

EDUCATIONAL RESOURCES FOR THE PREVENTION OF TOBACCO USE



Second campaign

EDUCATIONAL RESOURCES

WHAT ARE GOING TO FIND IN THESE MATERIALS?

In this guide of educational resources, you will find a proposal of recreational-educational activities and dynamics to work with teenagers on the prevention of tobacco use.

These materials can be used during different sessions or throughout a training day; they are activities easily adaptable to different types of organisation and schedule, as well as to different target profiles.

There is no specific order to carry out the dynamics. However, in the recommendations, it will be indicated whether it is necessary or convenient to introduce some aspect prior to the activity. The worksheets are divided into three blocks:

- Leisure styles
- Information about tobacco.
- Social skills.

LEISURE STYLES

Leisure is a very important part of our lives. The type of leisure time we spend during of youth has a direct influence on the acquisition and strengthening of healthy lifestyle habits. It is interesting to know what kind of leisure time young people currently enjoy and analyse the impact this has on their lives.

It is also important to raise awareness about the leisure alternatives available to young people, which do not involve tobacco or other drugs. Leisure in itself is a fundamental educational space for the integral development of young people. That is why we need to encourage and promote healthy leisure activities that are accessible to all.

INFORMATION ABOUT TOBACCO

Se considera imprescindible proporcionar, tanto a jóvenes como a mediadores, información actualizada y veraz para, de este modo, poder desmitificar ideas erróneas sobre el consumo de tabaco. Estas ideas están muy extendidas en nuestra sociedad y pueden llegar a crear mucha confusión. Por tanto, es necesario resolver dudas e inquietudes de los destinatarios fomentando un clima de confianza. It is crucial to provide, both young people and mediators, with up-to-date and accurate information so that we can all demystify misconceptions about tobacco use. These ideas are quite widespread in our society and can lead to a lot of confusion. Therefore, it is necessary to solve the doubts and concerns of the target audience by promoting an environment of trust.

SOCIAL SKILLS

Developing good social skills in young people not only will help them build more positive relations or interact much better with others, but also puts the core of social and emotional learning within their reach. Without a doubt, assertiveness and empathy play a leading role in our activities because we believe that being able to manage them empowers young people and makes them capable of making responsible decisions

We need to bear in mind that the dynamics are designed for groups of approximately 15 people, but the facilitator can adapt them to the reality of each group (age, number of participants, context, etc).

In each worksheet, we will find relevant information about the activity: the thematic block to which it corresponds, as well as the specific objectives of each of the activities, age, duration and previous concepts, guidelines for the development, recommendations and materials that will be needed during the development of the activity.



In addition, we will find some annexes that will help to carry out the activity. These annexes can also be modified and/or enriched by the facilitator.

DYNAMIC	THEMATIC BLOCK	ANNEX
1. Gymkhana	Information about tobacco	Annex 1
2. Dynamics and activities	Information about tobacco	Annex 2
3. The leisure balance	Leisure styles	
4. In which mirror do you look at yourself?	Leisure styles	Annex 3
5. Role-playing	Social skills	Annex 4
6. Create your own adventure	Social skills	
7. Presentation of the Passport 0.0 app	Leisure styles, information about tobacco and social skills	

1. GYMKHANA

THEMATIC BLOCK

Information about tobacco.

OBJECTIVES

- To prevent the use of tobacco.
- To delay the age of initiation of tobacco use.
- To increase the perception of the risks of tobacco use.
- To raise awareness and inform about the consequences of tobacco.

AGE GROUP

9-13 years.

DURATION

1 hour and 30 minutes.

DEVELOPMENT

Facilitators will be distributed around the playground or in classrooms and will have the necessary materials for each test. Children, divided into groups of 10 to 15 people, will go from test to test freely without following any specific order until they have done them all. Each group will carry a sheet of paper on which the facilitators will place a sticker every time they complete a test. The aim is to get as many stickers as possible in the shortest period of time. The first group to achieve this will be the winner. We recommend giving them an incentive at the end of the gymkhana as a souvenir, explaining them that there are alternatives to smoking. This simple gesture reinforces the information received and helps us to keep them motivated on the subject.

RECOMMENDATIONS

The gymkhana is just a guide, it can be modified and it can have other tests added according to the number of people, time available, resources, etc...

MATERIAL

See annex 1



2. 2. DYNAMICS AND ACTIVITIES

THEMATIC BLOCK

Information about tobacco.

OBJECTIVES

- To prevent the use of tobacco.
- To delay the age of initiation of tobacco use.
- To increase the perception of the risks of tobacco use.

AGE GROUP

13-17 years.

DURATION

30 minutes.

DEVELOPMENT

It consists of two activities:

1. "Debunking the myths of tobacco", through which we can clarify the participants' wrong or inaccurate ideas on the subject.
2. "What does smoking do for me?", through which the advantages and disadvantages of tobacco use will be discussed.

Activity 1 "Debunking the myths of tobacco"

We will do a Kahoot (this is a web service that acts as a game, rewarding those who progress in their answers with a higher score that will catapult them to the top of the ranking). After finishing the Kahoot, we will comment briefly in small groups on the myths we have seen in the App and on our beliefs at the beginning of the session.

- Did you know about these myths? Have you heard them in your environment? Has your opinion about them changed? To raise awareness about these or other myths, we always have to look for truthful information.

MATERIAL

See annex 2

Activity 2 “What does smoking do for me?”

We will draw a chart on a cardboard, fanfold paper or the blackboard which will show different areas of life (health, quality of life, senses, aesthetics, economy, society and personal sphere). The activity will consist of participants writing down on post-it notes the advantages and disadvantages they find in smoking or not smoking. They will place them in the corresponding column in the area to which they belong. At the end, we will reflect on what has been pointed out and we will add those aspects that have not appeared at first but that are important. As a final conclusion, we will reflect on why smoking if it brings so many disadvantages and so few advantages (or none), as well as the impact of each of them.

AREAS	ADVANTAGES OF SMOCKING	ADVANTAGES OF NOT SMOCKING	DISADVANTAGES OF SMOCKING	DISADVANTAGES OF NOT SMOCKING
HEALTH				
QUALITY OF LIFE				
SENSES				
AESTHETICS				
ECONOMY				
SOCIETY				
PERSONAL SPHERE				

Example. Quitting smoking

- Health: Quitting smoking is the healthiest decision a smoker can make in a lifetime.
- Quality of life: It would improve the breathing capacity. It would improve the capacity for physical exercise. Disappearance of the respiratory symptoms (cough, expectoration, dyspnoea, etc).
- Senses: It would improve the senses of taste and smell.



- Aesthetics: It would improve the skin condition and would reduce the dark bags under the eyes. Disappearance of stains on teeth and fingers. Disappearance of the smell of smoke in clothes and hair. Disappearance of bad breath.
- Economy: Savings after stopping the purchase of tobacco.
- Society: Quitting smoking contributes to a healthier family and work environment.
- Personal sphere: Quitting smoking is a personal achievement which will make us feel better and have more resources to face complicated situations. Increased self-esteem and self-efficacy.

After finishing the chart, we will comment briefly, in small groups, the advantages and disadvantages that we have raised in this dynamic.

- Had you thought about the disadvantages of tobacco?
- Did you know that tobacco affects all these areas of your life?

MATERIAL

- Post-it notes.
- Blackboard, fanfold paper or cardboard.
- Markers or pens.



3. THE LEISURE BALANCE

THEMATIC BLOCK

Estilo de ocio

OBJECTIVE

- To encourage the appreciation of free time as a space for communication, enjoyment and personal growth.
- To express opinions, listen to and respect those of others.
- To increase the knowledge and practice of alternatives for the occupation of free time in a positive and enriching way.

AGE GROUP

9-17 years.

DURATION

15-20 minutes.

PREVIOUS CONCEPTS

"Free time" is the time that is available to us after subtracting the time spent working or studying, washing ourselves, eating, sleeping and carrying out our social and political obligations.

"Leisure" are those activities carried out during our "free time" and whose purpose is training or personal development, fun and relaxation.

Not all leisure activities can be considered "healthy". It can be said that this requirement is met by the part of our leisure time that contributes to our physical, social and mental well-being. "Unhealthy" leisure is the one which, somehow, harms our well-being in any of the above areas. It is important for children to be aware of the importance of leisure in our lives and to have the critical capacity to decide how they want to occupy their free time and what type of leisure they want to enjoy.



In our society, tobacco use is very widespread and has always had a very close relationship with leisure, especially among teenagers. Our goal is to fight against the idea that fun and tobacco use go together.

DEVELOPMENT

Each child will be asked to write down on different post-it notes the leisure activities they carry out in their free time. Then, a poster will be made with fanfold paper in which there will be a balance on which each side will represent negative and positive leisure. Individually, students will place the post-it notes on each side of the balance as they consider appropriate, arguing their answer.

In this way, we will help them to visually reflect on the type of leisure that predominates in them.

RECOMMENDATIONS

Do not make the balance poster until the post-it notes have been written. This way we promote honesty and transparency.

MATERIALS

- Post-it notes.
- Blackboard or fanfold paper.
- Markers or chalk.

4. IN WHICH MIRROR DO YOU LOOK AT YOURSELF?

THEMATIC BLOCK

Leisure styles.

OBJECTIVE

- To develop imagination and creativity.
- To identify the influence of social media in our leisure preferences.
- To make participants aware of the wide range of leisure alternatives.
- To encourage cooperation among the participants of a group.

AGE GROUP

13-17 years.

DURATION

45 minutes - 1 hour.

PREVIOUS CONCEPTS

In order to carry out this activity, it would be advisable for the facilitator to have read and understood all the previous concepts of dynamic 1 "The leisure balance", in which the difference between free time and leisure and healthy and unhealthy leisure are explained.

DEVELOPMENT

We begin by asking them about the social media they use most, and then, to name the influencers they follow and the type of content they like most. We will make a list of their answers in the blackboard.

They will be shown some photos and videos (annex 3) of the people who create content for these social media where they will be able to see that their message does not promote healthy leisure options. They will be asked the following question: What message do you think this content conveys? And they will be given some time for reflection and discussion.



Finally, in small groups, they will create some type of content for their social media which promotes healthy leisure (in the social network of their choice).

RECOMMENDATIONS

The photos shown to them will deal with different topics such as:

- Tobacco use.
- Alcohol consumption.
- Gender, racial and physical stereotypes.
- False appearance.
- Excessive importance of money and material things.
- Extreme positivism about life and relationships.

MATERIALS

- Annex 3.
- Fanfold paper.
- Markers.
- Paints.
- Scissors.
- Glue.
- Magazines.
- Newspapers.



5. ROLE-PLAYING

THEMATIC BLOCK

Social skills.

OBJECTIVES

- To encourage cooperation and participation.
- To stimulate imagination and develop creativity.
- To reflect on the type of leisure of young people.
- To reinforce the social skills of young people.

AGE GROUP

14-17 years.

DURATION

1 hour.

PREVIOUS CONCEPTS

Role-playing is a group dynamic technique which basically consists of a group of people who interpret a specific situation or case from real life or fictitious, acting according to the role they have been assigned and in such a way that they put themselves in the shoes of the character they represent. Social skills can be defined as the conducts or abilities needed when interacting with other people. This includes the way in which the person shows their own feelings, attitudes, desires, opinions or rights. An example of this would be how we express our anger at a friend for something they have done, or how we introduce ourselves to a new group.

Social skills are learned; they are internalised through both direct experience and observation and verbal learning. One of the most important and most useful social skills is assertiveness. This can be defined as a way of communication that consists of defending one's own and others' rights, expressing opinions and making suggestions in a sincere way, without falling into aggressiveness or passivity, respecting others and their needs.



Another important concept to take into account is group pressure. This refers to the negative or positive force exerted by a certain group on a person. In the teenage years, young people are exposed to these pressures and they sometimes adopt conducts with which they do not necessarily agree.

DEVELOPMENT

The facilitators will prepare a set of characters (Annex 4) within a "community of neighbours". This way, and due to their character, each person will have a specific role within the community, which they will have to play in a "neighbours meeting". In this meeting, different measures will be proposed, which will affect the neighbours of the community in different ways. Each person, taking their role into account, will act in a specific manner. Each role will have certain privileges, which will be shown in a series of cards that we will hand out (annex). These cards will be used at the person's discretion, not using more than one per turn, once the "discussion" about each of the topics has ended.

First moment

The different characters will be given to the teenagers, with their corresponding privilege cards. The characters will have "passives" which affect their scores in one way or another. They will read about their characters and discover the possible interaction they have with the rest of the neighbours.

Second moment

There will be different discussions to be held in the community. Teenagers will play the character they have been assigned. Every time something is approved in the meeting, those who supported the winning decision will receive 12 points (they will win when the majority supports their position). The losing stance will lose 7 points. Points will be counted at the end of each round. Everyone must vote for one of the options proposed in the discussion in a radical way: Yes or no. Those undecided or unbiased will have 15 points deducted.

Before starting each new round and before counting the points for each round, the facilitator will leave a space for the use of possible passives. (Example of what to say: Whoever can use their passive before this round starts, and wants to use it, do so or will have to wait until the next round).

Whoever has the most points at the end will receive a prize. The discussions will be:

- Apportionment for a lift. The neighbours who live in the ground and first floors will be paying equally, but they are barely going to use it. (Lift: yes or no)
- Prohibiting smoking in the lift. The lift always smells of tobacco. (Smoking: yes or no)
- Placing ashtrays in common areas. They would make everyone pay, even if they do not smoke or use electronic cigarettes. (Ashtrays: yes or no)
- Installing communal heating. There are two neighbours who have their own heating, but a communal one will be cheaper in the long run. (Heating: yes or no)
- Musician neighbour who rehearses during nap time (Get him not to practise at home by some means or to continue playing at nap time).
- Neighbours who smoke joints or tobacco in common areas. This is to be prohibited because it can negatively affect the habits of minors. (Smoking joints and tobacco: yes or no)
- On Fridays, there is a barbecue in the community courtyard which is attended by all but two neighbours. Smoking is also allowed. These two neighbours complain that their clothes smell bad and smoke goes up. (Barbecue and smoking: yes or no)
- A massage parlour has been opened in the attic without a licence. Two of the neighbours are users, but the rest of them do not like it because there is a lot of strange people coming up and down. (Massages: yes or no)
- The president of the community is carrying out renovation works in his house, he has hired the builder neighbour to do it. It is necessary for his house, but the doorman (because of the dirt) and the neighbours downstairs (because of the noise) are complaining. (Stop renovation works: yes or no)

Third moment

Roles refer to the behaviour patterns we tend to represent and, therefore, the role we occupy in a certain context or environment. This can be seen very clearly in TV series and films: the leader, the hero, the funny sidekick...

- How was the role you had to represent during the game? Was it easy or hard for you? Why?
- What role do you think you have? Is it the role you think people identify you with? (We remind them that roles are defined by our actions, to help them reflect along these lines).



- Do you have the same role all the time?
- What is your roll in the classroom?
- And at home?
- And in your group of friends?
- Are you happy with the role you think you have?
- Do you think we all have a role? Do you think you need a role to be valued?
- Tobacco also makes us take a stance, have a role. Do you smoke? Don't you mind if the people around you smoke? Does it bother you that they smoke? Are you influenced by the fact that your friends smoke and you don't? Do they encourage you to smoke? The way we act in the face of smoking also speaks about the way we are and creates a role for us.

Although in TV series and films roles are very easy to identify and distinguish, roles in real life are more complex. We are beings with many faces, as many as environments we live in. That's why we have to be careful with labelling someone (or ourselves) according to just one of these faces: the fact that at a certain moment we play a role doesn't mean that we are only that role, we are much more than that.

MATERIALS

- Sheets
- Pens
- Letters made by the facilitators through Annex 4.

6. CREATE YOUR OWN ADVENTURE

THEMATIC BLOCK

Habilidades sociales.

OBJECTIVE

- To create a space where they can share their opinions and develop their ideas through creativity.
- To encourage youth participation.
- To develop communication among participants.

AGE GROUP

114-17 years.

DURATION

1 hour.

PREVIOUS CONCEPTS

In addition to what was explained in the previous dynamic about social skills, it should be added that social skills can be divided into different types depending on the classification criteria used. The following are some of the most necessary social skills in our lives. .

- **Basic social skills:** knowing how to listen, initiating a conversation, maintaining a conversation, asking a question, thanking, introducing oneself, introducing others, making compliments, having empathy, knowing how to dialogue...
- **Advanced social skills:** asking for help, participating, giving instructions, following instructions, apologising, convincing others, giving your opinion about what you think.
- **Affective skills:** knowing one's own feelings and being able to express them, understanding the feelings of others, facing the anger of others, expressing affection, resolving fear, self-reward, respecting feelings, comforting and encouraging others.
- **Alternative skills to aggression:** asking for permission, sharing something,



helping others, negotiating, using self-control, defending one's own rights, responding to jokes, avoiding problems for others, not getting into fights.

DEVELOPMENT

First moment

We will do a "create your own adventure" <http://confedonbosco.org/aventura.html> (the document will be sent by WhatsApp or e-mail) about Ramón's story and they will have to individually choose the options based on what they would do. This way, depending on what they choose (if they are more assertive, aggressive or passive) they will get to one end of the story or another.

We explain what assertiveness is if someone does not understand it after this moment.

<<Assertiveness is defined as: "the ability to express our desires in a kind, sincere, open, direct and appropriate manner, managing to say what we want to say without attacking others. Negotiating their fulfilment with them". It is at the third end of a triangle in which the other two ends are passivity and aggressiveness. At the passivity end we avoid saying or asking for what we want or like, while in aggressiveness we do so in such a violent way that we disqualify ourselves. Using assertiveness is knowing how to ask, how to refuse, to negotiate and to be flexible in order to get what we want, respecting the rights of others and expressing our feelings clearly. Assertiveness is also about giving and receiving compliments, and making and accepting complaints.>>

Behaving assertively helps us to create honest relationships (expressing how we feel), to improve communication and to gain the respect of others.

Second moment

They will be divided into two groups. Each of them will be given a small piece of paper with the role they have to play in the discussion: aggressive, assertive or passive. There will be mini-discussions with different topics and each person will act according to what they have been assigned.

Topics:

- Children and video games
- Tobacco, electronic cigarettes and joints
- The use of computers at an early age
- Legalisation of drugs
- Life in the countryside vs. life in the city
- Working at home vs. working at an office
- Online studying vs. on-site learning (institution, school, university, etc.)
- Exotic trip to a distant country or trip to a city (closer to where you live)
- Travelling alone vs. travelling with friends/family
- Sporty and new car vs. second hand car
- Being single vs. being married
- Fast food vs. traditional restaurant

Third moment

They will be divided into several groups according the number of people and they will reflect on how they have felt, how they think they are, whether their role has coincided with how they usually act and communicate, etc. They should think about how they can improve and communicate in a more assertive manner with all the people they interact with in their daily life.

How did you feel in the role you were assigned? Do you normally act in a similar way? What are the positive and negative aspects of acting like that? Would you like to know or be able to communicate in a different way? Why?

MATERIALS

- Html document "Create your own adventure"
- Post-it notes with the roles for the discussion (aggressive, passive or assertive)



7. PASSPORT 0.0 APP PRESENTATION

THEMATIC BLOCK

Social skills, information about tobacco and leisure styles.

OBJECTIVE

- To introduce the participants to an app aimed at preventing early tobacco use.
- To consolidate the skills, knowledge and competencies worked on in the previous dynamics through games.
- To encourage digital competence through an educational app.

AGE GROUP

9-17 years.

DURATION

45 minutes.

After having carried out the previous dynamics and having worked on the three thematic blocks (social skills, information about tobacco and leisure styles) it is necessary to consolidate the knowledge and competencies acquired by the participants. To do this, they will be able to play and practice what they have learnt through the Passport 0.0 app, individually or with friends. Therefore, while having fun, they will internalise concepts, habits, messages with positive reinforcement, etc.

DEVELOPMENT

It is advisable that the facilitator presents the app to the group of participants. In order to do this, they should make sure beforehand that the place where they present it has an internet connection and that there is at least an Android mobile phone or tablet with a 5.1 version or higher for every two people.

Ideally, while the facilitator explains step by step what to do, teenagers will be doing so in their mobile phones or tablets.

What the participants should do is:

1. Download the Passport 0.0 app from the Play Store.
2. Register in the app by entering a nickname and, if they wish, an e-mail address. The e-mail is optional but advisable in order to be able to recover the password.
3. Then, customise the avatar and the header in the "My passport" section. 4. The facilitator will briefly explain the five games and the game possibilities, both in the random mode or choosing a game, in the single or multi-player mode, as well as the rest of the functionalities of the app.
4. We recommend giving the participants some time to play freely. In the meantime, the facilitator will be available to answer any doubt they may have.

RECOMMENDATIONS

It is recommended that the facilitator has previously downloaded the app and has spent some time playing with it. The app is very simple and intuitive, so it is very easy to use. There is also a section with instructions to solve any doubts.

It is advisable to have worked on the three thematic blocks beforehand. If there is no internet available at the Youth Centre or Association to play with the app, participants can be asked to download the app at home with their wi-fi connection, since they will be able to play offline afterwards (although not in the multi-player mode).

It is interesting that the facilitators recommend its use and invite the teenagers to play, because the more time they spend playing, the more knowledge they will acquire and internalise.

MATERIALS

Mobile phones or tablets Android version 5.1 or higher.



ANNEX 1

"PRUEBAS DE LA GYMKANA"

Test 1: No to bad breath

Having 20 cards placed on top of the neck of a bottle, the whole group has to throw off the first 19 cards one by one, leaving the last one in the neck of the bottle.

Materials: A bottle and 20 cards.

Test 2: No to losing your sense of smell

From a starting point, each person has to move a small piece of paper from one point to another with their nose. The ones who get the furthest will be the winners.

Materials: Small pieces of paper.

Test 3: No to skin ageing.

Guess the drawings that they will draw on each other's backs with a pen. The facilitator will give them words related to the topic.

Materials: List of words (cigarette, ashtray, butt, smoke...) and a pen.

Test 4: No to burns on clothes

Teenagers will have to put a rubbish bag around their bodies and go through a maze of chairs on which there will be uncovered markers stuck with tape. The goal of this test is to get to the other side without getting painted. This test can be done with two or three people inside one some bag or wrapped in brown paper.

Materials: Rubbish bags/brown paper, scissors, tape, chairs and markers.

Test 5: No to wasting money

Get coins or tokens into a cup at the bottom of a bucket filled with water. With water, coins change direction so it will be more difficult. They have to get a number of coins inside in the time that is deemed appropriate.

Materials: Bucket full of water, glass and coins/tokens.

Test 6: No to yellow teeth

They have to throw a toothbrush from a distance of 10 metres and get it to land inside a yellow tooth drawn on a cardboard which will be placed on the floor at least three times among the whole group. It can be done with several cardboards and toothbrushes so that more than one person can participate at the same time.

Materials: Teeth drawn on cardboards and toothbrushes.

Test 7: No to bad smell in clothes and hair.

There will be a bucket with several cloths (as many as participants in each group) with vinegar, ketchup and various things with a bad scent. About 15 meters away, there will be a bucket with the words "washing machine" and some water with soap. The test consists of carrying one of the cloths in a litre-sized plastic cup over the head from the first bucket to the "washing machine" one. All the members of the group have to do this using the plastic cup as a relay.

Materials: Two buckets (one with soap and water and another one with smelly liquids), cloths for the participants and a litre plastic cup.

Test 8: No to breathing badly when exercising.



After the group has run a distance (a lap around a basketball court, for example), each person will have to blow up a balloon. They will run again and then will blow up another balloon. The test will be finished when all the members of the group have reached the finish line with two balloons inflated and tied.

Materials: Balloons.

Test 9: No to marginalising myself to go out for a smoke.

The members of the group will stand in a circle holding hands, with the condition that they cannot hold both hands with the same person or with the people immediately next to them. Once they are all holding hands, they will have to form a circle without letting go of each other's hands. If they let go, they will have to start all over again.

Materials: None.

Test 10: No to yellow fingers

Finding a grain of rice in a bowl full of yellow food colouring.

Materials: Bowl, food colouring and rice.

Test 11: No to serious long-term problems.

Blowing up a balloon as much as possible without breaking it nor tying it and with the air inside it, throw off 12 plastic cups that will be placed upside down at the edge of a table.

Materials: Balloons and 12 plastic cups.

Conclusion: by carrying out these activities and giving an explanation beforehand, we make them reflect on the different physical consequences of tobacco through questions such as:

- Did you know that tobacco affects us in this way?
- Do you know anyone who smokes and has some of these characteristics?
- Do you think these people like having these characteristics? • Do you think that the smokers around you are aware of them?



ANNEX 2

KAHOOT QUESTIONS AND ANSWERS

Note for the facilitator: The correct answer is in bold

Is smoking a cigarette relaxing and does it relieve stress?

- Yes, because it has relaxing properties.
- **No, tobacco has no relaxing properties since it is a stimulant.**
- Yes, because when you smoke you relieve tension.

Low-nicotine cigarettes are not harmful, they are not carcinogenic.

- **False, even if they have a lower concentration of nicotine and bitumen, they are usually smoked taking deeper puffs so their benefits are negated.**
- True, because they have lower levels of nicotine and bitumen.
- False, because they contain other more carcinogenic substances.

Tobacco pollutes, but cars and factories pollute more.

- True, environmental pollution affects people's respiratory systems more than tobacco.
- **False, tobacco is present in one third of all diagnosed cancers.**
- True, the main cause for lung cancer is environmental pollution.

I do not depend on tobacco; I can quit smoking whenever I want.

- You just have to set a date to quit.
- I have a friend who quit overnight, he has a lot of willpower.
- **It needs to be taken very seriously, as dependence is difficult to break.**

When you quit smoking, it's very bad, the cure is worse than the disease.

- **The abstinence syndrome is transitory, but the disease caused by tobacco is for life.**
- There are people who have been advised by their doctor not to quit smoking.
- Nicotine dependence causes discomfort forever.

If you quit smoking, will you gain weight?

- Yes, everyone gains weight.
- There is no relation between one thing and the other.
- **Not everyone gains weight. This depends on your diet and your exercise routine.**

It is almost impossible to quit smoking.

- It is impossible, since most people who have smoked once, relapse again.
- It is easy if you are motivated.
- **It is difficult but possible.**

Rolling tobacco is more natural, less harmful; you smoke less and it is easier to quit.

- True.
- **False.**

I know very old people who smoke a lot and they are doing really well.

- True.
- **False.**

There are many things worse than tobacco.

- Tobacco is the second cause of preventable death in industrialised countries, the first one being drugs like ecstasy.
- Tobacco is the first cause of preventable death in industrialised countries.
- **Tobacco is the second cause of preventable death in industrialised countries, the first one being alcohol.**

Light smoking in a pregnant woman does not harm the foetus. That is better than having anxiety.

- Anxiety affects the foetus more negatively than a cigarette.
- **Tobacco is a strong predictor of pregnancy and post-partum problems.**
- Tobacco crosses the placental barrier and causes alterations in the foetus.

Blond tobacco is not as bad as dark tobacco.

- True, because blond tobacco has less bitumen.
- **False, as both have the same type of harmful components.**
- True, just look at the taste, blond tobacco is much milder.



Do you smoke because you like it?

- I smoke because it relaxes me.
- You get used to the flavour and you end up liking it.
- **Most people smoke because they are dependent on nicotine.**



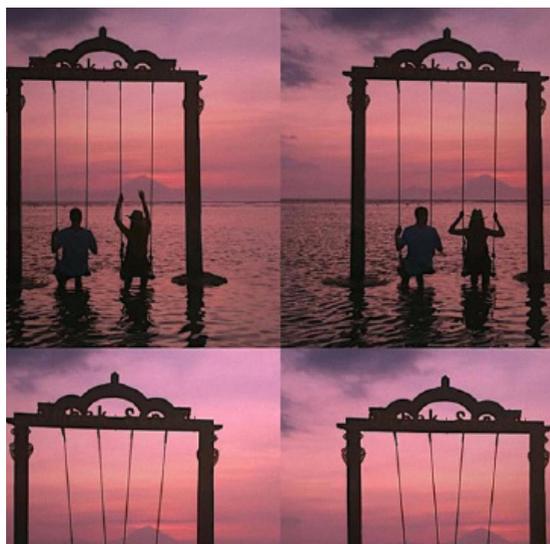
ANNEX 3

SOCIAL MEDIA PHOTOS



These "perfect" photos of celebrities you see on Instagram are far from being what they appear to be.





paulagonu • Seguir



paulagonu Este fue nuestro primer verano juntos ❤️ Y lo repetiremos pronto 🌟 POR CIERTO HAY NUEVO VIDEO EN EL CANAL!! Respondo a preguntas que he evadido y os digo cuál es mi nombre REAL y por qué no me junto con otros youtubers 🍷👉👈

112 sem



ainhoacuario Para quienes preguntáis: es en gili trawangan



108 sem 1 Me gusta Responder



elrubiuswtf • Seguir



elrubiuswtf 🇧🇪 🇩🇪 🇩🇪 🇩🇪 VIVA LA PEPA

148 sem



lucasr_1414 Alguien se dio cuenta que esta misma foto la subio en el 2014



13 sem 3 Me gusta Responder



rociomartinaya Jajajajajajajajajajajajajajajajajaja di que si hay que disfrutar de la vida porque al día de mañana no se si estaremos en este mundo

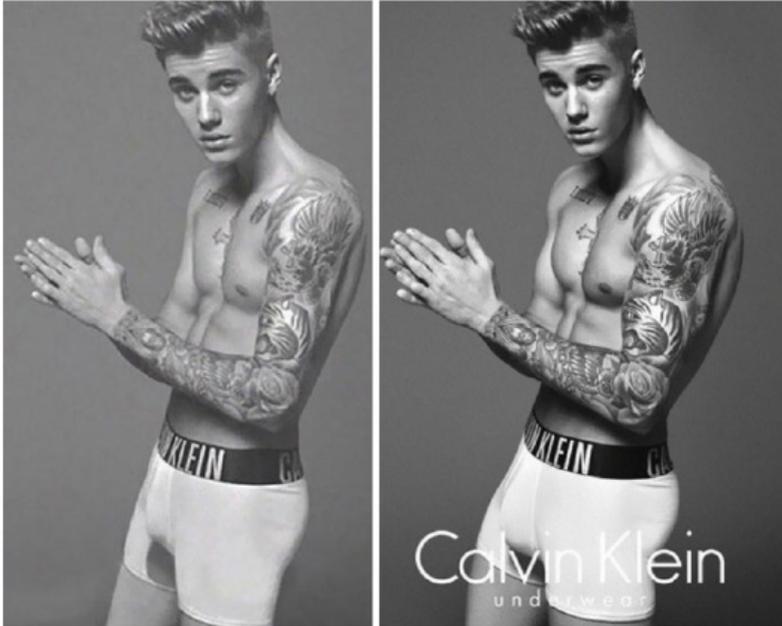




Hours of make-up, flattering poses and all sorts of editing occur before that “casual” photo is posted on social media



This is for them too. Magazines are an illusion.





MIS BOLSOS DE LUJO | Trendy Taste
131.578 visualizaciones • hace 3 años

 Trendy Taste Channel

UN BESAZO ¡HASTA EL LUNES QUE VIENE! EDICIÓN:
BLOG: ...



ME MUDO A UNA MANSIÓN ABANDONADA!! **mi nueva casa**
804.587 visualizaciones • hace 1 año

 iLeoVlogs

— SIGUEME en mis REDES SOCIALES — • Instagram: <https://www.instagram.com/iLeoVlogs>

ANNEX 4

CHARACTERS

The entrepreneur

She has a lot of money, that makes her influential. She works most of the day out of the house and lives in 1A. She is intelligent, reasonable and outgoing.

She has a partner ("the influencer") and lives with him.

Her role within the community is to keep serenity, look after her own interests and then after those of the rest; she does not keep quiet when she has something to say and she is non-conformist.

She is sporty so she does not need a lift, she has heating, she usually attends community barbecues and she lives under the president.

She has a cordial relationship with her neighbours with the exception of the doorman and the cook. Passive: Mother: At the beginning of each round, she will call her mother for 3 extra points.

The influencer

He does not have much influence in the community, he is best known for being the entrepreneur's boyfriend. He lives with his partner in 1A.

He is a guy who uploads videos to YouTube and other social networks, and he is specialised in a game play channel. He does live streams every afternoon playing horror video games.

He sleeps in the mornings because he uploads the content in the afternoons. He is deep and transcendental, he enjoys living in the moment and does not care much about others, he "lets himself go". Therefore, his role within the community is rather

passive, he does not get too involved and does not look for trouble with anyone.

He is not a kept man and gets very offended when that is suggested to him, but he lives by what he likes and moreover, he needs it. When it comes to community issues, he usually agrees with his partner, but he will not hesitate to talk some sense into her if he thinks she is wrong.

He wants a lift because he orders a lot online and the delivery person will not take the stairs, he has his own heating, he usually attends community barbecues, lives under the president and hates having to listen to people going up and down the stairs, as they disturb him when he is streaming.

Passive: Indifference: During one of the rounds, he will be checking his social media so he won't know what they are talking about, decide not to vote, and still earn 12 points (this passive can only be used once during the entire game).

The doorman

The doorman does not have much influence, but nevertheless, he is very well-liked among the neighbours in general. He lives in the porter's lodge itself and works in the building, cleaning and carrying out maintenance tasks.

He is kind, hard-working and loyal.

He has an unofficial relationship (an affair) with a neighbour, "the university girl". He is in love but she isn't. It is a somewhat toxic relationship, since they argue quite often.

The problems of the community in general are not relevant to him, apart from the interests of "the university girl". He organises a barbecue every Friday as it is his time to let off steam during the week. He does not have much money and would be made to pay for a future lift, as he lives there. He does not like building works nor having strange people in the building.

His role within the community is favouring coexistence, being aware of the needs of the neighbours. He generally supports the decisions of the university girl, but he has



no problem in contradicting her. He likes his job and wants to keep it, so he is not very critical of the president.

Passive: Blow with a broom: At the end of three rounds of his choice, before the points are counted, the doorman will give the neighbour he chooses a blow with a broom and will make them change their mind (this passive can only be used at the end of three different rounds of your choice).

The university girl

She does not have much influence, she is unemployed and lives in 3A.

She lives from the money her parents give her and lives in a rented flat, whose owner is "the cook". She is kind, quite honest and very activist.

She has an unofficial relationship (an affair) with the doorman. He says he is in love but she isn't. It is a somewhat toxic relationship, since they argue quite often.

She is very critical of everything that happens around her but she wants to live peacefully, since the rest of the day she fights for different causes. Her role in the community is passive/aggressive, since she makes cutting remarks towards others when it is not really relevant to her actually.

She wants a lift, she does not have heating in her house, she likes video games since she uses them to take her mind off her medicine studies, she does not like barbecues because she is vegan and the smoke makes her clothes smell bad, she like massages and her back hurts, so she needs them. She hates the noise of building works.

She does not get along with the cook or the president.

Passive: Lime blossom tea: In two rounds of her choice, the university girl recommends a calming tea to one of her neighbours at the end of the round, who relaxes so much that loses 7 points without realising it (this passive can only be used twice during the entire game).

The cook

The cook is a veteran in the community, she knows all the ins and outs of the neighbours since she is retired and spends a lot of time in the building. She lives in 2B. She is excessively interested in the lives of her neighbours, a very good cook and a curmudgeon, but quite adorable. She smokes everything because she believes it helps with her pain.

She wants a lift for her and her friends, she does not have heating, she loves to take naps and likes strange people because they "liven up" the community. She hates barbecues. She doesn't hear very well so noises are usually indifferent to her. Her role in the community is to cause a row at meetings to keep herself entertained, to ask for a lot of respect for her as an older person and to bring tasty food to the meetings.

She has a cordial relationship with her neighbours, getting along especially well with "the lawyer", the president's wife.

Passive: At the beginning of each round she will let slip a secret from a neighbour (made up on the fly by the participant who gets this character), the rest must vote with this in mind.

The president

The president is a veteran in the community, he has been there for nearly as long as the cook. He is a teacher and is very involved in the community. He lives in 2A. He is intelligent, educated and quite reasonable. He demands a lot of himself as president, so much so that it sometimes overwhelms him. He lives under stress because of this but at the same time, he thinks that being the president of a community of neighbours is a great position, he is very conceited.

He lives with his wife, "the lawyer", on the second floor. His wife has much power of persuasion, so he often gets caught up in her thinking.

He wants a lift, he does not have his own heating, he likes to take naps, does not like barbecues or strangers and he is renovating his kitchen, which was too old.



His role within the community is to seek harmony, but always trying to get people to his side. He is quite helpful, but he thinks he is the highest authority in the meetings, so he does not let the other neighbours walk all over him. He has a cordial relationship with his neighbours, except for "the influencer" and "the university girl", who don't like him very much.

Passive: Regime: At the end of one of the rounds of his choice, the vote will be annulled, but both his wife and he will lose 3 points (this passive can only be used once during the entire game).

The lawyer

She is a lawyer and is used to trying to be always right. According to her, she smokes joints to de-stress.

She is the president's wife. She lives in 2A.

Her husband pays a lot of attention to her, as he assumes that because of her work she understands a lot of things and agrees with her on all the community problems. She feels important being the president's wife.

Her role in the community is to criticise anyone who raises their voice against her husband, defending him in an unassertive way.

She gets along with the cook.

Passive: Unconditional support: The Lawyer is very close to her husband, she is very happy for his successes and very sad for his failures, so if her husband gets points, she will add 3 and if her husband loses points, she will subtract 3.

The builder

He lives with his family ("the electrician" and children) in 3B.

He is a very nice, kind and helpful person. He is a bit tired of his routine and his husband gets on his nerves sometimes, but he lives quietly and works to support his family.

He is very likeable and looks out for the general well-being. He smokes a lot of tobacco and can't go for more than 10 minutes without smoking.

His role within the community is to bring peace among the neighbours and give his opinion in an assertive way.

He wants a lift, he has heating but is thinking of cancelling it because with his job he would get a community discount, nap time is his only moment of relax during the day, he loves barbecues, he has back problems so he likes massages. He is doing the renovation work for the president.

He is happy with his work and loves his family.

He gets along well with all the neighbours.

Passive: Fixing: During one round, the builder will have tidied up a neighbour's house and there will be so much mess that he will "unintentionally" take the passive of the neighbour he chooses (this passive can only be used twice during the whole game).

The electrician

He lives with his family ("the builder" and children) in 3B. He is an electrician in a hotel in Gran Vía.

He is a likeable, outgoing, temperamental and very capricious person. His husband helps him keep his feet on the ground, but if it were for him, he would be shopping for unnecessary accessories for his house at IKEA all the time.

His role in the community is to become angry easily, but only at the people he dislikes (the entrepreneur, the cook and the president). He does not like them because they have made offensive comments about him in other meetings. The builder has never known about these things.

He would like to have a lift, he likes the heating they have, he loves video games, he does not like barbecues because he is very fit and wants his husband to be fit too, but he does not want to tell him directly. He likes massages and knows they are good



for his husband. He supports the renovation work because the need money at home.
Passive: Pride: At the beginning of a round of your choice, he will steal 10 points from the neighbour who interrupted him the most in the previous round and will receive them himself (this passive can only be used once during the entire game).

The masseur

The masseur works in the attic and is a home-owner, but does not live in this community. He is nice in general but has a temper. His job gives him much peace and he needs it to get by, as he is a single parent.

His role within the community is rather passive, the problems of the neighbours do not affect him much since he does not live there, but he still would want a lift to make it easier to reach the attic and for the comfort of his clients, he does not have heating but it would be nice for his sessions, he is trying to find a place for himself in social media to promote his business, the smoke of the barbecues gets in through his windows and disturbs the clients.

He does not intend to take out a business licence because it would be more expensive and he finds it difficult to make ends meet.

He gets on well with his neighbours in general, except for the cook. He vapes and thinks it does not negatively affect his health.

Passive: Spa: The masseur gives very good massages. At the end of two different rounds of his choice, he can give 5 points to the neighbour of his choice and earn 7 himself as a reward (this passive can only be used twice during the entire game).

ANNEX 5

FAGERSTRÖM TEST FOR NICOTINE DEPENDENCE

1. How soon after you wake up do you smoke your first cigarette?

- 5 minutes (3)
- 6-30 minutes (2)
- 31-60 minutes (1)
- > 60 minutes (0)

2. Do you find it difficult to refrain from smoking in places where it is forbidden (e.g., in church, at the library, in the cinema)?

- Yes (1)
- No (0)

3. Which cigarette would you hate most to give up?

- The first one in the morning (1)
- Any other (0)

4. How many cigarettes per day do you smoke?

- ≤10 (0)
- 11-20 (1)
- 21-30 (2)
- > 30 (3)

5. Do you smoke more frequently during the first hours after waking than during the rest of the day?

- Yes (1)
- No (0)

6. Do you smoke when you are so ill that you are in bed most of the day?

- Yes (1)
- No (0)

Total score:

- Low dependence: 0-4 points*
- Medium dependence: 5 points*
- High dependence: 6-10 points*



This material has been produced by the Don Bosco Confederation, as part of the 0,0 Passport program within the framework of Health Education, in collaboration with Gema Aonso Diego, graduated in Psychology and master's degree in General Health Psychology from the University of Oviedo, a master's degree in smoking from the University of Cantabria, and currently a doctoral student in the treatment of smoking in people undergoing treatment for other substances.

It has been created as a guiding resource and is therefore open to the contributions and experience of the social agents who are going to use it. We hope the information and dynamics offered are useful to you in your preventive work. We would also like to thank and praise the work and dedication of the young volunteers as promoters of healthy lifestyles.



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