**ENDS Presentation Facilitator Guide**

**Setting the stage:**

When you are invited into a school, youth group, or community organization, it’s essential to gather the information you will need to develop a presentation that is effective for that particular group of young people. Important questions to consider:

* What are the ages/grade levels of the students (and any other important demographics)?
* What is the size of the group?
* How much time will I have to present?
* Will another adult (such as a teacher or advisor) be present?
* Have the students received any other instruction or information about tobacco prevention or ENDS?
* Does the school have a civil rights team? (There may be an opportunity to collaborate when presenting.)
* If you are looking to have youth present with you, contacting your district youth coordinator could be a helpful resource. <http://www.myan.org/about/district-youth-coordinators/>
* Have there been any recent incidents in the school/community related to youth ENDS use?
* Will I have access to a computer, internet, projector, screen, etc?
* What is the goal or outcome for the presentation?
* Will there be any ongoing follow-up or reinforcement of the information provided?

If possible, have a conversation with the teacher/advisor who is working with the group of students. Share the ENDS presentation, and discuss the material that will be presented. *The information in this presentation is most effective if it is reinforced by other adults and incorporated into ongoing education*.

**Adapting the presentation:**

Depending on time limitations and audience size, you may need to adapt the presentation. When time is short, it is tempting to cut out discussion and student engagement to cover as much information as possible. Instead, focus on including only those slides that most reinforce the key takeaway messages, while still leaving time for students to talk and ask questions.

Because schedules are always tight, schools may ask you to do one presentation for an entire grade or the whole student body. Very large groups are less ideal for meaningful prevention education and engagement; if you can do so, you may want to politely ask if there is an option to present to smaller groups of students. However, if a large presentation is the only option, consider alternatives for student engagement such as:

* Text polls (where students respond to questions using their cell phones or computers); note that you would want to ask school administrators about their policies regarding student cell phone use, and the availability of internet access/wifi. (Remind app is a free option.)
* Select a few questions from the discussion questions below, and modify them for a large group. Try asking for a show of hands in response to a question (can also be done as standup/sit down for a response), or ask students to turn to their neighbor for a brief discussion. If you are asking students to discuss a topic in a large group, identify in advance the cue you will use to re-focus their attention (such a bell, or hand clap).
* Ask teachers/advisors to reinforce the information you present by leading additional discussions once students return to their classrooms or groups. You can provide instructors with sample discussion questions from the possibilities below.

**Introductions:**

Before beginning a presentation, it’s important for students to understand who you are and why you are there to talk with them about ENDS. Briefly introduce yourself and your agency. As an example:

“Hi, my name is \_\_\_\_\_. I work for \_\_\_\_\_\_, and part of our mission is to prevent/reduce tobacco use and substance use among young people in our community. Your teacher/advisor invited me to talk with you about vaping; I have information that I’ll be presenting, but I’m also really interested in hearing about your experiences and opinions.”

**Breaking the ice:**

If time and group size allows, energizers or ice breakers are a way to get students engaged and encourage conversation during your presentation. Be aware that these activities require time and enough physical space for students to move around easily and safely. Quick energizer activities include:

* Equilibrium: Each student picks two other students (in their head). Without talking or communicating in any way, the student needs to move around in such a way that they remain an equal distance from both of their “partners.” This exercise does require adequate space for students to move without bumping into things (or each other).
* Entourage: Students pair up to play rock-paper-scissors. The loser in each pair joins the winner and follows them as their cheering section. With repeated games, the number of “competitors” decreases, and the number of students in each “entourage” increases until there are only two students left to play the game (with all remaining students cheering one or the other player). (This activity can be effective for large groups too.)
* Where the Wind Blows: Similar to musical chairs. Create a circle of chairs (or other stations), with one fewer than the number of students. The student who is “it” stands in the middle of the circle, and says the phrase “The wind blows…” followed by a characteristic shared by some of the students in the group (such as everyone wearing blue, all seniors, anyone who had cereal for breakfast). The students for whom the statement is true must get up and find a new seat; the student remaining standing becomes “it” for the next round.

**Discussion questions and topics:**

Engagement and critical thinking are essential for keeping students engaged with the presentation and encouraging them to apply and retain ENDS prevention messaging. The discussion questions and activities below are suggestions for beginning conversations and dialog with students during the presentation (by section):

*What are e-cigarettes:*

* What are the names and terms you have heard to describe these products (you can write answers on the board or on newsprint)? Alternatively, you can have students write the information themselves, or use different color post-it notes to list brand names, vaping terms, or popular culture figures associated with vaping.
* What do all the e-cigarette products pictured have in common? (heat, nicotine liquid, vapor)

*How popular are e-cigarettes:*

* What does popularity mean? In what ways do you see vaping becoming popular? Is popularity a good thing for products like this?
* What do you think about these numbers? Is this consistent with what you see?
* Lots of work has been done to reduce the number of young people using tobacco by changing what they think about regular cigarettes. Do you think those same strategies would be useful for vaping?
* Why might students who start vaping end up also using cigarettes?

*Why are e-cigarettes popular among young people?*

* Why do you think that young people use e-cigarettes?
* What do people your age think about vape devices? Why might they use one? Why might someone choose not to use one?
* Nicotine and vaping make you feel a certain way. Why might someone want to experience those feelings? (mental health, stress, bored, etc).
* How are these products being marketed? What kind of marketing have you seen? Can you always tell if an image is an ad? (include a conversation about paid influencers on social media platforms)
* We see lots of advertising all the time, and we’re not always aware of how it makes us feel or act – but companies are very aware of how they want to manipulate our behavior using images and marketing. How do you feel about the fact that tobacco companies are using these types of flavors and images to manipulate you and your peers? (include a discussion of the ways that tobacco companies are using vaping to “replace” older smokers who are now dying of tobacco-related diseases)
* How do the images in these ads promote stereotypes about men and women?
* Activity: Ask for a hands up/hands down (or stand-up/sit-down) for students who like chocolate, cake, fruit, gum, etc. Point out that the popularity of these flavors is why tobacco companies use them to target youth.
* Activity: Break students into small groups, and ask them to “market back” against ads and images that promote vaping. Design campaigns, messages, or images that would promote vaping prevention.

*Health effects:*

* We don’t yet fully understand the long-term effects of vaping. How would you feel about using a product if you didn’t know how it would affect you? What information would you want to know?
* What are some examples things that people used to think were “normal” that we now know can be dangerous? (examples could be drinking and driving, not using seatbelts, concussions from playing football). How might those examples be similar/different from vaping?

*Take action:*

* What do you feel like you could do to prevent vaping (or help people quit) in your school, community, or among your friends? (can also be done as a small group discussion)
* What supports do young people need to stay smoke-free (or quit if they’re already using)?

**Wrapping up:**

If students have questions you haven’t been able to answer, determine a process for relaying information back to the teacher or advisor. Always provide resources for any young person wishing to access the Maine Tobacco HelpLine.