

ESCAPE THE EXPERIMENT

FACILITATOR GUIDE

Escape the Experiment is a dynamic, interactive activity intended to educate young people (grades 7–12) about the dangers of vaping.

COVID 19 Considerations : The Escape the Experiment game was designed to be played in small groups, however, due to physical distancing requirements during COVID-19 we've adapted the facilitation instructions for individual play.

If space or circumstances allow, we encourage the game to be facilitated in small groups. That version of the Facilitator Guide can be found here [Facilitator Guide].

This activity will require approximately 60 minutes for the facilitator to prepare (i.e. reviewing the instructions & assembling the materials). The activity itself takes approximately 60 minutes for players to complete including a debrief discussion. The activity moves young people through a series of challenges designed to teach the following Key Learnings:

1. The industry targets youth with candy and fruit flavoured e-liquid. Don't be tricked.
2. Vaping has health risks. The long-term effects are unknown.
3. Most e-liquids contain nicotine which is highly addictive.
4. Nicotine can alter the teenage brain and effect memory and concentration.
5. If you vape you may be more likely to start smoking cigarettes.

Facilitator Role:

As the facilitator of the escape room activity, your role is to organize the game in advance so the players can learn about the dangers of vaping and the industry that markets these products to young people, using an interactive and engaging approach. Once the game starts you'll do a brief introduction, keep things running smoothly and check answers for each challenge. Don't worry you have a cheat sheet to help you.

Printing the Game:

Open the PDF file [EscapeTheExperiment_Game.pdf](#) and print the escape game on standard paper single sided. You don't need to use fancy paper or professional printing. Using a thicker paper and colour printing looks nice, but it's not necessary. You will need to print one copy of the game for each player.

Facilitator Preparation:

- Review the microsite and PowerPoint to learn important background information about vaping.
- Ensure you have photocopied one copy of the game for each player.
- Ensure you have 1 set of 4 lab books per player.
- *Please note each player requires all four lab books. Each lab book provides different clues to the puzzles.*
Players can be reminded to use their lab books if they are stuck during the game.
- Pre-cut the Brain Puzzle pieces (optional – only if time constraints exist).
- Separate the game into 4 challenge piles, plus the concluding story card.
- Organize pens, scissors, and extra paper for each player.
- Arrange a simple prize for the winning player (optional).

Explaining and Starting the Activity:

1. Explain to the players they will be solving challenges and puzzles in an “Escape Room” game.

You may need to give them some context or explain how escape rooms work.

2. Describe how to play the game:

- Each player will face several challenges.
- When a player solves a challenge have them raise their hand so you can go and check their answer. If the answer is correct, give them the next challenge.
- Players can race to finish first (optional).

3. Step-by-Step:

- Teacher Check In: Introduction
Give: Title Page, Introduction Page, Chem Lab Word Jumble Page
- Teacher Check In: Check Whiteboard Message Give: Door Passcode Page
- Teacher Check In: Check Door Passcode
Give: Biology Lab Introduction, Brain Puzzle Pieces
- Teacher Check In: Check Brain Puzzle Give: Computer Lab Password Solver
- Teacher Check In: Check Computer Password
Give: Email 1, Email 2, Keyboard Page, Decode Page 1, Decode Page 2
- Teacher Check In: Check Decoded Messages Give: Story Completion Page

Post-Activity Debrief Discussion:

When the players have solved all of the challenges, use the Discussion Guide to facilitate a debrief conversation with the students. The suggested questions will help reinforce the game’s key learnings, and give a sense of what the students learned. If a debrief discussion is not possible, read the last page of the escape room (page 13) as a group to repeat the key learnings one final time.



Next Steps:

Now that the students know more about the harms of vaping and the industry's tricks, help them to continue to share Dr. Ada Mizer's discoveries!

ESCAPE THE EXPERIMENT

DISCUSSION GUIDE

Escape the Experiment is a dynamic, interactive activity intended to educate young people (grades 7–12) about the dangers of vaping.

Questions:

1. Before completing the activity, what were some of your thoughts about vaping?
2. With a show of hands, how many of you felt you had an understanding of the negative effects of vaping before the activity?
How many of you feel you have a better understanding of the negative effects of vaping after the activity?
3. What are some of the negative effects of vaping?

Answers included in the Escape Room:

- *Vaping has health risks. The long-term effects are unknown.*
- *Most e-liquids contain nicotine which is highly addictive.*
- *Nicotine can alter the teenage brain and effect memory and concentration.*
- *If you vape you may be more likely to start smoking cigarettes.* Probe: Did any of these surprise you?

4. Did this activity influence you to not start or quit vaping?

Probe: What about the activity made you feel this way?

5. What approaches does the industry use to make e-cigarettes appealing to youth?

Answers included in the Escape Room: Fruit and candy flavoured e-liquid.

Examples of other responses:

- *ads don't make vaping look harmful;*
- *bright engaging colours;*
- *use of cartoon characters/animals;*
- *attractive models/celebrity endorsements;*
- *products look sleek/"techy"*

6. After learning about the negative effects of vaping (e.g. they're addictive, make youth more likely to start smoking, long-term health effects are unknown), how do you feel about the industry using marketing approaches that are appealing to youth?

Probe: Do you think most of your friends know the negative effects of vaping and how the industry markets their products to grab young people's attention?

7. Take Action: What can you do to help share this information?



Learn more: Visit *NotAnExperiment.ca* and *ConsiderTheConsequences.ca* to learn more about the potential risks of vaping.



Talk it Out: Debate vaping issues with your group. For example, should the government increase taxes on e-cigarette products to amounts similar those on cigarette products? Should it continue to be legal for e-liquid to be sold in candy and fruit flavours that are known to appeal to youth?



Spread the Word: Hang posters. Do a locker blast. Read announcements. Share videos. Make your own or visit Downloads (www.notanexperiment.ca/downloads) for print-ready resources.



Take Action: Sign a group or individual pledge committing to stay smoke and vape free (pledge templates available at www.notanexperiment.ca/dl/pledge).

NOT AN EXPERIMENT

EDUCATOR RESOURCES

This document has been designed for educators and/or adult champions who would like to explore additional e-cigarette and vape curriculum resources to supplement the Escape the Experiment activity.

A variety of sources indicate an alarming increase in the use of e-cigarettes and vape products among Canadian youth, including a recently released article in the British Medical Journal. Schools provide an ideal setting for educating young people about these devices, in an effort to prevent continued and future use. Accordingly, Public Health Units across Ontario worked with provincial partners to identify evidence-informed resources and tools for use across the school community, including curriculum supports, teacher education, and parent and community messaging.

We identified and evaluated existing e-cigarette education/prevention programs taking into consideration whether the program:

- is an evidence-based educational resource for both intermediate and high school levels;
- includes a teacher training component;
- includes a parent and community education component;
- includes an evaluation component;
- provides opportunities for student leadership;
- is willing to grant permission for the program's use by Ontario School Boards and Public Health Units; and,
- is supportive of the program being adapted to the Ontario/Canadian landscape.

After reviewing several interventions with this preliminary lens, we identified two programs that met the majority of these criteria. We also identified an Ontario specific resource, which does not meet as many of the aforementioned criteria but is included because it is reflective of the Ontario context and includes links to the Ontario School Curriculum.

CATCH My Breath

Overview: CATCH My Breath is a program that will help middle and high school students build knowledge and skills to resist media influences and peer pressure to try e-cigarettes. It was designed to be delivered by teachers, nurses, or school counsellors in the area of health education, tobacco education, physical education, or science. This program may be adapted to connect to the Ontario Curriculum.

Features: User-friendly teacher training webinars and materials; policy guides; parent resources; evaluation tools; peer group facilitator guides; classroom sessions including lesson plans, directions and all corresponding materials; and a Physical Education Supplement.

Access requires a code to view content. General program information can be found here: <https://catchinfo.org/modules/e-cigarettes/>. To request an Access Code for full content, complete the CATCH My Breath General Enrollment Form.

Stanford Medicine: Tobacco Prevention Toolkit

Overview: The Tobacco Prevention Toolkit is a theory-based and evidence-informed resource created by educators and researchers aimed at preventing middle and high school students' use of cigarettes, cigars/cigarillos, smokeless tobacco, hookah, and electronic cigarettes/vapes and other pod-based system (e.g. JUUL)

Features: User-friendly PowerPoints with educator notes; interactive lessons with activities; educator crash courses; online games; discussion guides; and a resource directory. This program may be adapted to connect to the Ontario Curriculum.

In development by Stanford: Parent Education Resources and a Peer-to-Peer model.

OPEN Access to the Program's Online Modules, including Unit 6 – E-Cigs/Vapes & Pod-Based:
<https://med.stanford.edu/tobaccopreventiontoolkit/E-Cigs.html>

For further questions contact: tobprevtoolkit@stanford.edu

The Ontario Lung Association: The Talking About Series

Overview: The Talking About Series is an educational resource addressing cannabis, tobacco, vaping, and water pipes. The series includes a set of activity guides, one for each topic, to help facilitate critical discussion with young people (Grades 7 -12) in a fun and informative manner.

Features: Each topic area has 3 lessons, each approximately 40-45 minutes in length and consisting of an introduction, a core activity, and a debrief. The resource provides sample energizers and debriefing activities. The Talking About Series has been designed to meet a portion of the "Overall and Specific Expectations" outlined in the "Substance Use and Abuse" component of the HPE Curriculum for Grades 7-12. Links can be viewed here: <https://lungontario.ca/wp-content/uploads/2019/04/Curriculum-Links-for-TAS.pdf>

OPEN Access Online Resource, including the Vaping Activity Guide:
<https://lungontario.ca/we-can-help/digital-learning-hub/talking-about-series>

For further questions contact: The Lung Association – Ontario (416) 864-9911 or Toll Free: 1 (888) 344-5864.
Email: info@lungontario.ca

ⁱ BMJ 2019;365:l2219 <http://dx.doi.org/10.1136/bmj.l2219>