High School

Teachers, you can help empower your students to take action against tobacco by assigning them the projects found in this packet. Use this resource to enrich your curriculum.

Let's Do Something About Tobacco Advertising

American Cancer Society®

Why is this Tobacco Action Packet important?

The tobacco action packet provides young people with opportunities to apply knowledge and social skills to a tobacco related issue affecting their personal health and the health of their peers, family, school or community.

Tobacco Action packets promote skills that help prepare young people for higher education, citizenship, family life, and a job. These skills include critical thinking skills, and personal and social skills such as assertive communication, action planning, and advocacy. These skills can be developed effectively within families, schools, or the community-at-large. Within schools, learning about these skills cuts across curriculum areas, from health and social studies to language arts, fine arts, and career education.

Who is the Tobacco Action Packet for?

This tobacco action packet offers a range of cooperative projects appropriate for high school students. It is designed for use by any adults who work with youth in schools or in the community. These adults may include the following:

In schools

- Teachers
- Nurses
- Guidance counselors
- Community Service Coordinators
- Student activity advisors

In the community

- Public health departments
- Parent-teacher groups
- Youth-serving groups. Ex: Girls Clubs
- Religious youth groups
- Voluntary health organizations. Ex: American Cancer Society

How does an Tobacco Action Packet fit with a comprehensive approach to prevention?

Tobacco action packet projects are very powerful learning tools because they provide opportunities for young people to learn by taking action related to real problems that interest them in their own communities. Tobacco action packets by themselves, however, cannot be expected to stop youth from using tobacco or to result in community-wide changes in attitudes toward tobacco use.

> *Never doubt that a small group of committed citizens can change the world. Indeed this is the only thing that ever has.*
>
> *Margaret Mead*

Research shows that effective youth programs have many parts which reinforce each other. Program impact increases as more parts are added. These include:

- Tobacco instruction in grades K- 12 as part of school health education, with an emphasis on middle school grades, ages 11-14, and with booster sessions in high school
- Instruction that builds personal and social skills, as well as providing basic facts
- Instruction which actively involves young people in program delivery
- Program-specific training for those working with youth
- Policy development and enforcement
- Family and community involvement. Ex: reducing access to tobacco, tobacco excise taxes, and modeling non-use
- Media advocacy
- Cessation support groups[1]

When is it appropriate to use this tobacco action packet?

This tobacco action packet can be used at any time during the year. It is especially appropriate for use in the fall in preparation for the Great American Smokeout promotion held on the third Thursday of November.

Tobacco action packet projects work best with young people who already know basic facts about the topic.

1. *Guidelines for School Health Programs to Prevent Tobacco Use and Addiction*, MMWR, Feb. 25,1994; Vol. 43, No. RR2, pp. 1-18. Centers for Disease Control and Prevention.

How You Can Help Youth Take Action Against Tobacco

The purpose of this tobacco action packet is to facilitate action by youth about an issue that affects their personal health and the health of their peers, family, school, or community. The following are some suggestions about the process and your roles as facilitator.

In the Community:

- **Inform and involve family members as much as possible.** Send a note or make a call to the parents of young people who want to participate in a community action project. If you think some aspects of a project may be controversial, it is a good idea to incorporate a permission slip into a letter to families. Most parents will probably be supportive, even those who smoke. Some will probably be willing to help get the word out, etc.

- **Communicate early on with the administrator or supervisor** in your school or organization about your plans for youth community action. Their support is critical! Try to interest them in becoming an active partner in the project. They could be helpful in building public support and awareness or soliciting community resources. Keep them updated if they are not able or willing to be active supporters.

With Youth:

- **Provide basic information about the action packet issue and invite young people to get involved.** The Powerful Points reference sheets can help provide background information.

- **Help youth to explore options for meaningful action.** Providing choices is very important, especially at the beginning. The students themselves must decide whether or not to get involved in a social action project and if so, what project. Choice increases student ownership. If they are currently smoking, the American Cancer Society has the Quitline (1-877-YES-QUIT) This is now servicing ages 13 and older.

Let's Do Something About Tobacco Advertising! In this packet you will find four project options. For each project opiton there are complete directions for the teachers/leaders of youth who decide to choose one of these project options.

- **Support young people in taking responsibility for the project.** The amount of responsibility youth are capable of assuming will depend on the age and the group. The time needed to complete a project will increase as youth involvement in decision-making and planning increases.

- **Provide guidance and encouragement throughout the process.** Although students will be doing much of the work, they will need ongoing supervision, logistical and moral support from you and other adults. Some areas in which young people will probably need the most help are: 1) planning a realistic goal and timeline; 2) continuing after the novelty has worn off or if they run into opposition. Resist the temptation to take over for youth during difficult parts of the project.

- **Help make the project fun.** Periodic recognition, group gatherings, snacks, extra course credit or other incentives help young people stay motivated. Celebrate when the project is completed!

- **Utilize the diverse strengths of group members.** Each project option has a variety of tasks which are necessary for successful completion. This allows young people to contribute their unique abilities, interests, and experiences to the process. For example, some young people may be interested in designing a logo, while others may prefer to write a news release or meet with community members. The Step-by-Step sections of project plans assume that individuals can work on different tasks simultaneously during or after a class or group meeting.

- **Build skills for social action.** While not all members of the group will be doing the same activities, the group should work together to strengthen key skills such as assertive communication, action planning, and advocacy. Young people can also learn much from each other as they carry out their tasks and apply these skills.

This packet contains a series of tip sheets and worksheets for youth on skills for carrying out any of the project options in the action packet.

Getting Started:

A Step by Step Guide To Empowering Youth To Take Action Against Tobacco

I. Getting Started/Introducing the Issue

- Discuss selected facts from the *Powerful Points* sheets on tobacco marketing and invite young people to become involved in the issue.

- Have the group read *Let's Do Something about Tobacco Advertising*, a description of the four project options in the tobacco action packet. Determine if any project interests them sufficiently to take action or whether they have another idea they want pursue instead.

II. Taking Action

- Discuss *Tips on Taking Action* with class or group. Then complete Taking Action Worksheet for the project option selected. Divide responsibilities: who will do what, where, when and how. After the draft action plan is completed, do a quick check on the level of student interest and feasibility of the plan.

- Gather necessary information from materials, organizations such as the American Cancer Society, or a library. Try to arrange for the group to speak with a teenager or adult who has had experience with community action about tobacco issues.

- Begin work on the action plan. Different tasks can be done simultaneously by small groups or individuals during or after a class or group meeting. Revise action plan as necessary.

- Practice skills needed to implement the action plan such as making phone calls to raise money or writing a news release. Use relevant Tip Sheets.

- Make sure to rehearse any public speaking or performances in the actual space where they will be held. There is nothing more disappointing than finding out the audience was unable to hear or see what the group has worked on so hard!

- Design and send out invitations to health organizations, Public Health officials, health professionals, school administrators, city or town officials, youth groups, and other community supporters.

- Contact the news media about covering the project. See *Tips on Preparing a News Release* and *Sample News Release*. Adapt the news release for use on a leaflet or in a school newsletter. Note: You may want to give advance notice about, or follow up on, youth calls asking for assistance. This will help avoid confusion or suspicion about pranks. (For example, this is particularly important when calling the fire department to help with the Great American Burnout.)

III. Evaluating Effort/Celebrating Success

- Collect letters, photographs, video clips, news articles, and other artifacts related to the project. This portfolio will provide an impressive record of student accomplishments and may help others replicate it.

- Reflect on the project after it is completed. Encourage students to reflect individually using sample questions on the Did We Make a Difference? worksheet, then evaluate the process and product as a group.

- Write thank you letters to people who donated money or provided other assistance.

- Present the project at a school assembly, school board, or town or city council meeting to which family members and involved community members are invited. Recognize students and community members who helped young people reduce tobacco advertising and promotions that target them. You may also want to take this opportunity to advocate for increased school health education and other youth action projects.

- Celebrate! Follow the presentation with refreshments and an opportunity for informal discussion or arrange for a separate party.

STUDENT IDEAS

Let's Do Something about Tobacco Advertising!

Many students are concerned about tobacco use among friends and family members. You know that tobacco advertising encourages people, especially teenagers, to use tobaccco. If you are ready to do something about this problem, here are some ideas that may interest you. You could also create a plan of your own.

Once you decide which of these projects interests you or decide on another idea you would like to try, your teacher or leader has a tobacco action packet with all sorts of facts and tools that can help you carry out the idea.

Project Option 1: Adbusters Team

Check out the tobacco advertisements around you by taking a trip through your neighborhood or town. Look for advertisements on billboards, walls or public transportation. Step into grocery or convenience stores. Look at advertisements near the cash register and on the cigarette displays. After you have had a look at the advertisements influencing young people in your area, decide what changes you want to see and how local and State leaders can help you make these changes.

Project Option 2: Great American Burnout

Show tobacco companies that you and your friends don't want to continue being their walking billboards by wearing clothing that promotes tobacco use. Ask other young people in your school or community to turn in T-shirts, baseball caps, lighters, key chains and other items that promote tobacco brand names. Examples: Marlboro Gear, Camel Cash. Ask the fire department to burn these items in a public event. Offer to exchanges items turned in for items with health-related messages. Send the ashes to the offices of tobacco companies. As one student put it, "Tell them to keep their stinking ashes."

Project Option 3: Goodbye to Joe Camel

Stage a mock funeral for cigarette advertising cartoon figure Joe Camel. Prepare a service with facts about how he excelled at manipulating young people and killing smokers. Make a dummy of Joe Camel and a casket. Arrange for a motorcade from the service to a burial site in a local park, cemetery or field.

Project Option 4: Counter-ad Calendar

Hold a poster contest to see who can design the most clever and hardest-hitting counter-advertisements. Produce a calendar using the 12 best posters. Sell the calendar through community groups to raise money for other tobacco prevention or health-related activities. For example you could 1) create a billboard or a mural from one of the counter-ads, 2) plan tobacco-free recreation activities for people your age, or 3) print signs for stores about not selling tobacco to minors.

Student Action Against Tobacco

Project Option #1: *Adbusters Team*

Objectives:

1: Learners will demonstrate the ability to practice social action skills such as assertive communication, action planning, and advocacy.
2: Learners will apply social action skills and knowledge about advertising to reduce the influence of tobacco advertisements and promotions on youth decisions about tobacco use.

Skill-building:

- ▼ Assertive communication
- ▼ Action-planning
- ▼ Advocacy: public speaking, writing letters and news release

Connections Across the Curriculum:

- ▼ **Social Studies:** meeting with decision-makers and the press, review of local ordinances or Laws about advertising
- ▼ **Language Arts:** writing letters to public officials, preparation of news release. See also Social Studies
- ▼ **Art:** photography, arrangement of advertising artifacts in scrapbook

REMEMBER:

Research shows that programs that work to top youth smoking have ***many*** components like:

- Tobacco instruction in K-Grade 12 with a focus on personal and social skills
- Teacher/leader training
- School policies and/or community ordinances that are enforced
- Non-smoking media messages targeted to youth
- Help for those trying to quit

Preparation:

Review the various Powerful Points Reference Sheets and provide copies as appropriate to students:

- ▼ Powerful Points about Public Support for Restricting Tobacco Marketing
- ▼ Powerful Points about Tobacco Marketing
- ▼ Powerful Points about How Tobacco Advertising Targets Youth

Review the various Tip Sheets and provide students copies as appropriate for the project(s) they have chosen:

- ▼ Tips on Taking Action
- ▼ Tips on Reducing Tobacco Advertising in Your Community
- ▼ Tips on Standing Up for Yourself
- ▼ Tips on Speaking Up in Public
- ▼ Tips on Letter Writing
- ▼ Tips on Preparing a News Release

Review the Work Sheets and provide copies as appropriate to students:

- Action Against Tobacco Planning Sheet
- Tobacco Ad Report Card
- Project Evaluation
- Self-Evaluation

Evaluation:

Objective 1:

1a: Learners demonstrate ability to plan actions by completing the Taking Action Worksheets.

1b: Learners demonstrate assertive communication by writing a letter or news release, making a phone call or speaking in public.

Objective 2:

2a: Learners contribute to the successful completion of the project by participating in at least two tasks identified in the group action plan.

2b: Learners demonstrate the ability to evaluate the impact of their actions by completing a project evaluation worksheet *Did We Make a Difference?*

Adbusters Team Step by Step

Empowering your students to form adbuster teams and do the following:

- Walk or drive in small groups through the neighborhood or town and visit stores to observe tobacco advertisements and promotions. Examples: billboards, public transportation vehicles, stadiums, shopping carts, and point-of-purchase displays.

- Return to your school or meeting place. Reflect on what was observed. Discuss how ads may target youth or special populations such as minorities, women, and the poor.

- Return to selected locations to document observations. Examples: take photographs, count the number of ads, take notes about the type and placement of promotions, write down the text of slogans, collect samples of promotional items. See *Tobacco Ad Report Card*.

- Review *Tips on Reducing Tobacco Advertising in Your Community* to decide on what approach to take.

- Make a scrapbook of the photographs, sample pamphlets, and data from *Tobacco Ad Report Card*, etc. Meet with relevant vendors and/or officials to share your observations (including the scrapbook) and to discuss your requests for reducing tobacco advertising. Student Action Against Tobacco.

Student Action Against Tobacco

Project Option #2: Great American Burnout

Objectives:

1: Learners will demonstrate the ability to practice skills for community action, such as assertive communication, action planning or advocacy.
2: Learners will apply knowledge about advertising and tobacco to reduce the influence of marketing on youth decisions about tobacco use.

Skill-building:

- ▼ Assertive communication
- ▼ Action-planning
- ▼ Advocacy: public speaking, writing letters, and a news release

Connections Across the Curriculum:

- ▼ **Social Studies:** Cooperation with community resources to plan the event. Ex: businesses, fire department, voluntary health organizations
- ▼ **Language Arts:** Letter-writing, public speaking, writing a news release
- ▼ **Art:** Design of Burnout logo to use for replacement T-shirts, etc.

REMEMBER:

Research shows that programs that work to top youth smoking have ***many*** components like:

- Tobacco instructio in K-Grade 12 with a focus on personal and social skills
- Teacher/leader training
- School policies and/or community ordinances that are enforced
- Non-smoking media messages targeted to youth
- Help for those trying to quit

Preparation:

Review the various Powerful Points Reference Sheets and provide copies as appropriate to students:

- ▼ Powerful Points about Public Support for Restricting Tobacco Marketing
- ▼ Powerful Points about Tobacco Marketing
- ▼ Powerful Points about How Tobacco Advertising Targets Youth

Review the various Tip Sheets and provide students copies as appropriate for the project(s) they have chosen:

- ▼ Tips on Taking Action
- ▼ Tips on Reducing Tobacco Advertising in Your Community
- ▼ Tips on Standing Up for Yourself
- ▼ Tips on Speaking Up in Public
- ▼ Tips on Letter Writing
- ▼ Tips on Preparing a News Release

Review the Work Sheets and provide copies as appropriate to students:

- Action Against Tobacco Planning Sheet
- Tobacco Ad Report Card
- Project Evaluation
- Self-Evaluation

Evaluation:

Objective 1:

1a: Learners demonstrate ability to plan actions by completing the Taking Action Worksheets.

1b: Learners demonstrate assertive communicaton by writing a letter or news release, making a phone call, or speaking in public.

Objective 2:

2a: Learners contribute to the successful completion of the project by participating in at least two tasks identified in the group action plan.

2b: Learners demonstrate the ability to evaluate the impact of their actions by completing a project evaluation worksheet Did We Make a Difference?

Great American Burnout Step by Step

Empower your students to take action by doing the following:

Planning a Burnout:

- Contact the Fire Department about supervising the Burnout. Burning has been done safely in barrels and in a gravel burn pit.

- Ask the local police or sheriff's department to assist with traffic.

- Contact neighboring schools or other local youth groups about staging a simultaneous Burnout. If they are interested, offer to meet with them. Getting more youth involved will increase the impact of your message.

- Give plenty of advance notice about the Burnout through the local and school media to help ensure a large collection of clothing and other tobacco paraphernalia for the bonfire.

- Contact local businesses about funding exhange items, including T-shirts.

- Design logo to be placed on T-shirts and other items that will given out in exchange for clothing promoting tobacco. Encourage students to wear these at the Burnout.

- Contact the American Cancer Society, American Lung Association or the American Heart Association for information on youth quitting programs. They may also be willing to donate exchange items.

- Plan the order of the program. For example:
  - Students file by the bonfire location to drop their contributions, then form a circle.
  - Music or cheer directed at tobacco companies. holding up letters.
  - Two or three brief speaches including a student.
  - Firemen supervise bonfire.
  - End with refreshments and an opportunity for informal discussion.

- Send ashes with letters to at least one tobacco company. The companies which sell the most cigarettes to youth are Phillip Morris, producers of Marlboro; RJ Reynolds, producers of Camel, and Brown and Williamson, producers of Newport. See addresses below.

Tobacco Company Addresses

Phillip Morris USA 120 Park. Avenue New York, NY 10017 (212) 880-5000	RJR Nabisco Tobacco Company 401 Main St Winston-Salem, NC 27102 (919)741-5000	Brown & Williamson Tob. Corp. P.O. Box 350901500 Lousiville Galleria Louisville, KY 40202 (502) 568-7000

This option is based on an event organized by the staff and 10th grade health class at the Van Buren District Secondary School and Project ASSIST in Van Buren, Maine.

Student Action Against Tobacco

Project Option #3: Good-bye to Joe Camel

Objectives:

1: Learners will demonstrate the ability to practice skills for community action, such as assertive communication, action planning or advocacy.
2: Learners will apply knowledge about advertising and tobacco to reduce the influence of marketing on youth decisions about tobacco use.

Skill-building:

- ▼ Assertive communication
- ▼ Action-planning
- ▼ Advocacy: public speaking, writing letters, and news release

Connections Across the Curriculum:

- ▼ **Social Studies:** Funeral procedures, city ordinances affecting procession, use of city or town resources
- ▼ **Language Arts:** Letter-writing, public speaking, preparation of a news release
- ▼ **Fine Arts:** Creation of dummy, design of invitations and casket
- ▼ **Industrial Arts and Math:** Construction of casket

REMEMBER:

Research shows that programs that work to top youth smoking have ***many*** components like:

- Tobacco instructio in K-Grade 12 with a focus on personal and social skills
- Teacher/leader training
- School policies and/or community ordinances that are enforced
- Non-smoking media messages targeted to youth
- Help for those trying to quit

Preparation:

Review the various Powerful Points Reference Sheets and provide copies as appropriate to students:

- ▼ Powerful Points about Public Support for Restricting Tobacco Marketing
- ▼ Powerful Points about Tobacco Marketing
- ▼ Powerful Points about How Tobacco Advertising Targets Youth

Review the various Tip Sheets and provide students copies as appropriate for the project(s) they have chosen:

- ▼ Tips on Taking Action
- ▼ Tips on Reducing Tobacco Advertising in Your Community
- ▼ Tips on Standing Up for Yourself
- ▼ Tips on Speaking Up in Public
- ▼ Tips on Letter Writing
- ▼ Tips on Preparing a News Release

Review the Work Sheets and provide copies as appropriate to students:

- ▼ Action Against Tobacco Planning Sheet
- ▼ Tobacco Ad Report Card
- ▼ Project Evaluation
- ▼ Self-Evaluation

Objective 2:

2a: Learners contribute to the successful completion of the project by participating in at least two tasks identified in the group action plan.

2b: Learners demonstrate the ability to evaluate the impact of their actions by completing a project evaluation worksheet Did We Make a Difference?

Good-bye to Joe Camel: Step by Step

Empower your students to take action by doing the following:

Hints for planning a mock funeral:

- ▼ Inquire about the use of a large room or hall for the funeral service.
- ▼ Contact city or town officials about use of a park for a temporary burial site and sand to cover the casket above ground.
- ▼ Ask the police department if it would be willing to provide an escort for the procession.
- ▼ Contact a familiar sympathetic funeral director about lending a hearse.
- ▼ Ask a local clergyman, lawyer or physician to deliver a short eulogy. Provide him or her with background information and offer to help write something that will appeal to youth.
- ▼ Locate florists willing to donate left-over flowers to put on the casket.

Making a Dummy of Joe Camel

- Obtain a full-body animal costume or body suit. Stuff it with newspaper. Ý
- Make a paper-mache' head. Celluclay is an instant paper maché that may make this easier, especially molding the nose.
- Blow up rubber gloves for hands.
- Use ads featuring Joe Camel for ideas about clothing.
- Contact a local ice company about purchasing dry ice to simulate smoke coming out of the coffin. Make sure to inquire about safety precautions.

- ▼ Design and send out invitations. These could be printed on a tombstone-shaped cards.
- ▼ Decide about coordinated clothing worn by students participating in the funeral.

ÝSelect or create music with words or mood appropriate for the service. Also consider use of video clips or slides.

This option is based on a funeral organized in Portland, Maine by Department of Public Health, Project ASSIST and People's Regional Opportunity Program in 1993. Student Action Against Tobacco

Student Action Against Tobacco

Project Option #4: Counter-ad Calendar

Objectives:

1: Learners will demonstrate the ability to practice skills for community action, such as assertive communication, action planning or advocacy.

2: Learners will apply knowledge about advertising and tobacco to reduce the influence of marketing on youth decisions about tobacco use.

Skill-building:

- ▼ Assertive communication
- ▼ Action-planning
- ▼ Advocacy: public speaking, writing letters and news release

Connections Across the Curriculum:

- ▼ **Math:** Cost of producing calendars, sale price
- ▼ **Language Arts:** Slogans for posters, letters to ask for funds, news release
- ▼ **Art:** Poster design

REMEMBER:

Research shows that programs that work to top youth smoking have ***many*** components like:

- Tobacco instructio in K-Grade 12 with a focus on personal and social skills
- Teacher/leader training
- School policies and/or community ordinances that are enforced
- Non-smoking media messages targeted to youth
- Help for those trying to quit

Preparation:

Review the various Powerful Points Reference Sheets and provide copies as appropriate to students:

- ▼ Powerful Points about Public Support for Restricting Tobacco Marketing
- ▼ Powerful Points about Tobacco Marketing
- ▼ Powerful Points about How Tobacco Advertising Targets Youth

Review the various Tip Sheets and provide students copies as appropriate for the project(s) they have chosen:

- ▼ Tips on Taking Action
- ▼ Tips on Reducing Tobacco Advertising in Your Community
- ▼ Tips on Standing Up for Yourself
- ▼ Tips on Speaking Up in Public
- ▼ Tips on Letter Writing
- ▼ Tips on Preparing a News Release

Review the Work Sheets and provide copies as appropriate to students:

- Action Against Tobacco Planning Sheet
- Tobacco Ad Report Card
- Project Evaluation
- Self-Evaluation

Evaluation:

Objective 1:

1a: Learners demonstrate ability to plan actions by completing the Taking Action Worksheets.

1b: Learners demonstrate assertive communication by writing a letter or news release, making a phone call, or speaking in public.

Objective 2:

2a: Learners contribute to the successful completion of the project by participating in at least two tasks identified in the group action plan.

2b: Learners demonstrate the ability to evaluate the impact of their actions by completing a project-evaluation worksheet Did We Make a Difference?

Counterad Calendar: Step by Step

Empower your students to take action by doing the follwoing:

Special hints about producing a counter-ad calendar against tobacco designed by the students:

- Decide how to distribute the calendars as part of the action planning process. You could simply give them away and that would be the end of the project. Or, you could sell the calendars and use the income to fund other tobacco prevention or health-related activities. For example, you could
  1) create a billboard or mural from one of the counter-ads;
  2) plan tobacco-free recreation activities for children and youth or;
  3) print signs about not selling tobacco to minors for stores.

- Ask the high school art teacher, art students and/or artists in the community to judge the calendars.

- Arrange to display posters in a public building with a statement about the need to stop manipulation of youth by tobacco companies.

- Contact parent-teacher groups, local service organizations or businesses to describe the project and to ask for donations of funds, services or time to help produce and distribute a calendar.

- If you have decided to sell the calendars, kick off the sale of counter-ad calendars with a presentation at a school assembly, school committee, town or city council meeting to which family members and involved community members are invited. Distribute autographed copies. You may also want to take this opportunity to advocate for increased school health education and other youth action projects. Follow the presentation with refreshments and an opportunity for informal discussion.

Powerful Points Reference Sheet

Powerful Points About How Tobacco Advertising Targets Youth

I. Evidence of Tobacco Advertising Influence on Young People

- Tobacco companies deny that children are the target of their advertising and claim that the purpose of advertising is to get smokers to change brands. James Todd, American Medical Association vice-president, responds " Any industry which kills more than 434,000 of its best customers every year must find new customers. It is an outrage and immoral that they have targeted our children, prior to the age of consent, bombarding them with cartoon-like images such as Joe Camel."

- One study found that 6 year olds are as familiar with "Old Joe Camel" as with Mickey Mouse. Ninety one percent of 6 year olds recognized Old Joe and linked him to his product. (Fischer, P., Schwartz, MP and Richards JW Jr., et al. *Grand Logo Recognition by Children Aged 3 to 6 Years*. JAMA 1991; 266: 3145-3148.)

- Since RJR Nabisco introduced its Old Joe advertising campaign in 1988, the number of smokers under 18 who choose Camel has risen from .5% to 32%. Camel retains only 4.4% of the adult market but profits have soared from $6 million to $476 million. (American Cancer Society, World Smoking and Health, Vol. 17, No. 3, 1992.)

- Cigarette advertisements tend to emphasize youthful vigor, sexual attraction, and independence- themes that are likely to appeal to teenagers and young adults struggling with these issues. (Davis, RM. *Current Trends in Cigarette Advertising and Marketing. NEJM* 1987; 316: 725-732.)

- About 85% of adolescent smokers prefer either Marlboro, Newport, or Camels, the three most heavily advertised cigarette brands. Marlboro is the brand most advertised and most smoked by teenagers. Newport is second, and Camel is third. (Centers for Disease Control and Prevention. *Comparison of Cigarette Brand Preference of Adult and Teenage Smokers, United States, 1989 and 10 US Communities, 1988, 1990. MMWR* 1992; 169-173, 179-181.)

- David Goerlitz, the former Winston man, asked RJ Reynolds executives incredulously, "Don't any of you smoke?" One executive answered, " Are you kidding? We reserve that right for the poor, the young, the black, and the stupid." (As quoted in a *New York Times* editorial by Bob Hebert, Nov 1993.)

- Cigarette advertisements appear in publications with large teenage readerships. In Glamour, 25% of whose readers are females 18 years old and under, cigarette advertising expenditures were $6.3 million in 1985. In *Sports Illustrated*, 33% of whose readers are males 18 years old and under, cigarette advertising expenditures were $29.9 million in 1985. (Davis, RM *Current Trends in Cigarette Advertising and Marketing. NEJM* 1987; 316: 725-732.)

II. 1993 Teen Survey about the influence of tobacco advertising on youth:

- An average of 35% of 12-17 year olds reported active participation in tobacco brand promotions. Among smokers, 68% had participated. Among non-smokers, 28% of the youth said they were active participants. Coupons had been saved by 11% of all respondents and 11% also reported owning at least one promotional item.

- Youth who owned promotional items reported having received them most often from friends or relatives (54%). Substantial numbers of items had been obtained directly from tobacco company outlets by youth. Almost 8% reported having received mail addressed to them from at least one tobacco company. (Extrapolating to the entire population of youth, approximately 1.6 million youth aged 12-17 are on these mailing lists.)

(This telephone survey was conducted with 1,047 youth aged 12–17 and 290 young adults aged 18-24 by Freeman, Sullivan, and Co, a San Francisco survey research firm. Statistics from *Tobacco Promotions Influence Teens* p.5 STAT Newsletter, Spring, 1995)

Powerful Points Reference Sheet

Powerful Points about Tobacco Marketing

▼ Cigarettes are the most heavily advertised product in the US. In 1993, the tobacco industry spent over **$6 billion dollars** to advertise and promote its products. That's more than $16 million per day. The following is a breakdown of tobacco industry advertising and promotional spending in 1993:

• Coupons, cigarette giveaways, non-cigarette giveaways with cigarette purchase	$2,559,200,000
• Promotional allowances to retailers	$1,557,000,000
• Specialty item distribution (direct-mail giveaways)	$775,800,000
• In-store point-of-sale advertisements	$400,900,000
• Magazine ads	$235,200,000
• Outdoor ads (billboards etc.)	$231,500,000
• Sponsorship of sporting, cultural and other events displaying the name of the company or its products	$84,000,000
• Sampling (giving away free cigarettes)	$40,200,000
• Transit advertising	$39,000,000
• Newspaper advertising	$36,200,000
• Direct mail (excludes merchandise giveaways)	$31,500,000
• Miscellaneous	$63,700,000[1]
Total =	**$6,035,100,000**

▼ It is estimated that 947 million packs of cigarettes are sold illegally to children under 18 every year. That is 26 million packs a day. These products are worth $1.26 billion, and they generate $221 million in tobacco industry profits. [2]

▼ Under current tax regulations, tobacco companies are allowed to deduct the cost of advertising and promotion from their taxes as a business expense!!! This saves them more than $1 billion in taxes which would otherwise go toward reducing the federal budget deficit.

▼ Also see Powerful Points about How Tobacco Advertising Targets Youth.

1. Suein Hwang "Clinton Ad Ban Could Strengthen Philip Morris". Wall Street Journal. August 21, 1995, p. B1
2. DiFranza, JR, Tye JB. Who Profits from Tobacco Sales to Children? JAMA 1990, 263: 2784-2787.

TIP SHEET

Tips on Taking Action

- If you believe in something, go for it. Don't be discouraged by those who tell you it won't work, or you're too young, etc.

- Think carefully about what you want to happen as a result of your actions. Your objective should be specific, realistic, and measurable. After all, if you don't know where you are going, you will end up somewhere else.

- Advocacy is hard work. As you complete the Taking Action worksheet, make sure you have enough help and are willing to put in your share of time and effort. If everyone pitches in, the project can be a lot of fun.

- Make sure you have facts to back up your opinions. This is important when you are trying to convince others to support you or to change what they are doing.

- It is worth trying even if you don't get the results you expect. You will probably learn a lot in the process and can take pride that you are trying to help young people in your community.

- Be patient. Change does not happen overnight. You may have helped people even though you can't see it or they won't admit it right away.

If you think you are too small
to make a difference,
then you have never been in bed
with a mosquito.

Taking Action Worksheet

Problem Statement:

What is the problem or issue that concerns you?

Goal Statement:

What do you want to do about it?

Positive forces:

What and who will work with you to reach your objective?
Who will give you feedback on your idea?
What do you need to know to reach your goal?

Strategies:

How can you strengthen the positive forces?

Opposing forces:

What and who could work against you?

Strategies:

How can you change them into neutral or positive forces?
Can you think of anything that you have in common with them?

Action Plan: Use the columns on the back.

TIP SHEET

Tips on Reducing Tobacco Advertising in Your Community

Indoors:

Small groups of students adopt a store and advocate for one or more of the following with the manager or owner:

- move posters and advertisements above childrens' eye level;
- remove or cover tobacco advertisements on shopping baskets
- remove promotional brochures and other items from counter tops;
- place products behind the counter to reduce visibility
- stop sales of candy cigarettes or chewing tobacco gum
- refuse any advertising or sale of tobacco products. (This strategy would be particularly appropriate in pharmacies where the sale of tobacco directly contradicts their role in serving community health.)

Outdoors:

- Approach the nearest branch office of a tobacco company(ies) about complying with the voluntary code of conduct banning billboard advertisements within 500 feet of schools
- Meet with or write to team owners or managers to discuss removing billboards from sports stadium(s) or arena(s)
- Meet with the public transportation authorities to discuss reducing or banning ads on public vehicles which many children may use to get to school or after-school activities
- Meet with organizers of county fairs and other cultural events to exclude tobacco companies as fair sponsors. (Sponsorship usually comes with privileges to advertise, or promote tobacco sales through distribution of single cigarettes etc.) This proposal will probably be more readily accepted if you offer to identify and recruit possible health-oriented replacement sponsors

Community-wide:

- Ask town or city officials to enforce any identified violations of ordinances or laws that apply to tobacco advertising.
- Develop a local ordinance restricting tobacco advertisements or promotions.
- Approach town or city officials about requiring one counter-advertisement for every advertisement allowed on public property.

See *Powerful Points about Restrictions on Tobacco Marketing* for examples of communities which have used these strategies successfully.

TIP SHEET

Tips on Standing Up for Yourself:
How to be Assertive

1. State your views, feelings, or needs.

   ▼ Think before you speak.
   ▼ Use "I" in your sentences.
   ▼ Use a confident tone.
   ▼ Do this without criticizing or hurting others. (This makes the difference between being assertive and aggressive.)

2. Explain your reasons.

   ▼ Use facts and experiences to back up your views and feelings or to convince others.
   ▼ Example: *I am upset or students in my class are upset about all the ads that encourage people our age to use tobacco.*

3. Try to understand the views, feelings and needs of others.

   Examples:
   ▼ repeat or paraphrase what someone says.
   ▼ find out **why** someone thinks or feels the way they do.
   ▼ listen for the feelings behind the words.

4. Match words with body language.

   Examples:
   ▼ Lean forward.
   ▼ Look directly at the person or audience.

5. Walk the talk. Take action on your views, feelings or needs.

   ▼ An assertive person makes things happen, rather than watching things happen or wondering what happened.

TIP SHEET

Tips on Letter-writing

The back of this sheet has a sample letter with a few suggestions about letter form.

Also consider:

- Your letter should be easy to read. This means neat and to the point. It does not necessarily need to be typed. Writing the letter on a computer will help you say just what you want and to correct spelling and punctuation. On the other hand, a hand-written letter may get more attention because it looks more personal, different from all the other letters local leaders receive.

- If your group is sending more than one letter, make sure that the letters don't all say the exact same thing. That would reduce your power. You can make the same main points but use different examples, experiences, or statistics to support the main points.

- Delivering the letter in person may help you become familiar with the person or group you are asking for help. It may also increase your chances of making an impression.

- You may want to send a copy of your letter or project description to your state legislators and/or US Congressional delegation. If you do not know the names of your state legislators, you can get their names from your local library or League of Women Voters. All you need to write to a US Senator is his or her name and Washington DC 20510. For US Representatives write their name, Washington, DC and a different Zip Code: 20515.þ

Sample Letter to Local Leader or Decision-Maker:

Tell who you are, where you go to school, age

Explain why you are writing. Include a related personal experience.

Describe what you want the person or group to do.

Wrap up the letter on a positive note.

Date

Name of person you are writing to:
Title or name of group?
Street Address
City, State, Zip

Dear (title and last name):

My name is Yolanda Marx. I am 16 years old and go to Riverside High School in Riverside, Ohio.

My friends and I from Mrs. Helverson's class are concerned about all the cigarette and spitting tobacco advertisements we see in stores and on the streets in Riverside. These ads give people my age the wrong idea. They make it see like tobacco makes you popular, athletic and good-looking, when actually tobacco makes you have bad breath and get lung cancer. Nobody on our soccer or track teams are allowed to smoke because you get short of breath and can't keep up.

Some of us would like to sit down with you after school to talk about cutting down on the ads in your store so that fewer kids will start smoking. Did you know that most teenagers who smoke use Marlboro, Newport or Camels, the three most heavily advertised cigarettes? Also, did you realize that in 1993 tobacco companies spent over 6 billion dollars trying to convince people my age to smoke?

I will call you in a week or so to see if we can meet. We really hope you and other store owners will help us.

Sincerely,

Your Signature

Name of school or group
Street Address
City, State, Zip
Phone number (optional)

TIP SHEET

Tips on Speaking up in Public

The thought of speaking in public can be scary . (Adults often get scared too.) This is a good chance for you to make a big impression. You can learn to speak up well in public with some planning and practice. Here are a few tips:

Planning What to Say:

▼ Remember the "K-I-S-S" rule: Keep it Short and Simple. One to five minutes is plenty.

▼ Make an outline of what you want to say, just as you would for an oral report.

▼ A good speech and a good letter have many things in common. (See *Sample Letter to a Local Leader or Decision-maker.*)
- Tell who you are and where you are from.
- Explain why you are speaking to the group.
- Catch their attention with a personal experience, powerful fact, joke or story.
- Describe what you would like to see happen.
- Ask for help if you want it.
- Wrap it up in one or two sentences.
- Thank the group for the chance to speak.

▼ Use your outline to practice what you are going to say. Practice until you are comfortable. (If you are nervous it is OK to write out what you want to say word by word and to practice reading it instead.)

Speaking Up in Public:

▼ Look in the audience in the eye when you are speaking.

▼ Try to sound as natural as possible. Pretend that you are talking to familiar people such as your family or friends.

▼ Speak loudly and slowly. Keep your chin up so your voice will carry to the people who are behind the first row.

TIP SHEET

Tips on Preparing a News Release

- A news or press release is one good way to interest the media in covering your issue or project. Publicizing what you are doing can often make the difference between a good idea that goes nowhere and one that takes off. Besides it's exciting to see or hear yourself in the news!

- Identify a specific event or activity on hich you want them to report. They are more likely to cover this than an ongoing project. If you can get them in the door to cover an activity or event this will give you a chance to fill them in on the details of the whole project.

- Try to find out the name of the person at the newspaper, radio or TV station that covers the type of project you are working on. This will make it more likely that your letter will not get buried among the piles of press releases received by newsrooms.

- Think of a clever name with a ring or rhyme to it. Visual symbols will also help to attract attention to your project or campaign. Examples of names: SOS (Students Opposed to Smoking) or Puffless Potties (a name used by Virginia students concerned about smoke in school bathrooms).

- Send a release to a variety of media. This increases your chance of getting in the news. Consider the school newsletter, newsletters of youth organizations such as the YMCA/ YWCA or health organizations such as the American Cancer Society, daily and weekly newspapers, news and talk shows on radio, cable TV and major network TV. The names of radio and TV stations can be found in the yellow pages or the local library.

- Send out the release about two to three weeks ahead of time so the media can get your event or project on their calendars. Call to find out deadlines.

- Follow-up the release with a phone call a week later. Be ready to send or FAX another copy of the release.

- Watch for your releases in the press. Cut them out and keep track of them.

- Use a clever headline that will make the reporter curious.

- The news release doesn't have to be typed as long as it is easy to read. In fact, if the press release is not typed, it may be more likely to stand out and get attention.

Sample News Release

These words and the date are very important

Think of a catchy title

Put information about the contact person

Give basic answers to the "5ws" in 'the first two paragraphs

- **who**
- **what**
- **why**
- **where**
- **when**

Put a quote from a student in the remaining space on the page.

FOR IMMEDIATE RELEASE

Henry Corbin
LouisB Peer Leaders
Louisburg, FL 06689
(407) 133-8765

November 1, 1996

Say No to Camel Joe!!!

Our peer leadership group is working with the Public Health Department to organize a mock funeral for Old Joe Camel, the cartoon character used to advertise Camel cigarettes. The funeral will be held at the Hillside Cemetery at 3 pm on November 18, 1996. The Louisburg Police Department will escort the motorcade to me cemetery from the Public Health Department offices on Main St. Revered Parkman from the Mid-town Community Church will give the eulogy.

The purpose of the mock funeral is to make people in Louisburg more aware of the advertising methods used by tobacco companies to convince young people to smoke or spit tobacco. A recent study shows that advertising influences tobacco use among teenagers even more than their peers or families.

Tobacco companies spend billion of dollars on advertising every year. Most teenagers who smoke use Marlboro, Newport, or Camels, the three most heavily advertised cigarettes. Tobacco companies claim that they do not target young people with their ads, but since RJR Nabisco introduced its Old Joe Camel ads in 1988, the number of smokers under 18 who choose Camel has risen from less than 1% to 32%!!! What does that tell you???

WORKSHEET

Project Evaluation: Did We Make a Difference?

1. Did the group complete the activities described in their action plan?

2. Did the group's activities achieve the goal(s) described in the action plan?

3. From which activities or tasks did the group learn the most about the influence of tobacco advertising? About how tobacco use harms the body? What did they learn?

4. What did the group learn about action planning, letter writing, organizing an event, or other skills that help with community action?

5. Which activities/tasks were not successful? Why?

6. What will you do differently about this project when you do it again with your class or group?

7. How has this project affected the amount of influence that advertising has on youth in your community?

WORKSHEET

Self-Evaluation: Did We Make A Difference?

Use the back or another piece of paper if you need more room.

1. Did your group do what you set out to do? (Look at the goal statement on your action plan.)

2. What was most important thing that the group accomplished? Why?

3. What did you personally learn by doing this project?

4. What did the group learn together?

5. What did not work? Why?

6. What would you change about the project if you were to do it again?

7. How has this project affected the amount of influence that advertising has on people your age in your community?

WORKSHEET

Action Against Tobacco Planning Sheet

Activity Description **Person responsible**

Starting and

(Number these)

Finishing dates

WORKSHEET

Tobacco Ad Report Card

Store name _____

Address _____

Outside advertisements:

- Number of ads on the door(s) _____
- Ad location on door: Top ____ Middle ____ Bottom _____
- Number of ads on the outside walls _____
- Other outside ads _____
- Size of largest ad on a wall _____
- Size of smallest ad on a wall _____
- Ads for things that promote tobacco but are not tobacco.
  Ex: T-shirts, lighters, baseball caps ❑ yes ❑ no
- Total number of outside ads and promotions _____

Comments about outside advertisements:

Inside advertisements:

- Number of ads on the walls _____
- Number of ads on the doors _____
- Number of ads on the counters _____
- Ads, cigarettes or spit tobacco placed below the counter level: ❑ yes ❑ no
- Ads, cigarettes or spit tobacco placed near candy: ❑ yes ❑ no
- Ads for things that promote tobacco but are not tobacco.
  Ex: T-shirts, lighters, baseball caps: ❑ yes ❑ no
- Total number of inside ads and promotions _____

Comments about inside advertisements:

American
Cancer
Society®