

Somerset Youth and Community Service

Smoking & assertiveness

Session Plan 1



Aim: To improve the group's ability to resist peer pressure around smoking and to be aware of where they can go to for help and support in quitting smoking

Learning outcomes: by the end of the session the group will:

- Understand why some people may choose to smoke
- Be aware of peer pressure around drug use and it's impact on their decision making
- Have practised the "Broken Record" technique

Group size: 8 young people

Venue: room

Time: One Hour

Materials:

- Paper and pens
- Flipchart paper and pens
- Smoking quiz (optional)
- Basics of Assertiveness Brief
- Broken Record Brief

Time	What	With
5 mins	Staff Introduction and outline of the session. Cover confidentiality and basic ground rules around respect and listening.	
15 mins	What's good/bad about smoking: Break group into smaller groups of about 4/5 and ask them to write down all the good and bad things they can think of about smoking. Feedback to whole group, making two lists. Then ask why the group think people smoke, note down and discuss answers. Focus on the effect of peer pressure.	Flipchart paper Pens
10 mins	Practice saying "No": Divide the group into pairs. Person A has to persuade Person B to have a piece of chocolate and Person B has to say "No" Swap roles after 2 mins so Person A has opportunity to say "No" Feedback to group – What worked well? What didn't work well? How did it feel to be put under pressure.	
5 mins	Assertiveness: Ask group for definitions of assertiveness Highlight what assertiveness is and is not using "The Basics of Assertiveness" sheet	The Basics of Assertiveness brief
15 mins	Broken Record: Go through the Broken Record brief with the example. Ask a member of the group to have a go with you.	Broken Record Brief



Time	What	With
	Divide group into pairs and ask them to practice the Broken Record technique using an issue of their choice e.g. smoking, going out, chocolate, etc. Give the group 2 minutes each way to practice Ask the group how it went and discuss strengths and difficulties of the technique.	
5 mins	How do you encourage others not to start, or to stop, smoking? Ask the group for ideas to help others not to start smoking, then ideas about how to support someone who wants to give up smoking. Tell the group about the quitting smoking service offered by the school nurse and any information about the school health clinic (if it exists) or national helplines (www.smokefree.nhs.uk has lots of stuff).	Flipchart paper Pens
5 mins	Evaluation: – Ask all the young people to assertively tell you what they thought of the session	
A smoking quiz is included, this can be used if there is spare time. The quiz takes about 10 minutes.		

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The basics of assertiveness



Assertiveness isn't: being aggressive, making others do what you want, always getting your own way.

Assertiveness is: a way of communicating which enables you to be clear about what you want and protects you from being pressured, manipulated or guilted into things.

It helps you negotiate or stick to your guns but only works if you don't try to bully other people in return.

Assertiveness means:

Respecting yourself: that is who you are and what you do.

Taking responsibility for yourself: that is how you feel and what you think and do. For example 'I feel angry when you put me down' is more assertive than 'You make me feel angry when you put me down'.

Making clear 'I' statements about how you feel and what you think. For example 'I feel unhappy about this' and 'I think it is a good idea to do a plan'.

Recognising your own needs and wants independently of others, that is separate from what is expected of you in particular roles, such as girlfriend, boyfriend, daughter, son.

Allowing yourself to make mistakes, that is recognising that sometimes you will make a mistake and that it is OK to make mistakes.

Allowing yourself to enjoy your successes, that is validating yourself and what you have done and sharing it with others.

Changing your mind, if and when you choose to.

Asking for thinking it over time, for example when people ask you to do something and you need time to consider whether or not to do it, 'I would like to think it over and I will give you my decision by the end of next week'.

Asking for what you want rather than hoping that someone will notice what you want, and moaning later that you didn't get what you wanted.

Setting clear boundaries, for example 'I know that you would like me to visit you and thank you for inviting me. However, I am unable to come this weekend and would like to visit you later in the year'.

Recognising that you have a responsibility towards others, rather than being responsible FOR others. Parents have responsibility for **and** towards their children which is different from having responsibility towards each other as adults.

Respecting other people and their right to be assertive.



Broken record brief

Explain the technique by saying...

- Persistence is a basic skill to develop in assertiveness; the 'Broken Record' technique helps people be more persistent.
- Broken record is effective because it is uncomfortable to listen to for too long! The key is repetition; repeating your phrase more times than the other person can come up with arguments or excuses.
- In order to do this you need to practise the repetition and not actually answer the arguments put to you. This can feel strange at first but gets easier the more you do it.
- Broken Record is only useful when you can be very clear about what you want to say.

Encourage discussion then ask two people to read out loud the role-play detailed below.

BROKEN RECORD: AN EXAMPLE

A. Hello

B. Hi

A. Would you like to go to the pub this evening?

B. No, I'm staying home.

A. There's a happy hour - drinks half price.

B. No, I'm staying home.

A. But your boyfriend/girlfriend is going, he/she knows how to have fun!

B. No thanks, I'm staying home.

A. Look, could you help me? If you don't go – I'll have to get the bus.

B. I hear what you're saying, but I'm staying home.

A. Come on - I can't afford the bus - if you don't give me a lift I miss out and the person I fancy is going to be there - you wouldn't want me to miss my chance would you?

B. I can see you have a problem, but I'm staying home.

A. Look, I'll get back to you later and you can decide then.

B. No thanks, I'm staying home.

A. But what do I do about meeting my perfect partner?

B. That's not my problem, I'm staying home. Goodbye!

Smoking quiz

- Where in 1492 did Christopher Columbus first discover tobacco smoking?
a) Cuba **b) America** **c) France**
- Around how many chemicals are found in cigarette smoke?
a) 1500 **b) 4000** **c) 500**
- What special day was the first No Smoking Day held on?
a) Ash Wednesday **b) New Year's Day** **c) May Day**
- Today, worldwide, how many smokers are there?
a) Over 1 billion **b) 10 million** **c) 100 million**
- By how much does smoking reduce women's fertility?
a) 30% **b) 50%** **c) 10%**
- Smokers are more likely to suffer from cancer. Compared to non-smokers, how much more often are they affected?
a) 2 times **b) 1.5 times** **c) 4 times**
- About how much would a 20-a-day smoker save in a year by stopping?
a) £1,380 **b) £2,600** **c) £1,280**
- In what year was the first No Smoking Day?
a) 1990 **b) 1984** **c) 2004**
- Which cancer is twelve times more common among smokers?
a) Prostrate cancer **b) Lung cancer** **c) Oral cancer**
- Which was the first European country to ban smoking in enclosed public places?
a) Finland **b) Irish Republic** **c) Italy**

