



Training Manual



Sidekick teens are trained and provided with ongoing support to be successful in holding respectful, helpful conversations around quitting with peers who use tobacco and vape products.








Revised August 2021





Usage & Objectives

Key of Symbols

-  **ACTIVITY**
-  **VIDEO**
-  **GOAL**
-  **KEY POINT**
-  **SHARE**
-  **TRANSITION**
-  **ASK**

Using This Manual

This manual is for use by certified Sidekicks Advisors who have been trained by a Master Sidekicks Trainer.

Teaching the Sidekicks training can be approached in a variety of ways:

- It can be taught as a full one-time session. (4 to 4 1/2 hours)
- It can be taught in multiple sessions. (Example: 1 hour sessions)

If you teach in multiple sessions, please maintain the sequence of chapters, and do a brief review of the previous lesson(s) before starting with the new lesson(s).

Program Objectives

After successfully completing the Sidekicks Program, teens will be able to:

- Identify basic tobacco and vaping facts. (*Lesson 2*)
- Know when, where and how to initiate a helpful conversation with a peer who uses tobacco or vape products. (*Lessons 3 and 4*)
- Identify opportunities to hold a helpful conversation and how to start the conversation. (*Lesson 4*)
- Hold a respectful conversation using active listening and motivational interviewing skills. (*Lessons 3 and 4*)
- Distinguish between a helpful conversation and a non-helpful one. (*Lessons 2 and 4*)
- Use active listening skills to handle a difficult or awkward conversation and get back on track. (*Lesson 5*)
- Know when and how to share or use available resources (*Lesson 5*)
- Know when and how to get help if a peer shares critical information not related to tobacco or e-cigarette use. (*Lesson 5*)

Copyright & Contact Information

The following model curricula were adapted to guide the development of Sidekicks activities:

1. "Batting Practice" and "Drumming for Change" of "Motivational Interviewing Training for New Trainers, Resources for Trainers", Nov. 11, 2008.
2. "Cell Phone Exercise" Gary Rose, PhD, of Gary Rose Training. Modified by MaineHealth CTI Tobacco Prevention Program, February 2019.

FOR MORE INFORMATION: MaineHealth Center for Tobacco Independence Tobacco Prevention Services, tobaccopreventionservices@mainehealth.org, (207) 622-7154



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Copyright & Contact Information

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START-UP

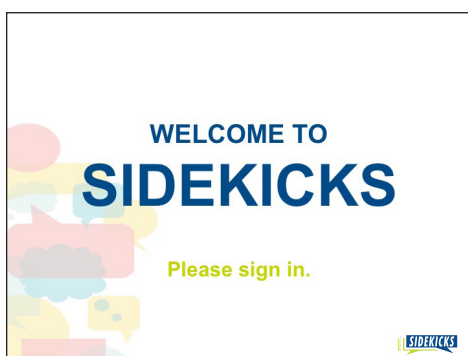
15
MIN

Welcome



GOALS

- Get to know each other.
- Increase comfort level among teens.
- Focus the group on beginning the training.

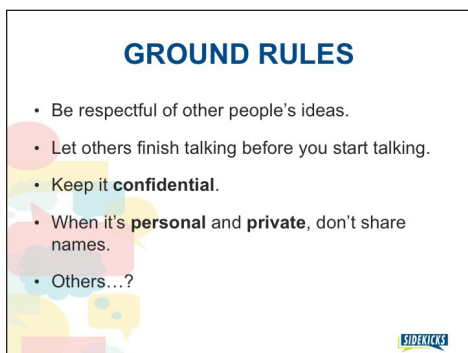


Brief Introductions

Introduce yourself and welcome teens to the Sidekicks Program.

- Have this slide up as people enter the room.
- Have the teens sign the program roster.
- Explain that we will talk soon about the program and what it's all about, but first we're going to go over Ground Rules and do an Ice Breaker.

Click to the next slide when ready to start.



Ground Rules

Review these Ground Rules with the teens.

Optional: Add yours to the list or others generated by the teens.



SHARE

These Ground Rules align with the skills Sidekicks will use during and after this training:

- Holding respectful, non-judgmental conversations.
- Listening to others.
- Keeping conversations confidential unless there's a critical and/or immediate safety risk. (i.e. suicidal)

Note for Advisor: No one in the course should be asked about their tobacco and/or vaping product use. Teens decide when and what they want to share.



ACTIVITY THE BALL OF QUESTIONS

(LARGE GROUP | 10-15 MINUTES)

GOAL: Ice Breaker

MATERIALS NEEDED: Clever Catch® Ball (available in online stores) or make your own with a beach ball. There are 72 questions included on this Clever Catch® ball i.e. “What is your favorite food?”

INSTRUCTIONS:

- Ask teens to form a circle.
- **Explain the rules:** Toss the ball to a teen standing in the circle. The teen will catch the ball. Wherever the left thumb lands is the question the teen will read out loud and answer. When the teen has finished answering the question, the teen tosses the ball randomly to another teen in the circle. Continue until each teen has had a chance to read and answer a question. If time allows, repeat a second round.

WRAP UP: Thank teens for sharing with the group and ask them to take their seats.

Introduction to Sidekicks



GOALS

- Explain what the Sidekicks Program is and who can be a Sidekick.
- Set intentions and expectations of the Sidekicks training.
- Orient teens to the concept that Sidekicks is about friendly, respectful, non-judgmental conversations.

LESSON ONE

Introduction to Sidekicks

Program Description



TRANSITION

Now that we've had a chance to find out a little more about each other, let's find out about Sidekicks...

- What is it?
- Who are Sidekicks?
- How do you become a Sidekick?

WHAT TO EXPECT

- Learn about the Sidekick Program.
- Understand more about tobacco and nicotine.
- Learn some skills on how to talk about tobacco and vaping with other teens.
- Practice these new skills.
- Inspire each other to take action.
- Have fun!

What to Expect



SHARE

Here's what you can expect from being in the Sidekicks course:

- You'll have some fun while learning new skills.
- After finishing the course, you'll be an official Sidekick.
- As a Sidekick, you will be prepared to talk about tobacco use and vaping with your peers.

COMMERCIAL TOBACCO REFERENCES

References to tobacco in this presentation refer to commercial tobacco use, not the sacred and traditional tobacco used by American Indian communities.

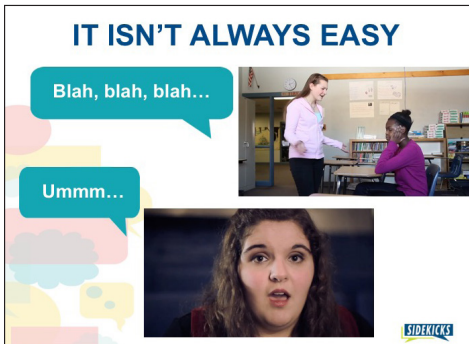
Commercial Tobacco References



SHARE

Any reference to tobacco in this training refers to commercial tobacco use and not the sacred and traditional tobacco used by American Indian communities.

Commercial tobacco refers to mass produced products such as cigarettes, cigars, cigarillos, and electronic nicotine products which contain chemical additives which are linked to death and disease.



Talking with Friends Isn't Always Easy



SHARE

Sometimes when we want to talk with friends about important things it can be tough. We might not be sure how to get the conversation going or what to say. We may want to tell friends what to do because we care.



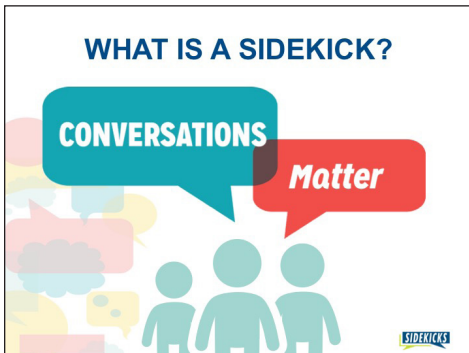
VIDEO

Let's watch these short videos.



ASK

What do you think? When you try to talk to friends does it sound like this sometimes? As a Sidekick teen, you'll learn the skills to do it differently.



What is a Sidekick?

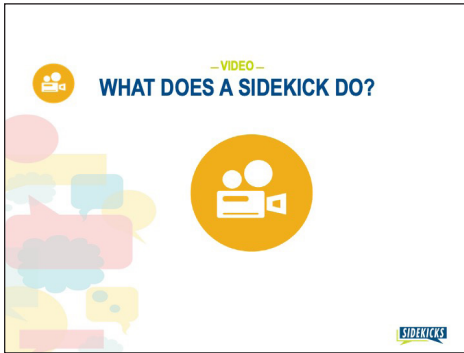


SHARE

- A Sidekick is a teen trained to have a non-confrontational, respectful, friendly conversation with someone about their tobacco and/or vaping product use.
- If you use tobacco or vape, Sidekicks can help you figure out what you want to do, how you feel about smoking/vaping, and help you figure out what might motivate you to quit.

Sidekicks understand that:

- They are not superheroes! They are curious and interested in finding out more about a friend's or teen's tobacco and/or vape use to give support.
- They are not trying to make a teen quit using tobacco and/or vape products—not trying to push, convince or shame someone into quitting.
- They are not responsible for what happens when a friend or teen tries to quit. It can take a teen who uses nicotine many times to quit.
- They are helping other teens figure out what they want to do and how they really feel about their tobacco and/or vaping product use.
- They are helping other teens learn about their own motivation or reasons to quit.

**VIDEO**

We're now going to watch a short video that shows a typical Sidekick conversation.

**ASK**

- How did that conversation go?
- What did you notice? **Possible Answers:** friendly, respectful, didn't give facts, didn't tell what to do, asked permission, asked questions, listened.
- Can you think of a friend who listens like the Sidekick did? Can you think of a friend who doesn't listen? Which friend helps you the most? Why?

**SHARE**

- One of the most important roles of a Sidekick is to listen carefully and help other teens figure out what they want to do about their tobacco and/or vape product use—not to convince or push the teen to quit.
- You will be learning new skills that focus on listening in order to help another teen figure out what they want to do around their tobacco and/or vaping product use.

**Who is a Sidekick?****ASK**

- Who do you think can be a Sidekick? Is it: only a former tobacco user? Only a current tobacco user? Or a person who has never used tobacco? (Click on the slide after each statement to reveal the answers.)
- Why do you think Sidekicks is open to all teens?

**SHARE**

- Whether or not a teen uses tobacco, nicotine, and/or vaping products now, has used it in the past or never used it, they can still help by being there and listening.
- Teens who use tobacco, nicotine, and/or vaping products can become a Sidekick because when we help others sometimes we help ourselves.
- Teens usually like to hear from someone they know and trust rather than an "expert" or professional.
- Teens can have a strong influence on peers; teens are experts on teens; what you say can make a difference.

WHAT PERCENTAGE OF TEENS WANT TO QUIT?

51%

OF MAINE HIGH SCHOOLERS
WHO SMOKE
"tried quitting ONCE within the
past 12 months"

___ 3%
___ 17%
___ 32%
✓ 51%

2019 Maine NHHS

SIDEKICKS



ASK

What percentage of Maine high schoolers who smoke have tried to quit at least once in the past 12 months?

___ 3%
___ 17%
___ 32%
___ 51%



SHARE

So the good news is that half of teens who use tobacco and/or vape products want to quit soon. This is a great opportunity for a Sidekick.



— ACTIVITY —

SOMEONE IN YOUR LIFE

- ① Think about someone in your life who uses tobacco or vape products.
- ② What might motivate you to have a conversation about that person's nicotine use?
- ③ What might discourage you from having a conversation?

SIDEKICKS



ACTIVITY SOMEONE IN YOUR LIFE

(LARGE GROUP | 15 MINUTES)

GOAL: To bring the issue of tobacco and vaping use down to the personal connections teens feel about tobacco and vaping, engage teens in the issue, see why being a Sidekick matters, and build trust and comfort in the group.

MATERIALS: Paper, pens/pencils, "Someone in Your Life" slide.

ADVISOR: Listen for and point out common themes.

SPECIAL NOTE: Address confidentiality; remind teens not to share names.

INSTRUCTIONS:

Teens are going to take a few minutes to write down the answers the following questions (shown on the slide):

- Think of a person who you'd want to have a Sidekicks conversation with about their tobacco and vape use. (NOTE: Let teens know that they do not need to write down or share the person's name.)
- What is the reason you want to talk with this person?
- What might stop you or discourage you from bringing this up with the person?

Ask for a few volunteers to share what they wrote and discuss as time allows.

WRAP UP: Thank everyone for participating.

LESSON
TWO25
MIN

Understanding Tobacco and Electronic Products (vaping, ecigs, etc.)



GOALS

- Educate students about tobacco and nicotine facts.
- Introduce the concepts of addiction.
- Promote the value of a Sidekicks conversation.

LESSON TWO

Understanding Tobacco & Nicotine

SIDEKICKS



TRANSITION

We've talked about the Sidekicks Program and who can be a Sidekick. In Lesson Two we're going to review what you know about tobacco, nicotine, and/or vaping. If you're going to talk with a friend who uses any of these products, it's helpful to know the facts.



ACTIVITY TOBACCO & VAPING FACTS HOT POTATO

(LARGE GROUP, ANY SIZE | 15 MINUTES)

GOAL: Educate and review nicotine facts in an interactive fun way with teens. Many of the questions attempt to get at some of the common myths and misconceptions people often have about nicotine.

KEY POINT FOR ADVISORS: *Be particularly sensitive to how any tobacco or electronic/vaping product users in the group are reacting to the information. Encourage everyone to participate. Promote a tone that is not seeking to shame or blame but simply to uncover interesting truths.*

MATERIAL NEEDED:

- Nicotine facts questions formed into a ball (Questions are on pages 37 – 56 in the Activity Materials section.) Depending on your class size, you may want to change the number of questions you use.
- Music/music player
- Prizes (*optional—for fun handout inexpensive prizes such as stickers*)

INSTRUCTIONS:

- Ask teens to form a circle.
- Explain the rules of Tobacco & Vaping Facts Hot Potato.
- The Advisor starts background music and will throw the paper ball into the circle.
- Let the teens know that they need to keep the ball moving like a hot potato.
- When the music stops, the teen with the ball removes the top layer of the ball and reads the question on the paper. The teen can attempt to answer the question or pass to someone else.
- If the question is answered correctly, then the Advisor starts the music and the teens start tossing the ball again.
- If the question is answered incorrectly, the Advisor can ask if someone else knows the answer or gives the answer. Then the music is started up and the ball is tossed around again.
- This pattern continues until all the questions are read and the ball has disappeared.

WRAP UP: If time, ask teens if they know of any other facts. Thank teens and ask them to be seated.

**TRANSITION**

We've gone over some of the tobacco and vaping facts. We also know that 51% of teens who smoke are trying to quit but eventually go back to tobacco. What is keeping them from being successful?

The next section helps answer this question as well as why it takes so many attempts to quit.

**NICOTINE DEPENDENCE:
WHEN DOES IT BEGIN?**

NEARLY	___ 12
9 out of 10	___ 13
TEENS START	___ 15
SMOKING	___ 18
BEFORE AGE?	✓ 18

2012 Surgeon General's Report—Preventing Tobacco Use Among Youth and Young Adults

**ASK**

- Before what age do you think 90% of teens first start smoking?

Answer: 18

- Why do you think teens start smoking? **Possible Answers:** To fit in, an attempt to feel better emotionally, lack of understanding about the addictive potential, stress, family member smokes.

**SHARE**

- Most teens who started using tobacco don't think they'll still be smoking in 3 to 4 years.
- 90% of high school students who were daily smokers continued to smoke 4 years later.
- 50% of students who were "occasional" smokers were smoking 4 years later.
- In the US, youth are more likely than adults to use e-cigarettes (CDC)
- 99.6% of all e-cigarette products sold online contain nicotine (NIH)
- Flavored e-cigarettes are very popular, especially with young adults. More than 9 of 10 young adult e-cigarette users said they use e-cigarettes flavored to taste like menthol, alcohol, candy, fruit, chocolate, or other sweets. More than 8 of 10 youth ages 12-17 who use e-cigarettes said they use flavored e-cigarettes.
- Companies used to do the same thing with tobacco cigarettes, by adding flavors to make them more popular - they aren't allowed to do that anymore, because they contributed to people becoming addicted. Now these companies are trying to do the same thing with e-cigarettes - they know flavors make their products more popular among teens and young people.

**TRANSITION**

If these teens thought they could start and stop at any time, why doesn't that happen? It's because most teens become quickly addicted to the nicotine.



Addiction

? ASK

- What do you learn about vaping from this video?

Answer: Some people think vaping is safer than smoking cigarettes. Some vapes contain as much nicotine as a pack of cigarettes.

💬 SHARE

- As people use an addictive substance, like nicotine, their bodies change so that having the nicotine in the body seems normal even though it isn't.
- When people try to stop using the substance, their bodies experience withdrawals. These are the body's physical reactions to getting rid of the substance.
- Withdrawal symptoms include: headache, anxiety, eating more, difficulty sleeping, anger, depression. These symptoms may last anywhere from 2-4 weeks after a person stops using tobacco. This can be an important time to provide support or check in, if asked for.

- **Poisonings:**
 - Children, pets and adults have been poisoned by swallowing, breathing or absorbing e-cigarette liquid.
- **Explosions:**
 - Defective e-cigarette batteries have caused fires and explosions, some of which have resulted in serious injuries.



 **Florida man dies in e-cigarette explosion, police say**
CNN - May 15, 2018
The exact causes of e-cigarette explosion incidents sometimes are unclear, but evidence suggests that battery-related issues may lead to ...



Ryanair flight loses cabin pressure, 33 hospitalized: German police
Reuters - Jul 14, 2018
German air accident investigator BfU, responsible for investigating the ... smoking an e-cigarette during the flight, state media said on Friday



SIDEKICKS

Answer: Pets and small children can be affected by secondhand smoke as well as the potential for accidental ingestion of e-cigarette pods.

Sometimes people spend so much time defending themselves from what others have to say about their tobacco and/or vape use that they can't figure out what they really want or know how they really feel. That's why one of the most important roles of a Sidekick is to listen. This can help a person talk it out to figure it out.

What do you think this means? **Answer:** Sometimes talking things out with someone else can help. When people can talk about their nicotine use in a safe, non-judgmental conversation, they can figure out what they really want or what they need to do.

As a Sidekick, you can help a friend talk about their tobacco and/or vape product use to figure out what they want to do.

LESSON
THREE50
MIN

Thinking About Change



GOALS

- Get teens thinking about how and why they make decisions.
- Introduce the concept of ambivalence.
- Teach teens how to listen for “Change Talk” clues.
- Demonstrate and discuss the importance of the Sidekicks approach to conversation.

LESSON THREE

Thinking About Change



Readiness to Change



TRANSITION

Remember that teens are trying to quit everyday; 51% of Maine High schoolers have tried in the last 12 months. How does a Sidekick know when someone is ready to change? In this lesson, you will learn to listen for clues.



ACTIVITY PHONE USE

(LARGE GROUP | 15 MINUTES)

GOAL: Explore why and how we make decisions about making a change.

MATERIALS NEEDED: 4 behavior change signs found on pages 57 – 64 in the Activity Materials section.

INSTRUCTIONS:

- 1. Post the 4 behavior signs** on the wall with enough space in between signs so that teens can gather under (or in front of) the signs.
- 2. Tell the teens:** *“For this activity, assume you have a phone that you use a lot to connect with your friends, teachers and family. You use SnapChat, Facebook messages, texting and other apps everyday.”*
- 3. Ask the teens to stand in a group and listen as you read some information that they need to know to make some decisions about how they use their phone.**

4. Read out loud—1st Scenario: *“You went to the doctor’s because you’ve had a lot of pain in your wrists. You are having so much pain that it’s hard to play basketball and you can’t play your guitar. Your doctor says it is tendonitis (pain in your wrists) from texting and says that if you don’t stop you’ll have to have surgery to continue playing sports or your guitar.”*

State: Based on what the doctor said, go stand by the sign that describes the decision you’d make.

Ask: Why did you make the choice you did?

5. Continue reading—2nd Scenario: *“Your phone bill is too high and if you keep using the same amount of data, you’re not going to be able to afford it any longer.”*

Ask: How does this affect you? Think about which sign describes what you are thinking now. Will you move or stay? If you’re moving, do it now.

Once teens are next to a sign, ask why they moved—or did not move.

6. Continue Reading—3rd Scenario: *“Your Biology teacher told the class about new research that says texting causes eye strain, and can cause headaches and vision problems.”*

Ask: How does this affect you? Think about which sign describes the choice you’d make now. Will you move or stay? If you’re moving, do it now.

Once teens are next to a sign ask “Why did you make this choice?”.

Continued on next page

7. Continue Reading—4th Scenario: *“You were texting in class and your teacher thought you were cheating so he marked your test as failed.”*

Ask: How does this affect you? Think about which sign describes what you are thinking now. Will you move or stay? If you’re moving do it now.

Once teens are next to a sign, ask why they moved—or did not move..

8. Continue Reading—5th Scenario: *“You were texting a friend while walking home; you tripped and fell and scratched up your face. Your phone also hit the ground and the screen is now cracked and you’re unable to use it at all.”*

Ask: How does this affect you? Think about which sign describes what you are thinking now. Will you move or stay? If you’re moving do it now.

Once teens are next to a sign, ask why they moved—or did not move.

Activity is finished and teens may be seated.



ASK (DEBRIEF)

- What did you notice about what did or did not motivate you to change your mind? (i.e. parents did or didn’t; perceived seriousness of the situation; embarrassment, etc.)
- What are the barriers to change or reasons not to change that you noticed when we did this activity; what are other barriers? **Possible Answers:** Don’t know how to change, peer pressure, fear, didn’t care, like what I’m doing, etc.
- When other people are speaking to us about something in our life that may need to change, how do we want to be talked to about it? **Possible Answers:** With respect, don’t tell me what to do, listen to me, etc.



TRANSITION

We just saw that there are many reasons why people decide to change or stay the same. Keep in mind that when you’re talking with friends you may also hear them give reasons they want to change or don’t want to change.

Now, let’s look at what else affects change.



Ambivalence



SHARE

Change is not always easy. People can have mixed thoughts and feelings about changing. This is called ambivalence. Even though a person is feeling ambivalent, this can be a good sign because it shows that the person is really thinking about whether to change or not.

Imagine you are in a respectful Sidekicks conversation with a friend:



ASK

What things do you think your friend might say are reasons to stay the same (keep using tobacco) and reasons to change (quit or cut down on using nicotine)? (Write headings "Reasons to Quit" and "Reasons Not to Quit" on easel pad then teen answers.)

Possible Answers:

Reasons to Quit:

My breath smells. It cost a lot of money. I don't want to get caught.

Reasons Not to Quit:

Helps with my stress. My friends all smoke or vape. It helps me lose weight.



SHARE

You may hear a friend share really strong reasons to change and strong reasons not to change. Your friend may feel ambivalent about quitting. With the skills you'll learn as a Sidekick, you may be able to help your friend make the decision to get help to quit.

LISTENING FOR THE CLUES: Change Talk



Listening for the Clues: Change Talk

TRANSITION

We've talked about how and why people make decisions to change or stay the same. You've learned about ambivalence and how someone can feel two ways about change.

Now you're going to learn to listen for "Change Talk"—things your friend might say that let you know they are ready to change. You'll practice listening for the Change Talk then later you will learn what to say when you hear these clues. But for now it is important to just get used to listening for the clues.

SHARE

As you're in a Sidekicks conversation with a friend, you're going to want to listen closely for the Change Talk clues. Your friend might share a desire, a need, a reason, or a commitment to change. Your friend may also talk about their ability to change. Look at the slide to see some of the words you might hear your friend use when talking with you.

LISTENING FOR THE CLUES: Hidden Change Talk



Listening for the Clues: Hidden Change Talk

SHARE

Sometimes it is easy to hear the clues for why your friend wants to change. But other times the Change Talk isn't as clear. Sometimes it's hidden in a sentence full of other thoughts, feelings or words. Look at the slide to see some examples of "Hidden Change Talk."

- *I know nicotine is bad for me but...* This shows an awareness of the harm tobacco causes.
- *My cancer sticks help me relax...* Even though sarcastic, there is an awareness of harm.
- *I'm broke but I still need my chew...* There is an acknowledgment of a negative impact, cost.
- *I tried to quit once...* Any past quit attempt shows there was an interest.

TRANSITION

You are now going to do an activity where you get some practice listening for the clues that the person is motivated or ready to change. You may hear some of the words we just talked about.

LISTENING FOR THE CLUES: Change Talk



ACTIVITY LISTENING FOR CHANGE TALK

(LARGE GROUP | 5 MINUTES)

GOAL: To increase awareness about readiness to change.

MATERIALS: Use the bulleted statements listed under “Instructions.”
(Optional: use noise makers)

INSTRUCTIONS:

Let the teens know that you are going to read some things that they might hear in a Sidekicks conversation. Tell them that if they hear the person use “Change Talk”...words that say the person is thinking about change or wants to change, clap their hands or snap their fingers (choose one).

NOTE: *Bolded statements are “Change Talk”*

- I’m not stupid. I know cigarettes are bad for me.
- Talking to me about it all the time doesn’t help.
- **If I quit vaping I’ll do it when I’m ready.**
- There’s nothing like a cigarette to help me relax.
- **I’m coughing all the time and my lungs hurt.**
- **Sports are really important to me and it really stinks that I can’t run as fast anymore.**
- **My uncle died from lung cancer and he was a big-time smoker.**
- **I tried the nicotine gum once but that didn’t work.**
- **Maybe if I just cut down that might work.**
- I just like smoking. I’m not addicted.
- There’s no way I’m quitting.
- **Well, I guess I’ll try but I’m only telling you.**
- **Juul pods are super expensive. Maybe I should think about quitting.**
- **Ugh! I’m not sure I want to do this.**
- I heard vaping was safer than cigarettes so that’s why I do it.

DEBRIEF: Ask for any questions.



A Tobacco Conversation



TRANSITION

You've practiced listening for the clues to find out if someone is ready to change. Next we're going to look at what you can do and say when you hear these clues. What works and what doesn't.

- While this video doesn't specifically address vaping, doctors are now talking to their patients about vaping because there has been such a rise in e-cigarette use.
- One of the reasons that the rise in the increase of e-cigarettes is concerning is that because these products contain nicotine, people are becoming addicted. This means that people who use vape devices when they are younger may switch over to tobacco cigarettes in the future.



VIDEO

We're going to watch a conversation between a doctor and her patient, a young woman who smokes.

As you watch the video, look for the clues to help you decide if the young woman wants to quit. Watch how the doctor talks with her and see if she is respectful and helpful. After we watch the video, we will talk about what happened.



ASK

- Was the woman ready to quit? What made you think this? **Possible Answers:** Yes, she said she had tried before. She knew it was not good for her baby.
- Do you think she's going to quit after this conversation? Why or why not? **Answers:** She probably will not quit because she didn't feel supported; she felt attacked. She had reasons why it was hard for her to quit but the doctor only wanted to give solutions.
- Was this a helpful, respectful conversation? Why or why not? **Possible Answers:** No, because the doctor just told the young woman what to do. The doctor didn't listen to the young woman. The doctor said things in a way that made the woman feel defensive.
- How would you want to be spoken with if this was you? As people make points ask teens to raise their hands if they feel the same way. **Possible Answers:** Respect, patience, non-judgment, inspiration, information, listening, etc.

LESSON
FOUR110
MIN

Sidekick Conversation Skills



GOALS AND TEACHING POINTS

- Teach, demonstrate and practice the skills associated with conducting a Sidekicks conversation:
 - » Active listening
 - » Reflective statements
 - » Open-ended questions
- Discuss how and when to start Sidekicks conversations.
- Teach teens how to get back on track if conversations don't go as planned.

LESSON FOUR

Sidekick Conversation Skills



TRANSITION

We've just seen a conversation that doesn't work. In this lesson, you're going to learn some skills to help you have a different kind of conversation that does work—a Sidekicks conversation.

It all starts with Body Language and Tone of Voice.

BODY LANGUAGE
AND TONE OF VOICE

the best thing
you can do is
**REALLY
LISTEN**

- Eye Contact
- Facial Expression
- Posture
- Volume
- Rate of speech



SHARE

- Over 90% of the message we give other people is through our body language and tone of voice. It's *how* you say what you say that also matters.
- Sometimes we get a negative reaction from somebody not because of what we say but *how* we say it.



ASK

Can I have a volunteer act out a scenario using positive body language and tone of voice? Who will act out negative body language and tone of voice?

Ask the group, what difference do you think this would have in a Sidekicks conversation? **Possible Answers:** (positive) The person feels respected and listened to. The person wants to keep talking. (negative) The person feels disrespected. The person might get angry. The person might stop talking.

**TRANSITION**

You just saw how body language and tone of voice can make a difference in sending a message. How you listen can also make a difference.

**— ACTIVITY —
THE POWER OF LISTENING**

Choose one of these to talk about...

- My plans for the weekend.
- What I want to do this summer.
- Someone positive in my life.
- My favorite activity.
- How I like to spend my time.

Listener cannot say a word!

**ACTIVITY THE POWER OF LISTENING**

(PAIRS / 10 MINUTES)

GOAL: To experience what it is like to be listened to; to experience what it is like to pay attention to what someone is saying without talking or interrupting with advice or questions.

INSTRUCTIONS:

- Let teens know that this is a listening activity.
- Teens will find a partner (someone they don't know or don't know well). Each teen will take turns being the LISTENER and the TALKER. The teen talking will share one of the topics from the slide. The LISTENER will not talk at all...just listen.
- Once they have a partner ask them to decide who will talk first.
- Cue to begin. After 1 minute, ask teens to switch roles.

REGROUP AND DEBRIEF: After each teen has been the Listener and Talker—

- Ask the group, how did it feel to be listened to; what was it like to talk without being interrupted? **Possible Answers:** Felt heard; thought the person really cared; talked more.
- Ask when you were the Listener, what was it like to listen without saying anything; what did you learn? **Possible Answers:** Was strange; hard not to say anything; learned more than if I talked too.

ACTIVE LISTENING

1. Use Reflective Statements.
2. Ask Open-Ended Questions.
3. Ask Permission.

Focus on the Positive:
Congratulate any success.





Active Listening



TRANSITION

You've just practiced listening which is the skill used the most in a Sidekicks conversation. Now we're going to learn about Active Listening, another set of skills. After we review the Active Listening Skills on the slide, you'll have some practice.



ASK

Before we begin, why do you think the skills are called **Active** Listening? What do you think it means?



SHARE

Active Listening includes:

- **Using Reflective Statements.**
- **Using Open-Ended Questions**
- **Asking permission first.** We'll talk later about why this is important.
- **Trying to keep the conversation positive.** Focus on any success no matter how big or small a person has.

REFLECTIVE STATEMENTS

Repeat what you've heard in your own words.
Keep it positive when possible





Reflective Statements



SHARE

The first Active Listening Skill we'll learn about is using **Reflective Statements**. With **Reflective Statements**, you say or reflect back to the person what you heard using your own words. This shows the person you are really listening to what the person said. These statements are also a way to check to see if you heard what the person said to see if you got it right.



VIDEO

We are going to look at two videos. One shows a normal conversation and one shows a Sidekicks conversation using a Reflective Statement.



ASK

What is the difference between the two conversations?

PRACTICE 1 REFLECTIVE STATEMENTS

Teen: "I'm so stressed. I have to get a job to pay for gas and car insurance or my parents won't let me keep driving."

What could you say?

- "You're worried about not being able to drive."
- "I know. I have the same problem."
- "You are stressing about finding a job."
- "You should tell your parents you're too busy to work."

Which ones are Reflective Statements?



SHARE

Now that you know what **Reflective Statements** are, let's practice. Look at the slide.



ASK

- Ask for a volunteer to read what the Teen said and a volunteer to read the list of possible statements.
- Ask the group, which statements are reflective. (**Correct Answers:** a, c)
- Ask the group why "**b**" and "**d**" are not a **Reflective Statement**. (**Possible Answer:** It is talking about your own problems instead of listening. It is telling the person what to do.)

PRACTICE 2 REFLECTIVE STATEMENTS

Teen: "I am so tired of people nagging me about vaping!"

What could you say?

- "That's too bad. If you quit, people would stop nagging you."
- "It's easy to quit. Just do it."
- "You want to make up your own mind about smoking."
- "It bothers you that people talk to you about your vaping so much."

Which ones are Reflective Statements?



SHARE

Let's do another practice.



ASK

- Ask for a volunteer to read what the Teen said and a volunteer to read the list of possible statements.
- Ask the group, which statements are reflective. (**Correct Answers:** c, d)
- Ask the group why "**a**" and "**b**" are not **Reflective Statements**. (**Possible Answer:** It is telling the person to quit or what to do instead of listening.)

SMALL GROUP PRACTICE: REFLECTIVE STATEMENTS



ACTIVITY USING REFLECTIVE STATEMENTS

(SMALL GROUP | 10 MINUTES)

GOAL: To practice Reflective Statement skills.

MATERIALS NEEDED: One Using Reflective Statements Worksheet for each group; located on page 65 in the Activity Materials Section.

INSTRUCTIONS:

- Have teens work in groups of up to 4 nominating one teen to record the group's answers.
- Teens will work through the examples of statements on the worksheet and provide an appropriate reflection response.
- Ask for any questions then let the teens know they will have 3-4 minutes to work in small groups.

DEBRIEF:

- Take turns going around to each group to share one statement and the reflection they would give until they are complete.
- Ask for any questions or comments.



ACTIVITY PITCH 'N HIT

(LARGE GROUP | 10-15 MINUTES)

GOAL: To practice Reflective Statement skills.

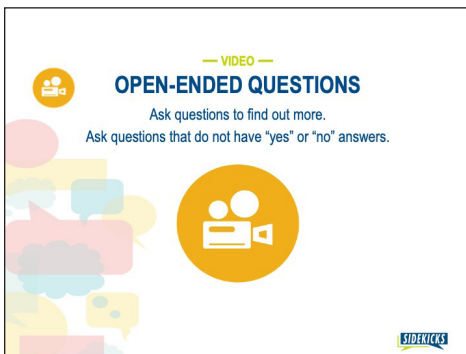
MATERIALS NEEDED: Statement cards and Reflection cards are located on pages 67 – 76 in the Activity Materials Section.

SPECIAL CONSIDERATIONS: When setting up this activity, it is important to re-state what a reflective statement is, and reinforce that it is not a question, advice or information.

INSTRUCTIONS:

- Split the class into two equal groups. Have Group 1 line up on one side of the room and Group 2 on the opposite side.
- Hand out each teen in Group 1 a **Statement card**.
- Hand out each teen in Group 2 a **Reflection card**.
- Instruct the teens that Group 1 will read their Statement cards out loud one by one. After all the Statement cards have been read, teens in Group 2 will need to decide what statement from Group 1 goes with their reflection.
- Teens from Group 2 will cross the room to pair up with the person from Group 1 who has their matching statement.
- Once all the teens have paired up, go around and ask a few pairs to read out their statements and reflections.

WRAP-UP: Ask teens to take their seats and ask for any questions.



Open-Ended Questions



TRANSITION

A Sidekicks conversation is more than just using Reflective Statements. Active Listening Skills also include using **Open-Ended Questions**. These can be used alone or combined with Reflective Statements.



SHARE

Open-Ended Questions are helpful to ask when you need more information so you can understand what the person is saying or to help the person overcome barriers or challenges. They keep the conversation going unlike questions where a person can just answer "yes" or "no".



VIDEO

We are going to look at two videos. One shows a normal conversation and one shows a Sidekicks conversation using an **Open-Ended Question**.



ASK

What is the difference between the two conversations?

PRACTICE 1 OPEN-ENDED QUESTIONS

Teen: "I just failed a big math exam. I don't want to have to take this class again next year!"

What questions would you ask?

- "What happened?"
- "You don't want to have to take the class again. What will it take to pass the class?"
- "Didn't you study?"
- "Can you retake the test?"

Which ones are Open-Ended?



Open-Ended Questions—Practice 1



SHARE

Now that you know what **Open-Ended Questions** are, let's practice. Look at the slide.



ASK

- Ask for a volunteer to read what the Teen said and a volunteer to read the list of possible questions.
- Ask the group, which questions are open-ended. (**Correct Answers:** a, b)
- Ask the group why "**c**" and "**d**" are not **Open-Ended Questions**. (**Possible Answer:** They can be answered with a "yes" or "no". "C" makes the person feel defensive.)

PRACTICE 2 OPEN-ENDED QUESTIONS

Teen: "I tried quitting chew the other day. It didn't work."

What questions would you ask?

- "Why couldn't you make it work?"
- "Would you try again another time?"
- "How are you feeling about it?"
- "What went well?"

Which ones are Open-Ended?



Open-Ended Questions—Practice 2



SHARE

Let's do another practice.



ASK

- Ask for a volunteer to read what the Teen said and a volunteer to read the list of possible questions.
- Ask the group, which questions are open-ended. (**Correct Answers:** c, d)
- Ask the group why "**a**" and "**b**" are not **Open-Ended Questions**. (**Possible Answer:** They can be answered with a "yes" or "no". "A" makes the person feel defensive.)

OPEN-ENDED MAGICAL QUESTIONS

IMAGINE SUCCESS!

Magical questions can help a nicotine user GET PAST SOME OF THEIR BARRIERS to quitting.

ASK:

"If you woke up tomorrow and didn't feel like smoking or vaping, how would your day be different?"

OR:

"Say you tried to quit again and it worked. How would you feel?"



Open-Ended Magical Questions



SHARE

- There is a certain kind of Open-Ended Question, called a **Magical Question**, that is used when you hear someone say something like, "I can't imagine not smoking or vaping." The person might be stuck and can't see things any other way.
- A **Magical Question** can help someone use their imagination to see what it would be like and feel like without tobacco and/or vaping. On the slide are 2 examples of **Magical Questions**.

SMALL GROUP PRACTICE: OPEN-ENDED QUESTIONS



ACTIVITY CLOSED TO OPEN-ENDED QUESTIONS

(SMALL GROUP | 10 MINUTES)

GOAL: To provide more practice using open-ended questions.

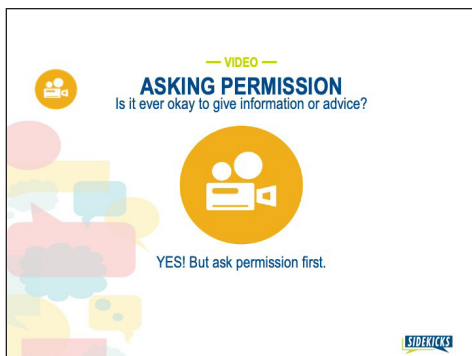
MATERIALS NEEDED: One Closed to Open-Ended Question Worksheet for each group; located on page 77 in the Activity Materials Section.

INSTRUCTIONS:

- Have teens work in groups of up to 4 nominating one teen to record the group's answers.
- Teens will work through the examples of closed-ended questions on the worksheet turning them into open-ended questions.
- With the large group read through the example. Ask for any questions then let the teens know they will have 3-4 minutes to work in small groups.

DEBRIEF:

- Take turns going around to each group to share one closed-ended question they turned into an open-ended question until they are complete.
- Ask for any questions or comments.

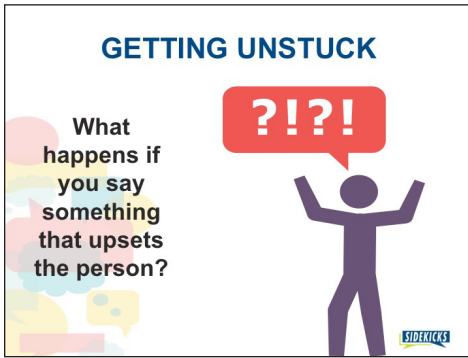


Information and Advice



ASK

- Do you think it's ever OK to give information or advice to another person? **Answer:** Yes, but only if you ask permission first. When asked permission, people will say yes 90% of the time. If the person gives permission, then they may listen to what you want to tell them.
- What would you do if the person says "No"? **Answer:** Don't give advice or information.
- What do you think will happen if you ignore the person and give advice or information anyway? **Possible Answers:** The person may lose trust and stop talking. The person will get defensive. The person may not talk with you again about their problem.



Getting Unstuck



SHARE

Sometimes when we're in a conversation with a friend, we say something that the person might not like, or we give advice instead of listening. The friend might get defensive, stop talking or say something back in an angry tone of voice. It's important to understand that not all issues get figured out in one conversation. Give yourself permission to check in with that person at another time.



VIDEO

We're going to watch a short video that shows this happening. See what happens and how the Sidekick gets the conversation going again.



ASK

- What did the Sidekick say that upset their friend?
- What did the Sidekick do to get the conversation going again in a respectful way?
- What else would you do in this situation?



ACTIVITY DEMONSTRATION: ROLE PLAYING SKILLS

(10 MINUTES)

GOAL: Practice identifying use of Active Listening Skills in a conversation.

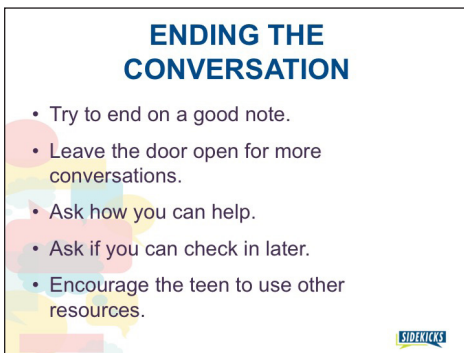
MATERIALS NEEDED: Script for teacher and teen volunteer. Checklist sheet for each teen. Both are located on pages 79 and 81 in the Activity Materials Section.

INSTRUCTIONS: With a teen volunteer, use the script to demonstrate the use of Active Listening Skills (Listening, Reflective Statements and Open-Ended Questions) in a conversation.

1. Ask for a volunteer who will read the teen part of the script.
2. Ask teens watching the conversation to use checklist to mark each time they see you use Reflective Statements, Open-Ended Questions, and when you listen instead of talk.
3. After reading through the script debrief the activity.

DEBRIEF:

- How often did you see Active Listening skills used...listening, reflective statements, and open-ended questions?
- What went well? Give me an example of when I used each of the Active Listening Skills.
- What didn't go so well or what opportunities did I miss to use Active Listening Skills?



VIDEO

Now that we've practiced the skills for a Sidekicks conversation, we're going to watch a video that shows an example. Watch to see if the conversation was respectful, helpful and non-judgmental.



ASK

Instructions: Write the following questions on an easel pad or board. Write down teens' answers on the pad or board.

- What skills were used?
- What did and did not go well?
- How did the conversation end? Ask: Why? Is this OK?



SHARE

- No matter how your conversation goes, always try to end on a good note.
- Ask how you can be of further help.
- Follow-up after the conversation by checking in. Ask first, "Is it alright if I check back in with you about this?"
- Encourage the teen who uses tobacco and/or vape products to follow-up with other resources (online quit information, school health center nurse, doctor, etc.)



ASK

Could you see yourself doing this...talking with a friend who uses tobacco and/or vape products and having a respectful, helpful conversation? If not, why? **Possible Answers:** Need more practice, wouldn't know what to say, afraid I'll say the wrong thing, etc.

Address any concerns by letting the teen know that you will be holding more meetings with time to practice the new skills learned in this course.



TRANSITION

You've learned all the skills for a successful Sidekicks conversation and you've seen some examples. Now it's time for you to practice a complete Sidekicks conversation using Active Listening skills to make a decision or change not related to tobacco and vaping.

Remember these skills can help someone talk it out to figure it out.



ACTIVITY MAKING A DECISION OR CHANGE

(PAIRS / 15 MINUTES)

GOAL: To practice using Reflective Statements, Open-Ended Questions and Good Listening Skills with a scenario for “Making a Decision.”

MATERIALS NEEDED: “Making a Decision” handout and set of scenario cards for each group on pages 83 – 85 in Activity Materials Section.

INSTRUCTION:

- Let the teens know that they will be working in groups of 3. There will be 3 roles: Talker, Listener and Observer.
- Describe the roles:
 - The Talker will be given a scenario card to read about a change or decision they want to make. This will be the topic for a 2-3 minute conversation with the Listener.
 - The Listener will use Active Listening skills (reflective statements, open-ended questions and listening) to help the Talker through making a decision. Remind the Listener: You do not have to solve the problem for the Talker, but you do need to listen.
 - The Observer will take notes on the handout and give feedback at the end of the conversation.
- Let each group decide who will do what role. Everyone will get a chance to do each role.

DEBRIEF: Ask for volunteers...

- Did anyone get stuck? If yes, what happened.
- How easy was this to do? How well do you think you did?
- Add any additional key points or observations.



SHARE

You’ve just practiced holding a Sidekicks conversation, using Active Listening skills. As you have more practice and hold more conversations, your skills will get stronger.

The first time you have a conversation may not go as you expected. It’s a start and you’ll get better over time.

Remember that to have ongoing Sidekicks conversations with a teen who uses tobacco and/or vape products:

- It’s important that the teen feels able to talk about their thoughts and feelings without feeling judged or nagged.
- You should feel good about how the conversation went even if the other teen didn’t decide to quit.

You need mutual respect, which happens over time.

LESSON
FIVE45
MIN

Help, Safety & Take Action



GOALS AND TEACHING POINTS

- Discuss how to respond and what to do when “critical information” arises in a conversation.
- Discuss times when it is better not to start a conversation.
- Prepare teens for their first Sidekicks conversation.
- Share the details about how to continue as a Sidekick—opportunities for more training and practice.
- Reinforce elements of Sidekicks training through teen reflection.

LESSON FIVE

Help, Safety and Take Action



TRANSITION

In this lesson we are going to go over some important decisions you might need to make, or things you might want to think about, before starting a conversation.

We’re also going to talk about our Sidekicks program, and you’ll have time to plan for your first Sidekicks conversation.

CRITICAL INFORMATION



Critical Information



SHARE

There may be times when you are having a discussion about tobacco/nicotine that other serious or concerning topics come up (click to bring these up on the screen one at a time). Here’s what you can do if this happens.

For Advisors: As per school policy, provide students with guidance on how to deal with issues shown on the slide. Encourage teens to talk with a trusted adult if any of these come up in a conversation. Encourage teens to get their friend to talk with a trusted adult (but don’t just make the suggestion or give information—follow up).

Important: Share with teens any information that is specific to your school, and its policies and procedures. Discuss what can be kept confidential and what needs to be reported. Discuss how to handle and who to go to for help (may want to cover the concept of “Mandated Reporter”).



Opportunity and Opening Lines

TRANSITION

Now that you've learned new skills and had some practice, it's time to think about when you might start using them with someone you know. In this next activity you're going to practice getting a conversation started... deciding what to say to for your opening lines.

ACTIVITY OPPORTUNITY AND OPENING LINES (SMALL GROUP | 10 MINUTES)

GOAL: To think about when they can start using their new skills, holding their first Sidekicks conversation. Think of what they might say to start the conversation.

MATERIALS NEEDED: Copy a set of Scenario Cards on pages 87 – 90 in the Activity Materials Section.

INSTRUCTION:

- Have teens break up into groups of four.
- Let them know that each group will have a different scenario card that gives them an OPPORTUNITY to have a conversation with someone who uses tobacco and/or vape products. In their group, they will brainstorm at least 2 good OPENING LINES...ways to start a conversation about the person's tobacco/nicotine use. Think about when they'd talk with the person, where they'd be and what they'd say. Have someone in the group volunteer to write down the group's ideas.
- Remind teens to use the clues. Write down what they might say that shows interest or curiosity in finding out more in a non-judgmental way.
- Ask if there are any questions. Let the teens know they have 4 minutes to work in their group then they'll be sharing their scenario and opening lines with the large group.

DEBRIEF:

- Take turns going around to each group to share scenarios and opening lines. Discuss any opening lines that don't fit a respectful, helpful conversation. Possibly ask for other ideas from the group.
- If time, further points for discussion:
 - » How is timing and place important? How would the issue of privacy affect your Sidekicks conversations? Are there times when it might not be safe to start a conversation and when?
- Ask for any questions or comments. Add any additional key points or observations before finishing.



ACTIVITY

GET READY FOR YOUR 1ST SIDEKICK CONVERSATION

(INDIVIDUAL AND LARGE GROUP | 10 MINUTES)

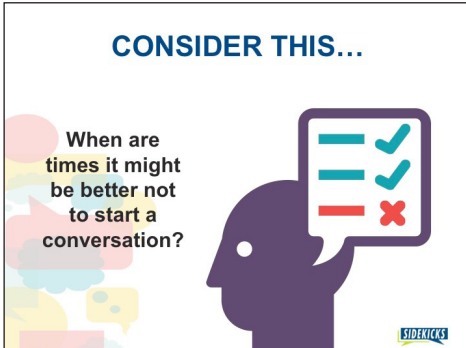
GOAL: To think about when to start using new skills with someone they know; finding an opportunity and thinking about opening lines.

MATERIALS NEEDED: Activity sheet located on page 91 in the Activity Materials Section.

INSTRUCTION: Handout an activity sheet to each teen. Let them know they are now going to think of someone they'd like to have a Sidekicks conversation with (OPPORTUNITY), someone they know. Once they've thought of a person, have them write down 1 or 2 ideas for OPENING LINES. Ask for any questions then begin.

DEBRIEF:

- Ask for volunteers to share their opportunities. (3 minutes)
- Ask for volunteers to share their opening lines. (3 minutes)
- Ask for any questions or comments. Add any additional key points or observations before finishing.



Consider This



ASK

Are there times when it may not be a good idea to begin a conversation about tobacco and/or vaping, or a person might not want to talk about it? What might these be?

Possible Answers: Talking with a stranger; taking on too much when you don't have time or energy; it doesn't feel right; the person has had a bad experience talking about their nicotine use; they've had a really bad or stressful day.

It is important to know your audience—how your friend is feeling, what they might have already tried, etc. before starting a conversation.



SHARE

- It is important to think about safety. Remember you're not a superhero.
- Sometimes it's OK and the right thing to do to NOT have a conversation.

How to Become a Sidekick

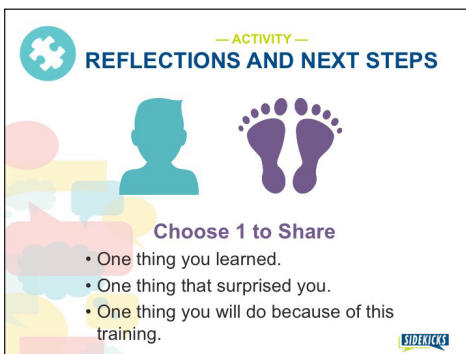
Advisors: Discuss the next steps in the Sidekick Program. Remind teens of how to sign up, when you will meet, where you will meet, and what the requirements are to be a Sidekick.

Share with teens the resources available to them and resources for friends who want to quit tobacco/vaping.



TRANSITION

You've learned a lot of new skills in this course and have become a Sidekick. Congratulations! Let's hear from you. What did you learn that was important for you?



— ACTIVITY —
REFLECTIONS AND NEXT STEPS

Choose 1 to Share

- One thing you learned.
- One thing that surprised you.
- One thing you will do because of this training.

SIDEKICKS



ACTIVITY REFLECTION AND ACTION STEPS

(LARGE GROUP / 15 MINUTES)

GOAL: Final reflection on learning experiences, group cohesion and thinking ahead to action steps:

INSTRUCTIONS:

Gather everyone in a circle. Go around the room, ask each person to share:

- One thing you learned;
- One thing that surprised you; or
- One thing you will do because you had this training.



**THANK YOU
SIDEKICKS!**

SIDEKICKS

Thank you and Sidekicks Survey

Handout “Sidekick” Course Completion Certificates after each teen shares and if they have completed the course; or show teens a sample and let them know when they will receive their certificates.

Teen Program Survey

Ask teens to complete a Teen Program Survey before leaving and collect.

Thank teens for their participation and encourage them to use their new skills.



ACTIVITY MATERIALS

ACTIVITY MATERIALS

Lesson Two

Tobacco & Vaping Facts Hot Potato

INSTRUCTIONS: Make the Hot Potato ball by copying and cutting out the questions on pages 39 - 57 into individual strips for number of teens participating. Take a question and roll into a ball. Wrap another question around the first; keep adding questions until you've made one large ball.

ANSWER KEY

1. **True or False:** Tobacco use is the #1 cause of preventable disease in the U.S.

Answer: True. Tobacco kills more people each year than AIDS, car crashes, illegal drugs, alcohol, murder and suicide combined.

2. **True or False:** Most smokers start smoking as adults.

Answer: False. 90% of Smokers start smoking before they graduate high school.

3. **How many years of life does the average smoker lose?**

A. 1-2 B. 3-5 C. 7-9 D. 10-12

Answer: D. (varies by gender; men 12 years, women 11)

4. **Tobacco companies spend how much money on advertising each year:** A. \$1,000 B. \$500,000

C. \$100 Million D. \$9 billion nationwide

Answer: D. (about \$1M/hour)

5. **What is the average age that kids try their first cigarette?**

A. 7 B. 12 C. 15 D. 19

Answer: B. 12

6. **What percentage of high school students in Maine smoke cigarettes?** A. 3.2% B. 7% C. 17%

Answer: B: 7% of Maine high school students smoke.

7. **Nicotine leaves the body in how much time?**

A. up to 24 hrs B. 3 minutes C. 7 days D. 2 weeks

Answer: A. up to 24 hrs. This is when withdrawal symptoms start.

8. **True or False:** Secondhand Smoke may irritate people who are sensitive; however, it is not deadly.

Answer: False. Secondhand Smoke kills up to 53,800 people in the U.S. every year. And children are at

significant risk to many acute and chronic diseases as a result of secondhand smoke exposure.

9. **Which of the following chemicals are found in a cigarette?** A. Ammonia (used in toilets) B. Arsenic (rat poison) C. Carbon monoxide (car exhaust) D. Acetone (nail polish remover) E. All of the above

Answer: E. All of the above. There are approximately 600 ingredients in cigarettes. When burned, they create more than 7,000 chemicals. At least 69 of these chemicals are known to cause cancer, and many are poisonous.

10. **Where are youth most likely to see e-cigarette advertising?** A. The Internet B. Retail Stores C. TV

Answer: Retail Stores (68%), followed by the Internet (41%), then TV (38%) then magazines/newspapers (24%). Between 2014 and 2016, exposure to retail e-cigarette advertising among young people jumped nearly 20%.

11. **True or False:** Electronic Cigarettes are harmless.

Answer: False. According to the Surgeon General, "E-cigarette aerosol is not harmless. It can contain harmful and potentially harmful constituents, including nicotine." Studies have found other chemicals and toxins present in some e-cigarettes, including formaldehyde, acrolein, volatile organic compounds like toluene, tobacco-specific nitrosamines, and metals like nickel and lead. While some of the flavorings used in e-cigarettes are generally recognized as safe for ingestion as food, the health effects of their inhalation are generally unknown" and noted that some of the flavorings found in e-cigarettes have been shown to cause serious lung disease when inhaled.

12. **True or False:** Electronic Cigarettes have been shown to be an effective way to quit smoking.

Answer: False. At this point, it is still unclear whether

ACTIVITY MATERIALS

Lesson Two

Tobacco & Vaping Facts Hot Potato

these products will help people quit, discourage smokers from quitting completely, or lead to nicotine addiction and tobacco use for new users, including kids.

13. **In 2019 in Maine, what percentage of gay/lesbian high schoolers had ever used an electronic vapor product?**

A. 4% B. 12% C. 25% D. 58%

Answer: C. 25%. Transgender Identity: Transgender (26%), Not Sure (29%); Sexual Orientation: Heterosexual (29%), Not Sure (21%) Bisexual (32%).

14. **True or False:** In 2019, the number of heterosexual high school youth who reported smoking cigarettes at least once in the past 30 days was higher than the number of LGBTQ or transgender high school youth who reported smoking cigarettes at least once in the past 30 days.

Answer: False. Sexual Orientation: Heterosexual (5.9%), Gay/Lesbian/Bisexual (12%); Transgender Identity (20.3%).

15. **Youth smoking is much higher in certain populations. In 2015, What percentage of youth (grades 9-12) who smoke reported being depressed?**

A. 11% B. 19% C. 27% D. 39%

Answer: C. (smokers = 27% vs nonsmokers = 16%).

Additionally, youth who smoke reported twice the rate of considering a suicide attempt (smokers = 32% vs. nonsmokers = 15%).

16. **True or False:** If ingested, vaping liquid (e-juice) can lead to an overdose in children.

Answer: True. Because the liquid in vape pods is flavored and tastes good, if not stored properly young children and pets can find these products and eat them. The result is an overdose; vaping liquid is very dangerous if consumed this way. The e-cigarette devices themselves can be dangerous, especially if modified or hacked to use other substances; batteries can overheat, and the devices can catch on fire.

17. **True or False:** In 2019, 32% of Maine middle schoolers lived in a home with someone who smokes cigarettes.

Answer: True. 13 year olds (32%), 14 years or older (34%). Even brief exposure to secondhand smoke causes damage that can lead to serious disease and death. Secondhand

smoke contains thousands of chemicals. At least 69 of these chemicals are known to cause cancer. Children exposed to secondhand smoke are at a higher risk of health issues, including: Sudden Infant Death Syndrome (SIDS), acute respiratory infections, ear problems, learning disabilities, behavioral problems and more severe asthma. Pets breathe secondhand smoke and, as with humans, exposure is known to cause cancer and illness.

1. TRUE OR FALSE

Tobacco use is the #1 cause of preventable disease
in the United States.

2. TRUE OR FALSE

Most smokers start smoking as adults.



3. How many years of life does the average smoker lose?

a. 1-2 b. 3-5 c. 7-9 d. 10-12

4. Tobacco companies spend how much money on advertising each year:

A. \$1,000 B. \$500,000 C. \$100 million D. \$9 billion



5. What is the average age that kids try their first cigarette?

A. 7 B. 12 C. 15. D. 19

**6. What percentage of high school students
in Maine smoke cigarettes?**

A. 3.2% B. 7% C. 17%



7. Nicotine leaves the body in about how much time?

A. up to 24 hrs B. 3 minutes C. 7 days D. 2 weeks

8. TRUE OR FALSE

Secondhand smoke may irritate people who are sensitive; however, it is not deadly.



9. Which of the following chemicals are found in a cigarette?

- A. Ammonia (used in toilets) B. Arsenic (rat poison)
C. Carbon monoxide (car exhaust)
D. Acetone (nail polish remover) E. All of the above

10. Where are youth most likely to see e-cigarette advertising?

- A. The Internet B. Retail Stores C. TV



11. TRUE OR FALSE

Electronic Cigarettes are harmless.

12. TRUE OR FALSE

Electronic Cigarettes have been shown to be an effective way to quit smoking.



13. In 2019 in Maine, what percentage of gay/lesbian high schoolers had ever used an electronic vapor product?

A. 4% B. 12% C. 25% D. 58%

14. TRUE OR FALSE

In 2019, the number of heterosexual high school youth who reported smoking cigarettes at least once in the past 30 days was higher than the number of LGBTQ or transgender high school youth who reported smoking cigarettes at least once in the past 30 days.



**15. Youth smoking is much higher in certain populations.
In 2015, What percentage of youth (grades 9-12)
who smoke reported being depressed?**

A. 11% B. 19% C. 27% D. 39%

16. TRUE OR FALSE

If ingested, vaping liquid (e-juice) can lead
to an overdose in children.



17. TRUE OR FALSE

In 2019, 32% of Maine middle schoolers lived in a home with someone who smokes cigarettes.



LESSON 3 ACTIVITY
Phone Use 1 of 4

**I will not
change my
behavior.**



LESSON 3 ACTIVITY

Phone Use 2 of 4

**I will consider
changing my
behavior.**



LESSON 3 ACTIVITY
Phone Use *3 of 4*

**I will use it less,
but I'm not ready
to give it up.**



**Based on what
I have heard,
I will change my
behavior.**



LESSON 4 ACTIVITY

Using Reflective Statements

INSTRUCTIONS: Sidekicks need to be able to show they are really listening. Reflective statements can do just that. Take some time working in your groups to come up with a reflection to each of the following statements you might hear in a Sidekicks conversation.

Statement: *All my friends smoke and/or vape. I don't think they would get it if I tried to quit.*

Reflection: _____

Statement: *It's hard constantly worrying if someone smells cigarette smoke on me. It would be so embarrassing if anyone found out that I smoke.*

Reflection: _____

Statement: *I started vaping because I thought everyone was doing it. Now I started smoking cigarettes and I can't seem to stop.*

Reflection: _____

Statement: *It's way harder to quit than I thought. I could barely get through a day without vaping the last time I tried to quit.*

Reflection: _____

Statement: *I never thought I would try cigarettes but my afterschool job was getting really stressful. Smoking seemed to be the only way to take a break.*

Reflection: _____



Lesson 4 ACTIVITY
Pitch 'N Hit Answer Key

INSTRUCTIONS: Use this answer key to see if the teens have paired up correctly.

1. **Statement:** I wake up coughing in the morning. I wonder if it's from vaping.

Reflection: So you're starting to think about how nicotine impacts your body.

2. **Statement:** I'm so tired of being nagged about my smoking. I already know cigarettes are bad for me.

Reflection: You want to make your own decisions about your smoking.

3. **Statement:** I might try quitting- but I'm only telling you.

Reflection: You're not feeling very good about letting other people know.

4. **Statement:** I'm tired of feeling like I always need a chew. These cravings are a pain.

Reflection: Seems like you want to take control of those cravings.

5. **Statement:** I don't want my little brother to see me vaping. He might think that it's ok.

Reflection: You want to be a good role model for your brother.

6. **Statement:** This chew is making my breath smell bad all the time.

Reflection: So you're noticing some changes because of your tobacco use.

7. **Statement:** I really like playing sports but it's getting harder to breathe when I run. I think the smoking is making my asthma worse.

Reflection: So you're worried that smoking might get in the way of playing sports.

8. **Statement:** I don't believe all that cancer stuff in health class; I think it's just made up to scare me.

Reflection: You are a little unsure about all the information we are being taught about smoking.

9. **Statement:** I tried the nicotine gum and quit for 3 weeks. But then I had a big math test and I was so stressed I started smoking again.

Reflection: So you quit for a while but stress brought you back to smoking.

10. **Statement:** My grandmother died of lung cancer. She smoked 2 packs a day. I'm not like her because I smoke a lot less.

Reflection: So you're not too worried because you don't think you smoke that much.

11. **Statement:** Thinking about quitting just stresses me out more-and then I just want to vape more!

Reflection: Making a change is stressing you out.



Lesson 4 ACTIVITY**Pitch 'N Hit Statement Cards****INSTRUCTIONS:** Hands these cards out to students in group 1.

I wake up coughing in the morning. I wonder if it's from vaping.



I'm so tired of being nagged about my smoking. I already know cigarettes are bad for me.



I might try quitting—but I'm only telling you.



I'm tired of feeling like I always need a chew. These cravings are a pain.



I don't want my little brother to see me vaping. He might think it's OK.



This chew is making my breath smell bad all the time.



STATEMENT



STATEMENT



STATEMENT



STATEMENT



STATEMENT



STATEMENT



I really like playing sports but it's getting harder to breathe when I run. I think the smoking is making my asthma worse.



I don't believe all that cancer stuff in health class; I think it's just made up to scare me.



I tried the nicotine gum and quit for 3 weeks. But then I had a big math test and I was so stressed I started smoking again.



My grandmother died of lung cancer. She smoked 2 packs a day. I'm not like her because I smoke a lot less.



Thinking about quitting just stresses me out more—and then I want to vape more!



STATEMENT



STATEMENT



STATEMENT



STATEMENT



STATEMENT



Lesson 4 ACTIVITY**Pitch 'N Hit Reflection Cards****INSTRUCTIONS:** Hands these cards out to students in group 2.

So you're starting to think about
how nicotine impacts your body.



You want to make your own
decisions about your smoking.



You're not feeling very good about
letting other people know.



Seems like you want to take
control of those cravings.



You want to be a good role model
for your brother.



So you're noticing some changes
because of your tobacco use.



REFLECTION



REFLECTION



REFLECTION



REFLECTION



REFLECTION



REFLECTION



So you're worried that smoking might get in the way of playing sports.



You are a little unsure about all the information we are being taught about smoking.



So you quit for a while but stress brought you back to smoking.



So you're not too worried because you don't think you smoke that much.



Making a change is stressing you out.



REFLECTION



REFLECTION



REFLECTION



REFLECTION



REFLECTION



LESSON 4 ACTIVITY

Closed to Open-Ended Questions

INSTRUCTIONS: Sidekicks need to be able to ask open-ended questions. Take some time working in your groups to turn the following closed-ended questions into open-ended questions.

EXAMPLE:

Closed-Ended Question: Has it been hard to stay quit?

Open-Ended Question: How has it been going without smoking?

Closed-Ended Question: *Do you wish you could stop using tobacco/vaping?*

Open-Ended Question: _____

Closed-Ended Question: *Does it make you mad when people tell you to quit?*

Open-Ended Question: _____

Closed-Ended Question: *Are you stressed about getting caught?*

Open-Ended Question: _____

Closed-Ended Question: *Will you call a friend if you need help?*

Open-Ended Question: _____



LESSON 4 ACTIVITY

Script For Role Play

Teen: My parents found my Juul pods in my bag last night and I'm kind of freaking out because they said they might not let me drive my car anymore.

Teacher: How did your parents react to finding that stuff in your bag?

Teen: I had no idea my Mom and Dad would be so mad about me vaping. They saw my Juul in my bag and totally flipped out. I've never seen them so mad.

Teacher: Wow, sounds like you were surprised by how upset they got.

Teen: Ya, I didn't think it would be such a big deal.

Teacher: What was it like seeing them so upset?

Teen: I guess it made me think twice about vaping. I really don't like disappointing them and it's no fun not having my car.

Teacher: What do you mean it made you think twice about vaping?

Teen: Well it's not like I'm addicted or anything. But seeing my parents so mad got me thinking about quitting. I just don't know what my friends who vape would think if I quit.

Teacher: So you don't like disappointing your parents but you also don't want to lose your friends.

Teen: Ya exactly. It's really hard.

Teacher: How do you think things would be different if you didn't use e-cigarettes?

Teen: I mean, when I think about it, there isn't much about vaping that I really like. It's just something I do with friends sometimes. I don't think it would be that hard to quit.

Teacher: Well you seem pretty confident. Mind if I share an idea with you?

Teen: Sure.

Teacher: Maybe it would help to talk to someone who has quit before. It might be good to get an idea of what to expect.

Teen: Ya, that's a good idea. I've never done it before but my friend did last summer. He quit and still hangs out with us so maybe quitting wouldn't be such a big deal.

Teacher: That seems like a plan. Any idea of when you could talk to him?

Teen: He's actually giving me a ride home tomorrow so maybe I could do it then.

Teacher: Sounds good. Do you want to catch up later to talk about how it's going?

Teen: Sure.



LESSON 4 ACTIVITY
Role Playing Skills Checklist

INSTRUCTIONS: Make a check mark in the column every time you hear the skill used.

Make a check mark in the column every time you hear the skill used.

REFLECTIVE LISTENING

OPEN-ENDED QUESTIONS

ASKING PERMISSION
BEFORE GIVING ADVICE

Make a check mark in the column every time you hear the skill used.

REFLECTIVE LISTENING

OPEN-ENDED QUESTIONS

ASKING PERMISSION
BEFORE GIVING ADVICE



LESSON 4 ACTIVITY

Making a Decision or Change

Copy, cut out and give one to each teen. Feel free to create your own scenarios based on your audience/community.

– SCENARIO –

You just got invited to go to a party on Friday night. You're really excited because your best friend is going and you haven't seen him/her for a while. You know there won't be any parents there and you also know that you would have to lie to your parents to be able to go. You would have to stay the night there or find some other way home. You are already on shaky ground with your parents after coming home past your curfew last weekend. You are trying to decide if you should go to the party or do something else on Friday.

– SCENARIO –

You have a big lab report due next week and you split up the work with your lab partner. You were in the library after school and noticed your lab partner copying his part from someone else. You know if he gets caught cheating, you will both fail. You're not sure if you should tell your teacher because you are friends and don't want him to get in trouble. You are trying to decide if you should tell your teacher or not.



LESSON 4 ACTIVITY

Conversation Skills Observation Sheet: Making a Decision or Change

INSTRUCTIONS: Make a check mark in the column every time you hear the skill used.

1 Make a check mark in the column every time you hear the skill used.

REFLECTIVE LISTENING

OPEN-ENDED QUESTIONS

ASKING PERMISSION
BEFORE GIVING ADVICE

2 Answer the following questions after you hear the real play.

*I heard you use **reflective statements** when...*

*I heard you use **open-ended questions** when...*

*I heard you **ask for permission before giving advice** when...*



LESSON 5 ACTIVITY

Opportunity and Opening Lines

Copy, cut out and give a scenario to each group.
(Make your own or have teens make up some.)

A close friend who has just started vaping

A brother/sister who has tried quitting many times

Someone at school that you don't know very well,
but smokes on the bridge near the grade school

A co-worker at your summer job who uses dipping tobacco



A friend on the football team
who's afraid of getting caught

Your best friend who switched from
vaping to cigarettes

Someone you know a little who smokes
in the back of the school parking lot near your car

A friend who has never quit before
but is thinking about it now



LESSON 5 ACTIVITY

Talking With Someone In Your Life

Copy, cut and distribute one to each teen.

– STARTING THE CONVERSATION –

Who would you like to talk to about their tobacco or vaping use?

Where and when would be a good time to talk to them?

What might you say to get the conversation started?

– STARTING THE CONVERSATION –

Who would you like to talk to about their tobacco or vaping use?

Where and when would be a good time to talk to them?

What might you say to get the conversation started?



The background is a vibrant collage of abstract shapes and speech bubbles. At the top, a large yellow speech bubble with a red tail points towards the left. Below it, a green cloud-like shape is partially obscured by a light blue speech bubble. To the right, a blue speech bubble with a green tail is visible. In the center, a large dark blue speech bubble with a white border contains the text "ADVISOR RESOURCES" in white, bold, sans-serif capital letters. To the right of this central bubble, a yellow speech bubble with a red tail is partially visible. Below the central bubble, a large yellow speech bubble with a green tail is prominent. To its right, a yellow speech bubble with two green circles inside is visible. At the bottom, a red speech bubble with a yellow tail is partially visible, and a light blue cloud-like shape is at the very bottom. The overall color palette includes yellow, red, green, blue, and white.

ADVISOR RESOURCES

Accessing the Sidekicks Website



Once you've been trained as a Master Trainer or Advisor, you'll receive an email from MaineHealth Tobacco Prevention Services with website log-in information and additional program details.

1. Go to **WeAreSidekicks.org/resources** (password protected) and log in with the password given to you in your Welcome Email from MaineHealth.
2. Once you have successfully logged in, you will have access to all of the Sidekicks advisor resources needed to implement and continue Sidekicks in your community.

Have questions? Want more information?
Contact **tobaccopreventionservices@mainehealth.org** at any time!

Course Survey and Roster Instructions

*Additional post-training surveys are located in Welcome Packet for youth and advisors.
(Please keep a copy of paperwork for your files.)*

Teen Survey: At the conclusion of the Sidekicks training, please have teens fill out the feedback survey which takes approximately 5 minutes. The survey is anonymous so please be sure that names or other information that could identify a teen are not written on the survey.

Course Roster: Complete the course roster. Indicate who completed the course and who didn't. Distribute certificates to teens who completed the course.

Complete the following course information:

Name of Sidekick Advisor: _____

Name of school/group: _____

Date of training: _____

Town/Location of training: _____

Number of students completing the course: _____

Mail Forms: Within 2 weeks of course completion, attach **1) completed surveys** and **2) course roster** to this form and send to:

MaineHealth - Center for Tobacco Independence
Tobacco Prevention Services
110 Free Street
Portland, ME 04101

For questions or more info, please contact: tobaccopreventionservices@mainehealth.org.

Thank you for your help!



Return Completed form to:
MaineHealth - Center for
Tobacco Independence
Tobacco Prevention Services
110 Free Street
Portland, ME 04101

TEEN'S NAME / CONTACT INFO

Daytime Phone: _____

Email Address(es): _____

WELCOME & LESSON 1

LESSON 2

LESSON 3

LESSON 4

LESSON 5

EVALUATION DONE

CERTIFICATE GIVEN OUT

JOINING SIDEKICKS

1ST MEETING

2ND MEETING

ADDITIONAL NOTES

[illegible]



Sidekicks Survey

Please take a few minutes to answer the following questions about the Sidekicks training. Your answers are anonymous and your name will not be included on the survey.

Survey is also available online: <https://forms.gle/JvtWnL4NPZ89PVaq9>

School/Organization Trained: _____ Date Training Completed: _____

Training was completed virtually: ☐ Yes ☐ No

1. Why did you decide to take the Sidekicks training?

- ☐ It's part of my class ☐ I wanted to learn about the program ☐ I want to quit vaping
- ☐ I want to quit using commercial tobacco ☐ I want to help someone quit using commercial tobacco ☐ Other reason? _____

2. Do you agree or disagree that the training

	Strongly Disagree				Strongly Agree
	1	2	3	4	5
Was interesting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Was easy to understand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Had time to answer any of my questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Made it clear what I can do as a Sidekick	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gave me the skills and info I need to be a Sidekick	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. After the Sidekicks training, I know...

	Strongly Disagree				Strongly Agree
	1	2	3	4	5
Why it is important for someone to quit commercial tobacco/vaping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When it is a good time to start a conversation or talk with someone who uses commercial tobacco/vape products	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How to start a helpful conversation with someone who uses commercial tobacco/vape products	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How to use active listening skills in a conversation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The difference between a helpful conversation and a non-helpful one	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How to get back on track if I said something that the person didn't like	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The resources available to me as a Sidekick	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The resources to share with someone who wants to quit commercial tobacco and how to share them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How to get help if someone shares critical information not related to commercial tobacco use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Do you agree or disagree that...

Strongly Disagree 1 2 3 4 Strongly Agree
5

I am confident I can be a Sidekick	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I plan to start a conversation with someone who uses commercial tobacco/vape products	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Overall, how would you rate the Sidekicks training?

☐ Excellent ☐ Very Good ☐ Good ☐ Fair ☐ Poor

6. What additional info or extra training would be most helpful to you as a Sidekick?

7. How often do you think Sidekicks should meet with an advisor?

☐ Daily ☐ 2-3 times a month ☐ As needed
☐ Weekly ☐ Monthly ☐ Other _____

8. In general,

	Great Risk	Moderate Risk	Slight Risk	No Risk
How much do you think people risk harming themselves if they smoke one or more packs of cigarettes per day?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How much do you think people risk harming themselves if they are exposed to other people's cigarette smoke (secondhand smoke)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Very Wrong	Wrong	A Little Bit Wrong	Not Wrong At All
How wrong do you think it is for someone your age to smoke cigarettes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. In general,

	Great Risk	Moderate Risk	Slight Risk	No Risk
How much do you think people risk harming themselves if they use electronic products (e-cigarettes, vapes, etc.) multiple times per day?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How much do you think people risk harming themselves if they are exposed to the aerosol/secondhand fumes that come out of other people's electronic products (e-cigarette, vape, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Very Wrong	Wrong	A Little Bit Wrong	Not Wrong At All
How wrong do you think it is for someone your age to use e-cigarettes or vapes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. If you completed the Sidekicks training virtually (i.e. Zoom, Google Classroom...) what did you like about the virtual training?

What didn't you like about it OR how could the virtual training be improved?

11. What grade are you in?

- | | | |
|---------------------------------------|-------------------------------|-------------------------------|
| <input type="checkbox"/> 7th or lower | <input type="checkbox"/> 8th | <input type="checkbox"/> 9th |
| <input type="checkbox"/> 10th | <input type="checkbox"/> 11th | <input type="checkbox"/> 12th |
| <input type="checkbox"/> Other _____ | | |

12. Are you...

- | | | |
|--|--|--|
| <input type="checkbox"/> Male | <input type="checkbox"/> Female | <input type="checkbox"/> Non-binary/third gender |
| <input type="checkbox"/> Prefer to self-describe _____ | <input type="checkbox"/> Prefer not to say | |



Use this QR code to access this survey online.

The logo for Sidekicks, featuring the word "SIDEKICKS" in white, bold, sans-serif capital letters inside a blue speech bubble shape. The speech bubble has a tail pointing towards the bottom right. The entire logo is set against a background of yellow and blue geometric shapes.

CERTIFICATE OF TRAINING

This certificate is awarded to:

Participant Name

For Successfully completing the Sidekicks Program on:

Date Awarded

Sidekicks Advisor

Copyright & Contact Information

**The following were adapted for Sidekicks
Program activities:**

1. “Batting Practice” and “Drumming for Change”
of “Motivational Interviewing Training for New
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2. “Cell Phone Exercise” Gary Rose, PhD, of Gary
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For more information contact:

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Tobacco Prevention Services
110 Free Street
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