

# LESSON TEN

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## ● SMOKING CESSATION

### GOALS

1. To acknowledge that it's hard to quit smoking, but it can be done and it's worth it
2. To identify actions students can take to quit smoking

### SUMMARY OF ACTIVITIES

1. Introduce Lesson (2 min.)
2. Complete Visual: *Why It's Hard to Quit Smoking* (7 min.)
3. Show and Discuss Video: *Clearing the Air* (14 min.)
4. Make Quitting Lists (15 min.)
5. Prepare *Making Changes in My Life* Sheets (5 min.)
6. Wrap-up (2 min.)

### DESCRIPTION

This lesson was written to validate the experience of teenagers who may have already started smoking and to help them devise ways to quit. Nonsmokers learn why it's better not to start, and how to help friends or relatives quit smoking.

The lesson emphasizes that quitting is difficult, takes courage, and can be done. In Activity 2, students create a list of reasons it's hard to quit, and watch a video in Activity 3 that shows why and how other teenagers have quit. Students then work in small groups in Activity 4, coming up with reasons for quitting, how to do it, what the benefits are, and how to help others quit.

In the final exercise of this lesson, students write down a behavior (not necessarily smoking) that they want to change, and prepare a personal plan called *Making Changes in My Life*. This allows nonsmokers to participate, helps smokers realize that they are not alone in having behaviors that are hard to change, and reinforces the belief that anyone is capable of making changes in his or her life.

## PREPARATION

- Review Lesson Plan
- Review video: *Clearing the Air*
- Collect and prepare materials, as indicated below

## MATERIALS NEEDED

Assemble the following materials:

- Completed visual: *Ground Rules: Students* (saved from Lesson 1)
- Video player and video: *Clearing the Air*
- Chart paper, masking tape, thick, felt-tip, nontoxic markers

Prepare the following materials:

- Partial visual on chart paper or board: *Why It's Hard to Quit Smoking* (title only, Activity 2)
- Partial quitting lists on chart paper (titles only, Activity 4):

*What gets people to quit?*

*How do people quit?*

*What are the good things you get from quitting?*

*How can you help a friend or parent who's trying to quit?*

- Copy of *Making Changes in My Life* sheet for each student (page 10.7) for Activity 5

## ACTIVITIES

### 1. Introduce Lesson (2 min.)

- A. Display visual: *Ground Rules: Students.*
- B. *“In our Project ALERT classes we have been talking about resisting pressure to use drugs. Today we are going to talk about people who have already tried or started smoking - why it’s hard for them to quit, and how to help them stop. We’ll also see a video of teenagers talking about smoking and quitting.”*
- C. *“Does anyone know an adult who smokes? Does anyone know a friend who smokes?”* (show of hands)
- D. *“Even if you don’t smoke, people you care about may be smoking and it has an impact on your life.”*

### 2. Complete Visual: *Why It’s Hard to Quit Smoking* (7 min.)

- A. Display visual: (or write on the board) *Why It’s Hard to Quit Smoking.*
- B. *“If people are already smoking, why is it hard for them to stop?”* Write students’ reasons on the visual.

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#### Why It’s Hard to Quit Smoking - Typical Student Responses

Addiction

Friends smoke

A habit, used to it

Peer pressure

Something to do in social situations

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- C. Add “addiction” to the list if not already mentioned.

- 1. *“What is addiction to smoking?”* (You need a cigarette to feel mentally and physically okay.)
- 2. *“Can you stop smoking if you’re addicted to cigarettes?”* (Yes.) *“You have to want to quit. After you stop, the bad effects of addiction (craving cigarettes, feeling jittery) go away.”*
- 3. *“What happens to your lungs when you quit smoking?”* (Lungs damaged by smoking become healthier.)

D. If either of the following myths is mentioned, acknowledge the kernel of truth and correct the myth. Otherwise, do not bring them up.

1. **Myth:** Cigarettes calm you down/relieve stress.

**Fact:** Smoking appears to calm you down because when people are addicted to nicotine and don't have it, they feel irritable and can even get withdrawal symptoms. When they begin to smoke another cigarette, the withdrawal symptoms and irritable feelings go away.

2. **Myth:** Smoking keeps you thin.

**Fact:** Smoking stimulates the central nervous system, which may suppress appetite, and it numbs your taste buds so eating is not as pleasurable. It doesn't change eating habits, though, and overall it is not an effective way to lose weight

### 3. Show and Discuss Video: *Clearing the Air* (14 min.)

- A. *"Now we'll see a video that shows students who have quit smoking. They talk about why they started, why it was hard to quit, and how they quit."*
- B. Show the video.
- C. *"What were the reasons the students gave for quitting?"* (out of breath, tired, friends don't like it, cost, got caught, not attractive, didn't like feeling addicted)
- D. *"How did they quit?"* (cold turkey, friends quit together, boyfriend or girlfriend helped, tried several times, quit hanging out with same people, chewed on straws/gum)

### 4. Make Quitting Lists (15 min.)

- A. Introduce the activity.
  - 1. *"Now we are going to do an activity in which you come up with your own suggestions about quitting."*
  - 2. *"I'm going to divide the class into four groups. Each group will get a sheet with a question about quitting. Your job is to write at least four answers to the question. The questions are:"*
    - a. *What gets people to quit?*
    - b. *How do people quit?*
    - c. *What are the good things you get from quitting?*
    - d. *How can you help a friend or parent who is trying to quit?"*

3. *“Choose a Recorder and a Reporter. You’ll have five minutes. When you’re finished, bring your lists to the front of the class.”*
  4. *“You can use what the students in the video said, and add your own ideas, too.”*
- B. Divide the class into four groups. Give each group one of the titled sheets and a marker.
  - C. Circulate, helping groups as needed.
  - D. Tape up the completed sheets in the order shown on the Teacher Reference on page 10.6 (*Typical Student Quitting Lists*).
  - E. Reassemble the class.
  - F. Ask the Reporter to read his or her list. As each list is read, ask the class for additional ideas.
  - G. When reviewing their list about helping a friend or parent quit (#4):
    1. Elicit the importance of providing moral support if they have not mentioned it. (*“If you were trying to quit smoking, how would you like your friends to react?”*)
    2. If the list includes throwing out or discarding their cigarettes, mention that this might work for some people but might make other people angry.

**5. Prepare *Making Changes in My Life* Sheets (5 min.)**

- A. *“In the video, students were talking about something they didn’t want to do. All of us do things we wish we didn’t do. What are some of the other habits teenagers have that they might want to change?”* (watching too much TV, not exercising enough, overeating, eating too much junk food, biting nails, fighting with parents)
- B. *“Everyone in this room is capable of making changes in his or her life. Now you’re going to think about changes you may want to make in your own life. If you are smoking, that might be what you want to change.”*
- C. Distribute *Making Changes in My Life* sheets to each student and give an example of how to fill out the sheet.
- D. *“This sheet is for your eyes only. Fill in one or two changes you would like to see in your life. Next, write the first step you could take in order to change, and then write a date for taking this step.”* Allow two or three minutes for students to fill in their sheets.

- E. *“This sheet is for you to take home. You may want to put it in a place where you will see it every day. It may help you stay on track. Share it with your support person. It may help you make the changes you want.”*
- F. Reinforce students. *“It takes courage to quit smoking and to make other kinds of changes, but if you really want to you can do it.”*

**6. Wrap-up (2 min.)**

- A. *“Today we talked about why it’s hard to quit smoking, how to help people you care about quit smoking, and what kind of changes you might want to make in your own life.”*
- B. *“Remember, cigarette addiction is very powerful. It’s not easy to quit, and it takes courage. But there are many benefits to quitting: your lungs get healthier, you breathe more easily, cigarettes no longer control you, you have more money, and you feel like you’re in control of your life.”*

# TYPICAL STUDENT QUITTING LISTS

## 1. What gets people to quit?

- They can't do sports as well
- They feel sick
- They lose good friends
- People they care about stop
- They don't like feeling that smoking controls their lives (addicted)
- Friends want them to stop

## 2. How do people quit?

- Cold turkey
- Parents/friends help them
- Friends quit together
- Treatment
- Do other things when they feel the urge to smoke (eat, exercise, talk to friends, breathe deeply)
- Slow down and then stop
- Try several times before succeeding

## 3. What are the good things you get from quitting?

- Breathe better
- Better health
- Better at sports
- Whiter teeth
- Don't smell
- Don't lose friends
- Not nervous
- Happy family
- Save money

## 4. How can you help a friend or parent who is trying to quit?

- Moral support or encouragement, showing that you care
- Tell him or her what it does to the body
- Tell him or her about treatment programs
- Say you love him or her and are afraid he or she will die

# MAKING CHANGES IN MY LIFE

**1. What I am doing now that I would like to change:**

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**2. First step I can take in order to change:**

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**3. When I will take this step:**

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**4. Who will support my change?**

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