



# Playing Tobacco Free:

A Guide for Adult Advisors

*Minnesota Edition*

## Introduction

“Playing Tobacco Free: A Youth Guide for Policy Advocacy” provides youth with the tools and materials needed to learn about the harms of tobacco and assists them in developing the advocacy skills required to request that local policy makers adopt a tobacco-free policy for park and recreation areas in the community.

An adult advisor should assist the youth in working through the training manual. **In some cases, Tobacco-Free Youth Recreation (TFYR) can conduct this training for you. Contact TFYR for details.** Some of the manual can be read by youth in their own time, but much of it should be reviewed and discussed as a group. As the adult facilitating this training, be prepared to have thoughtful and insightful discussions with your youth about tobacco. Recognize that tobacco can be a controversial topic; there are a lot of personal experiences and feelings about the issue. Be open-minded and sensitive to differing opinions, but remember the daily toll tobacco is having on the world: tobacco use killed one hundred million people in the 20th century and if current trends continue, will kill one billion people in the 21st century<sup>1</sup>.

This manual can be used to create tobacco-free policies in city, county, and township park systems and grounds, fairgrounds, rodeos, or outdoor events. However, it is not intended for use in state parks. Tailor the information about the policy makers to fit the specific policy initiative.

The remaining portions of this adult advisor’s guide provide instruction for adult facilitators on how to best utilize specific pages in the “Playing Tobacco Free” youth training manual. Only the pages that require additional instructions are discussed in this adult advisor’s guide. Some activities in the youth training manual allow youth to be abstract in their thinking. Youth have many different learning styles and should feel free to write, draw, or illustrate their thoughts in whatever way works best for them.

If you have any questions about the manual, training youth, or advocating for tobacco-free recreation areas, please contact Tobacco-Free Youth Recreation.

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<sup>1</sup> IARC, IARC Monographs on the Evaluation of Carcinogenic Risks to Humans: Tobacco smoke and involuntary smoking. Vol. 83. 2004, Lyon: IARC Press.

## Section One: Pre-Season Information

**Section Purpose:** To introduce basic tobacco knowledge to youth. This information will provide the groundwork for this training and future work in tobacco prevention and policy. This section contains information about tobacco, secondhand smoke, tobacco's effects on physical activity, tobacco industry youth marketing tactics, and the importance of tobacco-free parks.

**Section Goals:** By the end of this section, youth will be able to:

- Understand the harms of tobacco and the impact of tobacco litter on the environment
- Understand the dangers of secondhand smoke indoors and outdoors
- List six major conclusions of the *2006 Surgeon General's Report on the Health Consequences of Involuntary Exposure to Tobacco Smoke*
- Identify marketing tactics used by the tobacco industry to target youth
- Discuss the importance of tobacco-free parks
- Formulate their own opinions about tobacco and tobacco policies

### Instructions for Specific Pages in the Training Guide:

Page Title	Instructions	Goals of the Page
<b>My Experience with Tobacco in Parks</b>	Ask youth to think of experiences they have had with tobacco in parks, beaches, playgrounds, or other outdoor settings. Allow youth to be creative and express their stories by drawing, writing, or sharing their stories.	Learn about young people's feelings toward tobacco and will have a sense of where youth "are coming from." Keep in mind specific stories that youth may be able to share at future council meetings.
<b>Are You OK with That?</b>	Ask youth to read each sentence to themselves and decide if the situation is "not cool," "OK," or "cool" with them. Next, discuss everyone's answers with the group. If needed, divide youth into smaller groups for discussion. Let youth justify their choices with each other. There are no right or wrong answers!	Learn what youth think about smoking in specific situations. This may help you get a sense of what kind of policy the youth might want to bring forward to policy makers. While there are no right or wrong answers, it could open some further discussion into the harms of tobacco.
<b>Tobacco in Minnesota</b>	Local statistics such as school or county tobacco use rates can be substituted or added here. Contact your school's health or counseling office and your local health department to obtain these statistics.	Give youth an overall picture of tobacco use in your region.
<b>Secondhand Smoke is Toxic (aka. the Toxic Wheel)</b>	<b>Tip:</b> Bring in household items that contain the chemicals shown that are found in cigarettes and secondhand smoke (i.e., toilet bowl cleaner = ammonia; lighter = butane; battery = cadmium). This allows youth to see these chemicals in forms not intended for human consumption. For assistance on creating a chemical kit, contact TFYR.	Allow youth to decide if they would want these chemicals in their bodies. Most youth do not realize that the same chemicals in harmful household products are also in cigarettes and secondhand smoke.
<b>Tobacco Industry Youth Marketing Campaigns</b>	This section is additional background information and is optional for your training. Go through the section as a group if there is time, or have youth who are interested read it on their own.	Show youth another aspect of tobacco control. Teach them that the tobacco industry spends a large amount of money and energy on recruiting young smokers for a lifetime of profits.

## Section Two: Survey the Playing Field

**Section Purpose:** To complete an assessment of the community before you begin creating a policy. This section will provide an analysis of where the community stands on tobacco control issues and their readiness for tobacco-free parks.

**Section Goals:** By the end of this section, youth will be able to:

- Identify potential supporters
- List existing tobacco control policies in their community
- Identify their community’s policy makers and the roles of government
- Determine strategies for creating a policy
- Identify existing tobacco-free park policies in Minnesota

### Instructions for Specific Pages in the Training Guide:

Page Title	Instructions	Goals of the Page
<b>Is Your Community Ready for a Tobacco-Free Park Policy?</b>	Before asking the youth to fill out this sheet, facilitators should review the sheet and gather the following information: the scope of the existing tobacco control community; local tobacco control policies; types of media outlets; and lists of allies and opinion shapers. Then, as a group, work with the youth to fill out as much information as possible, discussing their answers as you go.	To identify potential partners and supporters of tobacco control in the community and to prepare for potential opposition.
<b>Government 101</b>	Go over as much as the group feels necessary. Some groups are more familiar with government than others. Be sure to emphasize the differences between park boards and city councils, and policies and ordinances.	To learn about the role of government officials in policy making.
<b>Attention Adult Advisor!</b>	Insert information about your community’s park staff, park board, city council, and city recreation facilities. This will be used in the second page of the “Issues, Goals and Strategies” worksheet. <b>Tip:</b> Find this information on your city or county website or by calling the city or county administrative offices.	Help youth identify their community leaders and who they will need to approach for a policy request.
<b>Issues, Goals, Strategies</b>	Ask youth to break into small groups, or stay one large group. Discuss each category, and talk about the overall goals of the project. Examples are given on the sheet, but youth may need your help thinking of other ideas.	Give youth ownership of the project by allowing them to come up with ideas that will help them move forward with a policy.

## Section Three: Policies that Kick Butt

**Section Purpose:** Create the policy that your group will bring forward to policy makers. Creating a comprehensive policy that covers the community's entire park system is the best strategy for your group's initial approach to a policy-making board. A comprehensive policy assures there is no community confusion about which park areas are included and which are not. It also provides a clear and consistent message to the community that tobacco use is not allowed.

**Section Goals:** By the end of this section, youth will be able to:

- List the outdoor recreation areas they want covered in a policy
- Write a formal policy request

### Instructions for Specific Pages in the Training Guide:

Page Title	Instructions	Goals of the Page
<b>Creating a Policy</b>	Ask youth to brainstorm reasons they want a policy. These reasons may include litter, secondhand smoke, role modeling, etc. A list of locations is included in this section to help youth think of recreation areas they want covered. Look back to the "Attention Adult Advisor" insert in Section Two for more ideas. Enforcement ideas may include signage, community education, media, educating park staff, monitoring facilities, etc. There is more information on enforcement in the "Promoting the Policy" section.	Allow youth to create a policy they are comfortable with and that they feel will work best for their community. <b>Reminder:</b> youth are often shy about asking for a lot in a policy, but they should be encouraged to ask for everything they desire and negotiate with policy makers later if necessary. Often, policy makers want a comprehensive policy, and it is better to make a comprehensive request right away.

## Section Four: Rally the Team

**Section Purpose:** Build community support for the policy request. This is the fun part of the project where youth educate community members about the issue and ask them for support. If the youth have a positive experience, they will be motivated to continue. The support-gathering tools listed in this section are voluntary. Let youth pick which tools are best for them and the community. The more activities the youth complete, the more community support they will build.

**TFYR Recommends:** Conduct a litter clean-up! Litter provides evidence that there is a tobacco use problem in parks and is very persuasive to policy makers. The location and time for a litter clean-up can vary, but most clean-ups occur in one or two parks for about 30 minutes each. All types of tobacco litter should be collected (cigarette butts, cigarette packs, spit tobacco cans, lighters). A litter clean-up kit can be obtained by contacting TFYR.

**Section Goals:** By the end of this section, youth will be able to:

- Identify the ways in which they want to collect support
- Delegate support-building tasks to group members
- Complete a litter clean-up of a community park
- Survey the community or gather petition signatures
- Gather letters of support

### Instructions for Specific Pages in the Training Guide:

Page Title	Instructions	Goals of the Page
<b>How will we Gather Support?</b>	Youth should decide which group members will participate in certain activities and who will coordinate each activity. Be sure to involve everyone in at least one task.	Give youth ownership and involve everyone in organizing support. <b>Tip:</b> To achieve success, complete as many support-building activities as possible.
<b>Who will Back Me Up?</b>	Encourage abstract thinking by having youth write or illustrate who they think their supporters may be.	Get youth to think of who they know and allow them to realize that they know a large network of people.
<b>Who will Agree with Making the Parks Tobacco Free?</b>	After youth have a chance to brainstorm on their own, discuss their thoughts as a group. Have everyone write down names that the group decides to contact. Delegate who will contact each person.	All youth should have an understanding of who is contacting which supporters. This prevents multiple youth talking to the same teacher, coach, doctor, etc.
<b>Litter Collection Data Sheet</b>	Have a student record all litter found during the litter clean up.	Measure the amount of litter in a park, which provides evidence of the need for a tobacco-free policy.
<b>Talking Points for Letters of Support</b>	Provide these talking points to community supporters who wish to write a letter or email supporting tobacco-free parks. <b>Tip:</b> To expedite the process, youth can draft a letter for a community member and have them sign it.	Create a consistent and effective message for the policy initiative.
<b>Sample Letters-to-the-Editor</b>	In some situations, letters-to-the-editor work well as a way to build community support. Youth should consider their audience and decide who the most appropriate author might be.	Determine if a letter-to-the-editor is necessary. <b>Tip:</b> Sometimes policy initiatives proceed more smoothly without such a letter. The letter may need to be drafted for the author.

## Section Five: Practice the Plays

**Section Purpose:** Create and practice the presentation that will be given to the park board, city council, county board, etc. The same presentation can be given to all policy makers (slight changes may be necessary). This section allows youth to feel comfortable with the information they've learned and the request they are putting forward, and gives them confidence in their public-speaking ability.

**Section Goals:** By the end of this section, youth will be able to:

- Answer frequently asked questions about a tobacco-free park policy
- Describe three tips for giving a good presentation
- Present their part of the presentation
- Identify and practice three key messages to be used in media interviews

### Instructions for Specific Pages in the Training Guide:

Page Title	Instructions	Goals of the Page
<b>Note cards</b>	Many youth like to write their speeches on note cards. Make sure youth have access to several note cards.	Let youth refer to their notes during the presentation so that they are comfortable speaking.
<b>Presentation Outline</b>	This page is a guide on how the presentation should flow. Use it to delegate parts of the presentation to each youth presenter.	Youth should know which parts of the presentation they are giving and what points should be covered in their speech.
<b>Playing Tobacco Free Fact Sheet</b>	This fact sheet summarizes the key points of tobacco-free park policies and lists details about receiving tobacco-free signs.	Youth should be familiar with this information so that they can respond to questions from policy makers and reporters.
<b>Role-Playing Activity</b>	At some point before giving the presentation, use this activity to guide the group through a role-playing run-through so that the youth prepare for the order of the presentation, when to display their props (signs, litter, etc.) and possible questions.	Practice makes perfect!
<b>Tips for Talking with Reporters &amp; Media Interview Prep Sheet</b>	Typically, the local media covers local policy-making meetings, and a presentation by youth is big news! These sheets get youth thinking about questions a reporter may ask and how they will respond. It also reminds them of their key messages. If your group has a number of presenters, choose one or two spokespeople and work with them prior to the presentation to ensure a smooth and positive interview takes place following the presentation.	Prepare youth for talking with the media by practicing key messages and what to say in an interview. <b>Tip:</b> TFYR can provide media training for the youth group and can provide sample news articles and news clips of Minnesota youth being interviewed on tobacco-free parks.

## Section Six: Game Time

**Section Purpose:** Present the group’s policy request to policy makers. The information in this section provides youth with facts and references during their presentation. Make sure youth look over this section carefully before giving the presentation. They can refer to the information during the presentation, but should not be reading it for the first time.

**Section Goals:** By the end of this section, youth will be able to

- Present information to policy makers about tobacco-free parks
- Answer questions posed by the policy makers
- Address questions about research findings on tobacco-free parks and recreation areas

### Instructions for Specific Pages in the Training Guide:

Page Title	Instructions	Goals of the Page
<b>A Policy Maker’s Guide</b>	This packet contains the full cover sheet and smaller versions of the fact sheets of the guide that policy makers will receive prior to the meeting. Presenters should be familiar with this packet so that they are knowledgeable about its contents.	During their presentation, youth can refer to what is in the policy makers’ packets.
<b>Frequently Asked Questions</b>	Make sure youth practice these questions and their answers prior to the presentation!	The presenters should be prepared for anything!
<b>University of Minnesota “Tobacco-Free Parks and Recreation Study”</b>	Youth should have a general understanding of this research. The purpose of the study was to describe the support for tobacco-free park policies in Minnesota. The University of Minnesota conducted a survey of Minnesota residents and park and recreation professionals to learn about their perceptions and experiences with tobacco-free parks.	This research provides credibility for the policy. Elected officials appreciate hearing research. Many concerns that officials have can be addressed by this survey’s findings.
<b>Robert’s Rules of Order</b>	Discuss with youth what a formal policy-making meeting or hearing is like so they are familiar with the format they will be participating in.	Helps youth become familiar with how policy-making meetings are run.

## Section Seven: Post-Game Wrap-Up

**Section Purpose:** Thank the policy makers for their support and promote the policy to the community. An often-overlooked part of any policy advocacy campaign is the thank-you activities directed toward policy makers. Policy makers appreciate being thanked for their votes and contributions to the community.

Promoting the policy and educating the community is a key aspect of enforcement and policy success. The promotion tools listed in the section are optional. Let youth pick which tools are best for them and the community. The more activities that are carried out, the more successful policy implementation will be.

**Section Goals:** By the end of this section, youth will be able to:

- Decide how the group will thank the policy makers
- Decide how the group will educate the community

### Instructions for Specific Pages in the Training Guide:

Page Title	Instructions	Goals of the Page
<b>Three Cheers for our Policy Makers</b>	Let youth brainstorm ways to thank the policy makers and educate the community. Some ideas are given, but youth can think of other creative ways as well.	Decide what activities the group is going to do and which group members will do them.
<b>One Year Anniversary of the Tobacco-Free Park Policy</b>	If the youth group is willing, consider carrying out “anniversary” activities celebrating the adoption of the policy. Use the ideas in the “Enforcing and Publicizing” packet for examples.	Anniversary activities remind community members of the policy and encourage compliance.
<b>Enforcing and Publicizing Your Tobacco-Free Park Policy</b>	This page is an overview of educational ideas. The pages that follow this sheet are sample tools that your group can use. There are press releases, letters to the editor, community event ideas, postcards, notification cards, tobacco-free pledges, and other ideas.	Give youth tools and resources to help them conduct a wide variety of activities to educate the community.