



Alternative to Suspension Program

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Call 1-800-LUNG-USA

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**Improving Life,
One Breath at a Time**

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Introduction to the American Lung Association Alternative to Suspension Program

The American Lung Association Alternative to Suspension Program is offered as an option to students who face suspension for violation of the school tobacco-use policy. The program consists of four sessions of approximately 50 minutes each that address student tobacco use, effects of tobacco use, addiction, healthy alternatives to smoking, and making the change to non-smoker. The program can be adjusted to meet the needs of individual schools.

The Not On Tobacco (N-O-T) program, in contrast, is *voluntary* and focuses on helping teens through the process of quitting smoking. The N-O-T program also recommends separate groups for males and females. This approach is not possible in the Alternative to Suspension Program, as Title IX does not permit separation of the sexes in mandatory programs. In some cases, the Alternative to Suspension program may serve to recruit teens who become interested in quitting for a N-O-T program.

For students who choose the Alternative to Suspension Program, attendance is *mandatory*. Prior to implementing the program, facilitators and administrators should determine the consequences for unexcused absences and tardiness.

Schools may wish to track the number of teens who attend Alternative to Suspension, any reduction in suspension rates, and number of these teens who enroll in the N-O-T program.

For more information about the N-O-T program, please contact your local American Lung Association at 1-800-LUNG-USA.

Session 1:

Getting the Facts

I. THEME

The American Lung Association Alternative to Suspension Program

II. OBJECTIVES

To help participants:

- 1 Understand the Alternative to Suspension Program.
- 2 Become familiar with the requirements and expectations of the Alternative to Suspension Program.
- 3 Get acquainted with each other.
- 4 Identify reasons they started smoking and why they continue to smoke.

III. AT A GLANCE

STARTING UP

- In the beginning...
- Group Touchstones
- Highs & Lows

Rapping

Topic 1: What's Up?

- Key Point: The Alternative to Suspension Program is a learning experience for students who have violated the school tobacco-use policy.

Topic 2: Why we are here.

- Key Point: Getting acquainted is an important first step for any group.
- Key Point: Facts about tobacco and tobacco use may challenge teens' beliefs about their own use.

Getting Active

- The group speaks: "I was surprised to learn...."

Winding Down

- On Your Own: My Thoughts
- Closing Words
- Affirmation: "I'll be back!"

IV. Getting Ready

Preparation

Several steps are suggested for preparation

- 1 Arrange meeting room ahead of time.
- 2 Arrange tables and chairs in a comfortable circle.
- 3 Title a piece of chart paper “Touchstones”.
- 4 Make sure space is ready for you and participants.
- 5 Review session ahead of time.
- 6 Arrange for flip chart and markers.
- 7 Gather and/or make an appropriate number of copies of all necessary materials.
 - Handout: Copies of school tobacco policies.
 - Handout: “Requirements/Expectations”
 - Handout: “Fact or Fiction”
 - Handout: “Danger-Poison!”
 - Handout: “Sharing My Thoughts”

Notes to Facilitator

Students attending an American Lung Association Alternative to Suspension Program may have many other problems in addition to smoking. Many will be at-risk students. Some students may be angry or cynical about the program. In fact, most students will attend to avoid suspension...not to learn about tobacco. Honor where these students are and allow them the freedom to come to their own conclusions about the information presented in the program.

V. Making it Happen

Starting Up (15 minutes)

In the beginning...

- 1 Collect attendance approval forms.
- 2 Welcome participants to the first Alternative to Suspension session and affirm their decision to participate.
- 3 Take attendance for school records and possible referral to N-O-T cessation program.
- 4 Distribute and review school policy regarding tobacco use. Ask participants if they have any questions about policy violations or their participation in the Alternative to Suspension Session.

✓ GROUP TOUCHSTONES

Explain that Touchstones are the ground rules for the group. Ask participants to brainstorm a short list of rules they would like the group to abide by during the sessions. List their suggestions on chart paper and post.

✓ HIGHS & LOWS

Ask each participant for a few words that describe how s/he feels about being in the session.

Notes to Facilitator

Allow only brief statements. Acknowledge all negative feelings. Do not attempt to negate feelings or argue with misconceptions about the session or smoking. Thank participants for sharing.

Rapping

Topic 1: What's Up?

Handout: Requirements/Expectations

✓ KEY POINT

The American Lung Association Alternative to Suspension Program is a learning experience for students who have violated the school tobacco-use policy.

Say: *Welcome to the American Lung Association Alternative to Suspension Program. As you know, this is a four-session program for students who have violated the school's tobacco-use policy. Let me stress that the program is designed to be a positive learning experience for you. It is not an attempt to force you to quit using tobacco or to provide treatment for any substance abuse problems.*

This program will provide you with opportunities to evaluate your own tobacco-use, explore options to tobacco use, and consider healthier life styles. We will discuss the myths surrounding tobacco and focus on positive ways to deal with the urge to smoke in school.

As participants in the program, you are required to attend all four sessions. You must be on time or have a tardy excuse. Tardiness or unexcused absence will result in...

Notes to Facilitator

Consequences for an unexcused absence must be determined in advance, according to the policies and procedures of individual schools.

Say: *We developed some touchstones at the beginning of this session. I have some expectations of the group as well. Participation is an important part of learning. I expect everyone here to contribute their own thoughts and ideas to the group. However, we have lots of material to cover at each session, so I expect students to stay on the subject.*

One of our group's touchstones was that everything said in the group should stay in the group. There are exceptions that you need to know up front. I am required to report any student who may harm him/herself or someone else, or might be neglected or abused. Also, if I feel a student could be helped by sharing information with a counselor or other professional who is not a part of our group, I will first discuss that possibility with the student.

Provide: Give handout “Requirements/Expectations.”

Ask: Ask for questions or comments about the Alternative to Suspension Program.

Topic 2: Who we are. Why we are here.

Handout: “Fact or Fiction?”

Handout: “Danger-Poison!”

✓ KEY POINT

Getting acquainted is an important first step for any group.

✓ KEY POINT

Facts about tobacco and tobacco use may challenge teens’ beliefs about their own use.

Say: *Let’s go around the room and introduce ourselves. Give your name, how old you were when you started smoking and one reason you continue to smoke. Be specific. If you smoke because you like it, say what you like about it.*

Notes to Facilitator

Start the process by introducing yourself. Share your history as a smoker or non-smoker with the group. Tell the group why you are facilitating the Alternative to Suspension program.

Provide: Give handouts “Fact or Fiction” and “Danger-Poison.”

Notes to Facilitator

Steps for reviewing handout and flipchart lists.

- 1 Tell students to initial and fill out the “Fact or Fiction” sheet on their own. Explain that this sheet will be used to evaluate their knowledge and attitudes about smoking. Tell them they will fill out this same sheet at the end of the four sessions.
- 2 Collect the sheets. Plan to compare student answers after they have completed the four sessions.
- 3 Ask for volunteers to share their answers to the first nine statements. The remaining statements reflect individual use and attitude toward use. Correct or clarify students’ answers.

Responses:

- Most teenagers smoke — **Fiction.** Most teenagers do not smoke. Current surveys indicate that only 28.5% of teenagers smoke cigarettes.

- One in ten adults who smoke will die of smoking-related causes. **Fiction.** The number is one in three.
- The nicotine found in tobacco is considered to be as addictive as heroin and cocaine. — **Fact.** Nicotine reaches the brain 7 seconds after it enters the body — twice as fast as heroin injected into a vein. When “snorted,” cocaine reaches the brain in 10 to 12 seconds. The effect of a substance like nicotine, cocaine, or heroin on the brain produces feelings the user may like and want to repeat. As use of the substance continues, the body adapts and the user begins to feel cravings for the substance. The craving is a sign that the brain/body has become addicted, and requires the substance to perform normally.
- Teens who smoke usually are not planning on smoking forever.— **Fact.** Unfortunately, the longer teens smoke, the more difficult it becomes to quit.
- Somewhere, down the road, smoking will kill you...but everybody is going to die anyway.— **Fact.** Smoking actually shortens life expectancy. However, smoking can also affect the quality of life for young and old alike. It affects breathing, and so interferes with physical activity at any age. Smoking leads to more colds and bronchitis in teens and adults. And the resting heart rate for young smokers is two to three beats per minute faster than for non-smokers. Smoking also reduces blood flow to legs and feet.
- Advertising has little or no effect on teen smoking.— **Fiction.** The most heavily advertised brand of tobacco, Marlboro, claims 55% of the teenage market.
- Tobacco contains 69 known cancer-causing substances.— **Fact.** In fact, there are 36,000 chemical compounds in a burning cigarette.
(Call attention to the handout “Danger-Poison” and review with students.)
- It takes a long time to get addicted.— **Fiction.** A young person who has smoked only a short time can suffer withdrawal symptoms similar to someone who has smoked for many years.

Notes to Facilitator

When the reasons students gave for smoking are reflected in the discussion of “Fact or Fiction,” be sure to point that out.

Getting Active

Winding Down

On your own: My Thoughts

Handout: “My Thoughts”

Say: *At the end of each session, I will distribute a sheet of paper titled “My thoughts”. In written or picture form, please record something you learned at this session, or something that made you think. Write your name on your sheet and turn it in to me as you leave. I will keep them in a folder and distribute them at the beginning of the next session. Your work will be kept completely confidential.*

Closing Words

Say: *I’m glad you chose to be in this program and appreciate your participation today. See you next time.*

Affirmation: “I’ll be back!”

Session 2:

Addiction

I. THEME

Understanding the urge to smoke and the impact it has on our lives.

II. OBJECTIVES

To help participants:

- 1 Understand addiction and other harmful effects of smoking.
- 2 Assess their own tobacco use.
- 3 Identify activities that "trigger" their urge to smoke.

III. AT A GLANCE

STARTING UP

- In the beginning...
- Group Touchstones
- Highs and Lows
- Warm-Up Activity — My Thoughts

Rapping

Topic 1: Nicotine Addiction

- Key Point: When someone is addicted, the addiction is in control.
- Key Point: Understanding your smoking pattern is the first step to getting back in control.

Topic 2: The Role Tobacco Plays in My Life

- Key Point: Teenagers who smoke may not realize the major role tobacco plays in their lives.

Getting Active

- Doing It: My Tobacco Budget

Winding Down

- On Your Own: My Thoughts
- Closing Words
- Affirmation: "I have lots to think about!"

IV. Getting Ready

Preparation

Several steps are suggested for preparation:

- 1 Arrange and secure meeting room ahead of time.
- 2 Arrange tables and chairs in a comfortable circle.
- 3 Post the "Group Touchstones" developed at first meeting.
- 4 Review session ahead of time.
- 5 Gather and/or make an appropriate number of copies of all necessary materials.
 - Handout: "My Smoking Style"
 - Handout: "Signs of Addiction"
 - Handout: "My Smoking Budget"
 - Handout: "My Thoughts"
 - Index cards or plain paper

V. Making It Happen

Starting Up

In the beginning...

- 1 Welcome participants back.
- 2 Take attendance.
- 3 Return "My Thoughts" to participants.

✓ GROUP TOUCHSTONES

Review touchstones by asking the group if they have any rules for the group they would like to add to the list.

✓ HIGHS & LOWS

Ask participants to say a few words to describe how they are feeling coming into the second session of the program.

✓ WARM-UP ACTIVITY

Sharing "My Thoughts." Explain that the thoughts students recorded at the end of the session will serve as a reminder of some of the things the group talked about.

Ask for volunteers to share some thoughts about the last session. Clarify content from the previous session when necessary. Thank students for sharing.

Notes to Facilitator

If students are not willing to share, ask a few questions related to the last session.

Rapping

Topic 1: Nicotine Addiction

Handout: "My Smoking Style"

Handout: "Signs of Addiction"

✓ KEY POINT

When someone is addicted, the addiction is in control.

Say: *Most of you did not plan to be regular smokers when you had your first cigarette. Like many teens, you may have been curious or perhaps persuaded by a friend to experiment. Maybe you were excited by the risk involved or wanted to impress someone. Whatever the reason, it didn't take long for you to develop a desire for tobacco. In fact, for many teens, it takes only a short time to become addicted.*

Addiction is the overwhelming desire to do something, regardless of the consequences. Nicotine is the addictive drug contained in tobacco. Physical dependence on nicotine develops in regular users of tobacco to the degree that stopping use causes withdrawal symptoms. Psychological dependence occurs right along with physical dependence. Smokers who are psychologically dependent believe that smoking helps them cope with stress, relax, or feel good. This belief causes smokers to use cigarettes to cope with many aspects of their lives.

Unfortunately, addicted people are no longer in control of their behavior. The addiction is dictating how they spend their money, time, and energy.

✓ KEY POINT

Understanding your smoking patterns is the first step to getting back in control.

Say: *Every smoker uses cigarettes differently even though they are seeking similar effects. Identifying when you smoke, the feelings you have at the time, and how smoking alters those feelings will help you to understand the role cigarettes play in your life. This is an important step when trying to learn better ways to cope without smoking during the school day.*

Provide: Distribute handout "My Smoking Style." Ask students to complete the form, using their best recollection of how often, the approximate times, and the circumstances during which they smoke. Tell them to underline their "triggers" for smoking—those things they associate with smoking. For example, they may associate smoking with a morning cup of coffee. When they have completed the form, ask students to share any surprises or new learning that occurred during this activity.

Notes to Facilitator

Some students may discover that there is a pattern in their use of cigarettes, or that their smoking behavior is triggered by certain activities. Others may be surprised by the frequency with which cigarettes play a role in their activities. If students are reluctant to share, ask specific questions about what they learned. Important — collect the "My Smoking Style" forms for use in Session 3.

Say: *There are feelings associated with the times you smoke. Sometimes you may smoke because you are feeling tired or bored. Other times when you smoke you may feel worried or excited. Revisit your "My Smoking Style" form and write the kind of feelings you have at those times when you smoke.*

Notes to Facilitator

Ask students questions about specific feelings they recorded on their form. For example:

- How many of you are feeling bored when you smoke? Does smoking change the feeling of boredom? How?

Provide: Give participants the handout "Signs of Addiction." Ask them to respond to the statements on the handout and determine for themselves if they are showing signs of addictive behavior. Their responses will be for their own information.

Topic 2: The Role Tobacco Plays in My Life

✓ KEY POINT

Teenagers who smoke may not realize the major role tobacco plays in their lives.

Say: *People smoke for different reasons. Females smoke for different reasons than males. Do you smoke out of habit, to relax, or when you need an energy boost?*

I'm going to read some statements. When one of these statements applies to you, write down the key word. I'll give you the key word.

- I smoke when I need an energy boost. The key word is energy.
- I sometimes forget I have a cigarette going and light another one. The key word is forgetful.
- I smoke in social situations, because I am often uncomfortable. The key word is uncomfortable.
- I smoke in social situations, because it is part of the fun. The key word is fun.

- I find smoking relaxing. The key word is relaxing.
- Smoking is part of my social life. My friends smoke. The key word is social.
- I smoke to handle stress. The key word is stress.
- When I get upset, I want a cigarette. The key word is upset.
- I enjoy the whole process of smoking—from getting ready to light up to the last puff. Key word is enjoy.
- I am an automatic smoker—lighting up without even thinking about it. The key word is automatic.
- I get a feeling like a gnawing hunger if I haven't smoked for a while. The key word is hunger.
- When I can't smoke, I often have an overwhelming desire for a cigarette. The key word is desire.

Notes to Facilitator

Ask for volunteers to share their list of key words. Explain that people whose key words were enjoy, lift, relaxing, and energy use cigarettes for fun, pleasure, stimulation, socializing, and relaxation. These people enjoy the process of smoking — even handling the package and striking the match. Tell students that those with the key words automatic, forgetful, stress, uncomfortable, upset, hunger and desire use cigarettes to manage unpleasant feelings like anger and tension. They also experience cravings. These people are habitual smokers, sometimes not even realizing they are smoking.

Tell participants that this information will be helpful to them if they choose to go through the process of quitting.

Getting Active: My Smoking Budget

Handout: "My Smoking Budget"

Instruct participants to fill out the budget form to determine how much they spend on cigarettes each week.

Provide Handout: "My Smoking Budget"

Ask: Ask for volunteers who are willing to share their costs of a week's worth of cigarettes. On a flip chart or board, multiply each figure by 52 to see how much each person is spending each year.

Winding Down

On Your Own: "My Thoughts"

Say: *Please record, in words or pictures, some of your thoughts about today's session. It may be something you learned about yourself or others, or something that surprised you. Perhaps the session started you thinking about your own smoking behavior. Write your name at the top and I'll collect them.*

Closing Words

Say: *Remember that knowing yourself, not just as a smoker, but as a whole person, is important when making decisions about your life. You may want to take time to look at other parts of your life—the activities that make you feel good, the people you like to be around, the kind of new learning that excites you. The better you know yourself, the better the choices you will make for your life.*

Thank you for your participation today. See you next time.

Affirmation: "I have lots to think about!"

Session 3:

Coping with Not Smoking

I. THEME

Learning Ways to Live Without Cigarettes

II. OBJECTIVES

To help participants:

- 1 Develop strategies to cope with the urge to smoke.
- 2 Identify a healthy lifestyle.

III. AT A GLANCE

STARTING UP

- In the beginning...
- Group Touchstones
- Highs and Lows
- Warm-Up Activities: "Sharing My Thoughts."
"Music, Music, Music"

Rapping

Topic 1: Coping with the Desire to Smoke

- Key Point: There are ways to successfully deal with the desire to smoke.

Topic 2: Identifying a Healthy Lifestyle

- Key Point: Good Health is a Way of Life

Getting Active

- Commercial for a Healthy Lifestyle

Winding Down

- On your Own: "My Thoughts"
- Closing Words
- Affirmation: "A healthy lifestyle for me!"

IV. Getting Ready

Preparation

Several steps are suggested for preparation:

- 1 Arrange and secure meeting room.
- 2 Arrange tables and chairs in a comfortable circle.
- 3 Post the "Group Touchstones."
- 4 Review session ahead of time.
- 5 Gather all necessary materials.
 - Blank Sheets of Paper
 - Handout: "What Else Can I Do?"

V. Making It Happen

Starting Up...

- 1 Welcome students back.
- 2 Take attendance.
- 3 Return "My Thoughts" forms.

✓ GROUP TOUCHSTONES

Remind the group to abide by Group Touchstones posted in the room.

✓ HIGHS & LOWS

Ask participants how they feel about the Alternative to Suspension Program after having experienced two sessions.

✓ WARM-UP ACTIVITY 1

"Sharing My Thoughts". Ask for volunteers to share some of the thoughts they recorded at the end of the last session. Take this opportunity to review important points covered in the last session.

✓ WARM-UP ACTIVITY 2

Music, Music, Music

Notes to Facilitator

These are the steps for Music, Music, Music.

- 1 Distribute paper or index cards.
- 2 Instruct participants to write their favorite kind of music in large letters on the paper.
- 3 Tell participants to hold the paper up so everyone can read it. Students who like the same kind of music should group together. (If one or two students do not have someone else choose their kind of music, they can pair up or join another group.)

- 4 Students should then tell each other about their favorite song and why they like it.
- 5 Ask for volunteers to hum part of their favorite song. If two or more students have the same favorite, they can hum together.
- 6 Process this activity by telling students that music can play an important role in helping them cope with the urge to smoke. Explain that even in school they can think about their favorite song, playing it through in their minds, when they feel the urge to smoke. Music is a relaxing and enjoyable way to get their minds off smoking.

Rapping

Topic 1: Coping with the Desire to Smoke

✓ KEY POINT

There are ways to successfully deal with the desire to smoke.

Say: *Successfully dealing with the urge to smoke takes planning. Knowing things you can do instead of smoking will reduce the anxiety that often accompanies the craving for a cigarette. It is important for this group to focus first on what to do in school. Some of the behaviors listed on your handout will not work in school.*

Provide: Distribute handout, "What Else Can I Do?"

Ask: Ask the group to identify those activities they do in school now when they have the urge to smoke. Then ask them what other activities listed on the handout would work in school. For example, they can take deep breaths at school but may not be able to have a snack when they are craving a cigarette. Suggest that they put a checkmark beside those activities they can do in school to reduce the urge to smoke.

Notes to Facilitator

Instruct the group to match some of the feelings and events that trigger the urge to smoke (My Smoking Style, Session 2) with activities that help to deal with the craving.

For example, a student may have the desire for a cigarette before every math class. Stopping at the water fountain for a long drink on the way to class or doing a brief relaxation exercise before class starts are two ways to deal with the urge to smoke.

✓ KEY POINT

Everyone has a different way of coping with the craving for a cigarette.

Topic 2: Identifying a Healthy Lifestyle

✓ KEY POINT

Good health is a way of life.

Say: *Having a healthy lifestyle is important whether you smoke or not. People who live healthy lives pay attention to their needs for work, fun, companionship, good food, spirituality and physical activity.*

Ask: Ask participants to brainstorm characteristics of a healthy lifestyle and record them on chart paper.

Notes to Facilitator

Be sure smoke-free, mental health and spiritual health are addressed in participants' list.

Getting Active

Commercial for a Healthy Lifestyle

Notes to Facilitator

Divide participants into two or three groups of three or four people. Instruct each small group to come up with a commercial advertising a healthy lifestyle. They should refer to the ideas the group brainstormed during the Rapping session.

Tell them they can do a jingle, skit, rap or other kind of commercial that should last 1 or 2 minutes. They can use chart paper and markers if they wish. The commercial should encompass as many of the characteristics of a healthy lifestyle as possible.

Allow participants 8–10 minutes to prepare their commercials and then ask each group to present. Applaud all efforts.

Winding Down

On your Own: "My Thoughts"

Say: *Please write or draw something that you learned during this session.*

Closing Words

Say: *To avoid problems, it is important to plan for those times when you can't smoke. Use the ideas you came up with today to help you deal with the urge to smoke at school.*

Thank you for your participation today. See you next time.

Affirmation: "A healthy lifestyle for me!"

Session 4:

Past, Present, Future

I. THEME

Making Changes

II. OBJECTIVES

To help participants:

- 1 Understand the process of change.
- 2 Look at the big picture.

III. AT A GLANCE

STARTING UP

- In the beginning...
- Group Touchstones
- Highs and Lows
- Warm Up Activity: "Sharing My Thoughts"

Rapping

Topic 1: Making Changes

- Key Point: Change is always possible but not always easy.

Topic 2: A Look at the Big Picture

- Key Point: You can have some control over changes.

Getting Active

- Strategies for a Change

Winding Down

- On Your Own: Sharing "My Thoughts"
- Closing Words
- Affirmation: "I'm on my way!"

IV. Getting Ready

Preparation

Several steps are suggested for preparation:

- 1 Arrange and secure meeting room ahead of time.
- 2 Arrange tables and chairs in a comfortable circle.
- 3 Post the "Group Touchstones" flyer in a visible place.
- 4 Make sure space is ready for you and for participants.
- 5 Review session ahead of time.
- 6 Gather and/or make appropriate number of copies of all necessary materials.
 - Handout: "A Picture of My Dream Life"
 - Handout: "Sharing My Thoughts"
 - Plain paper or index cards
 - Chart paper
 - Markers

V. Making It Happen

Starting Up

In the beginning...

- 1 Welcome participants back.
- 2 Take attendance.
- 3 Return "My Thoughts" form.

✓ GROUP TOUCHSTONES

Remind the group to abide by the touchstones posted in the room.

✓ HIGHS & LOWS

Ask participants if they have any new thoughts about their smoking behavior as a result of their work in the Alternative to Suspension program.

✓ WARM-UP ACTIVITY

"My Thoughts." Ask for Volunteers to share their picture or some of the thoughts they recorded at the end of the last session. Take this opportunity to review the important points covered in the last session.

Rapping

Topic 1: Making Changes

Handout: "A Picture of My Dream Life"

✓ KEY POINT

Change is always possible, but not always easy.

Say: *We are in the final session of the American Lung Association Alternative to Suspension Program. You have spent time learning facts about smoking and tobacco use, you have explored your own smoking behavior, and learned ways of coping with not smoking. You may even have started to think about changing your smoking behavior.*

Any positive change begins with a desire or dream. If you dream about being a competitive skater, you may start thinking about improving your fitness. If you want to own a motorcycle, you may start thinking about what you can do to earn the money. Change is a process and takes time to accomplish.

Provide: Give the handout, "A Picture of My Dream Life." Instruct students to write down or draw something they dream about doing, want to own, or want to become. Tell them that if they do not want to, they will not be required to share.

Say: *After you have recorded your dream, start thinking of the changes you would have to make to accomplish this goal. For example, the person who wants to own the motorcycle might have to give up some social activities for work and cut back on the money s/he is spending now in order to save enough to buy a bike. The person who wants to be a competitive skater might have to improve his/her fitness and health habits and give up some social activities to practice. Perhaps s/he will have to find ways to pay for the skating lessons. On the handout, list some of the changes you would make to accomplish your dream.*

Notes to Facilitator

You may want to fill out a "Making Changes" worksheet yourself. Share your dream with the students before asking them to share.

Ask: Ask for volunteers who are willing to share their dream. If no one volunteers, ask specific questions. For example:

- How many changes would you have to make to accomplish your dream?

Ask if quitting or cutting back on cigarettes would be one change necessary to accomplish their dreams.

Notes to Facilitator

If students indicate that the changes they would have to make seem impossible to accomplish, take the activity one step further and have them break one change down into steps. For example, if the aspiring skater has very little time to get in shape, ask them to find the first step they can make toward physical fitness. Perhaps it is push-ups for ten minutes in front of the television, or a quick walk around the block after supper. Remind students that change does not happen all at once.

Topic 2: A Look at the Big Picture

Say: *Changes have been happening all your life. You have not always had control over these changes, but the older you get, the more control you have! I would like you to write or draw for me a description of yourself when you were five years old; now, as a teenager; and what you will be like at 25. Include details, like the important people in your life, what you did, do, and may do for fun or work. Were you, are you now or will you be physically active? Will you be a smoker? What possessions were, are and may be important to you? Title your work Past, Present, Future. Again, this work can be done in story or picture form.*

Notes to Facilitator

You may want to list some of the details they should include on chart paper.

Ask: Ask the group to share some changes that have occurred or that they expect to occur in the future. When participants respond, ask them if they had, or will have control over those changes.

Getting Active Strategies for a Change

Say: *We have talked about using tobacco for most of the four sessions. Today we talked about change. If one of the changes you decide to make is from a smoker to a non-smoker, there are strategies and programs to help you.*

Provide: Distribute N-O-T Fact Sheet or N-O-T Promotional Brochure (available from American Lung Association)

Say: *The N-O-T program is a voluntary smoking cessation program. Teens attend 10 group sessions and work through the quitting process. If you are interested, or become interested later on, I will be glad to register you for the sessions.*

Ask: Ask for questions about the quitting process.

Notes to Facilitator

Students may want information about Nicotine Replacement Therapy. These products are available only by prescription for people under 18 years of age. For additional information on cessation, refer to the "All About N-O-T" section in the N-O-T guide.

Provide: Distribute handout "Fact or Fiction?" Ask students to initial and fill out the sheet and hand it in.

Winding Down

On Your Own: Sharing "My Thoughts"

Handout: "Sharing My Thoughts"

Say: *I hope these sessions have been a good experience for you. Perhaps you have learned some new facts about tobacco. Maybe you have some strategies in mind to keep you from using tobacco in school.*

Provide: Distribute handout "Sharing My Thoughts." Ask participants to complete the form. Once they have completed the form, ask for volunteers to share what they wrote. Ask them to turn in the forms when they leave.

Closing Words

Say: *Thank you for your participation in these sessions. Let me know how you are doing and...good luck!*

Affirmation: "I'm on my way!" Tell students to give themselves a round of applause.

Requirements and Expectations

- 1.** Attendance at all four sessions of the Alternative to Suspension Program is mandatory.
- 2.** Check with the facilitator for ways to make up an excused absence.
- 3.** Full participation is required at each session.
- 4.** You must be on time for all sessions or have a tardy excuse.
- 5.** Participants must abide by the Touchstones developed by the group.
- 6.** All sharing in group will be kept confidential unless a person is threatening to harm him/herself or others or is being abused or neglected. In such cases the facilitator will have the responsibility of reporting to appropriate parties.

Fact or Fiction?

Directions: Check fact or fiction for each statement.

1. Most teenagers smoke. **fact** **fiction**
2. One in ten adults who smoke will die of smoking related causes.
 fact **fiction**
3. The nicotine found in tobacco is considered to be as addictive as heroin and cocaine. **fact** **fiction**
4. Teens who are smoking usually are not planning on smoking forever.
 fact **fiction**
5. Somewhere down the road, smoking may kill you. **fact** **fiction**
6. Advertising has little or no effect on teen smoking. **fact** **fiction**
7. Tobacco contains 63 known cancer-causing substances. **fact** **fiction**
8. It takes a long time to get addicted. **fact** **fiction**
9. I expect to be a smoker during adulthood. **fact** **fiction**
10. Smoking helps me relax. **fact** **fiction**
11. I am really not worried about the effects of smoking on my health at this time.
 fact **fiction**
12. I do not think I am addicted to nicotine. **fact** **fiction**
13. If I ever decide to quit, I think I can do so easily. **fact** **fiction**
14. I don't understand why teen smoking is such a big deal. **fact** **fiction**

Danger-Poison!

Chemical Substances found in cigarettes include:

Nicotine

An addictive substance that constricts blood vessels, cutting down on the flow of blood and oxygen. This makes the heart beat faster. Very poisonous.

Tar

Particle matter made up of dozens of compounds. Some are cancer-causing substances, others are poisonous, and still others are harmless. Tar cools and forms a sticky substance in the lungs which damages delicate lung tissue.

Carbon Monoxide

A gas found in car exhausts. Drives oxygen from the red blood cells. Affects non-smokers exposed to secondhand smoke.

Ammonia

An irritant. Used as a disinfectant in household cleaners.

Formaldehyde

A poisonous gas used as a preservative for biological and medical specimens and as a disinfectant.

Arsenic

A strong poison that can build up in the body over a period of time. At one time used as an insecticide.

Cyanide

An extremely poisonous gas used in gas chambers to execute prisoners.

Creosote

Toxic germicide used in barn deodorants, disinfectants and wood preservatives.

Sharing My Thoughts

Directions: Please respond to the statements below.

In this session I learned...

Some things I would like to discuss are...

My feelings about smoking are different/the same as a result of this session. My feelings about smoking are...

My Smoking Style

Directions: Think about a typical Friday and identify those times when you are likely to smoke and where you smoke. Include a social or work situation in the evening if it applies to you.

Next, underline your "triggers" for smoking during a typical Friday. "Triggers" are those things you associate with smoking.

Time Location

Before School

A.M. School Hours

Lunch

P.M. School Hours

After School

Early Evening

Later Evening

Session 2, Topic 2

Signs of Addiction

Directions: Put a checkmark beside those statements that apply to your smoking behavior.

- 1.** I feel I have to smoke in the morning before school.
- 2.** I feel a craving like hunger when I haven't had a cigarette for a while.
- 3.** I smoke even when I have a cold or other illness.
- 4.** When I can't smoke, I spend time thinking about smoking and planning when I can have my next cigarette.
- 5.** When I try to quit, or not smoke for a while, I feel terrible.

Explanations:

- 1.** For a person who is addicted, the craving for a cigarette is especially strong first thing in the morning, because the body has been deprived of nicotine for seven, eight, or more hours.
- 2.** An addicted person begins to feel a craving for nicotine within 30 minutes to an hour after their last cigarette.
- 3.** Illness does not take away the craving for cigarettes in someone who is addicted.
- 4.** Cigarettes are an important part of an addicted person's life. The craving an addicted person feels when s/he can't smoke causes them to think about smoking and to plan when they can smoke again.
- 5.** When an addicted smoker stops smoking, he or she experiences withdrawal symptoms. These symptoms are the result of the body not receiving the nicotine to which it has become accustomed. The addicted smoker may also experience anxiety, stress, or even depression, because of his/her dependency on smoking to relieve unpleasant feelings.

My Smoking Budget

I smoke _____ cigarettes per day.

20 cigarettes are in a pack, so I smoke _____ packs per week.

One pack of cigarettes costs \$ _____ .

The cost of a pack multiplied by the number of packs a week will equal the amount of money I spend on cigarettes each week.

Cost per pack _____ X _____ # of packs per week = \$ _____ .

I have \$ _____ for spending money each week from my job, allowance, or other.

The money I spend on cigarettes divided by the amount of spending money I have each week, will tell me what percent of my spending money goes for cigarettes.

Cigarette costs divided by spending money = _____ % .

What Else Can I Do?

Directions: Identify things that will help you cope when you can't smoke. Be sure the activities or actions you choose will work for you.

Put a checkmark beside those things you can do in school to help you cope with not smoking.

Add any ideas you have that you think will help.

- Take deep breaths
- Use positive self-talk
- Drink water
- Go for a walk
- Doodle
- Chew a piece of gum
- Think about a favorite song
- Listen to music
- Eat a healthy snack
- Tell a supportive friend
- Suck on a straw
- Ride a bike
- Do an intense exercise
- Meditate
- Stretch
- Brush your teeth

Session 4, Rapping

My Dream Life

A Picture of My Dream



Changes I would make

Celebrating its 100th anniversary, the American Lung Association works to prevent lung disease and promote lung health. Lung diseases and breathing problems are the leading causes of infant deaths in the United States today, and asthma is the leading serious chronic childhood illness. Smoking remains the nation's leading preventable cause of death. Lung disease death rates continue to increase while other leading causes of death have declined.

The American Lung Association has long funded vital research on the causes of and treatments for lung disease. It is the foremost defender of the Clean Air Act and laws that protect citizens from secondhand smoke. The Lung Association teaches children the dangers of tobacco use and helps teenage and adult smokers overcome addiction. It educates children and adults living with lung diseases on managing their condition. With the generous support of the public, the American Lung Association is "Improving life, one breath at a time."

*For more information about the American Lung Association
or to support the work it does, call
1-800-LUNG-USA (1-800-586-4872)
or log on to www.lungusa.org.*

