



'I Can Quit' Facilitator's Manual

A smoking cessation and education program for people with an intellectual disability

School of Primary Health Care

66	67	68	69	FINISH
55	54	53	52	51
46	47	48	49	50
35	34	33	32	31
26	27	28	29	30
15	14	13	12	11

69: You sneak a cigarette when no one is looking.
 53: You get bored and light up a smoke.
 48: You have saved over \$200 by not smoking. Fantastic!
 33: You call the Quitline. Instead of having a cigarette. Terrific!
 29: You've given up smoking for a month. Exercising is easier.
 15: You sneak a cigarette when no one is looking.
 14: You've given up smoking for 2 weeks. Well Done!
 12: You call to order a Quit Pack.

ACKNOWLEDGMENTS

This smoking cessation program was developed in 1995 by Ruth Hosken, Community Health Nurse & Quit Facilitator, and Dr Jane Tracy, General Practitioner, from the Developmental Disability Unit*, Department of Community Medicine and General Practice, Monash University. Graphics, layout & artwork prepared by Katy Symmons. The manual was revised by Dr Jane Tracy in 2007.

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* *Now known as the Centre for Developmental Disability Health Victoria .*

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“I CAN QUIT!”

Smoking cessation course facilitators manual

CONTENTS

	Page
Background Information	
Target group, Facilitator’s role	3
Setting	4
Support Person, Teaching aids	5
Session format	6
Guest speakers	7
Smoking Education Course, Evaluation	8
Course Content	
SESSION 1.	11
SESSION 2.	17
SESSION 3.	25
SESSION 4.	31
SESSION 5.	36
SESSION 6.	42
SESSION 7.	48
Appendix One	Questionnaires
Appendix Two	Mood Chart
Appendix Three	Certificates
Appendix Four	Course Outline, Smoking Education Course
Appendix Five	Visual Prompts
Appendix Six	Devil and Angel
Appendix Seven	‘Light at the End of the Tunnel’
Appendix Eight	Smokes and Ladders Game

BACKGROUND INFORMATION

TARGET GROUP

Tobacco smoking is a major cause of significant ill health in our community. Many people with a mild intellectual disability smoke and little attention has so far been given to developing appropriate strategies to assist them to stop smoking. It was therefore decided to produce a smoking cessation course with the needs of this group in mind.

This program is designed for smokers with an intellectual disability to learn more about why they smoke and the effects smoking has upon them. The program encourages them to quit smoking and supports their efforts to do so. The program includes an “*I can quit*” or “Stop Smoking Day” to provide a clear goal and to assist them in identifying the areas that will be problematic for them in the transition to becoming non-smokers.

Although this program was designed primarily for people with an intellectual disability, it has broader application for people with limited literacy and concept development skills. The course emphasises individual and group discussion and personal experience, and assumes a relatively low level of skill in areas such as literacy, abstract reasoning and conceptualisation of future implications.

It is suggested that each person attending the program has a nominated support person who may be a relative, friend, carer, advocate etc. The support person does not need to attend the program but should be available to meet with the person at least once before and after each session.

YOUR ROLE AS FACILITATOR

This program relies on individual and small group discussions and will function best if run by two facilitators. Ideally one facilitator would be a Quit trained **Fresh Start** educator and the other someone experienced in working with people with an intellectual disability - if possible, someone known to the particular group participants. The facilitators support and assist all members of the group to be involved in discussions, and clarify and emphasise the essential messages in the program.

People with an intellectual disability may have difficulty in concentration, abstract thinking and literacy skills. Concepts such as time, money and future implications may be particularly hard for participants with an intellectual disability to grasp. In order to plan the individual support required information regarding the participants' abilities should, where

possible, be obtained prior to commencing the program. This may come from the participants, their families and/or carers.

The facilitators will need to use clear and simple language. Information giving sessions should be broken into short segments with key areas being repeated and reinforced. Feedback from the participants is crucial in determining that information is being understood. Rather than simply asking participants if they have understood, it is important to ask specific questions that will enable you to assess their comprehension of key points. This can be included as a summary at the end of each segment.

Literacy skills should never be assumed. Participants may try to conceal their limitations and become embarrassed or ashamed if they are revealed. It is the role of the facilitator to assist each individual at the level they require in any task that requires reading or writing.

The sessions are designed to run informally. Facilitators guide the group discussion and keep it concentrated on the relevant topic as much as possible. Groups should be kept small so facilitators can engage all members of the group and encourage everyone to ask questions or make comments. It is important to be sensitive to the needs of individual participants and support them to talk through particular problems where appropriate. Facilitators also have a role in ensuring that no one person dominates, and that everyone has a chance to contribute to discussions.

Throughout the course an emphasis should be on building confidence in the participants in their ability to stop smoking. It is important that participants do not think of themselves as failures if they have slip-ups but rather that they should see these as learning experiences on the road to quitting. Encourage participants to continue attending sessions in spite of slip-ups. The more sessions participants attend, the greater their chances of success

SETTING

The program may be more successful for people with an intellectual disability if it is offered in a familiar environment, such as their own work place or educational facility. If a course is held elsewhere primary consideration will need to be given to the mode of transport for the participants to the program venue. Transport and organisational difficulties may pose a major barrier to course attendance.

Ideally the venue and room used should be consistent throughout the course to minimise extraneous distractors during the program time. The room needs to be sufficiently spacious to allow for individual and small group work as well as large

group discussion. Access to teaching aids including a whiteboard are also important.

SUPPORT PERSON

It is very helpful if each participant nominates someone to support them in their decision to stop smoking, review the key points of each session with them and provide assistance with their homework where necessary. This person is referred to as the Support Person. Most sessions are accompanied by a Homework Sheet and a Support Person Sheet which outlines the key information from each session and the homework expected. The Homework Sheets and the Support Person Sheets may be colour coded to assist participants in recognising them eg yellow Homework Sheets and blue Support Person sheets.

When participants/carers are booking in for the course, the Support Person role should be explained to them. Where possible, ask them to have the Support Person nominated PRIOR to starting the course.

TEACHING AIDS & RESOURCES

A variety of teaching aids have been developed specifically for use with this course. These include games, posters and charts.

Since developing this manual many of the resources used in the original program have become outdated and Quit Victoria has developed their online resource material.

Excellent information is available on the Quit Victoria website including:

- Ways to quit.
- Tough times and setbacks.
- Health consequences.

See www.quit.org.au

When planning your course look at the resources on the Quit Victoria website and/or contact your local Quit organisation to see what resources may be available at that particular time. Quit Packs can be ordered or downloaded from Quit Victoria's website. Information in a number of different languages is also available. Much of the information uses plain English and may be of interest to some participants. Some information may be too complex but may be useful for facilitators in preparing the sessions and to help answer any tricky questions. It is recommended

that you review any resources you plan to use prior to use to ensure their suitability with the participants in your group.

FORMAT FOR THE SESSIONS

The program outline is for **seven sessions**, to be held either weekly or twice weekly. The session length is about one and a half hours with a break. The sessions should consist of a variety of segments utilising different teaching strategies such as small and large group discussions, games and role plays. This assists in maintaining concentration levels and appeals to different people's learning styles. The program outline contains various material that can be included or deleted at the discretion of the facilitator, bearing in mind the individual needs and abilities of the participants.

The **format** of each session varies but always **starts** with a segment on individual discussion or feedback based on the homework tasks. Each session **concludes** with the provision of **Homework Sheet** of tasks and information for **Support Persons**. The homework task should be worked through with the participants before they leave. This may need to be done individually with some participants. Wherever possible the homework tasks include a visual component as a prompt for those with limited literacy skills.

It is important that the key information is reviewed and discussed throughout the course. Provision is made for this at the beginning and end of each session.

USE OF CHARTS AND INFORMATION SHEETS

Each week there are information sheets for support people and homework sheets or charts. Copies of these are provided for you to photocopy. Where possible, it is useful to colour code these to assist the participants in distinguishing the forms eg use blue for **Information For Support People** and yellow for Homework Sheets.

A bag or folder may be given to all participants to keep their handouts and homework together.

INCENTIVES

It is usually better not to expect people with an intellectual disability to pay if you wish them to attend the program. An alternative to no payment is to ask them to pay a small amount, perhaps \$2.00 per week, which will be refunded on successful attainment of goals that you set. The goals may

simply be to attend each week, or to do the homework tasks or to not smoke for a period of time or to cut back. These can be negotiated individually or set for the whole group. Offering a meal or refreshments may also act as an incentive for attendance.

Small prizes such as stickers, badges, pens etc can be used throughout the course as incentives and positive reinforcement. Suitable items may be able to be obtained from your local Quit organisation or a local service that engages in health promotion activities. These may be for attainment of goals or completion of homework. Badges may be given to and worn by the people who have successfully given up, as a visible and public reminder of their success.

GUEST SPEAKERS

HEALTH PROFESSIONAL

An interested doctor or other health professional may be brought in for SESSION 2 to talk about the health effects of smoking. A local GP or community nurse would be suitable.

CELEBRITY

A high profile sports/entertainment/media celebrity may be asked to attend in either SESSION 5 or SESSION 7. This person should be a non-smoker – either someone who has successfully quit or someone who has never smoked. Such a celebrity is used as a role model to show participants that you can be successful and popular without smoking. The stopping smoking message is likely to be well received from someone perceived as a "hero" with high status.

SMOKING EDUCATION COURSE

This program was written as a **Smoking Cessation Program** designed for people considering quitting. A similar program was piloted with a group of tertiary students with an intellectual disability who were not considering quitting. This was called a **Smoking Education Course** and similar material was used, although in a different order. Appendix Four contains a copy of the suggested Course Outline for a Smoking Education Course.

EVALUATION

Two questionnaires (see Appendix One) were included in this program, one for the beginning and one for the end of the course. Participants may need assistance completing these forms.

~ I can quit ~

Smoking Cessation Course

COURSE CONTENT

SESSION 1.

PREPARATION

Ensure the following are available for the session:

- Name tags for facilitators and participants – first names only, large font.
- a “stress ball”.
- a whiteboard.
- visual prompt cards (Appendix 5).
- **Smokes and Ladders** game – with enough tokens and dice. (Can use one big poster sized board or several smaller boards depending on desired groups size for playing this game)
- ‘Why I Smoked’ chart, **Information For Support People** SESSION 1 and a copy of course commencement questionnaire for all participants.

1. INTRODUCTION

a. Introduction - facilitators.

Welcome participants and congratulate them on attending the course - they are on their way to starting afresh!

As facilitators you should introduce yourselves and discuss your roles in the group. You will provide information and support to help them quit. Discuss the importance of the group and their supporting each other. Stress that you expect them to help each other and that no one in the group should be laughed at or teased for anything they say or do.

EVALUATION

Give all participants a Course Commencement Questionnaire and ask them to complete it. Encourage them to sit apart so that their responses are their own. Circulate amongst participants and assist those who require it to complete the form. Remember some may not be able to read or write and you may need to read it to some people and fill in all their responses for them.

b. Discuss the Program.

Mention the following key points:

Aims of the program:

- ✓ provide information about the effect smoking has on you and your health

- ✓ help you to understand when and why you smoke
- ✓ teach you about the challenges in giving up smoking
- ✓ help you develop ways to cope with giving up smoking
- ✓ discuss what can help you stay a non smoker

Half way through the course will be an ***I can quit*** day when everyone in the group can try to give up smoking together.

We will provide you with support and encouragement to quit smoking.

SUPPORT PERSON

You will be asked to do a small amount of homework each week to help you in the course.

It will be useful for you to have someone to discuss this homework with. This could be a friend, a member of your family or a support worker, but should be someone who does not smoke. Please think about the person who you think would be the most helpful for you and tell us the next time we meet. We will call that person your support person.

c. Introduction of group members.

Ask the participants to sit in a circle. Use the “stress ball” as an ice breaker distracter. Throw the ball to a participant and ask them to introduce themselves by answering the following questions:

- *What is your name?*
- *Why do you want to come to the course?*
- *How many cigarettes do you currently smoke each day?*
- *What do you think will be the hardest thing about giving up?*
- *Have you tried stopping before?*
- *Tell us a small piece of personal information eg favourite food, football team, sports hero.*

Ask them then to throw the ball to someone else.

Repeat the process with the facilitator asking the questions until everyone is introduced.

2. BRAINSTORMING SESSION

BENEFITS OF QUITTING

Using the whiteboard to write down responses, get participants to list the benefits of quitting. Attach the visual prompt cards to the whiteboard to provide some guidance. Try and elicit the following responses - you may need to ask specific questions eg *what effect will giving up have on your breathing?*

Improves health

- ✓ decreases the chance of heart disease
- ✓ decreases the chance of lung cancer
- ✓ able to breathe more easily
- ✓ smoker's cough will clear up
- ✓ improves you sense of taste and smell
- ✓ feel fitter
- ✓ have more energy

Improves the smells

- ✓ house smells better
- ✓ clothes smell better
- ✓ hair and skin smells better
- ✓ breath smells better

Cost

- ✓ saves money

Others

- ✓ teeth will be brighter and whiter
- ✓ won't have to clean up the ashtrays
- ✓ feel good about achieving something

NEGATIVES OF SMOKING

Using the whiteboard to write down the responses, get participants to list the bad things about smoking. Attach the visual prompt cards to the whiteboard to give them some guidance. Try and elicit all the following responses. You may need to ask some questions eg *what do your clothes smell like after you have been smoking?*

Smell

- clothes
- car
- house
- breath
- hair and skin

Cost

- cigarettes
- doctor's visits
- medicine for cough and chest infections

Sickness

- puffed out easily
- cough
- more colds and chest infections
- time off work because of sickness
- cancer - lung, mouth, tongue, throat, bladder
- heart attacks
- strokes
- poor circulation leading to leg ulcers and amputation of toes.

3. INFORMATION SESSION - HOW PEOPLE QUIT

The facilitator provides this information and then draws the group out in any discussion on the points raised.

People succeed in quitting when

- ✓ They are **READY** and have decided they really **WANT** to quit
- ✓ They understand **WHEN** and **WHY** they smoke (their triggers)
- ✓ They develop their **OWN** quitting strategies
- ✓ They know what to **EXPECT** and know how to cope with **CRAVINGS**
- ✓ They see themselves as **NON-SMOKERS**

QUITTING METHODS

The facilitator leads a discussion on the following points, encouraging participants to discuss previous quitting attempts.

1. CUTTING DOWN

You can cut down BUT it's very easy to increase again AND if you smoke at all you cannot think of yourself as starting afresh as a non-smoker.

2. COLD TURKEY

Stop completely on a day you choose and never smoke again – for some people this way works best. You may feel not so good for several days, but then it will be easier as time goes by, and you will feel very proud that you stopped smoking. You may have withdrawal symptoms for up to four weeks. But this can be seen as a good sign that your body is getting better.

The facilitators lead a discussion on how people would like to quit. Their ideas should be written on the board and THEN talked about in turn. Where possible, steer the discussion towards an acceptance of the **cold turkey method**.

Propose setting a date when everyone will stop smoking and start afresh together and point out the benefits of being able to help each other over the hard times (suggest SESSION 5 as the date). Propose a party for SESSION 5 - to celebrate everyone stopping smoking - and taking an important step to improving their own health.

Note: Some people find that Nicotine Replacement Therapy (for example gum or patches) helps to reduce cravings and withdrawal symptoms. People wanting to try Nicotine Replacement Therapy should talk to their own doctor.

4. SMOKES AND LADDERS GAME

Need Smokes and Ladders game board/s

The group is divided up according to the number of game boards you have. The game is played according to normal "snakes and ladders" rules. Players take it in turn to roll the dice and move around the board according to the number shown on the dice. If you land at the base of a ladder you may go up it. If you land at the top of a cigarette you must go down it. The winner is the first person to make it to the top of the board. **Note: The facilitators plays the game too and assists reading out the text**

associated with each smoke or ladder as required to reinforce the material discussed so far.

5. GROUP DISCUSSION - WHEN DO YOU SMOKE?

The facilitator leads the discussion by asking the following questions and writing the responses on the white board.

- 1. What are you usually doing when you smoke?
eg after a meal, having a cup of coffee, bored etc.*
- 2. What sort of mood are you in when you think you must have a smoke?*

The facilitator poses the following questions and encourages the participants to respond, and where possible, give examples of times when they have smoked in response to the suggested emotions.

- 1. How many people smoke when they are happy/ when something good happens?*
- 2. How many people smoke when they are upset/ something bad happens?*
- 3. How many people smoke when they are angry or stressed out?*

Tell the participants that there are three types of reasons why people keep smoking which you will discuss more next week. Their answers in this discussion and their homework for this week will help them understand why they keep smoking.

6. HOMEWORK - CHOOSING A SUPPORT PERSON.

Remind the participants that you have suggested they have a Support Person during the course. Give them the SESSION 1 Support Person sheet to give to that person, and encourage them to discuss their homework with their Support Person. Tell them that you will ask who their Support Person is next week.

RECORDING WHEN YOU SMOKE.

Explain to the participants that it is very important to know about the times you smoke and when you feel you need to smoke. Ask them to write about every cigarette they smoke on one day during the next week - perhaps tomorrow.

Give them the chart "Why I Smoked" to write on. Ask them to write the time they smoked each cigarette and how they felt when they wanted that cigarette. There can be more than one reason.

Show them an example of filling in the form. You may need to speak with each person to ensure they understand what you are asking them to do.

INFORMATION FOR SUPPORT PERSON WEEK 1

_____ is undertaking a Smoking Cessation Course called *I can quit* and has nominated you as a Support Person to assist them over the next seven sessions.

As a **Support Person**, we ask that you spend time at least once a week, between the course sessions, talking about the course and assisting them with homework where necessary. We will provide you with information each week about what we have done in the course and the homework that is required.

Please assist us by writing down any questions that arise during the week and feel free to contact us if you have any concerns. You can contact us on Ph: _____

This week we have discussed the outline of the course and brainstormed the negative effects of smoking (effects on skin, teeth; smell of clothes, house, breath; effects on lungs, heart, blood vessels) and the benefits of quitting (improvements in health, smell, self esteem and cost advantage).

We have also discussed the different ways in which people quit, including cutting down and cold turkey. We have decided to try and all go cold turkey together on the fifth week of the course.

We are trying to help people understand why they smoke. To do this, each person has been asked to complete a chart for at least one day this week noting how they are feeling or what they are doing when they have each cigarette. The person you are supporting has this form to complete.

Thank you for providing support to them as they seek to make this major lifestyle change!

SESSION 2.

PREPARATION PRIOR TO STARTING.

- Write the homework chart on the whiteboard so it can be filled in during the introduction segment - Review of Homework. Replace the time column with a list of the participants' names and add an extra column for the total number of cigarettes smoked.
- Photocopy the mood chart (Appendix 2) for each person.
- Photocopy "How Smoking Affects Me" sheet for each person.
- Photocopy Homework Charts and **Information For Support People**.

1. INTRODUCTION

a. Review of Last Week's Information.

Ask the participants if they remember that last week we talked about some of the bad things smoking does to you? Ask if anyone remembers some of the ways cigarettes affect us?

It may help to place the visual prompt cards on the whiteboard again. Try to elicit as many of the following points as possible.

How you look

- ☹ earlier wrinkles
- ☹ yellow teeth
- ☹ yellow fingers

Smell

- ☹ clothes
- ☹ car
- ☹ house
- ☹ breath
- ☹ hair

Cost

- ☹ cigarettes
- ☹ doctor's visits
- ☹ medicine

Sickness

- ☹ puffed out easily
- ☹ coughs
- ☹ more colds
- ☹ cancer - lungs, mouth, cervix, bladder
- ☹ heart attacks
- ☹ strokes
- ☹ poor circulation - amputation

Ask if anyone remembers the benefits of quitting. Try to elicit as many of the following points as possible.

Improves health

- ☺ decreases the chance of heart disease
- ☺ decreases the chance of lung cancer
- ☺ able to breathe more easily
- ☺ smoker's cough will clear up
- ☺ improves your sense of taste and smell
- ☺ feel fitter
- ☺ have more energy

Improves the smells

- ☺ house smells better
- ☺ clothes smell better
- ☺ breath will smell better

Cost

- ☺ save money

Others

- ☺ teeth will be brighter
- ☺ won't have to clean up the ashtrays
- ☺ feel good about achieving something

b. Review of Homework.

Tell the participants you will look at how they went with their homework and what they each found out about why they smoked those cigarettes.

Ask participants to look at their homework and see if they can see their own pattern. Ask - "*When do you want to smoke?*"

Explain that this list on the white board is like their homework sheet - ask them to write in the line that corresponds with their name, the number of

cigarettes they recorded smoking for each column. Assist one of the participants to do this first as an example. Others may require assistance to transfer this information onto the white board. One facilitator should oversee this while the other is engaged in individual time with the participants. **See Example** (following page).

Facilitators then lead a discussion regarding the common trends. Point out to participants that they smoke in identifiable situations. They will need to learn what to do in these situations if they want to give up smoking.

2. INDIVIDUAL TIME

While participants are completing the information on the board, one facilitator can talk with each participant about their homework. Using the mood chart ask them to indicate how they are feeling about the thought of quitting in week 5.

3. INFORMATION SESSION - ADDICTION.

The facilitators discuss the following information. It should be related back to their homework - "Why I smoke".

When people smoke they become addicted in 3 ways:-

1. CHEMICAL ADDICTION

Nicotine is a very addictive drug and if you can't last longer than 1 hour without a cigarette you are probably addicted. An example of this might be if you go to a movie and find it difficult to last through the whole movie without a smoke. Or you may find it difficult to go without a cigarette for a few hours when you are at work.

If you:

- ***Smoke your first cigarette within 30 minutes of waking up***
- ***Smoke more than 10 cigarettes per day***
- ***Have cravings and withdrawal symptoms when you quit***

You are probably physically addicted to the nicotine in cigarettes

When you stop smoking the addiction will mean that your body will want you to have a cigarette and you may feel sick, uncomfortable and irritable if you don't smoke one. These are signs that your body is recovering. For some people this can last for two to four weeks. But if you stick to your decision to quit you will soon feel better.

EXAMPLE: WHY I SMOKED

NAME	BORED 	UPSET 	STRESSED 	HAPPY AND RELAXED 	OTHERS SMOKING NEAR ME 	ON THE PHONE 	WITH COFFEE 	DRINKING ALCOHOL 	AFTER MEAL 	IN BED 	OTHER	TOTAL
PETER	3	--	3	--	1	1	3	2	2	1	--	16
MARY	--	--	5	--	5	--	3	--	--	--	--	13

2. HABIT

Many people get into the **habit** of smoking. You may smoke whenever you are on the phone, or having coffee. We all have habits of many kinds - some good some bad. We can change our habits - it can be difficult to do but we can all replace bad habits with good ones.

3. EMOTIONAL/PSYCHOLOGICAL DEPENDENCE

Sometimes we feel we **need** a cigarette to calm us down, or help us relax. People can feel their cigarette is like a friend who comforts them when they feel angry or sad. If we can work out the times we feel we need a cigarette then we can find other ways to help us at these times.

4. INFORMATION SESSION - WHAT SMOKING DOES TO YOU

Divide the group into pairs and use the activities below to show everyone that cigarettes really do affect THEIR bodies.

Each person should take the pulse of their partner in this exercise. To do this they should feel the pulse in the wrist or neck of their partner and count the number of beats in one minute. They then go outside for a cigarette and take their pulse again after they have finished. Facilitators may need to assist each person find, count and or record the pulse of their partner on the whiteboard. The pulse rate should increase after a cigarette.

Ask if anyone developed the shakes or a tremor after the cigarette - or if they have ever noticed this after they have smoked a few cigarettes. Have they felt short of breath? Have their hands or feet felt very cold?

The purpose of this exercise is to personalise the statement "smoking is a health hazard". Participants will start thinking "my smoking has a definite effect on me".

Discuss what one cigarette does to the body in the terms of pulse rate, skin temperature, muscle tension, blood pressure and lung capacity. Emphasise that although people say they smoke because it relaxes them, it is not true.

Remind the participants that - Each cigarette YOU have

- ⊗ Increases your heart rate and blood pressure which means your heart has to work harder
- ⊗ Increases your muscle tension (shakes, tremor)
- ⊗ Reduces the amount of air that can get into your lungs

- ⊖ Decreases skin temperature in feet and hands.

5. HOMEWORK

Discuss the following statements with the participants:

- It's really hard when you are thinking about quitting smoking. Part of you might want to quit and think it's a good idea while the other part of you might really want to keep smoking.
- It's important to remember that the part of you that wants to keep smoking won't go away until after you have stopped smoking. So you can't wait until that time before you decide to give up.
- To be able to give up smoking you need to want to give up **more** than you want to keep smoking.
- Today's **homework** exercise is to think about **why you want to quit** and **why you want to keep smoking**. We will discuss your answers next week so it is important that you spend some time thinking about this. Please fill out the **chart** listing the reasons you want to smoke and the reasons you want to quit and bring it back to the group next week.

Please fill out this chart and bring it to the class next week.

WHY I WANT TO SMOKE	WHY I WANT TO QUIT

INFORMATION

FOR SUPPORT PEOPLE

WEEK 2

In this session we reminded ourselves about the **negative** effects of **smoking** (effects on skin, fingers, teeth smell of clothes, house, breath effects on lungs, heart, blood vessels) and the **benefits** of **quitting** (improvements in health, smell, self esteem and cost advantage).

We went on to consider **why people smoke** by using their homework sheets to look at when they smoked.

People become **addicted** to cigarettes in three ways - chemical addiction, habit formation and emotional/psychological dependence. We discussed this addiction in light of the times when people smoked and decided together which was the most powerful addiction for each person doing the course.

We did an experiment which showed that even one cigarette affects the body. We saw that the heart rate/pulse increased and some people developed a tremor even after just one cigarette.

Homework for this week is to think about, and write down, the reasons each person has for wanting to smoke and the reasons they have for wanting to quit. Each person has been given a chart on which to record their answers.

HOW SMOKING AFFECTS ME!

(NAME)

	BEFORE SMOKING	AFTER SMOKING
Pulse rate		
Muscle tension (tremor)		

Even just one cigarette -

1. **Increases** my heart rate and blood pressure which means my heart has to work harder
2. **Increases** my muscle tension (tremor)
3. **Reduces** the amount of air that can get into my lungs
4. **Decreases** skin temperature in my feet and hands

SESSION 3.

PREPARATION PRIOR TO STARTING.

- Have the mood charts handy.
- Ensure you have the **ANGEL** and **DEVIL** faces (Appendix 6) and attach each to a ruler or a headband.
- Obtain/produce a wallet card - "Coping with Cravings" with information about the 4D's - for each participant from Quit Victoria (contained on website and in the Quit Pack - www.quit.org.au)
- Photocopy "Coping with Cravings" charts and **Information For Support People**.

1. INTRODUCTION

a. Review of Homework.

This could be done in one large group or in two smaller groups depending on how the group is functioning.

Ask the participants to share their responses to their homework. Write the responses on the board.

Ask the participants to look at their lists again and for each list choose the reason that is most important to them. Put a mark next to that reason.

Ask the participants to look at the two reasons they have marked and decide which is the most important to them now. Ask them each to answer the question "What do you want to do most, quit smoking or continue smoking?"

b. Mood Chart.

Mark on their mood chart how they are feeling now about quitting in week 5.

c. Conflicting Messages Skit.

Acknowledge how hard it is when we are in conflict with ourselves and how this makes it difficult when facing a tough decision like quitting.

Using the **ANGEL** and **DEVIL** faces the facilitators should act out this conflict. Ask a participant to help by being a person who is **thinking about giving up** smoking. They should sit on a chair with a facilitator standing on either side.

- One facilitator should be the **DEVIL** and urge the smoker to smoke saying things like; "It's cool to smoke", "All your friends smoke", "Don't worry you won't get sick", "You like smoking, it relaxes you" etc.

- The other facilitator should play the **ANGEL** and urge the smoker to give up saying things like, "You'll be much fitter if you give up", "Smoking makes your clothes and hair smell", "People don't like kissing smokers", "You might get cancer if you keep smoking" etc.
- Make sure the **ANGEL** has the final word and appears to come out on top!

2. INFORMATION SESSION - WITHDRAWAL SYMPTOMS

Ask the participants about previous quitting attempts.

- Has anyone tried to give up smoking?
- Do you remember how you felt?

Provide the following information about withdrawal symptoms.

Some people who give up smoking get "withdrawal symptoms" - that is, they feel bad when they stop smoking. But this means that their bodies are getting healthy again. These bad feelings are worst in the first few days after stopping smoking and then get better and better and most have gone after two to four weeks.

Withdrawal symptoms:

- ☹ **cravings** - for cigarettes - the physical craving lasts for a short time (usually only a few minutes) and the best thing to do is to do something else for this time - such as touch your toes 10 times, talk to someone, have a drink of water, do a relaxation exercise or go for a walk.
- ☹ **irritability, tension** - relaxation can help
- ☹ **coughing** - this means the lungs are cleaning themselves - it will settle down when the lungs are clean again.
- ☹ **tingling** - in legs/arms - this shows the circulation is improving
- ☹ **other** (eg can't sleep, headaches, tight throat, dry mouth, stomach upsets, dizziness, difficulty concentrating) - **don't worry** - it will pass - these symptoms are unpleasant (but are normal when people stop smoking and they will pass)

When we have cravings we can cope with them by doing something else - here are some ideas and you may be able to think of some others.

- ✓ Drink water
- ✓ Have some low calorie nibbles with you (dried fruit,carrots,apples)
- ✓ Do exercise - go for a walk or run
- ✓ Do deep breathing

Has anyone got other ideas about things they could do?

Give all participants a copy of the **Coping with Cravings cards** (available from Quit Victoria) to remind people of the things they can do when they are having cravings.

The 4D's -

- ✓ Delay
- ✓ Deep breathing
- ✓ Drink water
- ✓ Do something else

Note: Some people find that Nicotine Replacement Therapy (for example gum or patches) helps to reduce cravings and withdrawal symptoms. People wanting to try Nicotine Replacement Therapy should talk to their own doctor.

4. RELAXATION AND STRESS MANAGEMENT

Relaxation exercises help us learn to relax our minds and bodies at will. Relaxing our minds and bodies helps when we are giving up smoking, and is also a very good way of coping with other things in life that cause us to become anxious or stressed.

Lead the participants through the exercise. Be sure to read slowly enough for group members to experience the sensations you are suggesting in a relaxed manner. *Note: If you do not wish to conduct this session yourself you may be able to get some one who specialises in this area in to conduct it.*

DEEP BREATHING EXERCISE

Explain the breathing technique to be used in this exercise is one that allows the abdomen to expand as they inhale. Take a minute to let the group try this to see if they are breathing correctly. Then tell them that, when they are taking a deep breath with the intention of relaxing, they should slowly inhale to the count of three and then exhale to the count of three. Then commence the relaxation exercise. You can use the script below, or develop your own. The key points are:

- ✓ To talk slowly and calmly
- ✓ To take group members through step by step
- ✓ To provide time to enjoy the relaxation
- ✓ To end the exercise slowly and calmly

“ First make yourself comfortable in your chair and close your eyes. If your feet are crossed, uncross them and relax your legs. If your arms are crossed, uncross and relax them. Sit comfortably and quietly.

You are going to spend the next 5 minutes relaxing your mind and your body. Feel the chair under you, and relax into it. Let the chair support you completely.

Take a breath in while I slowly count to 3. ... 1... 23. Now breath out while I count to 3. 1.....,2.....,3.

Now another breath in 1,2,3 and out 1,2,3

Keep breathing at this rate, but this time, slowly say to yourself “I am ...” as you breath in, and “... relaxed” as you breath out.

Breath in... “ I am..” Breath out “... relaxed...”

Continue to breath in and out saying this to yourself. If your mind wanders, gently bring it back to your breathing.”

[Allow the group a few minutes of this breathing exercise)

“Now you are feeling relaxed ... as you finish breathing out gently open your eyes and slowly stretch your hands and feet, your arms and legs, then your whole body.”

5. HOMEWORK

-  Provide each person with a list of **strategies** for coping with withdrawal symptoms. They are to look at the strategies during the week and work out which ones they think they will use.

-  During the week **practise** the relaxation exercise at least once.

COPING WITH CRAVINGS

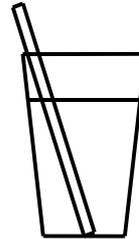
Here are some ideas for things you can do when you have a craving for a cigarette and you have decided to stop smoking



✓ Go for a walk



✓ Have a drink of water



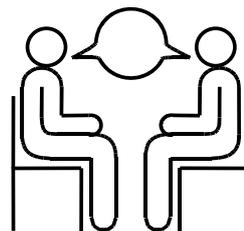
✓ Munch on some fruit



✓ Do a relaxation exercise



✓ Talk to a friend



Your ideas:

I could

or I could

INFORMATION FOR SUPPORT PEOPLE WEEK 3

In this session we talked about the **mixed feelings** people have when they are thinking about quitting smoking. A part of them knows how bad smoking is for them and wants to quit - while another part likes smoking and wants to continue. The important thing each person must decide is **what is most important** to them.

We discussed the **withdrawal symptoms** people who smoke may get when they stop smoking. These occur because the smoker's body and mind have come to expect the effects of cigarettes and so the person may feel not so good and unwell when they stop. These unpleasant feelings usually only last from two to four weeks and there are many things people can do to feel better if they have them. These feelings are positively referred to as **recovery symptoms**. We have given the people doing the course a list of ideas of things to do when they have withdrawal symptoms, and the homework for this week is to think about these and decide what best suits each person.

We also learnt a relaxation exercise and the participants are encouraged to practice the exercise this week at home. A copy of the relaxation technique is included for you.

DEEP BREATHING EXERCISE

The breathing technique used in this exercise is one that allows the abdomen to expand as they inhale. Take a minute to let the person try this to see if they are breathing correctly. Then tell them that, when they are taking a deep breath with the intention of relaxing, they should slowly inhale to the count of three and then exhale to the count of three. Then commence the relaxation exercise. You can use the script below, or develop your own. The key points are:

- ✓ To talk slowly and calmly
- ✓ To take group members through step by step
- ✓ To provide time to enjoy the relaxation
- ✓ To end the exercise slowly and calmly

“ First make yourself comfortable in your chair and close your eyes. If your feet are crossed, uncross them and relax your legs. If your arms are crossed, uncross and relax them. Sit comfortably and quietly.

You are going to spend the next 5 minutes relaxing your mind and your body. Feel the chair under you, and relax into it. Let the chair support you completely.

Take a breath in while I slowly count to 3. ... 1... 23. Now breath out while I count to 3. 1.....,2.....,3.

Now another breath in 1,2,3 and out 1,2,3

Keep breathing at this rate, but this time, slowly say to yourself “I am ...” as you breath in, and “... relaxed” as you breath out.

Breath in... “ I am..” Breath out “... relaxed...”

Continue to breath in and out saying this to yourself. If your mind wanders, gently bring it back to your breathing.”

[Allow the person a few minutes of this breathing exercise]

“Now you are feeling relaxed ... as you finish breathing out gently open your eyes and slowly stretch your hands and feet, your arms and legs, then your whole body.”

SESSION 4.

PREPARATION PRIOR TO STARTING.

- ☺ Have the mood charts handy.
- ☺ Prepare two human body outlines on large pieces of butcher's paper joined together. (Get a friend to lie on the paper and draw around them with a texta).
- ☺ Photocopy "**Sources of Support for Staying Stopped**" charts and **Information For Support People** and "**Tips for Family and Friends**".

1. INTRODUCTION

a. Review of Homework.

Ask the participants how they felt doing the relaxation exercise at home. Ask if they used it at a time when they felt stressed and how it may have assisted them.

Discuss the coping strategies for withdrawal symptoms and initiate a discussion about which ones individuals feel they will use.

b. Mood Chart.

Mark on their mood charts how they are feeling about quitting next week.

3. GROUP DISCUSSION - SMOKER vs NON SMOKER BODY

Draw two identical body outlines (life size) on butcher's paper. Attach these to a wall and label one "smoker" and the other "non smoker". Encourage participants to call out features or characteristics pertaining to the smoker and non smoker to draw or write on each body. These may include: yellow finger tips, smoky clothes, rattly cough, money in the pockets, confidence, will power etc.

When they have finished, discuss the attractiveness of each body and encourage participants to start identifying themselves with the non smoker body. Point out the positive features and discuss how they might be different as a non smoker.

4. HOMEWORK - SUPPORT PEOPLE

-  Explain to the participants that while they have already chosen someone to support them while they do this course, we need to think about people who may be able to help them stay stopped when they have started afresh by quitting.
-  Explain to participants that they will be writing in the names of the people they spend time with on the chart, to try and identify who will be the best supports for them.
-  Ask them to think about the following questions;

*Who do you live with?
Who do you smoke with?
Who do you work with?
Who are your friends?
Who do you go out with?*

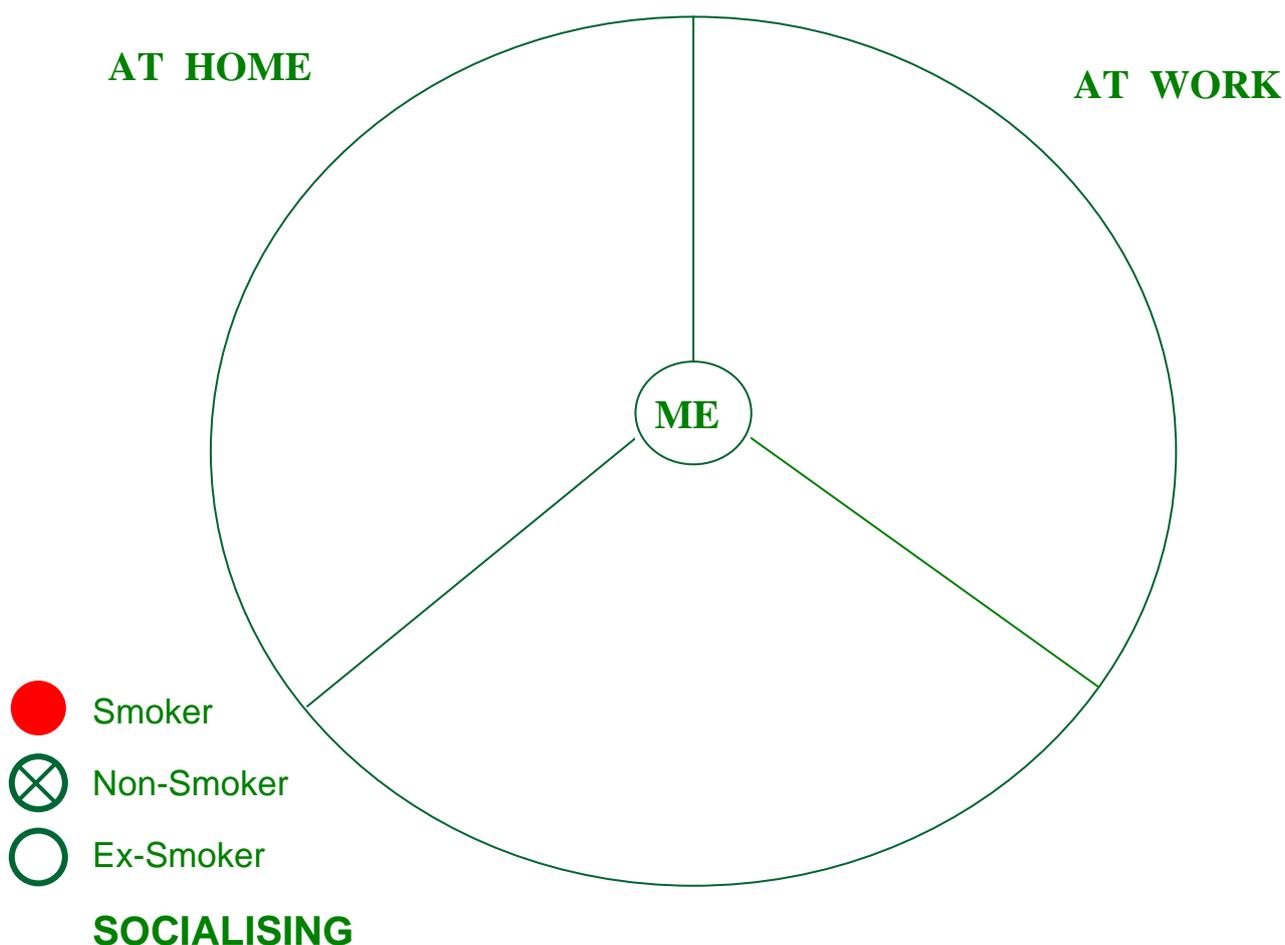
Who do you think would be the best person to help you?

-  If any participants have poor literacy skills they may want to use symbols, diagrams or photos instead of writing the names. The smoker and their support worker can write the names of relevant people on these and place them on the circle of support. The smoker can then decide who would be the best people to help them stay stopped and we could put a circle around these for each person.
-  Remind the participants that next week is the big day - something really exciting to look forward to - when they will start afresh and start looking after themselves by quitting smoking - and you are going to have a party to celebrate!

MY SOURCES OF SUPPORT

The circle below represents your circle of friends with you in the centre. Each division of the circle is also an aspect of your life.

Within the circle, place smaller circles in the appropriate section for the people you know. The closer a person is to you, the closer you should place that person to you on the chart eg your partner would be close to you and a vague acquaintance near the outer limits of the circle. Use the code shown below.



Which people in each of these areas can support you?

Who might help?

How?

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INFORMATION FOR SUPPORT PEOPLE WEEK 4

This week we looked at all the attractive things about being a non smoker as compared to a smoker and tried to get people to start seeing themselves as a **non smoker**.

We have also looked at who might be able to support each person as they quit. We have asked to identify people at home, work and in their social group who might be able to help. The homework for this week is to complete a form to identify who the **support people** might be in each place. They have been given several copies of the sheet "**Tips for Family and Friends**" and they should distribute these to the people that they identify as their key supports and ask them for their support as they try to quit next week.

In the next session all the participants will try to quit and we will be having a **party to celebrate** their decision to start afresh without cigarettes. It is the start of a new and healthier life.

TIPS FOR FAMILY AND FRIENDS

People who give up smoking are doing something really important - they are improving their own health.

It can be very hard to stop smoking and those who are trying to quit need the help of their family and close friends.

People who quit smoking may have withdrawal symptoms – we call them **recovery symptoms**. They may crave a cigarette. They may be irritable and tense, they may even feel quite sick.

You can help somebody to quit by being sympathetic about their withdrawal symptoms and encouraging them not to start smoking again. Encourage them to think of them as recovery symptoms as the body is getting better.

WHAT CAN YOU DO?

1. Don't smoke in front of the person who has decided to quit - and DON'T offer them a cigarette.
2. If you notice that the person always has a cigarette at a certain time, (after a meal for example) do something different with them at that time - perhaps going for a walk.
3. Suggest going out together to places where smoking is not allowed eg the movies.
4. If the smoker slips up, don't criticise, be positive. Each slip-up is part of the learning process. Encourage them to say "**I can quit!**" and quit again.

SESSION 5.

PREPARATION PRIOR TO STARTING.

- ☺ Arrange party food and drinks.
- ☺ Decorate the room with balloons, posters – try contacting your local Quit organisation or other health promotion organisation for appropriate material.
- ☺ Prepare certificates (see sample provided).
- ☺ Ensure you have the **Light At The End Of The Tunnel** poster. (See Appendix 7), and coloured tokens.
- ☺ Photocopy “I’ve Quit Smoking” chart and **Information For Support People**.
- ☺ Prepare and decorate a ceremonial rubbish bin.

1. PARTY

Explain to the participants that the party is to celebrate starting afresh without cigarettes. It is their start of a new and healthier life.

Conduct a ceremony where everyone ceremonially disposes of all their cigarettes in the bin and is presented with a certificate.

Encourage everyone in their decision to start afresh and quit from this day on. Explain that they will not have failed if they don't manage to give up smoking forever on that day. Say clearly that they should all come back next week, even if they have had a few cigarettes or have started smoking again. Encourage them all to **try** to stop smoking for **at least a day** and explain that if they can't stay stopped you will help them work out why and this might make their next attempt to quit easier.

Spend half the session in **party mode**.

2. GROUP DISCUSSION

a. "Light At The End Of The Tunnel"

Ask participants to describe the feelings they have when they lose something. Write them on the board. Encourage responses that are on the **Light At The End Of The Tunnel** poster. (See Appendix 7). Discuss how these feelings change over time. Explain that when we first lose something we may not believe it at first. Then we might feel angry about it. Then we may become very sad and may worry about how we will cope without it. Gradually we get used to the fact that the thing we have lost is no longer with us and it gets easier and easier to not think about it all the time.

Explain that they may experience feelings of loss when they give up smoking, but relate it to the fact that these feelings will change over time.

Show them the ***Light At The End Of The Tunnel*** poster and the feelings contained on it. Explain that they may experience these sorts of feelings over the next days and weeks when they are giving up smoking. Give each person a coloured token with their name on it and ask them to stick it on the poster at the stage they are currently experiencing.

Reminder: Record where each person placed their token for use in future sessions.

b. Cigarettes – have they been a good friend ?

Discuss the fact that cigarettes may have been like a friend to them. Cigarettes have been something that were always with them and have been something they used when they were bored or stressed.

Work with the group to draw lists of the good and bad points about smoking on a whiteboard. (Make sure there are more negatives than positives!). Look at the length of each list and relate this to a friend eg would we continue to be friends with someone if their bad points were much greater than their good points? If you need a friend to comfort you in times of need would you chose one with all these bad points?

3. ROLE PLAYS OF DIFFICULT SITUATIONS

Explain to participants that there will times over the next days and weeks that they will be tempted to smoke, especially by other people offering them cigarettes. They need to think about what they can do in these situations to help them stay a non smoker.

Get a packet of cigarettes (from those disposed of in the bin) and have all the participants take it in turns at being offered a cigarette. Assist each person to respond with *"No thanks, I don't smoke"* or *"No thanks, I'm a non smoker"*. They should all have at least one turn at saying this, to experience the feeling of being a non smoker and to feel pride in this new identity.

Conduct the following **role play scenarios**, either in the large group or smaller groups if people are intimidated by performing. Wherever possible use one or two people in each role play. You may wish to use the following scenarios or devise your own that are appropriate to your group and issues they may have raised. At the end of each role play encourage other participants to comment on how it went and suggest any other ways they may have handled the situation. Ensure that all participants have a turn at being tempted to smoke. You may need to act out a role play first to break the ice.

1. You have a fight with a friend or someone at work. You are really upset and angry. You want to have a cigarette. What can you do?
2. You go out with your friends and some of them start smoking. Your friend offers you a cigarette. What do you do?
3. You are having a cup of coffee and feel like having a cigarette. What can you do?
4. Your friends are teasing you. They say “go on, just one won’t hurt you, have a smoke”. What do you do?
5. You are at home by yourself and you are bored. You start thinking about cigarettes. What do you do?
6. You’ve had a hard day and you feel a bit down in the dumps. You think a cigarette might cheer you up. What do you do?
7. One of your friends who gave up smoking has started smoking again and they pressure you to have a cigarette with them. What do you do?
8. You have a really bad craving for a cigarette. What do you do?

4. HOMEWORK



Today is a very special day - the day you said **“I can quit!”** and stopped smoking - and I hope you feel really proud of yourselves for making the decision to quit and being prepared to have a go at doing without cigarettes.

There may be difficult times for you as a non-smoker and we need to help each other get through those times. We have to be prepared for the hard times. The first week will be the hardest so you should write down the times you found tough over the next week and we will talk about them next week. Remember that you should try and be a non-smoker for as long as you possibly can, but no matter how you go we want you to come back next week.

Over the next week you may have some of those withdrawal effects we talked about. Revise them with the group.

Recovery symptom

- ☹️ cravings
- ☹️ coughing
- ☹️ irritability
- ☹️ tingling/numbness - legs/arms
- ☹️ can't sleep

- ☹️ headaches
- ☹️ tight throat
- ☹️ dry mouth
- ☹️ stomach upsets
- ☹️ dizziness
- ☹️ difficulty concentrating

😊 Some people may not have any bad feelings, and may not want a cigarette at all - they may just feel very good about not smoking any more.

📖 Next week come and tell us what you have felt.

INFORMATION FOR SUPPORT PEOPLE WEEK 5

This week we celebrated everyone's attempt to say *"I can quit!"* and start afresh by quitting smoking. Please encourage the person you are supporting to persist in their attempt. If they are not able to stick with it encourage them to go for **as long as they can** without a cigarette so we can find out what made it most difficult for them to quit. This way we may be able to prepare them better for future attempts. If they do not manage to quit please encourage them to **continue coming** to our course.

We talked about the fact that quitting smoking may be like losing someone or something in their life and that their feelings may be those of grieving but that they will change over time.

We did some role plays of situations in which they may find it difficult not to smoke and practised being offered a cigarette and saying ***"no thanks, I don't smoke"***.

Please remind them of the support people that they chose last week and suggest they talk to them if they are having difficulty not smoking.

Their homework for this week is to record the times they found it most difficult not to smoke.

SESSION 6.

PREPARATION PRIOR TO STARTING.

- ☺ Obtain badges and stickers - suitable ones may be available from a local service involved in health promotion.
- ☺ Ensure you have the ***Light at The End Of The Tunnel*** poster, and coloured tokens.
- ☺ Have a “stress ball” available for use.
- ☺ Write some questions for the revision quiz.
- ☺ Arrange prizes for the revision quiz.
- ☺ Photocopy problem solving sheets.

1. INTRODUCTION

a. Review of success of not smoking during the week.

Go around the group and ask each person how they have gone this week with stopping smoking.

- Did they manage to stop? If so, for how long?
- Are they still non-smokers?
- What has been the hardest thing for them?
- How are they feeling now about being a non-smoker?
- Give a quit smoking badge to anyone who is still a non smoker and maybe a sticker to any one who really tried to quit.

b. The Light At The End Of The Tunnel.

Ask all the participants to place their coloured token on the ***Light At The End Of The Tunnel*** poster, indicating how they are feeling at the moment.

Compare their position now to last week’s position and discuss this for each individual. Provide individual encouragement and support.

2. GROUP DISCUSSION- PROBLEM SOLVING DIFFICULT SITUATIONS

Ask about any **situations that have been difficult** for them this week.

For each difficult situation encourage other participants to suggest ways of dealing with the problem and write them on the board. Assist the person who suggested the problem to select the solutions that they think will work for them. Write these down on a ***Problem Solving Sheet***. Ask people if there are any situations they are worried about facing. These can be worked through in the same manner.

3. QUIZ GAME

Conduct a quiz game as a **revision session**. Some questions are included but you could also write some of your own relevant to the issues of major concern to your group.

Divide the group into two teams. Each team gets asked a question in turn.

A correct answer scores one point. An incorrect answer or a pass gives the other team the opportunity of answering that question as a bonus question. They will score one point for a correct answer, and then be asked their next question. If they answer incorrectly on the bonus question, they still get their next question.

Keep a tally of the scores and have prizes to award to the winning team.

QUESTIONS

1. List two benefits of stopping smoking.
2. What is the best way to give up smoking?
3. Does a cigarette make your muscles tense or relaxed?
4. Name two bad effects smoking has on your health.
5. How long do withdrawal symptoms usually last for?
6. What are two of the four D's
7. How much money do you **save** by not smoking a packet of cigarettes?
8. What does smoking a cigarette do to your heart rate?
9. What does 'going cold turkey mean'?
10. What are two things you can do when you crave for a cigarette?
11. Describe a way to relax when you are feeling tense.
12. Name two places where you see cigarette advertising.
13. What is passive smoking?
14. What are four disadvantages of smoking?
15. How can a friend help you quit smoking and stay a non smoker?

4. INFORMATION SESSION - AVOIDING RETURNING TO SMOKING

Quitting smoking is going to be hard at times. Many people who have decided to stop smoking still want a cigarette sometimes. The longer you have been a non-smoker the easier it gets, but it can take a long time before you will never want a cigarette again.

The best way to stick to the good decision you made to stop smoking is to remind yourself by saying **“I can quit!”** and plan ahead and learn and practise new ways to cope at the times you may want to have a cigarette.

You may start smoking again if you

- don't know why you smoke, and what your triggers for smoking are
- don't have a plan of what you will do instead if you feel like having a cigarette
- make excuses for smoking such as you feel stressed or tired or are putting on weight
- think you can have 'just one' cigarette then no more
- still think of yourself as a smoker
- don't reward yourself for quitting

Discuss each of these points with the group.

Those quitting smoking need to have thought about alternative behaviours to smoking should a crisis arise. Reminders of - or replaying - some of the role plays may be useful here.

Emphasise that having "just one" doesn't work and that when people try to have "just one" they usually start smoking again.

It may be useful to discuss rewarding themselves for not smoking. Participants may like to choose a goal of something they will buy with the money they save from not buying cigarettes.

5. GROUP DISCUSSION - SOURCES OF SUPPORT

Use the individual charts **“Sources of support”** developed in SESSION 4 as the basis for group discussion.

Who and where is your support? (Friends, family, non-smokers, professionals eg local doctor).

How to ask for and use support.

How might people make it hard for you? (Smoking, offering cigarettes, teasing).

Dealing with teasing, abuse, provocation - *why might people give you a hard time?*

6. GROUP EXERCISE - RELAXATION REVISION

Revise the relaxation session and encourage participants to think about using it if they are finding things difficult during the next week.

PROBLEM SOLVING SHEET

NAME: _____

I have decided that ***“I can quit!”*** and am giving up smoking.

A situation I find difficult is:

What I will do about this situation is:

INFORMATION FOR SUPPORT PEOPLE WEEK 6

This week we spent time problem solving the difficult situations that arose as people tried to stop smoking. If situations arose for your person they will have a list of suggested strategies to help them deal with that situation if it should arise again. Please assist them to practise or prepare for those situations.

We had a quiz that revised information we have covered in the course so far.

A discussion on **how to avoid returning to smoking** was conducted. People were advised that it is never a good idea to have "just one" cigarette as it does not usually stop at just one. They were also encouraged to think about rewards for themselves for not smoking. They each filled out a Problem Solving sheet for times they find hard. They have also been encouraged to practise their relaxation to assist them deal with any stress or withdrawal symptoms they feel.

SESSION 7.

PREPARATION PRIOR TO STARTING.

- ☺ Photocopy **Information For Support People**.
- ☺ Ensure you have the **Smokes And Ladders** game and make sure there are enough tokens and dice.
- ☺ Ensure you have the **Light at The End Of The Tunnel** poster, and coloured tokens.
- ☺ Obtain some badges and stickers from a local health promotion service
- ☺ Arrange for guest speaker.
- ☺ Prepare **Certificates** (See Appendix 3).
- ☺ Arrange for party food and drinks.

1. SMOKES AND LADDERS GAME

Repeat the game for fun and reinforcement

2. GROUP DISCUSSION

a. The *Light at the End of the Tunnel*

Ask all the participants to place their coloured token on the **Light At The End Of The Tunnel** poster, indicating how they are feeling at the moment.

Compare their position now to last week's position and discuss this for each individual. Provide individual encouragement and support.

b. Sources of Support

Use the individual charts "**Sources of Support for Staying Stopped**" developed in SESSION 4 as the basis for group discussion.

Who has been helpful for you so far in your efforts to quit or stop smoking?

Friends, family, non-smokers, professionals eg local doctor?

Have you found others who have helped you?

Who do you think will be the best person to be your ongoing support?

c. Individual Progress on Quitting.

How are you feeling about yourself now?

If you have managed to quit do you think you will remain a non-smoker?

If you have not yet stopped smoking, do you think you will decide to quit in the future? When? What do you think may help you?

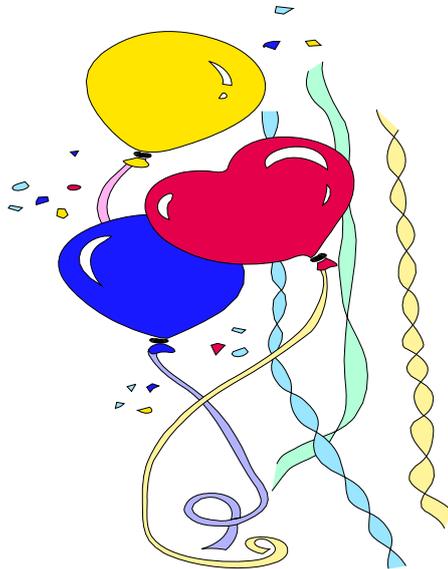
You may wish to give badges or stickers to those who have remained stopped or those who have made an additional attempt.

3. GROUP DISCUSSION

A **guest speaker** could address the group to provide encouragement and support for not smoking. It would be preferable to have a celebrity to give this talk, but another option is a peer who is an ex smoker. The aim is to encourage them that others don't smoke or have given up and it is "cool" to do so.

4. FAREWELL PARTY

Have a party to celebrate the end of the course and provide certificates for all participants.



INFORMATION FOR SUPPORT PEOPLE WEEK 7

This was the last week of the *I can quit* course. Thank you for your support. We would like to hear about how you thought the course went.

This week has mostly been revision and support and encouragement to start afresh.

We have suggested that people participating in the course identify someone who will be able to offer ongoing support in their efforts to become, and remain, a non-smoker. It may be helpful for you to talk about this with the person you have been supporting.

APPENDIX

COURSE COMMENCEMENT QUESTIONNAIRE

Please given response or write comments in space provided.

1. CURRENT SMOKING HABITS

a) What do you smoke?

Cigarettes? Yes No

Brand: _____

Other: _____

b) How many do you smoke a day?

< 10

10 - 19

20 - 29

30 - 40

> 40

c) How old were you when you started smoking?

< 18

18 - 24

25 - 34

35 +

2. OF THE PEOPLE YOU LIVE WITH (IF ANY) HOW MANY SMOKE AT HOME?

I live alone

None

One

2 or more

3. DO YOU THINK YOU WILL BE ABLE TO GIVE UP SMOKING FOREVER?

Yes No

4. DO YOU THINK THIS COURSE WILL HELP YOU GIVE UP SMOKING?

Yes No

If so, how do you think it will help you?

5. WHEN DO YOU USUALLY SMOKE?

OFFICE USE ONLY:

When you are with other people who are smoking?	<input type="checkbox"/>	When you are feeling sad?	<input type="checkbox"/>
When you are feeling happy?	<input type="checkbox"/>	When you are tired?	<input type="checkbox"/>
When you are feeling tense?	<input type="checkbox"/>	When you get a strong physical craving?	<input type="checkbox"/>
When drinking tea or coffee?	<input type="checkbox"/>	After meals?	<input type="checkbox"/>
When you are on the phone?	<input type="checkbox"/>	When trying to relax?	<input type="checkbox"/>
When drinking alcohol?	<input type="checkbox"/>	When you do not have enough to do? (eg bored, waiting, etc)	<input type="checkbox"/>

6. HOW HARD DO YOU THINK IT WILL BE FOR YOU TO STOP SMOKING PERMANENTLY?

Do not think I can

Extremely hard

Very hard

Fairly hard

Not too hard

Easy

7. HOW UNPLEASANT DO YOU FIND IT IF YOU CANNOT SMOKE FOR AN HOUR OR TWO?

- Extremely
- Very
- Fairly
- Slightly
- Not at all

8. WHAT CONCERNS (IF ANY) DO YOU HAVE ABOUT SMOKING AFFECTING YOUR HEALTH? (Tick all that apply)

- None
- I think I might get problems if I continue to smoke
- please specify: _____
- I am not as fit as I should be
- I have trouble with my breathing
- I have or have had a smoking related illness (eg emphysema, chronic bronchitis, heart disease, lung cancer)

9. AGE:

- < 18
- 18 - 24
- 25 - 34
- 35 - 44
- 45 - 54
- 55 +

10. SEX:

- Male
- Female

11. LIVING SITUATION:

Current: With parents
 Shared house of unit
 Alone
 CRU
 Other eg institution
 Please specify: _____

Past: With parents
 Shared house of unit
 Alone
 CRU
 Other eg institution
 Please specify: _____

THANK YOU FOR TAKING THE TIME TO COMPLETE THIS QUESTIONNAIRE

OFFICE USE ONLY:	
Completed by:	
Code:	Date:

COURSE COMPLETION QUESTIONNAIRE

Please give response or write comments in space provided.

1. DO YOU THINK IT WAS WORTH DOING THE COURSE?

Yes No

Why? _____

2. WHAT WERE THE BEST THINGS ABOUT THE COURSE FOR YOU?

WHAT WERE THE WORST THINGS ABOUT THE COURSE FOR YOU?

3. CURRENT SMOKING HABITS:

Do you currently smoke?

Yes No

4. FOR THOSE WHO ARE STILL SMOKING:

a) Have you stopped smoking for at least one day since the course began?

Yes No

b) If yes, what was the longest period of time that you stopped for?

c) What do you smoke?

Cigarettes? Yes No

Brand: _____

Other: _____

d) How many do you smoke a day?

< 10

10 - 19

20 - 29

30 - 40

> 40

5. DO YOU PLAN TO STOP SMOKING?

Yes No

6. DO YOU WANT TO GIVE UP SMOKING?

Yes No

7. DO YOU THINK YOU SHOULD GIVE UP SMOKING?

Yes No

8. WHAT ARE THE TIMES WHEN YOU MOST WANT TO SMOKE?

OFFICE USE ONLY:

- | | | | |
|---|--------------------------|--|--------------------------|
| When you are with other people who are smoking? | <input type="checkbox"/> | When you are feeling sad? | <input type="checkbox"/> |
| When you are feeling happy? | <input type="checkbox"/> | When you are tired? | <input type="checkbox"/> |
| When you are feeling tense? | <input type="checkbox"/> | When you get a strong physical craving? | <input type="checkbox"/> |
| When drinking tea or coffee? | <input type="checkbox"/> | After meals? | <input type="checkbox"/> |
| When you are on the phone? | <input type="checkbox"/> | When trying to relax? | <input type="checkbox"/> |
| When drinking alcohol? | <input type="checkbox"/> | When you do not have enough to do?
(eg bored, waiting, etc) | <input type="checkbox"/> |

9. WHAT DO YOU THINK MIGHT HELP YOU GIVE UP SMOKING?

FOR THOSE WHO NO LONGER SMOKE:

10. DO YOU THINK YOU HAVE STOPPED SMOKING FOREVER?

Yes No

11. WHY DID YOU STOP SMOKING?

THANK YOU FOR TAKING THE TIME TO COMPLETE THIS QUESTIONNAIRE

OFFICE USE ONLY:

Completed by:

Code:

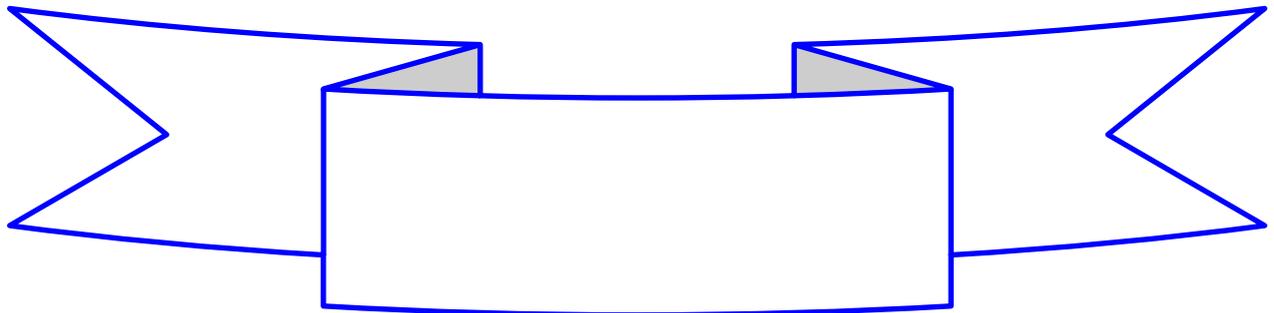
Date:

MOOD CHART

WEEK	EXCITED 	HAPPY 	NEUTRAL 	SAD 	ANGRY 
1					
2					
3					
4					
5					
6					
7					

NAME: _____

This is to certify that



HAS OFFICIALLY DECIDED TO

~ quit smoking ~

and embark on a healthy new life

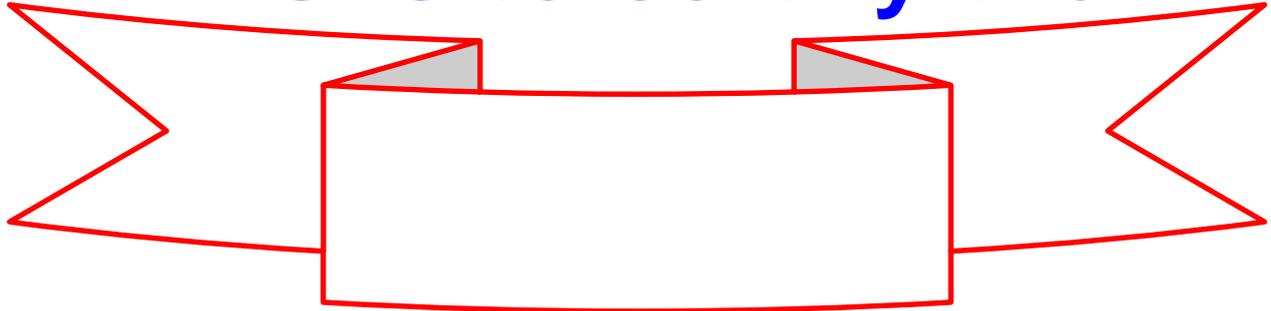
by becoming a non smoker!



Course Co-ordinator(s)

Date

This is to certify that



completed

~ I can quit ~

~ Smoking Education Course ~

at:

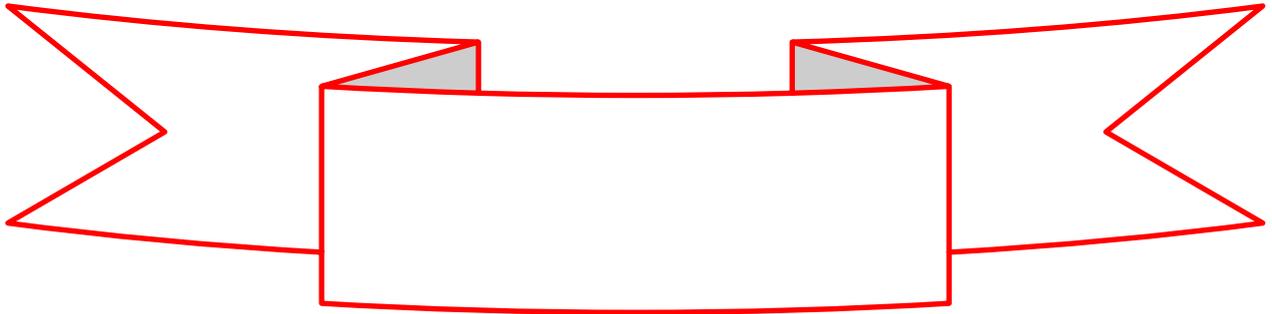
on:

and is now a non-smoker.

Course Co-ordinator(s)



This is to certify that



attended

~ I can quit ~

~ Smoking Education Course ~

at:

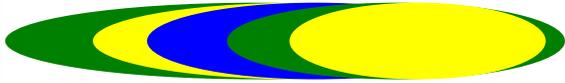
on:



Course Co-ordinator(s)

~ I can quit ~

a smoking education program for people with an intellectual disability



SESSION 1

Introduction

Introduce ourselves and talk about why we are here (information re: effects of smoking) and how the course is going to run

Survey forms to be filled in

Participants talk about themselves and how much they now smoke

Brain Storm

What they like about smoking

Negatives of smoking

Benefits of quitting

Smokes and Ladders game

Group Discussion

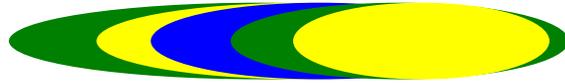
When do you smoke?

What are you doing?

How are you feeling?

Homework

Recording when you smoke



SESSION 2

Introduction

Individual: Review of homework charts

Group: Review of last week's discussion

When do you smoke?

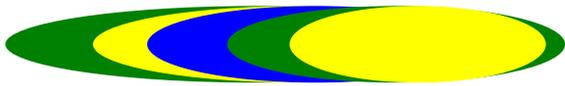
Information

a. Addiction:

- physical
- habit
- emotional/psychological dependence

b. What smoking does to you

- Pulse rate
- muscle tension
- and smoker's vs healthy lung (pictures)



SESSION 3

Introduction

Review of homework

Group discussion:-

Why I want to smoke

Why I want to quit

ANGEL and **DEVIL** - conflicting messages, - so people have got good reasons for quitting but not easy to do.

How people quit

Information

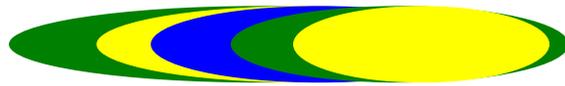
How many people would like to quit and would those people like to set a date:-

6th week?

Relaxation and Stress Management

Homework

Practice relaxation exercises



SESSION 4

Introduction

Review of homework re:- how relaxation exercises worked.

Information

Withdrawal symptoms (using whiteboard)

Group Discussion

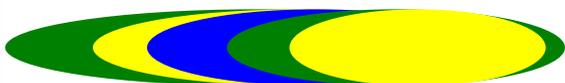
What we can do about these symptoms?

Sources of support - give each person a copy of "***Tips for Family and Friends***"

Homework

From the list of ways of managing withdrawal symptoms which ones will they choose?

Who will be your Support Person/ People.



SESSION 5

Party

Balloons, badges, stickers

Group Discussion

There is *Light at the End of the Tunnel*.

Stickers to be placed on the poster identifying the stage which each person feels they have reached.

Revise benefits of quitting

BREAK

Role Plays

Difficult situations eg *"No, thank you - I don't smoke"*.

Homework

Write down the times that have been hard for you.

SESSION 6

Introduction

How are you going with quitting?

How did you feel?

- what was good?
- what was hard?
- what was unpleasant?

The *Light at the End of the Tunnel*

Group Discussion

Difficult situations

Problem solving of ways of dealing with them

Quiz game

Revision in teams

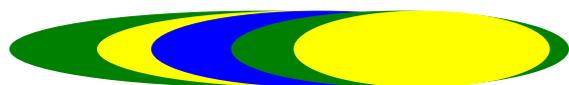
BREAK

Information and Group Discussion

Avoiding returning to smoking

Group Exercise

Relaxation Revision



SESSION 7

Activity

Smokes and ladders game

Group Discussion

The *Light at the End of the tunnel*

Sources of support - Who has been helpful?

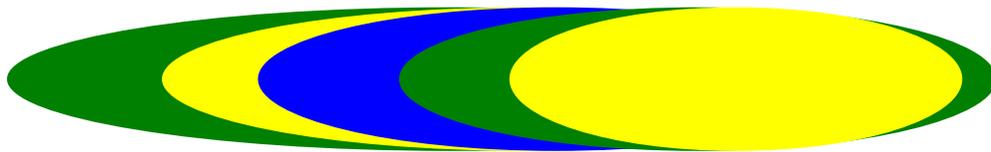
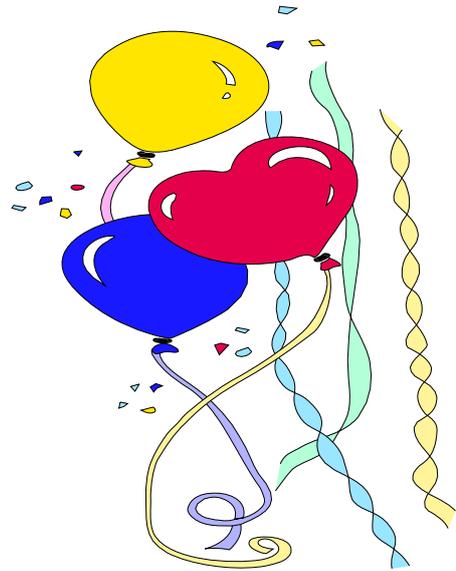
Who will be your ongoing support?

BREAK

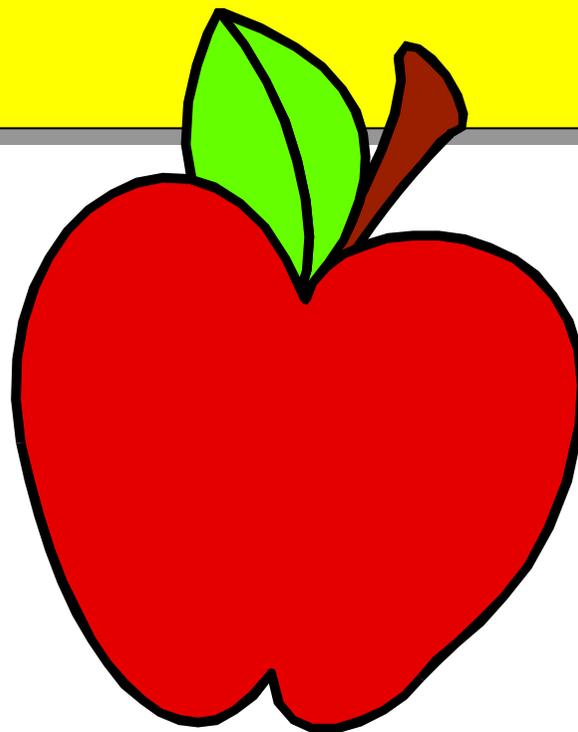
Group Discussion

Celebrity - a successful quitter

Farewell Party

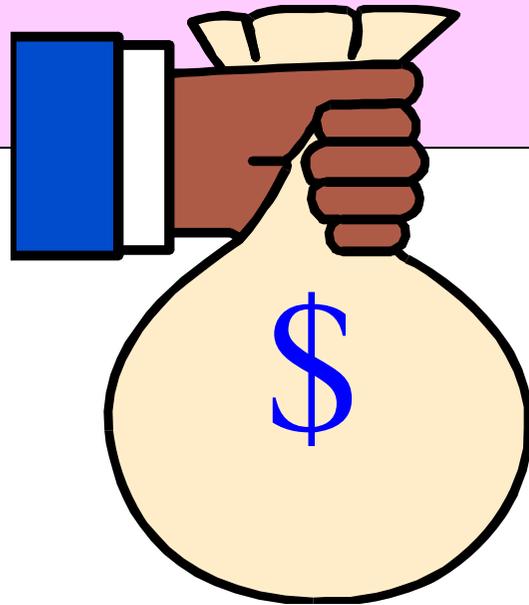


health



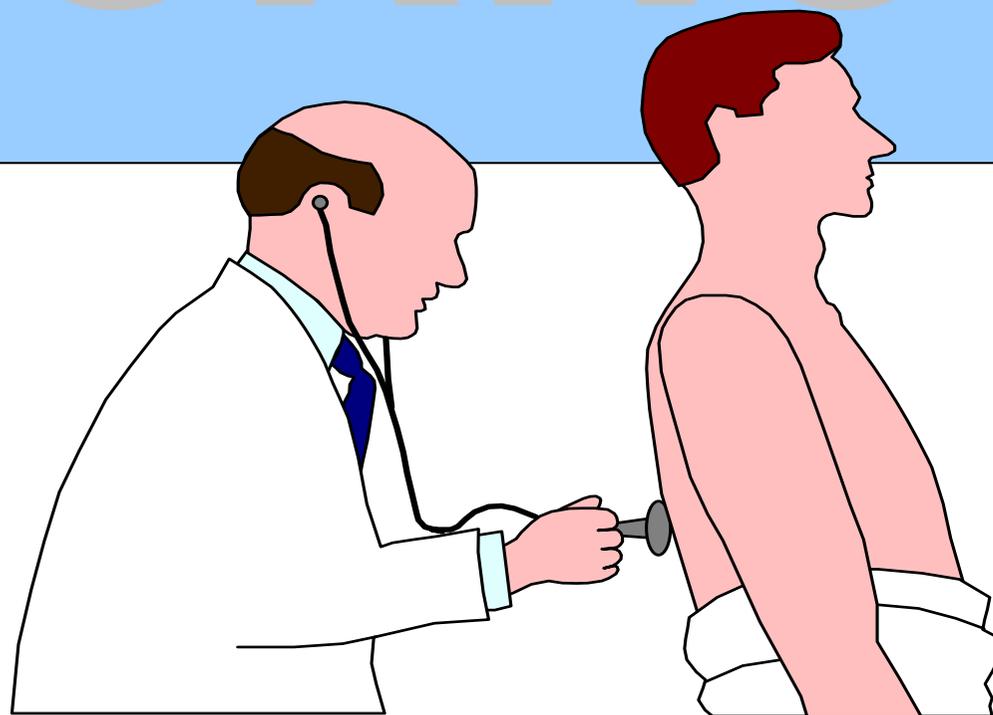
"I can quit!" – a smoking cessation program for people with an intellectual disability
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cost



"I can quit!" – a smoking cessation program for people with an intellectual disability
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sickness



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smell



"I can quit!" – a smoking cessation program for people with an intellectual disability
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Appendix 7

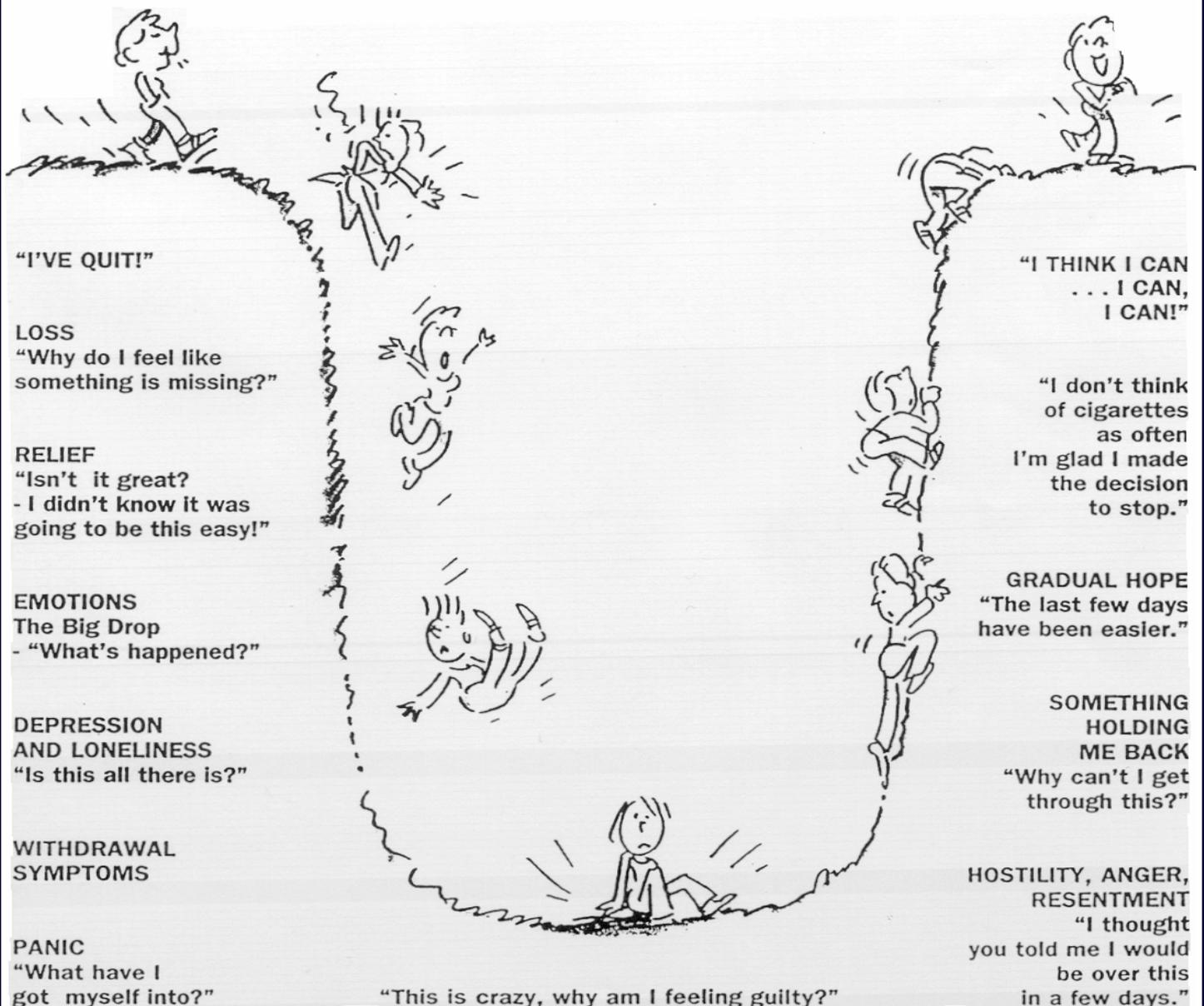
There is Light at the End of the Tunnel

CLIMBING OUT FROM THE PITS

It is quite normal for smokers to experience emotions of an exaggerated nature when stopping smoking. The smoker is giving up something that has been important and frequently feels a sense of loss.

It is also not uncommon for smokers to experience grief after giving up cigarettes. This is a normal and healthy experience.

There are always individual differences. Not everybody experiences all the stages of grief and not everyone experiences them in the same order. You may want to add some stages all of your own! However, to think about what may happen, and know that it will pass, can really help in the quitting process.



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Smokes & Ladders

The board game grid consists of 10 rows and 10 columns. The numbers 1 through 70 are placed on the board, with some numbers having ladders or snakes connecting them. The board is decorated with cigarette images and various icons like a 'no smoking' sign and a DVD box set. Text boxes describe rewards and consequences for reaching certain numbers.

61 You go to a party and accept a cigarette. 	62	63 You have saved over \$500 by not smoking. Amazing!	64 	65	66	67 	68	69 You sneak a cigarette when no one is looking.	70 FINISH
60 	59	58	57	56 You haven't had a cigarette for almost 3 months. Congratulations	55	54 	53 	52	51 You buy a carton of cigarettes.
41 	42	43 	44	45	46 	47	48 	49 	50
40 You told a friend "No thanks, I don't smoke." Fantastic!	39	38 You buy a DVD box set with the money you've saved from not smoking. Cool!	37	36 	35 	34	33 You have saved over \$200 by not smoking. Fantastic!	32 	31
21	22	23	24 	25 You can run up the stairs since you stopped smoking. Great!	26 You call the Quitline, instead of having a cigarette. Terrific!	27 	28	29	30 You've given up smoking for a month. Exercising is easier.
20 quit.org.au	19 	18 	17 It's getting easier not to smoke. Wonderful!	16	15 You sneak a cigarette when no one is looking. 	14 You've given up smoking for 2 weeks. Well Done!	13	12 You call to order a Quit Pack.	11
1 START	2 You've given up smoking for 2 days. Already you feel and smell fresher!	3 	4	5 Quitline. 137848	6 	7	8 You have saved over \$50 by not smoking. Brilliant!	9 	10

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PO Box 888 Carlton Victoria 3053 Australia

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