



# Smoking cessation and anti-smoking promotion

## Action-based guidance process 3

### **Purpose and goal**

Smoking cessation and anti-smoking promotion

### **Target group, group size, time use**

Upper comprehensive students, a small group, four 2-hour guidance sessions

### **Process description / Method description / Task and work instructions**

## **SESSION 1**

### **Introduction** approx. 10 min

- We start by arranging our chairs in a circle and explain what the project and future sessions entail.
- The idea is to spark thoughts and discussion about smoking. We hope that everyone participates with an open mind and a rich discussion ensues.
- We explain to the students that we are also learners and they can give us tips for our next sessions as well as feedback at the end - or they can provide feedback via their teacher if preferred.

### **Meet and greet** approx. 20-30 min

- The meet and greet is done with playing cards. Each participant takes a card, says his or her name and a number of facts about him/herself that corresponds to the card value. For example: I picked the seven of spades. My name is Anneli. I have a cat. My cat is called Emma. Emma is white. I live in an apartment block. I like ice cream and I prefer dogs to cats.
- We, the session instructors, introduce ourselves first to break the ice.



**Rules** approx. 10min

We agree with the students on the general rules which will apply to all four sessions.

**My relationship to tobacco** approx. 10-15 min

- Place a packet of cigarettes and a snuff tobacco can in the middle of the classroom. Each student should go and stand at a distance that represents their relationship to tobacco. For example, a smoker/snuff user should stand next to the cigarettes/snuff, and someone who has no relationship to tobacco should stand as far away as possible. We will give the students different options, e.g. do they smoke themselves, have they smoked in the past, do their parents smoke, does their boyfriend/girlfriend smoke, do any friends smoke, or are there no smokers among their friends and family.
- Once everyone has taken their place (the teacher and classroom assistant should ideally take part in the exercise), we explain our own relationship to smoking and encourage others to do the same.
- The idea is to stimulate the students and make them think about the role of tobacco in their own lives.

**Break** approx. 15 min**Mobile quiz** approx. 30 min

- We will use an existing mobile quiz which students can access with their phones. Alternatively, they can use computers or tablets.
- The quiz helps us find out what the students know about smoking and which topics should be discussed further in the next sessions.
- The quiz winners get a toothpaste tube.
- At the end of the quiz we will check the right answers.

**Opinion scale** approx. 15min

- We will read a set of statements and ask the students to move on the scale based on their opinions. One end of the scale represents "Strongly agree" and the other represents "Strongly disagree".
- The idea is to encourage students to discuss the topic and probe their views on smoking.

**Relaxation** approx. 10min

- The relaxation exercise is done in the classroom with relaxing music.
- If the relaxation exercise is suitable for the group in question, each session should close with it.
- The purpose of the relaxation session will not be discussed until the second session.



**Conclusion** approx. 10min

- At the end of the session, we ask the students what they enjoyed and what thoughts they have about the session.
- We also ask them to give suggestions for the next sessions.
- Students rearrange desks before leaving the classroom.

**Supplies**

- Name tags
- A snuff tobacco can
- A cigarette packet
- String
- Sticky tape
- Tablets
- Mats for relaxation
- Prizes for quiz winners

**SESSION 2****Session introduction** 10 min

- We start by arranging our chairs in a circle, find out who is present and give everyone name tags.
- Next, we check the morning's programme.
- Today's task is to discuss how addictions form and how they affect us.

**Fressi videos** 10-15 min

- We watch videos of young people explaining how they became addicted to cigarettes or snuff tobacco. The students are given a question about each video.
- The videos are meant to get students thinking, and the questions will help them find information.

**Dependence questionnaire** 5 min

- Online version

**Electronic cigarette** 10 min

- Last time there were questions about electronic cigarettes and their risks. Are they as dangerous as regular cigarettes?
- We promised we would revisit this topic and discuss it in the form of a quiz.
- We felt it was important to discuss this question as we did not have enough fact-based information last time.



**Information retrieval exercise** 20 min

- The students look for information about dependencies. We explain the task and divide the students into teams and ask them to find information about physical, psychological and social dependencies. The students write the information down and we then summarise. The aim is to identify existing links that will point the students in the right direction. We debrief the task together.

**My strength** approx. 10 min

- In this task, we will use "strength cards" to identify personal traits that can help us resist smoking
- The idea is to encourage students to discuss and find ways to quit smoking or turn down cigarettes when offered.

**Relaxation** approx. 10min

- The relaxation exercise is done in the classroom with relaxing music.
- The idea is to close each session with it.
- In this session, we will explain the purpose of relaxation.

**Conclusion** approx. 5 min

- At the end of the session, we ask the students what they enjoyed and what thoughts they have about the session.
- Students rearrange desks before leaving the classroom.

**Supplies**

- Name tags
- Mats for relaxation
- Quiz and participation prizes

**SESSION 3****Kick-off** 10 min

- Name tags and session introduction
- We present the different stations we have created in the classroom. Students find out about the health impacts of smoking in a number of ways, and one of the stations is a health check.
- A video presentation

**Stations:****COPD**

- Poster: facts about COPD
- The students breathe through a straw while walking down the stairs and back up to the classroom
- The idea is to demonstrate what it feels like to be a COPD sufferer



**A smoker's body**

- The students visit the Rökikrooppa website to see how smoking affects different parts of the body and answer statement questions

**Cancer station**

- Trakemummo video
- Poster: facts about cancer
- Tobacco additives/cancer-causing factors
- Match-the-pair exercise

**A smoker's story 15y and 40y**

The students create a story about an imaginary smoker; some questions are provided to help them get started:

- What is the smoker's name?
- How long has s/he been a smoker?
- How did s/he become a smoker?
- How much does s/he smoke?
- Why does s/he smoke?
- What thoughts does s/he have about smoking?
- What does his/her future look like?
- Is s/he going to quit? When? Why? Will s/he succeed?
- What kind of a person is s/he? What does s/he do? What are his/her interests?
- What kind of life does s/he lead?

**The smoking bottle**

- In this task, we demonstrate how lungs are filled with smoke and what the contaminated water smells like.

**Cigarette roulette****Health check**

- Blood pressure
- Blood sugar
- PEF test
- Smoking and surgery

**Smoking alias 30 min (if there is time left after the tasks)**

- The whole group
- Explain words related to smoking.

**Relaxation**

- Relaxation on bean bags/soothing music, relaxation script read aloud
- To conclude, we ask what thoughts or opinions students have after the session.



**Supplies**

- Name tags + marker pen
- iPads + speakers
- Tables are organised into stations
- "Alias" cards

**SESSION 4****Kick-off 5min**

- Quick personal introductions, ask students whether they watched the President's Independence Day Reception

**Opinion scale 10 min**

- True-false statements regarding topics such as the effects of smoking on climate and child labour, etc.
- The idea is to spark thoughts about how smoking affects people beyond the person's own life.

**Money 10-15min**

- Discuss the costs of smoking; each student works out how much they spend on tobacco per year.
- Students can use the online calculator.
- Ask students to think what they could buy with the money instead, e.g. a holiday. Would the savings motivate them to quit?

**Memory game 10min.**

- A memory game using images related to smoking ("shock images")

**Video 16min.**

- We show a video about quitting attempts. The students are given a couple of questions in advance, and they are discussed after the video.

**Reasons to quit smoking approx. 7min**

- Discuss reasons to quit or never start smoking.
- Write them on the class board.

**Cessation therapy**

- A brief introduction of websites that provide information about smoking cessation.
- Discuss how everyone could help a friend quit and discuss nicotine replacement therapies.



**Relaxation**

- Relaxation on mats
- Soothing music, relaxation script read aloud

**Conclusion**

- The students fill out anonymous feedback forms on the four sessions. We thank everyone and say our goodbyes.

**Supplies**

- Mats for relaxation
- Speakers

