



**My Journey With Tobacco:
Youth Tobacco Cessation Toolkit,
Facilitator's Guide**



NATIONAL ASSOCIATION OF FRIENDSHIP CENTRES

275 MacLaren St.

Ottawa, Ontario Canada

K2P 0L9

T: (613) 563-4844/Toll Free: (877) 563-4844

F: (613) 594-3428

visit us online at www.nafc.ca

General Information:

nafcgen@nafc.ca

Financial contribution from



Production of this document has been made possible through a financial contribution from Health Canada. The views in this document do not necessarily represent the views of Health Canada.

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Introduction

The intent of the guide is to:

- Encourage tobacco cessation programming aimed at urban Aboriginal youth;
- Support existing youth programming;
- Contribute to the strongest possible efforts to support youth tobacco-use cessation;
- Recommend activities for urban Aboriginal youth in education, prevention, and tobacco cessation; and
- Guide discussions within and among organizations addressing or planning to address funding research and/or programs related to youth tobacco-use cessation.

The National Association of Friendship Centres (NAFC), through research, interviews, and workshops, and with the guidance of a Steering Committee, identified a framework to support Aboriginal youth tobacco cessation (including activities and practice guidelines). For implementation, the NAFC has provided easy-to-use activities for the program facilitator and/or youth coordinator at Friendship Centres. This guide is meant to accompany the NAFC's youth tobacco cessation toolkit which provides Aboriginal youth with tobacco education activities, facts and research. Together, these resources are intended to build and support a stronger infrastructure for the delivery of tobacco cessation programs and enhance existing Aboriginal youth programming.

There is an increasing need for Aboriginal youth tobacco cessation programming and resources. This need correlates to initiating and maintaining policies and environments that support tobacco cessation. The toolkit and guide can provide a starting point for these activities. Urban Aboriginal youth could benefit from supportive group activities included in this guide. According to a recent study conducted by the NAFC, young Aboriginal smokers likely begin smoking or chew tobacco due to peer pressure, stress and/or due to the influence of family members who smoke or chew tobacco. This guide has provided activities to address these issues.

The first half of this guide provides Youth Workers or others with ideas on designing and facilitating tobacco cessation programming for urban Aboriginal youth. The second half of this guide presents a series of activities that could be used with youth to help them on their journey to quit smoking or chewing tobacco.

Targeting Aboriginal Youth

Here are some suggestions for targeting Aboriginal youth for tobacco cessation programming:

1. Advertise programs/resources at local health clinics
2. Create partnerships with existing Aboriginal youth programs and schools
3. Involve family wherever possible
4. Provide opportunities for a support group
5. Utilize innovative ideas and approaches
6. Encourage and empower Aboriginal youth involvement in tobacco cessation programming

Enlisting Community Support

Implementing a youth tobacco cessation program also requires an organization to take a closer look at itself. For example, when interviewing various youth coordinators and Executive Directors of Friendship Centres, it was pointed out that these staff members must quit smoking or chewing tobacco to become a positive role models for their youth.

Quitters need a supportive environment and assistance related to the problems of withdrawal. For example, it is difficult for an Inuk to quit smoking in an environment where 75% of his/her peers use tobacco. If the situation is similar in your organization where many staff or community members smoke, it will be difficult to expect Aboriginal youth to quit and remain tobacco-free.

We would suggest that tobacco cessation programs include information and outreach to the organization and a commitment by other program staff to participate as well, by making an effort to quit, by volunteering at a tobacco cessation group, or reviewing the organization's smoking/tobacco policies. By ensuring the commitment of the organization and staff, youth may be encouraged and feel supported.

It is well known that programming can be expensive, however, if community support is sought, some of the costs associated with providing programming can be shared. For example, donations can be solicited from organizations and businesses in the community in the form of:

- Printing for announcements
- Supplies like paper, pens, etc.
- Prizes
- Meeting space
- Discounts on group admission for various activities
- Publicity through news articles or radio announcements

The list goes on. These are just a few ways to enlist community support.

The Aboriginal Cancer Care Unit suggests that a workshop, public forum or talking circle between community people from various ages and backgrounds would be an innovative way to encourage community involvement.

Information sessions and/or feasts are a great way to get families engaged. This could give the message of support for the local families and Aboriginal youth within the community.

Community support can be very important to the success of these types of initiatives, and the level of involvement may vary in each case. Nonetheless, it is an important factor in encouraging Aboriginal youth participation and success in tobacco cessation programs.

Other suggestions for community involvement include:

- Organizing a tobacco awareness week
- Promoting community tobacco-free activities like a pow-wow, dance, etc.

Planning a Youth Support Group



This guide is intended to be a resource to get someone started with tobacco cessation programming. Your community may also have resource people available for consultations, guest speakers or co-facilitators. These resource people will complement the activities within this resource guide. While this manual generally provides ideas for free or low cost activities, some things may have to be budgeted for, such as:

- Supplies
- Prizes
- Transportation
- Meals
- Rentals

Group tobacco cessation activities can be integrated into existing programming at your organization, through youth groups, pre-employment programs, outreach and parenting programs.

While some Youth Coordinators may choose to host tobacco cessation talking or healing circles, it is encouraged that coordinators get creative with their tobacco cessation activities. Regardless of the activities you choose, they should:

- Be tailored to your youth's interests
- Include appropriate cultural teaching within your community or region
- Include games, arts and crafts, music and physical activity wherever possible

Youth have said they're interested in visual-based learning. This can include posters, educational videos, movies, and other interactive activities.

A youth support group is essential to successfully engaging Aboriginal youth. The best case scenario of a group would consist of:

1. Being oriented towards Aboriginal youth
2. Being led by Aboriginal youth facilitators
3. Being contained within a safe space for Aboriginal youth
4. Possibly displaying youth-created displays

Where smoking is cyclical within the family and/or community, these groups should be involved in some way, such as various community members like Elders who have insight into cultural teachings or health professionals and health promoters to help promote a healthier lifestyle.

PLANNING LIST:

1. Consult with community youth to gauge interest in a tobacco cessation group
2. Enlist support from your organization's management and staff
3. Estimate the duration of the tobacco cessation activity – ongoing or for a fixed period
4. Plan the format: for example, will it be an informational workshop or an ongoing support group? Will it be structured or unstructured?

5. If the meeting is ongoing – ensure the meeting day and time is always the same.
6. Advertise to attract Aboriginal youth and their friends (including non-Aboriginal youth) participation
7. Enlist community support – this can guarantee it complements existing community programs and resources
8. Plan the curriculum and use activities that suit the youth needs
9. Ensure the necessary funding and donations are available
10. Assemble resources for your group: posters, printed materials, guest speakers
11. Plan rewards for participants, i.e. prizes, certificates, feast, etc.
12. Make sure there is an evaluation and reporting procedure in place

The following section, Aboriginal Concepts, will provide multiple ways to engage urban Aboriginal youth participants. These will include:

- Group Format
- Talking Circle
- Healing Circle
- Medicine Wheel

These activities can apply to all sections within the workbook component of their toolkit. It is up to you to pick and choose how you would like to use them within your youth support group.

Aboriginal Concepts

This section provides some ideas and suggestions for how to make activities culturally relevant for Aboriginal youth.

Suggested Activities:

1. Ask an Elder, Medicine Person, Healer or Traditional person to visit the group to share information about the traditional uses of tobacco, local medicines, and traditional ways of staying healthy.
2. Pass on traditional tobacco teachings through traditional activities and ceremonies.
3. Make traditional tobacco available to the youth.
4. Attend the planting or harvesting of traditional tobacco.
5. Grow your own traditional tobacco from seeds.
6. Present information on the different sacred plants and mixtures that are part of the community's life and describe what they are used for.
7. Plan a field trip to harvest medicinal plants, such as sweet grass, sage, bearberry or cedar.
8. Reinforce cultural teachings on traditional tobacco at every session.
9. Provide opportunities to increase cross-cultural understanding of other practices and traditions.
10. Integrate cultural activities into the tobacco cessation program, such as traditional dancing, making drums, baskets, regalia, blankets, beadwork, sewing, carving, working with clay, and feasts.
11. Make available literature or other media that reflects Aboriginal culture.

Groups and Circle Format



Your organization may wish to implement an Aboriginal Youth Tobacco Cessation program in a group setting using either a Talking Circle or Healing Circle. Topics to be discussed within the circle could be:

- Traditional tobacco use
- Non-traditional tobacco use
- Health risks
- Strategies to cut down or quit using commercially produced tobacco

Aboriginal youth have stated that they prefer tobacco cessation messages to be accompanied by activities, such as cultural or physical activities. Therefore, tobacco cessation activities can begin with a talking circle format and proceed with more hands-on activities.

Group facilitators may tailor the discussion topics to the needs of their youth group. Youth will want to spend varying amounts of time discussing each topic. You may even cover more than one topic per discussion session.

Many ideas for hands-on activities are presented within this Facilitator's Guide.

The Talking Circle

One of the most meaningful and powerful ways of organizing knowledge among Aboriginal youth is the Teaching/Talking Circle. An important aspect of this is the understanding of the people within the Circle and how they relate to one another. The Circle provides opportunity for reflection on topics discussed and openness to understand what people are saying and what is being taught.

The Teaching Circle embodies four aspects of creation:

1. Mental
2. Physical
3. Emotional
4. Spiritual

Although, not every Aboriginal group or community uses teaching/talking circles, the teaching/talking circle is a teaching strategy that is consistent with most Aboriginal values. Different Aboriginal groups may use various forms of teaching/talking circles but they still hold a long tradition amongst Aboriginal people, carrying out social, political and cultural life. Healing programs often use teaching/talking circles as part of the healing process to promote emotional and spiritual well-being.

Distinct from discussion groups or debates, the teaching/talking circle, provides an open and safe space for Aboriginal people to express themselves. Every participant is treated as an equal. In saying this, each person carries a responsibility to listen respectfully.

Within a teaching/talking circle, all members are teachers and learners. Every person's comment, regardless of age or stature, contributes to the larger group's learning journey.

Depending on local traditions, a talking stick may provide a structured session. Various items can be used for this function, such as a small rock or feather.

The “talking stick” is held by the speaker as a symbol of their right to speak. This is also a reminder for others to listen carefully. Whatever item that is chosen, it should hold deep spiritual significance. For example, reminding participants of their connection to the land, water, sky and all of the creatures on Mother Earth.

When the speaker is finished, they pass along the talking stick to the next person within the circle. At that point, the person may wish to speak or remain silent and pass it along to the next member of the group.

One key element of the circle is: whatever is said within the circle remains in the circle or is absorbed by the talking stick. Ideally, an Elder should be available to co-facilitate the discussion. With their cultural knowledge, they can help introduce the circle and also ease any long silences or awkward pauses.

The Healing Circle

The Healing Circle is a sacred gathering of people who are trying to overcome a common problem, such as tobacco addiction. During the circle, participants share their stories about tobacco. Again, it is ideal if an Elder is present to help facilitate the process.

It is important for the circle to function from a common value-base and include guidelines. These guidelines should be discussed prior to discussions. These could include:

1. What goes on in the group stays in the group.
2. Give feedback by way of sharing.
3. Take time. Focus on the issues you need to work on.
4. Participate fully. The more you put in, the more you'll take out.
5. Use “I” statements.
6. Keep an open mind and heart.
7. See the group as a safe place for growth.
8. Think of ways to apply what you are learning to your life outside the group.
9. Pay attention to your own feelings. Let them in, don't shut them out.
10. This group is a place for progress, not perfection.
11. Let others get to know you.
12. Remember, change takes time and effort.
13. Use the “talking stick” approach to sharing thoughts and feelings. The person who holds the item is allowed to speak.

NOTE: As facilitators, you will need to have an additional set of guidelines to support your facilitation role. Facilitator guidelines include:

- Conflict may arise. If this happens, the facilitator must assess whether the conflict can be used as an energy source for positive change.
- If someone is off topic, the facilitator can, within their own way, guide the discussion back to tobacco cessation (if this is the topic being discussed)
- Have a list of resources available prior to the discussion, in case some members need additional resources.



The Medicine Wheel



Although the medicine wheel is not used by all Aboriginal groups, it is still a teaching and activity that can be used. Most Aboriginal groups are familiar with the Medicine Wheel's teachings, including the four elements:

- The four directions – north, south, east and west
- The four colors of the races – red, black, yellow and white
- The four stages of life – infant, youth, adult and elder
- The four aspects of life – spiritual, mental, physical and emotional
- The four seasons – spring, summer, fall and winter

Based on the Medicine Wheel teachings, there are a variety of activities listed below:

East: Physical

1. Participate in some sort of physical activity: such as, sports like volleyball, swimming, walking group, stretching, yoga, dance, traditional games, etc.
2. Discuss the physical effects of smoking on the body and how it could affect your ability or inability to do the physical activity selected.
3. Engage a community health practitioner, like a doctor, nurse, Aboriginal health organization, etc. This person(s) can provide the health facts of smoking/chewing tobacco and the effects on the body.

South: Mental

1. Learn to understand the facts about smoking/chewing tobacco, through hands-on activities. This could include the youth presenting these facts in visual presentations, media, drama, etc. to the larger group.
2. Encourage alternative activities to smoking/chewing tobacco, like arts and crafts, music, cultural activities, etc.

West: Emotional

1. Group support is an integral part of the quitting process. This can be facilitated through, talking circles, group activities, story-telling, etc.
2. Empower youth to make positive decisions. Have discussions about peer pressure, dealing with feelings, stress and the desire to be accepted.
3. Discuss the impact of smoking on other people's lives.
4. Recognize that family and community members play an important role of support.
5. A suggestion is, have the youth write these feelings within a journal or work with their peers to express themselves through a skit or video.

North: Spiritual

1. Incorporate cultural traditions and teachings through hands-on activities.
2. Engage Elders, healers, medicine people, etc. wherever possible.
3. Provide cross-cultural opportunities to learn about other Aboriginal cultures and respect other cultural practices.

Present to the group the cultural uses of traditional tobacco, within your Aboriginal group/community versus the use of commercialized tobacco (cigarettes or smokeless tobacco).

ACTIVITIES

Urban Aboriginal Youth and Smoking/Chewing Tobacco

Note: This activity may correspond with chapter 1 of the workbook in the toolkit.

Suggested Activities:

1. This activity is great to start the tobacco cessation program. During a talking circle, have the youth discuss why they started smoking/chewing tobacco, why they choose to smoke/chew tobacco or not to smoke/chew. Use the list in the toolkit if you need help to get started.
2. This activity builds upon the first activity listed above. It is applicable to both smokers and non-smokers. Ask each individual to share his or her smoking or tobacco chewing story. Sample questions to ask:
 - When did you have your first cigarette or chew of tobacco?
 - How did you feel afterwards?
 - How old were you?
 - What did it taste like?
 - Where there any consequences?
 - Did they choose to continue smoking or chew tobacco?
 - If so, why?
 - If non-smoker or if they don't chew tobacco, describe why they choose not to smoke or chew tobacco.



Traditional Use versus Non-Traditional Use

Note: This activity may correspond with chapter two of the workbook

Questions for Discussion:

1. What is the difference between this history of tobacco and the Aboriginal history of Tobacco within the toolkit?
2. What is the difference between commercialized tobacco and sacred, traditional tobacco?
3. What is the difference between using medicines for a ceremony and abusing it?



My Tobacco Family Tree

This exercise is designed to assist youth to consider how family members may have influenced their choice to smoke.

Note: This activity may correspond with chapter three of the workbook

Materials Needed: Paper, markers

- Give each youth paper and markers (green, red and black).
- Have them each start by drawing one circle in the middle of the page to represent the individual.
- Have each participant create other circles surrounding their circle, to represent their family members. Place the family members' names by their respective circles.
- For each family member that is a smoker or ex-smoker, write the year they started smoking or chewing tobacco. If they've quit, write the year the family member quit tobacco. Youth are encouraged to ask their family members if they don't know.
- The family members who've never smoked/chewed tobacco should be represented by a green circle.
- If a family member has died while still smoking or chewing tobacco, write the year of death.
- For each family member that is currently an ex-tobacco user, draw a slash across his or her circle with the red marker.
- Connect the circles based on which family members have possibly influenced other family members to smoke or chew tobacco. The family members with a green circle shouldn't have any lines connecting to them.
- Give each youth the opportunity to present their family tree to the group.

My Web of Tobacco Friends

Note: This section may correspond with chapter four of the workbook

This exercise is designed to assist youth consider how friends, family and community members may be influencing their choice to smoke or chew tobacco.

Materials: Paper and pens

- Ask each youth to draw a circle on the sheet to represent them.
- Next, ask each youth to draw a web of people around them who smoke or chew tobacco.
- These people can be friends, family, neighbours, co-workers, sports team, etc.

Discuss:

1. How these people may be influencing the youth to continue smoking or chew tobacco.
2. Do the youth believe these people may be able to help them quit?

Community Guest Speakers

Invite any community resources to discuss and share their expertise with the youth group to discuss and brainstorm ways to assist youth to quit smoking, stay smoke-free and quit chewing tobacco. Community members could be:

- Elders
- First Nations, Inuit, and Metis role models within the community
- Community leaders such as board members, executive directors, etc.

Poster Creation

Create a poster with the handprints of community members who have shared what role tobacco played in their life. Also list the reasons behind their choices, with respect to tobacco use or non-use.

ETS – Environmental Tobacco Smoke

Note: This section corresponds with chapter four of the workbook

Activity One

Have the youth discuss the effect of organizations, municipalities and provinces passing laws that ban smoking indoors or in public places. Also, discuss the effect of second-hand smoke on family and community members...

If they do not know about any bylaws, etc. get them to research this material. This material can then be presented to the group.

Activity Two

Poll the youth and ask the following questions:

Do you live in households where smoking is allowed indoors? Or outdoors?
How has this been enforced?

Activity Three

This is a great role play exercise.

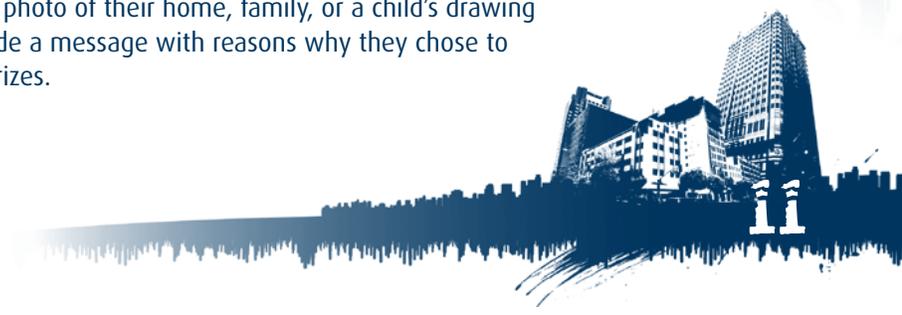
Ask the youth to role-play how they would ask a smoker to not smoke in their presence. What would be the most polite but effective way to do so?

Activity Four

Have the youth discuss strategies they may take to create a smoke-free home. Have them problem solve and work together.

Activity Five

Create a bulletin board with information about dangers of Environmental Tobacco Smoke. Hold a community challenge. Invite youth and community members to pledge to make their home smoke free. Participants are encouraged to take a photo of their home, family, or a child's drawing to post on the bulletin board. They may also include a message with reasons why they chose to make their homes smoke-free. If possible, offer prizes.



The Myth of Light and Mild Cigarettes



Note: The section may correspond with chapter five within the workbook

Suggested Activities :

Activity One

Invite a local health professional to speak to the youth about health risks of smoking/ chewing tobacco, or provide a more comprehensive awareness workshop on tobacco, drugs and alcohol. These health professionals may have educational materials to share, such as pamphlets, slide shows, videos, etc.

Examples of professionals are :

- Dental Hygienist: discuss risks for the mouth from commercialized tobacco
- Doctor: discuss health risks of smoking and chewing tobacco
- Midwife: discuss how smoking can cause low birth weight for babies
- Community Health Nurse: discuss health risks of tobacco use

Activity Two

Invite an individual from the community who has been impacted by a smoking and/or chewing tobacco related disease to speak to the group. It provides the opportunity for youth to face tobacco related diseases.

Activity Three

At the next talking or healing circle, have the youth discuss tobacco related diseases.

Ask the following :

- Do they know of any family or community member who has suffered from smoking or chewing tobacco related disease?
- What was the impact on the person's health?
- The youth?
- The family?

Be prepared because this may be a very emotional discussion. Have an Elder or registered counsellor present, in case this discussion causes emotional distress.

Out of the Ashes

Note: This section may correspond with chapter six of the workbook

Materials required: Calculator, sheet of paper, pen or pencil

Ask the group to calculate the amount of money they would save if they quit smoking or chewing tobacco.

Step 1: (cigarettes per pack 20 or 25) DIVIDED by (cigarettes per day) = amount of time a pack lasts

Step 2: (price for a pack of cigarettes) DIVIDED by (amount of time a pack lasts) = amount spent per day on cigarettes

NOTE: Use the same exercises above and below for participants who chew tobacco.

Saving Calculation:

Per week = (amount spent per day on cigarettes) MULTIPLIED by (days in a week, 7)
Per month = (amount spent per day on cigarettes) MULTIPLIED by (days per month, 31)
Per year = (amount spent per day on cigarettes) MULTIPLIED by (days per year, 365)

Example:

Jim usually buys a 20 pack and usually smokes 12 cigarettes per day. At the local drugstore a pack of cigarettes is \$10.00.

Therefore:

$20 / 12 = 1.67$
 $10 / 1.67 = \$5.98$ per day
 $\$5.98 \times 7 = \41.92 (one week)
 $\$5.98 \times 31 = \185.38 (one month)
 $\$5.98 \times 365 = \$2,182.70$ (one year)
Jim could save \$2,182.70 a year if he quit smoking.

Have the youth discuss what they could do with the money that they could save (i.e. travel, buy a new TV, save for college/university, etc).

Support Networks

Note: This section may correspond with chapter seven of the workbook

Suggested Activities:

Activity One

Have the youth partner up with another member of the group. This team will help one another on their journey to quit smoking/chewing. They can offer each other mutual support and encouragement throughout the process.

Activity Two

Ask each member to make a list of people they would like to approach for support in quitting; along with ways they would like these people to support them. When approaching these support people, it's probably a good idea for them to give tips on how they can help the youth to quit.



Stress



Spiritual

Activity One

Organize a ceremony or healing circle for the youth. Have the youth smudge/pray at each session. Encourage a balanced lifestyle with spirituality to live a healthy lifestyle to reduce stress.

Physical

Activity Two

Have the youth increase their sport and recreational activities by providing opportunities for physical activity. This could be organizing a walk or kicking a soccer ball around in the park.

Activity Three

If you can't think of any ideas for physical activities, post a list at the centre. Ask the youth to provide suggestions and new ideas on what they'd be interested in.

Relaxation Techniques

Activity Four

This activity is great at relaxing the youth and de-stressing, in a few minutes. Have the youth do deep breathing exercises.

1. Take a slow deep breath in through the nose and hold it for a count of five
2. Push your stomach out at the same time. This makes the air go deeper into the lungs, where the smoke used to go.
3. Slowly breathe out through your mouth to the count of seven.
4. Repeat three times, and feel the relaxation as the stress drops away.

Activity Five

Get the youth to brainstorm about ideas on how to relax. Have the list accessible to the group and when needed, incorporate them into your session.

Some suggestions to get the youth started on brainstorming ideas are:

- Listen to music
- Meditate
- Create through, arts and crafts, beadwork, knitting, etc
- Take a walk, etc.

Emotional Release

Remind the youth when stress is high and they need to unload, find someone to talk to.

Activity Six

Have the youth start journaling. After every session, get the youth to write within the journal provided with the toolkit, describing how the session went for them.

Ask them to try to journal everyday, once they get used to it. If they would like to share, let them share their thoughts, feelings, and ideas they've written in their journal with the group.

Some questions to start them journaling are:

- Where were you when you had your first nicotine craving?
- What did you do to avoid smoking/chewing?
- What benefits have you seen/noticed since you quit smoking/chewing?

Activity Seven

Create, "cope kits" for the youth. These could include, gum, toothpaste, toothbrush, pencils, pens, water bottle, etc.

Activity Eight

Create survival cards for the youth. These are note cards with positive messages on them. They're to be used when having cravings, times of stress, etc. They can be made by the group, and exchanged amongst group members.

