**Kick It: 8-Week Outline**

\*\*VERY IMPORTANT YOU REVIEW THE SESSION A COUPLE DAYS BEFORE IT BEGINS SO YOU CAN PREPARE FOR ANY MATERIALS YOU NEED TO BRING AND ARE WELL VERSED IN THE HANDOUTS AND CAN LEAD THE DISCUSSIONS!\*\*

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| Session 1 | **Introduction** ***1. Check In*** (5-8 min)* Getting to know each other: ensure everyone has a nametag. Introduce yourself. Go around the circle and ask each participant to: (1) introduce him/herself, (2) explain why they are here.
* Distribute “Why are we doing this?” handout: Explain why YOU (facilitator) are here and why you believe this program is good using handout!

***2. Breathing/Stretching*** (5 min)* breathing exercises are a crucial part of this program and will help you quit smoking. Research has demonstrated its effectiveness is smoking cessation. Many former participants say breathing techniques was one of the most important things that helped them to quit.
* We will be doing this each week
* Distribute “deep breathing” handout and do “The Basic”
* \*\* Note: some may feel dizzy when they first begin. This is *normal* because of the extra oxygen their bodies are not used to getting

***3. Group Guidelines/Contract*** (will need large piece of paper and markers) * making a group contract is important so that members will know expectations, will feel safe, and can look forward to coming. This helps build trust and respect especially when the group *members* set the guidelines.
* Use “sample group guidelines/contract” handout as a guide to make your own (write on a large piece of paper so you can hang it up every session). Make sure everyone agrees on the final list and that it’s not “written in stone.” **Have everyone sign it!**

***4. Break (5 min)**** Decide *as a group* how to handle breaks (they will get one break per session). Help the group decide where they may smoke and allow time for them to get dressed if its outdoors. Do not call them “smoke breaks.” As weeks progress, this may become some sort of PA/stretching break/serve nutritious snacks.

***5. Goals and Fears**** On one piece of paper titled “GOALS”, discuss and write down 2-3 reasons what you want to achieve by quitting (include how you’d like to improve your health, image, relationship, finances). (Refer to health benefits of quitting handout for ideas).
* Do the same for 2-3 fears (ex. gaining weight, being cranky, etc.)

***6. Setting a Quit Day**** use “Setting a Quit Day” handout
* talk about importance of setting a quit day in writing (use “3 things)
* Choosing the right time –discuss when they think the right time would be
* Choose a day no more than 3 weeks from today. Mark it on EVERY calendar you have. Look at it everyday as a reminder – each time you do, it is an opportunity. Think about all the reasons you want to quit and all that you have to gain.
* Make sure everyone writes down a quit day on calendar

***7. Check out/reflection (10-15min)*** (use flipchart and markers or blackboard and chalk) * Go in a circle and ask “how are you feeling after the first session today?”
* Distribute “5 stages of quitting” and just briefly explain how quitting is a process. They can use as a reference to see what stage they are at.
* Calendar: Using handout, have participants fill in dates and times of group meetings on calendar (month you are meeting). Tell them we will be learning about how to set a good quit date in 2 weeks so do not mark it down yet (but you can think about when)! Ensure consultant’s phone number is there. **BRING THIS TO EACH SESSION (esp session 3)!**

***Handouts:**** Why are we here and why should I quit? ***(can use as walkaround during previous week)***
* Deep breathing ***(can use as walkaround during previous week)***
* Sample Group Guidelines Contract (for facilitator)
* Setting a quit day
* 5 stages of quitting ***(will not be spending time on this. Use as walkaround during previous week)***
* Calendar
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| Session 2 | **Action Plan*****1. Check In (10 min)*** * The Best – The Worst activity: go in a circle and ask each person to finish the following statements:
* “I feel best when …”
* “I feel worst when …”
* Recap: What do you remember from last session? How are people coping so far? Remind them of group contract and their commitment that’s posted the room

***2. Deep Breathing (5 min)**** Read (or ask a participant to read) through “The Complete Breath” from deep breathing handout last week

***3. Choosing the right quit method that’s right for you**** Recovery, or withdrawal symptoms are what people who quit fear most.
* Distribute handout “what’s the quit method best for me?”
* 2 methods: quitting suddenly or cutting back gradually. Briefly discuss them.
* Ask: Think about a significant decision or change you’ve made quickly and completely. Then name 1-2 decisions or changes you made after thinking, testing, and practicing for some time. Which ones have been most successful? Why?

***4. Break******5. Action Plan**** The “meat” of making this program work!
* Distribute “Creating your action plan” and “My action plan” handout. Discuss “Creating your action plan” step-by-step as everyone completes “My action plan” together.

***6. Check out/Reflection**** Hand out “resources” and “quit smoking aids” handouts
* What’s one thing you will do between now and the next session?
* What did you like or dislike about today’s activity?

***Handout**** What’s the quit method best for ME?
* Creating your action plan
* My action plan
* Resources
* Quit Smoking Aids
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| Session 3 | **Preparing for Quitting** ***1. Check In (10 min)**** Go in a circle and ask “what will you need the most quit smoking?” Record these on a blackboard, whiteboard, or flipchart.
* Recap: What do you remember from last session? (5 min)

***2. Deep Breathing (5 min)**** Read (or ask a participant to read) through “Breathing Relaxation” from deep breathing handout in Week 1

***3. Social Support**** Go through “How I would like to be supported” handout. Feel free to add on.
* Go in a circle and ask each person to say who they would pick as their support person and one reason why (if they do not know who, ask them to state 1 way he/she would like to be supported).
* Go through “I Support You Contract” handout: choose 2 volunteers to role play how they would negotiate the contract with their support person. Ask for comments/feedback from rest of group. Discuss different approaches that could work to get support. Encourage them use this time to practice what they will say to their support person.
* Give them “10 ways to help a friend quit smoking” handout to give to their support person (do not need to go through this handout).

***4. Break******5. Positive Thoughts Activity (5-10 min)*** * “I will not, but I will” activity: ask everyone to find a partner. To demonstrate, pick a volunteer. Tell them to think about times they normally smoke (ex. after dinner). To your partner, say, “Instead of saying ‘I will not smoke after dinner’, I will say ‘Right after dinner tonight, I will go for a short walk.’” Do 3-5 different “Instead of I will not” and “I will” phrases combined.

***6. Check out/reflection (5 min)**** explain homework for the week “what would you buy” handout
* Ask in a circle “what’s one thing you will do between now and the next session”? or “what is 1 new thing you learned in today’s session and 1 way it could have been better”

***Handout**** How I would like to be supported
* I support you contract
* 10 ways to help a friend quit smoking

Homework: “What would you buy?”  |
| Session 4 | **Triggers*****1. Check In (10 min)**** Go in a circle and ask, “what is your greatest worry about quitting smoking?” This can be the same as a fear listed last week. (These are triggers that we’ll eventually discuss today)
* Recap: What is one thing you enjoyed or learned from last session?
* Remind them of group contract and their commitment that’s posted the room

***2. Deep Breathing (5 min)**** Read (or ask a participant to read) through “The Complete Breath” from deep breathing handout last week

***3. Identifying triggers activity**** This visualization activity will help identify WHAT are you triggers, WHEN you almost always reach for a cigarette, and WHERE you are.
* You will need one large piece of paper per group of 3-4 ppl and markers. Divide them in groups and ask them to draw a long blank road with “freedom” written at the end. You do artistic talent for this! Ask them to visualize they are standing on a road at the beginning of a journey toward the village of “FREEDOM” (from smoking).
* At any point on the road, have each person draw WHAT their triggers are. Make it as detailed as possible with WHERE you are (ex. at work) and WHEN it occurs (ex. draw a sun for morning).
* Back in a larger group, have a volunteer from each small group describe their mural to the rest of the group. Hang these up.

***4. Break******5. Action Plan: How to Cope with Triggers**** 4 Ds
* identify HOW you will cope with the that matches with the LOCATION, and TIME of trigger 🡪 make it as specific as possible so your coping strategy matches the location and time as best as possible
* use Triggers and Tracking sheet handout

***6. Check out/Reflection (8 min)***Read this out loud 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 (you can mention/summarize topics)
* picture the faces of the other people in the gropu
* 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 goodbye to everyone until next time

***Handout**** Triggers
* Triggers Tracking Sheet 🡪 homework for the week (print 6 copies so they can fill it out each week)
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| Session 5 |  **Stress** ***1. Check In (you will need to bring a balloon per person)**** Balloon Exercise: ask each person to pick up a balloon. Blow one breath if you agree and two breaths if you disagree with the statement. Hold onto the balloon between statements.
* Write on blackboard/flipboard: 2 breaths = no, 1 breath = yes
* Read these statements outloud:
* 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 onto your balloon up high and let go of it – along with you cares and worries.

***2. Deep Breathing (5 min)**** Read (or ask a participant to read) through “The Basic” from deep breathing handout in Session 1

***3. Stress Management Model*** (need markers and 3 large pieces of paper or whiteboard)* Introduce stress: “What is stress” handout (briefly go through handout)
* Get three large pieces of paper (or divide blackboard in 3 sections). Title them “Stressful Situation,” “Self-talk,” “Body response”
* Introduce that there is good stress (excitement of a visit from a special friend) and bad stress (worries about money, fear of failure).
* In bad stress, there is a ***stress response*** (use Stress Management Model handout)***:***
1. First there is the stressful situation. On the 1st piece of paper, ask people to say stressful situations and write them down (ex. argument with partner)
2. Second, there is a mental reaction to the situation. This is the “little voice” in your head that tells you how to react. Ask people to say examples of “little voices.” (ex. I never win)
3. Depending on your mental reaction, you may have a bodily reaction. Ask people to list examples of reactions their body may experience ex. knot in your stomach.
* Read out “stress management” section on handout (they can discuss in between):
1. Address the situation: do not avoid the situation, but simply acknowledge there is a stressor and that you are going to cope with it.
2. Change the self-talk: Just like the previous week doing “positive talk” change the negative “little voice” to a positive “little voice” that encourages you
3. Listen to your body: depending how your body reacts, you may try going for a walk, pounding a pillow for awhile, making a healthy meal, deep breathing.

***3. Break*** ***4. Putting the stress management model to the test: 3 copies “A Day in the Life Script”**** Get 3 volunteers: one to be narrator, one to act out chronic stress pattern, and one to act out healthy stress pattern. Give each of them the script.
* Have fun with this! This is a great way to apply what we’ve learned in everyday situations.
* Volunteers act out and read their script. Narrator will read the stress situation before volunteers act out. Make sure they really embrace their role and make it as real as possible. This will make the activity more effective.

***5. Check out/reflection (10 min)**** Do the following stretching exercise. They can do this whenever they start feeling stressed or want to start/end the day with this. It should never be painful. Give out stretching exercises handout if they want to do these at home:
* Shoulder shrugging 5x
* Shoulder rotating backward 5x
* Shoulder rotating forward 5x
* 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 5x
* Arm flinging: Place palms of hands on chest with elbows raised out to the side. Flings arms gently outward and backward, unbending elbows. Do each arm 5x alternating with right and left arm. Use your head and eyes to follow your swinging arms.
* Pushing arms forward: place hands in front of chest, palms facing out. Push irritating or hurtful situations away. Use phrases like, “get away.” Repeat 5x.
* Jumping and shaking: jump up and down 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 fingerstips, and toes.
* Head rotation: do these circles forward only. Drop head forward. Rotate right, centre, left, back to centre. Repeat 5x.
* Reaching/stretching: First with 1 hand and then the other, reach above your head as high as you can. Imagine grabbing hold of a rope nad pulling it down 5x for each arm, alternating with right and left arm.
* 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 temper tantrum). Make noise or say, “no” “stop” “don’t.”

Handouts* What is stress
* Stress management model
* A day in the life script
* Stretching Exercises
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| Session 6 | **Weight Maintenance** ***1. Check In (5 min)**** Go in a circle and ask what they ate for breakfast in the morning
* Ask group what do you remember from last session

***2. Deep Breathing (5 min)**** Read (or ask a participant to read) through “The Basic” from deep breathing handout

***3. Eating Awareness Activity (10 min)*** Need a copies of Canada’s food guide and pencil crayons/highlighters/markers * Introduce topic using “Weight maintenance fact sheet” handout. You will need to read and prepare this BEFOREHAND because this will not be the main part of group discussion. This is simply to introduce and state important facts about weight maintenance.
* Distribute “Eating awareness” handout. Reproduce this on a flipchart or whiteboard. Distribute Canada’s food guide and give examples from each food group of what constitutes 1 serving (then colour in 1 block on the flipchart).
* On their own handout, get them to colour in the blocks in column 2 according to what foods they’ve eaten. Each block = 1 serving. The empty blocks show where there’s room for improvement. The empty blocks can guide their choices when they crave something to eat.

***5. Exploring barriers to Physical Activity (10 min)*** * 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 them to find a partner. Ask, “Think back to your childhood and whether you were physically active as children. If yes, why, if no, why not?” Discuss for 3 min.
* “Now think back to adolescence and whether you were physically active as children. If yes, why, if no, why not?” Discuss for 3 min.
* “Now look at your present situation. Are you physically active now? If yes, why, if no, why not? Discuss for 3 min.
* In a larger group, have one representative per partner share why they WERE physically active through the life stages.
* Brainstorm a list of barriers. These may include: no time, no money, wasn’t good as sports as a kid, feel embarrassed, too out of shape, don’t like it.
* Brainstorm for solutions. These may include: playing ball with children instead of watching TV, walking (no cost!), getting a buddy to walk or bike with you, joining the community center or groups that offer affordable rates

***6. Break (5 min)*** ***7. Meal Plan and Physical Activity Planner (10 min)*** * Distribute “Fat: Not this, but that” and “Slim snack list.” Get them to circle *healthy* foods they would actually eat from the lists.
* Distribute “Tips for Being Active.” Get them to circle or highlight ways they will be active at home work and getting from place to place.
* Distribute “My healthy weight planner.” Get them to write out the items they selected from the previous handouts in each timeslot. They do not have to actually think of a meal but at least what healthy ingredients they are going to use. Make it fun! Personalized plans are always the ones that will actually stick if they find it fun and enjoyable.

***8. Check out/reflection*** * How are people feeling after today’s session?
* Homework: practice your Healthy Weight planner this upcoming week

***Handouts**** Weight maintenance fact sheet
* Eating awareness
* Fat: Not this, but that
* Slim snack list
* Tips for being active
* My Healthy Weight Planner
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| Session 7  | **What to Anticipate Once You’ve Quit** ***1. Check In (5 min)**** Ask in a circle, “Choose a number for 1 (best) to 10 (worst) to rate your day.” Keep a record of your rating each day to track your progress from one day to the next.
* Recap: Ask how the healthy weight planning went. Did they follow it? What was hard? What worked and what could be improved?

***3. Deep Breathing (5 min)**** Read (or ask a participant to read) through “The Complete Breath” from deep breathing handout

***4. Withdrawal symptoms*** * On a flipchart or whiteboard, draw a line down the middle and write “Withdrawal symptoms” on the left and “Coping Techniques” on the right.
* Distribute “Dealing with withdrawal handout” and brainstorm as a group coping techniques. Add more rows if desired.

***5. Slips and Relapse*** * Distribute “Slips” handout. Explain what a slip is and what is not a slip (1st paragraph on handout). Break them into 4 groups (1 change the situation, 2 talk positively to self, 3 take action 4 ask for help) to come up with an example or two for their topic.
* Distribute “Relapse” handout. Explain what a relapse is (1st paragraph on handout).

***6. Break*** ***7. Activity: Preparing for Slips and Relapse*** * Choose a partner. Ask them to do the following:
* identify high risk situation
* identify how you will cope with the trigger in 4 steps: change the situation, positive self talk, take action, ask for help. BE SPECIFIC!
* Select some partners to share with large group.

***8. Check out/reflection**** Distribute “You can and you will succeed” Read each bullet point one by one and pause in between. Have them close their eyes if desired and to take it in the words.
* ALSO, if you want it to be potluck style, let participants know to bring a dish for next week for a celebration

***Handout**** Dealing with withdrawal symptoms
* Slips
* Relapse

You can and will succeed!  |
| Session 8 | **Quit Day!** 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.***1. Hearts (10 min)* You will need paper hearts, pencils and pens** * Hand out paper hearts to each participant. Have each participant write their reasons for quitting inside the heart. Encourage them to take the heart home where they will see it everyday.

***2. Gift of Friendship (20 min) You will need envelopes with everyone’s name written on it (including yours), pens and pencils, and small notepads/post its/small pieces of paper**** Lay everyone’s envelope on a table, face up so that the names show.
* Give everyone a notepad or pieces of paper and ask them to write personal notes and encouragements to whoever (or everyone!) in the group. When they are done, they can stick it in that person’s envelope, Be sure to include yourself on the envelope!
* Give the choice for participants to read their notes immediately or wait until they are in private.

***3. Feedback*** * Ask members to fill out Program Evaluation handout

***4. Photograph***Take a group photo! ***5. Party time!***Potluck and celebration for finishing the program! ***Handout**** Evaluation tool
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