

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.



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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

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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.

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.

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.

Tar Jar Activity

Materials Needed:

- 1 qt. Jar
- Dark Molasses

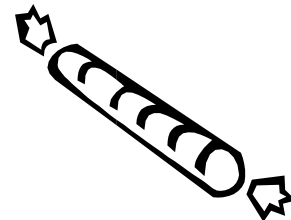
Activity:

- 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 Rennet 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.

**Pot Activity Will Be
Inserted Here**

**Please See
Attachment**



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

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.

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 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.

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

Nat "King" Cole, Musician
Michael Landon, Actor
Bob Marley, Musician
Humpherey Bogart, Actor
R.J. Reynolds, Owner, R.J. Reynolds Tobacco Co.
R.J. Reynolds III, Heir R.J. Reynolds Tobacco Co.
Sammey Davis, Jr., Dancer
Ed Sullivan, Entertainer
Lucille Ball, I Love Lucy
Dezi Arnez, I Love Lucy
King George VI
Jerry Garcia, Musician
Babe Ruth, Baseball Player
David Mclean, Marlboro Man
John Wayne, Actor

Cause of Death

Lung Cancer
Pancreatic Cancer (4 packs a day)
Lung Cancer
Throat and Esophagus Cancer
Emphysema
Emphysema
Throat Cancer
Lung Cancer
Heart Disease
Lung Cancer
Lung Cancer
Heart Disease
Throat Canter
Lung Cancer
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.

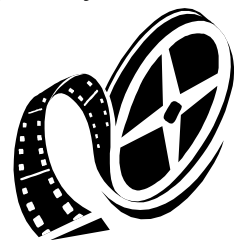


- Studies show that the tobacco brands featured most in top-grossing films are also the most heavily-advertised in other media.
- Marlboro, Phillip Morris's #1 brand, has been featured in at least 28 of Hollywood's top-grossing movies in the past ten years.
- From 1988-1997, 85% of the top 25 box office 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 right — part of the show. How different from being the Corporate Moneybags or pushing samples in the lobby. It's the difference between B&W [Brown and Williamson Tobacco] doing commercials in movie houses and Marlboro turning up in the movies. Pull, not push. Nobody tells them the 'answer,' they just know. Not 'why are you smoking that?' but 'I saw that video — can I try one?' If they feel like wearing the badge, they'll 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.

Having an **impact** on Your Audience
12:40 to 1:10

1st year participants

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

2nd year participants

Purpose: To sharpen participants media interview skills. (See handouts on page 19)

3rd year participants

Purpose: To communicate the important role letters (letters 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. (See handouts on page 20 and 21)

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.**

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.

Explain 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: To convey the importance of tobacco free school grounds and discuss strategies to achieve tobacco free policies at the local level.

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

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.¹” “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.

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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 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 state 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, not 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

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