

Session 1

The First Session

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Introduction

The first session sets the tone for following sessions. It gives participants information on what to expect and a chance to decide what they want to learn. It is important to create an environment and an agenda that will help people feel comfortable, have fun, and begin to feel like a group member.

People are attracted to groups when they feel that:

- ✧ They're being listened to
- ✧ They're valued as individuals
- ✧ They won't be seen as foolish or inadequate
- ✧ They're not going to be put down

Also keep in mind the following:

- ✧ Most women begin smoking before they become adults.
- ✧ Women start smoking for different reasons than men. These include from seeing other family members and role models who smoke, wanting to fit in with their friends who smoke, having concerns about their body image, and seeing the way that smoking is glamorized in movies and magazines.
- ✧ Approaches that do not “blame the victim” but instead celebrate and respect individual values, capabilities, circumstances and culture may be particularly relevant for women from disadvantaged groups.
- ✧ Group programs are effective for women living on low incomes. Women who enrol in smoking cessation programs that include stress management, self-esteem enhancement, group support, and other activities that improve quality of life have a good chance of quitting.
- ✧ There may be women in the group with special needs who will require special consideration. These can include pregnant women, women with psychiatric conditions, women with low literacy, and women with mobility challenges. Please refer to Chapters 2 and 3 of this resource for information about special populations.

Helpful Facts

Did you know...

- ✧ A group needs guidelines so that members will know what to expect, will feel safe, and can look forward to coming. Guidelines also help build trust. A group that sets its own guidelines is more likely to respect them.
- ✧ We do not all learn in the same way. Some people learn best by reading, some by listening, some by speaking, and all of us learn by “doing.”
- ✧ We all quit smoking at different rates and in different ways. Some women quit “cold turkey”, and some like to reduce first. We need support to move at the rate we are comfortable with.
- ✧ Outside of this program, there are many supports available to help you quit smoking. These include quit smoking aids such as the patch, nicotine inhaler and gum, self-help materials such as brochures and booklets, quit-lines and websites.
- ✧ We can all learn from sharing with others.
- ✧ Smoking is an addiction. Smoking is not a weakness; it’s an addiction we have developed to cope with pressures. It’s something we choose to do, but it is also influenced by our social and physical environments.
- ✧ Many fears are associated with the process of quitting smoking.
- ✧ It is important to know why we want to quit smoking rather than why we think we should.
- ✧ Smoking does not relieve stress. After smoking becomes our addiction, smoking relieves only the stress of the symptoms caused by withdrawal from nicotine.
- ✧ There are fewer and fewer public places where smoking is allowed.

Quotable Quotes

“When you put a date on your dream, it becomes a goal.

When you aim for the goal, it becomes a challenge.

When you beat the challenge, the reward is success.

To have success ... you need a dream...”

Raja Akhtar

CHECK IN/WARM UP

(10 min.)

Choose **one** of the following check in/warm up exercises:

1. Getting to Know Each Other

- ✧ Make sure everyone has a nametag.
- ✧ Introduce yourself and have any other leaders introduce themselves.

- ✧ Go around the circle and ask each participant to:
 - ✦ Introduce herself.
 - ✦ Share her smoking background e.g., amount smoked daily, number of years, etc.
 - ✦ Explain the reason(s) she has come to the group.

or

2. That First Cigarette

Have participants introduce themselves and describe briefly what they remember about smoking their first cigarette.

Breathing/Stretching

(10 min.)

Explain that breathing is an important part of all relaxation exercises. It helps the healing that begins when someone quits smoking. Many former participants say that the breathing techniques they learned helped them the most to quit.

- ✧ Explain that breathing exercises are a very important part of this program and will help participants quit smoking. Distribute the breathing exercises handout.
- ✧ In each session, read one breathing exercise to the group. If the women are comfortable ask a different participant each week to read one of the exercises.

Note: Some participants may feel a little dizzy when they first begin deep breathing. This is caused by the extra oxygen that their bodies are not used to getting. It is not harmful, in fact it is healthy.

Group Guidelines/Contract

(10–15 min.)

Purpose: to make everyone feel comfortable in the group.

Material: flipchart and markers or blackboard and chalk.

- ✧ Explain why a contract is important. Ask participants to say how they want the group to be run and list their suggestions on the flipchart or blackboard.
- ✧ If they seem unsure, direct them with questions about being listened to, letting people know when you can't come, smoking areas, breaks, etc. See the guideline (side bar).
- ✧ Participants should agree on the final list. Negotiate if there is any disagreement.
- ✧ Remind participants that the list is not "written in stone". It's okay if they want to make changes later.
- ✧ Write the list on a large piece of paper so that it can be displayed at every session and reviewed at Session 3 or 4, or as necessary. If participants are using a journal they can record the contract in their journal.

Sample Group Guidelines/Contract

- ✧ Have a break in the middle of each session.
- ✧ Start on time, so we finish on time.
- ✧ Don't brag or nag if you quit smoking before someone else.
- ✧ Keep all information confidential. What happens and what is said in the group stays in the group.
- ✧ Support everyone in the group, wherever they are in their journey toward quitting smoking.
- ✧ Wait until the person before you is finished speaking before you begin, since everyone has something important to say.
- ✧ Don't criticize or put people down.
- ✧ Leave the room for a few minutes if you want to.
- ✧ Call if you can't make it, and someone from the group will call you back to give you an update.
- ✧ "Pass" if you don't feel like participating at a particular time.
- ✧ Use "I" when we talk, e.g., "I am afraid I will gain weight when I quit smoking" not "you will gain weight when you quit smoking."
- ✧ Smoking takes place outside the building.

LEARNING EXERCISES

1. Pre-Program Questionnaire and Group Profile

(20–30 min.)

Purpose of Questionnaire: to gather information about the participants' smoking histories and to have baseline information for evaluation. Many of the answers will provide clues regarding the potential success of the participants.

Material: Pre-program Questionnaire (Section 2 – Chapter 1), pens/pencils.

Purpose of Profile: to illustrate the similarities among people and to help the group bond.

The Pre-Program Questionnaire may be given either before the program as an individual interview, in person or on the phone, or as a group exercise during the first session. (See **Section 2 – Chapter 1: Before You Start** for a Pre-Program Questionnaire sample)

Individual Interview Option

- ✧ After doing the Pre-Program Questionnaire with each participant, prepare a summary of the results (group profile) for presentation at this session.
- ✧ Present the results of the Pre-Program Questionnaire to the group.
- ✧ Begin a group discussion on smoking by asking:
 - ✧ How has smoking affected our lives in the past?
 - ✧ How is smoking affecting our lives now?

Group Exercise Option

- ✧ Give the group 20 to 30 minutes to fill in the Pre-Program Questionnaire.

Note: There may be different literacy levels among participants, so reading the questions aloud may avoid embarrassment. Have co-leaders available, if possible, to explain any difficult questions or to fill in the forms for participants, if necessary.

- ✧ Prepare a summary of the response results (group profile) to present at the next meeting.

2. What We Want to Learn

(10 min.)

Purpose: to allow the group members to focus on what they want to get out of the program.

Material: flipchart and markers or blackboard and chalk.

- ◇ Brainstorm for topics group members want to talk about. List them on a flipchart or blackboard.
- ◇ If people are unsure, you can make suggestions from the list below:
 - ✦ Stress Management
 - ✦ Self-Esteem
 - ✦ Healing and Health Effects
 - ✦ Breathing Awareness
 - ✦ Triggers
 - ✦ Healthy Weight
 - ✦ Recovery Symptoms
 - ✦ Support
 - ✦ Planning to Quit
 - ✦ Quit Day
 - ✦ What Can I Do Now?
 - ✦ Closure and Celebration.
- ◇ Have each participant come to the flipchart or blackboard and check off the three topics that are most important to her.
- ◇ Choose the topics that get the most votes.
- ◇ Decide on the order of topics. (We suggest that the breathing session be done fairly early in the process.)

and/or

3. Choosing a Buddy

(5 min.)

Purpose: To help participants understand the need for support and to start thinking about choosing a buddy.

- ◇ Explain that having a “buddy” to give support is very important for some people during the quitting process. In this program, we encourage you to have someone supporting you either in the group or a friend/partner outside. Often, people find it difficult to ask for help, and we will try to make it more comfortable for people to match up if they want this kind of support. During the Support (**Session 7**) and Planning to Quit (**Session 8**) sessions, we will discuss how people can support each other. Right now, we suggest you start to think about the qualities you would like in a support person.

and/or

4. Hopes and Fears

(10–15 min.)

Purpose: to help the group identify with each other and to encourage group bonding.

Material: flipchart and markers or blackboard and chalk.

- ✧ Begin a group discussion with the question “What are your hopes and fears about being part of this program?” At the top of a flipchart or a large sheet of paper, write “Hopes.”
- ✧ Ask participants to express their hopes. List each point as a positive expression, e.g., good health, more money, etc.
- ✧ On another sheet, write “FEARS.” Ask participants to express their fears and list them, e.g., gaining weight, being cranky, etc. Assure participants that the program will address their fears and they will learn new skills to cope. After you have the list of fears, make sure each item is addressed during the program. You may need to add something to the group agreements to deal with a particular fear. Some hopes expressed may not be realistic goals for the group, e.g., “I would like to get my husband to quit smoking.” These can present an opportunity for discussion about how we are each responsible for our own learning.

Note: Keep these two lists for the closing session.

and/or

5. Mural

Purpose: to give group members who are shy or unable to express themselves verbally a chance to participate. Creating together helps bond the group and offers a way for participants to give each other positive messages and feedback.

Material: one long piece of mural paper, newspapers, magazines, tape, glue, scissors, markers, box.

- ✧ Gather the necessary supplies and put them in a box, which you will bring to every session for participants to use. Start the mural by bringing several pictures and slogans from magazines and newspapers. Pictures can include inspiring slogans, images about health, cartoons, etc. Paste these onto the mural paper. Ask everyone to cut out pictures and slogans from magazines and newspapers. Glue or tape the group’s pictures onto the mural paper. Print affirmations onto the mural such as “I will succeed.” Every week, encourage participants to add new materials. Take a few minutes each week to notice the new materials added.

and/or

6. Calendar

Purpose: to make sure each participant has a record of meeting dates and deadlines.

Material: photocopy of the calendar month(s) in which you are meeting.

- ✧ Make sure the calendar handout includes a phone number where you can be reached.
- ✧ Have participants fill in the dates and times of group meetings on the calendar.
- ✧ Encourage participants to mark the Quit Day (**Session 9**) as well as their own personal quit day when they choose one.

and/or

7. Diary/Journal

Purpose: to provide participants with a way to express their thoughts about the quitting process and to monitor their progress.

Material: inexpensive ruled notebooks, one per participant.

Note: It's a good idea for you to provide the notebooks for participants. Be mindful of literacy levels before suggesting this exercise.

- ✧ Suggest that participants keep journals to record their experiences and feelings about the quitting process. Encourage them to decorate or personalize their journals in any way they would like.

and/or

8. Ways to Quit

Purpose: to encourage women to select a method of quitting smoking that's right for them.

Change can be difficult. Quitting smoking is a process. Most women try several times before they quit smoking. Every quit attempt, for no matter how long or short a period of time, helps participants prepare for the time that they will quit for good.

- ✧ Explain that there are two ways to quit smoking: “cold turkey” or gradually.
- ✧ Explain that the first few sessions of the program help women develop skills that will help them to quit smoking. There is no right way or wrong way to quit smoking in this program. Participants can choose whatever way of quitting smoking they feel more comfortable with. They could:
 - ✦ Quit smoking as a group after the first few sessions of the program.
 - ✦ Start right away by using some of the reducing techniques in the Smoking Reduction Tips handout.
 - ✦ Set a personal quit day. It could be the same as or different from the rest of the group.
- ✧ Encourage women to think about how they want to quit smoking. Explain and distribute the **Smoking Reduction Tips handout**.

and/or

9. Learning about your smoking “triggers”

Purpose: to encourage women to keep track of triggers that may make them want to smoke.

Explain that by keeping track of when they smoke, it will help them to recognize their common smoking triggers. By making a list of all the things they normally do when they smoke, the women will learn to recognize:

- ✧ When they smoke
- ✧ How they feel when they smoke
- ✧ Why they smoked

Distribute the Tracking Card Handout. Encourage women to use the Tracking Card to write down what they're doing and feeling each time they reach for a cigarette.

Check Out/Closing Visualization

(Can be used for all sessions) (10 min.)

Purpose: to reinforce what participants have learned from the session and to help them focus on what they felt was the most meaningful. Read this slowly and quietly, and pause between each sentence:

- ✧ Breathe slowly and deeply for at least 10 seconds, taking pauses between each breath. Say the word “Relax” in your mind....
- ✧ Relax your body....
- ✧ Think back over the session (here you could mention or summarize the topics covered)....
- ✧ Picture the faces of the other people in the group....
- ✧ Remember things they said....
- ✧ Remember things you said....
- ✧ Choose one thing you want to remember....
- ✧ Remind yourself that you are special, and you’re taking care of yourself....
- ✧ Stretch and look around....
- ✧ Say good-bye to everyone until next time....

Session 2

Stress Management

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Handouts

- Anger Traffic Light Management Tool
- Stress Management Model
- Coping with Stress
- Get Rid of Anxiety Without Blowing Up
- Stress Tips

Guest speaker: You may want to get a guest speaker such as a psychologist who can explain stress and anger and appropriate ways of dealing with these emotions.



Introduction

Stress is one of the major problems women face today and one of the main reasons women say they smoke.

This session contains a four-part stress management model that includes:

- ✧ Changing the situation.
- ✧ Changing your self-talk.
- ✧ Changing your body response.
- ✧ Strengthening your ability to handle stress.

Exercises are offered for each of these areas so that group members can learn to choose from a variety of possible responses to the stresses in their lives. It's common to spend more than one session on stress management.

Research shows that women do not necessarily have difficulty acknowledging and expressing their anger, but that they feel it and express it differently than men do. Women often repress anger, unless they are angry on behalf of someone else, e.g., their children. Some reasons why they do not show anger include fear of retaliation, and not wanting to drive away love and closeness. When women do show anger it can be mislabelled by others as selfishness, hurt, sadness or worry.

Helpful Facts

Did you know...

- ✧ Stress itself is not a problem. Stress is a natural part of living. Stress is only a problem when there is no break from it. If you suffer from stress for a long time with no break, you can become mentally and/or physically sick.
- ✧ Stress can be caused by something happening to you, or by you thinking certain thoughts, but it happens to your body.
- ✧ Some stress overload signs are:
 - ✦ Muscle tension
 - ✦ Headaches
 - ✦ Concentration problems
 - ✦ Sleep problems
 - ✦ Appetite change (weight gain or loss)
 - ✦ Change in activity level — nervousness or lack of energy
 - ✦ Susceptibility to colds and viruses
 - ✦ Pounding heart, high pulse rate, change in breathing.
- ✧ Sometimes, the fastest and easiest way to relieve stress is by focusing directly on the body. Physical activity is an excellent way to release stress. It also helps improve your breathing.

Anger myths

Anger is always destructive.
Anger is bad for your health.
Anger is a form of weakness and emotional instability.
Anger ruins relationships.
Anger is avoidable.
Anger is just a cover up for other feelings.

- ✧ Another way to release stress is to practice relaxation techniques, such as lying down and listening to soft music, meditation, yoga, or just taking a nice, long, deep breath.
- ✧ You can improve your frame of mind simply by sitting or standing straight and keeping your chin up.
- ✧ Anger is a natural emotion and how we respond when we feel threatened. However, if it gets out of control it can lead to problems.
- ✧ Most people are not taught to express anger in a productive way and many women turn anger inside and become depressed, feel guilty or become emotionally or physically ill.
- ✧ You can be angry with a person (such as friend who let you down) or at an event (a long line in the grocery store).
- ✧ Although you cannot get rid of or avoid all of the people and things that make you angry, you can learn to control how you react to these things.

Quotable Quotes

“I have to live with myself and so – I want to be fit for myself to know.”

Axel Munthe

“The great thing in the world is not so much where you are but in what direction you are going.”

Chinese proverb

“Don’t ruin your enjoyment of a watermelon because of the seeds. Just spit out the seeds.”

Unknown

“Don’t sweat the small stuff and it’s all small stuff.”

Richard Carlson

“Holding on to anger is like grasping a hot coal with the intent of throwing it at someone else; you are the one who gets burned.”

Buddha

CHECK IN/WARM UP

(10 min.)

Material: balloons, flipchart and markers.

Where Do You Hold Stress?

Purpose: to increase awareness of the stress people hold in their bodies without realizing it.

- ✧ Begin this exercise by explaining that stress is something that happens in your body.
- ✧ Give a personal example, e.g., “I clench my jaws and grind my teeth. Eventually, I give myself a headache.”
- ✧ Read the following exercise to the group:
 - ✦ Start by closing your eyes if you want to close your eyes, if not just concentrate on a point on the wall, ceiling or floor. With your mind’s eye, check the inside of your body. Start at the top of your head and work down: Forehead... jaw... neck...shoulders... stomach... back. Notice where you hold any tension in your body. Does the tension have a colour?
- ✧ Go around the circle and have each participant name where she usually holds physical tension. Follow this exercise immediately with a breathing and relaxation exercise.

and/or

Name Your Favourite Stress-Buster

Purpose: to share information and to demonstrate that everyone already knows something about handling stress.

- ✧ Go around the circle and ask each person to share one thing they do to handle stress.

Note: As you go around the circle, note whether the techniques focus on the situation, the body, and/or the mind.

and/or

Balloon Exercise

- ✧ Ask each participant to pick up a balloon. Blow one breath into the balloon if you agree with the statement and two breaths if you disagree. Hold onto the balloon between statements.
- ✧ Two breaths = No (write on flipchart/blackboard)
- ✧ One breath = Yes

- ◇ Suggested statements: (facilitator reads aloud)
 - ✦ I feel good today.
 - ✦ I had a wonderful sleep last night.
 - ✦ When I finally woke up, I said, “What a great day this will be.”
 - ✦ I feel relaxed today.
 - ✦ I have done one good thing for myself today.
 - ✦ I know I will be relaxed on my quit day.
 - ✦ I enjoy coming to this group.
- ◇ Blow the balloon up fully. Now hold your balloon up high and let go of it – along with all your cares and worries.

and/or

What Makes You Angry?

- ◇ Go around and ask each woman “What makes you angry and how do you react?” Prompt them to include both their feelings and their physical reactions. Note and comment on similarities, including if the triggers are people or situations. Distribute and explain the Anger Traffic Light Management Tool handout.
- ◇ This activity may elicit deep discussion. Be aware that some members may be survivors of abuse so this could be a sensitive topic. It is a good idea to have women’s shelter and crisis line phone numbers available.

Recap

(5–10 min.)

- ◇ Ask specific or general questions about the last session, such as:
 - ✦ What do you remember from the last session?
 - ✦ What did we do last session?
 - ✦ Do you have any thoughts or feelings about the last session?

Breathing/Stretching

(10 min.)

See Session 1 Handout – Breathing Exercises. Read one of the exercises aloud or ask a participant to read one to the rest of the group.

LEARNING EXERCISES

What is Stress?

Although we all talk about stress, it often isn't clear what stress is really about. Many people consider stress to be something that happens to them, an event such as an injury or a promotion. Others think that stress is what happens to our bodies, minds and behaviours in response to a situation (e.g., heart pounding or biting our nails). While stress does involve events and our response to them, these are not the most important factors. Our thoughts about the situations in which we find ourselves are the critical factor.

Everyone sees situations differently and has different coping skills. For this reason, no two people will respond exactly the same way to a given situation. And not all stressful situations are negative, e.g., having a baby, or moving. However, they can still be stressful because they are a change and we are not fully prepared to deal with them. It is how we feel about these events and how we react that is important. Some stressful events may motivate us and give us more energy, while others may have a negative effect on our physical, mental and social wellbeing. By understanding ourselves and our reactions to stressful situations, we can learn to handle stress more effectively.

(Adapted from information from the Canadian Mental Health Association at www.cmha.ca)

1. The Stress Management Model

(10 min.)

Material: Stress Management Model handout, flipchart, markers.

Note: Prepare for this section by drawing the Stress Management Model (See the Stress Management Model handout) on the flipchart. Then, the following information can be explained with reference to the diagram.

Stress is a natural part of living. There is “good” stress, such as the excitement of a visit from a special friend, or the challenge of a new job. There is “bad” stress, such as worries about money, disagreements with family members, or fear of failure.

When we experience bad stress, we often look helplessly to the situation affecting us and wish it could be different. This feeling of helplessness adds to our stress. In reality, we do not need to feel helpless. There is always something we can do to manage stress, even when we can't change the situation causing the stress.

This is how the stress response works:

- ✧ First, there is a situation, e.g., an argument, an unfair landlord, or a problem with one of the children.
- ✧ Second, there is a mental reaction to the situation. This reaction is the “little voice” in your head that tells you how to react. For example, the little voice might say, “I never win,” or “Nobody cares about me,” which could result in you feeling angry or afraid.
- ✧ Depending on your mental reaction to the situation, there is another reaction in your body. This could be a knot in your stomach or tension in your shoulders.

Note: Use the figure to make the concepts real. Point to the head when talking about self-talk. Point to the stomach, mouth and shoulders when talking about body response.

Stress Management Model

1. Stressful situation

- ✧ Argument with partner
- ✧ Landlord won't fix plumbing
- ✧ Daughter brings home bad report card

2. Self-talk

- ✧ "I never win."
- ✧ "Nobody cares about me."
- ✧ "She's not trying hard enough."

3. Body response

- ✧ Tension in shoulders
- ✧ Knot in stomach
- ✧ Headache



When deciding how to manage stress, consider these three areas:

Change the situation

You may decide to focus on the situation by removing yourself from the argument, taking your housing problem to your tenants' association, or arranging a break from your kids.

Change the self-talk

You may decide to change your self-talk by saying to yourself, "I deserve to be listened to," or "Mary is having a difficulty at school. I will try being more patient and understanding."

Change the feelings in your body

You may also decide that, for the moment, the best thing to do to handle stress is something physical, so you take a few deep breaths and relax. Go for a walk, or go upstairs and pound your pillow for awhile.

All of these are effective ways of relieving stress. The choice is up to you.

Strengthen your ability to handle stress by avoiding wear and tear on your body and emotions:

Take good care of your body.

- ✧ Eat healthy, regular meals.
- ✧ Use regular exercise to let off steam.
- ✧ Cut down on caffeine, alcohol, and drugs.

Make time for yourself each day

- ✧ Even if you can only manage a couple of five-minute breaks in a day, take them and enjoy them.

Get help and support when you have a problem

- ✧ Talk with a friend or a counsellor when you have a problem.
- ✧ Join a support group to talk with other women who are in a situation like yours.

Don't expect too much of yourself.

- ✧ Give yourself time to adjust when you make a change in your life.
- ✧ Remember that you're only human!

Distribute the Stress Management Model handout to group members and go over it with them. Also distribute the Coping with Stress handout.

(Adapted from Taking Care: A Handbook about Women's Health by Mary J. Breen. Toronto: McGraw Hill, 1991.)

and/or

2. A Day in the Life

(20 min.)

Purpose: to demonstrate, by using one of the following two scripts, how the Stress Management Model works.

Materials: three copies of the script, flipchart and markers / blackboard and chalk.

Note: "A Day in the Life" is a learning exercise that demonstrates the different parts of the stress model. The rest of this session's learning exercises match particular parts of the Stress Management Model. We suggest that you choose at least one learning exercise from each category. Refer to the picture of the Stress Management Model after each exercise.

- ✧ Have fun with this! The reactions of the two characters are extreme – can any of us really react like any one of the characters all the time? This exercise is a good lead-in to a discussion of positive and negative self-talk.
- ✧ Ask three different people to play the parts of the two women and the narrator. If people are reluctant to volunteer, the group leaders can read. The narrator reads the situations (left-hand column), and the people playing the two characters read their parts. They can either alternate reading after each paragraph, or one can read her whole situation before the other.

Script: A Day in the Life of Joanne and Rose

Potential Stress (Situation)	Joanne (Chronic Stress Pattern)	Rose (Healthy Stress Pattern)
Oversleeps – wakes up at 7:30 a.m. instead of 6:30 a.m.	<p><i>Self-talk:</i> I can't be late again! I just know this is going to ruin my whole day. The kids will be late for school again!</p> <p><i>Action:</i> Gulps coffee, skips breakfast, no time for hair or makeup, tears buttons off blouse getting dressed, yells at kids. Forgets lunch.</p> <p><i>Physical Response:</i> Anxious, worried, guilty, tense and hungry.</p> <p><i>Result:</i> Leaves home in a hurry.</p>	<p><i>Self-talk:</i> I must have needed the extra sleep.</p> <p><i>Action:</i> Phones dry cleaners where she works to let them know she will be late. Eats a good breakfast. Dresses neatly. Helps organize kids. Makes lunches. Calls school.</p> <p><i>Physical Response:</i> Energy and in control.</p> <p><i>Result:</i> Leaves home. Follows regular routine.</p>
Bus is stuck in construction traffic jam.	<p><i>Self-talk:</i> What idiots! The city planners should be put in jail! No consideration of others! Why do they have to do construction now?</p> <p><i>Action:</i> Grits teeth, curses the “system.”</p> <p><i>Physical Response:</i> Blood pressure up, looking for a fight.</p> <p><i>Result:</i> Arrives ready for trouble, blaming others.</p>	<p><i>Self-talk:</i> I can't hurry this bus, I might as well make good use of my time.</p> <p><i>Action:</i> Uses time to do some deep breathing exercises and to make her shopping list.</p> <p><i>Physical Response:</i> Calm and relaxed.</p> <p><i>Result:</i> Arrives prepared for a good day.</p>
Meeting with boss.	<p><i>Self-talk:</i> What a miserable grouch my boss is and the school is always hounding me. I have more than I can handle keeping up with my regular work and now I'm way behind.</p> <p><i>Action:</i> Aggressive answer to boss when she asks why she is late.</p> <p><i>Physical Response:</i> Frustration, “churning” stomach, desire to hit someone/something.</p> <p><i>Result:</i> Is criticized by boss for being disruptive and disorganized.</p>	<p><i>Self-talk:</i> I will work extra hard today to catch up.</p> <p><i>Action:</i> Apologizes for being late. Starts work immediately.</p> <p><i>Physical Response:</i> Positive energy.</p> <p><i>Result:</i> She feels satisfied that she is doing her best</p>

Noon – behind on orders – spills coffee on clean clothes and paperwork.

Self-talk: That's the last straw! Now I'll have to do this whole batch over. I'll have to stay late and it won't be ready on time for pick-up.

Action: Skips lunch, has coffee.

Physical Response: Depression, lack of energy, feeling overwhelmed, defeated.

Result: Boss and customers angry at her.

Self-talk: I'll be in better shape for a good afternoon with a little exercise and some time out, but I will catch up on my orders.

Action: Eats a light lunch and goes for a short walk outside. Comes back early to make up for time missed in the morning.

Physical Response: Refreshed.

Result: Rose is pleased with her efforts.

Evening

Self-talk: What a life! If only I could run away and start over! It's just not worth it. I'll never amount to anything.

Action: Arrives home at 6 p.m. Kids hungry and fighting. Goes to bed at 11 p.m. but does not fall asleep until long into the morning.

Physical Response: Feels tired and has no energy.

Result: Wakes up late again. Decides to call in sick.

Self-talk: A good day! I felt really effective at work and it was nice reading to the kids tonight.

Action: Arrives home at usual time. Quiet evening with family. To bed by 11 p.m. and falls asleep easily.

Physical Response: Full of energy. Ready for another day of work.

Result: Wakes up early.

Script: A Day in the Life of Patty and Michelle

Potential Stress (Situation)	Patty (Chronic Stress Pattern)	Michelle (Healthy Stress Pattern)
Wakes up with plans to go to the welfare office to protest unfair deductions. Child becomes sick and needs to stay home from school.	<p><i>Self-talk:</i> This kid is going to be the end of me, always getting sick. I'll never find money to pay the rent if I need to take care of him all day today.</p> <p><i>Action:</i> Begins to worry about how she'll make it through the day, blames child for ruining her plans.</p> <p><i>Physical response:</i> Anxious, worried, has a headache.</p> <p><i>Result:</i> Child reacts to mother's worrying and begins screaming.</p>	<p><i>Self-talk:</i> Good thing I know I can ask my friend for help. I know I can work this out.</p> <p><i>Action:</i> Decides to stay home in the morning and ask a friend to watch her son while she visits the welfare office in the afternoon.</p> <p><i>Physical response:</i> Energy, in control.</p> <p><i>Result:</i> Calls her friend, who agrees to sit for her in the afternoon. Spends a quiet morning with her son.</p>
Landlord comes by to collect late rent cheque.	<p><i>Self-talk:</i> This guy never quits. Nice timing. What are people going to think? How embarrassing! And that kid won't shut up.</p> <p><i>Action:</i> Pretends she's not home, then shouts at him through the door, saying that he should leave her alone.</p> <p><i>Physical response:</i> Has a knot in her stomach, feels tired.</p> <p><i>Result:</i> Landlord gets angry and threatens to kick her out. She leaves the house with her sick child and slams the door behind her.</p>	<p><i>Self-talk:</i> I need to tell him the truth. If he doesn't believe me at first, I can handle it.</p> <p><i>Action:</i> Speaks to landlord and explains that she'll pay him tomorrow if she is successful at the welfare office. Otherwise, she will come and see him.</p> <p><i>Physical response:</i> Relaxed and confident.</p> <p><i>Result:</i> After some discussion, landlord says paying rent the next day is fine. She checks on her son and leaves him with a friend.</p>
Long wait at the welfare office.	<p><i>Self-talk:</i> I can't believe I have to deal with this and my sick kid at the same time. Why couldn't they just do it right the first time? I'm terrible at dealing with this stuff.</p> <p><i>Action:</i> Grits teeth, curses "the stupid system."</p> <p><i>Physical Response:</i> Tense, frustrated, feels like hitting someone or something.</p> <p><i>Result:</i> Yells at employee and other people in line. Told to come back next day.</p>	<p><i>Self-talk:</i> I might as well use this waiting time to plan out what I will say. I will make sure I leave with a cheque for the right amount. I am prepared to stay as long as I need to.</p> <p><i>Action:</i> Plans out what she's going to say. Reminds herself to stay honest but determined.</p> <p><i>Physical Response:</i> Positive energy.</p> <p><i>Result:</i> Makes point calmly, shows proof, and in the end, receives her cheque.</p>

Arrives home to find another bill in the mail.

Self-talk: I can't pay this. They're going to be after me now. What am I going to do? My life is a mess.

Self-talk: These bills are part of life. I'm glad I just got my cheque because now I can pay it.

Action: Throws bill on pile of unpaid bills, yells at child.

Action: Puts bill in purse to pay in the morning. Calls landlord to pick up rent cheque.

Physical Response: No energy, defeated, overwhelmed.

Physical response: Happy, calm.

Result: Turns on the TV and tries to forget about her problems. Family eats chips for dinner.

Result: Starts to prepare meal with the kids.

Evening

Self-talk: What a life! If only I could run away and start over! It's just not worth it. I'll never amount to anything.

Self-talk: A good day! I felt really effective, and it was nice spending time with the kids tonight.

Action: Kids hungry and fighting. Tired but unable to sleep.

Action: Helps children with homework, spends some time planning finances, and gets to bed by 11.

Physical response: Feels tired and has no energy.

Physical Response: Full of energy and ready to go.

Result: Unable to sleep, spends restless night.

Result: Wakes up early feeling rested and refreshed.

or

- ✧ The narrator can read everything while the two characters act out their parts.
- ✧ Once the group begins to recognize the characteristics and attitudes of the two women, have them guess the results and physical response in each situation before the narrator reads them. Compare the characters' reactions with the Stress Management Model.
- ✧ Have the group discuss other potentially stressful situations and the self-talk, action, physical response and results associated with the chronic stress pattern and the healthy stress pattern. Do some role playing.

SITUATIONAL STRESS LEARNING EXERCISES

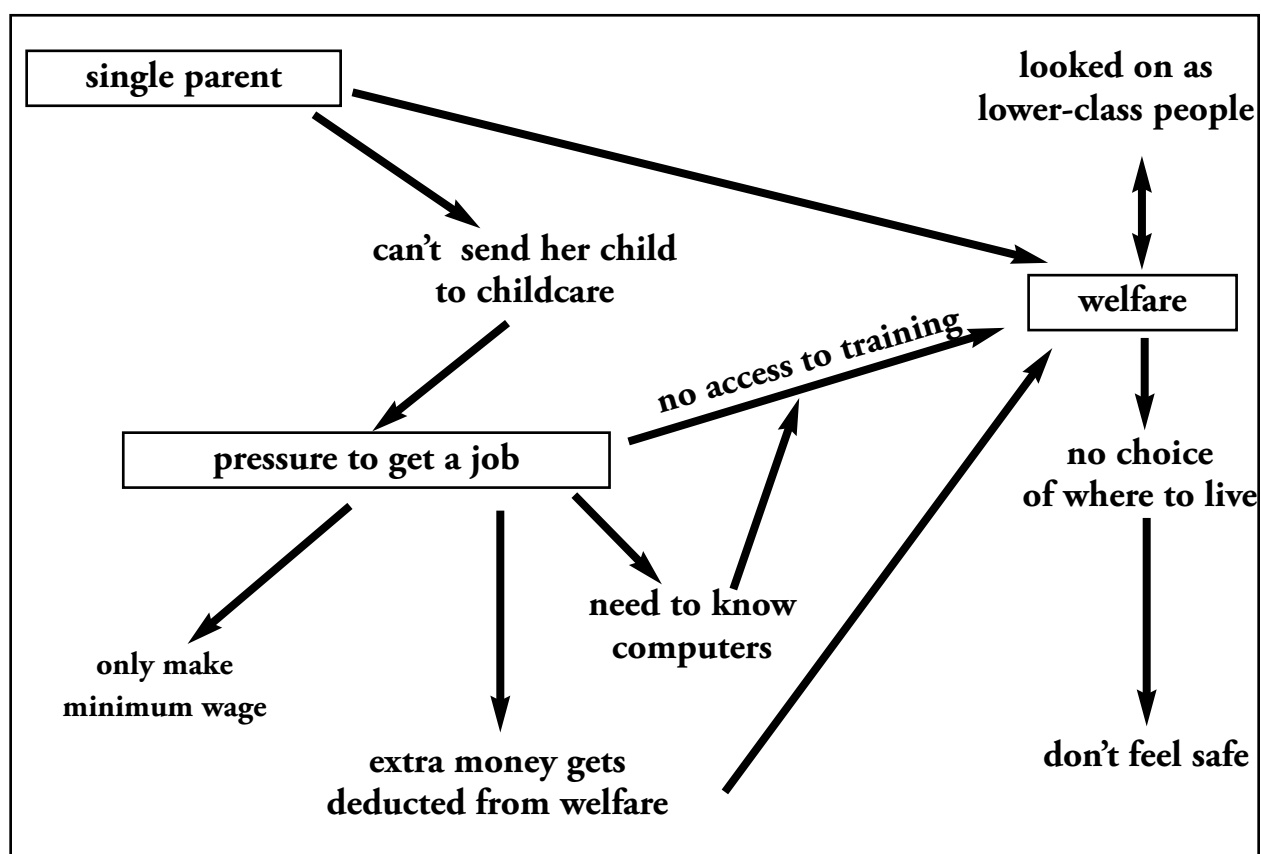
3. The Web Chart

(45 min.)

Purpose: to develop better understanding of the causes of stress. To identify that stress isn't just "our fault."

Materials: flipchart and markers or blackboard and chalk.

- ✧ Draw or write WOMEN AND STRESS in the centre of the flipchart or blackboard. Brainstorm with the group to list personal problems and larger social pressures that cause stress. Draw lines between the different problems and social forces to show how they are connected. Have the group put green circles around the things named on the web chart that we can change, e.g., lack of education. Put red circles around the things we can't change as individuals, e.g., looked on as lower class.



4. Situations I Can and Cannot Control

(30 min.)

Purpose: to identify those sources of stress we can and cannot control.

- ✧ Explain the need to know the difference between situations we can and cannot change. Being aware of the differences allows us to use different coping tools to deal with sources of stress. On a flipchart or blackboard, draw a line down the middle. On the top of the left column, write “Situations I Can Control.” At the top of the right column, write “Situations I Can’t Control.” Brainstorm with the participants for both kinds of situations. Write down whatever the participants come up with. The issue is not whether they actually have control, but whether they think they have control. Have the group break into pairs or small groups of four or five. Ask people to discuss the question, “How do I react when I have no control?” and “How do I react when I have control?”
- ✧ Have each pair or group report to the large group. Lead a short discussion and summarize the results.
- ✧ Distribute and discuss the Get Rid of Anxiety Without Blowing Up handout.

SELF-TALK LEARNING EXERCISES

5. Lemon Visualization

(5–10 min.)

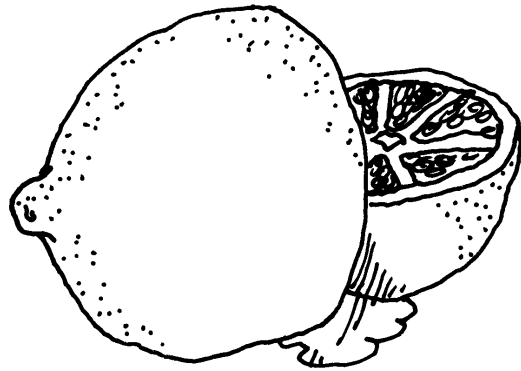
Purpose: to demonstrate the power of the mind and its ability to affect the body.

- ✧ Thinking about biting into a lemon can often create the same physical sensations as are created biting into a lemon. Similarly, our negative thoughts and worries can create the same stress responses that actual situations create. If we become aware of our negative thinking, we can learn to change it and use our minds to affect our bodies in more positive ways.

Lemon Visualization Script

Read the lemon visualization script slowly, pausing between each section.

- ✧ Make yourself comfortable in your chair...close your eyes if you want to, take several slow, deep breaths, and relax.
- ✧ Imagine yourself in a sunny, clean, bright kitchen... the sun is shining through the open window... a gentle breeze blows through the curtains.
- ✧ Imagine yourself sitting at the kitchen table... you feel comfortable and relaxed.
- ✧ See yourself get up and go to the fridge... you open the door... the fridge is empty except for a bright, yellow, juicy lemon.
- ✧ Take the lemon and carry it over to the counter... set it down... open the drawer in front of you and take out a paring knife... cut the lemon in half... notice a small squirt of lemon juice as you cut it. Bring half of the lemon up to your lips... squeeze it and suck up the juice.
- ✧ When you have licked up the last juicy drop, put the lemon peel in the garbage... rinse the paring knife and put it in the sink... return to your chair.
- ✧ Take a long, slow, deep breath... gradually become aware of the room... open your eyes whenever you feel ready.



After reading the script, ask:

- ✧ How many people felt a physical sensation in their mouths, as if they had bitten into a lemon?
- ✧ Can you think of any other times when your thoughts led to a physical reaction?

and/or

6. Controlling Stress with our Thoughts

(10–15 min.)

Purpose: to become aware of how our thoughts affect our actions.

Material: Stress Management Model handout.

✧ Review the Stress Management Model handout. Give examples of positive and negative self-talk, e.g., in a supermarket line-up, or when snubbed by a friend. Refer to the scripts for the characters' reactions.

Note: Use positive and negative examples for the same situation, so that you convey the message that there is more than one way to think about many situations.

Ask participants to think of a recent and simple situation in which they felt stressed.

Have them share the situation with a partner, along with answers to the questions:

- ✧ What was I thinking in that situation?
- ✧ Could I have thought differently?

Ask for a volunteer to share her example with the group. Hold a group discussion on positive and negative self-talk. Point out ways of stopping negative self-talk.

- ✧ Know what it is.
- ✧ Ask yourself: “Is there anything I can do about this situation right now?” If there is, do it; if not, drop it.

Note: If someone has difficulty identifying her self-talk, ask her: “Why did you do/feel what you did/felt in that situation?” The answer will be her self-talk.

Distribute the Stress Tips handout.

BODY RESPONSE STRESS RELEASE EXERCISES

Purpose: to teach participants how they can handle stress by focusing on their bodies.

7. Breathing

(5 min.)

Read the following breathing technique to the group and encourage them to practice it whenever they feel under stress:

- ✧ Breathe in deeply through your nose to the count of eight. Breathe into the areas of tension in your body.
- ✧ With your lips puckered, breathe out very slowly through your mouth to the count of 16, or as long as you can. Concentrate on the long sighing sound and feel your tension go out with your breath.
- ✧ Repeat this at least five times.
- ✧ Notice how you are feeling.

Note: Some participants may experience dizziness when they first do this exercise. This will go away with practice.

and/or

8. Exercise to Music

(10 min.)

Material: CD player and CDs.

See **Session 4 – Healthy Weight** and handouts for exercises that can be done to music.

and/or

9. Stretching Exercises

(10 min.)

Note: Physical stretching and movement should never be painful. Instruct participants to stop a stretch just before pain starts. Be aware of any participants with mobility issues and adapt the stretching and movements for them accordingly.

Do the following stretching exercises with the group. You may do all or part of the series.

- ✧ **Shoulder-shrugging** five times.
- ✧ **Shoulder-rotating** backward five times.
- ✧ **Shoulder-rotating** forward five times.
- ✧ **Elbowing:** Raise elbows to shoulder height with hands hung down loosely. Clench fists and move elbows backward energetically. Use sentences like “Get off my back.” Repeat five times.

- ✧ **Arm flinging:** Place palms of hands on chest with elbows raised out to the side. Fling arms gently outward and backward, unbending elbow. Do each arm five times, taking turns with your right arm and then your left. Follow your swinging arms with your head and eyes.
- ✧ **Pushing arms forward:** Place hands in front of chest, palms facing out. Push irritating or hurtful situations away. Use phrases like “get away.” Repeat five times.
- ✧ **Jumping and shaking:** Jump up and down on the spot on your toes, keeping knees loose. Move shoulders, arms, head. The idea is to loosen the whole body by shaking it up. Shake tension out of finger tips, toes.
- ✧ **Head rotations:** Do these circles forward only. Drop head forward. Rotate right, back to centre, to left, back to centre. Repeat five times.
- ✧ **Reaching/stretching:** First with one hand and then the other, reach above your head as high as you can. Imagine grabbing hold of a rope and pulling it down five times for each arm, taking turns with your right arm and then your left.
- ✧ **Stomping with hands and feet:** Lie on your back on the floor, knees bent, head on floor, hands and feet on ground. Hit floor with palms and stomp feet (looks like a temper tantrum). Make noise or say “no”, “stop”, “don’t.”

Have fun with this! Encourage participants to do these stretching exercises daily. Ask participants if they have any favourite stress-releasing exercises. The following is one that some people like to do at home: Lie face down on your bed and pound your pillow.

and/or

10 The Anger Loop

(15 min.)

Materials: flipchart, markers, Anger Traffic Light Management Tool handout.

A triggering event occurs that evokes feelings of fear or hurt. These feelings often distort the meaning we attach to the event. Over time these feeling build up a filter through which we view events in a distorted way.

The anger loop illustrates how anger may feed on itself to create behaviour that is not helpful to ourselves and others. Draw a loop on the flipchart with boxes along the loop for the triggering event, unconscious feelings, angry thoughts self/talk, body response, and behaviour. Explain it using the following scenario:

Joyce laughs as Betty comes into the room. Joyce seems to be looking at Betty. Betty’s past experience of Joyce is that she doesn’t seem to care about other’s feelings. This past experience has created a distorted perceptual filter through which Betty is now viewing the current situation. Betty’s unacknowledged fear is that Joyce is talking about her in an unkind way. Betty’s sense of self-worth feels threatened and her self-talk says “Joyce is laughing at me and saying rotten things, I’ll show her...”

The meaning we attach to events is important and is often wrong but our “anger self-talk” takes over. This self-talk may include thoughts such as indignation, revenge, and “poor me.” The body responds with an increased heart rate, heavier breathing, a flushed face etc. These uncomfortable body responses may increase our anger self-talk and create an anger loop. Once this starts it is more likely that we will respond with inappropriate behaviour.

Although our outward behaviour will eventually return to normal, the anger may remain long after the event. This often affects our future relationships. Anger may be triggered faster each time we have to deal with the same person or similar situations.

Ask what the group thinks the positive intention of Joyce’s laughter may have been. Ask how the anger loop would look if anger was expressed appropriately.

Distribute and explain the Anger Traffic Light Management Tool handout.

Check Out/Closing Visualization

(10 min.)

See **Session 1 – The First Session** for the closing visualization.

or

Ask one of the general check out questions from Before You Start session.

or

Ask the group members what they found most important in learning about stress and anger and what they will take home with them.

Session 3

Healthy Weight

Introduction	S3-3
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Frequently Asked Questions	S3-4
Quotable Quotes and Stories	S3-5
Check In/Warm Up.....	S3-5
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3. Exploring Barriers to Physical Activity	S3-8
4. Enjoy Physical Activity.....	S3-9
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Handouts

- Eating Awareness Exercise
- Eat Well (Healthy Measures)
- Canada's Food Guide
- Colour Your Plate with a Rainbow
- Fat Slicers
- Healthy Weight Wisdom
- Slim Snack List
- Women and Healthy Weights
- Some Causes of Weight Gain and Suggested Strategies
- Enjoy Physical Activity
- Tips for Being Active
- Be Active (Healthy Measures)



Guest speaker: You may want to get a guest speaker such as a nutritionist (particularly a nutritionist or public health nurse who is familiar with food security issues) to talk to the group about healthy eating, including how to shop for and prepare healthy foods, or someone who works in recreation such as a yoga, or a fitness instructor to talk about physical activity.

Introduction

The women in your group may be facing many challenges including unemployment, low incomes, unstable housing situations, problems with property, living with no vehicle or means of transportation, no benefits offered by employers, being a lone parent, low levels of education, isolation, lack of social support, dual responsibilities of family and work, family violence, and low-self esteem. These challenges mean they may not enjoy the same levels of good nutrition and physical activity as other more advantaged women. For example, 10 percent of Canadians (or 3 million people) experience food insecurity each year. This is especially true of lone mothers with children and Aboriginals who live in remote communities. Food insecurity is linked with many chronic conditions, distress and depression.

Fear of weight gain is one of the main reasons that women say they continue to smoke. We know that to address weight gain, you need to eat well and be active. This session will explore ways of healthy eating and give practical suggestions for physical activity while quitting smoking.

It may take more than one session to go through this session, because there are a lot of important concepts to cover. It's important to offer a balance of activities around healthy eating and physical activity each time you use the session. You may want to use some information from the self-esteem session (**Session 9**) as self-esteem, being active, and eating well are all linked. People with high self-esteem tend to be more confident and see themselves in a more positive light. They want to take care of themselves and treat themselves well, so they're more likely to eat well and stay active.

Helpful Facts

Did you know ...

- ✧ When you quit smoking, your body needs to get rid of the poisons left in it by cigarettes. Your body will clean and heal itself faster if you eat well and drink at least six glasses of water per day.
- ✧ Physical activity stimulates your heart and lungs, and speeds up healing.
- ✧ What and when you eat affects how you feel. If you miss meals or eat meals and snacks that are unhealthy, you may feel tired, restless, scattered, or moody.
- ✧ Physical activity relieves stress and helps you relax.
- ✧ A car runs on gas. People run on food. Neither runs properly on cola or coffee.

Healthy weights focus on health, not appearance.

Physical activity is any form of body movement. This includes all physical activity as part of daily living – at home, school, work and play. It includes walking, playing, biking and gardening.

- ✧ Eating well means following *Canada's Food Guide to Healthy Eating*.
- ✧ Physical activity burns off calories and speeds up your metabolism.
- ✧ If you choose a physical activity you enjoy, you're more likely to stay with it.
- ✧ Extra water, foods high in fibre, and exercise prevent constipation.
- ✧ Spicy or very rich foods may cause cravings for nicotine.
- ✧ Food and drinks that contain caffeine (coffee, tea, cola, chocolate) may increase "the jitters."
- ✧ Try a glass of fruit juice or a mixture of nuts, seeds and raisins if you need a quick energy boost.
- ✧ Two-thirds of all deaths in Canada every year are because of heart disease, cancer, diabetes and respiratory (breathing) diseases. The best steps we can take to prevent these diseases are to eat better, get more physical activity, and quit smoking.
- ✧ Almost 40 percent of women are either overweight or obese. But at the same time, 40 percent of women who are at a healthy weight are trying to lose weight.
- ✧ Many Canadians say that not having enough time or not feeling motivated are the reasons they are not more active.
- ✧ There are three billion women who don't look like super models and only eight who do.

Frequently Asked Questions

Will I automatically gain weight when I quit smoking?

Many, but not all, women gain weight when they quit smoking. Many women do gain between five and ten pounds when they quit smoking. However, many cigarette smokers also weigh less than others who are of the same height.

If I quit smoking and gain weight, have I traded one health problem for another?

No. Weight gain is a much smaller health hazard than smoking. You would have to gain 125 pounds to equal the dangers of a pack-a-day addiction.

Should I worry about gaining weight while I'm trying to quit?

No. For most people, quitting smoking takes serious effort and concentration. Worrying about weight gain can split your attention and make it more difficult. It may be easier to focus on one thing at a time.

Can I quit and not gain weight?

Yes. Eating healthily can be a great substitute for smoking. Eating well can help reduce or avoid weight gain and help women to feel good

While you're quitting smoking, remember:

You are achieving a very important goal, even if you do gain weight. It's easier to work on one thing at a time. There are physical reasons why you may gain weight. It is not just a lack of willpower. Weight gain does not have to be permanent.

Quotable Quotes and Stories

In one of our groups, Sandy talked about frustrations shared by many of us. Being many pounds overweight, she struggled to diet while she was trying to quit her two-pack-a-day addiction. Sandy had a tough time. She would bounce back and forth like a yo-yo; she would quit smoking and over-eat to compensate. When she gained 20 pounds, she would start smoking again so that she wouldn't eat. She'd smoke until she hated cigarettes, then quit again, and the cycle would continue. This time, she hoped to get control of both addictions at once. It was like fighting a double enemy. Sandy finally realized that, like most people, she could handle only one addiction at a time, so she focused all her energy on quitting smoking.

"I decided I wanted to start running, to get some regular exercise. At first, I could hardly make it around the block, I was so short of breath. When I got home, I would cough and cough. Eventually I could run around the block three times, and I began to feel pretty good even though I still smoked. One day, after a run, I felt particularly good. I had been out in the fresh air; I could feel my heart beating; my face was flushed; I felt strong and alive. Out of habit, I reached for a cigarette and lit it. I suddenly realized that I was putting dirty smoke into lungs that had just been working hard out in the fresh air! At that moment, I decided to quit smoking. I had tried to quit many times in the past using will power. This time I felt different. This time, I really wanted to quit and I knew that my body really wanted to quit, and I knew that running would help me do it. That was 12 years ago."

Marjorie, group leader and former smoker

CHECK IN/WARM UP

(10 min.)

Go around the circle and ask people to say what they ate for breakfast in the morning.

or

Go around the circle and share your favourite physical activity.

or

Go around the circle and ask the first person to name their favourite food (write it on the flipchart) and have the next person take the last letter of that food to be the first letter of one of their favourite foods, (e.g., ice cream, meat loaf, french fries). Continue around the group.

Recap

(5–10 min.)

Ask specific or general questions about your last session, such as:

- ✧ What do you remember from the last session?
- ✧ What did we do last session?
- ✧ Do you have any thoughts or feelings about the last session?

BREATHING/STRETCHING

(10 min)

See Session 1 Handout – Breathing Exercises. Read one of the exercises aloud or ask a participant to read one to the rest of the group.

LEARNING EXERCISES

1. Eating Awareness

(10 min.)

Purpose: to increase people's awareness of *Canada's Food Guide to Healthy Eating*.

Material: flipchart and markers/blackboard and chalk, Eating Awareness Exercise handout, Eat Well (Healthy Measures) handout, *Canada's Food Guide to Healthy Eating* and Colour Your Plate with a Rainbow handout

- ✧ Distribute the Eating Awareness Exercise handout. Reproduce this handout on a flipchart or blackboard. Brainstorm a typical day of eating.
- ✧ Colour in the blocks in column 2 of the block chart, according to the categories of food eaten. Each block equals one food serving. (Ask the group to tell you which blocks to fill.) The chart's empty blocks show where there's room for improvement. Mention to participants that the empty blocks can guide their choices when they "crave" something to eat. Discuss the benefits of good nutrition when quitting smoking (see the Helpful Facts in this session).
- ✧ Distribute *Canada's Food Guide to Healthy Eating*. Also distribute the Eat Well (Healthy Measures) and the Colour Your Plate with a Rainbow handouts. Discuss ways to make healthy eating easier.

2. Why We Eat, and Eat, and Eat

(15 min.)

Purpose: to understand the different "roles" food plays in our lives.

Material: flipchart and markers or blackboard and chalk, Fat Slicers handout, Healthy Weight Wisdom handout, Slim Snack List handout, Women and Healthy Weights handout, and Some Causes of Weight Gain and Suggested Strategies handout.

- ✧ Brainstorm reasons why we eat when we're not really hungry (e.g., food as a reward, as a way to handle stress, boredom). Ask how many women would like to weigh less. Point out that many who are trying to lose weight are already at a healthy weight. On the flipchart or blackboard, list strategies for substitute behaviour to control weight. (Drink more water; get busy doing something; go for a walk, etc.)
- ✧ Distribute the Fat Slicers handout, Healthy Weight Wisdom handout, Slim Snack List handout, Women and Healthy Weights handout, and Some Causes of Weight Gain and Suggested Strategies. You may use the information as a basis for this exercise or as extra handouts if you wish.
- ✧ Choose any other handouts you feel would help your group.

Note: It's important to tell participants not to feel guilty about their eating behaviours. Guilt just causes more stress, which can lead to more over-eating or smoking. Help participants accept their eating patterns, even while they may be trying to change them.

and/or

3. Exploring Barriers to Physical Activity

(15–20 min.)

Purpose: to help women find out what prevents them from doing regular exercise, and to understand how they can overcome those barriers.

- ◇ Explain the purpose of the exercise (above) and refer to any negative comments participants might have made about physical activity during the check in.
- ◇ Tell participants: We all know that physical activity is good for us, yet many of us don't do it regularly. As children, we all enjoyed moving our bodies, and yet somewhere along the way, many of us lost our awareness of this pleasure, and actually developed negative attitudes toward physical activity. Some of us would like to be physically active, but we just never seem to get around to it. There are many different reasons for not exercising. We're going to find out what they are.
- ◇ Ask the group to form pairs. Ask the partners to think back to childhood, to remember if they were physically active as children. If they were, why, and if they weren't, why not?
- ◇ Have the partners discuss this with each other for about three minutes.
- ◇ Ask the partners to think back to adolescence, to remember if they were physically active as adolescents. If they were, why, and if they weren't, why not? Have the partners discuss this with each other for about three minutes.
- ◇ Ask the partners to look at their present situation. Are they physically active now? If they are, why, and if they aren't, why not? Have the partners discuss this with each other for about three minutes.
- ◇ In the larger group, discuss why people were physically active at any of their life stages.
- ◇ Brainstorm for a list of the barriers. These could include:
 - ✦ No time
 - ✦ No money
 - ✦ Wasn't good at sports as a kid
 - ✦ Only boys played sports
 - ✦ Feel embarrassed
 - ✦ Too out of shape
 - ✦ Don't like it.
- ◇ Brainstorm for solutions. These could include:
 - ✦ Playing ball with children instead of watching TV
 - ✦ Walking, which doesn't cost anything
 - ✦ Getting a buddy to walk or bike with you
 - ✦ Joining the "Y," which offers reduced rates for people who cannot afford full fees.

Note: This exercise offers an opportunity for women to become aware of how, as children, they were treated differently from boys in the area of physical activity and sports. It's also an opportunity to discuss "competition" as a possible barrier to regular physical activity

and/or

4. Enjoy Physical Activity

(10 min.)

Purpose: to help women identify some fun ways to include physical activity in their lives.

Material: Enjoy Physical Activity handout, Tips for Being Active handout, Be Active handout and *Canada's Guide to Healthy Eating*.

- ◇ Distribute Enjoy Physical Activity handout, and Tips for Being Active handout and review the information with the participants. Brainstorm kinds of physical activity that participants would enjoy and discuss how they can work physical activity into their daily lives. Also distribute the Be Active handout (Healthy Measures).

and/or

5. Moving and Stretching to Music

(10 min.)

Purpose: to demonstrate that regular, gentle exercise can be pleasant.

Material: CD player, CDs.

- ◇ Ask participants to stand up for these stretching exercises, or they can be done sitting down. Remind participants to keep breathing! Do these exercises to music.
- ◇ Interlace your fingers out in front of you at shoulder height. Turn your palms outward as you extend your arms forward. Feel the stretch in your shoulders, middle of upper back, arms, hands, fingers and wrists. Hold an easy stretch for 15 seconds, then relax and repeat.
- ◇ Interlace your fingers above your head. Turn your palms upward and push your arms slightly back and up. Feel the stretch in your arms, shoulders, and upper back. Hold the stretch for 15 seconds. Remember to breathe. This stretch is good to do anywhere, any time. It is excellent for slumping shoulders.
- ◇ Next, interlace your fingers behind your back, with your arms straight. Then, gently lift your arms behind you until you feel a stretch in your arms, shoulders and chest. Hold an easy stretch for 5 to 15 seconds. Keep your chest out and your chin in.
- ◇ Ask participants to sit down for the next stretching exercises. For those in wheel chairs or others who might find the following difficult, ask them to repeat the first exercise. Give instructions for both.
- ◇ Pull one knee toward your chest until you feel an easy stretch. Hold the stretch until the tension disappears, then stretch a bit further. Repeat with the other knee. Repeat three times with each knee.
- ◇ Straighten your leg out in front of you. Bring the toes of one foot back toward your knee as you push your heel forward to stretch the back of your lower leg (calf). Repeat with your other foot. Repeat three times with each foot.
- ◇ Straighten both legs out in front of you and rotate your feet, first in one direction, then the other. Repeat three times with each foot.
- ◇ Take a deep breath and relax. Repeat this three times.

Check Out/Closing Visualization

(10 min.)

See **Session 1 – The First Session** for the Closing Visualization.

or

Ask one of the general check out questions from the **Section 2: Chapter 1 - Before You Start**.

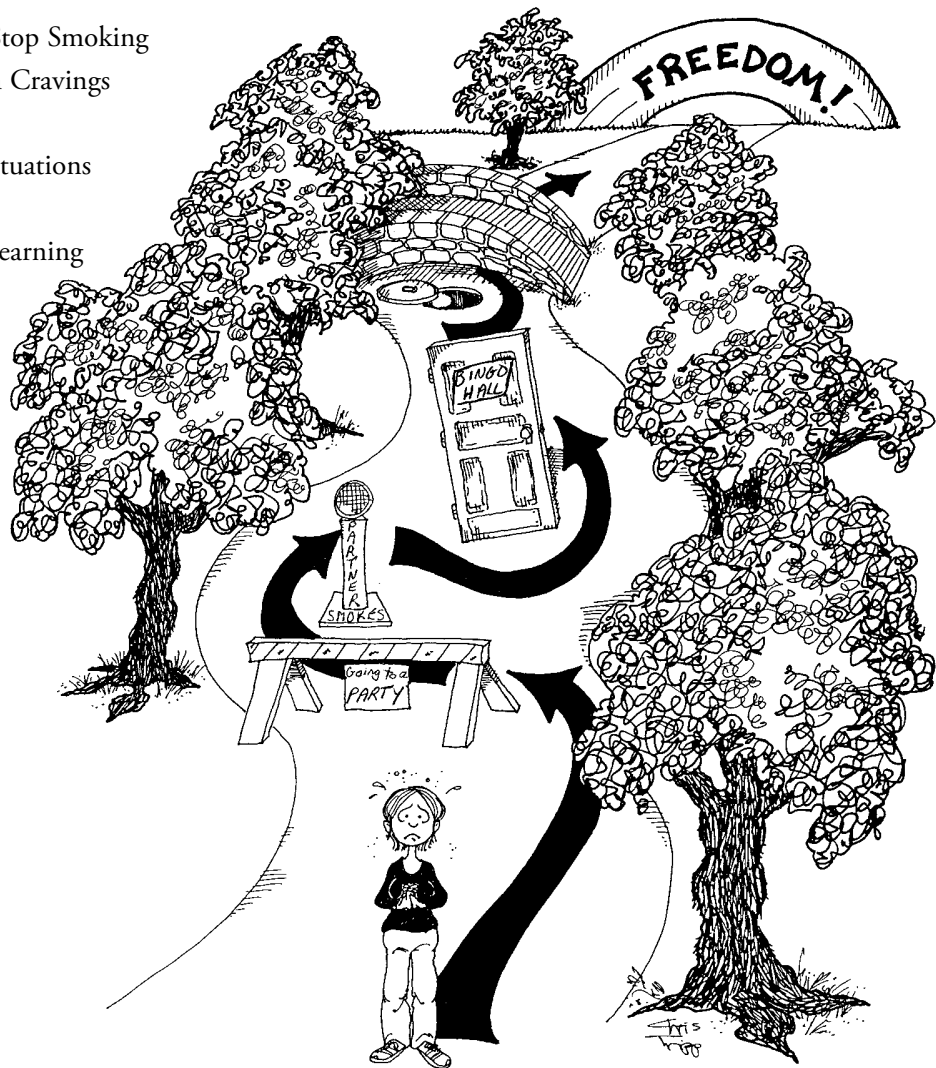
Session 4

Triggers

Introduction	S4-3
Helpful Facts	S4-3
Quotable Quotes	S4-3
Check In/Warm Up.....	S4-4
Recap.....	S4-4
Breathing/Stretching	S4-4
Learning Exercises	
1. Triggers	S4-5
2. Being Prepared	S4-6
3. Handling a Relapse	S4-6
4. Preventing Relapse	S4-7
Check Out/Closing Visualization	S4-8

Handouts

- Top Ten Reasons to Stop Smoking
- Tips for Dealing with Cravings
- The 4 'D's
- Possible High-Risk Situations
- Relapse Self-Talk
- Slips and Relapse – Learning from Them and Getting Back on Track
- Preventing Relapse



Introduction

This session is designed to prepare participants for the challenges to quitting smoking. It contains opportunities for group members to examine their smoking triggers and prevent relapses.

Slipping or relapse is common. Knowing what may cause a woman to slip as well as the process for overcoming triggers is essential to quitting smoking.

Helpful Facts

Did you know ...

- ✧ The more often you try to quit smoking, the more likely you are to succeed. So, don't be concerned if you've tried before.
- ✧ You learn more about quitting each time you try.
- ✧ Seventy percent of smokers have tried to quit smoking.
- ✧ Smoke-free bylaws and policies not only protect non-smokers from second-hand smoke, they help those who do smoke to quit smoking or to smoke less.
- ✧ Studies show that when workplaces put non-smoking policies into place, smoking rates go down.
- ✧ One of the easiest and most effective ways to help yourself stay smoke-free is to make your home smoke-free.

Common triggers include:

- ✧ coffee or alcohol
- ✧ other people smoking
- ✧ first thing in the morning
- ✧ after school or work
- ✧ talking on the phone
- ✧ driving in the car
- ✧ after eating
- ✧ at parties
- ✧ stress
- ✧ anger
- ✧ feeling lonely or sad
- ✧ feeling bored.

Quotable Quotes

"Failure is only the opportunity to begin again, this time more wisely."

Unknown

"Obstacles are those frightful things you see when you take your eyes off your goals."

Unknown

"Never, never, never give up."

Winston Churchill

"The journey of a thousand miles must begin with a single step."

Lao Tzu

CHECK IN/WARM UP

(10 min.)

Go around the circle and ask everyone, “What is your greatest worry about quitting smoking?” (These are the triggers each person must deal with.)

and/or

Distribute the Top Ten Reasons to Stop Smoking handout. Go around the circle and ask each participant, “What will be your greatest gain when you quit smoking?”

Recap

(5–10 min.)

Ask specific or general questions about your last session, such as:

- ✧ What do you remember from the last session?
- ✧ What did we do last session?
- ✧ Do you have any thoughts or feelings about the last session?

Breathing/Stretching

(10 min.)

See Session 1 Handout – Breathing Exercises. Read one of the exercises aloud or ask a participant to read one to the rest of the group.

LEARNING EXERCISES

The 4 Ds of dealing with cravings

Tell participants to use the 4 Ds if they are experiencing a craving for a cigarette:

- ✧ **D**rink lots of water – between six and eight glasses per day.
- ✧ **D**elay for five to seven minutes. The urge will pass.
- ✧ **D**o something else.
- ✧ **D**eep breathing.

Distribute the 4 ‘D’s handout and the Tips for Dealing with Cravings handout.

1. Triggers

(40–60 min.)

Purpose: to explore possible triggers that participants may experience while they quit smoking.

Material: one large piece of newsprint for each group of 3 or 4 participants, coloured markers.

- ✧ Guide participants through a visualization exercise in which they decide to quit smoking together. Have some fun with this exercise and make it as visual as possible, e.g., have participants see themselves standing on a road at the beginning of a journey toward the village of “freedom” (from smoking).
- ✧ What barriers or triggers do they encounter? (e.g., partner still smokes.) How do they take detours to get around those barriers? (e.g., ask partner to smoke in only one room.)
- ✧ Divide participants into small groups of three or four and give each group a large piece of newsprint and some coloured markers. Remind participants that artistic talent is not required for this exercise. In their groups, have participants draw a group mural showing their triggers and possible detours. Begin by drawing a long blank road with “freedom” written at the end. Back in the larger group, have a volunteer from each small group describe their mural to the rest of the group. Put the murals up around the room.

and/or

2. Being Prepared

(10–15 min.)

Purpose: to develop the ability to see problems before they happen and to be ready if they do happen.

Materials: High-Risk Situations handout, Tracking Card handout (Session 1).

Part A

Distribute Possible High-Risk Situations handout. Brainstorm for ideas to solve these problems (get around these triggers).

Part B

Have each participant write down her own particular high-risk situation and possible solutions. Have each participant write down her strengths that will help overcome the triggers. Have group members share suggestions.

If you have not already done so, give each participant the Tracking Card handout (Session1) and encourage them to record the triggers they encounter either on the handout itself or in their journals.

and/or

3. Handling a Relapse

(15–20 min.)

Purpose: to prepare for possible relapse and to prevent the relapse from becoming permanent.

Material: Relapse Self-Talk handout and Slips and Relapse – Learning from Them and Getting Back on Track handout.

- ✧ Distribute Relapse Self-Talk handout, or write the list on a flipchart or blackboard for discussion. Ask participants to identify the self-talk they've used. This may be from the list or from their own experience. Ask participants to "challenge" the self-talk. Is it really true? ("I'm dying for a cigarette.") Is it a good reason to start or keep smoking? ("My uncle lived to be 90." etc.)
- ✧ Brainstorm for suggestions of positive self-talk to replace negative self-talk. Brainstorm for suggestions that will prepare participants for an actual relapse. Go around the group and ask each participant to say what she will do if she has a relapse, to keep the relapse from being permanent. Read aloud the last paragraph of the Relapse Self-Talk handout to emphasize it to the group.
- ✧ Distribute and discuss the Slips and Relapse – Learning from Them and Getting Back on Track handout.

4. Preventing Relapse

Purpose: to prepare for possible relapse and to prevent the relapse from becoming permanent.

Material: Preventing Relapse Handout

- ✧ Distribute Preventing Relapse handout, or write the list on a flipchart or blackboard for discussion. Ask participants to identify possible relapse situations. Ask participants to brainstorm reasons why relapses might happen and ways to prevent them

- ✧ Distribute and discuss the Preventing a Relapse handout.

Check Out/Closing Visualization

(10 min.)

See **Session 1 – The First Session** for the Closing Visualization.

or

Ask one of the general check out questions from the **Section 2: Chapter 1 - Before You Start**.

Session 5

Recovery

IntroductionS5-3

Helpful FactsS5-3

Quotable QuotesS5-3

Check In/Warm Up.....S5-4

Recap.....S5-4

Breathing/StretchingS5-4

About Quit Smoking AidsS5-5

Learning Exercises

1. Coping with Recovery.....S5-7

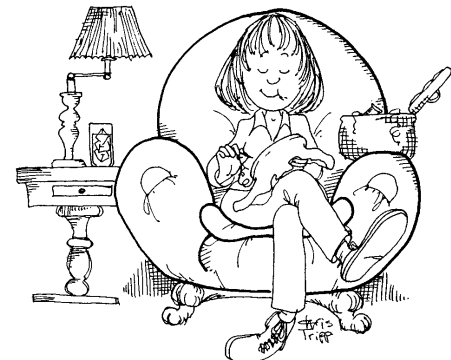
2. MusicS5-7

Check Out/Closing VisualizationS5-8

Handouts

- Quit Smoking Medications Compared
- Handling Recovery Symptoms
- Handling Craving

Guest speaker: You may want to get a guest speaker such as a public health nurse or other health professional to talk about recovery symptoms and answer questions.



Introduction

This session reassures participants that recovery symptoms, such as cravings and trouble sleeping, are only temporary and that they can learn coping skills to help deal with them.

This session can work in combination with others. For example, you could include it with the Triggers session (**Session 4**) before The Quit Day session (**Session 8**) to reduce participants' fears of quitting. It also works well with the Healing and Health Effects session (**Session 10**) and the Support session (**Session 6**) to explain what might happen to participants after they quit smoking.

Helpful Facts

Did you know...

- ✧ Recovery, or what used to be called “withdrawal” symptoms are the normal side effects of quitting.
- ✧ Recovery symptoms are what people who quit smoking fear most.
- ✧ The good news is that the physical symptoms usually last a week at most, and they're not as severe as the symptoms of recovery from alcohol or many street drugs. (Psychological cravings last longer and decrease gradually.)
- ✧ Some people experience milder symptoms than others during the recovery phase, and some have hardly any at all.
- ✧ The craving for a cigarette will not last any longer than the time it would take to smoke a cigarette.
- ✧ Recovery symptoms are only temporary and will pass whether you smoke or not!

Quotable Quotes

“Over the years, I've had flu bugs that made me feel a lot worse than I ever did when I quit smoking.”

Joyce

“The fear of quitting is far worse than the reality of doing it. It's not nearly as hard as I thought it would be.”

Cathy

“I will stick with this no matter what happens. Then I will never have to go through this again.”

Jane

“The more difficult the obstacle, the stronger one becomes after hurdling it.”

Unknown

“The urge for a cigarette will go away whether I smoke one or not.”

Participant

CHECK IN/WARM UP

(10 min.)

The Best – the Worst

Purpose: to get participants to talk about what, in general, makes them feel good and not feel good.

Go around the group and ask each participant to finish the following statements:

- ✧ “I feel best when...”
- ✧ “I feel at my worst when...”

or

Rate Your Day

Purpose: to help participants keep track of their progress. They can do this exercise every day and keep track in their journals if they are using one.

- ✧ Ask participants to choose any number from one to ten to rate their day. Have them keep a record of their rating each day. By keeping track of their own progress, they will see changes from one day to the next.
- ✧ Ask participants to think about why they chose a certain rating. Ask for volunteers to share their reasons. This check in may lead to a group discussion on how to handle recovery and may be an opportunity to review problem solving (see **Session 4 - Triggers**).

Recap

(5–10 min.)

- ✧ Ask specific or general questions about your last session, such as:
- ✧ What do you remember from the last session?
- ✧ What did we do last session?
- ✧ Do you have any thoughts or feelings about the last session?

Breathing/Stretching

(10 min.)

See Session 1 Handout – Breathing Exercises. Read one of the exercises aloud or ask a participant to read one to the rest of the group.

About Quit Smoking Aids

There are medications that you can take to support you as you quit smoking, by helping you deal with cravings and some of the recovery symptoms.

Nicotine gum provides a safe, small quantity of nicotine through the blood vessels near the surface of your gums and cheek. It should not be chewed like regular gum. Instead, chew it a few times and then “park it.” Keep it in your mouth for about 30 minutes and then throw it away.

Most people use up to 20 pieces per day for about 8 to 12 weeks after they quit smoking. It can be used for longer. Make sure you follow the instructions on the package.

It is available from a pharmacist or drugstore. If you are pregnant or breastfeeding, have had a heart attack recently or have an irregular heart beat or serious angina, **talk to your doctor before you use nicotine gum.**

The **Nicotine Patch** provides a small amount of nicotine through your skin. It is completely safe for most people as it does not contain any of the harmful chemicals in cigarettes. Patches are sold without a prescription and come in different strengths. A patch is applied each day for about 8 to 12 weeks from the time you quit smoking. If you are pregnant or breastfeeding, have had a heart attack or stroke recently or have an irregular heart beat or serious angina, **talk to your doctor before you use the nicotine patch.**

Bupropion is a pill available only through a prescription from your doctor. The most common type of Bupropion is called **Zyban**.

You must start taking Bupropion 7 to 14 days before you quit smoking. Most people will take one pill in the morning and one in the afternoon for 7 to 12 weeks, sometimes longer. Bupropion may be used with the patch and gum, but talk to your doctor first.

Bupropion is not generally recommended for women who are pregnant or breastfeeding. However if you are pregnant and have tried to quit smoking unsuccessfully using other methods, you may want to talk to your doctor about the possibility of using Bupropion.

Bupropion should not be used by individuals who have ever had a seizure disorder or an eating disorder. It should also not be used by people who are taking a special drug to treat depression called an MAO inhibitor. People with high blood pressure should be monitored by their doctor.

Nicotine Inhaler

A nicotine inhaler looks very much like a cigarette. It holds a cartridge containing nicotine, and it delivers a puff of nicotine vapour (in a measured dose) into the users mouth and throat area, where the nicotine is absorbed. The nicotine is not absorbed into the lungs as it would by smoking a cigarette. Consequently, the inhaler does not give the same "hit" of nicotine as a cigarette does.

Nicotine inhalers may be most helpful for people who have difficulty breaking away from the ritual activities involved in smoking, such as pulling a cigarette out of the pack, lighting it, putting it in their mouths, and inhaling.

Using the inhaler involves actions much like those used in smoking. However, the inhaler does not deliver nicotine as rapidly as a cigarette, and it is not as addictive as smoking cigarettes. The risk of addiction, or of transferring the nicotine addiction from cigarettes to the inhaler, is low.

Refer to the Quit Smoking Medications Compared handout for a chart that outlines how to use the quit medications and their pros and cons. Distribute this handout to the group members.

(Adapted from information from Addiction Prevention and Treatment Services, Capital Health and Dr. Paul MacDonald, University of Waterloo)

LEARNING EXERCISES

Purpose: to prepare participants for the effects of quitting smoking and to give them some coping skills.
“Forewarned is forearmed.”

Materials: flipchart and marker or blackboard and chalk and a CD player if you are going to do the music learning exercise.

1. Coping with recovery symptoms

(30 min.)

On a flipchart or blackboard, draw a line down the middle and write the heading “Recovery Symptoms” on the left and “Ways of Coping” on the right.

First ask group members:

- ✧ If you have tried to quit before, how did you feel physically and emotionally?
- ✧ Have you heard of any other effects of quitting?

List these points on the flipchart or blackboard in the left column.

Now ask:

- ✧ What did you do, or what would you do, to deal with these side effects?

List these points in the right column on the black-board or flipchart.

Review Handling Recovery Symptoms handout, and Handling Craving handout.

and/or

2. Music

(10–15 min.)

Purpose: to use music as encouragement to quit, since many people respond easily to music.

Materials: CD player

Ask participants to bring in songs they have found inspiring. Play songs with positive messages for the group. Discuss how the meanings of the songs relate to quitting smoking.

Check Out/Closing Visualization

(10 min.)

See **Session 1 – The First Session** for the Closing Visualization.

or

Ask one of the general check out questions from the **Section 2: Chapter 1 - Before You Start**.

Session 6

Support

Introduction	S6-3
Helpful Facts	S6-3
Quotable Quotes	S6-3
Check In/Warm Up.....	S6-4
Recap.....	S6-4
Breathing/Stretching	S6-4
Learning Exercises	
1. My Support.....	S6-5
2. Buddy Support.....	S6-5
3. Getting Support that Works.....	S6-6
Check Out/Closing Visualization	S6-6

Handouts

- How I Would Like to be Supported
- Tips for Dealing with Conflicts with Your Partner
- Support Is ...Support Is Not
- The Goose Story
- I Support You Contract
- Advice for the Friend of a Quitter



Introduction

This session emphasizes the importance of personal and environmental support in the quitting process.

Helpful Facts

Did you know...

- ✧ Quitting smoking is a long process and is more successful if you have support.
- ✧ A partner who smokes is the most common reason people relapse or slip; his or her support is critical.
- ✧ Making your home and car smoke-free is one of the easiest and most effective ways to help you stay smoke-free.
- ✧ Support can come from friends and family; this group; the smoke-free places you choose to spend time in; the Internet, printed materials and quit lines, and through health professionals.
- ✧ Helping someone else to stop smoking by being a buddy is one of the most powerful things that you can do to help yourself. Keep encouraging your buddy, and you'll encourage yourself at the same time.
- ✧ Telling friends and family that you're quitting and asking them to support you is a way of helping yourself stay on track.
- ✧ The quality of personal relationships influences our health and has also been linked to smoking habits.

Quotable Quotes

"We will do together what I cannot do alone."

Unknown

"I knew when I came here that I wouldn't know anyone, but by the time I left, I had many new friends."

Participant

"The best way to find yourself, is to lose yourself in the service of others."

Ghandi

"Tell me and I forget; show me and I remember; involve me and I understand."

Unknown

Support and How it Affects Our Health

- ✧ Our relationships, including those with our partners influence our physical health.
- ✧ Our personal relationships and social support should provide us with:
 - ✧ Intimacy – an environment where we can express ourselves openly without being self-conscious.
 - ✧ A sense of belonging – where we can share experiences, information, and ideas.
 - ✧ An opportunity to care for others and be cared for by others by giving and receiving support.
 - ✧ Reassurance of worth – it affirms that we are important to others.
 - ✧ Assistance – provides us with help.
 - ✧ Guidance and advice – provides us with feedback and insight.
 - ✧ Access to new contacts and different information – through relationships we meet new people and find new sources of information.

(Adapted from information from the Canadian Health Network including Our relationships influence our physical health.)

CHECK IN/WARM UP

(10 min.)

Go around the circle and ask what each person thinks will help them the most to quit smoking. Record these on flipcharts. If participants are concerned that they live with a partner or other family members who smoke give them copies of the Tips for Making your Home and Car Smoke-Free handout (**Session 8**) and get copies of Health Canada's *Make your home and car smoke-free: A guide to protecting your family from second-hand smoke* (refer to **Section 1 – Appendix A: Resources** for information on how to obtain copies and for other resources.)

Recap

(5–10 min.)

Ask specific or general questions about your last session, such as:

- ✧ What do you remember from the last session?
- ✧ What did we do last session?
- ✧ Do you have any thoughts or feelings about the last session?

Breathing/Stretching

(10 min.)

See Session 1 Handout – Breathing Exercises. Read one of the exercises aloud or ask one of the women to read one exercise to the rest of the group.

LEARNING EXERCISES

1. My Support

(20 min.)

Purpose: to encourage participants to be specific and assertive about their own personal support needs.

Material: blackboard and chalk or flipchart and markers, How I Would Like to be Supported handout, and Tips for Dealing with Conflicts with Your Partner handout.

Write the three questions below on a blackboard or flipchart. Brainstorm for answers to each, one at a time, listing important points.

- ✧ What will support me to remain a non-smoker?
- ✧ What will not support me to remain a non-smoker?
- ✧ What can this group do to support its members?

(This is where you can introduce the idea of follow-up meetings and their possible content and frequency.)

Have participants complete the How I Would Like to be Supported handout. Have participants add any other points they feel are important. Talk about and distribute the Tips for Dealing with Conflicts with Your Partner handout if necessary.

and/or

2. Buddy Support

(20–30 min.)

Purpose: to offer guidance to those in the group who are considering a buddy and teach techniques for reaching out to get support outside the group.

Materials: Support Is ... Support Is Not handout, Goose Story handout, and I Support You Contract handout.

- ✧ Distribute the Support Is ... Support Is Not handout and Goose Story handout. Have pairs discuss the handouts, and ask each person to tell her buddy what support she would appreciate. Feel free to add to the checklist.
- ✧ Go around the circle and ask each person to state one way she would like to be supported.
- ✧ Distribute the I Support You Contract handout.

and/or

3. Getting Support That Works

(30 min.)

Purpose: to prepare participants to make a support contract.

Material: the How I Would Like to Be Supported Checklist handout and Advice for the Friend of a Quitter handout.

- ✧ Discuss with the group the kinds of support they would like to get based on the How I Would Like to Be Supported Checklist. Ask for two volunteers to role play how they would negotiate the contract with their support person. Ask for comments and feedback from the rest of the group. Discuss the different approaches that could work to obtain support. Encourage participants to take this opportunity to practice what they will say to their support person. Let participants know that the handout is a sample contract that they can choose to change or personalize.
- ✧ Distribute the Advice for the Friend of a Quitter handout.

Check Out/Closing Visualization

(10 min.)

See **Session 1 – The First Session** for the Closing Visualization.

or

Ask one of the general check out questions from the **Section 2: Chapter 1 - Before You Start**.

Session 7

Planning to Quit

Introduction	S7-3
Helpful Facts	S7-3
Quotable Quotes	S7-3
Check In/Warm Up.....	S7-4
Recap.....	S7-4
Breathing/Stretching	S7-4
Learning Exercises	
1. Why Quit?	S7-5
2. Getting Serious	S7-5
3. Myths and Facts about Stop Smoking Medication	S7-5
4. Support Buddy.....	S7-6
5. I Quit Contract.....	S7-6
Check Out/Closing Visualization	S7-7

Handouts

What Will You Do with the Money You Will Save?

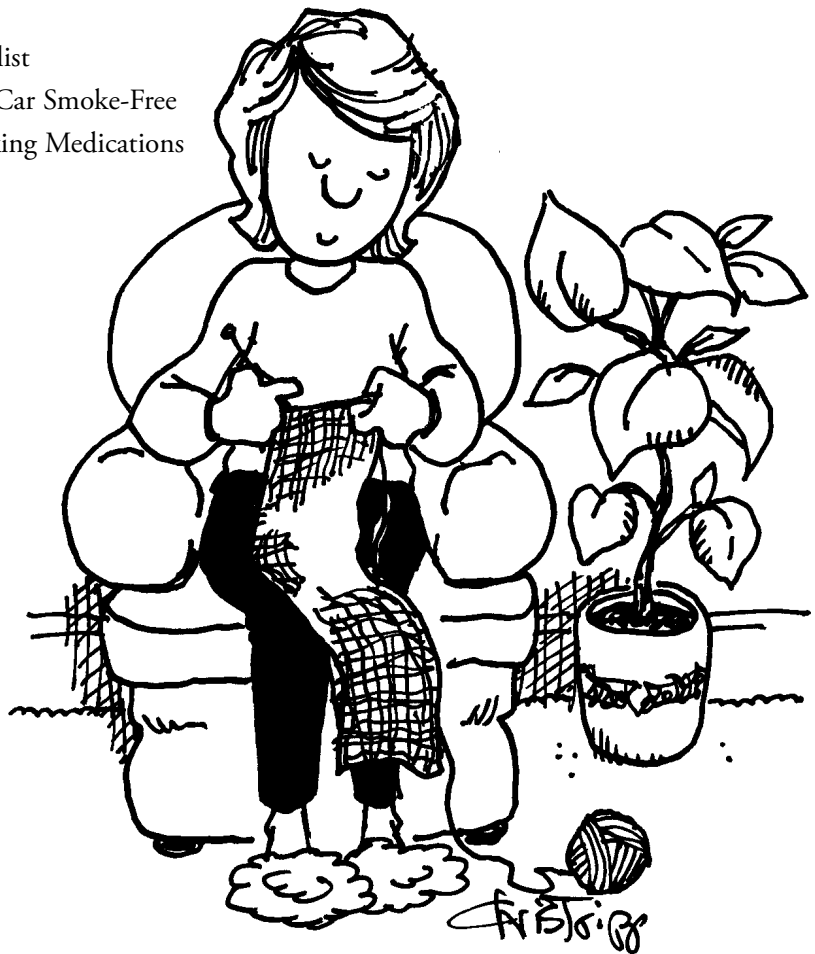
Sample Quit Day Plan

Planning for My Quit Day Checklist

Tips for Making your Home and Car Smoke-Free

Myths and Facts about Stop Smoking Medications

I Quit Contract



Introduction

Planning ahead can make major change in life easier. Research indicates that confidence is an important factor in a person's success at changing their behaviour. Rehearsing or practicing different behaviour makes it easier to adopt new behaviour. This session provides practical planning tools to help participants prepare for quitting smoking.

Note: This session, more than any other, requires that participants be able to read and write. If someone in the group has difficulty reading, ask her privately how she wants to handle these exercises. One suggestion is to have someone in the group work with her on the forms; another is to go through the exercises verbally with her after the session.

Helpful Facts

Did you know ...

- ✧ Proper preparation for change can lead to successful action.
- ✧ Change can be a major cause of stress if unplanned or unexpected. If planned, change can be a major opportunity for growth.
- ✧ There's a big difference between a goal and a wish. Be specific about what you want and how you are going to go about meeting your goals.
- ✧ Nicotine replacement therapy or quit aids have been shown to double the chances of successfully quitting.

Quotable Quotes

"A journey of a thousand miles begins with the first step."

Buddha

When Alice was wandering in Wonderland, she came to a crossroads where she met the Cheshire Cat: "Which path should I take from here?" said Alice. The Cat replied, "That depends on where you want to get to." "I don't much care where," said Alice. "Then it doesn't matter which path you take," said the Cat.

Lewis Carroll

CHECK IN/WARM UP

(10 min.)

Go around the circle and ask group members to complete the following sentence:

- ✧ “When I think about quitting, I feel...”
- ✧ Tell participants that the Planning to Quit session addresses some of the fears people have about the quitting process.

What Can You Buy?

Bring in a bag of groceries including fresh fruits and vegetables that would total the amount spent on buying one pack of cigarettes each day for one week. Display the groceries on the table and explain to the group how the bill for the groceries in front of them equals the amount spent on one package of cigarettes each day for a week. Distribute the What Will You Do with the Money You Will Save? handout or save it for the learning exercise.

Recap

(5–10 min.)

Ask specific or general questions about your last session, such as:

- ✧ What do you remember from the last session?
- ✧ What did we do last session?
- ✧ Do you have any thoughts or feelings about the last session?

Breathing/Stretching

(10 Min.)

See Session 1 Handout – Breathing Exercises. Read one of the exercises aloud or ask a participant to read one to the rest of the group.

LEARNING EXERCISES

1. Why Quit?

(20 min.)

Purpose: to strengthen and reinforce positive reasons for quitting.

Material: heart cut-outs, pens/pencils and What Will You Do with the Money You Will Save? handout.

- ✧ Brainstorm reasons to quit smoking. Encourage positive statements such as, “I will be healthy,” rather than “I won’t die of cancer,” or “I will have more money,” rather than “I won’t waste money.”
- ✧ When the list is complete, ask participants to select their own reasons and write them on the heart cut-outs, so they can take them home and post them in visible places, such as the bathroom mirror, fridge or all over the house. Distribute the What Will You Do with the Money You Will Save? handout and ask people to fill it out if you have not already done so.

and/or

2. Getting Serious

(40 min.)

Purpose: to make a concrete plan for quitting that will help reduce the participants’ fears about coping with stresses during the quitting process.

Material: Sample Quit Day Plan handout and Planning for My Quit Day Checklist handout, and Tips for Making your Home and Car Smoke-Free handout.

- ✧ Have participants read the Sample Quit Day Plan handout and Planning for My Quit Day Checklist and check off the ideas they think would work for them. Have participants make their own personal plan for the day they choose to quit. Put participants in pairs so they can share their plan with a partner. Distribute the Tips for Making your Home and Car Smoke-Free handout.

and /or

3. Myths and Facts about Stop Smoking Medication

Purpose: to help participants learn about Nicotine Replacement Therapies.

Material: Myths and Facts about Stop Smoking Medications handout.

- ✧ Go over the information about quit smoking aids (nicotine replacement therapies) in the Recovery session (**Session 5**). Go over Myths and Facts about Stop Smoking Medications handout.

- ✧ Discuss ways that participants might be able to get quit aids at low or no cost. Discuss relative cost of quit aids compared to cost of cigarettes. Encourage participants to consider using quit aids and to purchase gum or patches this week. If appropriate, encourage participants to discuss other drugs with their physicians, especially if they are already on medication for depression or anxiety. (Note: some drugs need to be started several weeks before quitting to be most effective. This may mean that some people will need to prepare earlier.)

4. Support Buddy

(20 min.)

Purpose: to give participants support.

Material: support handouts (see **Session 6 – Support**).

Note: This exercise provides a structure for “buddying” everyone in the group and will not be appropriate if some participants would prefer not to have a buddy. Check this out with the group first.

- ✧ Have participants pair up with their buddies if they have already done this (see **Session 6 – Support**). If buddies have not already been selected, have participants number off in pairs by going around the circle and counting 1-2, 1-2, etc.

or

- ✧ Have them write their name on a piece of paper, put papers in a container and have one person draw two names at a time to create buddies.
- ✧ Sit with your buddy and share the following questions:
 - ✦ What are my biggest roadblocks/triggers to quitting or cutting down?
 - ✦ What are my strengths?
 - ✦ How would I like to be supported? This may include exchanging phone numbers, arranging activities together or simply checking in at the next session with each other. Bring the large group back together and take a few minutes to share suggestions.

5. I Quit Contract

Material: I Quit Contract handout.

- ✧ Distribute the I Quit Contract handout, and get participants to fill out when they will quit and list their reasons for quitting. They can ask other group members including the buddies to act as their witnesses.

Check Out/Closing Visualization

(10 min.)

See **Session 1 – The First Session** for the Closing Visualization.

or

Ask the participants to close their eyes and think about what they will be doing at this time next year without a cigarette in their hands. Suggest they look for a positive image and practice this exercise whenever they have doubts or fears about quitting.

Session 8

Quit Day

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3. 8 Things to do When You Quit Smoking	S8-
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Check Out/Closing Visualization	S8-6

Handouts

This Is It – My Quit Day Plan

8 Things to Do When You Quit Smoking Handout

Guest speaker: You may want to get a successful past group participant to talk to the group about her own experience, including how she dealt with triggers and the benefits she is enjoying being smoke-free.



Introduction

This session is the program's turning point. No matter where participants are in their processes of quitting smoking, we encourage you to use this day to celebrate how far people have come along the path to becoming smoke-free. It is important to acknowledge to the group that some people are actually quitting today and some people are celebrating their progress toward quitting.

Helpful Facts

Did you know...

- ✧ You are joining the majority of women who don't smoke. Most women are non-smokers.
- ✧ Your body will repair itself; food will taste better; everything will smell better, including your clothes, hair and house.
- ✧ No one ever died from quitting smoking.

Quotable Quotes

"My interest is in the future – because I'm going to spend the rest of my life there."

Charles F. Kettering

"I am quitting because I will feel better and have more energy and feel positive about my body and health."

Participant

"In my quitting ritual, I will say good-bye to cigarettes."

Participant

CHECK IN/WARM UP

(10 min.)

Some people will be looking forward to this day with hope and eagerness and others will be nervous and even terrified. It is important to get these fears and feelings out in the open. Take time to focus on the positive and to boost self-confidence. Stress the fact that those who are afraid are not alone.

Recap

(5–10 min.)

Ask specific questions about your last session, such as:

- ✧ Did you practice the 4 D's and how did you manage the triggers?
- ✧ Have you been able to get the patch or gum?
- ✧ What did we do last session?
- ✧ Do you have any thoughts or feelings about the last week?

Breathing/Stretching

(10 min.)

See Session 1 Handout – Breathing Exercises. Read one of the exercises aloud or ask a participant to read one to the rest of the group.

LEARNING EXERCISES

1. Getting Ready

(15–20 min.)

Purpose: to strengthen participants' decision to move forward in their quitting process and to give them confidence.

Material: flipchart and markers or blackboard and chalk and This Is It – My Quit Day Plan handout.

Develop with the group the following sample lists on the flipchart or blackboard.

Mental preparation:

- ✧ Ask the group to say what they have done to prepare themselves mentally.
 - ✦ I understand my addiction.
 - ✦ I have listed my reasons for quitting.
 - ✦ I made a plan to quit.
 - ✦ I made a plan to handle triggers.
 - ✦ I established support through friends, family and my group.
 - ✦ I have pictured myself as a healthy person.

Physical preparation:

- ✧ Ask the group to say what they have done to prepare themselves physically.
 - ✦ I have prepared healthy, low-calorie snacks and juices.
 - ✦ I have planned regular exercise or activities.
 - ✦ I have thrown out all smoking materials, e.g., ashtrays, lighters, and cigarettes.
 - ✦ I have practiced deep breathing and relaxation exercises to handle stress better.
 - ✦ I have bought gum and/or patches

Write the statement “We are Ready” on the flipchart or blackboard with coloured markers or chalk and surround it with cheerful drawings or cartoons. Distribute and get group members to fill out the This Is It – My Quit Day Plan handout.

2. Hearts

(10 – 15 min)

Purpose: to reinforce and reaffirm participants' reasons for quitting.

Materials: flipchart and markers or blackboard and chalk, paper hearts, pencils and pens.

As a group, review the participants' reasons for quitting, record on the flipchart or blackboard. Hand out the paper hearts and have each participant write their reasons for quitting inside the heart. Encourage participants to take the heart home and post it where they will see it everyday.

and/or

3. 8 Things to Do When you Quit Smoking

(10 – 15 min.)

Purpose: to encourage women to focus on the positive side of quitting smoking

Material: 8 Things to Do When You Quit Smoking Handout

Distribute the 8 Things to Do When You Quit Smoking Handout. Discuss the positive aspects of quitting smoking. Ask for ideas from the group and write them on the flipchart or blackboard. Encourage participants to look at the positive side of quitting smoking.

and/or

4. Group Photo

(5–10 min.)

Material: camera.

If you have a camera, this is a good time to take a group photograph. You can have copies made to give to each participant at the closing session.

5. Slips and Relapse

(15 min.)

Go over with participants why they decided to quit smoking. Distribute the Slips and Relapse handout (**Session 4**) if you have not already done so and discuss how to plan to avoid slips and relapse.

Check Out/Closing Visualization

(10 min.)

See **Session 1 – The First Session** for the Closing Visualization.

or

Ask one of the general check out questions from the **Section 2: Chapter 1 - Before You Start**.

Session 9

Self-Esteem

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Learning Exercises

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3. Movie Night.....S9-6

Check Out/Closing VisualizationS9-7

Handouts

- My Hands Have
- My Declaration of Self-Esteem
- Positive Self-Talk to Stop
- Be Yourself (Healthy Measures)



Introduction

Self-esteem is an important part of the Stop Smoking program. Women often see themselves as less important than they are, and don't believe they have the inner strength to do important things. Boosting self-esteem builds women's inner strength and helps them to quit smoking. This session helps group members acknowledge their own strengths. It may take more than one session to complete. Give it as much time as your group wants.

Helpful Facts

Did you know...

- ✧ What we think about ourselves greatly influences what we're able to do.
- ✧ The "roles" society expects us to play and the value society puts on our "roles" strongly influence what we expect from ourselves.
- ✧ When we value ourselves, we value what we do and the contributions we make to our families and communities.
- ✧ Increased self-confidence helps us overcome the urge to smoke.
- ✧ In response to compliments, many women minimize the praise, and say something like, "Oh, it was nothing," or "Everybody helped." We tend to think this is a sign of grace, but what we're really doing is putting ourselves down. When we don't take credit for our achievements, we tell people not to take us seriously; eventually, perhaps they won't. When we reject a compliment, we reject the person giving it and we reject ourselves. Instead of brushing off a compliment, we need to accept it.
- ✧ The late Cary Grant, speaking of his climb from unknown actor to film superstar, once said, "I pretended to be someone I wanted to be, and finally I became that person." If you come across as a meek, mild nobody, that's exactly how people will see you. Dress, think, and act like the person you want to be, even if you're quaking in your boots. Pretend to be confident by using direct eye contact, a firm handshake and good posture, and by walking with purpose.
- ✧ We all have negative tapes that repeat our shortcomings, running in our heads. But very few of us have positive tapes that tell us all the things that are right with us. Get in the habit of saying things like, "I'm doing excellent work."

Quotable Quotes

"A diamond is just a lump of coal that stuck to its job while under pressure."

Unknown

Failure is only the opportunity to begin again, this time more wisely.

Unknown

"What counts is not necessarily the size of the dog in the fight – it's the size of the fight in the dog."

Dwight D. Eisenhower

"Our greatest glory is not in never failing, but in rising up every time we fail."

Ralph Waldo Emerson

“You must be the change you wish to see in the world.”

Gandhi

“What lies behind us and what lies before us are tiny matters compared to what lies within us.”

Unknown

“The privilege of a lifetime is being who you are. Never mind what others do; do better than yourself, beat your own record from day to day, and you are a success.”

William J.H. Boetcker

“Love yourself first and everything else falls into line. You really have to love yourself to get anything done in this world.”

Lucille Ball

“While we may not be able to control all that happens to us, we can control what happens inside us.”

Ben Franklin

CHECK IN/WARM UP

(10 min.)

Purpose: to encourage women to focus on their accomplishments. Most women don't realize how much they can do, especially with their hands. This exercise raises their awareness.

Hands Exercise

Have each person in turn hold her hands up, move or massage them, and begin by saying, “These hands have...” Make the comments positive and brief (e.g., “These hands have cared for three children”)

or

Some people prefer to take more time and write something. Distribute the My Hands Have handout for participants to write what their hands have done.

Best Quality

Purpose: to encourage participants to talk and think about themselves in a positive way.

Note: Many people have difficulty talking about themselves in a positive way. They may think it's bragging. This exercise encourages people to boast about their accomplishments.

Have each person say what she thinks is her best quality (e.g., “I think I'm a very honest person”).

Recap

(5–10 min.)

Ask specific or general questions about your last session, such as:

- ✧ What do you remember from the last session?
- ✧ What did we do last session?
- ✧ Do you have any thoughts or feelings about the last session?

Breathing/Stretching

(10 min.)

See Session 1 Handout – Breathing Exercises. Read one of the exercises aloud or ask a participant to read one to the rest of the group.

LEARNING EXERCISES

Purpose: to help participants become more aware of their strengths.

1. Collective Skills and Strengths

(15 min.)

Purpose: to help participants realize and value their many skills and strengths. Many women feel they've accomplished nothing in their lives and don't see the value of skills such as raising children, baking, knitting or driving a school bus. This exercise illustrates women's diverse skills and strengths.

Material: My Declaration of Self-Esteem handout and Positive Self-Talk to Stop Smoking handout, flipchart and markers or blackboard and chalk, paper, pens/pencils.

- ✧ Brainstorm for a list of women's strengths.
- ✧ To get them started, ask participants to think of a strong woman in her life (e.g., mother) and what qualities make her strong. Hand out a sheet of paper with a drawing of a hand or the female symbol for participants to write ideas on. Write their ideas on the flipchart or blackboard. Have each participant write down the points from the list that she feels are her own strengths. Distribute My Declaration of Self-Esteem handout and Positive Self-Talk to Stop Smoking handout.

and/or

2. A Top Hat

(15 min.)

Purpose: to show, through the medium of art, women's different jobs and the many roles women must juggle.

Material: 8.5" x 14" white paper, scissors, coloured markers, tape or glue.

Have each participant:

- ✧ Build a top hat by making a tube shape with a piece of heavy white paper 8.5" x 14", which she glues or tapes together.
- ✧ Draw bands horizontally at one-inch intervals all the way up the tube.
- ✧ Write on each band the different jobs each has (e.g., nurse, cook, driver).
- ✧ Put on her hat and walk around the room to examine everyone else's hat.

Note: By seeing the number of bands on each hat, group members will realize their many accomplishments.

and/or

3. Movie Night

(2 hours)

Material: DVD/VCR player, TV and movie, Be Yourself (Healthy Measures) handout, My Declaration of Self-Esteem handout, and Positive Self-Talk to Stop Smoking handout.

Note: We recommend that this activity be done outside regular group sessions, because the movies are quite long.

Find out from your local video store whether they know of a recent movie about women taking control of their lives or rent one of the following videos which are available at most video rental stores:

- ✧ Shirley Valentine
- ✧ Fried Green Tomatoes
- ✧ The Company of Strangers
- ✧ Steel Magnolias
- ✧ Thelma and Louise
- ✧ Under the Tuscan Sun.

Discuss the changes characters experience in their self-esteem – how did they change and why? How did the people around them react?

Distribute the Be Yourself (Healthy Measures) handout as well as My Declaration of Self-Esteem handout and Positive Self-Talk to Stop Smoking handout if you haven't already done so.

Check Out/Closing Visualization

(10 min.)

See **Session 1 – The First Session** for the Closing Visualization.

or

Ask one of the general check out questions from the **Section 2: Chapter 1 - Before You Start**.

Session 10

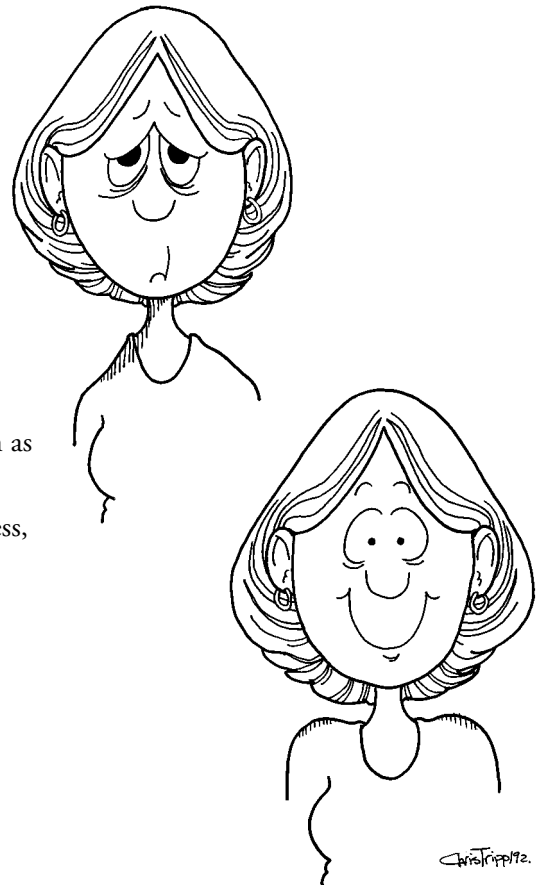
Healing and Health Effects

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Handouts

- Quitting and Pregnancy
- Health Benefits of Quitting Smoking
- Some Reasons to Smile
- What's in a Smoke?
- Myths and Truths about Second-Hand Smoke Handout
- Health Effects of Second-Hand Smoke

Guest speaker: You may want to get a guest speaker such as a public health nurse or other health professional to talk about the health effects of smoking and the healing process, and to answer questions.



Introduction

This session teaches participants that our minds are powerful tools that help us heal our bodies. Although the Stop Smoking program tries to focus on the benefits of quitting smoking rather than on the negative effects of continuing smoking, some groups and individuals have asked for information on the effects of smoking on their health and the health of those around them. This session includes information on both the positive healing effects of quitting smoking and the negative health risks of smoking.

Helpful Facts

Did you know ...

- ✧ Quitting smoking reduces health risks both immediately and over time.
- ✧ Over the next while, your body will adjust to the lack of nicotine and will repair itself from the damage done by smoking.
- ✧ You can help your body heal faster and more easily by exercising regularly and, most of all, by doing simple breathing exercises every day.
- ✧ Unless they quit, up to half of all smokers will die from a tobacco-related illness.
- ✧ Smokers are three times more likely than non-smokers to develop cancer.
- ✧ Lung cancer due to smoking kills more women in North America than breast cancer.
- ✧ Smoking while pregnant has been linked to miscarriage and babies with a low birth weight.
- ✧ Second-hand smoke is the smoke that comes from the tip of a burning cigarette, and when a smoker exhales. It contains over 4,000 chemical compounds, 60 of which are associated with, or known to cause cancer.
- ✧ Second-hand smoke is harmful to unborn babies, and can affect their hearts, lungs and digestive systems.
- ✧ Babies who breathe in second-hand smoke have a much higher chance of dying from sudden infant death syndrome (SIDS) or crib death.
- ✧ Smoking is connected with difficulty getting pregnant, miscarriage and increased problems with periods.

Quotable Quotes

"I become what I think."

Sartre

"I'm on the verge of turning into the person I've always had the potential to become."

Participant

"Quitting smoking was the greatest accomplishment of my life."

Participant

"Money is the most envied, but the least enjoyed. Health is the most enjoyed, but the least envied."

Charles Caleb Colton

"To insure good health: eat lightly, breathe deeply, live moderately, cultivate cheerfulness, and maintain an interest in life."

William Londen

"I realized that if I talk to my child about smoking, I can help create a generation of non-smokers."

Participant

CHECK IN/WARM UP

(10 min.)

How Does Smoking Affect my Body?

Ask each participant the following questions:

- ✧ What do you think are the most unhealthy effects of cigarette smoking on your body?
- ✧ What do you think are the effects of cigarette smoking on those around you?

Ask participants to share their thoughts with the group. Record each participant's comments on the flipchart or blackboard.

If there are pregnant women in the group or women who are thinking about getting pregnant discuss the Quitting and Pregnancy handout that outlines the health benefits of quitting for mothers and babies. Get copies of "What's Your Poison?" handout from the Canadian Cancer Society that includes a photo of a burning cigarette and lists some of the chemicals it contains.

and/or

How Has Quitting Affected my Body?

Go around the group and have each person answer the question "How has the change you've made in your smoking affected your body?"

Note: Some women may have quit more recently than others. Experiences may vary. Refer to **Session 4 - Triggers** for ideas.

Recap

(5–10 min.)

Ask specific or general questions about your last session, such as:

- ✧ What do you remember from the last session?
- ✧ What did we do last session?
- ✧ Do you have any thoughts or feelings about the last session?

Breathing/Stretching

(10 min.)

See Session 1 Handout – Breathing Exercises. Read one of the exercises aloud or ask a participant to read one to the rest of the group.

LEARNING EXERCISES

1. The Balloon Test

(15–20 min.)

Purpose: to help participants focus on their breathing and discover how air moves in and out of their lungs.

Material: large, round balloons and markers.

Give each participant a balloon. Have participants blow up and tie their balloon.

Ask participants to think about how difficult it was to blow up their balloon. How many breaths did it take?

Discuss how being smoke-free will help them breathe more easily.

Have each participant write a wish or positive thought (e.g., free, clean, strong, etc.) on her balloon with a marker. Display the balloons around the room for the rest of the session to add colour and cheer. Give participants the balloons to take home at the end of the session, if they want them.

and/or

2. Healing Visualization

(10–15 min.)

Note: Here are tips for facilitators who've never led a visualization:

- ✧ If you think you're talking at the right pace, it's probably too fast; slow down.
- ✧ Remember that music covers up a quiet voice.
- ✧ Practice first with someone and get feedback.

Purpose: to promote healing through the power of visualization. Choose one of the following visualizations and save the rest for other sessions.

Material: CD player, CD of soft music, script.

Note: Tell participants that not everyone is able to visualize.

Inability to visualize is not a “problem”; it just means that you think in another way. It may be that you think better in words than in pictures; just relax and do what feels right for you. The more often you practice visualizing, the easier it gets. Visualizing can be a very powerful tool.

Ask participants to find a comfortable position, sitting or lying down. Dim the lights and start playing soft music. Read the healing visualization script slowly, pausing between sentences. After you read the script, hold a discussion on the visualization's effects on group members.

Script for Healing Visualization

- ✧ Take a deep, slow breath and gently close your eyes. Breathe out completely.
- ✧ Breathe in again and see the number one in your mind. Hold your breath for a moment and then breathe out as you see number two. Be sure to breathe out fully and completely, breathing away tension with the warm air.
- ✧ Breathe in, seeing number three... hold your breath for a moment... then breathe out as you see number four. Repeat the exercise until you have found your own natural, slow, calm rhythm.
- ✧ Each time you breathe out, let go of as much tension as you can. Look through your body and notice where you hold extra tension.
- ✧ Imagine that each time you breathe out, your tension is being carried out with the warm air. Let your everyday thoughts and worries drift through you and out of your mind, as if they were credits at the end of a movie. Watch them gradually pass by until the screen is blank.
- ✧ Then see yourself on the screen, lying in a grassy field on a calm, beautiful, warm day.
- ✧ Look down on your body, and watch your body become smooth and quiet, letting go of any tension and gently sinking into the soft grass. You are alone and safe, protected from any disturbance.
- ✧ Feel yourself in the picture now, and imagine the warm sunlight shining gently upon you, spreading down your arms and hands, your legs and feet, your abdomen and back. Sink deeper into the warm, soft grass.
- ✧ Feel the warm breezes blow against you, softly brushing your face.
- ✧ See the beautiful, natural colours, the soft green of the grass, the rich brown of the earth, and the beautiful blue of the sky. Listen to the wind blowing and rustling the leaves and branches of the trees, and hear a bird's melody near the sweet, running waters of a stream.
- ✧ Feel yourself relaxing more and more... drifting deeper into relaxation. Drift deeper into beautiful relaxation, becoming calmer and more peaceful. Feel yourself becoming totally relaxed and at peace.
- ✧ Become aware of your heart pounding and notice its even rhythm... pumping life and sending blood through your body.
- ✧ See your lungs expand and send oxygen to each and every cell.
- ✧ Look through your body and notice any place where you might still hold any tension, and gently breathe away that tension. See and feel the blood flowing easily and freely throughout your body. As the blood flows through your body, it carries refreshing oxygen and nourishment to every cell. The cells in your body become alive and healthy with each full, complete breath.
- ✧ Send more blood to your lungs. Feel them fill with fresh blood as you breathe in, and feel the tar and nicotine leaving your lungs as you breathe out. See your lungs pink and healthy and functioning perfectly. See them healing with each breath you take... pink and healthy... pink and healthy... functioning perfectly... breathing deeply and healing your lungs.
- ✧ Imagine yourself in perfect health, smiling and celebrating, doing something active, dancing or walking, or resting in the beautiful, golden sunlight. See and feel yourself in perfect health, completely relaxed and free of any tension or anxiety.
- ✧ Call upon this feeling of health often throughout your day, and feel calm and relaxed once again. Every time you practice this exercise, you will get better at it. It will become easier and easier for you to relax, and the deep relaxation will happen more quickly each time. Allow this feeling of calmness and relaxation to be with you throughout your day. If you have an illness, each breath you take helps heal you.
- ✧ Take a full, deep breath and breathe out completely. Gradually become aware of the surface you are sitting or lying on. Gradually allow yourself to become fully awake. Take a nice long stretch... open your eyes and, when you feel ready, join the group.

and/or

3. Letter from the Body

(15–20 min.)

Purpose: to help people become more aware of, and to improve, their relationship with their bodies.

Material: paper, pen/pencils, CD player, CD of soft music, script.

Have participants find a comfortable place to sit or lie down. Turn down the lights, but leave enough light that participants can see to write. Hand out paper and pencils, and have participants keep them within reaching distance. Start the music. Slowly read the script for a letter from the body. Pause after each sentence. After you read the script, turn up the lights, but leave the music playing until everyone finishes writing. Invite participants to share their feelings or thoughts.

Note: Some people find this a powerful exercise. Others find it only mildly interesting. Some people are surprised and moved by this experience with their bodies and like to share it with the group. Others find their discoveries quite personal and like to keep them to themselves.

Script for Letter from the Body

- ✧ Begin by closing your eyes. Take a deep breath and let it out slowly.
- ✧ Take in another deep breath; let it out slowly, and let all your tension go with your breath.
- ✧ Relax your entire body.
- ✧ With your mind's eye, check through your body and let all the tension go.
- ✧ Relax your head... your forehead... your eyes... cheeks... jaw... neck... shoulders... arms... hands... upper back... lower back.
- ✧ Let the relaxation flow to your abdomen.
- ✧ Notice how the motion of your breath gently massages your abdomen — let it be soft and warm.
- ✧ Relax your hips... your thighs... your ankles... your feet....
- ✧ Let any remaining tension ooze out through the ends of your toes.
- ✧ Now become aware of your space, the space you take in the universe. With your breath, bring into your space a feeling of peace. Take a deep abdominal breath and let it out slowly, then just breathe in and breathe out naturally.
- ✧ Prepare to go on a journey into your body. Begin by becoming aware of your lungs.... Feel them fill with air.... Be aware of the cycle of energy...energy in and energy out.... How many times have your lungs breathed for you? How often have you been aware of their silent and remarkable work?
- ✧ Now, take a moment to listen to your heart.... Feel it beating.... It beats with the pulse of your life... never hesitating... always faithful in rest and in stress... and always beating.
- ✧ With your mind's eye, see the network of all your blood vessels... all your arteries and veins carrying nourishment to every cell in your body, and carrying away waste....
- ✧ Now, become aware of your digestive tract... beginning with your mouth. Imagine what happens as food is chewed... swallowed... and passed through the intestines. See the nutrients being absorbed by your stomach and upper intestines, and carried by your blood to your cells.... Visualize your liver.... It has the

task of clearing out the wastes in your body, a big job to be sure. Its workload varies depending on how much you eat, drink and smoke.

- ✧ Now, imagine your muscles.... See that they define your space and move you in your world
- ✧ Now, focus on your brain. Its wonders are just beginning to be discovered.... It keeps track of everything that is going on in your body and your mind....
- ✧ Now take a moment to appreciate your best friend... your body.
- ✧ What do you think it would say to you if it could?
- ✧ How would it like to be treated... to be appreciated and loved?
- ✧ What is your body saying to you?
- ✧ Listen....
- ✧ If your body could write a letter to you, what would it say?
- ✧ How would it ask to be treated? What would your lungs say to you... your intestines... your heart... your muscles?
- ✧ Relax into the experience. Don't miss this opportunity to communicate with your life-long friend.
- ✧ What is your body saying to you?
- ✧ Soon, but not now, I will ask you to come back to the room and write a letter from your body.
- ✧ Now, gradually become aware of the room... of the chair you're sitting on... of your feet on the floor.
- ✧ Become aware of your surroundings. Whenever you feel ready, you can gradually open your eyes.
- ✧ Without saying anything, pick up your piece of paper and write at the top, "Dear..." (your name). At the bottom of the page, write, "Love, your body," then fill in the space with a letter from your body.

and/or

4. Changes

(15 min.)

Purpose: to help participants identify concrete benefits of healing.

Material: Health Benefits of Quitting Smoking handout.

Form pairs and have them list the physical improvements they're looking forward to when they quit smoking. Have the pairs report to the group.

Distribute the Health Benefits of Quitting Smoking handout. Discuss group members' positive futures.

and/or

5. Coming Out On Top

(10–15 min.)

Purpose: to encourage participants to find effective ways to deal with the physical and emotional difficulties they may experience during the healing process.

Material: flipchart and markers or blackboard and chalk.

On a flipchart or blackboard, draw a line down the middle. Write the heading “Symptoms” on the left and “Ways to Cope” on the right. Go around the circle and ask each participant to share what she is finding to be the most challenging part of healing.

List these points on the flipchart or blackboard in the left column. Brainstorm with the entire group about ways to meet these challenges. List these points in the right column on the blackboard or flipchart.

Note: Refer to the handouts from **Session 5 - Recovery** for other ideas.

and/or

6. Reasons to Smile

(10–15 min.)

Material: Some Reasons to Smile handout.

Read to the group Some Reasons to Smile handout. Have participants list their own reasons to smile (e.g., I’ve made new friends; I’ve started a walking program; my family is proud of me; I feel hopeful, etc.). Ask if anyone would like to share her reasons.

and/or

7. What’s in a Smoke?

(10 min.)

Material: What’s in a Smoke? handout.

Ask participants to list all the things they think are in a cigarette. Write the list on the flipchart or blackboard. Distribute and discuss What’s in a Smoke? handout.

8. Second-Hand Smoke

Purpose: to educate participants on the effects of Second-hand smoke.

Material: Myths and Truths about Second-Hand Smoke Handout and the Health Effects of Second-Hand Smoke

Second-hand smoke comes from the burning end of a lit cigarette, cigar or pipe. Two-thirds of the smoke from a burning cigarette is not inhaled by the smoker, but enters the area surrounding the smoker. Smoke from the burning end of a cigarette has more harmful chemicals in it than the smoke inhaled directly by a smoker through a filtered cigarette. It is poisonous and contains over 4000 chemicals, including 50 chemicals known to cause cancer.

Distribute and discuss the Myths and Truths about Second-Hand Smoke Handout and the Health Effects of Second-Hand Smoke

and/or

9. Making Your Home Smoke-Free

(10–15 min.)

Purpose: to encourage women to make their homes smoke-free.

Have women share their attempts at not smoking in their home or car. If some participants live with smokers, talk about what that's like, and about some of the problems that have come up. As a group, brainstorm possible solutions. Ask participants to work in pairs to devise a plan to make their home/car smoke-free. Share the plans with the rest of the group.

Provide information about the health effects of second-hand smoke and the problems it can cause. Refer to the Health Effects of Second-Hand Smoke handout and the Tips for Making your Home and Car Smoke-Free Handout (Session 7)

Also distribute Health Canada's Make your home and car smoke-free: A guide to protecting your family from second-hand smoke if you have copies (available at www.gosmokefree.ca or call 1-800 O-Canada.)

and/or

10. Talk to Your Kids About Smoking

(10–15 min.)

Purpose: to encourage women to talk to their children about smoking and about their own reasons for quitting.

Material: flipchart and markers or blackboard and chalk, Tips for Making your Home and Car Smoke-Free handout and Health Canada's Make your home and car smoke-free: A guide to protecting your family from second-hand smoke at www.gosmokefree.

Have participants say what they think their children would say about smoking. Have the large group discuss what they would like to say to their children about smoking. Take notes on the flipchart while the women discuss it. Have the women talk about their fears of talking to their children about smoking. Brainstorm ways to deal with those fears. Give participants a copy of Health Canada's Make your home and car smoke-free: A guide to protecting your family from second-hand smoke

Check Out/Closing Visualization

(10 min.)

See **Session 1 – The First Session** for the Closing Visualization.

or

Ask one of the general check out questions from the **Section 2: Chapter 1 - Before You Start**.

Session 11

Closure and Celebration

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Handouts

- Stop Smoking Graduate Certificate
- Certificate of Participation
- Program Evaluation
- Post-Sessions Questionnaire



Introduction

This session celebrates the group's accomplishments. It is also a time to review, reflect and evaluate progress. Participants may want to plan a celebration, such as a potluck lunch, a movie, etc.

Participants often have mixed feelings about the last session because of fears about the future without group support. Their participation in planning the "celebration" for the last session will make the transition easier.

It's important to encourage people who haven't quit yet to celebrate as part of the group. Assure them that their contributions and participation have been appreciated by other group members. Encourage everyone to focus on the achievements they experienced in the program.

Remind participants that quitting is a process, and they have made great personal gains toward reaching their goal.

Helping the Group Say Goodbye

They need to:

- ✧ Understand their feelings about separation (closure).
- ✧ Have a chance to express their feelings and be heard.
- ✧ Review where they have been – to find meaning in the experience.
- ✧ Evaluate success and look at what is left to do on their own.
- ✧ Share and express what it meant to belong to the group.
- ✧ Hear from others about effects they have had on their learning.
- ✧ Have mementos from the group (photos, diplomas, friendship notes).
- ✧ Celebrate (party!!!)

(Adapted from: Life Skills course, Ottawa YM-YWCA.)

Helpful Facts

Did you know...

- ✧ Individuals often need help to deal with changes.
- ✧ 70 percent of the women who've taken this program felt the group support helped them most.
- ✧ Over half of Canadians who have quit smoking have stayed smoke-free.

Quotable Quotes

"I never thought I would get this far. I'm really glad I stayed 'til the end."

Participant

"I'm really going to miss everyone in the group. You have all helped me so much."

Participant

"People rarely succeed unless they have fun in what they are doing."

Dale Carnegie

"They can because they think they can."

Virgil

"There is only one success – to be able to spend your life in your own way."

Christopher Morley

"Success is the good fortune that comes from aspiration, desperation, perspiration and inspiration."

Evan Esar

CHECK IN/WARM UP

(10 min.)

How you Have Touched Me

Have participants form a circle, then turn to the person on their left and say,

- ✧ "I wouldn't want you to go without knowing..." (The participant should state one positive personal characteristic or action that has affected her, e.g., "Mary, I wouldn't want you to go without knowing how happy I feel when you laugh," or "Mary, I wouldn't want you to go without knowing how much I appreciated your support when I felt so discouraged and depressed on my second day of not smoking.")

or

Looking Ahead

Have participants look toward the future by going around the circle and asking a question, such as "What will you do Sunday morning?"

Recap

(5–10 min.)

Ask specific or general questions about your last session, such as:

- ✧ What do you remember from the last session?
- ✧ What did we do last session?
- ✧ Do you have any thoughts or feelings about the last session?

Breathing/Stretching

(10 min.)

See Session 1 Handout – Breathing Exercises. Read one of the exercises aloud or ask a participant to read one to the rest of the group.

LEARNING EXERCISES

Purpose: to affirm each group member's strengths. Focusing on the strengths and positive personality traits of each person (e.g., thoughtfulness, sense of humour, etc.) can help participants make attitude and lifestyle changes.

1. Gift of Friendship

(30–40 min.)

Purpose: to affirm each person in the group and give her a note to think about in the future.

Material: small note pads, envelopes, flipcharts and markers/blackboard and chalk.

- ✧ Buy some attractive notepads and envelopes. List everyone's name (properly spelled) on a flipchart or blackboard. Give each participant a piece of notepaper for every member of the group, including the leader(s), and one envelope on which to write her name. Have participants and other leaders write personal notes to each woman in the group, stating something positive that each has gained from meeting that person. Lay the empty envelopes on a table, face up, so that the names show. Have participants place their note to each person in the appropriate envelope. Have participants pick up their envelopes.
- ✧ Give participants the choice to read their notes immediately, or to wait until they can read them in private.

and/or

2. Feedback

(20 min.)

Purpose: to evaluate the program in ways that allow everyone to participate without needing to write anything down.

Material: Program Evaluation (See **Section 2: Chapter 1** for copy), pens, flipchart and markers.

Tell participants that you'd like them to think back over the whole program, to tell what they liked and didn't like, and how they think the program could be improved for others. Tell them their comments are important and will help shape how the group is run in the future.

If your group has an adequate literacy level, ask members to fill out the Program Evaluation (See **Section 2: Chapter 1** for copy). If there are group members with lower literacy levels discuss the following questions. (If there is another leader, have her record the responses as accurately as possible. If there is no other leader, try to make notes yourself.) Even if you discuss the questions you can also ask any interested participants to fill out the Program Evaluation handout.

- ✧ Was there anything that wasn't covered that you wish had been?
- ✧ What could we have spent more time on? Less time on?
- ✧ What did you like about the program?
- ✧ What did you dislike?
- ✧ What are your suggestions to improve it?
- ✧ How did you find the following?
 - ✦ Location
 - ✦ Childcare
 - ✦ Guest speakers/workshop leaders (if applicable)
 - ✦ Outside visits (if applicable)
 - ✦ Format (number and spacing of sessions)
 - ✦ Resources/information on where to get help/handouts
- ✧ Add any other questions you feel are appropriate.

and/or

3. Hopes and Fears

(15–20 min.)

Material: Hopes and Fears sheets from **Session 1 - First Session**, flipchart and markers or blackboard and chalk, (tape recorder).

Purpose: to review participants' original intentions and reinforce their accomplishments.

Place on a wall the “Hopes” and “Fears” sheets from The First Session. This will help group members remember the needs they stated at the beginning. Lead the discussion by asking:

- ✧ How well do you feel your hopes for the group were met?
- ✧ Do you think you'll do anything differently as a result of the group?

Note: You or another leader should write the responses on the flipchart or blackboard, or ask the group for permission to tape the discussion.

and/or

4. Certificates

Material: Stop Smoking Graduate Certificates and Certificates of Participation prepared in advance.

Present a Stop Smoking Graduate Certificate (see handouts) only to each participant who quit. Present to all participants, including those who haven't quit, a Certificate of Participation (see handouts).

Note: You could roll up the certificates, tie them with a ribbon and hand them individually to the participants

and/or

5. Photograph

Material: copies of group photo or Polaroid camera and film.

Give each participant a copy of the group photo if you took one during the Quit Day session.

or

With an instant-print camera, take a group photo. (Note: take as many pictures of the group as there are participants, so that each participant can have a photo.)

6. Follow-up Support

Material: Drop-in or new group program information

Slips (a few puffs or one cigarette) or relapses (resumption of regular smoking) are very common amongst people trying to quit smoking. Most relapses occur within the first six months of quitting. Smokers who relapse should never be viewed as failures. Review the handouts from Session 4: Triggers with the participants to remind them how to deal with relapses.

Recommend that participants maintain regular contact with their support partner and that the group continues to meet regularly especially during the first few weeks after the program ends. Give participants any information on drop-in programs and new group programs that are starting.

7. Post-Sessions Questionnaire

(20 min.)

Material: Post-Sessions Questionnaire.

The Post-Sessions Questionnaire is very important and should be completed by everyone. If literacy is an issue, you could give individual help, or read the questions aloud to participants. Group members could give verbal responses that you write down. (See **Section 2: Chapter 1** for copy.) Have each person in the group fill in the Post-Sessions Questionnaire.

Check Out/Closing Visualization

(10 min.)

See **Session 1 – The First Session** for the Closing Visualization.

or

Ask one of the general check out questions from the **Section 2: Chapter 1 - Before You Start**.