

# 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.*

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 and 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 long-term health effects.
3. Most e-liquids contain nicotine which is highly addictive.
4. Nicotine can alter the teenage brain and affect 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.

Print one copy of the game for each team of (3-5) players. If you have a larger group such as a classroom, simply print the game out several times to accommodate the number of teams.

## Facilitator Preparation:

- Review the microsite and PowerPoint to learn important background information about vaping.
- Print one copy of the game for each team of (3-5) players.
- Pre-fold lab books for each team.
- *Please note each team 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.
- Arrange desks/tables into work group areas for each team.
- Organize pens, scissors, glue/tape and extra paper for each team.
- Arrange a simple prize for the winning team (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 team can appoint a leader and choose a team name (optional).
- Each team will face several challenges.
- When a team solves a challenge, you can decide to have the team leader bring the answer to you or have the players raise their hand and you come to them to check the answer. If the answer is correct, you will give them the next challenge.
- Teams 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!

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## 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 long-term health effects.*
- *Most e-liquids contain nicotine which is highly addictive.*
- *Nicotine can alter the teenage brain and affect 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](https://www.notanexperiment.ca) and [Health Canada: About Vaping](https://www.healthcanada.ca/health-topics/e-cigarettes) 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?



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