

TOBACCO TALK

For North Dakota Educators

WHAT WORKS IN PREVENTING TOBACCO USE AMONG YOUTH? Lessons Learned from California

Tobacco use among North Dakota teens has been on the decline since 1999. In fact, it has been cut in almost half. That's a pretty significant drop, however, the current smoking rate among ND 9-12 graders is at 21.1%^[1], a rate that is still too high.

Despite local and state efforts, the smoking rate has remained nearly unchanged since 2005.

What can be done to bring the current rate down even lower?

Let's take a look how California brought its youth smoking rates down to 14.6%^[4], one of the lowest in the nation.

The California Tobacco Control Program (CTCP) is a state-funded public policy intervention established in 1989. Its goal is to decrease tobacco-related diseases and deaths in California by reducing tobacco use across the state. The program is focused on adults and social norm change

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The intent of this “social norm change” approach is “to indirectly influence current and potential future tobacco users by creating a social milieu and legal climate in which tobacco becomes less desirable, less acceptable, and less accessible”^[2].

Some of the key program components that have led to the successes in California and continue as program goals include:

- Increasing the tobacco tax^[3];
- Media campaigns with three consistent themes—the tobacco industry lies, nicotine is addictive, and secondhand smoke kills^[2];
- Smokefree laws and regulations^[3];
- Increasing cessation services^[3];
- Limiting and regulating tobacco industry products, activities, and influence (by adopting strong retailer licensing laws, requiring all schools in CA to be tobacco-free, removing the depiction of smoking in new youth-rated movies)^[3].

What, then, can schools be doing to help decrease tobacco use?

First, adopt a comprehensive tobacco-free policy. Second, integrate tobacco education into the regular curriculum. For a very minimal cost, schools can use tobacco as an example to teach critical thinking with real world problems: the science of addiction (Psychology), the effects of secondhand smoke (Health), the role of marketing in selling cigarettes (Business or English), politics in protecting the tobacco industry (Government), and the cost of use (Math). By integrating tobacco issues into the curriculum, schools can focus on what they do best... teaching kids critical thinking skills^[5].

In general, creating an environment where tobacco is less desirable, less acceptable, and less accessible is an effective strategy to prevent tobacco use among youth (and adults.)

The more collective the effort among educators, advocates, and community members, the greater the success of the program.



(see page 2 for references)

Materials Needed:

- Attached Worksheet
- Writing Utensils
- Calculators
- Imaginations!



Don't Burn Your MONEY!

- This activity will help kids grasp the concept that using tobacco not only harms their bodies, but their pocket books as well.
- Assist kids with the multiplication, and help them brainstorm about what they would rather spend their money on.
- Encourage them to share these figures with someone they know, especially if they know someone who currently spends money on tobacco!

Fast Facts

A 10% INCREASE IN THE PRICE OF CIGARETTES:

- Keeps youth from starting.
- Helps people quit.
- Decreases cigarette use.

Website to check out:



www.thetruth.com



Upcoming Events

<i>Month of May</i>	Asthma Awareness Month
<i>May 26th-29th</i>	Roughrider XXIII Health Promotion Conference
<i>May 31st</i>	World No Tobacco Day

Tobacco Industry Quote

Terrence Sullivan, a sales representative for R.J. Reynolds, said in 1990:

"We were targeting kids, and I said at the time it was unethical and maybe illegal. But I was told it was just company policy."

Sullivan remembers someone asking who exactly were the "young people" that R.J. Reynolds was targeting – junior high school kids or even younger? The reply was:

"They got lips? We want them."

References

[1] North Dakota Department of Health Tobacco Facts, Trends in Youth Tobacco Use (Grades 9-12). February 2008. Available from: http://www.ndhealth.gov/tobacco/Facts/Trends_Youth_9-12.pdf

[2] Lightwood JM, Dinno A, Glantz SA. *Effect of the California Tobacco Control Program on Personal Health Care Expenditures.* PLoS Medicine August 2008; 5(8):e178.

[3] Tobacco Education and Research Oversight Committee. *Endangered Investment: Toward a Tobacco-Free California 2009-2011—Master Plan Executive Summary.* Sacramento, CA: Tobacco Education and Research Oversight Committee. 2009. Available from <http://www.cdph.ca.gov/services/boards/teroc/Pages/default.aspx>

[4] California Department of Public Health, Tobacco Control Section. 30-day Smoking Prevalence for California and U.S. High School (9th -12th Grade) Students, 2000-2008. February 2009. Available from: <http://www.cdph.ca.gov/programs/tobacco/Documents/MediaPressReleaseDataCharts09-04-07.pdf>

[5] Mandel LL, Glantz SA. *Since school-based tobacco prevention programs do not work, what should we do?* Journal of Adolescent Health 2005; 36:157-159.

THE COST OF DEATH

The amount of money an individual will spend in a lifetime if they smoke may be more than you think. And in the end, all it will get them is loss of life.



Considering that the average cost of a pack of cigarettes is \$5.00, how much money would you save by choosing not to smoke (a pack per day) for:

ONE DAY

Instead I'd Buy....

ONE WEEK

Instead I'd Buy....

ONE MONTH

Instead I'd Buy....

ONE YEAR

Instead I'd Buy....

FIVE YEARS

Instead I'd Buy....

TEN YEARS

Instead I'd Buy....

FORTY YEARS

Instead I'd Buy....
