

Stopping smoking

LEARNING OUTCOMES

- To understand the reasons for smoking and the reasons to stop smoking
- To set targets for stopping smoking



RESOURCES

- Copies of Resources 1, 3, 4, 5, 7, 8 and 9
- Discussion cards prepared from Resource 2
- Suggestions cards prepared from Resource 6
- Sticky notes
- Audio equipment 3

RELATED TOPICS

- Stop smoking for life (Theme 3, Topic 2)
- The cost of smoking Theme 3, Topic 3)

HEALTH SKILLS

It is estimated that about 70% of smokers would like to stop. Stopping smoking is the single biggest thing people can do to improve their health. Because nicotine is an addictive drug, however, it is difficult to break the habit and stopping smoking requires determination as well as support. Some people may use cigarettes as a prop and may not be able to cut them out completely but may cut down.

Most smokers will need substantial support to stop smoking. There are many local services available that learners can contact for help if they wish to stop smoking. A list of local services can be found on the NHS smokefree website where learners can find information about support services for stopping smoking.

Related health information

NHS leaflets or website information about stopping smoking
www.nhs.uk/smokefree
www.nhs.uk/livewell/smoking

FUNCTIONAL SKILLS

People who prepare to stop smoking, for example by making a considered decision to stop and then setting realistic targets, are more successful in achieving their goal. Considering reasons for and against smoking may include reading information, discussing the issues and writing down action lists. In order to prepare and set their own achievable targets to stop smoking, learners need to:

- listen and respond to the points of view of others
- read and understand information from leaflets
- write down personal feelings and targets.

Functional Skills/Core Curriculum

Activities in this topic will contribute to learning in the following curriculum areas:

- discuss and share points of view
English E3.7 (**L**SLlr/E3.5)
- express and record own opinions honestly
English E3.3 (**L**SLc/E3.3)
- note down targets for future use
English L1.23 (**L**Wt/L1.5).

- Start a discussion by asking learners to think of all the health risks of smoking. This could be done as a group or in pairs. Learners can give ideas about risks verbally or write them on separate sticky notes. Confirm that they do not need to worry about spelling of medical terms. Post the notes on a flipchart or board and share the information with the group. They could include:
 - lung cancer (also cancer of the mouth, nose and throat, larynx (voice-box), oesophagus, pancreas, bladder)
 - bronchitis and other lung diseases such as emphysema
 - shortness of breath
 - heart disease and stroke or other circulation problems
 - increased risk of miscarriage or problems during pregnancy
 - impotence in men.
- If you have access to the internet during the session, you could encourage learners to access <https://www.nhs.uk/smokefree/why-quit/smoking-health-problems>. If not, you could print copies of the webpage beforehand to hand out.
- To ensure understanding, discuss the meaning of the health conditions in the list, such as 'bronchitis', 'emphysema', 'lung cancer'. Learners may not be familiar with all the medical conditions, their symptoms and impacts on health, so expect to spend some time on this.
- The effects of smoking on health are expressed in terms of increased risk, for example smokers are twice as likely as non-smokers to die prematurely, or a 1 in 2 risk, or that smokers on average die 10 years earlier than non-smokers. This risk is expressed in a number of different ways, which is in itself confusing. To try and make it more meaningful, it might be helpful to model the risk with a group of learners. For example if there are 12 learners, half smokers and half non-smokers, the smokers will die on average 10 years earlier than the non-smokers, half the smokers (i.e. 3 of the group of 6 smokers) will die of a disease related to smoking.
- If internet access is available, introduce learners to the NHS Smokefree website. Ask learners to look at the website briefly, and say that you will be referring to it throughout the sessions on smoking. Explain that the website supports people who are trying to stop smoking, with facts, ideas, checklists, sources of support and a planned approach to stopping smoking. Point out that people who think carefully and plan how they will stop smoking are more likely to be successful.
- Explain to learners that they are going to consider their own smoking habits, the reasons for smoking (or not) and the type of help available to them if they want to stop smoking. Any non- or ex-smokers in the group should consider how they might support friends and family who want to stop smoking.

We all know smoking is bad for you, but what exactly are the risks to health caused by smoking?

TIP

Model the pronunciation of medical vocabulary, especially of words that sound different from the way they are written, e.g. 'bronchitis', 'oesophagus', 'emphysema'. Point out that medical terms are very technical. If necessary it would be helpful to point to a model of a body to show where organs and other body parts are located. *You may need to discuss the functions of these organs.*

ACTIVITY 1  3

Share and think about reasons people give for smoking

- Explain to learners that they are going to listen to people talking about why they smoke or have stopped.
- Give learners Resource 1 so they can follow the audio extracts.
- Play the extracts one at a time, stopping after each extract to discuss what learners think about the views expressed. Ask learners to identify the particular issues raised by each extract, for instance smoking and pregnancy, the cost of smoking and long-term smoking. Give opportunities to discuss each of these issues briefly and confirm that there will be opportunities later to discuss them in more detail.
- Give learners the discussion cards prepared from Resource 2. Encourage learners to discuss them in pairs and decide whether they are true or false. These cards deal with some of the 'myths' about smoking, for example that it keeps you slim. If appropriate, you might want to extend the activity to ask learners for some other ideas about beliefs to do with smoking or not smoking.
- Go through the answers. If relevant, encourage learners to use some of the words or phrases to search for information on the internet. **TIP:** it is best to stick to NHS England or Public Health websites to ensure that the information is of good quality.
- Ask learners to suggest reasons other than health for stopping smoking. This might include pressure from partners or work, concerns about personal/oral hygiene, cost, and so on.
- Discuss the barriers that people face in stopping smoking. For example, what may make it difficult for a young person in their teens to stop? Make a list of these barriers and keep them for later referral. You can extend the discussion to consider the impact of the Smokefree legislation introduced in 2007 (2006 in Scotland). This legislation banned smoking in any public places, such as work places and work vehicles, bars, restaurants and public transport and was later added to in 2015 to ban parents/carers from smoking in cars with children. Learners may want to share their personal experience of the change in the law. Confirm that there has been a significant fall in the number of smokers since the law came into effect and that many ex-smokers have reported that it made it easier to stop smoking.

I am going to play you some short recordings of people about smoking. Listen carefully to each one and think about the main point. For instance in this one (extract 1), what's the main point? He talks about not being hooked, and it not being like drugs. So the point of this one is to relate smoking to drugs and addiction.

What reasons do people have for stopping smoking, apart from improving their health?

Support

- Be aware that any activity involving writing, particularly where technical terms are required, will be stressful for many learners. Do the activity verbally, or offer to write the words for learners.
- Learners with short-term memory problems will be challenged by listening activities. Break each listening extract into smaller parts so that learners can focus on one main point at a time.
- Ask direct questions to check understanding, such as 'Why did this person start smoking?'
- Read through the statements on the cards and reword them as direct and personal questions to learners. For example: 'Do you think cigarettes are a type of drug?' Encourage learners to give reasons for their answers.

ESOL

- Learners may need to listen to the extracts several times. First, play all the extracts through, providing questions to help learners focus on the gist (e.g. 'Has anyone stopped smoking?', 'Has anyone tried to stop?', 'Does anyone want to stop?').
- Then play the extracts one by one, pausing to discuss the reasons given for smoking or stopping smoking and the attitude to smoking.
- After listening, go through the speech-bubbles and discuss the meaning of unfamiliar idioms (e.g. 'hooked on it', 'mates', 'put on weight').

ACTIVITY 2

Find out more about personal reasons for smoking

- Hand out Resource 3 and introduce the 'Why do you smoke?' questionnaire; explain how to score it. Each section has three statements and learners must ask themselves if each one applies to them and reflects their experience. Each statement is scored 1–5 and learners need to total each section. Note that there may be some learners who will need support for completing the questionnaire and adding up the scores. You may need to discuss the meaning of the word 'crave'.
- Support learners in interpreting their scores using the scoring feedback sheet on Resource 4. Spend some time considering the different reasons for smoking, e.g. stimulation, or coping with tension. Learners may not have considered this before.
- Note: the results will also be needed for Activity 4.
- Discuss whether the results are what learners expected.
- Point out that for many of them there will be more than one reason why they smoke and that the reasons don't fit neatly into one box. Learners may be able to add other reasons to the list.

*Why do people smoke?
What reasons do they
give?*

Support

- Cut the quiz up into separate boxes and give these to learners one at a time.
- Make the statements into direct questions, e.g. 'Do you smoke to make yourself relaxed? Always? Mostly?'
- Support learners in noting their scores and adding them up.

ESOL

- Before learners do the quiz, go through the questions discussing the meaning of expressions, for example 'keep me going', 'cheers me up', 'can't cope', 'calms me down', 'light up', 'moody'. Provide other examples to help learners understand when and how the expressions are used.
- Encourage learners to try out the expressions in their own sentences.

ACTIVITY 3

Note personal likes and dislikes about smoking

- Hand out Resource 5.
- Ask learners to discuss in pairs what they do and do not like about smoking and to make a list using the writing frame. Resource 8 has some ideas that may help learners to start thinking.
- Discuss the lists as a whole group and note down the 'top' like(s) and dislike(s).
- Extend this discussion to consider 'smoking triggers', in other words situations or times when temptation is greatest to light up. The second half of Resource 8 has some ideas about this – 'What makes you carry on smoking?' Confirm that knowing your own smoking triggers will help you to avoid them, or at least be in a better position to control them.

Support

- Encourage learners to share ideas first.
- Support them as they write the lists. Learners may want to add rules to help them keep their writing straight.
- Encourage dyslexic learners to refer to other Resources for words.

ESOL

- As preparation for the discussion, ask learners to suggest some words they can use for talking about likes and dislikes (e.g. 'like', 'enjoy'; 'don't like', 'dislike', 'hate', 'loathe').

What do you like and dislike about smoking?

What do you dislike most?

ACTIVITY 4

Consider appropriate strategies for stopping smoking, and begin planning to stop smoking

- Refer learners to the results of the quiz they did in Activity 2. Explain that in order to stop smoking they will need a plan to overcome the difficult times. People who plan are more likely to be successful.
- Give learners the first six suggestion cards prepared from Resource 6 (distinguished by coloured corners). Read through them and guide learners to find the ones that match the boxes where they scored 10 or more in the quiz. Ask learners to comment on the suggestions and to help one another. Explain that the cards give ideas for alternative activities that may help tackle the reasons people give for smoking.
- Give learners the last two cards, 'Get support from others' and 'Reward yourself'. Read through the ideas and discuss them. Add more suggestions from the group.
- Ask learners to think about what will work for them. They could use the cards to select an option, or make a list of their own ideas. Link this back to the earlier discussion on smoking triggers.

Do you know anyone who has successfully stopped smoking? How did they do it?

Support

- Read through the information on the suggestions cards with the learners and support them to make a list, if they wish to do so at this point. Help learners to record information in a format they can understand, and help with spellings.
- You may need to spend some time ensuring that learners understand the link between the titles on the Resource 6 cards and the categories in Resource 3 (e.g. 'to stimulate yourself, to keep going/Find other stimulation').

ESOL

- Be prepared to explain phrases such as 'crush the craving', 'break the habit'.
- Look at patterns of word formation such as
 - stimulate/stimulation/stimulating
 - tense/tension
 - relax/relaxation/relaxing.

ACTIVITY 5

Consider SMART targets for stopping smoking, and begin planning to stop smoking

- Hand out Resource 7 and go through the SMART targets. Explain the thinking behind SMART and reinforce the idea that planning to stop smoking is a positive approach that works. Explain what each stage means and ask learners to give examples.
- Ask learners to think about the targets they will set themselves, using the suggestion cards from Resource 6 to help them. The first and most important target will be to identify the date on which they plan to stop smoking.
- Learners can note down any ideas on the sheet if they wish to. Learners will need support and questioning to make their actions and targets specific rather than general, for example:
 - 'I would like to play football next season' is more specific than 'I would like to feel fitter'.
 - 'I would like to go to Spain this year' is more specific than 'I want to be better off'.
 - 'Doing something else when I feel the need for a cigarette' is too general. 'I will eat some fruit/take the dog out' is more specific and more achievable.
- It is a good idea to end this session on a positive note by considering information on the health benefits of stopping smoking. It's also worth noting that people who get help to stop smoking are much more likely to succeed.

What targets will help you to stop smoking? It's important to set targets that are realistic, that you know you can do. There's no point in being unrealistic – you risk setting yourself up to fail.

Support

Read through the information about SMART targets with the learners, pointing out the relationship between the letters and the words (e.g. S = Small and specific). Support them as they fill in the sheet correctly, if they wish to do so at this point. Help learners to record information in a format they can understand, and help with spellings.

ESOL

As preparation for the writing activity, discuss:

- the use of 'will' for intentions, e.g. 'I will join a relaxation class.'
- the use of the prepositions 'on' and 'by', e.g. 'I will stop on 1st June' (a specific date), 'I will stop by 1st June' (the latest date).
- ways of finishing the introductory sentences in the writing frame (Resource 7).

Action

- Suggest that learners might find it helpful to complete the 'Get ready to stop' planner on Resource 9. This will help to confirm smoking triggers and add to self-knowledge. It takes the form of a diary of smoking which ideally will be kept for a day or two. Some patterns should emerge about what triggers you to light up.
- Ask learners to revisit the list of barriers made in Activity 1. Can they now suggest ways of overcoming each of these barriers? Widen this into a discussion about how individuals, groups and society in general can support people to overcome these barriers.
- Suggest that learners find out about different kinds of support that the NHS provides for people who want to stop smoking. They can do this by visiting the GP's surgery, pharmacy or other health centre. They can also search online for information on stop smoking services in their area (www.nhs.uk/smokefree). If possible, information can be brought to the next session.
- For the NHS Smokefree National Helpline they can call 0300 123 1044. They can ask to speak to an interpreter for the language they need. The helpline is open 9am-8pm Monday to Friday and 11am-4pm on Saturday and Sunday.

Stopping smoking

RESOURCE 1

3



1

I just wanted to know what it was like, really. I'm not hooked on it. It's not like drugs or anything. I could stop smoking tomorrow if I wanted to.



2

I stopped smoking when I was pregnant with Abi because I was told it can harm unborn babies. I feel much better for it and I want my second baby to be as healthy as Abi. I wish Liam would stop, though.



3

I don't want to set a bad example to my children or risk my family's health through second hand smoking. The trouble is I enjoy smoking, especially in the evening when I'm relaxing at home or at the pub with mates.



4

My family all smoke, so of course I started to smoke too. I'd like to stop because it's costing a lot of money. The trouble is, when I've stopped in the past I've put on weight. Smoking helps me to keep slim.



5

No one's allowed to smoke in the office any more, so I've had to cut down at work. It's ridiculous – standing in the cold is surely just as bad for our health. Smokers have rights too. My job is very stressful and smoking calms me down.



6

I've been smoking all my life. I can't remember why I started. I've tried to stop a few times in my life. I've tried cutting down as well, but now I'm back up to 40 a day. I'm too old to stop smoking now.

**Cigarettes
are a type
of drug.**

**Smoking can
harm unborn
babies.**

**Second hand
smoke does
not affect
non-smokers.**

**Smoking keeps
you slim.**

**Smoking stops
you feeling
stressed.**

**You are never
too old to stop
smoking.**

Why do you smoke?

① Never
 ② Not very often
 ③ Sometimes
 ④ Mostly
 ⑤ Always

Section 1	Score
Smoking helps to keep me going.	
Smoking cheers me up.	
Smoking helps me to think.	
Total score for Section 1	

Section 2	Score
I like to have a cigarette in my hand.	
I enjoy lighting up a cigarette.	
I like watching the smoke and blowing smoke rings.	
Total score for Section 2	

Section 3	Score
Smoking relaxes me.	
I like to have a cigarette when I am drinking.	
I smoke more when I am out with friends or on holiday.	
Total score for Section 3	

Section 4	Score
A cigarette calms me down when I am upset or angry.	
I have a cigarette when I am worried about something.	
I smoke more in situations that make me nervous or worried.	
Total score for Section 4	

Section 5	Score
I can't cope if I haven't got any cigarettes.	
I really crave a cigarette sometimes.	
I am anxious or moody when I am not smoking.	
Total score for Section 5	

Section 6	Score
I light up without even thinking.	
I smoke at regular times of the day.	
One of the first things I do in the morning is smoke a cigarette.	
Total score for Section 6	

Why do you smoke? Scoring feedback

Use the feedback to understand more about why you smoke.

Find the sections where you have a high score.

A score of 10 or more in a section is high.

A score of 5 is low.

Section 1

A high score means you smoke mainly to stimulate yourself, to keep going.

To stop smoking, find other things to do instead.

Section 2

A high score means you smoke mainly because you enjoy handling a cigarette.

To stop smoking, find something else to keep your hands busy.

Section 3

A high score means you smoke mainly to relax.

To stop smoking, find other ways of relaxing.

Section 4

A high score means you smoke mainly because you are tense.

To stop smoking, find other ways to get rid of your tension or deal with worries.

Section 5

A high score means you smoke mainly because you have a craving.

To stop smoking, find a way to get rid of the craving.

Section 6

A high score means you have developed a habit.

To stop smoking, break the habit by changing your routine.

Stopping smoking

RESOURCE 5

Likes and dislikes list	
What I like about smoking 	What I don't like about smoking 

FIND OTHER STIMULATION

You could:

- go for a walk
- do some exercise
- take up a new hobby
- join a club or group
- do something else you enjoy
- try a new routine, or do something differently.

KEEP YOUR HANDS BUSY

You could:

- use a stop smoking medicine, such as a patch or gum
- keep yourself busy by cooking, sewing, writing, drawing, reading magazines or doing DIY jobs
- carry a pen, keys or small item for something to keep your hands busy.

RELAX

You could:

- take a long relaxing bath or shower
- do some relaxation exercises
- watch a film or TV programme
- have an early night
- distract your mind - read something, play a computer game.

GET RID OF TENSION

You could:

- take deep breaths
- do some exercise or take a walk
- plan a relaxing evening
- tell yourself that you are strong enough to cope and you're going to prove it
- talk to others about what you are doing: your partner, friends, or family
- write down your feelings, or make a note of your progress.

CRUSH THE CRAVING

You could:

- challenge yourself to see how long you can go without having a cigarette
- drink plenty of water
- when you get the craving to smoke, eat something healthy instead
- use a stop smoking medicine, such as a patch or gum.

BREAK THE HABIT

If possible try to:

- change your normal routine
- avoid places where you normally smoke
- avoid people who might persuade you to have a cigarette
- avoid things you link with smoking, such as a cup of coffee
- plan to do something active at the times when you would normally smoke.

GET SUPPORT FROM OTHERS

You could:

- talk to someone you know who has successfully stopped smoking
- talk to your doctor
- call a helpline or contact your local NHS services
- ask for support from a friend or family
- join a support group in your area
- tell everyone you know that you are stopping and ask for their support.

REWARD YOURSELF

You could:

- put the money that you normally spend on cigarettes in a separate place
- buy yourself a treat at the end of the week with the money you have saved
- save enough to buy an expensive item that you have always wanted.

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RESOURCE 7

SMART targets	My ideas
 S Small and specific Set a specific target for stopping. Don't be too ambitious!	I would like to:
 M Measurable Check your progress by keeping a diary, or contacting someone every day.	I will keep a check on my progress by:
 A Achievable What will you do to help you to achieve your goal? Think about things that will work for you and your lifestyle.	If I feel I need a cigarette I will:
 R Rewarding Go for it! Think of something you really want.	I will reward myself by:
 T Time-based Plan for it. Let people know. Contact support services.	I will stop smoking on:

Think about why you smoke

Why did you start smoking?

It is a good idea to think about what made you start smoking. If you understand why you started, this can help you to stop.

These are some reasons smokers give for why they started. Do they sound familiar?

- It made me look older
- It made me look cool
- It made me feel grown up
- I copied my family or friends
- It made me feel tough
- I did it to be accepted
- I did it because I wondered what it would be like
- I just felt like it

Did you have any other reasons for starting smoking?

Looking at all the reasons, do any of them still apply to you now? Are they good reasons for keeping on smoking?

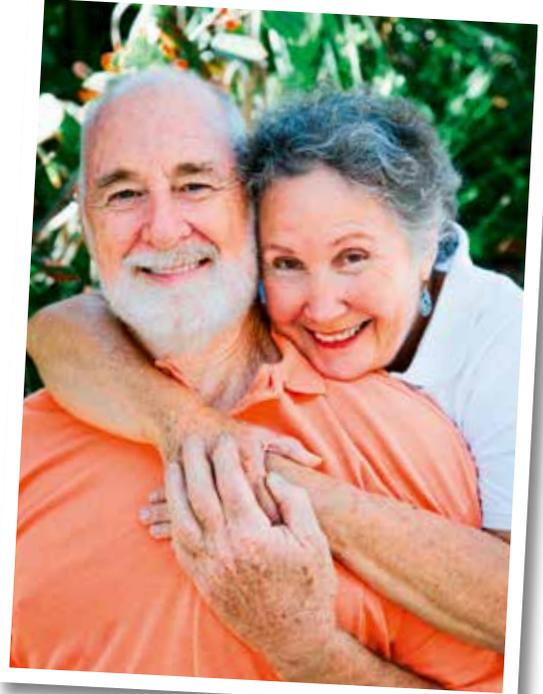
What makes you carry on smoking?

Smoking is a habit. There are probably 'triggers' that make you light up – after a meal, on your way to work, certain times of day. It is a good idea to know the triggers, so you can think about ways to deal with them.

When do you most need to light up?

- When you wake up
- When you talk on the phone
- When you have a drink
- When you watch TV
- When you are with friends
- At social events, such as parties, matches
- After a meal
- When you are with family
- When you read the paper
- In work breaks

Any other triggers?



ACTIVITY 1 / Resource 2

The truth about smoking

Cigarettes are a type of drug.

True: cigarettes contain nicotine which is an addictive drug. This is not good for you but the poisons and tar you breathe in are the most damaging things about smoking cigarettes.

Smoking can harm unborn babies.

True: women who smoke are more likely to have a miscarriage. Their babies are more likely to be born early or have a low birth weight. There is also a greater risk of the baby dying at birth or in the first month of its life.

Second hand smoke does not affect non-smokers.

False: if non-smokers are in the same room as smokers, they are breathing in the cigarette smoke. This can damage the health of the non-smokers as well as those who are smoking. This applies to children and babies too.

Smoking keeps you slim.

False: nicotine in cigarettes does suppress your natural appetite and makes your body burn calories faster. But smoking does not make you slim. Think of the people you know who smoke and are overweight as well! It is true that some people who stop smoking may put on a small amount of weight. This is mainly because food tastes and smells so much better once you stop smoking. If you eat sensibly, you will avoid putting on weight.

Smoking stops you feeling stressed.

False: the effect of nicotine is to make you feel better but the effect wears off quickly. As it wears off, it makes you feel worse so you may feel more tense or stressed. So you reach for another cigarette. This is the addictive effect of nicotine. If you are stressed, then there are better ways of tackling this than being a smoker.

You are never too old to stop smoking.

True: if you stop smoking even well into middle age, you will avoid most of the risk of developing cancer. Within five years of stopping smoking the risk of having a heart attack falls to about half that of a smoker and by ten years it falls to about the same as someone who has never smoked.

ACTIVITY 2 / Resource 3

See scoring feedback on Resource 4.

ACTIVITY 1



Extract 1

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Extract 2

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Extract 6

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