

S.W.A.T. Leadership Manual



**Cancer Prevention &
Research Institute
of Texas**

Students Winning Against Tobacco Advisory Board

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Contents

Introduction	1
History of the S.W.A.T. Program	1
The S.W.A.T. Challenge	2
The S.W.A.T. Team	3
Getting Started	3
Recruiting S.W.A.T. Team Members	3
Training the S.W.A.T. Team	4
S.W.A.T. Teams in Action	4
Winning Results	5
Developing an Effective Team	6
Developing Leaders	6
Understanding Personalities	6
Why Have a Team for Tobacco Education?	7
Teamwork	7
Suggested S.W.A.T. Team Activities	8
Public Awareness	8
Community Action	8
Public Policy Advocacy	8
School-Based Activities	9
Communicating the Message	10
Working with the Media	10
Methods of Communication	10
Other Ways of Communicating Tobacco Messages	13

Tobacco Resources and Information	14
Get the Facts	14
Internet Resources	14
Additional Resources	15
Appendix A – Texas Tobacco Law	18
Texas Tobacco Law	19
Appendix B – Forms	21
Baseline Community Assessment	22
Sample S.W.A.T. Team Application	29
Appendix C – Sample Materials/Handouts	31
Sample Promotional Handout – What Is S.W.A.T.?	32
Sample One-Day Training Agenda	33
Sample Media Handout	34
It’s All in the Packaging!	35
Sample Public Service Announcements for Radio Spots	36
Sample Radio Interview	37
Sample Press Release	38
Sample Newspaper Article #1	39
Sample Newspaper Article #2	40
Recommended Tobacco-Related Internet Sites	41
Appendix D – Activities to Use with the S.W.A.T. Team	42
Understanding Yourself and Others – A Personality Profile	43
Team-Building Activities	47
Appendix E – Skits	51
Outline for Writing a Skit	52
Tar Wars Skits	53

Introduction

Experts agree that the first drug of choice for youth is tobacco; therefore, reducing youth tobacco use is an important step toward controlling substance use. Needs assessments done every five years by the Texas AgriLife Extension Service (AgriLife Extension) also continue identifying this problem. In recent years, the Surgeon General has indicated a smoking rate for U.S. high school-aged youth to be around 22 percent. The *2001 Texas Youth Risk Behavior Survey* indicated that some of the rural counties in the Panhandle, South Plains, and Rolling Plains areas of Texas have the highest rates of high school tobacco use. In some places, the rate is as high as 43 percent.

In 2004, Texas AgriLife Extension Service began a project to reduce tobacco use among youth in rural communities in the Texas Panhandle area using the comprehensive community approach recommended by the Centers for Disease Control (CDC) and others, including the Texas Department of State Health Services (TDSHS). The comprehensive community approach includes:

- ◆ school interventions such as the *Towards No Tobacco* program,
- ◆ a community leader advisory team,
- ◆ increasing awareness and enforcement of tobacco laws,
- ◆ promoting smoke-free environments for non-smokers and especially children,
- ◆ cessation resources for smokers wanting to quit,
- ◆ media interventions, and
- ◆ youth peer education teams.

Our youth peer education team is called the *Students Winning Against Tobacco* (S.W.A.T.) team. It is only one part of the larger, comprehensive approach.

This manual describes the process used to implement this part of the comprehensive approach as well as resources developed by these county-based teams and their leaders. The project incorporates some of the resources and strategies, including the logo, developed by the first S.W.A.T. project implemented in Van Zandt County by DeeLee Smith, County Extension Agent – Family and Consumer Sciences (CEA–FCS), and funded by The Texas A&M University System Health Sciences Center School of Rural Public Health. For the past three years, the project has been funded by Cancer Prevention and Research Institute of Texas.

History of the S.W.A.T. Program

The *Reducing Tobacco Use in Rural Communities* grant was initiated because parents and other community leaders, including teachers, were concerned about increasing drug, alcohol, and tobacco use in their rural communities. Three counties from the North Plains Region were identified to be part of the grant project for the first year (2004)—Armstrong County in the Panhandle District, Swisher County in the South Plains District, and Childress County in the Rolling Plains District. CEAs–FCS began working with the Family Development and Resource Management unit of the Texas AgriLife Extension Service, which is responsible for implementing the grant.

In the spring of 2005, agents began the process of recruiting members for their county tobacco peer education group. These teams of youth were called S.W.A.T. teams. In July 2005, three teams from the participating counties were trained at a five day S.W.A.T. Camp at the New Beginnings Retreat Center near Dumas. Resource people from AgriLife Extension, TDSHS, and

Harrington Cancer Center taught leadership skills, facts about tobacco and its use, and skills in communicating tobacco messages. The teams were then challenged to take what they learned back to their communities and to inform other youth about the facts and consequences of tobacco use. S.W.A.T. Camp resulted in three active S.W.A.T. teams going back to their communities. Contacts by these teams exceeded all expectations, reaching the majority of youth in their communities.

In 2005, four additional counties were added to the grant—Dallam, Hartley, Moore, and Deaf Smith. Due to limited funding, a one day S.W.A.T. workshop was conducted in July 2006 instead of the five day camp.

This manual shares the process of forming S.W.A.T. teams so other rural counties in Texas can also form teams to reduce youth tobacco use and make a positive difference in their communities. It uses the one-day training format as a model for counties to conduct their own training for S.W.A.T. teams. The appendices contain many helpful resources, including: a baseline community assessment form, team application form, sample public service announcements (PSAs) and newspaper articles, a skit, a personality profile questionnaire, and leadership team-building activities.

The S.W.A.T Challenge

On July 10, 2006, two new reference guides, the Cancer Atlas and Tobacco Atlas, were released at the International Union against Cancer Conference in Washington, D.C. In these guides, they predict that tobacco use could kill 1 billion people this century if current trends remain the same. This is 10 times the number of deaths in the 20th century.

According to the atlases, tobacco use currently accounts for one in five cancer deaths, or 1.4 million deaths worldwide each year. When deaths from tobacco-related cardiovascular and pulmonary diseases are included, the yearly death toll rises to nearly 5 million.

An estimated 1.25 billion men and women currently smoke cigarettes, and more than half of them will die from the habit. However, millions of lives can be saved by implementing proven policies to reduce tobacco use, such as increasing cigarette taxes and implementing strong smoke-free air laws.

(Parts excerpted from: 1 Billion Tobacco Deaths This Century? CBS/AP, July 10, 2006)

An individual may not be up to the challenge of saving 1 billion people, but each person can make a difference. It can begin by choosing not to use tobacco products. Just being a role model can influence some people. Youth can join forces and become a member of a S.W.A.T. team; they can have an impact. As a S.W.A.T. team member, they will be part of a comprehensive, sustainable, and accountable tobacco control program. They will make a difference by having a goal to provide education as a means to deter tobacco use among the youth in their counties, raise community awareness about the dangers of tobacco use, and change ordinances related to tobacco use in public places.

When the difference affects the lives of the people we know and love, it suddenly becomes very significant.

(See Appendix A for Texas Tobacco Law information.)

The S.W.A.T. Team

The S.W.A.T. team is a group of youth who want to educate the community—especially their peers—about the dangers of tobacco use.

Members should be middle school, junior high, or high school age. They may be part of a 4-H program or other youth organizations. They can also be selected from the community at large. When selecting from the community at large, school counselors and community youth leaders may be asked to recommend youth to participate; an application may be required. Selected team members should be able to speak in public and write reasonably well.

The S.W.A.T. team also needs adult leaders. At least one or two advisory people should be involved. They might be a 4-H leader, someone in the health profession, a school official, or law enforcement personnel.

Once a team is organized, consider ways to add team members since this can be an ongoing team. If team members are committed to the group's mission, they are involved in viable activities to discourage tobacco use, and they are developing life skills. The S.W.A.T. team can be seen as prestigious group of youth who make a difference in their community.

Getting Started

Before assembling your S.W.A.T. team, learn about the attitudes and practices regarding tobacco in your community. One way to accomplish this task is by doing a baseline assessment of your community. Find community members who are interested in preventing youth tobacco use to help you with the assessment. This type of assessment can also help you document the progress that your group makes toward reducing tobacco use. One team found it best to assign different

pieces of the assessment to the adult volunteers so no one had to do too much.

Some examples of people who might help with the assessment are:

- ◆ health care professionals,
- ◆ elected officials,
- ◆ school personnel,
- ◆ 4-H leaders,
- ◆ law enforcement personnel,
- ◆ parents/grandparents, and
- ◆ other individuals who are passionate about youth tobacco issues.

In Dallam County, instead of using a task force to gather the assessment data, the county agent contacted a vocational health class in the local high school and recruited them to gather the information. It is still a good idea to have a task force to help in identifying community tobacco issues, and they can help you network with key leaders in the community to assist the S.W.A.T. team.

An example of the Community Baseline Assessment used by the participating grant counties is included in Appendix B.

Recruiting S.W.A.T. Team Members

Assembling a team should begin with the county agent. Team members are not limited to 4-H members, but they should definitely be included. 4-H members doing projects in the area of community service, leadership, health, and safety can all enhance their projects by being S.W.A.T. team members.

The county Extension agent can begin recruitment by contacting school counselors, school principals, home school associations,

church youth workers, and youth organizations. These individuals may be able to suggest team members and/or recruit members. Appendix C includes a Sample Promotional Handout to help in recruitment efforts.

You may, however, use a selection process. In that case, S.W.A.T. applications may be required. You may create your own application or adapt the sample application from Swisher County that is located in Appendix B (Sample S.W.A.T. Team Application). If applications are used, they will need to be followed up with a face-to-face interview with the county Extension agent and, if possible, some task force members. S.W.A.T. teams should consist of six or more members.

In addition to the team members, adult leadership is vital. The county Extension agent may choose to be a team coordinator, but other adult leadership should be considered and recruited. These adults also will be part of the S.W.A.T. team. Adult leaders can assist with many things, like transporting the team to do presentations.

Training the S.W.A.T. Team

Since a S.W.A.T. team may consist of different aged youth from varied backgrounds, schools, and organizations, it is important that they develop as a team. This manual provides you with most of the tools needed to conduct your training.

Bringing together the teams from participating counties for a day each summer is a great way to train new team members and to rejuvenate interest and promote enthusiasm for continuing members. Some counties have found that a day during the month of July is the best time to offer training for the team. Try to identify a location that will allow breakout sessions for the variety of activities that teams will be doing.

To build the group into a team, be sure to teach the following skills:

- ◆ giving creative presentations,
- ◆ communicating ideas and information,
- ◆ working with the media,
- ◆ working with the community,
- ◆ accessing researched-based tobacco information on the Internet, and
- ◆ working as a team.

Resource people to assist with the training might include the following:

- ◆ American Cancer Society field representatives or Tobacco Control Board members;
- ◆ TDSHS personnel;
- ◆ area or regional cancer treatment center staff;
- ◆ local newspaper, radio, or TV staff;
- ◆ instructor for a tobacco awareness program;
- ◆ local law enforcement officer; and
- ◆ drama or speech teacher.

(Appendix C contains a sample training agenda.)

Before leaving the training, S.W.A.T. team members should work with their county agent and adult leaders to plan some activities for the following school year. Once the initial training is complete, the S.W.A.T. team should be ready to begin their tasks.

S.W.A.T. Teams in Action

The S.W.A.T. team should meet periodically to plan and conduct tobacco prevention and awareness activities for youth in their community. They may meet on a regular basis, or meetings may be for the purpose of planning special activities for Red Ribbon

Week and the Great American Smokeout (GASO). It is not necessary to have officers or to conduct formal meetings; the meetings will generally be informal. It will be helpful, however, to have an agenda to facilitate the planning.

Teams may want to consider creating a t-shirt for team members to wear when conducting tobacco education activities. This shirt is something that they can design themselves, or they can have a contest that involves other youth. Any messages printed on the shirt should be brief and accurate and based on research conducted by an acceptable resource. The team may solicit individuals or businesses to sponsor the t-shirts. Care should

be taken that any sponsor for the shirts projects a consistency in their product or lifestyle with the team's tobacco messages.

Winning Results

There are obvious benefits to the community from having a S.W.A.T. team working to reduce tobacco use, especially among its youth. However, S.W.A.T. team members will also benefit as they make a difference in tobacco use in their community. They are building personal leadership skills, developing personal communication skills, exploring future career opportunities, and building good self-esteem.

Developing an Effective Team

Developing Leaders

Leadership is a process by which one group member exerts positive influence over other members; it is the ability to help oneself and other people achieve goals through guidance and influence.

Some important behaviors of good leaders include:

- ◆ encouraging others (being friendly and responsive to others, giving recognition);
- ◆ expressing group feeling (being aware of moods and relationships, sharing feelings with other members);
- ◆ harmonizing (managing conflict, reducing group tension);
- ◆ compromising (admitting error, being open-minded to ideas and solutions);
- ◆ facilitating (keeping communication channels open, involving others in participation); and
- ◆ setting standards (establishing working standards for the group, evaluating the group's progress).

By joining the S.W.A.T. team, youth are becoming leaders in tobacco education in their communities. But leadership skills don't just happen. The 4-H and Youth program is a great place to develop leadership skills. If some team members are not members of 4-H, encourage them to contact their county Extension office for more information.

Those S.W.A.T. team members who are also 4-H members may make their S.W.A.T. activities part of their 4-H project. It can be part of a project in health, safety and accident prevention, community service, family life, public speaking, consumer life skills, or leadership. A 4-H project consists of six 30-minute learning experiences that relate to the

project. Online resources are available through the 4-H program that can help team members with their leadership skills and S.W.A.T. team activities:

- ◆ For information on Texas 4-H projects and their description, go to:
<http://texas4-h.tamu.edu/projects/>
- ◆ *Putting the Pieces Together: Building Leadership Life Skills* is a learning curriculum for youth and adult volunteers for teaching leadership life skills to program participants. It can be accessed by going to:
http://texas4-h.tamu.edu/publications/Project/leadership/Putting_the_Pieces_Together.pdf

Understanding Personalities

One way for S.W.A.T. team members to have a better understanding of themselves and the assets they bring to the team is to do a personality profile, which will help them to determine the types of personality behaviors they more naturally exhibit. There are many different personality profiles available to help. The *Understanding Yourself and Others Personality Profile* by Anita Reed (located in Appendix D) is a tool that can be used to help team members better understand their personalities.

Each S.W.A.T. team member will want to fill out the two-page personality profile by circling the word or phrase on each line that best describes their behavior style. They will then circle the color in the corresponding row on the page labeled "Personality Profile Totals" and tabulate how many red, yellow, blue, or green items they circled on that page. Finally, using the page labeled "What Your Color Totals Mean," they can learn more about their personalities and how they can enhance the S.W.A.T. team.

Encourage team members to take time to share their characteristics with others on the S.W.A.T. team. This information will help them to better know what they have to contribute to the team. If the team finds that all the team members are only one or two colors or that a color is not represented, you may want to recruit new team members with those missing color characteristics. All the color characteristics are important and can make for a balanced and effective team.

Why Have a Team for Tobacco Education?

- ◆ It is easier to work on tobacco education in your community when there is more than one individual working.
- ◆ The more people working on solving the community tobacco use problem, the more likely you will have creative, successful solutions.
- ◆ When your direction is unclear, having more than one person working on the problem can be beneficial
- ◆ People have different abilities and talents. When you have limited resources, having people who are specialists in a particular area can help you streamline what you do and make what you do even better.
- ◆ A group of people working on a common goal, such as tobacco education, can inspire one another to stay committed.
- ◆ When more than one person has a stake in the outcome of the problem of tobacco education, it can be helpful to have them all come together to work on the issues.
- ◆ No one person can solve the problem of tobacco use by youth in your community.

Teamwork

“Teamwork: People working together – building, linking, sharing, lifting, pulling, supporting, helping, encouraging – can accomplish anything. By uniting our efforts, we can reach a higher goal.”

Unfortunately, not all teams are successful or even get along with each other. To have an effective S.W.A.T. team, you will need the following:

- ◆ **Open communication** – All members know the team’s goals and give input into achieving the goals.
- ◆ **Diversity** – Members have different talents and skills.
- ◆ **Trust and Mutual Respect** – Successful teams realize that everyone plays an important role. They trust the abilities of all group members.
- ◆ **Cooperation** – It makes things easier.

Being a member of a S.W.A.T. team means working together as a team to achieve a common purpose. Everyone needs a clear vision about that purpose is and what they want to accomplish. Once they have identified the purpose and what is to be accomplished, the team development process is next.

Appendix D contains some fun team-building activities to use with the S.W.A.T. team.

Suggested S.W.A.T. Team Activities

The National Network for Health and Tobacco-Free Youth offer the following suggestions for reaching the community with tobacco education.

Public Awareness

- ◆ Work with coaches from community athletic programs to educate players and their parents about the dangers of smokeless tobacco. Advocate banning its use by players and coaches during practices and games.
- ◆ Advocate for coverage in local media about smokeless tobacco and teen activities.
- ◆ Recognize area restaurants, shopping malls, and businesses that are smoke-free. Present certificates of recognition to these establishments.
- ◆ Recognize pharmacies that do not sell tobacco products. Present certificates of recognition to these establishments.
- ◆ Place articles about youth and tobacco issues in the newsletters of professional and community organizations. Relate the content of the articles to the interests and concerns of the cooperating organizations.
- ◆ Present information on tobacco industry advertising strategies to youth attending a substance abuse conference or to a meeting of a youth organization.
- ◆ Educate local merchants about laws regulating tobacco sales to minors.
- ◆ Write and perform educational “raps” on the dangers of youth tobacco use.

Community Action

- ◆ Monitor the status of smoking and tobacco use in the middle and high schools. Ask

school administrators what S.W.A.T. can do to help enforce tobacco-free schools policies.

- ◆ Sponsor “Butts Clean-Up Day” with a tie-in to a local health fair and/or community clean-up campaign.
- ◆ Conduct a t-shirt exchange by exchanging t-shirts with tobacco advertising for ones with pro-health messages. (Note: Destroy the t-shirts with tobacco advertising that are turned in.)
- ◆ Provide staff for booths that focus on youth and tobacco at local health fairs.

Public Policy Advocacy

- ◆ Support efforts to make county buildings, shopping malls, and other public buildings tobacco-free.
- ◆ Support efforts to ban tobacco advertisements at publicly owned sports arenas, athletic stadiums, and other facilities that attract many young people.
- ◆ Provide city council members or county commissioners with information about accessibility of tobacco products to youth.
- ◆ Write letters to the editor about youth and tobacco issues, such as pending legislation or tobacco-free policies on school grounds.
- ◆ Write letters to the editor about youth and tobacco issues, commending any positive action taken by public officials, merchants, or others.
- ◆ Visit with state legislators about strengthening laws and regulations pertaining to youth access to tobacco.

School-Based Activities

- ◆ Hold contests in middle or high schools to develop PSAs on youth and tobacco. Tape and air the announcements at school or on local radio stations.
- ◆ Develop role plays on coping with peer pressure to smoking, and use the role plays to model these coping skills for younger students.
- ◆ Present information on the tobacco industry's advertising strategies to other students and to home and school organizations or other groups concerned about youth.

Communicating the Message

Working with the Media

The most effective way to get information about tobacco to the most people is by using the media in the community. Living in a rural community may mean that accessibility to a variety of media outlets is limited, and sometimes the team may need to go outside of their immediate community to work with regional media outlets.

It is important that the S.W.A.T. team builds good relationships with media persons in order to be recognized and valued for the information that they have to provide. Media sources may include TV, cable outlets, radio, and local newspapers.

It is a good idea for the S.W.A.T. team or a couple of individual members to personally go visit the local media, which builds personal relationships and interest in the team. This process is also called marketing your product, which is S.W.A.T. Before going, a team member should set an appointment time and find out the name of the person they will be visiting. The contact people are likely to be reporters assigned to community activities. (The team will want to be sure to keep a file of the media sources that are available and who the contact people are.)

Team members should dress appropriately for the visit. They may want to share a small gift, such as homemade cookies or an item that has a tobacco prevention message on it, with the media contact. The team can then explain S.W.A.T. by telling who comprises the team and what the team does. Appendix C contains a sample media handout that the team may want to adapt and give to the different media outlets when they visit.

If the media contact would like information sent to them in the form of PSAs or press

releases, find out how often they would like them sent and where to send them.

For more information on building relationships with the media, see *It's All in the Packaging!*, which is also included in Appendix C.

Methods of Communication

There are many ways to get tobacco messages out to the community. The method chosen should be determined by who is in the audience. For example, the team may want to do a skit when communicating with their peers, but if they are asked to do something for a civic group, a presentation might be a more appropriate choice. To communicate effectively, the team must first know their audience and then determine the best way to present that audience with a specific message.

Oral presentations, skits, posters, press releases, PSAs, and TV/radio interviews are all ways to communicate tobacco messages. Below are some tips to keep in mind when preparing and presenting information with these different methods.

Presentations and Demonstrations

4-H contests for presentations and demonstrations are a great way to learn presentation and demonstration skills. For complete information on preparing a presentation or demonstration, refer to *4-H Public Presentation Guide*, 4-H3-5.012.

When preparing a presentation/demonstration, begin by determining the objective of the talk. Some objectives related to tobacco education might include awareness of:

- ◆ the consequences of tobacco use,
- ◆ how advertising is used to hook youth on tobacco use,

- ◆ how the cost of a tobacco habit affects personal finances,
- ◆ how secondhand smoke affects others, and
- ◆ the power of nicotine addiction.

When giving a presentation, the speaker should begin by greeting the audience and introducing himself or herself. The speaker can then explain what S.W.A.T. is and its purpose. To begin the actual presentation, the speaker should do something unique to get the audience's attention, such as providing an interesting piece of information about tobacco use. Then use this simple formula:

- ◆ Tell the audience what you are going to tell them.
- ◆ Tell them.
- ◆ At the end, tell them what you have told them.

When delivering a presentation, speakers should remember the following:

- ◆ Speak clearly. Don't shout or whisper.
- ◆ Don't rush or talk deliberately slowly.
- ◆ Pause at key points.
- ◆ Avoid jokes.
- ◆ Use hands to emphasis points, but avoid hand waving.
- ◆ Establish eye contact with the audience. (This is harder to do if reading the presentation.)
- ◆ If using visuals, be sure the equipment is properly working
- ◆ Visuals should enhance the message and not distract the audience from the message.
- ◆ Keep visuals simple and easy to read.

Public Service Announcements

A *public service announcement* is a non-commercial advertisement, typically on radio or television, that is broadcast for the public

good. Its purpose is to change public attitudes by raising awareness about specific issues.

All television and radio stations are required by law to provide free air time for public service organizations. To get tobacco messages broadcast in a PSA, begin by contacting the public service director (or station manager) at your area's TV and radio stations. If possible, meet with them personally. Ask them what length and format they prefer to use. Also visit with them to find out if they are willing to help you produce your spots.

To write a PSA, use these hints:

- ◆ Determine the one most important thing to be communicated.
- ◆ Use short, upbeat sentences in a conversational tone.
- ◆ Mention the name of the organization.
- ◆ Tell the listener/viewer to contact your program (S.W.A.T.) for more information.
- ◆ Include a telephone number (the county Extension office number).

The most likely time lengths for PSAs are:

- ◆ 10 seconds – 25 words
- ◆ 30 seconds – 75 words
- ◆ 60 seconds – 150 words

Inform the station when you want the PSAs to start running and when they should end. A good time to consider running PSAs would be during a national tobacco campaign, such as the Great American Smokeout or Red Ribbon Week.

Appendix C includes sample PSAs that can be adapted for your community. Additionally, a sample radio interview scenario is included in Appendix C.

Press Releases and Newspaper Articles

Most communities have a local newspaper, which is a great outlet for letting the community know what S.W.A.T. is doing. It is also a way of sharing information related to tobacco use. To have stories covered or accepted for printing, a team member should first meet with the newspaper editor. Visit with the editor to learn what kind of stories the paper prints, their deadlines, and the type of format they prefer for articles. Information can be shared with a newspaper in the form of a press release or a letter to the editor. Newspapers want well-written, well-organized articles with facts that are well documented by a reliable source.

When writing a press release, start with a headline. The headline should summarize the information in the press release and grab the reader's attention. It should be limited to ten words or less.

The first paragraph is important, too. In it, include the five Ws and the one H—or the who, what, when, where, why, and how. It should also include a hook or a factual statement to get readers' attention.

When writing the body of the article, the most important information goes first. In case the reader doesn't read the complete article, they will at least read the most important information.

When closing an article, repeat any critical contact information, including the name of the person, a phone number (county Extension office number), and/or email address.

Appendix C contains a sample press release and several sample newspaper articles.

Letters to the Editor

An effective letter to the editor should:

- ◆ Be related to a recent story in the news. The writer can say, "I recently read the

story on... and I wanted to add that..."

- ◆ Keep it short and to the point. Newspapers print many letters, so keep the letter to a single page or less (approximately 100–250 words).
- ◆ Express the team member's conviction, as a young person, concerning tobacco use.
- ◆ Tell why the battle against tobacco is important to kids and adults in the community.
- ◆ Include the team member's age, address, and phone number.

Posters

Creating posters can be a way of sharing a simple message with large groups of people. Some basics to keep in mind when creating posters are:

- ◆ Balance the placement of text and graphics.
- ◆ Use phrases rather than full sentences.
- ◆ Writing should be large—at least two inches tall.
- ◆ Use a light-colored background and dark letters for contrast.
- ◆ Avoid dark backgrounds with light letters—they are very tiring to read.
- ◆ Overly bright colors will attract attention, but they wear out readers' eyes.

Skits

Skits are a good way to provide information about tobacco to both small and large youth groups. They can be fun and funny, but they should communicate a message about tobacco that the audience will remember. The entire S.W.A.T team will want to be involved in performing skits. Since there are not many resources available with written skits about tobacco, team members may have to write their own skits. Some topics that the team might build a skit around include:

- ◆ Tobacco companies wanting you to smoke (take-off of movie Thanks for Smoking)
- ◆ Secondhand smoke
- ◆ Athletes using spit tobacco
- ◆ Peer pressure to use tobacco
- ◆ Consequences of tobacco use
- ◆ Older people coping with emphysema
- ◆ Getting people to smoke outside
- ◆ Cost of using tobacco

When presenting a skit, keep the props simple and fun. Presenters should avoid reading their lines. They will be more effective in reaching the audience if they speak to the audience and not to the script. Presenters shouldn't be afraid to be dramatic or funny or have their character show proper emotions. However, they should avoid being silly, which can take away from the skit's message. Effective skits require practice, practice, practice.

Appendix E includes an outline for writing a skit, which the team can use to write its own skit. A four-part skit that the team may want to perform, Tar Wars, is also included in Appendix E.

Other Ways of Communicating Tobacco Messages

There are other ways of communicating tobacco messages that the team wants people to know. The county 4-H newsletter, school announcements, and school newspapers are good communication outlets.

A team member who is good at writing might write a monthly article on tobacco for the 4-H newsletter, or team members could rotate writing articles. The article could also be shared with any other youth group that has a newsletter. A team member could check with the school newspaper to see if S.W.A.T. could have a regular column on tobacco. Fliers and handouts distributed around the community are also ways of getting out the messages about tobacco.

Clothing items with anti-tobacco messages on them are also a means of communicating tobacco messages. T-shirts, bracelets, shoe stickers, and various other items can be ordered through catalogues. S.W.A.T. teams can also create their own items, which is a good tactic to use in marketing the team's message. Be sure the messages are short, concise, and accurate.

Tobacco Resources and Information

Get the Facts

Whenever and however the S.W.A.T. team communicates a tobacco message, it is very important that the message is accurate, consistent, and based on well-established facts. It is helpful to include statistics and facts in the message, and always have backup documentation from a reliable source. In so doing, the S.W.A.T. team will maintain its integrity in the community and be effective.

There is unlimited information about tobacco on the Internet, and it is not always easy to determine which resources to use. Below are some general ideas of places to go for reliable information:

- ◆ Federal and state-based organizations (with URLs ending in .gov) are a good place to start because their information will be researched based.
- ◆ Recognized public organizations, such as the American Cancer Society, are also reliable resources (with URLs ending in .org).
- ◆ University sites are a good source (with URLs ending in .edu).
- ◆ And don't forget Texas AgriLife Extension Service (<http://fcs.tamu.edu>). County Extension agents can provide research-based information that is made available through AgriLife Extension's Family Development and Resource Management unit. If you are unsure if a site is reliable, always check with the Extension agent.

Internet Resources

Appendix C contains a page with recommended tobacco-related Internet sites, which you may want to share with S.W.A.T. team members. The information below gives

more details about many of these websites.

Texas AgriLife Extension Service

We suggest that the team start with AgriLife Extension when looking for information. The official S.W.A.T. website is: <http://fcs.tamu.edu/health/swat/>. This site provides basic information about S.W.A.T., gives links to other resources, and provides information on the Texas Tobacco Law. Science fair projects have recently been added to the site. They can be used by anyone in need of a science fair project for school. S.W.A.T. members may want to do some research on their own to better understand health issues related to tobacco use, and these projects would be a great place to start.

When looking for a variety of tobacco teaching activities that can be used with groups such as 4-H, click on the *4-H Health/Safety Officer Handbook* on the S.W.A.T. website, or go directly to: http://fcs.tamu.edu/health/4-h_health/4-h_clu_b_health_officer_handbook.php. There you will find short teaching activities that can be part of any 4-H meeting or incorporated into a health project. The activities are easy to conduct and use minimal materials.

Do you want to calculate online the cost of using smokeless tobacco? You can do it by going to: <http://dontdip.tamu.edu/cost.htm>.

HealthHints is a monthly newsletter published online by Texas AgriLife Extension Service. The October 2008 edition is *Tobacco Cessation - Best Practices and Programs for Quitting Tobacco*. Go to: <http://fcs.tamu.edu/health/healthhints/2008/oct/smoking-cessation.pdf>. It is a valuable tool for those who are trying to quit tobacco.

Centers for Disease Control

The Centers for Disease Control has information from the United States Surgeon

General. Its website can be accessed by going to: <http://www.cdc.gov/tobacco/>. It provides a wealth of resources and information. You can download publications to reprint and distribute. It has interactive sites that can be used with small groups. You can even order resources that include DVDs, videos, posters, and publications for free for educational purposes.

National Cancer Institute

The National Cancer Institute is responsible for cancer research using federal money. Information shared from their research on tobacco and cancer can be found at: <http://cancernet.nci.nih.gov/cancertopics/tobacco/>.

Texas Department of State Health Services

TDSHS provides information about its tobacco programs at the following website: <http://www.dshs.state.tx.us/tobacco/>. This site provides information about tobacco as it relates to the state of Texas. You can access their newsletter, which has valuable facts related to tobacco use. It also has information about the Texas Tobacco Law, cessation information, research data, and information on tobacco and youth.

They also have a separate site just for young children: <http://www.ducktexas.com>. This fun and interactive site is one that individuals or groups can enjoy and still learn from.

TDSHS has put together the following list of website links to go to for additional information:

- ◆ Campaign for Tobacco Free Kids – www.tobaccofreekids.org
- ◆ Kick Butts Day – www.kickbuttsday.org
- ◆ Truth – www.thetruth.com
- ◆ Worth It? – www.worthit.org

- ◆ American Legacy Foundation – www.americanlegacy.org
- ◆ Center for Safe Communities and Schools www.cscs.txstate.edu
- ◆ DSHS Texas Tobacco Law Site – www.texasobaccolaw.org
- ◆ American Cancer Society – www.cancer.org
- ◆ Great American Smokeout – www.greatamericansmokeout.com
- ◆ American Lung Association – www.lungusa.org
- ◆ Tobacco.org – www.tobacco.org
- ◆ Tobacco Free U – www.tobaccofreeu.org
- ◆ Share Air Campaign – www.shareair.org
- ◆ Mi Familia No Fuma Campaign – www.nofuma.org

Other Helpful Internet Sites

The Environmental Protection Agency has information about secondhand smoke at <http://www.epa.gov/iaq/ets/>. Brochures are available to download.

Tobacco Free Kids has a site called Tobacco Gallery located at <http://tobaccofreekids.org/adgallery/>. It has examples of cigarette ads from the various cigarette companies. The Armstrong County S.W.A.T team incorporated this information into a PowerPoint® presentation to show strategies the tobacco industry uses to lead youth audiences to use tobacco products.

Additional Resources

Put it Outside – For Healthier Kids. This is a packaged program put together by AgriLife Extension. The goals of the program are: (1) to motivate and help parents and/or guardians to protect children from secondhand smoke by creating a smoke-free home, and (2) to increase awareness of secondhand smoke in

public and other places. The instructor's manual, posters and exhibit items, pre- and post survey, and PowerPoint presentation on CD are included in the package. It is a good program to use with groups such as Head Start parents. It can also be used with day care centers and is excellent for health fairs. For more information, contact the Family Development and Resource Management office.

American Cancer Society (ACS). Area ACS offices are located throughout the state. To find out the location of the closest one for your community, go to the ACS website at www.cancer.org. You can contact the office and find out who your field representative is. The field representative can share with you resources available through ACS. Resources include pamphlets and brochures that can be ordered in quantity to distribute. Be sure to order these items at least two weeks before they will be needed. Also available through ACS are posters, videos and DVDs, curriculum, and tobacco education teaching aids.

You might inquire to find out if they have a Tobacco Control Committee that is doing community education. If they do, the S.W.A.T team could ask to send a representative to be a part of the local Tobacco Control Committee, which would provide an opportunity for the team to join forces in doing tobacco education activities. It is also a good way of learning about unique ways to do tobacco community education.

Texas Department of State Health Services. This agency provides Regional Tobacco Control Coordinators throughout the state of Texas. To locate the coordinator responsible for your community, go to their website at <http://www.dshs.state.tx.us/tobacco/regions.shtm>. The coordinators are available to do presentations, conduct marketing/education to counter tobacco advertising, assist communities with tobacco-related policy

changes, and assist with cessation activities.

TDSHS conducts an annual Texas Teen Tobacco Summit and Comprehensive Tobacco Conference at the Woodlands Conference Center near Houston each July. This event would be a great activity for S.W.A.T. members to attend. In 2006, they began conducting three Regional Texas Teen Tobacco Summits, which they plan to continue. For details, check the TDSHS website, or contact your regional office.

Educational Teaching Aids

Cancer Prevention and Research Institute of Texas has provided funding to purchase educational teaching aids. They are available through the AgriLife Extension Resource Library located in College Station or in the district offices. The following items are available:

- ◆ Clever Catch Tobacco Ball
- ◆ Secondhand Smoke Flip Chart
- ◆ The ABCs of Smoking Flip Chart (English/Spanish)
- ◆ Smoking Prevention Bingo Game
- ◆ Smokeless Tobacco Flip Chart
- ◆ Smokeless Tobacco: Spit It Out Display
- ◆ Effects and Hazards of Secondhand Smoke Display
- ◆ A Year's Worth of Tar
- ◆ Smoker's Roulette Game
- ◆ Smoking: Don't Get Burned Display
- ◆ Lou-Wheeze, Smoker's Lungs Comparison Model
- ◆ Smokeless Tobacco Education Package

Every year, another grant from the Cancer Prevention and Research Institute of Texas allows the Family Development and Resource Management unit to offer mini-grants to do cancer prevention projects. You may apply

for one of these mini-grants to purchase some of these items to use in your county for S.W.A.T. activities. While there are a number of sources for these items, two good sources are:

NIMCO – www.nimcoinc.com

HEALTH EDCO – www.HealthEdco.com

Tar Wars Presentations

Tar Wars is a tobacco-free education program for kids from the American Academy of Family Physicians. S.W.A.T. teams in Armstrong and Swisher Counties have used the four presentations, which were adapted by

an Amarillo area tobacco educator. Swisher and Deaf Smith Counties found the skits to be especially helpful teaching tools for their *Progressive Farmer Farm Safety Day*. This adapted skit is included in Appendix E.

S.W.A.T. Skit CD. S.W.A.T. teams from the original Cancer Prevention and Research Institute of Texas grant counties have compiled a CD of tobacco education skits. The CD is available from the grant manager, Cheryl Brewer, who may be contacted at cbrewer@ag.tamu.edu or by calling (806) 677-5600.

Appendix A

Texas Tobacco Law

Texas Tobacco Law

In Texas, youth under 18 years of age may not purchase, attempt to purchase, or possess tobacco. Additionally, merchants may not sell tobacco to underage youth. While this law has been in effect since 1997, many people are still unaware of it, and enforcement by local authorities is variable. S.W.A.T. teams can help both adults and youth in communities to learn about the law and to encourage its enforcement.

So what is the law? In 1997, Senate Bill 55, *Youth Access to Tobacco Products*, was passed. It is a comprehensive approach directed at reducing children's access to tobacco products. TDSHS summarizes the law below. The law:

- ◆ Continues the existing penalty for the store clerk who sells tobacco to a minor, which is a Class C misdemeanor.
- ◆ Requires tobacco retailers to verify the age of purchasers appearing to be younger than 27 years of age through the use of photo identification.
- ◆ Amends existing signage to include that it is **both** illegal to sell to minors and illegal for minors to buy (Comptroller responsibility). The sign will say:

PURCHASING OR ATTEMPTING TO PURCHASE TOBACCO PRODUCTS BY A MINOR UNDER 18 YEARS OF AGE IS PROHIBITED BY LAW. SALE OR PROVISION OF TOBACCO PRODUCTS TO A MINOR UNDER 18 YEARS OF AGE IS PROHIBITED BY LAW. UPON CONVICTION, A CLASS C MISDEMEANOR, INCLUDING A FINE OF UP TO \$500, MAY BE IMPOSED. VIOLATIONS MAY BE REPORTED TO THE TEXAS COMPTROLLER'S OFFICE BY CALLING 1-800-345-8647.

- ◆ Restricts vending machine and self-service sales except in places not open to those under 18 years of age or in places used as cigar humidors.
- ◆ Prohibits give-aways of free samples and coupons to anyone under 18.
- ◆ Prohibits sales of cigarettes of less than 20 per pack (kiddie packs).
- ◆ Assesses a retail permit fee of \$125 for 1998–99 and \$180 for 2000–01 (permit is required now, but fee is attached). The fee funds administration of the bill and enforcement and awareness programs.
- ◆ Subjects retailers to the following penalties upon failure to adequately supervise or train employees. All offenses must be within a 12-month period.
 - **First offense:** up to \$500 fine
 - **Second offense:** up to \$750 fine
 - **Third offense:** up to \$1,000 or 3-day permit suspension
 - **Four or more offenses:** permit revocation (can apply after six months)
- ◆ Requires retailers to inform employees that tobacco sales to minors are illegal.
- ◆ Protects the retailer from permit revocation if employees attend a comptroller-approved training program. There is no protection from permit revocation if a retailer has eight violations within a two-year period.
- ◆ Penalizes minors for purchasing or possessing tobacco products; they must attend a **tobacco awareness program** or do community service. Failure to attend the tobacco awareness program or do the community service may result in a suspension of the minor's drivers license. A violation is punishable by a fine not to exceed \$250. Upon producing evidence of

attending a tobacco awareness program or doing community service, the charge may be dismissed except in the case of repeated offenses. (Check with your local law enforcement to find out if tobacco awareness programs are available locally.

In addition to the fine, participants need to be aware that they must also pay to attend the tobacco awareness program.)

- ◆ Prohibits outdoor advertising within 1,000 feet of a church or school.

Appendix B

Forms

Enforcement and Texas Youth Tobacco Awareness Classes

3. Number of minors cited for possessing tobacco:

_____ June 1 thru August 31, 200__

_____ September 1 thru November 30, 200__

4. Are minors in possession of tobacco fined? Yes ___ No ___

What is the average amount of the fine? _____

5. Are minors in possession of tobacco ordered by a judge to attend classes?

Yes ___ No ___

6. Are approved classes (Texas Youth Tobacco Awareness classes) available for minors in possession? Yes ___ No ___

If yes, how much do they cost (average amount is okay)? _____

7. List all locations and how many miles from your courthouse if classes are offered.

Location _____ Miles _____

Location _____ Miles _____

Location _____ Miles _____

Location _____ Miles _____

8. If classes are available, how many youth have attended?

_____ have attended June 1 thru August 31, 200__

_____ have attended September 1 thru November 30, 200__

Signs

9. Are signs with this warning present at point of sale where tobacco is sold?

PURCHASING OR ATTEMPTING TO PURCHASE TOBACCO PRODUCTS BY A MINOR UNDER 18 YEARS OF AGE IS PROHIBITED BY LAW. SALE OR PROVISION OF TOBACCO PRODUCTS TO A MINOR UNDER 18 YEARS OF AGE IS PROHIBITED BY LAW. UPON CONVICTION, A CLASS C MISDEMEANOR, INCLUDING A FINE OF UP TO \$500, MAY BE IMPOSED. VIOLATIONS MAY BE REPORTED TO THE TEXAS COMPTROLLER'S OFFICE BY CALLING 1-800-345-8647.

<http://www.dshs.state.tx.us/tobacco/>

Yes ___ No ___

11. How many signs advertising tobacco or give-aways advertising tobacco do you see at local stock shows, fair grounds, church carnivals, or other locations where youth might be present?

Location _____ Number of signs ____ Number of give-aways ____

Location _____ Number of signs ____ Number of give-aways ____

Location _____ Number of signs ____ Number of give-aways ____

Location _____ Number of signs ____ Number of give-aways ____

Vending Machine Access

12. Are vending machines selling tobacco in areas that are accessible to youth?

Yes _____ No _____

If yes, list where _____

Tobacco Prevention Messages

13. Is any tobacco prevention, cessation, or legal warning not to smoke information like posters or signs posted in the following locations?

Location	Y=Yes; N=No	Type (P=Prevention, C=Cessation, L=Legal Warning)
Public library		
Elementary School _____		
Middle School _____		
High School _____		
County Courthouse		
Day care center _____		
Day care center _____		
Day care center _____		
Extension office		
Store _____		
Store _____		

Store _____		
Fair grounds _____		
Hospital _____		
Doctors' office or clinic _____		
Doctors' office or clinic _____		
Pharmacy _____		

14. List all of the tobacco prevention activities done at schools.

School	List specific curriculum (like TNT) or other resources used in the classroom to reduce use of tobacco by students. Note if nothing is being done at this time to teach tobacco prevention.
Elementary	
Middle	
High	

Local Media

15. Recruit 3–5 youth to listen to local radio on a designated date. Choose a day when youth are most likely to be free to listen to local radio, and try to select the station that most youth prefer to listen to. Assign each youth to a time between 7 am until 10 pm, asking them to count the number of tobacco prevention messages **and** messages to use cigarettes or dip that they hear.

Number of prevention messages heard _____ on _____ (day of week) _____ (date) on _____ station (location and call letters).

Number of messages heard advertising use of tobacco _____ on _____ (day of week) _____ (date).

16. Recruit 3-5 youth to watch a youth-targeted television station, such as MTV or FOX, on the same date as selected in item 15. Watch the selected station between 7 am until 10 pm, and count the number of tobacco prevention messages observed. Also, count the number of times someone is shown using a cigarette or dip.

Number of prevention messages observed _____ on _____ (day of week) _____ (date) on _____ station (location and call letters).

Number of times someone is shown using tobacco _____ on _____ (day of week) _____ (date).

17. On the same day, examine the local newspaper and list the number of anti-tobacco messages in the paper.

Number of anti-tobacco messages _____ on _____ (date) in _____ (name of paper).

Health Professionals

18. How many physicians are in your community? _____

19. Number of physicians reporting that they screen patients for tobacco use _____.
How many did you ask? _____

20. Number of physicians reporting that they provide tobacco users with some type of cessation help _____. How many did you ask? _____

21. If physicians report providing cessation assistance, what assistance do they provide? (Check all types provided.)

Nicotine patch _____

Nicotine gum _____

Pills _____

Refer to American Cancer Quit Line _____

Refer to cessation classes in hospital or other location _____

Other _____

22. How many dentists are in your community? _____

23. Number of dentists reporting that they screen patients for dip tobacco use _____.
How many did you ask? _____

24. Number of dentists reporting that they provide dip users with some type of cessation help _____. How many did you ask? _____

25. If dentists report providing cessation assistance, what assistance do they provide? (Check all types provided.)

Nicotine patch _____

Nicotine gum _____

Refer to doctor _____

Refer to American Cancer Quit Line _____

Refer to cessation classes in hospital or other location _____

Other _____

26. Are nicotine patches or gum available without prescription in your community drug or other stores? Yes _____ No _____

27. List all of the stores where you found the patches or gum available without prescription.

28. How many signs advertising nicotine patches or gum did you see in your community drug or other stores? _____

Sample S.W.A.T. (Students Winning Against Tobacco) Team Application

General Information

Name: _____

Date of Birth: _____

Home Address: _____

City, State, Zip: _____

E-mail Address: _____

Phone: _____

County: _____

Academic Information

School Name: _____

Grade enrolled in Fall 200__ : _____

Other

If you are in the 9th, 10th, or 11th grade, will you be able to participate in the Tobacco Summit that will be conducted at _____ (insert location) on _____ (insert dates)?

Yes No

Will you be able to participate in a one to two day training to be held at _____ (insert location) during the summer of _____ (insert year)?

Yes No



As a S.W.A.T. team member, would you be willing to commit time during the _____ (insert school years, e.g., 2006–2007) school year to getting the message out to people in your community to not use tobacco products?

___ Yes ___ No

Leadership Skills

List school, church, and other organizations that you belong to and briefly describe the leadership roles that you have had in the organizations.

Hobbies and Special Talents

List any hobbies or special talents that you have.

What interest do you have in wanting to encourage youth in your community not to use tobacco products?

I am not a tobacco user and as a member of the S.W.A.T. team, I will be committed to not using tobacco.

(Signature)

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Appendix C

Sample Materials/Handouts

Sample Promotional Handout

What Is S.W.A.T.?

S.W.A.T. (Students Winning Against Tobacco) is a program created by the Texas AgriLife Extension Service for rural communities. It is an ongoing tobacco education program that is designed to involve both youth and adults in the community in preventing tobacco use and promoting cessation. It also educates the public about the consequences associated with tobacco use.

S.W.A.T. is an opportunity to build a relationship with other youth like yourself who want to make a difference in the health of their community. You will develop skills in team building, leadership, and communication and increase your knowledge of tobacco and how it can impact the lives of you and your friends.

S.W.A.T. is an opportunity to make a difference.



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Sample One-Day Training Agenda

9:00 - 9:15	Welcome
9:15 - 9:30	Ice Breaker Activity
9:30 - 10:00	Motivational Speaker or Video (testimony about dangers of tobacco use, or a motivational challenge to make a difference)
10:00 - 10:15	The Texas Tobacco Law (contact local police or sheriff office to speak)
10:15 - 10:30	Break
10:30 - 11:30	Team Building Activities (see Appendix C for activities)
11:30 - 12:30	Getting the Facts on Tobacco (Resource people from American Cancer Society, local cancer clinic, Texas Department of State Health Services)
12:30 - 1:00	Lunch
1:00 - 1:30	Tobacco Advertising – Targeting Youth (Tobacco Coordinator, TDSHS)
1:30 - 2:15	Developing a Relationship with the Local Media (local media person)
2:15 - 3:30	Writing and Presenting Skits
3:30 - 3:45	Break
3:45 - 4:15	Design a T-shirt Contest
4:15 - 4:45	Jeopardy Game Review
4:45 - 5:30	Developing a County or Community S.W.A.T. Team Plan (Include information on national tobacco education events)

Sample Media Handout



_____ County S.W.A.T. Team (Students Winning Against Tobacco)

Who We Are

We are a peer education group made up of middle school and high school students working under the supervision of the Texas AgriLife Extension Service in conjunction with a Cancer Prevention and Research Institute of Texas grant. The grant's aim is to reduce tobacco use in rural communities. Through various means, we are working in our community to communicate messages about tobacco in order that individuals can make good and safe decisions when it comes to using tobacco products.

What We Do

Upon request, we can provide press releases and PSAs related to tobacco use. Topics include: secondhand smoke, spit tobacco, smoking and youth, Texas law related to tobacco use, the cost of using tobacco, and the consequences of using tobacco. We can provide information about the Great American Smokeout, Through with Chew, Red Ribbon Week, Kick Butt Day, and other national events focusing on tobacco use. Team members are available to be scheduled for interviews.

We do skits, presentations, and educational programs in our community. We welcome coverage of such events and activities and can provide press releases and pictures.

How to Contact

Contact the _____ County Extension office at _____ [telephone number].



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It's All in the Packaging! Building Relationships with the Media

Why Market Yourself

- ◆ Establish community visibility for S.W.A.T.
- ◆ Establish yourself as an expert.

Key Components of Your Credibility

- ◆ competence
- ◆ trustworthiness
- ◆ enthusiasm

Everything you say and do—your appearance and dress, your conversations, your printed information—helps to build or detract from your credibility. Your credibility is your VALUE!

Your Program Is Your Product!

- ◆ What is the “value” of S.W.A.T? What are the benefits to the participants? to the general public?
- ◆ Describe the program, event, or activity.
- ◆ Why is this program appropriate or relevant at this time?

Sell Yourself to Media Gatekeepers in Your Community!

- ◆ Build a personal relationship whenever possible.
- ◆ Visit in person with the newspaper/radio gatekeepers. Be sure to wear appropriate clothing.
- ◆ Bring a “get acquainted” gift, such as cookies or a “trinket.”
- ◆ After you have explained S.W.A.T., ask the gatekeeper:
 - How do you want to receive the information? In what format?
 - How often do you publish the newspaper (or how often would you want me to do a radio program)?
 - How often will you use my information?
 - Do you only want information on upcoming events? Or will you print educational information on the dangers of teen use of tobacco products?
- ◆ Keep promises, appointments, and deadlines! Always be on time!
- ◆ Be available to speak to community groups, service clubs, Chambers of Commerce, and school groups. Never miss an opportunity to promote S.W.A.T.

After the initial visit with your media gatekeeper, be sure to keep in touch. You may need to make a visit once per year to keep your media gatekeeper informed of your progress!

Prepared and presented by Dr. Colleen Chadwick, July 2006.



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Sample Public Service Announcements for Radio Spots

Did you know that most people start using tobacco before they finish high school? This means that if you stay smoke free in school, you will probably never smoke.

A message from a member of the _____ County S.W.A.T. team. For more information about Students Winning Against Tobacco, contact the Texas AgriLife Extension Service office in _____ County today at _____ *[insert phone number]*.

Did you know that most teens who smoke are addicted to nicotine? They want to quit smoking, but they can't. When they try to quit, they experience nasty withdrawal symptoms—just like adults do.

A message from a member of the _____ County S.W.A.T. team. For more information about Students Winning Against Tobacco, contact the Texas AgriLife Extension Service office in _____ County today at _____ *[insert phone number]*.

Cigarette advertisements are designed to make people think that smoking is cool and that everybody does it. These misleading ads appear to increase kids' risk of smoking. If you smoke, quit, and if you don't, don't start.

A message from a member of the _____ County S.W.A.T. team. For more information about Students Winning Against Tobacco, contact the Texas AgriLife Extension Service office in _____ County today at _____ *[insert phone number]*.

Smoking kills more people than alcohol, AIDS, car crashes, illegal drugs, murders, and suicides combined. Then add in tobacco-related causes such as fires caused by smoking and smokeless tobacco use. Don't be one of these statistics. Say no to tobacco use.

A message from a member of the _____ County S.W.A.T. team. For more information about Students Winning Against Tobacco, contact the Texas AgriLife Extension Service office in _____ County today at _____ *[insert phone number]*.

Research shows that kids are more likely to be influenced to smoke by cigarette advertising than by peer pressure and that one-third of underage experimentation with smoking is attributable to tobacco company advertising. Who is going to influence you?

A message from a member of the _____ County S.W.A.T. team. For more information about Students Winning Against Tobacco, contact the Texas AgriLife Extension Service office in _____ County today at _____ *[insert phone number]*.

Sample Radio Interview

Question 1: Tell us about the S.W.A.T., or Students Winning Against Tobacco, workshop that you recently conducted.

Answer: A S.W.A.T. summer workshop was held on _____ [insert date] at _____ [insert location]. It was for youth in middle school and high school who have been selected to be on their county's S.W.A.T. team. We had youth from _____ Counties. The purpose of the workshop was help them build a team that can go out into their community and communicate messages about tobacco use to their peers.

Question 2: What did these students do at the workshop?

Answer: They learned about the tobacco law in Texas and what it means for youth under age 18. They learned about tobacco use and the health consequences that are known to be a result of its use. They were made aware of how the tobacco industry uses advertising to hook youth into using tobacco products. They also worked on communication skills in news writing, writing PSAs, preparing presentations, and writing skits that they can use to communicate messages about tobacco to their peer group.

Question 3: Who sponsored the camp?

Answer: The workshop was conducted as part of a Cancer Prevention and Research Institute of Texas grant that the Family Development and Resource Management unit of Texas AgriLife Extension Service has been working on during the past year.

Question 4: Who were some of the people who helped with the workshop?

Answer: Presenters included _____ with the Texas Department of State Health Services, _____ with _____ and _____, County Extension Agent in _____ County who conducted team-building activities. However, this year the S.W.A.T. teams from _____ County, who were trained last year, did much of the training.

Question 5: The workshop sounds like it provided a variety of learning opportunities, but did the kids have fun?

Answer: Oh yes! Fun activities were built into the whole agenda.

Sample Press Release

For immediate release

For more information, contact _____ [*insert contact person's name, phone number, and e-mail address*]

TOLL-FREE NUMBER AVAILABLE TO HELP SMOKERS QUIT

Smokers, who want to quit smoking, can gain help by dialing 1-877-YES-QUIT. Callers can talk to trained cessation counselors and/or enroll in a quit-smoking program. The quit kit contains tools to help a person quit: relaxation exercises; a self-help booklet; and information on nicotine replacement, non-nicotine replacement, and unproven methods of quitting smoking.

In addition, information is available on programs in your community that can help you quit, as well as the latest in medications designed to help people quit smoking. The program is a part of the Texas Department of Health and the American Cancer Society.

Sample Newspaper Article #1

For immediate release

For more information, contact _____ [insert contact person's name, phone number, and e-mail address]

_____ [insert county's name] **COUNTY YOUTH ATTEND WORKSHOP**

_____ [insert number of youth] local youth attended the _____ [insert the year] Students Winning Against Tobacco (S.W.A.T.) Workshop in _____ [insert the city], Texas, on _____ [insert dates of the camp]. The camp was held at the _____ [insert facility name where workshop was held].

At the camp, the youth learned more about the dangers of tobacco and how to inform the public of the dangers. They received training in news release writing, letter writing, drama, and public speaking. They learned skills in writing skits, which will be part of their educational campaign through the next year. In addition, they learned team-building skills.

Assisting with this year's workshop were S.W.A.T. team members from _____ County, who have been actively involved in tobacco education after attending a S.W.A.T training last summer. They shared ideas for effective teaching activities and forms of communicating information about tobacco to youth and other people in their own community.

Funding for the camp was a result of Texas AgriLife Extension Service's work on the Cancer Prevention and Research Institute of Texas grant during the _____ year.

Youth attending the camp included [insert names of campers and sponsors below]:

Sample Newspaper Article #2

_____ [insert date and year]

STOP YOUTHFUL SMOKING: IT TAKES A VILLAGE

Contact: _____ [Insert contact person's name, phone number, and e-mail address]

_____ [Insert name of your town/city] - When _____ [insert county's name] County agents _____ [insert name of county agent(s) involved] decided to take a stand in a stop-smoking effort, they called out the S.W.A.T. team. Students Winning Against Tobacco is a coalition of young people who were nominated by adult leaders in 4-H, school nurses and counselors, community leaders, and members of the tobacco use prevention advisory board, said _____ [insert name of person making comments]. The goal of the team is to take the tobacco use prevention message to their peers and the entire community.

According to the Centers for Disease Control, "Tobacco use usually begins in early adolescence, typically by age 16. Almost all first-time use occurs before young people graduate from high school. If adolescents can be kept tobacco-free, most will remain tobacco-free for the rest of their lives." That's why spreading the stop-smoking message to young audiences is essential, the agents said.

Selection for membership on the S.W.A.T. team was based on recommendations from community leaders, as well as such character attributes such as honesty, fairness, cooperativeness, trustworthiness, responsibility, and respect for others, the agents said. Prospective members also displayed interest in media, drama, and/or technology; were already leaders in school and the community; and were not tobacco users.

To take the nonsmoking message to their peers and their community, each member is responsible for:

- giving at least 12 anti-smoking presentations to schools, organizations, county leaders, and others within the _____ [Insert the years; e.g. 2006-2007] school year;
- interpreting the S.W.A.T. program and its impact for the county commissioners' court and for the state legislature, if needed; and
- promoting the S.W.A.T. program through news releases to all media, including television, radio, and newspaper.

_____ [insert name of person making comments] hopes the experiences of the S.W.A.T. team in _____ [insert county's name] County will enable communities in other counties to work with other teams across the state.

"The most effective preventive programs are community-wide ones that combine education and public policy approaches," according to the CDC. The U.S. Surgeon General's Report (1994) agreed, reporting that school-based stop-smoking programs, especially when supported in homes and the community, were especially effective. And that's where the S.W.A.T. team comes in.

Sometimes, it really does take a village.

Recommended Tobacco-Related Internet Sites

The Internet is filled with resources related to tobacco. As a S.W.A.T team member, it is important that you always give out information that has been researched and that is current. The following websites are acceptable resources to go to for information.

Your official S.W.A.T. website
<http://fcs.tamu.edu/health/swat/>

Tobacco 4-H Health Guide Activities
http://fcs.tamu.edu/health/4-h_health/02_new_activities_2005-2007.pdf

Calculate the cost of using smokeless tobacco
<http://dontdip.tamu.edu/cost.htm>

Texas AgriLife Extension Service's *HealthHints* newsletter on tobacco cessation
<http://fcs.tamu.edu/health/healthhints/2008/oct/smoking-cessation.pdf>

Texas Department of State Health Services
<http://www.dshs.state.tx.us/tobacco/> and
<http://www.ducktexas.com> (a fun, interactive site)

Center for Disease Control - federal government's source on health. This site has excellent information and resources.
<http://www.cdc.gov/tobacco/>

National Cancer Institute
<http://cancernet.nci.nih.gov/cancertopics/tobacco/>

The following sites are suggested by the Texas Department of State Health Services

- ◆ Campaign for Tobacco Free Kids
www.tobaccofreekids.org
- ◆ Kick Butts Day www.kickbuttsday.org
- ◆ Truth www.thetruth.com
- ◆ Worth It? www.worthit.org
- ◆ American Legacy Foundation
www.americanlegacy.org
- ◆ Center for Safe Communities and Schools
www.cses.txstate.edu
- ◆ DSHS Texas Tobacco Law site
www.texastobaccolaw.org
- ◆ American Cancer Society www.cancer.org
- ◆ Great American Smokeout
www.greatamericansmokeout.com
- ◆ American Lung Association
www.lungusa.org
- ◆ Tobacco.org www.tobacco.org
- ◆ Tobacco Free U www.tobaccofreeu.org
- ◆ Share Air Campaign www.shareair.org
- ◆ Mi Familia No Fuma Campaign
www.nofuma.org



**Cancer Prevention &
Research Institute
of Texas**

Educational programs of the Texas AgriLife Extension Service are open to all people without regard to race, color, sex, disability, religion, age, or national origin. The Texas A&M University System, U.S. Department of Agriculture, and the County Commissioners Courts of Texas Cooperating

Appendix D

Activities to Use with the S.W.A.T. Team

Understanding Yourself and Others A Personality Profile by Anita Reed

There are no “right” or “wrong” answers. This questionnaire will help you to determine your preferred social style. The results will provide an insight into:

- ◆ a new awareness about yourself
- ◆ a greater understanding of others
- ◆ more effective team building
- ◆ resolve conflicts with others
- ◆ your style vs. career demands
- ◆ understanding mate and family

Directions: Circle one word or phase per line that describes your behavior style



Cancer Prevention &
Research Institute
of Texas

1	Assertive	Conforming	Sensitive	Trusting
2	Spontaneous	Consult	Conceptual	Analyze
3	Involved	Systematic	Direct	Explore
4	Stubborn	Dictatorial	Rebellious	Depressed
5	Demanding	Manipulative	Uncooperative	Silent
6	Articulate	Idea Person	Resists Change	Authority
7	Cautious	Kindhearted	Harmony	Active
8	Caring	Outspoken	Consistent	Mild
9	Convincing	Aggressive	Disciplined	Possessive
10	Daring	Dreamer	Obedient	Participating
11	Logical	Satisfied	Friendly	Bold
12	Eager	Imaginative	Accurate	Popular
13	Reserved	Innovative	Forceful	Optimistic
14	Power	Teamwork	Individualistic	Conservative
15	Talkative	Restless	Attentive	Modest
16	Leader	Counselor	Designer	Controller
17	Methodical	Workaholic	Helpful	Self-Directed
18	Industrious	Detailed	Mentally Active	Hopeful

19	Task	People	Idea	Result
20	Emotional	Flexible	Recognition	Precise
21	Irritable	Rigid	Resentful	Threatened
22	Indirect	Frank	Careful	Exact
23	Goal Oriented	Competent & Steady	Volunteers for Jobs	Schedule Oriented
24	Excels in Emergencies	Dry Sense of Humor	Thrives on Compliments	Avoids Causing Attention
25	Enjoys Watching People	Strong-willed, Decisive	Energy & Enthusiasm	Perfectionist, High Standards
26	Makes Friends Cautiously	Starts in a Flashy Way	Very Self- Confident	Persistent
27	Neat & Tidy	Looks Good on the Surface	Avoids Conflicts	Is Usually Right

Personality Profile Totals

Directions: Using the grid below, circle the color that corresponds with word or phrase that you circled on the Personality Profile. Total each color circled and write it in the last column.

1	Red	Green	Blue	Yellow
2	Red	Yellow	Blue	Green
3	Yellow	Green	Red	Blue
4	Green	Red	Yellow	Blue
5	Red	Yellow	Green	Blue
6	Yellow	Blue	Green	Red
7	Green	Blue	Yellow	Red
8	Yellow	Red	Green	Blue
9	Yellow	Red	Green	Blue
10	Red	Blue	Green	Yellow
11	Green	Blue	Yellow	Red
12	Red	Blue	Green	Yellow
13	Green	Blue	Red	Yellow
14	Red	Yellow	Blue	Green
15	Yellow	Red	Green	Blue
16	Red	Yellow	Blue	Green
17	Green	Red	Yellow	Blue
18	Red	Green	Blue	Yellow
19	Green	Yellow	Blue	Red
20	Blue	Yellow	Red	Green
21	Red	Green	Blue	Yellow
22	Yellow	Red	Blue	Green
23	Red	Blue	Yellow	Green
24	Red	Blue	Yellow	Green
25	Blue	Yellow	Red	Green
26	Blue	Red	Yellow	Green
27	Green	Blue	Yellow	Red
Total number of Red _____				
Total number of Yellow _____				
Total number of Blue _____				
Total number of Green _____				

What Your Color Totals Mean

Everyone is okay. There are no “right” or “wrong” or “good” or “bad” answers on the personality profile.

- ◆ If you score 9, 10, or above, you are strong or high in that personality color.
- ◆ If you score 3, 2, or 1, you do not usually exhibit those personality characteristics.
- ◆ If you score a split such as 7-7-7-8, you have a wonderful combination or you could be termed “wishy-washy.”

Red Characteristics:

Impatient	High energy level
Competitive	Two speeds – “on” and “off”
Direct	Blunt
Frank	Determined
Wants to “win”	Very goal-oriented
Likes trophy or plaque	Enjoys individual sports
Often drives flashy red sports car	

Yellow Characteristics:

Social	Talks to anyone anytime and anywhere
Optimist	Often cheerleads
Happy	People oriented
Likes to share	Often extravagant
Good in public relations	Makes a great sales person
Usually has high long distance telephone bills (runs out of minutes each month)	
Usually drives a four-door big car or van	

Blue Characteristics:

Sensitive	People-oriented
Creative	Very affectionate
Caring	Easy to cry
Artistic	Cries at sad movies
Fears criticism	Likes to smell the flowers
Could be a paid mourner	Usually has 5 close friends
Usually drives a four-wheel drive vehicle	

Green Characteristics:

Detailed	Do “it” right the first time
Very task-oriented	Loves computers
Precise	Loves to read
Analytical	Saves everything
Systems approach	Wonder cook
Conservative	Spices arranged alphabetical order
Likes research	Balances checkbook to the penny
Thrifty	Buys last year’s model car and pays cash

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The Texas A&M University System, U.S. Department of Agriculture, and the County Commissioners Courts of Texas Cooperating

Team-Building Activities

What Kind of Shoe Are You?

The objective of this activity is to help S.W.A.T. team members identify what type of leader they are. Begin by making a list of the following types of shoes:

- ◆ Tennis Shoe/Athletic Shoe
- ◆ Work Boot
- ◆ Dress Shoe
- ◆ Sandal
- ◆ Loafer
- ◆ Earth/Nature Shoe
- ◆ Cowboy Boot or Special Occasion Shoe
- ◆ Bare Feet

Ask each S.W.A.T. team member to tell the others what kind of shoe he/she would use to describe his/her leadership style, and tell why they picked that particular shoe.

Ask S.W.A.T. team members if the following shoe description fits them:

- ◆ **Tennis Shoe/Athletic Shoe** – comfortable, practical person who gets things done – versatile, fits in most places, likes sports, usually has an active hobby, flexible and adaptable, helps out when needed, friendly, likes people
- ◆ **Work Boot** – hard worker, can tolerate getting dirty, likes to be challenged, ready to get going, sometimes impatient, doesn't like to sit around in meetings, will do

necessary but unpleasant jobs, usually can do many things

- ◆ **Dress Shoe** – can rise to a special occasion and be a leader, will step out in front but knows when to be a follower, careful, good manager, dependable, gets the job done in a quiet manner, may speak out if disagrees
- ◆ **Sandal** – carefree, fun, friendly, may be late but makes up by being enthusiastic, likes nature, knows how and when to relax, hurries to get the job done in order to do other things, calls on tennis shoe or work boot for help, has a good time, open to new ideas
- ◆ **Loafer** – cool, calm, comfortable, does the job and then pursues own interests, enjoys the opposite sex
- ◆ **Earth/Nature Shoe** – a little different, creative and arty, doesn't always know what day it is, tries out new ideas, has special talents but at times may not relate to others, likes funky things, can really produce when motivated
- ◆ **Cowboy Boot or Special Occasion Shoe** – has special talents or abilities, resourceful, energetic, doesn't worry about what others think, creative, stands up for beliefs
- ◆ **Bare Feet** - nature person, enjoys physical aspects of life

(Source: *Putting the Pieces Together: Building Leadership Life Skills*)

http://texas4-h.tamu.edu/publications/Project/leadership/Putting_the_Pieces_Together.pdf

Find Your Match

- ◆ Explain that the object of this exercise is for the members of each pair to find each other while both are blindfold.
- ◆ Give each person a blindfold.
- ◆ Ask participants to line up in alphabetical order by the first letter of their names, by birth dates, or by some other means.
- ◆ Have each participant face a partner.
- ◆ Each pair must then select a “double name” for themselves (for example: peanut butter, salt shaker, firefly, etc).
- ◆ Separate the partners, and send one of each pair to opposite ends of the area.
- ◆ When they arrive at the opposite ends of the area, have them put on the blindfolds. Then move people around so they do not know where they are.
- ◆ At the signal (“Go”), each person should begin yelling his/her partner’s “name” (example, “peanut” “butter,” etc.) and walking toward the direction where he/she believes the partner to be.
- ◆ Once partners make physical contact with each other, each can remove the blindfold and watch the others in the group.

Application

- ◆ How does this activity apply to your S.W.A.T. team tasks?
- ◆ In what situations has your team faced challenges?
- ◆ How have you had to overcome obstacles to accomplish a task?

Shoe Tying Teams

- ◆ Have participants pair up. One partner in each pair must have on shoes with shoelaces. Have the partner with shoelaces untie his/her shoes (if both have shoelaces, only one should untie his/her shoes).
- ◆ Tell the participants that they will be racing with the other pairs to see who can tie the shoes the fastest. However, both members of each pair must place their right hands behind their backs and use only their left hands to tie the shoes, and no one can talk.
- ◆ Tell participants they can begin. Tell them to stand up when they have finished tying the shoes.

Application

- ◆ How can you improve your ability to work with other S.W.A.T. team members?
- ◆ How can we better cooperate within our S.W.A.T. team?

(Source: Find Your Match and Shoe Tying Teams was taken from *Putting the Pieces Together: Building Leadership Life Skills*.)

Balloon Juggle

Materials Needed

- ◆ 2–4 balloons plus some extras (about 9 inches in diameter) for each participant
- ◆ 1 larger round balloon for each team of 3–5 members
- ◆ 2 magic markers for each team

Activity

Divide your group into teams of 3–5 people. Give each team a magic marker, 2–3 balloons per person, and one larger balloon. Have them blow up all of the balloons and tie them closed. Have each participant use a magic marker to write activities that they are involved in on the smaller balloons (for example sports, music, etc.). They may put more than one activity on each balloon. On the large balloon, have them write either the word “tobacco” or list a number of tobacco products such as cigarettes, snuff, spit tobacco, cigars, bidis.

Once these props have been created, explain that the object will be for the teams to hit the balloons with their hands and keep them in the air for as long as they can. The team works together to keep the balloons in the air. If a balloon hits the ground, they must pick it up and start it again. Have each team start with one balloon per person. After a period of time, such as 30 seconds, have them stop and add a second balloon for each person. Have them keep track of how many times a balloon hits the ground during the 30 seconds. If you are dealing with an older group or one that can easily handle two balloons per person, then add a third and then a fourth balloon person.

After they have experienced this activity, have them add the balloon marked “drugs.” Explain that they must keep the balloon in the air at all costs, even if one of the other

balloons starts to hit the floor. No one may hit the balloon marked “drugs” two times in a row. At least two other people must hit the drug balloon before the same person may hit it again.

Discussion Ideas

- ◆ What kind of activities did you write on your balloon?
- ◆ Are some of these activities more important to you than others? Why or why not?
- ◆ Are some of these activities more important to your parents or other adults than to you? Why or why not? Which ones?
- ◆ How hard was it for your team to keep one balloon per person in the air?
- ◆ How hard was it for your team to keep two, three, or four balloons per person in the air?
- ◆ How hard was it to keep the balloon marked with drugs in the air?
- ◆ What did you have to do differently to make sure the drug balloon did not hit the floor?
- ◆ How can we compare our own lives to keeping the activity balloons in the air?
- ◆ How do we know when are “too busy”?
- ◆ Have any of your friends become so busy that they do not have time to just “kick back”? Explain.
- ◆ How can we compare the addition of the drug balloon to drug use?
- ◆ What effect do drugs have on a person’s other activities?
- ◆ How can the use of drugs cause stress in a person’s life?
- ◆ How can others help a person who is using drugs?

(Source: *More Activities that Teach*. Tom Jackson. Red Rock Publishing. 1995. Active Learning Center, Inc.)

Noodle Walk

Materials Needed

- ◆ Noodles for each person except for the person in the front of the line
- ◆ Yarn or something to mark the beginning and ending lines

Activity

Place 6–8 students in a line. Give each person a noodle except for the first person in line. Participants must place one end of the noodle in the back of the person in front of them and the other end in their own stomach. Participants must keep the noodle straight and walk to the end line. If a team member drops or touches their noodle, the whole team must start over at the beginning line. The first team

to cross the end line wins. ALL TEAMS must cross the end line.

Discussion Ideas

- ◆ What was the most challenging part of this activity?
- ◆ Who stood out as the leader? Why?
- ◆ What did you have to do to get across the end line?
- ◆ What skills did you learn as a result of this activity?
- ◆ How can you relate this activity to working as a team?

(Source: *50 Ways to Use Your Noodle: Loads of Land Games with Foam Noodle Toys* [Paperback, 1997] Author: Chris Cavert, Sam Sikes, Publisher: Learning Unlimited Corp.)

Magic Carpet

Materials Needed

- ◆ Small tarp
- ◆ Blindfolds (optional)

Activity

Have all team members stand on the tarp. All members must then turn the tarp over to the other side without stepping off the tarp. If someone steps off the tarp, the team must start over. Team members who have completed this activity before must be blindfolded and/or muted and cannot say anything. A team member who is a “standout” leader with most activities may be blindfolded and/or muted as well, which challenges the team and teaches the leader to let others take the lead at times.

Discussion Ideas

- ◆ What was the most difficult part of the activity?
- ◆ Who was the leader in the activity? Why?
- ◆ To those blindfolded and/or muted: What was so difficult about being blindfolded and/or muted?
- ◆ To the team: How did you have to help those who were blindfolded and/or muted?
- ◆ What did you learn from this activity?

(Source: Texas 4-H Center staff)

Appendix E

Skits

Outline for Writing a Skit

Who are the characters?

What is the setting (where the story takes place)?

What is the problem?

What are possible solutions to the problem?

What facts about tobacco are in the story? What is the source for those facts?

What is the message you want to communicate?

What is the title?

Tar Wars Skits

Educational Program for Elementary Schools

Part 1: Introduction

Speaker #1 We're _____ (name of group and name of each presenter). First, we need to introduce ourselves and tell you why we want to teach you about making one of the most important decisions you'll ever make—whether or not you will use tobacco!

(Give your name, grade, and the reason you want to talk to them about making healthy decisions for their lives)

Speaker #2 We're here to talk to you about the deadliest drug on the plant—tobacco! Tobacco kills more people every day than accidents, alcohol, homicides, suicides, and fires combined. Does anyone know someone who has died from a tobacco-related cause? **(Call up 2 people from the audience who respond affirmatively. Ask them their names. Ask them for the name of the person who died and what the cause was. Repeat their answers loudly so the rest of the audience can hear! Thank them, and ask them to sit down.)**

#1 We all know tobacco is harmful to our health, but few of us really understand just how harmful it is. To give you a new perspective on the problem of tobacco, I'm going to ask you to think about death. I have a BB here. Now listen to the sound it makes when I throw it in this container. (plink) Let the sound of one BB (toss another one) represent one death. Think about someone you know who died. Now close your eyes. We just want you to listen to the next part.

#2 First, let's think for a moment about hard drugs—like cocaine, crack, and heroin. You think they're bad? They are. They'll kill you and right now! Here's how many people will die from a drug overdose every day in this country. **(Pour 16 BBs slowly.)** That represents 16 people who will die every day from these drugs—almost 6,000 people every year.

#1 Now, what about alcohol? Do you think alcohol is bad for you? It is. It's the main reason teens our age die—alcohol overdoses and alcohol-related crashes. If people continue to drink, alcohol can kill them slowly, over a period of time. Here's how many people will die from alcohol every day. **(Pour 340 BBs slowly into another container.)** That's 340 people who die from alcohol-related causes every single day, or about 124,000 every year.

#2 Now tobacco. Listen to how many people will be killed today and every day in this country as a result of tobacco use. **(Pour 1,200 BBs slowly in a separate container or you're going to have to count out 340 BBs every time!)** That's 1,200 people who die everyday and are dying right now—438,000 people who die each year from tobacco.

#1 Open your eyes. What did you think when you heard that sound? **(Get several responses, and repeat their answers so everyone can hear them.)**

#2 Just remember: three out of four people who are dying from tobacco today and every day started to smoke before they were 18 years old. About half started before they were 13 years old.

#1 Tobacco kills. It won't kill today or tomorrow like hard drugs can. But think about this. The tobacco industry must recruit 5,000 new smokers every day to replace those who have quit or died. That's why you are called replacement smokers. Tobacco companies kill their very best customers. They need you to take their place!

#2 Remember: tobacco is the only legal consumer product in the United States that, when used as intended, will kill you!

#1 So don't be a BB, and don't let your friends convince you to be a BB!

(Adapted from a MADD activity by Carol Allen, Prevention Specialist, Amarillo Independent School District)

Part 2: Consequences

#1 We know now that tobacco kills how many people everyday? 1,200!

#2 Why do they die? First let's think of the things that happen to a person when they start using tobacco. Who can name a short-term consequence of using tobacco?

(Partner writes the answers on overhead)

Bad breath	Coughing
Smelly clothes	Hacking
Breathing problems	Less money
Messy	Holes in clothes
Spitting	Spit stains

(If they do give a long-term consequence, ask them if that happens right away or if it takes a long time to get that disease.)

#1 Now let's talk about the four main diseases that are caused by tobacco use. **(Don't say, "When you smoke. . . We don't want them to think that we're assuming they smoke!")**

Chronic Bronchitis – When a person starts using tobacco, the first thing that happens is that they get tar coating their throat. They get an awful hacking cough and tend to get colds much more often than people who don't use tobacco. That cough is called *Chronic Bronchitis*. To remember it, let's think of the worse cough and all make that sound. **(Cough-Cough!)**

#2 *Heart Disease* – The nicotine in tobacco causes the blood vessels to constrict. **(Clinch your fist.)** The heart has to work harder to get the blood through the vessels. All that stress causes hearts to develop heart disease. Let's remember that by clutching our hearts and going "ARGHHHHH." **(ARGHHHHH)**

#1 *Cancer* – Tobacco has over 4,000 chemicals, and 40 of them are known to cause cancer. When a person inhales tobacco smoke, those 40 toxins, or poisons, go into the lungs. The worst place to get cancer is in the lungs because there are no nerve endings to tell the person that a tumor is growing in their lungs! The cancer can go to the brain, the mouth, the tongue, and the throat. The last place the toxins leave the body is in the bladder, so people even get bladder cancer. To remember cancer, let's make a Pac Man and show how it eats a person up.

#2 *Emphysema* – Everyone stand up and let's march in place for 30 seconds. Feel how good that feels. **(Now hand out straws to each person. Instruct them to hold the straws in the middle.)** Don't do this activity if you have asthma. Let's walk in place for 30 seconds. Put your hand over your nose so you'll just breathe through the straw. **(Take up the straws.)** How did that feel? That's what it feels like when a person has emphysema. They can't get oxygen in or out of their lungs. They're dying to breathe. They often lose control of their bladder and need oxygen to even to get out of the bed to go to the bathroom. Let's remember emphysema by sucking in our breath like this.

#1 Who can remember one disease and make the sign to remember it? Who can remember all four diseases? **(Give stickers or bookmarks to people who try.)**

(Adapted from Tar Wars®, a tobacco-free education program for kids from the American Academy of Family Physicians.)

Part 3: Cost and Ingredients

#1 Now we know the consequences of using tobacco. But what does using tobacco cost besides the health consequences?

#2 Let's just say that a pack of cigarettes costs \$5 a pack. What would a person spend if they bought a pack of cigarettes a day for a week? **(\$35)**

What could a person buy with \$35? **(Get two suggestions.)**

Which would you rather have, ashes and butts or _____?
(Always say the ashes and butts first.)

What would they spend if they bought a pack of cigarettes every day for a month or 30 days?
(\$150)

What could a person buy with \$150? **(Get two suggestions.)**

Which would you rather have, ashes and butts or _____?

Now here is the hard part. How much would a person spend if they bought a pack of cigarettes for \$5 each and every day of the year, 365 days? **(\$1,825)**

What could a person buy with \$1,825 (**Get two suggestions.**)

Which would you rather have, ashes and butts or _____?

You're pretty smart! Don't be a BB and burn up your money!

#2 Let's say that Suzie Q just bought a pack of cigarettes. What did she buy? (**Hold up Tar in a Jar.**) What does this represent? Tar. It is black and sticky, and it's just like the tar they use for roofing and waterproofing. A person who smokes one pack of cigarettes a day gets one cup of tar in their lungs every year. That's what makes their lungs black and why they cough all the time.

(**Hold up the pipe.**) This pipe represents the car exhaust pipe. What comes out of the car exhaust pipe? Carbon monoxide. Our bodies need carbon dioxide. Carbon monoxide kills people if they get a large amount of it all at once. But when people smoke, they suck in just a little carbon monoxide at a time. It doesn't kill them right away, but it does make them sick!

(**Hold up the rat in the trap.**) Why would we show you this with the ingredients? Tobacco is an agricultural product. It is stored in barns. What lives in barns? Rats. Farmers don't like them, so they put out rat poison. Therefore, tobacco contains rat parts and rat poison. That doesn't sound very appetizing, does it?

(**Hold up the hook.**) What ingredient could this hook represent? It represents the nicotine. That's the secret ingredient in tobacco products that hooks people (**make a hooking motion with your hand**) and keeps them using tobacco even though they know it's killing them.

Who can name three of the ingredients in cigarettes that you've learned?

(Adapted from Tar Wars®, a tobacco-free education program for kids from the American Academy of Family Physicians.)

Part 4: Texas Law

Suzie Q just bought her cigarettes. She's under the age of 18 and she's walking down the street smoking. What can happen to her?

(**Make up a play using these facts:**

- ◆ **No one under the age of 18 can buy, use, or possess tobacco products unless their parent is with them.**
- ◆ **If they are caught, they can get a ticket.**
- ◆ **If they get a ticket, they have to pay a fine of \$50 and attend four two-hour tobacco education classes.**
- ◆ **If they don't do that or they get another ticket, they can have to pay a fine of up to \$250!**
- ◆ **If they don't do that or they get another ticket, they can lose their driver's license. What is more important to a teenager than being able to drive a car?)**

#1 (**Is smoking**)

#2 (**Comes up to #1. This person is a police officer with hat on and a pad for a ticket.**)

#2 “What are you doing?”

#1 “What do you mean?”

#2 “What are you doing with that cigarette?”

#1 “I’m smoking it.”

#2 “Do you know you can get a ticket for that?”

#1 “No way!”

#2 “Yes you can get a ticket, and it will cost you \$50 to take the Tobacco Awareness class for four nights for two hours each.”

#1 “But I’m 18 years old!”

#2 “Let me see your license.”

#1 (**Fumbles in pocket and pulls it out for the officer.**) “Here it is!”

#2 “Hmm. It says here that you are 21 years old and you . . . (**Say something that doesn’t describe speaker #1 at all.**) The picture doesn’t look like you at all. This looks like a fake I.D. to me. That will really get you into trouble!”

#1 “It must be my sister’s. I’m sorry. I thought it was mine. Here’s mine.”

#2 “So you’re actually 16 years old?”

#1 “Yes.”

#2 “I’m going to give you this Minor in Possession of Tobacco ticket. You’ll have to take the Tobacco Awareness class. If you don’t take the class, you can get a fine of up to \$250, and you can lose your driver’s license.”

#1 “My driver’s license? Don’t take that away!”

#2 “It’s up to you. Take the class and quit smoking and you won’t get another ticket.”

#1 “You’re right. I guess tobacco really isn’t worth it!” (**Stomps cigarette under foot and walks away.**)

Senate Bill 55

Minors are penalized for purchasing or possessing tobacco products and must attend a tobacco awareness course consisting of 4 two-hour programs

or

do tobacco-related community service.

Failure to attend the awareness program or do the community service may result in suspension of the minor's driver's license.

A violation is punishable by a fine not to exceed \$250.

Upon producing evidence of attending a tobacco awareness program or doing community service, the charge may be dismissed except if there are repeated offenses.

(Source: Adapted by Carol Allen, Prevention Specialist Amarillo Independent School District.)