

# Tobacco Prevention Toolkit

K-12





K-12 School District Representative:

We are pleased to provide you with *The SD K-12 Tobacco Prevention Toolkit*. It was developed to provide K-12 school districts with information about tobacco prevention activities, policies, and curriculum. Tobacco use remains the leading cause of preventable death in South Dakota. More deaths are caused each year by tobacco use than by human immunodeficiency virus (HIV), illegal drug use, alcohol use, motor vehicle injuries, suicides, and murders *combined*.

The toll of tobacco use on our youth in South Dakota is devastating – 23.1 percent of South Dakota high school students smoke, which accounts for 10,700 youth. This rate is higher than the national average of 19.5 percent. Furthermore, 1,000 youth under the age of 18 become daily smokers each year.

The need for evidence-based initiatives to prevent young people from using tobacco is imperative. As educators and health professionals we are committed to supporting school districts in adopting a tobacco-free buildings and grounds policy, utilizing tobacco prevention curriculum, and implementing evidence-based tobacco prevention activities. *The SD K-12 Tobacco Prevention Toolkit* is a concise and helpful resource for addressing these needs.

Thank you for your support in making tobacco prevention an important mission at your school district.

Respectfully,

A handwritten signature in black ink that appears to read 'Doneen B. Hollingsworth'.

Doneen Hollingsworth  
Department Secretary  
SD Department of Health

A handwritten signature in black ink that appears to read 'Dr. Melody Schopp'.

Melody Schopp  
Department Secretary  
SD Department of Education



## PROLOGUE

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This toolkit provides the rationale and the evidence to help you understand the need for comprehensive, multi-component interventions that are effective at reducing tobacco use. To help you implement these interventions, we have provided an abundance of ideas. But as educators, you more than anyone understand that knowledge is not enough – there must be action and commitment. We hope that this resource will give you the tools you need as well as the energy, enthusiasm and incentives to go into your schools and tackle this deadly epidemic that kills more than 3 people every day – or over a thousand people a year – in South Dakota. You have the power to prevent the premature deaths of 18,000 South Dakotans now under 18 and alive in South Dakota – kids who will ultimately die prematurely from smoking. You can make a difference by implementing and enforcing strong tobacco-free school policies, engaging youth in the development of these policies and making it easy for all tobacco users to quit. **You can save lives.**

**“** *We have ample evidence...but knowledge is not enough. We must also have commitment – the commitment to sustain comprehensive programs, to give our young people another perspective on tobacco, to create an environment that makes it harder for youth to smoke, to make cessation services accessible and affordable. It is within our grasp to make the next generation tobacco-free if we have the will to do so. **”***

– Howard Koh  
Assistant Secretary for Health  
U.S. Department of Health  
and Human Services



## ACKNOWLEDGEMENTS

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Hot Pink Ink



# TABLE OF CONTENTS

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<b>Introduction</b> .....	i
<b>Prologue</b> .....	iii
<b>Acknowledgements:</b>	
<b>Toolkit and Training Project Team Members</b> .....	v
<b>Section 1:</b>	
<b>The Big Picture</b> .....	1-1
<b>Section 2:</b>	
<b>Strategies That Work</b> .....	2-1
<b>Section 3:</b>	
<b>Lay of the Land – Assessing the Current Status</b>	
<b>of Commercial Tobacco Policies</b> .....	3-1
<b>Section 4:</b>	
<b>Organizing for Success for Healthy Schools</b> .....	4-1
<b>Section 5:</b>	
<b>Taking Action – Activities to Support Tobacco Use Prevention</b> .....	5-1
<b>Section 6:</b>	
<b>Curriculum and Classroom Instruction</b> .....	6-1
<b>Section 7:</b>	
<b>Cessation Support</b> .....	7-1
<b>Section 8:</b>	
<b>Resources</b> .....	8-1
<b>Appendices</b>	





Section 1:  
THE BIG PICTURE

# THE IMPACT OF COMMERCIAL TOBACCO USE IN SOUTH DAKOTA

Commercial tobacco has a devastating impact on South Dakotans. The fact remains that tobacco still kills more people than HIV/AIDS, illegal drug use, alcohol use, motor vehicle injuries, suicides, and murders *combined*.



*Please note that the term "tobacco" in this document refers to commercially produced tobacco products only and never the traditional tobacco of our Northern Plains American Indians.*

Thousands more die from other tobacco-related causes such as fires started by cigarettes (more than 1,000 deaths per year nationwide) and smokeless tobacco use.

The health consequences of tobacco use include heart disease, multiple types of cancer, lung and respiratory disease, negative reproductive effects, and the worsening of chronic health conditions such as diabetes and asthma. The U.S. Surgeon General has issued more than 30 reports on the health effects of tobacco. The figure below is from one of those reports and shows some of the known health impacts of smoking and secondhand smoke.

Each year, approximately 443,000 persons in the United States die from smoking-related illnesses. South Dakota loses more than 1,000 residents each year as a result of their own smoking. That means that nearly 3 people die each day in the state as a result of tobacco use. Among the leading causes of death in South Dakota, tobacco use is implicated in five of the ten causes including heart disease, cancer, chronic lower respiratory disease, stroke and diabetes. The chart on page 1-3 ranks the actual causes of death by year in the state from 2000 to 2010. The shaded cells represent the causes of death associated with tobacco use.

**Figure 1. The health consequences causally linked to smoking and exposure to secondhand smoke**

Smoking		Secondhand Smoke Exposure	
Cancers	Chronic Diseases	Children	Adults
Oropharynx Larynx Esophagus Trachea, bronchus, and lung Acute myeloid leukemia Stomach Pancreas Kidney and ureter Cervix Bladder	Stroke Blindness, cataracts Periodontitis Aortic aneurysm Coronary heart disease Pneumonia Atherosclerotic peripheral vascular disease Chronic obstructive pulmonary disease, asthma, and other respiratory effects Hip fractures Reproductive effects in women (including reduced fertility)	Middle ear disease Respiratory symptoms, impaired lung function Lower respiratory illness Sudden infant death syndrome	Nasal irritation Lung cancer Coronary heart disease Reproductive effects in women: low birth weight

*Source: U.S. Department of Health and Human Services 2004, 2006.*

TOP TEN ACTUAL CAUSES OF DEATH IN SOUTH DAKOTA: 2000-2010											
Shaded cells represent the causes of death associated with tobacco use											
Rank	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
1	Heart	Cancer									
2	Cancer	Heart									
3	Stroke	Stroke	Stroke	Stroke	Stroke	Stroke	Accident	CLRD	CLRD	CLRD	CLRD
4	CLRD	Accident	CLRD	Accident	Accident	CLRD	Stroke	Stroke	Alzheimers	Stroke	Stroke
5	Accident	CLRD	Accident	CLRD	CLRD	Accident	CLRD	Accident	Stroke	Alzheimers	Alzheimers
6	I & P	Diabetes	I & P	I & P	Alzheimers	Alzheimers	Alzheimers	Alzheimers	Accident	Accident	Accident
7	Alzheimers	I & P	Diabetes	Diabetes	Diabetes	I & P	Diabetes	Diabetes	Diabetes	Diabetes	Diabetes
8	Diabetes	Alzheimers	Alzheimers	Alzheimers	I & P	Diabetes	I & P	I & P	I & P	I & P	I & P
9	Kidney	Mental	Mental	Mental	Suicide						
10	Suicide	Suicide	Kidney	Kidney	Liver						

**Key:** Heart=Heart disease; Cancer=Malignant neoplasms; Stroke=Cerebrovascular disease; I & P=Influenza and pneumonia; Liver=Chronic liver disease and cirrhosis; Kidney=Nephritis, nephritic syndrome and nephrosis; CLRD=Chronic lower respiratory disease; Mental=Organic, including symptomatic, mental disorders

Source: SD DOH, Public Health Bulletin, April 2012

Unfortunately the news gets worse — at the current rate of tobacco use, 18,000 kids now under age 18 and alive in South Dakota will ultimately die prematurely from smoking. Estimates show that nearly 1,000 youth start smoking in the state every year.

Commercial tobacco takes a very large toll on this country both in human terms and in dollars. According to the Centers for Disease Control and Prevention (CDC), smoking has been estimated to cost the United States \$193 billion in direct healthcare expenses and in productivity losses each year. Productivity losses come from when a person dies when they are still young enough to be working. Men who smoke lose an average of 13.2 years of life. Women who smoke lose an average of 14.5 years of life.

This huge cost is all due to premature death. South Dakota is faced with nearly \$274 million in healthcare costs directly caused by smoking. One out of every five dollars spent comes from us – the taxpayers – covering these costs through Medicaid. Here's a breakdown of some of the smoking-caused costs for the state:

**Table 1**

THE COST OF SMOKING IN SOUTH DAKOTA	
Annual healthcare costs in South Dakota directly caused by smoking	\$274 million
• Portion covered by the state Medicaid program	\$58 million
Residents' state and federal tax burden from smoking-caused government expenditures	\$570 per household
Smoking-caused productivity losses in South Dakota	\$233 million

Source: Campaign for Tobacco Free Kids, 2012

### The Sacred Use of Tobacco

Any discussion of tobacco-related issues in South Dakota must begin with a statement of the importance of tobacco to the state's American Indian tribes. For tribes throughout North America, the use of traditional tobacco for spiritual, ceremonial, and medicinal purposes goes back thousands of years. There are many types of what is called "tobacco." The most commonly known form is tobacco derived from the tobacco plant (*Nicotiana tabacum*). This type of tobacco is commercially grown in the Southern United States (as well as in Africa and South America) and is used to make commercial tobacco products. Commercial tobacco products are known to have many added chemicals that are harmful. There are also types of tobacco known as natural tobacco, wild tobacco, or mountain smoke which were used by traditional Indian people. Because of the increased accessibility and marketing of commercial tobacco, many tribes

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are losing the practice of planting, harvesting and preparing tobacco for traditional or spiritual purposes. There are now fewer people who know the proper way and attitude to care for true natural tobacco.

Traditional tobacco among the Northern Plains tribes is not the same as commercial tobacco such as cigarettes or spit tobacco. South Dakota tribes use čanšaša which comes from red willow bark. Growing along creek beds, these red willow trees have a deep red bark that makes them easy to find during winter harvest. Larger branches are cut and the outer bark is shaved off exposing a green film which is stripped off, and the green shavings are then dried. Čanšaša may contain a mixture of herbs and berries and can be mixed with kinnikinnik bear root, berries, rosehips and petals, grape leaves or white ash.

Among South Dakota tribes, tobacco is an important part of spiritual life. Tobacco helps connect the human experience with the spiritual and provides a means of communicating with the spirit world and the Great Spirit.

Tobacco is also used for healing and medicinal purposes. Some uses include relieving chills and fevers, headaches, toothaches, healing cuts or burns, muscle soreness, and ear infections.

The age at which sacred tobacco is typically introduced to children and when adolescents start to use čanšaša varies. Children who are

*continued on the next page...*

## What Is Secondhand Smoke and What's So Bad About It?

In addition to using tobacco products, there are other dangers associated with tobacco. Secondhand

smoke is the combination of smoke from the burning end of the cigarette and the smoke breathed out by smokers. When a person smokes near you, you breathe secondhand smoke. When you breathe secondhand smoke, it is like you are smoking. When you are around a person who is smoking, you inhale the same dangerous chemicals as he or she does. Breathing secondhand smoke can make you sick. Some of the diseases that secondhand smoke causes can kill you.

The U.S. Surgeon General has issued two reports on secondhand smoke — in 2006 and 2010. In these reports, the message was very clear — secondhand smoke is dangerous. Here are a few of the important points from the reports:

- There is NO safe level of exposure to tobacco smoke. Any exposure to tobacco smoke is harmful.
- Whether you are young or old, healthy or sick, secondhand smoke is dangerous. We now know that:
  - There is no safe amount of secondhand smoke. Breathing even a little secondhand smoke can be dangerous. Secondhand smoke has been designated as a known human cancer-causing agent by the US Environmental Protection Agency and other federal safety regulators.
  - Breathing secondhand smoke is a known risk factor for sudden infant death syndrome (SIDS). Children are also more likely to have lung problems, ear infections, and severe asthma from being around smoke. Even brief exposure to secondhand smoke can trigger an immediate and severe asthma attack in children.
  - Secondhand smoke causes lung cancer.
  - Secondhand smoke causes heart disease in non smokers.
  - People who already have heart disease are at especially high risk of having immediate health problems from breathing secondhand smoke, and should take care to avoid even brief exposure. Secondhand smoke can cause heart attacks and stroke.
  - Separate “no smoking” sections DO NOT protect you from secondhand smoke. Neither does filtering the air, ventilating buildings or opening a window.

There is no safe amount of secondhand smoke. Children, pregnant women, older people, and people with heart or breathing problems should be especially careful. Even being around secondhand smoke for a short time can hurt your health. Some effects are temporary, but others are permanent.

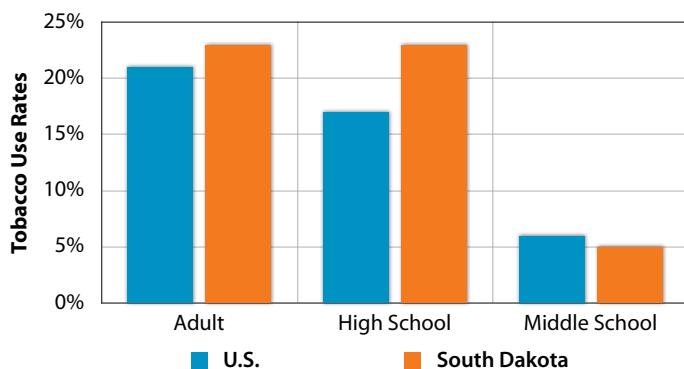
**“When I am around smoke, it makes me feel like I cannot breathe.”**

— Georgianne Larvie, student with asthma at White River High School

## Current Tobacco Use

Despite these negative health effects and huge costs, many people still use tobacco products. According to 2011 data, 21.2% of the U.S. population smokes. South Dakota's rate is higher — 23%. It is important to note that the 2011 Behavioral Risk Factor Surveillance Survey data reflect a change in methodology which includes the calling of cell phones for the first time. Due to these changes, the 2011 data cannot be compared to previous years.

**Chart 1: CURRENT SMOKERS**

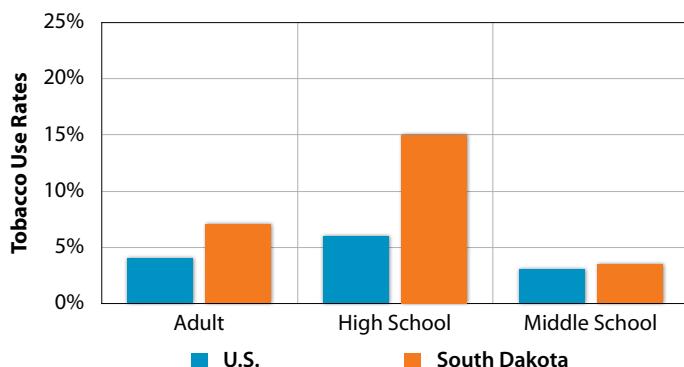


CDC, 2011; South Dakota Department of Health, 2012

Even though youth tobacco use rates are slowly declining, the problem is still troubling. According to the Centers for Disease Control and Prevention, among high school students nationwide, 17.2% smoke and in South Dakota, the rate is much higher at 23%. Chart 1 compares the smoking rates by age group in the U.S. and South Dakota overall. Looking at the data more closely, smoking rates vary considerably among gender, grade level, and ethnicity. For example, American Indian youth are much more likely to have smoked cigarettes or used spit tobacco than Whites.

Spit tobacco use in the state is higher than the national average — 3.5% of the U.S. adult population uses spit tobacco compared with 7% of South Dakota adults. Again, youth rates of spit tobacco use are significantly higher than that of adults — 15% of South Dakota high school students use spit tobacco. Chart 2 compares spit tobacco use rates by age group in the U.S. and South Dakota overall.

**Chart 2: SPIT TOBACCO USERS**



CDC, 2011; South Dakota Department of Health, 2012

involved in Lakota traditional customs are introduced to sacred tobacco at a very young age through prayer offerings and tobacco ties. Traditional tobacco is smoked using ceremonial pipes and the smoke is not inhaled. Pipe design varies among the different tribes, with pipe stems often made of ash or sumac and pipe bowls carved from various types of stone and clay. Archeological evidence of these pipes goes back at least a thousand years.

Children will typically not smoke čanšaša with the sacred pipe until after the child completes their man or womanhood ceremony (when the child reaches puberty) or if the traditional healer sees that the child has reached a certain maturity level. If the child is too young to smoke the sacred pipe, the pipe holder will touch the child on the head with the pipe to receive those prayers.

Čanšaša is used to pray to the 4 directions and the Creator. It also is used in tobacco ties as an offering to the spirits. A tobacco tie is a small sacred bundle to hold the tobacco. Tobacco ties make the tobacco easier to carry or to make an offering to another person, or to hold on to for longer periods of time. Offerings of loose tobacco are made as well, in particular to the Sacred Fire. The ties are also burned so that spirits can receive the čanšaša. When čanšaša is smoked or burned, prayers are carried up in the form of smoke. Čanšaša is sacred and the smoke is not inhaled. There are no known health risks when native tobacco is used in a sacred and respectful manner.

Table 2 displays some key data from two of the youth tobacco use surveys administered in South Dakota: the Youth Risk Behavior Survey (high school) and the Youth Tobacco Survey (middle school). Both of these surveys were done in 2011.

**Table 2**

COMPARING COMMERCIAL TOBACCO USE RATES AMONG SOUTH DAKOTA YOUTH		
	South Dakota Middle School Students (Grades 6-8)	South Dakota High School Students (Grades 9-12)
<b>Cigarette Use</b>		
Ever tried cigarette smoking	14%	48%
Smoked cigarettes on at least 1 day during the 30 days before the survey	5%	23%
Smoked cigarettes on 20 or more days during the 30 days before the survey	NA	10%
Smoked cigarettes on school property on at least 1 day during the 30 days before the survey	NA	6%
Did not try to quit smoking cigarettes	21%	42%
<b>Other Tobacco Use</b>		
Ever tried chewing tobacco or snuff	9%	28%
Used chewing tobacco, snuff or dip on at least 1 day during the 30 days before the survey	3%	15%
Used chewing tobacco, snuff or dip on school property on at least 1 day during the 30 days before the survey	NA	8%

Sources: CDC, 2011; South Dakota Department of Health, 2012

### **Tobacco Industry Targeting of Youth and Other Populations**

The tobacco industry has a long history of targeting specific groups to lure them to try their deadly products. One of the most common targets has been youth. Hundreds of tobacco industry documents which were released in legal proceedings detail how the industry has tried to recruit young people and how they studied youth behavior in order to appeal more to this key market segment.

The tobacco industry continues to use its enormous resources to market to youth. The tobacco industry spent over \$8.5 billion per year (or more than \$23 million per day) according to the most recent report of the Federal Trade Commission (for 2009 and 2010). Estimates for industry spending in South Dakota are \$19.7 million for the same time period.

Even with the restrictions placed on their marketing by the 1998 legal settlement between the states and tobacco companies, tobacco industry marketing expenditures have overwhelmed the public health benefits of this agreement. Tobacco companies were further restricted in their marketing by a 2009 federal law, the Family Smoking Prevention and Tobacco Control Act, which gave the U.S. Food and Drug Administration the power to regulate tobacco products and marketing. Cigarette company marketing expenditures account for 95% of all tobacco industry marketing. The vast majority of these expenditures are directly linked to individual pack sales through price discounts, sales-related promotional allowances (buy-one, get-one), coupons, and sales-linked bonus items (free promotional materials with purchase).

The recently released 2012 Surgeon General's report, *Preventing Tobacco Use Among Youth and Young Adults*, concluded that the scientific evidence "consistently and coherently points to the intentional marketing of tobacco products to youth as being a cause of young people's tobacco use."

A March 2012 report from the Campaign for Tobacco-Free Kids outlines some of the tobacco industry's latest marketing trends which include the following:

- **Heavy marketing and discounting in convenience stores:**

Tobacco companies today spend more than 90% of their total marketing budget to advertise and promote their products in convenience stores, gas stations and other retail outlets. Tobacco companies pay stores billions to ensure that cigarettes and other tobacco products are advertised heavily, displayed prominently and priced cheaply to appeal to kids and current tobacco users. This marketing is very effective at reaching kids because two-thirds of teenagers visit a convenience store at least once a week. Studies have shown that exposure to tobacco marketing in stores and price discounts increase youth smoking.

- **Increased marketing of smokeless tobacco:** Tobacco companies have significantly increased marketing of smokeless tobacco products, and they have introduced an array of colorfully-packaged and sweetly-flavored smokeless products, some of which look, taste and are packaged like candy. Since the 1998 settlement, smokeless tobacco marketing has skyrocketed. In addition to marketing traditional chewing tobacco in kid-friendly flavors such as cherry, apple and citrus, tobacco companies have introduced new dissolvable and easily concealed tobacco products.

These products — sticks, strips and orbs — look like mints, breath strips and toothpicks.

- **Proliferation of cheap, sweet-flavored "little cigars":** Tobacco companies have introduced a growing number of smaller cigars, called little cigars or cigarillos, with sweet flavors, colorful packaging and cheap prices, all of which makes them appealing to kids. These products come in flavors such as peach, apple, grape and cherry and carry names such as "Swisher Sweets" and "Sugarillos."

- **New versions of cigarette brands most popular with kids:** Tobacco companies know that Marlboro, Newport and Camel are the three most popular cigarette brands among youth smokers. They keep these brands fresh and appealing by introducing new brand extensions such as Marlboro Black, Marlboro Snus, Newport Red, Camel Snus and Camel Crush.

“Why, then, are younger adult smokers important to RJR [R.J. Reynolds Tobacco Company]? Younger adult smokers are the only source of replacement smokers.”

— RJ Reynolds Tobacco Company Internal Analysis, 1984

In addition to targeting youth, tobacco companies are focusing even more on American Indians as a target of their marketing campaigns – not just as symbols to use in their advertisements. Tobacco companies are more deliberately exploiting Native American images and cultural symbols such as warriors, feathers, regalia and words like “natural” in the brand names. Some companies have even used copies of religious artifacts to sell more tobacco. Tobacco companies have even sought to manipulate the sacred use of tobacco and to imply that their commercial cigarette and smokeless tobacco products are easily obtained substitutes for tobacco approved by elders for ceremonial use.

The tobacco industry has also focused its marketing and recruitment efforts on other groups including women, members of the military, less educated, rural populations, sports groups (particularly baseball, rodeo and hunting), and the lesbian, gay, bisexual and transgender (LGBT) community. Again, many documents from the tobacco industry that outline this strategy have been discovered as part of the legal actions against the industry over the past 15 years.

The next section will describe how schools can make a dent in the huge problem of commercial tobacco use and addiction in your community. We'll talk about some of the best practices or proven methods that have worked in other places to help your community reduce the harm that commercial tobacco causes.



## Section 2: STRATEGIES THAT WORK

## BEST PRACTICES IN TOBACCO USE PREVENTION FOR SCHOOLS

**At the current rate of tobacco use, 18,000 kids under 18 and alive in South Dakota will ultimately die prematurely from smoking.**



*Please note that the term "tobacco" in this document refers to commercially produced tobacco products only and never the traditional tobacco of our Northern Plains American Indians.*

based tobacco prevention education programs that focus on skills-based training are effective in reducing the onset of smoking.

The facts are clear: 1) one-third of all smokers have their first cigarette by age 14, 2) almost all first tobacco use occurs before high school graduation, and 3) young smokers appear to be more vulnerable to nicotine addiction than older smokers. These facts add up to a powerful argument that schools share a responsibility to do everything possible to discourage use of tobacco products. Evidence suggests that school health programs can be an effective means of preventing tobacco use among youth.

**“Nearly all first use of tobacco occurs before high school graduation; this suggests that if adolescents can be kept tobacco-free, most will never start using tobacco. ”**

*– Preventing Tobacco Use Among Young People: A Report of the Surgeon General (1994)*

**Schools have a responsibility to do everything possible to discourage use of tobacco products.**

*– Fit, Healthy and Ready to Learn  
National Association of State Boards of Education*

Each year, South Dakota loses more than 1,000 residents as a result of their own cigarette smoking. Since cigarette smoking typically begins at an early age (before age 18), policies to keep young people from smoking and to help those that already use tobacco quit can make a big impact on the health of the state and save thousands of lives.

School-based programs to prevent tobacco use can make a major contribution to the health of the next generation. Schools are ideal settings in which to provide effective tobacco use prevention programs to all children and adolescents. Numerous independent studies show that school-

based tobacco prevention education programs that focus on skills-based training are effective in reducing the onset of smoking.

According to a report by the National Association of State Boards of Education, research now shows that cigarette smoking can affect students' attendance and academic performance in school. There is evidence that exposure to secondhand tobacco smoke is linked to lower abilities in reading, math, reasoning ability, and language development in elementary school-aged children, even at extremely small levels of exposure. Children's ability to read is especially affected. Secondhand smoke exposure during childhood and adolescence may also cause new cases of asthma or worsen existing asthma, which is the main health reason for school absences.

The 1994 Surgeon General's report on tobacco use and youth outlined even more concerns regarding young people using tobacco. Youth tobacco use was linked with negative behaviors and noted as being a “gateway drug.” Other research also links cigarette smoking with anxiety disorders in youth.

Reducing tobacco use is hard because tobacco products are so highly addictive and readily available. The product is also heavily advertised. The tobacco industry spends billions of dollars each year – including \$19.7 million in South Dakota – to make tobacco use appear to be attractive as well as an accepted and established part of American culture. As noted in Section 1, tobacco companies have particularly preyed on youth in an effort to recruit more tobacco users.

In addition to these tobacco advertising and promotion campaigns, both adults and youth see many images of cigarette smoking in the movies and in other media. In order to counteract these pro-tobacco influences and help people stop using these highly addictive tobacco products, it will take a coordinated

effort of many levels of our communities. Schools have a large role to play in this effort to create tobacco-free norms.



### Guidance for Comprehensive Tobacco-Free School Policy

The strongest action that can and must be taken by a school to ensure that its students are not addicted to tobacco is to implement a strong and comprehensive tobacco-free campus policy. Such a policy, when it is applied fairly and consistently, can help students decide not to use tobacco and helps reduce the

number of youth who do use tobacco. A comprehensive approach should frame commercial tobacco use as not simply a school discipline problem. A comprehensive approach should frame the issue more broadly as a serious lifelong health and personal wellness issue that must be addressed by the entire education system with the support of the community. Adoption of a comprehensive policy also sends a clear message to students, staff, parents, and the community that school leaders are concerned about the health of their students and consider tobacco use a serious issue.

CDC has provided guidelines to assist school administrators in the development of an effective policy that ensures a completely tobacco-free school environment. The criteria are listed below.

The South Dakota Departments of Health and Education strongly encourage all schools to become tobacco-free environments by developing and enforcing a comprehensive school policy on tobacco use. The guidelines provided by CDC can assist in determining where changes need to be made in a school's policy as well as whether something should be added.

**“** *Smokeless tobacco or cigarettes are generally the first drug used by young people in a sequence that can include tobacco, alcohol, marijuana, and hard drugs... Cigarette smokers are also more likely to get into fights, carry weapons, attempt suicide, and engage in high-risk sexual behaviors. These behaviors can be considered a syndrome, since involvement in one behavior increases the risk for involvement in others. Delaying or preventing the use of tobacco may have implications for delaying or preventing these other behaviors as well.* **”**

— M. Joycelyn Elders, MD  
Former US Surgeon General

#### CDC CRITERIA FOR COMPREHENSIVE TOBACCO-FREE SCHOOL POLICY

1. The policy includes a statement explaining the rationale for the policy and definitions of tobacco and tobacco use.
2. Tobacco is specifically named in the policy, not implied by prohibiting drugs (such as alcohol and other drugs).
3. All components of the policy are effective 24 hours a day, 365 days per year. This includes days when school is not in session.
4. All school buildings, grounds, campuses, housing, property (including vehicles/buses), whether owned or leased, are tobacco-free at all times.
5. Students are prohibited from possessing and/or using tobacco products on school grounds or at school events, whether on or off school district property.
6. School staff are prohibited from using tobacco products on school grounds or at school events, whether on or off school district property.
7. Visitors are prohibited from using tobacco at school events, both on and off school property.

## CDC CRITERIA FOR COMPREHENSIVE TOBACCO-FREE SCHOOL POLICY

8. Wearing clothing or using other items that advertise or promote tobacco products is prohibited.
9. The policy prohibits tobacco advertising and acceptance of gifts from the tobacco industry.
10. A plan to communicate the tobacco policy to all students, employees and visitors is outlined.
11. An enforcement plan for students is outlined and provides cessation resource information.
12. An enforcement plan for employees is outlined and provides cessation resource information.
13. An enforcement plan for visitors is included.

### Why Should Schools Be Tobacco-Free 24/7?

- Schools must play an essential role in communicating to young people a tobacco-free message through school policy.
- Schools create powerful environments for promoting tobacco-free norms.
- Schools have a responsibility to help prevent commercial tobacco use for the sake of students', staff members', and visitors' health and the well-being of their families.
- Adoption of a tobacco-free policy broadcasts a clear message to students, staff, parents, and the community that school leaders consider the issue important.
- The school environment is a powerful teacher which can demonstrate, reinforce and support the lessons taught in the classroom, or it can contradict, undermine and discount those lessons.
- A tobacco-free environment is fundamental in any school effort designed to prevent or reduce addiction in young people.

Source: 24/7 Tobacco-Free Policy Guide  
Oklahoma State Department of Health,  
Tobacco Use Prevention Service

### Benefits of a Tobacco-Free School Policy

As its schools were preparing to go tobacco-free, the Oklahoma Department of Health outlined the following benefits of enacting 24/7 policies:

#### **1. Provides positive role modeling by adult employees and visitors.**

What is critically important about having a tobacco-free campus policy is that adults serve as students' primary role models within the school setting. Children not only learn to smoke from their peers but also by imitating adults. Researchers have shown that school policies that allow staff to smoke on campus result in students having a more positive view of tobacco products. Research also shows that high school students are more likely to use tobacco when they see that behavior modeled by school staff. Staff members and visitors who use tobacco on or near school grounds are poor role models for children and youth.

#### **2. Reduces youth belief that tobacco use is a normal behavior.**

Studies have shown that children consistently overestimate the number of tobacco users. One study found that adolescents thought 60% of their peers and 90% of adults smoked cigarettes. This was an overestimate of actual cigarette smoking rates by three to four times. Billions of dollars in advertising by the tobacco industry helps to create this incorrect belief. When youth think that tobacco use is socially acceptable, that influences their decision to use tobacco. Middle and high school years are critical in determining whether or not an individual becomes a tobacco user for life. A tobacco-free school sends a clear message that tobacco use is not the norm and helps correct faulty beliefs.

### **3. Supports prevention messages delivered in classrooms by sending clear, consistent non-use messages.**

Schools are a critical place where we teach our youth many things. And teaching doesn't stop at the end of the school day. The school environment is also a teacher, which teaches round the clock. It can demonstrate and support the lessons taught in the classroom or it can contradict and undermine those lessons. Tobacco use on school grounds creates a situation where young people are being taught one thing in the classroom while at the same time they observe adults using tobacco on school grounds. This is confusing and creates doubts. Youth instinctively recognize double standards and are quick to notice inconsistencies. Allowing tobacco use on school grounds at any time is in conflict with prevention messages delivered in classrooms.

Making a tobacco-free environment the norm reinforces classroom tobacco prevention lessons and supports a child's decision to be and remain tobacco free. Just like you can tell a lot about a person by walking into his or her home, you can tell a lot about what is valued and supported at a school by looking around. Do cigarette butts litter the school grounds? Are adults using tobacco during activities held during non-school hours?

### **4. Protects children from a dangerous drug. Tobacco use is not just a "bad habit" it is a powerful addiction.**

The Food and Drug Administration has classified nicotine, found in commercial tobacco products, as a drug. School policies do not allow the use of other drugs, such as alcohol, marijuana or cocaine on school grounds or at school sponsored events. Why should an exception be made for nicotine and tobacco?

Tobacco is a product that disables and kills. Lifelong tobacco use usually begins when a young person decides to start using tobacco. Youth underestimate the risk of addiction they face. The reasons for this are complicated. Many teens are not yet able to make mature judgments on health-related issues, even though the choices made as youth may last a lifetime. By the time maturity and judgment regarding lifestyle choices have taken hold, many have experimented with tobacco and many are already addicted. This simple fact explains why the tobacco industry and its defenders can't simply call tobacco an "adult choice."

### **5. Prepares students for the reality of smoke-free workplaces.**

Employers are becoming more reluctant to hire smokers, due to increased absenteeism, healthcare costs and disability. In a tight job market and smoke-free community environment, it is important that all students leave their school years without a tobacco addiction. Schools need to prepare students for the reality of smoke-free workplaces because they are becoming increasingly common.

### **6. Provides a safe environment for students, staff, and visitors by reducing exposure to environmental tobacco smoke.**

According to the American Lung Association, more than 105,000 of South Dakota's children and adults have some form of respiratory disease (asthma, chronic bronchitis, emphysema). Clusters

**“ Our revised tobacco policy was approved by our school board and is now in effect...Probably the part of our policy that really stands out is where we mention: "Enforcement of this policy is the shared responsibility of ALL Miller School District personnel. All employees are authorized and encouraged to communicate this policy with courtesy, respect, and diplomacy with Miller citizens and visitors.” ”**

– Tammy Caffee  
Elementary Principal  
Miller School District

**“The School District recognizes its duty to promote the health and safety of students, staff and citizens on district property and during school-sponsored activities. ”**

– from the ASBSD Tobacco-Free Schools Model Policy

of people smoking at entrances to a school or school-sponsored event present a significant health hazard to those most affected by exposure to secondhand smoke. Passing through smoking areas may be enough to create immediate harmful effects like triggering an asthma attack. Daily exposure to secondhand smoke can also worsen breathing problems in students, staff and visitors. The reaction to secondhand smoke for those with respiratory disease is usually immediate, and can be serious enough to require emergency medical attention. This does not meet the standard of a safe environment.

Secondhand smoke is a threat to the personal health of everyone. In addition, even short exposure to secondhand smoke can create serious problems for people with heart disease – potentially causing a heart attack. Even outdoors, secondhand smoke can be dangerous for those with heart disease; can cause eye, nose, and throat irritations; can make breathing difficult for those with breathing problems; and can trigger asthma attacks.

## **7. Actively protects schools from unnecessary risk of future liability by prohibiting cigarette smoking on school premises.**

Lawsuits related to tobacco addiction and exposure to secondhand smoke are increasing. Individuals have recovered damages in lawsuits because their employers failed to provide a safe, smoke-free work environment. With the rise in the number of children with asthma, there may be more cause for concern, particularly if an asthma attack or other respiratory problems are triggered because a child is exposed to tobacco smoke in a school setting. As noted above, since secondhand smoke is a risk factor for heart attacks, this could also leave the school at risk for adult death or disease.

## **8. Reduces the risk of fires due to “smoking materials”**

In addition to the health benefits and positive role modeling brought by a tobacco-free school campus, there is a practical benefit that comes from this policy. Since many students smoke while on school property, cigarettes are a fire hazard. “Smoking material” fires are the leading cause of fire deaths in the U.S. “Smoking materials” refer only to lighted tobacco products, not to matches or lighters. More people die in fires caused by lighted tobacco products than any other type of fire in the U.S. Lighted cigarettes can be easily tossed into school trash cans, especially in bathrooms, placing schools and school children at increased risk of injury due to “smoking material” fires.

With a tobacco-free campus, cigarette litter will also no longer be a problem. Nor will the sanitation issue posed by spit tobacco use. By creating a tobacco-free campus, school administrators are eliminating these concerns.

### **South Dakota Guidance for Tobacco-Free Schools**

The Associated School Boards of South Dakota (ASBSD) and the South Dakota Departments of Health and Education developed a Model Tobacco Policy for K-12 schools in 2009. This Model Policy is designed to make the process of developing a district policy even more simple. The SD Board of Education has adopted it as their model policy. School administrators are encouraged to adopt the policy outright or use the Model Policy as a guide. The Model Policy can also be used to assess, strengthen

existing policies or to implement tobacco-free school policies in line with individual school needs and local governance. The Model Policy contains information consistent with state and federal laws, as well as components which support a comprehensive tobacco-free school policy which has been advocated by CDC. In addition to the Model Policy, there is a Model Regulation, which can further assist district administrators in implementing this policy. A copy of both the Model Policy and the Model Regulations are in Appendix A.

In addition, schools working with American Indian students should consider including a ceremonial use exemption in their policy that will protect the use of traditional and ceremonial tobacco. For more information on policy options, please see Section 3.

### Dealing With Barriers to Policy Implementation

It is understood that many school administrators feel that their plates are already too full and that they cannot possibly implement any additional policies. The beauty of this particular policy is that many of the perceived barriers to implementing the policy have been thought out and strategies have been developed to help school administrators deal with them. These suggestions came from interviews with six South Dakota school superintendents regarding their district's tobacco-free school policy. The interviews were conducted by South Dakota State University as part of an overall School Tobacco Policy Project which was published in November 2011. Their suggestions are noted below:

PERCEIVED BARRIERS TO IMPLEMENTING POLICY	STRATEGIES FOR OVERCOMING BARRIERS
Time	Associated School Boards of South Dakota has developed a model policy, intended for adoption with minimal revision, which decreases time spent developing policy.
Staff resources and involvement	A district-wide policy versus each school creating individual policies can free up administration and teaching/support staff time in development.
Stand-Alone Policy	The Tobacco Policy Project conducted by the South Dakota Departments of Health and Education found that school districts' tobacco policy information was located in an array of school handbooks, policies and guidance documents, and in many cases, information varied by school within a district. The Associated School Boards of South Dakota Model Policy is a single policy that can be adopted by a district to govern all schools within that district.
Problem-oriented vs Prevention-oriented Approach	There is a focus on prevention. Ninety percent of adult smokers took their first puff before age 18. Effectively preventing the initiation of tobacco use begins in youth.

Source: South Dakota State University, School Tobacco Policy Project, November 2011

**“**When the White River School Board approved the added language to their tobacco use policy, they sent a strong message to students and the public: that they know and understand the difference between traditional tobacco and smoke used in religious and cultural instances, and commercial tobacco which is full of poisons and toxins. This understanding will provide the administration with more tools when delivering consequences for commercial tobacco use violations on school district property. **”**

— Joyce Glynn  
Michael Glynn Memorial Coalition

## Policy Enforcement

Experience has shown that if people are aware of the policy, why it was adopted and what it is intended to do, the policy is essentially self-enforcing. Communication is the key to enforcement. Post tobacco-free signs in visible locations at all entrances to school buildings, school grounds, parking lots, athletic facilities and other high traffic areas. You can get youth involved in writing and reading announcements at athletic and school events.

Once the policy is adopted, take some time to make the public aware before it is enforced. Many schools take at least a month to get the word out before the policy is actually enforced. Partner with your community to get the word out. Section 4 will discuss this in more detail.

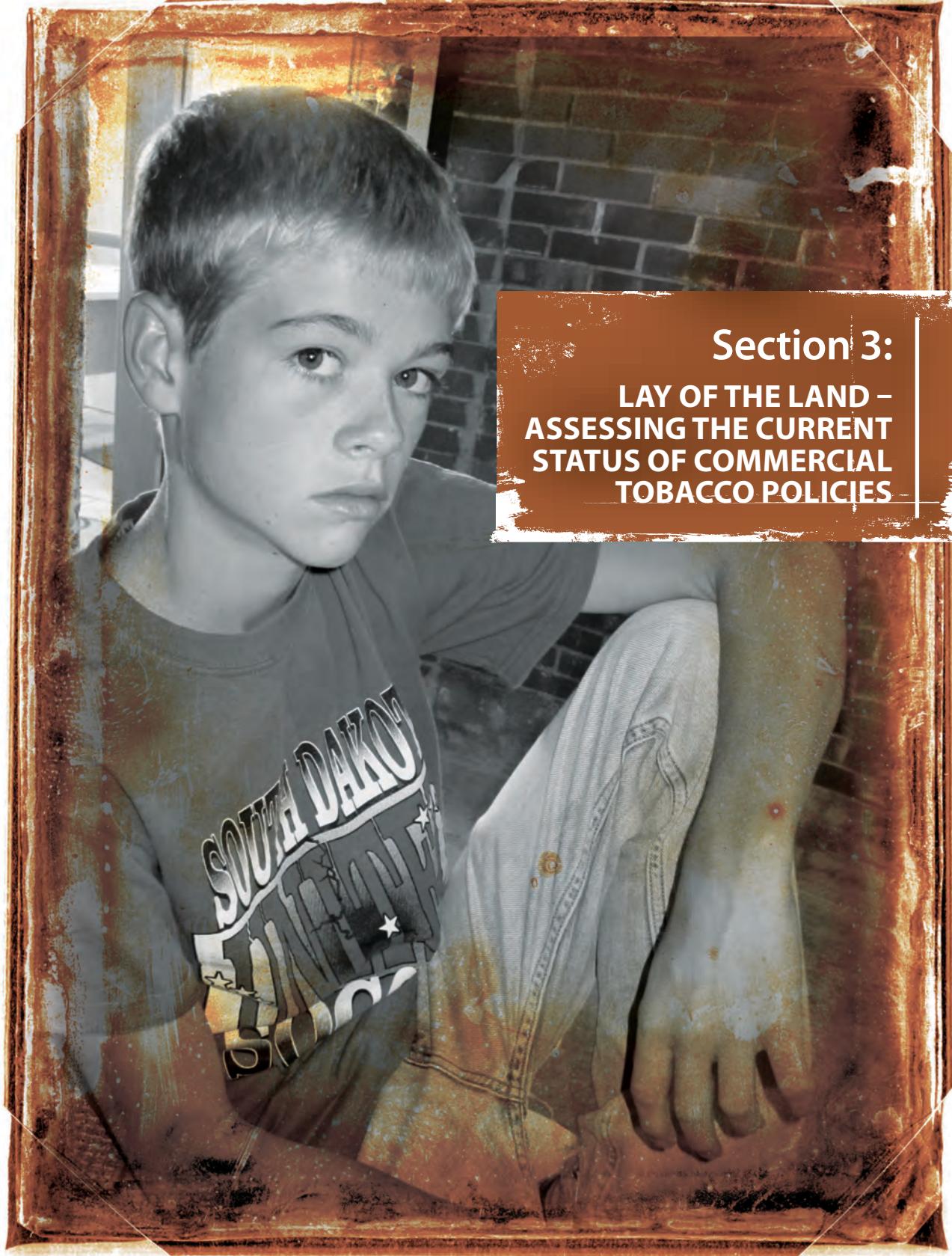
As you develop or review your tobacco-free school policy, here are some key points that you need to make sure are addressed in the policy:

### CHECKLIST FOR SCHOOL ADMINISTRATORS FOR TOBACCO-FREE CAMPUS POLICY

- Student, staff members, and school visitors are not permitted to smoke, inhale, dip, or chew tobacco at any time, including non-school hours:
  - in any building, facility, or vehicle owned, leased, rented, or chartered by the school or district;
  - on school grounds, athletic grounds, or parking lots; and
  - at any school-sponsored event off campus.
- Students are not permitted to possess a tobacco product on school grounds.
- School policies that address the use and possession of drugs apply to tobacco products.
- Tobacco promotional items, including clothing, bags, lighters, and other personal articles, are not permitted on school grounds, in school vehicles, or at school-sponsored events.
- Tobacco advertising is prohibited in all school-sponsored publications and at all school-sponsored events.
- Students are not permitted to leave the school campus during breaks in the school day to use a tobacco product (a closed-campus policy).
- Local law enforcement agencies enforce laws within the immediate proximity of school grounds that prohibit the possession of tobacco by minors.
- Students, families, staff, and visitors are notified of the tobacco-free policy in handbooks and newsletters, announcements, event programs, and other means.
- "Tobacco Free Campus" signs or other notices are posted at every school entrance and other prominent locations.
- Students and employees using tobacco are subject to relevant, appropriate sanctions, including disciplinary action, as codified by written school policy.
- All school staff participate in training on the correct and fair enforcement of tobacco-free policies.
- The tobacco-free schools policy is monitored and evaluated for effectiveness at regular intervals.

Source: Fit, Healthy, and Ready to Learn: Chapter F – Policies to Prevent Tobacco Use. National Association of State Boards of Education, 2007.

Section 3 will provide a snapshot of *what* policies actually exist in South Dakota schools. Following that, Section 4 will provide guidance on *how* to bring about a tobacco-free campus to your school district.



### Section 3:

#### **LAY OF THE LAND – ASSESSING THE CURRENT STATUS OF COMMERCIAL TOBACCO POLICIES**

## SCHOOL POLICIES AS A TOOL TO REDUCE CIGARETTE SMOKING

**Nearly 9 out of 10 adult smokers begin cigarette smoking at or before age eighteen. And most daily smoking begins in middle school — grades 6 through 9.**



*Please note that the term "tobacco" in this document refers to commercially produced tobacco products only and never the traditional tobacco of our Northern Plains American Indians.*

Research has shown that the earlier in life one begins to smoke, the harder it is to quit. Every year in South Dakota, 900 youth under 18 become daily cigarette smokers.

Since cigarette smoking typically begins at an early age, schools are in a powerful position to keep kids from smoking and to help those that already use tobacco quit. Children are in school for a large portion of their early life — almost a third of their waking hours are spent in school. Additionally, much of the peer pressure that youth feel regarding whether or not to smoke occurs at school — even in the early years.

In addition to starting to smoke during school age, tobacco use also happens at school. In fact, the most recent survey of high school youth in South Dakota reported that 23.2% smoked cigarettes in the past 30 days and 6.2% of these students said that they had smoked at least once on school property during that time. Among spit tobacco users, 8% — or more than half — of the high school students who use spit tobacco (15%) said that they had used spit tobacco at least once on school property in the past 30 days.

Given these facts, we know that school programs designed to prevent tobacco use are one of the most effective tools to reduce tobacco use in South Dakota when combined with other comprehensive tobacco use prevention strategies. A comprehensive tobacco-free policy to prohibit tobacco use on school grounds is the most important thing that schools can do to help prevent students from starting to use tobacco. Clear and strong tobacco-free campus policies with consistent observable enforcement and frequent policy reminders are essential to send an unmistakable message to youth that tobacco use is not acceptable.

### Secondary School Health Profiles

Several tools have been designed to assess health-related policies in the nation's schools. One of these studies is the School Health Profiles ("Profiles") which is supported by CDC. This tool is a system of surveys assessing school health policies and practices in states, large urban school districts, territories, and tribal governments. Profiles surveys are conducted every 2 years by education and health agencies among middle and high school principals and lead health education teachers.

South Dakota conducted this study in secondary public schools during the 2009-2010 school year. In addition to identifying secondary teacher and principal background characteristics and attitudes toward school health policies and practices, the study was designed to provide current data regarding the following elements of secondary health and health education in South Dakota:

- School health education requirements and content
- Physical education requirements
- School health policies related to HIV infection/AIDS, tobacco-use prevention, and nutrition
- Asthma management activities
- Family and community involvement in school health programs

The 2010 South Dakota School Health Profiles indicated the following among high schools:

### HEALTH EDUCATION

- 11% required students to take 2 or more health education courses.
- 48% had a health education curriculum that addresses all 8 national standards for health education.
- 41% taught 15 key tobacco-use prevention topics in a required course.
- 26% had a lead health education teacher who received professional development during the 2 years before the survey on tobacco-use prevention.

### FAMILY AND COMMUNITY INVOLVEMENT

- 32% provided families with health information to increase parent and family knowledge of tobacco-use prevention.

### SCHOOL ENVIRONMENT

- 29% prohibited all tobacco use at all times in all locations. These policies prohibited the use of all tobacco, including cigarettes, smokeless tobacco, cigars, and pipes; by students, faculty, school staff, and visitors; in school buildings; outside on school grounds; on school buses or other vehicles used to transport students; and at off-campus, school-sponsored events; during school hours and non-school hours.
- 24% sometimes, almost always, or always required students who were caught smoking cigarettes to participate in an assistance, education, or cessation program.
- 26% provided tobacco cessation services for students, faculty, and staff at school or through arrangements with providers not on school property.
- 84% posted signs marking a tobacco-free school zone.
- 38% used the School Health Index or a similar self-assessment tool to assess their policies, activities, and programs in tobacco-use prevention.

The Profiles clearly demonstrate that there is ample room for improvement in the state's schools regarding tobacco-related policies.

### South Dakota Study of School Tobacco-Free Policies

As indicated in the School Health Profiles, many schools across the state have not taken the important and affordable step of enacting a comprehensive tobacco-free policy to promote a healthy school environment and model healthy behavior. A recent joint project of the South Dakota Departments of Health and Education was to conduct a survey of school districts across the state to determine whether schools had tobacco-free policies and if so, how strong they were. The School Tobacco Policy Project report was released in November 2011. The results of this survey were mixed – some districts had strong policies and some had weak or non-existent policies.

All school districts across the state – including public, non-public, tribal/Bureau of Indian Education, and community providers – were contacted to obtain a copy of the district tobacco policy. The research team identified 258 districts as potential participants in this survey. Policies

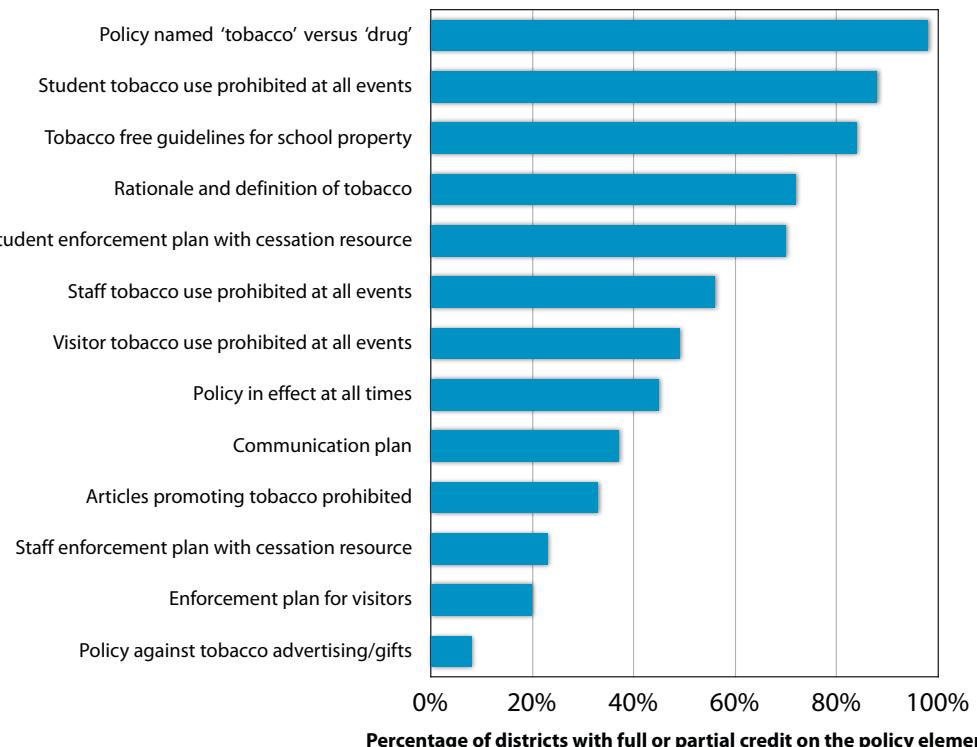
were received from 164 school districts (121 public schools, 24 non-public schools, 8 tribal/BIE schools, and 11 “other” schools). These policies were evaluated to determine their strengths and weaknesses. Evaluations were based on guidelines from the Centers for Disease Control and Prevention (CDC) as well as the model policy from the Associated School Boards of South Dakota for comprehensive

tobacco-free school policy (See Appendix A for these). The policies were reviewed and scored by a team of evaluators at South Dakota State University. Districts were determined to have a policy that was “Comprehensive,” “Partial” or “Incomplete.” The districts were also given an overall score (ranging from 0-26), with higher scores reflecting a stronger and therefore a better policy.

For the 164 school districts that responded, the average score was 10.8. Public schools had the highest average score (12.06) and the lowest average score was for Non-public schools (6.3). Chart 1 at left provides the details on the tobacco policy scores.

Chart 2 provides a snapshot of what was included in the policies. The chart summarizes what is included in the policies of all the school districts that participated in the assessment. This chart displays the percentage of participating schools that had a school tobacco policy that contained the noted policy element.

**Chart 2: PERCENTAGE OF SCHOOL DISTRICTS THAT INCLUDED SPECIFIC ELEMENTS OF A COMPREHENSIVE TOBACCO-FREE SCHOOL POLICY**



In order to understand why school districts have such varied policies, the researchers interviewed six school superintendents to discuss their district policies. The superintendents represented districts that had comprehensive policies as well as those with incomplete policies. The interviews helped to better understand what helps and what hinders strong tobacco-free policies. One message that the researchers heard repeatedly from administrators was “We don’t have a problem with that (tobacco) in our school.” However youth survey data and other observations do not back up this opinion.

Here is a summary of the superintendents’ key thoughts regarding what are the barriers as well as some aids to implementing a commercial tobacco-free policy in their school district:

<b>BARRIERS AND PROMOTERS TO TOBACCO-FREE POLICY IMPLEMENTATION</b>	
<b>Barriers</b>	<b>Aids to Implementing</b>
• Time	• Personal motivation
• Staff resources	• Recommended by the ASBSD publication, “Policy Matters” as a policy to review
• Not a priority	• Personal experience with the health consequences of tobacco use
• Seen as being a problem focus instead of a prevention focus	• Identify that policy is in the best interest of students and is important prevention
• In-service time for staff involvement	• Model policy needed little revision

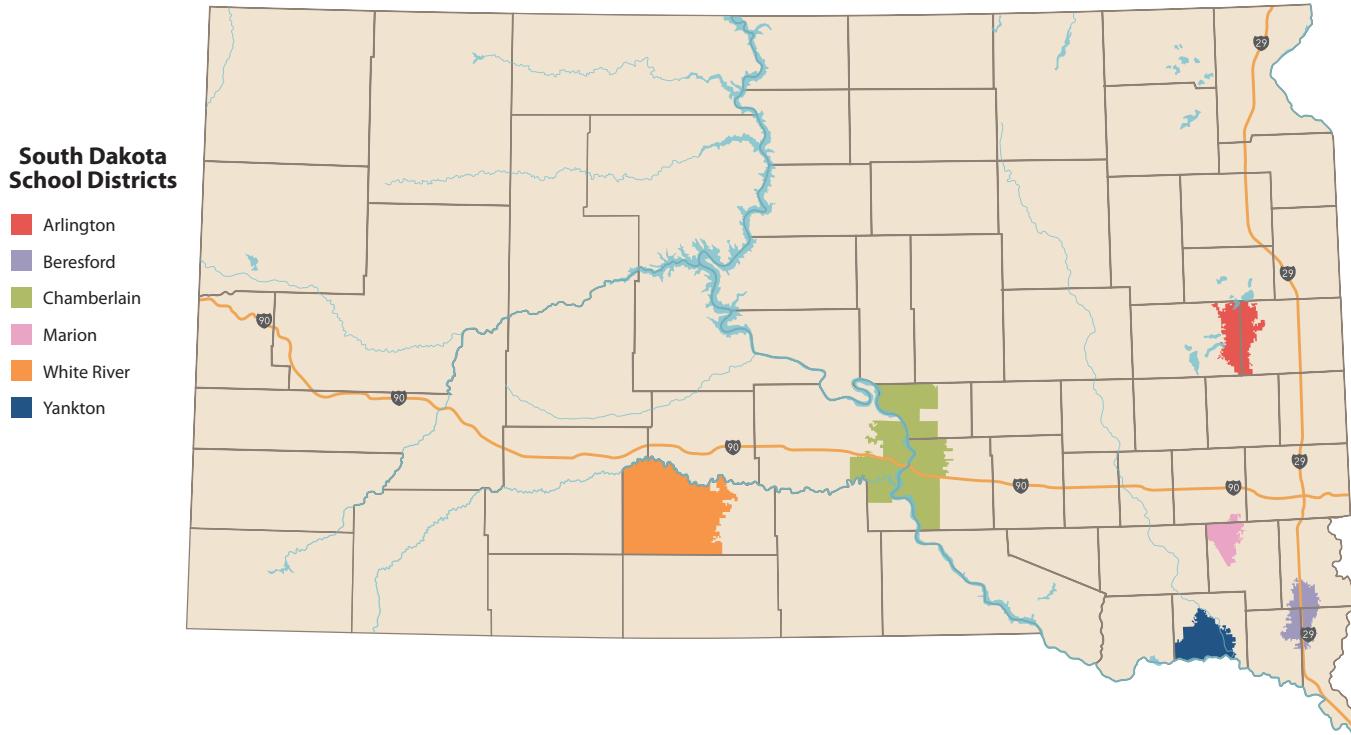
This survey provided a better understanding of the range of policies and experiences that school districts have had with tobacco-free policies.

“ [Enforcement is] not often a problem [for our district] – two years ago, a few people [were] smoking on the sideline – school officials involved in events. [We] have had issues with people smoking in front of [the] high school gym, [so we] got rid of garbage cans that promote smoking (those with sand on top). We’ve asked visitors to leave school property and go across the street to smoke. [We are] non-confrontational, but [we] explain [the] policy. Signs are posted right outside [and we also] have 3 administrators on duty at all times at off-property school events. Two administrators [are] on duty at gym events. Ticket persons are [also] helpful in noticing violations. ”

– Interview with a school administrator from a school with a strong policy

## What Are South Dakota Schools Doing to Support Tobacco-Free Campuses?

A number of school districts have stepped up to the plate and have created strong tobacco-free school policies. Arlington, Beresford, Chamberlain, Marion, White River and Yankton are a few of the districts that offer some great examples on how they incorporated the elements of CDC's criteria for a comprehensive tobacco-free school policy. Here are some excerpts from these districts' policies:



**Arlington School District 38-1** policy includes a statement explaining the rationale for the policy and definitions of tobacco and tobacco use in their tobacco free school policy by stating this: *The District recognizes its duty to promote the health and safety of students, staff and citizens on district property and during school-sponsored activities. In accordance with this responsibility, it is the intent of the School Board to establish a tobacco-free school environment that demonstrates a commitment to helping students resist tobacco use and that emphasizes the importance of adult role modeling.*



**Beresford School District 61-2** has clearly named tobacco as a specific substance in its policy – tobacco is not implied by a more general prohibition of drugs (such as alcohol and other drugs) on school property. Here is how it is defined in their policy: *tobacco means any substance or item, in any form, containing tobacco. The administration will treat the use, possession or promotion of all forms of nicotine-containing products or nicotine delivery devices, which may or may not include actual tobacco, as a violation of this policy unless the product or devise is part of an individual's tobacco cessation program.*



**Chamberlain School District 07-1** indicates the policy applies to all District buildings, on school grounds, and in all school vehicles at all times. It reads like this: *All areas of the school property and student activities are now tobacco-free, without exception. This includes the building and grounds, parking lots, student activities and the School District 7-1-owned vehicles at all times, and any vehicles on the property.*



**Marion School District 60-3** has an enforcement plan for students, employees, and visitors that is outlined and provides cessation resource information. Here is how the policy is stated:

**B. ENFORCEMENT**

*The success of this policy will depend upon the thoughtfulness, consideration, and cooperation of tobacco users and non-tobacco users. All individuals on school premises share in the responsibility for adhering to and enforcing this policy.*

*Tobacco-free policy enforcement is designed to educate students, staff and others about the health risks associated with tobacco. Punitive measures, in accordance with district policy will be used with repeat offenders.*

**“** *We revised our tobacco policy last year because our previous one was very weak and did not have any education built into the policy. We feel that we needed to build an education component into the policy. At this point, we have not had anyone violate the tobacco policy since we amended [it]. We feel it is important to educate the students on the use of tobacco.* **”**

– Adam Shaw  
Marion Public School District  
Superintendent

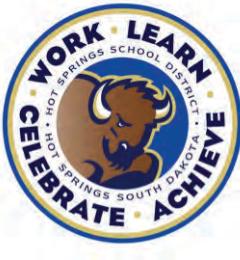
- 1. Students:** Any student found to be in violation of this policy shall be required to complete an assignment about the consequences of tobacco use and also will be punished in accordance with the district discipline matrix. Students found to repeatedly violate this policy shall be subject to disciplinary action pursuant to district policy.
- 2. Employees:** Any district employee found to be in violation of this policy may be provided with tobacco cessation information and will be encouraged to participate in a tobacco cessation program. Employees found to repeatedly violate this policy shall be subject to disciplinary action pursuant to district policy.
- 3. Visitors:** Other adults observed to be in violation of this policy shall be asked to refrain from the behavior. Repeated violations of this policy will be handled on a case-by-case basis by an authorized district official and may result in a directive to leave school property.



All components of **White River School District 47-1** school policy are effective 24 hours a day, 365 days per year. This includes days when school is not in session. The policy states: *the use, possession, or promotion of tobacco on school property or during school sponsored activities is prohibited. This policy shall be in effect at all times, 24 hours a day, 365 days a year, and shall apply to all students, employees and visitors.*



**Yankton School District 63-3** has outlined a plan to communicate the tobacco policy to all students, employees and visitors. Their policy states the following: *The superintendent shall provide reasonable public notification of the district's policy including, but not limited to, inclusion in the district policy book, student handbooks and signage posted in the buildings. The superintendent may develop administrative regulations as necessary to implement this policy.*



**One school district that has tackled the problem of tobacco use is Hot Springs. The district developed a strong tobacco-free policy and has been successful in implementing it in their schools.**

Hot Springs is located in the southwest corner of South Dakota in the southern portion of the Black Hills. As the county seat and the only school district in Fall River County, it is the focal point for an area of 1749 square miles. A small, rural town of 3,700 persons, Hot Springs has a strong sense of history and includes a collection of small businesses that cater to tourists and locals alike. The area's economic base is comprised of health care and social assistance agencies (18%); public administration (18%); other services (10%); transportation and warehousing (8%); retail trade (8%); arts, entertainment, and recreation (6%) and construction (5%). The median income is \$28,402 which is substantially less than the overall South Dakota median income of \$45, 043 (2009). The current unemployment rate is 5.9 percent (March 2012).

Compared to many areas of the state, the ethnic mix of the population of Hot Springs is fairly homogenous. Eighty-four percent of the population is white, 8.8 percent is American Indian, 3.3 percent is two or more races, 2.1 percent is Hispanic, and 1 percent is African American. Asians (.5 percent) and Native Hawaiian and other Pacific Islanders (.08 percent) comprise just over one-half of one percent of the population.

The Hot Springs School District serves 813 students. Three schools are located in Hot Springs including an elementary school (K-5 - 175 students), a middle school (Grades 6-8 – 100 students) and a high school (Grades 9-12 – 110 students).

The district's tobacco policy was prompted by the work the district had done as part of their funding from the South Dakota Tobacco Control Program. The students had been trained in the Teens Against Tobacco Use (TATU) program and discussed the district's tobacco policy. Because of their training and understanding of the evolving nature of commercial tobacco products, the students felt that nicotine-containing products should be banned in the schools instead of a more narrowly defined "tobacco products." The students' rationale was that since the tobacco industry was always changing the product mix, the school tobacco policy should be proactive and address the root issue – nicotine.

The students reviewed the school policy and compared it to the Model Policy, adjusted the school policy to fit the model policy and amended the resulting policy to use the term "nicotine" instead of "tobacco." Following the review and redraft of the policies, the students met with school principals and then the school board.

The students worked with Heather Besco, a school counselor and advisor to the TATU youth. In her presentation to the Hot Springs School Board, she made it very clear as to what the aims of the youth were. "This is our school district's opportunity to be trailblazers and proactive in our commitment to providing youth with a safe environment to learn. The tobacco industry is evolving and coming out with so many new products that the easiest way to stay ahead of the game is to ban the active ingredient in tobacco products – nicotine. By taking care of the addictive ingredient in tobacco products, this will include all of the current and any upcoming products they may market."

The School Board made the policy change in May 2012 and the district is off to a great start — no problems with enforcement have been reported. According to Ms. Besco, "all staff members of the school district work together to enforce this no-use tobacco policy." Staff members are empowered to approach students in violation of the tobacco policy and then refer them to school administrators. The administrators then meet with the students and offer them the choice of either in-school suspension, or lifting suspension if students agree to enroll in the N-O-T Alternative to Suspension

Program. To date, all student tobacco violators have chosen and completed the N-O-T Alternative To Suspension program. There has been adequate signage placed to remind visitors of the policy as well as announcing the policy at school events and there have been no problems with enforcement for visitors either. Ms. Besco noted that with the increase in visibility and announcement of the school policy, "the social norms of tobacco use on school property have changed and the school is a healthier place to learn."

The students' forward-thinking approach and the support of the school board made the Hot Springs School District the first district in the state to address the broader issue of keeping all nicotine-containing products out of their schools and off their campuses. Based on early reports, it appears that the policy is having its intended effect and is truly making a difference in the community's attitudes towards tobacco use.

Sources: Hot Springs Chamber of Commerce, South Dakota Department of Education, <http://www.city-data.com/city/Hot-Springs-South-Dakota.html>





Section 4:  
**ORGANIZING FOR SUCCESS  
FOR HEALTHY SCHOOLS**

## BUILDING PARTNERSHIPS TO CREATE CHANGE

### Developing a strong tobacco-free policy for your school cannot effectively be done by just one person.



*Please note that the term "tobacco" in this document refers to commercially produced tobacco products only and never the traditional tobacco of our Northern Plains American Indians.*

has lots of ties with community groups and organizations as well as groups within the school that can be used to support tobacco-free campuses. Parent-teacher associations, school health councils, churches, school nurses, hospitals and other healthcare providers, law enforcement, businesses, local government, coaches, sports programs, student government and other student activity groups can all work to support these important policies.

If a policy is viewed as being just one person's idea, then it is likely not to be supported or followed. In order to

develop a truly effective policy, it will take the involvement of people both within and outside of the school. It takes the backing of school faculty and staff, students and key community partners in order to create a strong policy that will be supported by the entire community. These partnerships will help you reach the desired goal – a healthier school and community.

Building partnerships does not have to be difficult. Your school already



A great example of a school and community partnership is in the Watertown School District. The district has joined with the Watertown Tobacco Free Coalition (WTFC) to create a true partnership between the school district and community to work on tobacco use prevention.

Watertown is the county seat and population center of Codington County (75% urban, 25% rural). It is the state's fourth largest city with a population of over 20,000. The Watertown School District is the 4th largest school district in the state with 3,800 students in grades K-12. Lake Area Technical Institute is also part of the District serving 1,500 students.

The Human Service Agency received a grant from the SD Department of Health in 2001 to support its tobacco prevention work, develop a coalition, and unify tobacco prevention efforts in the community. WTFC has worked collaboratively with the school and community since it was formed in 2001. More recently, the WTFC was awarded a Community/School Partnership grant through the SD DOH Tobacco Control Program and has received it annually since 2010.

"We don't control all of the tobacco prevention in the community. We serve as a resource and try to involve as many organizations and businesses as possible to help them benefit from our efforts," said Kelli Rumpza, WTFC Coordinator.

Projects and successes of the coalition since 2010 include both school and community efforts. Because of the coalition's collaboration, they can reach out to a large population of youth, young adults and community members in order to decrease tobacco use.

The coalition's partnership with the Boys and Girls Club has been very effective, reaching a broad mix of youth and families. The Partnership grant has also helped them focus on school and community tobacco policies. WTFC partnered with the local Park and Recreation Department to provide training and new signage for tobacco-free parks. The coalition then helped re-establish the school district's tobacco policy by making the policy more "visible" through new signage and banners. The WTFC also partners with local healthcare providers like Prairie Lakes Healthcare System and Community Health to provide resources and assistance.

The Watertown School District allows surveys to be conducted with students and grant funds have supported key needs assessments in the community. These assessments provide the data needed to support the coalition's prevention work and show the impact of these efforts.

"We have had very strong student leadership, which got students involved both at the school and at the community level, which also inspires others to get involved," said Rumpza.

Watertown currently has 30 students trained in TATU who do presentations with the 5th and 6th grade students; organize awareness campaigns such as Great American Smokeout and Kick Butts Day; and help other tobacco prevention programs in the community by leading activities.

To sum it up, Rumpza added, "I think the Watertown Tobacco Free Coalition has been successful because we have done a good job of being consistent with our message and focused. We have buy-in from our community and school partners because they either witness or benefit from our efforts and activities. Our coalition works hard to create a broad partnership which helps us get our message out to all parts of our community."

A very important part of your organizing effort should include students. Youth have an important role to play in establishing policies that affect their learning environment. In many cases, it has been young people who have been the ones to speak up about tobacco use on campus and other public places. The youth point of view and voice is important not only because the policy impacts them, but also because they are able to advocate so passionately about how the tobacco industry has targeted them, their friends and their family members. Teens Against Tobacco Use (TATU) offers a great opportunity for youth to get training and become involved in tobacco use prevention in their community. More information on this program will be found in **Section 6: Curriculum and Classroom Instruction**.

In 2010 the Centers for Disease Control and Prevention (CDC) released a report on Best Practices in Youth Engagement. In this report they outlined how youth can be powerful partners in the fight against pro-tobacco industry influences. Here are a few ways that youth can be very powerful agents of change:

- **Promote policy change:** Young people can be effective at building support for policy development and change. Youth capture the attention of political leaders and the media, making them important partners in policy advocacy.
- **Have a powerful and genuine voice:** Youth have credibility with peers and community members. This helps them educate the community to reduce pro-tobacco influences and increase pro-health norms and behaviors.
- **Expose tobacco industry tactics:** Young people can be effective partners in the fight against the tobacco industry by exposing its tricky and deceitful tactics.
- **Offer energy and strength:** Youth bring energy to activities and events. Schools should work to channel this energy into action, resulting in increased awareness about tobacco and policy change.
- **Reflect genuine concern:** Youth generally volunteer their time to be involved in tobacco control efforts. They do this because of the stake they have in their own future.

**“I like being seen as a positive role model for the kids in our community.”**

– Nic Waln  
Student at White River  
High School and member  
of Teens Against Tobacco Use  
Parmelee, SD

- **Provide insight into their generation:** Youth can provide an important view into what their peers are thinking and what they want. Involving youth in these efforts ensures the design of policies and programs that work for their generation.
- **Spark creativity:** Young people naturally challenge adult attitudes. This adds creativity to any program, making it more attractive to other youth as well as policy makers. Their unique ideas for ways to support policy change help push efforts forward.
- **Rally their peers:** Youth are better at getting their friends involved than adults are. Youth involvement adds important strength to tobacco control policy efforts and broadens where messages are heard.

Young people get involved with tobacco control efforts for many of the same reasons adults do. Some have family members who have died from tobacco-related causes; others are victims of diseases caused by secondhand smoke such as asthma, and some are angry about how the tobacco industry has targeted them for addiction. As a result of strong education efforts, many young people have learned about the negative effects of tobacco use and have become champions for change in their communities.

### Taking Action to Implement a Tobacco-Free Policy for Your School

Anyone can be the spark to start the development of a tobacco-free policy at your school – there doesn't have to be a committee already in place. The necessary ingredient is the passion and desire to make a difference in your school environment and in the health of your community. It will take work in order for a school or school district to adopt and enforce a 24/7 tobacco-free policy. When many school districts across the country were working on becoming tobacco-free 24/7, they used the following steps to help guide their efforts. These steps have also been shown to be very helpful for South Dakota schools that have worked to strengthen their policy. These steps are only to serve as advice to get you started – not as an exact recipe. It is important to rely on your knowledge of your community and school system as your ultimate guide.

As you work to develop your policy and approach to policy change, it is important to remember to frame the policy as a positive step in response to a very serious health problem. By focusing on positive health messages, it helps to diffuse some of the negative resistance you may get to your policy proposal.

“ School administrators need to be included in the process of policy change from the beginning. Sometimes administrators may not know the dangers of tobacco use or may not know how beneficial changing their policy could be for the lives of their students. However through education, they may then come to be on board. ”

– Karen Allen  
Prevention Specialist  
Mitchell School District

#### Step 1. Put together a “Tobacco-Free School Team”

- Find people who share your interest in making your school tobacco-free 24/7.
- Recruit teachers, staff, students, parents, grandparents, healthcare providers, coaches, law enforcement, business leaders, and anyone else that shares your interest in improving the health of the community! Make sure you have a wide representation of community members on this team.

#### Step 2. Get commitment.

- Inform school administrators that you want to review the district's existing tobacco policy. Ask for their input, support and cooperation.

- Meet with your school or school district's Coordinated School Health Council, Wellness Committee, Safe and Drug Free School Coordinator(s), school nurse(s) or others and get their support.
- Identify educational, health, and economic reasons for changing the policy (there are lots included in this toolkit!).
- Survey the community on attitudes toward the current school tobacco policy.
- Identify problems related to the current policy and support for change.

### **Step 3. Review the current policy.**

- Look at the school's current tobacco policy and determine how strong it is. See the checklist from the South Dakota Department of Health in Appendix B to help you determine where changes need to be made.
- Identify areas where the policy could be improved, strengthened or updated.
- Does the policy apply to just the student population? Does it cover tobacco use for faculty, staff and visitors as well?
- Does the policy prohibit all forms of tobacco at all events on/off campus? Including after 4 p.m.?
- Review the Model Policy from the Associated School Boards of South Dakota.  
(See Appendix A)
- Work with your School Health Council or other appropriate school committees throughout the process.
- Survey faculty, staff and students to determine attitudes toward the current tobacco policy.  
(See sample surveys in Appendix C)

### **Step 4. Develop a draft of the new policy.**

- Keep it simple and specific. Avoid any gray areas, which could allow for different explanations of the policy or misunderstanding.
- Include a reason for the new policy (including the benefits of a strengthened policy).
- Identify the importance of tobacco use prevention educational programs for students K-12.
- Identify to whom the policy applies: Students, faculty, staff and visitors.
- Identify what is included: All forms of tobacco and other nicotine delivery devices (i.e. electronic cigarettes, etc.).
- Identify *when* the policy applies: During the school day and non-school hours – 24/7.
- Identify *where* the policy applies: School buildings, grounds, school vehicles, athletic events (on- or off-school property), leased property, etc. Ensure that the policy applies at each of these locations 24 hours a day, seven days a week.
- Develop a compliance and policy promotion plan to include tactics for promoting the tobacco-free school policy.
- Determine the consequences for violating the policy.
- Does the policy prohibit the district from accepting donations of gifts, money, or materials from the tobacco industry or any services paid for by the tobacco industry?
- Does the policy prohibit wearing clothing or using other items that advertise or promote tobacco products?
- Does the policy discuss promoting cessation services?
- Identify a meaningful date – such as the start of the school year – to begin the policy.

“ If a school is doing a tobacco policy, it not only needs to go through the administrators of the school, but must be discussed and approved by the school board. ”

– Tammy Caffee  
Elementary Principal  
Miller School District

### Step 5. Present the new policy to the school administrators and school board.

- If school administrators have not been a part of your committee, make an appointment to meet with them individually to inform them about your efforts. This meeting will let you describe why tobacco is an issue and the importance of addressing tobacco within your school system, how a tobacco-free school policy will contribute to both students' and community health improvements, describe the proposed policy and learn about what their position is on tobacco prevention and the proposed policy (does everyone support it, do some support it, or does no one support it?).
- Determine the process for passing school policies. Many school boards have a policy committee that reviews and takes comments on a proposed policy before it is presented to the full school board.
- Obtain and submit the necessary forms to get on the school board (or policy committee) agenda.
- Select a group to present to the school board: students, teachers, parents, athletes, local healthcare providers, and other influential community leaders.
- Provide a *brief* handout to board members before the meeting.
- Develop and rehearse your team's presentation. A strong presentation includes:
  - Information on the health effects of tobacco from believable medical sources. Doctors can describe secondhand smoke and the relationship of smoking to childhood breathing diseases including asthma.
  - Description of the values and benefits of a policy.
  - Key points of the policy which are provided in a *one-sheet* handout.
- Gather support from community members by having them attend the meeting to show that the tobacco-free school effort has broad support. A petition signed by community members can be effective.

### Step 6. Plan the implementation and enforcement strategies.

- Set a policy start date which will allow sufficient time for people to prepare for implementation. Many districts have used four weeks as a time frame to inform the public about the new policy before it is actually implemented.
- Inform the community about the upcoming policy change.
- Identify education and cessation resources for tobacco violators.
- Review K-12 curriculum scope and sequence.
- Identify cessation resources available for tobacco users.
- Prepare for complaints about the new policy and how conflicts will be resolved.
- Provide training for those who will be involved in enforcement and classroom instruction.
- Emphasize the need for firm, consistent enforcement.
- Share that the policy is in the best educational, health and economic interests of all.
- Focus on the use of tobacco not on the user.
- Absolute enforcement expectations will minimize problems.

## Step 7. Communication is the key to enforcing the policy.

- Communicate the policy broadly throughout the school district and community. Include the following information:
  - A description of the new policy and the reasons for change,
  - Benefits of a tobacco-free school,
  - Who will be affected,
  - Implementation date,
  - Enforcement procedures, and
  - How and where to get help with quitting tobacco use.
- Invite youth groups or student athletes to create and make positive policy compliance announcements over loud-speaker systems at all school-related events, including athletic events, meetings, concerts, plays, etc. Invite influential community leaders to deliver announcements at community-oriented events.
- Visibly post tobacco-free signs/decals at all entrances to school buildings, school grounds, parking lots, athletic facilities, and in vehicles. Post signs near high-traffic areas or areas that might be likely smoking spots such as restrooms, loading areas, stairwells, and lounges.
- Place information about the policy in student and staff handbooks.
- Announce the policy on school sign marquees (see example below from Mitchell Middle School).
- Send a letter to parents/guardians explaining the policy changes, giving reasons for the changes and asking for support.
- Ask students, staff, and community volunteers to assist in distributing informational flyers at school-sponsored events.



Mitchell Middle School boasts its tobacco-free message for the entire community to see!

*Experience has shown that if people are aware of the policy, why it was adopted and what it is intended to do, it is essentially self-enforcing. Communication is the key to enforcing a new policy. Signs, announcements, website information, messages on the school sign marquee are excellent vehicles to get your message out to your community.*

- Put up posters about the South Dakota QuitLine around the school.
- Write a letter-to-the-editor in the local newspaper explaining the policy and why it was needed, and thanking the school board for its wise decision.
- Give students and staff the tools they need to enforce the new policy. One school printed up business card-sized handouts saying, "Thank you for respecting our school's 24/7 Tobacco-Free Policy. No tobacco use is permitted in the school, on school grounds or at any school activity – 24/7." These cards were handed out to policy violators.
- Talk with the local radio station and local newspaper about having an interview with an informed student and/or school staff member on the new policy (someone who worked on the Tobacco-Free School Team would be best).
- Make sure information is posted on the school website and Facebook page.

“ Chamberlain’s ‘Tobacco-Free Property Policy,’ effective in 2009, was drafted with the help of the Prevention Coordinator, Tanya Derdall. She worked with Chamberlain’s former superintendent (Dr. Tim Mitchell), school board, school staff, and students in formulating the policy. The district used a model policy as a reference.

There were hurdles to be overcome, such as enforcing the policy at various school events. Patrons seen smoking were asked to step off of school property. Most were very cooperative as staff stressed that the policy covers the entire Chamberlain School District and that enforcement of the policy sets an example for children.

The tobacco free policy did not seem to be an issue with the staff, students or visitors. There has always been an awareness of ‘modeling’ and keeping the students in mind if staff happened to be smokers. Tobacco products are not allowed in student’s possession or on school property. The policy helped to enforce consequences for possession or use. Visitors seem to be considerate and respectful of following the policy. ”

From an article in *South Dakota Coordinated School Health News Infused*, February 2012.

## Step 8. Implement the policy.

- Recognize that commitment is necessary to insure an effective policy.
- Expect an initial testing period.
- Be extra vigilant during the first few months.
- Encourage students, staff, parents and community members to take pride in the new policy.
- Get the support of community law enforcement agencies that work sporting events and other events on campus to help enforce the policy.

## Step 9. Evaluate the policy.

- Make sure that the policy is working the way that it was intended. Are there any unintended consequences or unanticipated problems as a result of the policy?
- Use surveys (students, staff, parents, school visitor) and data from violation reports to determine areas that may need to be addressed.
- For information on how the policy is impacting quit rates, review cessation program attendance records or conduct informal interviews with participants or facilitators to identify persons who quit because of the policy.

## Obstacles You May Encounter

As you work to develop a tobacco-free policy for your school, you may encounter some resistance from people that don’t think that tobacco is a serious problem. They may think that there are more pressing issues to deal with in the community. As a reminder, here are some of the connections that tobacco use has with some of the other important issues in your community:

- **Student Academic Performance:** Research now shows that cigarette smoking can affect students’ attendance and academic performance in school. There is evidence that exposure to tobacco smoke is associated with greater shortfall in reading, math, reasoning ability, and language development in elementary school-aged children, even at extremely small levels of exposure. Children’s ability to read is especially affected.

- **School Absences:** Secondhand smoke exposure during childhood and adolescence may cause new cases of asthma or worsen existing asthma, which is the main health reason for school absences.
- **Gateway Drug:** The U.S. Surgeon General issued a report linking youth tobacco use and negative behavior issues and noted tobacco as being a “gateway drug.” The report noted that tobacco products are generally the first drug used by young people. Drug use can start with tobacco and then move to alcohol and marijuana, and then on to hard drugs.

- **Addiction:** The 2010 Surgeon General Report (*How Tobacco Smoke Causes Disease: The Biology and Behavioral Basis for Smoking-Attributable Disease: A Report of the Surgeon General*) confirms that tobacco smoke is addicting, and determines that cigarettes are designed for addiction. Nicotine is the key chemical responsible for the powerful addicting effects of cigarettes, but many ingredients (e.g., sugar and moisture enhancers) are added to reduce harshness, improve taste and appeal. These design features work together to enhance the addictive “kick” and pleasure a smoker feels. The evidence indicates that young people can quickly develop nicotine addiction and that the majority of people who begin to use tobacco products on a regular basis have great difficulty breaking this addiction.
- **Some are More Likely to be Addicted:** There is evidence that shows that social, psychological, biological, and genetic factors may also play a role in tobacco addiction. In addition, adolescents may be more sensitive to nicotine and more easily addicted than adults. This helps explain why about 1,000 teenagers become daily smokers each day, and why it often takes several attempts to quit.
- **Violence and Other Risky Behaviors:** The Surgeon General also noted that “cigarette smokers are also more likely to get into fights, carry weapons, attempt suicide, and engage in high-risk sexual behaviors. These behaviors can be considered a syndrome, since involvement in one behavior increases the risk for involvement in others. Delaying or preventing the use of tobacco may have implications for delaying or preventing these other behaviors as well.”
- **Mental Health Issues:** Other research also links cigarette smoking with anxiety disorders in youth.

In addition to these behavioral issues related to tobacco use, the most recent Surgeon General’s report made the health risks associated with cigarette smoking and exposure to secondhand smoke extremely clear:

- **Cigarette Smoke Causes Immediate Harm:** The report states that any exposure to tobacco smoke, even occasional smoking or exposure to secondhand smoke, causes *immediate* damage to your body. That damage can lead to serious illness or death.
- **Emphysema:** Exposure to tobacco smoke quickly damages blood vessels throughout the body and makes blood more likely to clot. The chemicals in tobacco smoke damage the delicate lining of the lungs and can cause permanent damage that reduces the ability of the lungs to exchange air efficiently. This can ultimately lead to chronic obstructive pulmonary disease (COPD), including emphysema.
- **Heart Attack:** Many Americans have some symptoms of heart disease, and often they don’t know it until they experience chest pain or end up in the Emergency Room at the hospital. This report found that even short exposures to tobacco smoke harm blood vessel linings and increase the likelihood of blood clotting. In people with coronary heart disease, this could trigger a heart attack.
- **Cancer:** Exposure to tobacco smoke can both cause cancer and make it difficult to stop tumors from growing. The toxic chemicals in tobacco smoke damages a person’s DNA, which can lead to cancer. At the same time, smoking can weaken a body’s ability to fight cancer. With any cancer—even a cancer not related to tobacco use—smoking can lessen the benefits of chemotherapy.

- **Diabetes:** Smoking also makes it harder for people with diabetes to regulate their blood sugar. That's why smokers with diabetes have a higher risk of kidney disease, peripheral arterial disease, eye disease, and nerve damage that can result in amputations, poor vision, and even blindness.

Beyond these behavioral and health reasons, there are other social and economic reasons to work on tobacco policies that will make a difference in your community:

- **Tobacco use contributes to keeping our communities poor.** Buying tobacco is expensive and it takes away other limited resources to support our families.
- **Tobacco is being pushed on us by an industry that wants to addict us.** The tobacco industry spends about \$19.7 million each year in South Dakota to get youth to buy its deadly products. They aren't just taking your money; they are taking your life and the lives of your family members.
- **Tobacco is a burden on our healthcare system.** Because of the huge health impact that tobacco has on our communities, treating diseases caused by tobacco uses up our very limited resources for healthcare. Many of our community clinics and healthcare providers are facing budget cuts and are having a hard time meeting the demand for services. The dollars that are spent on tobacco-related illnesses could make a big difference if they could be used for other health problems that South Dakotans face.
- **Tobacco use by adults sends the wrong message to youth.** Our youth look up to their elders and if they see adults smoking, they will think it is acceptable. Adolescence is when most people start to smoke cigarettes. Unfortunately young people are more likely to get hooked on the product and then develop a lifetime addiction to tobacco.

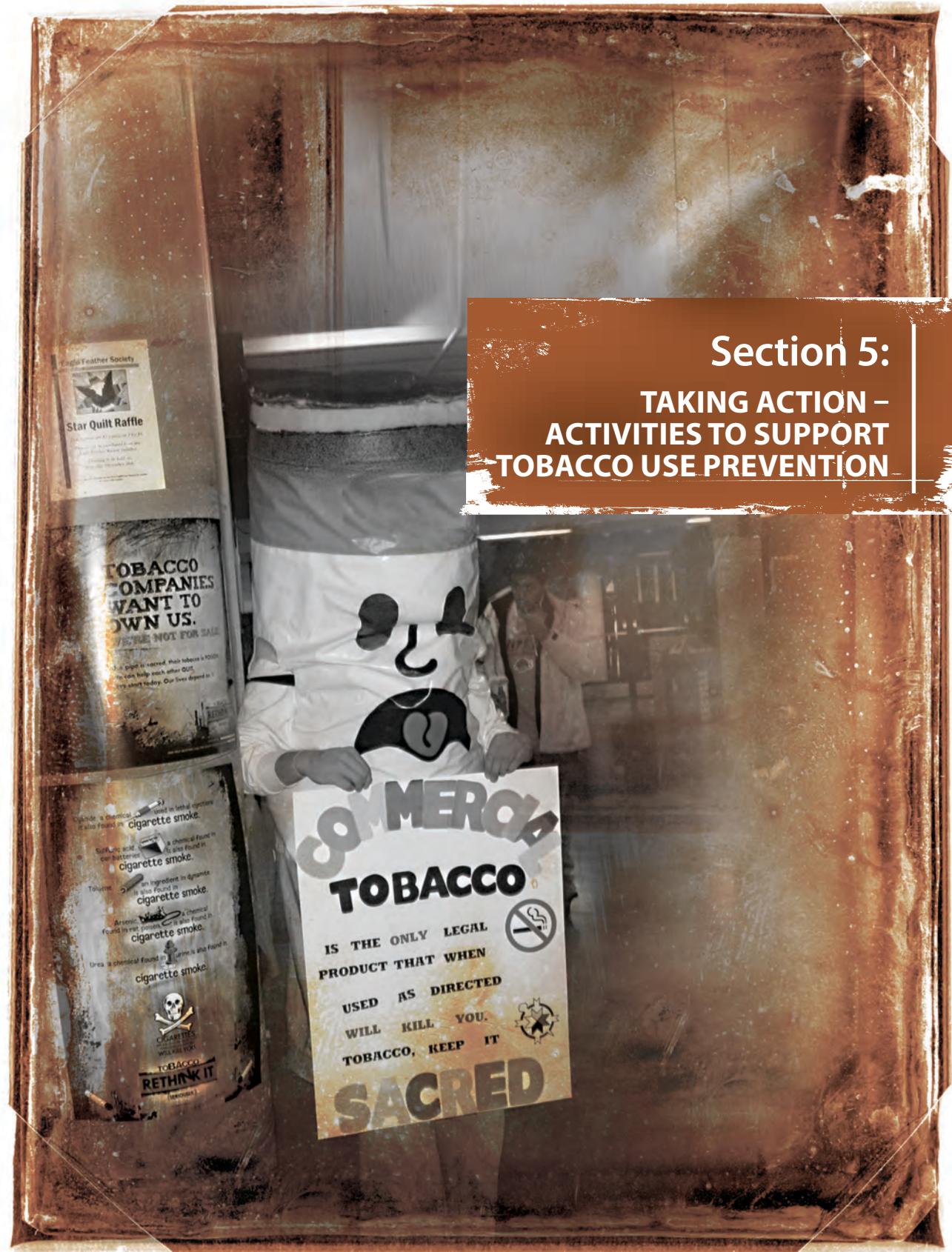
Remember that you are dealing with a very serious problem in your community that is linked to many other issues – it's not “just tobacco.”

By taking action in your school, you will be taking a major step forward for the health and well-being of your community. By showing our youth that tobacco use is not normal and not acceptable, you will be helping them stay off the road to addiction. Tobacco use kills more South Dakotans than any other cause – anything that we can do to change this will make a huge positive difference for our future.

The next section will provide you with additional ideas regarding how you can support and promote tobacco-free policies for your school.

## Section 5:

### TAKING ACTION – ACTIVITIES TO SUPPORT TOBACCO USE PREVENTION



## LETTING OUR VOICES BE HEARD

**Now that you have a better understanding of what it takes to develop a tobacco-free policy for your school, you might be wondering what can help your efforts be a success.**



*Please note that the term "tobacco" in this document refers to commercially produced tobacco products only and never the traditional tobacco of our Northern Plains American Indians.*

You are in luck – there are so many activities that will help raise the visibility of your policy efforts! These activities will also help improve the likelihood of your policy being adopted by school officials.

Another advantage that you have in working on a school policy is that youth are great partners in these efforts. Youth get fired up about an issue – especially one where huge corporations are targeting them and trying to manipulate them. The energy that you can get from their outrage can really help your efforts take off.

Well planned activities are a part of a comprehensive approach to tobacco use prevention and control. The activities described in this section offer a variety of ways to conduct effective activities in your community. These are activities that have been proven to impact long-term tobacco control goals such as tobacco-free campuses or smoke-free policies. When activities are implemented consistently and correctly, they really make a difference. Know that the work you are doing is helping to achieve real and lasting change in your community's health.

This section provides a list of numerous activities that can be done at your school to raise the profile of what tobacco is doing in your community. Use these as a guide and encourage students to personalize the activity to make it their own. Some activities are classroom-based and some are activities that can be done with the broader community. These activities raise awareness and give both youth and adults a way to positively channel their outrage at what the tobacco industry is doing to addict and kill tens of thousands of Americans every year.

### Action Planning Guide/Checklist

#### Having trouble getting started?

We understand that there is a lot of work involved with getting your activities off the ground. It doesn't matter whether you are holding a large or small event, this guide can help you. Just follow these simple steps and you'll be ready to accomplish anything!



#### Where do I begin?

There are several things to consider as you start planning for your activity or event. As you sit down with your group, answer these questions and you'll be well on your way to being event planning pros.

#### What issue/cause are you tackling?

- Tobacco-Free Schools
- Tobacco Industry Marketing
- Hollywood and the Tobacco Connection, etc.

### **Why are you tackling this issue? How do you know it is an issue?**

- Tobacco use is a problem at your school.
- You want teens in your community to know that the tobacco industry is targeting them (\$19.7 million is spent each year in South Dakota alone).
- You want to spread awareness about Hollywood's relationship with the tobacco industry.

### **What do you want to accomplish? What is your ultimate goal?**

- Increase awareness among your peers.
- Recruit more members to your group.
- Implement a tobacco-free campus policy for your school or school district.
- Offer resources to help youth tobacco users quit.

### **What are you going to do?**

- See what other youth are doing across the state. Check out **Tobacco: ReThink It** to see what amazing activities teens have done to expose the truth about tobacco.
- Find out if there are local people or groups who would be willing to get involved in your efforts. Your local tobacco prevention coalition, school health council, American Cancer Society chapter, and concerned parents can help spread your message.
- Do you think your group can realistically pull it off? If not, modify your plan to ensure success.
- Be aware that different actions and messages influence different audiences.



### **What's Next?**

Now that you've figured out what it is that you want to do, who you want to reach, and what message you want to send, it's time to figure out how you're going to pull it off! With your group, answer these questions and split up the tasks to make sure your event is a huge success.

### **Who will be doing what? What are the tasks that need to be accomplished in order to succeed?**

- Choose a leader for your group.
- Make assignments for specific tasks (get supplies, schedule date, find location, etc.)
- Determine due dates for tasks. Set realistic deadlines that you will be able to accomplish.
- Decide how you will hold the group members accountable for their assigned tasks/responsibilities.

### **When do you want to hold your event?**

- Find out what other activities are taking place in your school or community at that time (homecoming, state tournaments, etc.).
- Decide if the people at these events are part of the target audience that you identified.
- Attach your event/activity to those school/community events, if possible.

**What supplies or materials do you need for your activity?**

- Make a budget for these supplies/materials and decide who is responsible for making sure you stay within your budget.
- Are there items that could be donated? Make a list of businesses, organizations or individuals you can ask for donations.
- Fundraising activities are useful. Here are some healthy fundraising alternatives to the traditional candy sale: (from *Policy In Action: A Guide to Implementing Your Local School Wellness Policy* – link to full resource can be found in Section 8)
  - Balloon bouquets
  - Bumper stickers and decals
  - Coffee cups and mugs
  - Coupon books and cards
  - Flowers, bulbs and plants
  - Pet treats/toys/accessories

**If you are seeking donations, here are a few tips:**

- Be aware that businesses often would like a letter explaining the event, what their donation will be used for, how it will benefit the group and community, and what kind of recognition they will receive.
- Call and ask for the name of the business manager/owner and ask when would be the best time to reach them. You never want to go to a business or restaurant when they are busiest.
- Write a letter explaining your activity or event.
- Dress appropriately! You don't have to wear your Sunday suits or dresses, but make sure you are not wearing anything that might be offensive to some people (don't wear clothes that are too revealing or show tattoos, etc.).
- Ask for donations in person and be respectful. This allows the business manager or owner to associate a face with the group.
- Take along two copies of your letter: one for you and one for the manager. This way you can use your copy as a reference when explaining your activity.
- **ALWAYS** follow up your meeting with a hand-written, mailed thank-you note.

**Resources:**

There are many resources for the activities included in this section noted in the activity description. In addition, there are many other resources that will be included in Section 8.

One great resource that is available in South Dakota is the TATU Program – Teens Against Tobacco Use (TATU). Developed jointly by the American Cancer Society, American Heart Association and American Lung Association, TATU is a tobacco prevention program designed to help teens teach younger children about the hazards of tobacco use and the benefits of making healthy choices.

The TATU Program involves students from area middle schools and high schools who use a peer-led model to teach elementary students to avoid tobacco. This informative and interactive program focuses on the effects of tobacco, peer pressure, tobacco advertising, and the positive things about being tobacco-free.

The Tobacco Control Program of the South Dakota Department of Health has funding to provide free training for South Dakota schools (for advisors and students in grades 7-12) on TATU. There may also be funding available for mini-grants to support school activities. Check with your **local Tobacco Prevention Coordinator** for more information.

### **Involving Youth in Tobacco Control Efforts:**

In a school environment, it is important to make sure that you involve youth in planning activities. Young people are an incredible resource to help support tobacco control efforts. Teens and pre-teens are smart, creative, and bring new perspectives and energy to the process. They can help to increase community awareness, provide student-to-student training, and reach media sources and policy-makers that may not be influenced by hearing these messages from the adult population. Involvement can also provide youth with an enriching leadership experience, helping them to develop skills in public speaking, event planning, and community health advocacy.

To tap the skills and energy of young community members, it is important to have supportive adults who will help guide them through the planning process, keep them focused on their goals, and provide logistical support and training so that they can succeed at their activities. Here are some lessons learned from successful youth development programs:

- Give youth a voice in issues that affect them.
- Give decision-making power to youth.
- Make the project fun!
- Offer meaningful opportunities to build new skills and experiences.
- Provide a safe and positive environment.
- Encourage youth and adult partnerships.
- Offer training that is relevant, hands-on and interactive.
- Provide opportunities for reflection and feedback.
- Acknowledge the efforts of youth, personally and publicly.

Of course, working with students will add a few challenging elements that will require thought. It is important to consider appropriate meeting times and locations. There may also be issues that arise regarding youth schedules and transportation. Incentives for participation might also be useful, and can include food or snacks, prizes for activities accomplished, media recognition, or community service credits. Allowing youth to have legitimate decision-making power requires that adult leaders must be willing to accept their decisions, even if they face the prospect of learning from their mistakes.

### **Media**

Getting media coverage for your activity is very important. It helps you reach so many more people than just those who attend the event. When people hear about your efforts on the radio or read about it in the newspaper, it seems to make what you are working on so much more important. Your issue becomes a bigger issue than it would if there were no media coverage at all. This section will give you a few pointers on how to score the best coverage for your tobacco-free activities.

**“ Before TATU I kinda knew how to be a leader. Now... I know how to reach out and make a difference. To me as long as I reach one kid, I've done my job. ”**

— Holly Gerberding  
Student, Sturgis Williams  
Middle School

**“ Teens Against Tobacco Use is a very positive group for Sturgis Williams Middle School. It is a group that students always want to be a part of. The TATU team's favorite activity is showing students the difference between a healthy pig lung and a 'smoker's' pig lung. It is so much more powerful to show kids the effects of smoking instead of just telling them about it. ”**

— Karyl Boldt  
School Counselor and  
TATU Team Coordinator  
Sturgis, SD

## Why Is Getting Media Coverage So Important?

Media coverage can:

- **Publicize** your event beforehand, so more people will be there to support it.
- **Educate** lots of people about your issue and your message.
- **Inspire** more people to follow your lead and get involved in taking on tobacco companies.
- **Attract** the attention of public officials who determine tobacco-control policies.

## Where To Begin?

The first step is to let the media know about your event:

- Develop your message.
- Choose your media contacts and get in touch with them.
- Grab reporters' attention with tools such as media advisories, press releases, and more.
- Make your activity so eye-catching that you'll be sure to attract crowds and cameras.
- Offer to send photos of your event and to write an article about what you did.

## Develop A Strong Message

Before you contact any media, you must have a clear, convincing message. Think about what you will say so that reporters will understand what you are trying to accomplish, and their coverage will help your cause. The following section offers some advice on how to develop an effective message.

As a group, think about the two or three most important pieces of information you would want people to gain. These are usually referred to as key messages.

*Key messages should:*

- Be short and easy to understand.
  - For your three key messages, they should be no more than 27 words (total) and take no more than 9 seconds to say!
- Spread the facts, such as, “1000 kids become regular smokers every day” or “Smoking in public is like peeing in a pool.”
- Inspire people to take some action, like, “We are doing this to encourage people to support tobacco-free schools in our community.”

Your key messages should be specific. Anyone who hears them should understand why your group is taking action.

- A more specific message helps the media give more effective coverage.  
A specific message would be, ***“We want our school’s leaders to stand with kids by making all school property tobacco-free 24/7.”***

A less specific (and less effective) message is, ***“We are here because we hate tobacco.”***

Here is an example of some key messages used by the CDC Office of Smoking and Health:

- Damage from tobacco smoke is immediate.
- The chemicals in tobacco smoke pose a danger right away.
- There is no safe level of exposure to tobacco smoke.

Looking at this example, you can see that there are 26 words in these three messages and that you can say all three of the messages in less than 9 seconds. It takes work to boil down your thoughts but it can be done – and is important to effective communication!

Once you have developed your key messages, make sure everyone in your group knows what they are and can explain them in their own words. You want to make sure that everyone is speaking from the same page.

### **Develop Your Media List**

After you've decided on your key messages, the next thing to do is make a list of media you will contact. Start by making a list of all local TV stations (if any – and don't forget community access TV), radio stations and newspapers. Each station and newspaper may have reporters who cover different types of news. Think about which ones would want to cover your story.

Don't forget about groups that might be interested in what you are doing, such as environmental groups, health organizations and various youth groups that might be in your community. Some of these may have newsletters that go to their members or their own list of press contacts. Sending these groups a news release or advisory could be a great way to get your message out to others.

Write down all the contact information you can collect for everyone in the media that you have decided to contact, including name, title, complete address, email, phone and fax numbers. Start building your own media list!

### **Develop The Tools**

Write up a simple media advisory that lists the basic information about your event: Who, What, When, Where and Why. This should be a very simple one-page description that talks about:

- what your event is
- who is sponsoring it
- who is going to be there
- when it is going to be held
- where it is going to be held
- why it is happening

Make sure that you put contact information on the advisory so that the radio station or newspaper can get in touch with you. List all phone numbers where you can be reached (office, home, cell) as well as an email address if you have one. Make sure they can reach you when they try to follow up!

A press release gives a bit more information about the event. It will include background information, quotes from participants, and more detail about what happened at the event. Press releases can be written before the event so they anticipate what will happen. Press releases can also be written after the event and sent to the media to encourage follow-up coverage.

An example of both a media advisory and a press release can be found in Appendix D.

### **Deliver The Goods**

Get the information into the hands of the media as many ways as possible. One of the best ways to communicate is in person. Take a copy of the media advisory to the radio station or newspaper. That way

they are able to associate your face with the issue and event. Personal contact is essential. Usually folks at newspapers and radio stations are very busy. Unlike big city locations, local media tend to have very few staff and sometimes the staff is volunteer. Be aware of the time you spend with them but be polite and get your message across quickly.

In addition to hand-delivering the information, sending it via fax or email is also an option. Mailing is not the best way to get the advisory or release in their hands.

The remainder of this section is a list of activities that you can do in your school. Several of these are great to do in partnership with your community.

SUMMARY OF ACTIVITIES		
Type of Activity	Name of Activity	Page Number
Event	Bag o' Butts for Tobacco-Free Schools	5-9
Event	Body Bags	5-11
Event	Breathe Easy Track Meet	5-12
Event	Did You Know?: Community Forum on Tobacco Use Among Youth	5-14
Event	Door Decorating	5-16
Event	Fame and Shame Awards	5-17
Event	Flash Mob	5-19
Event	Graffiti Wall	5-20
Event	Great American Smokeout	5-21
Event	Great American Spit Out	5-22
Event	Guerilla Polling	5-23
Event	Kick Butts Day	5-25
Event	Living Billboard	5-25
Event	Numbers Campaign	5-26
Event	School-Wide Health Fair (includes lots of individual activities)	5-28
Event	Smoke-Free Film Fest	5-31
Event	Take It to the Streets	5-32
Event	Tobacco Ingredient Collection Competition (see "They Put What in a Cigarette?!?")	5-45
Event	Tombstones	5-33
Event	Wall of Remembrance and Memorial Service	5-34
Classroom Activity	Ball Bearings Demonstration	5-36
Classroom Activity	Create Your Own Billboard or Cups in a Fence	5-38
Classroom Activity	Got Spit?	5-39
Classroom Activity	Lights, Camera, Action!	5-41
Classroom Activity	Straw Activity (Emphysema Activity)	5-43

SUMMARY OF ACTIVITIES		
Type of Activity	Name of Activity	Page Number
Classroom Activity	The Cost of Tobacco Use: You're Paying How Much?	5-44
Classroom Activity	They Put What In a Cigarette?!? (including Tobacco Ingredients Collection Competition)	5-45
Classroom Activity	Tobacco Puts Your Health in Jeopardy	5-47



## EVENT BAG O' BUTTS FOR TOBACCO-FREE SCHOOLS

**Type of Activity:** School Event  
(Middle School or High School)

**Time:** 1 hour to 1 day activity; takes about 2 weeks to plan

**Goals and Objectives:**

- Increase tobacco awareness
- Increase support for tobacco-free school campus

**Cost:** Less than \$30

**Materials:** Gloves, clear trash bags

**Description:** Just like you can tell a lot about a person by walking into his or her home, you can tell a lot about what is valued and supported at school by looking around. Do cigarette butts litter the school grounds? School campuses should promote health and wellness. Unfortunately many campuses can be quite unhealthy due to the large number of cigarette butts found all over the ground. This activity will showcase how many cigarette butts there are at a given school and will help publicize the need for school campuses to be tobacco-free.

**Target Population:**

- Adults
- Youth (all ages)

**Time of Year or Linkage to Special Event:** Can be done at any time but late spring, summer or fall are best. This event is great to do in conjunction with Earth Day (April) or it can be linked to the Great American Smokeout (November).

**3 weeks before event:**

- Line up volunteers to help. Many hands make light work!

**1 week before event:**

- Confirm volunteers.

**Day of the event:**

- Have some food available for volunteers.
- Pick up all trash on campus. Separate the cigarette butts into a separate clear trash bag. Dispose of other garbage but keep the bag of cigarette butts.

**After the event:**

- You should probably have a pretty large number of cigarette butts. Depending on how many cigarette butts were collected – if you would like to have more – schedule another clean-up day soon.
- After you have collected a large number of butts, schedule a time to go to your school board meeting to show the members what you have collected. Let them know over what period of time these butts were collected. Share with them the facts about the dangers of cigarette litter and the need for smoke-free outdoor recreation facilities. Some suggested talking points:
  - **Schools are established to promote healthy activities.** Schools need to model healthy behaviors, and tobacco-free policies fit with this idea.
  - **Secondhand smoke harms everyone.** The Surgeon General has determined that secondhand smoke is a human carcinogen for which there is no safe level of exposure. Exposure to secondhand smoke has immediate health consequences on the cardiovascular and respiratory systems.
  - **Secondhand smoke is harmful in outdoor settings.** According to Repace Associates, secondhand smoke levels in outdoor public places can reach levels as high as those found in indoor facilities where smoking is permitted.
  - **Cigarette litter is dangerous.** Discarded cigarettes pollute the land and water and may be ingested by toddlers, pets, birds, or fish.
  - **Tobacco-free policies help change community norms.** Tobacco-free policies establish the community norm that tobacco use is not an acceptable behavior for young people or adults within the entire community.
  - **Tobacco-free environments promote positive community role modeling** and protect the health, safety, and welfare of community members.
- Let your local newspaper and radio station know that you are going to present your findings (literally) to the school board. At the school board meeting you should have a fact sheet that outlines what you found and what action you want taken – this can be given to the local media. Take pictures and send them to your local newspaper or community newsletter.

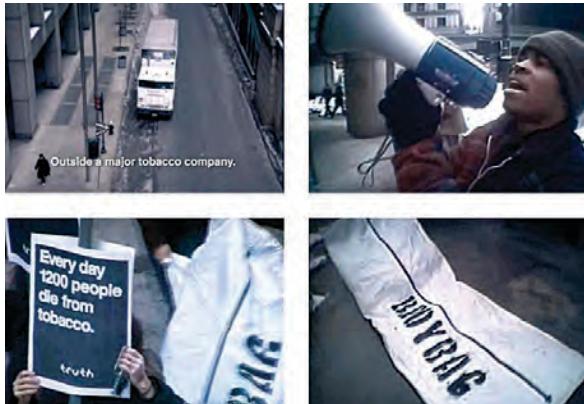
**Resources:**

- The Bottles of Butts (BOB) project of Forget Tobacco (<http://forgettobacco.com/portfolio/butts/>) provides information on butts clean-up events. A new campaign will start in March 2013.

Source: South Dakota Community Tobacco Use Prevention Toolkit and Kick Butts Day, Campaign for Tobacco Free Kids

## EVENT

### BODY BAGS



Source: the truth campaign, American Legacy Foundation

#### Type of Activity:

- Community Education
- Opportunity for Earned Media

**Description:** Creating a powerful visual display can help people in your community realize the deadly consequences of tobacco use and the tactics used by the tobacco industry to market their products.

**Target Population:** Middle school and above can organize the event, but invite all age groups.

**Cost:** \$10—\$70.

**What's Needed:** Body Bags (ask your local police department or hospital, or research online), computer paper, newspaper and other “stuffing” for the body bags, play money, posters, markers.

**Time of Year or Linkage to Special Event:** Can be done at any time but late spring, summer or fall are best. This event is great to do in conjunction with Kick Butts Day (March) or it can be linked to the Great American Smokeout (November).

#### 2 weeks before event:

- Fill body bags (or just one bag can still serve as a strong visual) with newspaper (at the bottom) and fake money (at the top). Leave the body bags slightly open.
- On the bags write: *If you smoke I pack a day this is what Big Tobacco thinks your life is worth \$\_\_\_\_\_.*
- To come up with your numbers, multiply the number of packs smoked a day by the price per pack (find the local price), multiply that by 365, and then multiply that by the number of years the “person” has smoked.
- You can use a variety of packs per day and years smoking to come up with different dollar amounts for each bag.

#### Day of the event:

- Set up the body bags and have people available to hand out information and answer questions.
- If you would like, you can set up a table with more information about your group and have template letters people can use to write to policymakers about relevant tobacco control legislation.



## **BREATHE EASY TRACK MEET**

**Type of Activity:** School Event

(Elementary or Middle School with help from High School track team members)

**Time:** Half-day activity;  
takes about 1-2 weeks to plan**Goals and Objectives:**

- Increase tobacco awareness
- Increase support for tobacco-free school campus

**Cost:** Less than \$20**Materials:** Straws or coffee stirrers, empty paper towel or aluminum foil roll, track meet supplies, poster board, rolls of banner paper or butcher paper, markers, tape measure, tobacco advertisements from magazines.**Description:** Organize a school track meet to show how cigarettes and other tobacco products can affect peoples' ability to perform well as athletes. You can either organize a special track meet or add the theme to one of your school's scheduled meets. Either way, you will be educating students and adults about the harmful effects and hazards of tobacco. The meet consists of several different events that highlight the impact that tobacco use has on the body's ability to perform.

- ***Breathe Through A Straw***

At the beginning of the meet, give an overview of the events and have all of the athletes participate in a quick activity. This event is not a contest – it is just a demonstration of the impact of smoking on one's ability to perform athletically. Anyone with asthma or other breathing disorder should not participate in this activity. Give everyone a soda straw or coffee stirrer and ask them to breathe only through it. Then have the participants hold their noses (to make sure that they aren't unconsciously breathing that way) and ask them to continue to breathe through the straw. Tell them you are going to make it a bit harder by asking them to run in place. Have them run in place for 30 seconds. Now ask them to run a bit faster for another 30 seconds. Then a bit faster for 15-20 seconds... Stop and ask people how they feel – what did it feel like to have to breathe only through a straw? Get feedback from the participants. Then let them know that this is how a person with a breathing problem, such as emphysema, feels when they try to breathe. This also is meant to show how it feels for a smoker to breathe while participating in physical activities. Remind everyone to keep this in mind while they are running their races. (This activity is also listed on page 5-43).

- ***Relay: Get Rid of that Cigarette as Fast as You Can!***

Have a variety of relays so everyone can participate (by age or grade). The first thing to do is to decorate your baton (a track baton or an empty paper towel or aluminum foil roll) with paper or paint to look like a cigarette. Then cover the “cigarette baton” with hazard and warning labels. For example, use some of the new health warning labels proposed by the Food and Drug Administration (<http://www.fda.gov/TobaccoProducts/Labeling/Labeling/CigaretteWarningLabels/default.htm>). You can also be creative and use your own labels and warnings. For the relay, tell everyone that they need to get rid of the “cigarette” as fast as they can by passing it off to their teammates.

- ***Individual Events: Breathe Easy!***

Get ready to race! Hold individual events from the 50 meter dash to the two-mile run. Remind the participants at the beginning of the event of how it felt to breathe through a straw. Keep people aware of the simple fact that if they were to smoke, they would not perform as well because they would not be able to breathe as easily while running.

- ***Shot Put Event: Crush Big Tobacco!***

The “Crush Big Tobacco” shot put event is just like a normal shot put event – everyone is trying to throw the shot put as far as possible. For the distance markers, you have a number of options:

- You can decorate the posts to look like cigarettes for each distance line.
- Make a line of tobacco advertisements for the kids to “crush” as they throw the shot put. Paste ads from magazines or the internet on poster paper and line them up on a string.
- Be creative – come up with your own ideas for the event!

If you don’t have an official “real” shot put, use a basketball, volleyball or soccer ball – any ball will do!

- ***Long Jump Event: How Far Will You Go?***

For this event, continue the focus on staying tobacco-free by asking participants to jump as far as they can to stay tobacco-free and to stop Big Tobacco (Go LONG to stay Tobacco-Free!). If you have a long jump pit at your track, all you have to do is let students take turns jumping. If not, you can do this event on a field. All you need is a line to start running from, and a tape measure to keep track of how far people jump. In this event you can also put up posters and ads as markers for the participants to jump towards.

- ***Additional Ideas:***

- Decorate the track with posters with statistics regarding tobacco use and its impact on communities in South Dakota. Line up the posters around the inside or the outside of the track so that people can read the messages as they run by.
- Contact your newspaper editor to let him or her know about the event. Ask them to put a notice about the event in their publication. Take pictures of the event and send them to the editor afterwards for additional coverage.



## “DID YOU KNOW?”: COMMUNITY FORUM ON TOBACCO USE AMONG YOUTH

### Type of Activity:

- Community Education and Organizing
- Opportunity for Earned Media

**Description:** A community forum is a great way to draw attention to the issue of tobacco use, educate parents and policymakers on the issues, and provide an opportunity to get some media coverage. A forum is most effective when there is new information to present and/or if there is an outside speaker being brought in to speak on tobacco use. This activity could be a collaborative program done in conjunction with a statewide or community organization such as the American Lung Association, your local PTA, etc.

### Target Population:

- Adults
- Youth (teens)

**Cost:** \$100 and up (depending on the speaker fees)

### What's Needed:

- Most recent data from Youth Risk Behavior Survey or Youth Tobacco Survey
- Panel of youth
- Panel of adults (parent, law enforcement, teacher, etc.)
- Moderator
- Guest speaker

**Time of Year or Linkage to Special Event:** This activity could be done at any time of the year. It could also be tied to Kick Butts Day (March).

### 6 Months before event:

- If you are going to have an outside speaker, make arrangements now.

### 2 Months before event:

- Locate a venue for the event. A community center, church, community college or school could provide a large space that would work. A location that has a stage would be most effective.

### 6 weeks before event:

- Recruit panelists. Find local adults that understand tobacco use and are concerned about it. A parent of a youth smoker, a teacher or coach, youth court coordinator or local law enforcement official would be good choices – you know your community so pick people who are articulate and passionate. Two to three adult panelists would be a good number. For youth panelists, three would be an ideal number. Recruit youth that have used tobacco – both cigarettes and spit tobacco – as well as youth advocates. Make sure that the youth are willing to talk “on stage” and are not too shy.

Find youth who can honestly speak about why they used tobacco and the problems that may result from that use.

- Invite someone who can briefly present on youth tobacco use data in your community (get someone who can present the information in a way that average folks can understand and is not too technical).
- Identify a moderator for the event. Get someone who can keep the event moving and who can facilitate a panel discussion. A well-regarded elected official, principal or coach could be a good choice.
- Develop an invitation (flyer) to send to parents and to post in community locations. If there is to be a guest speaker, promote this.

#### **4 weeks before event:**

- Send out invitations to parents.
- Send a community calendar item to your local radio station.
- Send a media advisory to your local newspaper and/or local TV stations.
- Order materials to have on an informational table (South Dakota Department of Health, Campaign for Tobacco-Free Kids, etc.)
- If you are serving refreshments at the Forum, make these arrangements.
- If you have an outside speaker, make lodging arrangements if necessary.

#### **3 weeks before event:**

- Arrange to speak on local radio station during the week of the event. If you have a guest speaker, offer this person as a potential radio guest.
- Continue to talk up event in community.

#### **1 week before event:**

- Continue to make announcements about the event in schools and at other organizations.
- Send a reminder invitation to parents.
- Send another media advisory to newspaper and radio.
- Confirm speakers. Meet with all panelists to review the format. Ask speakers to be at the event 30 minutes before event begins.
- Make signs and other materials necessary for the event (directional signs to auditorium, parking signs, sponsorship, name tents for panelists, etc.)
- Designate someone to be the greeter at the event and to staff the sign-in table.
- Develop sign-in sheet for attendees; get name, address, phone and email.

#### **Day of the event:**

- Arrive at site early (2-3 hours) to make sure that everything is in place (chairs, table for panelists, microphones, information table, sign-in table, refreshments, etc.).
- Have moderator greet speakers when they arrive.

#### **After the event:**

- Send out thank you notes to speakers.
- Follow-up with participants using the contact information provided on the sign-in sheet (meeting summary, “thank you for attending” letter, etc.).

## DOOR DECORATING CONTEST

**Type of Activity:** School Event (Elementary, Middle School or High School)

**Description:** Get your entire school involved by challenging all of the classrooms to decorate their doors with a tobacco use prevention theme. At the end of the contest, select students or teachers to judge the doors. Award prizes to different categories, such as the most creative or the strongest message. The prizes can be anything you'd like, in order to incentivize involvement (as long as it's approved by the school), such as a pizza party for the winning classroom.

**Age Group:** All ages can participate.

**Number of Participants:** Varies.

**Preparation Time:** 1—2 weeks.

**What's Needed:** Posters, colored paper, markers, other craft supplies.

**Cost:** \$10—\$40 or more depending on the prizes awarded.

**Time of Year or Linkage to Special Event:** This could be done at any time of year but would be especially good tied to Kick Butts Day (March) or the Great American Smokeout (November).

### 2 weeks before the event:

- Publicize contest. Develop flyers to let classes know about it (theme, rules, prizes).
- Make frequent announcements about the contest on the school's PA system.
- Recruit judges.

### Day of the event:

- Make sure all participants have their doors decorated.
- Have judges review participants' doors and determine winners.
- Announce winners over PA system as well as at any related event (school assembly, etc.)

## FAME AND SHAME AWARDS



Mitchell High School students Alex Martinson Holznagel, Cara Beck, and Josie Burkinshaw present "Fame Awards" to three 2012 films that did not portray smoking: "Thor," "Cars 2," and "Harry Potter and the Deathly Hallows, Part 2."

Youth presenters hand out "Shame Awards" to actors, actresses, directors and producers who glamorize smoking in youth-rated G, PG and PG-13 movies.

### Target Population:

- Adults
- Youth (middle and high school)

**Cost:** \$100 and up

### What's Needed:

- Red carpet
- A couple of fancy cars (a limo would be cool!)
- Adults to play the role of paparazzi and escorts
- "Fame" and "Shame" Awards (be creative)
- Video clips of nominated films

**Time of Year or Linkage to Special Event:** Tie the event to Kick Butts Day (March) or the Academy Awards (February).

### 2-3 Months before event:

- Find location. A movie theatre or performing arts venue is best. A location that has a stage and projection equipment is necessary.
- Find films that are the most offensive in terms of smoking imagery. The website SceneSmoking.org provides ongoing film reviews that are done by youth and young adult reviewers.

### 6 weeks before event:

- Arrange for food at the event. Popcorn would be a great option.

**4 weeks before event:** Let youth know that this is a dress up event. Contact local merchants and secondhand stores to see if they have formalwear that they could loan youth for the evening of the event. Let them know that they will get publicity for their support.

*I love Fame and Shame Awards  
because they teach me what actors  
are choosing to smoke in movies and  
who doesn't. It really allows you to see  
what an actor stands for!*

— Megan  
Student, Mitchell High School

- Identify youth to present the awards and to serve as the emcee for the event.
- Recruit adults to serve as paparazzi and escorts.

### **3 weeks before event:**

- Send a media advisory to your local newspaper and radio stations (TV if you have). Let them know this event is very visually interesting.
- Send out permission slips to parents for youth participants.

### **1 week before event:**

- Send out reminder to media.

### **Day of the event:**

- Arrive 3-4 hours before event to check equipment, set up props, and roll out the red carpet.
- Have adult sponsors stationed along the red carpet to serve as paparazzi and as escorts to guide the “stars” to their seats.

### **Resources:**

- SceneSmoking.org – Home of the Thumbs Up, Thumbs Down Project and the Hackademy Awards: <http://www.scenesmoking.org>



#### **Mitchell Fame and Shame Case Study**

2013 will be the fourth year for the Mitchell School District to host its “Fame & Shame Awards.” “We felt that this was a perfect fit for us because it provides a great educational opportunity to clearly demonstrate the deceptive relationship between the tobacco industry and Hollywood,” said Karen Allen, Prevention Specialist for the Mitchell School District. “We felt that so many young children, youth, and parents have no idea that the tobacco industry often uses product placement in movies to encourage children and youth to try their product,” she added.

A benefit of Fame and Shame is that it helps build team and leadership skills among the youth participants. “Students are given the daunting task of standing up in front of a large audience and presenting the awards. It truly is a great way to teach youth activism, give students the opportunity to use their voice, and make a difference in the community,” Allen noted.

As with any large event, there are always challenges. “The biggest challenge for us is putting together a fresh presentation that showcases the current year’s Oscar picks and focuses on a different aspect of the industry’s deceptive tactics,” said Allen. “Our team spends many hours each year researching to come up with the latest information, movies with and without smoking, and characters for students to portray.”

Allen cautioned that the event can be costly due to venue and food costs. “We’ve been able to offset some of the costs by doing fundraisers and/or finding donors that are willing to provide the food. Whether it is a full meal, desserts, or a nacho bar, food greatly adds to the evening’s success.” Another cost that needs to be factored in is the cost to students. “All participants come dressed in ‘Oscar Attire’ (prom dresses, gowns, jewelry, suits, etc.) so we try to offset their costs by asking for donated or used prom dresses that we loan to our younger students whenever possible.”

A key pointer that Allen offered was to allow enough time for set up. "Students want plenty of time in the afternoon to get dressed, so we've found it works best to designate the entire morning to set up the room and hang all decorations. We also ask the students to arrive early so we can run through the show once more before guests arrive."

In summary, Allen encourages other schools to give it a try. "If you're looking for a challenging and impactful event, this is it! Fame and Shame truly makes everyone involved feel special and valued, and leaves a lasting impression on the families and community members that attend."

## EVENT

### FLASH MOB



#### Type of Activity:

- Community Education and Organizing
- Opportunity for Earned Media

**Description:** A flash mob can be used to capture attention and promote your message in a visual and creative way. Here is a video of a previous flash mob held in honor of Kick Butts Day.

**Preparation Time:** 2-3 weeks to plan.

**Cost:** \$0—\$50.

**Age Group:** Any age, however, younger youth will need to be supervised.

**Number of Participants:** As many as possible.

#### Resources Needed:

- Markers, paper for posters
- Transportation (if the flash mob is held somewhere other than your school).
- Since a flash mob is designed to capture attention, you will need to be in a location that has a medium-to-large group of people.
- A table near the site of the flash mob with flyers and information to hand out during and after the event.

#### 1-3 weeks Before Event

- Pick a location for the event. A busy area, such as a school hallway or a mall, works best.
- Plan to hold your flash mob at lunch or in between classes — whenever there are a lot of people in one location.
- Recruit interested dancers for your flash mob, including a choreographer.
- Plan a flash mob routine and teach it to those who will be participating. Choose a time, or a signal, so that participants know when to freeze and when to join in the flash mob.

### 1 week Before Event

- Create eye-catching, easy to read posters with messages about tobacco's toll. If you plan to have a table at the site of the flash mob, create a banner for the table and make sure you have resources available for participants here.
- For added effect, plan to have participants all wear the same colored shirt. This can help attract people's attention.

### Day of the event:

- Your group should disperse and wander through the area, blending in with the other people in the crowd.
- At the pre-determined time or signal, all participants will freeze. While freezing, participants can hold up their signs with tobacco-free messages.

### Resources:

- Kick Butts Day Activity Guide:  
[http://www.kickbuttsday.org/search-activities/detail/activity\\_10](http://www.kickbuttsday.org/search-activities/detail/activity_10)



## EVENT

### GRAFFITI WALL

**Type of Activity:** School Event  
(Elementary, Middle School or High School)

**Time:** Takes about 2-3 weeks to plan

### Goals and Objectives:

- Increase tobacco awareness
- Increase support for tobacco-free school campus

**Cost:** Less than \$30

**Materials:** Long poster paper roll or banner paper, markers

**Description:** Are you sick of Big Tobacco's lies and manipulation? Get your thoughts out on paper... lots of paper! Create a long paper banner and cover it with anti-tobacco graffiti. A variation on this is to make the wall an opportunity for students to show support for a tobacco-free campus policy. Show your School Board that you want your school campus to be tobacco-free 24/7!

### Day of Event:

- Set up paper banner and markers and other art supplies. Have the banner in a central location in your school.
- On the Graffiti Wall, write a large phrase such as, "Hello, Big Tobacco from the Youth of [insert your school or town name here]"

- If you are focusing on showing support for a tobacco-free campus policy, write a phrase such as, “The Students and Faculty of [insert school name here] Support a Tobacco-Free Campus Policy.”
- Ask everyone to write their personal feelings or personal stories about tobacco on the Wall. If doing a policy-focused wall, students and faculty can just sign their names.
- Have tobacco facts available in case someone can’t come up with a personal feeling or something to say.
- Take LOTS of pictures of the event – maybe even a video that you can upload to YouTube. Send pictures to your local newspaper along with a brief description of what you did and why you did it. Post pictures on your Facebook page!
- If your wall supports a school policy effort, take the banner to the next school board meeting to show members the campus support for the policy change.
- Ask if you can leave the banner up for a week or more to highlight your school’s efforts to reduce tobacco use and to demonstrate support for policy change.

Source: Kick Butts Day, Campaign for Tobacco Free Kids



## EVENT

### GREAT AMERICAN SMOKEOUT

#### Type of Activity:

- Community Education and Organizing
- Opportunity for Earned Media

**Description:** For over 37 years, the Great American Smokeout (GASO) has maintained an annual tradition of encouraging people to try to stop smoking for just one day. The Great American Smokeout, and the American Cancer Society continues a legacy of providing free resources to help smokers quit. The Great American Smokeout was inaugurated in 1976 to inspire and encourage smokers to quit for one day. Now, 39.8% of the 43.4 million Americans who smoke have attempted to quit for at least one day in the past year, and the Great American Smokeout remains a great opportunity to encourage people to commit to making a long-term plan to quit for good.

#### Target Population:

- Adults
- Youth (teens)

#### Cost:

- \$0 and up – depends on types of activities planned

#### What's Needed:

- A large number of materials are available from the American Cancer Society  
<http://www.cancer.org/Healthy/StayAwayfromTobacco/GreatAmericanSmokeout/>

**Time of Year or Linkage to Special Event:** Third Thursday in November

**2-3 Months before event:**

- Contact your local/regional American Cancer Society office to get the most up-to-date information on GASO materials.
- Recruit local businesses, colleges, and other local organizations to participate in GASO.
- Contact local city or county official or school superintendent to issue proclamation for GASO (see CDC information below for sample).

**6 weeks before event:**

- Order materials from the American Cancer Society.

**3 weeks before event:**

- Send out e-mails to participating organizations. These e-mails can be forwarded to employees (see ACS information noted below).
- Send out notice to your local radio station and newspaper on the GASO events happening in your community.
- Develop public service announcement for your radio station to let community know about GASO.

**1 week before event:**

- Get materials out to participating organizations.
- Finalize event preparations.

**Resources:**

- Centers for Disease Control & Prevention: <http://www.cdc.gov/tobacco/calendar/index.htm>
- American Cancer Society: <http://www.cancer.org/Healthy/StayAwayfromTobacco/GreatAmericanSmokeout/ToolsandResources/resources>

**EVENT****GREAT AMERICAN SPIT OUT  
(THROUGH WITH CHEW WEEK)****Type of Activity:**

- Community Education and Organizing
- Opportunity for Earned Media

**Description:** Through With Chew Week (TWCW) and the Great American Spit Out were designed to raise awareness about the negative effects of spit tobacco use. It gives spit tobacco users the inspiration to quit for a day or even longer.

**Target Population:**

- Adults
- Youth (all ages)

**Cost:** \$0 and up – depends on the types of activities planned

**What's Needed:** The Through With Chew Week Toolkit (<http://www.throughwithchew.com/perch/resources/twcwtoolkitweb12final.pdf>) has a wealth of information regarding events that can be done in your community.

**Time of Year or Linkage to Special Event:** Through With Chew Week is held on the third full week of February each year and the Great American Spit Out is held on the Thursday of that week.

### **2-3 Months before event:**

- Pull together a planning team to determine what activities you will do for TWCW. The TWCW Toolkit has a list of over 20 activities that can be done in your community with complete information for planning.

### **Resources:**

- Through With Chew program website: <http://www.throughwithchew.com/>
- “How to Conduct a Through With Chew Week” brochure: <http://www.throughwithchew.com/perch/resources/twcwbrofinalweb.pdf>
- My Last Dip – an interactive website that helps young spit tobacco users quit: [www.mylastdip.com](http://www.mylastdip.com)
- National Spit Tobacco Education Program (<http://oralhealthamerica.org/programs/nstep/>)
  - The National Spit Tobacco Education Program’s mission is to prevent people, especially young people, from starting to use spit tobacco, and to help all users quit
- Kill The Can – This site is dedicated to helping people who are trying to quit the habit of chewing or dipping tobacco and to those who have successfully quit. The Community Forum is administered by 7 ex-dippers whose sole goal is to allow people to gain the same freedom from chewing that they have obtained. <http://www.killthecan.org/>

## **EVENT**

### **GUERILLA POLLING**

#### **Type of Activity:**

- Community Education and Organizing
- Opportunity for Earned Media

**Description:** Polling is a great way to see how a community feels about a certain issue. Unfortunately, large-scale scientific polls can cost thousands of dollars. But this doesn’t mean you can’t conduct an independent, inexpensive poll of your own and still obtain interesting and useful results. Follow these steps to create your own Guerilla Poll.

**Target Population:** Middle school and above, but younger youth will need to be supervised.

**Number of Participants:** It only takes one, but the more participants you have, the more data you will be able to collect!

**Preparation Time:** 1-3 weeks

**Resources:** Paper, pens and pencils, a computer.

**Cost:** \$10—\$30.

#### **Before the Event:**

- Design a short questionnaire. It is probably best to limit your questionnaire to 3 questions or fewer. Otherwise, you will have a difficult time convincing people to take your poll.

#### **Here are some examples of questions you could ask:**

- What do you think are the dangers of smoking cigarettes?
- Can you name the toxins found in cigarette smoke?
- What percentage of the state's population do you think smokes?
- Do you think cigarettes are addictive?
- How much money do you think the tobacco industry spends?
- Do you think the tobacco industry markets to youth?
- Do you think spit tobacco is addictive?
- Create flyers or palm cards containing the true answers to your survey questions to give to participants after they complete your survey.

#### **Day of the Event**

- Stand in a high traffic location to conduct your poll. This could be a local college campus, the entrance to a store, a healthcare waiting area, or outside a local government building.
- As people walk by, ask them if they will answer a short questionnaire. You might have better luck getting people to agree if you specifically state that there are only 3 questions.
- Write down the participant's answers as they answer the questions. You can also collect some basic demographic information as well, such as their age and gender.
- You can give participants a small prize, or have free food or candy at your polling station as an incentive to participate.

#### **After the Event:**

- Put all of the answers into a spreadsheet so that you can analyze your results. You can then use the results in future events. For example, if 50 percent of the people polled thought spit tobacco is not addictive, you could create a new project to address this deadly misconception. If most people guessed that the tobacco industry spends less than \$10.5 billion a year on advertising to attract new customers, you can create a campaign to expose Big Tobacco's marketing tactics.
- Be sure to publicize the results of your poll. You can even submit your findings to the media in the form of a press release!



## EVENT

### KICK BUTTS DAY

**Type of Activity:**

- Community Education and Organizing
- Opportunity for Earned Media

**Description:** Kick Butts Day is a national day of activism that helps youth to speak up and take action against tobacco use at more than 1,000 events from coast to coast. Students from schools across the country hold hundreds of different events and activities that call attention to the problems caused by Big Tobacco and its attempts to market to youth. Thousands of youth in every state as well as around the world will let Big Tobacco know that they will not be controlled by the tobacco industry.

As a teacher, youth leader, or health advocate, you can organize these events and mobilize your kids to raise awareness about the problems of tobacco use in your school and community. The event will help empower youth to stand out, speak up and seize control against Big Tobacco with fun, educational activities and events.

**Target Population:**

- Adults
- Youth (all ages)

**Cost:** \$0 and up – depends on the types of activities planned

**What's Needed:** <http://www.kickbuttsday.org> has a wealth of information regarding events that can be done in your community. Register your event at the website so it will be included in the national list. This might even result in some media coverage!

**Time of Year or Linkage to Special Event:** Kick Butts Day is always held in March.

## EVENT

### LIVING BILLBOARD

**Type of Activity:** School Event (Middle School or High School)

**Description:** Create a visual message for your community regarding the dangers of tobacco use. Instead of just having a billboard, a living billboard will give your message more interest and will be more eye-catching.

**Time:** Takes about 1-2 weeks to plan

**Target Population:** All age groups

**Number of Participants:** Depends on your message, a small group.

**Materials:** Poster board, pens, markers, other poster making supplies.

**Cost:** \$0—\$20.

**Before the Event:**

- Choose a message that you want to convey to your community.
- One message displayed in the past was “Kool Kills” (in reference to the brand, Kool) and drew each letter of their message on a separate poster and held the signs in order to display their message.
- Be creative. Choose an imaginative message and create colorful and eye-catching posters.
- Hold up your posters along a well traveled road or other heavily trafficked area.

## EVENT



### NUMBERS CAMPAIGN

**Type of Activity:** School Event (Middle School or High School)

**Time:** Takes about 2 months to plan

**Goals and Objectives:**

- Increase tobacco awareness
- Increase support for tobacco-free school campus

**Cost:** Depends on what kinds of props you use.

**Materials:** Markers, paper; may need stickers, t-shirts, lunch boxes, shoes, etc.

**Description:** How do you get people to realize just how deadly tobacco use is? Do it by coming up with a creative way to show the statistics of tobacco use for your community. Translate these “fatal figures” into things that people can understand – use props like t-shirts, shoes, lunchboxes, etc. to illustrate the numbers.

**6-8 Weeks Before the Event:**

- Determine what statistic you want to use. Will you use the number of deaths every year in South Dakota? The number of Americans that die as a result of tobacco use each year? The number of youth that start smoking each day? The choice is up to you. You can get more information in **Section 1: The Big Picture** or by checking out the Resources listed in **Section 8**. Make sure you pick a statistic that is big enough to be memorable and have an impact.
- Develop your message – what do you want people to remember about the event and about your number? This key message will be used throughout the event in the things that you say and signs and flyers that you will make.
- Determine how you want to illustrate your statistic. Will it be t-shirts, shoes, lunch boxes, body bags...? Be creative! Start collecting the items you will need.
- Talk with the principal to get permission to do this event on the school property.

## 2 Weeks Before the Event:

- Design a simple handout (1/2 sheet of paper is best) that contains your key message as well as some kind of graphic that makes people want to read about it.
- Plan how you will set up your props. Identify the exact location(s) and make sure that you have all of the things that you need. Determine how long you will have the display visible (in the morning, before an assembly, at lunch, all day, etc.) If you will have people standing with the props, determine who will be there and when. Also decide whether you will be handing out your flyer at that time.
- Contact your local newspaper to let them know about the event. Ask them to run an announcement before the event. Offer to write an article afterwards and to provide photos.

## 1 Week Before the Event:

- Find ways to post your statistic around your school. Announce your number over the PA system, hand out flyers or stickers with the number on it, hand out posters – whatever you can do to get your message in front of people. Make sure you keep the meaning of the number a secret but tell people you will reveal the number on your chosen day (Great American Smokeout, Kick Butts Day, etc.). This helps build the excitement and anticipation for your event.
- Contact your local radio station to see if a representative from your group can go on the air to talk about what you did at school.
- Consider developing a petition to have available by the display for people to sign in support of a tobacco-free campus.

In Illinois, members of a high school youth coalition took control of their high school for a day to let their peers know just how deadly tobacco really is. They created 51 body outlines to represent the 51 people who die in Illinois every day from tobacco and hung them up on the walls in common areas of their high school. They also wrote the number "51" on every classroom board and displayed posters with the number 51 around the school for the entire week. On Kick Butts Day, the students set up a table during lunch to hand out tobacco use prevention information to the students. At the end of the day, they revealed what the number 51 represented.

## Day of Event

- Set up the display as soon as you can get on campus (or the night before) so that people will see it when they arrive at school.
- Have people stationed by the display to hand out information.
- Take lots of pictures!

## After the Event:

- Write up an article and send it along with photos to your local newspaper.
- Follow up with the radio station to arrange having someone describe your event on the air.

Source: Kick Butts Day, Campaign for Tobacco Free Kids

## SCHOOL-WIDE HEALTH FAIR

### Type of Activity: School Event

(Middle School or High School can plan the event but all ages can attend)

**Time:** Takes about 2-3 months to plan

### Goals and Objectives:

- Increase tobacco awareness
- Increase support for tobacco-free school campus
- Create change in individual behavior

**Cost:** \$50 or more – depends on what kinds of booths you have.

**Materials:** tables, chairs, posters, markers, paper, banners, food – whatever it takes to build a fun health fair.

It is very important to note that the “traditional” health fair is not an effective activity. The traditional health fairs are where organizations have a table and hand out lots of brochures. People pick up brochures and never really make any change in their behavior. Frequently you will even see the brochures in the trash just outside the doors to the event. They can be a waste of time and resources. This event is much more interactive, focuses on both policy and individual behavior, and gives people the opportunity to get involved in policy change. This really makes a difference and makes the event an effective one!

**Description:** A Health Fair can be a great and fun way to give people important information about tobacco use and how to quit. It is also a great way for youth advocates to lead the fight for policies, programs and practices that protect people from tobacco use and secondhand smoke. A health fair lets you combine several different “mini-event” ideas into one!

### Planning Your Event:

- Partner with other tobacco control groups, public health organizations, health care services and student groups to reach a larger audience. Give each organization a table at your event and ask them to bring materials like posters, brochures, banners, gear and other giveaways to their table. In order to be most effective, make sure that these groups actually have an activity at their table instead of just handing out material. Potential groups to invite include:
  - A local tobacco coalition
  - Your regional coordinator from the South Dakota Tobacco Control Program
  - A neighboring school that is working on tobacco issues
  - Local health clinic or health care provider – ask them to provide free services such as blood pressure screening on-site
  - A local substance abuse prevention counselor or coordinator
  - Your local chapter of the American Cancer Society and other health-related groups
- If appropriate in your community, ask a tribal elder to be present to bless the health fair and to provide information on the difference between traditional, sacred tobacco and commercial tobacco products.

- Invite the community to participate in the event. Spread the word broadly through local radio and newspapers. Posters and signs around the community will also help get the word out.

### Booth/Station Ideas:



#### **Mr. Butts and Quit Kits**

- For this station, have someone dress up as Mr. Butts and hand out Quit Kits (kits designed to help tobacco users quit) and other giveaways to adults and youth. Your Quit Kits can include information on the SD QuitLine and other resources to help people quit, such as chewing gum, sugar-free lollipops, cinnamon sticks, toothpicks, and tobacco facts. Notes of support from the youth advocates organizing the event are also great to include (a hand-written note saying something like: "I know it will be hard to quit using tobacco but I believe in you and have faith that you can. Sincerely, Kara T."). Such a message would be very inspirational

to someone who is trying to quit. Your message could actually give someone the boost they need to get over a tough time!

There are Mr. Butts costumes available on loan from several resources in the state: Youth and Family Services in Rapid City (Phone: 605-342-4195 or 800-937-9832), the Southeast Prevention Resource Center at Volunteers of American in Sioux Falls (605-335-6474), and the Northeast Prevention Resource Center at Human Service Agency in Watertown (605-886-0123).

#### **They Put What in a Cigarette?! Station**

- Create a display on a table that tells others about what's really in a cigarette. See page 5-45 for details.



Rachel Richardt and Kendra Snaza at their informational table during Kick Butts Day.

**“**This year we set up a booth in the lunchroom for Kick Butts Day to give them more information about what is in cigarettes and what kind of harmful substances you were putting in your body. I think it was good for everybody to see different statistics and how much of an effect it has on their life. **”**

— Rachel Richardt  
TATU Member  
Milbank High School

### **Petition Station**

- Before your health fair, pick a policy issue as your target. Here are some suggestions:
  - Ask the School Board to adopt a policy to require all schools in the district to be tobacco-free 24/7.
  - Other policies may be under discussion in your community, so use your judgment regarding which issue(s) to choose for a petition.
- At your health fair, make sure one of your tables is a petition station. Encourage youth and adults at your health fair to sign a petition. Have a sticker that you give the person after they sign – it could say something like “I’m 4 Smoke-Free Air!”
- After the event, you can present the petition to the appropriate policymakers.

### **Lungs Exposed**

- Set up a display for students to see the lung damage caused by smoking. You could use anything – photographs, chest x-rays, or an educational model. The South Dakota Tobacco Control Program has lung models available in each region which can be sent for use. Just contact your regional Tobacco Prevention Coordinator to arrange to borrow them.
- See if there is a respiratory therapist in your town that could help you get additional information for this display table.

### **Guess the Number of Cigarette Butts**

- Use the cigarette butts you collected from the “Bag o’ Butts for Tobacco-Free Schools” activity. Count the number of butts and then put them in a jar or clear bag. At the health fair, ask people to guess how many cigarette butts there are in the jar. You could have them write their answer on a slip of paper along with their name and announce the winner at the end of the day (or throughout the day, if you wish).

### **Got Spit?**

- Create a display on a table that tells participants about what’s really in spit tobacco. See page 5-39 for details.

### **Other Ideas?**

- Be creative and think of as many interactive displays as you can – you’ll want to keep people doing interesting, engaging activities! Table after table of brochures can be very boring to participants.

### **Day of the Event:**

- Make sure you have plenty of helpers to assist exhibitors in putting their displays together.
- Assign someone (or a couple!) to be the designated photographer. The photos can be posted to your Facebook page and also sent to the newspaper for additional coverage of the event.

### **After the Event:**

- Send a few photos and a brief description of the event to your newspaper. Make sure you identify who is in the photo.

- Follow-up with a thank you letter to the school principal to express appreciation for use of the school gym (or whatever space you used) for the event.

Source: Kick Butts Day, Campaign for Tobacco Free Kids



## EVENT

### SMOKE-FREE FILM FEST

#### Type of Activity:

- Community Education and Organizing
- Opportunity for Earned Media

**Description:** As a counter to the hype of tobacco-filled films, host your own film fest with movies that do not have any tobacco images included.

This is a great activity to do with youth organizations or a family fun night event. Gather up some of the best youth-rated G, PG and PG-13 films that do not have any tobacco imagery included and fire up the DVD player!

#### Target Population:

- Adults
- Youth (all ages)

**Cost:** \$50 and up

#### What's Needed:

- Film DVDs
- Projection equipment and screen
- Refreshments

**Time of Year or Linkage to Special Event:** This could be done any time of the year but around the Academy Awards (February) could be a good time to do an event like this.

#### 4 weeks before event:

- Find a location that provides comfortable seating as well as has projection equipment for showing DVDs – perhaps your school's auditorium or a community center or library has an appropriate space that could be used for an evening event.
- Select the films that will be shown. The website for Smoke Free Movies ([http://www.smokefreemovies.ucsf.edu/problem/now\\_showing.html](http://www.smokefreemovies.ucsf.edu/problem/now_showing.html)) has a list of current films that don't have (as well as those that do have) tobacco imagery. Another list is found in DVD Danger (see resource list below).
- Develop a poster to describe the event and distribute around town.
- Get the word out to youth groups in your area.
- Send a community calendar item to your local radio stations and newspaper.

**1 week before event:**

- Arrange for refreshments – popcorn, anyone?
- Send a reminder notice to local media about the event.
- Recruit a teenager to talk about the impact of smoking in movies on youth.  
A PowerPoint presentation can be found at Screen Out! (see resource below)

**Day of the event:**

- Set up the screening area
- Set out snacks
- Have students serve as ushers to take participants to their seats.

**Resources:**

- Smoke Free Movies: [http://www.smokefreemovies.ucsf.edu/problem/now\\_showing.html](http://www.smokefreemovies.ucsf.edu/problem/now_showing.html)
- DVD Danger Action Kit:  
<http://www.smokefreemovies.ucsf.edu/pdf/DVDDanger%20Kit111407.pdf>
- Screen Out!:  
<http://www.smokefreemovies.ucsf.edu/pdf/Screen%20Out%20Guide%20v2%20ForWeb.pdf>

**EVENT****TAKE IT TO THE STREETS****Type of Activity:**

- Community Education and Organizing
- Opportunity for Earned Media

**Description:** Grab your whole community's attention when you take it to the streets and spread interesting tobacco company quotes and tobacco facts all across your town. One of the simplest and most effective ways to take it to the streets is to make flyers featuring an outrageous tobacco company quote and hand them out at busy places so people can learn the truth about Big Tobacco. Here is one quote that will grab people's attention:

**In 1990, Terrence Sullivan, a sales representative for R.J. Reynolds said:**

*"We were targeting kids, and I said at the time it was unethical and maybe illegal, but I was told it was just company policy." Sullivan remembers someone asking who exactly were the young people R. J. Reynolds was targeting – junior high school kids or even younger? The reply was: "They got lips? We want them."*

**Target Population:** Middle and High School and above

**Preparation time:** 1-2 weeks for media outreach, just days for the actual event.

**Cost:** \$0-20

**Materials Needed:** Paper, markers, tape, access to a copier

### **1-2 Weeks before the Event:**

- First things first – find Tobacco Industry Quotes! Since the Master Settlement Agreement in 1998, hundreds of thousands of tobacco company documents have become public record. You can use the following websites to find your own tobacco company quotes.
- Legacy Tobacco Documents Library (<http://www.library.ucsf.edu/tobacco>)
- Search old and new tobacco ads for slogans and other quotes at the Roswell Park Cancer Institute Tobacco Document and Advertising Collection (<http://roswell.tobaccodocuments.org/>)
- For free posters ready to download visit [www.bethecatalyst.org](http://www.bethecatalyst.org) and view their killer quotes posters.
- Make flyers using the quotes on 8 ½ x 11 paper – the more colorful the better!

### **Day of the Event:**

Be creative about where to distribute your flyers:

- School parking lots
- Car windshields
- Lamp posts
- Store windows
- Bathroom stalls
- People's hands
- ANYWHERE (with permission of course) to spread the truth. If there's a big event in town, like a skater's tour, football game, concert or festival, you can hand out thousands of flyers there.

### **Event Follow-Up:**

- Make sure the message you leave includes a way to get more information. Including a link to a relevant website is a really good idea. You could use your group's website, KickButtsDay.org or tobaccofreekids.org.



## **EVENT** **TOMBSTONES**

### **Type of Activity:**

- Community Education and Organizing
- Opportunity for Earned Media

**Description:** A visual and impactful representation of the people lost to tobacco use every year in South Dakota. One cross or tombstone is placed in a public setting to

signify a person killed as a result of tobacco. CDC estimates that more than 1,000 people die each year as a result of tobacco use in South Dakota.

**Target Population:**

- Adults
- Youth (all ages)

**Cost:** \$10-\$50**What's Needed:**

- Materials: Cardboard, spray paint, paint/markers, other art supplies, Wire hangers to attach to tombstones for placing in ground
- 4-5 youth to organize and carry out event

**Time of Year or Linkage to Special Event:** This activity can coincide with World No Tobacco Day (May 31) and/or Kick Butts Day (March).**2 weeks before event:**

- Choose a location to place the tombstones that is highly visible or where lots of people will walk by (park, near a school, etc.). Ask for permission and get a permit if required.
- Send a media advisory to your local newspaper and radio stations (TV if you have). Let them know this event is very visually interesting.

**1 week before event:**

- Create tombstones from cardboard and art supplies. Put names on them to make the event more personal.
- Send media reminder.

**Day of the event:**

- Set up tombstones in agreed upon location. Timing should be when the most people are in the area and when it would be a good time for the media (i.e. after 10 a.m. or before 3 p.m.).
- Have an information table available for people to get materials on tobacco or to take action on a local policy issue.



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**EVENT**  
**WALL OF REMEMBRANCE  
AND MEMORIAL SERVICE****Type of Activity:** School Event

(Middle School or High School plan event, all ages attend)

**Time:** Takes about 2-3 months to plan**Goals and Objectives:**

- Increase tobacco awareness
- Increase support for tobacco-free school campus
- Create change in individual behavior

**Description:** The Wall of Remembrance and Memorial Service is a powerful way to put a face on the impact that tobacco has on our communities. The event is designed to memorialize and honor those who have died or have been made ill as a result of tobacco use. The event is like a funeral or memorial service. Ministers or religious leaders can offer prayers and their own stories of congregants who have died from tobacco use. Speakers can include people who have lost a loved one or someone who has suffered the effects of their own tobacco use (e.g. laryngectomy). The Ball Bearing Demonstration (see page 5-36) is an excellent demonstration to use as part of the Memorial Service program.

**Cost:** \$50 and up

**What's Needed:**

- Display Boards (4'x6' bulletin boards work great)
- Photos
- Tape or other adhesive, push pins
- Construction paper or other material for photo backing
- Fabric to cover "wall"

**Time of Year or Linkage to Special Event:** Event can be done any time of year. It is a good activity to tie to Kick Butts Day (March) and/or World No Tobacco Day (May 31).

**2-3 Months before event:**

- Make presentations to groups to collect photographs and remembrances of those who have lost a loved one as a result of tobacco use. Civic, church and community groups as well as school and youth groups are great resources. Health care providers can also provide links to folks who would contribute stories or photos. Develop a flyer to publicize effort and provide contact information for people to send in photos.

**6 weeks before event:**

- Find location for event – visible, public place is best. A school gymnasium or auditorium is perfect.
- Recruit speakers – ministers and faith community leaders, health care providers, people touched by tobacco use, youth.

**4 weeks before event:**

- Arrange for large poster boards (4' x 6') or some other large way to display photos and remembrances.
- Continue the call for photos.

**3 weeks before event:**

- Send a community calendar item to your local radio station.
- Send a media advisory to your local newspaper (TV if you have). Let them know that this is a very visual event and would be worthy of coverage.
- Confirm speakers.

**1 week before event:**

- Send another media advisory to newspaper and radio.
- Confirm speakers.
- Make signs and other materials necessary for the event.
- Assemble photographs – enlarge those that need to be enlarged, place individual photos on larger sheet of construction paper as a “frame.”

**Day of the Event:**

- Be at location 2-3 hours before the event is to start to set-up Wall of Remembrance. Need 3-4 people for set-up.
- Take pictures of people at the event. Photos of people looking at the pictures are usually very powerful.

**After the Event:**

- Write up a brief description of the event and send it to your local newspaper along with a few photographs.

Source: South Dakota Community Tobacco Use Prevention Toolkit

## CLASSROOM ACTIVITY

### BALL BEARING\* DEMONSTRATION

**Type of Activity:** Classroom Activity (Middle School and High School)

**Time:** Less than 1 week to plan

**Goals and Objectives:** Increase tobacco awareness

**Cost:** Less than \$10

**Description:** This demonstration provides an auditory (listening) learning experience for the audience. It demonstrates how deadly tobacco use is compared to other substances that are abused.

**Time:** About 5-10 minutes

**Materials:**

- Metal bowl or metal coffee can
- Popcorn kernels or ball bearings\*
- Microphone is helpful to magnify the sound of the popcorn kernels or ball bearings especially if this is for a large group.
- Split the popcorn kernels or ball bearings\* into three separate containers and label them:
  - 38 representing death from drug use
  - 222 representing deaths from alcohol
  - 1,200 representing deaths from tobacco use

**How it works:** Read the following script aloud to the group, following the italicized script as you go. Rehearse this several times before you put it into action, so you're not relying heavily on the script for the words, and so the exercise goes smoothly.

**Steps:**

**Ask:** *"How can people die? What are some causes of death?"* (Make sure that suicide, homicide, accidents, AIDS, illegal drugs and alcohol are mentioned. After naming these, let them know that tobacco kills more than all of these combined.)

Pick up one popcorn kernel or ball bearing.

**Say:** *"Each one of these represents a person with a family, friends, and a life."*

Drop the kernel or ball bearing into the bowl.

**Say:** *"Listen to the sound it makes when I drop it into the bowl. Let the sound of each one represent a person's death."*

**Say:** *"Close your eyes and listen."* (You may want to turn down the lights if possible.)

**Say:** *"First, let's think for a minute about hard drugs. Think about crack, cocaine and heroin. Do you think they are dangerous? They are! They will kill you. Here is how many people will die from a drug overdose every day in this country."*

Pour 38 popcorn kernels or ball bearings slowly into the bowl.

**Say:** *"That represents 38 people who will die in one day from hard drugs; that is about 13,870 people each year."*

Pour the 38 popcorn kernels or ball bearings back into its individual container before moving onto the next step.

Say: *"Now, let's think about alcohol. You think alcohol is bad for you? It is. It will kill you too. Usually not right away, but slowly, over time. Here's how many people die."*

Pour the 222 popcorn kernels or ball bearings slowly into the bowl.

**Say:** *"That's 222 people every day and 81,030 people every year."*

Pour the 222 popcorn kernels or ball bearings back into its individual container before moving onto the next step.

**Say:** *"Now, let's think about tobacco. Listen and think about how many people tobacco will kill today and every day in the United States."*

Pour the 1,200 popcorn kernels or ball bearings slowly into the bowl.

**Say:** *"That's 1,200 people who will die every day – people who are dying right now. That's 440,000 people every year. If you add people who die from secondhand smoke, that would be another 150 people each day and another 53,000 people each year. Tobacco kills! You can start to use tobacco and it won't kill you today or tomorrow or maybe even next year. But think about this, the tobacco industry has to recruit 5,000 new smokers every day to replace the ones who quit or die. They even try to recruit young kids to get them hooked early. Don't let them hook you!"*

**\*Note:** We highly recommend that you use popcorn kernels instead of ball bearings.

Source: American Lung Association TATU Teen Teacher Manual



## CLASSROOM ACTIVITY

### CREATE YOUR OWN BILLBOARD OR CUPS IN A FENCE

**Type of Activity:** Classroom Activity  
(Middle School or High School)

**Time:** Takes about 1 week to plan

**Goals and Objectives:** Increase tobacco awareness

**Cost:** \$10-\$30 depending on how many cups you need

**Materials:** Colorful plastic cups (need to fit inside chain link fence holes)

**Description:** Get the message out there clearly and simply –tobacco is bad stuff! Say it loud, say it proud – say it with cups! A chain link fence billboard consists of cups placed in a chain link fence that spell out a message in large letters. Whatever you decide, make sure to get permission from the appropriate adults.

#### 1 Week Before Event:

- Find a fence on school property that is visible to many people every day. For example, pick a chain link fence that is around a sports field right before a big game. The more people that see this display, the better!
- Get permission.

#### 1 Day Before Event:

- Plan your message – keep it short. It's like you are making a billboard. Just a few punchy, powerful words! Sample messages include "Tobacco Lies" or "Big Tobacco Targets Youth" or "Tobacco- Rethink It."

**Day of Event:**

- Write out your message by putting plastic cups through the holes in the fence. Put up your message when there are not many people around campus.
- Don't forget to take pictures of your billboard. Post it on your Facebook page!

**After the Event:**

- Make sure that you take down your billboard within a week. Clean up all the trash and recycle the plastic cups.

Source: Kick Butts Day, Campaign for Tobacco Free Kids and The 84

## **CLASSROOM ACTIVITY**

### **GOT SPIT?**

**Type of Activity:** Classroom Activity (Middle School and High School) or at an event

**Time:** Less than 1 week to plan

**Goals and Objectives:** Increase spit tobacco awareness

**Cost:** Less than \$20

**Description:** In this activity, teens give a presentation of what is in spit tobacco. A blender and the various ingredients (all household items, mocked up to look like hazardous items) are used in this presentation. Make Your Own Spit can be done at school (in the classroom or at a sporting event) or at any community event (at the entrance to a rodeo). Make Your Own Spit can even be done outside a Wal-Mart in the parking lot.

**Time:** About 10-15 minutes

**Materials:** Obviously we don't want you to use any of the "real" ingredients in your demonstration. ONLY USE THE ALTERNATIVE INGREDIENTS SUGGESTED BELOW.

- Water (formaldehyde)
- 7-Up (benzene)
- Brown sugar (arsenic)
- Gray/Silver cake-decorating balls (lead)
- Shredded beef jerky (tobacco leaves)
- Blender and extension cord (if you are not close to an electrical outlet)
- Table
- 5 containers (to hold all 5 ingredients)
- Labels for the containers: "Formaldehyde," "Benzene," "Arsenic," "Lead," "Tobacco." (Remember, you'll only use harmless substitutes for these products.)
- Empty "spit" container to present the final product after blending

### **Set up**

Put the five harmless ingredients into each of their own containers with labels on them. Place the ingredients to the left and right of the blender, which should be in the middle of the table. If you have a banner or sign for your group, place it either on the table front (if small sign) or behind your head on the side of a building or some other structure.

### **Suggested Script**

Step right up and see what ingredients are in spit tobacco. Big Tobacco calls it “smokeless tobacco” so it sounds like it’s harmless. Guess again!

This is the story Big Tobacco doesn’t want you to hear. Look at these ingredients.

First, you start with tobacco. We’ve picked a beauty, “Copenhagen.” (*Put beef jerky in blender.*)

But, Big Tobacco doesn’t stop there.

You’ve got lead. That’s right; lead is in spit tobacco. How many of you read every day about the dangers of lead poisoning? It can lead to brain damage and even death if taken in large quantities or over a long period of time. (*Put cake-decorating balls into blender.*)

But, Big Tobacco doesn’t stop there.

Spit tobacco also contains benzene. Never heard of benzene? Well, it is a highly flammable substance that is used in gasoline and paints...and long-term exposure is linked to leukemia. It can cause vomiting, rapid heart rate and red blood cells reduction in your body. (*Add 7-Up to blender.*)

But, Big Tobacco doesn’t stop there.

Did you know that arsenic is also in spit tobacco? Arsenic. The chemical of choice for murderers and mystery writers. It’s used in rat poison and can cause vomiting, abnormal heart rate and death. (*Add brown sugar to blender.*)

But, Big Tobacco doesn’t stop there.

You’ve got formaldehyde. This stuff is used to preserve dead animals. It’s an embalming fluid and, you guessed it, it’s in “spit” and “chew” products. (*Add water to your blender.*)

Big Tobacco doesn’t stop there. They add another 15 to 20 ingredients. Some we know about and some we don’t, because they refuse to tell anyone what other ingredients are included in spit tobacco.

But, you wouldn’t have a tobacco product if you didn’t have this one last ingredient. What do you think it is? Nicotine. It’s not bad enough that all those dangerous chemicals are in spit tobacco. No, Big Tobacco has to hook you on it so they can slowly rot out your gums, throat, cheeks and mouth. (*Blend ingredients and put concoction into a “spit” container.*)

So, why does Big Tobacco include so much bad stuff in “spit?” Why don’t you ask them?

And if you don’t think it’s a problem among youth in South Dakota ...think about this: 3 times as many South Dakota high school students use spit tobacco than the national average for the same age.

Source: Through With Chew Week & The Great American Spit Out 2012 Activity Toolkit

## CLASSROOM ACTIVITY

### LIGHTS, CAMERA, ACTION!

**Type of Activity:** Classroom Activity

(Middle School or High School planning with Elementary School students participating)

**Time:** Takes about 2-3 weeks to plan

**Goals and Objectives:**

- Increase tobacco awareness
- Create change in individual behavior

**Description:** This is a peer education opportunity where older youth educate younger children about how the tobacco industry manipulates young people through advertisements and other promotions. This activity will allow teens to provide education while the kids are having too much fun to notice!

Younger kids usually look up to middle and high school students. You can use this to share a positive message with them about not using tobacco. Ask a teacher or group advisor to help you contact an elementary school class, a local youth group or day care center. Once you have set up a group and a date, you are ready to start planning your presentation.

**Cost:** Less than \$10

**Materials:** Tobacco advertisements from magazines

**2-3 weeks Before Event:**

- Arrange with the class or group the date and time for your presentation.
- Find out the following:
  - What age is your audience?
  - What do they already know about tobacco?
  - What do you want them to know following your presentation?
- Younger kids: Health messages are okay
- Older kids: Focus on what the tobacco industry does to attract teens
- Gather tobacco magazine advertisements or other props you will need for your presentation. Ask your parents or other adults for ads from magazines that they subscribe to or get ads from old magazines at your school or library – just remember to get permission first!

### 1 Week Before Event:

- Practice, practice, practice! Get some friends together and have them pretend to be your audience. Remember, young children have lots of energy and will need clear, simple instructions and NO down time! Keep them busy and keep things moving along quickly.

### Day of Event:

- Distribute tobacco advertisements to your audience. Go over how the tobacco industry tries to manipulate us and what the real truth is in each ad.
- Explain to the children that they are going to act out the ad in a fun skit.
- Let them know that first they will act out how the tobacco industry wants them to view the ad. Big Tobacco wants everyone to think it is fun to smoke, and that if you do you will be beautiful and cool. There are many messages in these ads, so have your class brainstorm other messages the tobacco industry is trying to send.
- Then the class will act out the real story and show the truth about tobacco. Have everyone think about the actual effects of tobacco and how they really see the advertisement now.
- After you are done speaking, divide your audience into groups. Each group should have:
  - As many people as necessary to act out the advertisement – anywhere from 3-5 students works well.
  - One presenter who will be the narrator and explain the advertisement before the skit starts.
  - Two group members will finish the presentation by analyzing the skit/advertisement. The children should explain what techniques the tobacco industry used and why the advertisements show false images (example: smoking actually causes wrinkles, bad breath, and yellow teeth).
  - Explain that they will be presenting the skits to all of the other groups and that each skit should be about one minute long.
- Break the groups up and give them 10-15 minutes to prepare.
- Reassemble into the large group to present the skits.
- Before presentations begin, make sure everyone sits and directs their attention to the front.
- Call up each group, watch the presentation, encourage discussion, and have fun!

Source: Kick Butts Day, Campaign for Tobacco Free Kids

At right are students from Garretson High School who participated in a Teens Against Tobacco Use training where they created alternative advertising messages to counter tobacco industry ads. Their message was "Don't Use Misty it's Risky!" They went on to add that "most kids don't smoke because they know it causes lung cancer. Nicotine is a gateway drug. DON'T RISK YOUR LIFE, KEEP IT!"



Garretson High School students Victoria Julius, Jaden Flanagan, Amyah Ockenga, Carmen Bohl and McKenzie Decker display their counter-tobacco ad at a TATU training.

## CLASSROOM ACTIVITY

### STRAW ACTIVITY (EMPHYSEMA ACTIVITY)

**Type of Activity:** Classroom Activity (All ages)

**Time:** Less than 1 week to plan

**Goals and Objectives:** Increase tobacco awareness

**Cost:** Less than \$10

**Materials:** Coffee stirrer straws or soda straws

**Description:** This demonstration helps participants understand the struggle that people with emphysema have with breathing.

**Time:** About 15 minutes

#### Steps:

- First, ask if anyone in the room has asthma. Tell them that they do not need to participate in this activity because they already know what it is like to struggle to breathe. You also don't want to trigger an asthma attack.
- Explain to the students that you are going to hand each person a straw. They should just hold onto the straw and not put it in their mouth.
- Give them directions first before they start to do the activity:
  - When you say "Go" the audience is supposed to run in place until you say "Stop." You can also ask them to sing a short song, like "Happy Birthday" while they are running.
  - When you say "Stop," the audience is supposed to stop running, place the straw in their mouth, plug their nose and try to breathe just through the straw.
  - Explain that they will only be asked to do this for about 10-15 seconds and that if they feel light headed or dizzy, they can take the straw out and breathe normally.
- Conduct the activity.
- Ask the students to share how they felt while breathing through a straw.
- Explain that this is how a person with emphysema or COPD breathes all of the time.
- Ask the students what they think.
- Collect the straws and discard them into the garbage.
- Finish this activity by stating that 90 percent of the people who have emphysema got it as a result of smoking. Most of them probably did not realize the danger or addictive nature of tobacco. Let's keep other people from suffering through this disease – don't ever begin to smoke.

Source: American Lung Association TATU Teen Teacher Manual

## CLASSROOM ACTIVITY

### THE COST OF TOBACCO USE: YOU'RE PAYING HOW MUCH?

**Type of Activity:** Classroom Activity  
(Middle School and High School)

**Time:** Less than 1 week to plan

**Goals and Objectives:** Increase tobacco awareness

**Cost:** Less than \$15

**Materials:** Paper, pens, calculators, poster paper, markers

**Description:** Everyone knows that paying for cigarettes can add up. As tobacco products get more and more expensive, people's money is going up in smoke or out in spit! This activity raises awareness that smoking not only costs you your health, but also hurts your wallet!

**Time:** About 30 minutes

#### **Doing the activity:**

- **Do your research:** You need accurate information, so find out what the average price of a pack of cigarettes or tin of chew tobacco is in your community.
- **Add it up:** Figure out how much it would cost someone to smoke a pack-a-day for one week, one month, one year, or longer! For example, if a pack costs \$5, that comes to \$1,825 a year!!!
- **Spread the word:** Now that you know how much smokers spend on cigarettes and chewers spend on spit tobacco, find a creative way to spread your message. You could include ideas for what that money could buy instead (like 365 movie tickets, 20 iPods, etc.). Make posters or flyers to hand out in your school or community. Get permission, if you need, from an appropriate adult.

Sources: Kick Butts Day, Campaign for Tobacco Free Kids and The 84

## CLASSROOM ACTIVITY

### THEY PUT WHAT IN A CIGARETTE?!?



**Type of Activity:** Classroom Activity

(Middle School and High School organize, all ages observe)

**Time:** 3-4 weeks to plan

**Goals and Objectives:** Increase tobacco awareness

**Cost:** Less than \$20

(should be able to find most household items at your home, from friends or neighbors, or at school)

**Materials:** See list below

**Description:** Almost every product has a list of ingredients somewhere on the label. So isn't it strange that there isn't a list of ingredients on a pack of cigarettes? If there were, it would be a really, really long list! Seriously. There are over 7,000 chemicals in a single puff of cigarette smoke, and 69 of them are known carcinogens (that means they cause cancer)! No wonder Big Tobacco is ashamed to show what they put in their products. If customers knew the kinds of things they were inhaling every day, they probably wouldn't smoke anymore. It is definitely time to expose the truth behind these ingredients! You can check this [site](#) for a more complete list of cigarette ingredients and their alternative uses.

*Use the list below to explain some of the chemicals that are in tobacco products and secondhand smoke:*

- **Arsenic:** used in rat poison and pesticides
- **Acetic Acid:** found in vinegar, hair dye, and photo developing fluid
- **Acetone:** a main ingredient in paint thinner and fingernail polish remover
- **Ammonia:** a typical household cleaning fluid
- **Benzene:** found in gasoline
- **Butane:** chemical found in lighter fluid, pesticides and paints
- **Cadmium:** found in batteries and artist's paints
- **Carbon Monoxide:** a poisonous gas found in car exhaust, as well as from other sources
- **DDT:** a chemical formerly used as an insecticide
- **Formaldehyde:** used to embalm dead bodies (This embalming fluid is often used to preserve small animals in biology classes, so check with your science teacher to find this one.)
- **Hydrazine:** used in rocket fuel
- **Hydrogen Cyanide:** used as a poison in gas chambers and chemical weapons
- **Lead:** a toxic metal that used to be found in some paints
- **Naphthalene:** used in mothballs and some paints
- **Nitrobenzene:** used as a solvent in petroleum refining
- **Phenol:** used in disinfectants and plastics
- **Polonium-210:** a highly radioactive element

So, now that you know all the nasty things mixed into cigarettes, spit tobacco and secondhand smoke, what can you do? Tell everyone else!

#### **Day of event:**

- **Set up your materials.** These should be household products that you have found contain the ingredients from the list above. You should have collected these from your house, from friends and/or neighbors. Keep in mind that you can use an empty container too (since all you really need is the ingredients list!).
- **Keep these products tightly sealed at all times.** After the event, return them to the people who let you borrow them.
- **Explain each product to your audience, including the chemicals in it that are also in tobacco products.** If you are at a health fair or similar event, set the products on a table with a list of other ingredients that can be found in cigarettes.
- **Be prepared to answer questions and back up your research.** Most of the items are things you find in your house, so it shouldn't be too hard to describe them.
- **Point out that the labels on many of the products have distinct warnings that advise emergency assistance if the product somehow enters the body.** Isn't it odd that these poisonous ingredients are inhaled by smokers, ingested by tobacco users and inhaled by those exposed to secondhand smoke every day?

#### **Tobacco Ingredient Collection Competition**

Another approach to this activity is to make it a competition to collect the ingredients. Instead of doing a presentation, get your entire school or group involved. Have everyone bring in as many of these products as they can (have them label them with their names so you can return them after the event.) Each class can compete to collect the most ingredients. Collect as many of each household product as possible. Here are some additional ideas for this activity:

- Advertise a week before your event by placing posters around your school and making announcements over the PA system.
- At the end of the collection period, get permission to display the items in the main hallway of your school, in the school parking lot, or at another highly visible location. Just imagine huge piles or bins full of each of the household products – this will create an even harder-hitting visual than a classroom presentation.
- Post signs and banners around your display and hand out flyers – be creative!
- Remember to keep all products tightly sealed in their original packaging. After all, these are dangerous chemicals!
- Figure out who brought in the most materials. Give out small prizes to the class or group that brings in the most products.

Source: Kick Butts Day, Campaign for Tobacco Free Kids

## CLASSROOM ACTIVITY

### TOBACCO PUTS YOUR HEALTH IN JEOPARDY

**Type of Activity:** Classroom Activity

(Middle School and High School)

**Description:** This game was created to be a fun way to present tobacco facts to students. It is based on the game show *Jeopardy*.

**Age group:** Have older students (middle school and above) organize the event and present it to 5th and 6th graders.

**Number of Participants:** At least four to present, but more will be needed as participants.

**Preparation Time:** 2—3 weeks.

**Resources:** Computer, printer, electronic timer, and a prize.

**Cost:** \$0—\$20.

#### 2-3 weeks Before Event:

- Research facts about tobacco and Big Tobacco's marketing tactics. A great resource is <http://www.tobaccofreekids.org> where you will find a wealth of information in its "Facts and Issues" section.
- Choose your audience and location. Do you want to present to a fifth grade class at your local middle school? Would you rather do a school assembly and invite all fifth and sixth graders to attend? Either way, you will need two to four students to compete against each other. If you are doing one fifth grade class and one sixth grade class, you could have a student from each class compete as a representative of their class. Work with the middle school to set up a date for your presentation.
- Identify the facts most relevant to your audience. If spit tobacco is a big problem where you live, you might include more smokeless tobacco facts than if you lived somewhere that has a lower rate of smokeless tobacco use.
- Divide the facts up into categories, just like Jeopardy. For example: Tobacco's Toll, Big Tobacco Overseas, To Chew or Not to Chew, Health Harms, etc. The questions and answers should follow the same format as Jeopardy, meaning the contestants will be shown a fact and must answer in the form of a question.
- Assign 5 facts to each category. Assign a point value to each fact, so that fact one is worth 10 points, fact two is worth 20 points, and fact five is worth fifty points. The number of points should correspond to the level of difficulty.
- Create a board for your Jeopardy game:
  - On card stock, print the numbers 10 through 50, five times on different colors (each category is a different color).
  - Write or type the fact on the back of each point card.

- To make the board, you can use a blank wall, a blackboard, or presentation board. Post the categories across the top and line up the point cards in order below the corresponding category.
- Make sure to create an answer key for your presenters.

### **1 Week Before Event:**

- Post the facts from your Jeopardy game, plus additional tobacco facts as well, around the middle school. Make sure the teachers know why the facts are there and ask them to have their students keep an eye out for them.
- Determine what the prize will be. For example, it could be a class pizza party for the winning team.

### **Day of the Event:**

- Announce the rules:
  - One student from each team will represent their team by answering the questions.
  - Teams will flip a coin to determine who will go first.
  - The first student (Team One) must pick a category and point amount (i.e., Tobacco’s Toll for 20 points). They have ten seconds to answer the question.
  - If they cannot answer, the other team may try to answer the question.
  - Then, let Team Two choose a category and point level. The game continues until all of the questions have been answered. You can make one of the questions a “Daily Double” (worth double points) if you want. While the points are being tabulated, show a tobacco use prevention video or ads. Reveal the winning team and their prize.



**Section 6:**  
**CURRICULUM AND  
CLASSROOM INSTRUCTION**

# SCHOOLS HAVE THE POWER TO CREATE CHANGE

**Effective school-based programs to prevent tobacco use can make a major contribution to the health of the next generation.**



*Please note that the term "tobacco" in this document refers to commercially produced tobacco products only and never the traditional tobacco of our Northern Plains American Indians.*

As noted earlier, schools are well-positioned to make a positive impact to reduce

tobacco use among youth. Schools are ideal settings in which to provide evidence-based and successful tobacco use prevention programs to all children and adolescents. Numerous independent studies show that school-based tobacco prevention education programs that focus on skills-based training are effective in reducing the onset of smoking.

In the previous sections, this toolkit has discussed extensively the importance of developing strong school policies to support tobacco-free youth. Tobacco-free campus policies are one of the basic tenets of the guidance that CDC provided to schools as part of their **Guidelines for School Health Programs to Prevent Tobacco Use and Addiction** which were designed to help achieve national health and education goals. These guidelines were developed in collaboration with experts from 29 national, federal, and voluntary agencies and are based on an extensive review of research and practice.

## Key Principles

In this document, CDC noted that school programs to prevent tobacco use and addiction will be most effective if they:

- Prohibit tobacco use at all school facilities and events.
- Encourage and help students and staff to quit using tobacco.
- Provide developmentally appropriate instruction in grades K–12 that addresses the social and psychological causes of tobacco use.
- Are part of a coordinated school health program through which teachers, students, families, administrators, and community leaders deliver consistent messages about tobacco use.
- Are reinforced by communitywide efforts to prevent tobacco use and addiction.

Building on these principles, the guidelines include seven recommendations for ensuring a quality school program to prevent tobacco use: (1) policy, (2) curriculum, (3) instruction, (4) training, (5) family involvement, (6) tobacco use cessation efforts, and (7) evaluation.

*This section focuses on the curriculum, instruction and training recommendations of the guidelines.*

## The Need for a Comprehensive Approach

School-based education programs to prevent and reduce youth smoking work – but they have to be done right. In too many schools, there is a tendency to provide a one-shot approach to tobacco prevention: a quick school assembly with a guest speaker or one-time classroom presentation of a video that addresses tobacco use with the assumption that this is all that needs to be done. This type of approach **does not work**. An article from the **American School Board Journal** (2010) notes that “research suggests

a classroom anti-smoking lesson, in and of itself, does little to nothing to deter students from tobacco products.” The message is clear: students should receive tobacco use prevention instruction and guidance **throughout** their educational experience. CDC also suggests implementing school-based prevention in combination with mass media and other community-wide approaches.

### **Tobacco-Use Prevention Curriculum**

To move beyond the one-shot approach, tobacco-use prevention education needs to be part of an ongoing health education effort in grades K–12. The US Surgeon General in her 2012 report, ***Preventing Tobacco Use Among Youth and Young Adults***, noted that “for school prevention programs to be effective, the programs should be comprehensive, interactive, start early, be sustained, incorporate an appropriate number of lessons, and be integrated into a community-wide approach.” This education needs to be grade and age sensitive. CDC recommends the following “dosing” of this instruction:

- It should be introduced in elementary school.
- It should be intensified in middle/ junior high school, when students are exposed to older students who typically use tobacco at higher rates.
- It should be reinforced throughout high school which is essential to ensure that successes in preventing tobacco use do not dissipate over time.

The Surgeon General also stated that when implementing programs, “decision makers must pay attention to maintaining program fidelity to ensure quality control.” In other words, the programs must be carried out the way they were designed and that the entire curriculum must be taught – not just bits and pieces.

### **Classroom Instruction Regarding Tobacco Use**

It is very important that any teaching about tobacco use **not focus on only one aspect** of smoking (such as short- or long-term negative health effects) but must include information about **all** of its aspects. To work best, such programs should also address social acceptability, social influences, negative social consequences from tobacco use, peer norms and peer pressure, resistance and refusal skills, and media literacy as it relates to tobacco marketing and advertising, as well as the short- and long-term negative physiologic and social consequences of tobacco use.

According to CDC, this instruction should:

- Decrease the social acceptability of tobacco use and show that most young people do not smoke.
- Help students understand why young people start to use tobacco and identify more positive activities to meet their goals.
- Develop students’ skills in assertiveness, goal setting, problem solving, and resisting pressure from the media and peers to use tobacco.

A common mistake in classroom instruction is to have programs that only discuss tobacco’s harmful effects or attempt to instill fear. These methods **do not prevent** tobacco use.

**“ I hope to spread the word [about] tobacco and how it really affects you. Younger kids today are so used to seeing it everywhere and being tempted into trying it. If we don’t stop it now it could become part of the world’s ‘normal.’ ”**

– Sarah Maka, Student at Tea High School and member of Teens Against Tobacco Use Sioux Falls, SD

## Training Is Essential

In order to deliver effective tobacco use prevention curricula and classroom instruction, it is essential that program-specific training on tobacco-use prevention is provided for teachers. The training should include reviewing the curriculum, modeling instructional activities, and providing opportunities to practice implementing the lessons. Teachers must feel confident in delivering the material to their students. The South Dakota Departments of Health, Social Services and Education collaborate to provide instruction on the LifeSkills Training curriculum for teachers and other adults in South Dakota. This curriculum will be discussed in more detail later in this section.

Well-trained peer leaders can be an important adjunct to teacher-led instruction. Teens Against Tobacco Use (TATU) is an excellent vehicle to provide training for peer leaders. Developed jointly by the American Cancer Society, American Heart Association and American Lung Association, TATU is a tobacco prevention program designed to help teens teach younger children about the hazards of tobacco use and the benefits of making healthy choices.

The TATU Program involves students from area middle schools and high schools who use a peer-led model to teach elementary students to avoid tobacco. This informative and interactive program focuses on the effects of tobacco, peer pressure, tobacco advertising, and the positive things about being tobacco-free. Research indicates that teens enjoy opportunities to positively influence their younger counterparts. Consequently, this mentoring also serves to reinforce their decisions to remain smoke-free. Evidence suggests that peer-led programs such as TATU are more effective in reducing tobacco use among youth.



Sarah Maka and other TATU students from Tea High School conduct the “Breathe Through a Straw Activity” with elementary students in Tea. (See Section 5, page 5-12 or 5-43 for a description of this activity)

As a nationally developed and implemented program, TATU has shown its effectiveness:

- The TATU program transforms teens from consumers to consumer advocates. They learn to recognize the tobacco industry’s efforts to target them as the next generation of smokers.
- Teens learn the vital role they will play in educating children on the dangers of smoking.
- Empowered with this new knowledge, the teens take their anti-tobacco message to schools throughout their community.
- TATU teens become involved in advocacy issues in their own communities, which have broadened their roles as youth leaders and role models.
- In elementary and middle schools, high school youth presentations are a refreshing departure from the traditional lessons taught by adults.

The Tobacco Control Program of the South Dakota Department of Health has funding to provide free training for South Dakota schools (for advisors and students in grades 7-12) on TATU. There may also be funding available for mini-grants to support school activities. Check with your **local Tobacco Prevention Coordinator** for more information.

### **CDC's Programs-That-Work**

In 1992, CDC initiated an effort to identify health education programs with credible evidence of effectiveness. This effort was called "Programs-That-Work" which was designed to reduce health-risk behaviors among youth by identifying and disseminating effective health education programs to schools and other youth-serving agencies. This work was bolstered with support in 1998 from Congress and the White House to make these prevention efforts a priority.

CDC identified two middle school programs as "Programs-That-Work": LifeSkills Training and Project Toward No Tobacco Use (Project TNT) for tobacco use prevention. The South Dakota Department of Health has chosen LifeSkills Training as the curriculum that it supports with funding, training and technical assistance.

LifeSkills Training (LST) is a research-validated substance abuse prevention program that targets the major social and psychological factors that promote the initiation of substance use and other risky behaviors in youth. The program was developed by Dr. Gilbert J. Botvin, professor of Public Health and Psychiatry at Cornell University's Weill Medical College and director of Cornell's Institute for Prevention Research. LST has been used with youth in all 50 states, the District of Columbia, Puerto Rico, the Virgin Islands, and in 33 countries around the world.

This evidence-based curriculum provides information on substance abuse (including tobacco) and skill-building to students in grades 3-9. The LST program provides youth with the confidence and skills necessary to handle challenging situations. This program goes beyond teaching information on the dangers of substance abuse to youth. LifeSkills Training involves youth in activities designed to:

- Provide skills to resist peer pressure to participate in substance use.
- Assist in the development of greater self-esteem and self-confidence.
- Enable students to effectively cope with anxiety.
- Increase knowledge of immediate consequences of substance abuse.
- Boost cognitive and behavioral ability to reduce and prevent engagement in other risk behaviors.

In addition to the earlier recognition by CDC, LifeSkills Training has been recognized by the U.S. Department of Education, the Center for Substance Abuse Prevention, the National Institute on Drug Abuse, and the U.S. Office of Juvenile and Delinquency Prevention.



“ I find the LifeSkills curriculum to be beneficial for a couple different reasons. I love the number of easy-to-use strategies it gives our students to help learn to make friends, make decisions, build their self-esteem and more. As an instructor, I appreciate how easy the lessons are to present to the students. The best part is the kids LOVE the activities included! ”

– Abby Landphere  
3rd Grade Teacher,  
Creekside Elementary School  
Spearfish, SD



## LifeSkills program funded through State Prevention Program

By Colleen Brunner/BCP correspondent, March 3, 2012

Newell – Each Monday, Sabrina Harmon, Whatever It Takes Coalition director, teaches one LifeSkills class per day for each of the sixth through ninth grades in the Newell School District.

"It takes most of the day," said Harmon, referring to the length of time it takes to get through one day's lessons for the four grades. The kids are enthusiastic, said Harmon, and she also said she is getting great feedback from parents.

"One parent said, whatever you are doing in those classes on Mondays, keep it up," said Harmon. "It is making a difference."

The program, which is funded by the South Dakota State Prevention Program helped to purchase the materials used in the classes... *[article continues]*

Through collaboration within South Dakota's Department of Social Services-Prevention Program, Department of Health-Tobacco Control Program, and Department of Education-Coordinated School Health Program, LifeSkills Training is offered to teachers and other professionals at least two times per year throughout the state.

Information on funding and training opportunities for LST can be provided by your **local Tobacco Prevention Coordinator**.

### Other Ways Schools Can Provide Effective Tobacco Prevention Programs

The Campaign for Tobacco-Free Kids developed an **excellent handout** on what schools can do to help students stay tobacco-free. A number of the suggestions they offer have already been discussed in this section but a few others bear mentioning:

- **Involve parents and families in school efforts to prevent tobacco use.** Families have an enormous influence on students' smoking perceptions and attitudes, and family members should be involved in school tobacco use prevention efforts as much as possible. Programs that include interactive homework assignments that educate and involve parents and other family members not only increase family discussions on this important topic but can lead to better home policies about tobacco use and even encourage adult smokers to try to quit.
- **Offer interactive anti-tobacco projects for students.** To reinforce the school's anti-smoking policies and enliven its related programs, schools should offer students opportunities to work on projects to reduce the pro-smoking influences in their communities. For example, students could do a survey of stores near their school that advertise and sell tobacco products, and then write letters to the store owners urging them to reduce or eliminate their outside tobacco-product ads and put all their tobacco products behind the counter. Similarly, students could start a letter-writing campaign to encourage magazines available in the school library to stop running any

tobacco-product advertisements. The Campaign for Tobacco-Free Kids' ***Kick Butts Day activity guide*** describes additional anti-smoking projects for students that can be done independently or as part of Kick Butts Day each year. Many of these activities are included in **Section 5: Taking Action – Activities to Support Tobacco Use Prevention**.

- ***Adopt a firm school policy of not accepting any funding, curricula, or other materials from any tobacco companies.*** Tobacco companies produce and market incredibly harmful and addictive products, and they rely on kids to replace their adult customers who die or quit. Accordingly, schools should be completely off limits to tobacco companies. But the major cigarette companies have been trying to get schools to accept all sorts of assistance – such as their “anti-youth-smoking programs.” These programs fund books, book covers, or even curricula as part of their much broader public relations and political strategies. Some schools say that the only way they can offer tobacco prevention programs and materials to their students is by taking these tobacco-company “gifts.” Yet, in many cases, the schools have not even tried to find or develop alternative sources of income or assistance. In any case, accepting cigarette company funding or materials always benefits the companies a lot more than the school, and is always a bad deal for our kids.
- ***Evaluate the school's anti-tobacco programs at regular intervals.*** Schools should make sure to evaluate their success in implementing various tobacco-free policies, programs, and curricula, as well as their success in making a difference in the smoking patterns of students. This evaluation is necessary for schools to determine the areas of their program that need improvement, as well as to demonstrate the positive effects of the program to students, parents, and the community – and to other schools who have not adopted tobacco use prevention programs.

### **Promising Practices in Tobacco Use Prevention**

One final resource for schools is a report by the California Department of Education which provided information to their schools on effective tobacco use prevention education programs. This report, ***Getting Results: California Action Guide to Tobacco Use Prevention Education – Part II***, (2000) was designed to assist in planning and implementing an effective program that is grounded in research, meets the requirements of their statewide standards for tobacco education, responds to the unique character of the district's students and community, and above all, gets results.

Many of the proven programs they detail have already been discussed in this section. However, they outline a number of what they call “promising practices” which are programs or activities that seem to have merit but at the time of the report had not been evaluated. These practices were considered to be useful to include in a comprehensive, integrated approach to tobacco use prevention. Here are a few of these practices:

- ***Coordinated School Health Program***

This effort to integrate eight complementary components into a comprehensive school health system seems likely to be able to reduce tobacco use. The components of a coordinated school health program are health education, physical education, health services, nutrition services,

counseling and psychological services, healthy school environment, health promotion for school staff, and family and community involvement. At the time of the report there had been no full-scale evaluation of a complete, coordinated school health program so they were not able to say that it was proven to reduce the prevalence of tobacco use. However, since the individual components have been shown to be effective it would seem reasonable to assume that implementing a complete and coordinated program would enhance the likelihood of success. They cited research from Silvia and Thorne (1997) which showed that the more comprehensive a program, the greater the likelihood of success in reducing the use of drugs, alcohol and tobacco. More recently, CDC noted the importance of coordinated school health as one of the 5 key principles of effective school programs to prevent tobacco use and addiction.



For more information on South Dakota's Coordinated School Health Program, which is a collaboration between the South Dakota Departments of Education and Health, [click here](#). More information about this program will be included in the Resources section of this toolkit (Section 8).

#### • Curriculum Infusion

Curriculum integration, or infusion, is the teaching of tobacco use prevention information in the context of core curriculum subjects such as English language arts and mathematics. Curriculum infusion should only be used as a supplement to an existing tobacco-specific curriculum. According to these researchers, “if it is used alone, infusion is unlikely to produce a powerful reduction in the onset of tobacco use among youth.”



The Oklahoma Department of Health developed an activity guide for its Students Working Against Tobacco (SWAT) program that could be used as a tool to integrate tobacco use prevention education messages into a English language arts or mathematics class. This guide, [SWAT: ALLIES Activity Guide](#), provides a detailed list of activities (themed to specific times of the year) that could easily be woven into classroom activities.

#### • Media Literacy

Media literacy is defined in this report as being “concerned with helping students develop an informed and critical understanding of the nature of the mass media, the techniques used by them, and the impact of these techniques. More specifically, it is education that aims to increase students’ understanding and enjoyment of how the media work, how they produce meaning, how they are organized, and how they construct reality. Media literacy also aims to provide students with the ability to create media products.” Given the huge amount of advertising that the tobacco industry uses in an effort to lure youth as new users, teaching students how to critically evaluate media messages can be an important part of a tobacco use prevention program.

### ● **Service-Learning**

Service-learning is a teaching method that integrates community service into the school curriculum. “Service-learning engages young people in community activities using academic skills to solve real-life problems. At the same time, program activities help students understand the meaning of citizenship and their ability to determine the quality of life in their communities.” An example of a service-learning activity could be where youth participate in a merchant education program in which they bought cigarettes from local stores, then wrote letters to the store owners reporting this violation and expressing their outrage that this happened. These activities would then connect back to a health or other class. At the time of the report, there was no specific research on whether these programs reduced tobacco use among youth. However, the research did show that in schools where service-learning “was well-designed and well implemented, overall school climate improved by helping students feel more connected to their schools and increased the students’ sense of their educational competence and educational aspirations.”

### ● **Student Activism**

This report defines student activism as “participation in planned anti-tobacco activities that are designed to raise awareness, education, or prompt social change. Examples of student anti-tobacco activism include conducting surveys related to tobacco promotion, sales, or advertising; [using] survey findings to advocate [for] a change such as banning tobacco ads in stores; writing letters to the editor; making presentations to city councils; participating in media-based projects, and so on. According to the report, there is some research that suggests that student activism is effective at improving youth “knowledge about tobacco and promoting negative attitudes toward tobacco use.” At the time of the report, “there is suggestive but insufficient evidence that youth participation in anti-tobacco activism prevents adolescent tobacco use because few students have assessed this outcome.”

Resources for many of these practices will be found in Section 8.



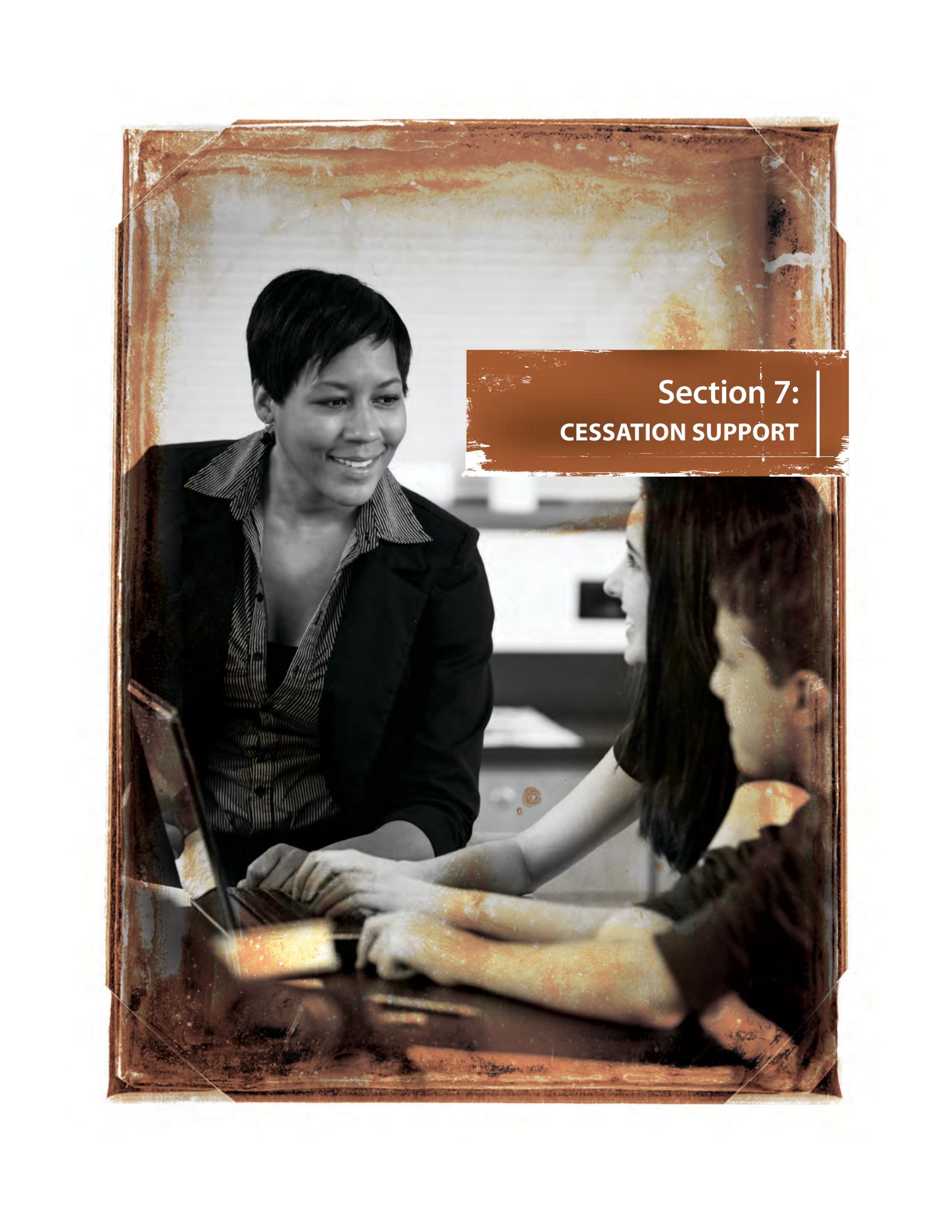
### **The Take-Away**

There are obviously many options to choose from for your school’s tobacco use prevention program – from a full-scale packaged curriculum such as LifeSkills Training to more ad hoc approaches. The most important thing to remember is that whatever is chosen needs to be comprehensive. The old “let’s have a speaker!” approach to tobacco use prevention education has been repeatedly proven to be ineffective. Use the tools that have been provided in this toolkit to help fashion a dynamic and effective approach for your school!

As noted in the Surgeon General’s 2012 report, “school-based programs produce larger and more sustained effects when they are implemented in combination with other initiatives such as mass media campaigns, family programs, and state and community programs. Further, the evidence indicates that sustained programs

combining mass media campaigns; price increases on tobacco products, including those that result from tax increases; regulatory initiatives such as those that ban advertising to youth, restrictions on youth access to tobacco, and establishment of smoke-free public and workplace environments; and statewide, community-wide, and school-based programs and policies are effective in reducing the initiation, prevalence, and intensity of smoking among youth and young adults.”

The next section will discuss how schools can help their students and staff who already use tobacco products.



Section 7:  
**CESSATION SUPPORT**

## PROVIDING HELP TO QUIT IS KEY FOR YOUTH AND ADULTS

**It's a fact. In nearly every school in South Dakota, there are teachers, staff and students who use tobacco.**



*Please note that the term "tobacco" in this document refers to commercially produced tobacco products only and never the traditional tobacco of our Northern Plains American Indians.*

In order to help this important part of your school's population, you need to develop a plan to help these tobacco

users quit – also called “cessation.” The assistance you provide will not only help these individuals but it will also make your comprehensive tobacco use prevention program stronger.

Just to refresh your memory about how many youth in South Dakota smoke, below is a snapshot of how South Dakota compares with the rest of the country. The current youth smoking rate for the state is 23.1%.

The good news is that the rate has been declining over the past fifteen years, but unfortunately it has been holding fairly steady since 2005. This plateau clearly points to the need to help South Dakota youth stop using tobacco products. The map and chart shown here are available from the Centers for Disease Control and Prevention's State Tobacco Activities Tracking and Evaluation System (STATE System) and is available at <http://apps.nccd.cdc.gov/statesystem/InteractiveReport/InteractiveReports.aspx>.



CDC's **Guidelines for School Health Programs to Prevent Tobacco Use and Addiction** outlined five fundamental principles for effective school programs to prevent tobacco use and addiction. Among them was one that relates to tobacco use cessation: Encourage and help students and staff to quit using tobacco.

It is important for school personnel to remember that more than 80% of adult tobacco users in the United States began using tobacco regularly before age 18. Another CDC report,

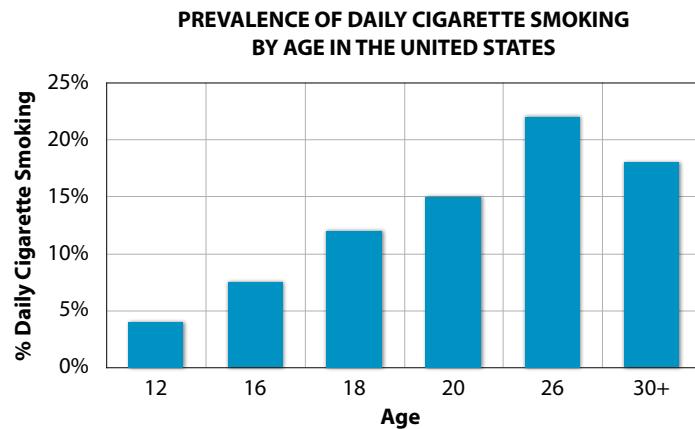
**Youth Tobacco Cessation: A Guide for Making Informed Decisions**, points out that although many people are aware that adult smokers are more likely to have heart disease, cancer, and emphysema, there are also many negative health consequences among young smokers such as the following:

- Smoking hurts young people's physical fitness in terms of both performance and endurance, including those trained in competitive running.
- Smoking can hamper the rate of lung growth and the level of maximum lung function among youth.
- The resting heart rates of young adult smokers are 2–3 beats per minute faster than those of nonsmokers.
- Regular smoking is responsible for cough and increased frequency and severity of respiratory illnesses.
- The younger a person starts smoking, the more likely he or she is to become strongly addicted to nicotine. Most young people who smoke regularly continue to smoke throughout adulthood, leading to long-term health consequences.
- Teenagers who smoke are 3 times more likely than nonsmokers to use alcohol, 8 times more likely to use marijuana, and 22 times more likely to use cocaine. Smoking is associated with several other risky behaviors, such as fighting and engaging in unprotected sex.
- High school seniors who are regular smokers and who began smoking by grade 9 are 2.4 times more likely than their nonsmoking peers to report poorer overall health; 2.4–2.7 times more likely to report cough with phlegm or blood, shortness of breath when not exercising, and wheezing or gasping; and 3.0 times more likely to have seen a doctor or other health professional for an emotional or psychological complaint.
- Smoking may be a marker for underlying mental health problems, such as depression, among adolescents.

The US Surgeon General's 2012 report,

**Preventing Tobacco Use Among Youth and Young Adults**, describes research that shows "that the prevalence of daily cigarette smoking in the United States increases from an estimated 4% among 12-year-olds to 8% among 16-year-olds, 12% among 18-year-olds, and 15% among 20-year-olds, and then levels off at 22% among 26-year-olds before dropping to 18% among older adults." This increase reflects a relatively steep curve of daily smoking among adolescents and young adults. These data clearly point to the need for cessation programming for this age group.

The need for cessation services is especially true when considering research that shows that 60-85% of young tobacco users have already tried to quit once and failed. The report also cites research that shows "most youth who want to quit tobacco prefer to quit cold turkey, but few are successful using this approach."



## Tobacco Cessation for Youth is Different

We know there are definite cognitive differences between adolescents and adults. The 2012 Surgeon General's report on tobacco use among young people pointed out that because of these differences, cessation services need to be different for youth than for adults. In fact, effective youth cessation programs have to be designed specifically for adolescents. The Surgeon General's report outlines some of the research findings that point to why these changes are necessary:

- Adolescents' lives are not as structured (i.e. don't schedule meetings or keep records).
- Adolescents are not as likely to be interested in analyzing their motivation for smoking.
- They do not have well-developed self-regulation skills (i.e. the ability to identify their own behaviors, engage in self-monitoring, and anticipate and develop practical plans for problem situations).

Mermelstein (2003, [http://tobaccocontrol.bmjjournals.org/content/12/suppl\\_1/i25.full](http://tobaccocontrol.bmjjournals.org/content/12/suppl_1/i25.full)) recommends that it is important to create "developmentally appropriate interventions for adolescents – simply taking strategies and presentations that are designed for adults and putting them into the jargon of adolescents or imbedding them in fun formats does not necessarily overcome the cognitive complexities of the strategies involved."

In addition to the developmental issues that must be addressed by a youth cessation program, the way adolescents use tobacco products must also be considered. The Surgeon General's Report outlines how and why youth use is different:

*Adolescence is a time of change and experimentation, and during the initiation stage, tobacco use behaviors are highly variable. Adolescents may be experimenting with both cigarettes and smokeless tobacco as well as trying alcohol and other drugs. Because of their limited access to such products, their increased mobility as they get older, and environmental and cost restrictions on their behavior, the frequency with which adolescents use tobacco is likely to vary a great deal from day to day. Furthermore, adolescents who do not use tobacco for days or even weeks at a time may not label these times as periods of cessation. Although some measure of addiction to nicotine can occur fairly rapidly, it may take several years of experimentation and increased use before adolescents develop nicotine dependence. In this age group, interventions will need to be designed to help both regular, more dependent daily users and those who are less dependent.*

The *Youth Tobacco Cessation* report goes on to say, "Youth who use tobacco may be reluctant to identify themselves as 'smokers' or 'tobacco users,' and subsequently, their commitments to 'quitting' may be equally variable. For these reasons, we may not be able to draw conclusions about what works for youth tobacco-use cessation on the basis of what works for adults."

In addition to the fact that young tobacco users are different from adults, there are also significant differences **among** youth that may influence your intervention. According to the *Youth Tobacco Cessation* report, researchers have not yet determined the most important characteristics of a tobacco-use cessation program for youth. However, they note that it is important to make the intervention as appealing and appropriate as possible for your specific population.

## Factors That Affect Youth Cessation



Here are some of the differences among youth that should be considered in developing a tobacco cessation program for young people in your school or community:

- **Age, sex, educational success, and cultural background**

These factors are very important in determining if a young person decides to use tobacco products, so they are likely to play a role in cessation as well. One key influence on tobacco use is a student's academic performance. Research shows that youth who perform poorly in school (low grades, failure to graduate, frequent truancy, lack of aspirations) are more likely to use tobacco.

- **Psychological conditions**

Psychological or behavioral problems (ranging from simple stress to depression or attention deficit disorder) complicate tobacco cessation for youth. Research has shown a positive relationship between depression and smoking in youth – there are conflicting results as to whether the tobacco use causes the depression or if the tobacco use is a form of self-medication. Having the ability to refer young people to appropriate treatment resources if necessary will assist in helping the person quit tobacco use.

- **Physical conditions affected by tobacco use**

It is fascinating to note that youth who have certain preexisting health conditions that are exacerbated by tobacco use, such as asthma, are not necessarily less likely to use tobacco. One study found that youth with asthma are nearly 1.5 times more likely to smoke than those who do not have asthma, despite the negative health consequences that smoking has on asthmatics. Another condition is that of pregnancy – tobacco use is prevalent among pregnant adolescents, in spite of the damage it is known to cause unborn children.

- **Patterns of use**

As noted earlier, adolescent tobacco users have inconsistent patterns of use. They may limit use to certain times of the week or even of the year, or at certain social or emotional situations, or particular locations. Because of this, a young tobacco user may not feel as “addicted” and not see themselves as being a “smoker.”

- **Commitment to cessation**

With youth, there can be a highly variable level of commitment to stopping tobacco use – more than in adults. There may be an expressed desire to “stop” using tobacco but not necessarily a desire to “quit” using permanently. Educating youth on the nature of their dependence on tobacco is essential for an effective tobacco use cessation program.

- **Peer and family tobacco use and support for cessation**

It has been shown that peer and family tobacco use and their attitudes about tobacco use are influencers for youth decisions. As noted in the *Youth Tobacco Cessation* report, “Youth who have friends or family members who use tobacco are likely to have greater access and exposure to tobacco products and are more likely to smoke themselves. One large study found that youth who are exposed to both a family member and a best friend who smoke have a 90% greater chance of smoking than youth who are not in the same situation.” The report went on to say that “if young tobacco users have friends or family who support cessation or reject tobacco use, they may be more motivated to engage in cessation activities. Interventions also can include a mechanism to help youth identify a supportive friend or family member who can support them through the quitting process.”

- **Time availability**

Today’s youth have incredibly busy lives. School, homework, extracurricular activities, jobs, sports, and other obligations make scheduling cessation programs a challenge. These challenges added to lack of transportation can create additional hardships in developing a youth cessation program that meets the needs of the youth in your community.

- **Knowledge, attitudes and beliefs about tobacco**

There can be a wide range of understanding about tobacco use among youth. In South Dakota, it is important to be aware that many American Indian youth believe that commercial tobacco is the same as traditional, sacred tobacco; therefore, they think it is acceptable to use commercial

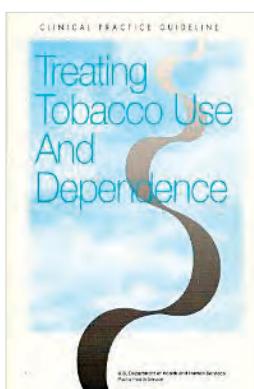
tobacco products. Schools working with American Indian youth must ensure that instruction regarding sacred tobacco use vs. commercial tobacco abuse is incorporated into cessation programs. Another misunderstanding of youth is that they tend to overestimate how many of their peers as well as the general population actually use tobacco. They also underestimate how addictive nicotine really is. Youth are also more susceptible to tobacco advertising and research shows that those exposed to frequent tobacco ads are more likely to smoke than those who are not exposed.

- **Behavioral skills**

Tobacco use may begin in some youth because they lack the skills to deal with problems or situations in a more positive way – they may use tobacco to gain acceptance by a group of peers or as a tool to reduce stress. Successful youth cessation programs are skills-based and help provide the tactical skills needed by youth to deal with these situations in a more positive manner.

In addition to these differences between adult and youth quitters and the differences among individual youth, there are some common needs and preferences that young people have that will help you address their concerns about quitting tobacco and participating in a cessation program.

- A need to experiment: “I won’t be doing this for the rest of my life!”
- Dealing with anxiety and stress: “My life is so amazingly stressful – how will I be able to deal with it without my cigarette?”
- Fear of gaining weight: “Smoking keeps me thin – if I quit smoking, I’ll turn into a blimp!”
- Fear of being rejected by peers: “All of my friends smoke, so how am I supposed to hang out with them if I quit?”
- Need to control their lives: “Hey, I’ve made the choice to smoke so why should I let some adult tell me that I can’t and that I need to quit?”
- Need for privacy: “I can’t let my parents know that I smoke – they’ll kill me. If I go to this program, they’re gonna find out.”



### Health Care Experts Offer Guidance for Youth Cessation Programs

The **Public Health Service Clinical Practice Guideline on Treating Tobacco Use and Dependence** represents the gold standard for health care providers to use in helping smokers quit. In the 2008 Update, the Guideline Panel recommended for the first time that adolescent smokers be provided with counseling interventions to help them quit smoking. The evidence shows that despite the fact that “counseling approximately doubled quit rates in the seven studies reviewed by the Guideline Panel, the Panel noted that absolute abstinence rates of those who received counseling remained quite low (11.6% quit rate at 6 months) attesting to the continued need for research to identify the most effective counseling strategies for adolescents.”

The **Youth Tobacco Cessation Collaborative** developed a **fact sheet** that summarizes the recommendations from the PHS Guideline, noting that “existing evidence supports the following recommendations:”

- **Counseling Adolescent Smokers**

Counseling should be provided to youth smokers to help them in quitting smoking.

- Counseling has been shown to be effective, approximately doubling long-term abstinence rates when compared to usual care (e.g., brief advice, self-help pamphlets, and referral) or no treatment.
- The counseling studies reviewed for the Guideline varied in content and included strategies designed to:
  - Enhance adolescent’s motivation to quit,
  - Establish rapport with the adolescents,
  - Set goals for quitting,
  - Promote problem solving and skill training, and
  - Prevent relapse.
- A recent review of several of teen smoking cessation studies found significant results among programs that included the following treatment approaches:
  - Self-monitoring and coping skills
  - Motivational strategies
  - Social influence strategies
- Interventions should be developmentally appropriate across the age span (e.g., appropriate for a 12-year-old vs. an 18-year-old.)

Although these do not apply to a school-based tobacco cessation program, the Guideline panel offered two more recommendations:

- Intervening during the adolescent’s health care provider visit, and
- Counseling parents during the pediatric visit.

Even though there is strong interest in pharmacologic agents to assist in tobacco use cessation for youth, the Panel did not recommend that tobacco use medication be provided to adolescents at this time. Although nicotine replacement has been very useful among adults and has been shown to be safe for youth, it was not currently recommended as a component of an adolescent tobacco use cessation program.

According to the 2012 Surgeon General’s report, another current area of interest is the use of electronic communications technology to assist in helping youth quit smoking. A review of several studies that looked at the effectiveness of this technology found that the use of telephone counseling (such as quitlines) appears to be promising and the use of internet or text messaging may be effective if the programming is bolstered during a long period.

## N-O-T Program Shows Success With Youth

One program that has shown promise for helping young people quit tobacco is Not-On-Tobacco or the N-O-T Program, which is designed for 14 to 19-year-old daily smokers. The Surgeon General's 2012 Report called it out as an example of one of "several smoking cessation programs for adolescents [that] have been found to be efficacious." The report goes on to say that "many of the findings for youth programs are consistent with those found in the literature on adults, particularly regarding the importance of using cognitive-behavioral strategies and achieving a sufficient dosage of programming." The **N-O-T Program** does this through a series of hour-long sessions covering such topics as self-management, social influences, relapse prevention, and managing nicotine withdrawal.

N-O-T also takes a different approach to smoking cessation than some school-based programs because it is not punishment-based but rather it builds on the desire of students who want to quit smoking and offers them education and support to accomplish that goal. It is a voluntary and comprehensive program that was designed specifically for teens. The American Lung Association developed N-O-T in partnership with researchers at the West Virginia University Prevention Research Center. It provides a supportive, evidence-based approach to help youth quit smoking. With more than 150,000 graduates, N-O-T is the most successful and widely used teen smoking cessation program in the country.



“As a N-O-T trainer, I have seen the positive impact that this program has on the lives of young people. The schools that I have worked with have implemented the program well and have had real success in helping youth quit using tobacco.”

— Amy Fink  
South Dakota Tobacco  
Prevention Coordinator  
Western and Central Region

## N-O-T: A Success in Wisconsin

Since the N-O-T Program is fairly new in South Dakota, we turned to our friends in Wisconsin who have been running this program for the past five years. The American Lung Association has found that youth in rural areas are more likely to use tobacco and to start earlier than urban youth, partly because smoking is often more socially acceptable in rural areas. In a recent Wisconsin Public News Service interview with Mike Taake, a N-O-T program facilitator from Mauston, he described the program's results. "We're running at a success rate of totally quitting between 30 and 35 percent, and a reduced amount of cigarettes that they smoke – significantly reduced – about 40 to 45 percent."

During the 2011-2012 school year, 11 schools in Wisconsin participated in N-O-T and 92 teens were enrolled. Among these students, the average age of smoking initiation was 12. "I think peer pressure is way overrated and the kids will tell you that too; they're smoking because they see everybody else smoke," Taake said. "They're experimenting when they're seven or eight years old, nine years old, and they're usually addicted by the time they're a pre-teen, by the time they're 12."

Here are a few other interesting findings about the Wisconsin participants:

- 79% had made an earlier attempt to quit
- 65% had a parent or guardian who currently smokes
- 35% had a sibling who currently smokes
- 81% had a close friend who smokes

Since so many parents of the youth are smokers, they don't push their kids to quit. This perpetuates the cycle of tobacco addiction.

The program has had some really great results. Here are the quit rates for the 2011-2012 participants statewide:

- Males= 25%
- Females= 19%
- Overall, 22% of participants stopped smoking by the end of the program.

Even among those youth who did not quit, 65% reduced their weekday smoking and 55% reduced their weekend smoking.

Taake noted that since the program has been working so well in Mauston, he brings in former pupils who are eager to share their stories of success with kids who are new to the program.

N-O-T provides a comprehensive curriculum that is interactive and user-friendly, with sensitivity to gender differences. More specifically, it is a 10-session curriculum, with four booster sessions, that is facilitated in schools and other community settings by teachers, school nurses, counselors and other staff and volunteers specially trained by the American Lung Association.

Typically, groups are divided by gender and are led by a same-gender facilitator. This allows teens to discuss issues that relate specifically to males or females and to express their own feelings and experiences in an accepting, non-threatening environment.

Students learn quitting techniques and keep journals about their smoking behavior. The program incorporates life management skills to help teens deal with stress, decision-making, and peer and family relationships. It also addresses healthy lifestyle behaviors such as alcohol or illicit drug use as well as related health issues such as exercise and nutrition.

With N-O-T, schools can provide an educational, total-health program to help students quit smoking. The N-O-T core curriculum covers issues including:

- Myths and realities about smoking
- Understanding addiction
- Identifying the health and social impacts of tobacco on mind and body
- Sharing the quitting experience
- Avoiding risky situations and relapse
- Finding healthy ways to manage stress
- Confronting pressure from friends and family
- Understanding tobacco advertising
- Staying committed to quitting

According to initial program evaluation results in South Dakota, teens that completed N-O-T had significantly higher smoking cessation success rates than a similar group of students who received only brief advice for quitting smoking and self-help materials. Other results included the following:

- 96% of the group said they liked the program
- 80% of the participants felt the program helped them quit smoking
- 75% said it had been helpful in other areas of their lives

Facilitators are an important part of the program. They must be non-users of tobacco, relate well to young people, successfully complete the training course and sign an agreement of professional standards before teaching the program.

In addition to the regular N-O-T curriculum, there is a 4-session Alternative to Suspension program that can be offered as an option to students who face suspension for violating a school's tobacco policy. Unlike N-O-T, this program is intended to be mandatory and is taught in mixed-gender groups. It may serve as a motivator for teens to join the N-O-T program when they are ready to quit.

The South Dakota Department of Health supports the N-O-T Program and offers facilitator training each year in locations across the state. For more information about training as well as other funding opportunities to support N-O-T in your school, contact your local **Tobacco Prevention Coordinator**.

#### **A Rural County High School's Cessation Intervention**

Responding to concerns from students, a school system in a county with a largely rural population decided to expand its tobacco use prevention intervention to include a cessation component for local high school students. The cessation work group established to oversee this project gathered information about existing interventions to determine which one would meet its population's needs. Group members wanted a curriculum that was research-based but one with which their target audience could identify.

Teenaged members of the work group conducted two informal focus groups with tobacco users at their school to find out what they wanted from a cessation intervention. The results indicated that students wanted a cessation intervention that

- Was not boring and allowed them to be active.
- Was not "just another class." Young tobacco users stressed their desire to have fun.
- Offered food.

Factors considered by group members when they chose their intervention included its cost and the reputation of the organizations that developed it. The intervention's services were free, and participants were allowed to name the intervention themselves (they chose *Teens In Control*). A small grant paid for intervention materials and a stipend for facilitators. Donations were sought from local businesses so that refreshments could be provided at meetings.

Source: *Youth Tobacco Cessation: A Guide for Making Informed Decisions* (2004), page 38.

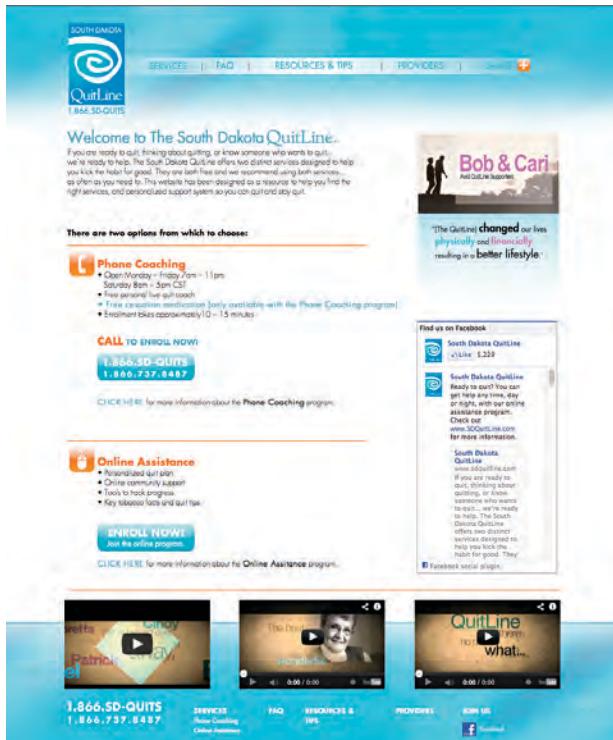
## Additional Tools to Help Those Wishing to Quit

In your school, make sure there is a lot of information available for anyone who wants to quit smoking or chewing tobacco, regardless of age. By offering help, you show concern for tobacco users. You really have to be proactive in getting the word out about what cessation services are available in your community. Tobacco users need to be frequently reminded that there is help and support out there.



A wonderful free resource that is available across the state is the South Dakota QuitLine. Research has shown that the use of a quitline can significantly improve a smoker's chances of quitting successfully. The South Dakota QuitLine offers two distinct services: phone coaching and online assistance. Through the phone coaching program, tobacco users enroll in several coaching sessions with a trained coach and set a quit date. The phone service also provides free medication for adults (over 18).

Youth tobacco users ages 12-17 are a priority population in South Dakota. The following is from an outcome and satisfaction report for South Dakota youth using the South Dakota QuitLine from January 1, 2008 to October 31, 2011:



- In the 4 year period, 197 youth enrolled in QuitLine services.
- Most youth callers used cigarettes exclusively (94%), with only 2% reporting spit tobacco use, and 4% polytobacco (more than one type of tobacco such as cigarettes and spit tobacco) use.
- The quit rate for this population was 41.3%. This means that 41.3% of the youth who called the QuitLine were not using tobacco 30 days after completing their coaching sessions.
- About 25% of the youth population uses coaching only; over 70% used medication after obtaining parental consent and a prescription from a healthcare provider.

Online support is also available. **SDQuitLine.com** offers South Dakota residents free access to online quit tools, support from other tobacco users who are trying to quit, and other information to make quit attempts easier. The image at left is from the website.

The following chart describes the differences between the QuitLine and the online service. Both services are free and available for adults and youth in the state. Support to advertise these services may be available through the South Dakota Department of Health.

SERVICE	PHONE COACHING	ONLINE ASSISTANCE
How to sign up	Call 1-866-SD-Quits	Go to: <a href="http://www.SDQuitLine.com">www.SDQuitLine.com</a>
Availability	<ul style="list-style-type: none"> <li>Monday-Friday: 7:00 am – 11:00 pm CT</li> <li>Saturday: 8:00 am – 5:00 pm CT</li> <li>Voiceicemail available 24 hours/day with a return call the next business day</li> </ul>	24/7
Free Personal Quit Coach	✓	
Online Community Support		✓
Personalized Quit Plan	✓	✓
Tools to Track Progress	✓	✓
Facts & Quit Tips	✓	✓
Free Written Materials	✓	
Quick & Easy Enrollment	✓	✓

To add another dimension of support for those using the QuitLine, a Facebook page ([www.facebook.com/SDQuitLine](http://www.facebook.com/SDQuitLine)) has been created as a forum for discussion about the process of quitting. The goal of the Facebook page is to provide an ongoing, interactive, and open place for users choosing to quit tobacco to exchange resources, ideas, information and comments.

Another service that is available for young people is the **Smokefree Teen** service of the National Cancer Institute. This website features several elements to support youth in making their own decision to quit. One of the services that the program offers is texting messages to youth. SmokefreeTXT is a mobile service designed for young adults across the United States. SmokefreeTXT was created to provide 24/7 encouragement, advice, and tips to help smokers stop smoking for good.

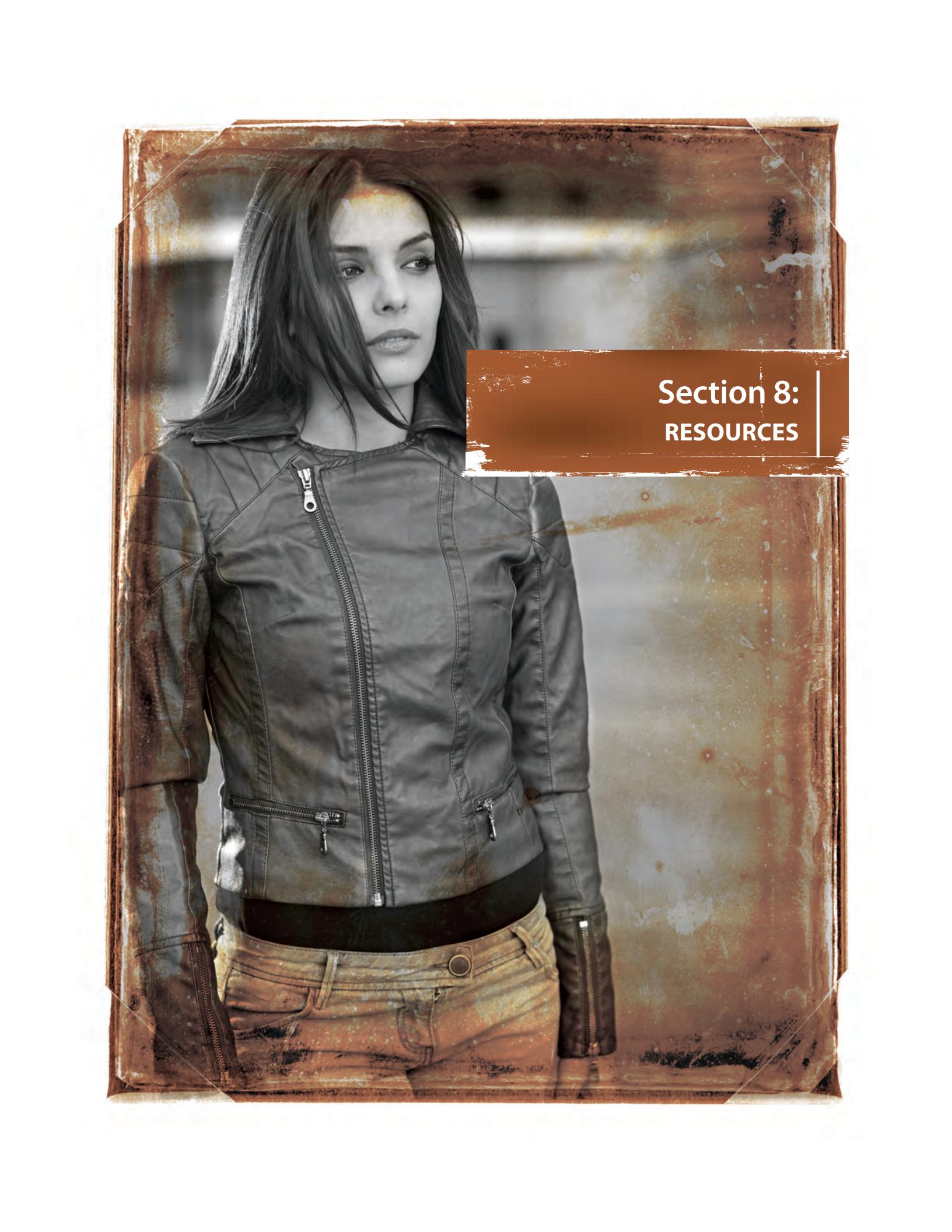
The program works like this: after answering a few questions and choosing a quit date, the teen will receive a welcome message with details about the program, including keywords he/she can text to get help or support or to opt out at any time. Regular texts will start 14 days before the quit date, followed by 6 weeks of daily texts to help stay focused on the goal of quitting smoking for good.

Remember, nicotine is more addictive than heroin or cocaine. It is very likely that smokers in your school will have to “quit” on more than one occasion. The average



smoker quits seven times before successfully quitting for good. Tobacco-free policies are very successful at helping people quit. As you move toward tobacco-free policies in your school, it is important that there are resources in place that are supportive of this challenging process.

The final section of the toolkit – Section 8 – provides a wealth of resources to help you develop and support truly effective tobacco use prevention policies and programming for your school.



Section 8:  
RESOURCES

## RESOURCES

**The following list of resources is provided to help continue your work in tobacco control and prevention.**

in the National Resources category also include information about activities that can be planned in your community.

In this list you will find South Dakota resources, national resources, coalition building resources, smoking cessation resources, , and activity resources to enhance your policy and programming efforts. Many resources located



*Please note that the term "tobacco" in this document refers to commercially produced tobacco products only and never the traditional tobacco of our Northern Plains American Indians.*

### South Dakota Resources

- **South Dakota Department of Health Tobacco Control Program**  
<http://doh.sd.gov/Tobacco/Default.aspx>

Provides information on the Tobacco Control Program mission, strategic plan, grant and training opportunities, and resources to support local tobacco use prevention work.

Free educational material available at <https://apps.sd.gov/applications/PH18Publications/secure/Puborder.asp>. Click on the “Tobacco Prevention” category on the left side of the page to be directed to the Program’s materials page.

- **South Dakota Department of Health Tobacco Control Program, Regional Tobacco Prevention Coordinators**  
<http://doh.sd.gov/Tobacco/Contacts.aspx>

Tobacco Prevention Coordinators deliver services in four regions across the state. A map, along with contact information for each region and for the statewide office is provided on this site.

- **ReThinkIt -- South Dakota website for youth**  
<http://www.rethinktobacco.com>

Provides information on tobacco from a youth perspective and includes a variety of resources to provide teens with the tools they need to understand how the tobacco industry is targeting them and how to fight back. Includes links to a variety of resources including videos, posters, etc. that are all geared toward teens. There is also a Facebook page which provides an opportunity for youth to share their stories: [www.facebook.com/TobaccoReThinkIt](http://www.facebook.com/TobaccoReThinkIt).

- **South Dakota Coordinated School Health Program**  
<http://doe.sd.gov/schoolhealth/index.aspx>

Coordinated School Health is a collaborative partnership between the South Dakota Departments of Education and Health. Through funding from the Centers for Disease Control and Prevention, the effort develops partnerships and coordinates programming to improve the health and educational outcomes of young people. A coordinated approach to school health improves children’s health and their capacity to learn through the support of families, schools, and communities working together.

- **Be Tobacco Free South Dakota**

<http://www.befreesd.com>

Be Free South Dakota is a continuously updated resource that state residents and visitors can use to find tobacco-free places to live, work, and play. And if you're a business owner in South Dakota, this site shows the many benefits of having a tobacco-free workplace!

## National Resources

- **American Cancer Society**

<http://www.cancer.org>

In the Stay Healthy/Stay Away from Tobacco section of the American Cancer Society's website, a variety of information related to smoking and its effects is available. Information for cessation, creating smoke-free communities, and the Great American Smokeout are also provided on this site.

- **American Heart Association**

<http://www.heart.org>

The American Heart Association (AHA) is a national voluntary health agency whose mission is to build healthier lives, free of cardiovascular diseases and stroke. AHA encourages Americans to adopt healthier lifestyles and advocates for health issues and research funding to support its mission.

- **American Lung Association**

<http://www.lung.org>

The American Lung Association provides many tobacco control resources and in-depth information that emphasizes the risk of smoking to health especially with regard to developing lung conditions related to smoking or secondhand smoke.

- **Americans for Nonsmokers' Rights**

<http://www.no-smoke.org>

Founded in 1976, this organization works to promote the rights of nonsmokers. Smoke-free facts and information on how to be protected from secondhand smoke exposure in a variety of venues are provided on the website.

- **Campaign for Tobacco-Free Kids**

<http://www.tobaccofreekids.org>

The Campaign for Tobacco-Free Kids provides a variety of resources that include international, national, and state level statistics and reports. The Campaign also has many special reports and other free resources available on its website.

- **Centers for Disease Control and Prevention, Office on Smoking and Health**

<http://www.cdc.gov/tobacco>

The Centers for Disease Control and Prevention (CDC), through its Office on Smoking and Health (OSH), is the lead federal agency for comprehensive tobacco prevention and control.

The OSH website provides information on a variety of tobacco control and prevention topics including data, health effects, quit smoking information, youth prevention, program information, disparities, and media communications. Information is available both online and in print form when ordered through the website. Youth prevention materials can be downloaded from [www.cdc.gov/tobacco/youth/index.htm](http://www.cdc.gov/tobacco/youth/index.htm).

- **Center for Substance Abuse Prevention**

<http://www.samhsa.gov/about/csap.aspx>

Provides a wealth of information about a variety of substance abuse issues including tobacco. Lists tobacco-related materials that are available through the National Clearinghouse for Alcohol and Drug Information.

- **Center for Tobacco Products, US Food and Drug Administration**

<http://www.fda.gov/TobaccoProducts/default.htm>

The Center for Tobacco Products (CTP) oversees the implementation of the Family Smoking Prevention and Tobacco Control Act. Some of the Agency's responsibilities under the law include setting performance standards, reviewing premarket applications for new and modified risk tobacco products, requiring new warning labels, and establishing and enforcing advertising and promotion restrictions.

- **ClearWay Minnesota**

<http://www.clearwaymn.org/>

ClearWay is an independent, Minnesota-based nonprofit organization that works to improve health by reducing tobacco use and exposure to secondhand smoke through research, action and collaboration. The website provides information on secondhand smoke, smoking cessation and tobacco-related research.

- **Kick Butts Day**

<http://www.kickbuttsday.org/>

Provides detailed planning guides and other information on how to plan a Kick Butts Day event as well as other youth-oriented programming and activities that can be done throughout the year.

- **Legacy Foundation**

<http://www.legacyforhealth.org>

Founded through the 1998 Tobacco Master Settlement Agreement, the Legacy Foundation provides comprehensive information on a variety of tobacco-related topics including current sponsored campaigns, research, and news updates.

- **National Cancer Institute**

<http://cancercontrol.cancer.gov>

<http://cancercontrol.cancer.gov/tcrb>

The National Cancer Institute coordinates the National Cancer Program, which conducts and supports research, training, health information dissemination, and other programs related

to cancer treatment and prevention. NCI's Tobacco Control Research Branch (TCRB) seeks to reduce cancer incidence and mortality caused by tobacco use through a comprehensive research program. To do this, TCRB provides recommendations to the scientific and public health communities by summarizing and publicizing research, and providing information on funding opportunities and other key initiatives.

- **National Clearinghouse for Alcohol and Drug Information**

<http://www.health.org>

This site offers a range of tobacco-specific materials including pamphlets, posters, booklets, etc. available through its catalog (<http://store.samhsa.gov/home>). Orders can be made by phone (toll-free at 1-877-SAMHSA-7) or through the website.

- **Through With Chew – Wyoming Department of Health**

<http://www.throughwithchew.com>

The Wyoming Department of Health created this website to provide information about spit tobacco prevention, education and cessation. There are activity suggestions, multicultural materials, and other information that will assist you in planning chew-related activities.

- **Tobacco Technical Assistance Consortium**

<http://www.ttac.org>

The Tobacco Technical Assistance Consortium (TTAC) provides training, technical assistance, and products in all areas of tobacco prevention and control. TTAC maintains an excellent resource section on its website which links you to a broad network of resources across the country. The following TTAC tools are free and downloadable so you can easily share them or use them in your own training activities:

- Basics of Tobacco Control (BOTC) – Pathway to Change

<http://www.ttac.org/services/botc/TTACindex.htm>

- Tobacco 101 Version 3 Training Kit: A comprehensive guide to training public health practitioners on the basics of tobacco control

[http://www.ttac.org/services/Tobacco\\_101/index.html](http://www.ttac.org/services/Tobacco_101/index.html)

- **U.S. Department of Health and Human Services, Office of the Surgeon General**

<http://www.surgeongeneral.gov>

The Office of the Surgeon General is the go-to site for detailed scientific information on key health issues. The Surgeon General of the Public Health Service has focused the Nation's attention on important public health issues. Reports of the Surgeon General on the adverse health consequences of smoking triggered nationwide efforts to prevent tobacco use. Three such landmark reports are as follows:

- *Preventing Tobacco Use Among Young People:*

*A Report of the Surgeon General. (1994)*

[http://profiles.nlm.nih.gov/NN/B/C/F/T/\\_nnbcft.pdf](http://profiles.nlm.nih.gov/NN/B/C/F/T/_nnbcft.pdf)

This significant report laid the groundwork for the importance of keeping youth away from tobacco products.

- ***How Tobacco Smoke Causes Disease: The Biology and Behavioral Basis for Smoking-Attributable Disease: A Report of the Surgeon General. (2010)***  
<http://www.surgeongeneral.gov/library/tobaccosmoke/report/executivesummary.pdf>

This is the 30th tobacco-related Surgeon General's report issued since 1964. It describes in detail the specific pathways by which tobacco smoke damages the human body. The scientific evidence supports the following conclusions:

- There is no safe level of exposure to tobacco smoke. Any exposure to tobacco smoke – even an occasional cigarette or exposure to secondhand smoke – is harmful.
- Damage from tobacco smoke is immediate.
- Smoking longer means more damage.
- Cigarettes are designed for addiction.
- There is no safe cigarette.
- The only proven strategy for reducing the risk of tobacco-related disease and death is to never smoke, and if you do smoke to quit.

- ***Preventing Tobacco Use Among Youth and Young Adults: A Report of the Surgeon General (2012).***  
<http://www.surgeongeneral.gov/library/reports/preventing-youth-tobacco-use/exec-summary.pdf>

This is the 31st tobacco-related Surgeon General's report issued since 1964. It describes the epidemic of tobacco use among youth ages 12 through 17 and young adults ages 18 through 25, including the epidemiology, causes, and health effects of this tobacco use and interventions proven to prevent it. Scientific evidence contained in this report supports the following facts:

- We have made progress in reducing tobacco use among youth; however, far too many young people are still using tobacco. Today, more than 600,000 middle school students and 3 million high school students smoke cigarettes. Rates of decline for cigarette smoking have slowed in the last decade and rates of decline for smokeless tobacco use have stalled completely.
- Tobacco use by youth and young adults causes both immediate and long-term damage. One of the most serious health effects is nicotine addiction, which prolongs tobacco use and can lead to severe health consequences. The younger youth are when they start using tobacco, the more likely they'll be addicted.
- Youth are vulnerable to social and environmental influences to use tobacco; messages and images that make tobacco use appealing to them are everywhere.
- Tobacco companies spend more than a million dollars an hour in this country alone to market their products. This report concludes that tobacco product advertising and promotions still entice far too many young people to start using tobacco.
- Comprehensive, sustained, multi-component programs can cut youth tobacco use in half in 6 years.

## Coalition Building Resources

- **The Community Toolbox – University of Kansas**

<http://ctb.ku.edu>

The Community Toolbox, provided by the University of Kansas, contains more than 7,000 pages of information to help build a healthy community. Example topic areas include developing and maintaining a coalition, creating a strategic plan, recruitment, media relations and leadership.

- ***From the Ground Up! A Workbook on Coalition Building and Community Development, 2002 edition* – Gillian Kaye and Tom Wolff, Editors**

Order online; perform a book search through an online book retailer.

This book provides information on coalition building and community development. Many worksheets and activities are provided that you can use to help build your coalition and create a healthy community.

- **Learning Center - TTAC**

<http://learningcenter.ttac.org>

The Learning Center, provided by TTAC, consists of six modules that will help build your tobacco control advocacy skills. Modules include: Build a Coalition, Policy Advocacy, Media Advocacy, Tobacco Basics, Program Planning and Evaluation, and Eliminating Disparities.

- ***Organizing for Social Change: Midwest Academy Manual for Activists, 2001* – Kim Bobo, Jackie Kendall, and Steve Max of the Midwest Academy**

Order online: <http://www.midwestacademy.com/midwest-academy-manual>

This manual provides in-depth and how-to knowledge in order to create effective change within the community.

- ***Reaching Higher Ground: A guide for preventing, preparing for, and transforming conflict for tobacco control coalitions* – TTAC, E. Franklin Dukes and Madeleine Solomon (editor)**

[http://ttac.org/services/pdfs/Higher\\_Ground.pdf](http://ttac.org/services/pdfs/Higher_Ground.pdf)

This TTAC guide provides coalition-related information especially with regard to preparing for and dealing with conflict. Packed with information, tools, and resources, this guide is an asset to coalition work.

- **Volunteering in America – Corporation for National and Community Service**

<http://www.volunteeringinamerica.gov>

This federal government website provides national, regional, and state level data and statistics about volunteerism. There also is a tools and training section that provides information on recruitment, retention, and other relevant topics when working with volunteers.

## Quitting Smoking or Spit Tobacco (Cessation) Resources

### South Dakota Cessation Resources:

- **South Dakota QuitLine: Phone Coaching**

1-866-SD-QUIT (1-866-737-8487)

The South Dakota QuitLine provides telephone-based tobacco cessation services to help tobacco users in SD quit. 1-866-SD-QUIT offers:

- Free written materials to assist tobacco users who are ready to quit or trying to stay quit
- Free telephone counseling delivered by culturally competent, trained health coaches
- Access to free cessation medication for adults (over 18)
- Referrals to other cessation services (if interested)

- **South Dakota QuitLine: Online Assistance**

[www.SDQuitLine.com](http://www.SDQuitLine.com)

Offers SD residents free access to the following resources to make your quit attempt easier:

- Latest information & research-based tools
- Tailored motivational messages
- Links to other resources

### Other Cessation Resources:

- **Become an EX**

<http://www.becomeanex.org/>

The EX Plan is a free quit smoking program that helps you re-learn your life without cigarettes.

Before you actually stop smoking, the program will show you how to deal with the very things that trip up so many people when they try to quit smoking. This will help you be more prepared to quit and stay quit.

- **Helping Young Smokers Quit: Identifying Best Practices for Tobacco Cessation**

<http://www.hysq.org/overview.htm>

The Helping Young Smokers Quit (HYSQ) initiative was a multi-phase project designed to address the critical need to disseminate effective, developmentally appropriate cessation programs for adolescent smokers. When the initiative began in 2001, a growing number of teen cessation programs were becoming available, yet little was known about: how many programs existed, where they were located, what services they offered, what populations they served, or how they provided treatment. Moreover, only a handful of such programs had been evaluated. The HYSQ initiative worked to fill a gap in knowledge about the numbers and distribution of youth cessation programs, as well as the types of treatment approaches and program components that were offered across the U.S., between 2001 and 2008. It aimed to identify effective program models and promising directions for future research. The researchers intended their findings to help states, communities, schools and other community-based and youth-serving organizations adopt and implement programs that work, and provide standards and tools for continuing program evaluations. The program was a Robert Wood Johnson Foundation National Program and was co-funded by the National Cancer Institute-Division of Cancer Control and Population Sciences,

Tobacco Control Branch, and the Centers for Disease Control and Prevention-Office on Smoking and Health.

- **Not On Tobacco (N-O-T)**

<http://www.notontobacco.com/>

N-O-T is the American Lung Association's voluntary program to help teens stop smoking or reduce the number of cigarettes they smoke, increase their healthy lifestyle behaviors, and improve their life-management skills.

- **Smokefree.gov**

[www.smokefree.gov](http://www.smokefree.gov)

Online materials, including info on state telephone-based programs. Links with 1-800-QUITNOW (1-800-784-8669).

- **Smokefree Teen**

<http://teen.smokefree.gov/>

This website features several elements to support youth in making their own decision to quit. One of the services that the program offers is texting messages to youth. SmokefreeTXT is a mobile service designed for young adults across the United States. SmokefreeTXT was created to provide 24/7 encouragement, advice, and tips to help smokers stop smoking for good.

- **Youth Tobacco Cessation: A Guide for Making Informed Decisions**

[http://www.cdc.gov/tobacco/quit\\_smoking/cessation/youth\\_tobacco\\_cessation/index.htm](http://www.cdc.gov/tobacco/quit_smoking/cessation/youth_tobacco_cessation/index.htm)

This document from the Centers for Disease Control and Prevention is intended to help organizations decide whether to undertake youth tobacco-use cessation as a specific tobacco control activity. The publication covers topics such as the quality of the evidence base for youth intervention, the importance of conducting a needs assessment for the population your organization serves, and the need to evaluate your chosen intervention.

## **Spit Tobacco Cessation Resources**

- **Kill The Can**

<http://www.killthecan.org/>

This site is dedicated to helping people who are trying to quit chewing or dipping tobacco and to those who have successfully quit. The Community Forum is administered by 7 ex-dippers whose sole goal is to allow people to gain the same freedom from chewing that they have obtained.

- **My Last Dip**

[www.mylastdip.com](http://www.mylastdip.com) (for tobacco users)

<http://info.mylastdip.com/index.jsp> (information about the program)

An interactive website that helps young spit tobacco users quit.

## Policy Resources

- **Americans for Nonsmokers' Rights (ANR)**

<http://www.no-smoke.org/learnmore.php?id=460>

ANR is one of the leading organizations providing information on secondhand smoke and its dangers. The “Youth” section of the ANR website (located within the “Target Populations” section of the ANR website), shows how the tobacco industry has focused its attention on youth.

- **CDC Best Practices User Guide: Youth Engagement—**

### **State and Community Interventions**

[http://www.cdc.gov/tobacco/stateandcommunity/bp\\_userguide\\_youth/index.htm](http://www.cdc.gov/tobacco/stateandcommunity/bp_userguide_youth/index.htm)

This guide focuses on the role youth play in advancing policy as part of a comprehensive tobacco control program. The youth perspective and voice is important, because the initiation of tobacco use most often occurs before age 18. In addition, the tobacco industry spends millions of dollars every day targeting youth to develop its next generation of smokers. Youth have the passion and creativity to fight back and to protect themselves from this formidable opponent.

- ***Fit, Healthy, and Ready to Learn: A school health policy guide.***

### **Chapter F: Policies to Prevent Tobacco Use. (2007)**

<http://doh.sd.gov/Tobacco/PDF/NASBE.pdf>

This chapter from a publication of the National Association of State Boards of Education provides guidance on developing policies and programs aimed at preventing young people from taking up tobacco use and helping current tobacco users to quit.

- **North Carolina Tobacco Prevention and Control Branch.**

### **100% Tobacco-Free Schools: School Policy Communication Checklist**

<http://www.nctobaccofreeschools.org/communicate/checklist.htm>

Tobacco policy implementation can be challenging, and without effective communication, the policy will be unenforceable. To help in this effort, the NC Department of Health and Human Services developed a tool that provides a range of communication ideas and strategies to ensure that all members of the school and community – students, staff and visitors – are aware of the policy, understand the rationale behind it, and are clear on the consequences if the policy is violated. No matter what stage your district is in – just getting started, implementation, or dealing with enforcement issues – experience shows that communication must be clear, ongoing, and consistent. This tool can help.

- **Oklahoma State Department of Health, Tobacco Use Prevention Service.**

### **24/7 Tobacco-Free School Policy Guide**

<http://www.ok.gov/strongandhealthy/documents/>

[247tobaccofreeschoolspolicyguidedefinaldraft.pdf](http://www.ok.gov/strongandhealthy/documents/247tobaccofreeschoolspolicyguidedefinaldraft.pdf)

The purpose of this guide is to assist schools in establishing a 24/7 tobacco-free environment for students, staff and visitors. The guide is a resource for concerned boards of education, superintendents, safe and drug free school coordinators, safe school committees, healthy and fit school advisory committees, students, parents, community, and coalition members –anyone willing and interested in collaborating together to create an environment that supports health.

- **Policy in Action: A Guide to Implementing Your Local School Wellness Policy**  
<http://www.californiaprojectlean.org/doc.asp?id=168> or <http://www.californiaprojectlean.org/docuserfiles/policy%20in%20Action%20Guide%20FINAL.pdf>

Although this user-friendly guide was designed to serve as a roadmap for implementing school nutrition and physical activity policies, it can provide useful information for tobacco-use prevention policy efforts as well. It contains clear information on ways to implement policy strategies and has very practical, useful hints on things such as healthy school fundraisers and ways to celebrate your successes. Helpful hand-outs to develop your plan of action for implementing your policy are also available.

- **School Absenteeism Among Children Living With Smokers**  
<http://pediatrics.aappublications.org/content/early/2011/08/30/peds.2011-1067>

This 2011 peer-reviewed journal article from *Pediatrics* clearly shows the negative impact of smoking in the home on children's increased illnesses and their ability to attend school. The hypothesis of the study was that children exposed to tobacco smoke in the home would have increased school absenteeism with associated costs due to lost caregiver wages/time. The results clearly showed that tobacco smoke exposure has significant consequences for children and families above and beyond child morbidity, including academic disadvantage and financial burden.

- **Tobacco Control Legal Consortium**  
<http://www.publichealthlawcenter.org/programs/tobacco-control-legal-consortium>

The Tobacco Control Legal Consortium is America's award-winning legal network for tobacco control policy. Drawing on experts in its eight affiliated legal centers, the Consortium works to assist communities with tobacco law-related issues, ranging from smoke-free policies to tobacco control funding laws to regulation of flavored cigarettes. The Consortium's team of legal and policy specialists provides legislative drafting and policy assistance to community leaders and public health organizations. They are experts in designing, enacting and implementing laws that are evidence-based, workable, effective and legally sound.

- **Tobacco-Free Air**  
<http://www.tobaccofreeair.org/index.php>

Valid air monitoring studies have proven to have a profound effect on educating the public and policy makers on the dangers of secondhand smoke exposure and informing the debate around smoke-free policy initiatives. This project can provide information on how to conduct these studies as well as how to obtain air monitors through the Roswell Park Cancer Institute to conduct air monitoring research in their community.

- **Tobacco-Free Parks**  
<http://www.tobaccofreeparks.org/>

Tobacco-Free Youth Recreation (TFYR) is a program of the Association for Nonsmokers-Minnesota (ANSR). TFYR's mission is to assist recreational organizations and communities in their efforts to create a tobacco-free environment where they can promote and model tobacco-free lifestyles. This is accomplished by helping these groups partner with youth and adult community

members to implement a recreation-based tobacco prevention strategy. For a complete guide to implementing this strategy, download the manual **Creating Healthy Communities: Using Recreation as a Tool for Tobacco Prevention**.

The Cherokee Nation in Oklahoma also developed a comprehensive, step-by-step guide for a tobacco-free policy for city parks. This useful document can assist communities in creating their own policies.

[http://www.cherokee.org/Docs/Org2010/2012/1/31664Tobacco\\_Free\\_Park\\_Implementation\\_Guide.pdf](http://www.cherokee.org/Docs/Org2010/2012/1/31664Tobacco_Free_Park_Implementation_Guide.pdf)

### **Media Resources**

- **Buck Tobacco**

<http://www.bmsg.org/about/projects/buck-tobacco-sponsorship>

- **Media advocacy planning and training**

The project developed a media advocacy plan to counter the aggressive marketing by the tobacco industry at family sporting events, and to shift the focus from arguments that frame tobacco marketing as a children's issue back to an issue of irresponsible industry marketing: Bucking Tobacco Sponsorship at Rodeos: Strategies for Media Advocacy and Public Engagement.

[http://bmsg.org/sites/default/files/bmsg\\_report\\_buck\\_tobacco\\_sponsorship.pdf](http://bmsg.org/sites/default/files/bmsg_report_buck_tobacco_sponsorship.pdf)

- **The Health Communicator's Social Media Toolkit**

[http://www.cdc.gov/socialmedia/Tools/guidelines/pdf/SocialMediaToolkit\\_BM.pdf](http://www.cdc.gov/socialmedia/Tools/guidelines/pdf/SocialMediaToolkit_BM.pdf)

A guide developed by the CDC to assist in using social media to improve reach of health messages, increase access to your content, further participation with audiences and advance transparency to improve health communication efforts. This guide provides many useful tools and information but is focused on state-level communications instead of local strategies.

### **Additional Resources**

- **California Youth Advocacy Network**

<http://cyanonline.org>

The California Youth Advocacy Network (CYAN) is dedicated to supporting youth and young adults by advocating for a tobacco-free California. They provide tobacco control professionals and young people with the tangible tools for action to mobilize a powerful statewide movement. The staff is committed to changing the tobacco use culture in California's high schools, colleges and universities, military bases, and all levels of the young adult community.

- **CDC Guidelines for school health programs to prevent tobacco use and addiction (1994).**

<http://www.cdc.gov/mmwr/preview/mmwrhtml/00026213.htm>

This report provides the basis for how tobacco use prevention policies and programs should be established in school settings.

- **Great Plains Tribal Chairmen's Health Board  
(formerly known as the Aberdeen Area Tribal Chairmen's Health Board)**  
<http://gptchb.org/>

The Health Board provides public health technical assistance, supports research needs and provides advocacy for the 17 federally recognized tribes in the Aberdeen Area, representing the Cheyenne River Sioux Tribe, Crow Creek Sioux Tribe, Flandreau Santee Sioux Nation, Lower Brule Sioux Tribe, Oglala Sioux Tribe, Rosebud Sioux Tribe, the Santee Sioux Nation, Sisseton-Wahpeton Oyate, Spirit Lake Nation, Standing Rock Sioux Tribe, Yankton Sioux Tribe, Three Affiliated Tribes (Mandan, Hidatsa, and Arikara), the Turtle Mountain Band of Chippewa, the Winnebago Tribe of Nebraska, the Omaha Tribe of Nebraska, the Ponca Tribe of Nebraska, the Sac and Fox Tribe of the Mississippi in Iowa, and one Indian Service Area – Trenton Indian Service Area, with an estimated enrolled membership of nearly 170,000 in the four-state region of SD, ND, NE and IA.

- **Keep It Sacred**  
<http://www.keepitsacred.org>

This site is an online resource for the National Native Network, which is funded by the CDC. This website provides a large collection of culturally tailored, Native-specific resources, including The Tribal Policy Tool Kit which contains information to help plan and carry out efforts to implement an effective smoke-free policy appropriate for your tribal community or working with American Indian youth (including talking points, community readiness assessments, sample resolutions and ordinances); a media center (print, audio, video) with tools that can be adapted for your community; data on the health impact of commercial tobacco in Indian Country; information regarding the traditional use of tobacco; national and local events; links to publications regarding tobacco in American Indian communities.

- **Legacy Tobacco Documents Library**  
<http://www.library.ucsf.edu/tobacco>

Search, view, and download more than 13 million documents created by the tobacco industry concerning scientific research, manufacturing, marketing, advertising, and sales of cigarettes. The library is sponsored by the American Legacy Foundation.

- **National African American Tobacco Education Network**  
[www.naaten.org/index.html](http://www.naaten.org/index.html)

This site provides resources on tobacco-use prevention specific to African American communities and populations, including materials for physicians and dentists.

- **Northern Plains Tribal Tobacco Technical Assistance Center (NPTTAC)**  
[www.sacred-life.org](http://www.sacred-life.org)

NPTTAC is a program under the umbrella of the Northern Plains Health Promotion Programs, which is a program of the Great Plains Tribal Chairmen's Health Board. Services are designed to strengthen commercial tobacco and control efforts with tribal leadership, tribal health professionals, tobacco stakeholders, tribal schools, Indian Health Service leadership and staff,

and other tribally-based organizations and organizations that serve American Indian populations. NPTTAC honors the difference between sacred tobacco and commercial tobacco; provides culturally relevant health education materials; and recognizes the importance of networking and building close relationships to share limited resources.

- **National Spit Tobacco Education Program (NSTEP)**

[www.nstep.org](http://www.nstep.org)

NSTEP's mission is to prevent people, especially young people, from starting to use smokeless (or spit) tobacco, and to help all users quit. A project of Oral Health America, the program offers both print and video materials on the dangers of spit tobacco.

- **South Dakota Department of Education – Youth Risk Behavior Survey**

[http://doe.sd.gov/schoolhealth/documents/YRBS\\_tobaccoUse.pdf](http://doe.sd.gov/schoolhealth/documents/YRBS_tobaccoUse.pdf)

The YRBS is a questionnaire consisting of items that assess the six priority health-risk behaviors that result in the greatest amount of morbidity, mortality, and social problems among youth. These behaviors fall into six categories: behaviors that result in unintentional and intentional injuries; tobacco use; alcohol and other drug use; sexual behaviors that result in HIV infection, other sexually transmitted diseases and unintended pregnancies; dietary behavior; and physical activity. The link above takes you to the tobacco use report for 2011.

- **South Dakota Department of Health – Youth Tobacco Survey**

[http://doh.sd.gov/Tobacco/PDF/2011\\_YTS.pdf](http://doh.sd.gov/Tobacco/PDF/2011_YTS.pdf)

In 2011, the South Dakota Tobacco Control Program conducted a youth tobacco survey among middle school students in the state. This survey has been conducted in odd numbered years since 1999 and can track changes in tobacco related behavior, priorities and policy over time. The South Dakota Youth Tobacco Survey (SDYTS) is a comprehensive survey of tobacco use, access to tobacco, cessation, knowledge and attitudes about tobacco, and exposure to secondhand tobacco smoke among South Dakota youth. The SDYTS provides useful information to guide youth tobacco prevention, cessation, and control efforts in the state. It also provides valuable data that can be used to track trends in South Dakota over time.

- **Tar Wars**

[www.tarwars.org](http://www.tarwars.org)

This program is sponsored by the American Academy of Family Physicians and targets 4th- and 5th-graders with an award-winning education program and poster contest. Classroom presentations and program guides are available for teachers and presenters, as well as posters and merchandise.

- **Tobacco Education Clearinghouse of California**

[www.tecc.org](http://www.tecc.org)

The Clearinghouse provides an extensive library of low-cost educational materials available to order.

- **truth**

<http://www.thetruth.com/>

truth is the largest youth smoking prevention campaign in the country – and the only national campaign not directed by the tobacco industry. The campaign exposes the tactics of the tobacco industry, the truth about addiction, and the health effects and social consequences of smoking. It doesn't preach. It doesn't judge. Instead it works by allowing teens to make their own informed choices about tobacco use. The campaign includes:

- Educational advertising on television, social networking sites and increasing grassroots outreach through a summer tour.
- Facts and information about tobacco and the industry, giving teens tools to take control and make informed decisions.
- A highly interactive Web site offers important information about tobacco use.

## Important Dates with Opportunities to Support Tobacco-Related Activities

Be sure and check with sponsoring organizations, South Dakota Tobacco Control Program, or other tobacco programs for exact dates from year to year. Dates are listed in parentheses after the event.

### January

- National Birth Defects Prevention Month
- Tobacco-Free Awareness Month
- New Year's Day (1)

### February

- American Heart Month
- National Cancer Prevention Month
- National Wear Red Day (1st Friday)
- National Burn Awareness Week  
(1st full week)
- Valentine's Day (14)
- Through With Chew Week  
(3rd full week)
- Great American Spit Out  
(Thursday of Through With Chew Week)
- Academy Awards

### March

- Lesbian, Gay, Bisexual & Transgender Health Awareness Month
- Brain Awareness Week (2nd full week)
- National Poison Prevention Week  
(3rd full week)
- Kick Butts Day

### April

- National Cancer Control Month
- World Health Day
- Earth Day (22)

### May

- Clean Air Month
- Asthma Awareness Month
- World Asthma Day (1st Tuesday)
- Mother's Day (2nd Sunday)
- World No Tobacco Day (31)

### June

- National Cancer Survivors Day
- National Men's Health Week  
(week before Father's Day)
- Father's Day (3rd Sunday)

### July

- Independence Day (4)

### August

- Friendship Day
- Equality Day (Women's Right to Vote)

### September

- World Heart Day

### October

- Healthy Lung Month
- Youth Against Tobacco Month
- Native American Day (2nd Monday)
- National Red Ribbon Week
- Lung Health Day

### November

- Lung Cancer Awareness Month
- Chronic Obstructive Lung Disease (COPD) Awareness Month
- Great American Smokeout  
(3rd Thursday)



## Appendices





## **TOBACCO-FREE SCHOOLS**

The \_\_\_\_\_ School District recognizes its duty to promote the health and safety of students, staff and citizens on district property and during school-sponsored activities. In accordance with this responsibility, it is the intent of the School Board to establish a tobacco-free school environment that demonstrates a commitment to helping students resist tobacco use and that emphasizes the importance of adult role modeling.

The use, possession, or promotion of tobacco on school property or during school-sponsored activities is prohibited. This policy shall be in effect at all times and shall apply to all students, employees and visitors.

For the purposes of this policy:

1. "Tobacco" means any substance or item, in any form, containing tobacco;
2. "School property" means all district-owned, rented or leased buildings, grounds and vehicles;
3. "School-sponsored activity" means any planned, organized, endorsed, or supervised activity involving district students or staff that occurs either before, during or after regular school hours;
4. "Promotion" means the use or display of tobacco-related clothing, bags, lighters, or other material that is designed to encourage the acceptance or use of tobacco.

Students or district employees found in violation of this policy will be subject to appropriate consequences, which may involve a range of enforcement options including disciplinary action and educational alternatives to disciplinary action. Visitors in violation of this policy will result in appropriate sanctions as determined and imposed by the administration, which may include direction to leave school property.

The superintendent shall provide reasonable public notification of the district's policy, including, but not limited to, inclusion in student and staff handbooks. The superintendent may develop administrative regulations as necessary to implement this policy.

Legal References: SDCL 22-36-2 - Smoking in public place or place of employment prohibited  
SDCL 13-8-39 - Management of schools by board - General powers

Adopted: [DATE]

Revised: [ASBSD Policy Reference Manual, 12-2009]

*Notes: ASBSD sample policies are intended to be a guide for school districts. As is the case with any policy, a local school district's unique circumstances, challenges and opportunities need to be considered.*

## TOBACCO-FREE SCHOOLS - REGULATION

### **A. DISSEMINATION**

To promote compliance with this policy, students, staff and the public shall be notified of the school district's tobacco-free schools policies and regulations. Notification procedures shall include, but are not limited to:

1. Summaries of this policy and relevant regulations shall be placed in the student and staff handbooks.
2. Sufficient signage shall be placed in appropriate locations throughout the district's buildings and grounds.
3. Event programs and similar documents that are often viewed by visitors shall contain a notification of the policy.
4. When appropriate, announcements about the school's policy will be made prior to or during school events.

### **B. ENFORCEMENT**

The success of this policy will depend upon the thoughtfulness, consideration, and cooperation of tobacco users and non-tobacco users. All individuals on school premises share in the responsibility for adhering to and enforcing this policy.

Tobacco-free policy enforcement is designed to educate students, staff and others about the health risks associated with tobacco. Punitive measures, in accordance with district policy, will be used for repeat offenders.

1. **Students.** Any student found in violation of this policy shall be required to complete an assignment as an alternative to formal discipline. The assignment will be determined by the building principal or designee and will focus on helping the student understand the consequences of tobacco use. Students found to repeatedly violate this policy shall be subject to disciplinary action pursuant to district policy.
2. **Employees.** Any district employee found in violation of this policy may be provided with tobacco cessation information and will be encouraged to participate in a tobacco cessation program. Employees found to repeatedly violate this policy shall be subject to disciplinary action pursuant to district policy.
3. **Visitors.** Other adults observed to be in violation of this policy shall be asked to refrain from the behavior. Repeated violations of this policy will be handled on a case-by-case basis by an authorized district official and may result in a directive to leave school property.

### **C. DEFINITIONS**

For the purposes of this policy, tobacco means any substance or item, in any form, containing tobacco. The administration will treat the use, possession or promotion of all forms of nicotine-containing products or nicotine delivery devices, which may or may not include actual tobacco, as a violation of this policy, provided the product or device is not part of an individual's cessation program.

Legal References: SDCL 22-36-2 - Smoking in public place or place of employment prohibited  
SDCL 13-8-39 - Management of schools by board - general powers

Cross Reference: AEA – Tobacco-Free Schools

Adopted: [DATE]

Revised: [ASBSD Policy Reference Manual, 12-2009]

*Notes: ASBSD sample policies are intended to be a guide for school districts. As is the case with any policy, a local school district's unique circumstances, challenges and opportunities need to be considered.*



**Appendix B:**

**TOBACCO-FREE SCHOOL**

**MODEL POLICY CHECKLIST**

## ***Checklist for Model Comprehensive Tobacco-Free School Policy in South Dakota***

Instructions: Review your school districts' current School Tobacco Policy and use the checklist below as a guide to determine where changes need to be made.

Refer to the ASBSD Model Comprehensive Tobacco-Free School Policy to assist your school district achieve a comprehensive School Tobacco Policy.

	1. The policy includes a statement explaining the rationale for the policy and definitions of tobacco and tobacco use.
	2. Tobacco is specifically named in the policy, not implied by prohibiting drugs (such as alcohol and other drugs).
	3. All components of the policy are effective 24 hours a day, 365 days per year. This includes all days when school is not in session.
	4. All school buildings, grounds, campuses, housing, property (including vehicles/buses), whether owned or leased, are tobacco-free at all times.
	5. Students are prohibited from possessing and/or using tobacco products on school grounds or at school events, whether on or off school district property.
	6. School staff are prohibited from using tobacco products on school grounds or at school events, whether on or off school district property.
	7. Visitors are prohibited from using tobacco at school events, both on and off school property.
	8. Wearing clothing or using other items that advertise or promote tobacco products is prohibited.
	9. The policy prohibits tobacco advertising and acceptance of gifts from the tobacco industry.
	10. A plan to communicate the tobacco policy to all students, employees and visitors is outlined.
	11. An enforcement plan for students is outlined and provides cessation resource information.
	12. An enforcement plan for employees is outlined and provides cessation resource information.
	13. An enforcement plan for visitors is included.

## Appendix C:

### **SAMPLE SURVEYS TO ASSESS CURRENT TOBACCO-FREE POLICY**

## Staff Survey

The following survey is being conducted to determine the effectiveness of our efforts to assist students who demonstrate behavior that interferes with learning or co-curricular performance and to prevent alcohol, tobacco and other drug use. The results of this survey will give our school valuable information for future planning efforts. Please check the primary group of students with whom you work.

- Elementary school
- Middle school
- High school

9. If you observed behaviors that interfered with a student's learning or co-curricular performance, how likely would you be to refer the student for assistance?

5      4      3      2      1

Very likely      Not at all likely

**DOES YOUR SCHOOL BUILDING HAVE  
CLEARLY DELINEATED PROCEDURES FOR  
YOU TO FOLLOW IN THE SITUATIONS LISTED  
BELOW?**

10. Staff member identifies behaviors indicated a problem with a student.  
 yes       no       unsure

11. Student seeks help from a staff member.  
 yes       no       unsure

12. Classmate or friend seeks a staff member's help for another student.  
 yes       no       unsure

13. Parent seeks a staff member's help for his/her child.  
 yes       no       unsure

## ARE THERE RESOURCES AND SUPPORT FOR YOU TO HELP STUDENTS WHO DEMONSTRATE PROBLEM BEHAVIORS?

14. I know where to refer a student for help.  
 yes       no

15. It is expected that I will refer a student for help.  
 yes       no

16. If I make a referral, I believe some action will be taken to benefit the student.  
 yes       no

17. Adequate information/training about how to help students is available to me.  
 yes       no

18. I am reluctant to get involved in a student's personal life because of the possible legal complications.  
 yes       no

19. I am reluctant to get involved in a student's personal life because of the time commitment.  
 yes       no

20. Other resources or support

## Parent Survey

The following survey is being done to determine the effectiveness of our school's programs to prevent alcohol, tobacco and other drug problems. The results of this survey will give our school valuable information for future planning efforts.

1. Our school has a comprehensive alcohol, tobacco, and other drug policy.  
 yes    no    unsure
2. Our school has clear rules about alcohol, tobacco, and other drug use.  
 yes    no    unsure  
*If you answered "no" or "unsure" then go right to Question 4.*
3. If yes, our school enforces the rules fairly and consistently.  
 yes    no    unsure
4. I feel our school will help students that have a problem with alcohol, tobacco or other drugs.  
 yes    no    unsure
5. I feel our school gives a strong, clear message about not using alcohol, tobacco or other drugs.  
 yes    no    unsure
6. If my child had a problem with alcohol, tobacco or other drugs, I would know how to get help.  
 yes    no    unsure
7. I consider the school as a resource to me if I need help for my son or daughter.  
 yes    no    unsure
8. Our school sponsors and promotes alcohol, tobacco and other drug free activities.  
 yes    no    unsure
9. Our school prepares our children to make healthy, legal, and safe decisions about alcohol, tobacco and other drugs.  
 yes    no    unsure

10. Our school has helped me as a parent to understand my role in the prevention of alcohol, tobacco and other drug use with my child(ren).

yes    no    unsure

11. I feel the school wants my involvement in these prevention efforts.

yes    no    unsure

12. I know how to become involved in prevention efforts with the school and the community.

yes    no    unsure

13. What else could our school and community be doing to prevent alcohol, tobacco, and other drug use problems? \_\_\_\_\_

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**THANK YOU VERY MUCH FOR  
COMPLETING THIS SURVEY.**

## Student Survey

The following survey is being done to help us know whether our school's programs to prevent alcohol, tobacco, and other drug problems really work. Your honest answers to these questions will be very helpful.

1. Our school has clear rules about alcohol, tobacco and other drug use.  
 yes       no       unsure  
*If you answered "no" or "unsure" then go right to Question 3.*
2. If yes, I feel these rules are fairly enforced.  
 yes       no       unsure
3. I feel our school will help students that have a problem with alcohol, tobacco, or other drugs.  
 yes       no       unsure
4. If I have a problem with alcohol, tobacco, or other drugs, I would know how to get help.  
 yes       no       unsure
5. If a friend of mine has a problem with alcohol, tobacco, or other drugs, I would know how to get help.  
 yes       no       unsure
6. Our school promotes alcohol, tobacco, and other drug free activities.  
 yes       no       unsure
7. I feel our school gives a strong, clear message about not using alcohol, tobacco, or other drugs.  
 yes       no       unsure
8. I feel our school has prepared me for making healthy, legal, and safe decisions about alcohol, tobacco and other drug use.  
 yes       no       unsure

9. What else could our school be doing to help prevent alcohol, tobacco, and other drug use problems? \_\_\_\_\_

**THANK YOU VERY MUCH FOR  
COMPLETING THIS SURVEY.**

**Appendix D:**  
**SAMPLE MEDIA ADVISORY**  
**AND PRESS RELEASE**



## **South River High School**

987 Main Street  
River Bank, South Dakota  
605-123-4567

**For Immediate Release**  
**March 20, 2013**

**Contact:** **Sally Smith**  
**605-123-4567 ext. 23 or**  
**605-789-1234 (Cell)**

### **Media Advisory**

**What:** **Wall of Remembrance and Memorial Ceremony**  
*To commemorate those who have died or are sick as a result of tobacco use*

**When:** **Wednesday, March 20th at 10:00 a.m.**

**Where:** **Auditorium, South River High School**

**Who:** **South River Teens Against Tobacco Use and the South River Tobacco-Free Alliance**

**Why:** As part of Kick Butts Day, a “**Wall of Remembrance**” will be erected to put a face on the tragedy that tobacco use causes for hundreds of South Dakota families each year. The Wall will consist of more than 100 photographs and personal remembrances from those who have lost a loved one to a tobacco-related disease as well as to those who are sick as a result of tobacco use or exposure to secondhand smoke.

In addition to the Wall of Remembrance, there will be testimonials by individuals who have lost family members to tobacco or who are ill as a result of tobacco use or exposure to secondhand smoke. Adults and youth will share their stories at this memorial service.

The photographs and personal experiences at this event will offer very powerful stories about the serious impact that tobacco use has in our community. This is a very visual and moving event.

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## **South River High School**

987 Main Street  
River Bank, South Dakota  
605-123-4567

**For Immediate Release**  
**March 20, 2013**

**Contact: Sally Smith**  
**605-123-4567 ext. 23 or 789-1234 (Cell)**

### **Facing the Faces: Telling Tobacco's Toll in Pictures and Stories**

*Advocates mourn the loss of many and express support for action to reduce tobacco's toll*

**River Bank** (March 20, 2013)– Dozens of students, teachers and people who have lost loved ones due to tobacco-related disease gathered at the South River High School Auditorium today to honor those who have lost their lives or are ill as a result of tobacco use.

“Today we pause to remember and reflect on the loss that each of us has felt as a result of tobacco use,” stated Cindy Shepherd, a 10<sup>th</sup> grader from South River High School and member of the school’s Teens Against Tobacco Use (TATU). “The harm caused by tobacco cuts across all lines – ethnic, cultural, geographic, economic – and unites us in our resolve to keep another generation from falling prey to its addictive power.”

Wearing brown ribbons as symbols that the lives lost are more than just statistics, the crowd was surrounded by more than 100 photographs and personal remembrances from people who have lost loved ones or are watching them suffer as a result of tobacco use. This “Wall of Remembrance” was assembled to put a face on the human tragedy of tobacco use in South Dakota. Each year in South Dakota more than 1,000 people die from smoking-caused illnesses – cancer, heart disease, lung disease.

Several speakers shared their pain and loss. “I have lost too many immediate relatives because of tobacco and I am doing everything that I can today to make sure that young people know that tobacco is nothing more than a slow painful death sentence,” said Paul Copper. Mr. Copper is a teacher at South Bank High School and is the advisor to the school’s TATU group.

Adding her story to those offered at today’s remembrance was School Board Member Dona Elliston. “I’ve lost my father, husband and father-in-law all to tobacco’s addictive grip and if I could leave one impression on all of you gathered here today it is this -- don’t ever start and do everything you can to keep friends and family from using this deadly product.” Ms. Elliston added, “Making sure that our young people don’t start smoking is the reason that the School Board has just decided to enact a strong tobacco-free campus policy.”

“It’s not just those that use tobacco products that are affected – even those that don’t smoke but are exposed to secondhand smoke are also at risk,” noted Nick DeVries, another South River TATU student. “This does touch me personally since my uncle lost his life because of secondhand smoke.”

Today’s event was sponsored by South River Teens Against Tobacco Use and the South River Tobacco-Free Alliance as part of Kick Butts Day, a national day of activism that empowers youth to stand out, speak up and seize control against Big Tobacco. The South River High School TATU program is comprised of 30 ninth and tenth graders who use a peer-led model to teach elementary students to avoid tobacco. The South River Tobacco-Free Alliance is the local coalition that is working to support tobacco use prevention policies throughout the county.

