

SmokeTalk

Facilitator's Guide

CONTENT

User guidelines

Materials needed

Lessons

1. What is tobacco?
2. What does tobacco do to your health?
3. Smoking also...
4. Passive smoking
5. Smoking: Good or Bad?
6. Review

User Guidelines

The intent of this course is to **create awareness** of the negative effects of tobacco use.

It is meant for individuals with low reading and writing skills.

It can be used in a small group or on an individual basis.

The content can be adapted to the ability level and the learning pace of the individuals.

The lesson plans have been developed for a course on tobacco awareness. The classes are intended to last approximately 90-120 minutes and include 1 or 2 breaks. The lesson plans can be used as is or can be adapted to the learning needs of the students.

When you receive the SmokeTalk Kit, check the contents of the Kit against the content list.

All contents must be returned with the Kit to the VRRRI. The user may be charged for missing items.

You may find it useful to read the "Tobacco Basic Handbook", available through AADAC, for background information and updated facts before teaching the course.

Posters on tobacco awareness from AADAC and the Canadian Cancer Society are used in the context of the course for visual support.

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The clock icon indicates when a break is called for in the schedule.



The capital "A" icon indicates an Activity is called for in the schedule.

Materials Needed

These items are **not** supplied with the SmokeTalk course Kit:

- stand or area to display posters
- flip chart
- markers
- water soluble markers (red and blue) to use on laminated posters
- red and blue pens, fine markers, or crayons for each participant
- pens or pencils for each participant
- balloons - one round and one long/narrow for each participant
- scissors
- glue sticks
- glass container
- food colouring
- basin, funnel, and small pitcher with water to go with the wide and narrow tubes

Optional

- clean handkerchief
- smoke stained handkerchief
- clean coffee filters
- dirty coffee filters
- calculators
- actual samples of chemical household items that contain the same chemicals as a cigarette (see poster "Sucked In"). For example: nail polish remover; paint thinner; batteries, etc.

Key Messages:

Goal A. How we breathe

- Our body is a machine that needs energy.
- Oxygen (O₂) helps to make energy.
- Inhaled air passes through the mouth/nose, windpipe, into the lungs.
- From the lungs it goes into the bloodstream. Then it goes to all parts of the body.
- Carbon dioxide (CO₂) is a waste product of used energy.
- Carbon dioxide (CO₂) also gets in the blood stream and is carried back to the lungs.
- You exhale carbon dioxide (CO₂).
- Your heart pumps the blood through the body.

Goal B. What is tobacco?

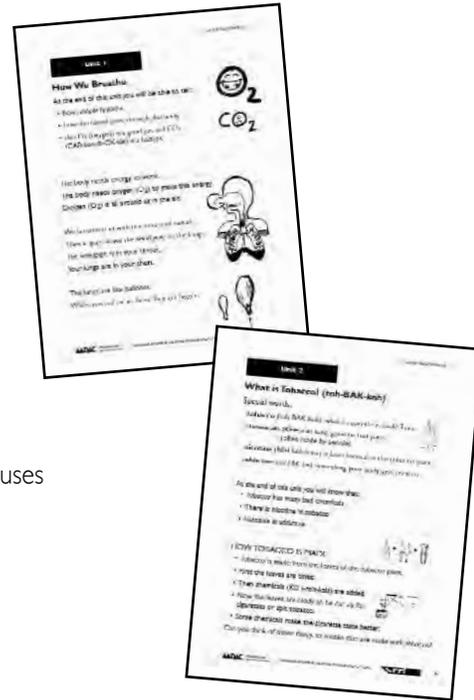
- Tobacco is a plant.
- The leaves are dried and mixed with chemicals.
- Tobacco is used in:
 - cigarettes, cigars, pipes, etc.
 - chewing tobacco.
- Cigarette smoke is:
 - inhaled, and
 - goes into the air around the smoker (that's why a room looks blue with smoke).
- Tobacco and cigarette smoke contain many bad chemicals
 - one of the chemicals is nicotine
- Nicotine is naturally present in the tobacco plant.
- Tobacco causes addiction in the tobacco user.
- It does not take long before a person becomes addicted to nicotine when they start using tobacco. (For more information on addiction, see Lesson 5).
- Nicotine addiction is very hard to break.
- Spit/chewing tobacco has more chemicals in the tobacco than a cigarette.
- Spit/chewing tobacco also has abrasives that can cut the gum, making it easier for chemicals and nicotine to get more easily absorbed into the blood.

LESSON I

This lesson covers two units in the Workbook: Unit 1 & Unit 2.

Unit 1: How we breathe.

Unit 2: What is tobacco?



Goals:

- to understand the how and why of the respiratory system
- to become familiar with what tobacco is and some of its main uses

Objectives:

- to understand how the respiratory system works
- to learn what makes tobacco a bad thing

Materials needed:

- poster depicting the upper part of the body
- blue and red water soluble markers to indicate flow of oxygen (blue) and carbon dioxide (red)
- blue and red fine markers, crayons or pens
- poster of cigarette with the chemical additives ("Sucked" poster)
- package of cigarettes
- round balloon

Optional materials:

- clean white handkerchief
- smoke stained handkerchief
- actual samples of chemicals depicted on "Sucked In" poster

Lesson Outline:

TIME	CONTENT	MATERIALS USED
0 -10 min.	<p>Introduce today's lesson: The goal of this lesson is to learn about: a. the respiratory system; b. tobacco use</p>	- Workbook Unit 1 and Unit 2
10 - 40 min.	<p>Explain air exchange:</p> <ul style="list-style-type: none"> - oxygen (O₂) is fuel-gas for the body - carbon-dioxide (CO₂) is the exhaust fumes/gas - how the air intake and exchange happens in the body <p>Demonstrate lung expansion:</p> <ul style="list-style-type: none"> - use a balloon to show lung expansion during inhalation <p>Explain absorption into blood system:</p> <ul style="list-style-type: none"> - the absorption of oxygen (O₂) in the blood - the exchange of oxygen and (O₂) and carbon dioxide (CO₂) in the blood system - the exhalation of carbon-dioxide (CO₂) - how the heart moves the blood through the body <p> Do Activity 1: How air goes in and out of the body (see end of Workbook Unit 1)</p> <ul style="list-style-type: none"> - participants will trace with red and blue pens the path of the air intake and exhalation 	<ul style="list-style-type: none"> - poster of the upper-body - red (O₂) and blue (CO₂) water soluble markers - round balloon - drawing of respiratory system in Workbook Unit 1 - red and blue crayons, pens, or fine markers
40 - 45 min.	BREAK	
45 - 80 min.	<p>Introduce the next part of the lesson:</p> <ul style="list-style-type: none"> - how tobacco is made and used - tobacco has many bad chemicals, including nicotine - nicotine is addictive <p>Explain how tobacco is made and used:</p> <ul style="list-style-type: none"> - how tobacco is made - different uses of tobacco; focus the discussion on: <ul style="list-style-type: none"> - cigarettes - chewing/spit tobacco or snuff 	<ul style="list-style-type: none"> - Workbook Unit 2 - visual representation in Workbook Unit 2 of "how tobacco is made"

TIME	CONTENT	MATERIALS USED
	<p>Explain bad chemicals in tobacco:</p> <ul style="list-style-type: none"> - the different types of chemicals in tobacco <ul style="list-style-type: none"> - use the "Sucked" poster; and (optional) - actual samples of products shown on poster - show ingredients listed on cigarette package - bad chemicals are released in smoking by: <ul style="list-style-type: none"> - burning of the leaves - being inhaled, and released in air - bad chemicals are released in spit tobacco by: <ul style="list-style-type: none"> - chewing, and releasing them in the mouth - spit tobacco has more nicotine than cigarettes <p>Demonstrate impact of smoking (optional):</p> <ul style="list-style-type: none"> - use the handkerchiefs to demonstrate impact of smoking <p>Explain link between tobacco and cancer:</p> <ul style="list-style-type: none"> - link between tobacco and cancer <ul style="list-style-type: none"> - at least 28 chemicals in tobacco can cause cancer. - how tobacco use can lead to addiction 	<ul style="list-style-type: none"> - visual explanation in Workbook - poster "Sucked" - cigarette package <p>Optional:</p> <ul style="list-style-type: none"> - samples of products shown on poster <ul style="list-style-type: none"> - clean and smoke stained white handkerchief
80 - 90 min.	<p>Review the lesson:</p> <ul style="list-style-type: none"> - tobacco is a plant - many bad chemicals in tobacco can cause cancer - tobacco can lead to addiction 	<ul style="list-style-type: none"> - poster "Sucked"

LESSON 2

This lesson covers two units in the Workbook: Unit 3 & Unit 4.

Unit 3: What does tobacco do to your health?

Unit 4: How sick can smoke or tobacco make you?

Goal:

- A. to become aware that tobacco use affects many parts of the body

Objectives:

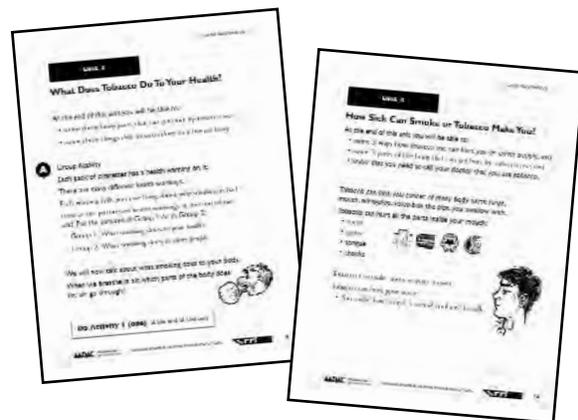
1. to be able to name at least three major body organs that are affected by tobacco use
2. to be able to name at least three effects of tobacco use on the human body
3. to learn what makes tobacco a bad thing

Materials needed:

- sheets with the warning signs that are shown on tobacco products
- poster of the upper body
- pictures of diseased body parts as a result of tobacco use
- scissors
- glue sticks
- round balloons for each participant
- long, narrow balloons for each participant
- sheet in Workbook Unit 3 with the graphics of various body parts
- pen for each participant

Optional materials:

- clean coffee filters
- dirty coffee filters



Key Messages:

Goal: To become aware that tobacco use affects many parts of the body

- See health warnings (included in Workbook) to determine what they mean and how tobacco affects people.
- Tobacco affects health and lifestyle of users and people around them.
- Follow the path of smoke inhalation on the poster of the human body to discuss how different body parts are affected by tobacco use, and the illnesses that may be caused.
- Tobacco use can affect different people in different ways.
- Tobacco use can cause some sick bodies to become even sicker.
- Tobacco use can interfere with medication effectiveness.

Lesson Outline:

TIME	CONTENT	MATERIALS USED
0-10 min.	<p>Review last lesson:</p> <ul style="list-style-type: none"> - how respiratory system works - tobacco is a plant - tobacco has bad chemicals, and is addictive <p>Introduce today's lesson: The goal is to learn about how tobacco affects many different parts of the body</p>	- Workbook Unit 3 and Unit 4
10 - 30 min.	<p>Do Group Activity: Health warnings</p> <ul style="list-style-type: none"> - cut the different health warnings from the Workbook page - divide the health warnings in 2 groups: <ul style="list-style-type: none"> - Group 1, What does smoking do to your health? - Group 2, What smoking does to other people? - discuss each health warning: <ul style="list-style-type: none"> - What does it say? - What does it mean? - Why does a cigarette affect you this way? <p>Do Activity 1: When you breathe in, your breath goes through...? (see end of Workbook Unit 3)</p> <ul style="list-style-type: none"> - follow the path of smoke inhalation on the poster of the upper body - identify each body part that gets hurt by smoke <p><i>continued next page...</i></p>	<ul style="list-style-type: none"> - health warning messages on the last page of Unit 3 in Workbook - scissors - poster of upper body - page with graphics of body parts at the end of Unit 3 in Workbook

TIME	CONTENT	MATERIALS USED
	<ul style="list-style-type: none"> - participants can write the body parts on the activity sheet, or cut up the graphics provided at the end of Workbook Unit 3 and stick them in the space provided on the activity sheet - body parts hurt by smoking cigarettes: <ul style="list-style-type: none"> - mouth and lips, throat, lungs, heart, cardiovascular system (circulation), extremities, (female) womb with child - body parts hurt by chewing tobacco: <ul style="list-style-type: none"> - mouth and lips, throat, stomach 	<ul style="list-style-type: none"> - pens - scissors - glue-sticks
30 - 50 min.	<p>Discuss differences in impact of tobacco use:</p> <ul style="list-style-type: none"> - the effects of tobacco use varies in each person - not everyone will get sick but the chances that a smoker will develop a tobacco-related illness is much higher - the effects depend on: <ul style="list-style-type: none"> - the areas of weakness in the body, and - family history <p>Describe various illnesses that can occur:</p> <ul style="list-style-type: none"> - for smokers: <ul style="list-style-type: none"> - cancer of lungs, wind-pipe, voice box and mouth, - emphysema (breathing problems), asthma - for users of spit tobacco: <ul style="list-style-type: none"> - cancer of mouth and food-pipe - mouth sores can affect teeth and gums - for all users: <ul style="list-style-type: none"> - high blood pressure, poor circulation (cold hands and fingers, and greater chance of frosts-bite in the winter) - damage to the heart (heart attack) or damage to the brain (stroke or brain attack) 	

TIME	CONTENT	MATERIALS USED
	<p>Demonstrate oxygen intake (optional):</p> <ul style="list-style-type: none"> - use clean and dirty coffee filters to demonstrate oxygen exchange - explain that nicotine causes narrowing of the blood vessels - this narrowing impacts many parts of the body in different ways, e.g., <ul style="list-style-type: none"> - poor blood circulation - risk for heart attack and stroke <p>Demonstrate impact of blood vessel size on blood flow (optional):</p> <ul style="list-style-type: none"> - pour water through a wide tube, and then through a narrow tube to demonstrate impact of blood vessel width on blood flow - water/blood flows more easily through wide tube - explain how the heart has to work harder to pump blood through narrow tube <p> A Do Activity 2: Blowing balloons of different width (see end of Workbook Unit 3)</p> <ul style="list-style-type: none"> - give people two different balloon types to blow up - which one is harder to blow up? (narrow balloon) - explain that the heart has to work harder to pump blood through narrow tube <p> A Do Activity 3: Body parts affected by spit/chew tobacco (see end of Workbook Unit 3)</p> <ul style="list-style-type: none"> - follow the path of juice from mouth as it goes down to the stomach on the picture - identify each body part that is touched by the juice - participants can mark the body parts on the activity sheet, or cut up the graphics provided at the end of Workbook Unit 3 and stick them on the drawing of the upper body 	<p>Optional:</p> <ul style="list-style-type: none"> - clean coffee filters - dirty coffee filters <p>Optional:</p> <ul style="list-style-type: none"> - wide tube - narrow tube <ul style="list-style-type: none"> - round balloons - long, narrow balloons <ul style="list-style-type: none"> - body parts graphics at the end of Workbook Unit 3 - drawing of upper part of body showing the food canal and stomach (Activity 3 graphic) - pens - scissors - glue-sticks
50 - 60 min.	BREAK	

TIME	CONTENT	MATERIALS USED
60 - 80 min.	<p>Demonstrate body parts affected by tobacco use</p> <ul style="list-style-type: none"> - stick pictures of diseased body parts at appropriate places on the upper body poster 	<ul style="list-style-type: none"> - poster of upper body - pictures of diseased body parts
	<p>Do Activity 1: Body parts hurt by tobacco (see end of Workbook Unit 4)</p> <ul style="list-style-type: none"> - get participants to mark on the picture of the human body the body parts affected by tobacco use 	<ul style="list-style-type: none"> - pens
	<p>Discuss impact on people with pre-existing conditions or medications</p> <ul style="list-style-type: none"> - for people with pre-existing conditions <ul style="list-style-type: none"> - if a healthy body can become sick, a sick body can become even sicker - for example, people with diabetes and heart conditions can become even more sick - for people taking certain medications <ul style="list-style-type: none"> - effectiveness of medication can decrease - smoking can cause other side-effects if used with medications, e.g., smoking and use of birth control pills can increase risk of strokes in women - need to check with the doctor to understand impact 	
	<p>Facilitate group discussion:</p> <ul style="list-style-type: none"> - do they know of people who got sick because of smoking? - do they think their own body be affected? 	
	<p>Do Activity 2: What smoking or smoke can do to you (see end of Workbook Unit 4)</p> <ul style="list-style-type: none"> - get people to write/tell what smoking or smoke can do to them 	<ul style="list-style-type: none"> - pens
	<p>Do Activity 3: Someone who got sick from tobacco (see end of Workbook Unit 4)</p> <ul style="list-style-type: none"> - get people to write or tell about someone they know who got sick from tobacco use - ask people to write or tell where in the body this person got sick 	<ul style="list-style-type: none"> - pens
		

TIME	CONTENT	MATERIALS USED
80 - 90 min.	<p>Review the lesson:</p> <ul style="list-style-type: none"> - tobacco affects health and lifestyle of users and people around them - many different body parts are affected by tobacco use - many different illnesses may be caused <ul style="list-style-type: none"> - cancers - mouth sores - respiratory problems (emphysema, bronchitis, asthma) - cardiovascular problems (problems with the blood system and the heart) - tobacco use can affect different people in different ways - sick bodies may become even sicker - tobacco use can interfere with medication effectiveness - need to tell the doctor if you are using tobacco 	

LESSON 3

This lesson covers Workbook: Unit 5.
Unit 5: Smoking also....

Goal:

- A. to create awareness of how tobacco use impacts other parts of a user's life

Objectives:

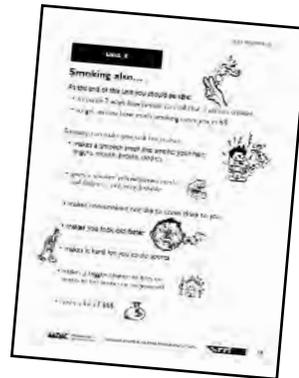
1. to be able to name at least two "secondary" effects that tobacco use has on a user
2. to get an idea of the financial costs of tobacco use

Materials needed:

- poster "Smoking burns more than tobacco"
- poster "Kissing a smoker is like..."
- flip chart
- markers
- empty package of cigarettes
- "Tax Pack" of cigarettes
- pens for each participant

Optional materials:

- clean and smoke stained white cloth
- calculators



Key Messages:

Goal: To create awareness of how tobacco use impacts other parts of a user's life

- Smoking impacts more than just the health.
- Smokers smell like smoke, and this can impact their social life.
- Unsightly stains on teeth and fingers.
- Smokers are sometimes separated from non-smokers in social places, e.g., restaurants.
- Body ages faster; makes you look unhealthy.
- Greater chances of causing fires and burns to property or to self.
- Cigarettes cost a lot of money.

Lesson Outline:

TIME	CONTENT	MATERIALS USED
0 - 15 min.	<p>Review last lesson:</p> <ul style="list-style-type: none"> - tobacco affects health and lifestyle of users and people around them - different body parts affected by tobacco use - different illnesses that may be caused - can affect different people in different ways - sick bodies may become even sicker - can interfere with medication effectiveness - tell the doctor if you are using tobacco <p>Introduce today's lesson:</p> <p>The goal is to learn that tobacco use can affect more than just the health of the person</p>	- Workbook Unit 5
15 - 45 min.	<p>Describe social effects of smoking</p> <ul style="list-style-type: none"> - smokers smell like smoke: <ul style="list-style-type: none"> - hair, fingers, mouth, breath, clothes - not very kissable - people stay at a distance - stains on teeth, fingers - separation of smokers from non-smokers, e.g., in restaurants <ul style="list-style-type: none"> - ask non-smokers for their point of view - growing old faster - makes you look unhealthy (not in good condition), sick. - greater chance of fires or burns in the house or on yourself <p>Demonstrate: Stains due to smoke (optional)</p> <ul style="list-style-type: none"> - compare clean handkerchief with smoke-stained handkerchief - for smokers: suggest that they wipe a part of their wall at home, and see the stain on the cloth 	- poster "Kissing a smoker..."
45 - 55 min.	BREAK	

TIME	CONTENT	MATERIALS USED
55 -80 min.	<p>Introduce financial cost of smoking</p> <ul style="list-style-type: none"> - cigarettes cost a lot of \$\$\$ - a lot of the cost of tobacco goes toward taxes - there are many things you can do instead <p>Describe the breakdown of costs of a pack of cigarettes</p> <ul style="list-style-type: none"> - use the "Tax Pack" to show the breakdown <p>Explain the poster</p> <ul style="list-style-type: none"> - poster shows how a smoker is "burning/smoking" more than just tobacco: <ul style="list-style-type: none"> - money that can be used to buy other things <p>Do Activity 1: What else can you do with your money (see end of Unit 5 in the Workbook)</p> <ul style="list-style-type: none"> - do the following as a large or small group (jot down people's suggestions on the flip chart): - how much money in a month do you spend on cigarettes? <ul style="list-style-type: none"> - what else can you do with your money? - how many CD's could you buy with that money? - how many movies could you go to? - what other things can you do with your cigarette money? - what are your dreams if you had more money? <ul style="list-style-type: none"> - how many packages of cigarettes would this cost you? - how many months of not smoking would that be 	<p>"Tax Pack" of cigarettes divided into how much taxes you pay on cigarettes</p> <p>- poster "Smoking burns more than tobacco"</p> <p>- pens</p> <p>- flip chart</p> <p>- markers</p> <p>Optional:</p> <p>- calculators</p>
80 - 90 min.	<p>Review the lesson:</p> <ul style="list-style-type: none"> - secondary effects of smoking - money that they pay to taxes - ask participants to tell each other one thing that they remember about today's session 	



LESSON 4

This lesson covers Workbook: Unit 6.
Unit 6: Passive smoking.

Goal:

A. to create awareness about the effects of second hand or passive smoking

Objectives:

1. to learn about the fact that smoking affects non-smokers
2. to learn about how second hand or passive smoking affects non-smokers
3. to get ideas on how to deal with smoking versus non-smoking situations

Materials needed:

- poster "Don't make me choke on your second-hand smoke"
- glass container
- food colouring
- flip chart
- markers



Key Messages:

Goal: To create awareness about the effects of second-hand or passive smoking

- What is second-hand smoke?
- Ratio smokers versus non-smokers is 1:5 or about 20%.
- Who is affected by second-hand smoke?
- How does second-hand smoke affect non-smokers?
- What do non-smokers want from smokers?

Lesson Outline:

TIME	CONTENT	MATERIALS USED
0- 10 min.	<p>Review last lesson</p> <ul style="list-style-type: none"> - secondary effects of smoking - money that they pay to taxes - ask participants to tell each other one thing that they remember about the last session <p>Introduce this lesson</p> <p>Goal is to create awareness about the effects of second-hand or passive smoking</p> <p>Explain the term “passive”</p> <ul style="list-style-type: none"> - explain word “passive” by comparing between active and passive. - active vs. passive: <ul style="list-style-type: none"> - talking vs. listening - driving a car vs. being the passenger - playing a football game vs. watching it 	- Workbook Unit 6
10 - 35 min.	<p>Explain passive smoking</p> <ul style="list-style-type: none"> - passive smoking is also called Environmental Tobacco Smoke (ETS) or second-hand smoke - passive smoking is: <ul style="list-style-type: none"> - smoke from the end of the cigarette - exhaled smoke from the smoker <p>Demonstrate diffusion of smoke</p> <ul style="list-style-type: none"> - put a couple of drops of food colouring in a glass container - watch the food colouring taint all the water in the container over time - explain that smoke diffuses in the air in the same way <p>Discuss who is affected by passive smoking</p> <ul style="list-style-type: none"> - ratio smokers : non-smokers is 1:5 or 20% - use the fingers of one hand to clarify this, e.g., one thumb vs. 4 fingers <p><i>continued next page...</i></p>	<p>- poster “Don't make me choke...”</p> <p>- glass container</p> <p>- food colouring</p>

TIME	CONTENT	MATERIALS USED
	<div data-bbox="261 611 347 695" style="text-align: center;">A</div> <div data-bbox="175 667 302 827" style="float: left; margin-right: 10px;"></div> <ul style="list-style-type: none"> - ask class to brainstorm who is affected by passive smoke: - any person around a smoker: <ul style="list-style-type: none"> - room mates - colleagues - family members - children and unborn babies <p>Do Activity 1: Who in your life is affected by passive smoke?</p> <ul style="list-style-type: none"> - think about passive smokers/non-smokers around you - think about places where you go where you are a passive smoker <p>Discuss how smoking affects non-smokers</p> <ul style="list-style-type: none"> - In the same way as it affects smokers, e.g., <ul style="list-style-type: none"> - cancers - heart disease - breathing problems - ear aches in children <p>Discuss what non-smokers want from smokers</p> <ul style="list-style-type: none"> - not to be around smoke - non-smoking areas 	<ul style="list-style-type: none"> - flip chart - markers <p>- see Workbook Unit 3</p> <ul style="list-style-type: none"> - Activity 1 at the end of Unit 6 in Workbook
35 - 50 min.	<div data-bbox="261 1482 347 1566" style="text-align: center;">A</div> <div data-bbox="175 1539 302 1698" style="float: left; margin-right: 10px;"></div> <p>Do Activity 2 (Option A) or Activity 3 (Option B) or both</p> <ul style="list-style-type: none"> - depending on skill/comfort level of group: - Activity 2 (Option A) is one-on-one - Activity 3 (Option B) has role-play exercises suitable for people who are comfortable participating in a group setting <p>Do Activity 2 (Option A): Personal Reflection</p> <p><i>For smokers:</i></p> <ul style="list-style-type: none"> - when and where do you like to smoke - how do you feel when you have to go outside to smoke - how do you feel when someone you like does not want to come to your house or spend much time with you because you smoke 	<ul style="list-style-type: none"> - Activity 2 and 3 at the end of Unit 6 in Workbook

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TIME	CONTENT	MATERIALS USED
	<p><i>For non-smokers:</i></p> <ul style="list-style-type: none"> - how do you feel when you have to be in a place where there is smoke - how do you deal with a friend who smokes 	
55 - 65 min.	BREAK	
65 - 85 min.	<p>Do Activity 3 (Option B): Role playing</p> <p></p> <p><i>Rules for role-playing:</i></p> <ul style="list-style-type: none"> - briefly prepare each "actor" for their role - the instructor can take one of the roles to show how to role-play or to support the other "actors" - there are no right or wrong solutions - other people might suggest different solutions - observers should respect and encourage the "actors" - observers can be actively involved by thinking of other solutions <p><i>Possible scenarios:</i></p> <ul style="list-style-type: none"> - You smoke in your room; room-mate does not want you to smoke in the house. What do you do? - Your worker likes to smoke in the car; you don't like smoke. What do you do? - People smoke at your workplace; this makes you feel sick. What do you do? - You are a smoker and you invite your friends over for dinner your friends do not want to come because they do not smoke and do not like the smell of smoke. What do you do? - A parent or a good friend smokes; you are worried about their health. What do you do? 	
85 - 90 min.	<p>Review the lesson:</p> <ul style="list-style-type: none"> - what is second-hand smoke - ratio smokers versus non-smokers is 1:5 - who is affected by second-hand smoke - how second-hand smoke affects non-smokers - what non-smokers want from smokers 	

LESSON 5

This lesson covers two units in the Workbook: Unit 7 & Unit 8.

Unit 7: Smoking: bad or good?

Unit 8: Addiction.

Goal:

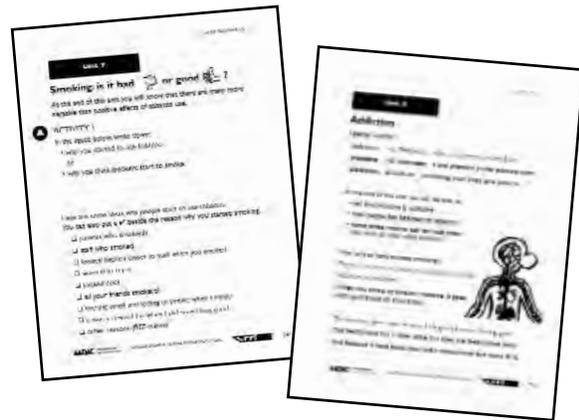
- A. to realize that tobacco use has more negative than positive effects

Objectives:

1. to see that there are many more negative than positive effects of tobacco use
2. to name three options where you can ask for help if a person wants to stop smoking or chewing tobacco

Materials needed:

- pen for each participant
- information material on tobacco cessation from AADAC



Key Messages:

Goal: To realize that tobacco use has more negative than positive effects

- Different reasons why people start to use tobacco.
- Helping participants to decide for themselves if tobacco use is a positive or a negative activity.
- Nicotine is very addictive.
- Different ways to ask for help to stop using tobacco.

Lesson Outline:

TIME	CONTENT	MATERIALS USED
0 - 5 min.	<p>Review last lesson</p> <ul style="list-style-type: none"> - what is second-hand smoke - ratio smokers versus non-smokers is 1:5 - who is affected by second-hand smoke - how second-hand smoke affects non-smokers - what non-smokers want from smokers <p>Introduce this lesson</p> <p>Goal is to realize that tobacco use has more negative than positive effects</p>	- Workbook Unit 7
5 -20 min.	<p>Do Activity 1: Why do people start smoking? (see Unit 7 in Workbook)</p> <p>A</p> <p>Facilitate a group discussion on why people start smoking</p> <ul style="list-style-type: none"> - Ask participants to check mark those answers that apply to them in their Workbook - family members smoke(d) - staff smoked - looked like staff when you smoked - wanted to try it - looked cool - peer pressure - like the smell and feeling of smoke and inhalation - it was a reward for when I had done something good. - other reason(s) - it is best not to start smoking at all 	- pens
20 - 40 min.	<p>Do Activity 2: Individual reflection on is smoking good or bad? (see Unit 7 in Workbook)</p> <p>A</p> <p>Read the questions out to the group</p> <ul style="list-style-type: none"> - ask each participant to fill out the questions for themselves (with assistance if necessary) - the answers are not to be shared with the group; participants' own judgement should be respected 	- pens
40 - 50 min.	BREAK	

TIME	CONTENT	MATERIALS USED
50 - 80 min.	<p>Discuss why it is hard to stop smoking</p> <ul style="list-style-type: none"> - Cessation = quitting = to stop - Why people find it hard to quit: <ul style="list-style-type: none"> - addictive properties of tobacco - nicotine is as addictive as heroin and cocaine - nicotine gives the user a good feeling - when the nicotine wears off, the body wants more (cycle of addiction) <p>Discuss different cessation options</p> <ul style="list-style-type: none"> - look for people who will help you to stop smoking (other individuals or support groups, etc.) - medications (e.g., the Patch, Nicorette chewing gum) - "cold turkey" - where to get information on cessation: <ul style="list-style-type: none"> - you or your staff can call AADAC for information on how to stop smoking - talk to a (non-smoking) staff that you trust - talk to your doctor <p>Share some facts about tobacco cessation</p> <ul style="list-style-type: none"> - to quit smoking is difficult - you have to fight to overcome the addiction to nicotine - it can lead to withdrawal symptoms (i.e., not feeling good) - some people quit in one try and make it - most people have to try more than once - the doctor can give you medication to help you stop smoking - <i>it is best not to start smoking at all</i> 	<ul style="list-style-type: none"> - Workbook Unit 8 - poster "Butts are Gross" - information pamphlets from AADAC about tobacco cessation - Smoker's Help Line 1-866-332-2322
80 - 90 min.	<p>Review the lesson</p> <ul style="list-style-type: none"> - different reasons why people start to use tobacco - helping participants to decide for themselves if tobacco use is a positive or a negative activity - nicotine is very addictive - different ways to ask for help to stop using tobacco 	

LESSON 6

This lesson covers Workbook: Unit 9.
Unit 9: Review of the course.

Goal:

- A. to reinforce the most important aspects of the course content

Objectives:

- I. to enable participants to review the objectives of each previous session by answering the questions in the SmokeTalk game

Materials needed:

- SmokeTalk game question cards (supplied)
- SmokeTalk game answer sheets for each individual
- SmokeTalk game Answer poster (supplied)
- water soluble markers, several colours
- pens for each participant

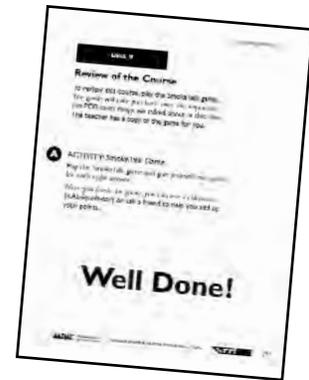
Optional materials:

- calculators

Key Messages:

Goal: To reinforce the most important aspects of the course content

- Tobacco is a plant that contains many bad chemicals, including nicotine.
- Nicotine is addictive; the addiction is very hard to break.
- Tobacco products (e.g., cigarettes, spit/chew tobacco) are harmful.
- Tobacco use affects health and lifestyle of users and people around them.
- Many different bodies parts are harmed by tobacco use.
- Tobacco use affects different people in different ways; it can cause sick bodies to become even sicker; and can interfere with medication effectiveness.
- Smoking impacts social life of smokers, e.g., cost, separation in social places, unsightly stains, risk of fire and burns.
- Smoking also affects non-smokers via second-hand smoke, also known as passive smoking or ETS (environmental tobacco smoke)
- Smokers need to be aware of impact on non-smokers, and how to smoke responsibly.
- There are many options available if a person chooses to stop using tobacco, however, cessation is an individual choice



Lesson Outline:

TIME	CONTENT	MATERIALS USED
0 - 5 min.	<p>Introduce this lesson Goal is to review the most important aspects of the course</p>	- Workbook Unit 9
5 - 15 min.	<p>Ask participants if they have any questions about the information covered in the course</p>	
15 - 90 min.	<p>Do Activity: SmokeTalk Game (see Instructions, Questions and Answers below)</p> <p>Review the game instructions</p> <ul style="list-style-type: none"> - first by yourself, and then with participants - use whichever game-playing option is suitable to the group <p>Practice the game</p> <ul style="list-style-type: none"> - ask participants the practice questions listed below - when participants are comfortable with the process and rules, play the game <p>Play the SmokeTalk game</p> <ul style="list-style-type: none"> - follow instructions outlined below 	<ul style="list-style-type: none"> - SmokeTalk game question cards - SmokeTalk game answer sheet for each participant - SmokeTalk game Answers poster - pens for each participant - water soluble markers, different colours <p>Optional:</p> <ul style="list-style-type: none"> - calculators



SmokeTalk Game

Options and Instructions

Options

- The game can be played by individuals or in groups
- It can be used as:
 - a multiple choice review, where each participant has a questionnaire and circles one answer for each question. At the end, the answers can be compared to the answer sheet.
 - a review of specific lesson units when just the questions pertaining to specific units are selected and used, and/or
 - the game can be played at the end of the course as a general overview of the course content.



With the last option the game is similar to the "Jeopardy" game on TV.

Instructions

- Provide scoring sheets and pens to each participant.
- Participants can play in groups or alone.
- Use your discretion, on how the turn taking will take place:
 - either each group will get one question and then the turn moves on to the next group, or
 - a correct answer allows the person/group to continue until the answer to a question is incorrect.

Which option is suitable will depend on the average level of knowledge of the course information and how the participants have divided themselves up, i.e., struggling groups versus knowledgeable groups, or an equal distribution of participating and knowledgeable participants among all groups.

- Use the practice questions to familiarize the participants with multiple choice questions.

continued next page...



- Initially, guide the groups by asking for the question they want to answer. For example: "Which letter? Now which number?" until they have understood the process of saying for example "D3".
- Read out the question and the two answer choices. Repeat once or twice.
- The group/individual selects an answer and circles it on the individual scoring sheet. If the game is played in groups, allow the group members to discuss the answer among themselves.
- The individual or group whose turn it is, gives the answer.
- If the correct answer is chosen, the instructor circles the correct answer on the answering poster with a **water soluble** marker. Each group or individual who has the correct answer puts a check mark in the little square on their own answer sheet.
- Use a different coloured marker for each group or individual to mark on the answering poster. This will assist you to remember which group or individual scored the point.
- Continue in this fashion until all the questions have been answered.
- The participants total the number of points that they received during the game.
- The individual or group with the greatest number of points is the winner.



Practice Questions

1. People who chew tobacco have a good chance to hurt:
 - a) parts of their mouth
 - b) their lungs

Correct answer (a)
2. Tobacco smoke:
 - a) hangs around the smoker
 - b) goes everywhere in the room

Correct answer (b)
3. Non-smokers like:
 - a) to hang around in a smoky place
 - b) to stay away from smokers and a smoky environment

Correct answer (b)

Smoke Talk Game Questions

- A1** Tobacco is made from the leaves of a
a) cigarette tree
b) tobacco plant
- A2** Chemicals are added to tobacco when it
a) grows
b) is been processed or cured
- A3** Which product has more chemicals in it that can give you cancer:
a) a light cigarette
b) chewing tobacco
- A4** Which part of tobacco is addictive:
a) nicotine
b) the carbon monoxide
- A5** Nicotine
a) makes the blood vessels narrow and puts plaque on the inside
b) gives a non-smoker bad teeth and gums
- B1** The good gas that we breathe in is called
a) oxygen, O₂
b) carbon dioxide, CO₂
- B2** Our heart
a) pumps the blood through our body
b) tells us that it likes nicotine
- B3** Smoking or chewing tobacco gives you
a) grey hair
b) bad teeth and gums
- B4** From chewing tobacco you can get cancer of the
a) brain
b) pipe you swallow with (esophagus)
- B5** Smokers have a greater chance to get:
a) lung cancer
b) skin cancer

Smoke Talk Game Questions continued

- C1** It is best
a) to smoke only 1 cigarette per day
b) not to start smoking
- C2** To stop smoking is
a) hard
b) easy
- C3** Tobacco products have warnings on them to tell the smoker
a) why smoking is good for you
b) why smoking is **not** good for you
- C4** Smokers often begin smoking between
a) 10 - 18 years
b) 30 years or older
- C5** Of a package of 20 cigarettes, the cost of how many cigarettes goes to taxes?
a) more than half the package
b) less than half the package
- D1** Tobacco hurts the body because it has:
a) oxygen, O₂
b) many bad chemicals
- D2** When you think about stopping with smoking, you can talk to someone:
a) you meet at work who does not smoke
b) from the Smoker's Help-line
- D3** Women who smoke should
a) be on the birth control pill
b) not be on the birth control pill
- D4** The tar on the lungs stops a smoker from
a) breathing well
b) sleeping well
- D5** Which part of the body is hurt more by the use of tobacco?
a) the heart
b) the toes

Smoke Talk Game Questions continued

- E1** People with asthma or bronchitis like to be in a
 - a) smoky environment
 - b) non-smoking environment

- E2** ETS means
 - a) extra thick cigars
 - b) environmental tobacco smoke

- E3** Children whose parent(s) smoke, learn that
 - a) tobacco use is a good habit
 - b) smoking is not addictive

- E4** Careless smoking can cause
 - a) fires and burns
 - b) a smelly environment

- E5** Passive or second hand smoking is the same as
 - a) PMS
 - b) ETS

SmokeTalk Game Answers

- A1** b. Tobacco plant
A2 b. Is being processed or cured
A3 b. Chewing tobacco
A4 a. Nicotine
A5 a. Makes the blood vessels narrow and puts plaque on the inside
- B1** a. Oxygen
B2 a. Pumps blood through our body
B3 b. Bad teeth and gums
B4 b. Pipe you swallow with (esophagus)
B5 a. Lung cancer
- C1** b. Not to start smoking
C2 a. Hard
C3 b. Why smoking is *not* good for you
C4 a. 10-18 years (teenagers)
C5 a. More than half the pack
- D1** b. Many bad chemicals
D2 b. From the Smoke Help Line
D3 b. Not be on the birth control pill
D4 a. Breathing well
D5 a. The heart
- E1** b. Non-smoking environment
E2 b. Environmental tobacco smoke
E3 a. A good habit
E4 a. Fires and burns
E5 b. ETS

Thank you for facilitating this course!