



# Tobacco Free Teachers, Tobacco Free Society

## Implementation Guide



# Introduction

This implementation guide has been designed to help schools successfully implement the *Tobacco Free Teachers, Tobacco Free Society* program in India.

Tobacco use is the biggest cause of disease and early death among adults in India. It has a considerable impact on the health and wellbeing of individuals and their families. By adopting the *Tobacco Free Teachers, Tobacco Free Society* program, your teachers will learn the knowledge and skills to quit tobacco and help others quit. You'll also take actions to make your school completely tobacco-free.

This guide contains everything you need to implement this program in your school. It contains an overview of the program and its specific components, a suggested timeline, discussion guides, handouts, and other resources that have been developed based on recommendations from teachers in Bihar and the expertise of program staff. For more detailed information on how to use this guide, please see the "**How to use this Guide**" section.

This guide is brought to you through a collaboration between the Healis-Sekhsaria Institute for Public Health, Mumbai and Patna, India, and the Harvard School of Public Health, Boston, USA.

We hope that this guide will be useful for the effective implementation of tobacco-free policies in schools and that the broader messages of the program benefit teachers, other school personnel, and members of the community.

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- Overview

# Section 1

## How to Use this Guide

Orienting yourself to this implementation guide is easy. Each section of the binder will give you different information about the *Tobacco Free Teachers, Tobacco Free Society* program and how you can implement it in your school. Feel free to refer to the “**Table of Contents**” section anytime you are unsure about what you can find in each section.

For general information about the program, please refer to the “**About**” section. Here you will find information about the *Tobacco Free Teachers, Tobacco Free Society* program and why it is focused on Bihar school teachers.

The “**Program Components**” section of the guide will introduce you to the four components of the *Tobacco Free Teachers, Tobacco Free Society* program, which are:

- (1) The creation of a Tobacco Policy Workgroup
- (2) Group discussions with teachers about tobacco
- (3) Cessation support for teachers wishing to quit tobacco
- (4) Posters and wall paintings for your school

The *Tobacco Free Teachers, Tobacco Free Society* program is centered around six topics, or “themes.” Please turn to each of the six themes sections for an overview of the topic, instructions on what activities to do for each theme and a suggested timeline for each.

The six themes are:

- (1) Theme 1: Teachers as Role Models
- (2) Theme 2: The Health Effects of Tobacco
- (3) Theme 3: Motivation to Quit Tobacco Use
- (4) Theme 4: Skills to Quit
- (5) Theme 5: Dealing with Withdrawal
- (6) Theme 6: Maintenance and Celebration

Throughout these sections, we’ll reference specific materials that will help you implement the program components. These materials are labeled as “**Appendices**” and can be found at the back of each of the themes sections. Some appendices are used for multiple themes. Remember, you can always turn to the “**Table of Contents**” to find out where each Appendix is located.

If at any point you need help with any of these activities, please turn to the “**Help**” section. Here, you can find information about how a Health Educator (a staff member trained by the project team) can help you effectively implement this program in your school.

## Other Useful Information

Throughout the guide you will find the following terms used. Please use this page to clarify the meaning of any of these words.

- **Components:** This term refers to the four program components of the *Tobacco Free Teachers, Tobacco Free Society* program
- **Health Educator:** This is a member of the project staff team who has been trained in the *Tobacco Free Teachers, Tobacco Free Society* program and serves as a support for the Lead Teacher and Principal.
- **Implementation Guide:** Refers to the guide you're reading now. It is also sometimes referred to simply as "the guide."
- **Lead Teacher:** This is the teacher, selected by the Principal, who is responsible for implementing the *Tobacco Free Teachers, Tobacco Free Society* program.
- **Non-users:** This term refers to anyone who does not use tobacco.
- **Themes:** This term refers to the six program themes (or topics) that the *Tobacco Free Teachers, Tobacco Free Society* program is based on.
- **Workgroup:** This term refers to the Tobacco Policy Workgroup, which is one of the four components of the *Tobacco Free Teachers, Tobacco Free Society* program.

## Abbreviations

While reading the guide, you also might come across the following abbreviations. Please refer to this page if you are unsure about what the abbreviations stand for.

- **COTPA:** Cigarettes and Other Tobacco Products Act of 2003
- **DDT:** dichlorodiphenyltrichloroethane (a pesticide)
- **GATS:** Global Adult Tobacco Survey
- **GSPS:** Global School Personnel Survey
- **HR:** Human Resources
- **NTCP:** National Tobacco Control Policy
- **PTA:** Parent-Teachers Association
- **PVD:** Peripheral Vascular Disease
- **TB:** Tuberculosis
- **WHO:** World Health Organization

# Section 2

## About the *Tobacco Free Teachers, Tobacco Free Society* Program

### What is the *Tobacco Free Teachers, Tobacco Free Society* program?

The *Tobacco Free Teachers, Tobacco Free Society* program is developed specifically to promote cessation of tobacco use among teachers and encourage schools to become tobacco-free.

It was developed especially for teachers in Bihar, with input from teachers like you, by the Healis-Sekhsaria Institute for Public Health in Mumbai and Patna, India, and the Harvard School of Public Health in Boston, USA.

The program is meant to be implemented over a three-month time period. As you read this guide, you will learn more about each of the components that make up the *Tobacco Free Teachers, Tobacco Free Society* program and how to implement it in your school.

### Why Tobacco?

In India, two out of five adults in rural areas and one out of four adults in urban areas use some form of tobacco. The number of daily users of smokeless tobacco is twice the number of daily tobacco smokers. Nearly 8 to 9 lakh people die every year due to tobacco-related illnesses.

The effects of tobacco use are widespread and can affect the individual's health, finances and work. In terms of health, a majority of heart diseases, cancer, and lung diseases are associated with tobacco use. Almost 40 percent of tuberculosis deaths in the country are due to smoking. Quitting tobacco or remaining tobacco-free will improve the health of teachers. Tobacco use is also a drain on personal finances. A recent Global Adult Tobacco Survey (GATS) survey found that on average a daily cigarette user spent approximately Rs. 400 a month on cigarettes and a daily bidi smoker spent around Rs. 94 a month on bidis.<sup>1</sup>

## Why Teachers? Why Bihar?

Teachers are regarded as role models to students and are extremely influential members in society. By quitting tobacco use or remaining tobacco-free, teachers can influence other individuals in the community to quit using tobacco or influence students to avoid taking up the habit by setting a good example.

Another reason for the program's focus on teachers is that they have a high rate of tobacco use in Bihar. According to the Global School Personnel Survey (GSPS) conducted in 2006, 39% of teachers in the Eastern region of India (which includes Bihar) used some form of tobacco, compared to the national average of 29%. Broken down by gender, 43% of male teachers and 13% of female teachers were tobacco users in the region. Additionally, school personnel in this region had the highest prevalence of bidi smoking (25% of males; 6% of females) in all of India.<sup>2</sup>

While in general, the rates of tobacco use in Bihar are higher than the national average, these rates vary among staff members and from school to school, with some schools having very few tobacco users.<sup>2</sup>

## What are the benefits of implementing the *Tobacco Free Teachers, Tobacco Free Society* program in your school?

The benefits of implementing the *Tobacco Free Teachers, Tobacco Free Society* program in your school are twofold. First, by adopting a policy to make your school tobacco-free, your school will serve as a role model to other educational institutions in the state. Second, by providing teachers with knowledge about tobacco and skills to help themselves and others quit, you will be extending the benefits of the program to members of the community.

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### References:

1. International Institute for Population Sciences (IIPS). *Global Adult Tobacco Survey (GATS India), 2009-2010*. Mumbai: IIPS; Nobember, 2010. p 26.
2. Sinha DN, Gupta PC, Gangadharan, P. *Tobacco use among students and school personnel in India*. Asian Pac J Cancer Prev. 2007 Jul-Sep;8(3):417-21

## ***Role of non-users in the Tobacco Free Teachers, Tobacco Free Society program***

Non-users of tobacco play a critical role in the *Tobacco Free Teachers, Tobacco Free Society* program. Listed below are some of the important reasons why teachers who do not use tobacco should also participate in the program.

Non-users can:

- Use information learned and skills gained from the program to help fellow teachers and family members quit using tobacco
- Help make their schools tobacco-free
- Learn how their decision to not use tobacco products can set a positive example for their students
- Use information from the program to educate others about the harms associated with tobacco use



# School Personnel Involved in Implementing the Program

The two key school personnel that will be involved with the implementation of the *Tobacco Free Teachers, Tobacco Free Society* program are the Lead Teacher and the Principal.

## Lead Teacher

Lead Teachers are the driving force behind the *Tobacco Free Teachers, Tobacco Free Society* program. Lead Teachers are responsible for a variety of activities, which are outlined below.

### ***Roles of the Lead Teacher***

Roles of the Lead Teacher include:

- Organizing the Kick-off event
- Being the executive secretary of and scheduling meetings for the Tobacco Policy Workgroup
- Preparing for, scheduling, and facilitating group discussions with teachers approximately twice a month
- Putting up posters associated with each discussion theme, approximately twice a month
- Distributing the self-help tobacco quit guide to the teachers
- Directing individuals interested in quitting tobacco use to the Health Educator
- Keeping in contact with the Health Educator

## Principal

Without the support of the school Principal, the *Tobacco Free Teachers, Tobacco Free Society* program would not be a success. The school Principal is essential in gaining teachers' support and ensuring participation in the program. Additionally, the Principal plays an important role in communicating the school's tobacco control policy to school personnel, students, and the community.

### ***Roles of the Principal***

Roles of the Principal include:

- Speaking at the Kick-off event
- Serving as the chair of the Tobacco Policy Workgroup
- Making announcements about the school's tobacco control policy
- Announcing the Lead Teacher and describing his/her role in the program
- Encouraging teacher participation in the group discussions, which are facilitated by the Lead Teacher
- Reminding teachers of their role in tobacco control
- Setting the overall tone in their school as one that supports tobacco control



# Section 3

## The Four Components of the *Tobacco Free Teachers, Tobacco Free Society Program*

The *Tobacco Free Teachers, Tobacco Free Society* program is made up of four main components. These components work together to create a school environment that is tobacco-free and build skills that help teachers quit tobacco and/or help others.

The four components of *Tobacco Free Teachers, Tobacco Free Society* program are:

### I. Tobacco Policy Workgroup

School tobacco policies have been found to be effective in reducing rates of tobacco use. A good example of how school tobacco policies can make a difference can be drawn from a study in our own state of Bihar. A study compared two schools, one with a school policy and one without a policy. The study found that fewer school personnel used tobacco in the school with the policy. The findings suggest that a more extensive introduction of comprehensive school policies may help reduce tobacco use among school personnel and students.

For these reasons, the purpose of the Tobacco Policy Workgroup is to:

1. Adopt a tobacco control policy for the school
2. Implement and promote the policy
3. Monitor changes in the school as a result of having a tobacco control policy
4. Celebrate your school's successes

For the *Tobacco Free Teachers, Tobacco Free Society* program:

- The workgroup will be comprised of teachers, principal and clerks – not students
  - The Principal will be the chair; and the Lead Teacher will be the Executive Secretary
  - There must be at least one tobacco-user and one non-user
    - *At least one member of the group should be a woman (if possible).*
- The Tobacco Policy Workgroup will meet 3 times: one meeting per month
- Each workgroup meeting will last between 30-60 minutes, depending on the topic
- The Lead Teacher will facilitate the meetings of the Tobacco Policy Workgroup

## II. Group Discussions with Teachers about Tobacco

Group discussions with teachers are a cornerstone of the *Tobacco Free Teachers, Tobacco Free Society* program. The Lead Teacher is responsible for facilitating discussions centered on the six themes of the program. Each discussion increases awareness and helps build skills that assist tobacco cessation.

Discussions give teachers the opportunity to talk and ask questions about tobacco and the process of tobacco cessation. They also give teachers the chance to share some of their personal experiences with tobacco. It has been found that group discussions, where everyone has a chance to participate, often lead to greater understanding of a topic and subsequent behavior change.

For the *Tobacco Free Teachers, Tobacco Free Society* program:

- There are six discussions related to tobacco – one for each theme.
- Group discussions involve the teachers, principal and clerks – **not** students
- Group discussions will follow a structured format
- Each discussion last between 30-60 minutes
- There will be approximately two group discussions per month

## III. Tobacco Cessation Support for Teachers

During the course of the *Tobacco Free Teachers, Tobacco Free Society* program, teachers who become motivated to quit using tobacco will be supported in the following ways:

- All teachers will discuss the steps to quitting and how to support someone who is quitting during group discussions
- The Lead Teacher will have a “quit booklet,” which outlines steps a person can take to quit using tobacco.
- Telephone cessation counseling will also be available to teachers. Please contact the Health Educator for more information about this.

## IV. Posters and Wall Paintings

### Posters

Six posters, each one relating to a specific theme, will help staff members visually relate to the topic being discussed.

At the start of each discussion meeting, the Lead Teacher will put up the appropriate poster and will draw staff member’s attention to it at various points during the discussion. After the discussion, the Lead Teacher will display the poster at a prominent location in the school, so that school teachers as well as community members have direct access to the displayed information.

Please keep the posters displayed throughout the duration of the program.

The six posters are:

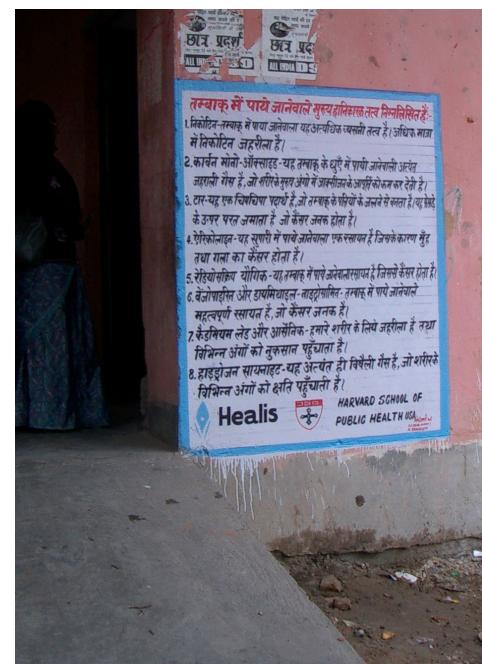
- **Theme 1: “Teachers as role models”**
- **Theme 2: “Tobacco user’s body”**
- **Theme 3: “Family motivation to quit”**
- **Theme 4: “How to say No”**
- **Theme 5: “Dealing with withdrawal symptoms”**
- **Theme 6: “Family celebration of being tobacco-free”**

## Wall Paintings

Project staff will make arrangements with the school to have three wall paintings painted on the outside walls of the school premises. The wall paintings educate school and community members about the chemicals found in tobacco and inform everyone that the school campus is completely tobacco-free.

The three wall paintings are:

- **Chemicals found in tobacco**
- **The school's tobacco control policy**
- **“No Tobacco” sign**



**Suggested timeline for program activities for the  
*Tobacco Free Teachers, Tobacco Free Society* program**

	KICK-OFF EVENT	TOBACCO POLICY WORKGROUP	GROUP DISCUSSIONS WITH TEACHERS	CESSATION SUPPORT FOR TEACHERS	POSTERS/WALL PAINTINGS
<b>THEME 1</b> Week 1	Plan for the Kick-off event	Formulate the Tobacco Policy Workgroup	Schedule and announce the six group discussions to teachers	Refer any teachers wanting to quit to the Health Educator or to the self-help “quit booklet”	Arrange with the project staff to have the wall paintings painted
Week 2	Conduct the Kick-off event		Conduct group discussion #1 with teachers	Refer any teachers wanting to quit to the Health Educator or to the self-help “quit booklet”	Display the following poster: “Teachers as Role Models”
<b>THEME 2</b> Week 3		<ul style="list-style-type: none"> <li>• Conduct the first meeting of the Tobacco Policy Workgroup</li> <li>• Conduct the first assessment of visible signs of tobacco use on the school’s campus</li> <li>• Begin implementing the school’s tobacco policy</li> </ul>		Refer any teachers wanting to quit to the Health Educator or to the self-help “quit booklet”	
Week 4			Conduct group discussion #2 with teachers	Refer any teachers wanting to quit to the Health Educator or to the self-help “quit booklet”	Display the following poster: “Tobacco User’s Body”
<b>THEME 3</b> Week 5		Continue implementing and announcing the school’s tobacco policy		Refer any teachers wanting to quit to the Health Educator or to the self-help “quit booklet”	
Week 6			Conduct group discussion #3 with teachers	Refer any teachers wanting to quit to the Health Educator or to the self-help “quit booklet”	Display the following poster: “Family Motivation to Quit”
<b>THEME 4</b> Week 7		<ul style="list-style-type: none"> <li>• Conduct the second meeting of the Tobacco Policy Workgroup</li> <li>• Do the second assessment of the visible signs of tobacco use on the school’s campus</li> </ul>		Refer any teachers wanting to quit to the Health Educator or to the self-help “quit booklet”	

	KICK-OFF EVENT	TOBACCO POLICY WORKGROUP	GROUP DISCUSSIONS WITH TEACHERS	CESSATION SUPPORT FOR TEACHERS	POSTERS/WALL PAINTINGS
Week 8			Conduct group discussion #4 with teachers	Discuss the steps to quitting during theme 4 group discussion	Display the following poster: <b>“How to Say No”</b>
THEME 5 Week 9		Continue implementing and announcing the school's tobacco policy		Refer any teachers wanting to quit to the Health Educator or to the self-help <b>“quit booklet”</b>	
Week 10			Conduct group discussion #5 with teachers	Refer any teachers wanting to quit to the Health Educator or to the self-help <b>“quit booklet”</b>	Display the following poster: <b>“Dealing with Withdrawal symptoms”</b>
THEME 6 Week 11		<ul style="list-style-type: none"> <li>• Conduct the third meeting of the tobacco policy workgroup.</li> <li>• Do the final assessment of visible signs of tobacco use on the school's campus.</li> </ul>		Refer any teachers wanting to quit to the Health Educator or to the self-help <b>“quit booklet”</b>	
Week 12		Celebrate that your school is tobacco-free	Conduct group discussion #6 with teachers	Refer any teachers wanting to quit to the Health Educator or to the self-help <b>“quit booklet”</b>	Display the following poster: <b>“Family Celebration of Being Tobacco-Free”</b>

## Appendix A

# Roles and Responsibilities of the Tobacco Policy Workgroup

There are four main roles of the workgroup:

### 1) Adopt a tobacco control policy for the school:

- The proposed tobacco control policy should be adopted by the schools. The detailed & simplified description of this policy is given in “**Appendix I.**”
- Review the proposed tobacco control school policy
  - This policy is based on recommendations from The Manual on Tobacco Control in Schools - 2006 published by the World Health Organization (WHO) Regional Office for South-East Asia and is in accordance with India’s Cigarettes and other Tobacco Products Act of 2003 (COTPA).
- Determine if a tobacco-free school policy already exists at the school
  - If one exists, compare it with the proposed policy to verify whether the existing policy has all the components of the proposed policy.
  - If all the components are there, continue to use the existing policy.
  - If not, modify the existing policy to include all the components of the proposed policy.
- If no policy exists, adopt the proposed policy.

### 2) Identify ways to implement and promote the policy

- Communicate the policy to all school personnel
  - Messages should include a rationale for the policy, components of the policy and how it is being monitored.
  - Methods of communication include:
  - At staff meetings – by the Principal.
  - At Lead Teachers’ discussions with teachers.
  - At school assemblies
  - At Parent-Teacher Association (PTA) meetings
- Communicate the policy to all visitors, students and parents
- Discuss any concerns about implementing this policy in your school

### 3) Monitor changes in the school as a result of having a tobacco control policy

- Review the *tool for monitoring visible signs of tobacco use on campus* (“**Appendix J**”)
- Use the tool
  - Before the policy is posted, assess the existing signs of tobacco use in and around the school.
  - After the policy is implemented, repeat this activity two more times over the twelve-week period.
- Review findings – Are there fewer signs of tobacco being used in or around the school? Are there the same? If there are the same or more signs of use:
  - Ask the Principal to make repeated generalized reminders to teachers and staff about the tobacco policy.
  - Make sure the policy is visible in areas where teachers and staff are using tobacco.
- **REMEMBER...** The goal is to monitor physical changes in school environment due to the policy, NOT to identify individual teachers or staff members violating the policy.
  - Members of the policy work group should not address individual teachers who are not compliant with the policy.
  - The policy should not contain any punitive measures for individuals using tobacco.

### 4) Celebrate the school’s success in being tobacco-free

- Your school should feel proud of becoming tobacco-free.
- Plan activities to celebrate and highlight your school’s success.
- Activities to celebrate tobacco-free success include:
  - Processions / parade by students carrying tobacco-free placards.
  - Announce the school’s tobacco-free success at a school assembly / PTA meeting and thank all who contributed.

## Appendix B

# Checklist for Group Discussions with Teachers about Tobacco

### For Week 1:

- The Lead Teacher – in consultation with the Principal – will schedule the six group discussions. Pick dates, times and locations that are convenient for teachers. There will be approximately two discussions per month.
- The Principal and Lead Teacher should announce the schedule to teachers
- Post the schedule in a prominent place in the school, such as next to the Principal's chambers

### For Weeks 2, 4, 6, 8, 10, and 12:

#### The day before a group discussion:

- The Principal and Lead Teacher should remind teachers of the time, date and location of the group discussion
- The Lead Teacher should review the guidelines for the discussion and the theme's discussion guide (found in each theme's section of the guide)
- The Lead Teacher should also review "Appendix C" – How to Facilitate a Group Discussion, which includes instructions on how to use the discussion guides
- Prepare any materials for the group discussion

#### On the day:

- Conduct the group discussion, using the discussion guide found in the each theme's section of the guide
- Use the accompanying poster during the group discussion
- After the group discussion, announce when the next discussion will be
- Hang the poster in a prominent place in the school, which will remain there for the duration of the program

## Appendix C

# How to Facilitate Group Discussions

## Structure of a Group Discussion

Each group discussion is structured in the following way:

**Welcome** – Welcome colleagues and give them a brief overview of the topics that will be discussed.

**Review** — Review what was discussed at the last meeting and ask if there are any comments, questions or concerns.

**Discussion** – Follow the discussion guide (at the end of each theme's section), which includes talking points, questions to pose, and instructions for small and large group activities.

Note... Even if you do not know the answers to every question, you can still facilitate a discussion around the topic. *The purpose of the meetings is for teachers to spend time discussing tobacco use and the benefits of quitting.* Just by doing this you may help facilitate changes in the school.

**Summary** – Close the session by quickly summarizing the discussion. This will help the teachers remember and reinforce what was learned.

**Thanks** – Thank teachers for their input and time, as well as add any additional compliments and positive comments.

## Discussion Guides

There are six guides that you will use to facilitate the discussions about tobacco with teachers. Each guide follows the format above and provides you with the materials, talking points and discussion questions you will ask during the session. If you have any questions about the guides, please ask the Health Educator.

Discussion guides for each theme are located at the end of each theme's section.

## Instructions on how to use the Discussion Guides:

The lead teacher will convene the teachers for a discussion approximately once every two weeks. The purpose of these discussions is to engage teachers in thinking together about the key issues of each theme. These discussion guides provide a framework for lead teachers to facilitate these discussions.

For each theme there is a corresponding discussion guide. Each guide provides you with an agenda, discussion questions, and discussion points to help you facilitate the discussions among teachers. You can, and should, use your own words to discuss these points.

Anytime you see blue text preceded by the word “**Ask,**” it means you should ask the teachers this question directly. After posing each question, give teachers the time to discuss the issue before referring to the “**Discussion Points**” (in green). The discussion points are meant to supplement whatever issues the teachers did not already bring up, if time permits. It is more important to get the teachers to discuss the issues than it is to review each and every discussion point.

Additionally, each **topic** (which is numbered) corresponds with a suggested amount of time to spend on that topic. This is to ensure you have enough time to go through all of the topics, but is merely a suggestion.

Anytime you see a “**Note to Lead Teacher**” in a red box, it means you should take an action, such as distributing a handout to the other teachers or hanging up a poster, before proceeding with the discussion.

## Facilitating Group Discussions

According to Adult Learning Theory... adults remember only 20% of what they are told, yet remember 80% of what they discover for themselves! Therefore, having teachers engage in discussions about tobacco is valuable for them to apply the concepts from the themes to their lives.

Here are some tips to conduct effective group discussions among teachers:

- **Prepare beforehand** – Review your discussion guide before each discussion
- **Break into smaller groups** — If a group of teachers is too large for general discussion, ask each person to turn to a neighbor and spend a brief amount of time sharing views on a subject or question. Then ask pairs to share their ideas with the large group.
- **Ask open-ended questions** — After telling teachers what the topic is, ask an open-ended question (one that cannot be answered YES or NO). This will allow school personnel to discover what they know about a topic before you present

information.

- **Be patient** — The first question may not be answered right away. Wait for about 10 seconds. Then use prompts or re-phrase the question if necessary.
- **Encourage teachers and staff** – to apply the concepts presented. Ask, “How does this apply to your situation?” “How can you use this information?” Have them consider alternative approaches that might help, such as, “What else can you do?”
- **Ask follow-up questions** — for example, “Does anyone else have a different experience?”
- **Avoid evaluating comments** — Try to remain neutral. Re-state the comments in a friendly, but neutral tone.
- **Avoid criticizing** — Even if you disagree, or if the comments are counter to the Tobacco Free Teachers, Tobacco Free Society program principles, do not criticize.
- **Record comments** — Have paper handy to write down teacher and staff members’ comments. This allows the group’s work to be displayed. It is also helpful to have an assistant (such as another teacher) write so you can stay focused on the group.
- **Be honest about what you know** — If you don’t know the answer to a question, tell your colleagues that you will find out and get back to them with the answer.
- **Wrap up** — when closing a session, quickly review and summarize the discussion & objectives. This will help the teachers remember & reinforce what was learned.
- **Thank teachers** — for their input and time. Add additional compliments and positive comments.

## Common Probing Techniques

Sometimes people are silent or reluctant to talk in a group. Here are some tips to encourage the active participation of all teachers in the discussions:

- **Silence** — Don't be afraid of it. Silence often elicits more info. Respondents might just be gathering thoughts. Don't let the silence become awkward though – you need to be able to read your participants.
- **Tending probes** — These are visual cues and verbal signals that have a dual purpose. They are ways to affirm that you are listening and give you the opportunity to get more information. Use “right’s” “uh-huh’s” “I see’s” and nods. If you want to probe further, you can also echo what the respondent has told you, and add a question for more info on the end. “Okay, so you said you feel that smoking cigarettes can give you lung cancer. Why do you think that?”
- **Tell me more** — Common probes – “Can you tell me more about that?” “why exactly do you feel like that?” etc.
- **Get a story** — Ask the participant to tell you a story recounting a specific incident. The more details, the better.
- **Leading** — You need to be careful with this one. Not “don’t you think that” but rather “what do you think about” - very useful when you think that the respondent might be glossing over something or assuming you know something that you don’t.

## Problem Group Discussion Participants

While facilitating a discussion, you may find some teachers dominate the conversation and others don't speak at all. The goal is to have all teachers participate in the group discussions. Here are some examples of typical participant behaviors that can be disruptive to a group, as well as some tips on managing them.

- **“The Talker”** — This is the person who keeps talking, talking, and talking. Sometimes on topic, sometimes off. It may be necessary to interrupt this person to get them back on track, or to let others speak.
- **“The Mute”** — This is the person that doesn’t speak at all. You will have to check in with this person to illicit their thoughts. This person may be shy, so try to do it in a way that doesn’t put them on the spot.
- **“The Know-It-All”** — This person might be “talker”, too. Be careful that they don’t overly influence the others in the group. It’s important to understand what everyone thinks.
- **“The Disrupter”** — This is someone who is causing disservice to the group by continually joking, straying off topic, etc. Keep them in check.
- **“The Interrupter”** — This is someone that keeps interrupting others. Call them on this by reminding them that only one participant can talk at a time.



# Section 4

## The Six Themes of the *Tobacco Free Teachers, Tobacco Free Society Program*

The *Tobacco Free Teachers, Tobacco Free Society* program is centered around six topics, or “themes.” Each theme corresponds with a poster and a group discussion among teachers facilitated by the Lead Teacher.

- **Theme 1: Teachers as Role Models:** Explains the important role that teachers play in tobacco control
- **Theme 2: Health Effects of Tobacco:** Illustrates the harmful health effects of tobacco products
- **Theme 3: Motivation to Quit:** Helps identify the reasons for quitting tobacco use
- **Theme 4: Skills to Quit:** Outlines the main steps a person can take to help them quit using tobacco
- **Theme 5: Dealing with Withdrawal:** Provides tips on how to deal with withdrawal symptoms that occur as a result of quitting tobacco use
- **Theme 6: Maintenance and Celebration:** Provides strategies on how to stay quit

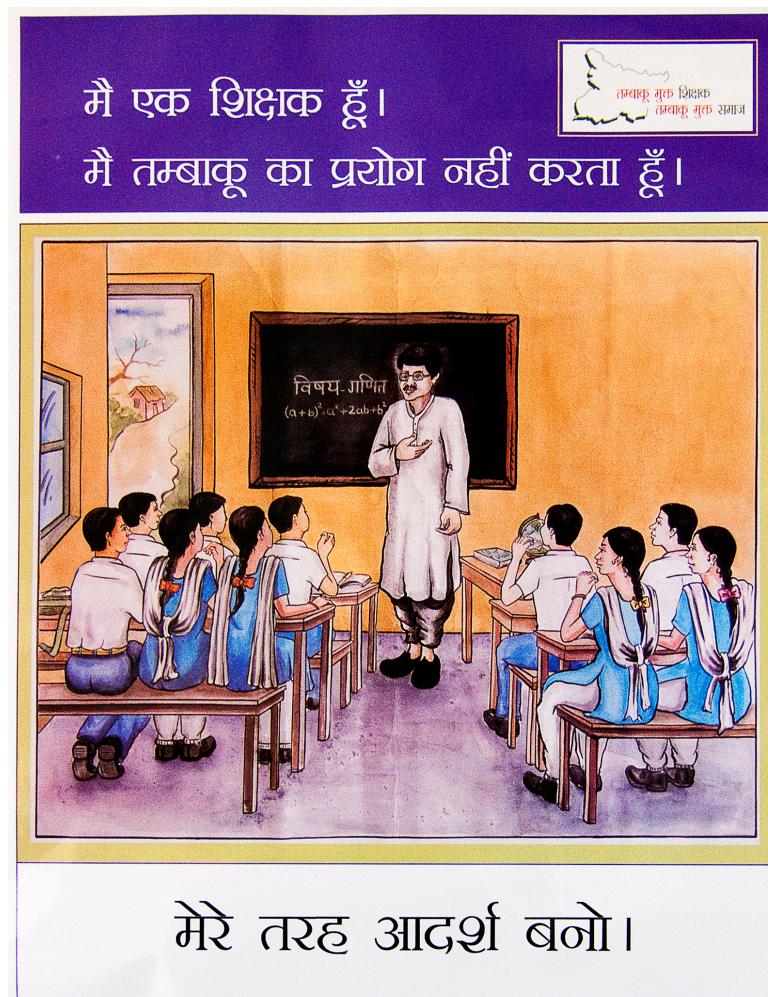
It is important to go through the themes in sequential order, as the information in each theme builds upon the previous theme.

# Theme 1: Teachers as Role Models

This theme explains the important roles teachers play in the *Tobacco Free Teachers, Tobacco Free Society* program. All teachers, both tobacco users and tobacco non-users, play a significant role in the promotion of tobacco control in your school. Teachers' involvement in the program serves three crucial roles:

- (1) To serve as role models by quitting tobacco or remaining tobacco-free
- (2) To promote a tobacco-free school campus
- (3) To use the knowledge and skills learned as a result of the program to help people quit

Spreading information and awareness about the ill-effects of tobacco is a key step on the path to reducing tobacco use within your community. Teachers are in the perfect position to fulfill this role because they are educators by training and highly regarded by their communities.



## Suggested timeline:

Time	<i>Activities to be Done (by Program Component)</i>
Week 1	<b>I. Tobacco Policy Workgroup:</b>
(14th Aug– 20th Aug)	<p>Formulate the Tobacco Policy Workgroup</p> <ul style="list-style-type: none"><li>• Identify teachers who would like to participate in the Tobacco Policy Workgroup. Any teacher can volunteer to participate. The Principal can also nominate members to be part of the group.</li><li>• The Tobacco Policy Workgroup should be comprised of at least four members (listed below). Out of the four members at least one (if possible) should be a woman.<ol style="list-style-type: none"><li>1. the Principal (as the chairperson)</li><li>2. the Lead Teacher as its executive secretary</li><li>3. one teacher who is a tobacco user</li><li>4. one teacher who is a non-user of tobacco</li></ol></li><li>• The primary responsibilities of the Workgroup are to:<ul style="list-style-type: none"><li>— Adopt a tobacco control policy for the school</li><li>— Identify ways to implement and promote the policy</li><li>— Monitor changes in the school as a result of having a tobacco control policy</li><li>— Celebrate the school's success in being tobacco-free</li></ul></li><li>• Please refer to the Roles and Responsibilities of the Tobacco Policy Workgroup for more information (“Appendix A”)</li><li>• The Lead Teacher – in consultation with the Principal – will schedule the three meetings (during weeks 3, 7, and 11). Pick dates, times and locations that are convenient for teachers.</li></ul>

## II. Group discussion with teachers:

- The Lead Teacher – in consultation with the Principal – will schedule six group discussions (during weeks 2, 4, 6, 8, 10, and 12) and announce the dates to the teachers.
- Please refer to the checklist (“Appendix B”) & How to Facilitate Group Discussions (“Appendix C”) before conducting each group discussion.

### **III. Cessation support for teachers:**

- Provide teachers wanting to quit – or who want to help someone else quit - with the self-help quit booklet, which has been given to Lead Teachers at the training.
- Refer teachers who want to quit to the Health Educator for counseling assistance and/or referrals to local resources that the teachers can contact to receive additional support.

### **IV. Posters/wall paintings:**

- Arrange with the project staff to have the three wall paintings painted.

### **V. Plan for Kick-off Event**

#### ***Time***

#### **Week 2**

(21st Aug–  
27th Aug)

#### ***Activities to be Done (by Program Component)***

### **I. Tobacco Policy Workgroup:**

- No activities planned this week

### **II. Group discussions with teachers:**

- Conduct group discussion #1 with teachers. Use THEME 1 Discussion Guide (“**Appendix E**”) to facilitate the discussion

### **III. Cessation support for teachers:**

- Provide teachers wanting to quit – or who want to help someone else quit - with the self-help quit booklet.
- Refer teachers who want to quit to the Health Educator for counseling assistance and/or referrals to local resources that the teachers can contact to receive additional support.

### **IV. Posters/wall paintings:**

- Display the following poster: “**Teachers as Role Models**”

### **V. Conduct the Kick-off Event**

## Appendix D

# Suggested Agenda and Checklist for the Kick-off Event

A Kick-off event will help promote the *Tobacco Free Teachers, Tobacco Free Society* program in your school. Holding the Kick-off event during the first month of the program will create enthusiasm among staff members and will help gain commitment from teachers.

Here is a sample agenda for the Kick-off event: (*NOTE:* Lead Teacher may adjust the sample schedule based on what works in the school setting and the amount of time available for the event.)

- Welcome speech – Principal (welcome, introduction of Lead Teacher and his/her role in the program and explanation of role of health educator) (5m).
- Presentation by Health Educator (30m)
  - a) Introduction of the program
  - b) Teachers as conduits to society
  - c) Harmful effects of tobacco
  - d) Role of users and non-users in tobacco control
- Question & answer - discussion (30m)
- Announce that a policy workgroup will be formed
- Announce Lead Teacher's meeting with the teachers
- Concluding Remarks (5m) – Lead Teacher
- Speech by an invitee (e.g., local politician) (5m) – optional
- Vote of thanks

Use the checklist on the following page to help plan your Kick-off event.



## ***Checklist for the Tobacco Free Teachers, Tobacco Free Society Kick-off Event***

### **Week 1:**

- Lead Teacher and Principal should create a plan for the Kick-off event during Week 1 of the program. They should contact the Health Educator to help with planning
- Lead Teacher and Principal should invite influential members of the community to attend the Kick-off (if available)
- Lead Teacher and Principal should familiarize themselves with the *Tobacco Free Teachers, Tobacco Free Society* program

### **Week 2:**

#### **1-2 days before the Kick-off event:**

- Lead Teacher - with the Principal - should inform school teachers about the Kick-off event and encourage them to participate
- The Lead Teacher should prepare his/her speech for the Kick-off and remind the Principal to prepare his/her speech. These speeches should introduce the Tobacco Free Teachers, Tobacco Free Society program to the teachers and state why your school is participating
- The Lead Teacher should make all logistic arrangements, with the help of the Principal, one day before the event
- The Lead Teacher will check to see if the invited influential community members will attend the event

#### **Day of the Kick-off event:**

- The Lead Teacher will set up for the event at the school
- The Principal and Lead Teacher will deliver their speeches

## Appendix E

# Guidelines for the Theme 1 Discussion (Teachers as Role Models)

## Overview of Theme 1:

This theme explains the important roles teachers play in the *Tobacco Free Teachers, Tobacco Free Society* program. All teachers, both tobacco users and tobacco non-users, play a significant role in the promotion of tobacco control in your school. Teachers' involvement in the program serves three crucial roles:

- (1) To serve as role models by quitting tobacco or remaining tobacco-free
- (2) To promote a tobacco-free campus
- (3) To use the knowledge and skills learned as a result of the program to help people quit tobacco and remain tobacco-free

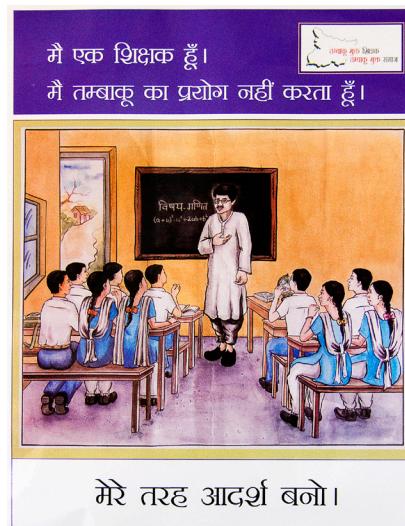
Spreading information and awareness about the ill-effects of tobacco is a key step on the path to reducing tobacco use within your community. Teachers are in the perfect position to fulfill this role because they are educators by training and highly regarded by their communities.

## Materials you'll need for this meeting:

- “**Teachers as Role Models**” poster
- Theme 1 Discussion Guide
- Handout 1: Movies and Tobacco

## Approximate time needed for this meeting:

- 30-60 minutes



# Theme 1 Discussion Guide - Teachers as Role Models

## **Note to Lead Teacher:**

Please display the “**Teachers as Role Models**” poster in a prominent location at the start of the discussion.

### **1. Welcome (2 minutes):**

- Welcome the teachers to the first group discussion
- Explain the objectives of the meeting:
  - To generate discussion on teacher’s reactions to the *Tobacco Free Teachers, Tobacco Free Society* Kick-off event
  - To help teachers understand the important role that they play in addressing the tobacco problem, as role models to youth and opinion leaders in the community
  - To discuss ways that all teachers (users and non-users) can get involved in tobacco cessation in school and in society
  - To debate the effect of tobacco imagery in movies on the uptake of tobacco use

### **2. Recap from the *Tobacco Free Teachers, Tobacco Free Society* Kick-off event (5-10 minutes):**

- Remind teachers what the Health Educator discussed at the Kick-off event
  - The main activities of the *Tobacco Free Teachers, Tobacco Free Society* program
  - Why tobacco is such a threat to the health of people in India
  - The role that teachers can play in tobacco control

**Ask: “Do you have any questions or concerns about the information presented at the Kick Off?”**

### **Discussion points:**

- A very important point made at the Kick-off that should be emphasized is that regardless of our tobacco use status, we teachers are important role models in encouraging abstinence from tobacco among students, family and friends
- Through this program, we will learn a lot of information about the harmful effects of tobacco use. This information is vital to us, our students, and the community.

### 3. Discussion about the Important Role of Teachers in the Program (10-15 minutes):

**Ask: “What roles can teachers play in tobacco cessation and control?”**

- For co-workers?
- For students?
- For family/friends?
- For the community in general?

#### Discussion Points:

- All of us play a very important part in this program. Teachers who use tobacco and those of us who do not use tobacco are all important role models to our students and the community. This can make us feel very responsible for our behavior.
- Students consider teachers as their role models no matter what our tobacco status in private. By participating in this program, all of us teachers can prevent our students from taking up the habit by setting a good example at school. It is important for us to help our students and our children develop good habits.
- As a non-user of tobacco, we are even stronger role models for living tobacco-free. This program gives non-users of tobacco the knowledge and the skills to help others quit. Thus by participating in this program, we all will be doing a great service to our community.
- For users of tobacco, this program gives an opportunity to learn about reasons to quit, the skills for quitting as well as techniques to cope with some of the discomforts that arise from quitting. When you are ready to quit, you can set a great example on how it is possible to quit tobacco use and remain tobacco-free.

#### **Note to Lead Teacher:**

You may not get through all of the remaining topics in the time allotted for this group discussion, so please select 1-2 of the following topics that are most interesting to you and your fellow teachers to focus on.

### 4. Discussion about the Effects of Tobacco on Employment (5-10 minutes):

**Ask: “Do you think tobacco use affects the way we work? What are some of the ways in which it can affect our employment?”**

## Discussion Points:

- Tobacco affects productivity at work
- Illness from tobacco can cause tobacco users to often miss days from work. Because of too many sick days from work, it is possible that the person is denied a promotion that they would otherwise have gotten.

## 5. Discussion about the Effects of Tobacco on Families (10-15 minutes):

**Ask: “How do you think tobacco use affects a person’s family?”**

## Discussion Points:

- Tobacco use also causes premature death. A family can sometimes lose their only earning member due to tobacco use.
- Secondhand smoke from tobacco products causes a lot of respiratory problems among children.

**Ask: “Since tobacco use causes so many problems, what should the role of families and friends be to support tobacco cessation?”**

## 6. Discussion about Tobacco and the Movies (10-15 minutes):

- Introduce this next conversation about how tobacco is presented in the movies. The purpose of this conversation is to:
  - Help recognize the subtle influence of these messages on people’s lives
  - Help determine ways in which teachers can help keep these influences away.

### ***Note to Lead Teacher:***

Distribute Handout 1 “**Movies and Tobacco**”. Please give the teachers a few minutes to read all the material. Tell them that there are interesting facts in the handout that they can share with their students, family and friends.

**Ask: “Can you name a few movies in which your favorite actor has been shown using tobacco?”**

## Discussion Points:

- There are many movies including Don, Rang De Basanti, Company and Family in which leading film stars like Shah Rukh Khan, Aamir Khan, Vivek Oberoi and Amitabh Bachan have used tobacco.

**Ask: “How do you think the way in which tobacco is portrayed in movies influences adults and children’s habits and behaviors?”**

### Discussion Points:

- There have been several studies done in the United States and other foreign countries that show that tobacco use by a film star has an effect on young and adult cinema viewers. These studies found that the more movies with tobacco use that individuals watched, the more likely they were themselves to use tobacco.
- There have been some studies to show that adults and teenagers are influenced by viewing actors smoke or chew tobacco in movies. Because these actors look very stylish using tobacco, they influence others to use it or try it as well.
- Now, some movie actors are giving up tobacco use after they have realized that it was harmful for their health. For instance, John Abraham stopped smoking.

**Ask: “In what ways do you think movie actors publicly quitting their tobacco use influences other people?”**

### 7. Summary (5 minutes):

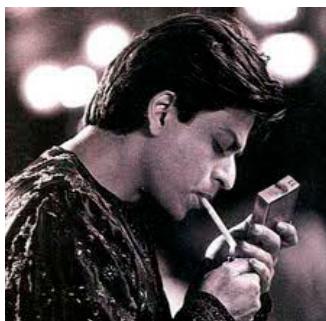
- Briefly summarize the objectives and what was discussed.
  - The program is for ALL teachers – both users and non-users of tobacco
  - Teachers - as role models and influential members of the community - have a very important part to play in tobacco control
- We will be having discussions like these twice a month to discuss the way tobacco influences our lives and work. These discussions will give us a chance to talk about harmful effects of tobacco, how to initiate the quitting process, skills to quit and ways we can help others quit tobacco. The discussions will be at a time convenient to us teachers.
- Encourage the teachers to participate in these discussions because it will help the group come up with ways to quit tobacco and help others quit.
- Remind teachers that the discussions do NOT serve the purpose of identifying anyone as tobacco-users or putting blame on anyone for using tobacco. All teachers, regardless of whether they use or do not use tobacco, are important role models in encouraging abstinence among students and others by setting an example, or being tobacco-free, on the school’s campus.
- Remind teachers that you are there to assist you, to discuss any issues or concerns that they may have with the program as well as all the information presented in one-on-one conversations outside of this meeting. So they can approach you any time they would like to discuss any issues, concerns, or questions.

### 8. Thanks

- Thank teachers for their time. Add additional compliments and positive comments.
- Remind staff of the date and time of the next meeting.

# HANDOUT 1:

## Movies and Tobacco



*These are stills from actor's respective movies*

### Here are some facts about Indian movies and tobacco use.

- India is one of the largest producers of films in the world. Almost 900 films, in different languages, are produced in India every year. More than 60 million Indians view these films in theaters.
- A study sponsored by the World Health Organization shows that 89 percent of Indian movies released after 2004 show some tobacco use.<sup>1</sup>
- In 15 to 20 percent of the movies, cigarette consumption is shown.<sup>1</sup>
- 51 percent of youngsters start smoking because they see their favorite movie star smoke.<sup>2</sup>
- South Indian superstar Rajnikant has stopped smoking in his films because former Union Health Minister, Anbumani Ramadoss, asked him not to smoke.<sup>3</sup>
- Even Shah Rukh Khan who smokes has asked others not to smoke. In an interview, he said, “I tell children all the time, please do not smoke because it is the worst.”<sup>4</sup>
- Other movie actors are also giving up tobacco use after they have realized that it was harmful for their health. For instance, John Abraham has stopped smoking and he promoted non-smoking in one of his films.
- Aamir Khan stopped smoking while he was making the children’s film “Taare Jameen Par” because he wanted to be a good influence on children.
- There are some movie directors too who are now realizing that tobacco use is harmful. In Ghajini, the biggest blockbuster movie of the year, the movie director makes Aamir Khan promote a no tobacco message.

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# Section 5

## Theme 2: Health Effects of Tobacco

Tobacco is the leading preventable health threat of our nation. Learning about the harmful effects of tobacco is crucial to the fight against tobacco use. The aim of this theme is twofold:

- 1) To increase teachers' knowledge and understanding of the health effects of tobacco use
- 2) To dispel some of the myths associated with tobacco use

Even non-users of tobacco are at risk when they are in the presence of tobacco fumes. When nonsmokers, especially children, are exposed to smoke from others smoking nearby (also known as secondhand smoke), they inhale the same chemicals that smokers do. Over the long term, these individuals are at increased risk for numerous health problems such as acute respiratory infections, severe asthma, and impaired brain development. Since there is no risk-free level of exposure to second-hand smoke, the best thing is to eliminate exposure all together.



## Suggested timeline:

Time	<i>Activities to be Done (by Program Component)</i>
Week 3	
(28th Aug- 3rd Sept)	<b>I. Tobacco Policy Workgroup:</b> <ul style="list-style-type: none"><li>Conduct the first meeting of the Tobacco Policy Workgroup. Use the guidelines given in “Appendix F” to prepare for this meeting. Please refer to the checklist in “<b>Appendix G</b>” before conducting this meeting.</li><li>In this meeting, you’ll learn the rationale of having a school tobacco policy, be introduced to a Proposed Tobacco Policy (“<b>Appendix H</b>”), learn about the National Tobacco Control Policy (“<b>Appendix I</b>”), and use a tool to monitor visible signs of tobacco use on campus (“<b>Appendix J</b>”).</li><li>Once you’ve had the first meeting of the Tobacco Policy Workgroup, begin implementing your school’s tobacco control policy.</li></ul>
	<b>II. Group discussion with teachers:</b>
	<ul style="list-style-type: none"><li>No activities planned this week</li></ul>
	<b>III. Cessation support for teachers:</b>
	<ul style="list-style-type: none"><li>Provide teachers wanting to quit — or who want to help someone else quit — with the self-help quit booklet.</li><li>Refer teachers who want to quit to the Health Educator for counseling assistance and/or referrals to local resources that the teachers can contact to receive additional support.</li></ul>
	<b>IV. Posters/wall paintings:</b>
	<ul style="list-style-type: none"><li>No posters to put up this week</li></ul>

## *Time*

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## *Activities to be Done (by Program Component)*

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### **Week 4**

(4th Sept –  
10th Sept)

#### **I. Tobacco Policy Workgroup:**

- No activities planned this week

#### **II. Group discussion with teachers:**

- Conduct group discussion #2 with teachers. Use THEME 2 Discussion Guide (“**Appendix K**”) to facilitate the discussion
- Please refer to the checklist (“**Appendix B**”) & How to Facilitate Group Discussions (“**Appendix C**”) before conducting the group discussion

#### **III. Cessation support for teachers:**

- Provide teachers wanting to quit – or who want to help someone else quit - with the self-help quit booklet.
- Refer teachers who want to quit to the Health Educator for counseling assistance and/or referrals to local resources that the teachers can contact to receive additional support.

#### **IV. Posters/ wall paintings:**

- Display the following poster: “**Tobacco User’s Body**”

## Appendix F

# Guidelines for First Meeting of the Tobacco Policy Workgroup

### The purpose of this meeting is to:

- Present the rationale of having a school tobacco control policy
- Explain the roles and responsibilities of the Tobacco Policy Workgroup
- Introduce the Proposed Tobacco Control Policy
- Develop a plan to implement the policy
- Introduce a tool for monitoring visible signs of tobacco use on the school campus
- Conduct the first assessment of visible signs of tobacco use on the school campus using the tool

### Materials you'll need for this meeting:

- Talking points for first meeting of the Tobacco Policy Workgroup for the Lead Teacher (below)
- Documentation of your school's current tobacco control policy (if any)
- Handouts (Copies should be made, if possible, for each member of the Tobacco Policy Workgroup):
  - Roles and Responsibilities of the Tobacco Policy Workgroup ("Appendix A")
  - The Proposed Tobacco Control Policy ("Appendix H")
  - The Simplified Versions of the National Tobacco Control Policy (NTCP) and Cigarettes and Other Tobacco Products Act (COTPA) of 2003 ("Appendix I")
  - The tool for monitoring visible signs of tobacco use on campus ("Appendix J")

### Approximate time needed for this meeting:

- 45 minutes-1 hour



# Talking Points for the First Meeting of the Tobacco Policy Workgroup

- Welcome the members of the group.
- Explain the objectives of the meeting:
  - To present the rationale of having a school tobacco control policy
  - To explain the roles and responsibilities of the Tobacco Policy Workgroup
  - To introduce the Proposed Tobacco Control Policy
  - To develop a plan to implement the Policy
  - Introduce tool for monitoring visible signs of tobacco-use on the school campus
  - Conduct first assessment of visible signs of tobacco-use on the school campus using the tool
- Briefly explain the rationale of having a school tobacco control policy.
  - Tobacco is still the leading cause of preventable death, disease, and disability in India.
  - The majority of tobacco users begin using tobacco in their teens. The risks of tobacco are highest among those who start early and continue for prolonged periods.
  - School tobacco policies can be an effective means of creating a tobacco-free school environment.
    - For instance, a study conducted in Bihar compared two schools: one that had a school tobacco control policy, and the other that didn't have a tobacco control policy. The study found that fewer school personnel used tobacco in the school with the policy. The findings suggest that introducing a tobacco control policy into your school may help reduce tobacco use among school personnel as well as students.
- Explain the roles and responsibilities of the workgroup:
  - There are four main roles of the workgroup:
    - Adopt a tobacco control policy for the school
    - Identify ways to implement and promote the policy
    - Monitor changes in the school's campus as a result of having a tobacco control policy
    - Celebrate the school's success in being tobacco-free
  - We will begin discussing the first three roles at this meeting
- Introduce the Proposed Tobacco Control Policy:
  - This policy is based on recommendations from The Manual on Tobacco Control in Schools - 2006 published by the World Health Organization (WHO) Regional Office for South-East Asia and is in accordance with India's Cigarettes and Other Tobacco Products Act (COTPA).

- A: Tobacco use by anybody including the visitors on school property, in school vehicles, and at school-sponsored functions is strictly prohibited.
- B: No tobacco advertising will be permitted in any form in school buildings, at school functions, or in school publications or school books
- C: Endorsement or sponsorship in any form of any school-related event by tobacco companies is strictly prohibited.
- D: Clothing and other articles of attire worn at school or any articles brought to school (key tags, stationary, stickers or badges on school bags) by anybody may not display advertisements for, endorsements of, or implications of tobacco, tobacco companies, or tobacco use in any form.
- E: The sale of the tobacco products is prohibited within a radius of 100 yards of the school; display boards declaring the same are posted outside the school
- If your school already has a tobacco control policy, compare it to the proposed policy to ensure it contains these components
  - Develop a plan to implement the policy. Some things to consider:
    - How and when will you announce the policy to the other school personnel as well as students? Who will announce it?
    - How often will it be announced?
    - Are there any special events that it should be announced at?
    - Will you make any signage or posters promoting the school's new policy?
    - Can you think of any other ways that the new policy might be communicated to school personnel? What about other non-school personnel using the school for other purposes?
    - Discuss any concerns you might have in promoting this policy and ways to address them
  - Review the evaluation tool: Tool for monitoring visible signs of tobacco use on campus (**“Appendix J”**)
    - Make sure that members of the workgroup understand how to use it
    - Add any additional information that you'd like to collect with this tool
  - Emphasize that the goal of this tool is to monitor physical changes in the school environment due to the policy, NOT to identify teachers or staff members violating the policy.
  - Conduct the first evaluation utilizing the Tool for monitoring visible signs of tobacco use on campus.
  - Start walking around the school and completing the Tool for monitoring visible signs of tobacco use on campus

### ***Note to Lead Teacher:***

Once you have completed this tool, remember to put it back in the binder or in some other easily accessible place that you – and other school personnel - will be able to reference over the next three months.

- Inform the workgroup about the timelines for different activities:
  - **Week 4:**  
Begin implementing the school's tobacco policy (through the plan that was devised earlier in the meeting)
  - **Week 7:**  
Conduct a follow-up assessment of tobacco in and around the school. See: Guidelines for Second Meeting of the Tobacco Policy Workgroup ("Appendix M") for more information.
  - **Week 11:**  
Conduct your final follow-up assessment of tobacco in or around the school. See: Guidelines for Third Meeting of the Tobacco Policy Workgroup ("Appendix Q") for more information.
    - Compare these results to your first and second assessments to see if there are any visible changes.
    - Determine next steps in terms of promoting the school's tobacco policy and/or celebrating the school's success.
- Schedule future meetings and activities.
- Thank the group and conclude the meeting.

## Appendix G

# Checklist to Prepare for the First Meeting of the Tobacco Policy Workgroup

## The day before the first meeting of the Tobacco Policy Workgroup:

- The Lead Teacher and Principal should remind members of the Tobacco Policy Workgroup that there will be a meeting the next day.
- The Lead Teacher should review the “**About**” section of the binder, as well as the *Guidelines of the First Meeting of the Tobacco Policy Workgroup*, which can be found in this section. This section has information about the purpose of the meeting, the materials you’ll need for this meeting (including some materials that may be copied for workgroup members), as well as the approximate time requirements for this meeting
- The Lead Teacher should take the materials needed from the implementation guide to the meeting. (These documents can be found in this section.)
- The Lead Teacher should identify whether or not the school has an existing tobacco control policy, and record the policy if one exists.

## The day of the first meeting of the Tobacco Policy Workgroup:

- The Lead Teacher and Principal should facilitate the Tobacco Policy Workgroup utilizing the *Talking Points for the First Meeting of the Tobacco Policy Workgroup*.



## Appendix H

# Proposed Tobacco Control Policy

This policy is based on recommendations from The Manual on Tobacco Control in Schools - 2006 published by the World Health Organization (WHO) Regional Office for South-East Asia and is in accordance with India's Cigarettes and Other Tobacco Products Act (COTPA).

- Tobacco use by anybody including the visitors on school property, in school vehicles, and at school-sponsored functions is strictly prohibited.
- No tobacco advertising will be permitted in any form in school buildings, at: school functions, or in school publications or school books
- Endorsement or sponsorship in any form of any school-related event by tobacco companies is strictly prohibited.
- Clothing and other articles of attire worn at school or any articles brought to school (key tags, stationary, stickers or badges on school bags) by anybody may not display advertisements for, endorsements of, or implications of tobacco, tobacco companies, or tobacco use in any form.
- The sale of the tobacco products is prohibited within a radius of 100 yards of the school; display boards declaring the same are posted outside the school

## Appendix I

# Simplified Version of the National Tobacco Control Policy (NTCP) and the Cigarettes and Other Tobacco Products Act (COTPA)

## National Tobacco Control Policy

### Introduction

Tobacco addiction is a global epidemic that is increasingly ravaging countries and regions that can least afford its toll of disability, disease, lost productivity and death. It has been recognized as the single biggest causes of preventable death and disability worldwide. The tobacco problem in developing countries like India is more complex and difficult compared to other parts of the world. India is the second largest producer of tobacco worldwide and ranks fourth in total tobacco consumption. It is easily accessible and consumed in rural India in various forms - smoking, chewable and snuff - like cheaper cigarette versions like beedis, betel leaves, flavored powder (pan masala and gutka), hookah etc. and is closely related with rituals and social status.

## Cigarettes and other Tobacco Products Act, 2003 (COTPA, 2003)<sup>1</sup>

The Act is applicable to all Tobacco products<sup>2</sup> containing tobacco in any form and it extends to whole of India. The act is comprehensive with the following provisions:

### Prohibition on smoking in public places - Section 4 of Tobacco Control Act, 2003:

- Smoking in all “public places”<sup>3</sup> is prohibited. The term public place is defined as a place to which the public have access, whether as of right or not, and includes auditorium, hospital buildings, railway waiting room, amusement centers, restaurants, public offices, court buildings, educational institutions, libraries, public conveyances, work places, shopping malls, cinema halls and like which are visited by general public but does not include any open space.<sup>4</sup>
- Airports and hotels with more than 30 rooms or eateries with more than 30 seating can have a smoking area which is to be physically segregated in such a manner that the air from these areas does not circulate to the non-smoking areas.

- Display of prominent non-smoking signs e.g. “Smoking here is strictly prohibited” is mandatory at all public places.

Anyone violating it will be subjected to the payment of fine up to Rupees 200.

### **Prohibition of Advertisement, Promotion and Sponsorship of all Tobacco Products- Section 5 of Tobacco Control Act, 2003:**

- Both direct & indirect advertisement of tobacco products prohibited in all forms of audio, visual and print media
- Total ban on sponsoring of any sport and cultural events by cigarette and other tobacco product companies
- No trade mark or brand name of cigarettes or any tobacco product to be promoted in exchange for sponsorship, gift, prize or scholarship
- No person, under contract or otherwise, to promote or agree to promote any tobacco product.

### **Prohibition on Sale to Minors - Section 6 (a) of Tobacco Control Act, 2003:**

- Sale of tobacco products to persons under the age of 18 is prohibited.
- The seller (shopkeeper) should ensure that the person who is buying the tobacco product is not a minor.
- A display board to be put up at the point of sale declaring that “sale of tobacco products to minors is prohibited”

### **Prohibition on Sale around Educational Institutions – Prohibition on sale of Cigarettes and Other Tobacco Products around Educational Institutions Rules, 2004:**

- In order to restrict access of youth for tobacco products, the sale of the tobacco products is prohibited within a radius of 100 yards of any educational institution.
- The owner or manager or any other person in-charge of affairs of the educational institution shall display and exhibit a board at a conspicuous place outside the premises, prominently stating that the sale of cigarettes and other tobacco products in an area within a radius of one hundred yards of the educational institution is strictly prohibited and is an offence punishable with the fine which may extend to 200 rupees.

## **Health warnings on tobacco products packs - Section 7<sup>5</sup> of Tobacco Control Act, 2003:**

- All tobacco product packages need to carry prominent and legible health warnings.
- These warning shall also be pictorial in nature.
- The warnings will be given in the same language as given on the pack.
- All imported tobacco products should also carry the specified warnings.

## **Some of the amendments made to the section of the act on Prohibition of smoking in a public place, which took effect from 2nd October 2008:**

- (1) The person in charge of the affairs of a public place shall ensure that:
  - (a) No person smokes in the public place (under his jurisdiction / implied).
  - (b) The board (“No tobacco” sign) is displayed prominently at the entrance of the public place, in case there are more than one entrance at each such entrance and conspicuous place(s) inside. In case if there are more than one floor, at each floor including the staircase and entrance to the lifts at each floor.
  - (c) No ashtrays, matches, lighters or other things designed to facilitate smoking are provided in the public place.
- (2) The person in charge of the affairs of a public place shall notify and cause to be displayed prominently the name of the person(s) to whom a complaint may be made by a person(s) who observes any person violating the provision of these Rules.
- (3) If the authorized officer of a public place fails to act on report of such violation, the person in charge shall be liable to pay fine equivalent to the number of individual offences.

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### **References:**

1. *The Cigarettes and Other Tobacco Products (Prohibition of Advertisement and Regulation of Trade and Commerce, Production, Supply and Distribution) Act, 2003.*
2. *Tobacco Products is defined Under Section 3(p) read with the Schedule of the COTPA, 2003.*  
1) Cigarettes, 2) Cigars, 3) Cheroots, 4) Beedis, 5) Cigarette tobacco, pipe tobacco and hookah tobacco, 6) Chewing Tobacco, 7) Snuff, 8) Pan masala or any chewing material having tobacco as one of its ingredients, 9) Gutka & 10) Tooth Powder containing Tobacco.
3. *Public Places is defined under section 3(l) of the COTPA, 2003 r/w Rule 2(d) of Prohibition of Smoking in Public Places Rules,2008*
4. *Open space does not include any place visited by the public such as open auditorium, stadium, railway stations, bus stop/stand and other such places. Rule 2(d) of Prohibition of Smoking in Public Places Rules, 2008.*
5. *Notified by Ministry of Health and Family Welfare, Under G.S.R No. 1955(E) , dated 16th November,2007.*
6. *Schedule III of the Prohibition of Smoking in Public Places Rules, 2008.*

## Persons authorized to impose and collect fine<sup>6</sup>:

<b>S.No.</b>	<b>Public Places</b>	<b>Persons authorized to take action</b>
1.	All Public Places	Director Public health & Director Health Services/In charge Administration in Central and State Government/ Nodal Officers/ Focal Points of anti-tobacco cell at district and state level.
2.	Airports	Airport manager/Officers of Airport Authority of India and Officers of all schedule Airlines
3.	Educational Institutions	College/School/Headmaster Principal/ Teacher
4.	Private Offices/ workplaces	Head of the Institution/HR Manager/ Head of Administration
5.	Post Office	Post Master and above.
6.	Libraries/ Reading Rooms	Librarian/Asstt. Librarian/Library In charge/Other administrative Staff in the Library.
7.	Railways and all its Premises	Station Master/Asstt. Station master/ Station Head/Station In charge.
8.	Government and Private Hospital	Director/Medical Superintendent/ Hospital Administrator.

## Appendix J

# Tool for Monitoring Visible Signs of Tobacco Use on Campus

## Week 3

### Instructions:

This tool will be used to assess the changes you see on your school campus as a result of implementing a tobacco control policy in your school. You have been provided with three of these tools so you can use a new one each time you monitor tobacco-related changes in your school.

Each time you use this tool after the first time, review your findings and ask:

- Are there fewer signs of tobacco being used in or around the school?
- Are there the same? If there are the same or more signs of use:
  - Ask the Principal to make repeated generalized reminders to teachers and staff about the tobacco policy.
  - Make sure the policy is visible in areas where teachers and staff are using tobacco.

### ***Remember***

The goal is to monitor physical changes in school environment due to the policy, NOT to identify individual teachers or staff members violating the policy.

Date: \_\_\_\_\_

- 1) Please note the places in and around the school where you see spit marks and staining from chewing tobacco. Please check any of the following places where these are seen:

The places may include:

- a. In and around entry to school
- b. In and around hallways in school
- c. In and around the teachers break room or lounge
- d. In and around classrooms  
(Planters and flower pots-usually people spit in corners)
- e. In the corridors
- f. In the school toilets
- g. In dustbins
- h. Along the walls of the school and outside
- i. On the playground
- j. Other places(specify) \_\_\_\_\_
- k. No spit marks & staining in the school were seen

2) Please note the places in and around the school where you see wrappers from chewing tobacco. Please check any of the following places where these are seen:

The places may include:

- a) In and around entry to school
- b) In and around hallways in school
- c) In and around the teachers break room or lounge
- d) In and around classrooms  
(Planters and flower pots-usually people spit in corners)
- e) In the corridors
- f) In the school toilets
- g) In dustbins
- h) Along the walls of the school and outside
- i) On the playground
- j) Other places (specify) \_\_\_\_\_
- k) No wrappers in the schools were seen

3) Please note the places in and around the school where you see signs of smoking tobacco (i.e. ashes, butts, discarded packages etc.). Please check any of the following places where these are seen:

The places may include:

- a) In and around entry to school
- b) In and around hallways in school
- c) In and around the teachers break room or lounge
- d) In and around classrooms  
(Planters and flower pots-usually people spit in corners)
- e) In the corridors
- f) In the school toilets
- g) Along the walls of the school and outside
- h) On the playground
- i) Other places (specify) \_\_\_\_\_
- j) No signs of smoking tobacco in the school

4) How often has the principal mentioned the school tobacco policy in the past 4 weeks?

number of times \_\_\_\_\_

5) Any other observations...

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## Appendix J

# Tool for Monitoring Visible Signs of Tobacco Use on Campus

## Week 7

### Instructions:

This tool will be used to assess the changes you see on your school campus as a result of implementing a tobacco control policy in your school. You have been provided with three of these tools so you can use a new one each time you monitor tobacco-related changes in your school.

Each time you use this tool after the first time, review your findings and ask:

- Are there fewer signs of tobacco being used in or around the school?
- Are there the same? If there are the same or more signs of use:
  - Ask the Principal to make repeated generalized reminders to teachers and staff about the tobacco policy.
  - Make sure the policy is visible in areas where teachers and staff are using tobacco.

### ***Remember***

The goal is to monitor physical changes in school environment due to the policy, NOT to identify individual teachers or staff members violating the policy.

Date: \_\_\_\_\_

- 1) Please note the places in and around the school where you see spit marks and staining from chewing tobacco. Please check any of the following places where these are seen:

The places may include:

- a. In and around entry to school
- b. In and around hallways in school
- c. In and around the teachers break room or lounge
- d. In and around classrooms  
(Planters and flower pots-usually people spit in corners)
- e. In the corridors
- f. In the school toilets
- g. In dustbins
- h. Along the walls of the school and outside
- i. On the playground
- j. Other places(specify) \_\_\_\_\_
- k. No spit marks & staining in the school were seen

2) Please note the places in and around the school where you see wrappers from chewing tobacco. Please check any of the following places where these are seen:

The places may include:

- a) In and around entry to school
- b) In and around hallways in school
- c) In and around the teachers break room or lounge
- d) In and around classrooms  
(Planters and flower pots-usually people spit in corners)
- e) In the corridors
- f) In the school toilets
- g) In dustbins
- h) Along the walls of the school and outside
- i) On the playground
- j) Other places (specify) \_\_\_\_\_
- k) No wrappers in the schools were seen

3) Please note the places in and around the school where you see signs of smoking tobacco (i.e. ashes, butts, discarded packages etc.). Please check any of the following places where these are seen:

The places may include:

- a) In and around entry to school
- b) In and around hallways in school
- c) In and around the teachers break room or lounge
- d) In and around classrooms  
(Planters and flower pots-usually people spit in corners)
- e) In the corridors
- f) In the school toilets
- g) Along the walls of the school and outside
- h) On the playground
- i) Other places (specify) \_\_\_\_\_
- j) No signs of smoking tobacco in the school

4) How often has the principal mentioned the school tobacco policy in the past 4 weeks?

number of times \_\_\_\_\_

5) Any other observations...

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## Appendix J

# Tool for Monitoring Visible Signs of Tobacco Use on Campus

## Week 11

### Instructions:

This tool will be used to assess the changes you see on your school campus as a result of implementing a tobacco control policy in your school. You have been provided with three of these tools so you can use a new one each time you monitor tobacco-related changes in your school.

Each time you use this tool after the first time, review your findings and ask:

- Are there fewer signs of tobacco being used in or around the school?
- Are there the same? If there are the same or more signs of use:
  - Ask the Principal to make repeated generalized reminders to teachers and staff about the tobacco policy.
  - Make sure the policy is visible in areas where teachers and staff are using tobacco.

### ***Remember***

The goal is to monitor physical changes in school environment due to the policy, NOT to identify individual teachers or staff members violating the policy.

Date: \_\_\_\_\_

- 1) Please note the places in and around the school where you see spit marks and staining from chewing tobacco. Please check any of the following places where these are seen:

The places may include:

- a. In and around entry to school
- b. In and around hallways in school
- c. In and around the teachers break room or lounge
- d. In and around classrooms  
(Planters and flower pots-usually people spit in corners)
- e. In the corridors
- f. In the school toilets
- g. In dustbins
- h. Along the walls of the school and outside
- i. On the playground
- j. Other places(specify) \_\_\_\_\_
- k. No spit marks & staining in the school were seen

2) Please note the places in and around the school where you see wrappers from chewing tobacco. Please check any of the following places where these are seen:

The places may include:

- a) In and around entry to school
- b) In and around hallways in school
- c) In and around the teachers break room or lounge
- d) In and around classrooms  
(Planters and flower pots-usually people spit in corners)
- e) In the corridors
- f) In the school toilets
- g) In dustbins
- h) Along the walls of the school and outside
- i) On the playground
- j) Other places (specify) \_\_\_\_\_
- k) No wrappers in the schools were seen

3) Please note the places in and around the school where you see signs of smoking tobacco (i.e. ashes, butts, discarded packages etc.). Please check any of the following places where these are seen:

The places may include:

- a) In and around entry to school
- b) In and around hallways in school
- c) In and around the teachers break room or lounge
- d) In and around classrooms  
(Planters and flower pots-usually people spit in corners)
- e) In the corridors
- f) In the school toilets
- g) Along the walls of the school and outside
- h) On the playground
- i) Other places (specify) \_\_\_\_\_
- j) No signs of smoking tobacco in the school

4) How often has the principal mentioned the school tobacco policy in the past 4 weeks?

number of times \_\_\_\_\_

5) Any other observations...

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## Appendix K

# Guidelines for the Theme 2 Discussion

## (Health Effects of Tobacco)

### Overview of Theme 2:

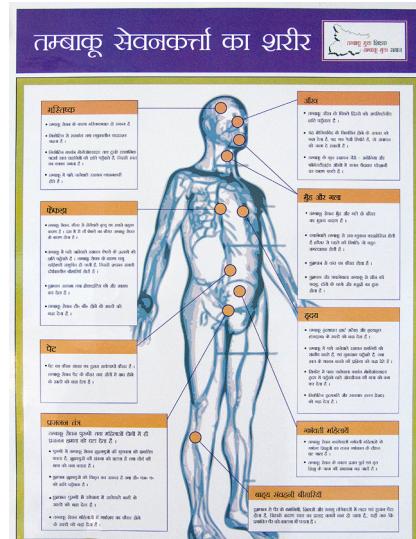
Tobacco is the leading preventable health threat of our nation. Learning about the harmful effects of tobacco is crucial to the fight against tobacco use. The aim of this theme is twofold:

- 1) To increase teachers' knowledge and understanding of the health effects of tobacco use
- 2) To dispel some of the myths associated with tobacco use

Even non-users of tobacco are at risk when they are in the presence of tobacco fumes. When nonsmokers, especially children, are exposed to smoke from others smoking nearby (also known as secondhand smoke), they inhale the same chemicals that smokers do. Over the long term, these individuals are at increased risk for numerous health problems such as acute respiratory infections, severe asthma, and impaired brain development. Since there is no risk-free level of exposure to second-hand smoke, the best thing is to eliminate exposure all together

### Materials you will need for this meeting:

- “Tobacco Body” Poster
- Handout 2 – Harmful substances found in tobacco (enough copies for all the teachers)
- Handout 3 – Health effects of tobacco (enough copies for all the teachers)
- Handout 4 – Tobacco use - Myths and facts (enough copies for all the teachers)
- Appendix I – Simplified National Tobacco Control Policy (NTCP) & Cigarettes and Other Tobacco Products Act of 2003 (COTPA) (enough copies for all the teachers)



### Approximate time needed for this meeting:

- 30-60 minutes

# Theme 2 Discussion Guide – Health Effects of Tobacco

## ***Note to Lead Teacher***

Please display the “**Tobacco Body Poster**” in a prominent location at the start of the discussion.

### **1. Welcome (2 minutes):**

- Welcome teachers to the second group discussion
- Explain the objectives of the meeting:
  - To discuss the harmful chemicals found in tobacco products
  - To help teachers understand the harmful effects of smokeless tobacco products
  - To highlight the importance of the Tobacco Free Teachers, Tobacco Free Society policy workgroup
  - To discuss the school’s tobacco policy

You may not get through all of the topics in the time allotted for this discussion group, so please focus on topics 2, 3, and 4. If there is time left over, you can discuss topics 5 and 6.

### **2. Discussion about harmful chemicals found in tobacco products (5-10 minutes):**

## ***Note to Lead Teacher***

Distribute Handout 2 “**Harmful Substances Found in Tobacco**”. Please give the teachers a few minutes to read all the material. Tell them that there are interesting facts in the handout that they can share with their students, family and friends.

**Ask: “Do you recognize some of the chemicals commonly found in tobacco products?”**

### Discussion Points:

- There are a large number of harmful substances in tobacco smoke and smokeless tobacco products.
- There are more than 7,000 chemicals found in tobacco smoke, at least 250 are known to be harmful, out of which at least 69 of the chemicals are known to be cancer causing agents (carcinogens).<sup>1</sup>
- At least 28 chemicals in smokeless tobacco are found to cause cancer. There is no safe form of tobacco.<sup>2</sup>
- You may be surprised to hear that some of the chemicals used in tobacco are also used in household and industrial cleaning supplies, such as ammonia and phenol.<sup>1</sup>
- Other substances found in tobacco are used as pesticides or to preserve dead bodies.<sup>1</sup>

## 3. Discussion about the health effects of tobacco (5-10 minutes):

**Ask: “What do you think the health effects of tobacco use are?”**

### ***Note to Lead Teacher***

Ask teachers to write down on a piece of paper the harmful health effects of tobacco use. Collect the pieces of paper and read the health effects experienced to the large group and generate a discussion about them.

### Discussion Points:

- Tobacco use is the leading cause of early death and disability, killing 1 in 2 people who use it.<sup>1</sup>
- In India, tobacco use kills almost 8 to 9 lakh people a year.
- Smoking increases the risk of heart disease, stroke and cancer. Tobacco use also has adverse reproductive effects, increasing the risk of infertility.
- Some short-term health effects of tobacco use include:<sup>3</sup>
  - Addiction to nicotine
  - Constricted blood vessels
  - Trouble breathing
  - Reduced sense of smell
  - Stained teeth, sores in mouth, cracked lips, bad breath
  - Wrinkled skin
  - Wounds take longer to heal
- Some health effects of smokeless tobacco include:
  - Addiction to nicotine

- Gum recession (when your gums fall away from your teeth), which can increase your risk of cavities and is difficult to repair
- Mouth sores
- Cancers in the mouth and throat. Users of smokeless tobacco are at four times the risk of developing oral cancer than non-users.
- Increased risk of heart diseases
- Stained teeth and bad breath

## 4. Discussion about the harmful effects of smokeless tobacco products (5-10 minutes):

### ***Note to Lead Teacher***

Refer to “Tobacco Body” poster and discuss the health hazards associated with tobacco use

**Ask: “How might smokeless tobacco products be harmful to our health?”**

### **Discussion Points:**

- Just like cigarettes and other forms of smoking tobacco, smokeless tobacco use leads to nicotine addiction and dependence and therefore are as dangerous to our health.
- In addition to causing cancer, smokeless tobacco can cause pre-cancerous lesions in the mouth that are very painful. People who have these lesions find it difficult to open their mouths to eat and talk.
- In Bihar, the most common form of tobacco use is khaini.

## 5. Discussion on National Tobacco Policy (5-10 minutes):

- Introduce this next conversation about the National Tobacco Policy and the new tobacco policy that the school has adopted.
- Remind teachers about the “Cigarettes and Other Tobacco Products Act” that was passed by the Government of India in 2003 (“Appendix I”)

**Ask: “Are you aware of the national law that regulates tobacco use in educational institutions and workplaces?**

### **Discussion Points:**

- According to the Cigarettes and Other Tobacco Products Act:
  - Smoking in all “public places” is prohibited and a school is defined as a public place.
  - Direct & indirect advertisement of tobacco products is prohibited in all forms of audio, visual and print.

- Sale of tobacco products to persons under the age of 18 is prohibited.
- The sale of tobacco products is prohibited within a radius of 100 yard of any educational institution.
- All tobacco product packages need to carry prominent and legible health warnings.

## 6. Discussion about the School's Tobacco Control Policy (5-10 minutes):

- Discuss the school's new tobacco policy that was established during the Tobacco Policy Workgroup's first meeting. Inform teachers that it includes the following elements:

### **Discussion Points:**

- Tobacco use by anybody including the visitors on school property, in school vehicles, and at school-sponsored functions is strictly prohibited.
- No tobacco advertising will be permitted in any form in school buildings, at school functions, or in school publications or school books
- Endorsement or sponsorship in any form of any school-related event by tobacco companies is strictly prohibited.
- Clothing and other articles of attire worn at school or any articles brought to school (key tags, stationary, stickers or badges on school bags) by anybody may not display advertisements for, endorsements of, or implications of tobacco, tobacco companies, or tobacco use in any form.
- The sale of the tobacco products is prohibited within a radius of 100 yards of the school
- Wall paintings declaring the same are/will be displayed outside the school

**Ask: “Do you have any questions about the school’s tobacco policy?”**

## 7. Summary (5 minutes):

- Briefly summarize the objectives and what was discussed.
  - There are many chemicals found in tobacco products, many of them harmful to our health.

### **Note to Lead Teacher**

Distribute Handouts 3 (**Adverse Health Effects of Tobacco**) and 4 (**Tobacco Use: Myths and Facts**) for teachers who want to know more information about the harms of tobacco

- The school has instituted a tobacco policy workgroup and adopted a new tobacco policy that will work to keep the premises free of all forms of tobacco.

### **Note to Lead Teacher:**

Distribute “**Appendix I**” to all teachers who want more information about the national tobacco policy

- Let us all participate in these discussions because it will help us come up with ways to quit tobacco and help others quit. Please keep in mind that our discussions do NOT serve the purpose of identifying any of you as tobacco-users or putting blame on you for using tobacco. All teachers, regardless of whether they use or do not use tobacco, should be important role models in encouraging abstinence among students and others
- Remind teachers that you are there to assist you, to discuss any issues or concerns that they may have with the program as well as all the information presented in one-on-one conversations outside of this meeting. So they can approach you any time they would like to discuss any issues, concerns, or questions.

## **8. Thanks**

- Thank teachers for their time. Add additional compliments and positive comments.
- Remind staff of the date and time of the next meeting.

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1. U.S. Department of Health and Human Services. *How Tobacco Smoke Causes Disease: The Biology and Behavioral Basis for Smoking-Attributable Disease: A Report of the Surgeon General*. Atlanta, GA: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Office on Smoking and Health, 2010.
2. International Agency for Research on Cancer. *Smokeless Tobacco and Some Tobacco-Specific N-Nitrosamines*. Lyon, France: World Health Organization International Agency for Research on Cancer; 2007. IARC Monographs on the Evaluation of Carcinogenic Risks to Humans Volume 89.
3. National Cancer Institute. *Smokeless Tobacco: Health and Other Effects*. Available from: [http://cancercontrol.cancer.gov/tcrb/less\\_effects.html](http://cancercontrol.cancer.gov/tcrb/less_effects.html). Accessed on 24 May 2011.

# HANDOUT 2:

## Harmful Substances Found in Tobacco

**Nicotine**—An addictive substance found in all forms of tobacco. Nicotine is poisonous in concentrated amounts and high doses can cause extreme nausea, vomiting, diarrhea and mental confusion. It is a substance used in certain insecticides.<sup>1,2</sup>

**Carbon monoxide**—A highly poisonous gas that is emitted from burnt tobacco. It makes the heart beat faster. Carbon monoxide binds to hemoglobin in red blood cells reducing the oxygen-carrying capacity of red blood cells, thereby reducing the supply of oxygen to important organs.<sup>3</sup> Carbon monoxide is also found in automobile exhaust.<sup>1</sup>

**Tar**—A resin-like condensate of smoke arising from the burning of tobacco leaves. Tar is the leading cancer-causing substance in cigarette smoke.<sup>4</sup>

**Arecoline** - A chemical found in areca nut which is one of the components of chewing tobacco product mixtures which causes mouth and throat cancer.<sup>5</sup>

**Lime**—One of the components of chewing tobacco product mixtures.<sup>6</sup> It is also found in cement and other building materials.

**Cadmium**—A heavy metal also found in batteries and can be poisonous to the body<sup>1</sup>

**Formaldehyde**—A very pungent chemical used for preserving dead bodies.<sup>1</sup>

**Lead**—A metal that can cause damage to the nervous system.<sup>1</sup>

**Arsenic**—A poisonous substance also uses in pesticides like white ant poisons.<sup>1</sup>

**Ammonia**—Used in cleaning agents like floor cleaners.<sup>1</sup>

**Phenol**—Also known under an older name of carbolic acid, is a toxic substance used in cleaning agents.<sup>1</sup>

**Acetone**—Also found in paint strippers and cleaners.<sup>1</sup>

**DDT**—A chemical used as an insecticide.<sup>1</sup>

**Butanes**—Used as gas lighter fuel.<sup>1</sup>

**Hydrogen Cyanide**—A highly poisonous gas, used in gas chamber poisoning.<sup>1</sup>

**Radioactive Compounds**—Can cause cancer, used in nuclear weapons and reactors.<sup>1</sup>

These toxic ingredients in tobacco travel throughout the body, causing damage in several different ways.

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## References

1. *Mainstream Cigarette Smoke, 1992 EPA Report Respiratory Health Effects of Passive Smoking: Lung Cancer and Other Disorders.*
2. *World Health Organization, 2002 Tobacco Atlas.*
3. *Georgetown University Hospital. Life Saving Tips about Carbon Monoxide. Available from <http://www.georgetownuniversityhospital.org/body.cfm?id=555753>*
4. *Health Topics FAQs. Available at <http://www.faqs.org/health/topics/18/Carcinogens.html>*
5. *Cancer Patient Aid Association, Head and Neck Cancers. Available from [http://www.cpaaindia.org/infocentre/clipping\\_hn.htm](http://www.cpaaindia.org/infocentre/clipping_hn.htm)*
6. *Reddy KS, Gupta PC, editors. Report on Tobacco Control in India. New Delhi: Ministry of Health and Welfare, 2004. Available from [http://mohfw.nic.in/Tobacco%20control%20in%20India\\_\(10%20Dec%2004\)\\_PDF.pdf](http://mohfw.nic.in/Tobacco%20control%20in%20India_(10%20Dec%2004)_PDF.pdf)*

# HANDOUT 3:

## Health Effects of Tobacco

Tobacco harms nearly every organ of the body, causing many diseases/disability.<sup>1</sup>  
Tobacco can have short-term as well as long-term effects on the human body.

### Short-term effects<sup>2</sup>

- Addiction to nicotine – this is the reason most of the tobacco users find it so difficult to get out of the practice of using tobacco
- Constricted blood vessels
- Trouble in breathing
- Increased tooth decay
- Reduced sense of smell
- Stained teeth
- Sores in mouth<sup>3</sup>
- Cracked lips
- Wounds take longer to heal
- Skin wrinkles
- Smelly hair
- Bad breath

### Long-term effects

#### Cancers:

- Cancer-causing agents in tobacco (carcinogens) damage important genes that control the growth of cells, causing them to grow abnormally or to reproduce too rapidly.
- Tobacco is known to cause cancers in the mouth, esophagus (food pipe), larynx (voice box), bronchi (breathing tubes), lung, stomach, pancreas, uterine cervix, urinary bladder and kidney; it also causes leukemia (acute myeloid leukemia).<sup>1</sup>
- In a study conducted in Bangalore, Chennai and Thiruvananthapuram, women who chewed any form of tobacco had a 46 times higher risk developing oral cancer than had never chewed tobacco.<sup>1</sup>
- Compared to non-smokers, men who smoke are about 23 times more likely to develop lung cancer and women who smoke are about 13 times more likely.<sup>3</sup>

#### Heart disease:

Smokers are 2–4 times more likely to develop coronary heart disease than non-smokers.<sup>4</sup>

## **Stroke (Paralytic attacks):**

Smoking approximately doubles a person's risk for stroke.<sup>2</sup>

## **Respiratory Disease:**

Smoking causes chronic respiratory diseases, recurrence of respiratory diseases, chronic cough, breathlessness and asthma.<sup>2</sup>

## **Tuberculosis (TB):**

This is a major cause of premature death in India, particularly among men who smoke. Specifically, smoking is associated with the risk of complications in tuberculosis.<sup>2</sup>

## **Peripheral vascular disease (PWD):**

Cigarette smoking causes reduced circulation to the peripheries of the body by narrowing the blood vessels (arteries). This may lead to gangrene (death of body tissue) and could result in amputations. Smokers have 10 times risk of developing PVD than nonsmokers.<sup>4</sup>

## **Cataracts of the eye:**

This condition can lead to impaired vision and blindness.<sup>2</sup>

## **Affects the fetus:**

Low birth weight; still-birth; premature delivery; possible long-term cognitive effects.<sup>2</sup>

## **Sexual dysfunction and impaired reproductive health:**

Tobacco use has adverse effects on the sexual and reproductive health in both men and women; including male impotence and low sperm counts.<sup>2</sup>

## **Impaired immunity:**

Smoking affects the function of the immune system<sup>2</sup> and may increase the risk for respiratory and other infections.

## **Abdominal aortic aneurysm:**

An abnormal dilation of the abdominal aorta<sup>2</sup>, with the risk of rupture and massive internal bleeding which can result in a quick death.

## **Ulcers of the stomach<sup>2</sup>**

## **Diabetes:**

Smoking enhances the chances of someone getting diabetes.<sup>2</sup>

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## References

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# HANDOUT 4:

## Tobacco Use – Myths and Facts

**Myth: Chewing tobacco is healthy for the gums and teeth and it is safe because nicotine is not inhaled.**

**Fact:** Nicotine is harmful whether inhaled or absorbed through the lining of the gastro-intestinal tract (including that of the mouth). People who chew tobacco in any form like paan, guthka or khaini are at an elevated risk to get diseases such as oral cancer, gum disease and unhealthy teeth.<sup>1</sup> Smokeless tobacco can also cause pre-cancerous lesions in the mouth that are very painful.<sup>1</sup> People who have these lesions find it difficult to open their mouths to eat and talk.

**Myth: I cannot get addicted to chewing tobacco; I can quit chewing anytime I want.**

**Fact:** It is nicotine found in tobacco that causes addiction.<sup>2,3</sup> Nicotine is found in chewing tobacco in even higher amounts than tobacco smoke.<sup>4</sup> So the higher amount of nicotine in chewing tobacco does cause addiction. Once addicted to nicotine it is not easy to walk out of the addiction.

**Myth: Smoking helps improve mood.**

**Fact:** Some people believe that smoking helps improve their mood. It might elevate the mood momentarily by alleviating feelings of anxiety and stress.<sup>5</sup> However, scientific evidence suggests that while moods improve immediately after smoking, mood impairments occur between cigarettes.<sup>5</sup> Thus, continuing to smoke is relieving adverse moods but not contributing to beneficial moods. We can find many other healthier ways to improve our mood.

**Myth: One cigarette or paan a day is okay.**

**Fact:** Tobacco is not healthy, not even in small amounts. Nicotine in tobacco causes an increase in blood pressure and heart rate.<sup>3</sup> Tobacco can also lead to oral cancer and lung cancer.<sup>6</sup> There is no safe limit of tobacco.

**Myth: Harmful effects of prolonged tobacco use cannot be reversed by quitting tobacco.**

**Fact:** Most adverse effects of tobacco use can be reversed or at least prevented from progressing by quitting tobacco even if you have been using it for a long time.<sup>17</sup> Some of the effects such as lowering of the heart rate will start within minutes after stopping tobacco.<sup>7,8</sup>

## **Myth: There is no point in stopping tobacco since I have already developed symptoms of a disease or the disease itself.**

**Fact:** Quitting tobacco may stop or reverse the symptoms of a disease you have developed. People who stop smoking before age 50 cut their risk of dying in the next 15 years in half compared with those who keep smoking. Ex-smokers enjoy a higher quality of life with fewer illnesses from cold and flu viruses, better self-reported health, and reduced rates of bronchitis and pneumonia.<sup>7</sup> So it is never too late to quit.

## **Myth: Tobacco helps improve concentration.**

**Fact:** It is true that deprived smokers that are given nicotine display improved cognitive performance.<sup>9</sup> This does not mean, however, that their cognitive performance is improved over that of someone who does not smoke. Additionally, recent research suggests a link between a certain compound in tobacco and brain damage, which could essentially worsen cognitive performance in the long term.<sup>10</sup>

## **Myth: Tobacco improves memory.**

**Fact:** While some scientific research suggests that under certain conditions, tobacco improves memory and mental concentration in smokers<sup>11</sup>, it is also known that tobacco can cause much damage to the brain, such as raising the risk for stroke<sup>12</sup>, which certainly outweighs this benefit of short-term improved concentration. There are healthier ways to improve memory and concentration.

## **Myth: Morning tobacco use is essential for morning ablutions.**

**Fact:** While some people may experience that using tobacco helps morning ablutions, it is not essential for it. There are many other healthy ways to help this, such as eating foods high in fiber and drinking plenty of water.<sup>13</sup>

## **Myth: I have been using tobacco for a long time but nothing has happened to me. So nothing will happen to me in the future even if I continue to use tobacco.**

**Fact:** Some adverse effects of tobacco take a very long time to develop or to be diagnosed.<sup>12</sup> So the fact that you are currently symptom-free doesn't necessarily mean that you are risk-free. You may already have an undiagnosed condition developing which may get worse if you continue to use tobacco.

## **Myth: I am not hurting anyone but myself.**

**Fact:** Smoking hurts not only you but also your family and people around you. When nonsmokers such as children are exposed to smoke from tobacco products, they inhale many of the same chemicals as smokers do. Children exposed to cigarette smoke are at an increased risk for many problems such as sudden infant death syndrome, acute respiratory infections, ear infections, severe asthma, and other respiratory problems.<sup>14</sup>

## **Myth: Some forms of smoked tobacco e.g. cigars are good for my health.**

**Fact:** All forms of tobacco smoke contain harmful substances. Although cigar smoke is not usually inhaled into the lungs, studies have shown that regular cigar smokers are much more likely to die from cancers of the mouth, larynx, and esophagus than non-smokers.<sup>15</sup>

## **Myth: I have not tried to quit but I am certain that I can quit tobacco.**

### **Fact:**

Quitting tobacco is a tough fight that requires persistence and willpower. However, every individual can win the fight against tobacco.

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## **References**

1. Reddy KS, Gupta PC, editors. *Report on Tobacco Control in India*. New Delhi: Ministry of Health and Family Welfare, 2004. Available from [http://mohfw.nic.in/Tobacco%20control%20in%20India\\_\(10%20Dec%2004\)\\_PDF.pdf](http://mohfw.nic.in/Tobacco%20control%20in%20India_(10%20Dec%2004)_PDF.pdf)
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# Section 6

## Theme 3: Motivation to Quit

There are several reasons to quit tobacco use or help others quit. This theme explains some of the motivating factors for tobacco users to quit and outlines some ways in which non-users of tobacco can help others quit.

For teachers who are tobacco users, the motivating factors to quit may be to serve as role models for youth, to improve their health, or to save money that would otherwise be spent on tobacco products.

Quitting tobacco is not easy and requires the support of family and friends. This theme will help non-tobacco users motivate individuals to quit tobacco use and support them through the quit process.



## Suggested timeline:

Time	<i>Activities to be done (by Program Component)</i>
<b>Week 5</b>	<p data-bbox="304 428 450 507">(11th Sept – 17th Sept)</p> <p data-bbox="568 377 981 413"><b>I. Tobacco Policy Workgroup:</b></p> <ul data-bbox="589 422 1303 500" style="list-style-type: none"><li data-bbox="589 422 1303 500">• Continue implementing and announcing the school's tobacco policy</li></ul> <p data-bbox="568 507 1049 539"><b>II. Group discussion with teachers:</b></p> <ul data-bbox="589 543 1033 574" style="list-style-type: none"><li data-bbox="589 543 1033 574">• No activities planned this week</li></ul> <p data-bbox="568 581 1049 613"><b>III. Cessation support for teachers:</b></p> <ul data-bbox="589 617 1283 889" style="list-style-type: none"><li data-bbox="589 617 1283 732">• Provide teachers wanting to quit – or who want to help someone else quit - with the self-help quit booklet.</li><li data-bbox="589 736 1283 889">• Refer teachers who want to quit to the Health Educator for counseling assistance and/or referrals to local resources that the teachers can contact to receive additional support.</li></ul> <p data-bbox="568 898 933 929"><b>IV. Posters/wall paintings:</b></p> <ul data-bbox="589 934 1025 965" style="list-style-type: none"><li data-bbox="589 934 1025 965">• No posters to put up this week</li></ul>
<b>Week 6</b>	<p data-bbox="304 1230 466 1309">(18th Sept – 24th Sept)</p> <p data-bbox="568 1176 981 1208"><b>I. Tobacco Policy Workgroup:</b></p> <ul data-bbox="589 1212 1033 1244" style="list-style-type: none"><li data-bbox="589 1212 1033 1244">• No activities planned this week</li></ul> <p data-bbox="568 1251 1049 1282"><b>II. Group discussion with teachers:</b></p> <ul data-bbox="589 1286 1303 1545" style="list-style-type: none"><li data-bbox="589 1286 1303 1401">• Conduct group discussion #3 with teachers. Use THEME 3 Discussion Guide (“Appendix L”) to facilitate the discussion</li><li data-bbox="589 1405 1303 1545">• Please refer to the checklist (“Appendix B”) &amp; How to Facilitate Group Discussions (“Appendix C”) before conducting the group discussion</li></ul> <p data-bbox="568 1551 1049 1583"><b>III. Cessation support for teachers:</b></p> <ul data-bbox="589 1587 1283 1864" style="list-style-type: none"><li data-bbox="589 1587 1283 1702">• Provide teachers wanting to quit — or who want to help someone else quit — with the self-help quit booklet.</li><li data-bbox="589 1706 1283 1864">• Refer teachers who want to quit to the Health Educator for counseling assistance and/or referrals to local resources that the teachers can contact to receive additional support.</li></ul> <p data-bbox="568 1873 954 1904"><b>IV. Posters/ wall paintings:</b></p> <ul data-bbox="589 1909 1283 1985" style="list-style-type: none"><li data-bbox="589 1909 1283 1985">• Display the following poster: “Family Motivation to Quit”</li></ul>

## Appendix L

# Guidelines for the Theme 3 Discussion - (Motivation to Quit)

### Overview of Theme 3:

There are several reasons to quit tobacco use or help others quit. This theme explains some of the motivating factors for tobacco users to quit and outlines some ways in which non-users of tobacco can help others quit.

For teachers who are tobacco users, the motivating factors to quit may be to serve as role models for youth, to improve their health, or to save money that would otherwise be spent on tobacco products.

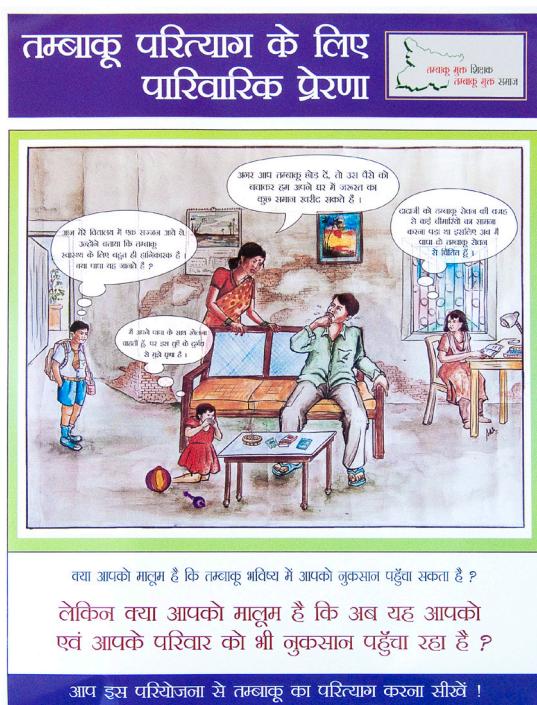
Quitting tobacco is not easy and requires the support of family and friends. This theme will help non-tobacco users motivate others to quit tobacco use and teach teachers how to support others through the quit process.

### Materials you will need for this meeting:

- “Family Motivation to Quit” Poster
- Handout 5 – Benefits of Quitting Tobacco

### Approximate time needed for this meeting:

- 30-60 minutes



# Theme 3 Discussion Guide: Motivation to Quit

## **Note to Lead Teacher**

Please display the “**Family Motivation to Quit**” Poster in a prominent location at the start of the discussion

## 1. Welcome (2 minutes):

- Welcome teachers to the third group discussion
- Explain the objectives of the meeting:
  - To generate discussion about the reasons tobacco users may want to quit and reasons that non-users of tobacco can help others quit
  - To highlight the benefits of quitting all forms of tobacco use
  - To debate the benefits of working in a tobacco-free school

## 2. Discussion on motivating factors for users to quit tobacco and for non users to help others quit (15-20 minutes)

**Ask: “What are some reasons for an individual to quit tobacco?”**

### **Discussion points:**

- There are several motivating factors to quit tobacco:
  - Health reasons: We know that tobacco increases the risk of many health problems. The sooner an individual quits, the sooner their body begins to heal and reverse some of the damage.
  - Societal reasons: By quitting tobacco, teachers can be stronger role models to students and others in the community. The teachers feel better by knowing that their students won’t see them using tobacco.
  - Economic reasons: Quitting tobacco saves a lot of money that can be used towards other activities.
  - Some other reasons given by other individuals are: “I want to prove I can do it and to show how strong my willpower is”; “I want to please someone I care about”; “My spouse hates it; my children hate it; my friends hate it; my colleagues hate it and I therefore want me to quit.”
  - Note to Lead Teacher: Distribute Handout 5 –Benefits to Quitting Tobacco – for teachers who want to know more information about reasons to quit tobacco
  - Note to Lead Teacher: Draw the group’s attention to the “**Family Motivation to Quit**” poster and ask them to read the dialogue of the family members in the poster.

**Ask: “In what way does tobacco impact this family? What are some of the reasons that each of the family members has to support their father, husband or other family member in quitting?”**

#### **Discussion points:**

- Non-users provide a support system that is essential to tobacco users during the quit phase. Many former tobacco users say they relied heavily on a support network of family, friends, and co-workers during their quit phase
- It is also important for people who have quit tobacco to act as role models to their family members to show them that it is possible to quit and stay quit.

### **3. Discussion about the Effects of Tobacco on Personal Finances (5-10 minutes):**

**Ask: “How do you think tobacco use affects our personal finances?”**

#### **Discussion Points:**

- Tobacco use is an expensive habit and costs the individual user and his/her family a lot of money. The more addicted someone is to tobacco, the more expensive it is.
- On average, a daily smoker spends almost Rs. 400 a month on cigarettes and a daily beedi smoker spends approximately Rs. 94 a month on beedis.
- Since tobacco use often causes health problems, the tobacco user has to spend a lot of money in doctor's visits and treatments. More than 40% of tobacco users receiving in-hospital care had to sell some of their assets, such as property or jewelry, to cover the cost of hospitalization.<sup>1</sup>

**Ask: “What are some ways to spend these extra savings? What will you do with this money?”**

### **4. Benefits of working in a “tobacco-free” school (10-15 minutes)**

#### **Discussion Points:**

- Last week, we discussed the school's tobacco control policy.
- A benefit of working in a tobacco-free school environment is that we are working in a safer and healthier environment by limiting our exposure to second hand smoke. Non-smoking workers exposed to second hand smoke are 34% more likely to get lung cancer.<sup>2</sup>
- The tobacco-free school policy also makes it easier for individuals trying to quit tobacco to remain tobacco free. These individuals will not be tempted to try tobacco again especially since they won't see their colleagues chew or smoke tobacco during school hours.<sup>3</sup>
- It also avoids any awkward or embarrassing moments that may come up when a tobacco user is attempting to quit tobacco but does not know how to refuse tobacco products offered by a colleague or a senior.

**Ask: “What are your thoughts on how implementing the tobacco control policy in this school has impacted school personnel, students, and other people visiting the school?”**

**Ask: “To what extent has working in a tobacco-free school motivated you to either give up tobacco or become more involved in tobacco control by helping someone quit?”**

## 5. Update on the Tobacco Policy Workgroup (5-10 minutes)

### ***Note to Lead Teacher***

Please present the activities that the Tobacco Policy Workgroup has accomplished to date.

**Ask: “How might the Tobacco Policy Workgroup better implement the school’s tobacco policy?”**

## 6. Summary (5 minutes):

- Briefly summarize the objectives and what was discussed.
  - Some of the motivating factors and benefits to quitting tobacco
  - The benefits of working in a school with a tobacco control policy
- I encourage all of you to participate in these discussions because it will help us come up with ways to quit tobacco and help others quit. Please keep in mind that our discussions do NOT serve the purpose of identifying any of you as tobacco-users or putting blame on you for using tobacco. All teachers, regardless of whether they use or do not use tobacco, should be important role models in encouraging abstinence among students and others
- Remind teachers that you are there to assist you, to discuss any issues or concerns that they may have with the program as well as all the information presented in one-on-one conversations outside of this meeting. So they can approach you any time they would like to discuss any issues, concerns, or questions.

## 7. Thanks

- Thank teachers for their time. Add additional compliments and positive comments.
- Remind staff of the date and time of the next meeting.

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## References

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# HANDOUT 5:

## Benefits to Quitting Tobacco

- “A major benefit of quitting is that quitting improves your overall health.”
- “You may ask yourself whether the harmful health effects of tobacco can be reversed by stopping, once used for prolonged periods of time?”
- “The answer is that no matter for how long you have used tobacco, quitting will reduce your risk for subsequent disease.”
- “Within as fast as in 20 minutes after you stop smoking your body begins a series of changes that continue for years.”
- “20 Minutes after quitting -Your blood pressure and heart rate becomes normal.”
- “12 hours after quitting-Carbon monoxide level in your blood drops to normal.”
- “2 weeks to 3 months after quitting -Your heart attack risk begins to drop. Your lung function begins to improve.”
- “3 months after quitting – your potency and fertility improves.”
- “1 to 9 months after quitting your coughing and shortness of breath decrease.”
- “1 year after quitting your added risk of coronary heart disease is half that of a smoker’s.”
- “5 years after quitting your stroke risk is reduced to that of a nonsmoker’s.”
- “10 Years after quitting your lung cancer death rate is about half that of a smoker’s. Your risk of cancers of the mouth, throat, esophagus, bladder, kidney, and pancreas decreases.”
- “15 Years after quitting your risk of coronary heart disease is back to that of a nonsmoker’s.”

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### Reference:

*NC Division of Public Health Chronic Disease and Injury Section. <http://www.tobaccopreventionandcontrol.ncdhhs.gov/cessation/index.htm#20> Accessed July 30th, 2009.*

# Section 7

## Theme 4: Skills to Quit

It has been shown that preparing in advance to quit tobacco helps in the quitting process. This theme outlines the necessary skills to quit. These skills are important for current tobacco users as they think about quitting, and for non-users wanting to help someone quit.

**There are five main steps to take on the path to quitting tobacco use:**

- 1) Step 1: Know the reasons for quitting**
- 2) Step 2: Pick a quit date**
- 3) Step 3: Get support**
- 4) Step 4: Make changes in your routine**
- 5) Step 5: Learn how to say no**

Acting as role models to those who are looking to quit tobacco can be very helpful to them. Along with the steps to quitting, this theme focuses on things that someone can do to support a person who wants to quit, such as:

- 1) Being patient**
- 2) Being positive**
- 3) Showing confidence**



## Suggested Timeline:

<i><b>Time</b></i>	<i><b>Activities to be done (by Program Component)</b></i>
<b>Week 7</b>  (25th Sept – 1st Oct)	<p><b>I. Tobacco Policy Workgroup:</b></p> <ul style="list-style-type: none"><li>Conduct the second meeting of the Tobacco Policy Workgroup. Use the guidelines given in “<b>Appendix M</b>” to prepare for this meeting. Please refer to the checklist in “<b>Appendix N</b>” before conducting this meeting.</li></ul> <p><b>II. Group discussion with teachers:</b></p> <ul style="list-style-type: none"><li>No activities planned this week</li></ul> <p><b>III. Cessation support for teachers:</b></p> <ul style="list-style-type: none"><li>Provide teachers wanting to quit – or who want to help someone else quit - with the self-help quit booklet.</li><li>Refer teachers who want to quit to the Health Educator for counseling assistance and/or referrals to local resources that the teachers can contact to receive additional support.</li></ul> <p><b>IV. Posters/ wall paintings:</b></p> <ul style="list-style-type: none"><li>No posters to put up this week</li></ul>

<i><b>Time</b></i>	<i><b>Activities to be done (by Program Component)</b></i>
<b>Week 8</b> (2nd Oct – 8th Oct)	<p><b>I. Tobacco Policy Workgroup:</b></p> <ul style="list-style-type: none"> <li>• No activities planned this week</li> </ul> <p><b>II. Group discussion with teachers:</b></p> <ul style="list-style-type: none"> <li>• Conduct group discussion #4 with teachers. Use THEME 4 Discussion Guide (“<b>Appendix O</b>”) to facilitate the discussion</li> <li>• Please refer to the checklist (“<b>Appendix B</b>”) &amp; How to Facilitate Group Discussions (“<b>Appendix C</b>”) before conducting the group discussion</li> </ul> <p><b>III. Cessation support for teachers:</b></p> <ul style="list-style-type: none"> <li>• Provide teachers wanting to quit – or who want to help someone else quit - with the self-help quit booklet.</li> <li>• Refer teachers who want to quit to the Health Educator for counseling assistance and/or referrals to local resources that the teachers can contact to receive additional support.</li> </ul> <p><b>IV. Posters/ wall paintings:</b></p> <ul style="list-style-type: none"> <li>• Display the following poster: “<b>How to Say No</b>”</li> </ul>

## Appendix M

# Guidelines for the Second Meeting of the Tobacco Policy Workgroup

**The purpose of this meeting is to:**

- Use the Tool for monitoring visible signs of tobacco use on campus (“**Appendix J**”) to assess visible signs of tobacco use on your school’s campus after you have begun promoting your school’s new tobacco control policy.

**Materials you’ll need for this meeting:**

- Talking points for second meeting of the Tobacco Policy Workgroup (next page)
- One copy of the Tool for monitoring visible signs of tobacco use on campus (“**Appendix J**”)

**Approximate time needed for this meeting:**

- 30-45 minutes



## Talking Points for the Second Meeting of the Tobacco Policy Workgroup

- Welcome the members to the group
- Explain the objectives of the meeting:
  - To use the Tool for monitoring visible signs of tobacco use on campus (“**Appendix J**”) to assess visible signs of tobacco use on your school’s campus since after you have begun promoting your school’s new tobacco control policy.
- Start walking around the school and completing the tool
- Once you have completed the tool, talk about some of the changes that you have noticed in your school’s campus since you have began promoting the school’s new tobacco control policy.
- If you have not noticed very many changes, take the time to discuss what other things you can do to promote and communicate your school’s tobacco control policy. Remember: If you don’t see many changes, it could be because other people have used the school grounds. Discuss whether or not this is the reason.
  - Are there other ways you can announce the policy?
  - Have you encountered any challenges in announcing the policy to school personnel or others? How might some of those challenges be overcome?
  - Have you tried hanging signs and posters?
  - Is there anything else the Principal can do? Any other times that the Principal can announce the policy?

### ***Note to Lead Teacher:***

Once you have completed this tool, remember to put it back in the binder or in some other easily accessible place that you – and other school personnel - will be able to reference during the duration of the program.

## Appendix N

# Checklist for the Second and Third Meetings of the Tobacco Policy Workgroup

For Weeks 7 and 11:

**The day before the second meeting:**

- Workgroup that there will be a meeting.
- The Lead Teacher should review guidelines of the meeting (During week 7, review “Guidelines for the Second Meeting of the Tobacco Policy Workgroup” (“**Appendix M**”), During week 11 review “Guidelines for the Third Meeting of the Tobacco Policy Workgroup” (“**Appendix Q**”).
- The Lead Teacher should take the Talking Points as well as any other supporting documents to the meeting.

**The day of the second meeting:**

- The Lead Teacher should facilitate the meeting using the Talking Points and any other supporting materials as indicated in the overview documents, such as the Tool for monitoring visible signs of tobacco use on campus (“**Appendix J**”).

## Appendix O

# Guidelines for Theme 4 Discussion (Skills to Quit)

### Overview of Theme 4:

It has been shown that preparing in advance to quit tobacco helps in the quitting process. This theme outlines the necessary skills to quit. These skills are important for current tobacco users as they think about quitting, and for non-users wanting to help someone quit.

There are five main steps to take on the path to quitting tobacco use:

- 1) **Step 1:** Know the reasons for quitting
- 2) **Step 2:** Pick a quit date
- 3) **Step 3:** Get support
- 4) **Step 4:** Make changes in your routine
- 5) **Step 5:** Learn how to say no

Acting as role models to those who are looking to quit tobacco can be very helpful to them. Along with the steps to quitting, this theme focuses on things that someone can do to support a person who wants to quit, such as:

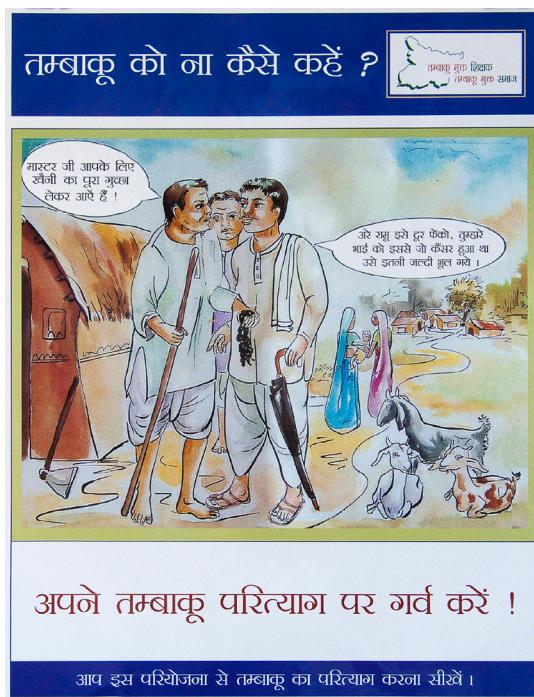
- 1) Being patient
- 2) Being positive
- 3) Showing confidence

### Materials you will need for this meeting:

- “How to Say No” poster
- “Quit booklet”

### Approximate time needed for this meeting:

- 30-60 minutes



# Theme 4 Discussion Guide: Skills to Quit

## ***Note to Lead Teacher***

Please display the “How to Say No” Poster in a prominent location at the start of the discussion

### **1. Welcome (2 minutes):**

- Welcome teachers to the fourth group discussion
- Explain the objectives of the meeting:
  - To discuss the barriers to quitting tobacco
  - To outline the steps involved in quitting tobacco
  - To highlight the role of non-users of tobacco

### **2. Discussion on Barriers to Quitting Tobacco (10-15 minutes)**

**Ask: “What are some barriers to quitting tobacco that some of your friends or family members might encounter?”**

#### **Discussion Points:**

- Some of the barriers to quitting tobacco include:
  - Craving for tobacco/ being hooked on tobacco
  - The feeling of pleasure that tobacco gives a person
  - The acceptance of tobacco as a part of life’s daily routine
  - Fear of experiencing withdrawal symptoms when quitting tobacco
  - Fear that quitting tobacco will be a loss of a way to handle stress or bad moods
  - Fear of relapse
  - Fear that quitting tobacco will disrupt social relationships
  - Because tobacco helps people in getting their bowels moving in the morning
  - Lack of support from family and friends for quitting – all members of a person’s social network are smokers

### **3. Steps to quitting (20-25 minutes)**

## ***Note to lead teacher***

Please keep copies of the “quit booklet” available to distribute during this meeting. You can refer teachers to the guide as you outline the steps involved in quitting tobacco.

## **Discussion points:**

- As a tobacco user or a non-user it is important to know the steps to quitting so you can support those around you wishing to quit or begin quitting yourself.
- The 5 key steps to quitting tobacco use have been outlined below.

### **Step 1: Know the reasons for quitting**

**Ask: “What have some of your reasons been for quitting tobacco use? Or what have some of your friends and family members stated as reasons for quitting tobacco use?”**

### **Step 2: Picking a quit date**

- Picking a quit date is an important step that leads an individual from wanting to quit to actually quitting.
- The sooner your quit date, the better.
- Some people like to pick a special date such as their wedding anniversary or a child's birthday. People can pick any date they want but it should not be one that is too stressful. Also, periods of celebration (around major holidays or important weddings) may pose challenges because others around them may be using tobacco. Remember, the earlier they quit, the better it is for their health.
- The “quit booklet” provides information on picking a quit date. Individuals using the guide to quit can write down their quit date in the booklet as well.
- The day before the quit date, someone who wants to quit should throw away all the tobacco products from their home and try to get rid of any tobacco smell in their home and vehicle.
- It is important for those who are planning to quit tobacco to let friends and family know of their decision to quit tobacco and of their quit date.

### **Step 3: Getting support**

**Ask: “How do you think support of a friend or a family member will be useful in quitting tobacco use?”**

- Some ways that friends and family members can provide support for someone who wants to quit include:
- Help friends or loved ones pick a quit date
- Help cleanse the tobacco users home and vehicle of all tobacco related products, if invited to do so
- Give tobacco users the confidence that they can quit tobacco.
- Be patient. Remember that it takes time for users to quit tobacco. In the meantime, be patient with your support
- Be positive: Let tobacco users know that you appreciate the effort that is being taken
- Show confidence: Do not underestimate the willpower someone has to quit tobacco. Even if the friend or family member has tried to quit tobacco before and failed, do not be discouraged. Remain confident
- Help them deal with withdrawal symptoms

#### **Step 4: Making changes in routine**

**Ask: “Why do you think that changing one’s routine might be helpful?”**  
**“What aspects of one’s routine might be especially important to change?”**

- One way to reduce temptation to start using tobacco once again is by changing the daily routine. For instance, if someone smokes a cigarette after drinking tea every morning, for the first few days after they quit, they should drink some other beverage in the morning. Another example of this would be if someone picks up their supply of tobacco from a particular store, try taking an alternate route so you do not pass that store on your way to work or other places.
- When quitting, it may also be helpful to stay away from others who use tobacco and to avoid the store where you bought your tobacco products
- Learning new skills and taking up new hobbies helps fight the urge to use tobacco again.

#### **Step 5: Learning to say ‘NO’**

- Part of staying quit is continuing to refuse tobacco from others when they offer it. We will talk more about ways to say ‘no’ to tobacco during our theme 6 discussion.

### **4. Summary**

- Briefly summarize what was discussed:
  - The skills necessary for quitting tobacco and the importance of social support in this process.
- The five steps to quitting tobacco were outlined:
  - Knowing the reasons for quitting
  - Picking a quit date
  - Getting support
  - Making changes to your routine
  - Learning how to say ‘No’
- Remind teachers that you are there to assist them, to discuss any issues or concerns that they may have with the program as well as all the information presented in one-on-one conversations outside of this meeting. So they can approach you any time they would like to discuss any issues, concerns, or questions.

### **5. Thanks**

- Thank teachers for their time. Add additional compliments and positive comments.
- Remind staff of the date and time of the next meeting.

# Section 8

## Theme 5: Dealing with Withdrawal

People who smoke or chew tobacco get addicted to nicotine and can experience withdrawal symptoms once they stop using tobacco products. Withdrawal symptoms may include anger, anxiety, constipation, depression, hunger, headaches, and restlessness among others. These symptoms may last from a few days up to a few weeks.

This theme helps tobacco users deal with their withdrawal symptoms. It shows non-users how to support their co-workers, friends, or family members through the withdrawal stage.



## Suggested timeline:

<i>Time</i>	<i>Activities to be done (by Program Component)</i>
<b>Week 9</b> (9th Oct – 15th Oct)	<p><b>I. Tobacco Policy Workgroup:</b></p> <ul style="list-style-type: none"><li>• Continue implementing and announcing the school's tobacco policy</li></ul> <p><b>II. Group discussion with teachers:</b></p> <ul style="list-style-type: none"><li>• No activities planned this week</li></ul> <p><b>III. Cessation support for teachers:</b></p> <ul style="list-style-type: none"><li>• Provide teachers wanting to quit — or who want to help someone else quit — with the self-help quit booklet.</li><li>• Refer teachers who want to quit to the Health Educator for counseling assistance and/or referrals to local resources that the teachers can contact to receive additional support.</li></ul> <p><b>IV. Posters/wall paintings:</b></p> <ul style="list-style-type: none"><li>• No posters to put up this week</li></ul>

<i><b>Time</b></i>	<i><b>Activities to be done (by Program Component)</b></i>
<b>Week 10</b> (16th Oct – 22nd Oct)	<p><b>I. Tobacco Policy Workgroup:</b></p> <ul style="list-style-type: none"> <li>• No activities planned this week</li> </ul> <p><b>II. Group discussion with teachers:</b></p> <ul style="list-style-type: none"> <li>• Conduct group discussion #5 with teachers. Use THEME 5 Discussion Guide (“<b>Appendix P</b>”) to facilitate the discussion</li> <li>• Please refer to the checklist (“<b>Appendix B</b>”) &amp; How to Facilitate Group Discussions (“<b>Appendix C</b>”) before conducting the group discussion</li> </ul> <p><b>III. Cessation support for teachers:</b></p> <ul style="list-style-type: none"> <li>• Provide teachers wanting to quit — or who want to help someone else quit — with the self-help quit booklet.</li> <li>• Refer teachers who want to quit to the Health Educator for counseling assistance and/or referrals to local resources that the teachers can contact to receive additional support.</li> </ul> <p><b>IV. Posters/wall paintings:</b></p> <ul style="list-style-type: none"> <li>• Display the following poster: “<b>Dealing with Withdrawal</b>”</li> </ul>

## Appendix P

# Guidelines for the Theme 5 Discussion (Dealing with Withdrawal)

### Overview of Theme 5:

People who smoke or chew tobacco get addicted to nicotine and can experience withdrawal symptoms once they stop using tobacco products. Withdrawal symptoms may include anger, anxiety, constipation, depression, hunger, headaches, and restlessness among others. These symptoms may last from a few days up to a few weeks.

This theme helps tobacco users deal with their withdrawal symptoms. It shows non-users how to support their co-workers, friends, or family members through the withdrawal stage.

### Materials you'll need for this meeting:

- “Dealing with Withdrawal” Poster
- Blackboard and chalk

### Approximate time needed for this meeting:

- 30-60 minutes



# Theme 5 Discussion Guide – Dealing with Withdrawal

## ***Note to Lead Teacher***

Please display the “Dealing with Withdrawal” poster in a prominent location at the start of the discussion.

## **1. Welcome (2 minutes):**

- Welcome the teachers to the fifth group discussion
- Review the process of quitting:
  1. Identifying reasons for quitting tobacco
  2. Picking a quit date
  3. Getting support
  4. Making changes to your routine
  5. Learning how to say ‘No’
- Explain the objectives of the meeting:
  - To discuss the expected symptoms of withdrawal and ways to deal with these symptoms.
  - To establish the importance of asking for support if you’re quitting, or providing it to others who wish to quit.

## **2. Discussion about expected symptoms of withdrawal and ways to deal with these symptoms (15-25 min)**

**Ask: “What do you think are some of the symptoms of withdrawal from tobacco that people experience?”**

## ***Note to Lead Teacher***

As teachers suggest symptoms of withdrawal, write them on the blackboard; add any of the symptoms listed below that have not been mentioned by teachers.

## Discussion Points:

- Cravings for tobacco
- Irritability
- Constipation
- Hunger
- Cravings for sweets
- Headaches
- Dealing with situations that make people want to use tobacco

**Ask: “What activities could one engage in to distract oneself when experiencing these symptoms?”**

## Discussion Points:

- Cravings for tobacco:
  - Remind yourself of the disadvantages of using tobacco
  - Think about the benefits of quitting
  - Wait 3-5 minutes and breathe deeply or take a walk
  - Remember that the need to use tobacco will pass
  - Chew gum or have a clove or fresh fruits in your mouth when you crave to chew tobacco
- Irritability
  - Try pranayam.
  - Go for a walk if you can
  - Ask others to be patient with you when you are irritable
- Constipation
  - Eat a lot of vegetables, chapattis, and fruits
  - Drink a lot of water
  - Have triphala
- Hunger
  - Eat regular meals. Sometimes hunger can be mistaken for tobacco cravings.
  - By the second week of staying quit, food will taste better
- Cravings for sweets:
  - Eat fruits like bananas, guavas, kishmis, etc.
- Headaches
  - Try yoga exercises or other meditation techniques
  - Try pranayam
  - Try taking a bath in warm water
- Dealing with situations that make people feel like using tobacco
  - Identify these situations and make a plan to deal with them ahead of time.  
Focus on the positive: think about success you've had avoiding tobacco use so far and continue building on it day by day.

### 3. Discussion about triggers for tobacco use (10 minutes).

Ask: “What are some situations that may trigger cravings?”

#### ***Note to Lead Teacher***

Ask teachers, in pairs, to write down some situations that may trigger tobacco use. After five minutes or so, ask the teachers to share their responses with the rest of the teachers.

#### **Discussion points:**

- There are several situations that may trigger tobacco cravings. For instance, seeing a friend or colleague smoke or chew tobacco may rekindle a fond memory for tobacco products among individuals during the quitting phase.
- Being stressed may be another trigger that can cause individuals to start using tobacco again.

### 4. Discussion about Healthy Alternatives to Tobacco (5-10 minutes)

#### ***Note to Lead Teacher***

Bring the teachers' attention to the “Dealing with Withdrawal” poster as you begin this discussion. Point out that these activities are examples of things people can do instead of using tobacco when they are experiencing an urge to use it.

**Ask: “What are some healthy alternatives to tobacco that tobacco users can safely take up to help avoid triggers or replace using tobacco in daily life?”**

#### **Discussion Points:**

- Some healthy alternatives to tobacco that should be kept on hand when you have the urge to smoke or chew tobacco are:
- A mixture of cardamom and cloves
- Some saunf or fennel seeds
- A few black peppers
- Lemon drops or mints

- Some things you can do to divert your mind if you have an urge to use tobacco are:
  - Go for a walk
  - Telephone a friend or neighbor to go over to their house for tea
  - Drink water
  - Talk to a student
  - Spend time with your children and family
  - Read a book
  - Practice meditation or yoga exercises
  - Seek out the company of someone you know who is also trying to quit or someone who does not use tobacco

## 5. Discussion about giving and receiving support while quitting (5-10 minutes)

**Ask: “What are some of the ways that people quitting tobacco can get the support of friends and family members?”**

### Discussion Points:

- Let family, friends and fellow teacher know you quitting and you need their support.
- Caution them that you may not be your usual self for a couple of weeks after you quit and to be supportive and tolerant.
- Suggest ways how they could help if going gets rough.
- Ask them not to offer you tobacco or leave tobacco out. Ask them not to talk about tobacco around you.
- If you are supporting a friend or family member who is quitting tobacco, be supportive and understand that they may not be their normal selves for a couple of weeks after quitting. Try and help the person divert his/her mind from tobacco.

## 6. Summary (5 minutes)

- Briefly summarize the objectives and what was discussed:
  - Symptoms of withdrawal
  - The multitude of ways to deal with these symptoms
  - How to continue to rely on support after quitting and how to provide support to others trying to quit
- Remind teachers that you are there to assist you, to discuss any issues or concerns that they may have with the program as well as all the information presented in one-on-one conversations outside of this meeting. So they can approach you any time they would like to discuss any issues, concerns, or questions.

## 7. Thanks

- Thank teachers for their time. Add additional compliments and positive comments.
- Remind staff of the date and time of the next meeting

# Section 9

## Theme 6: Maintenance and Celebration

This theme provides tips that will help a tobacco user remain quit. Staying quit is difficult for a lot of tobacco users. Many people try to quit once or twice before they are able to manage to stay quit forever. It is okay if one has tried to quit before but has been unsuccessful — this is a normal part of the process of quitting. Stress, boredom, and withdrawal symptoms can often cause a tobacco user to relapse. The important thing is to learn from the experience and to try again.

An important step in staying quit is to remember the reasons for quitting tobacco in the first place. Whether it is for one's family, for one's health, or for financial reasons, keeping the reasons in mind will sustain motivation to stay quit, and may also help in resisting the urge to use tobacco, especially if a family member or a friend offers it.

It is also important to anticipate some events that may cause relapse urges and plan for taking care of them. Here are some ways one can be successful in staying quit:

- Continue to rely on the support of family and friends to help remain quit
- Take one day at a time. Keeping away from tobacco each day gets one closer and closer to the goal of being tobacco-free
- Do things that do not involve tobacco such as reading a book, listening to music, or practicing yoga when getting the urge to use tobacco.
- Continue to stay away from people who use tobacco products until confident that there are no longer any cravings for tobacco.
- Learn how to say “no” to friends, family, or colleagues who offer tobacco.

For those who have quit, it is important to reward yourself for staying free of tobacco. Those who have helped others quit can help with the celebration.



## Suggested timeline:

<i>Time</i>	<i>Activities to be done (by Program Component)</i>
<b>Week 11</b> (23rd Oct – 29th Oct)	<p><b>I. Tobacco Policy Workgroup:</b></p> <ul style="list-style-type: none"><li>Conduct the third meeting of the Tobacco Policy Workgroup. Use the guidelines given in “<b>Appendix Q</b>” to prepare for this meeting. Please refer to the checklist in “<b>Appendix N</b>” before conducting this meeting.</li></ul> <p><b>II. Group discussion with teachers:</b></p> <ul style="list-style-type: none"><li>No activities planned this week</li></ul> <p><b>III. Cessation support for teachers:</b></p> <ul style="list-style-type: none"><li>Provide teachers wanting to quit — or who want to help someone else quit — with the self-help quit booklet.</li><li>Refer teachers who want to quit to the Health Educator for counseling assistance and/or referrals to local resources that the teachers can contact to receive additional support.</li></ul> <p><b>IV. Posters/wall paintings:</b></p> <ul style="list-style-type: none"><li>No posters to put up this week</li></ul>



## *Time*

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### **Week 12**

(30th Oct –  
5th Nov)

## *Activities to be done (by Program Component)*

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### **I. Tobacco Policy Workgroup:**

- Celebrate your school's successes. Please refer to “**Appendix A**” for ideas on how to do this.

### **II. Discussion group with teachers:**

- Conduct discussion group #6 with teachers. Use THEME 6 Discussion Guide (“**Appendix Q**”) to facilitate the discussion
- Please refer to the checklist (“**Appendix B**”) and How to Facilitate Group Discussions (“**Appendix C**”) before conducting the group discussion

### **III. Cessation support for teachers:**

- Provide teachers wanting to quit — or who want to help someone else quit — with the self-help quit booklet.
- Refer teachers who want to quit to the Health Educator for counseling assistance and/or referrals to local resources that the teachers can contact to receive additional services.

### **IV. Posters/ wall paintings:**

- Display the following poster: “**Family Celebration of Being Tobacco-Free**”

## Appendix Q

# Guidelines for the Third Meeting of the Tobacco Policy Workgroup

### The purpose of this meeting is to:

- Use the Tool for monitoring visible signs of tobacco use on campus (“**Appendix J**”) to assess visible signs of tobacco use on your school’s campus after you have begun promoting your school’s new tobacco control policy.

### Materials you’ll need for this meeting:

- Talking points for the third meeting of the Tobacco Policy Workgroup (below)
- One CLEAN copy of the Tool for monitoring visible signs of tobacco use on campus (“**Appendix J**”)
- Two completed copies of the Tool for monitoring visible signs of tobacco use on campus (“**Appendix J**”): One from the initial assessment and the other from the other assessment which was completed during week 7 of the program.

### Approximate time needed for this meeting:

- 30-45 minutes

## Talking Points for the Third Meeting of the Tobacco Policy Workgroup

- Welcome the members to the group
- Explain the objectives of the meeting:
  - To use the Tool for monitoring visible signs of tobacco use on campus (“**Appendix J**”) to assess visible signs of tobacco use on your school’s campus since after you have begun promoting your school’s new tobacco control policy.
  - To compare your findings with the first and second times you filled out the Tool for monitoring visible signs of tobacco use on campus (“**Appendix J**”).
- Start walking around the school and completing the tool
- Once you have completed the tool, talk about some of the changes that you have noticed in your school’s campus since you have began promoting the school’s new tobacco control policy. If you have not noticed very many changes, take the time to discuss what other things may be going on in the school and what you can do to promote and communicate your school’s tobacco control policy.
- Compare this tool to the tool you filled out during the first and second months of the program.
- If you have noticed fewer signs of tobacco use, determine how you can celebrate your school’s success. Some ideas could be:
  - Processions/ parade by students carrying around tobacco-free placards
  - Announcements at a school assembly
  - Thanking all who contributed to the success of the policy
  - Other ideas?

### **Note to Lead Teacher**

Once you have completed this exercise, remember to put all tools back in the binder or in some other easily accessible place so that you – and other school personnel - will be able to reference them.

# Guidelines for the Theme 6 Discussion (Maintenance and Celebration)

## Overview of Theme 6:

This theme provides tips that will help a tobacco user remain quit. Staying quit is difficult for a lot of tobacco users. Many people try to quit several times before they are able to manage to stay quit forever. It is okay if one has tried to quit before but has been unsuccessful — this is a normal part of the process of quitting. Stress, boredom, and withdrawal symptoms can often cause a tobacco user to relapse. The important thing is to learn from the experience and to try again.

An important step in staying quit is to remember the reasons for quitting tobacco in the first place. Whether it is for one's family, for one's health, or for financial reasons, keeping the reasons in mind will sustain motivation to stay quit, and may also help in resisting the urge to use tobacco, especially if a family member or a friend offers it.

It is also important to anticipate some events that may cause relapse urges and plan for taking care of them. Here are some ways one can be successful in staying quit:

- Continue to rely on the support of family and friends to help remain quit
- Take one day at a time. Keeping away from tobacco each day gets one closer and closer to the goal of being tobacco-free
- Do things that do not involve tobacco such as reading a book, listening to music, or practicing yoga when getting the urge to use tobacco.
- Continue to stay away from people who use tobacco products until confident that there are no longer any cravings for tobacco.
- Learn how to say “no” to friends, family, or colleagues who offer tobacco.

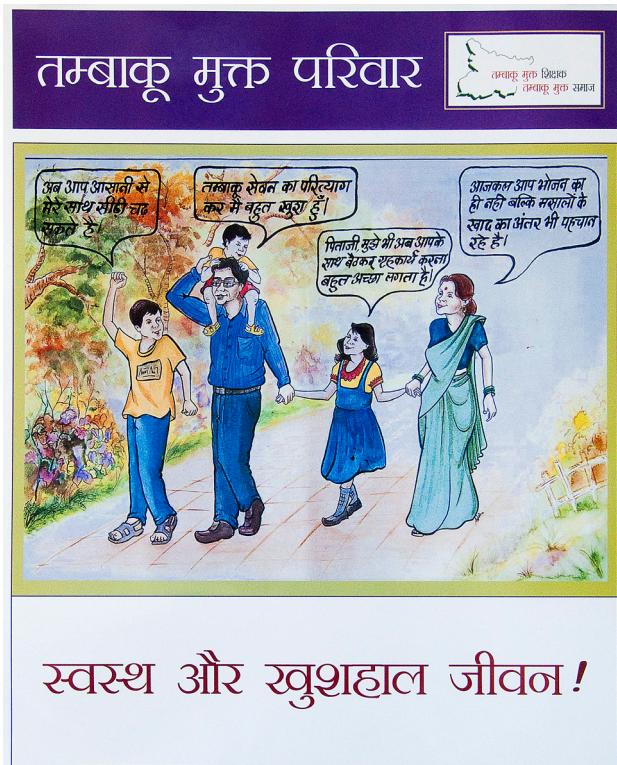
For those who have quit, it is important to reward yourself for staying free of tobacco. Those who have helped others quit can help with the celebration.

## Materials you'll need for this meeting:

- “Family Celebration of Being Tobacco-Free” poster
- Handout 6 - Stories of successful quitters

## Approximate time needed for this meeting:

- 30-60 minutes



# Theme 6 Discussion Guide – Maintenance and Celebration

## **Note to Lead Teacher**

Display the “Family Celebration of Being Tobacco-Free” Poster in a prominent place. Refer to the poster during the discussions.

## 1. Welcome (2 minutes):

- Welcome the teachers to the last group discussion
- Explain the objectives of the meeting:
  - To discuss ways to stay quit
  - To hear stories about people who successfully quit using tobacco
  - To practice ways to say “no” to tobacco

## 2. Discussions about experiences quitting tobacco (15-20 minutes)

**Ask: “What helped you - or a person you supported in quitting - the most?”**

**Ask: “Did you – or a person you supported in quitting - ever feel tempted to use tobacco again?” “What was going on in your/their life when you/they felt tempted to use tobacco again?”**

**Ask: “How can you or someone you supported in quitting continue to deal with urges to use tobacco?” “What strategies have worked for you or others?” “What didn’t work for you or others?”**

### **Discussion points:**

- If you are faced with an urge to use tobacco again, think of your reasons for quitting tobacco in the first place and the benefits that you get from remaining tobacco-free.
- Try and anticipate your tobacco urges. Use some of the coping strategies that we discussed previously in dealing with these urges.
- Focus on getting through each day without tobacco. Every passing day without the use of tobacco allows you to feel more in control of yourself.
- Reward yourself for small successes in avoiding tobacco, for example by giving yourself a small break from work.
- Buy fruits from the money you have saved and distribute it as you like. Some teachers go to the temple every day they stay tobacco-free and buy Prasad with that money.

- Continue to stay away from all who use tobacco and from all occasions that encouraged you to use tobacco.
- Try new hobbies and activities that do not involve tobacco.
- Solicit and seek support from family, friends, and co-workers.

### 3. Discussion about avoiding relapse and dealing with it when it occurs (10 minutes)

**Ask: “How can a person who is trying to quit tobacco avoid relapse?”**

#### Discussion points:

- If you've been free of tobacco for 2 weeks you have been through the hardest part. Continue with the same strategies that has brought you success the past few weeks.
- Plan ahead for situations that may tempt you to try nicotine again.
- When you feel tense, remember that tobacco doesn't solve any problems. Try and find an activity that will occupy your mind.
- If you have been saving the money that you otherwise spent on tobacco products in a money jar, take a look and see how much you have saved. Instead of focusing on tobacco, think of what you can do with those extra savings.

**Ask: “What actions can someone take if he or she slips?”**

#### Discussion points:

- Relapse is part of the process of change for many people. Stress, boredom, social coaxing, life crisis and withdrawal symptoms can cause relapse.
- If you encounter someone who has relapsed:
  - Offer compassion and support.
  - Do not look down on them.
  - Do not show disappointment but encourage them to continue to quit instead.

### 4. Discussion about how to say no when trying to stay quit (15-20 minutes)

#### ***Note to Lead Teacher:***

Ask the teachers to divide themselves into small groups (3 teachers per group in large school of more than 15 teachers). Give each group a scenario and ask them how they would handle the situation. Give each group 10 minutes to come up with their answers and than another 10 minutes to present the answer to the rest of the group.

### ***Scene 1***

You are sitting at your desk in the staff room after lunch, when a colleague/senior teacher offers you khaini. How will you refuse the offer made by the colleague?

### ***Scene 2***

You are sitting at a friend's home watching a movie when your friend starts smoking. The friend offers you a cigarette and urges you to smoke. He tells you smoking one cigarette once in a while will not do you any harm. How will you explain to your friend that you have stopped smoking for good?

### ***Scene 3***

Your relative has come to stay at home for a few days. He always eats paan after lunch and dinner and makes some paan for you as well. He makes fun of you for quitting paan. How will you handle the situation and refuse the paan without insulting your relative?

#### **Discussion points:**

- Part of staying quit is continuing to refuse tobacco from when others offer it. You have all offered several polite but firm ways to refuse offers of tobacco. Thank you all so much for sharing your thoughts on this issue.

## **5. Stories of successful quitters (10 minutes)**

### ***Note to Lead Teacher***

Pass out Handout 6 - **Stories of successful quitters.**

#### **Discussion Points:**

- Some of you here have successfully quit tobacco and many of you know others who have been successful as well.
  - I encourage all of you to share with us some personal stories about your own quit attempts or the quit attempts of your family and friends.
- Tell us about the reasons for quitting and any struggles faced while quitting.

## 6. Discussion about the School's Tobacco Policy

**Ask: "What kinds of changes in tobacco use on the school's campus have you noticed since adopting a new tobacco control policy?"**

### Discussion Points:

- Tobacco policies usually lead to less tobacco use and less signs of tobacco use such as wrappers and spit marks as a result of its adoption.

## 7. Discussion about ways to celebrate your success! (10 minutes)

**Ask: "How can we celebrate our success and the success of others we have supported in quitting?"**

### Discussion Points:

- If you complete three weeks without tobacco, celebrate with your support team. – You can use the money you saved in your money jar.
- Complete 1 full month and renew your promise to not use tobacco again.
- Offer your support to others who want to quit.
- Renew your resolve monthly.
- Promise yourself that you will never take tobacco in any form ever again.
- Get your teeth cleaned by a dentist to remove all the tobacco stains.
- Try not to slip even once. But if you do, get right back on track. Don't feel discouraged or guilty. Throw out any remaining tobacco.

## 8. Summary (5 minutes)

- Briefly summarize what was discussed:
  - For many people it took more than one attempt to quit and that it was challenging to resist temptations to use tobacco again.
  - Each person has individual ways to deal with temptation and with our own personal triggers.
  - Relapse can be part of the process of change for some people. We need to be kind to ourselves and others when relapsing.

## 9. Thanks

- Thank teachers for their time. Add additional compliments and positive comments.
- Celebrate the end of the *Tobacco Free Teachers, Tobacco Free Society Program*.

# Handout 6: Success Stories of Actual Quitters

Insert stories (6 Hindi stories here from Dr. Sinha)

# Section 10

## Help Along the Way as You Implement the *Tobacco Free Teachers, Tobacco Free Society* Program

Each school will be assigned a Health Educator, a project staff member who is well-versed with the *Tobacco Free Teachers, Tobacco Free Society* program. The Health Educator is a resource for your school as you implement the program.

The Health Educator will be available to visit your school on the day of the Kick-off event and will be available after the event to answer questions posed by the Principal or other staff members about the program. Additionally, the Health Educator will visit the school on two other occasions: once in the middle of the program and once at the end of the program to check in on how things are going. The time and date of these visits will be decided in consultation with the Principal.

In addition to providing in-person assistance, Health Educators will also be available for consultations via telephone. The school Principal and Lead Teacher may call the Health Educator if they require guidance implementing the *Tobacco Free Teachers, Tobacco Free Society* program. The Health Educators can answer questions on a variety of topics including:

- The timing of different program components
- How to use of the implementation guide
- Facilitating group discussions
- Cessation support for teachers wanting to quit

The Health Educator will also call the school once or twice during the program to check in on the progress of the program.