



# **SWAT: ALLIES**

***Activity Guide***

***Students Working Against Tobacco***

STUDENTS WORKING AGAINST TOBACCO

# SWAT: ALLIES Activity Guide

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*The State Program Office acknowledges the spiritual and ceremonial value that tobacco has in Native American culture. The phrases such as 'tobacco-free', 'anti-tobacco', 'no tobacco use' mentioned in this manual refers to commercially-produced tobacco products and non-ceremonial use of tobacco."*

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# ATTENTION

You are about to begin your mission. SWAT Allies have received declassified information from the secret tobacco industry documents. This information reveals Big Tobacco's plans and tactics to sell deadly products to the youth of this generation.

You are authorized to take a stand and defend yourself against Big Tobacco. This guide gives you the instructions on how to do it. Follow the strategic monthly activities and observe your impact in the community and on the tobacco industry.

Each month includes:

- A Theme of the Month that is consistent with other SWAT program themes across the state
- A Team Energizer
- Activity Options and Instructions
- Materials Needed

**The mission will begin now. Are you ready?**

# **MONTHLY ACTIVITIES**

# SEPTEMBER

## Materials Needed:

Pens/Pencils  
Flip Chart  
Markers

Tar Wars Information: [www.tarwars.com](http://www.tarwars.com)  
Building Leadership through SWAT-Handout

## Intro to SWAT: Allies

## Tar Wars

### Energizer: M&N Game

#### Directions

(10min)

- Have the youth introduce themselves to the group.
- Ask the question, “In the United States, are there more states that begin with the letter ‘M’ or ‘N’?”
- Have the youth work individually, and give the youth one minute to answer the question. Poll the group to see if they believe the answer should be “M” or “N”. Write the number of participants who answered “M” or “N” on a flip chart.
- Pair the youth and have them work on the same question again. Give the youth one minute to decide the answer.
- Have the pairs give their responses. Write the number of pairs who answered “M” or “N” on flip chart. Have the pairs who chose “M” to tell the group all the “M” states. Have the pairs who chose “N” to tell the group all the “M” states.
- The actual answer is that both “M” and “N” have an equal number of states – eight.
- Ask youth the following questions. If possible, give youth a small prize for answering the question correctly.
- How many individuals came up with the correct answer?
- Was it easier to work alone or as a pair?
- Did you benefit from working together?



## Intro to SWAT: Allies

### Activity #1-Directions (15-20min)

- Introduce the SWAT: Allies program to the team.
- Inform the team that the program serves 7<sup>th</sup> and 8<sup>th</sup> graders and was developed to expose Big Tobacco's lies.
- One of the primary tools that SWAT utilizes is the internal tobacco industry documents. These show how the industry targets youth as replacements for those who die from tobacco use. These documents can be found online at <http://legacy.library.ucsf.edu/>
- Seventh and eighth graders are empowered by taking ownership of their team and the movement as a whole.
- Volunteer Adult Partners will provide SWAT: Allies Team members with support, friendship and reinforcement of lessons learned and healthy lifestyle choices.
- Adult Partners mentor and coach the team members, but ask the youth to lead.
- Adult Partners also provide help organizing and conducting activities.
- SWAT: Allies team members are encouraged to conduct Tar Wars presentations to younger students.
- Ask the following questions. Write responses on flip chart
- "Why is it important to be part of a team"
- "Why do you want to join SWAT: Allies"?
- Discuss the responses.

## Building Leadership through SWAT Activity #2-Directions (20-25min)

- Resource on Page 53.
- Introduce the Building Leadership through SWAT presentation.
- Review and discuss each slide with your team. Talking points have already been provided.
- Once you complete the presentation, ask people to write down their top three choices for team meeting dates, time and location.
- Write everyone's comments on a flip chart.
- Hash out and confirm meeting schedule. (*IDEA: you can set each meeting one at a time or you can set them for days or weeks ahead.*)
- After you determine when you will be meeting next, ask the group to write one goal they hope to achieve as a member of SWAT.
- List everyone's goals on a flip chart.
- Discuss them as a group.
- Hang them up or record them in a place where members can regularly see and refer to them.

## Tar Wars

### Activity #3-Directions (1hr)

- Introduce and describe Tar Wars to the team.
- Basically, Tar Wars is a 1-hr classroom lesson plan that is presented by SWAT youth to a classroom of 4<sup>th</sup> or 5<sup>th</sup> graders. There's also a state and national poster contest that can be done if the team wants to do it.
- You can download, review and practice with the materials, as well as set the date for your classroom presentation.
- The scripted lesson plan is very simple to present and to learn. It even tells you what to say at each step along the way!
- The full curriculum can be downloaded from [www.tarwars.com](http://www.tarwars.com) You can also ask your Regional Coordinator to provide you with a copy.

# OCTOBER

## Materials Needed:

Large ball  
Tobacco: What You Should Know-Handout  
Household Items  
Markers/Pens  
Paper

# Tobacco: What You Should Know

## Energizer: Tobacco Toss

### Directions

(10min)

- Practice sharing tobacco information while tossing a large ball or object into the air. Every time a student catches the ball, he/she must say something about tobacco. (IDEA It can be a fact or something personal, or even something they noticed about tobacco advertisements!)

## Tobacco: What You Should Know

### Activity #1-Directions

(20-25min)

- Resource on Page 8-9.
- Distribute and discuss the hand out on "Tobacco: What You Should Know."

## What's Really in a Cigarette?

### Activity #2-Directions (30-45min)

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

- Reserve a spot in a school trophy or display case to showcase your display. (*IDEA: You can also do this in a library or for Red Ribbon Week*)
- Assign each person in the team to help gather supplies for the display and participate in the activity.
- Study the list of ingredients and notice the household products that include these ingredients. Search for these products in your house, and make sure it is okay to use them. Keep in mind that it can be an empty container that once contained these ingredients. If you cannot find enough products in your house, ask a neighbor or a friend if you can borrow some of theirs for the activity. If you still cannot find the necessary supplies, buy a few items at the local grocery or hardware store.
- Make sure to keep all products tightly sealed at all times. After the event, return them to where you borrowed them.
- Point out on the products the distinct warning that advises emergency assistance if the product gets into the body.
- Ask the question "Isn't it odd that these poisonous ingredients are inhaled by smokers and those exposed to secondhand smoke everyday?"
- Be prepared to discuss your display and answer questions.
- Photograph your display to send to your Regional Coordinator.

# Tobacco: What You Should Know

## Types of Tobacco Products

Tobacco is a plant used to make spit tobacco, cigars, cigarettes and other products.

- 1) Spit tobacco can be chewed or snorted. It is absorbed into the bloodstream through tissue in mouth or nose. One dip or chew can have as much as one to five times the amount of nicotine as in one cigarette. Also, called smokeless, spit tobacco is not a safe alternative to smoking. It causes health problems ranging from addiction and receding gums to cavities and oral cancer.
- 2) Smoke tobacco can be in cigarettes, cigar and pipes. The smoke is inhaled into the lungs.
- 3) Clove cigarettes are made from cloves and tobacco. Clove cigarettes tend to be thought of as “safer” cigarettes, but actually they tend to have more tar, nicotine and carbon monoxide in them than regular cigarettes.

## Tobacco Ingredients

There are more than 4,000 chemicals in tobacco smoke. Over 60 of these chemicals are carcinogens, or cancer-causing chemicals. Just a few tobacco ingredients are:

Arsenic	Used in rat poison
Acetone	Main ingredient in nail polish remover and paint thinner
Ammonia	Household cleaning fluid
Butane	Cigarette lighter fluid
Cadmium	Battery acid and also found in oil paints
DDT/Dieldrin	Insecticides
Formaldehyde	Used to embalm dead bodies and animals for biology class
Hexamine	Found in barbecue lighter fluid
Hydrogen Cyanide	Used as a poison in gas chambers
Nitrobenzene	A gasoline additive
Stearic Acid	Found in candle wax

## Tobacco: What You Should Know

### Tobacco-Related Health Problems

#### Respiratory System

- Aggravated asthma: a disease which makes breathing difficult.
- Chronic bronchitis: recurring inflammation of bronchial tubes.
- Emphysema: a disease in which the tiny alveoli loses ability to exchange air.
- Cancer.
- A chronic cough because the body is trying to clean itself.
- Coughing up phlegm.
- More colds and pneumonia and smokers may stay sick longer than nonsmokers.

### The Tobacco Toll on Oklahoma Middle School Students

Source: 2002 Oklahoma Youth Tobacco Survey

- Over 15% of Oklahoma Middle School students said they currently use tobacco.
- 10% of them said they smoked cigarettes.
- 7% said they smoked cigars.
- Just under 5% said they use smokeless tobacco.

### The Tobacco Toll in Oklahoma

- About 6,000 Oklahomans die each year from tobacco use. That's about 16 people each day!
- Oklahoma has one of the highest percentages of smoking-related deaths in the nation.
- The majority of new tobacco users in Oklahoma are children.
- The consumption of cigarettes in Oklahoma averages about 102 packs per person, each year. The national average is only 80 packs per person, per year. This means we are a heavy smoking state!

### The Tobacco Toll in the USA

- One person dies every 72 seconds from a tobacco related disease. That's 1200 people per day!

# NOVEMBER

## Materials Needed:

Paper            Pens/Markers  
Napkins        Flip Chart  
Bag of M&M's Candy (without nuts)  
School Policies Handbook  
Tobacco Policy Worksheet-Handout  
Guidelines for Taking Action-Handout

**Great American  
Smokeout**

**Tobacco Free  
School Policies**

**Refusal Skills**

**Note:** Great American Smokeout is a nationally recognized day that millions of Americans snub out their cigarettes. It's traditionally held on the third Thursday of the month.

## Energizer: Chocolate Covered Tobacco Facts

### Directions

(15min)

- Distribute a napkin and candy to each member of the team. Give them as many pieces as they would like.
- Instruct them to hold the candy until they are given permission to eat it.
- After everyone has received candy, explain that they will need to tell one thing that they have learned about tobacco, for each piece of candy they have.
- The facilitator should start the team off by showing them an example of what you are talking about. Eat a few pieces of candy and say a fact for each one.

## Obtain & Review Your School's Policy

### Activity #1-Directions (25-30min)

- Obtain a copy of the school policies handbook or manual and locate the policy on tobacco. (IDEA: you can usually find a copy of this booklet in the school office)
- Distribute the CDC Policy Recommendations worksheet on page 13.
- As a group, discuss and answer each of the questions on the worksheet by using your own school's tobacco policy.
- How did it measure up? Discuss it as a group.

## Tobacco Free School Policy

### Activity #2-Directions (30min-1hr)

- Discuss with your team, the option of pursuing a 24/7 tobacco free policy for your school or district.
- Distribute the handout materials with the Guidelines for Taking Action found on page 14.
- Note that this is one of the most effective ways to protect young people from tobacco. It's also important to note that there is a somewhat lengthy process involved with this effort, however instructions have been provided and your Adult Partner will be a key resource to help.
- You can also call SWAT Headquarters at 1-866-4OK-SWAT or your Regional Coordinator for additional information.
- Another resource is the 24/7 Tobacco Free School Policy Guide found at <http://www.health.state.ok.us/program/tobac/SchoolProg.htm>
- After you have completed the tobacco free school policy change, be sure to write a thank you letter to the school board members. You can also write a letter to the editor congratulating the change!

## Refusal Skills: A New Form of Power

### Activity #3-Directions (25-30min)

- Ask the youth, "Have you ever been asked by a friend to do something that you didn't want to do or something that would get you into trouble?"
- Ask for examples of the situations.
- Write examples on the flip chart.
- Advise the youth that there are ways to keep from doing something you do not want to do or that will get you in trouble.
- Ask the youth "Does anyone know what refusal skill are?"
- On flip chart, write "refusal skills."



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Refusal Skills are the skills that allow you to remain in control, keep your friends, stay out of trouble and still let you have fun, but get you out of doing something that is not good for you or that you do not want to do.

- Advise the youth that there are five easy steps in using Refusal Skills.
- Write “Refusal Skills 101” on the flip chart, and discuss the following:
  1. Ask the questions... Who, What, Why?
  2. Name the trouble... Shoplifting is illegal.
  3. State consequences... If I do that, \_\_\_ will happen
  4. Suggest an alternative... Instead of \_\_\_ why don't we \_\_\_?
  5. Move on and leave the door open. This means that if your friend still wants you to do the activity that will get you into trouble, you leave the situation. However let your friend know that he or she is free to join you in your new activity.
- Use the following scenario and apply the Five Steps of Refusal Skills.  
Example: a friend wants me to take some cigarettes from the convenience store.
- **Step 1. You want me to do what? Why do you want me to take the cigarettes?**
- Step 2. Shoplifting and underage possession of tobacco are illegal.
- Step 3. If I steal these cigarettes, I get arrested, my parents would have a fit, and I couldn't play football at school.
- Step 4. Instead of taking the cigarettes why don't we go back to my house? There's lot's of other things we can do.
- Step 5. Look, I am going home. If you want to come over, I will be there.

Alternatives and choices do not have to be difficult. You do not have to pressure friends and they should not pressure you. Do not leave out any steps when refusing someone.

## Holiday Cards

### Activity #4-Directions (25-30min)

- Create holiday cards to be distributed to smoke free or tobacco free venues as well as other community businesses. (IDEA: You can create cards for schools, hospitals, libraries, etc.)
- Distribution will be during the month of December.

## CDC Policy Recommendations Tobacco Policy Worksheet

1. Rationale: The policy contains a clear explanation of the rationale for preventing tobacco use (i.e., tobacco use is the leading cause of death, disease and disability).

Yes                                      No                                      Could be improved

2. Prohibits the use of tobacco by:

Students	Yes	No
Staff	Yes	No
Visitors	Yes	No

Prohibits all forms of tobacco?      Yes      No

Prohibits all forms of tobacco at all school-sponsored events?      Yes      No  
On school property?      Yes      No  
In school vehicles?      Yes      No

3. Advertising prohibition: The policy includes language prohibiting tobacco advertising at school. Such advertising may include brand name tobacco gear, paraphernalia, clothing etc.

Yes      No      Could be improved

4. The policy requires that all students receive instruction on avoiding tobacco use.

Yes      No      Could be improved

5. The policy has provisions for students and school staff to have access to programs to help them quit using tobacco.

Yes      No

6. Enforcement: The policy offers alternative to suspension for students who violate the policy.

Yes      No

7. Communication mechanism: The policy has procedures for communicating the policy to students, all school staff, parents and visitors.

Yes      No

## Guidelines for Taking Action

### *Steps for Achieving a Tobacco Free School*

Action must be taken in order for a school district to adopt and enforce a 24/7 tobacco free policy. The following steps outline the development of a tobacco free policy. Frame the policy as a positive step in response to a serious health problem.

#### **Step 1. Get commitment.**

- Inform the administrators and school board of your desire to review existing policy. Ask for their input, support and cooperation.
- Meet with your school's Safe and Drug Free School Coordinator(s), Safe Schools Committee, School Nurse(s) or others and enlist their support.
- Identify educational, health, and economic reasons for changing the policy.

#### **Step 2. Work with your school's Safe School Committee and Healthy And Fit School Advisory Committee throughout the process.**

- Look at the current tobacco policy and assess it (see page 13 worksheet).
- Identify areas where the policy could be improved, changed or updated.
- Is the policy specific to just the student population? Is it specific for no tobacco use for teachers and visitors as well?
- Does the policy prohibit all forms of tobacco at all events on/off campus? Including after 4 p.m.?
- Review model effective policies.

#### **Step 3. Develop a draft of the new policy.**

- Keep it **simple** and **specific**. Avoid any gray areas, which could allow for individual interpretation.
- Include a rationale for the new policy. See the values and benefits section.
- Identify to whom the policy applies-students, staff and visitors.
- Identify what is included. All forms of tobacco.
- Identify to where the policy applies-school buildings, grounds, school vehicles athletic events, etc. Does the policy apply 24 hours a day, seven days a week?
- Identify when the policy applies-during the school day and non-school hours.
- Does the policy prohibit the district from accepting donations of gifts, money, or materials from the tobacco industry or any services, which were paid for by the tobacco industry?

#### **Step 4. Present the new policy to the school board.**

- Obtain and submit the necessary forms to get on the school board agenda.
- Select a group to present to the school board: local health care providers, students, teachers and other influential community leaders.
- Develop and rehearse your presentation. A strong presentation includes:

*Continued*

- Information on the health effects of tobacco from credible medical sources. Doctors can describe secondhand smoke and the relationship of smoking to childhood respiratory diseases including asthma.
- Cover the above listed values and benefits.
- Gather support from community members to attend the meeting to show that the effort has broad support. A petition signed by community members can be effective.

**Step 5. Once the new policy has been adopted by the school board:**

- Set a date, which will allow sufficient time for people to prepare for implementation. Many districts have used four weeks as a time frame to inform the public about the new policy before it's actually implemented.
- Inform the community about the upcoming policy change.
- Encourage students, staff, parents and others to take pride in the new policy.
- Enlist support of community law enforcement agencies that work sporting events and other events on campus.

**Step 6. Communication is the key to enforcing the policy.**

Here are some suggested ways to inform the various populations you need to reach about your new tobacco-free policy. Invite youth groups such as Students Working Against Tobacco (SWAT) to create and make announcements.

- Prominently post tobacco-free signs at all entrances to school buildings, school grounds, parking lots, athletic facilities, and in vehicles, in addition to postings near high-traffic areas like restrooms, loading areas, stairwells, and lounges;
- Place policy details in student and staff handbooks;
- Make announcements over loud-speaker systems at all school related events, including athletic events, meetings, concerts, plays, etc.;
- Request support from school-related and community organizations;
- Send a letter to parents/guardians explaining the policy changes, giving reasons for the changes and asking for support;
- Ask students, staff, and community volunteers to assist in distributing informational flyers at school sponsored events;
- Placing an op-ed or letter-to-the-editor in the local newspaper, explaining the policy and its rationale; and
- Empower students and staff to ask community members to comply with new policy.

**Remember:**

- Be positive;
- Emphasize the benefits of the new policy;
- Choose bright colors and graphics to get your message across;
- Provide opportunities for everyone to get involved; and
- Show students, visitors, and staff you are concerned about them.

# DECEMBER

## Setting Goals

### Materials Needed:

Pens/Pencils      Paper  
Markers            Flip Chart  
Straws  
Goal Setting-Handout

### Energizer: Straw Activity

#### Directions

(10min)

- Distribute one drinking straw to each member of the team.
- Instruct them to hold their noses and breathe only through the straw.
- Ask the members if they feel they are getting enough air into their lungs?
- Next, ask members to run in place for 15-30 seconds. (NOTE: Members with asthma may want to jog in place without a straw for this activity)
- Ask the team how difficult was it to breathe and get air into their lungs?
- Explain that when people smoke, they have difficulty breathing, especially during exercise.

### What is a Goal?

#### Activity #1-Directions

(10-15min)

- Introduce the idea of goal setting to the team.
- Write "Goal" on the flip chart.
- Ask the youth, "What is a goal?" Write their responses on the flip chart.
- Define "short-term goal" and "long-term goal".

A short-term goal is a goal that should be able to be achieved in one month or less.

A long-term goal is a goal that is built on by achieving small-term goals. It is very important to set realistic deadlines to reach your goals.

## Setting Goals

### Activity #2-Directions (25min)

- Discuss the Goal Setting activity.
  1. A goal must be important to you personally.
  2. A goal must be within your power to make it happen through your own actions.
  3. A goal must be something you have a reasonable chance of achieving.
  4. A goal must be clearly defined to take specific action.
- Ask the youth to write down a goal and the steps that he/she will take to achieve this goal.
- You may want to share a goal of your own. Ask for a volunteer to share a goal that he or she would like to achieve. Make this a team, as well as an individual, activity.
  1. Ask the youth to define the goal. Write the goal on the flip chart.
  2. Ask the youth to outline the steps needed to reach each goal. Explain that this will allow them to establish short-term goals to reach a long-term goal.
  3. Discuss possible roadblocks to achieving goals and ways the youth can handle these roadblocks.
  4. Ask the youth to set reasonable deadlines to achieve both the short-term and long-term goals.

## Distribute Holiday Greeting Cards

### Activity #3-Directions (35-40min)

- Distribute the holiday cards that were prepared in November.
- It's always best to go as a group, if possible.

# JANUARY

## Materials Needed:

Pens/Pencils            Paper  
Ball                        Palm Cards  
Post-It Notes  
Hollywood & Big Tobacco-Handout

*\*Ask your Regional Coordinator for Palm cards and post-it notes*

# Stomping Butts on Hollywood

## Energizer: Movie Ball Game

### Directions

(10min)

- Everyone stands in a circle
- Designate someone to begin the game
- There is a 5 second time limit
- Say the name of a movie title
- Bounce the ball to someone else
- Make sure the ball is passed to someone that has not had the ball during each go round
- If the name of a movie is repeated, that person is out
- The game continues until there is a winner

## Hollywood and Big Tobacco

### Activity #1-Directions

(30min)

- Review and discuss the following information with your team. Also distribute the fact sheet as additional information. Use the information learned to determine which activity the group would like to do.
  - In 2003, researchers from Dartmouth Medical School published results from a survey showing that exposure to smoking in movies has a significant impact on kids' decisions to start smoking. The study showed that children ages 10-14 who watched the highest amount of smoking in movies were 2.71 times more likely to start smoking than those children who viewed the least amount.
  - Smoking in the movies is the most powerful pro-tobacco influence on kids today.
  - It is responsible for 52% of teens that start smoking.
  - Because of smoking in the movies, 1,070 kids start smoking every day.

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- Smoking in the movies has a more powerful effect than cigarette advertising.
- Non-smoking teens whose favorite stars frequently smoke on screen are 16 times more likely to have positive attitudes about smoking in the future.
- During the 1990's, 9 out of 10 Hollywood films glamorized the use of tobacco.
- 28% of the films - including one in five children's movies - showed cigarette brand logos.

**Top Ten Movie Box Office Grossing Films**  
**May 31, 2002 through May 26, 2003**

- 73% of them contained tobacco.
- 82% of the PG-13 films contained tobacco
- 76% of R films contained tobacco
- 39% of PG films contained tobacco
- 66% of movies featuring smoking carried youth ratings of G, PG, or PG-13
- The movies averaged 12 incidents of tobacco use per hour

Marketing experts and independent researchers agree that movies have the power to sell cigarettes, particularly to teens. (Cinema advertisers even had a policy that it was OK to glorify smoking in advertisements that run before youth rated PG-13 films until Smoke Free Movies forced them to change the policy by publicizing it!)

Rather than simply "reflecting reality," Hollywood exaggerates the number and status of smokers on-screen.



## Palm Cards at Movie Rental Stores

### Activity #2-Directions (30min-1hr)

- Decide which movies you want to target. Be sure that they contain a lot of tobacco use in them. (For help you can visit Smoke Free Movies @ <http://smokefreemovies.ucsf.edu>)
- Make a list of all the local video stores and rental stores in the area.
- Call them and/or visit them.
- Ask to speak with their store manager or owner.
- Tell them you are with SWAT (what SWAT is and SWAT's mission) and that you need their help.
- Provide them with facts about smoking in the movies.
- Provide them with internal documents from the tobacco industry reflecting how importantly tobacco companies view the entertainment industry.
- Tell them that SWAT would like to place messages inside the movie cases of the movies that you have chosen because they contain a lot of tobacco use and you want to warn people about this.
- Show them a sample of the palm cards you will be using.
- After you receive approval from the store manager/owner, gather your team and get to work.

## Post-It Notes

### Activity #3-Directions (30min-1hr)

- Make a list of your local libraries, schools and local businesses that have magazines that include movie ads and movie reviews.
- Call them and/or visit them.
- Ask to speak with their librarian, store manager or owner.
- Tell them that you are with SWAT (what SWAT is, and SWAT's mission) and that you need their help.
- Provide them with facts about the glamorization of tobacco and how Big Tobacco targets and markets to youth.
- Provide them with internal documents from the tobacco industry including how important Big Tobacco sees the entertainment industry.
- Tell them that SWAT would like to place Post-It notes on the movie ads and reviews for movies that contain a lot of smoking. (These movies contain a lot of tobacco use and you want to warn people about this.)
- Show them samples of the Post-Its you will be using.
- After you receive approval from the librarian/store manager/owner, gather your team and get to work!

## Letters to Celebrities

### Activity #4-Directions (30min)

- Celebrities have a lot of influence over youth. We want to look like them, and act like them.
- Decide which actors you want to target. Look for actors and actresses that smoke frequently in their movies, and in the magazines (Ashton Kutcher, Brad Pitt, Julia Roberts, Brittany Spears, etc...)
- During a SWAT meeting have every team member write a letter to the celebrity you have decided to target (they target us, we target them).
- While writing your letter, remember to be yourself, write it in your own words, use your own language and don't be offensive or slam the person. Try to write from an encouraging viewpoint with the positive role modeling as a message.
- Ask other friends to write their own letters to using your letter as a guide.
- Make sure your letters are correctly addressed and that they have stamps.
- Send them at the same time for the most bang!
- Make copies of your letters and send them to your Regional Coordinator.

## Hollywood and Big Tobacco Fact Sheet

### **5-year study\*: Hollywood delivered 8.2 billion tobacco impressions to children and teens.**

A comprehensive study of every live-action movie released by the U.S. motion picture industry between 1999 and 2003 finds:

- 80% of the 776 Hollywood and independent movies included tobacco use - almost 90% of R-rated films, 80% of PG-13 films and half of movies rated G/PG.
- First-run movies in theaters delivered an estimated 32.6 billion tobacco impressions to audiences - 1.7 billion to children 6-11 and 6.5 billion to teens 12-17.
- Three media conglomerates — Time Warner, Disney and Sony - accounted for more than half of all movies releases with smoking and 55% of all estimated tobacco impressions delivered to children 6-11 and teens 12-17.
- Adolescents, the age group most susceptible to smoking initiation, receive 75% more tobacco impressions than children and 20% more than young adults 18-34.
- 88% of Disney's PG-13 movies included smoking over the past five years, the highest among all major studios. Disney and News Corp. led all major studios with 91% of their R-rated movies including smoking. Sony led major studios with 45% of G/PG films with smoking.
- The U.S. movie industry delivered an estimated **32.6 billion** first-run theatrical tobacco impressions to audiences of all ages over the past five years. **A quarter of these impressions — 8.3 billion evenly divided between youth-rated and R-rated movies — were delivered to children and teens.** Time Warner alone delivered a quarter of child and teen tobacco impressions. Applying these percentages to the 390,000 youth estimated to start smoking each year because of smoking in the movies, allows us to estimate the number of new smokers each studio "delivers" to the tobacco industry each year.

**An R-rating for on-screen tobacco use would have reduced children's and teens' first-run exposure to tobacco imagery by half over the last five years.**

\* 2003 Study published by Dartmouth Medical School

## Letters to Celebrities

Ashton Kutcher  
Hollywood, CA

June 5, 2003

Dear Ashton:

I think you are an awesome actor! Punk'd is great. However, I am concerned with your smoking in public. You looked hot on the cover of Rolling Stone. However, there was no need for you to be smoking. You have such a great influence on kids like me. You are glamorizing a product that kills if used as intended. Actually, one in three teens are using some type of tobacco. Of that number, one in three will eventually die. Knowing your influence, you really should think before you smoke.

Always,  
Lindsay

## Letters to Celebrities

Jennifer Garner  
Hollywood, CA

June 5, 2003

Jennifer:

Oh, my! You are my total and complete idol. I love everything about you especially your role on Alias. You are such an inspiration. I wish I can be Alias when I grow up!

I was looking you up again online when I came across this horrible interview you did when you said you needed to “learn” to smoke. Not cool! ! You are so bad without the cigarette. Please don’t do it. You are so talented.

If you do smoke in the movie, I will not see it, and I won’t watch Alias. So please take what I say into consideration.

Sincerely,

Spencer

# FEBRUARY

## Conflict Resolution

### Materials Needed:

Pens/Pencils          Paper  
Markers                Flip Chart  
Steps towards Conflict Resolution-Handout  
Conflict Role Play Scenarios-Handout

### Energizer: Hobby Game

#### Directions

(10min)

- Ask the team members to stand in a circle.
- Stand in the middle of the circle so that you can demonstrate the game.
- Ask one member to think of a hobby that he or she enjoys, and to act out that hobby for the group.
- Select the next person for the game and have a participant act out his or her hobby, as well as the previous person's hobby.
- Continue the game until everyone has had a turn.

### What is Conflict?

#### Activity #1-Directions

(10-15min)

- Write "CONFLICT: A DISAGREEMENT, ARGUMENT, FIGHT OR DEBATE DIALOGUE BETWEEN TWO OR MORE PEOPLE" on flip chart.
- Ask if CONFLICT is normal and part of life.  
(The answer should be yes)
- Ask for conflict examples and discuss as a group.

## Steps towards Conflict Resolution

### Activity #2-Directions (25min)

- Explain to the youth that conflict is not necessarily bad. However, it will not make you feel great.
- Inform the youth that conflict has occurred since the beginning of time, and they need to work on resolving conflict in a positive and productive approach.
- Discuss with the youth what conflicts they have encountered and how they resolved these conflicts.
- Ask the youth if they would like to find an easy, step-by-step approach to solving problems.
- Explain that the idea is not to fight about conflict, but to work together to find a solution.
- Hand out “Steps towards Conflict Resolution.”
- Point to the youth that both parties should be happy with the solution. In the beginning, conflict resolution will feel awkward; however, with practice, it will become a positive life skill.
- Advise the youth that there may be times when they cannot resolve a conflict. This may be when it is time to agree to disagree and just walk away. If you feel threatened, go to the appropriate adult for help.
- Instruct the youth that if you cannot work out the conflict, you may need to ask a third person to step in and mediate the conflict.

## Role Play

### Activity #3-Directions (25min)

- Divide the youth into pairs/teams. Distribute copies of Role-Play Scenarios
- Give the youth five minutes to read the scenarios and practice acting out the scenarios with the appropriate conflict resolution steps.
- Have each pair/team act out a scenario.
- Discuss scenarios and the skills needed in conflict resolution. “How did the steps in conflict resolution help you in finding a solution to the situations acted out?”
- After watching the scenarios ask, “Would any of you handle the situation differently?”

## Steps towards Conflict Resolution

**A:** Establish ground rules.

- Both parties need to agree they want to solve the problem.
- No name calling.
- No put downs.
- Be honest.
- Remain calm.

**B:** Use “I” statements when telling your side.

- Be detailed about what occurred and how it made you feel.
- Ask questions.
- Work together to establish what the problem really is.
- Talk about what you need.
- When the other person says what they need, repeat it. It is important to make sure you heard the person correctly.

**C:** Find a solution that satisfies everyone.

- This should be a win-win situation for both parties
- Be creative and brainstorm about a variety of solutions.
- Recap your agreement.
- Discuss what you will do next time.
- End on an up note. If comfortable, shake hands and thank each other for working it out together.



## Conflict Role Play Scenarios

Act out the following scenarios using conflict resolution skills.

- Jamie is walking home from school. Some friends offer her a cigarette. Jamie knows the harmful effects of using tobacco, but she does not want to be the “oddball”. Her friends want her to smoke. How should Jamie handle this situation?
- Tony is going to his gym class. He is overweight and really sensitive about his size. In gym class, a group of kids start to call him names and make fun of him. The constant bullying is too much. Act out how Tony should handle the situation.
- Amy has a problem, and she wants to talk to you about it. Amy shares with you that she been taking diet pills and she believes that she is addicted. She wants to talk to her mom about this but she is afraid of her reaction. She has asked for your help. Using conflict resolution steps, how can you help her?
- Tina’s new stepfather smokes cigars. Since he has moved into the house, Tina has become sick from the cigar smell and smoke. She has told him that since he’s moved into the house, she and all of her belonging stink. He just laughs and continues to smoke the cigars. Tina’s mom doesn’t like the cigars either. What should Tina and her mom do about the situation?
- All of Zeona’s friends are going to the Spring Dance, but her mom said that she could not go because of her grades. Zeona’s best friend, Angie, tells her to sneak out of the house. Zeona is afraid to sneak out of the house, but she really wants to go to the dance. Act out the conflict resolutions skills Zeona could use with her mom to handle the issue.
- Jon is taking his English test and his best friend Jason kicks his chair. Jon tries to ignore him, but Jason kicks Jon again and asks for some answers. Jon continues to ignore him because he does not want to cheat. After class, how should Jon handle the situation with Jason?

# MARCH

## Materials Needed:

Ball  
Spray Bottle  
Water  
Award Certificates

**Breathe Easy**

**Secondhand  
Smoke**

Energizer: Ball Game

Directions

(10min)

- The purpose of the game is to keep three balls or softer objects moving simultaneously in the same order. This will incorporate teamwork.
- The team leader will ask everyone to gather in a circle. The leader will start the group out with one ball being tossed. Be sure to tell everyone that they CANNOT throw the object to his/her immediate left or right. Once a pattern is established, increase the speed.
- The team leader will add a second ball or object into the game. Once again, have team members do it several times in the same order, increasing their speed with two objects.
- Continue the game by adding another object(s) to the game.
- See how long it takes to get the order correct and what the fastest time is.
- Ask the group, "what difficulties did they face?" and "what could be done differently to make the activity easier and faster?"
- Ask "what kind of teamwork is involved in keeping the balls going at the same time and in order?"

## Secondhand Smoke

### Activity #1-Directions (10-15min)

- Begin by spraying water from a spray bottle into the air.
- Mention that the water represents smoke that can travel everywhere.
- Walk around the room and continue to spray the air, while asking the following question.
  - “What if you thought I was spraying perfume or germs?”
  - “What if this was tobacco smoke?”
- Recognize that the smoke from someone else’s cigarette not only affects the person smoking but also the others in the room that are inhaling the smoke.

## Smoke Free Awards

### Activity #2-Directions (45min-1hr)

- Team members should identify local restaurants, businesses and youth sports facilities that have a smoke free or tobacco free policy.
- Decide as a team, what you would like the certificates to say and begin preparing them.
- Determine which team members can deliver it (It’s best to go as a group).
- Call your local newspaper to notify them of your intentions to recognize the selected venue. Be sure to tell them when!
- When the certificate is delivered, ask to speak to the manager.
- Tell him/her you are SWAT: Allies and that the team would like to present them with a certificate of appreciation for providing a smoke free/tobacco free environment.
- Encourage the manager to proudly display the certificate where customers can see it.

# APRIL

## Materials Needed:

Long Paper Roll                      Pens  
Markers                                  Paper (notebook)  
Operation Storefront Worksheets-Handout

Additional Resources: [www.kickbuttsday.org](http://www.kickbuttsday.org)

# Kick Butts Day

**Note:** Kick Butts Day is a nationally recognized day of action to expose Big Tobacco's lies. Kick Butts Day rallies and events take place across the nation, showing that young people are powerful voices in the fight against the industry. KBD is traditionally held on the first Wednesday in April.

## Energizer: Six Degrees of Separation

### Directions

(10-15min)

- Pair up.
- Introduce yourself and make a list of 5 to 10 things you have in common with each other (where you go to school, what grade you are in, what year you were born, your favorite color, favorite food, favorite sport, etc.)
- When your list is completed, you must find someone else in the room that also has one of those 5 to 10 things in common with you. When you have found that person, develop a new list with them.
- Once that list is completed, find someone else in the room that has one of those 5 to 10 things in common with you. Develop a new list with them.
- Continue until you time is called.
- Ask the person who found the most people to introduce his/her chain of separation.

## Operation Storefront

### Activity #1-Directions (15-20min)

Acting as “undercover agents,” team members will visit stores that sell tobacco and survey the number and type of tobacco signage, including the location it is placed. Data forms on pages 35-37.

- It’s simple! Count the advertising both inside and outside the store, fill out the forms and then evaluate your findings as a team. It’s also one of the best tools available to really see how Big Tobacco is marketing their products in your community.
- Be sure to always have an adult with you for this activity. Speak with the clerk or manager on duty to let them know you are conducting a project and would like to survey some of the advertisements.
- Each person surveying should have a copy of the form to fill out.
- Don’t count the cartons or packs behind the counter.
- You will specifically be looking for:
  - Store-made tobacco signs or ads
  - Professional signs or ads of any size
  - Other tobacco promotions or ads
  - Anti-smoking signs of any size
  - Minimum-age notices (ex., “We Card”)
- Don’t forget to count the signage outside too!
- Once you’re done counting, politely thank the clerk or manager and leave. Evaluate your findings with the rest of the group.
- After you’ve collected enough data, prepare and send a press release to your local media. If there are multiple teams in your community or county also doing Operation Storefront, you may want to collaborate so only one press release goes out to the media.
- Be sure to send copies of your completed data forms to your Regional Coordinator.

## Graffiti Wall

### Activity #2-Directions (1hr to 1 week)

- Contact someone at your school or community center and ask if you can cover a wall with poster paper.
- Write a phrase in big print on the poster such as, “Hello Big Tobacco from Oklahoma SWAT!”
- Have directions for youth to write their personal stories of how their lives have been affected by tobacco on the poster.
- When you have enough stories, look over the poster to make sure everything is appropriate.
- Take down the poster and mail it to a tobacco industry executive.

## Movie Review-School Newspaper Activity #3-Directions (30min-1hr)

- Find out if anyone on your team is with the school newspaper.
- If so, have them talk to the newspaper advisor. If not, find out who the school newspaper advisor is.
- Visit him/her and tell them that you are with SWAT (what SWAT is, and SWAT's mission) and that you need their help.
- Provide them with facts about the glamorization of tobacco and how Big Tobacco targets and markets to youth.
- Provide them with internal documents from the tobacco industry including how important Big Tobacco sees the entertainment industry.
- Tell them that you would like to create a column for your school's newspaper that would rate smoking in current P, PG and PG-13 movies.
- Rate the movies based on the "lung system" that pink lung means no tobacco use at all, gray lung means small amount of tobacco use, and black lung means lots of tobacco use in the film.
- Do the main characters smoke or are these just guys that have no part in the storyline? Is there any reason for the smoking? Is there a lot of smoking? Any smoking in movies is unacceptable except for historical purposes or when the health consequences are shown accurately.
- Once you get approval, you will need to watch some of the latest movies.
- Also, now is a good time to ask when the deadline date is for the newspaper.
- Get some other team members together and go to the movies.
- Count the number of times you see tobacco being used, or you see a tobacco product. Be sure to keep a running tab.
- Write down some of the specific scenes so that you can be sure to include some of them in your review.
- Rate the movie, and then write a brief description of the film.
- Write the column and be sure to have it in by the deadline date. It won't get printed if it isn't in on time.
- Be sure to send in a copy to your Regional Coordinator

(You may also want to ask your principal if you can publicize your review during the morning school announcements or on a bulletin board)

## Movie Review-Local Newspaper

### Activity #4-Directions (30min-1hr)

- Find out who the editor of the Entertainment Section of the local newspaper is.
- Call them and ask to make an appointment with him or her.
- Visit him/her and let 'em know that you are with SWAT (what SWAT is, and SWAT's mission) and that you need their help.
- Provide them with facts about the glamorization of tobacco and how Big Tobacco targets and markets to youth.
- Provide them with internal documents from the tobacco industry including how important Big Tobacco sees the entertainment industry.
- Tell them that you would like to create a weekly or monthly (whatever you can get him to agree to) column for the newspaper that would rate smoking in current P, PG and PG-13 movies.
- Rate the movies based on the "lung system" that pink lung means no tobacco use at all, gray lung means small amount of tobacco use, and black lung means lots of tobacco use in the film.
- Do the main characters smoke or are these just guys that have no part in the storyline? Is there any reason for the smoking? Is there a lot of smoking? Any smoking in movies is unacceptable except for historical purposes or when the health consequences are shown accurately.
- Once you get approval, you will need to watch some of the latest movies.
- Also, now is a good time to ask when the deadline date is for the newspaper.
- Get some other team members together and go to the movies.
- Count the number of times you see tobacco being used, or you see a tobacco product. Be sure to keep a running tab.
- Write down some of the specific scenes so that you can be sure to include some of them in your review.
- Rate the movie, and then write a brief description of the film.
- Write the column and be sure to have it in by the deadline date. It won't get printed if it isn't in on time.
- Be sure to send in a copy of your reviews to your Regional Coordinator.

## OPERATION STOREFRONT DATA COLLECTION FORM

### BACKGROUND INFORMATION

To be completed on all Operation Storefront Activities

Date:	Observer #1
Store Name:	Observer #2
Region:	County:

**Store Type (check one):**

Chain Convenience     Gas Station     Super Market

Pharmacy     Other: *please describe* \_\_\_\_\_

Street Address \_\_\_\_\_

City/Town \_\_\_\_\_ Zip \_\_\_\_\_

Is the store within 1000 feet of a school?                       Yes                       No

Is the store within 1000 feet of a playground?                       Yes                       No

### FIRST ACTIVITY: OUTSIDE SURVEY

Standing outside the store, carefully look at the store's visible windows, walls, outside areas, etc. There are several types of ads for cigarettes, smokeless (spit) tobacco and other tobacco products you might see, such as posters or signs advertising specific brands, neon signs, small brand stickers on the door or mini-billboard on the store's property. Record the type and brands of the visible tobacco ads below:

	Marlboro	Camel	Winston	Kool	Newport	Other Cigarettes	Smokeless	Other Tobacco
Store-made tobacco signs ads								
Professional signs or ads, any size								
Other tobacco promotions or ads								
Anti-smoking, any size								
Minimum-age notices (we card)								



## SECOND ACTIVITY: QUICK INSIDE SURVEY

### Access to Tobacco Products

Cigarettes (check one)

- Self serve (located where customers can reach the cigarettes by themselves)
- Behind the counter
- In locked case, not behind the counter
- Other location requiring clerk assistance

Smokeless (Spit) Tobacco (check one):

- Self serve (located where customers can reach the tobacco by themselves)
- Behind the counter
- In locked case, not behind the counter
- Other location requiring clerk assistance

Other Tobacco Products (check one): \_\_\_\_\_(type)

- Self serve (located where customers can reach the tobacco by themselves)
- Behind the counter
- In locked case, not behind the counter
- Other location requiring clerk assistance

Any cigarettes near candy displays? Yes No

Any other tobacco products near candy displays? Yes No

Are cigarettes where store clerks can easily see them?  
(So that shoplifting would be difficult) Yes No

Are other tobacco products where clerks can easily see them? Yes No

### **Tobacco Ads Inside the Store**

Are tobacco signs or ads near candy displays? Yes No

Are tobacco signs or ads located at 3 feet or below? Yes No

Are there any anti-smoking or anti-tobacco ads or signs? Yes No

Are there signs informing customers that there is a minimum age to purchase tobacco products, or that they don't sell tobacco products to minors? Yes No

Is there any indication that the store participates in the "We Card" program? Yes No

Is there any indication that the store participates in the "It's the Law" program? Yes No

("We Card" and "It's the Law" stickers and signs are usually on the front door or winder near the cash register)

### **THIRD ACTIVITY: INVENTORY OF INSIDE TOBACCO SIGNS AND PROMOTIONS**

The inside of stores that sell tobacco products can be filled with a range of tobacco advertising and promotional items. Besides posters, ads and other signage, tobacco companies often supply stores with three-dimensional display ads or various functional items marked with tobacco-product brand names, such as counter mats, clocks, doormats, or display racks for tobacco products, newspapers or other products. For this activity, please use the following form to make a comprehensive inventory of every single ad, sign, object or functional item in the store that advertises tobacco products or includes any tobacco brand names.

	Marlboro	Camel	Winston	Kool	Newport	Other Cigarettes	Smokeless	Other Tobacco
Store-made tobacco signs ads								
Professional signs or ads, any size								
Other tobacco promotions or ads								
Anti-smoking, any size								
Minimum-age notices (we card)								

MAY

**Materials Needed:**

Paper                      Calculator  
Markers                  Long Paper Roll

Additional resources: [www.WNTD.com](http://www.WNTD.com)

**World No  
Tobacco Day**

**Note:** World No Tobacco Day is a nationally recognized day of action that calls for worldwide attention to the impact of tobacco use around the globe. WNTD establishes a theme every year and is held on the last day in May.

## Energizer: Cost of Tobacco Use

### Directions

(10min)

- Ask the team to estimate the price of one pack of cigarettes or one can of spit tobacco.
- Calculate the cost on a weekly, monthly and yearly basis. If possible, ask a member to volunteer to write the calculations on a chalkboard or white board.
- Example: one pack of cigarettes = \$3. Multiply that by 7 to get the weekly total \$21.
- Then you say  $\$21 \times 4 \text{ weeks} = \$84$  per month.
- Finally, you calculate  $\$21 \text{ per week} \times 52 \text{ weeks per year} = \$1092$  spent on cigarettes each year.
- Ask the team members, "What other things could you buy with this money?"
- Members can say their responses out loud.

## Present the Facts

### Activity #1-Directions (15-20min)

- Put together a presentation to deliver to younger youth. By becoming positive role models for this age group, students can make a powerful impression on their attitudes towards tobacco use. Here's how to do it.
- Research the latest statistics on tobacco use, marketing, advertising, and the deadly effects of tobacco use.
- The presentation should be 15-20 minutes long. Feel free to use props to add to the fun!
- You may want to ask your adult partner or perhaps an elementary school teacher to assist you in writing the presentation so younger students understand it.
- Ask your adult partner to help you secure permission to conduct the classroom presentation.
- Rehearse, Rehearse, Rehearse your presentation so that you are comfortable with the materials. (IDEA: Deliver the presentation to your team and ask them for feedback)
- Once the presentation is complete, be sure to ask for any questions.
- Complete a brag sheet to document your activity and send it to the Regional Coordinator.

## Wall of Victims

### Activity #2-Directions (1hr to 1 week)

The purpose of this activity is to allow youth the opportunity to express how tobacco has influenced their lives. Individuals are able to express their thoughts of sadness, anger or positive thoughts to uplift all those working toward a tobacco free community. This would be a great opportunity to get the local media involved.

To create a wall of victims, you will need to select a date and location. It could be a school hallway, cafeteria, classroom bulletin board, the mall, the courthouse, the health department, YMCA, Boys & Girls Clubs, etc.

Once the location has been selected and permission has been secured, the following steps will help you create your wall.

- Talk with the team about the ways that tobacco has impacted everyone's lives. In fact, most of us know someone who is currently battling tobacco addictions or has died of a tobacco-related illness.
- Direct the team to think of how tobacco has impacted their lives and write a poem or short paragraph relating to their experiences.
- Invite other youth from around the school or community to add their comments to the wall.
- Be Creative but Tasteful!
- Youth may want to include photos of loved ones.
- Leave the wall up for a week, if possible.
- Complete a brag sheet to document your activity and send it to the Regional Coordinator.

## Informer

### Activity #3-Directions (1hr)

- Create posters with messages about the dangers of tobacco and how the tobacco industry tries to hide those dangers. You can also talk about how the tobacco industry tries to lure youth to use their deadly products.
- Post them around your school in the halls, classrooms and bathrooms.
- Use the tobacco fact resources throughout this manual to get started.
- Be sure to take pictures of your activity!

# JUNE

## Materials Needed:

Flip Chart  
Markers  
Stop Watch  
Coins  
The Hunt-Handout

# Teamwork

## Energizer: Thinking as a Group

### Directions (10min)

- Have individuals empty their pockets of change (being sure to count it beforehand, so that they get the correct amount back at the end!)
- Have a fixed amount of time to decide, as a group, what to (hypothetically) spend this money on.
- The facilitator of the group can observe this exercise, noting whether or not there is equal participation among members, how the group comes to a conclusion that everyone agrees on, etc.
- After the exercise, everyone talks about how they felt.
- Did they feel included in the decision?
- What were the challenges of “thinking as a group?”
- What were the rewards?

## Teamwork

### Activity #1-Directions (10min)

- Write “Teamwork” on the flip chart.
- Ask the youth what “teamwork” means.
- Ask the youth how goal setting, decision-making and conflict resolution can be incorporated into teamwork.
- Write responses on the flip chart.

## The Hunt

### Activity #2-Directions (10min)

- Explain to the group that they will compete in a scavenger hunt using the skills they have learned in goal setting, decision-making and conflict resolution.
- Divide the youth into teams of 2-5 members each.
- Explain to the teams that through teamwork and using skills they have learned, they should work together to complete “The Hunt”.
- Pass out one bag to each team.
- Explain that once an object is found, it should be placed in the bag and then the person who found the object must sign their name on the sheet.
- Inform the teams that they will have 10 minutes to complete The Hunt.
- After the teams are organized, give The Hunt sheet to each team.
- Start your stopwatch and let the hunt begin!
- After 10 minutes, stop the scavenger hunt. The team with the most items and signatures should present their finding to the group. You may choose to give the winning team a small prize.
- Bring the group back together. Discuss how the skills they have learned helped with teamwork and finishing “The Hunt”.

## The Hunt

As a team, use your skills to find the following items.

1. A bag to collect the items
2. Get the autograph of someone whose name begins with a "G"
3. Something that makes a noise
4. A stick of gum
5. A key
6. A math book
7. A ball
8. A paper that has been graded "A"
9. A pair of shoe laces
10. A pledge not to smoke
11. Something with a cartoon character on it
12. A T-shirt that's not being worn, with a sports team logo on it
13. Piece of toilet paper
14. Something written in a foreign language
15. A hairbrush or comb
16. A book someone is reading for fun
17. Application to school or program
18. Newspaper
19. Baseball cap
20. Calendar



JULY

**Materials Needed:**

Flip Chart  
Markers  
Truth and Consequences-Handout

# Decision Making

Energizer: Mix and Match

Directions

(10min)

- Ask the team members to arrange themselves in a straight line alphabetically by first name.
- Keep time to see how fast they can arrange themselves.
- Then ask them to arrange themselves chronologically by birth month.
- Keep time to see how fast they can do this.
- Then ask the group to arrange themselves by height, but using only hand motions and NO SPEAKING.
- Keep time to see how quickly the group is able to do this.

Five-Step Decision Making

Activity #1-Directions

(20min)

- Ask the youth if anyone has ever needed to make a decision about something.
- Advise the youth that good decision-making skills are needed in order to make healthy decisions.
- Ask the youth for an example of a decision that needs to be made.
- Distribute copies of “Decision Making In Five Easy Steps” and discuss the following.
  1. Think through both the possible negative and positive consequences. Try listing them.
  2. Collect information. Find out as much as you can.
  3. Think over your choices and the possible consequences, then make a decision.
  4. Review your decision and the result.
  5. What did you learn from your choice?

## Truth and Consequences

### Activity #2-Directions (30min)

- Have small teams of volunteers act out role-play scenarios and resulting consequences.
- Have the youth use five steps from above to assist with decision making
- After role-plays are complete, ask the teams “How much did the consequences of your scenario play in the decision you made?”
- “Would your decision be different if you had more time to think?”

## Decision Making in 5 Easy Steps

When you are faced with a tough decision, keep these in mind.

1. Think through both the possible negative and positive consequences. Try listing them.
2. Collect information. Find out as much as you can.
3. Think over your choices and the possible consequences, then make a decision.
4. Review your decision and the result.
5. What did you learn from your choice?

## Truth and Consequence Scenarios

1. Your best friend, who has recently started smoking, asks you if you would like a cigarette. What do you do?
2. You are overweight. You would like to lose weight. Your sister takes diet pills and suggests that the two of you share hers. What do you do?
3. There is a group of kids in your neighborhood who have been picking on your friend. What do you do?
4. It's your dad's birthday and you want to get him a gift, but you also want a new CD. What do you do?
5. A new boy has moved to your school and you think that he is pretty cool. He is different from the rest of your friends. The group that you hang out with thinks he's a loser. What do you do?
6. A friend of yours is having a difficult time at home. Actually, things have always been rough for her. She has started talking about running away more and more. What do you do?
7. You and your parents have different opinions on every issue that comes up. The latest is regarding when you can start wearing makeup. What do you do?
8. Your family is moving out of state and they have said that you can stay with your grandparents and finish the school year. The decision is up to you. What do you do?
9. You have been invited to two parties on the same day. You like both people, but can only attend one party. What do you do?
10. Some friends of yours are going to skip school and go to the river. Your school doesn't call home to check on why you are absent. Chances are good you will not get caught. What do you do?

# AUGUST

## Communication

### Materials Needed:

Long Paper Roll	Napkins
Markers	Peanut Butter & Jelly
Bread	Butter Knife
What is Communication-Handout	

### Energizer: Peanut Butter and Jelly

#### Directions

(10min)

- Gather the jar of peanut butter, jelly, bread, knife and paper plates. Keep all materials out of the team's view.
- Distribute paper and pens or pencils to the group.
- Ask each participant to write down directions about how to make a peanut butter and jelly sandwich.
- Once everyone is finished, collect the directions.
- Try to make a sandwich following the instructions exactly as written.
  - Remember, you cannot open up the bag of bread, use a knife, open the peanut butter or jelly unless the directions say to do so.
  - Once the team grasps the idea that the directions weren't specific enough, ask the team to tell you what actually needs to be done to make a peanut butter and jelly sandwich.
  - Discuss why it is important to be detailed in the directions you give.
  - Discuss with the team the importance of saying exactly what you mean.

When the activity is finished, you may want to allow the team to eat peanut butter and jelly sandwiches.

# What is Communication?

## Activity #1-Directions (25min)

- Ask the youth to give the definition of communication.
- Write responses on the flip chart.
- Advise participants that communication is a way to express your feeling, thoughts and desires.

Ask the youth to name two ways to communicate, and list the following information on the flip chart.

1. **Verbal** – to speak or state what you want others to know.  
Example: If you feel happy, you tell everyone that you are happy
  2. **Nonverbal** – to imply or indirectly show feelings  
Example: If you feel sad, you cry but do not tell anyone that you are sad.
- Ask the youth to name the three styles of communication. The three styles are passive, assertive and aggressive.
  - List the following communication styles on the flip chart. You might ask the Allies member to help you.

1. **Passive communication** includes the failure to honestly express your thoughts and feelings.

Example: *A friend asks to copy your homework. You want her to like you, but you do not want to cheat, so you tell her you didn't do yours either.*

2. **Assertive communication** deals with standing up for yourself without hurting anyone's feelings.

Example: *You are offered a cigarette and you tell him no thank you. You don't smoke, because it is bad for your health.*

3. **Aggressive communication** involves overreacting, blaming others or persuading others without respecting the feelings and right of others.

Example: *You don't drink alcohol. However, a friend of yours does and is making fun of you in front of everyone, in an attempt to get you to drink.*

- Distribute copies of the Communication handout.

## Communication Charades

### Activity #2-Directions (30min)

- Pair youth into groups and give each pair a statement from the Communication Charades information.
- Have the pair act out the statement and communication style. The facilitator needs to demonstrate how much can be told by nonverbal communication.
- Only the pair and the facilitator should see the statement.
- While the pair is acting out, other youth will guess what the pair is trying to communicate and the type of communication style.
- Whoever guesses correctly is the next pair up.
- If one guesses correctly, have pair use verbal communication skills and read statement and style to team.

## Communication Charades

### Types of Communication

1. **Verbal** – to speak or state what you want others to know.  
Example – You tell someone that smoking is bad for his or her health.
2. **Nonverbal** - To imply or indirectly show feelings.  
Example – You hold your nose because the person you are speaking to has been smoking and has horrible breath.

### Communication Styles

1. **Passive communication** includes the failure to honestly express your thoughts and feelings.  
Example: *A friend asks to copy your homework. You want her to like you, but you do not want to cheat, so you tell her you didn't do yours either.*
2. **Assertive communication** deals with standing up for yourself without hurting anyone's feelings.  
Example: *You are offered a cigarette and you tell him no thank you. You don't smoke, because it is bad for your health.*
3. **Aggressive communication** involves overreacting, blaming others or persuading other without respecting the feeling and rights of others.  
Example: *You don't drink alcohol. However, a friend of yours does and is making fun of you in front of everyone, in an attempt to get you to drink.*

### Communication Charades

- Cigarette smoke is aggravating your eyes. (Aggressive)
- A friend offers you a pinch of stuff, but you do not dip and find it gross. (Passive)
- The guy or girl you are not interested in asks you to the school dance. (Passive)
- You are in a restaurant sitting in the nonsmoking section when a person at the table next to you lights up a cigar. The smell makes you sick and you want to tell the person that this is the nonsmoking section. (Assertive)
- You are with friends at a restaurant. The waitress/waiter brings you food. You ordered French fries, but were given chips instead. What do you do? (Passive)
- Your teacher wrongly accuses you of cheating on a test. You did not cheat. (Aggressive)

# **FORMS AND RESOURCES**





Today's Date: \_\_\_\_\_ Team Name: \_\_\_\_\_ Reporter: \_\_\_\_\_

Event/Activity Name: \_\_\_\_\_ Event/Activity Date: \_\_\_\_\_

Event/Activity Location: \_\_\_\_\_

What did you do and how did you do it? \_\_\_\_\_

Who was involved? \_\_\_\_\_

Who was the intended target of your event/activity message? \_\_\_\_\_

What did you accomplish? \_\_\_\_\_

Did you get any media coverage? (check all that apply)

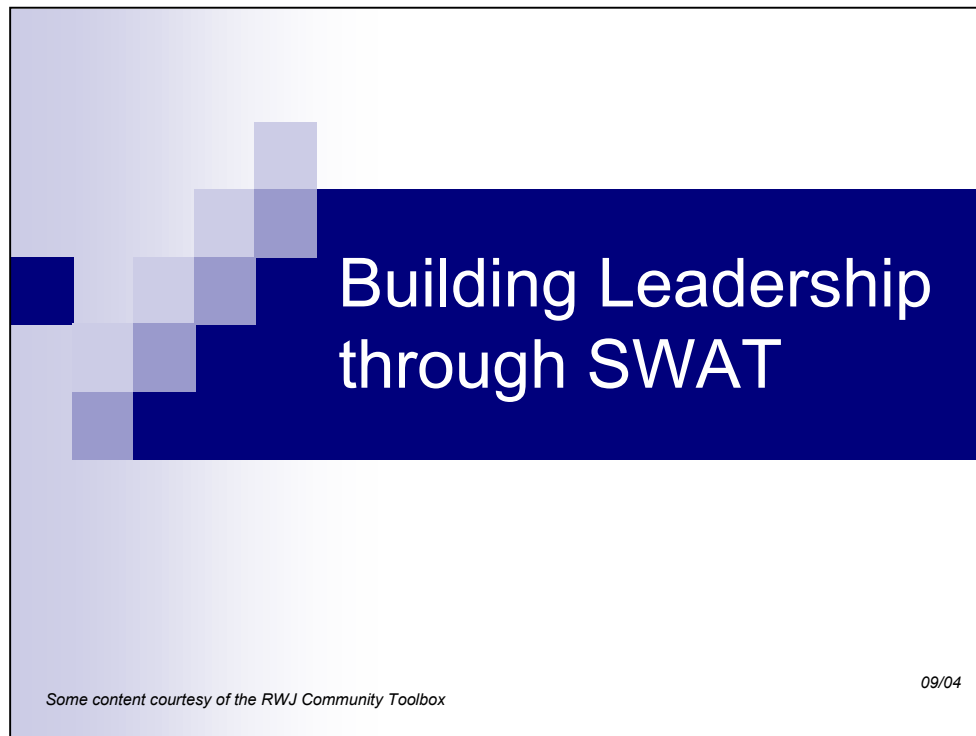
Local Paper    School Paper    Radio    TV    Other: \_\_\_\_\_

How did you get the media to cover your event? \_\_\_\_\_

Special guests involved? Who? How? \_\_\_\_\_

Would you do this again or would you recommend that other teams do it? \_\_\_\_\_

Anything Else You Want to BRAG ABOUT: \_\_\_\_\_



This presentation is designed for the newly formed SWAT teams that need guidance to get started, as well as for the more seasoned teams that may simply need to get back on track. This approach looks at building broad based leadership within the team, rather than focusing on individuals alone. Reminder: skills learned through youth's involvement with SWAT will help them in various ways throughout their lives.



## Team

A team is a group of people with a commitment to one another, to the team, to a common goal, and to a common vision.



## SWAT Team

- Has at least 3 members and an adult partner.
- Meets a minimum of twice per month.
- Develops and follows a plan of action.
- Designs and conducts activities that fall within the SWAT Activity Guide.
- Submits Brag Sheet to Regional Coordinator.

Statewide initiatives include: Tobacco Free School Policies, Spit Out Big Tobacco, Stomping Butts on Hollywood (a smokefree movies initiative), Breathe Easy (a secondhand smoke initiative), Operation Exposed (Monitoring industry marketing tactics) and Youth Access to Tobacco. Tar Wars is a classroom instruction that is also widely utilized by SWAT teams. Activity guides have been developed to bring unity in actions being conducted across the state. Teams are encouraged to build relationships with their local media reps for possible media coverage. Brag Sheets are also a job that the team manages. After each meeting, the designated member completes a Brag Sheet by “bragging on the team or event” and noting highlights or challenges the team faced. These are used by the Regional Coordinator to help identify possible training or resource needs.

## Advantages and Disadvantages to Working in a Team

- More people means more ideas.
  - Teamwork is more efficient so you can accomplish more.
  - Each person has a role in a team.
  - Good teams can build good leaders.
- Team decision-making takes longer.
  - Teams may have members who don't always pull their weight.
  - Individuals could lose focus if there isn't enough recognition.



## Know the SWAT Mission

To empower and unite youth to resist and expose Big Tobacco's lies while changing current attitudes about tobacco.

Important: SWAT is not against the smoker or dipper. SWAT is against the tobacco industry, who targets youth as "replacements." We are also respectful of Native American traditional tobacco use.



## Structured for Success

- Team building activities are great!
- Members should start by hashing out a vision agreed upon by everyone.
- Make sure the concept of a team is absolutely clear.
- Hash out regularly scheduled meeting times.

A good structure is a recipe for success. Plus it helps people know what their responsibilities are. SWAT is a youth-led movement. It is important that the adult partner provides guidance and coaching, but asks that the youth lead meetings and make decisions. Suggestion: Write down the team vision and post it where members can see it. Suggestion: team leadership can be as big or small as the team wishes. Some teams have found it helpful to have a secretary, who can take minutes and help fill out Brag Sheets.



## Structured for Success

- Establish team leadership.
- Involve members in joint planning for tasks that are doable and requires teamwork to accomplish.
- On a regular basis as a team, review successes and challenges, and how to strengthen efforts next time.
- Reward Accomplishments!!!

Incentive gear for rewards may be available from the Regional Coordinator and/or Community Program Coordinator.



## Hint...

- Identify the skill strengths that SWAT team members already have, and figure out how the group can utilize those skills.

Some teams have designated a team photographer, historian, spokesperson, trainer and other areas of expertise that members bring to the group.

## Lessons Learned

- Members like to do more than just talk.
- Conduct activities on a regular basis and let others know about them.
- Plan, Plan, Plan and give yourself plenty of time.
- Assign a task with a deadline to each person on the team.
- The more a member is involved, the more ownership they will have.
- Written action plans are especially helpful.

## Lessons Learned

- Make sure the team is clear on the outcome and goals they want to achieve with their activities.
- Membership tends to decline if the team doesn't meet very often or do many activities.
- It's important to utilize the tobacco industry documents because it exposes the industry in their own words.
- Sometimes you have to ask yourself, "how does this activity fit the mission?"
- When in need ask for help!

## Helpful Resources

- SWAT Activity Guides: *Available from the Regional Coordinator*
- SWAT Training Videos: <http://www.okswat.com>
- SWAT Headquarters: *1-866-4OK-SWAT (toll free)*
- Tobacco Use Prevention Service: Oklahoma State Department of Health  
<http://www.health.state.ok.us/program/tobac/Programs.htm>
- 24/7 Tobacco Free School Policy Guide:  
<http://www.health.state.ok.us/program/tobac/SchoolProg.htm>
- Kick Butts Day Activity Guide: *Campaign for Tobacco Free Kids;*  
<http://kickbuttsday.org/>
- CDC's Tobacco Industry Documents:  
<http://www.cdc.gov/tobacco/industrydocs/>

## ADDITIONAL RESOURCES:

University of California at San Francisco:  
[www.smokefreemovies.com](http://www.smokefreemovies.com)

The Truth: [www.thetruth.com](http://www.thetruth.com)

American Legacy Foundation: [www.americanlegacy.org](http://www.americanlegacy.org)

Tar Wars: [www.tarwars.org](http://www.tarwars.org)

Breathe Easy: [www.breatheeasyok.com](http://www.breatheeasyok.com)

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