



Smoking cessation and anti-smoking promotion

Action-based guidance process 2

Background, purpose and goal

The subject is the guidance of secondary school students towards lifestyle change and smoking cessation using action-based methods. The purpose is to help young people think about their smoking habits and assist them in making changes in their lifestyles. However, we do not assume that the exercises will force young people to quit. Our main goal is to create a safe environment of trust where young people can be themselves and be treated with respect.

We want to build a natural relationship with young people based on trust and dialogue, in the hope that they are ultimately able to open up with us and be who they are. A safe environment and a relationship need to be established before we can begin to get students thinking and help them increase their knowledge of smoking, which is our ultimate objective. This is a challenging target group, as secondary school students can be unreceptive and it is often difficult to find suitable methods.

We try to create a safe guidance setting so that students attending the workshops can be themselves and express personal opinions. We will ensure that all opinions are valued and make it clear that there are no wrong or right opinions. As instructors, we want to put ourselves on the same level with students and not act like we are above them. The fact that the sessions are organised in a familiar environment is beneficial as it creates a sense of security.

We try to spark young people's interest without pressure or demands by emphasising the importance of an open mind. This can help lower the threshold of participation. We will immediately explain what the sessions are about and what the rules are to help orient the students.



Target group, group size, time use

Our target group is 8th and 9th grade students; sessions are organised in small groups. We organise four 90-minute action-based guidance sessions over a one month period at each school.

Process description / Method description / Task and work instructions

Each of the four sessions is organised around a different theme and based on various action-based methods.

SESSION 1: Introductions and initial views on smoking

Introduction (10 min)

- Personal introductions
- The purpose of the sessions
 - The idea is not to lecture about smoking but to provide information, increase knowledge and spark thoughts and discussion
 - It's up to students to decide whether or not to tell us if they smoke
 - All opinions are permitted and heard
 - What is said in the session, stays in the session
 - You are minors but we are not here to judge
 - It's an opportunity for straight talk
 - We are also here as learners and on the same level as you so we hope that instead of a monologue, we can all generate a rich discussion, as we're sure you have opinions about this topic
 - This is not a smoking cessation group as such, but we're happy to give tips to anyone who feels inspired to quit
 - We hope that everyone participates with an open mind and that no one feels intimidated
 - Description of the themes of the four sessions

Meet and greet (15 min)

- Rearrange the classroom into a circle
- Name tags + marker pens + everyone writes their name
- Each participant says their name and one word or thought related to smoking, e.g. "a lighter"
- We start the session, give instructions and everyone takes their turn



A mapping exercise (20 min)

- Explain the purpose of the exercise: To get an overview of opinions and knowledge
- Green (yes) cardboard and red (no) cardboard
- The statements are read aloud one at a time
- The students are asked to give their opinion after each statement
- We explain the theory
- After the 11 questions have been discussed, ask smokers to stand on the green cardboard and non-smokers to stand on the red cardboard, and those who prefer not to answer can stay where they are.
- Ask if anyone has any comments

The idea is to get an overview of students' attitude to smoking so that we can plan the upcoming action-based methods accordingly. The students are introduced to the topic and hopefully start thinking about what it means. They also get an idea of others' opinions, which can help generate discussion.

Break**Smoking "alias" (30 min)**

- The students organise into pairs
- We give an example
- Each pair explains smoking-related words to each other
- Discuss any unfamiliar words

SESSION 2: Personal smoking habits and stories

In the second session, the aim is to get an idea of each student's personal "smoking story".

Kick-off 10min

We say good morning and ask the students to organise their chairs in a circle. We explain today's programme and ask each student to describe their current, past or dream hobby. The idea is to start "lightly" and help the students tune in. It's an opportunity for everyone to speak and be heard.

My relationship to smoking (25 min)

Place a packet of cigarettes on the table. The students place themselves at a distance that represents their relationship with smoking. The closer to the table they are, the closer their relationship to smoking.

After that, we place cards in the circle with phrases that describe our relationship to smoking. The cards are divided into four sections and they describe different topics:



1. Pick a card that describes the person closest to you who smokes (yourself, a friend, a family member)
2. Choose a card based on whether you have smoked, taken a drag, or been offered a cigarette
3. Pick a card that describes whether you are dependent on smoking or something else
4. Pick a card to say whether you want to kick the habit or not

While the group picks the cards, we ask additional questions: e.g. how old were you when you smoked your first cigarette?

The idea is for the students to visualise their relationship to smoking in a concrete way and recognise the risk of dependency. Non-smokers will also find out if they are at risk of becoming smokers. We would like everyone to think about whether they want to take the first steps towards kicking the habit. At the same time, we can find out if someone wants to quit smoking and offer help.

Break

Video clips and questions (30 min)

The students watch video clips on fressis.fi. After each clip, we ask and discuss a related question. The idea is to get the students thinking about topics related to smoking cessation. The clips feature young people who are former smokers, which makes them relatable.

Reasons to quit smoking (20 min)

- The students form pairs
- Each pair gets a blank page and 10 minutes to write as many reasons to quit smoking as they can think of
- When the time is up, the answers are counted, and the winning pair gets a prize (mini-tubes of toothpaste)
- Finally, each pair shares the reasons they came up with

The idea is to make the students think for themselves about why quitting is a good idea. Non-smokers will also find reasons to not start smoking in the first place. The lists could be placed on the wall as a daily reminder of why smoking isn't a good idea. We believe that having to think about the reasons themselves is more effective.

Conclusion (5 min)

See you next time!



SESSION 3: THEORY THROUGH ACTION-BASED METHODS

In this session, we want to spark thoughts and feelings through fact-based theoretical information. This includes some shocking examples as a wake-up call.

Introduction of the morning's programme (5 min)

- We start this session with a regular greeting, ask how the weekend went, and get down to business

- We explain today's programme

We start with theory, and afterwards the students can do something fun, e.g. a game they have requested

A smoker's body: questions and answers (25 min)

- The students form pairs

- They go to rökikroppa.fi using their phones

- Each pair gets 3 questions related to the website contents

- The students find the answers

- The questions and answers are discussed with the whole group

- We ask if the information sparked any thoughts - were there any surprises?

The idea is to get the students to browse the rökikroppa.fi website which gives a good overview of the effects of smoking on the human body. The exercise is designed to force the students to read through the different sections in order to find the answers. They will also see a concrete demonstration of how smoking changes the body.

The idea is to spark thoughts. Non-smokers may also find it easier to turn down cigarettes when they know the long-term effects. Smokers will hopefully stop to think whether smoking is worth the internal and external impacts.

Break

Breathing exercises + discussion (15 min)

PEF measurements

- each student blows in the PEF meter

- discuss the reference values

The idea is to show the students concrete evidence of their lung health. A reading that falls short of the reference value can serve as shock treatment. If it is already low at this age, what will it be in ten years' time? Non-smokers could also be inspired to value their lung health more highly.

We could also compare the results between smokers and non-smokers, are there differences?

Straw exercise

- the students breathe through straws



- and do physical exercises at the same time
 - o walking
 - o jumping
 - o climbing stairs

Give facts: Among Finns over 64, twelve out of one hundred men and three out of one hundred women are COPD sufferers. More than a third of male smokers over 64 have COPD. The disease is almost always caused by smoking.

The idea is to help the students understand what COPD feels like and show what smoking can do. The facts will also help them realise how common COPD is among smokers.

Memory game + personal thoughts (25 min)

- the students form pairs
- each pair is given a set of 15 pairs of shocking images related to smoking
- each pair completes the memory game
- thoughts

The exercise forces the students to look at repulsive images repeatedly. The idea is to shock the students into realising the dangers of smoking.

Conclusion + description of the next session (5 min)

- conclusion
- description of the next session
- any requests

SESSION 4: Conclusion and summary

Kick-off (approx. 5 min)

Greetings and discussion of today's programme. We tell the students that this is our last session.

Spin the Bottle (approx. 30 min)

Everyone sits on the floor in a circle and takes a turn spinning the bottle. When the bottle stops spinning, the person it is pointing to answers our question on smoking based on the information discussed during the sessions. Each question is discussed briefly. The aim is to review what we have learned and give each student a chance to speak.

Break



Picture pairs (15 min)

This group exercise is designed to make the students work together. We place large cards on two tables: one set of cards contains images (or words) that represent a toxic substance found in tobacco (e.g. arsenic). The other set contains images depicting the effects of the compound in question (e.g. a dead rat). The task is to find the matching pairs. The exercise can be quite challenging, but it will encourage students to think about the toxic compounds found in tobacco and their effects. We can give assistance if the students are struggling to match the pairs.

The exercise contains the following pairs:

Arsenic - Dead rat

Skatole - Faeces

Cyanide - Poison and Auschwitz

Ammonia - Urine

Tar - Lungs and tar-stained teeth

Cadmium - Heavy metal, cancer

Methanol - Glass detergent

Hydrogen sulphide - rotten egg

DDT - Environmental toxin

Smoking quiz – mobile app (approx. 25 min)

The students compete in pairs using one smartphone. Using the Socrative knowledge game, the idea is to review what the students have learned about smoking and engage them in a fun competition to see who knows the most.

User instructions for the mobile app are available at:

<https://drive.google.com/file/d/0B9QsgaJXBho8ZmhOUVpkSHVDNGs/view?pli=1>

Feedback forms (10 min)**Conclusion (approx. 5 min)**

We thank the group for the four sessions and their feedback.

Goodbye!

