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FACILITATOR'S GUIDE

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The Quit4Life (Q4L) Youth Cessation Program

FACILITATOR'S GUIDE



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RECOVER • TAKE ACTION • I CAN •

I WILL • GET SMART • SAVE MONEY

Introduction to Q4L

• BREATHE EASY • STEP ON IT •

YOU'RE THE BOSS • SMELL GOOD •

NO EXCUSES • DON'T WAIT START

NOW • RECOVER • TAKE ACTION

• I CAN • I WILL • GET SMART •

SAVE MONEY • BREATHE EASY •

STEP ON IT • YOU'RE THE BOSS

• SMELL GOOD • NO EXCUSES

• DON'T WAIT • START NOW •



Introduction

The Quit4Life Guide For Program Facilitators

Quit4Life is designed to help Canadian youth quit smoking cigarettes. Although the program doesn't mention other tobacco products specifically (smokeless products, little cigars, waterpipes, etc.), the quitting process is very similar to that of a cigarette smoker. Many of the facts in the facilitator's guide and the accompanying Quit4Life handbook for youth are for cigarette smokers, but most of the information will be applicable to any tobacco user.

This facilitator's guide has been created to assist health professionals, educators and youth workers help young people work together and support each other as they participate in the Quit4Life program. The program has been adapted and tested with communities, taking into account emerging research about youth and smoking, and what works best to help them quit. A web-based program is available at www.health.gc.ca/quit4life. An earlier version of Quit4Life was pilot tested across Canada in 2003/2004.

1. How to Use this Guide

Quit4Life is a 10-week, four-step group program designed to be delivered by an adult facilitator who has experience working with youth, in a school or community setting.

The target group is teenagers who want to quit smoking.

This guide contains the information you need to get started as a Quit4Life Group Facilitator. Some facilitators may have a lot of prior experience working with youth, although not as much in the area of smoking cessation. Others may have experience in addictions or smoking cessation, but have not facilitated groups with teens. What you all have in common is your commitment to support youth cessation, and your willingness to work within the Quit4Life program framework.

The Guide is designed to help facilitators deliver the Quit4Life program consistently. But consistency does not mean uniformity: each Q4L group will have unique features.

"I have to say that all groups are completely different, their priorities are completely different. Some enjoy one thing, and the others want to do the other. The most important is you really have to adapt to the kids. There's no doubt about that." (Q4L Facilitator)

Many ideas and suggestions from facilitators and participants who had 'hands on' experience with the Quit4Life National pilot have been included in this version. The national pilot not only showed that Quit4Life works as a group program to help youth quit; it also showed that Q4L can be adapted by experienced facilitators to meet the needs of youth in diverse regions of the country. For example, many facilitators kept closely to the content and order of the session plans, whereas others brought in additional resources, speakers, and materials to complement the Quit4Life program. Most



Q4L groups were held in schools but some were held in other community locations. Most facilitators found that recruiting participants from a school setting worked best, but others preferred word of mouth and informal contact in locations where young people hang out.

As a facilitator, you will find many opportunities to adjust, supplement, and fine tune program activities, to reflect the specific needs and circumstances of each individual group of teens.

In this guide, you will find session plans with content and suggested activities for each of the ten core sessions that make up the 4-step Quit4Life program. There is also a plan for one optional follow-up session on managing fears.

You also will find background information about the Quit4Life program, facts and figures about tobacco and youth cessation, facilitation tips, ideas and materials for evaluation and a list of additional resources.

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Handouts for each activity are to be provided immediately after each session. You can photocopy. Some information found in the handouts is also found in the Quit4Life handbook (e.g., Quit Calendar, How to Refuse, Survival Kit items). This information is in both formats as some youth use the handbook on their own and would not otherwise have access to this information.

The Quit4Life handbook is an essential component of the Q4L program. Make it available to all participants from the first session. You can obtain additional copies of the handbook at www.health.gc.ca/quit4life.



2. What is the Quit4Life Program?

Quit4Life [Q4L] exists because smoking is the leading preventable cause of serious illness and death in Canada. In 2010, 12% of Canadian teens 15-19 were smokers, down from the 28% reported in 1999. If teens who smoke have the opportunity to participate in cessation programs that are suitable for them, the rate of teen smoking likely will continue to decline.

The longer a person smokes, the more dangerous it becomes for their health, and the harder it is to quit. Research shows that young people can get 'hooked' on smoking far more quickly than previously thought.¹ There is also evidence that many teens who want to quit smoking have difficulty doing so.² Health Canada is taking steps to help youth quit smoking before it becomes a lifelong addiction. The Quit4Life program has been in place since 1996 and continues to be updated regularly.

2.1 What are the goals of Q4L?

Q4L will help youth:

- learn more about why they smoke
- prepare for quitting
- know what to expect when they quit
- increase self-confidence to keep trying – even if they slip
- create and follow a step-by-step action plan to quit successfully – for life!

After Quit4Life, youth will be more informed, confident, committed and clear about trying to quit and succeeding.

See p. 21 for an overview of the learning goals for each of the Quit4Life sessions.

¹ O'Loughlin J, DiFranza J, Tyndale RF, Meshefedjian G, McMillan-Davey E, Clarke PB, Hanley J, Paradis G. Nicotine dependence symptoms are associated with smoking frequency in adolescents. *Am J Prev Med* 2003;25:219-25.

² O'Loughlin J, Gervais A, Dugas E, Meshefedjian G. Milestones in the process of cessation among novice adolescent smokers. *Am J Public Health*. 2009 Mar;99(3):499-504.

2.2 Does Quit4Life work?

The Q4L program has been tested and evaluated. It effectively reaches the intended target group of female and male 12-18 year-olds, especially those who smoke daily.

National study of Quit4Life participants, found participating:

- increased their motivation to quit
- increased the number and the length of their quit attempts
- increased their skills and knowledge about smoking cessation
- cut cigarette consumption in *half*: Immediately after the program, they were smoking fewer cigarettes daily than the Canadian average for this age group of smokers
- quit to a greater extent than average: the 11% quit rate was higher than the Canadian average of 6% short term quitters³
- were very satisfied with the program, which met or exceeded their original expectations.
Almost all Quit4Life participants would recommend the program to their friends

2.3 Why does Quit4Life work?

The Q4L program was developed in accordance with the principles of social cognitive theory. It uses cognitive-behavioural techniques to promote individual behaviour change in participants in four sequential steps. The Quit4Life approach:

- **Provides information** about what participants need to do to change their behaviour around smoking; gives clear instructions and training about what to do and how to do it; and provides exercises to practise the skills needed to successfully change.
- **Models desirable behaviours in others** who are respected by and/or considered to be similar to the participants, pointing out others' experiences, providing concrete understanding of consequences of actions.
- **Demonstrates** that **positive outcomes** result from recommended actions to change smoking behaviour.
- **Sets goals, works to attain them**, gradually moving towards internal rather than external rewards for meeting goals.
- **Increases self-efficacy**, by increasing participants' confidence in their own ability to act and to persist in taking positive action.
- **Maintains a positive learning environment** for participants that encourages them to keep trying instead of judging them negatively for failed attempts.

³ Health Canada, Evaluation of the Quit4Life Youth Cessation Demonstration Project, Meyer & Estable, 2004. Available at: <http://www.hc-sc.gc.ca/hc-ps/pubs/tobac-tabac/quit-cesser-progeval/index-eng.php>. Accessed January 2012.

Getting Ready



3. Getting Ready to Facilitate a Quit4life Group

3.1 What does a Quit4Life facilitator do?

As a Q4L facilitator, you are the backbone of the program. You must develop a trusting relationship with the participants and help them strengthen their resolve to quit smoking. You will also provide practical guidance and support, giving participants current information about tobacco and helping them develop the strategies and skills necessary to quit using tobacco. You will act as a model for how to make positive choices and work towards successful change.

As a Q4L facilitator, you will:

- teach skills in small steps
- model, demonstrate and verbalize what is being demonstrated
- provide progressive exercise problems that are challenging
- give feedback, encouragement, and correct misconceptions
- identify and positively reward behaviour change
- encourage self-monitoring
- help participants change their behaviour

As well as facilitating each session, you will be responsible for:

- marketing the program
- recruiting participants
- finding a place for meeting
- managing the organizational details
- providing follow-up guidance for participants
- establishing and maintaining a secure environment in which participants feel free to express themselves honestly

3.2 What should a Q4L facilitator know?

The following are important assets and qualities for a Q4L facilitator:

- a solid knowledge of tobacco issues and specifically teen cessation
- group facilitation skills
- comfort and experience working with this age group
- ability to build relationships with youth that extend beyond implementing the curriculum

- flexibility
- awareness of participants' needs

Participants want the Q4L facilitators to be:

- non-judgmental
- positive
- fun
- caring
- understanding
- ex-smokers

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3.2.1 Facts and Figures: Review your knowledge about teen smoking and cessation

Facilitators are often process-oriented. In Quit4Life, content is also important. Q4L participants will look to you as a source for correct information about tobacco use and cessation. Take the quiz in Appendix A to check out what's new, and get up-to-date with the latest facts and figures before you start facilitating Quit4Life. Good teachers know that if they don't know the answer to a question, participants will respect them more if you tell them that you will do your best to do some research and provide information during the next session.

For more background information and to keep up to date with the latest information on tobacco and smoking cessation visit: www.GoSmokeFree.gc.ca and www.health.gc.ca/quit4life.

3.2.2 Facilitation Tips: Review your knowledge about group facilitation

“I saw my role as the person who would help them to go through their steps and give them as much information and as many tools and to make them feel good and motivate them as much as we could.” (Q4L Facilitator)

“You are not only curriculum based, the curriculum is a tool, but it is developing that therapeutic relationship with the group and providing that safe space.”

(Q4L Facilitator)

“They have the problem but they also have the solution. Asking them where they are at and trying to get them to come up with the solution. It is amazing, youth could come up with things that we never could think of ... It is meeting their needs. (Q4L Facilitator)



Facilitating Quit4Life is an exciting and rewarding experience. Every profession brings a unique approach and perspective to youth cessation. Quit4Life facilitators come from diverse professional backgrounds. You may be a volunteer; hired to implement the Quit4Life program, or have added on the task of group facilitation to your regular work activities as a teacher, guidance counselor, community worker, or public health nurse. You may have a lot or little experience with tobacco issues, cessation, and working with this age group. Even if you are an experienced group facilitator, you may find it useful to review the following guidelines for successful facilitation of a Quit4Life group.

General guidelines for successful facilitating:

- Listen more than you talk.
- Support everyone to keep thinking. For example, during brainstorming, significant contributions are often made after periods of silence.
- Honour every contribution.
- Make each session interactive, supportive, and fun for all.

Keys to Effective Facilitation of Quit4Life:

- Each session should be an exercise in discovery. It should be a dialogue, not a lecture. Informality and relaxation are cardinal principles.
- Help the participants learn about smoking by relating to their own feelings, beliefs and experiences. Engage, challenge and involve them.
- Take into consideration the level of literacy in your group. If your participants do not like to read or use paper and pencil activities, try to act things out, use more role plays. Some alternative examples are provided in the session plan.
- Presentations must be relevant, simple and realistic because youth are more focused on short-term rather than long-term consequences of behaviours and decisions.
- Be understanding and informed about the challenges teens face when trying to quit smoking. They are motivated to smoke for many reasons and sometimes express barriers to quit that are different from adults.
- Allow participants to proceed at their own pace. Vary your support according to each individual's needs.
- Be positive and involved. Validate everyone's views and experiences. Offer reassurance that everyone can succeed and make it clear that smoking, not the person, is the problem.
- Be organized and understand the topics for each session. Although sessions may need to be modified to meet the requirements of the group, each topic must be discussed.
- Keep your language straightforward and simple, free of jargon and technical terms.
- Always be you. As long as you are sincere and interested in their welfare, teens will respect your guidance and value your support.

For more tips on facilitating Quit4Life, see Appendix C.



4. Getting Organized

How to set up a Quit4Life program

4.1 Recruitment and retention

“We all know that something like 85% of kids like to quit on their own. So recruiting them for a group program is not necessarily a cool thing, and is tough. Group is not necessarily for everybody, it isn’t for every adult and it isn’t for every kid.” (Q4L Facilitator)

“I would not bother going out just generally in the community as we did in the beginning, I would go right to schools and recruit from there. The other thing that I did not do, but wish I had done is to go right into the smoking areas.”

(Q4L Facilitator)

The literature on youth cessation suggests that teens are reluctant to participate in group programs.^{4 5} Those who decide to participate in Quit4Life, though, generally are satisfied with the program and find it helpful.

Recruiting participants to any cessation program can be a challenge. When recruiting teens, make sure that:

- activities seem interesting
- sessions are held in accessible, comfortable surroundings
- incentives are offered
- facilitators and peers encourage participation
- include a sense of fun!

Recruiting teens for Quit4Life is most effectively done at schools, and through community organizations that are already serving youth. Don’t limit yourself to one recruitment activity: multiple

⁴ Leatherdale ST, McDonald PW. Youth smokers’ beliefs about different cessation approaches: are we providing cessation interventions they never intend to use? *Cancer Causes Control* 2007; 18: 783–91.

⁵ Lawrence KG. Adolescent smokers’ preferred smoking cessation methods. *Can J Public Health*. 2001 Nov-Dec;92(6):423-6.

strategies work best. The following are some recruitment ideas that have worked for Q4L facilitators in the past.

- Get the go-ahead from adult stakeholders and institutions:
 - ▶ meet with school principals, trustees, administrators, inform them about the program and solicit their co-operation
 - ▶ meet with public health staff and ask their help to access any programs involving youth
 - ▶ meet with staff from community centres, youth addiction programs, youth services, parks and recreation, and solicit their co-operation
 - ▶ present the program at a school staff or home/school association meeting
 - ▶ present the program at a community centre meeting
 - ▶ present the program to educators at professional development days, meetings, and conferences
- Get the word out to youth:
 - ▶ use individual outreach to smokers as much as possible and go where the smokers are
 - ▶ get permission to talk directly to youth in school and distribute program information in guidance, health, or physical education classes, or smoking areas near schools
 - ▶ pass out program information and talk about the program with youth in smoking areas near school grounds
 - ▶ get permission for a booth or to pass out pamphlets in local shopping malls, outside movie theatres, clubs, fast-food outlets, and other areas in your community where young people hang out
 - ▶ invite teens to bring a friend the session
 - ▶ announce the program over the school PA system
 - ▶ hold open information sessions at school
 - ▶ offer a 'no strings attached' first information session, with pizza or other incentives
 - ▶ hold open information sessions at community locations
- Connect with key individuals:
 - ▶ involve the student council, or find a student champion on council who might want to take it on to reach out to their smoking peers and have students do one of the announcements over the PA system
 - ▶ identify individuals with a positive relationship with youth (e.g., specific teachers, guidance counselors, cafeteria staff, addiction workers, youth workers) and ask them to approach young people they personally know would benefit from the program
 - ▶ include committed peers (ideally former smokers) in outreach activities, and to approach other youth
 - ▶ meet with youth leaders and ask for their ideas
- Provide incentives:
 - ▶ recruit in a contest format ("bring a friend and win a prize")
 - ▶ hand out sugar-free gum or candies, and stickers along with program information
 - ▶ offer a small prize for attending the first session (gum, pen, movie ticket, muffins)

- ▶ promise celebration (party, lunch, outing) at the end
- Use 'see and say':
 - ▶ use word of mouth: speak about Quit4Life wherever you go, and ask others to do the same
 - ▶ send out e-mails or text messages to youth, and ask them to 'pass it on' to others who might be interested
 - ▶ put up Quit4Life flyers, posters, and announcements as useful reminders of the date and time of the next Q4L group session
 - ▶ post a notice on the school, community, or youth group website or social networking site

Finally, remember that you cannot measure recruitment success exclusively by the number of participants who attend a program. A school-based program that reaches those students who most need and can benefit from Quit4Life is successful, even though they might be few in number. For example, one program reported that 100% of all the smokers in a small school were registered in the Quit4Life group: a total of four!

4.2 Intake

Quit4Life is designed as a 10-session group program, with fixed start and end dates. This may become an issue if:

- new participants want to join the group once it has started
- you want to keep registration open after the start date, to increase overall participation numbers
- you have many drop-outs after the first few sessions

It is possible to use the material in this guide to deliver a more open, continuous-registration program, but a closed group is essential for Quit4Life to work as a sequential group cessation program. You will have to decide what works best for your site.

Other Quit4Life facilitators have suggested the following strategies for successful intake:

- screening participants prior to the first session, to assess if they are serious about quitting
- identifying participants with other issues (such as drug addiction) and steering them towards the resources needed prior to attempting to quit
- offering more than one Quit4Life group program over the school year, so that 'late' registrations can be placed on a waiting list
- permitting 'open' registration for a fixed number of entry sessions (i.e., the first three), and closing the group after those sessions are held
- having an open 'introductory' session, during which the elements of the program are explained and participants make a commitment at that point to continuing with the group
- providing information sessions at which the Participant Handbook and web-based program information are provided to those not ready/interested in committing to the group program

4.3 Attendance and retention:

Retaining participants in any cessation program can be a challenge. Attendance may be affected by contextual factors, such as changes in school schedules, weather, examination periods, sports or recreational activities, or personal/life issues (e.g., changing schools, moving out, getting a job). On average, one-third to one-half of participants may drop out prior to completion, but this will vary considerably.

Once your Quit4Life group begins to meet, it is important to keep holding regularly scheduled sessions, even if only a small number shows up to a particular session. This shows your commitment to those participants who do attend, and is a positive response to their motivation to quit or cut down.

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If participants have to miss a group session, you may want to provide additional short 'catch-up' individual sessions to avoid having to repeat material for those who were present.

To enhance attendance and retention you may want to:

- use incentives (e.g., draws for a gift certificate at each session)
- establish attendance rules (e.g., missing so many sessions leads to expulsion from the group)
- speak with participants who have missed a couple of sessions to encourage them to continue
- use a buddy system
- emphasize the benefits of continued attendance after the quit date, so participants get the support they need during the final sessions of the program

Finally, as a facilitator you may want to reach out to 'drop-outs', find out why they left, and invite them to try again at the next Quit4Life session.

4.4 Group size

The maximum recommended size for a group program is 15 participants.

As a facilitator, you will want to ensure full application of the participatory elements of the program (e.g., pair's activities, group discussions). Group size also affects the amount of time you will have to pay attention to, and support, the individual behavioural change plans of each participant.

To reflect particular conditions and fluctuations in the population of smokers and quitters at any site, a minimum group size is not recommended. If you are working with only one or two teens, however, you may need to adapt the program considerably and use the materials as a one-on-one individual support program.

4.5 Diversity

Most Quit4Life groups will include mixed ages. Older teens may be more likely to participate in the program than those 14 and younger. This reflects smoking uptake patterns. Younger teens may be less motivated to quit completely, and may need more information about the impact of nicotine dependency and the increasing difficulty of quitting the longer they smoke. Older teens can provide a positive influence in a mixed age group, since they are living proof of how much harder it is to quit and how much more expensive it becomes over time.

Quit4Life is designed as a mixed-gender program. Boys and girls can learn from and about each other in a mixed setting. Most participants have friends from both genders, so a mixed group prepares them well for dealing with their social environment when cutting down and quitting. Previously held programs show that females raise weight issues more frequently than males, but both boys and girls are concerned. Males also profit from information about nutrition and exercise in a mixed group. However, some groups have been facilitated as either all female or all male groups, or had one session, in which girls and boys met separately to discuss their specific issues.

Quit4Life material is available in both English and French. Linguistically mixed groups (e.g., French and English) are possible, but must be facilitated with care. If members of your group speak a different mother tongue, you may want to pay attention to level of participation and ease of communication in open discussions. You may also want to monitor understanding of written versus orally delivered material.

4.6 Scheduling

Scheduling your Quit4Life group will depend on the particular needs and context of your site. Try to schedule sessions so they are easily attended, and don't disrupt the daily activities of the target group. For instance, some Quit4Life facilitators recommend integrating the program into the regular school day, rather than before or after school.

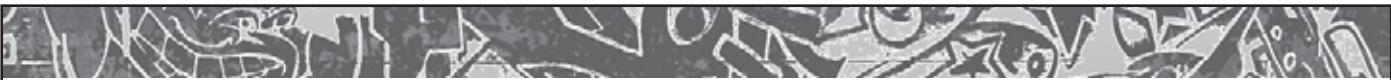
Review the needs of your target group of participants, but also keep in mind the constraints of your site and the needs of other stakeholders and institutional supports, such as administrators, recreational leaders, and teachers. If you are facilitating a Quit4Life program in a school, obtain teachers' commitment to support the Q4L participants ahead of time. Support participants to make proactive arrangements for tests and assignments that might conflict with group attendance, to reduce additional pressures and stresses on young people who are trying to quit.

Be aware of other demands on participants' time, such as examination dates, holidays, major sports events, band concerts, class trips, etc., when you develop your schedule.

The following are some options for:

- Lunch hour group meetings in schools: providing food, not conflicting with classes, and being on location increases attendance.
- Group meets in school during class time: integrated into the school day, the program is seen as 'important' enough to miss class time, and does not interfere with other activities.
- Rotating or alternating schedule during lunch/class time at school: integrated into the school day, but different classes/activities are missed each week.
- Program is included as part of the health curriculum: integrated into the lesson plan; no extra bureaucratic requirements (e.g., signing attendance forms, getting signatures from the teacher to be permitted to leave class to attend program).
- Group meets before or after school at a school site: youth are already at school, no additional transportation is needed, does not interfere with class time.
- Group meets after school or on week-ends at a community site: youth already attend the site; can be integrated into other programming and/or followed by recreational activities; is distinct from 'lessons' or 'school'.

You may want to think about the advantages and disadvantages of different possibilities. For example, a lunch hour meeting in a school may also be seen as eating into students' free time; or, they may feel it is keeping them from having a smoke break. If food is not provided, participants may



be late since they have to eat first. Similarly, if a group program is included as part of the health curriculum, you will have to be very flexible to meet the needs of any non-smokers in the class, without losing the integrity of the Quit4Life experience for those who are smokers.

4.7 Incentives

Many Quit4Life facilitators have used a range of different incentives to:

- assist recruitment
- enhance retention
- reward behaviour change
- help with stimulus control

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Incentives might include: sugar-free gum or candy, stickers, yogurt, subs or sandwiches, reusable water bottles, movie theatre passes, gift certificates, CDs.

If you choose to use incentives in your Quit4Life program, here are some ideas:

- your home/school association or school council may be able to provide a small budget for incentives
- you could approach local businesses for gift certificates
- service clubs may be able to finance small incentives, or help you to obtain the minimum 'ingredients' for a cope kit

If no material incentives are available, get creative with no-cost incentives, such as:

- public announcements at school recognizing successful completion of the program
- articles in school newsletters or community newspapers about successful quitters
- certificates of attendance
- certificates awarded during school assemblies
- being allowed to leave school early to attend a special celebration



5. Evaluating the Program

As a Quit4Life facilitator, you may want to know how your program worked, and find out ways to improve it the next time you facilitate a group. This guide includes *some* tools to help you evaluate your program.

5.1 Assessing implementation: Keeping track of goals and activities (Focus on process)

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Keeping track of your own learning goals for each session

It is useful to review the learning objectives prior to each session, and to add your own, based on the observations of your group and unfinished business from the previous session. You can ask yourself the following questions, and note down some of the answers before and after each session:

- What are the goals outlined for the upcoming session?
- What do I want to achieve?
- What do I want participants to know after the session?
- What do I want participants to be able to do after the session?
- How will I know that they learned the information and skills?
- How well did I do in facilitating this process?

Try to be as specific as possible, because that will make it easier for you to assess if you reached your objective. For example, "What do I want participants to be able to do after the session?" Answer: "I want each participant to tell me their concrete plan to postpone smoking the first cigarette of the day. I want them to put the plan into practice at least twice before the next session."

If you formulate your objectives as outcome objectives (i.e., with a specific, measurable result), it may be easier for you to find out if they were achieved. Continuing with the above example, during the next session, you can ask how many of the group were able to implement their plan, what worked, what didn't, and talk about how to make a new plan.

Experienced facilitators or teachers frequently share their objectives with their participants and discuss them as a group, to assess whether these objectives are realistic. As a result, participants know what to expect. Clarifying expectations can be a motivating factor for many youth, because they feel that they are being taken seriously and that the facilitator believes in their ability to reach the objectives.

Keeping track of learning goals for the program

Formulating very concrete, observable objectives, however, sometimes can distract from the overall outcome goals. It is also important to review the long-term goals each time you prepare or debrief a session. You can ask yourself the following questions:

- How does this session contribute to the long-term outcome goals? (reducing smoking, practising quitting, quitting for life?)
- Did we advance in the right direction?

Again, it can be useful to debrief these questions together with participants, collect their feedback and make adjustments for the up-coming session.

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Keeping track of the core: what goals and tools can be modified?

Responding to the needs of the youth in your program will require you to be flexible and adapt the program to some degree. It is important, however, to return to the key program elements of Q4L, which have been tested and found to be helpful over the years. Quit4Life will also benefit from your input, as all facilitators are invited to provide Health Canada with information about program gaps and needs that surface. Send your comments to TCP-PLT-QUESTIONS@hc-sc.gc.ca, using the feedback form found at <http://www.hc-sc.gc.ca/contact/pubs-eng.php>

5.2 Detecting change in participants: Baseline and Post-Program Surveys (Focus on outcomes)

Baseline data tell you where the participants were at before they began the Quit4Life program. Post-program data tell you where they are at when they finish.

Administer the Baseline Survey at the start of the first session.

- Ask the youth to fill out the Baseline Survey (handout found at the end of Session One) during the first session, or even at registration – before you provide in-depth information about the program.
- The Baseline Survey helps determine who the Quit4Life participants are and what their smoking status is. It assesses their motivation to participate in the program and the level of knowledge each person has prior to starting the program.
- When you compare baseline data with the Program Evaluation Survey, it will tell you how well the Quit4Life program achieved its goals in the short-term.

Motivate participants to complete the Baseline Survey

- It's not always easy to get young people to fill out forms. Make sure that participants know the forms are not tests, that there are no right and wrong answers, and they won't get a mark. Explain why you are collecting the baseline information, how it will be analyzed, and who will benefit from it. Some participants respond well when they know that they are contributing to evaluation research. Others like the idea that the information they provide will help improve the program for others in the long run.

- To increase response rates, you can also provide little incentives (such as handing out gum to people who complete the surveys).

Administer the Program Evaluation Survey during the tenth session

- The post-program survey is designed to evaluate program success, and should be filled out during the last session.
- Explain why you are asking participants to answer yet another survey. Refer back to the first (Baseline) survey, and explain the need to compare results with the first set of data.

Motivate participants to complete the Post-Program Survey

- In programs such as Quit4Life there is a natural attrition. Some participants may drop out of the program over time. Since the participants attending the last session did 'stick with it' to the end, you can tell them how important their feedback is to improve the program.
- Incentives work. For example, have a party at the end, or watch a movie together after the surveys have been filled out.
- Again, make sure that participants know this is not a test: there are no right and wrong answers, and they won't get a mark.

Include the drop-outs

- Encourage youth who dropped out of the program to fill out the Program Evaluation Survey. Their insights are as important as information from those who stayed with the program until the end. Dropouts can offer valuable input to improve the program, and can identify ways that might have kept them from dropping out.
- Incentives, such as inviting them to participate in a final party or movie, may also work to bring drop-outs back to fill in that last survey.

Compare baseline and post-program data

- Add up the answers for the baseline surveys. Calculate averages.
- Add up the answers for the post-program surveys. Calculate averages.
- Review the open-ended answers. Look for patterns, differences, similarities.
- Compare baseline and post-program data.
- Compare all data with your original program goals.

RECOVER • TAKE ACTION • I CAN •

I WILL • GET SMART • SAVE MONEY

Overview of Sessions

• BREATHE EASY • STEP ON IT •

YOU'RE THE BOSS • SMELL GOOD •

NO EXCUSES • DON'T WAIT START

NOW • RECOVER • TAKE ACTION

• I CAN • I WILL • GET SMART •

SAVE MONEY • BREATHE EASY •

STEP ON IT • YOU'RE THE BOSS

• SMELL GOOD • NO EXCUSES

• DON'T WAIT • START NOW •



6. Overview of Sessions

The four Quit4Life steps are:

STEP 1 – GET PSYCHED: Motivate Yourself To Quit And Stay Smoke-Free

STEP 2 – GET SMART: Know Yourself And What To Expect When You Quit

STEP 3 – GET SUPPORT: Create A Positive Environment For Yourself

STEP 4 – GET ON WITH IT: Know What To Do When You Quit

Quit4Life is conceived as a sequential program. Maintain the steps in sequence as much as possible.

Each step contains a number of sessions, each about an hour long. The sessions are designed to create positive learning experiences for youth participants, and equip them to make the positive lifestyle change of quitting smoking.

6.1 Quit4Life Program Objectives

Below is an overview of the objectives for each of the ten core sessions, and how they fit within the four Quit4Life program steps.

STEP I. GET PSYCHED: Motivate Yourself To Quit And Stay Smoke-Free

Session 1. What Are the Advantages of Quitting Smoking?

- Get to know each other and the facilitator
- Explore their current smoking addiction
- Learn more about the Quit4Life program
- Provide input into group rules
- Increase their knowledge about the benefits of quitting smoking
- Calculate the amount of money they spend on cigarettes
- Practise diverting attention from smoking

Session 2. Why Do You Smoke?

- Increase awareness about own smoking routine
- Explore in more detail the reasons why they are smoking
- Learn more about addiction
- Increase their motivation to quit smoking

- 
- Increase their awareness about their values and/or goals
 - Know more how smoking interferes with achieving their goals and being true to their values

STEP II. GET SMART: Know Yourself and What To Expect When You Quit

Session 3. What Do You Know About Smoking? How Do You Deal with the Challenges of Quitting?

- Increase knowledge about health facts and smoking
- Learn about how smoking impacts women and men differently
- Increase awareness about their smoking behaviour
- Know their own reasons or roadblocks that keep them from making changes to their smoking behaviour
- Increase their commitment to cut down smoking

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Session 4. What is Withdrawal and How Do You Deal With It?

- Increase awareness about routines and what it is like to change them
- Report back on their successes in cutting out cigarettes that they do not need to smoke
- Review and change or adjust their plan to cut out certain cigarettes
- Increase knowledge about withdrawal, temptations, and cravings and how to deal with them
- Increase knowledge about how to use alternative activities to decrease feeling of boredom

Session 5. How Can You Deal With Stress?

- Identify own level of stress
- Increase knowledge about what causes stress and how the body experiences it
- Identify own coping style
- Practise skills on how to prevent stress
- Increase relaxation skills

STEP III. GET SUPPORT: Create A Positive Environment For Yourself

Session 6. Get Support

- Identify small changes in relation to reduced smoking
- Increase knowledge about impact of second-hand smoke
- Identify potential supporters
- Know more about the role of supporters
- Increase response repertoire and skills to deal with non-supporters



STEP IV. GET ON WITH IT: Know What To Do When You Quit.

Session 7. How to prepare for your quit date?

- Identify items to use to help you not smoke
- Identify their supporters
- Review their learnings and apply them to a quit plan
- Identify smoking cues and know why it is important to remove them
- Set a quit date

Session 8. How Can You Stay Smoke-free?

- Identify successes and acknowledge them
- Know how to interrupt negative self-talk and replace it with positive messages
- Reflect on their experiences with quitting
- Learn how to deal with slips
- Identify difficult situations and develop and refine coping strategies

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Session 9. Socializing Without Smoking

- Increase knowledge about alcohol use and smoking
- Develop strategies that can help avoid smoking in social situations
- Practise refusal skills
- Increase and maintain motivation to stay

Session 10. Living Smoke-free: A Celebration!

- Assess the progress they have made in reducing or quitting
- Celebrate their own and each other's success
- Know how and where to go for support when they need it

6.2 What's in a Session Plan?

Each session is structured in a similar way. Here is a summary of what you will find:

Theme

Provides a focus and situates the session within the Quit4Life framework.

Session title

Provides you and participants with an idea of what the session is about.

Objectives

Formulated as outcomes, they help you and the participants focus on what is to be achieved at each session.

Before you start this session

Provides a brief overview of the session, including other Quit4Life facilitators' and participants' experiences about what worked and what was challenging. Includes options for varying implementation of some activities according to the preferred learning style of your group. Each group is different, and you may have to experiment at the beginning to find out how your group likes to learn. For example, some groups enjoy paper and pencil activities, others prefer to discuss or act things out, and most groups are somewhere in between. You may also want to consider group characteristics such as level of literacy when choosing methods.

Materials

The materials needed for each session are listed. Blackline masters for handouts are found at the end of each session plan. Many handouts are also included in the Quit4Life handbook for youth. Some participants may forget to bring their handbooks to some sessions. Make sure to have extra copies available.

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Warm-up

Each session opens with a fun activity that introduces the main learning component of the session, and gets participants back into the topic.

Activities

Most sessions have a number of activities designed to have participants learn about tobacco use and nicotine addiction, gain insight into their own thinking, and design strategies to quit using tobacco. Each activity described includes "Notes to the facilitator" and instructions for implementation.

Cool-off

Quit4Life facilitators have found that many participants are anxious to smoke immediately after each session, "after all that talk about smoking". They found it useful to help participants divert their attention from smoking at the end of each session. This is also a way to practise distraction from thoughts about smoking. Suggestions for a brief 'cool-off' activity are included at the end of each session, with the purpose of taking participants' minds off smoking as they leave the session.

6.3 Other things to consider in planning your group program

Length and timing

All sessions are designed for a 60-minute period, assuming an average-sized group of 8-12 participants. You can adapt the content for shorter or longer sessions. The time each activity will take depends on the size of the group, level of engagement, group dynamic, and group composition.

Setting up

Set up the chairs in a circle, to facilitate a sense of equality, foster participation, and ensure you and all the participants can see each other.

Have flip chart paper, markers, and tape available each time the group meets. This will help you capture and validate young people's ideas during each session. Keep the flip chart sheets to help you refer to responses and questions in later sessions.

Wrapping up

It is important to summarize and reinforce the main learnings for each session prior to the cool-off activity. The first session provides one example of how this might be done. Use your own style and approach to ‘wrap up’ each of the sessions in a way that meets the needs of each group.

Tasks between sessions and written ‘homework’

Quit4Life facilitators have found that youth are often reluctant to complete extra tasks between sessions. Limit written ‘homework’ between sessions to two key tasks: filling out the Smoke Detector Tracking Form and getting supporters to sign the pledge form. Participants don’t usually perceive other types of tasks as ‘homework’, and are more willing to work on modifying behaviour between sessions, such as cutting down on cigarettes, or sticking to a quit date.



7. Additional Resources

Many organizations provide additional support to people who are trying to quit smoking or stay quit. Contact the Canadian Lung Association, or the Canadian Cancer Society (contact information is below) to find other group programs in your area.

Your local health department should also be able to tell you about group quit smoking programs in your community. Doctors, school nurses, local health centres or youth centres may also be able to provide individual counselling to support quitting after completion of Quit4Life.

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For more information, check out these resources:

On-line

Canadian Cancer Society

http://www.cancer.ca/Canada-wide/Prevention/Smoking%20and%20tobacco.aspx?sc_lang=en
1-888-939-3333

Canadian Smoking Cessation Portal

<http://www.gosmokefree.gc.ca/quit>

Canadian Lung Association

http://www.lung.ca/protect-protegez/tobacco-tabagisme/quitting-cesser/index_e.php
1-888-566-lung

Centre for Addiction and Mental Health

http://www.camh.net/about_addiction_mental_health/drug_and_addiction_information/about_tobacco.html

Health Canada – On the Road to Quitting (for adults)

<http://www.hc-sc.gc.ca/hl-vs/tobac-tabac/quit-cesser/now-maintenant/roadvoie/index-eng.php>

Lungs Are For Life

<http://www.lungsareforlife.ca>

No Stank You — Crush Tobacco

http://www.nostankyou.com/crush_tobacco

The Scoop on Smoking (United States)

<http://thescooponsmoking.org>

Centers for Disease Control (United States)

<http://www.cdc.gov/tobacco/youth/index.htm>



The Youth Tobacco Vortal Project – Smoke FX

<http://www.smoke-fx.com/index.html>

Health Canada – Youth Zone

<http://www.hc-sc.gc.ca/hc-ps/tobac-tabac/youth-jeunes/index-eng.php>

Off-line

Kids Help Phone

1-800-668-6868

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Pan-Canadian Quitline

Call the Pan-Canadian Quitline for telephone support from a quit specialist who will help you develop a quit plan and answer your questions about quitting. The specialist can also provide a choice of free services tailored to your needs, including self-help materials, a referral list of other programs in your community, and one to one counselling over the phone.

Call toll-free: 1-866-366-3667

You can also contact:

Local youth centres (see your telephone book)

Campus health centres (in colleges and universities)

Health Canada does not officially endorse any of the above sources of information and assumes no responsibility for their content or approach. This information is provided as a courtesy.

PLANS FOR
THE 10-SESSION
PROGRAM

STEP I. - GET PSYCHED: Motivate Yourself to Quit and Stay Smoke-Free

Session 1. *What Are the Advantages of Quitting Smoking?*

Theme: Program Introduction and Motivation

Objectives

Participants will:

- get to know each other and the facilitator
- explore their current smoking habits
- learn more about the Quit4Life program
- provide input into group rules
- increase their knowledge about the benefits of quitting smoking
- calculate the amount of money they spend on cigarettes
- practise diverting attention from smoking

Before you start Session 1

The first Quit4Life session has many purposes. Your most important objective is to motivate participants to come back! You also will provide a taste of how other sessions will be run, and set the tone for the group. Most facilitators try to maintain a balance between fun activities and content-laden activities, with an emphasis on providing new information that participants find interesting.

Plan this first session carefully. You will be 'marketing' the program, and at the same time explaining organizational details such as scheduling, location, attendance requirements. A checklist can help you deliver essential information succinctly, without boring participants with unnecessary details.

In order to know if participants cut down, quit or developed new skills after Quit4Life, you need to distribute the pre-program questionnaire (Baseline Survey) at this first session, so you can compare with data at the end (Quit4Life Program Evaluation Survey). Read more on pages 17-19, and use the surveys provided on page 39 and page 143.

The Baseline Survey can also help you tailor the program to participant needs. It is a way of collecting information on how many cigarettes participants are smoking, how often they have tried to quit in the past, and what motivated them to attend Quit4Life.

Facilitator's Checklist

- Attendance requirements (school's, your expectations)
 - Session schedule (which day of the week does the group meet, at what time, might this change?)
 - Length of each session (will any be longer or shorter?)
 - Food and drink (will you bring lunch, snacks, drinks? Can participants bring their own?)
 - Number of sessions (10; possible follow-ups?)
 - Importance of attending all sessions (your expectations, any incentives?)
 - Non-smoking supporters (can friends attend, until which session, what's their role?)
 - Between-session support (will you be available, when and where? If not, is there someone in counselling or administration available for support?)
-

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Materials

- Pencils
- Quit4Life handbooks
- Calculator(s)

Handouts

- Baseline survey
 - Quit4Life Program Overview
 - Benefits of Quitting Quiz
 - Benefits of Quitting Answers
 - How Much is Smoking Costing You?
-

Please Note: The introductory section of the Quit4Life handbook contains images and information about the health effects of smoking. When Quit4Life was tested with youth across Canada, they asked for gross pictures to help psych them up about the negative health effects of smoking so that they would be more motivated to quit. These images are provided for participant's information and are not part of an activity included in the Facilitator's Guide. In addition, the images that appear on packages change periodically, so the current images may not match what is in either of these resources. More information, the current package warnings and images can be found at: <http://www.hc-sc.gc.ca/hc-ps/tobac-tabac/legislation/label-etiquette/index-eng.php#warnings>.



Activity 1. Warm-up: Getting on the Bus

Type of activity: Highly interactive, active, large group and small groups

Notes to the facilitator

This first ice-breaking activity will take longer than warm-ups for other sessions. It will set the tone for a high level of participation. Since it is the first session, it may take a few minutes for the participants to get to the room and figure out what's going on. If there are fewer than 8 participants, reduce the number of 'buses'. You might remind youth that this activity is more fun if people don't just follow their friends, but take a chance to get to know other 'passengers'. Be attentive to mobility impairments and adapt your instructions accordingly.

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How to implement this activity

- Clear space in the room to permit easy circulation.
- Tell participants that there are four imaginary buses in each corner of the room, but not enough room in any one of the buses for everyone. Different people will be asked to get on and off buses pretty quickly, as you try to organize the trip. They will know when they have to change buses by listening to your instructions.
- For example: "How did you get to school today? Those people who walked to school, get on bus No. 1; those who came by bus or subway, get on Bus No. 2. Bus No. 3 is for bikers, roller bladers, and skateboarders. If you came by car, motorcycle, scooter, or boat, get on Bus No. 4. Find out the names of the other passengers on your bus, and ask them what they like and don't like about the way you all get to school".
- Time this so it does not last more than 30 seconds (it should feel lively, even a bit chaotic at first!) then tell them they will have to switch buses.
- Use another characteristic to mix participants up in a different way. For example: "Now, people who have a dog or a cat, will get on Bus 1; those who have no pets, will get on Bus 2, those with a fish or a bird, on Bus 3; those with iguanas or snakes, on Bus 4."
- Continue assigning participants to buses according to other characteristics, such as:
 - physical activities they enjoy (dancing, riding, swimming)
 - favourite desserts (chocolate, fruit, pie, cake)
 - languages spoken at home (English or French only; English and French)
 - English and another language; another language only)
 - music style preferred (rock, rap, country, pop)
 - grade in school
 - having brothers or sisters
 - places visited, etc.
- Remember to present four options each time.
- Ask people to briefly chat about what they have in common with the other 'passengers' each time they get on a 'bus'.
- If some 'passengers' don't get on any 'buses', have them talk to each other while they wait at the 'bus stop' for the next set of 'buses'.
- Not all 'buses' will have 'passengers' each time, and sometimes, everyone will get on the same bus. Create sub-categories when that is the case.

- After three or four general themes, move into some smoking related topics: age they tried their first cigarette; number of cigarettes smoked last week, or yesterday; who lives with smokers; number of years they have smoked; favourite brand; where they smoke the first cigarette of the day; how many of their friends smoke (none, all, a few).

You may want to 'get on the bus' at times yourself; for instance, if you want the participants to know your smoking status, you could include yourself in some of the smoking-related items.

At the end of the activity, ask what they have learned about each other; something they learned about someone new; or something new about a friend.

Activity 2. Baseline survey

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Type of activity: Individual paper/pencil, followed by large group discussion

Notes to the facilitator

Being able to compare group members' smoking habits at the beginning of the program (Baseline Survey) with their patterns at the end (Quit4Life Program Evaluation Survey) will help you assess how the program helped participants to change their smoking behaviours.

This activity is not only for collecting data. It provides the opportunity to take a first step in self-awareness about participants' own smoking patterns. It also leads into the next activity, building up the expectation/motivation that by the end of the program participants will have a different smoking pattern.

This information also can help you tailor the program to the groups' needs. For example, knowing how much and how long participants have been smoking can tell you something about the possible extent of dependency, and how long smoking has been a part of their daily lives.

How to implement this activity

- Explain the purpose of the survey
- Hand out the "Baseline Survey" and answer questions
- Give participants the choice to use either their own name or a nickname that they need to remember for the last session, to be able to compare baseline and evaluation surveys at the end of the program
- Collect the survey
- Tell participants that they can look at their answers again at the last Quit4Life session
- Begin to discuss smoking patterns, based on survey items, leading into the next activity

Activity 3. Introduction and Overview of Quit4Life

Type of activity: Presentation with questions and answers

Notes to the facilitator

With this activity, you present the goals for the entire program, making reference to the previous activity. Keep it lively, interesting, and motivating.

Some participants may forget to bring the handbook to each session, or may misplace it. Consider possible options: participants take the handbook with them to consult between sessions/leave



their handbooks with the facilitator between sessions (if they choose to do so)/have a double set of handbooks available.

Verify access to the internet prior to mentioning the Quit4Life website.

Make sure that your own rules are laid out clearly and included, as well as those of the school/setting. This is the time to clarify any expectations about permission to participate, confidentiality, absences.

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Sample Group Guidelines

We will begin and end on time.

We will keep what happens here in confidence.

We will take turns speaking.

We will never put down anyone in the group.

We will inform the group facilitator if we cannot come to a session.

We do not have to participate in an activity if we do not want to.

We do not have to speak if we do not want to.

How to implement this activity

- Provide an overview of the Quit4Life program, including the 4-Steps involved and the goals. You may want to use visual aids and give each participant the “Quit4Life Program Overview” handout.
- Tell participants that the program has been tested and improved with input from youth like themselves for over 10 years.
- Mention the success of the program, and mention the website: health.gc.ca/quit4life (verify access to internet first)
- Explain how the Quit4Life handbook will be used.
- Go around the circle, asking for expectations and individual goals.
- State your own expectations.
- Lead a discussion on group rules and why we need them, following up on ‘expectations’.
- Collect group rules on a flip chart and make sure that there is consensus on those that are ‘negotiable’.

Activity 4. Benefits of quitting

Type of activity: Individual or pair exercise followed by large group discussion

Notes to the facilitator

Knowing some of the benefits of quitting motivates teens to commit to participate in the program. Since saving money is an important motivator, you can combine this and the next activity.

How to implement this activity

- Introduce the activity with a question such as "Almost everyone knows that smoking is bad for your health, but do you know all the benefits of quitting?"
- Ask participants to brainstorm some advantages of quitting, and list them on the chart.
- Form pairs, or have participants complete the activity individually.
- Hand out "Benefits of Quitting Quiz" to each individual/pair to complete (no more than 3 minutes).
- Hand out "Benefits of Quitting Answers" after/during discussion.
- Facilitate discussion using 'myths and partial truths' approach.

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Activity 5. How much is smoking costing you?

Type of activity: Demonstration followed by individual practice

Notes to the facilitator

Young people may have an idea that smoking is costing them money, but they may not have calculated how much money. Realizing the amount that goes up in smoke each week, and visualizing how that can be transformed into money used to buy something they want, is an important motivator to quit.

Increasing cigarette prices has been called the best smoking cessation program there is. Studies show that increases in cigarette taxation that increase costs have a direct effect on youth smoking.

One Quit4Life participant stated: "The biggest issue to quit is the cost issue. I've got bills that I have to pay. I have to save up for my university. I can't afford to smoke." [Q4L participant]



How to implement this activity

- Provide information about the cost of cigarettes, increased taxation, and how this influences youth smoking rates.
- Ask for a volunteer or use your own ex-smoking history to calculate the cost of smoking. Use the Cost Calculator formula from the handbook or use the "How Much is Smoking Costing You?" Handout. Present on a flip chart or on the board:

**"You have already spent (xx) on cigarettes since you started smoking.
If you smoked for another 10 years that would be an additional (yy)."-----**

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- Ask participants to do the same calculation, or do it for/with them (depending on math skills in group).
- Talk about what they would like to have that money for, if they have ever tried to save money for something, and if they succeeded.

Wrap-up

- Invite participants to summarize what they have learned during the session.
- Ask if they have any questions.
- Tell them what they can expect during the next session.
- Review organizational details; make sure they know where and when the next session will take place.

Activity 6. Cool-off: If I had a million dollars...

Type of activity: Guided group conversation

Notes to the facilitator

Ideally, you don't want the youth to leave this session desperate for a smoke. Taking one's mind off smoking is an important skill to learn in the quitting process. Keep this final activity light, lively, and short.

How to implement this activity

- Explain the purpose of the cool-off activity: to take their mind off smoking and to focus on something else after talking about smoking throughout the session.
- Ask participants what they would do if they won or inherited a million dollars.
- Final reminder: time and place for next session, any other housekeeping details.
- Finish on a positive note, give positive feedback to participants about their involvement in this program and thank them for their participation.

Baseline Survey



Name (or Nickname): _____

Date: _____

Age: _____

Grade: _____

Male

Female

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About Smoking

1. In the last 30 days, did you smoke at least one cigarette?

- Yes
- No

2. Do you usually smoke every day?

- Yes
- No

If Yes, choose one of the options below

- A few puffs (or drags) every day
- 1 to 4 cigarettes each day (a pack usually lasts me all week)
- 5 to 9 cigarettes each day (less than a pack a day)
- 10 to 19 cigarettes each day (around a pack a day)
- 20 or more cigarettes every day (around a pack a day or more)

3. Do you usually smoke every week?

- Yes
- No

If Yes, choose one of the options below

- A few puffs (drags, hits) every week
- 1 to 6 cigarettes every week
- 7 to 14 cigarettes every week (around half a pack a week)
- More than 15 cigarettes every week (around a pack a week)



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4. I want to:

- Quit smoking now
- Quit smoking in the next month
- Cut down the number of cigarettes that I smoke
- Quit smoking sometime, not sure when

5. Have you ever tried to quit smoking before?

- Yes
- No

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6. How long have you smoked regularly?

- Less than one year
- 1-2 years
- 3-4 years
- 5 years or longer

Who else smokes?

7. About how many of your friends smoke?

- None
- A few
- About half
- Most
- All

8. Do you live with any people who smoke?

- Yes
- No

9. How often do people smoke inside your home?

- Most of the time
- Sometimes
- Never

10. How much does second-hand smoke bother you?



Quit4Life Program Overview



The four Quit4Life steps are:

STEP I. – GET PSYCHED: Motivate Yourself To Quit And Stay Smoke-Free

Session 1. *What Are the Advantages of Quitting Smoking?*

Session 2. *Why Do You Smoke?*

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STEP II. – GET SMART: Know Yourself And What To Expect When You Quit

Session 3. *What Do You Know About Smoking? How Do You Deal with the Challenges of Quitting?*

Session 4. *What is Withdrawal and How Do You Deal With It?*

Session 5. *How Can You Deal With Stress?*

STEP III. – GET SUPPORT: Create A Positive Environment For Yourself

Session 6. *Get Support*

STEP IV. – GET ON WITH IT: Know What To Do When You Quit

Session 7. *How to Prepare for Your Quit Date*

Session 8. *How Can You Stay Smoke-free?*

Session 9. *Socializing Without Smoking*

Session 10. *Living smoke-free: A Celebration!*



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Benefits of Quitting Quiz

Do you know the facts on smoking?

Take this quiz to find out how much you really know about smoking.

1. Your health doesn't begin to improve until several years after you quit smoking.

- True
- False

2. Quitting smoking can improve your looks.

- True
- False

3. Quitting smoking can improve your social life.

- True
- False

4. Quitting smoking may help you get and keep a good job.

- True
- False

5. The earlier you quit smoking, the greater the benefits.

- True
- False

6. Quitting smoking can reduce your risk of injuries.

- True
- False

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Benefits of Quitting Quiz – Answers

1. Your health doesn't begin to improve until several years after you quit smoking.

The correct answer is '**False**'

Your health improves within hours after your last smoke. Within 8 hours of your last cigarette, carbon monoxide (the stuff found in car exhausts) levels drop and the oxygen level in your blood increases to normal.. After 24 hours your heart functioning improves. After 14 days, it gets easier to breathe and your lung capacity increases. Your chances of developing serious health problems, such as a heart attack or trouble breathing, also starts to go down. Don't be fooled into thinking that heart and lung problems happen only to older adults. Early signs of heart disease and stroke can be found in teens who smoke. Did you know that teens who smoke suffer shortness of breath more often than teens who don't smoke? Smokers are more likely to have problems with their teeth and gums. Every cigarette does you damage, no matter how old you are.

2. Quitting smoking can improve your looks.

The correct answer is '**True**'

People who smoke tend to have more and deeper wrinkles in their skin. Over time, smoking can yellow your teeth, destroy your gums (which can causes tooth loss and bad breath), and stain your fingers. Smoking may also cause eye problems (e.g., cataracts).

3. Quitting smoking can improve your social life.

The correct answer is '**True**'

Eighty-eight (88) per cent of people aged 15-19 are non-smokers, a number that keeps growing over time as fewer and fewer teens even try a single puff of a cigarette. Virtually all indoor public spaces are smoke-free now. More and more outdoor public places are becoming smoke-free, including parks, beaches and even restaurant and bar patios in some communities. So, smoking may actually reduce your chances of meeting new and interesting people. Prospective dates may find smelly clothes and bad breath a real turn-off. People admire someone who has overcome a difficult challenge like quitting smoking.

4. Quitting smoking may help you get and keep a good job.

The correct answer is ‘True’

Virtually all offices and workplaces are smoke-free by law. Smokers take more breaks from work to go out for a cigarette, which can alienate non-smoking coworkers and cost businesses money. Smokers tend to miss more work due to illness, so they also cost employers more in lost productivity and life insurance premiums. Employers, like everyone else, admire people who can overcome a difficult challenge like quitting smoking. It shows maturity and perseverance when you set a difficult goal and are able to meet it.

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5. The earlier you quit smoking, the greater the benefits.

The correct answer is ‘True’

The earlier a person quits smoking, the less damage is done and the faster you will enjoy the benefits that come from being smoke-free. It's not just your health that will improve. Think of all the extra money you'll save each week you're smoke-free. While it's never too late to quit, the sooner you quit, the better.





How Much is Smoking Costing You?

Let's say you are 15 years old right now. If you are paying \$9 per pack of cigarettes and smoking a pack a day, by the time you finish high school you could spend \$10,053 on smokes!

Think about it.

- You can buy a used car for that kind of money.
- The money saved each year from not buying cigarettes will pay for the insurance, gas and maintenance.
- Even if you smoke less than that, you could still pay for one year's tuition at university with money left over for a spring break trip.

Cost Calculator: How much does it really cost to smoke?

How much do you spend on cigarettes each week?	Multiply by 52, the number of weeks in one year.	Multiply the cost per year by the number of years you expect to smoke.	This is how much you'll spend over the years you expect to smoke.
\$ _____	X 52	_____	= \$ _____

* this will probably be a low estimate because it doesn't include how much the price of cigarettes goes up over time. It also doesn't take into account the fact that most young people tend to smoke more cigarettes per day as they get older because they become addicted. But it gives you an idea of how much smoking costs you.



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Say that you're now up to smoking a pack a day...

From Now	Events	Cost for 1 pack/day	What could you buy instead of cigarettes?
1 day	tomorrow	\$9	
1 month		\$270	
1 year		\$3,285	
3 years	finished high school	\$10,053	
10 yrs	You could be married!	\$35,970	
15 yrs	you'll be 30!!	\$56,809	
30 yrs	you'll be your parents' age!!!	\$133,266	
50 yrs	you'll be ...your Grandparents' age?!	\$277,843	

* assumes the price of cigarettes goes up 2% every year.



Session 2. Why Do You Smoke?

Theme: Dependency, Values and Goals

Objectives

Participants will:

- increase awareness about their own smoking routine
- explore in more detail the reasons they smoke
- learn more about addiction
- increase their motivation to quit smoking
- increase their awareness about their values and/or goals
- know more about how smoking interferes with achieving their goals and being true to their values

Before you start Session 2

This session will help participants begin the process of monitoring their smoking behaviour, which will continue through many sessions. Becoming more aware of certain patterns in smoking behaviour will make it easier later to begin changing this behaviour. Youth will discover in which situations they are most likely to smoke and what triggers them to light up. Seeing smoking in the context of their own values and goals in life, and how their smoking behaviour might interfere is an important step in increasing motivation to change.

In this session, you will introduce a key activity in the Quit4Life program: the Smoke Detector Tracking Form. Some participants enjoy filling it out and find it immediately useful. Others may see it as a tedious task, and be reluctant to use it on a regular basis. Avoid presenting the Smoke Detector Tracking Form as ‘homework’; rather, as a step towards self-awareness. Encourage participants to use it at least a few times: by monitoring smoking, they will gain a lot of insight into their smoking patterns.

Some facilitators have used incentives (e.g., a draw among all completed forms for a small prize in the subsequent session) to motivate participants to complete the Smoke Detector Tracking Form.

You may find it useful to show a motivational movie to participants at this point in the program, or to use a resource person who is able to talk about the effect that smoking or quitting has had on her or his life. Your challenge in facilitating will be to ensure that those participants are emotionally touched by other peoples’ experiences without being overwhelmed. Sensitive facilitation will alert you to reactions that may trigger feelings of helplessness that reduce motivation to make changes: the “I will die anyways, what’s the point” reaction.

Many participants are likely to have close relatives that smoke, or may have lost a family member to smoking-related illness. As the facilitator, remind them that it is not their responsibility to change adult behaviour. You can encourage them to set a good example for others, and tell them that many adults do quit when they realize how smoking impacts on others. For example, through Quit4Life, an elder who was approached to become a support person for a native youth trying to quit, decided also to quit so as to be a good role model.

Materials

- Popsicle sticks or some other small items (straws, pebbles, candies...)
- TV and video/DVD machine, video

Handouts

- Your Smoking Profile
- Your Smoking Profile – Answers
- My Values Worksheet
- My Goals Worksheet
- How to Use the Smoke Detector Tracking Form

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Activity 1. Warm-up: My first cigarette of the day...

Type of activity: Visualization, interactive, large group

Notes to the facilitator

This activity can replace the paper and pencil activity (below), and is designed for groups that prefer moving and acting rather than writing things down. You could use a combination of Activity 1 and 2 or move back and forth between the two.

How to implement this activity

- Ask people to stand up or sit in a circle.
- As you read the following script, individuals will either sit down or move out of the circle when you reach the moment at which they have their first cigarette.
- Keep playing, providing each person with 5 Popsicle sticks (or other item) which they put in a container (or ash tray) when they have smoked their first, second, third cigarette, until the five are used up.
- “Imagine your morning routine: You wake up ... you are still in bed ... you get up... go to the bathroom.... get dressed....go into the kitchen... [Check: Has anyone had their first cigarette by now?] ... you have a cup of coffee or tea....you have breakfast...[Check: Has anyone had their first cigarette by now?] you grab your stuff....you leave the house ...[Keep checking periodically, until all have had their first cigarette]; you get to the bus stop (into the car, on your bike, walk to school) ...; you meet your friends]; after the first class ...; at lunch ...; after school ... ; at the bus ... during homework...when you get to work...during your work break.... on your way out with friends...at a coffee shop... watching TV ...getting ready for bed...”
- The idea is to see who uses up their ‘cigarettes’ fastest.
- Encourage participants to be honest with themselves. If you have time and interest, you can play the game out fully, encouraging those who have no cigarettes left to try to bum one from those who still have some. How do those being asked for one react? What does that tell them about their own and the other person’s level of dependency? How easy is it to share, if you only have one left?
- Discuss smoking rules at home, whether their parents know that they are smoking, and how that influences where and when youth smoke their first cigarette.

- Talk about how weekdays and weekends might be different. You can play out a weekend day, if you think it will help participants to realize their patterns better.

Activity 2. Your Smoking Profile

Type of activity: Paper and pencil with group discussion

How to implement this activity

- Hand out "Your Smoking Profile?" questions, or use the questions in the handbook.
- Ask participants to fill out questions and to reflect on their answers.
- Discuss the reasons each person smokes and help them identify situations in which they are most likely to smoke.
- Categorize the reasons for lighting up into feelings, situations and environment.
- Ask: "Do you think knowing why you smoke will help you quit when you're ready? In what way?"
- 'Score' with them their level of dependency, using the "Your Smoking Profile – Answers".
- Discuss what makes someone nicotine dependent.

Activity 3. Other smokers' experiences

Type of activity: Video or resource person presentation, followed by group discussion

Notes to the facilitator

Videos, films, and presentations from 'real live people', can have long-lasting effects on youth, and increase their motivation to quit. A character in a video or an external resource person serves to reinforce the quit message you are providing. Using videos and resource people also offers additional role models for behaviour change.

You may want to choose a film from the resource list, or contact local organizations for their recommendations. Pre-view the film yourself before you show it to the group.

As an alternative, consider inviting a resource person to speak to your group, such as someone who has struggled with nicotine dependency and suffered the consequences; a person who is knowledgeable about addiction; a youth who has successfully quit. If you invite a resource person, share with them what you hope to achieve with this activity (session and activity goals). They may be able to suggest additional questions for the discussion.

How to implement this activity

- Show the video and/or introduce the resource person.
- Allow time for questions and answers if a resource person is present.
- Questions to start a discussion about a presentation or video might include:
 - ▶ How has smoking affected this person?
 - ▶ Why did she or he quit, or did not quit?
 - ▶ What made it hard for them to quit?
 - ▶ How did this affect the people around her or him, such as other family members or friends?
 - ▶ What would you suggest to her or him to do immediately, as well as in the long run?
 - ▶ How does smoking affect people beyond family and friends?
 - ▶ What is the cost of smoking to society (absenteeism due to smoking-related illnesses, increases in health costs, doctor visits, etc.)?

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Activity 4. What's important to you?

Type of activity: Individual paper-and-pencil followed by group discussion with a flip chart

Notes to the facilitator

With this activity, you bring the focus back on the participants, while keeping in mind the messages from the film/resource person and the teens' growing insight about when and why they smoke.

Choose either 'Goals' or 'Values', depending on group characteristics and the time available.

How to implement this activity

- Pass out either the "My Values Worksheet" or "My Goals Worksheet".
- Ask participants to reflect on their goals or values individually or in small groups. They can make notes on the handout.
- In the large group, discuss how goals or values might be compromised by continuing to smoke: What does smoking have to do with it?
- Collect answers on a flip chart.
- Invite participants to summarize how they might be truer to their own values or how their own goals might be achieved more easily, if they quit.



Activity 5. Introduction of the Smoke Detector Tracking Form

Type of activity: Demonstration followed by individual practice

Notes to the facilitator

Selling the Smoke Detector Tracking Form is important for the success of the program. Use your motivational speaking skills to get buy-in from teens. You could share the following comments from other teens who used the Smoke Detector Tracking Form:

“Tracking helped me. I cut out all the number ones and number twos, and kept to the number fives and then slowly ... it worked” (Q4L participant).

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How to implement this activity

- Ask participants to take the Smoke Detector Tracking Form out of their handbook and review how to use it, or pass out the “How to Use the Smoke Detector Tracking Form” Handout.
- Make sure that everyone understands how to use the form. Provide an illustration or example that everyone can see.
- Ask them to monitor the next 25 cigarettes (or as much as they smoke between sessions), as a minimum for the next session. You can offer incentives.
- Remind them of the warm-up activity and how important it is to know exactly when and why they’re smoking each cigarette.
- Tell participants that besides knowing their values and goals, another significant piece of information that will help them quit smoking is knowing WHEN they have a cigarette and HOW they feel before they smoke it.
- Inform participants that the completed form will help them cut down and quit — that this has worked in the past. Refer to previous successes of other Quit4Life participants.

Wrap-up

- Highlight the main issues discussed during this session.
- Tell participants that you are looking forward to seeing them next week and hearing about anything they have learned about their smoking.
- Confirm the time and place for the next session.



Activity 6. Cool off: One thing that I have changed ...

Type of activity: Guided group conversation

How to implement this activity

Go around the room: Ask participants to think of something that they were able to change about themselves that they're pleased with; or some health or environmental or family/community-related accomplishment. It can be a very small thing, like brushing their teeth every night, not biting their nails, or starting an exercise routine. How did they manage to do this? What or who helped them? What did that feel like?

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If participants are reluctant, start with one thing that you have managed to change in yourself, to get them going (i.e., getting up earlier; not using the car all the time; watching less TV; eating more fruit; not chewing gum during meetings; listening more before reacting; remembering to recycle paper, etc.).

What's Important To You? My Values Worksheet



Write down your values on this worksheet. Next, put a star next to your top values, the ones that are most important to you. Then, write down how quitting smoking fits with the things you value.



My Goals Worksheet

Write down your short-term and long-term goals on this worksheet.
Then, write down how quitting smoking will help you achieve those goals.

	My goals	How quitting smoking will help me achieve these goals
My goals for the next 6 months:		
My goals for 6 months to 2 years:		



How To Use The Tracking Form

- * Put this form in your cigarette package or other convenient place
- * Record every cigarette you smoke until the chart is complete

For the column on mood put

- G= if your mood is good or happy before you smoke
B=if you're in a bad mood, angry or sad before smoking
?=if you're not sure how you feel before smoking

For the column marked "Rate", put in a number between 1 and 5 where

- 1=I could have done without this smoke
5=I really had to have this cigarette

Cig. #	Time	Place	Who with	Mood (G/B/?)	Rate (1-5)
Example: 1	8:40	Bus stop	Karen, Mark, the usual	G	2
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					
21.					
22.					
23.					
24.					
25.					

STEP II. GET SMART: Know Yourself And What To Expect When You Quit

Session 3. *What Do You Know About Smoking? How Do You Deal with the Challenges of Quitting?*

Theme: Health Knowledge and Roadblocks

Objectives

Participants will:

- increase knowledge about health facts and smoking
- know more about how smoking impacts women and men
- increase awareness about their smoking behaviour
- know their own reasons or roadblocks that keep them from making changes to their smoking behaviour
- increase their commitment to cut down smoking

Before you start Session 3

This session is about increasing or solidifying participants' knowledge about health and smoking. In this session, you will begin to address the roadblocks, and excuses that keep many people from taking the big step to quit. Participants will also start to monitor their own smoking behaviour. You will motivate participants to practise cutting down.

Although most youth will tell you that they've 'heard it all a million times', they may not have all the facts about tobacco, dependency, and quitting. The "Jeopardy" game is a fun way to confirm and expand participants' knowledge. Some of the information (for example, on sex and smoking) might also be new to them. You can adapt the quiz to your site: for example, include questions about smoking bylaws in your town/city/region, or smoking rules in your school or on school property.

Debriefing the Smoke Detector Tracking Form will be an important activity in this session. The discussion will help you assess the level of trust that is developing among group members, as they share what triggers them to smoke specific cigarettes, and how necessary each one was. In facilitating the discussion, ensure that participants respect each others' experiences and feelings, emphasizing that these are unique to each person.

Materials

- Facts and Figures Quiz (see Appendices A and B)
- Buzzers or funny noise-makers (bells, squeaky toys, whistles)
- Stop-watch or a watch with a second hand

Handouts

- Your Roadblocks to Quitting and How to Face Them
- Quit Calendar

Activity 1. Warm-up: Jeopardy Game

Type of activity: Small teams within the large group, interactive game

Notes to the facilitator

Since this is a fun activity, it also works as the session warm-up. You can make it as real a quiz show as you like, and set up the room accordingly. You might want to play the role of a quiz show host (choose one that most participants will recognize!). Using 'gruesome' pictures when appropriate can make the activity even more interesting (see, websites in the resource list on page 27).

You may want to use gum, candy, or other silly and inexpensive prizes.

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How to implement this activity

- Divide participants into two or three small teams.
- Select questions from various areas of the Facts and Figures Quiz, according to the specific characteristics of your group.
- Determine the rules of the quiz show: ask participants to decide whether they can discuss their answers in the group, or if they will have individual answers; either taking turns answering questions, or using buzzers or other noisemakers when they know the right answer.
- Explain how much time they will have to come up with an answer (not more than 20 seconds); and how points will be assigned to each group for correct answers.
- You may want to offer 'bonus points' for asking questions when they weren't sure, taking a chance, being willing to change their minds in view of new information, etc.
- To make this a deeper learning experience, spend time between questions, or at the end of the 'game', providing more detail for both the 'wrong' and 'right' answers.

Activity 2. Smoke Detector Tracking Form

Type of activity: Demonstration, individual practice of paper-and-pencil activity, group discussion

Notes to the facilitator

Not all people find it easy to complete the Smoke Detector Tracking Form. Those who have not done so need your continued support. Make sure they don't feel as if they failed because they didn't do their homework rather encourage them to try again.

How to implement this activity

- Find out if participants completed the Smoke Detector Tracking Form for 25 cigarettes.
- If not, review how to do it, and ask them to fill the form out in class, counting back from their last cigarette, the one before..., as well as they can remember.
- Or, use one participant's Smoke Detector Tracking Form (with their permission) as an example
- Flip the Tracking Form over to review the Smoke Detector questions and scores.

Ask each participant to complete the Tracking Form with the Smoke Detector scores (e.g., Mood good or bad, rate cigarettes from 1-5).

Discuss: What did you find out about yourself? About the time, place, and mood for each cigarette? Who were you with for each one? Did your mood change after each cigarette, or not? Did you *really* need this cigarette, if it did not make a difference?

Ask participants to count up how many #1, 2, 3, 4 or 5 cigarettes they had, and talk about them in relation to the above.

You can take a group inventory on a previously prepared group Smoke Detector Tracking Form (on a flip chart).

If the group responds well to paper and pencil activities, use the Quit Calendar

Activity 3. Roadblocks

Type of activity: Brief lecture, followed by a flip chart-guided group discussion

Notes to the facilitator

Review the information from the handout below. When discussing roadblocks, you also can talk about the importance of decision-making and 'excuses' that can block people from changing anything in their lives. If you have used a video or resource person in a previous session, remind them of the roadblocks that held them back and kept them from changing their behaviour earlier in their lives. Most of us can find a reason not to make changes (too much stress; after such and such a date it will be better; as long as someone else smokes I won't be able to quit, etc.), unless there is a crisis. You may want to discuss with participants whether they feel they need a crisis before taking the big step to quit, and why.

How to implement this activity

- Summarize key learnings from this session so far: increased health knowledge; tracking which smokes they don't really need.
- Ask: With all we know, what keeps us from changing our smoking behaviour?
- Collect replies on a flip chart.
- Add additional reasons from the handout "Your Roadblocks to Quitting and How to Face Them".
- Ask: What would you tell someone who is concerned about [discuss each of the roadblocks]?
- Encourage participants to come up with ways to address each roadblock, and write them all down, realistic or not.

Activity 4. Making a plan for cutting down

Type of activity: Individual paper-and-pencil; flip chart group discussion

Notes to the facilitator

Starting small, cutting out the 'easy' (#1s) cigarettes, is an important step in the process of quitting for some people. Participants are more likely to experience success cutting out these non-essential cigarettes, which promotes self-efficacy (confidence).

At this point in the program, you may find that some youth are ready to quit 'cold turkey'. Tell them that you admire their motivation, however, most people find it useful to prepare really well for this step to ensure success. You can compare this process with training for a marathon: you start with running short distances and increase gradually to build up the stamina you need. If you do it this way, you don't feel discouraged and you do achieve your goal.

Nevertheless, if a group member wants to try quitting, do not hold them back. Focus on motivating them to stay in the group, to reinforce their success and get support with withdrawal. Communicate that you and the group will not pass judgment if they cannot stick to their plan at this time. If it doesn't work, they can always change approaches later.

How to implement this activity

- Ask: After having reviewed your roadblocks, are you ready to make a plan?
- What would it take to cut out the #1 cigarettes?
- Go around the group and ask each participant: What will you do to cut out the first #1? How many of your #1s are you planning to cut out?
- Take notes, or collect each person's plan on a flip chart.
- Hand out the "Quit Calendar", or use the calendar in the handbook, and ask participants to make a plan for the upcoming week.
- Tell the participants that the next time you meet as a group, you will review how well each person's plan has worked. Emphasize that you will assess their plan together with the group.

Activity 5. Cool-off: Changing something in my routine, trying something new

Type of activity: Guided group conversation

How to implement this activity

Ask participants to come up with ideas for one thing that they will do differently, one change from their usual routine, next week. Emphasize: that this should have nothing to do with smoking.

Go around the room: Have participants describe one thing they'll do to break their routine, to surprise themselves, their friends, or their family members.

Be prepared with a suggestion from your own life if they need help to get started. For instance: walk to work instead of taking the bus; take a different route to get home; buy flowers for someone; bring lunch for a friend; change the furniture in your room; listen to someone else's favourite CD; have a nap after school; paint your nails a different colour; carry a water bottle; read the sports section of the paper instead of the horoscopes, etc.



Your Roadblocks to Quitting and How to Face Them

Choose the reasons that keep popping up when you think about really quitting:

- I might lose friends. Everyone in our group smokes. My boyfriend/girlfriend smokes.
- I might not be able to do it. What if I fail?
- What's the point? We're all going to die some day.
- What if I get really irritable? Will I be able to handle my feelings?
- I'll probably gain a lot of weight.
- Quitting is more stress than I can handle right now. I have enough on my plate.

Fear of losing friends

Some people smoke because they are afraid of losing friends if they quit. But real friends care about you. They respect your wishes and they will respect your decision to quit smoking. Don't let your fear block the road to your friends. Many people find their friends are happy to support them when they are trying to do something hard, like quitting. In fact, 96% of teens say they would support a friend who wanted to quit smoking. Your friends might even want to quit as well, but are worried they might lose your friendship!

Fear of failure

No one likes to fail. But people who try difficult challenges aren't a failure. Don't you admire people who try to do things they believe in? Everyone who seriously tries to quit is a winner. Even if you don't quit for good, each quit attempt allows you to learn something important about yourself and your smoking. You can use each quit attempt to figure out how you will do things differently the next time you try. What seemed to be a roadblock can become just another giant step forward.

Sense of immortality

"We're all going to die sometime" is an excuse to avoid quitting. While it is true we're all going to die, it's not an excuse for continuing to smoke. A long time before they die, most smokers get sick. Many smoking-related illnesses get worse over time. So, long before you die your quality of life will get worse. You won't be able to do the things you like. For example, teenage smokers produce much more mucus in their lungs than non-smokers or former smokers. You may find it more difficult to breathe while biking, hiking, or swimming. Teen smokers also get more colds and other nagging illnesses. Finally, your health is only one good reason to quit smoking. Check the *benefits of quitting* again for other reasons, and don't let this excuse block your way to a healthier life.

Feeling sad or angry

Sometimes, people feel sad or get the blues right after they quit smoking. If you are nicotine dependent, you may experience feelings of irritability as the nicotine starts to leave your body. But these feelings don't last for long. They should pass within the first few days. Note: If you feel sad or depressed and it does not go away after two weeks, you should talk to your doctor or other health care professional right away

Weight gain

Yes, it's true that some people gain weight after they quit smoking, but not everyone does. People who do gain weight put on about 4-6 kg or 8-13 lbs **over the long term**. (Note: these figures have been updated since the Quit4Life handbook was printed, so please let participants know.) But this doesn't mean you will definitely gain weight or gain that much – not everyone does. People who are physically active are less likely to gain weight. Also, most people put on weight as they get older anyway. In other words, you may put on weight over time whether or not you quit smoking. Don't believe ALL the stories you hear about how quitting smoking caused someone to gain weight. You can reduce or eliminate weight gain after quitting by making sure you eat healthy food and remain physically active. That's one way to deal with this roadblock.

Feeling too stressed out

Sure, quitting might seem like adding stress to your life. But quitting can also help you reduce your stress level (once you're over the withdrawal and cravings phase). And, there are lots of other ways to help you deal with stress without smoking. Session 5 in this program is about just that: how to deal with stress. So try out some of those activities before you let this roadblock get in your way.





Quit Calendar

Make your plan to practise quitting next week. Write it down on the Quit Calendar. Use the "Savings Calculator" to find out how much money you will save when you don't have to buy those cigarettes.

My plan for next week:

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	\$\$ saved

Want some ideas? Check out another smoker's Quit Calendar.

WEEK	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	\$\$ saved this week
1			Cut out 1s, The same.	Cut out 2s. Avoid triggers. Try fun and different places to hang out.		Keep 1s and 2s out.		\$3.60 Based on an estimated price of 10 cigarettes.
2	Tackle the 3s.			Avoid triggers.		Avoid triggers: Go dancing instead of playing pool.		\$7.20 Based on an estimated price of 20 cigarettes.
3	Smoke only the 3 I really need.	Smoke only the 3 I really need.	Try to put off my first smoke.	Put off my first smoke. The same.		Avoid triggers: don't drink, be the designated driver for after the party.	Only smoke only the 2 I really need.	\$10.80 Based on an estimated price of 30 cigarettes.
4	Add up all the money I've saved so far.	Quit Date.	Try out some of the stress buster activities in the program. Tell everybody to not offer me any more smokes.	Call Quit4Life support buddies and check how they're doing.	Find out where summer soccer tryouts are – get to gym?	Practise saying no to smokes with drinks. Look at the scenarios in the program.	Call Kim and go to the gym for sure.	\$14.40 Based on an estimated price of 40 cigarettes.

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Session 4. What is Withdrawal and How Do You Deal With It?

Theme: Withdrawal, Cravings and Temptations

Objectives

Participants will:

- increase awareness about routines and what it is like to change them
- report back on their successes in cutting out cigarettes that they do not need to smoke
- review and change or adjust their plan to cut out certain cigarettes
- increase knowledge about withdrawal, temptations, and cravings and how to deal with them
- increase knowledge about how to use alternative activities to decrease feelings of boredom

Before you start Session 4

After Session 3, participants who are cutting down on cigarettes may experience withdrawal symptoms, cravings, and temptations.

This session will help them to become more aware of what they are experiencing. Not all youth experience withdrawal symptoms. Each person's responses to reduced smoking might be quite different from that of their friends. Most youth will experience temptations. You can help them to develop concrete plans to deal with these situations.

Smokers of all ages often say they light up to relieve boredom.⁶ Realizing that smoking will not fill the void can help youth develop a new set of action plans.

Stress is also a major 'trigger'. The following session (Session 5) is devoted to stress.

Materials

Handouts

- What Can You Expect When You Quit?
- How Can You Cope?
- How to Break the Boredom Cycle

⁶ Fidler JA, West R. Self-perceived smoking motives and their correlates in a general population sample. Nicotine Tob Res. 2009 Oct;11(10):1182-8.

Activity 1. Warm-up: Try something new

Type of activity: Experiential, group discussion

Notes to the facilitator

This activity follows up on the cool-off from the previous session. Before the group arrives, set the room up differently from how it is usually set up. For example, close the curtains if they are usually open; set up the chairs in rows, if they are usually in a circle; bring a snack if you don't usually have one; play loud music if the room is usually silent. You can also change something about your own appearance: wear only one glove; roll up only one pant leg to the knee; or put on a big hat or large sunglasses.

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How to implement this activity

- Let participants speculate about what is different in the room, and why. For instance, why you are wearing only one glove? (hurt your hand, lost the other one, forgot to take it off...)
- Discuss briefly: How long did it take you to notice that something different was happening? What was it like to experience and to do something different? How did it feel: exciting, unfamiliar, confusing, fun? Did it make you aware of what normally happens, things or routines that you don't usually notice?
- Go around the room. Each person reports on the novel activity they tried last week. As facilitator, make sure you also have something new to report on.
- Discuss briefly. What was it like? What were the reactions of people around you? Did they notice?

Activity 2. Reviewing success and refining plans

Type of activity: Motivational lecture; group discussion

Notes to the facilitator

Referring to the warm-up, point out how changing smoking behaviour involves breaking with what you do almost without thinking; deliberately changing some part of your familiar routine. Youth may be resistant to believing that they have a routine (sounds boring); or, may be equally reluctant to any suggestion that they could or should try to change anything.

Not all youth will have been able to cut out the #1s. Encourage the group to help them to maintain a positive outlook, to keep trying, and remain motivated. Tell them you know that *they will succeed* in making that first change, taking that first step.

How to implement this activity

- Refer to the # 1 cut-out plans of the previous session as each participant reports how often s/he was able to cut out the # 1 cigarettes in the previous week.
- Discuss. Was it harder, easier than expected? What made it harder, easier?
- How did your plan work? What would you do differently next week?
- Elicit suggestions and ideas from those who were more successful, or share your own experience.
- To keep up the good work, ask: Who is ready to go for the #2s?
- Reinforce for participants: they are in the process of preparing to quit by practising skills in cutting down. Remind them that they are aiming for a quit date after the 7th session (3 more weeks to go).



Activity 3. Withdrawal, Temptations, and Cravings

Type of activity: Group discussion with a flip chart

Notes to the facilitator

Every young person experiences different degrees of each of these three sensations. Many will experience a combination of the three. Social smokers are most likely to experience temptations. Those who are nicotine dependent are more likely to experience withdrawal symptoms and cravings. Help them become aware of which one is harder for them to deal with at this point.

How to implement this activity

- Mention that withdrawal, temptations, or cravings may have made it hard for participants to cut out cigarettes.
- Ask participants to provide examples for each of the three reactions. Collect on the flip chart.
- Discuss the different types of reactions.
- Encourage participants to talk about which they experienced most and least and how they know that.
- Lead a discussion about withdrawal, temptations, and cravings. Use information in the Quit4Life handbook or the Handouts: "What Can You Expect When You Quit?" And: "How Can You Cope?"
- Summarize: withdrawal experiences are individual; not everyone has physical difficulties (from nicotine dependence) when quitting smoking, but all will have to break the habit of smoking.

Activity 4. Dealing with boredom

Type of activity: Experiential; pairs or small groups; large group discussion

Notes to the facilitator

Boredom can become one of the temptations to smoke. Some youth find it interesting to learn about the physiology of boredom. Others relate to a discussion of the social dimension of boredom. Once participants begin to see boredom as a sign that they need to become active and use their creativity, boredom becomes a motivator for action.

What is boredom?

In our society, boredom tends to be categorized as something 'bad'. We think that we need and should be entertained and stimulated non-stop. Is this true?

Boredom is the reaction that your brain has when it needs to get some energy. Feeling bored stimulates the body to do something...anything... to bring up those oxygen levels and get some positive energy going. People who smoke a lot are less likely to be physically active, get less oxygen, and also have less energy, because they're smoking. It becomes a vicious cycle. You don't have much energy to do anything, you get bored, you smoke, and you have even less energy. Ask yourself, am I still bored after I light up a cigarette? Probably nine times out of ten you are...So...stop being bored and get your energy back!

How to implement this activity

- Begin as an experiential activity. Ask all participants to keep perfectly still, and not do anything at all for 60 seconds. When the time is over, ask how it felt. Some may tell you that all they could think of was their next cigarette; others, that it took much longer than one minute; or that they were feeling sleepy, or restless. Share how boring it was to do nothing, and how bored you also started to feel.
- Go around quickly: what's the most boring situation you've ever been in (be prepared to include this boring conversation with this bored group...)
- Ask youth to share whether they have ever smoked because they were bored (refer to #1 and #2 cigarettes in the Smoke Detector activity).
- Form pairs or small groups to come up with activities they can do to relieve boredom, instead of smoking.
- Collect on the flip chart and add ideas from other Quit4Life participants (see Handout: "How to Break the Boredom Cycle").

Activity 5. Cool-off

Type of activity:

Experiential

Since physical activity is one of the ways to deal with boredom, have a yawning contest: get everyone to stand up and yawn really loud and long, stretching out their arms, rubbing their eyes, bending over limply, rolling their eyes, to show how terribly, terribly bored they have been...and, at the same time, getting oxygen to their brains!

Finish by reminding youth that, strangely enough, too much boredom can be stressful, and that the next session will be about stress and how to deal with it.



What Can You Expect When You Quit?

When some people quit, they experience withdrawal from nicotine, temptations and cravings to smoke and/or changes in their smoking habits. It's important to know whether you will have to learn to deal with these. Remember, not everyone will experience these things. These reactions can be very mild or very strong.

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Short-term physical withdrawal

This may include feeling grouchy or irritable, bored, hungry, tired, depressed, or nervous. Some people also have trouble sleeping or cough more than usual. Some people don't feel anything or have only one symptom. Other people feel a lot of symptoms, including some not on the list above. Withdrawal occurs because *nicotine is leaving your body*. The symptoms will usually last less than two weeks after quitting and will lessen in just a few days.⁷

Cravings to smoke

The urge to have a cigarette is called a craving. Certain smells (e.g., the smell of someone else's cigarette or the smell of fresh coffee) or sights (watching your friends gather in a familiar spot to smoke) may remind you how much you miss smoking. You may miss the taste, smell or feel of a cigarette. Cravings can last for a few days or a few months after quitting.

Temptations to smoke

Temptations cause you to have a craving. Seeing, smelling or touching something familiar can be a temptation. The most powerful temptation is seeing a cigarette or watching someone else smoke. You can also be tempted to smoke because a friend offers you a cigarette (they may not realize you have quit smoking). You may be tempted to smoke before, during or after stressful situations, or to help you feel better.

Breaking old habits

There are many habits or routines associated with smoking. For example, some people like to hold onto a cigarette or lighter and play with them in their hand. When they quit, they miss having something in their hand. You may also miss having something in your mouth. Take a look at your tracking form to review your 'triggers' for habitual smoking.

⁷ U.S. Department of Health and Human Services. How Tobacco Smoke Causes Disease: The Biology and Behavioral Basis for Smoking-Attributable Disease: A Report of the Surgeon General. Atlanta, GA: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Office on Smoking and Health, 2010. Available at: http://www.cdc.gov/tobacco/data_statistics/sgr/2010/index.htm. Accessed January 2012.



How Can You Cope?

Dealing with short-term physical withdrawal

Yes, these symptoms are short-term. In about two weeks after quitting, these symptoms will disappear or you will feel them with much less intensity. Check the symptoms that you either already have experienced or are worried about:

Withdrawal Symptoms

- Feeling grouchy or irritable
- Bored
- Hungry
- Tired
- Stressed
- Depressed
- Nervous
- Trouble sleeping
- Coughing (more than usual)

Here are ways to cope with withdrawal symptoms.

Headaches, nervousness, irritability

- Try some *relaxation exercises*.
- Take a hot bath or shower.
- Listen to some relaxing music.
- Drink lots of water and juice.
- Make a sign for your door to warn people: Grouch trying to quit; Give me 2 weeks!
- Find something funny to do, something that will make you laugh!
- Ask a friend for a neck rub or a back rub.

Boredom

- Stay active.
- Find new things to do.
- Play a game of cards.
- Check out the Internet.
- Play the piano. Play the drums. Bang on a pot with a stick.
- Read a book.
- Do a crossword.
- Go for a walk.
- Go to the movies or to a mall where you can't smoke.

Hunger

- Try drinking lots of water.
- Eat low calorie snacks like fruit or veggies.
- Offer to cook dinner (some people find that they are less hungry when they cook or prepare food themselves).
- Chew a piece of gum.
- Ask yourself: Are you hungry or are you bored?

Trouble sleeping

- Temporarily eliminate coffee, black or green tea, cola or other sources of caffeine.
- Drink herbal tea.
- Get some exercise during the day (but not just before bedtime) .
- Try doing some relaxation exercises before bedtime.
- Open the windows and let in some fresh air.

Constipation

- Eat more fruits and vegetables.
- Drink plenty of water and juice.
- Avoid white bread, try whole grain bread instead.
- Go for a walk, or do some other exercises.

Cough

- This is your body trying to clear your lungs. It will pass in a few days. If it gets too bad, try cough drops to soothe your throat.

Dealing with cravings

When a craving hits, try to distract yourself by doing something that requires concentration.

- Do some deep breathing – get more oxygen into your brain!
- Play an online game.
- Write an email to a friend or chat online.
- Shoot some hoops.
- Play with a stress ball.
- Watch a video.
- Paint your nails.
- Talk to your quit buddy.
- Try chewing sugarless gum.
- Go to the bathroom and put on your makeup.



- Do something to relax yourself like reading a book, walking around the block or taking a hot shower.
- Dance.

Fortunately, most cravings pass in a few minutes. Play the mind game and stay in control! Tell yourself that your mind can be stronger than your urges.

“Whenever I wanted to have a smoke, I chewed spits (sunflower seeds). It really worked to take my mind off it.” (Q4L participant)

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Dealing with temptations to smoke

The best way to cope with temptations is to avoid them.

- Remove cigarettes, lighters, matches and ashtrays.
- If other people in your house smoke, ask them to put away their cigarettes.

Scan your calendar or agenda every day to identify situations that may tempt you to smoke and then prepare for them. Review your tracking form and your quit calendar.

Let's say you like to smoke when you go to parties. If you can't avoid going to a party, then you will need to practise various ways of saying no when someone offers you a cigarette. For example, you could say, “No thanks, I'm trying to quit.” Or, “You go ahead without me, I'm just going to go to the washroom,” or you could ask a friend to go with you to offer support. The key is to learn to recognize potentially tempting situations in advance, and then prepare three or more strategies you can use if a situation comes up.

Breaking old habits

There are many habits or routines associated with smoking. For example, some people like to hold a cigarette or lighter and play with them. When they quit, they miss having something in their hand. You may also miss having something in your mouth.

There are at least two ways to deal with habits — either replace the feelings you got from smoking (e.g., relaxation) with something else, or find a way to break the connection with smoking.

- Keep your hands busy by drawing, playing cards, working at the computer, playing a video game or doing a craft.
- Work on things that require you to concentrate.
- Do something that makes it harder to smoke, such as taking a shower, brushing your teeth, eating a carrot, or chewing gum.
- Temporarily stop drinking coffee or meeting with the people you most associate with smoking.





How to Break The Boredom Cycle

1. Make a point of noticing when you are bored. Being bored is not something bad in itself. It is a signal from your brain. Your brain tells you that it needs brain food. Obviously, smoking will not feed your brain.
2. You are the only one who can stimulate your brain. This will require investing a little energy on your part. You have to decide what you are going to do. You have a choice to let boredom control you, or to take action. Easier said than done... but it's the only way out of the boredom cycle.
3. Start with something small, but DO IT. Next time you're about to light a smoke because you're just bored, plug into a different source for energy. Stretch, go for a walk, do some deep breathing. Put on new lipstick. Catch up on e-mails. Try a different hairstyle. Sit in another chair. Change your view. Check your Facebook page. Text or call a friend you haven't been in touch with for a while. Chat with a friend you just saw an hour ago. Study for a test. Do the crossword. Invent new lyrics for your favourite song. Practise a dance step. Send someone a snail mail postcard (go to the store, buy the postcard, write on it, go to the post office, buy a stamp, lick it, put it on the card, put the card in the mailbox...). Open the window, breathe some fresh air. Make a list about why you're so bored. Make a list of times when you weren't bored. Make a paper airplane with the list...
4. Make longer-term changes in what you do for your brain. Here are some ideas that other youth have done.
 - Got involved in something they thought was important
 - Helped somebody, volunteered
 - Found a job
 - Checked out school clubs
 - Started a new club
 - Joined a sports team/club
 - Wrote an article for a student or community paper
 - Got out their bike or skateboard
 - Went to the gym
 - Shot hoops
 - Went for a skate
 - Set a goal, and made a plan to go after it (planning a trip, getting better marks, running 10k, learning to play guitar)
 - Checked out activities at a community centre
 - Started a new hobby (cooking, drawing, taking photos, learning to build something)
 - Learned to dance

- Got involved in environmental campaigns
 - Picked up that book and started reading again
5. You will have to try more than once to break the boredom rut. Make it happen! If there is nothing to do where you live, it's about time to change that! Talk to your friends, write to the newspapers, talk to your mayor, councillor, or other representative, or start a campaign. Get something going... you can do it!
6. And the next time you get bored, whatever you do, try to get your brain off automatic replay. That boredom cigarette? You really don't need it.

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Session 5. How Can You Deal With Stress?

Theme: Stress

Objectives

Participants will:

- identify own level of stress
- increase their knowledge about what causes stress and how the body experiences it
- identify their own coping style
- practise skills on how to prevent stress
- increase their relaxation skills

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Before you start Session 5

Most youth say they started smoking regularly because of stress. Stress is also one of the main triggers that make adolescents reach for a cigarette again when they try to quit. As one Quit4Life participant said:

"I cut down a lot. I was smoking about a pack and a half a day. Now I am down to about 3 to 4 packs a week and I only smoke when I am stressed out or after I eat now." [Q4L participant]

Many people find that smoking temporarily helps them relax. However, smoking stresses the body by increasing their heart and breathing rates. The body gets used to being a little "high" all the time. Eventually, it becomes difficult to relax. Therefore, smoking can actually cause stress. If youth can remember how they used to relax before becoming a smoker, they may be able to cut back even more and eventually quit.

If you feel unprepared or uncomfortable to lead a session on relaxation, find a resource person in your school or community to do so. It is really important, not only to 'talk' about relaxation, but to actually practise it and develop some skills in this area. Relaxation skills improve with practice, just like musical or sports skills. Learning relaxation techniques may help students during tests and exams, job interviews and other stressful situations.

Your group may want to continue practising relaxation skills at the beginning or end of each session after this introduction, to replace the warm-up or cool-off activities. Some Quit4Life facilitators have distributed copies of relaxation recordings, encouraging youth to use these before going to bed to make it easier to sleep.

Materials

- CD player, relaxation CD (or link to a recording on the Internet)

Handouts

- Understanding Stress
- Preventing Stress
- What's Your Coping Style?
- What's Your Coping Style? Answers
- Progressive Muscle Relaxation



Activity 1. Warm-up: Visualization or Imagery

Type of activity: Experiential, guided visualization

Notes to the facilitator

This activity may take longer than the usual 'warm-up'. Become familiar with the visualization script before leading this activity. Read it out loud several times, to work out an appropriate pace. Leave pauses. Use a soothing voice. Change the script to reflect your own way of saying things, your own expressions and vocabulary. You may want to try doing the visualization yourself!

How to implement this activity

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If you can, set up the room to encourage relaxation: mats or pillows on the floor; soft lighting; not too cold. Have relaxing music playing softly in the background.

As participants arrive, encourage them to sit down comfortably, or even lie down. Briefly explain they are going to do a relaxation exercise as a warm-up. Ask them to close their eyes, and focus on breathing gently in and out, while they imagine being in their favourite place.

Note: Although it is very rare, people may react negatively to this type of exercise and even find that it stresses them. Let the participants know that if they feel at all stressed or uncomfortable with the images, they should simply stop following the exercise and let you know if they are experiencing any fear. For example, if someone had a near drowning experience, they may feel panic instead of relaxation if you're talking about the ocean.

Once participants have come in, begin to read the visualization script, below. Or, you may prefer to play a recording of a similar relaxation exercise that has been developed and taped by a professional.

Imagery Instructions

Make sure you're sitting or lying comfortably. Close your eyes and try to clear your mind for a moment. Breathe deeply two or three times.

Now, imagine that you're at a really comfortable, relaxing place.

You might be on a sandy beach, at the banks of a river, gazing up at a mountain, by the shore of the ocean or lying in a large open field.... You might be watching the clouds drift across blue skies on a beautiful summer day, or lying on the dock, gazing at the moon and its reflection in the water... You might be taking a warm bubble bath by candlelight...lying on a soft warm rug in front of the fireplace... having a sauna after a day snowboarding...or curled up in your bed under a nice soft blanket on a day you don't have to get up early....

Have you chosen a place? Imagine that's where you are.

Try to imagine what you are experiencing with each of your senses... What do you see?...what do you feel?...what do you taste?...smell?...hear?...

Your skin is warm from the sun, from the fire, from the warm water...

You are surrounded by comfort, softness, warmth.

Take a deep breath, and imagine your lungs filling with clean, fresh air, with a subtle perfume of fresh spring flowers.

Take another deep, cleansing breath, this time, your lungs fill with air that carries the scent of pine trees.



Imagine you hear the sound of waves gently lapping against a sandy shore.... Take another deep, slow breath, and this time, imagine your lungs are filling with air that smells of the ocean breezes.

Spend a couple of minutes creating your own private fantasy world.

Take another deep, slow breath.

Now, start to come back to reality: slowly move your fingers, toes, stretch your arms.

Gently open your eyes and notice how relaxed you are.

Activity 2. Understanding and Preventing Stress

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Type of activity: Interactive presentation/lecture; role plays in pairs

Notes to the facilitator

Prepare an interactive presentation about understanding stress. The amount of detail and length of the presentation depends on the interest of the group. You might include some of the following points:

- Stress reactions are very individual. The things that cause stress for you may not be a problem for your friend, and things that bring stress to your friend's life may not worry you at all.
- Not all stress is bad: for example, some stress can help you perform better, e.g., if you are too relaxed about a certain test, you might not be mobilizing enough energy to perform well.
- Some of us have physical signs of stress, such as muscle tension and difficulty sleeping. Others may react more emotionally with outbursts of crying or anger.
- Both having too much to do and having nothing to do can be stressful!
- Your feelings about the events in your life are very important. By understanding your own reactions to stressful events, you can learn to handle stress effectively.

How to implement this activity

- Present information on stress, using the "Understanding Stress" Handout.
- Ask participants to share examples of what stresses them out, and what they do to prevent stress.
- Collect suggestions on a flip chart. Try to group these into the five Stress-Prevention skills from the "Preventing Stress" Handout:
 - ▶ Problem solve or make decisions
 - ▶ Avoid putting things off (procrastination)
 - ▶ Ask for help
 - ▶ Use positive self-talk
 - ▶ Don't take on more than you can handle
- Select a couple of the 'stressed out' examples.
- Encourage pairs of participants to role play different ways to handle these situations, using any of the skills in the "Preventing Stress" Handout.

Activity 4. What's Your Coping Style?

Type of activity: Small and large group, discussion

Notes to the facilitator

Increasing participants' awareness about the kind of coping style they tend to use in stressful situations helps them to prepare for the consequences that each style brings with it. It also will help them to realize that there are different ways of dealing with the same situation and that they don't have to be locked into one type of reaction.

How to implement this activity

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There are two options:

- Option 1: Read the scenarios in "What's Your Coping Style?" out loud for the whole group, and ask each participant to choose one of the three solutions, writing it down.
- Option 2: Divide the group in two, pass out the "What's Your Coping Style?" handout, let them discuss the scenarios, and decide which style each person would use. Emphasize they don't have to agree.
- Tabulate (on a flip chart) how many chose A, B, and C. Read out loud the description of each of the three coping styles from the "What's Your Coping Style?-Answers" Handout.
- Discuss: Can you relate to this? Do you usually use this style of coping, or do you use other styles as well? What are the advantages and disadvantages of each style?
- Is your coping style related to how you're dealing with quitting smoking? (e.g., task-oriented might find it easier to do careful planning and stick to their plan, emotional might find it easiest to motivate themselves by remembering experiences of other smokers; and distractors might need to make a special effort to face the issue).
- Summarize: There is not necessarily a right or wrong style. All three styles might work and can be applied in different situations.

Activity 5. Cool-off: Progressive Muscle Relaxation

Type of activity: Experiential

Alert participants that some of them might find the following activity funny or strange, but that it does not hurt to try. Many people have found this a very useful skill to learn, including actors, politicians, athletes, and musicians.

As with the earlier guided visualization, read it out loud a few times, checking the pace, before using it with the group. You may want to try it yourself!

How to implement this activity

- Using the script from "Progressive Muscle Relaxation" guide students through the exercise
- Make sure you give students enough time to 'come back to reality'
- Discuss briefly what it felt like to do this activity. You can pass out copies of the script; some people record the script and play it back when they want to practise.



Understanding Stress

Everybody talks about stress...but are you really clear about what it is? Many people aren't. This is because both good and bad things that happen to us actually can create stress. Stress becomes a problem when we are not sure how to handle an event or a situation. Then worry sets in, and we feel "stressed."

The Stress Response

When you find an event stressful, your body undergoes a series of changes, called the stress response. There are three stages in the stress response.

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Stage 1 – Mobilizing Energy

At first, your body releases adrenaline and you feel a 'rush'; your heart beats faster, and you start to breathe more quickly. Both good and bad events can start this reaction: For example, a good event that causes stress might be a first kiss with someone you really like; a bad event might be finding out you've failed an exam. Believe it or not, your body may react the same way to both situations! Usually this first stage doesn't last too long – your breathing, heart rate, and adrenaline level come back down to normal.

Stage 2 – Consuming Energy Stores

If, for some reason, you stay in the first stage for a longer period of time, your body begins to use up its resources of stored sugars and fats. At Stage 2, you will feel driven, pressured and tired. You might drink more coffee, smoke more than is good for you. You may also experience anxiety, memory loss, catch colds or get the flu more often than normal.

Stage 3 – Draining Energy Stores

If you do not resolve your stress problems, your body goes into Stage 3. It will need more energy than it can produce. You can become chronically stressed. At this stage, you may experience sleep problems (insomnia) and personality changes. You might misjudge situations around you. Some people also develop serious sickness, such as heart disease, ulcers or mental illness.



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Preventing Stress

The best way to cope with stress is to prevent it! Regular physical activity and eating healthily has been found to prevent stress. Some other good ways are:

- make decisions
- avoid putting things off (procrastination)
- ask for help
- use positive self-talk
- don't take on more than you can handle.

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Make Decisions.

Here are two techniques:

Sit down with a pencil and paper and make some lists.

1. List your options.
2. List the consequences of each option.
3. Write your response(s) to this question: What will happen if I don't choose at all? If you don't make a decision, that's a decision in itself and it also has consequences. Once you realize that something is going to happen whether you make a decision or not, you may find the decision easier to make.

Can't make up your mind? Maybe your subconscious can help you. Sleep on it!

Before going to bed, think about your problem and the various choices you could make. Think about each choice clearly in your mind. Tell yourself you're going to make the decision while you sleep. You may not name the solution the next morning but if you keep trying, you will eventually awaken with your mind made up.

Avoid putting things off

If procrastination causes stress in your life, learn to stop putting things off. Most people don't do their best work under pressure, no matter what they say. To avoid 'last minute deadline' stress, practise planning ahead for work. Make a weekly schedule and fill it with lots of time for fun and relaxation, as well as work. That way, you'll enjoy your playtime because you'll be doing it at the time you've decided will be best for you, not when you think you should be working. And when you are working, you won't resent it because you'll know that your leisure time is coming up soon. Set goals, rather than wander in life.



Ask for help

People who haven't learned how to ask others for help often feel needlessly stressed. Asking people to help you is not a sign of weakness; it is actually a sign of strength: you know your skills, abilities, and limits. You have gone as far as you can on your own and now it is time to involve others. Think of the times your friends or family members were stuck and asked you for help. Did that make you feel good? Helping others and being helped makes us human. Try it in a situation when it is not so urgent, to practise asking for help, and see what it is like. You may find this is one of the best ways to reduce your level of stress with day-to-day things.

Use positive self-talk

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Much of our stress is due to the conversations we have with ourselves, in our own minds. This is called 'self-talk'. Some self-talk is useful and constructive (e.g., planning your day, congratulating yourself on a job well done). However, some self-talk is negative and can contribute to your stress level ("I know I will fail again"; "I'm not smart enough to do that"; "Nobody will like me anymore"). Negative self-talk can lead to stress and even make you behave in ways that are not in your best interest. Being aware of negative thoughts is the first step in dealing with it. Once you recognize it as negative, ask yourself: "Is this really true, or reasonable?" You may want to visualize a stop sign, or some other sign, that tells you to STOP talking to yourself negatively. Then, practise talking to yourself in a more positive way. For example, instead of saying to yourself, "I screwed up, I smoked a cigarette, I really blew it, forget it, all that trying for nothing, now I can't even stay quit for a day", tell yourself "I know that I will be able to say no the next time someone offers me a cigarette. I have done it before!" or: "I am learning how to handle this better and better." The more times I practise, the easier it will get"; "It is hard to stay on track all the time, but I am getting there."

Don't take on more than you can handle

The next time you say 'yes' to do something, stop yourself and think: "Do I really have time for this?" You have the following choices:

- Say: "No", and explain why it is hard for you right now to make a commitment to do something.
- Say: "I will think it over, I am not sure if I will have the time, but I will let you know." This way, you give yourself some breathing space to make a decision.
- Say: "I might be able to do it, but not until (next week, the summer, I have got my marks straightened out)."

If this is really important to you and you really want to do it, think about what you might want to drop.

Reality check: it is impossible to have a completely stress-free life! Stress, good and bad, is part of what happens to everyone. Learn how to deal with stress so that it doesn't control you: that's the key.





Coping With Stress

How do you deal with stress now?

There are three main ways to resolve a stressful situation. You can avoid it, you can alter it, or you can accept it.

Many of us try to avoid stress. This isn't always the best thing to do. For example, going out instead of studying for a test may help for a while, but eventually you'll be more stressed than ever. A different way to handle this situation is to alter it, by studying hard for the test. You will have done about as much as you can do. You could even reward yourself for putting in the work, by going out with friends after. The next time you're faced with a stressful problem, think about whether it's best to avoid, accept, or alter the situation causing the stress.

Problem -Solving Skills

You can learn to use problem-solving skills to deal with stressful problems, instead of trying to deal with stress by smoking, which can create more stress for you and your body. Here is a list of some skills that work. Practise these skills with some of the 'smaller' problems you face first, and see how they help you deal with some of the more stress-creating parts of your life. This long-term way of reducing stress in your life is something everyone, sooner or later, will need to do. Try one or a couple of the following ideas to see what might work for you.

- Identify the pieces of the problem.
- Write them down.
- Brainstorm solutions.
- Talk about your problems.
- Take your mind off your problems.
- Get more help.

Identify the pieces of the problem. Sometimes you just feel stressed and need to figure out what the problem actually consists of. Is it your schoolwork, your job, your relationship with someone, or money worries that are causing you stress? Are unimportant, little things covering up real, deeper ones? Once you know what the problem actually is, you can start to do something about it. You can also figure out what parts of the problem you can deal with right away, to reduce the overall level of stress you face.

Write them down. Keeping a journal can help you figure out what it is that is stressing you out, what the situations are that you find hard to deal with. It can also help you notice what positive steps you have been taking to cope with stress. You may want to use a journal to help you 'brainstorm' or explore solutions, instead of dwelling on your problems. Some prefer to talk things over, though, rather than writing them down.

Brainstorm solutions. Start thinking about solutions. Be imaginative. Is there anything that you can do to change the situation, and what will happen as a consequence? Are you doing too many things

(school, job, other regular activities) and is there anything that you can cut out? Who might be able to help you out? What will happen if you do nothing? If you follow this problem-solving strategy, you might be able to come up with ideas for changes that will help take the pressure off yourself. You can brainstorm by yourself or with others.

Talk about your problems. You may find it helpful to talk about your stress. Friends, family members, and even teachers may not realize that you are having a hard time. Once they understand, they may be helpful in two ways: first, by just listening to your feelings and second, by suggesting solutions to your problems. If you need to talk with someone outside your own circle of friends and relatives, think of the professional people you trust or you have a good relationship with (guidance counselor, teacher, coach, youth worker, school nurse, family doctor, somebody at work). They also may be able to refer you to another person who can help.

Take your mind off your problems. You may be able to get rid of stressful feelings temporarily by getting busy with something. If you get involved in hobbies, sports or work, you can give yourself a "mental holiday" from your stress. Deciding that you won't think about your problems for a fixed time period can give you a little mental distance and make it easier to get back to them with a solution. Tell yourself you won't think about what is stressing you for the time it takes you to....walk to school; play a video game; fix a snack; work out at the gym; listen to a CD; take a hot bath... This is only a temporary solution, but getting some distance can help reduce the stress for a while.

Get more help. There are many helpful books, films, DVDs, CDs, podcasts, websites and courses to help you cope with stress. There are also counsellors who specialize in stress: ask your family doctor for a referral. There may also be courses and stress management workshops available in your community or school.



What's Your Coping Style?

Situation 1: Two of your best friends are having a huge fight and are not talking to each other. You all bought expensive tickets for a concert of your favorite band. You had to work overtime to earn the money. All three of you have been looking forward to going to this concert together for quite some time. The concert is tomorrow. What do you do?

- A) You phone each of your friends and get their perspective about what is going on. You tell them that you were looking forward to going to the concert with both of them, and how important it is to you. You ask them to work it out between them, because it affects you too. You say you will speak with both of them again later in the evening so you can make plans for tomorrow.
- B) You are really disappointed and down about the whole thing. You feel hurt and wonder why they are not thinking about how you might feel in this whole situation. You start to remember lots of times that you went out of your way to keep the friendships going, and feel upset that they're not trying. You phone another friend who knows all of you well, and ask for his/her support.
- C) You decide to go for a jog, then go home and write a couple of e-mails which you'd been putting off for some time. Then you call another friend and go to the movies, not mentioning anything about the situation. You decide not to think about the whole thing again until the time comes to go to the concert tomorrow.

Situation 2: Friday after school: You have a ton of homework including a big assignment that is due on Monday. Your friend has a birthday party that night, and you are working Saturday and Sunday at your weekend job.

- A) You get right down to it and try to get as much done on your assignment as possible. You decide that you might go to the party a bit later than originally planned. You also decide to call your co-worker to see if she can take on half of your shift on Sunday.
- B) You feel really stressed out. You pick a fight with your sister and she blows up at you, which makes you really mad and does not help you either. You phone up your friend and talk about how miserable you feel and how much you have to do this weekend. This seems to make you feel a bit better.
- C) You think: "I'm glad it's the weekend. Doing homework on Friday sucks." You go through your CDs to see which ones you want to take to the party. Then, you decide to go over early to your friend's house to see if she needs any help with setting up for the party.

What's Your Coping Style? Answers



- A)** Your coping style to solve a situation seems be task-oriented: you may feel comfortable analyzing the situation and deciding what to do to deal directly with the situation.
- B)** Your coping style to solve a situation seems be emotion-oriented: you may prefer to deal with your feelings and find social supports.
- C)** Your coping style to solve a situation seems be distraction-oriented: you may use activities or work to take your mind off the situation.

Remember: There is not necessarily a right or wrong style. All three styles might work and can be applied in different situations.



Progressive Muscle Relaxation

This is a technique to help relax tense muscles. Learning how to do this now will serve you well throughout your life.

1. Select a comfortable position, sitting or lying down.
2. Loosen tight clothing, uncross legs and arms.
3. Close your eyes and focus on your body.
4. Begin by tensing your toes and feet, hold the tension for a second... and then let go, relaxing. Feel the difference between the tensed and relaxed state.
5. Now tense your lower legs, knees and thighs. Hold the muscles tensed for as long as you can and then release, relaxing the legs.
6. Tense the buttocks hold and then relax. Continue moving up your body.
7. Tense the abdomen, hold the tension and then release.
8. Now tense your chest area, hold and feel the tension. Then let go, release, and relax.
9. Now move to your arms and shoulders. Tense, hold, hold, hold... and relax.
10. Now tense your fingers and hands, creating two fists and holding them tight... and then relax again.
11. Move towards your back now. First tense the upper back and hold, then release.
12. Do the same for the lower back: tense and hold, release, relax.
13. Remember to focus on the difference between your muscles being tensed up and then being relaxed.
14. Now move to your neck, tense the area of the neck with your shoulders, hold and then let go.
15. Move towards your face now. Tense your whole face, squeeze your eyes and mouth shut, hold the tension.... and then let go.
16. Finally: tense up your entire body, all the parts that you tensed up before, from head to toes... Hold the tension for as long as you can, and then release, letting go... and feeling fully relaxed and refreshed.

STEP III. - GET SUPPORT: Create A Positive Environment For Yourself

Session 6. Get Support

Theme: Importance of Support

Objectives

Participants will:

- identify small changes in relation to reduced smoking
- increase knowledge about impact of second-hand smoke
- identify potential supporters
- know more about the role of supporters
- increase response repertoire and skills to deal with non-supporters

Before you start Session 6

Some Quit4Life facilitators have chosen to deliver this session earlier in the program. Assess how important it is for your group to develop a support system beyond other Quit4Life group members. Some youth may find it challenging to receive support for quitting at home. If parents are heavy smokers, don't believe in quitting, or don't know that their child is smoking, it may be difficult for them to provide the necessary support. One Quit4Life participant recalled:

“My mum would go, like, ‘Good thing that you’re not smoking’, and then she is lighting up a cigarette! So, it was that that made it a little bit harder. And even if she meant well, she still has her addiction to smoking...” [Q4L participant]

It may be important for some participants to find a supportive friend to call or to get additional support from adults other than their parents. Many participants will find that having friends that smoke is a great challenge; on the other hand, friends are the source of greatest support for most participants who try to quit.

“It has a little bit to do with my friends, ‘cause it’s the friends that I bum the smokes off, but that is only because I ask. And they don’t be like, ‘No, you can’t smoke’, so they let me have one.” [Q4L participant]



"The group support was great, because all my friends were in there [in the Q4L program], and that helped, because they were not smoking either."

[Q4L participant]

You may want to mention that one never knows who will be supportive until you try. It might require a little risk-taking for participants to find out who will support them.

Materials

- 98
- Scarves to use for blindfolds

Handouts

- Who Will Support You?
- Support Pledge
- How Can You Deal With Non-Supporters? – Scenarios
- What Would Other Young People Do?

Activity 1. Warm-up: You can lean on me

Type of activity: Experiential, group discussion

Notes to the facilitator

There are many types of games and activities similar to the one described here, in which some sort of support or assistance is needed from another person to achieve a goal. The one below is offered as a suggestion. Use any from your own repertoire, or any that might fit the needs of the group. Keep the activity relatively short and the debriefing focused.

How to implement this activity

- Participants form pairs.
- One person is blindfolded, and leans on a second person who helps them walk around the room, or through an 'obstacle course' (chairs and desks placed in an unusual formation).
- When they reach the end of the obstacle course, or after one or two minutes, they reverse roles.
- A quick debrief follows:
 - ▶ How did it feel to be supported and having to trust another person?
 - ▶ How did it feel to have someone lean on you and depend on you for support?
 - ▶ What would have made it easier/harder?



Activity 2. Review of ‘practise’ cutting down

Type of activity: Guided individual reporting to group, motivational feedback, group discussion

Note to the facilitator

Introduce the session picking up on the debrief comments from the warm up: this session will be about getting support. Remind participants of the previous session, and how they learned that asking for help is a key ingredient to reduce stress. Asking for help also is important when quitting.

Make sure that participants have some sense of ‘success’, even if it is small.

Help them avoid negative self-talk. Keep the discussion and the feedback positive.

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How to implement this activity

- Go around the room: Review how participants have been able to cut down the ‘boredom’ cigarettes, the #1s and 2s.
- Discuss in relation to each participant:
 - ▶ What has worked and what has been hard?
 - ▶ What has become easier?
 - ▶ Can you drop the #3s?
- From Smoke Detector Tracking Form review, “who with”, and how they rated these cigarettes.
- Give positive feedback, celebrating every success, even if small.
- Reminder: in the next session, they will be setting their quit dates.

Activity 3. Build your support network

Type of activity: Individual paper-and-pencil; demonstration to group; individual practice

Notes to the facilitator

Tell participants that getting support is very important, and therefore, some participants likely rated the ‘Who With’ cigarettes high (4 or 5), i.e., as those cigarettes that they really ‘had to have’.

How to implement this activity

- Encourage participants to think about all their different environments when making their support list: home, school, work, clubs, sports, or other places.
- Individually, participants make a list of people they might ask to help them quit smoking in their different environments.

Demonstrate how to create a support network using the Handout: “Who Will Support You?”

- Give each participant a flip chart page and markers.
- Ask participants to create networks of people who can help them quit.
- Ask each participant to put a star beside the idea that would be most important to them, and write it in their handbook or on the handout.
- Distribute the “Support Pledge” handout and discuss importance of getting it signed by next week by at least 3 people from their different environments.

Activity 4. How Does Second-hand Smoke Affect Us?

Type of activity: Lecture, group discussion

Notes to the facilitator

Most people do not want to harm others when they are smoking. As we learn more about how harmful second-hand smoke is, the general public has become more concerned. In many parts of the country smoking restrictions in public places are expanding to include outdoor spaces, such as parks, beaches, restaurant/bar patios, etc. Being knowledgeable about the harm of second-hand smoke can motivate youth to reduce their smoking around non-smokers, and become more assertive in asking others not to smoke around them.

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How to implement this activity

- Provide an overview of facts about second-hand smoke (review facts from the quiz, or www.gosmokefree.gc.ca), or, use the quiz questions to assess group knowledge.
- Remind participants that when they become non-smokers, they will have to protect themselves from second-hand smoke, which will also protect others.
- Asking others not to smoke around them will reduce their 'temptations' to smoke.
- Discuss: In which places will you have the most control about exposure to second-hand smoke (e.g., own bedroom)? In which will you have less control (e.g., living room where parents smoke)?
- Summarize: this will lead into the next activity, how to deal with non-supporters.

Activity 5. Dealing with non-supporters

Type of activity: Small group role plays, large group discussion

Note to the facilitator

To avoid polarization between smokers, non-smokers, and quitters, it might be useful to discuss why some friends might be unsupportive. In many cases it has to do with their friends' own problems (fears, insecurities, inability to quit themselves), rather than not wanting to help.

It may help to remind participants that when someone chooses to try to quit, this does not mean that they are better people, or need to feel superior to those who haven't made that choice. The decision to quit is not a decision *against* your friends; but a decision *for* yourself.

How to implement this activity

- Form small groups of 3-4 participants.
- Give each group two scenarios from "How Can You Deal With Non-Supporters? – Scenarios" handout.
- Ask each group to play out the scenario with a number of alternative solutions.
- Participants should try to be realistic but avoid overly aggressive reactions.

- Each small group presents their role play and discusses the solutions in the large groups. Discuss some of the reactions and responses from the "What Would Other Young People Do?" handout (optional).
- Model positive feedback, ensuring proposed solutions are not mocked or dismissed, emphasizing there are many ways to deal with non-supporters.

Activity 6. Cool-off: Random acts of kindness

Type of activity: Guided group conversation

Talk about a situation in which someone has helped you, one in which you asked for help, and one situation in which you helped someone. Or, report on random acts of kindness. Or, perform a random act of kindness for the youth: hand out small gifts, chocolate bars, flowers; let them leave early; give each one a decorative card on which you've written something special about each one, etc.

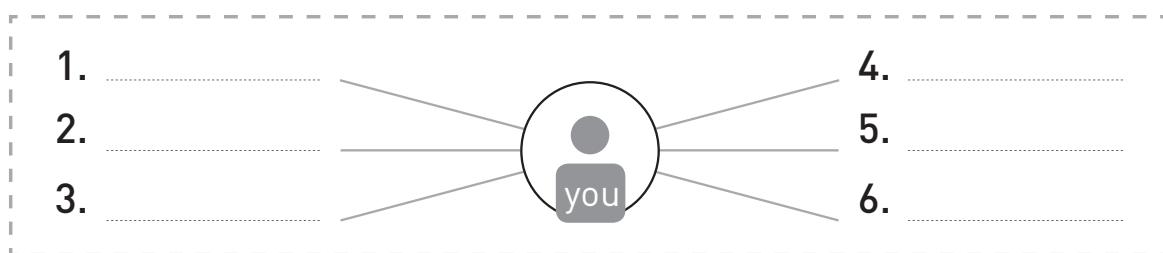
Who Will Support You?



Here is a list of people youth might ask to help them quit smoking:

- your best friend
- your brother or sister
- your girlfriend or boyfriend
- another Quit4Life group member
- your parents
- another close relative, grandma, uncle...
- your doctor
- your guidance counselor
- the school nurse
- a coach or other trusted adult
- a co-worker

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Support Pledge-Quit4life Supporter

1. Supporter

I, _____ will support you in your effort to quit smoking.

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I will

- be understanding and patient with any mood changes
- be available to talk
- not offer cigarettes or other tobacco products to you
- not smoke in front of you
- give you lots of praise
- not nag
- not make you feel bad if you don't succeed this time
- help you avoid situations where you might be tempted to smoke
- help celebrate each day, week, or month that you are smoke-free

2. Supporter

I, _____ will support you in your effort to quit smoking.

I will

- be understanding and patient with any mood changes
- be available to talk
- not offer cigarettes or other tobacco products to you
- not smoke in front of you
- give you lots of praise
- not nag
- not make you feel bad if you don't succeed this time
- help you avoid situations where you might be tempted to smoke
- help celebrate each day, week, or month that you are smoke-free



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3. Supporter

I, _____ will support you in your effort to quit smoking.

I will

- be understanding and patient with any mood changes
- be available to talk
- not offer cigarettes or other tobacco products to you
- not smoke in front of you
- give you lots of praise
- not nag
- not make you feel bad if you don't succeed this time
- help you avoid situations where you might be tempted to smoke
- help celebrate each day, week, or month that you are smoke-free



How Can You Deal With Non-Supporters? – Scenarios

1) Imagine that... You know that alcohol is a trigger for you (it makes you want to smoke!). You've finally quit and have managed to stay away from parties for a couple of weeks. Your boyfriend/girlfriend, who was supposed to quit smoking with you, started up again during exams. S/he says s/he doesn't see the point, especially since you're so moody when you're not smoking. It's been pretty hard to resist temptation, but you've managed, mostly because you've been stuck at home studying every evening. But today is the last day of exams, and you plan to really celebrate. Your boyfriend/girlfriend comes to pick you up and you drive to a friends' house for a barbecue. Everyone's there, everyone's in a great mood, and you've had a couple of beers. Your boyfriend/girlfriend opens up a new pack, and offers you one, casually, almost without thinking about it.

What do you say, what do you do? Really visualize yourself in this situation. Figure out what you would say to resist the cigarette. Practise actually saying it out loud.

2) Imagine that... You are walking up to your usual meeting spot, in front of the corner store near school. A bunch of your friends are already there. You are kind of in a bad mood, since you lost your keys again, for the second time in two weeks. Your best friend says: "Hey, what's wrong? Here, have a smoke and relax."

What do you say, what do you do? Really visualize yourself in this situation. Figure out what you would say to resist the cigarette. Practise actually saying it out loud.

3) Imagine that... You can't wait for the lunch break. This teacher is just the most boring you have had in years, nothing but lectures, and you're just bored out of your mind. On top of that he just announced another test for tomorrow, and the English assignment is also due which you haven't even started yet. Oh, and you just remembered that you agreed to take on Kelly's evening shift at the store. Finally, the lunch bell rings, and you get outdoors, still feeling really stressed out. You had decided to cut those lunch break cigarettes out, but when you walk by your usual smoking spot, two of the regulars are already smoking, and say "Hey, want a drag?".

What do you say, what do you do? Really visualize yourself in this situation. Figure out what you would say to resist the cigarette. Practise actually saying it out loud.



What Would Other Young People Do?

Check out the replies below, from the Quit4Life Youth Reference Group

Scenario 1

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- “Naa, I’m quittin’ for real. You said you were, too, remember? So put them away and let’s go have a bite instead....it’ll keep your mind off it.”
- “C’mon . I quit, remember? I know I’ve been in a bad mood lately, but I need to stick with it. Hey, I really need you to understand and help me with this.”
- “Hey, I’m the one actually sticking with quitting. Did you forget? I need you to try and respect that.” (Just make sure you don’t sound sarcastic or rude when you’re saying this, your partner maybe just forgot. Don’t take your anger out on them.)
- “Yeah, I think I’m gonna pass. I wanna see if this whole quitting thing can work. I just wanna stick to it for me, ‘cause I want to prove to myself that I can do it. Believe me, I’m dying to have one, but I want to see how long I can last. Who knows? Right, I’ll just finish my drink, and let’s go have fun!”
- “Aaaah, have you seen me smoking lately? Keep those away from me, pleeeease! I’ll go grab us a drink.”

Other ideas from young people:

- Break out the gum and pass that around!
- Be the chef and BBQ stuff, so your hands are busy.
- Get her/him to come up and dance, put on some music, jump in the pool, play ball, whatever is going on at the party, stay busy.
- I’m the type of person who would likely rationalize my reasons for having one more smoke. I know I can’t resist a situation where my boyfriend is smoking and we’re having a drink. I would avoid any situation where I’d be tempted until I was totally finished with smoking.



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Scenario 2

- "I lost my keys again, and no, don't give me a smoke, I'm trying to quit."
- "Thanks, but you know I'm trying to quit. I'm just not having a good day. Don't worry, I will make it. Anybody have a piece of gum?"
- "Thanks, but that's not gonna help me out too much. I just need you to be there. I'm having a bad day."
- "No thanks, I'm OK, it's just that I lost my stupid keys again. And, trust me, having a smoke on top of that would not really help me! I think there's something wrong with my mind that I keep losing my keys!"
- "Nah, man. I quit, remember? I'm just stressed out, but don't worry about it."
- "No, I'm fine. I think I just need to vent. Can we go for a walk?"
- "Having a smoke is only going to make things worse for me in the long run. It sure is not gonna bring my keys back. Come help me find them so we have something to do!"

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Other ideas from young people:

- Try to laugh about it, or just ask my friends to let me get mad about the situation and then get over it.
- Try to change the subject so they don't offer you another smoke, and focus on those keys, ask people if they remember when they saw you with your keys for the last time, ask someone to come with you to see if they can help you find them.
- Steer the conversation away from smoking and get into something else.
- Go into the store, where you're not allowed to smoke.



Scenario 3

- “Naa, but you smoke away. I don’t have time for this. Plus, I can’t afford to start again. I need the money, that’s why I’m working. Anyway, I need to get back inside and get working.”
- “No thanks. Did you take English last semester? What the heck do I have to do to pass this course?”
- “No, I’m fine. I’m just stressed about a bunch of stuff and came out for some fresh air. But I guess I’m not gonna find it here (laugh while you say this so nobody is offended)!”
- “You know what, I think I’m just gonna pass! I’ve gotta get something from my car now, anyways. Anyways, thanks guys.”
- “Thanks, but maybe what I need is to go for a walk...I’ll go get something to eat... or even better, get something to drink! (laughing about this)”
- “I would if I could, but I can’t, I have a bunch of work to do and I have to get started right away, but thanks anyway, maybe later.”
- “Thanks, I’m trying to quit, so don’t tempt me! Hey, does anybody know what we’re supposed to be studying for on that English test tomorrow?”

STEP IV. - GET ON WITH IT: Know What To Do When You Quit.

Session 7. How to Prepare for Your Quit Date

Theme: Quit date preparation

Objectives

Participants will:

- identify items for a survival kit
- identify their supporters
- review their learnings and apply them to a quit plan
- identify smoking cues and know why it is important to remove them
- set a quit date

Before you start Session 7

This session is your chance to review all the elements and skills that participants have learned so far, and acquire some new ones. Participants will have a look at how to: set a quit date; create a plan; check out their environment and remove cues; create a survival kit; assess social context (who to tell and not tell), and prepare specific strategies for dealing with social situations. The group will also find out what to expect when they quit (withdrawal).

Materials

- Survival kit items

Handouts

- What Have Others Put Into Their Survival Kit?
- Quit Day Plan
- Quit contract

Activity 1. Warm-up: Memory Game

Type of activity: Experiential, small group or individual, large group reporting

Notes to the facilitator

You might already have introduced some 'survival' kit items as incentives, e.g., gum, suckers, or reusable water bottles. If you have the resources, provide an assortment of inexpensive items to replace cigarettes, so that each participant can assemble a small 'survival kit' right then and there. Receiving the kits will increase participants' motivation and give them a feeling of being rewarded. Other Quit4Life facilitators have suggested that each participant choose those items that will work best for them, since individual preferences vary.

How to implement this activity

- On a table, lay out about 15 different survival kit items (see list below).
- Divide participants into 2 or 3 groups.
- Tell participants that these are some 'survival kit' items.
- Let them look at the items for 2 minutes.
- During that time the group can talk about how the items might be used instead of smoking. They might have their own ideas about other items they would like to use.
- After 2 minutes, cover the items with a sheet of paper.
- Provide each group with a sheet of flip chart paper, and ask them to list all the items that were on the table, within 30 seconds.
- The people in the group with the greatest number of items right, can have first choice in selecting an item, explaining to the whole group how they will use that item to avoid smoking.
- Each participant is encouraged to develop an individual 'survival kit' list. Provide youth with "What Have Others Put into Their Survival Kit?" Handout for additional ideas (also available in the handbook).
- You can also do this activity individually: ask participants to recall items from the covered table display and write them down individually.
- Finish off by having each participant describe their 3-5 preferred items: "Instead of a cigarette I will take out a ... to deal with...; a ...etc."
- If possible, have enough items to have participants actually assemble their kits right away.

Activity 2. Who are Your Supporters?

Type of activity: large group, modelling/instruction of paper-and-pencil activity

Notes to the facilitator

This is a follow-up to the previous session. Be sensitive to the fact that some participants might not have been able to get a supporter at home. Make sure that each participant has at least one supporter, ideally including an adult. Emphasize that the group itself may have potential supporters.

How to implement this activity

- Remind participants that they will make a quit plan today, and part of this quit plan involves having their 'supporters' help them.
- Review support pledge forms.
- Encourage participants to share whether they were able to get their pledge forms signed, and what reactions they received.
- If not all participants have been able to get forms signed, encourage those who were more 'successful' to describe their strategies and ideas.



Activity 3. Make a Plan and Set Your Quit Date

Type of activity: Paper-and-pencil, individual, pairs or small groups; followed by large group discussion

Notes to the facilitator

The purpose of this activity is to emphasize that successful change requires planning. Encourage reflection on previous experiences the participants may have had that required preparation and planning: e.g., packing for a move; organizing a trip, both require prior preparation and planning, and setting a date for 'taking off'. The activity can be done individually, in pairs, or in small groups prior to sharing ideas in the large group, depending on the level of trust among group members. Other Quit4Life facilitators have found that encouraging participants to share ideas and exchange strategies at this stage is very useful: they are well aware of what a realistic plan is and what will be hard to accomplish for youth in their particular situation. You can model ways to give constructive feedback, and remind participants of being positive and supportive of each other as they provide input into each others' quit plans.

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Some participants might not want to set a quit date. Some simply might not feel they are ready. Some may have been heavier smokers, and have cut down enough so they feel content about what they have achieved. Sensitive facilitation is needed to ensure that these participants do not feel negatively judged by others or the facilitator. Encourage them to try at least not to smoke for 24 hours, to make that their first step. Remind them that setting a quit date is part of the program. Be very positive if they agree to at least give it a try.

Some Quit4Life facilitators have used a signed quit contract; others have not. The seriousness of signing a contract may help some participants to stick to the plan. Other participants may feel negatively judged if they break a contract. Some facilitators have expressed concern that breaking a quit contract has no negative consequences, and is a misleading example of what happens to people who break contracts in real life. Use your own judgment about what will work with your group, and what you feel comfortable doing. You may choose to substitute a 'petition' format, which all group members are encouraged to sign, indicating they will stick to their plans as best as they can, rather than individual quit contracts.

How to implement this activity

- Distribute copies of "Quit Day Plans"
- Explain how this will help put into practice everything the participants have learned so far.
- Review the overall plan, and review the different sections again: withdrawal, cravings, temptations, old habits and the short-term benefits.
- Have participants fill out their own plan, or do this in pairs.
- Encourage participants to be as realistic as possible, e.g., if they never jogged in their lives, going for a run might not be a realistic alternative to smoking.
- Review how supporters can help.
- Share quit plans in the large group.
- Write down on a flip chart each person's quit date.
- Discuss: Is it possible for them to avoid 'tempting' situations, like a party? If not, how can they prepare for this situation?

- Remind participants of what they have learned about coping with stress, and about relaxation.
- Present additional ideas, e.g., throw out all the ashtrays; throw out their lighter, etc. to remove smoking cues.
- Optional: Discuss the elements of the quit contract and review the seriousness of putting a signature to something.
- Or, have participants sign a group form (similar to a petition), that they will try their best to stick with their quit date.

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Activity 4. Cool-off

Type of activity: Experiential

Use one of the previously presented relaxation activities (a stretching exercise, visualization, or progressive muscle relaxation).



What Have Others Put Into Their Survival Kit?

- sugarless gum
- low calorie snacks (carrot sticks, celery, yogurt, sunflower seeds)
- lollipops, suckers
- toothpicks
- stress ball
- computer game
- doodle pad and pen
- comic
- yoyo
- a deck of cards
- cell phone
- paper clips or anything else that will keep your hands busy
- lipstick
- nail file, nail polish
- card with all the reasons you want to quit smoking and then read it when you feel temptation coming on
- tracking form
- picture of someone who will be proud of you when you quit smoking
- pledge card
- your quit plan



Quit Day Plan

I commit to quit smoking on _____.

My top 3 reasons for quitting smoking are:

1. _____
2. _____
3. _____

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These are the names and phone numbers of my supporters:

At school: _____

At home: _____

At work: _____

Other places: _____

This is what I will do on my quit day:

This is how I will deal with:

Withdrawal: _____

Cravings: _____

Temptations: _____

Old habits: _____

This is what I will put in my Survival Kit:



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Quit Contract

I commit to do my best to quit smoking on _____

Signature

Witness Signature

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Session 8. How Can You Stay Smoke-free?

Theme: Maintenance

Objectives

Participants will:

- identify successes and acknowledge them
- know how to interrupt negative self-talk and replace it with positive messages
- reflect on their experiences with quitting
- learn how to deal with slips
- identify difficult situations and develop and refine coping strategies

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Before you start Session 8

Setting a positive tone is extremely important for this session. Focusing on why some participants' plans might have not worked, rather than on participants' 'failure' to maintain their quit date, is crucial. It is important for participants to not give up, and to continue to believe in themselves, and that they will be able to quit in future. If you can, invite an ex-smoker into this session or for session 9 as a resource person, to provide input and share experiences. Or, you might want to share your own experiences with successful quitting if you were once a smoker.

Materials

Handouts

- Give Yourself a Pep Talk
- What to Do When You Slip: Don't Panic!

Activity 1. Warm-up: Give yourself a pep talk

Type of activity: Large group, individual practice/modelling

Notes to the facilitator

This activity incorporates the warm-up component. Although it might seem artificial to some participants, learning to interrupt negative self-talk and replacing it with positive talk can be a useful skill to deal with discouragement. Tell the group that athletes, for example, are taught this skill to be able to keep performing under pressure. Encourage youth to assume the role of a coach in the next activity. Since coaches also need to be able to apply what they teach others to themselves, they also will need to learn to brag about what they are good at. Set a very positive tone for this session. Examples of positive self-talk are included in the handout.

How to implement this activity

- Go around the group: each person says one positive thing about the person immediately to their left.
- Alternatively, to make it more interactive and 'fun', no speaking allowed: each person has to mime something positive about the person immediately to their left.
- Briefly discuss: What was that like?

- Go around again: say something positive about yourself.
- Briefly discuss: Was this harder or easier to do? Why did it feel different?
- Explain: the second round is a coaching technique called ‘positive self-talk’. Hand out “Give Yourself a Pep-Talk”.

Activity 2. How did my quit plan work?

Type of activity: Large group, guided individual reporting

Notes to the facilitator

Focus on keeping the sharing of experiences as positive as possible. Avoid judgment, and instead, talk about a plan that might not have worked, instead of a person having or failed. Remind participants that quitting is a process, and that *each and every cigarette* that you decide not to smoke is a step in the right direction.

How to implement this activity

- Go around the room: How did you do with your quit date?
- Discuss each participant’s experience with quitting:
 - ▶ what worked well?
 - ▶ what was hard?
 - ▶ how did you adjust your plan to make it work better for you?
 - ▶ how did your supporters help you?
- Encourage sharing of strategies, suggestions, plans.
- How long was each person able to stay smoke-free?
- Record who is still smoke-free.

Activity 3. What Happens if You Slip?

Type of activity: Lecture, group discussion

Notes to the facilitator

Keep modeling positive and supportive feedback. Avoid negative judgment.

How to implement this activity

- Provide information about relapse: many people have relapses when they try to quit smoking, this is natural. The important thing is to explore why they slipped, rethink their strategies, and try again.
- Facilitate a discussion among group members: how did you feel, or how might you feel, if you relapse and hand out “What to Do When You Slip: Don’t Panic!”
- Discuss possible solutions, leading into the next activity.

Activity 4. Handling difficult situations

Type of activity: Flip chart group discussion; small or large group role plays

Notes to the facilitator

You can use additional examples for dealing with non-supporters from Session 5, above, however, group members may be able to identify many situations that are hard for them. You may want to use some of these as your role playing situations. Model positive feedback to all the role players. Be prepared to discover many creative solutions!

How to implement this activity

- Ask participants to identify situation that have been particularly difficult.
- Collect in point form on a flip chart.
- Identify situations in which there are other people involved, and ask participants to take on the roles of the people involved in the scenario, including the person quitting.
- Role play these situations, either in small groups, or all together.
- Encourage role players to come up with alternative solutions that might work for different individuals.
- In the debrief, review and distinguish between assertive and aggressive behaviours, leading into the following activity.

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Activity 5. Cool-off: Assertive behaviour

Type of activity: Individual, pairs, or small group role plays

Keep this one short, focused, and lively.

How to implement this activity

- Briefly role play any or all of the following scenarios that are not related to smoking and in which assertive behaviour is required:
 - ▶ Asking for a change in your work schedule so you can go to the dentist, write an exam or attend a wedding.
 - ▶ Saying no to a friend who wants you to go out on Friday night when you have to work Saturday morning.
 - ▶ Standing up for someone who has been treated unfairly.
 - ▶ Dealing with a teacher who has wrongfully accused you of cheating.



Give Yourself A Pep-Talk

Most of us talk to ourselves in our minds. We say things like, "Why does the teacher always pick on me?" or "How come I can't do this right?" Often, we talk in a negative way to ourselves. It's negative because it doesn't change our situation, it only makes us feel worse. Did you know that if we start saying positive things to ourselves instead, that can actually make us feel better? Saying encouraging things to ourselves can motivate us to do what we are trying to do: quit smoking.

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Sometimes, smokers who are trying to quit say negative things to themselves such as, "I feel really miserable", "It's too much stress for me to handle this now" or "I don't think I can do this." Saying these things doesn't help you quit; rather, it increases the chances that you will start smoking again.

To increase your chances of quitting for good, pay attention to your self-talk. If it is negative, silently say "STOP" then replace it with positive self-talk. Some people visualize a giant stop sign when they want to stop saying negative things to themselves.

Examples of positive self-talk include:

- "I've beaten tougher problems than this."
- "I am stronger than this."
- "This feeling will pass in a few minutes."
- "I'm well prepared and I can handle anything that comes my way."
- "This withdrawal is a sign that my body is healing itself."
- "I can handle this. Urges to smoke are normal for all people who are trying to quit".

*Write down three positive things that you want to tell yourself:

Practise telling yourself these three things and remember them the next time you feel down or stuck.



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What To Do When You Slip: Don't Panic!



All of us mess up sometimes. If you give in to temptation and smoke a cigarette or two, don't panic. All your hard work isn't wasted. A *slip is not a failure*. The important thing is to get back on track as quickly as possible and *learn* from the slip. Think about what led you to smoke and then figure out how you will handle the situation differently if it happens again. Be kind to yourself and *think positively*.

Sometimes, it takes several tries to quit. Most people have to practise a few times, so if you didn't quite make it to be totally smoke-free yet, just keep on trying! You'll get there soon.

About half of all youth between the ages of 15 and 19 who quit smoking (48%) tried more than once before they successfully quit smoking. In 2010, the statistics were about evenly split among people aged 15-19 who succeeded after one quit attempt (22.1%); 2-3 attempts (24.2%); or 4 or more attempts (22.3%). Only 31.5% of 15-19-year-old smokers surveyed didn't try to quit at all that year.

But, if you smoke on more than 3 days in a row, or at least one day for three straight weeks, it's a good idea to go back and review all the steps in this program, beginning with *Step 1*. Remember that every time you make a serious quit attempt, you can use it to learn some important information that you can use the next time you try to quit. *Everyone who seriously tries to quit smoking is a winner*.



Session 9. Socializing Without Smoking

Theme: Alcohol and socializing and how it relates to smoking

Objectives

Participants will:

- increase their knowledge about alcohol use and smoking
- develop strategies that can help avoid smoking in social situations
- practise refusal skills
- increase and maintain their motivation to stay smoke-free

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Before you start Session 9

Session 9 is designed as a maintenance session. You might want to shift the content, depending on how your group is doing and what they need to review. Maintaining motivation to stay smoke-free, or to try again to quit, is important and requires work, especially when the novelty wears off. A resource person or a film might help at this stage to keep motivation high. Make sure people feel re-energized and ready to continue with their quit plan.

Materials

- Calculator
- Cost calculator handout from Session 1

Handouts

- How to Refuse
- Practising Refusal Skills

Activity 1. Warm up: Overcoming obstacles

Type of activity: Experiential, large group discussion

Notes to the facilitator

Choose the warm-up that will work with your group: some get tired of just talking, and want to do something more active for part of the session; others are happy to start to engage in group discussions right away.

How to implement this activity

Option 1: Obstacle course

- Set up an obstacle course in the room, with chairs, desks, flip chart, whatever items you have handy. Use your ingenuity in the set-up!
- Instruct participants to go over, around, through, or under the different obstacles, without touching or moving the obstacles, one at a time.
- When all participants have completed the obstacle course, tell them they can now go through the same course again, but this time, they can have another person help them.
- Ask: what was easier, what was harder? Did they plan differently for the second time around?

Option 2: Group discussion

- Go around the room, asking each participant to talk briefly about:
 - ▶ What is the most difficult thing I ever have done in my life?
 - ▶ How does quitting compare (on a scale of 1-10)?
- Lead discussion of how the group has been doing during the last week, referring to quit plans.
- Invite people who slipped or went back to smoking to make a new plan, or set a new date.

Activity 2. What do we know about drinking and smoking

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Type of activity: Lecture/resource person presentation, question-and-answers

Notes to the facilitator

Youth participants in Quit4Life groups often want to talk about the difficulty of staying smoke-free at social events, especially if alcohol is involved. You may want to invite a resource person with a background in addictions to deliver some of the content of this session.

How to implement this activity

- Brief presentation, possibly by a resource person, including the following content:
 - ▶ Information about how alcohol lowers inhibitions
 - ▶ What research has shown about drinking and smoking
 - ▶ Alternatives to drinking and smoking
 - ▶ Emphasis: non-smokers also have fun
- Question-and-answer period

Activity 3. How to socialize without smoking

Type of activity: Individual reports back to group; flip chart group discussion; pairs or small group role plays

Notes to facilitator

The success of this activity will depend on how much trust has been built in the group, especially in relation to participants describing underage drinking and/or illegal substance use. While you need to be alert to indicators of substance use or other issues, during the group meeting continue to model non-judgmental attitudes, and provide positive feedback for smoking control strategies that emerge. If drug use (e.g., substituting marijuana for tobacco) is an issue, here is the time to provide facts and alternatives. For more information on this topic, visit the National Anti-Drug Strategy's DrugsNot4Me website at: <http://www.nationalantidrugstrategy.gc.ca/prevention/youth-jeunes/index.html>

If issues emerge that you feel require follow-up, approach the participants individually and confidentially, outside of the context of the group, and suggest appropriate resources/referrals.



How to implement this activity

- Lead the group in review of what's happening with each person and discuss strategies for working on staying smoke-free in difficult situations.
- Collect situations and strategies on a flip chart.
- Select a couple of examples.
- Encourage pairs of participants to role play different ways to handle these situations, using any of the skills previously learned.
- Provide positive feedback and have the group identify successful strategies .

Activity 4. Refusal Skills

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Type of activity: pairs or small group role plays; large group debrief

Notes to the facilitator

Most youth find it useful to have a repertoire of refusal responses available, to feel ready to handle situations in which they feel pressure to smoke. Being able to think in terms of prepared categories will help some youth to stay in control. The following activity is designed to help participants develop a repertoire of possible responses using specific categories.

How to implement this activity

- Pass out the "How to Refuse" Handout (also available in the Quit4Life handbook) and go over each skill and the examples.
- Divide youth into pairs. One takes on the role of the friend who wants them to smoke, the other plays herself or himself. Ask them to try out the different responses.
- Reverse roles and come up with a new response that fits each refusal skill category. They can write out their responses on the "Practising Refusal Skills" handout, or present them verbally for you to collect on the flip chart.
- Instruct each pair to play their scenario in front of the whole group. Ask other group members to guess which of the refusal skills they were using, and provide reasons for their observation.
- Discuss in the group which of these skills will be the most difficult for each person to implement, which ones they think will be easier.
- Talk about variations in the group: what comes easily to one person may be harder for another.
- To wrap up, find out from each participant their favourite refusal skill, the one that they will definitely use.



Activity 5. Staying motivated

Type of activity: motivational lecture/presentation from resource person; individual reports to group

Notes to the facilitator

This is a good time to again invite an ex-smoker, especially a successful Quit4Life program quitter, an older teen or a young adult, to talk about quitting experiences. If you are an ex-smoker, talk about what quitting was like for you in more detail, if you have not done so already.

How to implement this activity

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- Resource person presentation (optional).
- After the resource person speaks, use the cost calculator introduced in Session 1 to review how much money that person has saved since they quit.
- Use the cost calculator to determine how much money each group participant has saved since they quit or cut down.
- Review the health benefits for each participant according to how long they have stayed smoke-free.

Activity 6. Cool-off: What Do You Want to Do to Celebrate?

Type of activity: group discussion/planning

Note to the facilitator

Involve the participants in planning next week's final activity. Check the policies of your location about leaving the premises or bringing in food. It may be possible to find a movie or restaurant that will donate part or all of the cost of admission/meals.

Depending on the available resources and policies of your setting, you may be able to take the group to a restaurant, go bowling, attend a movie, or do some other fun activity together in a non-smoking environment. Lower-cost alternatives include ordering food (subs and sandwiches are usually healthy favourites!) and eating together; having a picnic; having fruit and veggies with dip, or renting a movie that has nothing to do with smoking and serving low-fat popcorn.

How to implement this activity

- Remind participants that the next session is the last of the 10 Quit4Life program sessions. It's time to celebrate!
- Point out that the group has come a long way and achieved a lot.
- Find out from participants what they would like to do to celebrate their success.
- Present options (see above) and discuss pros and cons.
- Decide through a show of hands, written ballot, placing stickers on a flip chart, loudest cheers, drawing items from a hat, or any other method that you choose.



How To Refuse

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Refusal skill	He or she says – or does	You say – or do...
a) Reverse pressure	"Hey, let's go out for a smoke!"	"No, thanks, how about watching the basketball game in the gym? We need to support our team, and I'm sure they will win this time".
b) Cold shoulder	"Take a puff."	Ignore person, and have a sip of water.
c) Walk away	"Haven't seen you here for a while."	"Gotta go..."
d) Broken record	"Here, try one..." "Have a puff..." "One won't hurt..."	"...Forget it..." "...Forget it..." "....Forget it..."
e) No thanks	"What's the matter, you look like you need a smoke..."	"Thanks for the offer, but no."
f) Give a reason or excuse	"Are you one of these health freaks now? Here's a smoke, come and relax..."	"Not today, thanks, my taste buds have changed ...," "I got to get to work..."
g) Avoid the situation	Many of your friends are hanging out in the smoking area.	Stay away from the smoking area.
h) Strength in numbers	Observe where people hang out who don't smoke.	Find some other quitters and hang around with them. They might need your support too.



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Practising Refusal Skills



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Refusal skill	He or she says – or does	You say – or do...
a) Reverse pressure	"Hey, let's go out for a smoke!"	
b) Cold shoulder	"Take a puff."	
c) Walk away	"Haven't seen you here for a while."	
d) Broken record	"Here, try one..." "Have a puff..." "One won't hurt..."	
e) No thanks	"What's the matter, you look like you need a smoke..."	
f) Give a reason or excuse	"Are you one of these health freaks now? Here's a smoke, come and relax..."	
g) Avoid the situation	Many of your friends are hanging out in the smoking area.	
h) Strength in numbers	Observe where people hang out who don't smoke.	



Session 10. Living Smoke-free: A Celebration!

Theme: Celebrating successes and what's next?

Objectives

Participants will:

- assess the progress they have made in reducing or quitting
- celebrate their own and each other's success
- know how and where to go for support when they need it

Before you start Session 10

As well as celebrating, this final session will help you determine how participants can continue the process of staying smoke-free or quitting, and inform them of the type of support you will be able to provide beyond this date. Holding a few follow-up sessions is ideal, but if you are unable to do so, suggest alternatives. These might include a weekly lunch-time drop-in; e-mails; network among group participants; a peer helper or counsellor that can be contacted for support. Setting up some sort of support system shows youth that you care about their progress beyond the program. This is reinforcing and motivating. This is also a good time to review available resources, such as the pan-Canadian quitline and the Quit4Life online program.

Take some time for participants to reflect on the program, and provide feedback about what they liked and what they did not like, so you can improve Quit4Life in the future. If you distributed a baseline survey, this is the time to collect post-program evaluation data.

Remind participants that in Canada people who have quit now outnumber those who still smoke.(In fact, as of 2010, 61% of Canadians who have ever been smokers have now quit.)⁸ It's their choice, and they can decide which group they want to belong to.

Finish with some really positive feedback for each of the participants, emphasizing one of their individual strengths, something each one taught you, or something that you have enjoyed about having them in the group. You may want to award certificates to participants as official recognition of successful completion of Quit4Life, emphasizing that ALL who stayed with the program are successful, whether or not they have totally quit smoking yet.

Materials

Handouts

- Q4L Program Evaluation
- Q4L Certificate

⁸ Reid JL, Hammond D, Burkhalter R, Ahmed R. Tobacco Use in Canada: Patterns and Trends, 2012 Edition. Waterloo, ON: Propel Centre for Population Health Impact, University of Waterloo, p 54. Available at: http://www.tobaccoreport.ca/2012/TobaccoUseinCanada_2012.pdf. Accessed January 2012.

Activity 1. Quit4Life Program Evaluation Survey

Type of activity: Individual paper and pencil

Notes to the facilitator

Since most of this session is devoted to some sort of celebration, start by getting the serious stuff out of the way first, and quickly.

How to implement this activity

- Remind participants of the Baseline Survey that they completed in the first session, and explain the purpose of this survey.
- Hand out the "Q4L Program Evaluation" survey to be filled out.
- After completion, pass out each participant's Baseline Survey, and ask them to compare their before-and-after scores.
- Discuss changes, expectations, successes.

Activity 2. Program satisfaction

Type of activity: Individual reports to group, flip charted discussion

Notes to the facilitator

If you plan to facilitate Quit4Life programs in future, you may want to ask whether any 'graduates' are interested in providing assistance, helping recruit others, or being a resource person to talk about quitting. They don't have to have quit to help out. Perspectives from people who have already tried to quit are also useful.

Especially if you are not doing a formal evaluation, this is a good way to discover what participants liked and did not like, and how to improve the program for the next time.

How to implement this activity

- Go around the group: each participant shares one thing they liked, one thing they did not like, and what could be done differently the next time.
- Make sure each participant has the opportunity to say something about the program.
- Collect all suggestions, positive and negative comments, on a flip chart.
- Thank participants for their suggestions, including any negative comments.



Activity 3. Recognition of Success and Celebration

Type of activity: Group fun!

You can hand out certificates of participation, or ‘awards’ for each person, telling them what you liked about their participation and program success.

Proceed to the celebration part of the program!

Activity 4. Cool-Off: Saying goodbye.

Type of activity: Motivational lecture

Notes to the facilitator

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If you can, give each participant a card with phone numbers, addresses, websites, Facebook pages, etc., for support (e.g., health.gc.ca/quit4life).

How to implement this activity

- Review with participants what you are planning in terms of supporting them to stay smoke-free (other follow-up session, drop-in, email contact)
- Provide them with other resources that they might be interested in, refer them to the website: health.gc.ca/quit4life
- Explain again how they can use the handbook to remind them about what they can do.
- Congratulations to everyone!

Quit4life Evaluation



Name (or Nickname): _____

Date: _____

Age: _____

Grade: _____

Male

Female

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About Smoking

1. In the last 30 days, did you smoke at least one cigarette?

- Yes
- No
- I used to smoke but I quit

2. Do you usually smoke every day?

- Yes
- No

If Yes, choose one of the options below

- A few puffs (or drags) every day
- 1 to 4 cigarettes each day (a pack usually lasts me all week)
- 5 to 9 cigarettes each day (less than a pack a day)
- 10 to 19 cigarettes each day (around a pack a day)
- 20 or more cigarettes every day (around a pack a day or more)

3. Do you usually smoke every week?

- Yes
- No

If Yes, choose one of the options below

- A few puffs (or drags) every week
- 1 to 6 cigarettes every week
- 7 to 14 cigarettes every week (around half a pack a week)
- More than 15 cigarettes every week (around a pack a week)



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4. I want to:

- Stay smoke-free
- Quit smoking now
- Quit smoking in the next month
- Cut down the number of cigarettes that I smoke
- Quit smoking sometime, not sure when

5. Since you started the Quit4Life program, what was the longest time that you went without smoking?

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- I quit completely
- A few hours
- 1 full day
- 2 – 6 days
- 1 week
- 2 weeks
- Longer than two weeks, please specify _____
- Can't remember

Who else smokes?

6. About how many of your friends smoke?

- None
- A few
- About half
- Most
- All

7. How much does second-hand smoke bother you?



Usefulness of the Program

8. How many sessions of the Quit4Life Program were you able to attend?

- all sessions
- most sessions
- only a few sessions



9. Would you recommend Quit4Life to a friend?

- Yes
- No
- Maybe

10. How much did Quit4Life help you to do the following?

	1 Not at all	2	3 A little	4	5 A lot
The Q4L Program....					
Motivated me to quit and stay smoke-free					
Informed me about what to expect when I quit					
Provided me with ideas about how to create a positive environment for myself					
Taught me skills for how to quit					
Helped me to relax and not think about smoking after each of the sessions					
Helped me to postpone smoking the next cigarette after each session					

11. Do you think the number of sessions was:

- Too few
- Just right
- Too many

12. Do you think the length of each session (about 1 hour) was:

- Too short
- Just right
- Too long

13. How much did you like the following aspects of the program?

The Q4L Program....	1 Not at all	2	3 A little	4	5 A lot
Overall Q4L program					
Program materials					
Style of the program (group discussions, own work)					
The group, the other participants					
The facilitator					

14. What do you suggest to make the program better?

Q4L Certificate

Name _____

Has completed the Quit4Life program successfully and is on the way to having Quit4Life.

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Signature _____ Date _____



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One optional follow-up session is available to facilitators who may wish to run a booster session after the program has ended, or to add this session to their regular Quit4Life program.

RECOVER • TAKE ACTION • I CAN •

I WILL • GET SMART • SAVE MONEY

Optional Session

• BREATHE EASY • STEP ON IT •

YOU'RE THE BOSS • SMELL GOOD •

NO EXCUSES • DON'T WAIT START

NOW • RECOVER • TAKE ACTION

• I CAN • I WILL • GET SMART •

SAVE MONEY • BREATHE EASY •

STEP ON IT • YOU'RE THE BOSS

• SMELL GOOD • NO EXCUSES

• DON'T WAIT • START NOW •



Optional Follow-up Session

Objectives

Participants will:

- increase awareness of their own fears and hopes in relation to quitting or staying quit
- identify and address difficult situations or issues related to staying smoke-free, quitting, or reducing
- review skills and content areas

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Before you begin the follow-up or maintenance session

If at all possible, try to offer a few follow-up or maintenance sessions after the 10-session plan. A sample session plan is outlined below.

Some Quit4Life facilitators offer maintenance sessions as long as participants need them. Others have offered one or two sessions or a shorter group encounter, individual drop-in support or email follow-up.

Follow-up and maintenance sessions require very flexible facilitation, and an ability to respond to participants' needs on the spot. These needs might include reviewing certain topic areas, practising specific skills, providing some emotional support, increasing motivation to stay smoke-free, and encouraging those who relapsed to try again and again.

In keeping with the Quit4Life program philosophy, maintaining a positive group climate will be key for these sessions. This goal is even more important if the group includes both quitters and not-yet-quitters. Sensitive facilitation will help to transcend some participants' feelings of discouragement into hope and new motivation to continue the process of quitting. The warm-up activity is designed to help you do that.

Activity 1. Warm-up: Biggest Fears (or concerns) – Highest Hopes

Note to the facilitator

This activity is a bit longer than most warm-ups, and could take 15-20 minutes to implement, depending on the size of the group. Depending on your group, you can do this as a paper and pencil activity.

Some participants may react to 'hopeful talk' with scorn: they may see it as self-delusion, unrealistic, or lying to oneself. Emphasize that this is a recognized psychological skill that can be learned. It can lead to a more positive attitude and is worth trying.

Material:

- a few large sticky notes (or paper and tape) for each participant (optional)
- flip chart

How to implement this activity

- Ask participants to sit quietly for a minute, and think about their biggest fear in relation to smoking and quitting.
- Next, ask them to think about their highest hopes in relation to smoking and quitting.
- Hand out index cards to each youth. Youth write their biggest fear or concern on one card, and their highest hope on the other.
- Ask youth to pin all their hopes on one flip chart labelled “hopes”, and all their fears on another labelled “fears”.
- Ask someone to read them out loud.

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Debrief: Ask participants if they noticed anything about the hopes and fears.

Can they make some connections?

If they haven't, start drawing lines between fears and hope, to see inverse relationships, e.g.,

Fear

Not being able to resist temptation
Die of lung cancer
Harm others with second-hand smoke
Be addicted
Waste all that money

Hope

To keep up their will power
Live a healthy life
Set a good role model for others to stay smoke-free
Become independent from nicotine
Save a lot of money

- Summary presentation:

Fear frequently immobilizes people, makes them not able to act or change anything. Fear commonly sparks the following reactions: “It is useless anyways”; “I will fail again...”.

Ask: has anyone had these experiences, how does that feel?

Be ready to provide examples from your own life.

Hope, in contrast, most often mobilizes people to want to do something, to work towards achieving a goal or change.

Ask: has anyone had these experiences, how does that feel?

Be ready to provide examples from your own life.

- Model and practise ‘hopeful talk’, translating fears into hopes. Ask youth to try to do the same, and talk about how that feels.



Activity 2. What I want help with ...

Notes to the trainer

This activity will take up to half an hour, depending on the size and stage of the group.

Model non-judgmental responses and respect for everybody's concerns: make sure nobody's issues or suggestions are discounted or dismissed.

You might suggest that you can try to invite a resource person or show a film about a specific topic that has come up during a subsequent session (if you are offering more than one).

Materials

- Flip charts
- Markers

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How to implement this activity

- Go around the room: ask participants about one thing they have found difficult, or would like to review again or practise.
- Collect all issues on a flip chart, note similarities.
- If all issues can't be addressed in one session, offer a second session if possible. If not, prioritize with the group the issues or concerns with which they would like to begin.
- In group discussion, develop plans for addressing each person's needs.
- Write them on the flip chart.

Activity 3. Cool-off

By now you know your group and have noticed what works well to loosen them up or to have fun. Some ideas:

- party games
- watching a short cartoon
- dancing to a good beat
- or any of the cool-off activities suggested in previous sessions

Activity 4. What's next?

- If you are planning to offer more sessions, provide details: where, when, how 'optional'; any organizational details.
- If not, provide information for additional individual support (yourself, guidance counsellor, school nurse, pan-Canadian quitline number, other resources).
- Encourage participants to also stay in touch with and support each other.

RECOVER • TAKE ACTION • I CAN •

I WILL • GET SMART • SAVE MONEY

Appendices

• BREATHE EASY • STEP ON IT •

YOU'RE THE BOSS • SMELL GOOD •

NO EXCUSES • DON'T WAIT START

NOW • RECOVER • TAKE ACTION

• I CAN • I WILL • GET SMART •

SAVE MONEY • BREATHE EASY •

STEP ON IT • YOU'RE THE BOSS

• SMELL GOOD • NO EXCUSES

• DON'T WAIT • START NOW •



Appendix A

FACTS AND FIGURES QUIZ

(Also to be used in Session 2)

1. The majority of Canadian teens don't smoke.

- TRUE
 FALSE

2. When youth in grades 10-12 were asked, what was the average age at which they smoked their first whole cigarette? How old did they say they were?

- a) 10 years old
b) 12 years old
c) 13 years old
d) 14 years old

3. By the end of high school, one in three Canadian youth will have tried smoking.

- TRUE
 FALSE

4. About 85% of smokers start smoking before age 18.

- TRUE
 FALSE

5. Who is the most responsible for young people starting to smoke?

- a) Young people themselves
b) Friends/peers
c) Parents
d) Other adults
e) Brother/sister
f) Celebrities
g) Tobacco industry
h) All of the above
i) None of the above

6. Children of smokers are less likely to smoke themselves.

- TRUE
 FALSE

7. To be safe, limit exposure to second-hand smoke to one hour per day.

- TRUE
 FALSE

8. How many kids under the age of 12 are regularly exposed to second-hand smoke in Canada?

- a) 100,000
b) 171,000
c) 250,000
d) 400,000

9. In which province are children the and teens least likely to be regularly exposed to second-hand smoke in their homes?

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10. If you limit smoking to a few puffs a week it doesn't do you any harm.

- TRUE
 FALSE

11. On average, how much longer will non-smokers live?

- a) 1 to 3 years
b) 4 to 7 years
c) 8 to 10 years
d) 11 to 15 years

12. Quitting early reduces the risk of dying early.

- TRUE
 FALSE

13. It takes a long time to get addicted to nicotine

- TRUE
 FALSE

**14. When some teens see people smoking in movies, it influences their decision to start smoking.
What percentage of youth are influenced this way?**

- a) 16%
b) 31%
c) 44%
d) 59%

15. Teens are more likely to try quitting than adults.

- TRUE
 FALSE



16. What are the top three motivators for teens to quit smoking?

- a) Bad breath
- b) Long term health concerns
- c) Not wanting to be out of breath (short term health concerns)
- d) Yellow fingers
- e) Smelly clothes
- f) Cost
- g) Parents nagging

17. Knowing the facts about quitting, being aware of what to expect, and learning skills to deal with the effects makes a difference to quitting successfully.

- TRUE
- FALSE

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18. Teens find it easier to quit than adults.

- TRUE
- FALSE

19. Which of these are typical symptoms of nicotine withdrawal?

- a) Irritability, frustration, anger or anxiety
- b) Difficulty in concentrating
- c) Restlessness
- d) Increased appetite
- e) Problems falling asleep or frequent waking
- f) Slight depression or feeling down
- g) All of the above.

20. Symptoms of nicotine withdrawal usually diminish after:

- a) 1 day
- b) 3-4 days
- c) 10-15 days
- d) more than 1 month

21. More teen boys smoke than teen girls.

- TRUE
- FALSE

22. Teen girls smoke more cigarettes a day on average than teen boys.

- TRUE
- FALSE



Appendix B

Answers to the Facts & Figures Quiz

THE FACTS ABOUT.....TEEN SMOKING RATES

1. The majority of Canadian teens don't smoke.

- TRUE
- FALSE

TRUE.

In 2010, 86% Canadian teens aged 15-19 reported never having smoked, an additional 2% said that they had quit smoking, and only 12% indicated that they were smokers.

SOURCE: Canadian Tobacco Use Monitoring Survey (CTUMS) 2010.

http://www.hc-sc.gc.ca/hc-ps/tobac-tabac/research-recherche/stat/_ctums-esutc_2010/ann-eng.php#t1

2. When youth in grades 10-12 were asked, what was the average age at which they smoked their first whole cigarette? How old did they say they were?

- a) 10 years old
- b) 12 years old
- c) 13 years old
- d) 14 years old

THE CORRECT ANSWER IS d.

While youth who are experimenting with smoking may first only take a few puffs of someone else's cigarette, on average, young Canadians in grades 10-12 who reported smoking a whole cigarette said that they had done so when they were 14 years old.

SOURCE:

http://www.hc-sc.gc.ca/hc-ps/tobac-tabac/research-recherche/stat/_survey-sondage_2008-2009/result-eng.php

THE FACTS ABOUT.....STARTING SMOKING

3. By the end of high school, one in three Canadian youth will have tried smoking.

- TRUE
- FALSE

TRUE.

In 2008-09, according to the Youth Smoking Survey, 33% (one in three) of youth in grades 6 through 12 reported that they had tried smoking at least once.

SOURCE: Youth Smoking Survey 2008-09.

http://www.hc-sc.gc.ca/hc-ps/tobac-tabac/research-recherche/stat/_survey-sondage_2008-2009/table-eng.php#tab01



4. About 85% of smokers start smoking before age 18.

- TRUE
- FALSE

TRUE.

Eighty-six per cent (86%) of smokers smoked their first cigarette before they turned 18—hardly anyone starts using tobacco as an adult. People who make it through their teens tobacco-free are most likely to remain tobacco-free for life.

SOURCE: Canadian Tobacco Use Monitoring Survey (CTUMS) 2010. http://www.hc-sc.gc.ca/hc-ps/tobac-tabac/research-recherche/stat/ctums-esutc_2010-eng.php

5. Who is the most responsible for young people starting to smoke?

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- a) Young people themselves
- b) Friends/peers
- c) Parents
- d) Other adults
- e) Brother/sister
- f) Celebrities
- g) Tobacco industry
- h) All of the above
- i) None of the above

THE CORRECT ANSWER IS h.

Children and teenagers start smoking for lots of reasons. Teens surveyed answered “Friends/peers” (42%) and “Parents” (23%) as being the most responsible for young people starting to smoke.

SOURCES: Canadian Tobacco Use Monitoring Survey (CTUMS) 2010. http://www.hc-sc.gc.ca/hc-ps/tobac-tabac/research-recherche/stat/ctums-esutc_2010-eng.php

THE FACTS ABOUT...PARENTS AND TEEN SMOKING

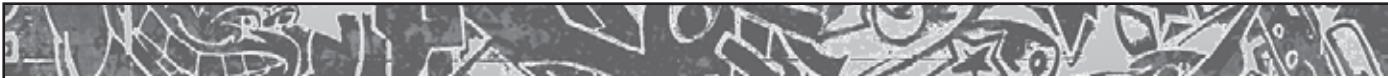
6. Children of smokers are less likely to smoke themselves.

- TRUE
- FALSE

FALSE.

Children of smokers are twice as likely to smoke than children of non-smokers.

SOURCE: Health Canada, Children See, Children Do – Facts <http://www.hc-sc.gc.ca/hc-ps/tobac-tabac/fact-fait/fs-if/child-enfant2-eng.php>



THE FACTS ABOUT...SECOND-HAND SMOKE

7. To be safe, limit exposure to second-hand smoke to one hour per day.

- TRUE
- FALSE

FALSE.

There is no known safe level of exposure to second-hand smoke. Some of the chemicals in second-hand smoke may cause cancer, while some may affect the heart and lungs.

SOURCE: U.S. Department of Health and Human Services. How Tobacco Smoke Causes Disease: The Biology and Behavioral Basis for Smoking-Attributable Disease: A Report of the Surgeon General. Atlanta, GA: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention Office on Smoking and Health, 2010. http://www.cdc.gov/tobacco/data_statistics/sgr/2010/index.htm

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8. How many kids under the age of 12 are regularly exposed to second-hand smoke in Canada?

- a) 100,000
- b) 171,000
- c) 250,000
- d) 400,000

THE CORRECT ANSWER IS b.

In 2010, 4% of children under the age of 12 (about 171,000 children) were regularly exposed to second-hand smoke at home.

SOURCE: Canadian Tobacco Use Monitoring Survey (CTUMS) 2010 .

http://www.hc-sc.gc.ca/hc-ps/tobac-tabac/research-recherche/stat/_ctums-esutc_2010/ann-eng.php#t9

9. In which province are children the least likely to be regularly exposed to second-hand smoke in their homes?

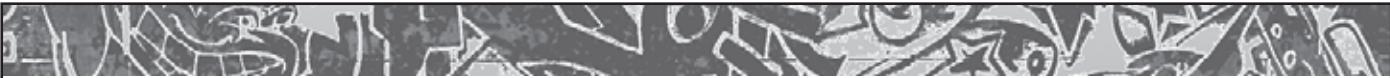
THE CORRECT ANSWER IS BRITISH COLUMBIA.

In 2010 in B.C., only 2% of children aged 0-17 were regularly exposed to second-hand smoke at home. Figures for each province are:

Quebec	11%
Saskatchewan	7%
Nova Scotia	7%
New Brunswick	6%
Manitoba	6%
Newfoundland and Labrador	5%
Prince Edward Island	5%
Ontario	5%
Alberta	5%
BC	2%

SOURCE: Canadian Tobacco Use Monitoring Survey (CTUMS) 2010.

http://www.hc-sc.gc.ca/hc-ps/tobac-tabac/research-recherche/stat/_ctums-esutc_2010/ann-eng.php#t9



THE FACTS ABOUT... SOME HEALTH CONSEQUENCES OF SMOKING

10. If you limit smoking to a few puffs a week it doesn't do you any harm.

- TRUE
 FALSE

FALSE.

Even a few puffs a week is enough to have an effect on your cardiovascular system (heart) – there is no safe level of exposure to tobacco smoke.

SOURCES: U.S. Department of Health and Human Services. How Tobacco Smoke Causes Disease: The Biology and Behavioral Basis for Smoking-Attributable Disease: A Report of the Surgeon General. Atlanta, GA: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, Office on Smoking and Health, 2010. http://www.cdc.gov/tobacco/data_statistics/sgr/2010/index.htm

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11. On average, how much longer will non-smokers live?

- a) 1 to 3 years
- b) 4 to 7 years
- c) 8 to 10 years
- d) 11 to 15 years

THE CORRECT ANSWER IS c.

The average Canadian male smoker will die at age 71 and female smoker will die at age 73. The current life expectancy in Canada is 79 years for males and 83 years for females. Soon after quitting smoking the risk of dying earlier starts to decline.

SOURCE: Health Canada, Smoking and Mortality <http://www.hc-sc.gc.ca/hc-ps/tobac-tabac/legislation/label-etiquette/mortal-eng.php> and Statistics Canada <http://www40.statcan.ca/l01/cst01/health26-eng.htm>.

12. Quitting early reduces the risk of dying early.

- TRUE
 FALSE

TRUE.

Soon after quitting, the risk of premature death starts to decline, and the benefits increase over the next 10 to 15 years.

SOURCE: Health Canada, Smoking and Mortality <http://www.hc-sc.gc.ca/hc-ps/tobac-tabac/legislation/label-etiquette/mortal-eng.php>



THE FACTS ABOUT...NICOTINE DEPENDENCY

13. It takes a long time to get addicted to nicotine

- TRUE
 FALSE

FALSE

A single puff is the first step toward addiction. Nicotine is a highly addictive drug. Adolescents' bodies are more sensitive to nicotine, and adolescents are more easily addicted than adults. Some youth have been found to become dependent on nicotine quite rapidly, with signs of dependence being experienced shortly after starting smoking.

SOURCES: Health Canada, Smoking and Addiction. <http://hc-sc.gc.ca/hc-ps/tobac-tabac/legislation/label-etiquette/addic-depend-eng.php#a1>

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THE FACTS ABOUT... TOBACCO AND THE MOVIES

14. When some teens see people smoking in movies, it influences their decision to start smoking. What percentage of youth are influenced this way?

- a) 16%
- b) 31%
- c) 44%
- d) 59%

Smoking in movies is thought to be the most powerful pro-tobacco influence on teens today, accounting for as much as 44% of adolescents who start smoking. Think about it – at least when it is advertising you know you should be wary because someone is trying to sell something to you. Smoking in the movies just seems like part of a story ... but is that all it really is? Isn't it just another kind of advertising, one that is much more subtle? For more information, see Smoke-Free Movies at <http://smokefreemovies.ucsf.edu/problem/moviessim.html>.

SOURCE: Millett & Glantz, 2010.
<http://smokefreemovies.ucsf.edu/pdf/Millett-44pct.pdf>

THE FACTS ABOUT... QUITTING

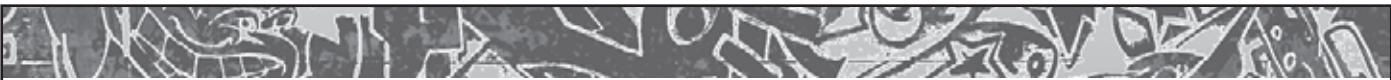
15. Teens are more likely to try quitting than adults.

- TRUE
 FALSE

TRUE.

In 2010, 72% of teen daily smokers aged 15-17 had tried to quit at least once in the past year along with 66% of teens aged 18-19, compared to 44% of adults aged 25 or older.

SOURCE: Canadian Tobacco Use Monitoring Survey (CTUMS) 2010.
http://www.hc-sc.gc.ca/hc-ps/tobac-tabac/research-recherche/stat/_ctums-esutc_2010/ann-eng.php#t4



16. What are the top three motivators for teens to quit smoking?

- a) Bad breath
- b) Long term health concerns
- c) Not wanting to be out of breath (short term health concerns)
- d) Yellow fingers
- e) Smelly clothes
- f) Cost
- g) Parents nagging

THE CORRECT ANSWERS ARE b, c, and f.

In an evaluation of the Quit4Life pilot program, 328 teens from across Canada reported that the most important motivator for participating in the Q4L program was "wanting to be healthier", (rated at 2.9 on average on a scale from 1 to 3, 3=very important and 1=not at all important) followed by "not wanting to be out of breath" (2.8), and not wanting to spend all that money on smokes (2.8).

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SOURCE: Health Canada, Evaluation of the Quit4Life Youth Cessation Demonstration Project. <http://www.hc-sc.gc.ca/hc-ps/pubs/tobac-tabac/quit-cesser-progeval/index-eng.php>

17. Knowing the facts about quitting, being aware of what to expect, and learning skills to deal with the effects makes a difference to quitting successfully.

- TRUE
- FALSE

TRUE.

These are essential elements for successful adolescent cessation programs, and they are incorporated into the Q4L program.

SOURCES: McDonald et al., 2002; Sussman 2002; Mermelstein, 2003

18. Teens find it easier to quit than adults.

- TRUE
- FALSE

FALSE.

If they do make a serious attempt to quit, most are surprised at how hard it is. Their confidence may come from the fact that kids tend to be better able to regulate how much they smoke and where they smoke. For example, many are forced to stop smoking when they are away from friends or family who supply them with tobacco or when they do not have money to buy their own cigarettes. Soon after the first puff of a cigarette, youth begin to find it increasingly difficult to quit smoking. However, it took almost three years before the teens in one Canadian study realized that they could not quit of their own free will.

SOURCE: O'Loughlin et al., 2009.



19. Which of these are typical symptoms of nicotine withdrawal?

- a) Irritability, frustration, anger or anxiety
- b) Difficulty in concentrating
- c) Restlessness
- d) Increased appetite
- e) Problems falling asleep or frequent waking
- f) Slight depression or feeling down
- g) All of the above.

THE CORRECT ANSWER IS g.

All of the above are typical. Not all smokers go through withdrawal, however. What's more, not all individuals who go through withdrawal experience the same number or intensity of symptoms.

SOURCE: Health Canada, Dealing with Withdrawal.

<http://www.hc-sc.gc.ca/hc-ps/tobac-tabac/body-corps/withdrawal-sevrage-eng.php>

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20. Symptoms of nicotine withdrawal usually diminish after:

- a) 1 day
- b) 3-4 days
- c) 10-15 days
- d) more than 1 month

THE CORRECT ANSWER IS b.

For many people, withdrawal is at its worst for the first few days after they stop smoking. It begins to lessen after 3 or 4 days. In about a week to 10 days all withdrawal symptoms should be gone. Because the symptoms are most intense in the first few days after you stop, this is when you are most likely to start smoking again.

SOURCE: Health Canada, Dealing with Withdrawal.

<http://www.hc-sc.gc.ca/hc-ps/tobac-tabac/body-corps/withdrawal-sevrage-eng.php>

THE FACTS ABOUT... GENDER DIFFERENCES

21. More teen boys smoke than teen girls.

- TRUE
- FALSE

TRUE.

The rate of teens aged 15-19 smoking in 2010 was 12.2%: 11.3% females and 13.1% males.

SOURCE: CTUMS, 2010 http://www.hc-sc.gc.ca/hc-ps/tobac-tabac/research-recherche/stat/ctums-esutc_2010_graph-eng.php

22. Teen girls smoke more cigarettes a day on average than teen boys.

- TRUE
- FALSE

FALSE.

In 2010, males aged 15-19 who smoked daily reported smoking an average of 13 cigarettes while females the same age reported smoking an average of 10 cigarettes per day.

SOURCE: Canadian Tobacco Use Monitoring Survey (CTUMS) 2010.

http://www.hc-sc.gc.ca/hc-ps/tobac-tabac/research-recherche/stat/_ctums-esutc_2010/ann-eng.php



APPENDIX C

Tips For Q4L Group Facilitation

(Many of the suggestions in the following section are adapted from: Auvine, Brian, et al. (1978) *A Manual for Group Facilitators*. The Centre for Conflict Resolution. Madison, WI; and Estable, Meyer and Pon (1997) *A Training Manual for Anti-Racism Trainers*. Ottawa: From the Margin/Canadian Labour Congress.)

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Group function

As a facilitator, you can adapt your facilitation style according to the purpose of a group. Keep in mind that your Quit4Life group has several functions:

- Becoming more informed – educational, shares facts and theories, knowledge-focused
- Learning and practising new skills – practical application of information, emphasizes improving abilities
- Becoming more aware – self-awareness, values clarification, feelings
- Providing support to each other – establishing trust, links, connections

The Quit4Life Session Outlines offer a range of activities to help meet each of these functions.

Group characteristics

As you begin to facilitate your group, and during the first few sessions, you may also want to think about:

- Group size and composition: What is the number of participants, ages, gender, language, cultural/ethnic mix?
- Cohesion: How well do the participants know each other? Are they connected outside the group? Are they talking to each other when you first walk into the room? Do seating patterns change?
- Dynamics: Are any participants emerging as leaders? Is anyone consistently silent? Are there any tensions? Is everyone equally comfortable participating?
- Style: What learning styles are evident? How do different participants respond to different types of activities?

Review the Quit4Life Session Outlines to select a mix of activities and facilitation options to reflect the characteristics of your group.

Role of facilitator

Facilitation usually involves:

- making it easy for participants in a group to engage in 'horizontal' discussions
- encouraging participants to bring in their own ideas, experience, and knowledge
- respecting the direction which the group wants to take
- assisting the group to meet its own goals

As a Quit4Life facilitator, your role has additional dimensions: leading and training. As well as the facilitator, you are also the leader of the group, with a responsibility to ensure that specific goals are achieved. Your role is also an educational one: you will work towards achieving a set of specific learning goals during the course of each session, and overall.

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Introducing yourself as a Quit4Life facilitator

Many Quit4Life facilitators are also teachers or guidance counsellors. When you introduce yourself to the participants, you may want to:

- Set the scene: Describe the role you will play, and distinguish between your role as teacher and your role as Quit4Life facilitator
- Explain your own motivation for being a facilitator for Quit4Life: Why is youth smoking cessation important to you? Why is it important to you that *these* kids quit?
- Establish your credibility: Have you successfully managed to change a negative health behaviour in your own life (e.g., smoking)?

Facilitation style

When facilitating a Quit4Life group, you may want to become aware of your own facilitation style, and adapt it to the unique challenges and characteristics of each session and each group. For example, you could:

- explain the reasoning behind the things you do; what the goals of each activity are; what you hope to accomplish
- provide additional factual and knowledge-based information
- share your own experiences with smoking or quitting
- solicit feedback from participants about your own participation, and pay attention to it
- take time to explain the interactive and cooperative style of participation that is expected in a group, compared to a classroom
- share your expectations about the group's rights and responsibilities, and about your own
- help the group set clear limits for what is acceptable and not acceptable in the context of the group
- be openly attentive to group process and aware of the cycles the group is going through (see below)
- inform participants about additional supports and refer them if they need more help.



Group process

Facilitators have a double focus: they must be aware of both content and process simultaneously. As a Quit4Life facilitator, you will need to balance your own interest in the content and your observation of how the group is working.

To facilitate effectively:

- *before* the meeting focus inward: take time to prepare the content well, make a plan for how you will deliver each session, be ready with answers to possible questions, and
- *during* the meeting focus outward: observe how the group members are interacting and help the group work together well.

Some signs that group process needs your attention include:

- restlessness
- uncomfortable silences
- no eye contact with facilitator/each other
- closed body language (posture, facial expressions)
- off-topic conversations, bilateral conversations
- persistently unequal participation

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Group cycle

Most group meetings go through a number of predictable phases. These are:

- social interaction
- information seeking
- establishing structure
- constructive work
- completion

The Quit4Life Sessions are designed with this cycle in mind. If you find the group is going back to an earlier phase (e.g., social interaction in the middle of constructive work), this might be a hint that:

- the group rushed into the next activity too soon
- the activity may not be well enough defined
- the activity may not be well structured
- the group may be ready to move to the next activity

Group communication

Good communication is essential to good group process. As a facilitator, you may want to:

- adapt your language and style to the group, but remain; authentic to your own age group and experience
- listen more than you speak, and listen from the other person's perspective
- model the type of communication you want in the group
- give feedback that is specific, tentative, suggestive and tied to behaviour
- openly test your assumptions
- show commitment and concern for the group

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To help facilitate communication during a discussion, you may want to:

- explain what the discussion is about, why it is important to discuss at this time
- give room for participants to be involved
- model a relaxed, conversational style for the discussion
- use questions to get things started
- use lists (of topics, ideas, reasons, views, pros and cons) to summarize where the discussion is at
- go around the room asking for input
- use flip charts or a blackboard to write down key points
- relate discussion to experiences
- stay positive
- use humour

Facilitators are the backbone of Q4L.

Quitting smoking can be a challenge at any age, but adolescence is a prime window of opportunity to help youth break the addiction. Group involvement and supportive facilitation, combined with stimulating and skill-building activities can help smokers go smokefree – and have some fun while they're at it!



This guide provides an overview of group facilitation methods along with tips and tricks.

It outlines essential sessions that reinforce the basic principles of the Q4L program. Each session also includes several “black line masters” hand-outs for photocopying and distribution.

Dedicated professionals like you provide guidance and support to help young smokers learn new quitting skills and fine-tune the strategies that will work for them. You’re helping to lower the rate of youth smoking.

Thank you!

www.health.gc.ca/quit4life