

# ***NCSCT***

## **Young people and stopping smoking**

Core skills training  
**Trainer Manual**

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## Timetable

Module	Title	Content	Delivery	Timing
	Registration			
	<b>Introduction</b>	Aims and learning outcomes	Trainer presentation	2 mins
<b>1</b>	<b>Background to young people smoking</b>	Facts and statistics about young people and smoking	Trainer presentation	10 mins
	<b>Current practice</b>	Why do young people smoke? Effects of smoking on young people's health Tobacco dependency Benefits of stopping smoking for young people	Trainer presentation	
<b>2</b>	<b>Engaging young people in the conversation</b>	Young person-centred principles Young person-centred practice Considerations and potential adjustments What influences young people to stay smoking	Trainer presentation	10 mins
<b>3</b>	<b>What might influence young people's decision to stop smoking?</b>	Exercise 1: What influences a young person to stop smoking?	Group discussion Trainer presentation	15 mins
		Changing perspectives	Trainer presentation	
		Exercise 2: <i>Changing perspectives</i> worksheet	Group discussion	
		Creating an environment for stopping smoking	Trainer presentation	
<b>4</b>	<b>Communicating with young people about smoking and stopping smoking</b>	Having the conversation Core communication skills Guidance to initiating support to stop smoking	Trainer presentation	10 mins
		Exercise 3: Starting the conversation questions	Group discussion	
		Using scaling questions to aid the conversation	Trainer presentation	
<b>5</b>	<b>Supporting young people to stop smoking</b>	The challenges to supporting young people	Trainer presentation	15 mins
		Nicotine replacement therapy (NRT) Withdrawal symptoms		
		Support to stop smoking		
		Plan B		
		Exercise 4: Scenarios to discuss making a plan and limiting exposure to cigarettes steps of support	Small groups or pairs	
<b>6</b>	<b>Summary</b>		Trainer presentation	3 mins

**Note:** There are four exercises in the training session, and these can be used to check understanding of the training content and reinforce the learning in each module. The amount of time allocated to the training will determine the number of exercises that can be executed. The course can be delivered in one to two hours. The timings are given above are a guide to the minimum required for each module for a one hour training session.

## Aims and learning outcomes

### Aim

This short NCSCT training session is aimed at staff who already work with young people (e.g. school nurses, teachers, youth workers, staff in children's services) to enable them to have constructive conversations with young people about stopping smoking and to offer support to those who want to stop smoking. We assume that your work environment, policies and practices in relation to young people meet all legal requirements and adhere to best practice.

### Pre-course requirements

The training is designed to put into practice the knowledge you have gained from the **'Young people and stopping smoking'** briefing, it is therefore important that the trainers and participants have read the briefing prior to the start of this training session.

### Learning outcomes

At the end of this training, participants will:

- have reviewed the background to smoking amongst young people and the summary of *'Young people and stopping smoking'* briefing
- have an understanding of why young people smoke and why they find it difficult to stop
- be able to engage young people in conversations about stopping smoking using a young person-centred approach
- reflect on considerations and adjustments that need to be investigated to engage young people
- have an understanding about what influences young people's decisions to stop smoking
- be able to investigate how to change perspectives around smoking and stopping smoking
- be able to look at the skills needed to communicate effectively with young people about smoking and stopping smoking
- be able to offer guidance to help young people make decisions to stop smoking
- know how to support young people on their journey to stopping smoking

**Note: It is recommended that this course is delivered by one trainer to a maximum of 20 participants.**

## Notes on using this document

The nature of the NCSCT training courses dictates that trainers react to the needs of the participants and thus the timetable might need to be flexible in order to meet these needs. However, trainers should make every effort to focus on skills and achieving the learning outcomes and not on attending to deficits in knowledge.

### What to do

Information in these boxes gives instructions to trainers on what to do

### What to say

Information in these boxes gives suggestions on what trainers can say

## Training session modules

### Introduction (2 mins)

**Purpose:** To set the tone for the training session and to explain the timetable, objectives and content of the training session to participants. Explain expectations in terms of pre-reading of the '*Young people and stopping smoking*' briefing.

**Process:** Trainer presentation

**Materials:** PowerPoint presentation slides 1 to 3

#### What to do

Introduce trainer and outline the content, learning outcomes and timetable for the training session. Summarise the briefing key points pertaining to this training. Agree ground rules for the session. Run through provided PowerPoint presentation: slides 1 to 3. The following notes are included in the PowerPoint with each slide, so you can refer to them directly from the laptop. Please add any other rules pertinent to your own protocols.

#### What to say

##### Set the ground rules for the session

- Respect others' views and opinions
- Confidentiality: *clarify what this means in this context*
- Ask questions: *no such thing as a bad/silly question*
- Adherence to timings
- Participate as fully as possible and support the participation of others

#### What to say

- Please turn mobile phones off or put to silent
- Please be punctual so we can stick to the timing plan
- Inform participants of any housekeeping or emergency procedures
- Present slides 1 to 3

### Slides

#### Slide 2: Introduction

This course is designed to put the knowledge you have gained from the '*Young people and stopping smoking*' briefing into practice – read slide.

**Slide 3: Content of the session** – read slide

## 1. Background to young people and smoking (10 mins)

**Purpose:** To summarise the facts and statistics in the Young people and stopping smoking briefing and to look at why young people smoke, the impact on their health, the causes of tobacco dependency, addressing some of the myths around smoking and reviewing the benefits of stopping smoking through the lens of young people.

**Process:** Trainer presentation

**Materials:** PowerPoint presentation slides 4 to 13

### Slides

#### Slide 4: Background to young people and smoking

#### Slide 5: The facts and the stats

This slide details some of the key findings and statements from the NCSCT *'Young people and stopping smoking'* briefing 2025.

It is important to have read the briefing in advance and this training assumes that has been done. The briefing provides guidance on how to assist young people to stop smoking and suggests answers to commonly asked questions. It also summarises the patterns and prevalence of smoking among young people, the evidence on smoking and health, and the benefits of stopping smoking as perceived by young people. Note: the briefing does not cover smoking of cannabis. For this briefing and this training young people are defined as those under 18.

#### Slide 6: The facts and the stats

Some of the key findings and statements from the NCSCT *'Young people and stopping smoking'* briefing 2025.

#### Slide 7: Why do young people smoke?

Some of the key findings and statements from the NCSCT *'Young people and stopping smoking'* briefing 2025.

#### Slide 8: Effects of smoking on young people's health

Some of the key findings and statements from the NCSCT *'Young people and stopping smoking'* briefing 2025 in relation to the impact of smoking on the health of young people.

#### Slide 9 – 10: What causes tobacco dependency?

What is in a cigarette that causes the negative impact on the health of young people and why they become dependent on smoking tobacco.

#### Slide 11: Myths and facts

Unpicking some of the myths around smoking and continuing to smoke.

#### Slide 12 – 13: The benefits of stopping smoking for young people

The benefits seen through the lens of young people who have different priorities to adults. Plus, the health benefits of stopping smoking.

## 2. Engaging young people in the conversation (10 mins)

**Purpose:** Present how to engage young people in conversations about smoking and stopping smoking in a young person-centred way.

**Process:** Trainer presentation

**Materials:** PowerPoint presentation slides 14 to 18

### What to do

Present slides and gather any opinions or observations from participants

### Slides

#### Slide 15: Young person-centred principles

- Every young person is unique – their reasons for smoking and stopping smoking will be personal to them
- Each one should be treated with dignity, compassion and respect – it is their decision to smoke and their decision to stop smoking
- Support should be enabling, co-ordinated and personalised – with the young person at the centre of all that we do
- Need to meet young people where they are – this is their journey, and we need to begin from their starting point
- Change must make sense – it has to be their reasons for change and not someone else's
- Telling doesn't work – they must have the option to choose their way forward

#### Slide 16: Young person-centred practice

- Using young person-centred language – using words and topics they relate to
- Collaborating on goal and target setting – working together to get a plan to achieve their aims
- Identifying and focussing on their strengths and attributes – what skills do they have that will help them to stop smoking
- Recognising, understanding, and appreciating cultural/youth influences – what influences their decisions to change or stay smoking
- Investigating and prioritising relationships: who can be involved in support – friends, family, care teams, mentors, role models etc.
- Offering options and choices – give options and choices as a menu rather than dictating actions – leave the power of choice to them
- Adjusting and tailoring communication styles and methods to suit their needs and preferences – look at the methods that they will respond to



### **Slide 17: Considerations and adjustments**

Let's think back to what we said about providing a young person-centred approach. What are the things we need to consider when delivering this to young people?

#### **To apply these to our stop smoking support we need to understand a young person's:**

- needs (goals, motivators, drivers) – why do they smoke, what other needs to they have, what gap does smoking fill
- requirements (reasonable and actionable steps and changes that align to their needs)
  - investigate any specific things that can make it easier for them to engage in the conversation and make a change
- circumstances (limitations, restrictions, access issues, influencers and supporters)
  - what specifically is enabling and preventing change
- preferences (communication options, timing, pace, location, one to one, groups etc.)
  - how do they want to give and receive information and support

### **Slide 18: What influences young people to stay smoking?**

Why do young people choose to stay smoking and what influences this decision?

### 3. What influences young people to stop smoking? (15 mins)

**Purpose:** Participants will investigate what influences young peoples' decision making to smoke and to stop smoking.

**Process:** Trainer presentation  
Participant exercises 1 and 2

**Materials:** PowerPoint presentation slides 19 to 24  
*Changing perspectives* worksheet

#### Exercise 1 – Group call out

##### What to say

- Let's look at what influences young people's decision making
- What factors might sway their thinking?
- What might influence them to stop smoking?
- Call out for ideas from participants, present slide 19 – 20

#### Slides

##### Slide 19 – 20

#### Exercise 1 – What might influence young people's decisions to stop smoking?

**Activity summary:** Discuss what these influences might be

**Method:** Group call out

**Duration:** 5 minutes

Advise participants to call out what they think might influence young people to stop smoking.

- Money, friends and peers, appearance, environment and climate, current circumstances, past experience, other people's beliefs, family history, nicotine dependency, level of support, health beliefs, self-efficacy
- Rarely about pros and cons
- Motivation is fluid – goes up and down depending on circumstances, environment, influences
- Ambivalence – having mixed feelings or contradictory feelings about change

## Slide 21: Changing perspectives around smoking

### **Changing perspectives worksheet Part 1 – Hand out 1**

Use the worksheet to help young people to look at smoking from other perspectives.

#### **Consider how to change young people's perspectives around smoking.**

- Investigate the pros and cons (advantages and disadvantages) of smoking and stopping smoking – use a *making the change* worksheet to investigate the pros and cons
- Re-imagining a smoke free future verses a smoking future
- Consider the benefits of stopping smoking – better health, more money, building kudos, regaining freedom from the habit
- Work together to create a non-smoking youth environment– young people report a reduction in smoking when access to smoking is restricted, or they are made aware of the risks of smoking

## Slide 22

### **Module 3 – Communications Skills Exercises 1 and 2**

**Activity summary:** Using the *Changing perspectives* worksheet

**Method:** Group call out

**Resources:** *Changing perspectives* worksheet

**Duration:** 5 minutes

As a group, look through the *Changing perspectives* worksheet and discuss how this could be used to aid your conversations throughout the young person's stopping smoking journey.

#### **What to do**

- Hand out the *Changing perspectives* worksheet
- Ask participants to discuss how they could use the *Changing perspectives* worksheet as a tool to aid their conversations with young people

## Slide 23: Creating an environment for stopping smoking

- An environment where smoking is normal is a barrier to stopping smoking
- Need to create a non-smoking environment and culture through policies and smokefree places
- Engaging role models to promote a non-smoking culture as a norm and getting consistency of communication across all staff with a non-punitive theme and providing messages of hope and help

## Slide 24: Messages of hope and help

Read slide, sharing messages of hope and help that can provide encouragement for young people.

## 4. Communicating with young people (10 mins)

**Purpose:** Participants will learn how to communicate effectively with young people to encourage and support change with regards to stopping smoking.

**Process:** Trainer presentation  
Participant exercise 3

**Materials:** PowerPoint presentation slides 25 to 29

### What to do

Present slides and gather any opinions or observations from participants

### Slides

#### Slide 26: Having the conversation

- Know where they currently are in their smoking journey and where and when to start the appropriate conversation about stopping
- Consider how you create an environment of safety, comfort and trust whilst retaining a sense of caring authority to enable young people to talk about smoking without being judged or feeling punished
- Consider the things that might inhibit the conversation – the fears, blocks, concerns and worries young people might have about communicating with specific reference to smoking cessation or similar topics
- How can you engage young people in conversation? Focus on building rapport from the start and avoid coming across as judgmental or punitive
- How might communicating with young people differ from adults? Recognising their potentially different perspectives on health, longevity and the impact of smoking
- Being really heard is vital for young people; how can we ensure they recognise that we are not only listening but really hearing what they are saying and sometimes, not saying? Apply good communication skills to manage the conversation e.g. effective skills, scaling questions
- Simply telling rarely works – get them to come up with their own ideas and solutions or offer a menu of options to choose from if they get stuck

### Slide 27: Core communication skills

This slide provides a summary of the **core communication skills**. These skills are the bedrock of the support you can give to young people. Given your experience and the work you have done previously these skills will be familiar.

- **Listen** using **reflective** or **active listening**
- **Ask questions particularly thought-provoking questions**
- **Give feedback** regularly
- **Use summaries** to check clarity and understanding, confirm actions and to draw the conversation to a close

### Slide 28: Guidance to initiating support for stopping smoking

The four steps to initiate a conversation about support and the steps to take to engage young people if they want to quit, or to leave the door open for when they are ready in the future.

#### Exercise 3: Group call out

**Activity summary:** Guidance questions

**Method:** Group call out, make a note of responses on white board or electronic white board

**Duration:** 5 minutes

Ask participants to suggest additional questions and statements they could make at each step of initiating the conversation.

### Slide 29: Scaling questions

Present how to use scaling questions to aid conversations. Use the scaling questions on the ***Changing perspectives worksheet*** to discuss how young people feel about stopping smoking – in terms of importance, motivation and confidence.

**Method:**

- Ask young people to respond to the questions. Investigate the responses before asking the next questions, as follows.
  - What brought you to this number and not a lower number?
  - What will you have to do to get to the next number up the scale?
  - Focus on small steps to increase motivation and confidence
- Explain that although a young person's motivation may be high, they may have low confidence due to past circumstances or being influenced by others
- **Human motivation is also fluid** especially in young people and can shift from moment to moment, depending on where they are, who they are with, what they value and how they are feeling. It can be influenced positively by someone they trust and who is credible
- Highlight that asking scaling questions can be a good talking tool and useful guide to assessing readiness and commitment to stopping smoking

## What to say

### Ask the young person for each of the three elements

#### – importance, motivation and confidence

- What number are you?
- What brought you to this number and not a lower number?
- What will you have to do to get to the next number up the scale?
- What will stop you lowering your score

## What to look out for

Remember everyone is unique and different. ASSUMPTIONS are EASY TO MAKE but often WRONG. Each young person is the true expert on their own situation. Ask them to tell you how it is for them. Doing this allows them to voice their barriers and start thinking of their options. This is more effective than being given general advice.

## What to do

### Start with importance

- Describe how to apply this knowledge to a young person wanting to stop smoking and how to ask scaling questions
- Ask the young person: *"On a scale of 1 to 10, how important is it for you to stop smoking?"*
- If the answer is 6, ask the question: *"What makes it 6 and not 5?"*
- Ask: *"Can I make you more motivated?"* People invariably reply that they need to do it themselves

## What to do

### Repeat this method of scaling questions in relation to motivation and confidence

- It is normal for the scores of these three aspects to be different
- Explain that although in one person their motivation may be high, they may have low confidence due to past circumstances, or they may have high confidence in their ability to stop but it is just not that important at the moment
- Scaling questions can aid your conversation and help you to check the young person's perspective of smoking and stopping smoking. Help them to generate their own ideas about moving towards making an attempt to stop smoking if the time is right for them

## 5. Supporting young people to stop smoking (15 mins)

**Purpose:** Participants will learn how to assist young people who want to stop smoking by sign posting to available options for support and providing behavioural support directly where appropriate and possible.

**Process:** Trainer presentation  
Participant exercise 4

**Materials:** PowerPoint presentation slides 30 to 40  
Scenarios sheets

### What to do

Present slides and gather any opinions or observations from participants. End with a practical exercise to apply learning to conversations with young people using scenarios

### Slides

#### Slide 31: The challenges to providing support

It is difficult to support young people to stop smoking particularly as they can be ambivalent about stopping. However it is important to view support as a process rather than a one-off event.

It is down to the young person and you to get this done.

#### Slide 32: Nicotine replacement therapy (NRT)

**NB: This is for reference only** and specialist services will be able to provide advice on how the products work, the correct usage, techniques and dosage, and the process for accessing NRT.

There are 7 types of NRT products available, and they all work in slightly different ways.

**The patch** is good as a foundation product as it slowly releases nicotine through the skin and into the bloodstream throughout the day.

It can be supplemented with one of the other faster acting products like **gum, mouth spray, nasal spray, lozenge, microtab, or inhalator**.

It is important to understand the protocols for the use of NRT where the young people are e.g. school, college, workplace.

#### Slide 33: Withdrawal symptoms when stopping smoking

**NB: This is for reference only** and specialist services will be able to provide advice on how NRT can reduce the symptoms of withdrawal from nicotine and the urges to smoke.

It is useful to be aware of these withdrawal symptoms so you can normalize them to young people but it is important to note that not everyone will experience all of these and that they are short term.

**Slide 34: Support to stop smoking**

Once the young person is engaged following an opening conversation about stopping smoking they can be offered support for the process of stopping, if this is something that you are able to offer.

Alternatively young people can be signposted to specialist support services who will provide support with advice on the use of NRT.

The support involves **5 key steps** – Making a plan, Limiting exposure to cigarettes, Stop smoking aids, Managing urges to smoke, Focus and maintain.

If the young person is not ready to quit, then there is **Plan B**.

**Slide 35: Step 1 and 2**

Read from slide.

1. Make a plan
2. Limit exposure to cigarettes

**Slide 36: Step 3 and 4**

Read from slide.

3. Stop smoking aids
4. Managing urges to smoke

**Slide 37: Step 5**

Read from slide.

5. Stop smoking aids

**Slide 38: Plan B**

Read from slide.

It is important to offer reassurance and it is normal to make more than one quit attempt. Leave the door open for when they are ready.

For more information on Cut Down to Stop speak to the local stop smoking service for support.

**Slide 39–40: Scenarios****Exercise 4: Practical session using scenarios**

**Activity summary:** Using scenarios to practice starting and having the conversation with young people and offer support

**Method:** Working in pairs with one person taking the supporter role and the other the role of the young person

**Resources:** Scenario sheets

**Duration:** 10 minutes



## 6. Summary and close (3 mins)

**Purpose:** To recap on the skills and learning outcomes covered in the training session. To allow feedback from participants and suggestions of how they will apply the learning going forward. Allow more time for questions and answers if required and possible.

**Process:** Trainer presentation

**Materials:** PowerPoint presentation slide 41

### What to do

- Read the slide to summarise the training session
- Optional if time: Each participant states one key thing they can take away from training to implement in helping young people to stop smoking