Registration

**Purpose:**
1. Register all students
2. Make sure we have all of their forms

**Overview:**
1. Make one registration form for each school and have each student sign in on form
2. Have them sign in and make a name tag
3. Have all students turn in their health and consent forms and have a staff person check to make sure all forms are completed and each student has their forms
4. Hand in health consent and sign-in sheets to training coordinator

**Summary:**
1. Make sure all of the students have permission to attend training and be in any media, should they attend training
2. Complete the pre-training assessment (which gathers a baseline on students to see if they gain any knowledge or skills during the training)

**Supplies Needed:**
1. Signed Health Information and Consent Form for each student
2. Sign-in sheet, one for each school (included pg. 2)
3. Markers
4. Pencils
5. Name Tags
6. A folder for all training forms (i.e. Health and Consents, sign-in sheets, and surveys)
SWAG Mini-Training
Sign-In Sheet

School: ______________________________          Date: ______________________
Mentor: ______________________________________________________________
E-mail:____________________________________ Work Phone #: ______________
Best time to be contacted:________________________________________________

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Surveys

Purpose:
1. Survey the students’ and mentors’ knowledge and attitude prior to and after training to see if they improved in either or both.
2. When collecting surveys, double check that they have filled in their code number at the top and have not forgotten to fill all questions on surveys.

Overview:
1. To maintain anonymity, have them use initials (F.M.L.) and birthdate (MM/DD/YY) as their “Code Number”
2. Students and mentors will sit down at a table and fill out the survey.
3. Remind everyone that the surveys are only for research purposes and should be filled out individually and not as a team. If they have any questions please raise hands.
4. Explain that for the first part of the questions, circle the answer you believe is correct. On the second part, circle the best answer you feel reflects your comfort level.
5. Hand out forms and pencils and begin.
6. Once everyone is done, review each form for accuracy. Check for code numbers and that all questions have been answered, and then hand in to training coordinator.

Summary:
Thank the students again and let them know that these are for our purposes only and that they will be taking the same survey at the end of the day to see what they learned along the way.

Supplies Needed:
1. Pre-Training Survey (one copy per student and mentor) (included pg. 4-5)
2. Pencils
3. Folder to put surveys in
Please put your initials and your birthdate (MM-DD-YY) in the spaces below:
Initials: __  __  __  Birthdate: ____ -____-__ __

**SWAG Mini-Training Pre-Survey**

1. **The following have been associated with a community having a comprehensive smoke-free indoor air law:**
   a. Air pollution reduction in bars and restaurants that used to allow smoking
   b. More people choosing to quit smoking
   c. Fewer heart attacks
   d. Fewer youth becoming daily smokers
   e. All of the above

2. **Media is one way to provide educational messages to the community. Circle any items that you consider media:**
   a. Public Service Announcement
   b. Facebook
   c. Newspapers/Letters to the Editors
   d. Bake Sale

3. **What is the current state tax on a pack of cigarettes in Missouri, making it the lowest in the nation?**
   a. $0.17
   b. $.57
   c. $1.00
4. School Board and City Council meetings are open to the public.
   a. True
   b. False

5. There are ______ smoke-free communities in Missouri.
   a. 0
   b. 1-5
   c. 6-10
   d. > 11

6. Which of the following describes a good PSA?
   a. Scare tactics
   b. Lots of statistics
   c. Just get in front of the camera and talk
   d. None of the above

7. Please circle the category that represents how comfortable you feel about the following:

   I feel comfortable approaching my School Board or Principal about tobacco use at my school.
Not Comfortable  Somewhat Comfortable  Very Comfortable

I feel comfortable contacting my City Council representative or Mayor about my community going smoke-free.

Not Comfortable  Somewhat Comfortable  Very Comfortable

I feel comfortable contacting my Missouri State Senator or Representative about tobacco issues.

8.  Please circle the category that represents how likely you are to do the following:

I would have an event in my community to educate people about tobacco use.

Not Likely  Somewhat Likely  Very Likely

I would write a letter to the editor in my local or school newspaper.

Not Likely  Somewhat Likely  Very Likely

I would post on Face book or Twitter about the benefits of a smoke-free lifestyle.

Not Likely  Somewhat Likely  Very Likely
I would make a video or public service announcement to educate my peers about the importance of our state going smoke-free.

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**Welcome**

**Purpose:**

1. Welcome and introduce trainers
2. Give logistics, restroom locations, etc.
3. Acknowledge sponsors
4. Go over all expectations
5. Tobacco Taboo

**Overview:**

1. Welcome them and thank them for coming.
2. Introduce the SWAG Mission Statement: “To promote healthy lifestyles by advocating for a tobacco free Missouri, educating youth about the risks of tobacco use, and empowering future generations to be tobacco-free.”
3. Tell them where the bathrooms are located and any other important information.
4. Ask everyone to put away purses, cell phones, etc. as they will not need them during the training.
5. Let everyone know that the training will be interactive and fun.
6. Thank all sponsors: “The Students With A Goal trainings are sponsored by the University of Missouri and Missouri Foundation for Health.” Also thank those who provided the time, space, food, etc.
7. Introduce all those present who are helping with the day’s training.
8. Give a short overview: “SWAG stands for Students With A Goal, which was originally a 2-day conference held this past summer. The Show-Me PALS (People Advocating Living Smoke-free) are a group of active young people from all over the state who developed six sessions that they taught to other high school students at the conference. Now we have adapted their presentations into a 1-day training to share with any students, like you, who were unable to attend.”
9. Ask for questions.
10. Tell them that you hope they have a fun day and learn valuable information about tobacco and its harmful effects so they can take it back into their communities and share with other.
11. **Tobacco Taboo** will be played after each session
   
a. **Rules:** One student will volunteer to read an answer and give clues to the audience. The audience will then raise their hands or shout out the answer until they are correct. Give both volunteer and student with correct answer prizes. The student who answers correctly can also be the next person to give clues if they want (otherwise ask for a new volunteer).

**Summary:**

Give students a quick overview of today’s events and explain **Tobacco Taboo**.
Supplies Needed:
  • Tobacco Taboo (included pg. 7)
**Tobacco Taboo**

Cut each answer into strips and hand one to each student who volunteers to give clues. (If you don’t want to cut strips, you can also just show the student their answer before their turn.)

Tobacco Taboo prizes for Taboo winners (candy, hacky sacks, bouncy balls, etc.)

*Example Answer: Sports students’ play in school:*
- Football (Clue: play on Friday nights)
- Soccer (Clue: can’t use hands)
- Basketball (Clue: play inside on a court)
- Golf (Clue: play outside, lots of walking)

1. **Answer: Famous people who have suffered from Tobacco Related Illnesses**
   - John Wayne
   - John Candy
   - Amy Winehouse
   - Walt Disney

2. **Answer: Harmful “cig” ingredients**
   - Acetone
   - Formaldehyde
   - Arsenic
   - Carbon Monoxide
   - Ethanol

3. **Answer: Ways to educate about tobacco**
   - PSA’s
   - Newspapers
   - Magazines
   - Radio
   - Social Marketing
   - Billboards

4. **Answer: Diseases developed from tobacco**
   - Ear infections
   - Emphysema
   - Lung Cancer
   - Bronchitis

5. **Answer: How smoking affects you**
   - Weight loss
   - Smelly
   - Rotting teeth
   - Early signs of aging
Session 1: PSAs

Purpose:
1. Overview of PSAs
2. Explain what PSAs are
3. Positive steps for good PSAs

Overview:
1. PSA Taco: “Stick a labeled note card (with PSA fact) on the back of everyone’s shirt (i.e. the phrase “Use Real Language” printed on a note card). Have each player mingle around asking yes/no questions to find out the PSA fact that is on their back. Each individual must find out which fact they are and then find enough facts to make a good PSA. Explain that each member of each group will have a different fact. When a group finds all their facts, have them yell “SWAG!”
   ▪ Depending on the group size you can use all 8 PSA facts or only a few.
2. Go over the PowerPoint presentation: “PSAs” and discuss
3. When the PPT is over, hand each group a fact sheet and story board. Tell them that each group will pick one fact and develop a PSA. This PSA can be for radio, TV or print. Using the story board, they will write up their PSAs and practice their presentation in the way that reflects their media outlet. (For example: for a TV ad, act it out; for radio, speak the ad as it would sound on-air; for print, and draw/write the ad out.) Give approximately 10 minutes to create, then each group will present to the whole group.
   ▪ YouTube PSA examples: Like Father Like Son and Filthy Habit
   ▪ SWAG Conference PSA examples: SWAG Winner, SWAG Runner-Up, and Show-Me PALS Kick Butts
4. Tobacco Taboo question

Summary:
A Public Service Announcement is a short 15-60 second video or audio clip that provides public health information to the community. PSAs can be funny, heartwarming, sad, informative, etc. There are eight core ingredients to making a good PSA (attached on pg. 13).

Supplies Needed:
1. Power Point presentation (PSAs)
2. Sticky notes/note cards (for PSA taco) (included pg. 9)
3. Markers
4. Fact Sheet (2 per team) (included pg. 10-11)
5. Storyboard Sheet (allow extras for mistakes) (included pg. 12)
PSA Taco Facts

1. Evaluate
   a. What and who is the PSA about?

2. Use Real Language
   a. Every day language is more effective than big words that some will not understand.

3. Use Emotions
   a. People act based on emotions. Emotions, not just facts, sell.

4. Make it Personally Relatable
   a. Make it a conversation.

5. Identify the Organization
   a. Let the audience clearly know what organization the PSA is created by.

6. Give Exactly One Message
   a. The core message is what you want the audience to hear, understand, and remember. Asking them to do too many things at once is overwhelming, so stick with one.

7. Clarity
   a. Make sure your audience understands the full message after the first time they hear/see it.

8. Keep It Short and Simple (KISS)
   a. 30-60 seconds is ideal. Contact the media outlet and abide by their ad requirements.

Cite: Kansas Association of Broadcasters
**Facts about Secondhand Smoke**

**Fact 1)** Breathing secondhand smoke for only 30 min. damages the heart like regular smoking. Source: *Journal of the American Medical Association*, (2001).

**Fact 2)** The air in smoky rooms is nearly 6 times dirtier than the air in a busy highway.

**Fact 2a)** Busy highways have cleaner air than smoky rooms.

**Fact 3)** Cigarette smoke contains more than 7,000 chemicals and compounds. At least 250 are toxic and **69** cause cancer. Source: *US Surgeon General* 2006 and 2010

**Fact 4)** For every 8 smokers who die, one non-smoker will also die from secondhand smoke.

**Fact 5)** In Missouri, more than 1,100 people die each year from being exposed to secondhand smoke. Source: Missouri Department of Health and Senior Services, 2011

**Fact 6)** Children and adults get sick or die from secondhand smoke.

**Fact 7)** Smoke-free policies do not hurt the bottom line for restaurants or bars.

**Fact 8)** Many Missourians with asthma breathe secondhand smoke at home and work.

**Fact 9)** Customer satisfaction actually increases in restaurants that go smoke-free.

**Fact 10)** Smoke-free ordinances keep teenagers from smoking.
Source: *Archives of Pediatric and Adolescent Medicine*, (2008)

**Fact 11)** Missouri ranks 49 out of 50 states for the fewest people being protected by non-smoking policies at work.
Source: *Centers for Disease Control and Prevention*, 2010 (data from 2007)

**Fact 12)** Missouri ranks 40 out of 50 for states with the highest smoking rates.
Source: *Centers for Disease Control and Prevention*, 2010

**Fact 13)** Missouri ranks 41 out of 50 states for death rates due to smoking.
Source: *Centers for Disease Control and Prevention*, 2010

**Fact 14)** Almost 10,000 Missourians will die this year from smoking.
Source: *Missouri Department of Health and Senior Services*, 2011
Fact 15) About 60% of children breathe secondhand smoke regularly. 

Fact 16) Smoke-free workplaces influence teenagers not to smoke. 
Source: Journal of the American Medical Association, 2000

Fact 17) Only 100% smoke-free policies get rid of secondhand smoke completely. 

Copyright C.A.S.E. 2006. All Rights reserved. 
Campus-Community Alliances for Smoke-free Environments. 
C.A.S.E. is a not-for-profit organization. Please contact us with any questions. 
August 21, 2009
Storyboard

Topic: Secondhand smoke

Fact:

Who is your audience?

Attention grabber: (visual, emotional, humor, surprise,)

Create script: 30 second ad is only about 5-7 sentences

Practice

Present to group
Session 2: School Tobacco Policy

Purpose:
1. Learning about what a good comprehensive school policy is and steps to attain one

Overview:
1. Break students into teams by following the instructions below:
   a. Take the five puzzle facts below and copy on one full size or regular copy paper. Cut each puzzle into equal parts. During training, break students into 5 equal teams (teams can vary, depending on the number of students you have).
   b. Mix puzzle pieces up
   c. Hand each student a puzzle piece (any extra pieces just give the pieces to the group once they have their team together. Color coding each puzzle would be an easy way to track each puzzle.)
   d. Have students sit in each group for rest of presentation.
2. Go over PowerPoint presentation: “School Policies”
3. Show “Man on the Street”
4. In each group have them discuss what their fact on the puzzle is why it could be important in their presentation. Have them share answers with the group.
5. Tobacco Taboo

Summary:
School tobacco policies are an important step to creating a smoke-free community. The first step is creating a presentation that includes valid and sourced facts, community opinions (through interviews and surveys), personal stories, etc. This presentation should then be taken to the school board. Making a presence within each school system is important in eventually gaining a tobacco-free policy. Some school systems pass policies almost immediately, while others take many meetings and a lot of fighting to get them passed.

Supplies Needed:
1. Power Point presentation (School Policies)

Puzzle 1: Components of a comprehensive policy include: development and enforcement of polices, education on the effects of smoking, k-12 prevention education, teachers training, parents and community support for school programs, cessation services, and assessment of tobacco use at regular intervals.

Puzzle 2: The most important steps when working on a school policy are assessing current policies, being educated on the importance of a comprehensive policy, gathering support, knowing your school board process, gathering evidence, and learning statistics.

Puzzle 3: Some great ways to gather support for your new policy are with students, parents, and also through staff community surveys, petitions, and personal testimonies.

Puzzle 4: When presenting to a school board: dress professionally (SWAG or Smokebusters shirts with nice jeans or slacks), set a timeline and start earlier in the year (around December for first meeting), decide who will present what part of the presentation, and Practice, Practice, Practice!
Puzzle 5: After the school board meeting: follow up with any of their questions that you couldn’t answer, find out what the Board’s next steps are, monitor the Board to make sure they address the issue, and gather more support if needed.
Session 3: Benefits of a Smoke-Free Community

**Purpose:**
Give a brief understanding of why the benefits and importance of a smoke-free community.

**Overview:**
1. Cut 10-12 footprints using the Q and A below. Cut and paste each question on the left foot and the answer to the question on the right foot. Cut the footprints apart and hang up the left foot (questions) on the wall.
2. Keep the students in their group from last session and hand each group one or two answers along with a piece of tape. Have them match their answer(s) with the correct question. Have them leave them up until after the presentation.
3. Go over the PowerPoint: “Benefits of a Smoke-Free Community”
4. After the presentation have the students look over the footprints again and see if they would like to change any answers based of the presentation.
5. Go over all the questions.
6. Tobacco Taboo

**Summary:**
This session is mostly fact-based. Having lots of information and personal stories about how a smoke-free community is helpful is important to draw attention and make an impact. People have to understand the benefits of why they should accept and promote giving up what they believe are a “personal freedom”—smoking in public places.

**Supplies Needed:**
1. PowerPoint presentation (Benefits of a Smoke-Free Community)
2. Colorful paper for footprints (included pg. 15)
3. Scissors
4. Markers
5. Question sheet (included pg. 16)
6. Tape or Velcro
Footprint Questions and Answers

1. Secondhand smoke kills how many people per year?
   A: 49,000

2. Secondhand smoking can do what to the body?
   A: Increase the risk of heart disease and cancer

3. Big Tobacco no longer markets to youth?
   A: False

4. What company changed their name in order to promote a better image to the public?
   A: Philip Morris

5. How much does Missouri spend on health care costs due to tobacco use each year?
   A: $2.13 billion

6. How much is spent per year on cleaning up tobacco smoke and litter?
   A: $4 billion

7. How many cigarettes does one Orb equal?
   A: 20

8. How many milligrams of nicotine is in one packet of Snus?
   A: 8

9. The bright colorful packaging is made to catch the attention of whom?
   A: Youth

10. How many Missouri cities have comprehensive smoke-free laws?
    A: 20

11. How many tobacco related deaths are there in Missouri every year?
    A: Over 9,000

12. Big Tobacco companies have still not faced up to the truth about the harmful effects of tobacco and tobacco smoke?
A: True
Session 4: Counter-marketing

Purpose:
1. Understanding tobacco industries marketing tactics, and what and how to counter market them.

Overview:
1. Count off students by five and have them get into their groups. (5 groups)
2. Watch and go over Kori Caswell’s PSA
   Show several other ads: Focus on the Positive and Unsweetened Truth
3. Discuss the difference between the videos on Kori’s presentation. (the truth of smoking)
4. Hand each group a large piece of paper and some markers. On the PPT screen, show one tobacco ad and have each group come up with a counter marketing ad. (Included: PPT with ads for this activity)
5. Have each group present their ad and discuss.
6. Tobacco Taboo

Summary:
Big Tobacco spends an average of $10-15 billion a year on advertising and promotions for their product. But they don’t just advertise in magazines and in gas stations, they advertise in movies and television, among other ways. Counter-marketing is a way of taking Big Tobacco’s advertising and turning it around to show people the truth behind tobacco products. (Example: the “truth” campaign) Cite: www.tobaccofreekids.org

Supplies Needed:
1. Power Point presentation (Counter Marketing)
2. Internet access for marketing pieces
3. Large piece of paper (5)
4. Markers
Session 5: Earned Media

Purpose:
1. Understanding what earned media is and why it is important.

Overview:
1. Split the students into group by giving each student a different media source: TV, radio, newspaper, magazines, billboards, the Internet, Face book, and Twitter. (8 groups)
2. After students are in groups, go over PowerPoint presentation: “Earned Media”
3. After the presentation, have each group come up with a letter to the editor on the topic: “the hazards of second hand smoke”. Remember to keep the key components in mind.
4. Tobacco Taboo

Summary:
Media is a very important tool for any organization, company, or campaign; getting proper attention to your cause helps get the word out to those who would otherwise be unaware. There are multiple types of media: TV, radio, newspapers, magazines, billboards, and Internet in which to inform the public using PSAs, radio sound bites, fact sheets, ads, etc. There are also social media outlets like Facebook, Twitter, and blogging sites to share with friends and family about tobacco

Supplies Needed:
1. PowerPoint presentation (Earned Media)
2. Paper
3. Pencils
4. Markers
5. Fact sheet (from Session 1)
6. Letter to the Editor (included pg. 19-20)
Dear Example Globe Editor,

My name is Jane Doe and I am a junior at Example High School. I am writing on behalf of my student organization called the Show-Me PALS (People Advocating Living Smoke-free); we represent the tobacco-free generation in our communities. I have been an activist for educating youth and creating local policy change in schools and communities for 3 years.

I am very passionate about tobacco-free policies because my grandmother died of lung cancer due to a life of smoking. She had multiple surgeries and left this world in so much pain that I couldn’t bear to visit her. Now, because there are no smoke-free policies in our town, my little sister has begun smoking. She sees people around her in restaurants and parks smoking and she doesn’t understand that if it’s legal and people do it everywhere, why it isn’t okay for her to use tobacco too. I not only had to watch my grandmother die, but now I have to see my 13 year old sister fall into the traps of tobacco.

I believe that our community can make a difference in educating young people about the risks of tobacco as well as saving non-smokers who are subjected to unwanted secondhand smoke. I am asking for the public to support me and the Show-Me PALS in making a comprehensive city ordinance to take smoking out of public restaurants and parks.

I appreciate your time and would love to answer any questions you or anyone else might have about our tobacco-free efforts.

Thank you,
Jane Doe
123 Street
Example, MO 00000

000-000-0000
janedoe@example.com

Show-Me PALS

“Do it for me, make Missouri smoke-free!”
Dear [Newspaper] Editor [or, if known, his/her name],

My name is [name] and I am a [fresh, soph, jr, sr] at [ ? high school]. I am writing on behalf of my student organization called [?]; we represent the tobacco-free generation in our communities. I have been a member of Smokebusters, an organization to educate youth and create local policy change in schools and communities for [?] years. [If you have not been in SB, just say how long you have been interested in tobacco-related efforts.] We have spent many hours learning about the harmful effects of tobacco and secondhand smoke as well as the benefits of a smoke-free community. [Add something personal, i.e. how smoking has affected you, how makes you feel when you see someone smoking at your schools, no smoke free places in our community etc.]

We are a growing effort who cares greatly about the health of youth, as well as adults in our communities. We are asking for the public to support us in [i.e. raising tobacco taxes to reduce youth’s access to tobacco products, comprehensive state-wide law prohibiting smoking in all public places, funding for tobacco youth prevention programs like Smokebusters, etc].

We appreciate your time and would love to answer any questions you or anyone else might have about our tobacco-free efforts.

Thank you,
[Name]
[Address]
[Phone number]
[Email]

Show-Me PALS

“Do it for me, make Missouri smoke-free!”
Session 6: Meeting with Decision makers

Purpose:
1. Understanding the importance of decision makers and learning the correct steps when meeting with them.

Overview
1. Have students stay in same groups
2. Go over PowerPoint presentation: “Meeting with Decision Makers”
3. In each group do the SWAG Role Play
4. Discuss their activity
5. Tobacco Taboo

Summary:
One of the most important aspects of getting a tobacco-free policy in the state of Missouri is by contacting your local city council or your own state legislators. Making contact via phone, email, or in person to introduce yourself and give a brief description of what you’re trying to accomplish is an important first step. Following this, set up a meeting with your local legislators to really hash out what your goals are for your community and your state. Then when you have made an impact on your legislators, create a presentation that shows your accomplishments, facts, personal stories, etc. and take it to your city council meeting. Much like the school board meetings, this process may be difficult, but it is very rewarding once your goals begin to be reached.

Supplies needed:
1. PowerPoint presentation (Meeting with Decision Makers)
2. SWAG Role Play (included pg. 23)
3. DOs and DON’Ts Handouts (included on pg. 22)
When talking with officials...

**What you DO**

**What you DON'T**

**DON'Ts:**
- Debate or be argumentative
- Get distracted from your point
- Assume they know what something means (e.g., abbreviations)
- Show disrespect in any way

**DOs:**
- Be nice and polite
- Get right to the point (remember you are dealing with busy people)
- Be personal (show them why you care and why they should care)
- Thank them for their time
Role Play

Instructions: Read each part to the students and ask for volunteers. (Make sure they know that these are speaking parts, so if they are uncomfortable in front of a group, they should just watch.) When all roles are decided, set up a city council meeting (bringing volunteers to the front) and have them act out the meeting based on their described part.

Note: If there is a large group, divide them into groups and elect each part per group.

Mayor: You do not support a Smoke free Ordinance. You don’t want to take away any smokers’ rights. You have the tendency to be rude.

Smoke free Coalition Leader: You are requesting the council to consider a smoke free workplace ordinance for your community. Your mother recently died of lung cancer. She worked for 20 years as a waitress in a restaurant that allowed smoking, she never smoked. You plead with the Council that no one should have to lose their health to earn at paycheck.

Smoke free Advocate #1: You work for the local health department and share facts about how restaurant workers have a 50% higher risk of smoking related illness due to working in smoky environments. Offer other arguments.

Smoke free Advocate #2: You are a Smokebuster that is concerned about having to breathe secondhand smoke in the local arcade and pizza place.

Business Owner: You own the local café and are worried that you will lose business if you go smoke free.
Lunch and Refresher

Purpose:
1. Give the students a break
2. Serve lunch.
3. Interact as a group and have some fun

Overview:
1. Have lunch pre-ordered and serve students.
2. Allow them about 15-20 minutes to eat.
3. If there are any important tobacco issues going on, discuss them while students are eating.
4. After students are done eating, have them help clean up to play “Tobacco Ball.”
5. Discuss Tobacco Ball questions.

Summary:
This activity is a great way to refresh students’ memory of what they have gone over and learned today as well as to have some fun.

Supplies Needed:
1. Meals and any other supplies, i.e. plates, napkins, silverware etc.
2. Three large beach balls
3. Questions from sessions (one question per color on beach ball) (included pg. 25)
4. Permanent marker

Tobacco Ball Activity:
1. Split the groups into three large groups by chemicals (tobacco, nicotine, tar, ammonia, etc.).
2. In their groups, have them form a circle.
3. Give each team a beach ball with questions previously written on it.
4. Tell them to softly toss the ball to each other until they hear someone yell “SWAG”.
5. Pick one group to go first. Whoever has the ball will read the question that is touching his or her left thumb. Then the student must answer the question. If he or she answers correctly, give candy or prize.
6. Then move on to group two and three. Continue tossing the ball around and repeat process several times.
Beach Ball activity

1. How many Missouri cities have strong comprehensive smoke-free laws?
   a. 20

2. The three basic “don’ts” when talking to a leader are:
   a. Don’t argue
   b. Don’t be rude
   c. Never use the word ban

3. One basic suggestion that is always good to do before you meet with a leader is?
   a. Practice

4. After you talk to any leaders it is always good to remember to?
   a. Thank them that day when you are done, follow-up with personal letters and/or phone calls

5. True or False. The tobacco industry always tells the truth in their advertising?
   a. False

6. How many words should you use in a letter to the editor?
   a. No more then 200

7. Advocacy means?
   a. The act or process of supporting a cause

8. KISS stands for:
   a. Keep It Short and Simple

9. How long should a PSA be?
   a. 30 to 60 seconds.
Action Plans

Purpose:
1. Have students and mentors decide which activities they want to complete by December.

Overview:
1. Have the students get back into their school groups and ask mentors to join them. Explain that the Action Plan is their assignment. This is also a contest. Any team who completes their plan and submits forms by Dec. 1st will be entered into the contest. All reports need to be sent to Joyce by Dec. 4th with winners and prizes announced by Dec 15th. Many of these tasks are very easy and do not take a great deal of work. Others are more difficult and require more effort. Both types of activities are still very important. They have several options to choose from that are fun and interesting, but also very important for the anti-tobacco (tobacco control & prevention) cause.
2. They must choose items from the list given (or add their own, but must have it approved by facilitator) and they must explain how they will accomplish their goal and by what time.
3. They will complete two copies, one for the training coordinator to put onto the CASE website system and one for them to take back with them as a reminder of their commitments.
4. Once they have given their action plan to training coordinator, have the coordinator check to make sure everything is complete.
5. Go over the reporting system so everyone has an understanding of how to complete.
6. Explain the rest of activities, etc. that they need are on a flash drive that is given to the mentors.

Summary:
These are the steps that we will ask you to complete for this program. In order for your team to be eligible for prizes, all activities and reports need to be into your outreach coordinator by Dec 1st. Anything after that will not be able to go toward the drawings.

Supplies Needed:
1. Action Plan (included pg. 27-30)
2. Report forms (included pg. 31-33)
3. Pencils
4. Flash Drives (one per school)
SWAG Action Plan Instructions

Below you will find 3 categories of activities. Each of these activities will help with either community efforts to become smoke-free and/or the statewide effort.

Please meet with your group from home including your mentor and make a tentative action plan using the categories below. Upon completion of these activities you will be asked to submit a report form to your outreach coordinator. In order to qualify for prizes all activities and report forms must be submitted to your outreach coordinator by Dec 1st.

Category I: Please select one activity to complete and when completed send a report

- Contact your State Representative or State Senator by phone, letter or e-mail, then set up a follow-up appointment to discuss the importance of Missouri going smoke-free.

  • You can look up state legislators at www.moga.mo.gov. Phone calls are better than letters or emails. Keep track of legislation and let your legislators know your opinion on them. A great source of legislative information like Tobacco Free Missouri advocacy day (www.tobaccofreemissouri.org)

  • Plan a peer presentation to tell them about the SWAG conference and educate them about smoke-free communities and a smoke-free Missouri.

  • You can schedule a meeting with the Optimist Club, Rotary, or similar organization and inform them about the conference, the type of leadership skills you gained, and why smoke-free policies are so important. These groups often prove great sources of adult support/advocates. - Present to a local coalition or community group to tell them about the SWAG training and educate them about smoke free communities and a Tobacco -free Missouri.

  • Make a presentation to the School board, Park board, local businesses, or City Council in your community about the benefits of a smoke-free policy.

  • You could also plan a one-on-one meeting with a city council member and present him/her with benefits of smoke-free policy information in addition to describing the skills you gained at the training.

Category II: Please select two activities to complete and when completed send a report

- Create educational messages that are aired on T.V./radio/or newspaper

  • Sample radio scripts and print media can be found at http://www.casemo.org/smokebusters/media.shtml

- Host a public awareness event to educate the community about becoming smoke-free

  • Hold a town hall meeting with invited speakers and guests to discuss the benefits of going smoke-free

  • Be creative and use fun events to educate—Winter Wonderland, Dodge ball Tournaments

  • Feel free to team up with other events such as sporting events or festivals already in the community

  • Set up a display and/or booth at a community event or festival
Collect 3 personal stories about how smoking in public has impacted people in your community
  • Use video or audio recording and ask people why they care about smoke-free policy (be sure to get a release signed and get permission from the people to use their story)

-Share the above stories at a public event or with decision makers

-Collect at least 10 signatures of community members that support tobacco-free efforts in their community and/or state
  -Identify at least one community coalition/organization that will support smoke-free efforts

**Category III: Please select three activities to complete and upon completion send a report**

-Submit the SWAG mini training press release to your local newspaper

-Establish regular meetings and everyone recruit one friend to attend

-Make contact with your state representative and senator
  • One great way to do this is simply to welcome them to office or back into session

-Join tobacco free Missouri as a supporter (www.tobaccofreemissouri.org)

-Meet with one local business owner to discuss the benefits of going smoke-free voluntarily

-Meet with one local business owner to discuss the benefits of going smoke-free voluntarily

-Create and/or distribute a fact sheet on the dangers of second-hand smoke (www.casemo.org)

-Submit a letter to the editor about the benefits of community policies for smoke-free indoor air

-Post 5 times on Face book or Twitter with messages/videos/links that promote tobacco-free policies

-Post a video on You Tube and share with your friends the benefits of a smoke-free lifestyle
**Action Plan**

Complete two copies of the form (both attached) and keep one copy for your group and submit one to conference staff.

**Overall Goal:** To assist with Missouri becoming a smoke-free state. Keep this overall goal in mind when selecting and planning the events/activities you will complete.

Today's Date: _________________________  Community Name: _________________________

School Name: _________________________  Mentor Contact: _________________________

List group members present (Including Mentor): _______________________________________

_____________________________________________________________________________________

Group Member Contact (select one group member): ________________________________

**Tentative Plan**

**Category 1: (select one activity)**

Activity: Date to Complete: ______________

Describe Activity:

Responsible Parties:

How will this activity relate to the overall goal?

**Category 2: (Identify two activities)**

Activity 1: Date to Complete: ______________

Describe Activity:

Responsible Parties:

How will this activity relate to the overall goal?

Activity 2: Date to Complete: ______________

Describe Activity:

Responsible Parties:
How will this activity relate to the overall goal?

**Category 3: (select three activities)**

**Activity 1:** Date to Complete: ____________________
Describe Activity:

Responsible Parties:
How will this activity relate to the overall goal?

**Activity 2:** Date to Complete: ________________
Describe Activity:

Responsible Parties:
How will this activity relate to the overall goal?

**Activity 3:** Date to Complete: ________________
Describe Activity:

Responsible Parties:
How will this activity relate to the overall goal?
SWAG Report Form

Team name__________________         Number of Students Participating ______

Number of Volunteer Hours _____     Phone number______________

Name of Person Submitting Report Form_____________

After completing a requirement, please fill out the appropriate number of activities in each category on the report form and send to your local outreach coordinator. In order for your team to be considered for prizes you should complete all activities and submit report forms to your outreach coordinator by December 1, 2011. Please contact your local outreach coordinator for any questions.

Category I: Must complete one activity for reporting

1. Contacted State Representative Name________________________  Date _____________
   Brief statement of what was discussed and if you have a response
   ____________________________________________________________________________

2. Contacted State Senator  Name___________________Date______________________
   Brief statement of what was discussed and if you had a response
   ____________________________________________________________________________

3. Peer presentation _________________________ Number of people present______________
   Give brief statement of what was discussed and if you have a response
   ____________________________________________________________________________

4. Presentation to local coalition or community group  Name__________________ number of people present_______________________
   Brief statement of about what was discussed and the response of the audience
   ____________________________________________________________________________

5. Presentation to the School, Park board, City Council, or local business in your community about the benefits of a smoke-free policy
   Presented to __________________________ Date________________________
   Give a brief statement on what you presented and how they responded
Are they going to move forward on a comprehensive written policy? Circle Yes or No. **If they passed a policy we need to get a copy of the policy.**

**Category II: Must complete two activities for reporting**

1. Create educational messages that are aired on T.V./radio/or newspaper (circle answer)

Station name ___________________________ Staff needs to contact station and get audience reached, total population and Frequency for TIES reports.

Brief statement of what the ad was about

__________________________________________________________________________________________________

________________________________________________________________________

2. Hosted a public awareness event to educate the community about going smoke-free

Name of public awareness event_____________________ Number of people attended_______

Briefly describe your public awareness event you hosted along with audience reaction

__________________________________________________________________________________________________

________________________________________________________________________

3. Collect 3 testimonials on how smoking has impacted people in your community

List the names of the three testimonials and give a brief statement of what they said, or you can just submit their testimonials

__________________________________________________________________________________________________

__________________________________________________________________________________________________

4. Share testimonials at a public event

Name of event you Shared testimonials _________________ number of people present _________

Briefly statement on the event and what the audience reaction was

__________________________________________________________________________________________________

________________________________________________________________________

5. List the names of the 10 signatures of community members that support Smoke free efforts (or send a copy of the instrument with their names and signatures)

__________________________________________________________________________________________________

__________________________________________________________________________________________________

6. List name of the community organization or coalition, along with contact information of the leader, that supports your smoke free efforts

Organization Name ____________________________________________________

Contact person’s Name_____________________________ Phone Number__________________
Category III: Must complete three activities for reporting

1. Name of local newspaper ____________________________
   Date Press release was submitted __________ Date press release ran ______________________

2. Date of set regular meetings _______________________
   Name(s) of friends recruited
   ________________________________________________________________________________
   ________________________________________________________________________________

3. Name of the paper you submitted the letter to the editor ____________________________ Date you
   submitted __________________________ Date it appeared ____________________________
   A copy or short overview of what your letter to the editor was about or submit the actual letter
   ________________________________________________________________________________
   ________________________________________________________________________________

4. Date you joined Tobacco Free Missouri ________________________________

5. Name of local business owner(s) ________________________________ Did they sign a tobacco free policy yes
   or no. If yes we need a copy of the policy.
   Briefly state what was discussed and his/her reactions to going smoke-free
   ________________________________________________________________________________
   ________________________________________________________________________________

6. Submit a copy of the fact sheet on the dangers of second-hand smoke

7. Date you posted your message on Face book or Twitter__________________________ Number of people your message
   went out to________________________ Post Number (you must post 5 times for this activity to be completed)
   __________________
   Brief description or the actual post you submitted
   ________________________________________________________________________________
   ________________________________________________________________________________

8. Post a video on You Tube and share with your friends the benefits of a smoke-free community
   You tube link you posted_________________________________ Date it was posted___________________
   Number of hits________________________________________
Post Surveys

**Purpose:**

1. Survey the students’ and mentors’ knowledge and attitudes after training to see how they improved in either or both.
2. When collecting surveys, double check that they have filled in their code number, school, etc. at the top and have not forgotten to fill all questions on surveys.

**Overview:**

1. Students and mentors will use initials and birthdate for pre and post surveys.
2. Students and mentors will sit down at a table and fill out the survey and end of day evaluation.
3. Remind everyone that the surveys are only research purposes and should be filled out individually and not as a team. If they have any questions please raise hands.
4. Explain that for the first part of the questions; circle the answer you believe is correct. On the second part, circle the best answer you feel reflects your comfort level.
5. Hand out forms and pencils and begin.
6. Once everyone is done, review each form for accuracy. Check for code numbers and that all questions have been answered, and then hand in to training coordinator.

**Summary:**
Thank the students again. Remind them that these are for our purposes only and that this was the same survey they took in the morning.

**Supplies Needed:**

1. Post-Training Survey (one copy per person) (included pg. 35-36)
2. Training Evaluations (included pg. 37)
3. Pencils
4. Folder to put surveys in
SWAG Mini-Training Post-Survey

1. The following have been associated with a community having a comprehensive smoke-free indoor air law:
   a. Air pollution reduction in bars and restaurants that used to allow smoking
   b. More people choosing to quit smoking
   c. Fewer heart attacks
   d. Fewer youth becoming daily smokers
   e. All of the above

2. Media is one way to provide educational messages to the community. Circle any items that you consider media:
   a. Public Service Announcement
   b. Facebook
   c. Newspapers/Letters to the Editors
   d. Bake Sale

3. What is the current state tax on a pack of cigarettes in Missouri, making it the lowest in the nation?
   a. $0.17
   b. $.57
   c. $1.00
   d. $3.00

4. School Board and City Council meetings are open to the public.
   a. True
b. False

5. There are ______ smoke-free communities in Missouri.
   a. 0
   b. 1-5
   c. 6-10
   d. > 11

6. Which of the following describes a good PSA?
   a. Scare tactics
   b. Lots of statistics
   c. Just get in front of the camera and talk
   d. None of the above

7. Please circle the category that represents how comfortable you feel about the following:

I feel comfortable approaching my School Board or Principal about tobacco use at my school.

Not Comfortable Somewhat Comfortable Very Comfortable

I feel comfortable contacting my City Council representative or Mayor about my community going smoke-free.

Not Comfortable Somewhat Comfortable Very Comfortable

I feel comfortable contacting my Missouri State Senator or Representative about tobacco issues.
8. Please circle the category that represents how likely you are to do the following:

I would have an event in my community to educate people about tobacco use.
Not Likely     Somewhat Likely     Very Likely

I would write a letter to the editor in my local or school newspaper.
Not Likely     Somewhat Likely     Very Likely

I would post on Facebook or Twitter about the benefits of a smoke-free lifestyle.
Not Likely     Somewhat Likely     Very Likely

I would make a video or public service announcement to educate my peers about the importance of our state going smoke-free.
Not Likely     Somewhat Likely     Very Likely
SWAG Mini-Training Evaluation

Please circle:  Student  or  Adult

Name two sessions you liked:

_________________________________________________________________

_________________________________________________________________

What was your favorite activity?

_________________________________________________________________

This mini-training could be improved by:

_________________________________________________________________

Additional comments:

_________________________________________________________________

_________________________________________________________________
Large Group Activity (Missouri Map)

**Purpose:**
1. Have the group complete an activity they can do in their own community.

**Overview:**
1. During lunch, measure off the dimensions of Missouri on a large floor space and mark it with tape. (Can modify dimensions given the size of training group.)
2. After they have completed their action plans, have each school create an anti-tobacco sign for their school to hold up for the picture. (Advise them to use big letters/images in dark colors so they are easily seen on camera.)
3. After they have finished their signs, have them all come and sit either on top of the tape line or have everyone gather inside the state of Missouri. They will then hold up their signs for a picture (taken from as high overhead as possible).
4. You can also make this a short PSA by having them yell out a slogan or phrase and videotaping it. (Example: “Do it for me, make Missouri smoke-free!”)

**Summary:**
We hope today has been very fun, yet educational, and we are excited for all of them to go back into their communities and share all they have learned.

**Supplies Needed:**
1. Painters/masking tape
2. Missouri map dimensions (included on pg. 39)
3. Tape measure
4. Glow sticks (optional)
5. Large sign paper
6. Markers (dark in color)
7. Camera to take pictures
Missouri Map Dimensions
Six AROUND MISSOURI HOLD TOBACCO-FREE ADVOCACY TRAININGS

High school students from across the state came together at sites throughout the state, including <CITY>, to attend a one-day mini-training. The event was for SWAG (Students with a Goal) members to learn various facets of tobacco-free advocacy, such as creating public service announcements, countering tobacco industry marketing, and meeting with local decision makers.

Students who attended will now create and implement tobacco-free efforts in their own hometowns and schools, and will even compete for cash prizes to continue local projects.

“QUOTE,” said Outreach Coordinator, one of the co-sponsors of the SWAG (Students with a Goal) events.

The trainings were based on the CDC’s Best Practices User Guides: Youth Engagement –State and Community Inventions. Each session was designed by youth, with coaching from adults with expertise in tobacco issues. SWAG focuses on developing leadership skills so youth can actively participate in community policy change activities that lead to reduction in smoking and secondhand smoke exposure.

The work done by young leaders is timely and important. Almost 20 percent of all deaths in the United States are caused by tobacco. In Missouri, more than 23 percent of adults smoke, according to the 2007 County Level Study done by the Missouri Department of Health and Senior Services. A continued dialogue on the harms of tobacco, as well as strategies for prevention and control, may help reduce these statistics.

Organizations like CASE (Campus-Community Alliances for Smoke-free Environments) and the student-led organization Show-Me PALS (People Advocating Living Smoke-Free), who put on this event, are working to create a tobacco-free Missouri by countering the marketing of harmful tobacco products by tobacco companies. The leaders of these Missouri organizations hope these types of conferences will inspire educational programs, policy changes, and other initiatives to improve public health in <COUNTY> and around the state.

This event was supported by the Missouri Foundation for Health and the University of Missouri.

For more information, visit http://www.casemo.org/smokebusters/index.shtml

ABOUT Show-Me PALS: The mission of Show-Me PALS (People Advocating Living Smoke-free) is to promote healthy lifestyles by advocating for a tobacco free Missouri, educating youth about the risks of tobacco use, and empowering future generations to be tobacco-free.

ABOUT CASE: CASE (Campus-Community Alliances for Smoke-Free Environments) is a group of researchers and experts on smoking cessation and the health effects of exposure to secondhand smoke. Their main goals are to reduce exposure to workplace smoking and to promote tobacco use prevention programs in communities, campuses, and schools. CASE is funded through grants and contracts from a variety of sources including the Missouri Foundation for Health, The Robert Wood Johnson Foundation, and the Missouri Department of Health and Senior Services.