

# Stop smoking for life

## LEARNING OUTCOMES

- To investigate a range of information leaflets about stopping smoking
- To understand the format and style of information about stopping smoking.



## RESOURCES

- Leaflets (Engage activity, Activity 1, Activity 2)
- Copies of Resources 1–3 (3 optional); copy of leaflet (Resource 9) from Theme 1: *Stop Smoking. Start Living!*

- Word cards to be devised by teacher (Activity 2 Support)

## RELATED THEMES

Stopping smoking (pages 140–154)

The cost of smoking (pages 167–173)

### HEALTH SKILLS

There are many different ways of stopping smoking. Different things work for different people. Knowing why and when they smoke and the extent of their nicotine habit equips would-be quitters to win the battle and enjoy a smoke-free life for good. Quitters will need to know not just why they want to stop, but how they will set about it, where they can get help and support, and the options available to them. Part of the preparation process will be to find out more by talking to support services and also by reading the wide range of information available on websites and in leaflets (many in different languages).

#### Related health information

<http://smokefree.nhs.uk/> NHS website  
[www.quit.org.uk](http://www.quit.org.uk) Charity providing practical support for stopping smoking  
[www.bbc.co.uk/health/](http://www.bbc.co.uk/health/) BBC health website

### SKILLS FOR LIFE

In order to access information in leaflets about stopping smoking, learners need to:

- understand the purpose of different types of text
- understand format and text features
- use a range of reading strategies
- understand information in tables and charts.

Note: the reading strategies practised in this theme build on Entry 3 reading skills and will not be suitable for learners at Entry 2 or below.

#### Core curriculum

Activities in this theme will contribute to learning in the following curriculum areas:

understand how text can be organised for different purposes (L/Rt/L1.2)

- use different reading strategies to find and obtain information (L/Rt/L1.5)
- scan text to locate information (L/Rt/E3.7)
- relate an image to text and use it to obtain meaning (L/Rt/E3.9)
- recognise and understand specialist key words (L/Rw/E3.1)

- Start by looking at the ‘Why do you smoke?’ planner on page 8 of the leaflet. Learners may already have completed this, but if not, they can do so now, individually, in pairs or as a group. This planner helps to confirm smoking triggers. Share different smoking triggers and look at the ideas for managing these triggers.
- Ask learners how and where they can find out about the different kinds of support that the NHS provides for people who want to stop smoking, or for other health issues. This might include visiting the GP’s surgery, pharmacy, other health centre, or online.
- Ask learners to work in small groups. Provide a wide range of health-related leaflets or information printed from the internet (on stopping smoking, alcohol, drugs, healthy eating, etc.) and spread these on the tables.
- Give the groups a range of scenarios as follows, and ask them to find quickly any information / leaflets that might be helpful:
  - you are concerned about a friend’s drinking habits and want to advise him
  - you suspect that one of your children is using drugs, but need more information about the signs to look out for
  - you want to stop smoking. Is there some information to help you with this?
  - you want to make sure your family is eating a healthy diet.
- This activity can be done as an ‘information race’, with teams competing to find information / leaflets. Learners do not need to answer the questions, just find the correct information source that may help them.
- Ask learners to think about the strategies they used to find sources of information. Most will have used graphics and headings to do this. Some may also have flicked through leaflets to confirm the contents. Explain that they have been using a reading technique called ‘skimming’ and that it is an important reading technique for finding the right information quickly.

*What information is there on smoking, drugs and alcohol? Where’s the best place to find this information? These (leaflets / information from particular websites) are all freely available from (the doctor’s surgery / the pharmacy / the internet).*

*How do you know this leaflet is about smoking / alcohol / drugs?*

## ACTIVITY 1

### Familiarise learners with leaflets about stopping smoking using text features

- Use only leaflets about stopping smoking for this activity and make sure all learners (or pairs of learners) have a copy of at least two leaflets, including Resource 9 from Theme 1 and any other you can find. (Note: you can download leaflets from the NHS site).
- Explain that you are going to spend some time looking at leaflets about stopping smoking so that learners can get the best out of them. Briefly demonstrate that leaflets are organised differently, using numbering, headings and colour coding to help you find your way around. Use Resources 1A and 1B as a prompt. Ask learners to flick through the leaflets they have and identify the following features:
  - main headings – how do you know this? (Bold print, capital letters, etc.)
  - contents page – what does this look like? How will it help?
  - pictures – how do these help you to understand the text? Note

*How could this leaflet help or support you if you wanted to stop smoking?*

that learners may not realise that these pictures are chosen carefully to reinforce points made or to convey mood.  
– charts, tables and graphs – what sort of information can you find here?

- Continue the process as appropriate to the group and highlight other features such as forms, question-and-answer sections, colour coding for sections, numbering or bulleted lists. Identify what makes these features distinctive and how they help you to find your way around leaflets.
- Give plenty of practice using the leaflets to find specific text features or text format styles (bold, italics, etc.).

### Support

Learners may not be familiar with the text features shown. Give examples and ask learners to think about why text is organised in different ways.

### ESOL

Check familiarity with terms for text features and types: e.g. 'headings', 'bulleted points', 'bold text', 'speech marks', etc. Show examples and discuss how they help make the information clearer and easier to read.

## ACTIVITY 2

### Use scanning to locate specific information in smoking leaflets

- Looking at the leaflet (Resource 9 from Theme 1) ask learners to locate information about stop smoking medicines. They might use the contents list on the front page of the leaflet, or they might flick through the leaflet until they find the right page. Ask which is the quicker method.
- Ask them to scan through the headings in the section on stop smoking medicines (pages 10 and 11) and list all the products they can find. These can be given verbally and listed on the board. Explain to the learners that they have used a reading technique called 'scanning' to do this.
- Practise scanning using a text extract about inhalators, from any other leaflet. Ask learners to scan for the word 'nicotine'. Practise scanning using an extract about nicotine patches from either leaflet. Ask learners to scan this time for the words 'craving' and 'nicotine'. Highlight the words when they are found.
- Ask learners what the advantages are of locating information in this way. Explain that it saves time – you can find the bit you want to read quickly.
- Take this opportunity to talk about stop smoking medicines, explaining their purpose, how they work and their role in supporting quitting smoking. Ask learners for their experience of stop smoking medicines. Confirm that stop smoking medicines are available on prescription from a GP and how to access it (e.g. by going to a stop smoking service or the GP).

*Which ones are tablets? What does the abbreviation NRT mean?*

### TIP

Remind learners when scanning that it is not always necessary to read every word. Headings and key words will give clues to content.

### Support

- Learners who are not confident readers may find this difficult, as they tend to read every word of text. Show learners how they can scan for words using both the letters and shape of words, e.g. 'medicine' starts with 'med' and is quite a long word with a distinctive shape.
- Give learners word cards in the same font style and ask them to locate these words in a smaller piece of text.
- Give plenty of practice to learners who are new to this technique. Explain the benefits of scanning.

### ESOL

- Choose one of the leaflets. As preparation, draw out learners' experience of this type of document in the UK and other countries they know well. Discuss its purpose, who it's aimed at, and the type of information they would expect it to contain.
- Check learners' familiarity with stop smoking medicines and the types of products that are available (e.g. inhalators and nicotine patches), explaining as necessary.
- When setting up the scanning tasks, it is important to check they understand the terms they are looking for.

## ACTIVITY 3

### Read in detail

- Confirm with learners the processes that they have practised:
  - skimming to get a general idea of the contents of a leaflet – to select the correct leaflet or source of information
  - understanding the layout of the leaflet
  - scanning to find specific sections or words that they need.
- Discuss what they think comes next. If you needed to compare the benefits of different stop smoking medicines, would you scan through or read every word in detail?
- Explain that there are times when you need to read carefully and in detail, for example to find out how to use a stop smoking medicine or the best type to use. Give learners the questions on Resource 2 (these can be completed verbally or in writing, whichever learners prefer). The emphasis is on reading the text, not writing the answers. Also give Resource 3, which has information from the Quit website. Note that similar information can be found on the NHS Smokefree site. Alternatively, if you have access, you could ask learners to research this information online themselves, using either the Smokefree site or others.
- Learners may like to discuss what they have found out and the benefits of using one of the stop smoking medicines.

*Why is it important to read some information in detail?*

*What information have you read that may help someone to stop smoking?*

## Support

- Learners may need support with reading this fairly technical text. Ask them to identify unknown words and support them as they look these up or interpret them. Some learners will benefit from keeping a notebook for key words.
- Read the text with the learner or pair learners up. Build confidence by tackling the information a chunk at a time. Ask them to tell you what they have read, and ask questions that relate directly to this piece of text.
- The wording of the questions may need to be explored. For instance the words 'constant supply' are used in the question, but the matching piece of text in Resource 3 uses the words 'continuous supply'. Learners may not know these mean the same thing here. Understanding the meaning of 'continuous' is important to the understanding of this whole description. Also learners will need to understand that 'irritating the skin' means the same as '(causing) slight itching or redness of the skin'.

## ESOL

- Before learners read the leaflets, find out what they know about the two products and any experience they have of using them. If possible show pictures or examples.
- Go through the questions, discussing the meaning of unfamiliar words (e.g. 'cravings', 'irritate the skin', 'lungs', etc.).
- Make sure learners have access to bilingual dictionaries if available.
- You might want to point out the links in meaning and spelling between words such as 'inhale', 'inhaler' and 'inhalator'.

## ACTIVITY 4

### Apply reading strategies to explore information about stopping smoking

- Use 'Stop smoking! Follow these five steps to success' model shown on page 2 of the leaflet (Resource 9 from Theme 1).
- Discuss the different aspects of each step in the process of stopping smoking. Explain that steps sometimes go backwards, not forwards. Many people make up to seven attempts before they stop smoking altogether.
- Ask learners to consider the difficulties there are with stopping smoking and not relapsing (keeping on stopping – step 4 – and staying stopped – step 5). This might be based on personal experience. Learners can work in pairs or small groups and identify as many difficulties as possible. They should also consider what strategies might help to overcome these difficulties.
- Ask learners to locate and read the information in the leaflet (Resource 9 from Theme 1) that supports Step 4 and Step 5. (This information is on pages 13-15.) Ideally they will already have identified coping with withdrawal symptoms as a major problem when stopping smoking. Ask which is the most difficult problem. Ask for ideas about how people can tackle this problem.
- Look also at the page on handling stress (page 14). If appropriate for the group, discuss the stress-busting tips. Do they work?
- Look also at the advice on staying stopped (page 15) and the reasons smokers have given for starting smoking again. Ask learners to share their experiences about this.

*What information can you find in the leaflet to help support Steps 4 and 5?*

*Everyone knows that stopping smoking can be very stressful. Any thoughts about how to deal with the stress?*

- If possible, ask learners to explore ideas about support for stopping smoking from other sources, e.g. leaflets and online.

### Support

- It might be helpful to make cards with each of the steps on it and discuss each step in turn, asking learners what information is covered by each of the bullet points.
- Give learners a specific brief: 'Can you look through the contents page (on the front cover) and find the heading that says 'Keep on stopping'? Which page is this on?'
- Some learners will need support as they read sections. They can be supported by more confident learners or by the teacher.
- Guidance in interpreting the meaning of unknown words will be useful for learners who are daunted by the terminology. You may like to encourage learners to use the glossary to find meanings of words.

### ESOL

- Learners with little or no English can use leaflets in their own language provided they have reading skills in their own language.
- Bilingual dictionaries, if available, will be a useful tool for those using the English version.

## ACTIVITY 5

### Make a useable list of contacts who can give support

- Learners can use the back page of the leaflet (Resource 9 from Theme 1) to make their own 'Help' card of useful contacts to carry around with them.
- For each service, encourage learners to find out about these points:
  - what the service offers
  - how this might help you stop smoking
  - how people can access the service
  - what service exists in the learners' local area.
- Encourage learners to share information with the whole group.
- Encourage learners to contact the local support services. This is an important step to take. Reinforce the message that if learners are serious about stopping smoking, they need to work at their targets every day.

### Support

If learners want to use the Internet, they may need support in accessing the computer and finding their way around a website.

### ESOL

Learners may wish to discuss the range of languages offered here and do a search on the Internet for others if their own language is not on the list.

*Who could support you to stop smoking?*

*How will you prepare yourself to stop smoking?*

*What section on smoking would you like to find out more about?*

## Action

- Encourage learners to take the leaflets away and read sections that interest them.
- Ask them to list key findings and to report back one thing that they have learnt from their reading.
- Suggest that learners work in pairs to find out about one or two of the treatments below to help deal with nicotine cravings.

Encourage learners to use bona fide websites and leaflets and to talk to people who have had experience of using these treatments:

- nicotine gum
- nicotine lozenges and tabs
- nicotine sprays
- prescription drugs such as Zyban or Champix

- Allow time when the group next meets for learners to report their results. Encourage learners to think about which of the treatments would suit them.
- Ask learners to consider the Top Tips on page 9 of the leaflet and write their own list of tips, based on their experience of stopping smoking. Put the tips in order, with the most effective first. Share these at the beginning of the next session.

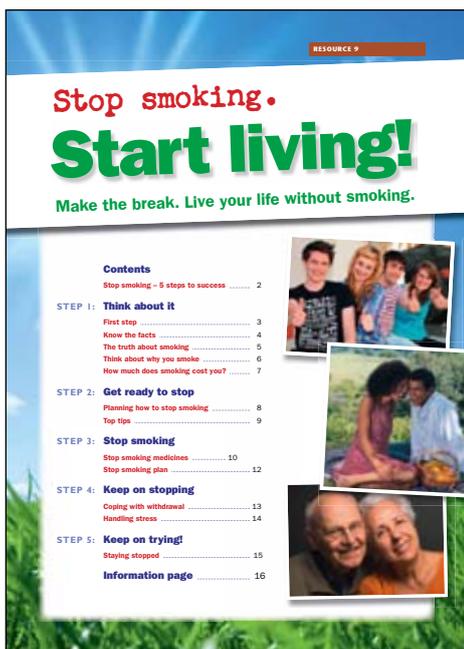
# Stop smoking for life

RESOURCE 1A

Leaflets come in all shapes and sizes. Make sure you can find your way around.

The front cover tells you what's inside.

A contents list will help you find the information you need.



## STEP 1: Think about it

Congratulations! You have made the first step to stopping smoking. You are thinking about stopping smoking.

You know that smoking is bad for your health. It is also bad for the health of those around you. You want to stop, for all sorts of reasons.



Headings and page numbers will also help you to find things quickly.

Practical ideas to help you stop smoking,

Groups. [Page 16 has more information and contact details](#)

to help you smoke. [Page 6 helps you find your triggers](#)



Pictures don't just make the page look nice. They also give messages.



# Stop smoking for life

The time you smoked	How many you smoked	What you were doing	How much you wanted to smoke
(for example, just after breakfast, or 6pm)	(for example, less than 1 cigarette, 1, 2, 3)	(for example getting ready to go out, relaxing after a meal)	1=not much 2=quite a bit 3=desperate

Graphs and tables show you information in a different way. They often contain numbers.



Text can be organised in different ways:

- bulleted points
- numbered lists
- tables
- forms.

- These top tips have helped other smokers:
- ✓ 1 Contact your local NHS advisors. They have practical advice including Stop Smoking services.
  - ✓ 2 Know the triggers that tempt you to smoke.
  - ✓ 3 Keep away from situations where you are tempted to smoke again.
  - ✓ 4 Use stop smoking medication.

**Stop smoking planner**

The day I stopped smoking

Day	
Date	
Month	
Year	

**Stop smoking**

Start the 5 steps to success

**Are you ready to stop smoking?**

**Step 1 Think about it**  
Why do you smoke? How much does it cost? Find out the truth about smoking.

- First step
- Know the facts
- The truth about smoking
- Think about why you smoke
- What are the costs?

**Step 2 Get ready to stop**  
What are your smoking triggers? How will you cope? What will help to make it easier? Who can help me?

- Planning how to stop smoking
- Top tips

**Stop smoking!** follow these five steps to success!

Speech marks and case studies give personal information.

“ I used my smoking money to buy a motorbike. I gave myself a choice – keep off the ciggies, or sell the bike. ”



**Mario**

51-year -old chef Mario had a 30-year habit when he stopped smoking three years ago, encouraged to go smokefree by the birth of his son.

Other workers at Mario’s catering business were keen to join him and stop smoking together, so Mario’s local NHS service ran a group in his workplace that went on to have a 100% success rate.

Support from his workmates and local NHS advisers was really important to Mario and he’s noticed many changes since stopping for good: “I’m able to taste, smell - all my senses seem heightened. I can also exercise much longer at the gym now. Although parties were the hardest time to resist the urge to reach for a cigarette, now I feel a real sense of freedom.”

*adapted from <http://smokefree.nhs.uk/real-life-quitters>*

Find the information on nicotine patches and read it in detail.

You can use the information from Resource 3, or research online.

Have a go at these questions about **nicotine patches**.

1 Only one of these statements is true. Which one is it?

Nicotine patches help to stop cravings by:

- a giving you nicotine every 16 hours
- b giving you a constant supply of nicotine
- c taking your mind off things.

2 How long will a nicotine patch last?

3 How can you stop nicotine patches irritating the skin?

Now try these questions about **nicotine inhalators**.

1 What do you have to put into the inhalator?

2 Does the nicotine produced by the inhalator go into the lungs?

3 What does an inhalator look like?

4 The inhalator has two benefits. What are they?

5 What do you need to do to produce nicotine vapour?

## Extracts from *So you want to quit?*

(QUIT guide to stopping smoking: [www.quit.org.uk](http://www.quit.org.uk))

### Nicotine Patch

Patches are most helpful to people who like to feel protected throughout the day. They are easy to use and should be applied to non-hairy skin such as the upper arm, thigh or chest. The patches offer a continuous supply of nicotine throughout the day to help relieve the withdrawal symptoms and physical cravings you'll experience. You may still get urges to smoke but these will not be as strong.

A patch lasts either 16 or 24 hours, each of which will come in three strengths delivering different amounts of nicotine, which is absorbed slowly through the skin. You are recommended to use them for up to three months depending on the brand you choose, starting off with the most appropriate strength for you. Always follow manufacturers' instructions. Some people experience a slight itching or redness of the skin and this can be lessened by varying the position of the patch when you apply a new one.

### Nicotine Inhalator

The inhalator is also helpful when your body craves nicotine and your hands miss a cigarette. The inhalator looks like a cigarette holder, inside which you place a cartridge containing nicotine. You simply suck on the inhalator when you get a craving. Nicotine is taken into the mouth and the back of the throat but not into the lungs.

There are no audio scripts for this theme.

## ACTIVITY 3 / Resource 2

Nicotine patches:

- 1 b
- 2 16 or 24 hours
- 3 You can put the patches on different areas of skin.

Nicotine inhalators:

- 1 a cartridge containing nicotine
- 2 no
- 3 It looks like a cigarette or cigarette holder.
- 4 They are helpful when your body craves nicotine and they are useful for people who miss the action of smoking.
- 5 Suck on the inhalator.