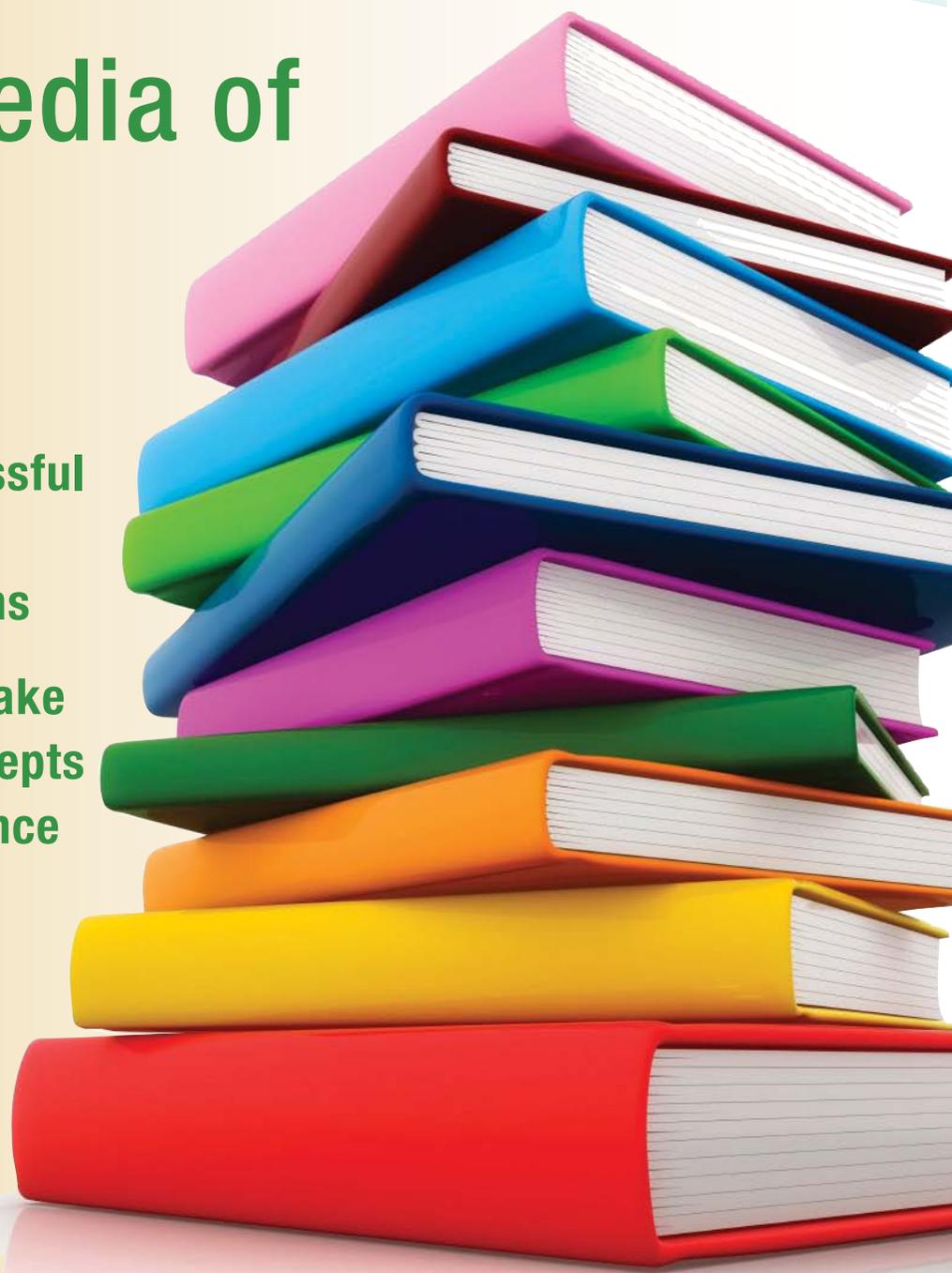


Encyclopedia of Tobacco Control

Your guide to successful community-based educational programs

ETC will help you make presenting key concepts to your target audience as easy as 1, 2, 3:

- 1. Key Concepts**
- 2. Service and Resource Offerings**
- 3. Tips for Follow-up**



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Youth

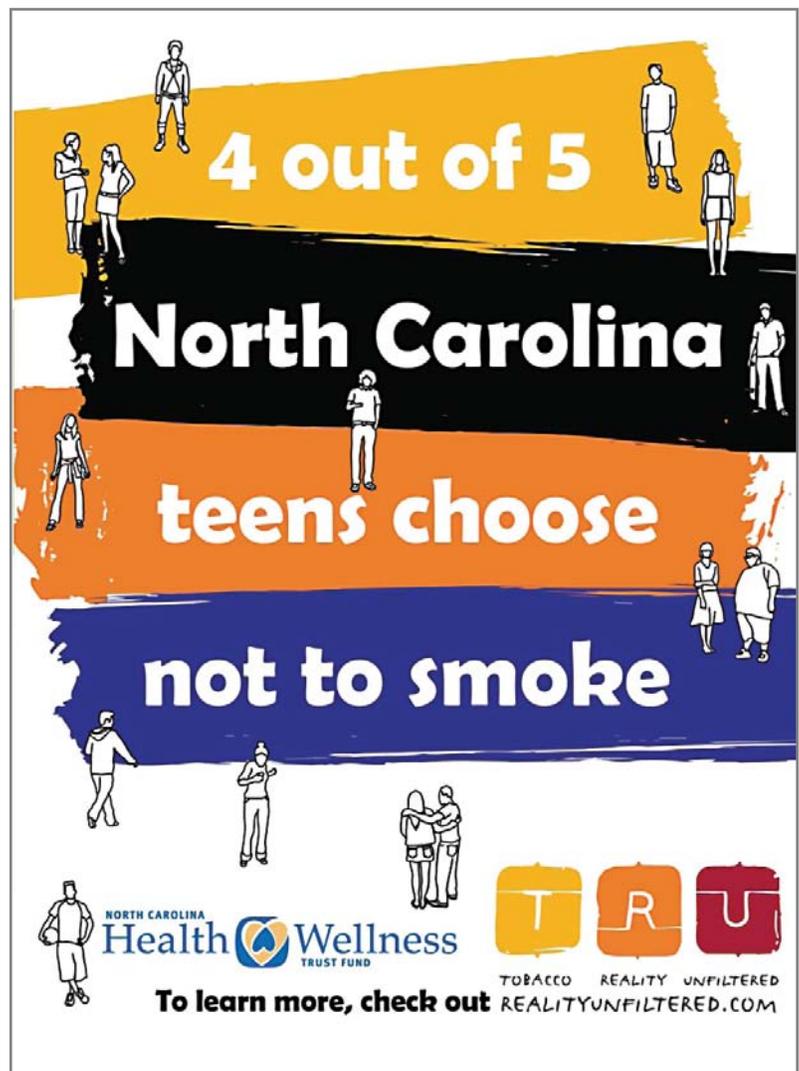


Tobacco 101 Messaging for Youth

Preparing to deliver well-organized and appropriate key messaging can be challenging. The information contained within **ETC** makes the process easier.

As you are preparing for your presentation, consider the following:

- ✓ Why focus on youth?
- ✓ What do I say?
- ✓ Who is the best person for me to talk to?
- ✓ Am I the best person to deliver the message?
- ✓ What resources and services can I offer?
- ✓ What follow-up or evaluation strategies can I try?
- ✓ What are possible strategies that I can share that will serve to integrate messaging within the community, organization, club, or school?

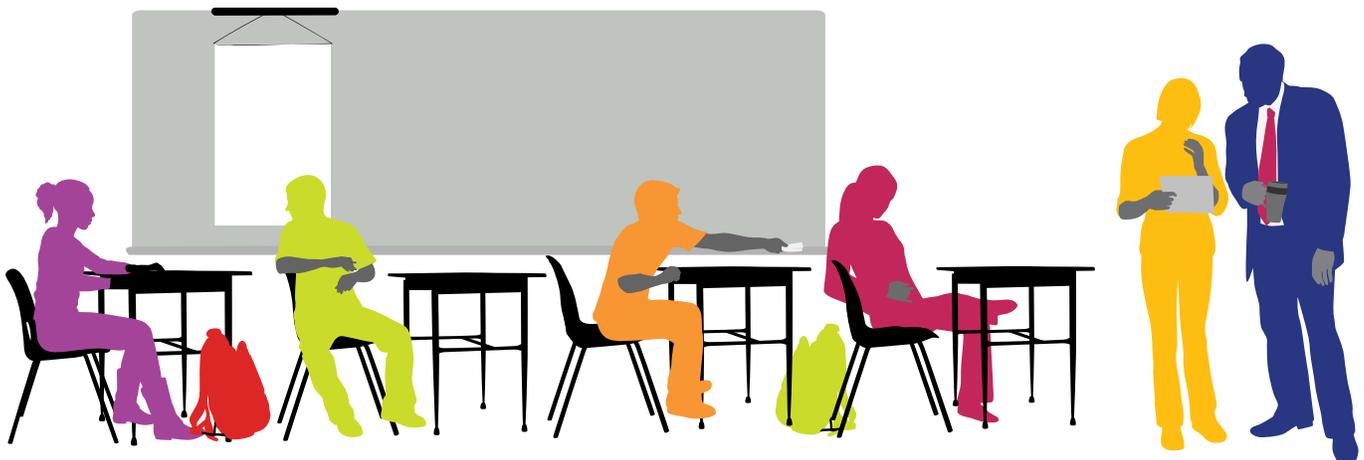


Why Focus on Youth?

“Youth enhance state and local tobacco control efforts by **challenging conventional thinking, advocating for policies, and changing the social norms** around tobacco use.”

“Youth play a **unique** and important policy advocacy role that contributes to an effective, comprehensive tobacco control program. The initiation of and addiction to tobacco often occurs before young people are legally able to buy tobacco products—an age when they are also highly targeted by the tobacco industry. **Because they are targets, young people must be engaged in tobacco control efforts.** Youth are powerful allies in the fight against pro-tobacco influences, key partners in denormalizing tobacco use, and important levers in determining the future of tobacco control policy.”

Source: Centers for Disease Control and Prevention. 2010. Best Practices User Guide: Youth Engagement—State and Community Interventions. Atlanta: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Office on Smoking and Health. http://www.cdc.gov/tobacco/stateandcommunity/bp_userguide_youth/pdfs/youth_engagement.pdf



Presentation Delivery

What do I say?

Below is an overview of the key concepts that should be covered when presenting Tobacco 101 to a youth audience. These concepts are explained in greater detail in the Tobacco 101 presentation materials.

At the end of Tobacco 101, your audience should be aware of the following key concepts:

- ✓ The variety of uses of tobacco
- ✓ The different forms of tobacco, including emerging products
- ✓ The basics of the chemical composition of tobacco products and the addictive nature of tobacco
- ✓ The basics of the health consequences of smoking
- ✓ “Social smoking” is smoking
- ✓ A minority of people actually smoke
- ✓ The health consequences of secondhand smoke exposure
- ✓ The general reasons why youth use tobacco and a few alternative strategies to tobacco use

Am I the best person to deliver the message?

The **best messenger** to deliver the tobacco prevention and cessation message to a youth audience is a **young person who has been trained in the basics of tobacco prevention**.

Keep in mind that it may not be possible for a young person to provide the presentation because of time commitments for school or extracurricular activities. That is okay. If a young person is not available to deliver the message, then it is fine that you, the coordinator, deliver the message. Just **make sure that you present it in a fun and interactive way** to appeal to your target audience.



Presentation Delivery (continued)

What resources and services can I offer?

At the end of your presentation, make sure that your youth audience is aware of all of the service offerings you can provide.

Information. Tell your audience that you can provide additional information upon request. If you are asked for it, please make sure that you follow up and provide the requested materials/resources in a timely fashion.

TRU Group Membership. Be specific and concrete in your recruitment message. It's not just about joining a movement; it's also about doing fun things such as gaining new skills, making new friends, going on trips, etc. Visit www.realityunfiltered.com for more ideas to strengthen your TRU group recruitment message.

Skills Training. Make sure that your audience knows how to get involved. The TRU Movement empowers youth as leaders through skills development, critical awareness, and opportunities to advocate for tobacco-free communities.

Policy Change. Policy change is more than passing policies on the community or school level; it can also include passing policies that directly impact the lives of youth. Youth can advocate with their peers on hosting tobacco-free events within their own social circle. Use your presentation as an opportunity to discuss the potential of passing organizational and club-level tobacco-free policies.

Presentation Tips

- ✓ Make it **FUN!**
- ✓ Make it interactive.
- ✓ Don't just read the slides; discuss them.
- ✓ Keep your presentation **simple, crisp, and uncluttered**. It should not last longer than 20 minutes (this does not include time for questions and answers).
- ✓ Make time for questions and answers. Consider **sprinkling discussion starters throughout your audience** so that there will be interaction between participants during this time.
- ✓ Pass out handouts and incentives at the end of the presentation.
- ✓ If appropriate, make sure everyone signs the attendance roster and completes an evaluation.
- ✓ Arrive at your destination early and familiarize yourself with the equipment and surroundings.
- ✓ Err on the side of caution; bring extra handouts and a back-up copy of your presentation or anything else that you think you may need.
- ✓ Allow yourself and your audience a little time to reflect and think. Don't race through your presentation and leave your audience, as well as yourself, feeling out of breath.
- ✓ At the end of the presentation, provide a call to action or take-away message. Make sure that you give your audience suggestions of things they can do to make a difference.
- ✓ Don't forget to ask youth to sign a paper copy of the Tobacco-free Pledge.

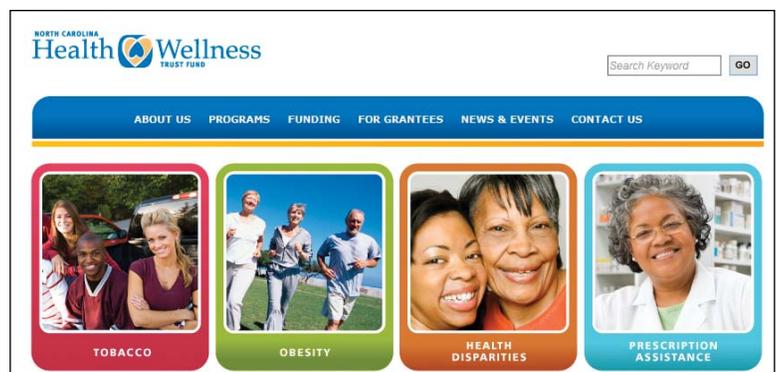
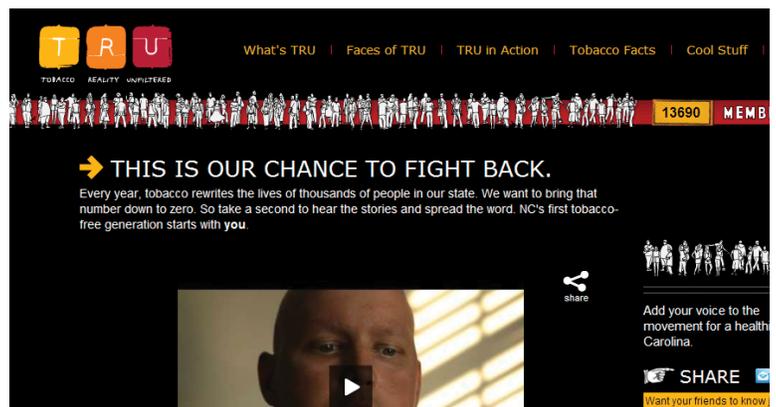


Tobacco 101

Resources

There are lots of resources that you can use to support your presentation. Use the following listing of websites when tailoring your presentation to specific audiences.

- Tobacco 101 Presentation
- Minute to Ask
(www.minutetoask.com)
- Tobacco Free Colleges (www.tobaccofreecollegesnc.com)
- The TRU Toolkit
(www.realityunfiltered.com)
 - Looking for factsheets?
Use “Be in Know”
 - Looking for activity ideas?
Use the TRU Ice Breaker Catalog
- The Heritage Toolkit
(www.healthwellnc.com)



Discussion Starter Ideas

To make sure that your audience interacts with you at the end of your presentation, plant questions that spark both discussion and creative ideas for follow-up action items.

- ✓ How would you go about passing a tobacco-free policy for events such as parties or social gatherings?
- ✓ Staying tobacco-free means that you will live a healthier lifestyle. What are other ways that you can be healthy?
- ✓ What are ways to promote the tobacco-free movement?
- ✓ Not everyone agrees that tobacco use should be controlled. What can you say to someone who thinks everyone should have the right to smoke?



Strategies to Share

What are possible strategies I can share that will serve to integrate messaging within the community, organization, club, or school?

“There is growing recognition that single programs rarely produce large or permanent changes in the lives of disadvantaged children—that a series of sequenced and aligned programs and services is more likely to produce lasting improvements.”

Participants in a recent Child Trends Roundtable hosted by Atlantic Philanthropies noted that “connections” are as important, or sometimes more important, than geography. Recognize that changing behavior may require a long-term investment, and build long-term relationships with an organization. The relationship should outlast any particular individual.

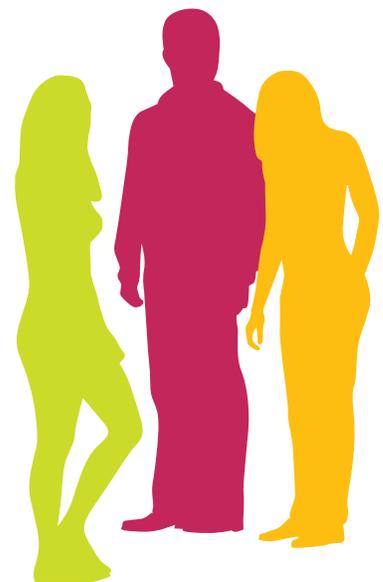
Sources: The Atlantic Philanthropies. What We’re Learning. <http://www.atlanticphilanthropies.org/learning/report-integrating-evidence-based-youth-programs-community-initiatives>

Brown, C. R. 1984. *The Art of Coalition Building: A Guide for Community Leaders*. New York: American Jewish Committee.

Strategies to Keep It Going

So, what can you do to keep your program going?

- ✓ Seek to leverage your current resources and integrate your program with similar or like-minded organizations for greater impact.
- ✓ Align your messaging to the mission of your potential partner organization. Make sure you **have an understanding of how your efforts support or even enhance the efforts of the organization with which you seek to partner.** For example, if you seek to work with an agency that works with pregnant teens, know how tobacco use impacts pregnant and postpartum women and make sure that you offer the organization assistance and information to support its work.
- ✓ Participate in or build **coalitions to address health holistically.** Coalitions should consist of a diverse interest group of organizations that together can effect more change than independently. Make sure that your group fosters a mutual understanding of patience, flexibility and group sensitivity.



Evaluation and Follow-Up Strategies

Collecting information after the fact can be challenging. Try to **incorporate the collection of follow-up materials** with a contest or an activity that will excite and motivate responses from your audience.

- ✓ Consider activities such as a **pledge contest** where multiple classes can compete to see who collects or signs the most pledges. The class with the most pledges gets a prize. Think about providing the other classes with a lesser promotional item such as a TRU pencil. This may help to **ensure TRU brand recognition**. Be sure to announce the contest during the Tobacco 101 presentation and then follow up in several weeks to collect the pledges and deliver prizes.
- ✓ For youth in middle or high school, conduct a contest with the theme of how tobacco has affected their lives. The contest can be in the form of essays, photographs, art, or another medium that the youth select. Announce the contest during the presentation and then follow up in several weeks to collect the entries and deliver the prizes.
- ✓ Make sure that you collect testimonials on how tobacco has negatively affected the lives of the audience. Don't just stop there: Collect stories on how being tobacco-free has **positively** affected their lives as well.



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Parents



10 Strategies for Involving Hard-to-Reach Audiences

The Michigan Association of School Boards developed the 10 strategies below that can help you reach as many parents as possible with your presentation.



- 1. Commitment.** The school must want to involve parents and community members and be willing to work hard to get them involved. Work with the school to promote your presentation.
- 2. Strong personal outreach.** If people have had a negative experience in their own schooling, they may hesitate to get involved. Personal contact from someone at your school can often bridge the gap.
- 3. Nonjudgmental attitude.** Research shows that low-income families (like other families) want to help their children and will implement suggestions offered by teachers—if they really understand what’s being asked. When teachers reach out, families will help.
- 4. Creativity.** Traditional methods of parent and community involvement often don’t work. Creative approaches such as an ice cream social on Sunday afternoon may be more successful.

5. Informal workshops that solve problems. Hard-to-reach audiences may prefer to interact with “make and take” workshops or by working on community projects.

6. Flexibility. Holding meetings at times and places convenient to parents and community members—not educators—is essential.

7. Child care. The number one reason mothers don’t attend evening meetings is that they have no one to care for their children. Providing child care will ensure a higher attendance rate from moms. Or if the situation allows it, let them know it’s OK to bring their children with them.

8. Support from the top. Make sure the principal or superintendent greets every person who attends.

9. Parent volunteers. Parents will always have more credibility with their friends and neighbors in the community than anyone from school. Encourage parents to ask those they know to take part.

10. Follow up. Telephone parents and community members the day after a meeting to thank them for attending. Be sure to follow up with some form of thank-you and acknowledgment for every type of involvement.



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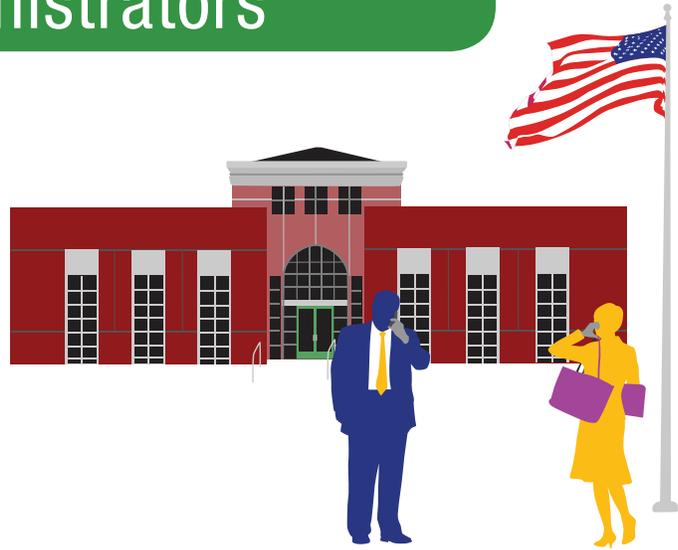
School Administrators



Reaching School Administrators

School administrators are very busy and may not have more than 10 or 15 minutes to devote to your message. To increase the success of your message delivery, consider the following tips:

- ✓ Plan your presentation ahead of time to make sure that you address the key points that are important to the school.
- ✓ Think about conducting an assessment during a sporting event, like a football game. Provide the principal with the results. Use information found in Tackle Tobacco to help.
- ✓ Remember, a picture is worth a thousand words. Think about taking pictures of the school grounds in advance. Show the photos to the principal.
- ✓ Make sure the principals know about the resources that you can offer. Use this as an opportunity to form a collaborative partnership to help spread the tobacco use prevention and cessation message.
- ✓ Provide the school administrators with any tools they may need to help successfully spread your message. Youth cessation stations that provide students with tobacco facts and cessation information are a quick and easy visual way of reminding the school staff of the importance of the tobacco use prevention and cessation message.



Connecting with Hard-to-Reach Parents

Hard-to-reach parents are not restricted to urban areas, certain racial or ethnic groups, or socioeconomic levels. They are found in all types of schools. One way to involve **hard-to-reach** parents is to take the school to the community.

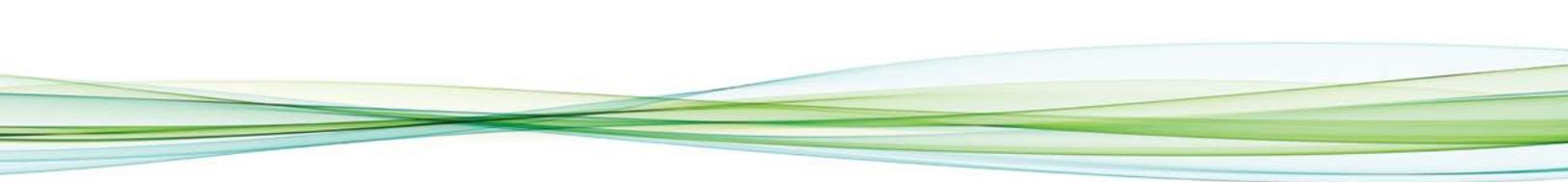
Here are some strategies for communicating with hard-to-reach parents:

1. Ask a person who is respected among the group to **host an informal social time** in their home with the purpose of getting to know the principal/superintendent.



Dress down and show up with positive news that you want to share with the group about what's happening at school. Your “agenda” is to try and have a positive, interpersonal interaction with each person. Try and learn one unique thing about each parent personally—strive to make connections. Keep your formal presentation to a minimum and allow plenty of time for a more informal question-and-answer time. Be as open and honest as possible in responding. Invite participants to help brainstorm ideas for solving challenging issues facing the district.

2. **Be available at local sites.** Ask the administrative team in your district to commit to two hours each month to make themselves available in the community at places parents typically gather (think about local “hot spots” like the coffee shop, grocery store, etc.). Announce ahead of time that you will be there (be sure to get the permission of the business owner) and want to meet parents and answer questions.



3. Ask for help from clergy.

Work with clergy in setting up opportunities for parents and community residents to talk about the schools and ways to help students. Ask the clergy for support and suggestions in reaching key groups in the congregation that you haven't been successful in reaching previously.

4. Develop a key communicator

network of important opinion leaders in the community— including representatives of those groups that you've been previously unsuccessful in reaching. The purpose of the network is to have a key group of individuals that you can turn to for input and information dissemination when issues arise. Meet with the group ahead of time and explain their role. Make a special effort to include representation from disenfranchised groups.

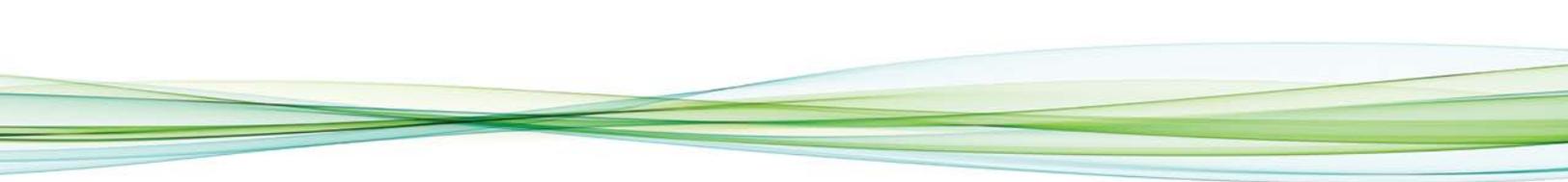
5. Have someone “shop” your

school. Invite five people you know from outside your community to come and “shop” your school building posing as a new parent. Ask them to report back to you their experiences and perceptions beginning with the first person who greets them and including the perceptions they have of the physical grounds and facilities. Gather the feedback and sit down with staff to discuss improvements where needed.

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Tips from Grantees





Tips from Grantees

Tips based on real-life experience will be gathered and shared as grant coordinators use the intervention guide.

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