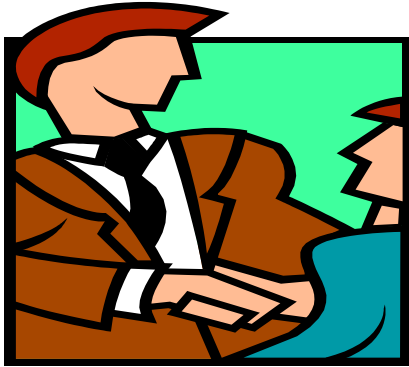


### Session 1: Welcome to Group!



#### Facilitator Tools/ Materials Needed:

CO monitor and cardboard tubes  
Student Chart  
Large flip paper pad and markers  
Pencils/pens

#### Handouts:

- Welcome and Group Format
- Decisional Balance
- WIN Bracelets

Activity Supplies: (string, cord, or leather ties)  
Juice/Snacks (optional)

#### Before Students Arrive:

Choose a room that is comfortable and confidential. Position the chairs in a circle. Preparing the room with some posters about healthy living as well as adolescent friendly tobacco posters creates an environment for the teens to focus in. Clean up and remove any clutter or things that may be distracting in the room.



*Providing juice and healthy snacks to students is generally appreciated.*

#### As Students Arrive:

#### **Attendance, Carbon Monoxide (CO) Measurement, Number of Cigarettes Smoked** (10 minutes)

As each student arrives, warmly greet them and welcome them to the group. At this point, you will record on the Student Data Sheet, their attendance, CO Measurement, and the Number of Cigarettes they smoked during that week.

#### **Carbon Monoxide (CO) Measurement**

If a carbon monoxide monitor is available, a CO measurement should be taken for each student as they arrive preferably *before* the beginning of each group session. Theoretically, this being the first session before students begin to cut down on their smoking, students should have their highest level of CO recorded today.

#### **Number of Cigarettes Smoked**

Next record the number of cigarettes that the student self-reports as having smoked in the last seven days (one pack is equivalent to 20 cigarettes). If two facilitators are available, one of the group facilitators can work on measuring CO levels for latecomers while the other guides the discussion.

*Rationale:* As mentioned before, it is important to record the highest baseline CO levels at the assessment and at this first meeting, so that students can see their progress as they begin to cut down and quit. Therefore, it is important to schedule this first group session as early in the morning as possible, as most students have likely smoked in the morning on their way to school. Explain to the student that they should see their level go down over the course of the group.

In addition, check to be sure that their consent forms have been handed in, and let students know that they will not be able to attend the next meeting until the forms are received.

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### GROUP BEGINS:

#### **Discussion 1: Welcome and Introductions** (5-10 minutes)

#### Facilitator Introduction and Group Welcome

Once all the students have arrived and you have recorded the information of the Student Data Chart, introduce yourself and tell them a little about yourself and why you wanted to do this group.

**Example:** *“My name is Ms. Speelman and I am the Student Assistance Counselor at our school. I was very interested in doing this group because in speaking with students, several have told me that they would like to quit smoking if they had some help. I have seen how smoking has affected some of my friends and family and I am hoping that I can help YOU make the decision that it is important to quit smoking.”*

Be sure to affirm that it was **their decision** to come to the group. Briefly acknowledge the benefits of **them choosing** to quit at their age.

#### **If they quit now:**

- 1) chances are good that they will not continue to smoke as adults.
- 2) it may be difficult, but it will be much easier than doing it after smoking for many more years.
- 3) their bodies will heal and basically resemble that of someone who never smoked. (This will be discussed further in Session 2.)
- 4) they may quickly notice how it impacts their ability to run quicker or go up and down steps.
- 5) their skin and bodies will be healthier due to getting more healthy oxygen instead of carbon monoxide into their cells.

#### Student Introductions

Next, ask students to introduce themselves, stating:

- ✓ their **name**,
- ✓ **grade**,
- ✓ and the **reason(s) that they want to quit smoking** and have joined the group.
- ✓ In addition, ask students to tell the group about **something they like to do**, a hobby or a particular interest they might have.

You may be able to use this information later to help keep their motivation up, or to give them ideas on how to keep their minds off of smoking once they've quit. For example, a student who loves to play basketball can later be reminded of how much better he'll be able to play once he quits, and can be told to use basketball as a way to keep busy and to relieve stress.

#### Handout 1: Group Format and Housekeeping (2 minutes)

Once introductions are complete, the facilitator should describe the “Quit 2 WIN” group in some detail. (Give each student a copy of the “Quit 2 WIN” Group Format Handout.) This is crucial in setting the ethos for the group. Be sure to review:

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- 1) Participation and Attendance
- 2) Mutual Support
- 3) Format of the group, the sessions and meeting times. Explain that the first three weeks will be used to start getting them ready for the quit date, and that they will be asked to cut down their number of cigarettes by half each week before the quit date, in order to make quitting a more attainable goal.
- 4) Stress the importance of the quit date! **Inform the teens that Session 5 will be the quit date**, and that the participants should stop smoking by midnight of the night before Session 5.
- 5) Abstinence Expected! Make it clear that everyone is there to quit, not just cut down on cigarettes, although they should still attend meetings even if they slip up.

*For your records, be sure to utilize the Handout Distribution Sheet to check off the items & dates you gave them to the students.*

### **Discussion 2: Group Rules** (5 minutes)

*Supplies: Large flip chart or large poster board and markers.*

The next discussion should focus on developing reasonable rules for the group. Ask for a volunteer to write the rules on a flip chart or large poster board as the group members come up with them. Having the teens develop the rules, allows them to take ownership of them. Be sure to bring the list to each group meeting and hang it in a visible place.

Ask the participants what they think would be reasonable in terms of ground rules or guidelines for the group. What would make it comfortable for them?... A safer place to share their thoughts or feelings... In general, adolescents know what is reasonable—arriving on time, being respectful of others, one person talks at a time and no making fun of one another. If they miss any key points, fill in the blanks by asking, what about.....? Ensure that confidentiality is discussed. Ask the group members if everyone agrees that these are good ground rules for the group and get a commitment from the members to abide by them. Adopt the rules as the guidelines for the group.

### Suggested Group Guidelines:

- 1) One person speaks at a time
- 2) Treat all group members with RESPECT!
- 3) No put-downs
- 4) No side conversations
- 5) Be totally honest
- 6) Respect each other's personal beliefs and differences
- 7) Share feelings
- 8) Give constructive criticism...but don't be negative.
- 9) Be conscious about how long you talk. Allow other members time to share and contribute.
- 10) People can pass on speaking
- 11) We are here to support each other...We're not here to compete!
- 12) Everyone in the group matters
- 13) We get to have problems
- 14) Don't give advice
- 15) Confidentiality - What ever is talked about in this group...stays in group.

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### **Discussion 3: Decisional Balance** (15 minutes)

#### Handout 2: Decisional Balance Exercise

Give each student the Decisional Balance Handout, and ask the students to quietly write their responses to the questions. Tell them they have about 5 minutes to do this on their own.

#### **The questions include:**

- What do you like about smoking?
- What are some things that you don't like about smoking?
- What are some of your worries or fears about quitting?
- What would be good about quitting?
- What situations will make it difficult to quit?
- What can I do to help get through these times?

Spend the remaining 10 minutes discussing the handout. Open it up for discussion by asking.... "so, what are some of the things people like about smoking? Don't like about smoking? What are some of the worries or fears about quitting? What would be some of the good things about quitting?"

*Rationale: In our experience, students have been very vocal during this exercise, and it is a good introductory discussion for the group. Students may start discussing how they started smoking, and may also realize that they actually have more reasons for why they don't like to smoke than reasons for why they do like to smoke.*

#### **Activity: Group Ritual/WIN Bracelets/Bands** (5 minutes)

*Rationale: uses peer influences and provides a tangible sense of unity and commitment to the group and to the quit effort*

Present the WIN bracelets/bands to the group. Acknowledge again that they have made a great first step by coming to today's session. Tell them that the road ahead may be difficult, but that the challenge will be easier when done with the support of the group. Explain that if they want to participate in this program and give quitting a serious try together with the support of the group, then all the group members should wear the WIN "sign of solidarity" bracelet.

#### **Wearing the WIN bracelet means:**

- that you are an important member of the group,
- that you will be supported by the other members of the group,
- and that you will support your fellow peers.
- everyone who wears the band has a common bond and goal – to quit smoking.



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Each group member should tie the bracelet on another group member's hand. No one should tie on their own bracelet. **The bracelet should be tied on the hand that the group member smokes with.** Tell the students that they should keep the bracelet on at all times. This will be a reminder to themselves their goal of quitting and their commitment to the group. Once they have reached their goal, and only until they feel ready to take it off.... another member of the group should carefully cut it off for them.

### **Group Commitment** (5 minutes)

At the end of each group there should be a ritual that the group commits to not smoking and to return the following week to the group. This commitment is very powerful, as it makes the students publicly make a promise to the group their intentions. Some groups choose to do a brief go-around where each member makes their own promise/statement to the rest of the group members.

**“I promise to come back next week, and I will not smoke any cigarettes.”**



Other groups have chosen to make a group commitment whereby they all put one of their hands in the middle of the group (as a sign of solidarity and repeat a common statement).

**“Together we will achieve our goal, by supporting each other, not to use tobacco, and come back next week. We will be tobacco-free!”**

### **Wrap Up and Goals for Next Meeting** (5 minutes)

At the end of the meeting, ask if anyone has any additional questions and remind the students the day, date and time of the next group. Tell the group that Session 2 will focus on health effects and medical aspects of smoking. Again, remind them that the next group will continue to prepare them for their Quit Day in three weeks. (Some group leaders find it helpful to give the students a little reminder card with that information on it.)

#### **Goals for the next meeting:**

- **Cut down the number of cigarettes you smoke by ½.**  
Tell them that the goal for their next meeting is for everyone to cut their cigarette consumption down by half. If they smoke 10 cigarettes a day, they should drop it to 5. If they smoke a pack on the weekends, they should smoke only a half of a pack.
- **Begin to tell others that you are going to quit smoking.**  
Tell students to start telling their friends and family that they are getting ready to quit and that their quit date is in three weeks. Explain the importance of also starting to build a support network, of getting *others* ready for their quit. The issue of buddying up with fellow group members or others should be raised for consideration.

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- **Start to change some smoking behaviors** (2 minutes)

They should also be starting to think about what they can do to increase the chances that they will succeed and how they will prepare to cope with the challenges. If students smoke in their homes or in their cars, challenge them to eliminate smoking in one of those areas for the next meeting, all the while **emphasizing that their actions are their own decisions** (remember that adolescents like to feel that they are in control).

*Rationale: as most students will not be using medications, cutting down the consumption of cigarettes will lessen the impact of withdrawal and beginning to change some smoking behaviors will help to prepare them to quit and be more successful in attaining their goal.*

Be sure to remind students that at the beginning of the next meeting, everyone will share about their progress in cutting down and about who they've told about their quit plan.

**Approximate Time = 42 minutes**

(\*if have less time, spend 10 minutes on Decisional Balance instead of 15 minutes)