

MODULE 3: POSITIVE YOUTH DEVELOPMENT



Tobacco Prevention Toolkit
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Table of Contents

INTRODUCTION	4
A. WHAT IS POSITIVE YOUTH DEVELOPMENT (PYD)	4
B. HERE'S WHAT'S INSIDE	5
C. READERS' NOTE	6
SECTION I: INTRODUCTION TO POSITIVE YOUTH DEVELOPMENT	7
A. ADOLESCENT DEVELOPMENT	7
B. POSITIVE YOUTH DEVELOPMENT	8
C. POSITIVE YOUTH DEVELOPMENT FRAMEWORK	9
D. APPLICATION OF POSITIVE YOUTH DEVELOPMENT PRINCIPLES	10
1. SAFETY	11
2. RELATIONSHIPS	11
3. EMPOWERMENT	12
4. RESOURCES	13
SECTION II: POSITIVE YOUTH DEVELOPMENT STRATEGIES	14
A. 5 STRATEGIES FOR PYD	15
B. PICKING STRATEGIES AND ACTIVITIES	16
1. TIME, COMPLEXITY, AND ADMINISTRATION/POLICIES	16
2. START WITH THE ISSUES	16
3. LEARNING MORE ABOUT TOBACCO ISSUES	17
4. MAPPING THE ROAD AHEAD	18
5. FINAL THOUGHTS	20
SECTION III: DESCRIPTIONS, EXAMPLES, AND SELECTED PROJECTS THAT UTILIZE A POSITIVE YOUTH DEVELOPMENT APPROACH	22
A. OVERVIEW	22
B. SERVICE LEARNING	23
1. WHAT WE MEAN BY SERVICE LEARNING	23

2. SERVICE LEARNING AND PYD	23
3. SAMPLE PROJECTS	24
4. RESOURCES	25
C. MEDIA/SOCIAL MEDIA	25
1. WHAT WE MEAN BY MEDIA/SOCIAL MEDIA	25
2. MEDIA/SOCIAL MEDIA PROJECTS AND PYD	26
3. SAMPLE PROJECTS	27
D. PARTNERING WITH LAW ENFORCEMENT	34
1. OVERVIEW	34
2. WHAT WE MEAN BY PARTNERING WITH LAW ENFORCEMENT	35
3. ENFORCEMENT AND PYD	35
4. SAMPLE PROJECTS	36
E. ADVOCACY	39
1. OVERVIEW	39
2. ADVOCACY AND PYD IDEAS	39
3. SAMPLE PROJECTS	40
F. PEER AND NEAR-PEER EDUCATION	ERROR! BOOKMARK NOT DEFINED.
1. OVERVIEW	46
2. PEER TO PEER PROGRAMS AND PYD	47
3. SAMPLE PROJECTS	47
G. CONCLUSION	48

Introduction

This module was created to inspire and support **educators** to apply the positive youth development (PYD) framework to their tobacco prevention work. By **educator**, we mean youth practitioners, school-based health workers, prevention specialists, teachers, after-school staff, those working in youth serving organizations, and others who work with, and care about, the health and well being of youth. By **youth**, we mean any middle and high school student in grades 6 through 12, generally ages 11-18 years old.

A. What is Positive Youth Development (PYD)

While there are numerous definitions of PYD accepted by professionals in the field, for the purposes of this toolkit PYD is:

an approach or process to working with youth in which educators and other youth-serving professionals provide support and opportunities for youth to enhance their interests, skills, abilities and actions.

PYD is not to be confused with child or adolescent development, or developmental theories, which focus on specific developmental milestones such as physical, emotional, and psychosocial changes and the individual and contextual influences on those changes.

A unique attribute of PYD is that it is not done *to* youth, or *for* youth, but rather done *with* youth. Youth will develop and mature with or without our participation in their lives. Effective PYD engages youth as partners in charting their path to become active builders of a healthy community. In addition, PYD is not solely focused on the reduction of specific problems or the reduction in the use of specific substances. Instead PYD is focused on building the supports and opportunities that encourage young people to become engaged in building a healthy lifestyle and community.

In this module, we discuss the application of PYD within tobacco prevention and intervention efforts. This includes providing opportunities and activities for youth to learn about and actively influence tobacco-related outcomes that affect them and those around them. Prior prevention efforts indicate that youth are less likely to initiate and continue using tobacco when they are actively engaged in tobacco-prevention activities and have input in the lessons learned and messages delivered. We believe that the PYD framework, in conjunction with other principles applied to tobacco prevention programs, is the perfect merger of process, program, and outcome, leading to the most success in preventing tobacco use among youth.

Let's start with the facts. Research shows that one of the most effective prevention approaches involving youth is PYD.¹ If we want to implement effective, evidence-based programs and strategies, then we need community-based organizations, tobacco control organizations, coalitions, schools, and educators to understand this approach and know how to apply it. Of course, it is not only effective and appropriate to use positive youth development. It is increasingly a requirement by government agencies, such as the California Department of Education (CDE), which provides millions of dollars for school-based tobacco education funding. For example, starting in 2010/2011, the CDE mandated that all funded tobacco education programs include at least one PYD strategy.

The final, and most compelling reason to use PYD: *you* asked for this information. Educators on the front lines of youth health promotion across California expressed a strong desire for more information about using PYD. More specifically you—and professionals like you—have asked how to engage youth in tobacco prevention-focused PYD activities, and for specific examples of PYD in action.

B. Here's What's Inside

Section I sets the stage by reviewing specific age-appropriate activities for youth and how PYD draws on knowledge about adolescent development and behavior to outline key program features that support healthy and positive development.

Section II introduces five strategies that are commonly and successfully used in operationalizing PYD practice. By strategies, we mean ways that young people can collectively act to prevent tobacco use. These strategies have been selected because they support PYD practices, including building social relationships, development of youth leadership skills, and involvement in tobacco prevention.

Section III provides greater details on each of the PYD strategies. We suggest specific activities that compliment the general strategies, provide examples of others' successes, and offer web-based links to other resources and curricula for additional information. Because this module was

¹ Bonnie Benard, *Fostering Resiliency in Kids: Protective Factors in the Family, School, and Community*, 1991, West Ed Report

developed for prevention specialists, educators, tobacco control professionals, youth workers, and others working with adolescents to prevent tobacco use, we provide guidance on specific educational strategies that can fit specific goals for engaging youth in tobacco prevention activities.

It is our hope that the information provided in this module will encourage educators to apply PYD practices and partner with young people to select strategies that highlight youth's and the educator's strengths and fit their needs, constraints, and community context. As a result, it is expected that more youth will be engaged in meaningful tobacco control activities, and fewer youth will experiment with and become addicted to tobacco.

As is true for this entire toolkit, this module is not a curriculum. Tobacco prevention and PYD curricula and resources are abundant, but often not found integrated and applied across a range of strategies as we are introducing. Rather than replicate the resources and activities currently available, we have sought to organize this toolkit to bring these threads together, drawing on resources from multiple disciplines, organizations, and perspectives.

C. Readers' Note

The authors and funders of this Toolkit have provided numerous examples of programs that meet certain criteria of effectiveness. However, the list, while extensive, is not exhaustive, nor are we endorsing specific programs. The intent of this module is to increase understanding of PYD and provide strategies, rather than programs, that effectively engage youth in tobacco prevention activities, with the ultimate goal of decreasing and preventing tobacco use. Readers should judge the appropriateness of the material provided in light of their unique circumstances, as well as those of the population of young people who are being engaged.

In these times when everyone is stretched to do more with less, there is a temptation to grab a curriculum designed and evaluated to address a specific issue. We encourage you to think beyond curriculum to the larger strategies. Strategies that are appropriate for your specific circumstances, population, and community will result in the biggest impact.

Section I: Introduction to Positive Youth Development

A. Adolescent Development

Adolescence, beginning with the onset of puberty (average age of 12, but can occur as young as 9 or 10) and continuing to young adulthood (up to age 24), represents a unique period in life characterized by physical, emotional, and cognitive changes—great changes second only to that of early childhood. The developmental milestones of adolescence are of significant importance and consequence. During this period of development, youth are challenged to build their own unique identity, master complex new tasks, establish deep and intimate relationships, and make many independent and meaningful decisions.²

The decisions adolescents face include: With whom should I eat lunch? What should I wear to school? Should I use a seatbelt or be a passenger in a car when a friend has been drinking? Should I try my first cigarette or e-cigarette? My friends are engaging in sex—should I? Do I need another AP class? Should I drink alcohol at this party?

Such decision-making occurs within a complicated, interrelated context of mixed cultural messages, adult monitoring, peer pressures, and legal restrictions, as well as individual-level physical, cognitive,

² Eccles, J., & Gootman, J. A. (Eds.). (2002). *Community programs to promote youth development*. National Academies Press.

emotional, and psychosocial development. Compared to children, adolescents are provided with greater opportunities to make these decisions in some areas, such as friendship, class choices, and extracurricular activities.

For adults, the difficult balance continues between allowing adolescents opportunities for autonomy and practice in decision-making, and wanting to keep them safe. For adolescents, learning to make decisions, experiencing positive and negative consequences, learning from these outcomes, and navigating the multiple influences are all important tasks for healthy adolescent development.

B. Positive Youth Development

Positive youth development aims to influence the process of development so that youth can be successful in making healthy life choices as they grow into young adulthood. In the PYD approach, the community makes a collective, conscious effort to provide the settings, supports, relationships, and opportunities that young people need during this critical transitional phase in order for them to become productive, caring, connected, competent, and civically-minded adults. This approach gained traction in the 1990s, when Bonnie Bernard's (REF: Lodestone to Prevention Article) groundbreaking studies of prevention programs revealed that specific positive developmental practices were at the root of successful prevention programs. Since then, the health promotion and prevention fields have increasingly embraced these practices, termed Positive Youth Development, as a core strategy. Fast forward 25 years, and we see the emergence of a field devoted specifically to the concept of PYD, a field that has emerged, matured, and settled on some central tenets, including what PYD means and how to incorporate this framework and underlying principles into practice. Educators are increasingly integrating PYD into their policies and practices, programming, and curricula. Youth-serving organizations are also striving to work across silos and boundaries to ensure that the approach becomes universal.

By the late 1990's, many in the field of tobacco control understood the importance of PYD-based tobacco prevention programs (CDC, 2010). The California Department of Education (CDE), as well as a growing number of other government agencies, support and some even mandate the development and implementation of PYD programs. This is an exciting development for those working in the field of school-based tobacco education and prevention. It is also for this reason that we want to provide background information and examples of successful PYD efforts for those looking to implement tobacco-related Positive Youth Development Programs in this Toolkit.

C. Positive Youth Development Framework

As noted above, youth seek out opportunities to build skills, problem-solve, form relationships, develop autonomy, and develop their own identity through their decision-making and how they address issues that influence their lives. Our job as educators, youth-serving community based organizations, after-school providers, parents and caregivers, and other adults who work with youth, is to positively influence this trajectory to support them on a course of increasing self-sufficiency, productivity, and commitment to family, community, and society.

One of the practical contributions of more than twenty years of youth development research is the establishment of a concrete set of PYD principles. These principles include:

- Increasing youth's inclusion in supportive environments that promote positive relationships with peers, parents and other adults;
- Engaging youth in a range of leadership opportunities and skill-building activities that interest them;
- Creating and maintaining safe environments, both physical and emotional, where youth feel free to thrive;
- Providing opportunities for youth to develop partnerships with adults who encourage reciprocal mentorship and learning.

Utilizing these principles, community and school practitioners, educators, and other stakeholders can implement programs that are more likely to be effective in supporting youth, promoting civic engagement and involvement in pro-social and -health behaviors, and reducing youth engagement in risky behaviors.

The principles necessarily provide space for interpretation and tailoring. Below are three examples of ways in which PYD principles are defined and applied across different research projects and programs for youth. Importantly, although these examples differ in nuance, many of the principles overlap and share common features for promoting the education, health, and well being of youth.

Examples of PYD Principles	
<p>Features of Positive Development³</p> <ul style="list-style-type: none"> • Physical and psychological safety • Youth as valuable resources • Clear, consistent, and appropriate structure • Supportive relationships • Opportunities to belong • Positive social norms • Support for efficacy and mattering • Opportunities for skill building • Integration of family, school, & community efforts 	<p>Components of PYD Programs⁴</p> <ul style="list-style-type: none"> • Engagement: higher order engagement through choice, planning and reflection • Interaction: through cooperative learning and leadership opportunities • Supportive environment: through welcoming, conflict resolution, active learning, encouragement and skill building • Safe environment: physical and emotional safety and inclusion practices

³Jacquelynne Eccles and Jennifer Appleton Gootman, in their 2002 report for the National Research Council and National Institute of Medicine

⁴David P. P. Weingart’s Center for Youth Program Quality

D. Application of Positive Youth Development Principles

Applying and effectively integrating principles of the PYD framework into practice is both a science and an art. Fundamentally, adults working with youth must be able to understand and build environments in which youth feel safe, secure, and connected, to both their peers and adults. Without these environmental building blocks, the difficult work of skill building, collective decision-making, and shared planning and action is undermined. In Maslow’s Hierarchy of Needs, the fundamental need for safety and security, as well as relationships with family, friends and community, must be met before positive self-esteem and self-actualization is reached.³

³ Huitt, W. (2004). Maslow's hierarchy of needs. *Educational psychology interactive*.

Below we describe in more detail the three foundational areas of safety, relationships, and empowerment, and provide resources for health educators, youth workers, and others who are involved in tobacco-use prevention programs to build competence in creating environments, programs, and practices that improve safety and foster positive relationships among youth and adults. While there are other principles that could be elaborated upon, the three discussed below are viewed as those that are most fundamental for the development and implementation of effective tobacco-use prevention programs.

1. Safety

Above all else, adults working in youth development programs need to ensure that youth feel physically and emotionally safe. Recent research on brain development and youth trauma show how the absence of safety—the constant feeling of fear, threat, and insecurity—fundamentally impacts the brains of youth, impairing their ability to control impulses, plan, and execute decisions competently.

Environments where young people believe they will be protected, defended, and supported are an essential protective factor that enables them to take emotional and personal risks in undertaking new tasks, developing skills, and challenging themselves.

The following elements are important when addressing safety:

- Physically safe space. When meeting with young people, it's important to meet in a location that is safe, has no triggers for unhealthy behavior, reduces feelings of threat and isolation, and is easily accessible at the time you are meeting.
- Safe place to share ideas. There are two elements to this—feeling comfortable sharing comments with adults and feeling comfortable sharing with their peers. To create this kind of environment it is important to work with youth partners to identify ground rules or community agreements. These may include items such as: one person speaks at a time, no use of cell phones during meetings, participants listen actively, and so on. All rules or agreements can be noted on flipchart paper and displayed during every meeting.
- Safe place to ask questions. It's important to create an environment where young people not only feel comfortable sharing ideas but also asking questions. The more they understand an issue or activity, the more they can contribute.

2. Relationships

Youth develop in the context of relationships with family, friends, peers, neighborhoods, and the adults they interact with in their programs, school, home, and other community institutions. The number, quality, and depth of those relationships, particularly with adults, are central to a youth's ability to

thrive. As Eccles and Gootman² explain, supportive relationships, in which youth experience adults as caring, warm, responsive, respectful, attentive, and able to provide guidance, offers a critical medium for their social, physical, intellectual, and physiological growth.

One of the deepest relationships that can be built is a mentoring relationship, either as a 1:1, or 1:group over an extended period of time. In the context of our tobacco prevention work, this speaks to the relationships that an adult may have with specific individuals or a small group that become particularly motivated and engaged in the prevention work. It creates opportunities for career exploration and a sense of ownership beyond normal participation in a program.

Goals for positive relationships include the following:

- Helping young people manage and deal with conflict;
- Encouraging free expression, openness, and honesty, without judgment;
- Promoting a climate of respect and honoring differences such as gender identity, sexual orientation, race, ethnicity, religion, etc.
- Adults modeling group-developed agreements for youth to witness

3. Empowerment

Although the term "empowerment" is used in many youth-oriented contexts, with regards to PYD it specifically refers to processes by which adolescents develop the ability to change their own lives and the lives of those around them, as well as the organizations and communities in which they participate. The capacity for empowerment on the individual level derives from youth developing and exercising practical skills, critical thinking, and involvement in community change efforts. On the organizational level, empowerment relies on creating and fostering cultures and systems that support the individual youth in the above efforts.

The ability and affinity to empowering behaviors and environments develop from direct participation in work that fosters community change. This work incorporates both practical skills (including decision-making, collaborating with peers, and engaging in community advocacy) and critical skills (using information to analyze the issues that impact their lives and the world around them, and strategizing on ways to enact positive change). An effective empowerment program provides both the raw knowledge and the opportunity to act on it.

²Eccles, J., & Gootman, J. A. (Eds.). (2002). *Community programs to promote youth development*. National Academies Press.

4. Resources

- **The Community Network for Youth Development:** creators of the highly regarded [Youth Development Guide](#). See pages 29-56, as well as *Chapter Four: Encouraging Relationship Building*.
- [Youth On Board](#): a Boston-based youth development trainer with a focus on youth-adult partnerships. It offers useful resources on building relationships with young people, particularly the importance of listening. See a guide on listening [here](#), and a list of recommendations generated by young people themselves [here](#).
- [YES! Youth Empowerment Solutions](#): provides a three-factor roadmap for youth empowerment. The YES! model is based around promoting skill development, critical awareness, and opportunities to create community change.

SECTION II: POSITIVE YOUTH DEVELOPMENT STRATEGIES

Now you want to incorporate PYD into your work, but the question is how? Below we describe specific strategies for incorporating PYD in tobacco-use prevention.

Tobacco prevention remains important for a number of reasons: 1) tobacco use continues to have a massive impact on health and overall life expectancies, and 2) overwhelming evidence supports the idea that if youth don't use tobacco before age 25, they are much less likely to use tobacco as an adult or become addicted to nicotine. In addition, given the history of the tobacco industry's aggressive marketing tactics, it is likely that youth are manipulated by the tobacco companies to become tobacco users. Finally, with the increase presence of e-cigarettes (including vapes, vape pens, personalized vaporizers, and any other battery-operated products that aerosolize nicotine and/or other chemicals), there is concern that social norms are changing to renormalize tobacco use. The bottom line—tobacco use by youth remains a major issue of concern, and its control vital to their health. However, tobacco-use prevention is not always a priority for youth. For some, especially those who have experienced the loss of a loved one due to a tobacco-related illness, embracing action around preventing tobacco use is a natural response. For youth who are experiencing other challenges, such as violence, difficulties in school, and other normal teenage angst, tobacco-use prevention may be less of a priority and it may prove more difficult to engage them.

For those harder-to-engage individuals, the principles of PYD may prove more effective. Strategies such as providing safe environments, building positive relationships, developing youth leadership skills,

and leveraging developmental assets can increase the relevance of tobacco-use prevention for youth and may be mechanisms for engaging them in tobacco-use prevention efforts. Anti-tobacco PYD programs serve more than just the proximal pro-health goal. In the process of identifying and addressing tobacco-related issues, youth gain opportunities to develop and practice skills; safely explore their identity in new roles, including leadership; increase their sense of belonging within a team of committed teens; learn and express empathy through learning about the struggles of others; and build the confidence one gets from making a difference. As Eccles et al.² explain, “(T)hrough acting, taking on challenges, and making personal contributions ... a person’s sense of self and identity develops.”

A. 5 Strategies for PYD

In the sections that follow, we describe 5 strategies for using PYD. All five strategies include opportunities to learn and practice skills, practice leadership, work with others, plan and see the results of action, and feel a sense of empowerment and influence. There are many activities one could do to carry out each of these strategies. The five strategies are:

1. Service learning: classroom-based service benefitting the many communities of which youth are members, integrating cycles of volunteerism/action with reflection;
2. Social and other media campaigns: using social, print, and other forms of media to amplify messages, shift community norms, and change perceptions held by the public and/or populations typically targeted by the tobacco industry;
3. Partnerships with law enforcement: projects in which students join with local government officials, including police, to ensure that laws and policies that are designed to improve health and wellbeing are enforced and have their intended impact;
4. Advocacy: organized action to create changes in, or promote enforcement of, policies, laws and practices by businesses, municipalities, and other institutions. (Please note: Advocacy cannot be used for lobbying purposes, as lobbying is not allowed under Prop 99 funded entities. Such communication is considered lobbying only if its principal purpose is to influence legislation. Educating legislators, their staff, government employees, or the general public about your program or about tobacco-related issues is **NOT** considered lobbying (CDHS/TCS Lobbying Policy, Chapter 300, #12, Policy Manual).
5. Peer and near-peer programs: training youth in skills including communication, decision-making, self-awareness, assertiveness and helping, and providing support to youth for prevention, education, intervention, and referral services.

B. Picking Strategies and Activities

So now the question is: how does one decide on which strategy or activity to use? The first thing to consider is which tobacco-related issue will be your focus. Below we explain why youth should participate in selecting tobacco prevention priorities. Further, we suggest a way to select strategies and activities that relate to the tobacco control policies that youth have selected.

1. Time, complexity, and administration/policies

This is where reality sets in— where you and the youth you work with pick projects that are realistic for you to accomplish based on time constraints, resources, expertise, and the appropriate level of administrative work and commitment you are able to take.

2. Start with the issues

Implicit in the PYD practice are the concepts of choice, ownership, and decision-making. Selecting tobacco prevention issues *with* youth, rather than *for* them, increases cumulative benefits of participation. Youth are more likely to experience positive benefits—and are more likely to be invested in the project when they are driving the selection of anti-tobacco issues and solutions. Now is a great time to meet with youth to identify what issues they care about. For example, are they bothered by environmental issues? If so, they may be interested in learning more about tobacco waste and its impact on the Earth. As part of [the San Francisco Tobacco Free Project](#), local youth evaluated quality of life issues in their community, eventually settling on an anti-cigarette-butt campaign. By attempting to solve the issue, they gained experience working with residents, shop owners, and government agencies. Are they concerned about alcohol marketing in their community? If yes, they may be surprised by the aggressive tobacco advertising in the same locations as alcohol marketing. Fortunately, in California, there's a campaign—[Healthy Stores for a Healthy Community](#)—which focuses on creating healthier retail environments with decreased access and marketing of tobacco and alcohol products and increased access to fresh fruits and vegetables.

Given the realities we have mentioned above, every effort should be made to engage youth as leaders and facilitate their full participation in determining needs and strategies. To meaningfully support youth choice and ownership, adults must provide a structure for helping them explore the range of tobacco issues that are currently in play, and ensuring that youth are educated in tobacco prevention strategies and effective approaches that can make a real difference.

In addition, adults can and should assist youth in gathering information and diverse perspectives in their schools and communities, either through informal conversations, or more formal assessment and

research methods. Both informal and formal approaches help youth compare their own beliefs and understanding with those of others. This experience helps them build empathy and critical thinking skills. You might want to consider providing a Tobacco 101 training, and/or partnering with your local agency in charge of tobacco control (a.k.a., "lead agency") and/or county health department since they have a pulse on local issues and resources. For more suggestions and a list of potential partners, see the Resources section below.

Your youth may have identified a number of issues and priority areas. No matter which issues your students have chosen, they should fit into one or more of the general categories listed in Table 1 below.

3. Learning more about tobacco issues

There are myriad ways of learning more about how others think and feel about tobacco issues in the community. The methods are important, and we are suggesting some that have been effective. It is important to know in advance the kinds of information your group wants to know. Simply put, ask yourselves "what does our group know about the tobacco-related issue?" and "what do we want to know?" Here are some methods of clarifying that process:

- Conversations and interviews with tobacco experts;
- Conversations with peers and family members;
- Quick surveys of people from their various communities of which they are a member;
- Focus groups (structured small group discussions) with select youth;
- Observations of places where people buy and use tobacco products;
- Observations of places where tobacco products are being marketed and promoted.

Resources

- [The Truth Campaign](#): links to resources for building knowledge, planning projects, and connecting with other tobacco-related PYD groups.
- [The California Department of Public Health](#): list of entities and agencies for PYD groups to partner with.
- Tobacco Use Prevention Education (TUPE): interested projects can also partner with county coordinators for [California's TUPE Program](#).

- [California Healthy Kids Survey Data](#): a broad view of tobacco use in your community.
- [Legacy Toolkit \(the Truth Campaign\)](#): toolkits developed specifically for youth activism, including suggestions on levels of engagement for each type and intensity of project.
- [Tobacco Free Kids](#): educational fact sheets and other knowledge-building materials.
- [Healthy Stores, Healthy Communities](#): further details on tobacco in local communities.
- [Youth Engagement Alliance](#): resources for coordinators to help them plan activities.
- [CYAN](#): sample webinar trainings on general tobacco issues. (Youth-oriented content forthcoming.)

Real world examples

[The California Friday Night Live Partnership \(CFNLP\)](#): conducts webinars on Photo Voice, a youth led action research process. Youth learn how to use photography as a data-gathering tool to answer research questions they raise. It also assists them in learning how to get their information in front of decision makers. A calendar of webinars is available at <http://www.fridaynightlive.org/t-a/>

CFNLP also organizes efforts to control tobacco and alcohol advertising in storefronts. Conducting surveys and monitoring outcomes are central youth-driven missions in these efforts. FNL provides both suggestions for conducting these surveys and guidance for integrating them into a larger change effort. PYD programs can revolve around specific components of this campaign, or the entire campaign itself: http://www.fridaynightlive.org/wp-content/uploads/FNL-Lee-Law-toolkit-draft_v2.pdf; see page 6.

4. Mapping the road ahead

Educators don't always have the luxury of selecting and testing multiple and/or different PYD strategies and projects with the youth they serve. In the fast-paced, resource-scarce world many of us inhabit, we need a sense of the time, complexity, and intensity of administrative oversight before embarking on a project, as well as a sense of the fit of the project with your particular. Recognizing this reality means

we provide guidance in selecting specific projects and activities. To do this, we've established four factors to help adults assess the various projects and make decisions about which are the right ones for their particular youth group. The four are:

Time: The length of time it takes to accomplish a finite project. Brief projects can be planned and executed in the space of a day or week. Projects of moderate length can easily be completed in a matter of months and fit well into a semester. Extended projects are those that incorporate the entire school year, and in the case of projects that seek to change local laws or other institutional practices, could take more than one year. Table 2 below provides a summary of this criterion.

Complexity: Simple projects comprise a single task or activity that is completed once or repeated. A tobacco prevention presentation given once to a group, or multiple presentations to different groups are good examples. Simple projects can usually be executed within the physical bounds of the school or after-school location. With simple projects, staff can easily predict whether youth inputs will result in a completed project.

Highly complex projects, on the other hand, have multiple, sequential steps, in which an earlier step must be successfully completed in order to move on to the next step. More complex projects may require staff expertise in that particular implementation area, or require that staff receive coaching or guidance from the community and outside stakeholders for success. In these cases, partnerships with other tobacco control organizations, such as the County Department of Public Health, are critical. With highly complex projects, events and issues may emerge that can't be planned for and will require flexibility and a unique response. Table 2 below provides a summary of this criterion.

Intensity/Impact: Intensity/impact refers to the number of people involved in the activity and the number and types of people to whom this would reach or effect. For example, it is possible to work with a small number of youth over a long period of time to impact a large number of people, or train a large number of youth who may work on a shorter or less time-intensive project that will still reach many youth. Table 2 below provides a summary of this criterion.

Administrative Oversight/Policies: Projects with low administrative oversight are those that don't require special permission from administrators or funders, nor should they encounter resistance or generate tension. They are non-controversial in their message, approach, and result. Projects with medium administrative oversight are those with actions, activities, or messages which might take up more time of the adult coordinator. Though these projects call for more reassurance for stakeholders and/or challenging existing community norms or assumptions, they don't threaten stakeholders or push them to change what they do. Projects with high administrative oversight are those that may challenge existing practices, push decision makers or elected officials to change laws or policies, or re-direct resources away from existing priorities. Table 2 below provides a summary of this criterion.

How will this rubric be used? As you read through strategies, you'll encounter specific activities, projects or campaigns that we've offered as either examples or options for you to consider. After the project heading, there will be a box with a rating assigned to each of the four factors above.

Table 1: Assessing Projects and Activity by Time, Complexity, Intensity, and Administrative Oversight

Criteria	<u>1</u>	<u>2</u>	<u>3</u>
Time	<p><u>Brief</u></p> <p>An activity that takes hours, days or weeks.</p>	<p><u>Moderate</u></p> <p>An activity that could last a month to six months; better described as a program or project</p>	<p><u>Extended</u></p> <p>An activity could last six months, a school year or longer; better described as a program or campaign.</p>
Complexity	<p><u>Simple</u></p> <p>A single activity done once or multiple times; little advance knowledge or prep needed by staff to successfully execute.</p>	<p><u>Moderately Complex</u></p> <p>A limited number of interconnected steps or activities that happen separately or sequentially; requires some advance planning and preparation for successful execution.</p>	<p><u>Highly Complex</u></p> <p>Several interconnected steps or activities linked together, with requirements for successful execution of steps to proceed forward; Requires much advance prep, and may require outside expertise.</p>
Intensity/ Impact	<p><u>Low Intensity Impact</u></p> <p>A small group of youth are involved in leading or carrying out the activity; their responsibilities are clear and similar; if a single audience or group is served by the target, the group is small and easily reached.</p>	<p><u>Moderate Intensity Impact</u></p> <p>A larger group (15-30) of youth leading the activity or group; youth may have unique roles and responsibilities that must be coordinated; the group served by the project may include more than one type of audience.</p>	<p><u>High Intensity Impact</u></p> <p>Many youth leaders involved in this project, or else significant and intensive roles that require intensive commitment and training; many groups or people served by the project (or targeted by the campaign), and they may be difficult to reach.</p>
Administrative Oversight	<p><u>No Admin Oversight</u></p> <p>No permissions required, no resistance to implementation; project results non-controversial.</p>	<p><u>Moderate Admin Oversight</u></p> <p>Some approval or buy-in by decision-makers required; some activities may challenge norms or existing ways of doing things.</p>	<p><u>High Admin Oversight</u></p> <p>Focus on changing laws, policies and practices; requires conversations and/or confrontation with decision-makers.</p>

5. Final thoughts

As you read further, you'll be introduced to the five different PYD strategies we've selected. In each of these strategies, we offer concrete examples, such as projects, activities, or campaigns, representing

some of the different aspects of the table above. We also want to acknowledge that while you may decide to pick and focus on one, you also may find yourself blending two or three other projects or strategies. While it is true that each of these strategies can stand on their own, most successful PYD campaigns tend to merge a combination of these strategies.

For example, you may have a group of youth that is trained to do peer education and who are also involved in a youth advocacy project. Or you may have a group that gets together to sponsor a public service announcement (PSA)/video contest and then your peer educators use that media when making a presentation to younger students. We find that many times when conducting PYD programs it is natural to use more than one of these strategies, so feel free to integrate strategies as appropriate for your program.

For more examples, please see the [Legacy Toolkit from the Truth Campaign](#)

SECTION III: DESCRIPTIONS, EXAMPLES, AND SELECTED PROJECTS THAT UTILIZE A POSITIVE YOUTH DEVELOPMENT APPROACH

A. Overview

The five strategies that have been identified (as critical by a plethora of professionals in the field of PYD) include: service learning, media/social media, law enforcement partnerships, advocacy, and peer and near-peer education. We are providing definitions, sample projects, and additional educator resources for each of these strategies. Please keep in mind that one strategy can often merge into another one and that is fine.

B. Service Learning

1. What we mean by service learning

It's a fact—youth want to serve. Service learning takes volunteer service to a new level, integrating education, action, and reflection that reinforces the importance of civic involvement. Classroom-based service learning has been applied to countless issues of concern to youth, and it can be an important and useful structure to engage young people in actions to address youth tobacco use. The National Youth Leadership Council (NYLC), a leader in the service-learning movement, defines service learning as, "An approach to teaching and learning in which students use academic knowledge and skills to address community needs."⁴

Service learning is a cyclical process, which includes initial thinking about issues youth care about, service and action to address these issues, and post-service reflection that includes an assessment of the experience and areas for additional action. Because of its classroom orientation and use of teachers to guide the process, the service-learning framework is often the most feasible approach to engaging youth in tobacco-related projects.

2. Service learning and PYD

Service learning is a method that, if followed based on commonly accepted standards, incorporates many elements of positive youth development. NYLC describes key features of service learning as: experiential learning; youth voice and choice; critical thinking through ongoing reflection; and partnerships and relationships with adults in the broader community.⁵ Service learning intersects with many domains and elements inherent in the principles of PYD described above.

Service learning also allows for a wide range of flexibility in the duration, intensity, and adult support necessary to support tobacco-focused projects, making it a great way to try new projects and learn from the process of taking small steps.

⁴ See <http://www.nylc.org/sites/nylc.org/files/wisl/index.html>.

⁵ <http://nylc.org>

3. Sample projects

In Central California, the Stockton Unified School District used Tobacco-Use Prevention Education (TUPE) funds to support a broad-based service learning initiative focused on tobacco prevention. More than 100 students completed tobacco prevention service learning projects. Students signed a contract that their project would include five steps: Investigation, Planning and Preparation, Action, Reflection, and Demonstration and Celebration. Students worked in pairs or small groups and completed projects such as:

- Researching and developing an e-cigarettes PowerPoint presentation for peers;
- Cigarette butt clean up at their school and neighboring park;
- High-school adoption of K-8 school for Red Ribbon Month;
- Creating brochures on 1) how to talk to family members who smoke, 2) smoking in the black community and 3) smoking in the Lesbian, Gay, Bisexual, Transgender (LGBT) community.

As a reward, the 100 youth who completed service-learning projects earned a spot at the California Activities Directors Association Fall Youth Leadership Conference in Woodland, California. Many of the students had never had public speaking or other leadership experiences. Both the project and the conference helped them to begin their journey developing leadership and service skills, as well as learning to think independently and critically about tobacco.

a) Additional service learning projects

Simple service learning projects:

Time	Complexity	Intensity	Admin
1	1	1-3	1

- Tobacco waste clean ups.
- Student produced videos on myths and realities of e-cigarettes.
- Construction of signs instructing parents and caregivers not to smoke near playgrounds.
- Gathering and sharing family and students' stories of the impact of tobacco on their lives.

Service learning projects that require additional time, effort, or risk include:

Time	Complexity	Intensity	Admin
1	2	1-3	1

- Classroom based fundraising campaign to support grassroots tobacco prevention organizations in developing countries.
- Student-led assembly on smoking and health

4. Resources

- [The Complete Guide to Service Learning: Proven, Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum, & Social Action by Cathy Berger Kaye \(Free Spirit Publishing, 2003\)](#)
- <http://www.nylc.org/resources/downloads/unpacking-what-works-service-learning>
- [Kick Butts Day](#): a project of Tobacco Free Kids featuring a number of excellent suggestions for service projects.

C. MEDIA/SOCIAL MEDIA

1. What we mean by media/social media

The tobacco industry spends millions of dollars every day getting their message out through various types of media (e.g., print, movies, Internet ads, point of sale ad, etc.) and social media (through ads, sponsored posts, and payments to popular users) because it is effective. They continue to target youth in various and subtle ways even though it is not legal to advertise most tobacco products to youth (a notable exception being e-cigarettes. However, new legislation will take effect....).

Though tobacco commercials are no longer legal (though e-cigarettes are a notable exception), the tobacco industry has found new and creative ways to channel a multi-billion-dollar marketing and advertising budget to promote smoking and its particular brands through a variety of other media. Product placement in movies, social media, promotional items (caps, jackets, key chains, other “freebies”), event sponsorships, and eye-level advertising in stores are just some of the media channels

tobacco companies use to great effect to encourage teens to start lighting up. Tobacco companies like Altria are also donating funds to national prevention programs (Search Institute, Forum for Youth Investment, MENTOR—The National Mentoring Partnership) to get their name associated with positive youth development programs and then create their own media attention to highlight their “goodwill.” The California Department of Public Health is clear that projects funded by them cannot accept funds from tobacco companies, helping assure the messages are not diluted.

While the tobacco industry still aggressively markets to youth, young people can also utilize the effectiveness of media to fight back with their own messages.

2. Media/social media projects and PYD

Youth-driven media projects have specific attributes that align with PYD practice. Some of these attributes include:

Relevant skills: Media campaigns, especially those that use new media and social media channels, offer opportunities for young people to actively and immediately counter the tobacco industry’s messages while building mastery of skills that are both appealing and useful in a later career. These skills may include: message development, technology, public relations, writing, editing, public speaking, and planning/scheduling.

Developing strong messages helps build critical thinking skills, as students learn how to analyze and deconstruct media messages. Because the tobacco industry has developed sophisticated and effective messaging strategies to entice and deceive youth, their ads and marketing materials are uniquely effective in helping youth understand the power of media.

Also, media/social media projects require planning and scheduling—vital life skills to gain. Planning and scheduling provides roles for all of the students in the group at different levels of engagement, expertise and commitment.

Finally, media/social media campaigns provide youth opportunities to use and build writing skills, and get feedback on areas for improvement in a more positive environment than that found in most classrooms.

Connection and belonging: Effective messages tell a story, and good media projects create a chance for youth to think about and reflect on their own story. Mainstream media continues to tell a negative story about young people. When young people develop their own

media, they get a chance to reframe their story and help the public and peers understand them in a different, more complex, and more compassionate light.

Storytelling – a powerful and meaningful tool to connect youth with their communities and peers, for example, by youth creating a story in which they tell about how they have been personally affected by tobacco, either themselves or someone in their family. Youth working as part of the Chicago-based [Coalition for Asian Substance Abuse Prevention](#) created two strong examples of storytelling on a digital platform. Their website hosts two youth-created videos, combining character arcs with relevant facts about tobacco. The development of these videos combined hands-on digital editing training with strong anti-tobacco education and messaging.

3. Sample projects

Commonly, media/social media is used as a tool for educating peers about the consequences of smoking. But media is more powerful than that, and if used effectively, can get people excited about an issue, change a norm or belief, or push an individual, decision maker, or community to do something you want them to do. Media/social media projects allow students to focus on areas other than the typical health effects of smoking, such as addiction, industry practices and manipulation, and the controversy over e-cigarettes.

Here is a long, though not exhaustive, list of media projects that youth and student-led groups could undertake:

a) Public Service Announcements (PSA's)

Time	Complexity	Intensity	Admin
2	1-2	1-3	1

Public service announcements (PSAs) are brief audio- or video-based advertisements used to convey positive public messages to a broad audience. Traditionally shown on television as ad spots, PSA's are increasingly shared through social media. PSA's communicate health messages, promote a tobacco-free culture, or push back against the tobacco industry's marketing manipulation or sales tactics.

While formats are varied, PSA's are approximately a minute long— a length that makes writing, directing, editing and producing these pieces a manageable task with basic computer skills. The

process of research, writing, filming, editing and seeking venues to show PSA's is a powerful learning experience.

Outside the circle of its creators, the impact of the PSA is incumbent on the quality of the message and the size of the audience it reaches. To encourage greater participation in the positive developmental and prevention impacts associated with producing PSA's, schools and public health agencies often use PSA contests or film festivals to encourage multiple groups to develop PSA's.

These activities, which lead to public events, are useful in that they provide new audiences to whom you can show these messages, help youth leaders connect with a broader group of peers in a manner which reinforces the non-smoking culture, and generate media coverage that can further expand the circle of constituents who receive these messages.

Note: Before embarking on a PSA project, youth leaders and adult allies should consider:

- The audience and message it wants to convey before determining the medium—while a PowerPoint/Keynote presentation might be good for one group, a video may be better matched to a different group;
- The availability of technology such as computers, smart phones, video/photography camera and software available for production and editing;
- The timing of planning and production so completion aligns with public events or similar activities that allow for the PSA to be shown to live or virtual authentic audiences;
- Where the final product will be placed;
- Funds available or means of fundraising.

Real world examples

The Reality Project: youth leaders of this two-year Kansas-based youth led campaign used a commercially shown TV PSA to educate about the manipulative practices of the tobacco industry. This was followed up with online surveys and focus groups to assess the reach and impact of the PSA on youth and adult audiences. Some interesting results were: 1) youth preferred humor in commercials in favor of sad or heavy stories; 2) teens thought yellow teeth and smelly bad breath were really important negative effects, not just cancer and death.⁶

⁶ American Legacy Foundation. 2012. Youth Activism in Tobacco Control: A toolkit for Action.

Anti-Tobacco Cartoons: Kern County has been working with a private company since 2003 to help students create animated anti-tobacco PSAs, incorporating their own perspective on topics such as smoke free public places, youth access to tobacco, and negative health effects on the body and environment. The program takes place over five lessons led by a professional animator, either grouped in a single day, or spaced out over 4-5 days. The ads produced by the students have been disseminated over social media, shown at assemblies and in classrooms, as well as receiving recognition at youth-focused conferences and festivals, and the schools are able to reuse the PSAs as needed.

Be Smart, Don't Start: Alameda County sponsors an annual PSA contest, open to entries from middle- and high-school students. To view 25 of these videos, click [here](#). For more information about this program and their awards ceremony, click [here](#)

Tobacco Free Kids: Check out a recent youth-made PSA highlighted by Tobacco Free Kids, one of the nation's leading anti-tobacco advocacy organizations by clicking [here](#).

The Truth Campaign: sponsored by the Legacy Foundation, The Truth Campaign is a "national youth tobacco prevention counter-marketing campaign with an advanced online/social media component, providing people with facts and information about the health and social consequences of tobacco and the marketing tactics of the industry that sells it, so that they can make informed decisions about its use. Nationally revered for its cutting edge approach, the truth campaign presents its life-saving public health messages in the form of a brand that young people can affiliate with instead of tobacco brands." Truth PSA's are fun, disturbing, and appealing to youth, offering interesting takes on prevention and a healthy contempt for the tobacco industry and its attempts to manipulate youth. Check out The [Truth YouTube channel](#) to see a wonderful sampling.

Resources

- [Rock Your World](#): provides "multidimensional, project-based curriculum for middle and high school students that engages them in real-world issues, while leveraging the use of digital media to investigate, explore and act on causes of importance to them." See <http://www.rock-your-world.org/curriculum/take-actions/creating-public-service-announcements>.

- University of Kansas Community Toolbox⁷: guidelines and examples about how to create a PSA are available at <http://ctb.ku.edu/en/table-of-contents/participation/promoting-interest/public-service-announcements/main/>.

b) Posters, banners, and other outdoor advertising campaigns

For youth who enjoy visual art and digital design, use of posters and banners in school and community settings can be a powerful creative vehicle capable of reaching large numbers of people with a simple and effective health message that can counter pro-tobacco marketing. Using these formats, youth can create simple, positive messages or use more subtle tactics that are often more effective, like manipulating existing tobacco advertising. "Counter-ads" that use and distort tobacco ads have additional value in building media literacy, satire understanding, and critical thinking skills.

Billboards, bus shelter signs, and other forms of traditional commercial outdoor advertising seem passé in our digital world, but continue to be an effective way to get messages across to large audiences. If you have ever sat at a stand still in traffic and inched by a 20-foot tall iPhone or Pepsi billboard, or stood on the corner for 30 minutes waiting for your transfer and staring at the bus shelter ads, you'll experience something advertisers know very well—you can't click through or change the channel.

A major question to consider in undertaking these kinds of projects is how do we secure outdoor ad space? Billboards are usually owned by outdoor advertising companies like Clear Channel and CBS Outdoors; bus shelters and sidewalk kiosks are usually city property. Both groups use outdoor advertising to make money, but they are open to giving youth and nonprofit groups space for free or reduced cost. Just as a local business is often willing to provide free or discount food or space for a charitable event, so are outdoor advertisers with their billboards. You just have to ask.

For a gallery of inspiring ads that use this approach, click [here](#).

Project Ideas

- Billboard design contest focusing on counter-advertising of tobacco;
- Campaign to secure two months of free billboard space for student-created anti-tobacco billboard across the street from the local high school;

⁷ <http://ctb.ku.edu/en/table-of-contents/participation/promoting-interest/public-service-announcements/main>

- Art contest with prevention or cessation messages.

Resources

- Center for Applied Research Solutions: a simple and effective handout on developing counter-messages. Click [here](#) for a copy.
- Curriki: a variety of free media literacy curricula by grade level are available through their [Media Literacy library](#), a massive open source catalog of educational resources.
- Media Literacy Project: a New Mexico-based program that has sponsored a long running [counter-advertising contest](#) for students and youth.

c) Social Media Campaigns

Time	Complexity	Intensity	Admin
2	2	1-3	1-2

Let's face it—adults know less about social media than the youth with whom they work. But all of us know that social media and social networks are now the fastest, most far-reaching and cheapest way to get any message out, including anti-tobacco messages. What's really cool is the way that social media platforms already provide tools to assess the extent of the reach of your message and its impact—something that's far harder to do with a TV PSA, print ad, or outdoor ad.

As you see below, the sky's the limit using social media, so whether it's a written tweet, a video message, a photo or artistic image, it's really about the quality of the message and the way you disseminate it. What we are finding is that many times we are marrying our old media campaigns to new social media. While you may be running a PSA media contest, students maybe viewing, rating and promoting these ads using social media methods.

The same is true for advocacy projects. Many times the advocacy projects will lend themselves to using social media. For example, social media can be used as a tool for advocacy to collect petition

signatures, encourage people to contact decisions makers, educate individuals on issues being heard by local legislators, and sending emails or images to law makers.

For young people, using social media for tobacco prevention is extremely useful. It takes advantage of skills and capabilities they already have with technology. Social media tools are great for educating youth on the realities of the products they may be tempted to experiment with.

Not only is social media a great tool to reach a youth audience, it's also a dynamic method for engaging youth. Depending on the platform, social media offers opportunities to build additional writing and critical thinking skills. Social media gives youth a chance to see results of their efforts. Because of the way in which you can track and assess impact, it allows them a chance to see the results of their work in a way that other approaches might not offer.

Real world examples

Not a Replacement: Florida's Magi Linscott, 17, developed an innovative social media campaign that secured national recognition and an award from the Campaign for Tobacco-Free Kids. According to their website, "Magi has tapped into the power of social media to promote Florida's new 'Not a Replacement' tobacco prevention campaign. Youth are encouraged to send 'selfie statements' to tobacco companies—photos of themselves with handwritten signs telling tobacco corporations that youth are not replacement smokers, but individuals." [Linscott's materials are available free for download.](#)

Resources

- University of Kansas: a [community toolbox](#) with up-to-date compendium of tools and resources for using social media.
- TX Say What: creates [rich, content-heavy material for multiple social media platforms](#) (YouTube, Twitter, Facebook). See [here](#) and [here](#) for presentations from TX Say What team members on using social media for tobacco control.

d) Social norms/cultural campaigns

Time	Complexity	Intensity	Admin
2-3	2-3	2	2

The positive social norms/culture approach uses fact-based media/social media campaigns to show the reality of student tobacco use, and in the process counter perceptions that smoking is as popular as youth perceive.

It's a great public health victory that fewer teens smoke today than did in the 1990s. But if you are a teen who is around lots of people who smoke it doesn't always seem that way. A positive social norms/cultural approach can help with this inaccurate perception of some youth. Messages, if conveyed effectively, help shift perceptions of teen smoking closer to the reality of use. For example, if the reality is only 10% of students smoke, that means 90% of students DO NOT smoke

Further, this approach provides a positive factual-based reason for teens who don't want to start or continue smoking, but feel peer pressure to do so. School faculty and staff, who can also unintentionally perpetuate misperceptions, also get educated and shift their approach to the "smoking culture."

This approach is particularly appropriate in investigating the new e-cigs culture of youth and young adults. A comparison between tobacco companies' messages of the 1950s–1970s on cigarette use and their current advertising on e-cigs shows tremendous similarities of message, now aimed at creating a culture of e-cig acceptance.

Social norms campaigns start with research, where students collect data about student tobacco use and perceptions of tobacco use. Armed with the facts, they create posters, social media messages, and other media to clearly and accurately show students the actual rates of use. By creating authentic messages, getting the messages out consistently over long periods of time, and alternating messages enough to keep them fresh, the student body gradually shifts their ideas about the prevalence of smoking.

Considerations

Positive social norms/culture campaigns are multi- and interdisciplinary projects. These projects can require from 2 months to a school year to complete the campaigns, and require staff allies to provide training to students in social norms/culture approaches, data analysis, and message development.

While social norms/culture projects can be managed in an after-school setting, they can also be integrated into a classroom-based project.

Before undertaking a social norms/culture campaign, consider the following:

- Can staff and youth make a long-term commitment for a project?
- Are there resources, training, adult guidance, and administrative commitment to such an intensive project?
- Do existing tobacco use rates and changes in rates in your particular school support a social norms/culture project? In most cases, perceptions of tobacco and alcohol use in schools exceed reality. If actual rates are aligned, or higher than perceptions, positive social norms approaches don't work.

Resources

- California Friday Night Live and the Youth Leadership Institute: the ["Youth Led Social Norms Campaigns" toolkit](#) helps recreate the successful student-driven implementation of positive social norms media campaigns in San Francisco and Fresno County high schools.
- [Center for Health and Safety Culture](#): a Montana-based organization running positive social norms campaigns, including "Most of Us," an effort to curb youth tobacco use.
- Social Norms Consultation: [provides technical support in campaign implementation](#), including additional case studies on positive social norms/culture approaches in high schools.

D. Partnering with Law Enforcement

1. Overview

In 2012, the Surgeon General identified tobacco use as a pediatric epidemic. Most tobacco users started when they were adolescents, with 88% of adult smokers reporting they starting smoking cigarettes before the age of 18 (HHS, 2012). Further, most smokers continue to use the tobacco brand

that they started using initially. Finally, as current brain research shows, youth and young adults are much more likely to become addicted to nicotine than adults.

The tobacco industry desperately needs young people to buy cigarettes and other tobacco products. Why? Because approximately 480,000 Americans die of tobacco-related diseases each year and the tobacco industry needs replacement users.

Tobacco corporations know that the older youth get, the less likely they are to try tobacco and become addicted.

2. What we mean by partnering with law enforcement

While numerous laws exist restricting access to tobacco products and advertising, these laws are rarely enforced. Industry/store profits are increased by tobacco retailers illegally selling products to minors, and using storefront and interior ads and signs that appeal to youth.

There exists a variety of formal programs that partner youth with law enforcement agencies to enforce laws, educate retailers, and encourage compliance to existing tobacco related laws. Many of these programs have been effective in lowering minors use of tobacco.

3. Enforcement and PYD

Enforcement/youth partnering programs, particularly those that engage youth and the police, generate particularly positive developmental effects by helping young people build relationships with law enforcement and other adults through tobacco prevention work. Enforcement actions help youth improve confidence and self-mattering, seeing themselves as essential and useful. For young people who have had challenging relations or traumatic experiences with police in the past, care should be taken to ensure that experiences are positive and don't result in further traumatization and increased negative perceptions of police.

4. Sample projects

a) Decoy programs (previously called the Stake Act)

Time	Complexity	Intensity	Admin
1-2	1-2	2-4	2

Enforcement of age restrictions in tobacco sales requires the police to have a way to monitor retailers. The most effective way of doing this is through decoy programs. As a decoy, youth ally themselves with local law enforcement and work as "secret shoppers," making attempts to purchase cigarettes from various outlets. This results in both real-life knowledge of policy issues, and an immediate sense of impact on tobacco use in the community. While many local governments operate their own decoy organizations, youth can organize decoy projects independently for data collection and/or community education purposes.

The Boys and Girls Clubs of Fresno County manages a statewide youth decoy program that engages teens through the state to help State Officials and local county health departments enforce state and federal laws regarding tobacco sales to minors. Teens are paid \$25 if they apply, and receive \$5 each time they visit a store as a decoy with a public health investigator. According to the Program Administrator, the program is structured using PYD and seeks to infuse positive self-identity, cultivate positive relationships, and help teens manage stress and cope with adverse situations.

Considerations

Adult allies should be aware that individual youth can independently participate in this type of project without the affiliation of a specific youth anti-tobacco group. Youth and/or groups considering participation should understand the benefits (reducing sales to minors and a stipend) and costs (the possibility that an employee who either deliberately or inadvertently sells tobacco to the decoy could be terminated).

While the State Decoy Program located in Fresno is the largest in the state, many county tobacco control programs sponsor their own decoy and buy programs. Check them out to see what your county is doing. For more information about the State Decoy Program and to help a student sign up as a teen decoy, click [here](#).

b) Using California's Lee Law to enforce restrictions on storefront Tobacco Advertising

Time	Complexity	Intensity	Admin
2	2	2	3

The Lee Law was named after Barbara Lee, a former California State Senator and United States Congresswoman who represented Oakland. The Lee Law advertising provisions address two critical community problems:

Youth exposure to alcohol, tobacco, and junk food advertising increases the risk of youth alcohol and tobacco consumption and problems associated with those risks;

Large numbers of window signs on liquor stores contributes to crime, violence, neighborhood blight and other nuisance activities, particularly when they block a clear view into the stores.

The law requires that any retailer with a permit to sell alcohol must ensure that at least two-thirds of any storefront window must be open and free of any signs or ads. Across the state, youth leaders have used this law to get storeowners to remove alcohol posters and neon signs, particularly in stores frequented by children and youth. The state law applies to any ad or sign, which often includes tobacco advertising. Thus, youth tobacco prevention advocates can use this approach to reduce the presence of storefront tobacco advertising as well.

Considerations

This project can be narrowly focused on one store, or use a broad approach that combines assessment and targeting of many stores. Regardless of the number of stores, this project requires direct observation and assessment of stores, potential involvement with law enforcement, and possible direct engagement with storeowners. Adults need to be prepared to help youth navigate possible confrontations with unhappy merchants, and to help youth consider approaches in which students first encourage store owners to voluntarily comply before involving law enforcement.

It's important to note that the California Tobacco Control Program coordinates a statewide campaign focused on healthy retail environments—the Healthy Stores for a Healthy Community campaign. Every county health department in California is required to participate in this campaign. Before doing any work with the Lee Law or in the store environment, check-in with the Tobacco Control Program at your

county health department to learn what retail-focused initiatives they are leading. There may be an opportunity to partner with the County or get involved in their current campaign. For more information on the Healthy Stores for a Healthy Community campaign, visit <http://www.healthystoreshealthycommunity.com>.

Resources

For a detailed toolkit on how to engage youth in store assessments and compliance negotiations with merchants, see Friday Night Live's [Lee Law Toolkit](#). While the focus is on alcohol ads, tools and resources are directly applicable to tobacco.

Healthy Stores for a Healthy Community campaign

c) Additional programs/real world examples

Community Advocate Teens of Today (CATT): CATT, Santa Clara County's youth tobacco prevention and advocacy coalition, partners with local law enforcement to survey retail establishments. Youth members interested in becoming a decoy must participate in a decoy training and role-play session before surveying stores with law enforcement officials. CATT adult allies describe how participation helps youth leaders become more familiar with tobacco laws and more aware of tobacco marketing, improve their social skills, and gives youth an opportunity to strengthen partnerships with adults and law enforcement staff. Youth participants also have opportunities to leverage their enforcement experience through public speaking engagements at press conferences or workshops.

Miraleste Youth Decoys: At Miraleste Intermediate School in Rancho Palos Verdes, CA youth initiated their own efforts to improve compliance with tobacco laws using the Youth Decoy model without joining formal decoy operations. Trained peer mentors identified ten local businesses that either had high adolescent traffic flow or had been known to sell tobacco products to minors. Over the course of two days, youth leaders went to identified establishments and attempted to purchase vapes, e-cigarettes, tobacco products or tobacco paraphernalia such as lighters. Those businesses who requested ID's were thanked for their support. For those establishments who considered selling products to minors, students provided informational pamphlets describing laws and penalties for selling to minors.

E. Advocacy

1. Overview

What do we mean by advocacy? Advocacy is an organized effort to influence laws, policies, and practices, either through institutions (like schools or stores) or jurisdictions (like states, counties, cities or towns). Advocates seek change. Successful advocacy—that which results in substantive changes—has long-lasting transformational affects on the advocating youth, as well as the population in general.

The next time you are in a California restaurant, inhale deeply. You might smell coffee brewing, or heavy cologne on the person in the booth next to you, but you are not going to smell cigarette smoke. Perhaps many who are reading this may recall that this hasn't always been the case. There was a time when you could smoke anywhere anytime, including restaurants, office buildings, and airplanes. But advocates fought to change these practices, passing local, state, and federal laws and policies that have significantly reduced 1) the presence of second hand smoke, 2) easy underage access to tobacco products, and 3) cigarette advertising and promotion. While much has been accomplished through advocacy, much more needs to be done.

Policy advocacy can prove daunting, as the decision makers with the power to pass laws and alter practices are often very resistant to change. Pushing people to make changes in the status quo may take a long time, require lots of people, and incorporate several different steps. That doesn't prevent young people from playing a variety of roles in advocacy efforts. Youth often provide the energy in adult-led organizations and groups seeking to build public support for changes in laws or policies.

2. Advocacy and PYD ideas

From a youth development perspective, advocacy to create policy and practice changes can be incredibly powerful for young people, with rich opportunities for development of communication, strategic and critical thinking skills, and opportunities to partner with committed adults. Being involved in changing laws, practices, and policies also can be a great way for young people to develop a sense of purpose, personal power, and gain and build self-confidence and connections. While the work of advocacy is very time intensive, the developmental impacts on young people are arguably the most significant. For a complete check-list of what adults need to think about before embarking on this kind

of policy process, see page 5 of the introduction to [Friday Night Live’s Guide to Engaging Youth in Policy Change](#).

Resources

- Youth Engagement Alliance: provides support for youth-oriented tobacco control efforts. [Advocacy ready resources](#) include webinars, event listings, and both national and state-by-state directories of anti-tobacco programs.
- California Youth Advocacy Network: hosts [webinars for youth](#), providing background in advocacy and community engagement.
- Centers for Disease Control: developed [an invaluable tobacco control best-practices guide](#) dedicated to "Youth Engagement: State and Community Interventions Category".

3. Sample projects

a) Smoking in the movies

Time	Complexity	Intensity	Admin
1	1-2	1-3	1

The tobacco industry can’t advertise its products through commercials on TV, but its found another effective way to get kids to start smoking—supporting smoking in movies, especially movies that appeal to younger audiences, and paying for tobacco product placement in those movies. According to the world-renowned UCSF Tobacco Researcher Dr. Stanton Glanz, tobacco smoking in the movies is one of the more powerful influencing factors on young people’s decision to smoke.⁸

To change these practices youth advocates can:

- Write letters to Hollywood studios who produce, market, and distribute the films;

⁸ See Glanz’s Smoke Free Movies website at <http://smokefreemovies.ucsf.edu>

- Through letters, emails, or social media campaigns, encourage actors who are depicting smoking in films to no longer use tobacco on screen;
- Work with theaters that choose to show kid-oriented movies depicting smoking and tobacco brands to also show an anti-tobacco PSA before the movie;
- Present to city councils and ask them to sign a resolution that encourages the industry or the local theaters to stop creating youth-rated films with smoking or stop showing these movies to youth audiences;
- Hosting and publicizing “award” ceremonies for the movies and movie stars that continue to promote smoking in movies.

Considerations

Advocacy of smoke free movies offers easy entry for budding tobacco prevention advocates through letter writing campaigns. Changing the practices of movie studios takes a broad-based movement, but there are lots of local actions that groups can explore, like working with local theaters or building support from elected officials. Fortunately, there is a national project, coordinated by the University of California at San Francisco, working on this information. To learn more about their work, visit <http://smokefreemovies.ucsf.edu>.

Real world examples

California Youth Advocacy Network (CYAN): CYAN, a statewide organization supporting youth-led policy advocacy around tobacco, runs an ongoing campaign engaging youth to push for stronger restrictions on smoking in movies. Youth-led groups and classes can concretely participate in this campaign in a variety of ways, including collecting signatures supporting legislation, using social or print media to raise awareness of the issue and steps that people can take to respond, and directly reaching out to movie studio execs to urge them to do what is right. For detailed information about the campaign, including fact sheets on the impacts of smoking in movies and tools and templates for actions check out CYAN’s campaign site [here](#).

Reality Check: supported by the New York Tobacco Control Program, young people across the state conducted a variety of actions to push for changes in smoking in movies. These included organizing a “Fame and Shame” award ceremony for actors smoking on film, conducting letter writing campaigns targeting actors and important people who make and distribute movies, and writing op-eds in newspapers to help the public understand what the movie and tobacco industry could be doing

differently. For a write up on what this group accomplished, including some really creative youth-led actions, click [here](#) and then click on Tobacco and Hollywood Campaign.

Thumbs Up! Thumbs Down!: a program of Breathe California Sacramento-Emigrant Trails, works with young people to eliminate the influence of tobacco in films. Youth, ages 14-22, are trained to analyze tobacco content in Hollywood films. Their data are published weekly at www.scenesmoking.org and used by leading researchers to study the influence of smoking in movies on youth tobacco use. For more information on Thumbs Up! Thumbs Down! visit <http://www.sacbreathe.org/tutd>.

b) Tobacco-free parks

Time	Complexity	Intensity	Admin
2-3	2-3	2-3	2-3

The realization that second-hand smoke has serious health implications for children motivated anti-tobacco and public health advocates to fight for restrictions around playgrounds and other facilities where exposure would be likely. In recent years, local public health advocates have partnered with environmental groups to advocate for 100% smoke/tobacco-free parks. As a result, our parks are no longer littered with tobacco waste and high concentrations of secondhand smoke. Youth advocates have been integral partners of these campaigns. Tobacco-free parks campaigns are great introductions to policy advocacy, helping young people understand the local policy advocacy process, seeing how their voices help move decision-makers to action, and watching real change take place as a result. Unlike local policy campaigns that impact the bottom lines of tobacco retailers, there’s limited organized opposition in these kinds of campaigns, so young people are more likely to see success.

Considerations

Youth groups wanting to focus on this kind of campaign need to be prepared for a yearlong commitment, and have access to training and support to navigate the local legislative process.

Real world examples

Community Advocate Teens of Today (CATT): In Santa Clara County, youth leaders from CATT helped raise awareness and build support for smoke free parks and recreation facilities. The County Department of Public Health and the California Youth Advocacy Network provided mini-grants to youth-led groups across the county, often funding tobacco waste cleanups. Youth who collected tobacco waste used the collected litter to demonstrate the pervasiveness of smoking and presented their efforts and findings to local decision makers. As a result, at least six 100% tobacco free ordinances were adopted in cities across Santa Clara County. See [here](#) for more information about the project, and [here](#) for a video that describes young people’s involvement

Georgia Youth Advocate of the Year: In Atlanta, Georgia teen leaders used petitions and other advocacy techniques to convince the Atlanta City Council to pass a smoke-free parks ordinance, and monitored how park attendance increased. To hear about this campaign in their own words, click [here](#). Because of their success, they were recognized by Tobacco Free Kids as the 2014 Youth Advocate of the Year in the group category.

Resources

A great resource on the impacts of smoking in parks, and the benefits to changing these policies can be found at Change Lab Solutions [here](#)

California’s Lake County Department of Public Health has a created a smoke free parks [toolkit](#).

c) E-cigarettes

Time	Complexity	Intensity	Admin
1-2	1-2	2	1

E-cigs/vapes continue to be a hotbed of conflicting opinions even from the “experts.” Will e-cigs/vapes be a way to help people quit or act as a gateway to regular cigarettes? Despite the devices' possible benefits over cigarette smoking, public-health officials and anti-tobacco advocates have reasons to be concerned about the growing popularity of e-cigarettes, particularly the marketing that may help new

users move from e-cigarettes to conventional tobacco cigarettes.⁹ E-cigarettes are a new area for advocacy, and a growing group of young people has been expressing their concerns and undertaking campaigns to raise awareness and figure out strategies to regulate this product.

Considerations

Adult allies need to know that they are entering a new arena, where the science is still unclear, and the picture is changing rapidly. On the other hand, given the cutting edge nature of the issue, it's likely that many young people will want to tackle it, so adults need to be armed with the most up-to-date research they can find. Also, it's important to note that tobacco control advocates are no longer coming up against just Big Tobacco, but also an aggressive and well-organized e-cig/vape community.

Real world examples

Tehama County Friday Night Live: Young people from Tehama County Friday Night Live decided to focus on e-cigs/vapes based on the growing popularity and lack of meaningful regulations concerning sale and marketing. First, students successfully changed a school district policy to include e-cigarette language. Next, they reached out to their state representatives, educating them on the lack of regulations. Student leaders are now developing their own local policy proposals to ban e-cigarette sales in locations where regular cigarettes are being sold.

Note: E-Cigs will be covered more extensively in the E-cig/vape module on the website.

Time	Complexity	Intensity	Admin
3	3	2-3	3

⁹ Click [here](#) for an article describing San Francisco's efforts to regulate e-cigarettes

Overview:

At the state level, young people advocated for new legislation that requires the state to suspend and revoke a store's license if the retailer is repeatedly convicted of selling tobacco products to minors. Under the new law, if a retailer is convicted three times in a five-year period, its license will be suspended for 45 days. Five convictions in a five-year period will result in the license being revoked.

Sample projects

Youth Leadership Institute Tobacco Bill: Assemblyman Jerry Hill from San Mateo County developed the above bill [what is the bill, no reference] after meeting with young leaders from the Youth Leadership Institute in 2011. The youth presented Hill with the findings of their research on underage tobacco use and access in San Mateo County, and the challenges they saw in holding retailers accountable for underage tobacco sales.

Tobacco Use Reduction Force: San Francisco's Tobacco Use Reduction Force, a group of youth advocates supported by the Youth Leadership Institute, are working with San Francisco elected officials to introduce new legislation that reduces the density of retail stores selling tobacco in the City's low-income neighborhoods. Check out the [YouTube video](#) that describes the issues underlying their campaign and the policy they are pushing.

Peer Leaders Uniting Students (PLUS): Student leaders design and moderate student forums, with the aims of strengthening student connections, and obtaining data on student concerns including tobacco use. As part of a greater mission to promote unity and sense of connection, the PLUS participants create campaigns intended to provide support and inspiration. This has included support in smoking cessation, with one PLUS leader recruiting a number of other students to join him in a group quit attempt. Because PLUS does not just target traditional school leaders, it provides voice and opportunity to higher-risk and vulnerable youth.

Tobacco-Free Youth Voice Showcase: CATT members in Santa Clara County endeavored to mobilize their peers in community-based tobacco-prevention work. Through a CYAN grant, the CATT members were able to partner with 50 more local youth. This group developed and produced a total of eight multimedia projects that promoted community health and provided a personal narrative of the local impact of tobacco use. Topics ranged from in-store advertising of tobacco products, to tobacco-related litter, to issues of peer use. The process required developing lasting skills, including applying for mini-grants, self-educating, peer-educating, and disseminating their messages to the community. A video highlighting the showcase event is available here: <http://vimeo.com/45872430>.

Resources for restricting local access

An abundance of toolkits and other materials exist to support adult allies and youth leaders in undertaking policy advocacy.

California's Community Youth Action Network [CCYAN], a statewide organization supporting youth activism around tobacco, has produced a comprehensive [youth advocacy manual](#) which includes activities, tools, and case studies. Note that this toolkit is available for purchase only.

The Legacy Foundation's 2012 Toolkit on [Youth Activism in Tobacco Control](#) includes sections covering youth-led policy advocacy, as well as list of and links to state-level youth-led tobacco coalitions.

Friday Night Live offers a [Guide to Engaging Youth in Policy Change](#), including an assessment of group readiness and specific activities to help youth understand the local policy process and prepare to meet decision makers.

Build the Wheel, an online learning community and resource-sharing site for community empowerment and organizing, has [multiple curricula and tools](#) on planning and implementing youth-led advocacy and organizing campaigns.

F. Peer and Near-Peer Education

1. Overview

Want a young person to listen? Increase your chances of youth listening, not just hearing, by having their peers deliver the message. Peer and near-peer education is based on the premise (and supported by research) that youth tend to listen a little closer when someone their own age (peer) or a little older (near-peer) is delivering an interactive and fun lesson on tobacco (or any other subject, for that matter). Peer-to-peer and near-peer programs provides support prevention, education, intervention, and referral services to youth by training youth in skills including communication, decision-making, self awareness, assertiveness and helping skills. These programs are usually school-based, with peer training and program delivery taking place during the school day.

Near-peer relationships can also bridge across schools. For instance, high school students can develop and deliver curricula intended for middle school students. This not only helps distribute the benefits of high school-level PYD but prepares the younger students to be near-peer educators themselves.

2. Peer to peer programs and PYD

Effective peer resource programs require that young people deliver meaningful and relevant education, support, prevention, and intervention services to their peers. The preparation, practice, and delivery of these services is a powerful vehicle for positive youth development, offering opportunities for young people to develop essential core communication skills like listening, question asking, non-verbal communication, as well as more advanced skills such as group facilitation and workshop delivery. Young people must master content as well as delivery, thus creating conditions for young people to build competence and confidence in areas that translate well to other settings and experiences. The peer-to-peer approach, the intensity of training, and the use of peer partners to plan and deliver training also help create conditions for youth to build positive, healthy peer-to-peer relations with their peer leader teams.

Considerations

Undertaking peer-to-peer programs requires significant resources and staff commitment depending on the extensiveness of the program. Peer resource experts know actual training of the peer educators is the critical factor in the success of these programs, and programs need skilled trainers to ensure that both skills and content are covered.

3. Sample projects

Protecting Health and Slamming Tobacco (PHAST): The Stanislaus County Office of Education, Prevention Programs has collaborated with the Stanislaus County Health Services Agency for several years to bring grade 7-12 students in the county a youth-development-centered tobacco prevention education program. After launching the Protecting Health And Slamming Tobacco (PHAST) Coalition four years ago, the program now engages over 1,000 students from grades 7-12 in Stanislaus County.

Each interested PHAST member is trained to conduct tobacco prevention education presentations to peers and younger students. Presentations involve lecture, but mostly group work and discussion. PHAST peer leaders deliver engaging presentations to their peers on subjects such as: negative

consequences of tobacco use; why people start using tobacco; positive alternatives to using tobacco; advertising tricks used by the tobacco companies; and skills on how to refuse using tobacco. Through this effort PHAST has reached over 22,000 elementary and junior high students. During each presentation participants and peer educators learn something new about themselves and the world around them, and see these presentations as their favorite part of the PHAST experience.

Students in Prevention (SIPers): in the spring semester of sophomore year, selected students in the Stockton Unified School District are given the opportunity to complete a paid summer training program. As juniors, these students provide peer education presentations to grades 4-8 at neighboring K-8 schools. Allied Friday Night Live and Club Live clubs also sponsor peer awareness and prevention activities, including a health education fair. Together, SIP, FNL, and CL provide opportunities for service, leadership, health promotion, and positive peer-to-peer and near-peer examples and engagement.

Peer Leaders Uniting Students (PLUS): alongside their forums and community strengthening efforts, PLUS leaders receive training to provide peer education in tobacco use, media literacy, and health promotion. PLUS participants then lead group discussions among peers and/or at feeder schools, as well as leading games, activities, role-plays, and advocacy projects to promote a tobacco-free youth. For more information contact Valerie Velez, Hemet USD

Friday Night Live and Club Live: Friday Night Live and Club Live are ongoing programs that provide opportunities for young people to engage in anti-tobacco work in their schools and local communities. The primary focus of the prevention projects is peer-oriented activities, educating their classmates and near-peers in the effects of tobacco and encouraging them to abstain. An additional focus is on training a new generation of anti-tobacco activists, providing them with the knowledge and skills gained to become effective health advocates, educators, and communicators.

Resources

G. Conclusion

Implementing PYD is no small task but can be such a rewarding and meaningful experience for both youth and adults alike. Youth have the capacity to develop and strategize content, utilize and

understand technology (more readily than many adults!), and come away with a sense of accomplishment and ownership. And this capacity is more than just a promise; it is revealed every day. In schools and communities all across this country, youth are taking the lead to become trained, educated, and involved in a variety of Positive Youth Development programs. It is our hope that these guidelines, resources, and examples have planted the seed and given you enough ideas and references to start or improve your own PYD program. In the fight against tobacco nothing sends a stronger message than youth stepping forward as tobacco free advocates and educators of the future.



- The California Department of Public Health ran this print ad, titled "Syringe," in 2007. *Source: TobaccoFreeCA.*
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