep us healthy. What other situations could you advocate for yourself and others?

