Background

In Snohomish County, WA, during much of 2003 and 2004, a dedicated coalition of substance abuse prevention/intervention professionals, educators, law enforcement officials, and tobacco prevention control specialists grappled with the systemic problem of youth smoking. Being a complex problem that involved every sector of the community, the group identified specific goals to address the issue that ranged from evaluation and public education to enforcement and intervention.

Among the specific strategies developed was the plan to utilize local legal diversion boards to process legal infractions given to underage smokers by local law enforcement. Youth would be faced with the option of fines for the infractions or attend a course designed to help intervene in their tobacco use.

Recognizing that a majority of youth tobacco use in such situations was the likely result of their addiction to nicotine, the group sought to provide a new, more in-depth tool for intervention. Using a written curriculum developed by local Prevention/Intervention Specialist Steve Pitkin, the group elected to expand the curriculum by creating a video that would be used in conjunction with the written material. The suggestion was initially made to address the challenges of literacy and diversity that different communities might encounter. The group was expertly facilitated by Eloise Gray of the Snohomish Health District, and was funded by the Snohomish Health District and Public HealthSeattle & King County.

The video:

Filmed during spring of 2004, Nicotine & Me was from the outset filmed in a way to create a story. Using clips from interviews of students from four different schools throughout the Puget Sound region, their individual stories were woven together to tell one essential story...how nicotine addiction takes over the lives of some young people. The students were interviewed so they might tell their story for the benefit of others. With Steve Pitkin's assistance, the professionals at ProMotion Arts Video produced this powerful description and testimony from ordinary young people about how their addictions started, progressed, took over, and dominated them. Some go on to describe the ups and downs of their attempts to quit smoking, along with their varied degrees of success in quitting. No matter where a young person who's dealing with a smoking problem falls on the scale, they will relate to someone in Nicotine & Me, and hear specifically how they have dealt with this issue. They will also see subtle graphics to help discern the key issues throughout. Using the remainder of the workbook, they can begin the task of thoroughly assessing themselves and identifying their own specific plan for addressing their tobacco use.
Note to facilitators

Confidentiality
Allowing for total confidentiality of the work done by youth in this class is an important consideration. By design, this curriculum asks youth to disclose very specific behaviors, feelings, thoughts, and experiences. Many youth might be constrained and resistant if they are not completely assured of the confidentiality of the content in their self-assessment. Additionally, facilitators ought to consider allowing youth to keep their workbook when completed. Facilitators may seek to get consent from youth to copy the material, and forward it to other professionals who might help in the process of further addressing their nicotine addiction.

Methods and Strategies
This workbook was designed with a minimum of 90 minutes of instruction time in mind. This allows for at least 45 additional minutes beyond the running time of the video for discussion and/or workbook time for students. However, facilitators can implement this tool in a variety of ways. Facilitators with little experience with the issue of youth tobacco use can use such time for workbook entry during the built-in pauses in the video Nicotine & Me, or that time can be used for discussion of the video and workbook, and leave the workbook entry for an out-of-class assignment. Also, there are short breaks in the video which indicate the next segment. Each segment can therefore be discussed, instead of waiting for the 3 main pauses.

The pauses are located strategically, first at 9 minutes, after students have heard Onset, Progression, and Tolerance described. At this point, smokers will be relating to the video, and should easily be able to basically describe their own smoking through the workbook to that point. The second pause is located at 21 minutes after hearing about the power of drug Withdrawal, mental aspects to addiction such as Excuses and Denial, and personal Consequences to smoking, and finally at 29 minutes after Facing Addiction and developing Reasons to Quit. This may be the most important section of the curriculum to achieve the primary objective of self-assessment. It’s here that you’re most likely to encounter defensiveness. But the candid descriptions in the video should help to label and defuse many of these defenses. You are encouraged to use such examples from the video and workbook to help in this process. Finally, students will be able to identify and discuss Relapse Triggers as well as Personal Barriers, before continuing on to learn about Quitting Strategies. Here it will be important to discern the degree of readiness of each student to make their own specific plan for quitting and dealing with their barriers and relapse-triggers. For those ready to take immediate action steps, some resources and additional workbook are provided, and your own local resources should be included at that point.

This tool is designed primarily as a tool for intervention with youth who are struggling with nicotine addiction. But it should be noted that the film Nicotine & Me may be an effective tool for universal education, for targeted high-risk youth.
parents, etc. It might also be used with students who have decided to quit tobacco use, and need to evaluate their relapse risk factors, or other considerations. We hope you find the format versatile enough to meet your varying needs, styles, and levels of experience.

Follow-up
It’s important to remember that students viewing this tape are unlikely to immediately take all such action steps and therefore quit smoking as a result of this intervention. It’s more accurate to utilize this program to initiate such a process, and help students to understand and identify the exact nature of the problem. Therefore, follow up strategies should be anticipated. These might include counselor referrals, or other follow-up efforts using the referral resources provided. Many times, this process will identify other issues or concerns that need to be addressed. Often among these are other forms of substance abuse, other mental health problems such as depression and anxiety, family conflict and chaos, and a variety of social and academic concerns. In fact, it is the exception that a thorough self-assessment of youth smoking doesn’t raise one or more of these issues. Therefore, making additional resources to address these other issues is ethically essential.

Tips for implementing

✓ Prepare participants in advance for confidentiality considerations.

✓ Pre-Test youth participants before starting the curriculum.

✓ Invite parents to view an additional copy of Nicotine & Me in a separate space, where they can evaluate family needs (see TESA Family Questionnaire). This allows for ease in providing confidentiality for youth, along with involvement and accountability for parents.

✓ Assess the group’s ability and willingness to process as a group, and adjust the curriculum work to fit the group’s needs (including attendance, environment, rapport, etc.) This will dictate where you may choose to pause the film for discussion, as well as when youth will do written work.

✓ Provide a variety of local resources and referral information. This should be offered to parents as well. Be sure to include resources that address other concerns such as mental health, family counseling, and other substance abuse treatment resources.

✓ Post-Test youth participants, as well as complete Facilitator Evaluations, and prepare to communicate your results.

Contact Steve Pitkin at sspitkin@comcast.net with any questions or feedback.
Introduction

Welcome to Tobacco Education and Self-Assessment, featuring the video Nicotine & Me. This program is designed to help young people identify symptoms of a possible addiction to nicotine found in cigarettes and other tobacco products, and to learn from your peers what they discovered about the problem and what to do about it. There’s not one adult featured in this film. Instead, you’ll get to know sixteen young people ranging from 15 to 18 years old. All of them have been smokers, or still are. They are just telling their story. We’ve put their story together in a way that describes how addiction to nicotine got started for them, what it turned into, and what they have done about it. No one in the video will tell you what to do, or what to think.

You may be participating in this program as part of a school, court, or other program. Whatever the case, this program can be used to get to know the nature of your own relationship with nicotine. It is not designed to act as a program to quit smoking. That would require some follow-up. The workbook is a tool for you to reflect on your own life, and answer some of the questions that the young people in the video have dealt with. There will be opportunities designated for you to do this at pauses in the video.

Additionally, we’ve included some information and resources for you to have for the future. Essentially, this program is a place to start.

By the end of this program you will:

- Identify social influences that relate to smoking.
- Understand how nicotine affects the body and brain, specifically how the tobacco user develops Tolerance, Withdrawal, & Craving.
- Identify how these powerful effects change attitudes and behavior.
- Determine if you have symptoms of addiction, a brain disorder that affects the body, mind, and lifestyle.
- Develop your own personal reasons to consider quitting.
- Identify triggers that have made it difficult to quit, or have led to relapse.
- Begin forming a personal plan to quit and address those things that have made it difficult to quit in the past.

This program may have a component that includes your family, and in those cases, you can discuss the issue and your plans as a whole family. They will have begun to answer similar questions and may have also seen the video Nicotine & Me as well.

Please ask your facilitator for help in this process when needed.
Onset

How It Starts…

“I started smoking when I was 9, I’d say…”

1. How old were you when you had your first cigarette, chewing tobacco, or other tobacco?

2. How did you first get tobacco?
   - Family member
   - Friend
   - Other

3. What did you like about it?

4. What did you not like about it?

5. Are these reasons still true today? (Explain)

6. How old were you when you started to smoke/chew regularly? (1 time per week or more)

7. Why did you?

“A lot of my friends were smoking…”
Progression

It gets going, it gets worse…

“To tell you the truth, I thought it was cool…”

1. What did smoking/chewing do for you? (Perceived benefits)

“It relieved my stress…”

2. How did you usually get your supply of cigarettes/chew? Name some other ways you found to get tobacco as well.

3. Have your hobbies or free time activities changed since you started smoking/chewing? How?

4. Have your grades changed since you started smoking/chewing?

Yes No

How have they changed?
Routines

“..Go to school early, smoke, after school, smoke, before bed, smoke...”

5. Make a list of the times and places that you use tobacco on a given day:

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6. Make a list of people you smoke/dip with:

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7. List the routine things you do where you might automatically smoke/chew? (e.g. home from school, talk on the phone, other drug use, ride in car, etc.)

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8. Which times, people, places, feelings, or situations trigger the heaviest smoking/chewing?
Rituals

“There’s the classic rhino stomp-it-out, or flick it over the edge…”

9. Do you have any favorite brand(s)? List:

10. Do you do any tricks, or have favorite ways you like to smoke/chew? (Packing, lucky smoke, flicking ash, upper-lip dip, French inhale, etc.)

11. What smoking/chewing gear, paraphernalia, or supplies do you have?

It takes over your body …

Tolerance

“I was up to a pack and a half a day…”

12. Since your first cigarette/dip, up to now, how much has your smoking increased? (# cigarettes/dips)
   From __________ per month, to __________ per month

13. Have you ever smoked deeper, faster, or more of a cigarette in order to get more from your smoking? Or have you taken a bigger dip to get more nicotine from chew? Describe.

14. Has using another drug, including alcohol, ever led to increased smoking or chewing?

PAUSE for Discussion and Workbook
Withdrawal

“It would get like ‘nobody move or I’m gonna hurt you’…”

16. Do you find your concentration level declining throughout the day and/or do you find yourself thinking about your next smoke/chew instead of other responsibilities?

17. List your “must-have” cigarettes (those nicotine doses throughout the day that you have the strongest cravings for, such as first thing in the morning):

___________________________________________________________
___________________________________________________________
___________________________________________________________

18. Check all that apply. When you haven’t had a cigarette in quite a while…

you begin to feel and begin to have

- irritable
- short-tempered
- out of control
- restless
- sweaty
- spacey
- agitated (p.o.’d)
- stressed
- shaky
- drowsy
- suspicious
- hyper
- sleepy
- intense cravings to smoke
- trouble concentrating
- a short attention span
- trouble remembering things
- aggressive outbursts
- mood swings
- trouble sleeping
- abdominal cramps
- headaches
- hunger
- uncontrollable yawning
- confusion
- crying spells

Withdrawal creates craving in the brain for NICOTINE

19. Which symptoms above cause you the most problems in your life? Why?
Denial

It takes over your mind…

**Lies, Secrets, and Deception**

“I would sneak out when my mom went to bed…”

“I always had a cover story…”

1. Who do you hide your smoking/chewing habit from?  
(family, teachers, coaches, friends, certain girls/boys, etc.)

2. What do you do to hide your smoking/chewing habit around this person?  
Are there situations or subjects you avoid?

3. What other lies/stories have you told to keep people believing certain things about you?

4. Have you stolen cigarettes/chew (or money for them) from:  
(circle)

   Parents  Friends  Other peers
   Stores  Friends’ parents  other

5. What other sneaky or deceptive behavior can you think of?
Denial, Rationalization, Fooling Yourself

“I made all kinds of excuses…”

6. What excuses did you use to keep yourself from feeling guilty about your smoking/chewing? (It’s my life, I don’t care, it’s not as bad as _____, etc.)

7. How does your attitude change if you’re having a craving? (Impatient, “don’t care”, etc.)

“I’ll probably quit by the time I’m 18…”

8. Have you ever told yourself or others “I will quit _____.” (end of pack, birthday, when “things” change, etc.) Give examples.

9. Have you ever compared your smoking with someone else’s, or with other drug use, to make it seem like “no big deal”? Give examples.

“I made cigarettes less of an issue, any excuse I needed…”
Consequences

It takes over your life, and costs you…

“I started to get a smoker’s cough… “

1. Have you ever noticed yourself coughing more, especially in the mornings, or after exercising?  Yes  No

2. Do you ever cough up phlegm in the morning?  Yes  No

3. Have you ever noticed a loss of breath compared to your past ability?  Yes  No

“I’d run for the bus, and be out of breath…”

4. How much do you spend every week on cigarettes and/or chew?

___________________________________________________________

“If you tally up what you spend in a year, you could buy some cool stuff…”

5. Multiply your answer for question #4 by 52 (52 weeks in a year)

Amount spent per week on tobacco (see #4):  

\[ \text{Amount spent per week on tobacco} \times 52 = \text{Cash up-in-smoke per year} \]

6. What would you do with that money if it were in a savings account right now?
7. Do you think **not** smoking or chewing would make you more attractive? Explain.

8. Have friends ever said they wouldn’t hang out with you because you were smoking? Explain.

9. What’s the most desperate thing you’ve ever done to get nicotine?

10. Do you have any other examples of desperate cravings and your behavior? List.

“\text{I’ve had guys come up to me, and when I pull out a cigarette, they go ’ugh’...}”

“I respect (friends) more because they won’t hang out with me because of it...”

“I would smoke left-over butts in the park...”

PAUSE for Discussion and Workbook
Admitting the Problem

You start to realize…

“Addiction is an awful thing to have…”

1. Have you ever had a moment when you thought you were addicted to nicotine? What made you think that?

“They can't control my life like this…”

2. Some reasons youth decide to quit: (circle those that apply to you)

   FAMILY
   HEALTH
   MONEY
   SELF-RESPECT
   FUTURE
   INDEPENDENCE

Other reasons of your own:

“I've got too much going for me…”

“My mom started smoking again when I started…”

PAUSE for Discussion and Workbook
Relapse

Relapse makes you realize even more…

1. How many times have you tried to quit smoking/chewing? ____________

2. What led to the relapse? (in your own words)

“"I would smell it at the drive-thru…”

Triggers

3. List examples of your own triggers:

People ____________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Places ______________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Situations ____________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Stressors ____________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Moods/Feelings __________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

""I would smoke when I'm stressed-out…”"
4. What did you think, or tell yourself, about your relapses? (e.g. “I'll quit later”, “You don't understand how hard it is”, “I can't believe I just lit up without thinking”, etc., etc.)

Why it's tough…

“I guess I'm still hanging around too many friends that smoke…”

Barriers

“I started to just not hit cigarettes, but then I thought, 'I like cigarettes'…”

5. What rewards do you get from smoking that would be the hardest to let go?

6. Of the triggers that you listed on page 15, which happen to you the most often?

7. Which of the triggers would be the hardest to change?
Quitting

How **willing** are you to quit?  How **ready** are you to quit?

Circle the right answer for you.

**Not ready**

**Thinking about quitting**  
(may be doubting ability)

**Planning and cutting down**

**Taking action to quit**

This ends the initial portion of the TESA curriculum. Based on your willingness and readiness that you’ve identified above, you may continue on with the following pages if you would like to explore ideas and techniques that can be used to quit smoking/chewing.
The following is an outline designed to describe key principles in successful efforts to quit smoking, or recover from addictions of any kind. After that you will find questions that will help you develop a specific plan to initiate your own successful quitting experience.

Please take time to thoroughly consider and incorporate the Principles of Quitting, as well as your local resources, so you will be able to evaluate how strong your plan is in each area. Success has many variables, the most important being your own desire and commitment for success.

**Principles for Quitting**

*Make the Commitment*

*Get Support*

*Change Routines*

*Deal with Stress*

*Watch for Old Habits*

*Make Your Changes Meaningful*
Make the Commitment

- **Pick a date:**
  Write in the date that you have your first nicotine-free day.

- **Tell people your date.** (See next Principle for best ideas on who to tell)

- **Start planning how you will reward yourself.**
  List some ways you will be rewarded for being free of nicotine addiction:

- **Keep your Reasons to Quit in mind.**
  Looking back on page 15, give examples of ways you can consistently remind yourself of your own list or reasons (pictures, goals, rewards, etc.):

Get Support

Get people involved in your effort to quit. Let them help you through cravings, keep you accountable to your goals, and provide you smoke-free environments and activities. These people should have as many of the following qualities as possible:

- **People you respect and admire.**
- **People you don’t want to let down.**
- **People you won’t lie to.**
- **People who understand the problem.**
- **People who are willing to help.**
- **People you see regularly.**

Make a short list of such people:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Change Routines

- Avoid smoke or chew.
- Avoid people, places, or situations that trigger cravings as much as possible.
- Stay busy with new activities that are rewarding, distracting, and smoke-free.

What are some examples of changes you could immediately make in your routine? (Think about every detail of your daily routine. E.g. lunch, travel, etc.)

Deal with Stress

Circle the techniques below you can picture yourself using to reduce stress, or to deal with stressors:

Deep Breaths
(such as “4X4 breathing”, - breathe in for 4 seconds, hold for 4 seconds, breathe out for 4 seconds, hold for 4 seconds, and repeat) Try it once or twice.

Talk to People
Name your first three choices of people you could talk to when stressed:

___________________________________________________________

___________________________________________________________

Yoga or other Relaxation Techniques

Meditation

Exercise
Describe a way you’ve enjoyed exercising in the past that you’re ready to try again:
Problem Solving
Describe examples of successfully dealing with a problem that would cause you stress. (e.g. Pay back a debt, get help at school, get honest with parents, talk to a friend you've had a problem with, etc.)

Watch for Old Habits

- Know your Top 10 excuses you might use to smoke/chew. List:
  _____________________________________________________________
  _____________________________________________________________
  _____________________________________________________________
  _____________________________________________________________
  _____________________________________________________________
  _____________________________________________________________
  _____________________________________________________________
  _____________________________________________________________
  _____________________________________________________________
  _____________________________________________________________

- Hang out with people who think differently. (See Get Support section above, teach them your Top 10 excuses so they catch you, and stop you)

- Take good care of yourself.

What are some ways you can improve your:

  Diet _______________________________________________________
  Sleep _____________________________________________________
  Health ____________________________________________________
  Responsibilities ____________________________________________
  Communication _____________________________________________
  Decisions __________________________________________________
Make Your Changes Meaningful

- **Help Others**

One of the best ways to avoid relapse is to be busy helping someone else who’s trying to quit, or someone who suffers from the effects of nicotine addiction. Who can you think of now?

- **Fight the Tobacco Industry**

No one likes to feel like a hypocrite. So getting involved and fighting the tobacco industry will help you succeed in being a non-smoker. List some examples of ways you might enjoy fighting the tobacco industry.

- **Reward Yourself**

See your list of rewards from Make the Commitment section above. Are there any other rewards you can think of? Be specific, and make plans to receive your rewards.
Resources

WA State Tobacco Quit Line
1-877-270-STOP

Snohomish Health District
Tobacco Prevention and Control Program
425-339-5230

Public Health Seattle & King Co.
Tobacco Prevention Program
206-296-7613
www.metrokc.gov/health/tobacco

Fred Hutchison Cancer Research Center
Matchbreakers
1-866-524-0235

American Cancer Society
1-800-ACS-2345
www.cancer.org

American Lung Association
1-800-LUNG-USA
www.lungusa.org

See your facilitator for additional local resources