

impact

Informing My Peers About Countering Tobacco

A program to empower and train young adults in tobacco use prevention and advocacy; allowing them to "impact" their community through positive social norm change and by providing education and pro-health messages to younger students.



WHAT'S THIS?

impact: Informing My Peers About Countering Tobacco

A program to empower and train young adults in tobacco use prevention and advocacy; allowing them to “impact” their community through positive social norm change and by providing education and pro-health messages to younger students.

Objectives:

1. Youth participants will develop skills needed to successfully lead tobacco education sessions for younger students, their peers and community members.
2. Youth participants and their adult sponsors will become familiar with the components of and process related to implementing a comprehensive tobacco free school grounds policy.
3. Youth participants will be provided the tools necessary to positively affect community norms.
4. To create a tobacco free generation of youth who will remain actively involved in tobacco use prevention and advocacy.

Outcome:

Upon completion of the training, youth participants will develop an action plan for future implementation as it relates to the mentoring of younger students and/or affecting community norms through policy change.

Key Skill Areas:

- Tobacco Education
- Media Advocacy
- Presentation Skills
- Action Planning
- Tobacco Free School Grounds/Policy

Three Training Levels:

impact offers three training levels for high school participants. First, second and third year teens can participate in impact and gain new skills and knowledge based on their experience. For example, teens participating in the “Having an impact on Your Audience” session will be involved in the following: first year teens – basic presentation skills, second year teens – media/interview skills and third year teens – letter writing techniques/campaigns.

877.602.0368
kstask.org

TASK promotes tobacco free teens by uniting communities to create one strong voice standing against the tobacco industry.



TASK promotes tobacco free teens by uniting communities to create one strong voice standing against the tobacco industry.

kstask.org

WHAT IS TASK?

Initially formed in 1998 as an offshoot of the Tobacco Free Kansas Coalition, TASK has evolved into an independent entity heavily involved with the prevention of Kansas teen tobacco use. TASK assists local groups with becoming established TASK Companies through the distribution of mini-grants, including outreach grants intended to help minority students get involved. Local youth groups work to inform teens of big tobacco manipulation and further the TASK mission of reducing teen tobacco use in Kansas. The driving force behind TASK is the Youth Advisory Board, composed of 40 teens from across Kansas. Every year the Board plans and implements the Smoke-Free Teens Are Rising (STAR) Rallies, the Youth Summit, Supernova Rally, TASK Van Tours and statewide media campaign, all of which are designed to spread the TASK message throughout Kansas.

WHY TASK?

- Tobacco use is the leading cause of preventable death.
- One out of every three Kansas high school smokers feels they need a cigarette every day.
- Eighty-eight percent of all smokers start before age 18.
- Of kids who smoke, 86% smoke the three most heavily advertised brands. The majority of adult smokers don't smoke those brands.
- Tobacco companies spend an estimated \$90.5 million yearly in Kansas to advertise their products.

TASK IS...

Funded by a grant from the American Legacy Foundation. The American Legacy Foundation was formed as a result of the tobacco master settlement with states and seeks to counter the messages youth receive from the tobacco industry.





8:30 am to 9:00 am	Registration
9:00 am to 9:05 am	Welcome
9:05 am to 9:25 am	Getting to Know You
9:25 am to 9:35 am	What's This
9:35 am to 9:55 am	Tobacco Timeline
9:55 am to 10:05 am	Break
10:05 am to 10:30 am	Making an impact Interactive Tobacco Education
10:30 am to 11:00 am	Pam Lafflin Story – “I Can’t Breathe”
11:00 am to 11:50 am	impact the Industry
11:50 am to 12:15 pm	LUNCH
12:15 pm to 12:40 pm	Who's Your Audience
12:40 pm to 1:10 pm	Having an impact on Your Audience
1:10 pm to 1:45 pm	impact Your Community: Tobacco Free School Grounds
1:45 pm to 2:15 pm	Action Planning
2:15 pm	Closing and Dismiss

Table of Contents

What's This 1

Agenda 3

Facilitator Tips 5

Getting to Know You 8

Tobacco Timeline 10

Making an impact 13
Interactive Tobacco Education

Pam Lafflin Story – “I Can’t Breathe” 19

impact the Industry
 Ad Analysis 20
 Tobacco & Movies 24

Who’s Your Audience 30

Having an impact on Your Audience
 1st year breakout 31
 2nd year breakout 32
 3rd year breakout 35

impact Your Community: 38
Tobacco Free School Grounds

Action Planning 42

Skits 45

Website Resources 51



Facilitator Tips

Registration

8:30 am to 9:00 am

Points to remember:

1. Refer to master registration sheet
2. Double check payment status as groups check-in (do they owe anything?)
3. Hand out resource manual (one per school, NOT one per sponsor)
4. Have youth sign up if they wish to get TASK information.

Welcome:

9:00 am to 9:05 am

Points to remember:

1. Introduction of facilitators
2. Have fun, be respectful, be sensitive towards others thoughts and opinions
3. Where are the bathrooms
4. Role as facilitator is to keep everyone on track and accomplishing our goals for the day.

Getting to Know You:

9:05 am to 9:25 am

Points to remember:

1. Break large group into three small groups for the activity.
2. Every site will do the "Train" activity.

What's This

9:25 am to 9:35 am

Points to remember:

1. Review Goal, objective, outcome, key skill areas, training levels and agenda.

Tobacco Timeline

9:35 am to 9:55 am

Points to remember:

1. Make sure masking tape is on the ground before youth even arrive for registration.
2. Adjust your timeline to meet the number of youth. Timeline accommodates 60 youth. Any additional youth will need to partner up.
3. At the end of the activity, review highlighted significant events on directions in facilitator guide.

Facilitator Tips

Making an impact

10:05 am to 10:30 am

Points to remember:

1. Site coordinator will need to set up a “display table.”
2. For smoking machine, a site outside will need to be secured, i.e. parking lot, lawn.
3. Level I – Slime, Tar Jar, Tootsie Roll
Level II – Gasping for Air, Breaking Down Tobacco Spending, PB & Broccoli Level III – Smoking Machine (BB activity as a backup due to weather, if completed with BB activity early they may join the other groups.)
4. Remind groups that activities are in resource packet that will be given to every school.

Pam Lafflin Story

10:30 am to 11:00 am

Points to remember:

1. TV/VCR
2. Review room lightning, meaning know where it is and how to use them to dim during video.
3. Review facilitator guide

Impact the Industry

11:00 am to 11:50 am

Points to remember:

1. For this activity you only break into two groups – (Level I) and (Level II and III combine together).
2. Level I – Be familiar and comfortable with ads to discuss their explicit nature and point out handout on tobacco prevention in Kansas and the toll. Have youth connect the facts that big tobacco is spending more on advertising in Kansas than is spent on tobacco prevention.
3. Level II & III – Need Smokescreeners tape and paper and markers for palm cards.

Who’s your audience

12:15 pm to 12:40 pm

Points to remember:

1. Need marker and paper
2. Groups are encouraged to draw more than one picture as they may represent more than one school.

Facilitator Tips

Having an impact on your audience

12:40 pm to 1:10 pm

Points to remember:

Level I

1. Make sure flip chart is ready with list.
2. “Stage Fright” activity is supposed to be completed by participants silently and in their “head.”
3. Have talking points for “Presentation Tips” activity written on flip chart, see example in storage bin. This will allow facilitator to move through the discussion with ease during the activity
4. Nursery Rhyme cards will need to be handed out as they cannot be placed underneath chairs.

Level II

1. Need TV/VCR and TASK interview tape
2. Put “The lucky 13 interview tips on a flip chart” to aid facilitator in leading discussion.

Level III

1. Divide the small groups evenly according to the number of participants.

impact Your Community: TF School Grounds

1:10 pm to 1:45 pm

Points to remember:

1. Divide into 6 groups and hand out discussion questions.
2. When the facilitator is setting the scenario for the activity they will NOT address each group separately, but will address the whole group. Something the facilitator might say is, “We are all part of one coalition working on tobacco free school grounds and your goal is a comprehensive policy, we have broken you into groups based on the process of achieving that goal and now want you to brainstorm based on your discussion questions.”
3. End with review of abstract and questions.

Action Planning

1:45 pm to 2:15 pm

Points to remember:

1. School groups will need to get back together.
2. Review action plan guides (presentation vs. advocacy)
3. Distribute copies of action plans to groups.
4. Collect action plans and let schools know you will mail them back.

Prior to dismissing, distribute and collect evaluations. If a group indicates they are leaving early – make sure they complete evaluations.

Pack up and go home!

Getting to Know You 9:05 - 9:25

Purpose: To engage participants both in their surroundings and with each other.

Use the following activities to help “break the ice” in your local community during meetings.

Train

- Assign the participants into three groups by having them count off with the words “DO, NOT, and SMOKE”. If needed, the three larger groups can be broken down into smaller groups of 15 participants.
- Have the participants arrange themselves into a circle with chairs. All participants should be sitting down in the chairs.
- Ask one participant to remove his/her chair from the circle and have him/her come to the center of the circle and be the leader to begin the game.
- The leader is to make a statement about himself/herself, regarding something he/she is wearing, he/she has done in the past, etc.
- All seated participants who can agree with the leader’s statement must get up and move to a new chair.
- Participants move at least two chairs away from where they’re currently seated and the leader will also be searching for a chair.
- Whoever does not have a chair to sit in, must go to the center of the circle to be the new leader.

Some examples of statements might be:

- “I am wearing tennis shoes.”
- “I have ridden a bike.”
- “I am 15 years old.”
- “I have been to Worlds of Fun.”

Balloons Aloft

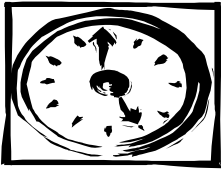
- Have the group stay in the 3 groups previously assigned.
- Give 6 balloons to each group, asking participants on each group to blow them up and tie them off.
- With each group standing in a circle, ask them to keep the balloon aloft (or in the air) for ten seconds using each of these “G-rated” body parts:
 - *Left hand
 - *Right thumb
 - *Elbow
 - *Head
 - *Feet
 - *Breath

M & M Game

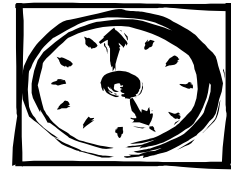
- Divide the participants into their school teams.
- Each school team will be given a bag of M & Ms.
- Tell the participants to take as many as they would like, but not to eat any of them. A word of caution may be offered that they should not take too many.
- After all participants have taken M & Ms, they will be instructed to share one thing about themselves for each M & M they selected.
- One participant should begin, and all team members should listen quietly to whoever is sharing.
- After all participants have shared, they are free to eat the M & Ms.

Some examples of what participants may want to share are:

- *Age
- *Favorite food
- *Pets
- *Free time activities
- *Favorite CD
- *Favorite movie
- *Number of family members
- *Vacation Plans
- *Favorite book
- *Etc.



Tobacco Timeline 9:35 - 9:55



Purpose: To understand tobacco's historical, political and economic role in the U.S.

Materials Needed: directions, date and event cards, masking tape

Directions: Ask the group if anyone has heard someone say: *"If smoking is so bad for you, why is it still legal? What do you think?"* Let the group suggest some reasons quickly.

Explain that one answer to that question is tied to the fact that tobacco goes back many centuries, even before America was discovered. To demonstrate we are going to play a game to see how much you know about the history of tobacco.

Divide the teens into two groups. One team will get the events; the other team will get the dates. Have the dates line up in chronological order along a line of masking tape on the floor. Then the groups will try to match the events with the dates. The facilitator may give the answers to a few dates to get the group process started.

Following activity time – Review correct dates and events with youth. Highlight the following events as significant in tobacco history – 1955 (Marlboro Man is still around today!), 1964, 1985, 1998/MSA (highlight Kansas receives \$500,000 a year for tobacco prevention) and 2002/Excise Tax. **Facilitator needs to highlight 1985. Facilitator can state smokefree advocacy and smokefree restaurants has been a national trend since 1985. Aspen, CO was the first to ban smoking in restaurants.**

Points to Remember:

- When everyone is on a team, have each member draw an event or date from the envelope. Make sure everyone has a piece of paper with the date or event.
- Adjust your timeline to meet the number of youth present. Timeline accommodates 60 youth. Any additional youth will need to partner up.
- Tell them they will have 7 minutes to find their mate – the person holding the date that goes with their event. Signal when it's time to start.
- At the end of 7 minutes, signal its time to stop.
- Read off the events with the dates in the order they should appear.

Tobacco Timeline

100-700 AD	Mayans used tobacco for religious and ceremonial purposes.
1492	The Native Americans introduce Columbus to tobacco.
1614	King James I of England issued <i>A Counterblaste to Tobacco</i> , calling smoking “a custom loathsome to the eye, hateful to the nose, harmful to the brain, dangerous to the lungs.”
1769	Pierre Lorillard established a plant in New York City for processing tobacco, which became the first tobacco company in the colonies.
1794	The U.S. Congress passed its first tobacco tax; it applied only to snuff
1889	A Kansas bill was passed making it illegal for anyone to “sell, give or furnish any cigar, cigarette or tobacco in any form, opium or any narcotic form, to any minor under sixteen years of age.”
1890	Anti-cigarette leagues were organized in the American heartland.
1903	“Slobbering” bill was enacted in Kansas which prohibited anyone from “spitting” tobacco products on the floors, walls, or carpets of any building used for church, school, or other public places.
1908	Sale of cigarettes was banned by 11 states because it was a “rude habit.”
1917	Smoking becomes a national pastime.
1938	Dr. Raymond Pearl of Johns Hopkins University reports that smokers do not live as long as non-smokers.
1941-45	Free cigarettes are given to U.S. soldiers during World War II. Cigarette consumption rises.
1947	Lucky Strikes began sponsoring televised college football games.
1955	The Marlboro Man first appeared in ads.
1964	The first Surgeon General's report linking cigarettes with lung cancer is released. The number of smokers starts to drop.
1965	The first warning label “Caution: Cigarette Smoking May Be Hazardous to Your Health” appears on all cigarette packs.
1971	Cigarette advertising is banned on radio and television.

Tobacco Timeline

- 1979 Cigarettes were the most advertised product in women's magazines.
- 1985 Aspen, Colorado, became the first city to ban smoking in restaurants.
- 1988 R.J. Reynolds Tobacco Company launched its "Old Joe" ad campaign featuring a "smooth character" cartoon camel.
- 1991 Researchers found that Camel cigarette's cartoon camel was as familiar to six-year-olds as Mickey Mouse.
- 1992 The Synar Amendment required states to enact laws prohibiting the sales of cigarettes to children under 18 years.
- 1993 The White House and U.S. Postal Service went smoke free.
- 1994 On April 14, in a widely televised broadcast, seven executives of the largest tobacco companies testified they did not believe cigarettes and nicotine are addictive.
- 1995 For the first time in American history, the President of the United States (Bill Clinton) proposes regulations to significantly reduce the number of children and adolescents who become addicted to nicotine.
- 1998 Master Settlement Agreement between Attorney's General and the Tobacco Industry is reached to halt the marketing of tobacco products to children. Kansas's share of the settlement amounted to \$1.5 billion.
- 1998 TASK is established.
- 2002 Cigarette excise tax increase in Kansas of \$0.55 (from \$0.24 to \$0.79).
- 2002 Phillip Morris changed its name to Altria
- 2003 Marlboro announces it will no longer sponsor NASCAR

Making an *impact*
Interactive Tobacco Education
10:05 - 10:30

Purpose: To provide hands-on examples for participants to understand the impact of tobacco use on people's health, the environment and financial issues. Participants will be able to replicate activities and use them as part of their own tobacco use prevention presentations.

Directions: Divide the participants into three groups based on their years of experience in tobacco use prevention. The three groups will participate in the following activities based on their experience:

- Year One: Tootsie Roll Activity, Tar Jar Activity, Slime Activity
- Year Two: Peanut Butter and Broccoli Activity, Gasping for Air Activity, Three Pots Activity
- Year Three: Smoking Machine Activity
BB Activity (backup plan for inclement weather)

BB Activity

Materials Needed:

- Metal coffee can or bowl
- 3 paper/plastic cups
- 1310 BB's (divided into the following amounts: 10, 100, and 1200)

Before the Activity:

Write the following statements on each of the paper/plastic cups and put the corresponding number of BB's into each cup:

1. 10 people die each day in the US from illegal drug use
2. 100 people die each day in the US from alcohol use
3. 1,200 people die each day in the US from tobacco use

Activity:

- Ask all participants to close their eyes and sit quietly.
- Pour the first cup of BB's into the metal can or bowl.
- Recite the first statement that is written on the cup.
- Pour the second cup of BB's into the metal can or bowl.
- Recite the second statement that is written on the cup.
- Finally, pour the third cup of BB's into the metal can or bowl and recite the third statement.
- WAIT APPROXIMATELY 20 SECONDS BEFORE ASKING THEM TO OPEN THEIR EYES.

Peanut Butter and Broccoli Activity

Materials Needed:

- Small head of fresh broccoli
- Creamy peanut butter
- Plastic spoons



Activity:

- Break off a few pieces of broccoli and pass them around to the participants. Do not use all of the broccoli.
- Ask the participants to look closely at the broccoli and notice how the surface is wiggly, like cilia in the lungs and respiratory system.
- With the plastic spoon, spread peanut butter on the surface of the remaining broccoli and discuss how it covers and coats the surface, restricting movement. This is similar to tar's effect on cilia in the lungs.
- Next, ask one volunteer to come forward.
- Have the participant take a spoonful of peanut butter and place it on the roof of their mouth.
- Instruct the volunteer to NOT swallow the peanut butter.
- Then, ask them to recite "Mary Had a Little Lamb" or sing a song.
- After they have spoken or sang, allow them to swallow the peanut butter. Begin a discussion of how difficult it was to sing or speak with the peanut butter, and how smoking cigarettes makes it difficult for the cilia and the lungs to work correctly.

Smoking Machine Activity

Materials Needed:

- 2 cotton balls
- 1 squeeze bottle (make sure a cigarette will fit into the opening. You may have to trim off the tip of the bottle for the cigarette to fit)
- 1 two-liter plastic soft drink bottle and cap
- masking tape
- paper clip
- 1 piece of clean, white paper
- 1 pack of matches or a lighter
- 1 or 2 filter-tip cigarettes (use a name brand, such as Marlboro)

Activity:

- Ask the participants to all go outside for a demonstration.
- Remove the top of the squeeze bottle.
- Take two cotton balls and have several participants examine them closely. Have the participants describe the cotton balls' properties, especially their color and texture.
- Ask the group to select one of the cotton balls for the demonstration
- Open up a small paper clip.
- Unroll the cotton ball and wrap it around the paper clip. Snap the cotton ball wrapped paper clip into the lid of the squeeze bottle.
- Insert a cigarette into the nozzle of the squeeze bottle
- Screw the lid onto the squeeze bottle.
- Light the cigarette by squeezing the bottle several times.
- Carefully insert the cigarette into the two-liter soft drink bottle, being careful not to let the lit cigarette touch the bottle.
- Tape the bottles together as securely as possible.
- Continue to "smoke" the cigarette by squeezing the smaller bottle. As the larger bottle fills with smoke, explain that it's about the size of an adult human's lung. Continue until the cigarette has burned down to the filter.
- Carefully dismantle the machine.
- Losing as little smoke as possible, quickly screw the cap on the large bottle and stand it upright.
- Remove the cotton ball and put it on the clean piece of white paper with the "unsmoked" cotton ball.
- Have the participants inspect the two cotton balls carefully. Ask them to compare the appearance of the "smoked" and clean cotton balls.
- Ask the group what they think is on the smoked cotton ball. When tar is mentioned, discuss what this implies about the effectiveness of the cigarette's filter.
- Ask the group where the substance on the cotton ball would have gone if someone actually smoked the cigarette (mouth, throat, lungs).
- Explain that the bronchial tubes are lined with cilia, very tiny hairs that make a wave-like motion in the lungs. This motion carries mucus up and out into the throat where it's either coughed up or swallowed. The mucus catches much of the dust, germs, and unwanted matter from the air before it enters the alveoli. Alveoli are the small sacs where the air we breathe enters the bloodstream and is carried to all parts of the body.
- Tar stops the cilia from moving.
- Emphasize that cigarette tar is very similar to the tar on the roofs, both are dark, sticky, and goeey, and neither will wash off of your fingers easily. Because we obviously can't wash our lungs, once tar gets in them, it stays there for a very long time! Make sure that the tar begins to build up in the lungs the first time a cigarette is smoked.
- Ask the group to examine the smoke-filled bottle. Remind them that the bottle is about the same size of an adult human's lung. Ask what we can expect smoking to do to a human lung.
- Ask the group what they know about the smoke that leaves the burning end of the cigarette without going through the filter. This is the smoke that others near the cigarette breathe, called secondhand smoke or environmental tobacco smoke.
- Review the general findings of the smoking machine demonstration and what they have learned.

Gasping for Air Activity

Materials Needed:

- A drinking straw for each participant

Activity:

- Before the activity, please ask students who have asthma to refrain from participating.
- Explain that this activity demonstrates the effects of smoking on breathing capacity and if any participant has difficulty breathing, they should stop the activity at any time.
- Provide each participant with a straw.
- Ask the participant to pinch their nostrils closed so that they cannot inhale or exhale through their nose.
- Ask each student to place the drinking straw in their mouth.
- Each participant is to keep their nostrils pinched closed while inhaling and exhaling only through the straw.
- Participants are to breath through only the drinking straw for one minute.
- Discuss how the participants feel while breathing through the straw, and how this activity mimics the effects of emphysema.
- Some participants may also be asked to jog in place for 30 seconds to demonstrate the inability for physical activity of any kind.

Tar Jar Activity

Materials Needed:

- 1 qt. Jar
- Dark Molasses

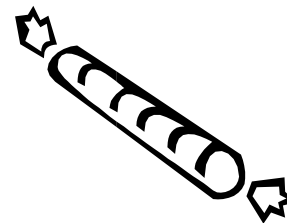
Activity:

- Pour Molasses into jar
- Discuss with participants how the amount of “tar” in the jar represents the amount of tar inhaled by a one pack-per-day smoker over a year.

Tootsie Roll Activity

Materials Needed:

- Tootsie Rolls for each participant
- Plastic or paper cups to “spit” into



Activity:

- Each participant places a Tootsie Roll in their mouth.
- Without swallowing, each participant must spit into the provided cup.
- Each participant should be allowed to chew the Tootsie Roll for at least 30 seconds.
- Discuss with participants how much saliva is produced while chewing tobacco, and how difficult it is to refrain from swallowing the “tobacco juice” while chewing tobacco.

Slime Activity

Materials Need:

- 2 cups of water
- 1 envelope of plain gelatin
- 2 cups of sugar
- 4 Rennett Tablets (used to make ice cream)

Activity:

- Boil the water and then mix in all the other stuff really well. Cool.
- Put in a jar and seal well.
- Refrigerate or leave in room temperature for a grosser and more realistic specimen.
- Discuss with participants the amount of phlegm a person with emphysema usually coughs up in one day.

**Insert Pot
Activity Here**

See Attachment

Pam Lafflin Story - "I Can't Breathe"
10:30 - 11:00

The video you are about to watch, "I Can't Breathe", is a story about Pam Lafflin. Pam Lafflin is a 31-year-old mother of two young girls who died from emphysema. In this program, Pam tells why she started smoking and what it was like to learn she had emphysema, a smoking related disease which there is no cure. Despite her debilitating illness, Pam was committed to sharing her story so others might learn from her.

Questions to ask following the video (they lead into ad analysis activity).

1. Do you remember Pam discussing her connection to Sandy in the movie Grease? Why do you think tobacco ads always feature young, vigorous, healthy people? (The reality is that smoking is causing damage to our health!)
2. How do you feel about the amount of money tobacco companies have spent on promoting cigarettes? (In 2000, the tobacco industry spent \$9.6 billion on advertising and promotion of their products, an average of \$26.3 million a day)

While at lunch think and discuss amongst yourselves how you feel about the messages conveyed by the tobacco industry in its cigarette advertising.

impact the Industry
Ad Analysis
11:00 - 11:50
1st year participants

Purpose: To expose the images and myths used to promote tobacco products.

Materials Needed: newsprint, markers

Directions:

5 to 10 minutes – Discussion Section

- What is advertising?
- What is the purpose of advertising?
- What does advertising do?
- Ask for some examples of ads or special promotions they remember.
- Is advertising always truthful?
- Can the group name magazines they read that have tobacco advertising? (Have youth draw the connection that the tobacco industry is no longer supposed to be marketing to them yet they can all name magazines that they read!)
- The goal of the discussion is to get the group to understand that advertising appeals to our emotions as well as our intellect.
- Ask the group if they know how much the tobacco industry spends annually in Kansas and nationally on advertising – 106.4 million/Kansas, 9.4 billion/nationally.
- Explain that today they will find out for themselves just how tobacco advertising works.

30 minutes – Ad Analysis

- Have the group split into small groups (4 to 6 per group, have smaller groups if you have a smaller number of total participants such as 3 to 4).
- Split ads between groups.
- Give each group a set of discussion questions to prompt ad analysis.
- Each group will review all ads and pick one(s) they feel would be more persuasive.
- Using the ideas from the persuasive ads, groups should produce a counter ad(s) with new warning label.
- Remind groups of time limit
- Have each group select a recorder, facilitator, illustrator, timekeeper, presenter, etc.
- Hand out newsprint and markers.

Facilitator should float around room to answer questions and monitor progress.

10 to 15 minutes

- Each team will have two minutes to explain why the tobacco ad they picked was so persuasive and review their ad analysis; show their counter ad(s) and share their new warning label.

Questions for Ads

1. Who do you think this ad would appeal to?
2. What do you think is the story being told in the ad?
3. What does the picture have to do with tobacco?
4. Where are the tobacco products in the picture?
5. Why do you think the ad does not show the models smoking?
6. What image do the models project?
7. In some of the ads, there are no people. What do you think this means?
8. What statement are the tobacco companies trying to make? What do the ads want you to feel? To think?
9. Do you think smoking the advertised cigarette or using the spit tobacco will make you confident, sexy, adventurous, glamorous, slim, successful, handsome, fun, athletic or macho?
10. How does the slogan fit with the picture? With cigarettes or spit tobacco?
11. What words are used to describe the product? Do you think they are a true reflection of the product? Is there a health message?
12. What methods are the ads using to persuade you to use their product? For example, humor, scientific information, association, repetition (such as a catchy slogan), etc.
13. What does the warning label say?

Tobacco Prevention in Kansas

	2003	2002
Spending on Tobacco Prevention	\$0.50 million	\$0.50 million
% of CDC Recommendation	2.76%	2.76%
Rank Among States (1-51)	45	44

Tobacco Generated Revenue (2003) \$201 million
CDC Recommended Spending on Tobacco Prevention (2003) \$18.10 million
**Master Settlement Agreement Funds
Allocated to Tobacco Prevention (2003)** \$.50 million

Summary: The U.S. Centers for Disease Control and Prevention (CDC) recommends that Kansas spend between \$18.1 million and \$44.7 million a year to have an effective, comprehensive tobacco prevention program. Kansas currently allocates \$500,000 a year for tobacco prevention. This is 2.8% of the CDC's minimum recommendation and ranks Kansas 45th among the states in the funding of tobacco prevention programs.

Current Status: Kansas' tobacco settlement funds are governed by a law first enacted in 1998 and then expanded in 1999 by the Legislature and Governor Bill Graves (R) that directs all the state's tobacco settlement payments, after the first \$70 million, to a trust fund – the Kansas Endowment for Youth Fund (KEY Fund) – to support youth programs. The FY2003 budget approved by the Legislature and signed by Governor Graves funds tobacco prevention at \$500,000, the same level as FY2002. This money is used to fund a comprehensive model program in one Kansas community – Salina.

Kansas is spending minimal amounts on tobacco prevention despite the fact that the state is receiving more tobacco-generated revenue than ever before as a result of 55-cent cigarette tax increase, to 79 cents a pack, approved in 2002. The cigarette tax increase is expected to generate roughly \$98 million a year in additional revenue.

Background: In FY2001, the first \$70 million of the state's tobacco settlement funds were folded into the state's general fund to cover budget shortfalls. In FY2002, another \$20 million was transferred to the general fund.

All payments after the first \$70 million were then deposited into the KEY Fund. The laws which created and expanded the KEY Fund designated the available money each year be spent on various youth programs including children's health insurance and services, tobacco prevention, juvenile justice and alcohol and drug programs. The 1999 law also created the Kansas Children's Cabinet, a board consisting of appointees by the Governor and the Legislature, responsible for recommendations on how to spend the settlement funds in the endowment. The Legislature is responsible for appropriating the money available from the KEY funds, based on the Children's Cabinet recommendations.

Kansas Tobacco TOLL CLOCK

Today's Date:
SEPTEMBER
2003

High school students who smoke 2 | 1 | %

Male high school students who use smokeless or spit tobacco 1 | 5 | %

Kids (under 18) who become new daily smokers each year 6 | 7 | 0 | 0

Kids exposed to secondhand smoke at home 1 | 6 | 1 | 0 | 0 | 0

Packs of cigarettes bought or smoked by kids each year 8 | 6 MILLION

Annual tobacco industry marketing expenditures in KS 1 | 0 | 6 MILLION

Annual health care costs in Kansas directly caused by smoking
\$724 million

Portion covered by the state Medicaid program
\$153 million

Residents' state & federal tax burden from
smoking-caused government expenditures
\$487 per household

Smoking-caused productivity losses in Kansas
\$741 million



Visit www.kstask.org for current Kansas Tobacco toll Clock information.

impact the Industry
Tobacco & Movies
11:00 - 11:50
2nd & 3rd year participants

Purpose: To expose the behind the scenes deals that get tobacco products on the big screen and strategize on what local organizations can do to spread the real truth about movies & big tobacco.

Materials Needed: TV/VCR, Smokescreeners tape, markers, paper

Directions:

5 minutes-Discussion Section

- Begin the discussion about their favorite movies and movie stars. Ask what movies they have seen lately and if any of the characters smoked. If so, what were their characters like?
- *“Brad Pitt, Jennifer Lopez, Julia Roberts, Colin Farrell and even Reese Witherspoon have all smoked in films. Why is it that celebs who are totally into being fit and healthy in their personal lives show up smoking on screen? This goal of this breakout is for you to think about the different ways the tobacco industry has used Hollywood to manipulate you and your friends and stuff you can do to raise awareness about their manipulative tactics. The goal of this breakout will not be to make movies seem like a bad thing. We all love movies.”*

10 minutes-1st part of Smokescreeners tape

- Play the first part of the Smokescreeners tape. Discuss the tape.
(The problem: Big tobacco promised the Attorney Generals in the Master Settlement Agreement that they would stop product placement in 1998. 80% of PG 13 movies included smoking before the agreement. 80% of PG 13 movies included smoking after the agreement.)

5 minutes-2nd part of Smokescreeners tape

- Raise the discussion that it is not always the actor’s fault and that directors and writers have a big role. Play the third part of the Smokescreener’s tape and discuss.

5 minutes-What can we do?

- Begin the discussion of what they can do. Topics for discussion include:
 - Write letters to filmmakers, producers, directors, actors, etc. asking for realistic and responsible portrayals of smoking in future movies.
 - Write letters to local movies theatres asking them to run a free or discounted movie slide before G, PG and PG-13 movies. Studies show that when teens are shown tobacco awareness messages before films they are less likely to think that smoking in the film is cool.
 - Create a movie review column for your local high school newspaper. Create a rating system for the amount of smoking in the movies.

25 minutes-Palm Cards Activity

- Introduce the idea of palm cards. Explain what they are, how they can do them locally and their impact. Use the following handouts as guide for your discussion. (5 minutes)
- Divide the large group into small groups. Each group should create palm cards and present their cards to the large group. The small groups can use the following fact sheets for ideas. (10 minutes to prepare the cards and 10 minutes to present)

impact the Industry
Tobacco & Movies
11:00 - 11:50
2nd & 3rd year participants

You and your friends decide to rent a video on a Friday night. You get home and open it and find a little slip of paper with a warning about tobacco use in the movie. Now, you and your friends will look for and recognize the truth that big tobacco doesn't want you to know. Want to have the same impact on others? Here's how you do it....

Step 1: Get Approval

Make a list of all of your local video rental stores and give them a call or a visit. Ask to speak to the store manager and tell him/her that you need their help. Explain that you would like to place palm cards inside movie cases for certain movies. You will have to identify the movies prior to the discussion. Tell them that these movies contain a lot of tobacco use and that you want to warn people about this. Show them a sample of what you will be placing inside the movie cases.

Step 2: Create Palm Cards

Once you have approval it's time to create the palm cards. Consider your message and goal of this campaign. Remember, less is sometimes more.

Step 3. Gather Some Friends and Info

With the approval of the video rental stores you can now recruit some people and head to the stores. Make sure you have enough palm cards to stick in the video cases. Send about three people to every video store. If you did not receive approval from the store manager, don't give up. Ask them if you could get permission to distribute the palm cards in front of their store instead.

Step 4. Follow Up

Those palms cards aren't going to just multiply by themselves. Make sure you go to the video store at least twice a week to replace cards that have been taken.

Examples of Palm Cards

“Film is better than any commercial that has been run on television or in any magazine because the audience is totally unaware of any sponsor involvement.”

*Robert Richards, President of Productions, Inc.
(a movie and television company) in 1972.*

front of card

back of card

Tobacco kills 1200 people a day.

**Give that some thoughts as
you’re watching this movie.**

Brought to you by TASK. Visit us at www.kstask.org.

**Hollywood’s
glam is
just a sham.....**

front of card

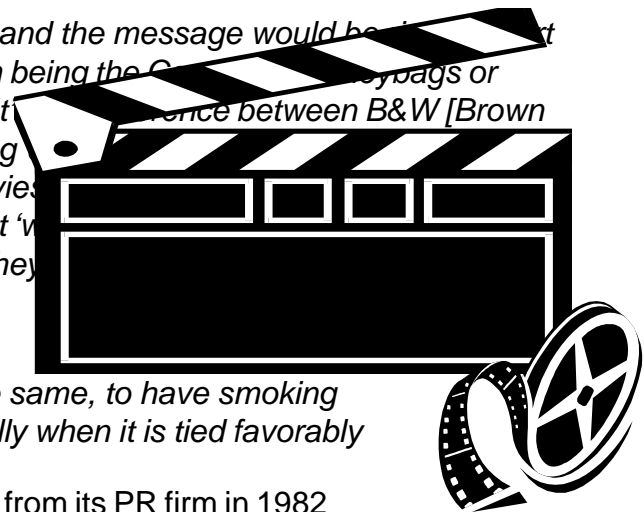
back of card

Warning: This movie contains tobacco propaganda. Don’t let the tobacco industry influence what you know. The tobacco industry is known for their manipulative ways. Featuring their products in films is just another way for them to tap into teen audiences and influence us to smoke.

Brought to you by TASK. Visit us at www.kstask.org.

- Studies show that the tobacco brands featured most in top-grossing films are also the most heavily-advertised in other media.
 - Marlboro, Phillip Morris's #1 brand, has been featured in at least 28 of Hollywood's top-grossing movies in the past ten years.
- From 1988-1997, 85% of the top 25 box office Hollywood films dramatized the use of tobacco, the highest rate in half a century. A third of the films rated for adolescents – and one in five children's movies rated G or PG – showed cigarette brand logos.
- By 2003, "only" 7 out of 10 films still dramatized tobacco, but the rate of tobacco use in teen-rated PG-13 movies increased to 82% (more than the 76% in R rated movies).
- Insider documents reveal that both Brown and Williamson and RJ Reynolds have worried that Philip Morris does a better job of getting its brands into the movies.
- One RJ Reynolds marketing analyst outlined why smoking in the movies is so important to the tobacco industry:

"The medium is the message, and the message would be lost if it were not part of the show. How different from being the G.I. Joe, Marlboro, or Camel cigarettes or pushing samples in the lobby. It's the difference between B&W [Brown and Williamson Tobacco] doing it and Marlboro turning up in the movies. The 'answer,' they just know. Not 'what that video — can I try one?' If they buy it. Like magic."



- "Our primary objective will remain the same, to have smoking featured in a prominent way, especially when it is tied favorably with celebrities."
Letter written to President of RJR from its PR firm in 1982
 - "For a monthly fee, Rogers and Cowman will arrange to obtain placement of RJR products, packages and advertising in films through smoking scenes in which actors are shown smoking...Film placement of RJR brands will create favorable imagery and presence as advertising restrictions intensify."
A 1990 agreement between RJR International and its PR firm.
 - "Film is better than any commercial that has been run on television or in any magazine, because the audience is totally unaware of any sponsor involvement."
Robert Richards, President of Productions, Inc.
(a movie and television company) in 1972.



Hollywood News

Information gathered from <http://www.saclung.org/thumbs>



Celebrities who have made anti-tobacco statements.....

Celebrity	Occupation
Boyz II Men	Musicians
Richard Marx	Musician
Leslie Nuchow	Musician SLAM!
Tyra Banks	Model
Christy Turlington	Model
Alicia Silverstone	Actress
Garth Brooks	Musician
'NSYNC	Musicians
Jackie Chan	Actor
Pierce Bronson	Actor
Montall Jordan	Musician
Natalie Portman	Actress
Tobey Maguire	Actor
Esai Morales	Actor
Jeremey London	Actor/Director

Celebrities caught smoking on screen.....

Celebrity	Movie Production
Glenn Close	102 Dalmatians
Drew Barrymore	Charlie's Angels
Jim Carrey	Me, Myself, and Irene
Eddie Murphy	Nutty Professor
Mel Gibson	What Women Want
Monica Potter	Along Came a Sipder
Don Cheadle	Traffic
Hugh Jackman	X-Men
Anthony Hopkins	Hannibal
Russell Crow	A Beautiful Mind

Celebrities killed by tobacco...

The following is a list of prominent celebrities that were heavy smokers and have died from smoking related illnesses.

Celebrity	Cause of Death
Nat "King" Cole, Musician	Lung Cancer
Michael Landon, Actor	Pancreatic Cancer (4 packs a day)
Bob Marley, Musician	Lung Cancer
Humpherey Bogart, Actor	Throat and Esophagus Cancer
R.J. Reynolds, Owner, R.J. Reynolds Tobacco Co.	Emphysema
R.J. Reynolds III, Heir R.J. Reynolds Tobacco Co.	Emphysema
Sammey Davis, Jr., Dancer	Throat Cancer
Ed Sullivan, Entertainer	Lung Cancer
Lucille Ball, I Love Lucy	Heart Disease
Dezi Arnez, I Love Lucy	Lung Cancer
King George VI	Lung Cancer
Jerry Garcia, Musician	Heart Disease
Babe Ruth, Baseball Player	Throat Canter
David Mclean, Marlboro Man	Lung Cancer
John Wayne, Actor	Lung Cancer, survived bypass surgery, died with gastric cancer

Courtesy of the Entertainment Industry Council's Tobacco in the Media Project and "Cigarette Hall of Fame," a report by the Roswell Park Memorial Institute.

Who's Your Audience? 12:15 - 12:40

Purpose: This activity is designed to help participants understand the audience that they will be presenting to school board or younger students; including their age, characteristics and comprehension level. Participants will also learn how to be the most effective in delivering tobacco prevention messages.

Materials Needed: flip chart paper, markers

Directions:

- Divide participants into five groups by having each participant say one word in the phrase “No thanks, I don’t smoke”. Then, all participants who have said “No” become one group, all participants who said “thanks” become one group, etc.
- Give each group a piece of flip chart paper and markers.
- Explain the reasons for the activity are to learn about the students and/or school board members that they will be presenting to and how to best tailor the tobacco prevention messages to their audience, keeping in mind their audience’s age, and message they wish to convey, etc.
- To best reach their audience, they need to know as much about them as they can. The “No, Thanks and I” groups are to develop a poster depicting a typical elementary student or whatever age the participants will be presenting to. The “Don’t, Smoke” groups are to develop a poster depicting their local school board members.
- Before the participants begin drawing their posters, ask each group to generate ideas by answering these questions among themselves:
 - No, Thanks and I Groups
 - *How do kids this age dress?
 - *What do they talk about?
 - *What activities are they involved in?
 - *How do they learn best?
 - *What is most important to them?
 - Don’t Smoke Groups
 - *Are the school board meetings formal/informal?
 - *What type of diversity is on the board (gender, age, occupation)?
 - *What do they talk about?
 - *What is important to them?
- Give the participants a total of 10 minutes to discuss these questions and develop a poster. The poster can be realistic or abstract, it can show one or many elementary students and/or school board members, it can have words and pictures to best identify items. Encourage participants to be creative and include as many positive characteristics as possible.
- When the posters are finished, have each group take one minute to present their poster to the entire group, explaining what they think their audience will be like and how will they best reach their audience with tobacco prevention messages.
- Some questions to ask the groups include:
 - *What are some common themes in all of the posters?
 - *What things should presenters keep in mind when teaching tobacco prevention messages to younger students and/or presenting to a school board?
 - *What types of things are important to elementary students and how can these be incorporated to better emphasize the importance of remaining tobacco free?

Having an *impact* on Your Audience
12:40 - 1:10 1st year participants

Purpose: To help participants become more comfortable presenting to a large group and to better understand basic presentation skills.

Materials Needed: easle, flip chart, markers, nursery rhyme cards

Directions:

Prior to breakout:

- 1) Have the greatest fears among Americans written on flipchart, but hidden.
*Greatest fears among Americans... (From the Book of Lists) 1. Speaking before a group
2. Heights 3. Insects and bugs 4. Financial problems 5. Deep water 6. Sickness 7. Death*
- 2) Organize chairs so that they are in groups of two and supplies are underneath the chairs.

Breakout instructions:

8 minutes - Introduction

- When participants arrive, have them separate into partners and adjust their seats so that they are facing each other. Participants can sit on the ground if they like.
- Welcome the participants. Ask the participants what they think the top seven fears among Americans are. Go over the list on the flip chart.
- Go over agenda for the breakout.

10 minutes - Stage fright

- "All of us can get a little stage fright from time to time. We must remember to get psyched before a presentation! You have something to say that others need to hear or you wouldn't be the one speaking! Visualize success. Your audience is there to hear your message. Relax and deliver that message, instead of focusing on yourself.

The following exercises will help you overcome your fears and deliver a memorable speech. Everybody should close their eyes and, without moving,...."

- Fill as much space as you can horizontally. Make yourself as wide as possible. Stretch as far as you can from side to side.
- Fill as little space as you can horizontally. Make yourself as narrow as possible. Do not increase your height.
- Fill as much space as you can vertically. Make yourself as tall as possible. Stretch upward as far as you can.
- Without stooping or bending, fill as little vertical space as you can. Make yourself as short as possible.

10 minutes - Presentation Tips & Activity

- "Now let's talk about ways you can prepare for your presentations. The presenter's creed is to tell them what you are going to tell them, tell them, and tell them what you told them. This means that in the beginning of the presentation, tell them what you are there to talk about, tell them and then offer a summary at the end of the presentation. I have done the same thing today by telling you what exactly we were going to talk about, talking about those things and then we'll review everything at the end of the breakout." "Remember to keep it short and simple. People usually only remember things in sets of three so try to narrow your presentation to 3 major points."
"An important thing to remember when giving a speech is the emphasis you put on certain words. This is inflection. To demonstrate we are going to do a little activity." You may want to do a practice one first.
 - Look underneath your chairs for a nursery rhyme. Read the nursery rhyme to your partner in the mood that is stated. Your partner should try to guess the mood. Switch cards with a different set of partners if time allows.

2 minutes - Sum up what you went over.

Having an **impact** on Your Audience
Media Messages 12:40 to 1:10
2nd Year Participants

Purpose: To sharpen participants media interview skills.

Materials Needed: TV/VCR, TASK interview video tape

Directions:

3 minutes - Introduction

- Start the discussion about media interviews. Ask if they have ever been interviewed and how it went. Talk about what they could of done to make their interview better. Explain that TASK recently went through a media training and a few members were interviewed. Today you will be critiquing those interviews.

15 minutes - Watch Tape

- Watch the tape and after each one discuss some of the things the interviewee could have done better. Here are some helpful tips.

Paige:

- She does not have good eye contact.
- She keeps a mysterious look on her face throughout the interview.
- She could not effectively communicate the goal of TASK. The correct response would have been, *"TASK promotes tobacco free teens by uniting communities to create one strong voice standing against the tobacco industry."*
- She tries to talk about the budget but doesn't really specifically know where money is being spent. A good point to remember is to not stray from your area of expertise. Don't be afraid to say "I don't know." Acknowledge that you do not know the answer but will get back to them as soon as possible.
- When she is asked a hard question, she has a confused look on her face.
- She does list the Web site link.

Laura:

- She is playing with her hands. Actions can account for up to 75% of the message so make sure your actions coorelate with the message.
- At first, the interviewer discusses football and tries to get friendly with Laura and then immediately goes to hard questions. This is a common practice to get you to relax more. Then the interviewer can hit you with hard questions and catch you off guard. It is important to be relaxed but not too relaxed.
- She says that TASK stands for Teens Against Smoking in Kansas. This is incorrect. It is always important to know the facts.
- She could not effectively communicate the goal of TASK.
- TASK works to inform teens in Kansas about the tobacco industry's manipulative marketing tactics and does not really focus on the health effects tobacco use. Laura stresses the health effects instead of big tobacco's marketing practices.
- The interviewer asked a question after he said he was done with the interview but he kept the camera rolling. Just remember that as long as you re talking with a reporter, you are being interviewed!

Kimi:

- She does not keep constant eye contact.
- She acts like she is trying to remember scripted lines. It is good that Kimi took time to prepare speaking points for the interview but she should have practiced those speaking points more.
- When she is asked questions, she has a look on her face like she is scared.
- She effectively communicates why she got involved.
- She does speak about tobacco manipulation.

Nathan:

- He does not keep constant eye contact.
- He often rolls his eyes and laughs.
- When he is asked questions, he has a look on his face like he is scared.
- He could not effectively communicate how the tobacco industry manipulates teens.

12 minutes- Discussion on perfecting media interviews

- Remember why you are conducting the interview and then determine key points or core messages you want the audience to understand. Way before you plan to generate media attention, sit down and write a list of frequently asked questions. Practice those answers so that they can easily roll off of your tongue. Determine, in advance, what the pitfalls of the subject are then prepare non-defensive, positive answers to the most difficult questions you can imagine. Take a non-defensive tone and respond.

For example if a reporter asks, "Why spend money targeting a legal product like tobacco. Why not spend the money to promote drug free schools", an appropriate answer may be, "Tobacco is the leading cause of preventable death. Every year, 6,700 Kansas kids under 18 begin to smoke and one third of them will ultimately die from their habit. These are facts that cannot be ignored."

- Have in mind one or two key points about the subject that you want to get across in the story. Get your points in early, even if you have to redirect some of the reporter's questions.
- Get the name of your organization in the interview several times. There should be no doubt that you are representing your organization.
- **Know your stuff.** You should be able to easily answer these questions.
 - What is the goal of your youth organization?
 - What is your mission statement?
 - Who does your organization target?
 - What is the youth smoking rate in Kansas?
 - What is the youth smokeless tobacco rate in Kansas?
 - How is your organization funded?
 - How has big tobacco manipulated teens?
 - How successful has your organization been with its efforts?
 - How & why did you get involved with this group?
 - What do you hope to accomplish with your involvement in this group?
 - If someone wants to get involved with your organization, what should they do?

The Lucky 13 Interview Tips



- 1 Know the reporter's agenda.**
 - Ask what the focus and scope of the interview will be.
- 2 Plan ahead.**
 - Prepare for the interview by thinking up some questions you may be asked.
 - Practice the answers. Prepare and maintain an issues book.
- 3 Be concise.**
 - Keep your answers short and to the point.
- 4 Don't use jargon.**
 - Try to stick with words most people would understand.
- 5 Make a significant statement.**
 - This should be your goal! If possible, incorporate the question into your answer to create a quotable statement.
- 6 Use facts and specifics.**
 - Your opinion becomes an expert opinion when it's reinforced with data.
- 7 Repeat your main points.**
 - You can say them in different ways to make sure they get across.
- 8 Only say what you want to see in print or hear on the air.**
 - Just because the microphone or tape recorder is off, doesn't mean the reporter won't repeat something you say. Nothing is ever off the record.
- 9 Never say, "No comment."**
 - You will look as though you have something to hide.
- 10 Be honest.**
 - You must be truthful to be credible. If you don't know the answer to a question, say so.
- 11 Be positive.**
 - Negative statements tend to reflect poorly on you.
 - Emphasize your strong points, not your weaknesses.
- 12 Be cooperative and courteous.**
 - Strive to develop a positive relationship with the reporter so he or she will want to interview you again. End the interview by saying thank you.
- 13 Enjoy yourself. Remember, you are the expert.**

Having an **impact** on Your Audience
Getting Your Message Heard
12:40 to 1:10
3rd year participants

Purpose: To communicate the important role letters (letter to the editor, letters to legislators and letters to school board members) can have in local tobacco campaigns and discuss the elements of a well-written letter.

Materials Needed: A newspaper with letters to the editor to use just as a visual, letter packets with puzzle pieces

Directions:

Prior to the breakout: Have each packet prepared.

Breakout instructions:

- 1) As participants file in the room, break them into small groups and give each group a packet.
- 2) Explain the purpose of the breakout and that each group has a packet with sample paragraphs and that they have 10 minutes to put together a letter to the group listed on the outside of their packet.
- 3) When the time limit is up, have each letter to the editor group quickly read their letter. Let them know the “preferred choices”. Discuss that the classic form for a letter to the editor (see handout).
- 4) Next, have each school board group quickly read their letter. Let them know the “preferred choices”. Discuss that the classic form for a letter to a decision maker (see handout).
- 5) Wrap up by discussing how they can better utilize letters to accomplish their goals.

Sample Letter to the Editor

Date

Name of Person You Are Writing To, Title

Name of Newspaper

Street Address

City, State, ZIP

To (name of who you are writing to),

I am a senior at West High School and belong to the South County Tobacco Free Youth Coalition. This letter is in response to the recent coverage concerning smoking on school grounds.

Refer to the article you're commenting on.

We have all heard from our teachers and parents over and over again that tobacco use is the leading cause of preventable death but nobody ever talks about the importance of smokefree facilities. Smokefree school grounds limit our exposure to secondhand smoke, which contains 4,000 chemicals and 40 carcinogens including: formaldehyde, cyanide, arsenic, carbon monoxide, methane, & benzene. The smoker, and anyone else nearby, inhales these chemicals. Smokefree school grounds also set a good example for students, adults and visiting schools. It says that we care about the health of our students.

Expound on the article and why you agree or disagree. Use facts.

West High School is a great school that has taught me a lot. I am sad that I will be graduating in May but I'm looking forward to returning as an alumnus and enjoying a smoke free football game.

Close with an impact!

Sincerely,

Your Name

Address

Phone number

Sample Letter to a Decision Maker

Date

Name of Person You Are Writing To****

Address

City, State, ZIP

Dear (Name of Person You Are Writing To):****

My name is Amy Smith and I am a senior at West High School and a member of South County Tobacco Free Youth Coalition. I am writing to cordially invite you to our annual Smokeout on March 3, 2003 at West High School, 123 West Street, in Wichita.

Explain why you are writing

We are hosting this Smokeout to raise awareness about the harmful effects of secondhand smoke. We have all heard from our teachers and parents over and over again that tobacco use is the leading cause of preventable death but nobody ever talks about secondhand smoke. Secondhand smoke, which contains 4,000 chemicals and 40 carcinogens including: formaldehyde, cyanide, arsenic, carbon monoxide, methane, & benzene. The smoker, and anyone else nearby, inhales these chemicals.

Explain what the problem is (this is the place to cite facts).

Secondhand smoke is a concern for me because my sister has asthma and is more vulnerable to the effects of secondhand smoke. Every year, between 150,000 and 300,000 children 18 months or younger suffer from bronchitis and pneumonia from breathing secondhand smoke. Because of my sister, the Smokeout is very important to me.

Share how you have been personally affected by the problem.

The South County Tobacco Free Youth Coalition would like you to attend our Smokeout and see some of the activities we have been planning for almost a year. The Smokeout will be in the West High School parking lot from 6:00 – 8:00 p.m. Please feel free to call me at 123-4567 if you have any questions on the location or event. I look forward to seeing you there.

Explain specifically what you are asking for.

Sincerely,

Your Name

****When writing a letter to your legislator the correct method of address is:

The Honorable (Name of Legislator)

(Your State Name) State (Senate or Assembly/House of Representatives)

State Capitol Building Room _____

City, State, ZIP Code

The salutation is "Dear Senator/Assemblyperson/Representative (Last Name)"

impact Your Community:
Tobacco Free School Grounds
1:10 - 1:45

- Purpose:**
1. To expose participants to the process related to implementing a comprehensive tobacco free school grounds policy.
 2. For participants and their sponsors to become familiar with the components of a comprehensive tobacco free school grounds policy.
 3. For participants to recognize the “impact” they can have in their schools or communities related to positive community norm changes.

Tobacco Free School Grounds Rationale:

Best Practices for Comprehensive Tobacco Control Programs states, “To achieve the individual behavior change that supports the nonuse of tobacco, communities must change the way tobacco is promoted, sold and used while changing attitudes, and practices of young people, tobacco users and nonusers. Effective community programs involve people in their homes, work sites, schools, place of worship and entertainment, civic organizations, and other public places.

Clean Indoor Air and Kansas Laws:

The use of tobacco products in a school building is prohibited. A school building is defined as an enclosed building used for pupil attendance purposes by the board of education of a unified school district. Not included are buildings or portions thereof used for residential purposes or leased from the school district for non-school sponsored activities. K.S.A. 72-53, 107 (1988).

Smoking is also prohibited on school buses. K.S.A. 21-4009 (1997).

Moving Toward a Tobacco Free School Policy:

1. Gaining Support
2. Policy Development
3. School Board Presentation
4. Enforcement
5. Policy Announcement
6. Support for the Policy

Activity:

- Begin the activity with a group discussion related to tobacco free school grounds. What does a campus wide, 24/7 policy mean to the participants. – 3 minutes
- Divide participants into 6 groups by counting them off 1 through 6. Each of the 6 groups will receive an index card with group assignment. – 2 minutes
- Facilitators should set the scenario for each of the discussion groups; let the participants know they are being to work on a policy for tobacco free school grounds and need to develop ideas for implementation of each of the steps.

- In their groups, participants will discuss issues related to their school and tobacco free school grounds. This will lead them to their assigned group discussion; gaining support, policy development, school board presentation, enforcement, follow-up communication or support for the policy. Designate a spokesperson.– 10 minutes
- Each group will present the ideas developed from their discussion groups to the larger group of participants. – 15 minutes
- Close the activity by reviewing the Stockton Case Study and answering any questions.
- Be sure to let participants know this activity was intended to introduce them to the concept of tobacco free school grounds, more complete resources and technical assistance are available through the Tobacco Use Prevention Program.

Discussion Questions:

All Groups:

1. What is the current policy at your school for tobacco free school grounds?
2. What could be done to improve the policy?
3. Are there any concerns related to the strength of the policy, enforcement, etc.?

Gaining Support:

1. Conducting a survey of students and staff regarding a tobacco free school grounds policy and identifying key partners are two methods of gaining support for your initiative. What other methods could be used to gain support for the policy?
2. Who are your key partners in this initiative?

Policy Development:

1. Who sets the policies for your school district?
2. Other than health effects, why would schools consider having a tobacco free school grounds policy?
3. When, where and who will the policy affect?
4. What are the consequences for violating the policy?

School Board Presentation:

1. When and where does your school board meet?
2. What is the process for getting on their agenda?
3. Will your presentation be formal or informal?
4. Key information on health effects and environmental tobacco smoke should be covered in your presentation to the school board. What other components should be included in your presentation?

Enforcement:

1. Should enforcement be addressed in the policy? If so, how?
2. Who will be responsible for enforcing the policy?
3. Will cessation services be offered for individuals violating the policy?

Policy Announcement:

1. What is your communication plan once the policy has been passed?
2. Who should be included as your audience for communicating the new policy?
3. Will signage be used to announce the policy?
4. In addition to signage, what other means are available for announcing the policy?

Support for the Policy:

1. Once the tobacco free school grounds policy is passed, is continued support for the policy needed?
2. Will cessation services be offered for individuals violating the policy?
3. Awareness programs are one of the ways of supporting the policy, what are other means of supporting the policy?

Tobacco Free School Grounds – Case Study

Smoke Free Tiger Task Force: A Youth Empowerment Blueprint to Community Change

Abstract:

General Information

Through a series of partnerships including the Smoke Free Tiger Task Force, county health department, school district, media outlets, and community; the Smoke Free Tiger Task Force has shifted theory into practice by planning and implementing community education events to promote policy change. The education and policy campaign not only impacted the community of Stockton but will ultimately have a “domino-effect” with surrounding community members who travel to Stockton for business and/or pleasure.

With the induction in 1998 of K.S.A. 72-53, 107 prohibiting smoking or use of tobacco products within a school building an evolution has occurred empowering youth to challenge local school boards to broaden and enact stronger local policy.

Best Practices for Comprehensive Tobacco Control Programs states, “To achieve the individual behavior change that supports the nonuse of tobacco, communities must change the way tobacco is promoted, sold and used while **CHANGING ATTITUDES**, and practices of **YOUNG PEOPLE**, tobacco users and nonusers. Effective community programs involve people in their homes, work sites, **SCHOOLS**, places of worship and entertainment, civic organizations, and other public places.” “School program activities which include implementing CDC’s *Guidelines for School Health Programs to Prevent Tobacco Use and Addiction* will provided an occasion to provide a tobacco-free environment that establishes nonuse of tobacco as a norm and offers opportunities for positive role modeling.”

Community Intervention

- Task Force implemented recruitment plan.
- TASK force developed community wide survey.
- Community awareness activities were held to educate community members about environmental tobacco smoke, tobacco industry manipulation, general tobacco prevention and promote community change.
- Earned media was critical in promoting tobacco hazards, youth involvement in local and state-wide activities, coverage of community events and awareness of policy change.
- February 11, 2002, the Task Force presented two proposals to USD #271 School Board.
- March 11, 2002 School Board passed zero tolerance tobacco free grounds policy.
- March 14, 2002, a memo was distributed to all USD #271 employees outlining new policy change and emphasizing that, “No Tobacco Product can be used on School Property at any time by either Employees of the District or Visitors.”
- A letter was distributed to school districts who engage in sporting events with Stockton urging information be disseminated to coaches, students, and family members of policy change.
- Signs were distributed and posted throughout school grounds.
- Community “Thank You” was placed in local newspaper highlighting policy change and commending school district for their support.

Outcome

USD #271 passed the following policy change on March 11, 2002:

The use of tobacco products is prohibited in or on all district owned, leased or rented real property. 1. Non-students violating this policy will be requested to move off campus. Failure to leave the premises as directed may be grounds for criminal trespass charges. 2. Signage and/or public address system announcements will discourage adult visitor tobacco use at school activities.

Patricia Dunlap, Task Force Sponsor.

Rooks County Health Department, 426 Main, Stockton, KS 67669
785.425.7352

¹Cummings KM, Sciandra R, Carol J, et al. Approaches directed to the social environment. In: *Strategies to control tobacco use in the United States: a blueprint for public health in the 1990's*. NCI smoking and tobacco control monograph #1. Washington, DC: U.S. Department of Health and Human Services, 1991:203-65.

A Dozen Good Reasons for Tobacco Free Schools

- 1 Tobacco is a product that disables and kills.
- 2 Tobacco is a drug.
- 3 Tobacco is addictive.
- 4 Secondhand smoke is dangerous.
- 5 Middle and high school years are critical in determining whether or not an individual becomes a smoker for life.
- 6 Tobacco is a gateway drug.
- 7 Allowing tobacco use at school is in conflict with prevention messages delivered in classrooms.
- 8 Perceived social acceptance of tobacco use, accurate or otherwise, influences adolescent tobacco use behavior.
- 9 Workplaces and communities are becoming increasingly smokefree.
- 10 Laws intentionally limit access and possession of tobacco by children.
- 11 Schools may face liability issues by allowing smoking on their premises.
- 12 It's the right thing to do!

Action Planning
1:45 - 2:15

Purpose: To allow school groups to begin constructing a plan of action for presentations to younger students and/or to begin work on tobacco free school grounds.

Advocacy Action Plan

Name of Team: _____

Members of Team:

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Adult Sponsor (s) for Team: _____

Policy goals of the Team: _____

Advocacy issues to accomplish this year:

- .
- .
- .
- .

News media we need to contact:

- .
- .
- .

Materials or resources we need:

- .
- .
- .

Policy Makers that we need to contact:

- .
- .
- .

Date for our next planning meeting:

- .

**“Nine Questions”
An Action Planning Tool**

1. What do we want (GOALS)

2. Who can give it to us? (AUDIENCES)

3. What do they need to hear? (MESSAGES)

4. Who do they need to hear it from? (MESSENGERS)

5. How can we get them to hear it? (DELIVERY)

6. What have we got? (RESOURCES)

7. What do we need to develop? (GAPS)

8. How do we begin? (FIRST STEPS)

9. How do we tell if it's working? (EVALUATION)

Presentation Action Plan

What is the purpose or goals of our presentation?

- .
- .

What activities will our presentation include?

- .
- .
- .

What materials will we need?

- .
- .
- .
- .

What information and resources will we need?

- .
- .
- .
- .

Who will our audience(s) be?

- .
- .

How much time will you have?

- .
- .

Who will be responsible for each activity in the presentation?

- .
- .
- .
- .

What do we need to do to be prepared?

- .
- .
- .
- .

Resources: Skits

(Skits 1-4 were provide by YADA (Youth Against Drugs and Alcohol in Jefferson Co.)

Skit 1 – The Party

Scene – at a party

Crystal – narrator – set the scene, describe

Haley, Karyn, Emily are at the party and anticipating the football stars to show up

“I hear Matt and Jake are coming to this party”

“Can you believe how hot they are?”

“I’ve never been to a party they came to before. I can’t wait”

“Did you know they are bringing Kasey – Did you know she smokes?”

Freeze frame – Crystal steps into the picture and makes fact statement, “Notice that tobacco affects how people think about you”

Scene – gas station

Crystal sets scene for audience

Jake is behind counter and Matt comes in to buy cigarettes

“Give me a pack of _____”

“How old are you?”

“I’m old enough”

“Do you have some ID?”

“It’s in the car”

“Oh, all right, but don’t tell anyone you bought them here. I can get into trouble you know”

Crystal enters – freeze frame – Insert possession and illegal sale fact——

Back to the party

Haley, Karyn and Emily are at the party (laughing & talking)

Doorbell sound

“I bet that’s Matt and Jake”

“I sure hope so – that’s why I came – to see them”

Matt and Kasey come in, they have cigarettes

Jake comes in following Matt and Kasey

Reaction of girls as newcomers enter –

“Boy, Jake you sure had a great game – I loved it when you threw that long pass to Matt”

“Yeah, too bad he couldn’t run the rest of the way to the goal”

Freeze frame – Crystal enters – Do you suppose Matt had a less than spectacular game because his smoking affected his ability to run?

“Matt, we’re really sorry you didn’t come back into the game after that one play”

“Yeah, it looked like you were really worn out”

Kasey pulls out cigarettes and starts to offer them to the girls –

Freeze frame – Crystal – “How can the other girls ask her not to smoke? What should they say?

What else could they do?”

Skit 2 – Rising Star Search

Announcer – Maggie Motormouth

Good Model – Monique Lookamee

Bad Model – Gertrude Butts

Good Dancer – Celine Neon

Bad Dancer – Tina Turnoff

Good Musician – Louis Lungstrong

Bad Musician – Sammy Smokesalot

Good Athlete – Michael McJordan

Bad Athlete – Buddy Blacklungs

Good Speaker – Susan Seuss

Bad Speaker – Dippy Wheezer

Stage is set with the “good” performers on one side (like backstage) doing warm-ups and getting ready.

“Bad” performers are on the other side sharing cigarettes and coughing and clearing throats.

Announcer: “Ladies and gentlemen, we are so pleased to have such a wonderful show for you this evening. I know you are going to be just as thrilled as we are to have such a wonderful array of talent performing for you tonight.”

“As always, with Rising Star Search, our winning contestants will receive prizes, contracts and agents to help them further their careers. In the past, Rising Star Search has seen our winners continue on to a healthy, wealthy futures.”

“Now, the way Rising Star Search works: We will have two contestants perform for you. After both have finished, I will ask you to vote with your applause. Whoever you select will win for their first prize, a trip for two to their choice of a smoke-free resort. They will go on to be eligible for a bigger and better prizes in that healthy, wealthy future.”

“Let’s get started. For our first contestant we are proud to present Mr. Michael McJordan.”

Michael McJordan enters the stage area and does a ball-handling drill.

“Our next contestant is Buddy Blacklungs. Come on out Buddy!”

Buddy Blacklungs enters the stage area and bounces the ball off his foot a few times. He runs across the stage and coughs and wheezes some.

“Come on out contestants, all right folks, lets hear you vote. All of you who think Buddy should win, give him your applause.”

“Now if you think Michael is your choice, applaud for him now.”

“All right, now it’s time for some music. Let’s start off with a number from Louis Lungstrong.”

Louis enters the stage and plays a short piece.

“Very nice Louis, thank you so much. Our next contestant is Sammy Smokesalot.”

Sammy enters the stage and sputters through a few notes.

“Well, thanks Sammy. Say, are you okay?”

Losing group: Do any of you have anything you’d like to say?

How about the winners?

“Do any of you have anything you’d like to say before you go off to your healthy, wealthy lives?”

All the winning contestants join together and say, "We're glad we were too smart to start. Don't use tobacco and be a looooooser!"

"Thank your for being a great audience.'

"Contestants, come back out. All right audience; let's hear your vote for these contestants. First for Louis Armstrong.—————Now, how about Sammy Smokesalot?"

"Looks like our winner is Louis Lungstrong. Congratulations!!!! And, here's your certificate for the vacation to the Smoke-Free South Sea Islands."

"You're being a great audience. We're ready for some readings. First let's hear from Doctor Susan Seuss."

Susan enters stage area and reads a short poem.

"Thank you Susan. Our next contestant is Dippy Wheezer. Dippy, Dippy, you're next. (Announcer has to go over and help Dippy up form his chair and lead him to the stage)

Dippy enters stage area and stutters over a poem.

"Uh, thanks Dippy."

"Lets have our contestants back out. Well, lets have a vote here. First lets hear it for Miss Susan Seuss. Next, does anyone want to vote for Dippy? Well, thanks. Looks like our winner is Doctor Seuss!! And, here's that certificate for the vacation in the Smoke-Free South Seas Islands."

"All right, now for another specialty, I'd like to introduce Celine Neon"

Celine enters the stage area and sings a short song (or pantomime song.)

"Thank you so much Celine. That girl's got a bright future! Our next contestant is Miss Tina Turnoff and here she is."

Tina enters the stage area and squawks through a song.

"Um. Thank you Tina. All right folks; let's hear those votes. Everybody for Celine——Now how about for Tina——Come on, somebody could vote just to be nice.....And our winner is Celine and I know she'll love that vacation in the Smoke-Free South Seas Islands."

"All right, we have just two more contestants. First, let me introduce our Spokes model, Monique Lookamee." Monique enters the stage area and makes a few turns and then stops in the center of the stage and says,
" _____ "

"Our last contestant is Miss Gertrude Butts."

Gertrude enters the stage and slinks across the area. She stumbles to center stage and mumbles a few words, "Uh, thanks."

"Okay folks this is our last pair. We need both contestants out here. Let's hear your votes for Monique——and now for Gertrude——And the winner is Monique. Congratulations Monique and here is your certificate for the wonderful trip to the Smoke-Free South Seas Islands."

"Hasn't this been a great show? Let's bring all our contestants back for one last bow."
All contestants enter the stage area.

Skit Three – The Big Game

Narrator: The scene is on the way home from school. The time is the day of the big game.
(Open with two boys smoking.)

Narrator: As we open the scene we see Jill, Sera and Rachel walking on their way home.

Sera: Did you see Mike today? He was hanging with Rito.

Jill: Really? I can't believe that – Look there they are. You're right. Mike's with Rito, lets stop and talk to them.
FREEZE

Narrator: Did you know that cigarette smoking shortens a smoker's life by 15 years?
RESUME ACTION

Jill walks up to Mike – He attempts to hide his cigarette.

Jill: What are you doing?

Mike: Oh nothing – Hanging out with Rito. Getting pumped up for the big game.

Jill: Well, if that happens to be a cigarette you're hiding – you can forget our date.
Girls walk on—

Jill: Do you guys think he was smoking? And trying to hide it from me?

Sera: He has been hanging around with Rito and that crowd.

Jill: Boy, if he's smoking it will hurt his football. I'm afraid he's going to ruin his chance to be really good. And besides, I don't date smokers!!

Narrator: Our next scene is before the game in the locker room. Coach Shirley needs to speak to the star player.
(In the locker room Mike's putting on his shoes and coughing.)

Coach: So—What's all the coughing you're doing? You aren't getting sick are you? Or could that maybe be from cigarettes? I'm hearing rumors around school – are you maybe taking up cigarettes? I've also seen you hanging out with Rito and that smoking crowd. You know, I'm expecting big things from you. If I see anymore, I'm going to have to take action.
FREEZE

Narrator: Did you know that your reputation does depend on who you associate with? (Please know that Rito really isn't bad, he's just acting a part.)
RESUME ACTION

(Girls are in the stands cheering. Mike's chasing Jess—Jeff has the ball and runs for a touchdown.)
FREEZE

Narrator: Did you know that smoking measurably affects your athletic performance?
RESUME ACTION

Narrator: The next scene is in the locker room.

Coach: You're done! I suspected you were smoking and you proved it tonight with your performance. We counted on you and you let your team down. Don't you know it's not worth it? Just what do you hope to prove with those cigarettes? That you're grown up? That you can get away with it? That you can lose the game and your girl?"

Mike: I've learned coach. I'm never going to touch another cigarette. I want your respect and the team's too.

Outside—

Rito: Don't sweat it man, that games not important, that coach isn't anybody. I'll help you find another date.

Mike: Forget it Rito! I've decided what's best for me. I can make my own decisions – and I've decided – my game – my girl – my health – they're for me!!!!

Skit Four – Tobacco is Bad

Setting: An elementary school playground at recess.

Erin finds a half-smoked cigarette on the ground. She runs over to the group.

Erin: Hey guys, look what I found!

Shelby: Go throw that away. Cigarettes are disgusting!

Darin: No, don't throw it away. Let's relight and smoke it.

Teresa: Darin! Shelby's right. Smoking is a very gross habit. My grandpa smokes and his teeth are yellow.

Erin: Yeah your right, my grandpa smokes too and he is now in the hospital all the time because he has lung cancer and has to get chemotherapy and stuff.

Darin: So...they're old anyway! I think we'll all look cool if we smoke it.

Shelby: My dad has started smoking lately and now his clothes smell like smoke all the time. It makes my asthma act up and so it's hard for me to breathe, especially when I play volleyball.

Teresa: That must be awful.

Shelby: It is awful. I've asked him to stop many times but he always tells me that it's just too hard.

Darin: That's because cigarettes contain nicotine. I've heard it's a very addictive.

Erin: Yes, that's why it is so important that we don't ever start smoking because it is very harmful to not only you but to people around you too.

Teresa: And, when people smoke, their lungs don't work as well as before and they have trouble running around.

Darin: You mean if I smoked I wouldn't be able to play basketball very well?

Shelby: Yes, that's right. And you wouldn't be able to run the bases for your home runs either!

Darin: Gosh, I love sports. You guys are right. I DON'T want to smoke at all. Erin, let's go throw that cigarette away so we can get back to our game!

I-YES SCRIPT
ALL CITY DRUG FREE RALLY AND PARADE
SATURDAY, SEPTEMBER 16th, 2000

ACT ONE:

Courtney, Curtiss, Joshua, Jordan, and Emily are standing around and talking. Joshua begins smoking a cigarette. Everyone around Joshua begins to cough and choke. Jordan says:

“Cigarette smoking is the single most preventable cause of premature death in the United States. Each year, more than 400,000 Americans die from cigarette smoking.”

ACT TWO:

Jordan stumbles onto the stage, coughs, chokes, and falls to the ground.

Curtiss says:

“People who smoke a pack of cigarettes a day deposit a quart of tar in their lungs each year (Hold up tar jar). On average, someone who smokes a pack or more of cigarettes each day lives 6.6 years less than someone who never smokes.”

ACT THREE:

Joshua walks onto the stage holding a tobacco advertisement. He freezes and Courtney takes the advertisement from his hands and says:

“In 1993, tobacco companies spent \$6.03 BILLION , or about \$16.5 million a day to advertise and promote cigarettes. Tobacco company executives have been quoted as saying that cigarettes are for the young, the black, and the stupid.”

Courtney places the advertisement back in Joshua’s hands and she walks off stage. Joshua “unfreezes”, looks at the advertisement, rips it up, and walks off stage.

ACT FOUR:

All members of the cast come on stage and form a line. Then, Curtis says:

“We are members of Indiana - Youth Extinguishing Smoking and we would like to leave you with our slogan.”

Joshua says: “Smoking is the most childish thing an adult can do.”

Website Resources

Kansas TASK

www.kstask.org

Tobacco Use Prevention Program – Kansas

www.kdhe.state.ks.us/tobacco

The Truth Campaign

www.thetruth.org

Centers for Disease Control and Prevention – Tobacco

www.cdc.gov/tobacco

Campaign for Tobacco-Free Kids

www.Tobaccofreekids.org

Smoke Free Movies

www.smokefreemovies.ucsf.edu

Smoke Screeners

www.fablevision.com/smokescreeners

American Legacy Foundation

www.americanlegacy.org

Youth Tobacco

www.youthtobacco.com

Buttout Merchandise

www.buttout.com

Kick Butts Day

www.kickbuttsday.org

Youth Media Network – Web page for youth about tobacco control

www.ymn.org

Smokefree Educational Services, Inc.

www.smokefree.org

On behalf of impact, TASK and the Tobacco Use Prevention Program would like to give a special thank you to youth in Kansas and their sponsors for their contributions and input in the development of this current program. Also, a huge debt of gratitude needs to be given to the American Lung Association and Teens Against Tobacco Use for being a valuable resource of programming material.