

# STOP SMOKING PROGRAM FACILITATOR'S GUIDE

The purpose of this guide is to help facilitators think through the skills and the tools that they will need as they begin planning to adapt and deliver a Stop Smoking Program with their own clients. A successful class will involve all of the participants, address their needs and concerns, as well as keep them on track towards recovery from their nicotine addiction and tobacco use.

Each class session will come with a “Facilitator’s Guide” that covers the following topics:

- Agenda with suggested time frame
- Materials needed at each class
- Materials and handouts needed for that particular class
- Notes on what needs to be prepared
- Class contents with discussion topics, activities and facilitator scripts where appropriate

In planning a good group process<sup>1</sup>, think about:

- Environment, logistics and room arrangements
- Ground rules
- Goals and agenda of the session
- Anticipated participants – their experiences, priorities, skills and needs

## BASIC GROUP FACILITATION TIPS<sup>2</sup>

- Be sure to **familiarize yourself with the general topics covered in the curriculum**, and prepare for each class by reviewing that session’s Facilitator’s Guide.

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*You’re leading a conversation about how smoking is often linked with drinking coffee, or alcohol. Joe agrees with you that this is a problem for him, and goes on to ask about dealing with constant hunger. When a brief answer does not satisfy his interest, but the group wants to continue the original conversation, you can let Joe know that you will cover this information in Classes 2 and 5, or that you can answer his question during break or after class. Knowing what classes will cover what information can help you acknowledge each participant’s needs, and give them a specific time when their questions will be addressed.*

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- **Every group is different** – some tools may work with one group, but will not work with another. Because the participants and the dynamics in a group may vary, remember to adjust your own expectations of outcomes for each activity accordingly. The goal of the Stop Smoking Program, is to move participants through the *process* not through each activity.
- **Be flexible:** don’t let the Facilitator’s Guide and the suggested time frames break up the great group flow you have going.

- **Use people's names** to gain their trust as well as attention. Use nametags at every class, especially if you and/or your participants have a hard time remembering names. While you're at it – learn how to pronounce everyone's names correctly! This will build trust and show respect for every individual.
- Take time to go over and post **Group Agreements** during the first meeting. Write down group agreements on flip-chart paper and post them during every class afterwards. Use these as needed to re-direct participants. Start with these examples, and add your own.

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*Make sure everyone is able to share: Step up (if you're quiet), or step down (show a little restraint, if you are talkative)*

*Only one person speaks at a time*

*Respect different opinions/ experiences*

*Confidentiality is important*

*Turn off mobile phones*

*Start on time = End on time*

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- Adults learn in different ways – **engage all of their senses and learning modalities** for best results. Use these tips on working with different types of learners<sup>3</sup>.

Visual	Auditory	Kinesthetic
PowerPoint Presentations Videos Flip-Charts Handouts Demonstrations	Lectures Group discussions Informal conversations Phone consultation Stories and examples	Role plays and simulations Practical demonstrations Hands-on activities Writing things down Movement-based learning
<b>Training tip:</b> Provide handouts and/or reading material Include visuals and demonstrations Stick to a color scheme – do not overwhelm the visual senses	<b>Training Tip:</b> Explain in preferred language if possible Follow up with a phone call Read out loud when appropriate Use story-telling or songs when possible Allow time for discussion and sharing of experience	<b>Training Tip:</b> Play-based learning is fun for adults too! Bring various props that can be passed around Allow time for group work, and ask people to move throughout the room Include a movement with the concept you're teaching

- **Avoid complicated terms**, whenever possible. If using a new and possibly complicated term, such as “Nicotine Replacement Therapy” repeat it multiple times, write it down on a flip chart, point to it in a handout, and explain it in multiple ways.

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*Write “Nicotine Replacement Therapy” on a flip-chart, along with the examples of “Nicotine Patch”, “Nicotine Gum”, and “Nicotine Lozenge”... Write down that it is the “same as NRT”. Write down familiar brand names. Pass around images or empty boxes of actual products.*

*Tell the participants that these are medications designed to replace the harmful way to deliver nicotine (using tobacco) with a safer way to deliver it. Describe the step-down process of using less and less nicotine to combat physical withdrawal symptoms and cravings. Point to relevant handouts.*

*Avoid the terms like “pharmacotherapy,” and “drugs.”*

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- **Always acknowledge the participants’ experiences, and knowledge.**

By the time they have made it to your class, many people have tried quitting multiple times and have many experiences to share. Depending on your class’s demographics, this may be the first time they get to talk to someone without feeling judged, ostracized and shamed. Allow space for everyone to share their experiences, and let them know that what they have to say is just as important as what you have to share with them.

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Need to respectfully re-direct an over-sharer? Try:

*“What you are saying is really important. Thank you for sharing with us... Right now we are talking about...”*

*Or “... Right now we want to give everyone a chance to share. Do you want to talk about it with me after class?”*

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- Remember that **people may not want to share everything** that was said in a pair, or a small group with all of the people in the room. Be flexible with how much groups and individuals decide to report from break-out activities.
- Do **explain the purpose of each activity and/or tool** before asking the group to use it. That way people will feel a sense of ownership, and responsibility over what they are doing.

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#### Additional Resources and References:

<sup>1</sup> The Community Tool Box (2016) *Section 2. Developing Facilitation Skills*. Work Group for Community Health and Development. University of Kansas. Accessed on: 08/16/16. Accessed at: <http://ctb.ku.edu/en/table-of-contents/leadership/group-facilitation/facilitation-skills/main>

<sup>2</sup> Seeds for Change. *Facilitation Tools for Meetings and Workshops*. Accessed on: 08/16/16. Accessed at: <http://www.seedsforchange.org.uk/tools.pdf>

<sup>3</sup> National Highway Institute. *Principles of Adult Learning and Instructional Systems Design*. Accessed on: 5/17/16. Accessed at: <https://www.nhi.fhwa.dot.gov/downloads/freebies/172/PR%20Pre-course%20Reading%20Assignment.pdf>