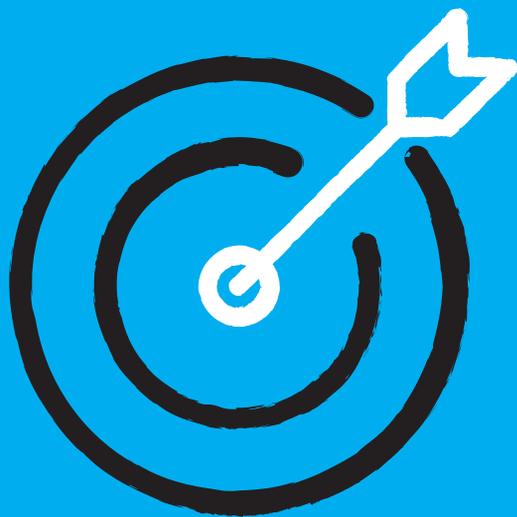


## Lesson Seven:

# Sharing Our Findings: Taking Action

This week, students will present their findings from the store visits with their classmates. Students will also focus on tobacco-related issues that are important to them and create a plan for creating change. Students will decide how they want to gather support for their message through community outreach events, letters to the editor or social media campaigns, and they will identify other people who will support their message.



# Learning Objectives

After Lesson Seven, students will be able to:

- 1 Present their findings from the store visits;
- 2 Identify tobacco-related issues that are relevant to their community; and
- 3 Draft an action plan to create change in their community.

Materials Needed

- Exit Tickets from Lesson Two
- Copies of Store Survey Results Handout
- Whiteboard markers/computer with ability to project images
- Copies of Issues and Goals Handout
- Copies of How Will We Gather Support? Handout
- Copies of Tools to Build Support Handout
- Copies of Who Will Support Us? Handout
- Scrap paper

Overview of Lesson

- Warm-up and Introduction: **5 minutes**
- Sharing Store Visits Presentation Prep Time: **10 minutes**
- Presentations: **10 minutes**
- Brainstorming Next Steps: **5 minutes**
- Video: Example of a Successful Ordinance: **5 minutes**
- Issues and Goals Handout: **10 minutes**
- Building Support Information and Action Plan: **15 minutes**
- Exit Ticket: **5 Minutes**

 **TOTAL TIME: 65 minutes**

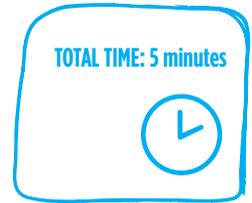
Before the Lesson

- Review the exit tickets you saved from Lesson Two
- Make PowerPoint slides with question prompts or write the questions on the board.



## Warm-up and Introduction

- As students enter the room, have them pick up their exit ticket from **Lesson Two**.
- When everyone has picked up their exit ticket, ask them to add any ideas they have for action against tobacco's marketing efforts.
- Have the students keep their answers until the brainstorming activity.



## Sharing Store Visits Presentation Prep Time

- Have students get into groups with the people they did their store visits with.
- Pass out one copy of the Store Survey Results handout (pg. 168-169) to each group.
- Give the group 10 minutes to answer the questions. Tell students that they will share their answers to questions 1, 2, 6, 7 and 10 with the class.



## Presentations

- Have each group share their answers to questions 1, 2, 6, 7 and 10 with the class. Allow the class to ask a question or two after each group presentation.



# Store Survey Results

**Names:** \_\_\_\_\_

1. Overall, what did you find?

---

---

2. What stores did you visit? Were any of them close to a school or other places with a lot of youth?

---

---

3. Which stores had the most advertising?

---

---

4. Why do you think there was a difference between stores?

---

---

5. Did you see many advertisements for electronic cigarettes?

---

---

6. Describe the advertisement that appealed most to you.

---

---

7. Of all the stores you visited, how many stores sold:

Electronic cigarettes? \_\_\_\_\_ out of \_\_\_\_\_ stores

Flavored cigars? \_\_\_\_\_ out of \_\_\_\_\_ stores

Single cigars? \_\_\_\_\_ out of \_\_\_\_\_ stores

Cigars in packs of two or three? \_\_\_\_\_ out of \_\_\_\_\_ stores

Self-service products? \_\_\_\_\_ out of \_\_\_\_\_ stores

8. What surprised you?

---

---

---

---

9. How do you feel after what you have learned and witnessed in your own community?

---

---

---

---

10. What key points do you want to share with the community?

---

---

---

---



## Brainstorming Next Steps

- Pose the following question to the class: “What are some things that need to change in order to keep people from using tobacco?”
- Write down as many student responses as possible. Either write the student answers on the whiteboard or type student responses into a Google Doc that is projected on the screen.
- If students are not coming up with a lot of ideas, try the following prompts:

1. Should we change how tobacco companies can advertise to people?
2. Is there anything we should do about products such as flavored tobacco, menthol or e-cigarettes?

TOTAL TIME: 5 minutes



## Video: Example of a Successful Ordinance

- Pick one of the two following videos to show the students:
    - o Saint Paul Advocates at Work (2:35)
- ➔ <https://www.youtube.com/watch?v=rH0bD-mQ7gY>
- o Minneapolis Ordinance Prevents Youth Tobacco Use (4:10)
- ➔ <https://www.youtube.com/watch?v=X9DatZ-0Jdc>
- Say the following to the students:

After doing all of this work to find out what is happening in your community around tobacco, one of the options you have is educating and asking for policy change based on these findings. Many times, policy change happens through an ordinance. Ordinances are laws made at the city level and passed by city council members. Ordinances can be used for everything from regulating how buildings are built, where people can live and even how things can be sold in stores. This video is an example of youth asking for change at a city council public hearing in Saint Paul/Minneapolis. The ordinance that passed restricted the sale of flavored tobacco products and removed them from stores youth visit. It also increased the price of little cigars. Many youth were involved in passing this ordinance. Their roles included meeting with city council members, talking to the press, posting on social media and gathering support from their friends and family. Youth sought change, advocated and won. They made an impact on youth for years to come.

TOTAL TIME: 5 minutes





## Issues and Goals Handout



- Have the students sit with their store survey group members.
- Pass out copies of the Issues and Goals handout (pg. 172). Each student needs their own copy.
- Give the students the following directions:

With your group, pick one issue you really want to focus on. Define the issue, explain why it is a problem and decide what you want to accomplish in order to create change.

- Give the students 10 minutes to work. Circulate around the room to ensure that students are on-task and to answer any questions.
- For younger students or groups with lots of English language learners, extend the activity by 5 minutes so you can do an example together. Pick a topic (e.g. banning smoking in city parks) and talk through your thought process (e.g. “This is an issue because families who visit city parks should not have to inhale secondhand smoke.”)

## Issues and Goals

<p><b>ISSUE:</b></p> <p>What do we want to change in our community related to tobacco?</p>	<p><b>Example:</b> We want to prohibit the sale of flavored tobacco products. We want tobacco-free parks.</p>
<p><b>PROBLEM:</b></p> <p>It is a problem and a concern because:</p>	<p><b>Example:</b> Young people are getting addicted to nicotine through candy flavored products.</p>
<p><b>GOALS:</b></p> <p>What do we want to accomplish?</p>	<p><b>Example:</b> We want the City of Saint Paul to adopt an ordinance prohibiting the sale of all flavored tobacco products.</p>

## Building Support Information and Action Plan



- After 10 minutes, call the group back together.
- Have students pass out the “Tools to Build Support.” (pg. 174), “How Will We Gather Support?” (pg. 175) and “Who Will Support Us?” (pg. 176-177) handouts.
- Tell the students the following:

There are many ways to get support for your idea. Look through the Tools to Build Support handout and pick two or three ideas that interest you. If you like to write, you might want to do a letter of support sharing your concerns and asking for change. If you have a lot of followers on social media, then organizing online might be a good fit for you. When you have picked a couple of ideas, start to fill in more details on the How Will We Gather Support? handout. Decide on each person’s role and responsibility and when your deadline is. Finally, look at the Who Will Support Us? handout. Brainstorm five people who will support you as you try to create change in your community. These people could be teachers, family friends, people in the healthcare field or anyone else who is supportive. Do your best to get through these next steps in the next 15 minutes.

- Circulate around the room to ensure that students are on-task and to answer any questions.

## Tools to Build Support

Think of ways you can share what you have learned and gain support for your goal. How can you utilize the contacts you already have at school, work, home, extra-curricular activities, or other areas of your life? Here are a few suggestions and tools:

- **Community Event:** You may be able to reserve a booth or walk around a community event and talk to residents about tobacco prevention and your issue and goal. Ask people to sign a petition, or write a letter of support. Display the pictures you collected from the store assessment and demonstrate how tobacco products are marketed towards youth. Community events may include a festival, fair, farmer's market, PTA meeting, community expo, athletic event, or neighborhood gathering.
- **Presentations to Community Groups:** Share what you have found with community members and ask for their support in reaching your goal.
- **Letters of Support:** Develop a list of people who will support your policy idea, such as youth groups, teams, coaches, school staff, families, day care providers, and health professionals. Use sample letters and talking points and ask people to make it their own. Collect the letters and give copies of them to policy makers.
- **Petition:** Gather signatures of people who support stronger tobacco prevention laws. Use the sample petition and gather signatures at school, work, and community events. Present copies of the petition to policy makers in your presentation packet. A petition will be most effective if it is paired with letters of support or other tools.
- **Online Organizing:** Use email, Facebook, Snapchat, Twitter and other online networks to ask for support from your peers. Include a sample letter of support and ask people to add their touches and send it back to you. It is best to connect with people who live, work, or play in your community, though you can also ask for support from others.

You can also use the media to help build support. Talk to your advisor about the messages your group will use when working with media. It is best to have one or two members of your group who are trained and prepared to speak with the media, especially if you are attending an event or meeting where a reporter wants to learn about your issue. Everyone in your group should be prepared to direct the media to those members

- **Letter to the Editor (LTE):** Submit a letter to your local newspaper about your group, your goals, and why taking action on stronger tobacco prevention laws is important.
- **School Newspaper:** Contribute an LTE or a longer article to your school newspaper. Talk about your group and the importance of the issue. Since the school newspaper is read by other community members, you could ask readers to submit letters of support to your group.
- **Pitching a story:** Newspapers, TV, and radio stations are often looking for interesting stories, especially when young people are creating positive change in their communities. Draft a press release to pitch your story to local media.

## How Will We Gather Support?

Support Tool	Notes/Details	Who Is Responsible	Deadline
Community Event #1			
Community Event #2			
Letters of Support			
Petition			
Online Network			
Letter to the Editor			
School Newspaper			
Presentation to Community Group			
Media Pitch			

# Who Will Support Us?

**Student Name:**

Think of at least five people you know who you could talk to about supporting your efforts. They could be parents, relatives, neighbors, teachers, school staff, coaches, youth group leaders, church members, your family doctor, or anyone else you know in your town who believes in protecting youth from the harms of tobacco.

Name	Phone number/ email address	What are they willing to do?
		<input type="checkbox"/> Sign a petition <input type="checkbox"/> Write a letter of support <input type="checkbox"/> Call decision makers <input type="checkbox"/> Attend the city council meeting <input type="checkbox"/> Other:
		<input type="checkbox"/> Sign a petition <input type="checkbox"/> Write a letter of support <input type="checkbox"/> Call decision makers <input type="checkbox"/> Attend the city council meeting <input type="checkbox"/> Other:
		<input type="checkbox"/> Sign a petition <input type="checkbox"/> Write a letter of support <input type="checkbox"/> Call decision makers <input type="checkbox"/> Attend the city council meeting <input type="checkbox"/> Other:

Name	Phone number/ email address	What are they willing to do?
		<input type="checkbox"/> Sign a petition <input type="checkbox"/> Write a letter of support <input type="checkbox"/> Call decision makers <input type="checkbox"/> Attend the city council meeting <input type="checkbox"/> Other:
		<input type="checkbox"/> Sign a petition <input type="checkbox"/> Write a letter of support <input type="checkbox"/> Call decision makers <input type="checkbox"/> Attend the city council meeting <input type="checkbox"/> Other:
		<input type="checkbox"/> Sign a petition <input type="checkbox"/> Write a letter of support <input type="checkbox"/> Call decision makers <input type="checkbox"/> Attend the city council meeting <input type="checkbox"/> Other:
		<input type="checkbox"/> Sign a petition <input type="checkbox"/> Write a letter of support <input type="checkbox"/> Call decision makers <input type="checkbox"/> Attend the city council meeting <input type="checkbox"/> Other:



## Exit Ticket



- On a piece of scrap paper, have the class answer the following questions. Tell the students they do not need to put their name on the paper. Post these questions on the board or project them on a PowerPoint slide:
  - o What was your favorite activity from this class?
  - o What is one thing you would change about this class?
  - o Do you think this class was useful? Why?
  - o Do you have any other comments or feedback for me?