



Smoking cessation and anti-smoking promotion

Action-based guidance process 4

Purpose and goal

Our aim is to encourage discussion about smoking through gamification techniques. The idea is not to lecture but to increase awareness of the dangers of smoking.

Target group, group size, time use

Young people ages 16-18, group size approx. 26 people, two 3-hour sessions

Preparation, supplies, facilities and equipment

A plan for the structure and content of games and guidance sessions.

Classrooms and equipment pre-booked as necessary.

Supplies:

- A cigarette packet and a snuff tobacco can
- 5-6 tablets
- Approx. 40 drinking straws
- A peak flow meter and approx. 40 mouthpieces
- Approx. 10 cigarettes
- Blu-tack
- Cotton wool
- 2 plastic bottles + caps with holes in them
- Small bottles for water + caps
- Approx. 10 disposable cups
- Prizes for the winning team: condoms, key lanyards and chewing gum (sponsored by Tehy)

Process description / Method description / Task and work instructions

1 FIRST SESSION 3 hours

1.1 Introduction (10min)

* We introduce ourselves and explain the contents of the sessions

Our aim is to encourage discussion about smoking through gamification techniques

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1.2 Speed meeting (10min)

- * Ask everyone to say their name and one thought/idea about smoking

1.3 My relationship to smoking or snuff tobacco (10-15min)

- * Place the cigarette packet and snuff tobacco can in the middle of the classroom. Ask everyone to go and stand at a distance that reflects their relationship to smoking or snuff tobacco. For example: A smoker/snuff user should stand next to the cigarettes/snuff. Someone who has no relationship to smoking or snuff use should stand as far away as possible. We give the students different options to choose from, 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, 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.

1.4 Action-based game (half of the game content, time approx. 1h)

In this part, we introduce the whole game, though it will be played in two different sessions.

- * Game instructions and schedules
- * The students get into teams of approx. 5 people and come up with a name and password for the team. The teams are added to the game platform before the start.
- * Only half of the game is played at this stage (we have only opened half of the questions, the rest will be hidden).

Game contents:

- * Flash exercise: (Given to everyone at the same time, this exercise is followed by a break)

You have 10 minutes to come up with as many reasons as you can think of to quit or not start smoking!

- * COPD is a slow killer:

COPD (chronic obstructive pulmonary disease) is an incurable, slowly progressive disease that makes it difficult to breathe and is usually linked to smoking.

Go to the website of the Organisation for Respiratory Health in Finland, read and write down the symptoms and what happens to the lungs of someone with COPD.

Go to (location X) and walk to (location X) while breathing through a straw. Make a video of the exercise using your phones and add the video to your answer. Write down what thoughts you had in connection with the exercise.

- * Lungs in test:



Watch the video on smoking cough at (<https://www.youtube.com/watch?v=wMF1HUBBMXo>) and answer the following questions:

1. What is the first warning sign of COPD?
2. How many Finnish smokers become COPD sufferers?
3. What can be done to improve a COPD prognosis?

Go to (location X) and take the peak flow test, which measures how fast you can breathe out and what condition your lungs are in. Write down each team member's result anonymously and compare the results with the PEF reference chart (http://www.allergia.fi/site/assets/files/1427/pef-taulukko_164x164.pdf).

* Reino is quitting:

Smoking is measured in pack-years. Smoking one pack a day equals one pack-year per calendar year. If you smoke two packs a day, one calendar year is equivalent to two pack-years. People who have smoked over 20 pack-years have a higher risk of getting a smoking-related disease.

Reino has smoked 1.5 packs per day for 15 years.

1. Calculate in teams how many pack-years Reino has smoked. Should he be worried?
2. Reino decides to quit smoking. Find the savings calculator on stumpi.fi and use it to calculate how much money Reino could save by 2026, if a pack costs €5.50.
3. What effects does quitting have at 48 hours and 5 months after quitting?

* Toxins in tobacco:

Tobacco smoke contains over 4,000 toxic compounds. Items 1-10 are the most common toxins found in cigarettes in addition to nicotine. Link each item with the associated item in A-J.

1. Arsenic (a toxin that accumulates in the body)
2. Skatole (a mildly toxic organic compound)
3. Cyanide (highly poisonous, affects cellular respiration)
4. Ammonia (a pungent gas)
5. Tar (dark, thick, sticky oil)
6. Cadmium (a carcinogenic heavy metal)
7. Methanol (toxic alcohol)
8. Hydrogen sulfide (toxic, foul-smelling gas)
9. DDT (pesticide)
10. Carbon monoxide (odourless, colourless, toxic, highly flammable gas)

- A. an old rat poison
- B. faeces
- C. Jonestown massacre
- D. urine
- E. surface treatment for wooden boats
- F. recyclable batteries



- G. washer fluid
- H. rotten egg
- I. pest control
- J. exhaust gas

* The smoking bottle:

Go to (location X) and follow the instructions to build a "smoking bottle". Take a group selfie at the location and include what thoughts you had during the exercise in your answer.

1. Push the cigarette through the hole in the cap so that the filter is almost completely inside the cap. Loosely push a piece of cotton wool under the cap to act as a filter.
2. Seal the hole around the cigarette with chewing gum or Blu-Tack. Screw the cap back on.
3. Light the cigarette and slowly squeeze the bottle to "smoke" the cigarette to the end. See how the smoke enters "the lungs" and turns the cotton wool a yellow-brown colour.
4. Remove the cigarette and soak it if necessary before disposal.
5. Pour a glass of water into the bottle and seal the bottle with a new cap or using your finger. Shake the bottle. The cigarette smoke dissolves into the water. Pour the water back in the glass.
6. Compare the smell and appearance of the smoke water with the clean water. Smokers get all this in their lungs from a single cigarette, and some of it will be absorbed to the bloodstream

Smoking bottle demonstration

<https://www.youtube.com/watch?v=xsibDCMjsT8>

* Stub out the risk!

Each year, smoking causes over 5.7 million deaths, of which 600,000 can be attributed to passive smoking. In Finland, approx. 50 - 300 people die each year from exposure to second-hand smoke.

1. What does passive smoking cause in children?
2. What does passive smoking cause in adults?
3. How does the Tobacco Act protect non-smokers?
4. At the Vipusenkatu campus, find a spot where smoking is permitted and take a group selfie at the location. Explain why you chose that spot.

* A smoker's body:

Go to rookikroppa.fi and find information related to smoking and sexuality. Try to address at least three different areas of the body in your answers.

* Questions about cancer:

One out of three cancer cases are caused by smoking. Tobacco contains over 40 carcinogens. Not smoking is the most effective way to prevent cancer.

1. Lung cancer is the most common cancer caused by smoking. What percentage of lung cancer cases are related to smoking?



2. Which cancers have been proven to be linked to smoking? List at least ten. You can use www.tupakkakoulutus.fi to find information.
3. Why do smokers have a higher risk of cancers affecting the urinary organs?

* Snuff out the snuff:

The sale of snuff tobacco has been banned in Finland since 1995. Snuff is sometimes suggested as a smoking cessation aid, but a snuff user actually gets a higher dosage of nicotine than a smoker does. Moreover, the health risks are the same as with smoking tobacco.

- List the health impacts of snuff tobacco (at least 5) - you can find information from the website of National Institute for Health and Welfare.

True or false?: Set of questions about snuff tobacco (true - false)

1. Snuff tobacco is suitable for athletes as it doesn't affect oxygen uptake or the lungs. False
2. Snuff tobacco can contain up to 20 times more nicotine than cigarettes. True
3. Snuff tobacco contains radioactive polonium 210. True
4. Snuff tobacco is not addictive. False
5. Snuff tobacco does not cause gum recession. False
6. Snuff tobacco is safe to use during pregnancy. False
7. The sale of snuff tobacco is legal in Finland. False
8. According to studies, women are more likely to use snuff tobacco than men are. False

* Just put it out:

Find as many (at least 5) websites that promote smoking cessation as you can.

What methods and sources of help for quitters can you think of (at least 4)?

1.5 Kahoot quiz (15min)

* Using the Kahoot mobile game, organise a quiz for the students on the topics discussed in the first session (only if there is enough time left at the end).

1.6 Conclusion

* Schedule the next session and give a brief description of its contents

SECOND SESSION: three hours

2.1 Kick-off (10min)

- * Ask how everyone is and what expectations they have for the day ahead
- * Describe today's programme

2.2 Brainstorming resources exercise (10-15min)



* Ask the students to think about what personal traits they have that could help them quit or refuse to smoke.

* The idea is to encourage students to discuss and find ways to quit smoking or turn down cigarettes when offered.

2.3 **Action-based game** (the remainder, approx. 1h)

* At the end of the game, name the winning team and discuss the game contents if necessary. Hand out the prizes.

2.4 **Kahoot quiz** (15min)

* Using the Kahoot mobile game, organise a quiz for the students on the topics discussed in the sessions (based on the game played by the students)

2.5 **Conclusion** (10-15min)

* Exchange your thoughts, ask for feedback on the activity, etc.

Sources

Previous years' plans (in connection with the project), Tupakkatiedon kysymyspatteristo module, various websites

