

Lesson 10

Smoking and Vaping Cessation

PROJECT
ALERT



Lesson Overview

Lesson Goals

1. Demonstrate that it is possible to quit vaping and smoking
2. Acknowledge the benefits of resisting vaping and smoking
3. Identify actions students can take to quit vaping and smoking

Scope and Sequence with Pacing Guidance

1. Introduce Lesson (~2 min.)
2. Complete Visual: Why It's Hard to Quit (~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.)

Brief Lesson Description

This lesson validates the challenges experienced by teens who may have already started smoking and/or vaping and to help them plan ways to quit and hopefully succeed. Also in this lesson, teens who have never used nicotine learn why it's better to never start. Finally, teens learn how they may be able to support people they care about quit using vapes or traditional cigarettes.

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

In the final activity, students write down a behavior (any behavior, not necessarily smoking and/or vaping) that they want to change and prepare a personal plan called Making Changes in My Life. Making a plan for any behavior allows all students to participate in the activity. Students will 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 their life.

Background Knowledge: Pre-Reading

There is no new pre-reading for this lesson. Optional to review information about nicotine in Lessons 1 and 2 Pre-Reading.

Materials and Supplies to Prepare

- **Visual** – *Ground Rules: Students* (saved from Lesson 1)
- **Video** – *Clearing the Air*
- **Visual** – Create chart with title *Why It's Hard to Quit Vaping/Smoking*
- **Visual** – Create chart with title *Quitting Lists*
- **Handout** – Making Changes in My Life copies for each student

Legend

We use the icons below to indicate what to say during the lesson, what to keep in mind as you facilitate the lesson, and what to display in the classroom throughout the lesson.

| What to say | What to keep in mind | What to display |
|--|--|--|
|  |  |  |

Lesson Plan

1. Introduce Lesson



Display visual *Student Ground Rules* from Lesson 1



Throughout Project ALERT lessons, we have talked about resisting pressures to use drugs. Today, we are going to talk about if a person has already tried or started smoking cigarettes or vaping nicotine, why it's hard for them to quit, and how to help them quit. We'll also watch a video of teens talking about quitting nicotine use. Remember that nicotine is highly addictive no matter if it is in a cigarette, in an e-cigarettes, or in a vaping device.

Even if you don't use nicotine, people you care about may, which can have an impact on your life.

2. Complete the Visual: Why It Is Hard to Quit



Display visual *Why It's Hard to Quit Smoking/Vaping*



By show of hands, does anyone know someone who smokes cigarettes or vapes?

If a person is already smoking or vaping nicotine, why is it hard for them to stop?



Write student responses onto the list. Typical responses might be:

- Peer pressure
- Friends do it
- A habit, used to it
- Something to do in social situations
- Addiction



Can someone define or describe addiction to nicotine?

In short, a person addicted to nicotine needs it in their body to feel mentally and physically okay.

Can a person stop using if they're addicted to nicotine?

Yes, they can. It may be difficult to quit, but after they stop, the

craving nicotine, feeling jittery, and other bad effects will go away.



What happens to someone's organs, especially lungs, when they quit smoking?

The organs and body can recover. Health can return. The sooner a person quits, then the less the body is exposed to life-threatening damage.



Keep in mind the truths about nicotine to counter any myths that students might respond with. If any of the following myths are mentioned, correct the myth and restate the truth.

1. Myth: Vaping/smoking calms you down/relieves stress.
Fact: Vaping/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 vape again or smoke another cigarette, the withdrawal symptoms and irritable feelings go away until the nicotine level drops again and the irritable feelings return.
2. Myth: Vaping/smoking keeps you thin.
Fact: Vaping/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 and has many negative health consequences.
3. Myth: E-cigarettes are safer than regular cigarettes.
Fact: This has not been proven. Research has shown that after a short time from switching to vaping, a person begins to use both traditional cigarettes and e-cigarettes, which introduces even more nicotine and dangerous chemicals into their system.

Otherwise, do not bring any myths up.

3. Show and Discuss Video: *Clearing the Air*



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.



Show video *Clearing the Air*



What were the reasons the students gave for quitting?

Some reasons are that smoking caused them to be out of breath, tired; their friends don't like it; it was too costly; they got caught and in trouble; they didn't like feeling addicted or being controlled by nicotine.

How did they quit?

Some ways they quit were cold turkey, friends quit together, someone helped them, tried several times, quit hanging out with same people, did something else in place to relieve cravings.

4. Complete Quitting Lists



Display chart with title *Quitting Lists*



Now we are going to do an activity in which you come up with your own suggestions about quitting.

I'm going to divide the class into four groups. Each group will get a sheet with a question about quitting. Your job as a group is to write at least four answers to the question. The four questions are:

1. What gets people to quit?
2. How do people quit?
3. What are the good things you get from quitting?
4. How can you help a friend or family member who is trying to quit?

Each group will have a chosen Recorder who will write down the group's responses.

Each group will have a chosen Reporter who will read aloud the group's responses to the class.

You'll have five minutes to work together to complete your lists. Groups may use some of the reasons that students in the video said and add your own ideas.

Each group needs at least one sheet of paper and writing utensil. Be sure to take these supplies with you when you move into your group. Break students into groups.

Begin!



Circulate and help groups as needed.



Time is up. Who will volunteer as the first Reporter?

Write group one responses.

Who will volunteer as the second Reporter, providing additional ideas?

Repeat this process so that each group can provide additional ideas.



Typical student responses:

1. What gets people to quit?
 - Reduced performance playing sports
 - Feeling sick
 - Lose good friends
 - People they care about also quit
 - Don't like feeling a substance controls their lives
 - 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 (hobby, exercise, eat, talk to friends, breathe deeply)
 - Reduce use and then stop
 - Try several times before succeeding
3. What are the benefits of quitting?
 - 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 family member who is trying to quit?
 - Moral support or encouragement
 - Showing that you care
 - Describe things you look forward to doing together when they quit
 - Tell them what bad things smoking does
 - Tell them what good things quitting does
 - Tell them about treatment programs
 - Say you love them and are afraid for the life-threatening

affects its having
Be sure to elicit the importance of providing moral support, providing encouragement, or showing that you care, if the students have not mentioned it.



If you were trying to quit vaping/smoking, how would you like your friends or family to react?



If responses include throwing out or discarding cigarettes or vaping device, mention that this might be acceptable to some people but might make other people angry.

If responses include using e-cigarettes or vaping devices instead of regular cigarettes as an effective quitting aid, correct this myth. Let students know this has not been proven. Inform students that highly addictive nicotine is still present in e-cigarettes.

Also, research has found that after a short time from switching to e-cigarettes, a person begins to use both traditional cigarettes and e-cigarettes, which introduces even more nicotine into their system.

Some studies found that teens that use e-cigarettes are more likely to start smoking regular cigarettes.



If you were trying to quit, you would want support from the people you are about and/or the people you care about. You would want them to care about you succeeding.

5. Complete Making Changes in My Life Lists



In the video, students were talking about changing a behavior. What are some of the other habits teens have that they might want to change?

Some ideas like too much screen time, eating too much junk food, biting nails, or [insert student suggestions].

We are all capable of making changes in our lives. Now you're going to think about a behavior you may want to change in your own life. If you are vaping/smoking, that might be what you want to change. If you are not, think of something else you might want to change, like waiting until the last minute to complete your homework or study for a test.

Distribute Making Changes in My Life handout to each student. Students can complete online or paper.



This sheet and what you write down is for your eyes only.

Write at least one behavior change 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. Write at least one person who could support your change and what they might do.

Please take about three minutes to think and write.

After about three minutes.

This is for you to keep, and 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 so they know that you would like their support. It may help you make the changes you want.

It takes courage to quit using nicotine, and courage to make other kinds of changes, but if you really want to you can do it.

6. Wrap-up Lesson



Today, we talked about why it's hard to quit using nicotine and how to help people you care about quit.

Remember, addiction to nicotine is very powerful. It's not easy to quit, and it takes courage. But there are many benefits to someone quitting: their lungs get healthier, they breathe more easily, they stop the life-threatening damage to their organs, they have more money, they no longer crave smoking/vaping, and they feel more in control of their life.

Most importantly, we talked about what kind of changes you might want to make in your own life and planned the first steps to making those changes.

Our next Project ALERT lesson will be our last. We'll review what we covered in the prior 10 lessons and celebrate our completion of Project ALERT.