

TOBACCO PREVENTION

Culminating Project Tools for Students

High Impact Project

a publication of SERVICE LEARNING NORTHWEST



High Impact Project Manual

TOBACCO PREVENTION

FOR SENIOR, CAPSTONE AND CULMINATING PROJECT

STUDENT HANDBOOK

“This country will not be a good place
for any of us to live in
unless we make it a good place
for all of us to live in.”

President Theodore Roosevelt

High Impact Project Manuals

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A WORD ABOUT THE GOALS OF THE HIGH IMPACT PROJECT MANUALS

There are five separate High Impact Project Manuals, each with a different theme. One focuses on environmental issues, one addresses social justice concerns, one concentrates on questions of diversity, one addresses youth action and advocacy, and this one focuses on tobacco prevention. Each manual is divided into four sections. The first section of each manual explores the overall background and history of the general topic area including brief biographies of key historical figures. In addition students will find references throughout the section for additional related research. The second section provides an extensive list of both web based and print resources that support a variety of issues within the general topic area. These resources also provide a research base for the project. The next section provides examples of service activities that can be implemented in conjunction with a culminating research project based on the particular theme. The final section includes a number of planning tools that will aid in the development of high quality, high impact culminating projects.

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SECTION 1

What You Should Know

RATIONALE FOR TOBACCO PREVENTION

If you are considering a project in tobacco prevention, it is likely you have a good bit of information on the subject. You may have a friend or relative who has experienced first-hand the devastating consequences of tobacco use. You may just simply be angry that the tobacco industry is allowed to market its deadly products to youth. Whatever your reasons, you are now an activist and helping to improve your health and the health of others by reducing the use of tobacco. Yours is a noble cause. If you are new to this issue, there is a wealth of information provided for you in this manual. If you are a "seasoned pro" in tobacco prevention, perhaps you will learn about new projects you may enjoy implementing.

In the next 24 hours, 1,180 Americans will die from tobacco use and another 3,000 young people will decide to try smoking for the first time. In Washington state, 55 youth between the ages of 12-17 "light up" for the first time each day.

Everywhere teens turn they are assaulted by tobacco-related images-- in magazines, on billboards and at the movies. These images typically portray beautiful, carefree, healthy-looking young people lighting up cigarettes or dipping spit tobacco. Many teens reason that since the models in these ads don't appear harmed, the products must be safe. The tobacco industry has spent billions of dollars researching exactly what type of advertising would appeal to teens: youthful vigor, sexual attraction and independence. "Today's teenager is tomorrow's potential regular customer, and the overwhelming majority of smokers first begin to smoke while still in their teens...The smoking patterns of teenagers are particularly important to Philip Morris," Phillip Morris stated in a 1981 internal memo.

Yet, the truth is tobacco kills 430,700 smokers each year from tobacco-related illnesses. Death from tobacco use is the number one preventable death in the United States. In fact, most people who smoke wish they had never started and find their addiction to the nicotine in tobacco extremely difficult to kick. Among adults who smoke, 91.3% tried their first cigarette before the age of 20. Among high school seniors who have tried spit tobacco, 73% did so by 9th grade. Tobacco use starts young and too often leads to a life of nicotine addiction and eventually death. The truth is simple: Tobacco kills.

IMPORTANT FACTS TO KNOW

The following facts and figures are the "Building Blocks" on which you can begin to base your own research papers and writing projects. What follows is merely the "tip of the iceberg," data that will likely stimulate your thinking about the issues which are most relevant to your interests and experiences.

Tobacco Trivia

1. Cigarettes contain 4,000 chemicals, including 200 chemicals we know are poisons.
2. Nicotine is twice as addictive as heroin.
3. Cigarettes are so poisonous that if you ate an entire pack, it could kill you.
4. Cigarette smoke fills the blood with carbon monoxide, the same poisonous fumes that come out of a car's exhaust pipe.
5. Cigarettes contain 43 ingredients that are known to cause cancer.
6. Each cigarette steals seven minutes of life from a smoker, causing over five million years of lost life each year in the United States.
7. Cigarettes contain arsenic or rat poison.
8. Nicotine is so poisonous that it has been outlawed for use in many bug and weed killers.
9. Second-hand smoke fills the air with many of the same poisonous fumes found in a toxic waste dump. According to the federal environmental laws you couldn't even dump the chemicals found in these fumes in a landfill.
10. Each year in the United States smoking kills more people than AIDS, alcohol, drug abuse, car crashes, murder, suicides and fires.....combined.
11. The average pack-a-day smoker inhales seven pounds of tar during his or her lifetime.
12. Teenagers who smoke produce phlegm more than twice as often as non-smoking teenagers.

13. In a crowded restaurant, second-hand smoke can produce six times more pollution than a busy highway. If you sit in the non-smoking section of a restaurant for two hours, you inhale the same amount of second-hand smoke as if you had smoked 1.5 cigarettes.
14. In the 1980s, the U. S. government stopped the importation of all Chilean grapes because small amounts of cyanide were found in two grapes. There is 10 times more cyanide in a single puff of a cigarette.
15. Teens who smoke are 14 times more likely than non-smokers to consume alcohol, 100 times more likely to use marijuana, and 32 times more likely to use cocaine.

We call these "Tobacco Trivia." A definition of the word trivia is "minutiae" or "minor details." But these facts are not really minor details. They are at the heart of the problem.

Smoking and the Body

Smoking harms nearly every organ of the body, causing many diseases and reducing the health of smokers in general. The list of diseases caused by smoking includes abdominal aortic aneurysm, acute myeloid leukemia, cataract, cervical cancer, kidney cancer, pancreatic cancer, pneumonia, periodontitis, stomach, bladder, esophageal, laryngeal, lung, oral and throat cancers. There also are chronic lung diseases, coronary heart and cardiovascular diseases as well as reproductive effects.

Toxic ingredients in cigarette smoke travel throughout the body, causing damage in several different ways. When smoked, nicotine reaches the brain in seven seconds. It can be found in every part of the body and in breast milk.

Carbon monoxide binds to the hemoglobin in red blood cells thus preventing the cells from carrying the necessary amount of oxygen our body needs. The cancer-causing agents (carcinogens) in tobacco smoke damage important genes that control the growth of cells, causing them to grow abnormally or to reproduce too rapidly.

Smoking affects the function of the immune system and may increase the risk for respiratory and other infections. The carcinogen benzo(a)pyrene binds to cells in the airways and major organs of smokers.

Smoking is linked to premature aging by affecting a process called oxidative stress. Oxidative stress is thought to be the general mechanism behind the aging process. Smoking causes the DNA to mutate, promoting arteriosclerosis and

leading to chronic lung damage, cancer and cardiovascular disease. Normally, the body produces anti-oxidants to help repair damaged cells, but smokers have lower levels of these in their blood.

Let's now look at how smoking affects specific body parts.

The Brain

Smoking causes a decrease in blood flow, meaning that less blood reaches the brain. Over time, this restricted blood flow can cause a stroke. Strokes are among the leading cause of death in the United States. Tobacco users are 2.5 times more likely to suffer a stroke than non-users.

The Eyes

Smoking increases the risk of cataracts, a disease that causes a loss of transparency in the eyes' lenses. Cataracts are a major cause of blindness. Some researchers believe that the cadmium found in tobacco smoke binds with the proteins in the eyes to cause cataracts to form. Compared to non-smokers, regular smokers are twice as likely to develop cataracts.

The Nose

Long-term smokers have a doubled risk of nasal cancer compared to non-smokers. Many smokers also suffer from chronic rhinitis, a constant inflammation of the nasal cavities. Symptoms include sneezing, nasal congestion and runny nose.

The Heart

Smoking causes many heart problems including arteriosclerosis, coronary heart disease, stroke, angina, irregular heartbeats and heart attack. Smoking causes the blood vessels to constrict, which forces the heart to work harder to circulate blood throughout the body.

The Lungs

Mucus is produced by the lungs to trap germs and toxins. Harmful particles are normally carried away by tiny hairs in the lungs called cilia. Smoking cigarettes paralyzes and destroys the cilia. The mucus becomes contaminated by harmful particles which are trapped inside the lung tissue. This damages the surface of the lungs and decreases their ability to take in oxygen. Over time, exposure to harmful substances can cause lung cancer. Smoking causes 87% of all cancers. Other lung diseases caused by smoking include bronchitis and emphysema. In addition, the damaged lungs of a smoker are more vulnerable to respiratory diseases like pneumonia and influenza.

The Stomach

Nicotine increases the stomach's production of acid while also weakening the stomach's natural lining. This raises a smoker's risk of stomach ulcers. About 25% of all stomach ulcers are caused by smoking. Many young smokers believe the negative health effects from tobacco won't be experienced until they are very

old. Below are some of the ways tobacco takes its toll immediately.

Circulation

Nicotine affects blood flow by restricting the vessels. This affects normal circulation and prevents blood from getting to many parts of the body. The hand of a smoker whose hand was submerged in ice water did not recover as fast as the hand of a non-smoker.

Lungs

Lung capacity is diminished immediately after smoking one cigarette, resulting in shortness of breath. Carbon monoxide is increased in the lungs immediately after one cigarette. This reduces the amount of oxygen your blood is able to carry.

Heart

The nicotine in cigarettes is a stimulant drug and even after one cigarette causes the pulse rate in a smoker to spike.

Tobacco Chemicals

There are over 4,000 chemicals in tobacco. Below is a partial list.

Acetone -- Colorless, flammable liquid used in the industry as a solvent. Found in nail polish remover.

Acrolein -- Produces an irritating chemical burn upon inhaling.

Ammonia -- Used in fertilizers, explosives, plastics and household cleaners.

Arsenic -- Poisonous to all life, plants and animals. The body can build a tolerance to arsenic. Used in rat poison.

Benzene -- Flammable poison prohibited by law in products like paint thinner. Used in making dyes and synthetic rubber.

Butane gas -- Used in lighter fluid.

Cadmium -- Used in batteries.

Carbon monoxide -- Drives oxygen from the red blood cells. Stays in the blood hemoglobin for up to six hours after smoking has stopped.

Cyanide -- A poisonous gas, deadly to all living things.

DDT -- A banned insecticide. Causes reproductive abnormalities.

NOTES

Formaldehyde -- A poison similar to phenol. Used to preserve and embalm dead tissue.

Hydrogen sulfide -- Extremely toxic. The smell of rotten eggs indicates its presence.

Lead -- Used in crystal glassware. Formerly used in paint. Poisonous in high doses.

Methyl isocyanate -- Pesticide ingredient. Its accidental release killed 2000 people in Bhopal, India in 1984.

Naphthalene -- Used in fungicides and solvents. Used in mothballs.

Nicotine -- Constricts blood vessels, cuts down flow of blood and oxygen. Highly addictive. Extremely poisonous.

Nitrogen dioxide -- Dissolves in the water of lung tissue. EPA standards indicate that 5 parts per million are safe. Cigarettes produce 250 parts per million.

Nitrosamines -- A chemical group believed to cause cancer in humans. Present in spit tobacco at levels 8 to 100 times higher than those in tobacco smoke.

Phenol -- When solidified, kills the protoplasm of a cell.

Polonium -- Used for eliminating static charges in textile mills. Used on brushes for removing dust from photographic films; carcinogenic.

Pyridine -- Used as a waterproofing agent and solvent. Found in dog-repellant sprays for gardens.

Tar -- Carcinogenic. Cools inside the lungs, forming a sticky mass and damaging delicate lung tissue.

Toluene -- Toxic. Used as a solvent, as in paint thinner.

Zinc -- Used in electric batteries and in paint.

Smoking and Academic Performance

Smoking is strongly correlated with academic performance. Youth who earn better grades are less likely to smoke. The Healthy Youth Survey, conducted by the Department of Health, Office of the Superintendent of Public Instruction, Department of Social and Health Services and Office of Community Development surveyed nearly 140,000 students in 752 Washington schools statewide in October 2002.

The survey found that among 8th grade students who received mostly D or F grades, 23.7% were smokers. Among the C students, 13.9% were smokers. 8.2% of students reporting mostly B grades were smokers and among the A students, 3.9% were smokers.

A 2000 study published in *Nicotine and Tobacco Research* reported that more than 40% of male smokers were suspended or dropped out of school. The 1998 National Survey of American Attitudes on Substance Abuse IV found that 32% of smokers report doing no homework after school compared to 8% of nonsmokers.

Smoking and Cross Cultural Populations

While we are witnessing a decline in the smoking rates of all youth, it is important to pay attention to differences in subgroups in order to effectively continue these reductions in use.

African Americans

African Americans continue to suffer disproportionately from chronic and preventable disease compared with white Americans. Of the three leading causes of death in African Americans, heart disease, cancer and stroke, smoking and other tobacco use are major contributors.

Health effects. Each year approximately 45,000 African Americans die from a preventable smoking-related disease. If current trends continue, an estimated 1.6 million African Americans who are now under the age of 18 will become regular smokers. About 500,000 of those smokers will die of a smoking-related disease.

Smoking is responsible for 87% of lung cancers. African American men are at least 50% more likely to develop lung cancer than white men. African American men have a higher mortality rate of cancer of the lung and bronchus (100.8 per 100,000) than do white men (70.1 per 100,000).

Stroke is associated with cerebrovascular disease and is a major cause of death in the United States. Smoking significantly elevates the risk of stroke. Cerebrovascular disease is twice as high among African American men (53.1 per 100,000) as among white men (26.3 per 100,000) and twice as high among African American women (40.6 per 100,000) as among white women (22.6 per 100,000).

Levels of serum cotinine (metabolized nicotine) are higher among African American smokers than among white or Mexican American smokers for the same number of cigarettes.

In 1997, African American men (32.1%) smoked at a higher rate than white men (24.7%); African American women (22.4%) and white women (23.3%), however, smoked at a similar rate.

The decline of smoking among African American young people during the 1970s and 1980s was widely viewed as a great public health success. Unfortunately, recent national surveys have shown that smoking rates among African American high school students are starting to increase, although those rates are still lower than those for other students.

The 1999 National Youth Tobacco Survey (NYTS) estimates that cigarette smoking prevalence during the past month was higher among white high school students (32.8%) and lower among African American (15.8%) students. The rate of smoking among middle school students was similar; about 1 in 10 African American (9%) and white (8.8%) middle school students reported having smoked cigarettes in the past month.

The Centers for Disease Control and Prevention's 1999 Youth Risk Behavior Surveillance System report estimates that cigarette smoking prevalence during a previous month in the study was higher among white (38.6%) and Hispanic (32.7%) high school students than among African American (19.7%) students.

According to 1999 Monitoring the Future Survey data, smoking prevalence was lower among African American high school seniors (14.9%) than among white (40.1%) high school seniors.

Cigarette smoking behavior. Approximately three of every four African American smokers prefer menthol cigarettes. Among whites, approximately a quarter of smokers prefer menthol cigarettes. Menthol may facilitate absorption of harmful cigarette smoke constituents.

Among adult African American smokers, the most popular brands are Newport, Kool and Salem. Similar brand preference was found among African American teens with 61.3% preferring Newport, 10.9% preferring Kool and 9.7% preferring Salem.

Aggregated National Health Interview Survey data from 1987 and 1991 show that more white men (4.8%) smoked cigars than did African American men (3.9%). African American men (3.1%) use chewing tobacco or snuff less than white men (6.8%).

The 1999 NYTS study also found that cigar use was nearly similar among white (16.0%) and African American (14.8%) high school students; African American middle school students (8.8%) were significantly more likely to smoke cigars than were white students (4.9%).

In 1999, the prevalence of smokeless tobacco use was lower among African American high school (2.4%) and middle school (1.9%) male students than among white high school (8.7%) and middle school (3.0%), and among Hispanic high school (3.6%) and middle school (2.2%) male students.

African Americans and Quitting. Of current African American adult smokers, more than 70% indicated that they want to quit smoking completely. African American smokers are more likely than white smokers to have quit for at least one day during the previous year (29.7% compared with 26%).

Prevalence of cessation (the percentage of persons who have smoked at least 100 cigarettes and quit) is higher among whites (50.5%) than among African Americans (35.4%).

Tobacco Industry Economic Influence. A one-year study found that three major African American publications -- Ebony, Jet and Essence -- received proportionately higher profits from cigarette advertisements than did other magazines.

The tobacco industry attempts to maintain a positive image and public support among African Americans by supporting cultural events and making contributions to minority higher education institutions, elected officials, civic and community organizations and scholarship programs.

American Indians and Alaska Natives

Approximately 2 million American Indians and Alaska Natives live in the United States. Since July 1, 1990, the population of American Indians and Alaska Natives has increased by 10.4%. The number of American Indians and Alaska Natives is expected to increase steadily to 2.4 million in 2000, 3.1 million in 2020 and 4.4 million in 2050. Major subgroups in this population are American Indians, Eskimos and Aleuts. Most American Indians and Alaska Natives have settled across this country; the largest percentage resides in Oklahoma (13%).

Although many tribes consider tobacco a sacred gift and use it during religious ceremonies and as traditional medicine, the tobacco-related health problems they suffer are caused by chronic cigarette smoking and spit tobacco use. Because of the cultural and geographic diversity of American Indians and Alaska Natives, tobacco use often varies widely by region or subgroup.

Health effects. Nationally, lung cancer is the leading cause of cancer among American Indians and Alaska Natives. Smoking-attributable deaths from cancers of the lung, trachea and bronchus were slightly higher among American Indian and Alaska Native men (33.5 per 100,000) and women (18.4 per 100,000) than those among Asian American and Pacific Islander men (27.9 per 100,000) and women (11.4 per 100,000) and Hispanic men (23.1 per 100,000) and women

(7.7 per 100,000), but lower than rates among African American men (81.6 per 100,000) and women (27.2 per 100,000) and white men (54.9 per 100,000) and women (27.9 per 100,000).

Cardiovascular disease is the leading cause of death among American Indians and Alaska Natives and tobacco use is an important risk factor for this disease.

Data from the 1997 National Health Interview Survey show that among the five major racial and ethnic populations adult smoking prevalence was highest among American Indians and Alaska Natives (34.1%) followed by African Americans (26.7%), whites (25.3%), Hispanics (20.4%), and Asian Americans and Pacific Islanders (16.9%).

In 1997, 37.9% of American Indian and Alaska Native men smoked, compared with 27.4% of white men. The smoking rate among American Indian and Alaska Native women was 31.3% compared with 23.3% among white women.

Smoking rates and consumption among American Indians and Alaska Natives vary by region and state. Smoking rates are highest in Alaska (45.1%) and the North Plains (44.2%) and lowest in the Southwest (17%). The prevalence of heavy smoking (25 or more cigarettes per day) also is highest in the North Plains (13.5%).

Since 1978, the prevalence of cigarette smoking has declined for African American, Asian American and Pacific Islander, Hispanic and white women of reproductive age (18-44 years), but not for American Indian and Alaska Native women. In 1994-1995, the rate of smoking among American Indian and Alaska Native women of reproductive age was 44.3% compared with white (29.4%), African American (23.4%), Hispanic (16.4%) and Asian American and Pacific Islander (5.7%) women of reproductive age.

Aggregated 1990-1994 Monitoring the Future Survey data show that racial/ethnic smoking prevalence is highest among American Indian and Alaska Native high school seniors (males, 41.4%; females, 39.4%) followed by white high school seniors (males, 33.4%; females, 33.1%), Hispanics (males, 28.5%; females, 19.2%), Asian Americans and Pacific Islanders (males, 20.6%; females, 13.8%), and African Americans (males, 11.6%; females, 8.6%).

Cigarette smoking behavior. Compared with whites, American Indians and Alaska natives smoke fewer cigarettes each day. In 1994 -1995, the percentage of American Indians and Alaska Natives who reported that they were light smokers (smoking fewer than 15 cigarettes per day) was 49.9%, compared with 35.3% for whites.

American Indian and Alaska Native lands are sovereign nations and are not

subject to state laws prohibiting the sale and promotion of tobacco products to minors. As a result, American Indian and Alaska Native young people have access to tobacco products at a very young age.

Prevalence of other forms of tobacco use. Aggregated National Health Interview Survey data from 1987 and 1991 indicate that 5.3% of American Indian and Alaska Native men smoked cigars, compared with 4.8% of white men and 3.9% of African American men.

Pipe smoking prevalence was higher among American Indians and Alaska Natives (6.9%), compared with whites (2.9%), African Americans (2.4%), and Asian Americans and Pacific Islanders (2.3%), who smoked pipes at nearly similar rates.

Among men and women combined, the use of chewing tobacco or snuff was 4.5% among American Indians and Alaska Natives, compared with 3.4% for whites, 3.0% for African Americans, 0.08% for Hispanics and 0.6% for Asian Americans and Pacific Islanders.

The use of smokeless tobacco among American Indians and Alaska Native men varies by state and region. The prevalence among men is highest in the Northern Plains (24.6%) and lowest in the Pacific Northwest (1.8%).

Asian Americans and Pacific Islanders

Asian Americans and Pacific Islanders are persons of Asian or Pacific Islander ancestry whose origins are from China and Mongolia to the north, Indonesia to the south, the Indian subcontinent to the west, and the United States-related Pacific Islands to the east. The six largest subgroups of Asian Americans are from China, the Philippines, Japan, Asian India, Korea and Vietnam. Hawaiians, Samoans and Guamanians are the three largest Pacific Islander subgroups. Although Asian Americans reside across the country, approximately 66% live in California, Hawaii, Illinois, New York and Texas. Approximately 75% of the Pacific Islanders population live in just two states -- California and Hawaii. Asian American population nearly doubled in size from an estimated 3.5 million in 1980 to almost 7 million in 1990, while Pacific Islanders population grew by 41% between 1980 and 1990.

Health effects. Smoking is responsible for 87% of the lung cancer deaths in the United States. In 1993, lung cancer was the leading cause of cancer death (22.3%) among Asian Americans and Pacific Islanders.

The death rate for lung cancer was 27.9 per 100,000 Asian American and Pacific Islander men and 11.4 per 100,000 for women. Among subgroups, both Hawaiian men (88.9 per 100,000) and women (44.1 per 100,000) had the highest rate of lung cancer deaths, and Filipino men (29.8 per 100,000) and women (10.0 per 100,000) had the lowest.

Asian Americans and Pacific Islanders had the lowest rates of death from coronary heart disease among the primary racial/ethnic groups in the United States. Among Asian Americans and Pacific Islanders subgroups, Koreans (82 per 100,000) had the lowest death rates for cardiovascular diseases and Japanese (162 per 100,000) has the highest rate.

Cigarette smoking prevalence. The 1997 National Health Interview Survey data show that overall adult smoking prevalence was lower among Asian Americans and Pacific Islanders (16.9%) than among Hispanics (20.4%), whites (25.3%), African Americans (26.7%) and American Indians and Alaska Natives (34.1%).

In 1997, 21.6% of Asian American and Pacific Islander men smoked, compared with 27.4% of white men. However, Asian American and Pacific Islander women (12.4%) were significantly less likely to smoke than white women (23.3%). Smoking rates are much higher among Asian American and Pacific Islander men than among Asian American and Pacific Islander women, regardless of country of origin.

A 1990-1991 California survey estimated that smoking rates for men were 35.8% for Korean Americans, 24% for Filipino Americans, 20.1% for Japanese Americans, and 19.1% for Chinese Americans. Among women, smoking prevalence was 14.9% for Japanese Americans, 13.6% for Korean Americans, 8.9% for Filipino Americans, and 4.7% for Chinese Americans.

Among high school seniors, aggregated 1990-1994 Monitoring the Future Survey data show that for racial/ethnic groups, smoking prevalence was highest among American Indians and Alaska Natives (males, 41.1 %; females, 39.4%) followed by whites (males, 33.4%; females 33.1%), Hispanics (Males, 28.5%; females, 19.2%), Asian Americans and Pacific Islanders (males, 20.6%; females, 13.8%) and African Americans (males, 11.6%; females, 8.6%).

Among Asian American and Pacific Islander high school seniors 4.4% of male students and 4.5% of female students reported smoking one-half pack or more per day.

Cigarette smoking behavior. Research shows an association between cigarette smoking and acculturation among Asian American and Pacific Islander adults from Southeast Asia. Those who had a higher English-language proficiency and those living in the United States longer were less likely to be smokers.

Among Chinese men, the average number of cigarettes smoked per day increased with the percentage of their lifetime spent in the United States. Among Vietnamese, the prevalence of smoking was higher among men who immigrated to the United States in 1981 or later and who were not fluent in English.

Asian Americans and Pacific Islanders Quitting. Among current smokers, Asian Americans and Pacific Islanders were slightly more likely than white smokers to have quit for at least one day during the previous year (32%, compared with 26%). Asian Americans and Pacific Islanders (2.5%), however, are less likely than whites (3.4%) to remain abstinent for one to 90 days.

The tobacco industry. Studies have found a higher density of tobacco billboards in racial/ethnic minority communities. For example, a 1993 study in San Diego found the highest proportion of tobacco billboards were posted in Asian American communities and the lowest proportion were in white communities.

Among racial/ethnic minority communities in San Diego, the highest average number of tobacco displays was found in Asian American stores (6.4%), compared with Hispanic (4.6%) and African American (3.7%) stores.

Hispanics

Approximately 31.3 million (11.2%) Americans are of Latin American or other Spanish descent. Hispanics are soon expected to surpass African Americans as the nation's second largest racial/ethnic group behind non-Hispanic whites. Most Hispanic Americans are of Mexican, Puerto Rican, Cuban or South/Central American ancestry. Although cultural differences exist among subgroups, most Hispanics speak Spanish and are Roman Catholic. Hispanic Americans have settled across the United States; however, 84% reside in Arizona, California, Colorado, Florida, Illinois, New Jersey, New Mexico, New York and Texas.

Health effects. Smoking is responsible for 87% of the lung cancer deaths in the United States. Overall, lung cancer is the leading cause of cancer deaths among Hispanics. Lung cancer deaths are about three times higher for Hispanic men (23.1 per 100,000) than for Hispanic women (7.7 per 100,000). The rate of lung cancer deaths per 100,000 were higher among Cuban American men (33.7) than among Puerto Rican women, and 95.2 per 100,000 for Cuban men and 42.4 per 100,000 for Cuban women.

Cigarette smoking prevalence. The 1997 National Health Interview Survey data show that overall current smoking prevalence among Hispanic adults was 20.4%, compared with 16.9% for Asian Americans and Pacific Islanders, 25.3 % for whites, 26.6% for African Americans and 34.1% for American Indians and Alaska Natives. In 1997, 26.2% of Hispanic men smoked compared with 27.4% of white men. The smoking rate among Hispanic women was 14.3%, compared with 23.3% among white women. The Monitoring the Future Study reports that cigarette smoking among Hispanic high school seniors declined from 35.7% in 1977 to 20.6% in 1986; however, smoking prevalence has been increasing. It jumped from 21.7% in 1990 to 27.3% in 1999.

The Centers for Disease Control and Prevention's 1999 Youth Risk Behavior Surveillance Survey found that about one-third of Hispanic high school students in grades 9 through 12 were current regular smokers. Smoking prevalence increased by one-third among Hispanic students from 1991 to 1997 (34%). Recent YRBSS data shows that current smoking trends among Hispanic students (25.3%) remain high but appeared to have leveled off with no statistically significant difference between 1997 and 1999, 34% and 32.7%, respectively.

The 1999 National Youth Tobacco Survey estimates that current cigarette smoking use by racial/ethnic groups was higher among white high school students (32.8%) than among Hispanic (25.8%) and African American (15.8%) students. However, the rate of smoking among middle school students by racial/ethnic groups was relatively similar; about 1 in 10 Hispanic (11%), African American (9%) and white (8.8%) reported smoking in the past 30 days.

Prevalence of other forms of tobacco use. Aggregated National Health Interview Survey data from 1987 and 1991 show that more Cuban American men (2.5%) smoked cigars than Mexican American (1.5%) and Puerto Rican (1.3%) men. The 1999 YRBS study found that 21.9% of Hispanic male high school students reported smoking a cigar on one or more days during the past month compared with about 28.3% of white male and 16% of African American male students.

The 1999 NYTS shows that among high school students, 13.4% of Hispanics, 14.8% of African American and 16% of whites smoked cigars, and that among middle school students, 7.6% of Hispanic and 8.8% of African Americans, and 4.9% of whites smoked cigars in the past 30 days. The study also found that smokeless tobacco use among middle and high school for white males was 3% and 8.7%, respectively, for Hispanic male students 2.2% and 3.6%, respectively and for African American students 1.9% and 2.4%, respectively.

Tobacco industry. Tobacco products are advertised and promoted disproportionately to racial/ethnic minority communities. Examples of target promotions include the introduction of a cigarette product with the brand name "Rio" and an earlier cigarette product named "Dorado," which was marketed to the Hispanic community.

To increase its credibility in the Hispanic community, the tobacco industry has contributed to programs that aim to enhance the primary and secondary education of children, has funded universities and colleges and has supported scholarship programs targeting Hispanics. Tobacco companies have also placed advertising in many Hispanic publications. The industry also contributes to cultural Hispanic events and provides support to the Hispanic art community.

Lesbian, Gay, Bisexual and Transgendered Communities

In Washington state, research shows that tobacco prevalence among lesbian, gay and bisexual individuals is as high as 51%, more than double the rate of the general population. Research findings also indicate a wide range of smoking prevalence for LGBT adults, ranging from 11%-50%. A recent poll found that 36% of respondents who self identified as LGBT were smokers as compared with 25% of all adults surveyed.

Several factors such as social stress, frequent patronage of bars and clubs, higher rates of alcohol and drug use, and direct targeting of LGBT consumers by the tobacco industry may be related to higher prevalence rates of tobacco use among some LGBT groups.

One study of gay and bisexual men from Portland, Oregon and Tucson, Arizona reported a smoking rate of 48% and found that cigarette smoking was associated with other health and behavior factors including heavy drinking, frequent bar attendance, greater AIDS-related losses.

A study of cancer-related risk factors in women found higher rates of current and former smoking among lesbian and bisexual women than among women in general. Smoking rates among LGBT youth are estimated to be considerably higher (38% to 59%) than for all adolescents during the same period in the study (28% to 35%). Studies have shown that LGBT youth are more likely to experience risk factors which contribute to substance use, such as risk taking, rebelliousness, low self-esteem, alienation and depression.

Industry targeting. The tobacco industry has targeted many different groups including LGBT populations. Industry documents show that tobacco companies were aware of high smoking rates among sexual minorities and marketing plans illustrate the company's efforts to exploit the LGBT market. Tobacco companies target specific brands to LGBT populations through advertising both outdoors and in gay-oriented magazines as well as through nightclub promotions and event sponsorships. As one tobacco document explains, "A large percentage of Gays and Lesbians are smokers. In order to grow the Benson & Hedges brand, it is imperative to identify new markets with growth potential."

In 1994, a tobacco company conducted a study among gay men in San Francisco which indicated that "B&H's imagery among gay smokers is rooted in its position as a sophisticated and cosmopolitan brand that is appealing to/appropriate for both men and women... In contrast, although overtly masculine brands (such as Marlboro) are enduring due to their masculine cues, this more macho imagery can be a disconnect for the urban gay male who finds it to be hollow and a sign of sexual insecurity."

IMPORTANT DATES TO KNOW

Here are some important dates that you should know:

1400s: European explorers see Native Americans burning tobacco on open fires and “drinking” the smoke.

1492: Columbus reaches the West Indies and finds Native Americans smoking tobacco through a tube they called a “Tobago,” the word from which tobacco is derived.

1492: Rodrigo de Jerez becomes the first European to smoke tobacco. He soon becomes a habitual tobacco smoker.

1548: Portuguese cultivate tobacco in Brazil for European consumption.

1556: Tobacco is brought to Spain from Santo Domingo. In the same year, tobacco is introduced to France by the French diplomat Jean Nicot, whose name is the origin of the drug nicotine.

Late 1500s: The English explorer Sir Walter Raleigh starts a smoking fad in Europe. When Raleigh starts smoking tobacco in a pipe, many Elizabethan courtiers imitate him.

1600s: The habit of smoking tobacco reaches China, Japan and the west coast of Africa.

1612: John Rolfe cultivates South American nicotiana tobacco in North America at the English colony Jamestown.

1676: Heavy taxes are put on tobacco by Virginia colony Governor Berkeley. This taxation leads to Bacon’s Rebellion, a forerunner of the American Revolution.

1700s: The first cigarettes with paper wrappers are manufactured. Tobacco becomes a huge business in southern American states.

1861-1865: During the Civil War, thousands of men from northern states develop a smoking habit. They take cigarettes home with them after the war.

1881: James Albert Bonsack revolutionizes the tobacco industry with the invention of a rolling machine. This machine is capable of rolling 120,000 cigarettes per day allowing tobacco companies to make millions of cigarettes quickly and cheaply.

1911: The United States Supreme Court rules the American Tobacco Company a monopoly in violation of the Sherman Anti-Trust Act.

1914-1918: During World I, tobacco companies give free cigarettes to soldiers. Thousands of men become addicted to nicotine. After the war, the soldiers bring the smoking habit back to the United States.

1921: Cigarettes become the leading form of tobacco consumption.

1930s: Doctors begin to notice numerous cases of lung cancer in both men and women. Before this time, lung cancer had been a very rare disease. Tests are done to learn more about the effects of cigarettes.

1941-1945: During World War II, women take over the jobs of men who are fighting overseas. Many women begin to smoke cigarettes in the United States. The dangers of smoking are still mostly unknown to the public.

1953: Epidemiological studies released indicate that smoking kills by causing cancers and cardiovascular diseases.

1964: The Surgeon General reports that smoking is the major known cause of lung cancer. Some people feel that cigarettes should be outlawed, but the tobacco industry has already become very wealthy and powerful. With so many Americans addicted to nicotine, it is practically impossible to make smoking illegal.

1965: Warning labels are mandated on all cigarette boxes by Congress. But the labels are designed by powerful members of Congress with tobacco interests and provide little or no information about the true dangers of smoking.

1970: All cigarette ads are banned on television and radio, yet tobacco companies continue to advertise in magazines, on billboards and by sponsoring sporting events on TV.

1970s-present: With so many adult smokers dying, tobacco companies must find new customers. Although the companies publicly deny it, many tobacco ads seem to be aimed at children and teenagers. 3,000 young people become regular smokers every day.

1985: The Washington Clean Indoor Act is passed prohibiting smoking in offices, state facilities and vehicles, and other public places. However, smoking still is allowed in many businesses and public areas, including restaurants, bars, bowling alleys, industrial work sites and public areas where children are present.

1986: Congress passes a law requiring warning labels on spit tobacco products.

1988: Surgeon General C. Everett Koop reports that nicotine is more addictive than cocaine or heroin.

1990: The Environmental Protection Agency declares that second-hand smoke is a Group A carcinogen, the most dangerous form of cancer-causing substance affecting humans.

1994: Several CEOs (Chief Executive Officers) of American tobacco industry testify before Congress that nicotine is not an addictive substance.

Late 1990s: Washington state, along with other states, sues the tobacco companies for illegally targeting and marketing to minors and violating Washington's consumer protection and anti-trust laws.

1998: Washington state receives \$4.5 billion over 25 years in the Master Settlement Agreement against the tobacco companies. Eleven tobacco companies were court ordered to pay \$246 billion to 48 states over 25 years. The money was to help rectify the harm caused by tobacco. The settlement also imposed major restrictions on the industry's advertising and marketing.

2001: Washington state's voters approve Initiative 773, raising the tax on a pack of cigarettes from 60 cents to \$1.425, the highest of any state in the nation at this time.

2005: Washington voters approved Initiative 901, as an amendment to the Washington Clean Indoor Air Act, expanding it to prohibit smoking in all public places.

Big Tobacco

In a number of instances we have used the term "Big Tobacco." What does it mean? In an article in the magazine, *Nation* (May 6, 2002), Mark Schapiro discussed the term at some length. In brief, he wrote that the tobacco industry is one of the most globalized industries on the planet. . More cigarettes are traded than any other single product, some trillion "sticks," as they're known in the business, passing international borders each year. As a result, American brands have been propelled into every corner of the world, with just a handful of companies controlling 70% of the global market: Marlboro, Kool, Kent. They have become as omnipresent around the world as they are here in the United States. It is a "huge" industry, by any account.



SECTION 2
What You Can Do

ADVOCACY, AWARENESS AND ACTIONS YOU CAN DO BOTH IN THE COMMUNITY AND THE CLASSROOM

In Section 1, we presented a number of “Building Blocks” on which to base your research and writing. Now let’s turn to the “hands on” part of your Senior/ Culminating initiative, community service-learning. Service-learning, as we are certain you know, is an approach to learning that will engage you in service to your community as you participate in experiences that make a difference by helping others. It truly is “academics in action” (as former astronaut and senator John Glenn has stated) in which you will actively apply your knowledge and skills where it counts by addressing a most compelling need in our society today, that is, saving lives by educating others about the dangers of tobacco usage. As you also will see below, a number of the ideas on “what you can do” have been and are being done by young people across the land. You don’t have to “start from scratch”!

We like to refer to these activities as “Jumping Off Points” to service-learning. They include advocacy, awareness, and action. As you will see, there are many places to begin ... so jump right in!

According to research by Child Trends, a research organization based in Washington, D.C., programs that challenge tobacco company marketing tactics or provide a community-based balance of media messages and local activities are showing success. They work best if they supplement a multi-component, school-based program like Project TNT (Toward No Tobacco Use). (For details, visit: [www.childtrends.org/Lifecourse/ programs/ProjectTowardNoTobaccoUse.htm](http://www.childtrends.org/Lifecourse/programs/ProjectTowardNoTobaccoUse.htm)) Such school-based programs typically include a mix of building self-efficacy with exercises in resisting peer pressure and making good health decisions. According to Child Trends, providing a just-the-facts health message and measuring retailer compliance with tobacco sales laws show little evidence of being effective. The most effective anti-tobacco programs use peer influence as their strongest tool.

The National Center for Tobacco-Free Kids (www.tobaccofreekids.org/) reported in 2002 that cigarette companies spend more than \$11.22 billion each year to promote their deadly product, more than \$30.7 million spent every day to

market cigarettes. Much of that marketing directly reaches and influences children and youth.

Despite their protests to the contrary, the tobacco industry's own internal documentation and advertising tactics illustrate that they believe "younger is better" as far as their customer base goes. Companies like RJ Reynolds, Lorillard and Phillip Morris spend billions of dollars annually to promote their products, giving out a torrent of promotional materials to stores that sell their products. These promotional signs and displays end up adorning local retailers, often near schools and playgrounds where they are easily seen by young people.

Since the 1998 Master Settlement Agreement, the tobacco companies have claimed they no longer "take any action, directly or indirectly, to target youth." Yet, in the three years immediately following the settlement, the tobacco industry increased its marketing expenditures by 66.6% according to the Federal Trade Commission (FTC). The settlement prohibited cigarette companies from buying billboard space.

However, according to a 2000 study by the University of Illinois at Chicago, the tobacco industry countered the billboard ban by substantially increasing their expenditure on advertising and promotions at convenience stores and other retail outlets.

Studies by the FTC show that this form of advertising is highly effective at reaching children. According to FTC studies, 75% of teens frequent a convenience store at least once a week and are found to be more likely to be influenced by store promotions than adults.

What can you do about it? Again, the key words are "advocacy, awareness, and action." Here are some places to begin your thinking and action planning. (We have highlighted in bold type a number of specific community service-learning activities. You surely will want to add many more.)

Operation Storefront

One thing that you can begin to do is conduct a visual survey of the stores located within a determined proximity to schools, identify and document the number of tobacco ads inside and outside the store as well as the location of the ads.

The Master Settlement Agreement (MSA) prohibits any externally visible signs larger than 14 sq. ft. (i.e. 2x7). After collecting the data, publish and distribute your report to schools, neighborhood associations and parent organizations.

Contact or visit your local zoning office and city clerk's office to find out about

local ordinances banning, restricting or regulating signs at stores, gas stations, etc. Tally any violations you discover. Draft a letter to the enforcement agency responsible for enforcing the local sign ordinance. If you discover violations of the MSA, send a copy of your letter to your state attorney general, as well. (For additional information, see -- www.naag.org).

Check back at the store a week after you send the letter to see if the owner has removed the illegal signs. If the signs are still up, follow up with the local law enforcement agency and with the state attorney generals' office to see what action they are taking. Send information to your local media. They can help spread the word to other merchants that the sign ordinance must be taken seriously. If your city doesn't already have one, you could then advocate for the city to pass an ordinance that limits advertising near schools.

Reality Check

"Do you have any smoke-free movies?" These words are familiar to video rental clerks in Plattsburgh, N.Y. That's because youth from a program called Reality Check ask that question to clerks every time they walk in to rent a movie. The students are part of a statewide effort to call attention to what New York public health officials see as the tobacco industry's advertising assault on teens. As these students have done, you too can conduct a letter writing campaign to "Tinseltown glitterati" (as they called it) to draw attention to how often movies that are rated appropriate for youth show characters using tobacco. (They didn't care about this in 1942 when they filmed *Casablanca*. It was a great movie but you had to cut your way through the smoke. Many films were like that -- and, sadly enough, some still are.)

According to research conducted by the Center for Tobacco Control Research at the University of California -- San Francisco, 66% of movies rated PG-13, PG and G included at least one smoking scene in 2003, double the rate from 2001.

The students regularly held events they dubbed "STOMP," in which they rented a local movie theater and showed popular movies for free. Each time a smoking scene occurred, the audience would stomp their feet and cough to drive home how many times such scenes occurred. Great idea.

Stick it to 'em

Many tobacco companies claim to have policies against advertising in magazines with a youth readership of more than 15%. You can look through magazines in doctors' offices, school libraries, and other places where youth might read it. When you find a tobacco ad, put a sticker on it bearing a message criticizing that tobacco company for advertising in a magazine read by youth.

Beach Ban

Consider what some youth in Solana, California did – and do the same. Members of the Youth Tobacco Prevention Corps (<http://www.sandieguitoalliance.org/index.html>) decided to ban smoking on public beaches. The group began by addressing the Solana city council asking them to measure the amount of tobacco-related waste (primarily cigarette butts) collected by city maintenance workers from the beach. The findings were staggering: Roughly 40% of the trash collected from Solana Beach's 1.7 miles of public beach consisted of discarded cigarette butts. To bolster the study, the students decided to conduct beach clean-up of their own. On one Solana beach, the group collected 6,347 butts in one hour!

Proving the problem existed was simple enough. The challenge was proving there was public support for the smoking ban. The students took video cameras and interviewed people. Ninety percent of those interviewed said they would support the ban. The group convinced over 300 people to sign and mail postcards to the city explaining why they wanted smoke-free beaches and parks. The result was that Solana City Council voted unanimously to ban smoking on the city's public beach and related parking lots.

Keep Tobacco Sacred

For as long as anyone can remember, growing up on the Tulalip reservation in Snohomish County, Washington has meant growing up with tobacco. The tribe has depended for decades on income from tobacco farming. "Somewhere along the line, the fact that tobacco is used during ceremonies increased regular smoking," Debbie Parker, tribe member said. Sharing a cigarette grew into a social and habitual extension of old traditions.

"What once helped us survive is now killing us," Chief Teatmus Raymosef said. Parker's campaign to educate youth tries to get them to associate tobacco more with ritual than with social custom. Often tobacco is taken to the woods as an offering to the spirits and isn't even smoked, Parker said. It is smoked in pipe ceremonies, where the pipe is passed for all to use. Parker said that the fact tobacco is used during ceremonies increased regular smoking. Sharing a cigarette grew into a social and habitual extension of old traditions. She tries to get youth to realize those rituals are infrequent, not something to be done out of habit.

In one event she conducted, teens participated in a smoke-free basketball tournament. She said the players are viewed as some of the community's biggest heroes. The players all pledged to stay smoke-free for the year. They wore jerseys that read "Keeping Tobacco Sacred." The program also attempts to reach adults with education about second-hand smoke and its effects on youth. For pre-school children, Parker brought in a local troupe to provide anti-tobacco puppet shows.

The African American Anti-Tobacco Alliance

To address the increased advertising aimed at African Americans, Brenda Mamon, head of the George Washington Carver House in St. Louis, convened focus groups at schools in churches. She asked neighborhood youth to share ideas on what Carver House (and similar organizations) could do to combat negative behaviors like smoking. The youth overwhelmingly requested a youth-led program.

The students formed the African American Anti-Tobacco Alliance comprised of students ages 12-18. The students focus on community awareness and health education. They attend local education fairs where youth speak to their peers about the harmful effects of smoking. The community events offer some free activities to youth. They frequently host dances and movie nights.

Street Theatre

In Washington state, the Tobacco Prevention and Control Program at the Tacoma-Pierce County Health Department recruits youth volunteers to perform innovative theatrical presentations about the dangers of tobacco through its Street Theatre Project. Small groups of middle school to college age students write and perform original skits throughout the county at school assemblies, parades, fairs, festivals and other popular events. The goals of the project include using performance art for tobacco education, increasing communication skills and decreasing susceptibility to tobacco use. The project's effectiveness is evaluated by knowledge, attitude and belief surveys given to the youth prior to and after participation in the project.

Crossfire Project

Youth in California auditioned for key roles in a tobacco use prevention video produced by the California Attorney General's Crime and Violence Prevention Center. As part of their training the youth traveled to Hollywood to learn first-hand about making television commercials and films. They met with top professionals in film promotion, sound, music and set design. The students presented their ideas for a public service announcement to focus groups made up of middle and high school students. They created two commercials; one featuring a museum of historic torture devices including a contemporary "torture" device, a huge machine treating a man suffering from emphysema. The second commercial showed teenaged girls at a sleep-over. When an instant photo is taken of one girl who is a smoker, it highlights her yellow teeth. She realizes her tobacco use affects her appearance and the way she smells.

Teens Against Tobacco Use

In a program developed by the American Lung Association, teens are trained to conduct a 20-minute presentation to younger students in grades 4 through

6. The goals are to educate youth on the health risks associated with smoking, educate tobacco merchants on the laws around the sale of tobacco to minors, to involve youth in media advocacy and literacy, involve youth in community outreach and organizing, and to train youth to become leaders. Students in the program receive an all-day training on how to present to younger students and information about the health risks associated with tobacco use. To learn more about this program, see: www.alaw.org/tobacco_control/teens_against_tobacco_use/

O2 Magazine

"O2" is a youth produced anti-tobacco publication published by the Teen Futures Media Network at the University of Washington in Seattle. Youth from around the state are invited to submit art, photographs and articles related to anti-tobacco projects or opinions. Students also may serve on the advisory board of the magazine. O2 Magazine is an anti-tobacco publication for youth by youth. For more information, check: unfilteredtv.com/o2magazine/

Back at Ya!

Tell publishers your life is worth more than Big Tobacco's advertising dollars. Let them know that your lungs aren't for sale and that you want them to stop placing tobacco ads in the magazines you read. Start by collecting magazines. Make an announcement in your school and post flyers asking students to bring their old copies of magazines reminding them to leave the subscription cards inside. You could even turn it into a class competition. Include a date on the flyer when the collection will end. Have a team ready to stamp all the subscription cards the day the collection ends. Tell the media what you are doing.

After the collection ends, have your group members rip out the subscription cards and stamp them with your message telling the magazine you won't subscribe because they accept advertising from the tobacco industry. Take your team to the post office for the official Back at Ya! Event, mailing back the subscription cards to the magazines letting them know how you feel about their advertising choices.

Since you have collected many magazines, you can turn them into other projects: Create your own advertisement that tells the truth about tobacco. Clip some pictures from the magazine and write your own anti-tobacco message on a postcard. Send them to the tobacco companies telling them you are "not buying it." You also can create an anti-tobacco collage using all the magazines you collected. Cut out cool phrases and pictures and hang the poster in your school. You also could take the tobacco ads you find and box them up to send back to the tobacco companies with a note, "Return to Sender."

Have a Back at Ya! Dance. Everyone who comes to the dance should bring his or

her tobacco “merchandise” for admission. Send the merchandise you collect back to the tobacco companies with a note, “Return to Sender, _____ School doesn’t want your tobacco products.”

Below are some of the tobacco-friendly magazines with which you may be familiar:

Sports Illustrated: Even though tobacco hinders athletic performance, this magazine still carries tobacco ads.

Spin: Teens make up 32% of readership and have to find their music news while flipping through tobacco advertising.

Vibe: Teens are getting a bad vibe from Vibe. Teens make up 42.2% of its readership.

Sport: Nearly 33% of Sport’s readership is under 18, yet it accepts 15% of its ads from Big Tobacco.

Rolling Stone: More than 25% of youth read Rolling Stone, and with each issue are bombarded with tobacco ads.

Anti-Tobacco Track Meet

Want to get other students excited about being tobacco free? Here is an activity that will get them literally jumping up and down and running in circles about it. Organize a track meet and show the runners how cigarettes can affect their ability to perform well in various track and field events. At the beginning of the meet, when you are giving an overview of the events, have the students participate in a quick activity. Give everyone a straw and have them hop on one foot for 30 seconds while breathing through the straw. This simulates how difficult it is to breathe with a condition called emphysema, a smoking related disease.

Here are some meet events:

The get-rid-of-that-cigarette-as-fast-as-you-can Relay Event

First, decorate a baton, either a track baton or an empty paper towel roll, with hazard and warning labels. You can use poison stickers with the skull and cross bones or tape on a Surgeon General’s warning that you cut out of magazines. For this relay, students need to get rid of the “cigarette” as fast as they can, by passing it off to their teammates.

The most common relays are the 4x100 meter (each team member runs a quarter of the track, for a total of one lap or 400 meters). In the 4x400 meter each team member runs a full lap for a total of 1 mile. You also can have 4x200 where each team member runs a half lap for a total of two laps or 800 meters (1/2 mile) or 4x800 meter relays if you have any middle distance runners. In the 4x800 relay each teammate runs two laps (1/2 mile) for a total of two miles.

Breathe Easy Individual Events

Non-relay events may also be held, making students aware of the fact that smokers can't perform as well as non-smokers. The length of the races can be 100 meters, 200 meters (1/2 lap), 400 meters (full lap), 800 meters (2 laps) or 1600 meters (4 laps).

Crush Big Tobacco Shot Put Event

Have students perform the event as it normally would be, trying to throw the shot put as far as possible. For the distance marker lines, you have a variety of options. You can decorate posts to look like cigarettes for each distance line, or you can make an actual marker line to run across the field, which could be white tape decorated with drawings of No-cigarette symbols, or it could be a line of tobacco advertisements for the kids to "crush" as they throw the shot put.

The how far will you go to stay tobacco free and stop Big Tobacco Long Jump Event.

Organize a long jump event to ask fellow students "How far will you go to stay tobacco free and stop Big Tobacco?" If you have a long jump pit at your track, all you have to do is let everyone take turns jumping. If not, you can perform this event on a field as well. All you need is a line for them to start running from and a line to jump from with a tape measure to keep track of how far they jump. A shorter running start is advised for field jumps to make it easier on the shins and knees.

Homecoming Flyer

The homecoming football or basketball game is a festive event that is usually well attended by students and their families, as well as the school's faculty, staff and alumni. Inform those who attend the game about what your school knows about teens and tobacco and what your school is doing about the problem. This is a great opportunity to gain awareness of and visibility for your effort, to involve more people in what is going on at school, and to communicate new information and enthusiasm on behalf of your school. The flyer could include information about student anti-tobacco projects, pending laws, or any special programs or upcoming projects your group is planning. Include information about national events such as The Great American Smokeout (www.quitsmoking.com/kopykit/reports/smokeout.htm) and the National Substance Abuse Awareness Month (www.cdap.org/comingevents.htm).

Tobacco House of Horrors

Create a Tobacco House of Horrors where students can walk through and "experience" several of the negative consequences of tobacco use for themselves – and you don't have to limit it to Halloween (although that might be a good time for this.) Construct a multi-room Tobacco House of Horrors. The first three rooms represent the mouth, trachea and lungs. The first room can be a large

“Mr. Gross Mouth” room. The second room is a “trachea chamber” equipped with strips of black plastic trash bags to resemble cilia set in motion or slowed by an electric fan. The third room simulates lungs with alveoli (an air sac of the lungs). Alveoli can be made from a baby swimming pool lined with molasses to mimic ruptured, damaged and tar filled alveoli.

Create a show-and-tell room with examples of healthy and unhealthy lungs, mouths and so on. Other rooms can include a funeral for Joe Camel and a graveyard of ex-smokers.

Independence from smoking

Organize an event with lots of festivities. Have students who attend sign a Declaration of Independence from smoking. Here is a sample:

We the teenagers of _____ officially declare our independence from tobacco. We have been negatively influenced by the tobacco market for too long. Now it is time to clear the smoke and get on with our lives. Therefore, we demand the right to live, learn and work in a smoke-free environment and to educate people about the unhealthy and socially undesirable consequences of tobacco addiction. Furthermore, we have the power to:

- Educate our community about the dangers of tobacco addiction
- Make the choice to be free of tobacco
- Encourage others to make personal choices based on knowledge
- Accept accountability for our actions
- Promote good health and long lives for all residents of our community

We will not allow Big Tobacco to affect our choices. We declare to Big Tobacco and the world that we are NOT FOR SALE.

Scavenger Hunt

The purpose of the hunt is to document the pro-tobacco messages that you come into contact with every day and to publicize the findings so that adults and community leaders can see how many messages there are encouraging young people to smoke.

Set the dates for the hunt. A week or two is suggested. Use a sheet of notebook paper to keep a log of all the smoking messages you have seen during the period. Be sure to record every detail about each sighting. (Sneaky promotional tricks like showing a brand-name cigarette package in a movie or on a TV show can count, too). Publicize your findings to the school, write a letter to the editor, a letter to the mayor, and a press release.

Kids kicking their way to health

This event relies on a community-based soccer theme for drama and involves young people to highlight the pervasiveness of tobacco advertising; the exposure and risk such advertising poses to children and youth, and the health benefits that accrue to those who participate. Here's what you can do. About two weeks before the event, have elementary or middle school students begin to look for old magazines in their home. Ask them to remove cigarette ads and bring them to school for use in a mural. The mural should be designed to fit the dimensions of a soccer goal, 22x8. Try to collect thousands of ads. The completed mural demonstrates the pervasiveness of cigarette ads and the extent to which children can be exposed to them in their own homes.

Try to have a well-known high school or college soccer player participate. The player can recognize your school for its leadership on tobacco control and commend the students for working hard on the advertising project. The player also should remind them that "you don't get to be a champion by taking cigarette breaks." Have the player lead the students in a smoke free chant "Smoking. Who needs it?" As they chant, have the player and his/her teammates move to the floor and begin kicking toward the mural covered goal. The mural symbolizes tobacco industry practices to target children where they should feel safe, in the home. The destruction of the ads becomes a visual metaphor for the challenges we face in tobacco control. When the mural is destroyed, allow the younger children to take photos with the older soccer players and kick their own goals. They can get soccer tips and celebrate their success in helping to kick tobacco out of their lives.

Advocating for a local ordinance

Advocating for a local ordinance, for example, to ban cigarettes vending machines or to impose tougher penalties on stores that sell tobacco products to minors may sound overwhelming. However, it is really one of the best things you can do because it protects the largest number of people. The purpose is to get city, county or town council members to pay attention to the problem of tobacco sales to minors and consider passing an ordinance to correct the situation. Although it can sometimes take a few years to win passage of a local ordinance, your group's efforts, particularly if it inspires an elected official to take up the cause, can be a crucial step in bringing about social change.

One way to get involved is to offer to help with any tobacco control efforts that are already going on in your community. Contact the local chapter of the American Cancer Society, the American Heart Association, or the American Lung Association; if they are already fighting for a local ordinance, they will be glad to have your help.

First find out what tobacco laws exist in your community. Then decide what type of tobacco ordinance would best improve the situation. The following ideas will help you in advocating for a local ordinance:

- Write letter to or meet local elected officials
- Collect names on a petition
- Obtain statements of support from influential people and organizations
- Write a letter to the editor
- Distribute flyers identifying the harm done to youth by tobacco marketing
- Conduct a “pep meeting” outside city hall or the state capitol
- Visit editorial boards of local newspapers
- Hold a press conference

For all of these activities, be sure you provide documentation that supports your proposed ordinance. For example, you can take photos of self-service displays in convenience stores or make a list of places with vending machines that young people have access to in the community. It will strengthen your effort if you propose specific wording for an ordinance. Americans for Nonsmokers’ Rights (at www.no-smoke.org) has examples of smoke-free ordinances and policies. No matter what activity you choose, it is important to get media coverage to spread the word about the dangers of youth tobacco use.

Emphysema activity

This activity allows participants to become aware of the discomfort caused by emphysema, a tobacco related illness. Do not allow anyone with breathing difficulties such as asthma or bronchitis to participate in this. Distribute one coffee stirrer to each student. Have them place the stirrer in their mouth, pinch their nose and breathe only through the straw in their mouth. Explain that this gives them an idea of what it feels like to have emphysema, a deadly disease almost exclusively related to smoking. It is difficult to exhale and almost impossible to catch your breath. Many people with this condition must take an oxygen tank with them wherever they go.

As an option, have half the group participate in a relay race using the stirrers and the other half without. You can invite a respiratory therapist or physician to bring a tank and mask and explain about smoking related lung disorders while the group breathes through their stirrers. You also could invite a patient with emphysema to talk with the students about the condition. Many teens feel they are immortal. An emphysema patient wisely said “I was 18 when I started smoking. I went away to college and thought it made me more grown up. At that time, I didn’t care whether I lived to be 70 or 80. I knew if I smoked it would make me die younger, but it didn’t matter to me. But no one told me about the misery I would suffer between 50 and 70. Dying wouldn’t be so bad if it were a bullet through the head. This is slow, painful death. I get worse every month, but I won’t die for ten more years. I wish someone had told me this when I started to smoke.”

School newspaper articles

Ask your school newspaper staff to write a feature article on teens and tobacco – or write one yourself. Provide the reporter and/or editor with up-to-date facts (like the ones in this manual) and any upcoming activities your group has planned. Encourage the writer to do some research and interview people such as the student nurse, school drug and alcohol counselor and superintendent. Here are some facts you can share: 3,000 teens start smoking every day; 9 out of 10 teens who try cigarettes become addicted to them; and 90% of adult smokers started smoking before age 18; 50% began by 14.

Dump Big Tobacco's Trash

Gather as much tobacco merchandise as you can (e.g., lighters, ashtrays, t-shirts, caps, jackets, backpacks, etc. with brand names or logos on them) and invite the press to witness you chucking everything into a large dumpster. See if a local hospital will let you conduct the event on its property using a trash bin specially marked for toxic or dangerous substances. Ask participants to bring hand-made signs that read "Dump Big Tobacco." Make a statement about the trashy promotional techniques used by tobacco companies to hook teenagers on cigarettes.

You can also collect as many tobacco products as you can from friends and family members who are smokers. Use cigarettes packages or cartons, cigar wrappers, and tins or pouches for spit tobacco. Throw them all into the dumpster and get plenty of buckets of water to "soak 'em down." Or instead of piling up the merchandise and tobacco products, dump them all into a coffin and then bury it.

There also are many ideas for classroom activities, several of which also would be appropriate at community meetings as well as in schools. Here are a few samples.

Mock Trial

Conduct a mock trial along the following lines – and invite the public and the local press. The supporting cast could include a judge, witness, members of the jury, and a police officer to swear in the witness. The leading characters are: the defendant, Mr. Butts, a tobacco icon who is charged with poisoning people's lungs and causing addiction and lung cancer; the prosecuting attorneys who try to prove the dangers of cigarette smoking; and the defense attorneys who argue that smoking is a personal choice.

This activity serves two purposes: it teaches the judicial process and how to research the arguments used in real tobacco litigation by both plaintiffs and tobacco companies. It also is an innovative way to gain attention and win the support of elected officials, the public and the press. The success of the activity depends on how carefully members of your class, particularly those playing the

attorneys and witnesses, prepare their scripted arguments. Ask your drama teacher for assistance with costumes, props and stage directions and your social studies teacher to help with preparing the arguments.

The following outline of the trial process was used by 7th graders at the John Jay Middle School in Katonah, New York.

Opening statements

Judge calls the court to order and announces the case to be heard. Prosecution and defense attorneys give opening statements presenting highlights of the arguments they will use to persuade the jury as to the defendant's guilt or innocence.

Prosecution

Prosecution calls its first witness, the U. S. Surgeon General, to the stand. The witness is sworn in by the police officer (as are all subsequent witnesses). A prosecuting attorney (PA) examines the witness (and all subsequent witnesses for the prosecution).

The second witness, a representative from the American Cancer Society, is questioned by the PA. Prosecution also submits Exhibit A, a photograph comparing a healthy lung to a diseased lung. The prosecution calls and questions its third witness, a 50-year-old accountant with emphysema. The fourth witness is a house wife with terminal lung cancer.

Defense

The defense calls its first witness, a spokesperson for the Phillip Morris USA Tobacco Company. The witness is questioned by a defense attorney. A PA cross-examines the witness (and all subsequent witnesses for the defense) and presents Exhibit B, a newspaper article describing the Liggett Group Inc's admission that tobacco is addictive.

The defense calls and questions its second witness, the governor of a southern state, about the importance of tobacco to the economy of the southern United States. The third defense witness is an expert on the U. S. Constitution. The witness is questioned by the defense about Americans' right to smoke. The defense questions its final witness, Mr. Butts, who describes his occupation as "bringing relaxation to many people."

Closing arguments and charge to the jury

A defense attorney delivers a closing statement, summarizing arguments about the benefits cigarettes bring to individual smokers and the economy. A PA delivers a closing statement, summarizing arguments about the addictiveness and dangerous health effects of smoking. The judge summarizes the charges against Mr. Butts and instructs the jury to decide whether the defendant is guilty as charged.

Verdict and sentencing

After the jury meets briefly to decide its verdict, the judge asks for the jury's decision.

The jury announces its verdict: guilty on all accounts. The judge imposes the sentence of life in prison and the court adjourns.

Mock funeral

For a touch of the dark side, you can hold a mock funeral for Mr. Butts. There is a lot of room for creativity here. One student can play the role of Mr. Butts, dressing up as a cigarette and lying in the coffin. Others can be eulogizers, taking turns speaking about the dangers of tobacco use. Everyone else can be guests at the funeral, either wearing cigarette costumes like Mr. Butts or pretending to be people suffering from tobacco induced diseases.

Vote with your feet

This is a fast and fun learning activity with lots of movement. Put up signs with the letters "A", "B", "C", and "D" in the four corners of the room. Begin with participants in the middle of the room as you give the following directions:

"I will read you a question with four multiple choice answers. You must remain quiet until you hear all the answers. When I say "go," move quickly and stand under the answer you think is correct." After each question give them the correct answer. They can stay where they are while the next question is read.

After the game ends, talk about which answers surprised them and ask why. Often students grossly overestimate the number of their peers who smoke. Many people believe this is due to the massive advertising of tobacco, especially ads featuring people with a youthful appearance. Teens generally believe that non-smokers are in the minority. It is important to point out that smoking is a minority decision.

Quiz Questions:

1. The best selling brand of cigarettes is:
A. Marlboro B. Camel C. Newport D. Virginia Slims
2. Which of the following kills more people each year?
A. Illegal drugs B. AIDS C. Drunk Driving D. Tobacco
3. The real name of the cartoon camel used by RJ Reynolds to market their Camel brand is:
A. Big Joe B. Old Joe C. Camel Joe D. Cancer Joe

4. The percentage of high school teens who smoke in Washington state is:
 A. 72% B. 59% C. 22% D. 12%

5. The percentage of regular adult smokers who started before it was legal for a store to sell them cigarettes is:
 A. 90% B. 55% C. 25% D. 9%

6. How many teenagers start smoking every day in the US?
 A. Less than 100 B. About 3000 C. More than 5000

7. If you bought a Marlboro Gear backpack by smoking Marlboros and saving the miles, the backpack (and cigarettes) would cost you:
 A. Nothing B. \$50 C. \$100 D. More than \$200

8. If you smoked 2 packs of cigarettes a day for 40 years, you would have wasted enough money to buy:
 A. Used Ford Escort B. Geo Tracker C. Toyota 4runner D. Custom Porsche

Answers: 1-A, 2-D, 3-B, 4-C, 5-A, 6-B, 7-D, 8-D

What is really in a cigarette?

Another effective learning activity is to gather household products that contain ingredients and chemicals that can be found in cigarettes. Many will be in your home and the rest can usually be found at the grocery store. Display the products on a table and ask students what all these products have in common. Ask them if they consider these products to be dangerous or poisonous if used other than as directed. Then, if the students have not guessed it already, reveal to them that all of these ingredients are contained in a single cigarette. Tell them about other chemicals not included in your display, such as carbon monoxide, which is found in car exhaust. For a list of tobacco ingredients visit these websites: BBC World Service, "What's Inside a Cigarette?" www.bbc.co.uk/worldservice/sci_tech/features/health/tobaccotrial/inacigarette.htm -- or -- Tobacco.org, "599 Ingredients Added to Cigarettes" www.tobacco.org/resources/599ingredients.html

Tobacco Stinks Jar

This is another interesting learning activity which you also can do at home or at a community forum. Participants will experience some of the short- and long-term effects of tobacco use. First, take a jar and fill it with a quart of molasses, dark Karo Syrup, or motor oil and screw the lid on tightly. Label the jar "One pack of cigarettes per day yields about one quart of tar in your lungs per year." This is your "Tar Jar." Then put a sweater, scarf, or piece of fabric in a second jar and have someone you know who smokes blow cigarette smoke into the jar and close the lid tightly. This is your "Smelly Sweater Jar." Finally, take a third

jar and fill it with as many cigarette butts as you can. Add some water but don't completely cover the butts. Put the lid on the jar and let it ferment in the sun for a few days. Drain off the water and you've got a "Smelly Butt Jar." Pass all three jars for participants to examine and invite them to smell the Smelly Sweater and Smelly Butt jars. As you explain the jars, ask them if this is the way they want to smell or the way they want their lungs to look.

Ugly face contest

Young students especially like to make funny faces when confronted with something they don't like. This contest is sure to produce some terrific faces that win big laughs and the children will learn about the dangers of tobacco in the process. Before the contest, lead a discussion about the hazards of tobacco use. You may want to quiz participants on tobacco facts. Explain how tobacco damages your lungs. When a doctor listens to your breathing, healthy lungs make a "swish, swish" sound. Divide the group in half and have them alternate back and forth making the sound of a healthy lung. Next, explain how a lung damaged by tobacco makes a "yuck, muck" sound. Find pictures of damaged lungs for demonstration. Lead your fellow students through a few rounds of "yuck, muck" sounds. Have each one think about the damaged lung and make his or her ugliest face.

When the group is warmed up, ask those who want to participate in the contest to come to the front of the room one at a time. Show the contestant a photo of a tobacco damaged lung or a similar prop and ask them to make their ugliest face. Ask the rest of the students to vote by clapping. You can take photos of the ugly faces they make and post them with statistics on tobacco's health hazards in a display case.

Magazine ad survey

In this learning activity students will become aware of the images and implications of the ads that are targeted toward them and develop critical thinking skills about the messages and intentions of advertising. Have students work in groups of 2-3 and give each a magazine. Have them survey and collect data about the ads they find. The type of information they are seeking should be determined by the group. Ask "What types of ads are we counting?" (Alcohol, tobacco, beauty products, sports products, all kinds?). Ask, "What do we want to know about them? (Do they feature celebrities? Do the models appear young? What race/ethnicity are the models? What images or activities are the products tied to?) Ask, "How will we tell the group about what we have learned?" One option is to make a collage of pictures and words on a poster board. Another option is to compile the data from all the groups on a large sheet of poster board to compare all the magazines.

Give students about 15 minutes to survey the ads. Keep a close eye and do not allow them to get sidetracked into other discussions generated by ads or articles.

Each group should select a spokesperson to present the information to the group. You could take this project one step further and have the groups do an ad campaign for pro-health messages, such as smoking prevention, using the same advertising techniques they discovered in their survey.

Adjectives

This is a useful activity that should stimulate serious thinking about this issue. Have your fellow students work individually or in small teams of two or three. With little introduction, tell the groups that you want them to develop an advertising campaign or act out a 30-second commercial for a product (real or imaginary) that fits with one descriptive word you will give them. Tell them they can choose any product they like. The only requirement is that the product best fit the descriptive word you gave them.

Give each participant, or group, one of the following words on a piece of paper: Cool, slim, rich, smooth, great taste, pleasure, light and fresh. Allow 10-15 minutes to develop their ad or commercial. After the groups have had time to share their "products," let them know that these adjectives are the descriptive words used most often in cigarette advertising. Discuss how the attributes of cigarettes are generally the exact opposite of these words: hot, foul tasting, bad smelling, etc). Discuss why these words may be used. Let them think of other products that use similar misleading words in advertising.

Balancing the Broomstick

This learning activity helps students realize how focusing only on the present prevents them from making healthy decisions. Here's what to do:

- Select a student to do the demonstration.
- Instruct the student to hold out their index finger and balance the broom on their finger with the tip of the stick on the student's finger.
- Instruct the student to try to balance the broomstick while looking down where the stick rests on the finger. Time the balancing. It will probably last under five seconds.
- Have the student repeat the demonstration. This time, the student should look about two-thirds of the way to the top of the broom stick while trying to balance. The student should be better able to balance it. Time the balancing which will probably be twice as long as before. It is all right to fudge the time a little for the sake of the point.
- Explain the connection between this demonstration and tobacco use (see below).
- Have students give examples of goals they have set for their future, even the near future.
- Discuss or write the way the decision to use tobacco might interfere with those goals.

Here is the connection: Looking at the bottom of the broomstick is similar to making decisions based on the present without looking ahead to the future. Students may choose to use tobacco or other drugs today without examining the ways these behaviors might affect their future. Such a choice will eventually lead to loss of control and there will be undesirable consequences, even early death. Looking two-thirds of the way to the top was similar to making decisions in which the present needs are examined in light of goals that have been set for the future or making a decision about what you need now while thinking about what you may want in five or ten years. The student who makes a decision to stop using tobacco now and avoids going to parties where substances are used recognizes that these behaviors will interfere with his or her future. It is easier to balance the broomstick by looking ahead, and it is easier to reach goals when decisions are made while looking to the future.

BB activity

In this learning activity, students will feel the impact of the number of deaths caused by tobacco each year through an auditory activity. Before you begin count out BB's and place in separate envelopes as follows: 1 BB, 16 BB's, 342 BB's, 1180 BB's. You also can use un-popped popcorn kernels if your school won't allow the BBs.

Read the following script to a group of students.

The first thing I would like you to do is close your eyes and listen. This exercise demonstrates how deadly tobacco use is.

We all know tobacco use is harmful to your health, but few of us really understand just how harmful it really is. To give you a new perspective on the problem of tobacco use. I am going to ask you to think about death.

I have metal BBs here. Listen to the sound it makes when I toss one into the container (toss a single BB into a metal bowl). Let the sound of one BB represent one death. Think about someone you know who has died. (Remove the one BB and put it back in its envelope. This will save you from having to recount all the BB's later.)

Now think for a moment about hard drugs like cocaine, heroin, LSD. You think they are bad? They are. They will kill you. This is how many people die from a drug overdose each day in this country. (Slowly drop in 16 BBs) That represents 16 people who die each day from these drugs. That is about 5700 each year. (Quietly, put these BBs back into their envelope.)

Now, what about alcohol? Do you think alcohol can be bad for you? It can be. It can kill you. This is how many people die from alcohol related death each day (drop in 342 BBs slowly). That is 125,000 each year.

Now, think about tobacco. Listen to how many people tobacco kills each day. (Pour in 1180 BBs very slowly) That is 1180 people who die every day and are dying right now. That is 434,000 people every year.

Three out of four people who are dying today and every day started to use tobacco before the age of 18. Tobacco kills. It won't kill today or tomorrow like hard drugs or drunk driving can. But remember that tobacco is the only legal consumer product in this country today that, when used as intended by the manufacturer, can kill you. Don't be a BB. Now open your eyes.

Gasping for air

To begin this final learning activity, provide each participant with a regular straw and a coffee straw. Explain that they are going to participate in an activity that demonstrates how difficult it might be to breathe in certain situations.

Ask each participant to pinch their nostrils closed and place the larger straw in his or her mouth. Ask them to breathe through the straw for one minute. Ask them to describe what it was like to breathe through the straw. In order to inhale the same amount of air that they normally inhale each minute, they needed to inhale more often, which raises the heart beat and becomes more tiring. Explain that this happens when a person smokes. Often people think the harmful consequences of smoking are not experienced until they have smoked for many years. Point out that smoking can interfere with short-term goals like athletic performance or leisure activities.

Ask participants to repeat the exercise using the coffee straw. Point out that the long-term effects of smoking are very serious. Breathing through the coffee straw represents what it is like to breathe when you have chronic obstructive lung disease like emphysema and bronchitis. Remind participants of the many diseases that are linked to cigarette smoking and tobacco use.

Emphysema and chronic bronchitis are two examples of chronic lung disease. In emphysema, there is a limited airflow into and out of the lungs due to changes in the smallest air passages and walls of the alveoli (tiny air sacs). The alveoli are destroyed by cigarette smoke because the smoke expands in the alveoli eventually causing them to burst. It then becomes difficult for the lungs to bring in oxygen and remove carbon dioxide. The heart must work harder to get oxygen to the cells. To demonstrate this further, you can give each student a small piece of bubble wrap, the kind used in shipping. Have them pop the bubbles to represent the burst alveoli.

Chronic bronchitis is an inflammation of the bronchial tubes causing a thickening of the tube walls and an increase in mucous production, which narrows air passages, making it more difficult to breathe. For a visual of mucous, you can create a phlegm jar and have the participants inspect it to see how mucous sticks to the sides of the jar.



SECTION 3

Looking More Deeply

ADDITIONAL WEBSITES

A tremendous knowledge base is available to help you develop your background research and community service-learning project. In addition to the resources and web addresses cited in the previous section, check these web sites. Many will direct you to other programs and organizations and nearly all will direct you to print and electronic resources. There are literally thousands of websites that can be found on the Internet in the area of Tobacco Cessation. Here are just a few. As you "look more deeply" you will find many more yourself.

Program Websites

Campaign for Tobacco-Free Kids

www.tobaccofreekids.org

Cigarrest to Be Smoke Free in Seven Days

www.cigarrest.com

Consumer Tobacco Cessation Index

http://my.webmd.com/content/pages/8/3211_195.htm

Free & Clear Tobacco-Cessation Program

<http://www.ghc.org/products/freeclr.jhtml>

Kettering Medical Center Network: Tobacco Cessation

<http://www.kmcnetwork.org/tobacco/>

National Spit Tobacco Education Program

<http://nstep.org>

Quitnet

<http://quitnet.com>

Quit Smoking: Smokeless Tobacco Cessation Program

<http://www.gmu.edu/student/quitsmoking/smokelesscessation.html>

Secondhand Smoke

www.cdc.gov/tobacco/ETS_Toolkit/index.htm

Smoke Free Families

<http://www.smokefreefamilies.org>

Smokefree.gov

www.smokefree.gov/talk.html

Smoke-Free Movies

www.smokefreemovies.ucsf.edu

Smoking and Tobacco Cessation Program

http://www.winona.edu/healthservices/smoking_and_tobacco_cessation_pr.htm

Stop Smoking Forever

www.viable-herbal.com

Treatobacco.Net

<http://www.treatobacco.net/home/home.cfm>

Try to Stop

<http://www.trytostop.org>

Tobacco Cessation

http://www.bluecrossca.com/bus_units/healthyliving/tobacco_cessation.htm

Tobacco Cessation and Prevention Programs

<http://www.ahip.org/content/default.aspx?bc=38|65|67>

Tobacco Cessation Guideline

<http://www.surgeongeneral.gov/tobacco/default.htm>

-- or -- <http://www.ahcpr.gov/clinic/toolskit.htm>

Tobacco Cessation Guideline: Dejar de Fumar, Versión en español

<http://www.ahrq.gov/news/trspan.htm>

Tobacco Cessation Network

<http://www.tobacco-cessation.com/>

Tobacco Cessation Project for Native American Youth

<http://hsc.unm.edu/epiccpro/chattproject.html>

Tobacco Cessation Quit Smoking Programs in Tacoma and Pierce County

<http://www.healthdept.co.pierce.wa.us/tobacco/cessation/chart.html>

Tobacco Cessation Tool Kit

<http://www.chestnet.org/products/tctk.php>

-- or -- <http://www.chestnet.org/education/physician/tobacco/index.php>

Tobacco Cessation Trainings

<http://www.wvsma.com/foundation/tobacco.asp>

Tobacco Prevention and Cessation

www.tobaccofreeearth.com

Tobacco Technical Assistance Consortium

www.ttac.org .

Youth Tobacco Cessation Collaborative

www.youthtobacco cessation.org/about.html

Youth Tobacco Cessation: A Guide for Making Informed Decisions

[www.cdc.gov/tobacco/educational_materials/ cessation/youth_ cess/pdf/Youth_ Tobacco_Cessation_f.pdf](http://www.cdc.gov/tobacco/educational_materials/cessation/youth_ cess/pdf/Youth_ Tobacco_Cessation_f.pdf)

Organization websites

American Cancer Society

www.cancer.org

American Heart Association

www.americanheart.org

American Lung Association

www.lungusa.org.

American Medical Association

www.ama-assn.org/ama/pub/category/3229.html

Americans for Nonsmokers' Rights

<http://no-smoke.org> .

Association for the Treatment of Tobacco Use and Dependence

<http://www.attud.org>

Center for Tobacco Cessation

ctcinfo.org/enewsletter/default.asp?id=167
and/or -- <http://www.ctcinfo.org/>

Centers for Disease Control and Prevention

www.cdc.gov/tobacco -- or -- www.cdc.gov/nccdphp/dash/tobacco/index.htm

National Institutes of Health

www.nih.gov

National School Boards Association School Health Program

<http://www.nsba.org>

Smoking Cessation Leadership Center

<http://smokingcessationleadership.ucsf.edu/index.html>

U. S. Department of Health and Human Services -- Tobacco Cessation: You Can Quit Smoking Now!

<http://www.surgeongeneral.gov/tobacco/>

World Health Organization Tobacco Free Initiative

<http://tobacco.who.int/tobacco/en>

Resources from the National Service-Learning Clearinghouse

The National Service-Learning Clearinghouse operates America's premier website supporting the service-learning efforts of schools, colleges and universities, communities, and tribal nations. File this address as you enter the world of service-learning for you will often be using it -- www.service-learning.org. It is the web site of the Clearinghouse, located in California but used worldwide. Here are just a few of the resources you will find in their database.

Using the Internet: A Resource Guide for People Concerned about Alcohol, Tobacco, and Other Drug Use Problems. (1998) This book provides educators, parents, and other concerned community members with Internet resources on alcohol, tobacco, and other drug use problem prevention materials.

Not Schools Alone: Guidelines for Schools and Communities to Prevent the Use of Tobacco, Alcohol and Other Drugs among Children. (1991) Although schools have the primary responsibility for educating children and youth, schools alone cannot prevent the use of tobacco, alcohol, and other drugs.

Free for Life: Youth Empowered to Be Tobacco Free: An Experiential Curriculum from National 4H Council. (2000) This booklet is a sample of a larger curriculum that will use experientially based activities to teach students how to understand tobacco use issues, take control of their choices, and make solid decisions based on solid information.

Tobacco Prevention Community Service Project Ideas. (nd) This handout describes community service project ideas where students can work toward preventing tobacco use by youth.



SECTION 3 Tools

What Do I Know Worksheet

This worksheet is a starting point to help you organize what you think you know about a topic, to see if you were right, and to help you see what other information you might need to find. For example, you might know "What" about your interest areas but not know "Who" or "When." Begin by listing what you think you know about your topic in terms of "Who" is involved, and "What" is the scope of the topic? "When" did this become an issue or concern? Then, "Where" is this a problem (local, regional, national, international)? This exercise is designed to help you see what you already know and to identify what you still need to discover in order to design a High Impact Senior/Culminating Project.

THE TOPIC THAT I AM EXPLORING IS _____

THIS IS WHAT I THINK I KNOW:

Who?

What?

When?

Where?

THIS IS WHAT I FOUND OUT:

Who?

What?

When?

Where?

I WAS RIGHT ABOUT:

Who?

What?

When?

Where?

Just the Facts Worksheet

One of the first steps in developing a project is to get the facts. Here are some great resources for checking the facts:

Phone Book

The local phone book is a remarkable source of information. There are sections that list all of the social services available locally. Recycling services and energy resources are also listed. City, county, state and federal offices are listed by department, as are all elected officials. Maps and transportation services are also found there. The Yellow Pages also are a good place to find a variety of services available. The phone book is a great resource for fact-finding and should be the first place to begin your search.

Internet

The Internet also is a tremendous resource for gathering information. A simple search on one of the popular search engines such as "Google" will provide an extensive listing of web sites featuring organizations and articles on virtually any topic. However, there are some important considerations regarding Internet research. First, the sheer amount of information can be overwhelming. Second, there is a great deal of misinformation available online. When using the Internet, it is important to find several reliable sources to confirm the facts. There are a number of good, reliable information sources. One of the best is the Librarians' Index to the Internet. These are websites that have all been screened and recommended by librarians. You can begin any fact-finding search at <http://lii.org/>

Library

Your local library is an important source of information. The reference desk can be very helpful. A wide array of magazines can be searched by topic, providing some of the most current information on a particular issue, including statistics, research, developments, trends, and commentary. One of the best ways to get started at the library is one of the easiest: ask the person behind the desk.

Forecasting the Outcome Worksheet

WHAT IS YOUR TOPIC AREA?

BRIEFLY DESCRIBE YOUR IDEA:

WHAT DO YOU HOPE TO ACCOMPLISH THROUGH YOUR PROJECT?

Restate what you hope to accomplish in specific terms. For example, how many individuals will your project help (e. g., 20 elementary students will be tutored, 200 Keys to Recycling pamphlets will be printed and distributed, 10 volunteers will help with a stream clean-up activity on Earth Day). Be as specific as you can. The more specific you can be the easier it will be to design your project. These goals should be something that you can measure to determine if you have met, or even exceeded, your goal.

**NOW, COMBINE BOTH "ACCOMPLISHMENT" STATEMENTS INTO A SINGLE GOAL STATEMENT.
MY GOAL IS:**

THIS IS WHAT WILL GUIDE YOU THROUGH YOUR PLANNING AND IMPLEMENTATION OF YOUR PROJECT.

NOW ASK ANOTHER VERY IMPORTANT QUESTION. WHAT DO I NEED TO BE ABLE TO ACCOMPLISH MY GOAL?

Now you are ready to forecast or predict the outcome of your project. Your forecast statement is a combination of your goal statement and your statement of need. You can frame it as an "If/Then" statement. If you are able to obtain the resources you need, then you will be able to accomplish your goal. Combine them into a single forecast statement.

IF I CAN GET (e. g., number of volunteers, donations, money, whatever is on your needs list).....

....THEN I THINK THAT I CAN ACHIEVE

Project Ideas Worksheet

PROJECT TITLE:

PROJECT GOAL:

PROJECT SUMMARY:

WHY IS IT NECESSARY TO DO THIS PROJECT?

HOW WILL I GO ABOUT COMPLETING THE PROJECT?

ADDITIONAL INFORMATION:

Community Asset Map

A Community Asset Map is a way of identifying and listing the various community resources that are available to make your community a better place. Community assets are also services that are available to meet a variety of community needs. Assets might include social service organizations that provide food and shelter to families in need. Assets can be the local government, the fire department, the library, or any number of other services offered in your community. Assets could be baseball and soccer fields or a skateboard park. Senior centers, churches, scouts, after-school activities and schools are also assets. Even natural resources like rivers and mountains are community assets. But assets might also be people who have particular knowledge or skills. Coaches who volunteer for little league and soccer are assets.

One of the first steps in designing an effective project is for you to determine what assets are available in your community that relate to your chosen area.

HERE ARE SOME QUESTIONS YOUR ASSET MAP CAN ANSWER:

Are you concerned about hunger?

- Are there food banks in your community?
- How many?
- Whom do they serve?
- Are there "soup kitchens"?
- Are there organizations that focus on teen hunger or family hunger?
- How many people do these organizations serve?
- What help do they specifically need?

If you are looking at the environment you might ask:

- Are there environmental organizations in your community?
- What is their focus?
- Are recycling programs available?
- Are there businesses that provide services?

Your asset map should reflect the resources and services available in your community that relate to your topic. The phone book is a great place to begin looking for resources and assets. Most phone books include special sections in the front that list government agencies and social service agencies (often referred to as the Blue Pages). The Yellow Pages in the rear of the phone book provides lists of businesses and commercial resources, many of whom might be willing to partner with you on some part your project, providing expertise and, in some cases, donations.

The following worksheet can help you organize your information into a useful asset map. Sometimes an asset map can be an important part of a project, helping to create an awareness of the resources available in your community.

Community Asset Map

COMMENTS

NAME OF RESOURCE: _____

TYPE OF RESOURCE: _____

ADDRESS: _____

PHONE: _____

CONTACT PERSON: _____

SERVICES OR RESOURCES AVAILABLE: _____

NAME OF RESOURCE: _____

TYPE OF RESOURCE: _____

ADDRESS: _____

PHONE: _____

CONTACT PERSON: _____

SERVICES OR RESOURCES AVAILABLE: _____

NAME OF RESOURCE: _____

TYPE OF RESOURCE: _____

ADDRESS: _____

PHONE: _____

CONTACT PERSON: _____

SERVICES OR RESOURCES AVAILABLE: _____

NAME OF RESOURCE: _____

TYPE OF RESOURCE: _____

ADDRESS: _____

PHONE: _____

CONTACT PERSON: _____

SERVICES OR RESOURCES AVAILABLE: _____

Interview Techniques

The two most common formats for conducting interviews are by phone and in-person interviews (others include web based, email, or instant messaging). The two most common are supported here. With both, it is important to create a script and rehearse your interview questions. Below are some aids.

A SPECIAL NOTE REGARDING VOICE MAIL

Before you call any person or agency carefully write out a script of what message you will leave if you are directed to a voice mailbox. Be sure to speak clearly and provide essential information like your name and your phone number slowly and clearly. It is also helpful to repeat it. A good practice when providing phone numbers is to actually write out the number as you speak it. This should give the listener adequate time to write it down without having to repeat the message.

SAMPLE VOICE MAIL

<p>Hello, this message is for _____ . (whomever you are calling)</p> <p>My name is _____ (spell it if that would be helpful)</p> <p>and I am calling to get some information about _____ . (your topic of research)</p> <p>If you could give me a call back, I would really appreciate it. I can be reached between the hours of _____ (when are you available?)</p> <p>at _____ . (phone number)</p> <p>Again, this is _____ (repeat your name slowly)</p> <p>and I can be reached at _____ (phone number).</p>
--

Allow between 5 days and a week for the person to return your call. If, after this time, you have not received a return call, place a second call and simply begin (without irritation) "Hello, this is a second message for ____ ." Then repeat your original message.

Interview Script

WHEN CONDUCTING AN INTERVIEW WITH AN INDIVIDUAL, AN AGENCY, OR ORGANIZATION, YOU CAN ADAPT THE FOLLOWING SCRIPT.

Make sure you are comfortable with whatever script you use. Using a script demonstrates that you have thought about the interview and, more importantly, it shows respect for the time that the person is providing by consenting to talk with you. In fact, you can begin your interview with a statement like, "I want to be very respectful of your time so I have written out a series of questions that I would like to ask you."

Hello, my name is _____ and I am;

- a) a student at _____
- b) a volunteer with _____

I am doing research on _____ for my high school culminating project and I would like to:

- a) get some information about your agency.
- b) talk about the services you provide.
- c) ask some questions about whom you serve.
- d) schedule an interview.
- e) schedule a tour of your facility.
- f) other (?)

BASED ON WHOM YOU ARE CONTACTING, DEVELOP A LIST OF QUESTIONS. YOU CAN CHOOSE FROM THE EXAMPLES BELOW OR WRITE YOUR OWN.

Questions about the Agency/Organization

- a) How long have you been in operation?
- b) What is your agency's mission and focus?
- c) How many people, organizations, clients, or projects do you serve?
- d) Why do you think this need exists?
- e) How are you funded?
- f) How many people are on your staff (paid or volunteer)?
- g) Are there barriers to overcome to meet your goals?
- h) Do you need anything to accomplish your mission?
- i) Do you utilize volunteers?

Questions about the people involved in the issue addressed

- a) Who takes advantage of your services?
- b) Are you able to meet their needs?
- c) Do they have other needs that you don't/can't address?
- d) How can volunteers help?

Provide an opportunity for the person you are interviewing to add information they would like to provide.

A script is a roadmap that guides your interview. Make sure you have written a good map that will get you the information you need. Practice your script on someone you know to make sure you are comfortable with your questions and that they will get you to your destination.

Interview Questionnaire Record Sheet

Name of Agency/Organization: _____

Type of Resource: _____

Address: _____

Phone: _____

Individual: _____

INFORMATION

--

Name of Agency/Organization: _____

Type of Resource: _____

Address: _____

Phone: _____

Individual: _____

INFORMATION

--

Power Source Chart

Understanding and Charting Laws, Policies and Influence

Use this chart to identify laws and policies and identify who makes them, who enforces them, and how they can be changed, if necessary. Begin by identifying a law, rule, or policy and place that in the Rules column. Then find out who made the law or policy. A phone call can usually provide the answer. How is this law or policy enforced? Then try to determine how to influence those who make the laws, rules, and policies.

Using this chart will help to focus activities on the proper source. For example, if the local school board sets the school dress code policy, then the local principal and teachers are responsible for enforcing it. Appealing to the principal or teachers (Enforcers) to change a dress code policy will most likely be ineffective unless they are also the Rule Makers. To change a dress code policy would require appealing to the school board members. In order to be effective, the area of influence (Change Agents) must be identified. Then an action or activity can be designed to target that area of influence for maximum change effect.

RULE	RULE MAKER	WHY	ENFORCERS	CHANGE AGENTS
List the rule, law, regulation, or policy <i>Laws, Policies, Rules, Guidelines, Regulations</i>	Who is responsible for setting the rules or regulations. <i>Boards, Agencies, Legislators, Citizens, Federal Government</i>	Why did the rule get made? <i>Lobbyists, Special Interest Groups, Citizens</i>	Who is responsible for ensuring compliance <i>Police, Schools, Government Agencies, Organizations</i>	How are the rule makers influenced? <i>Elections, Advocacy, Boycott/Buycott Campaigns</i>

Reflection and Evaluation Worksheet

What? – So What? – Now What?

It is always important to reflect on your actions and accomplishments. In other words, it is important to Assess Your Impact. There are several components to this reflection and evaluation activity. You can use a simple reflection process known as “What?- So What? - Now What?” to guide you through the process.

WHAT?

What was accomplished? What did you actually do? Did you produce a product? Did you provide a service? How wide was the impact (e.g., meals served, clothes collected, money raised, brochures handed out, etc.)? It is important to measure what you have accomplished.

SO WHAT?

What difference did it make that you did your project? How did it measure up to your Forecasting the Outcome? Did you meet your expectations? What impact do you think it had on others? Why? Have you been changed by the process? How? What will you take away from this project?

NOW WHAT?

Where do you go from here? Have you made personal or lifestyle changes as a result of your research and your project? Did you design it in a way that others will continue it? Did you encourage others to take action? What action? Do you think they will? Why or why not?

Take some time to Reflect and Evaluate your experience and your project. Write down your answers to these reflection questions in the boxes below or on a separate sheet.

WHAT?

SO WHAT?

NOW WHAT?

Additional Service-Learning Web Based Resources

SERVICE-LEARNING RESOURCES AND LINKS

The follow resources are a collection of additional web sites and organizations supporting service-learning activities. Listed in alphabetical order, these websites represent a broad range of issue areas from "Aging" to "Animal Cruelty" to "Environment/Recycling" to "Hunger and Homelessness" to "Youth in Philanthropy." The following resources were compiled by Larry Fletch of Service-Learning Northwest / Educational Service District 112 in Vancouver, Washington and organized by Susie Richards – a Community Engagement Coordinator with the Rural Engagement and Partnership Project and a member of the OSPI - Service-Learning Washington Training Cadre. These resources first appeared as Resource Alerts provided through the Service-Learning Northwest listserv.

AGING/WORKING WITH SENIOR CITIZENS

<http://www.egyptianaaa.org/SrInfo-AgingQuiz.htm>

This site has an interesting quiz on myths about aging that would be an interesting addition to project/program working with the elderly. Some questions geared towards older students.

http://epicenter.etr.org/site/findPracSearch.taf?_function=detail&Layout_0_uid1=33272

If you are working with, or planning to work with, senior citizens you might be interested in utilizing this project as an activity to prepare your students. Epicenter has 300 examples of effective practice, like this one, available on their web site.

ANIMAL CRUELTY

<http://www.hsus.org/15035>

Research is shedding light on the relationship between animal abuse and human violence, especially among teens. The Humane Society of the United States (HSUS) has just released a Public Service Announcement (PSA) focused on breaking the connection between animal cruelty and human violence. The PSA, which is done in music video format, can be viewed at the site. There is also a link to another informative eight minute video highlighting the HSUS First Strike program to prevent animal cruelty. Some of the examples are a little graphic and might not be appropriate for some young people. There are also references to the emotional healing that can come through caring for animals. This is not only a good source of information regarding animal cruelty (and possible consequences) but it also demonstrates how creativity and technology can be utilized for awareness-building for virtually any service-learning project.

BIAS/DIVERSITY/RACISM

http://www.tolerance.org/hidden_bias/

"Tolerance.org" is a web site of the Southern Poverty Law Center and has a wide range of project ideas, curriculum and programs to help stop hate/racism/bias in schools and in the world.

BICYCLE RECYLING PROGRAM IDEAS

<http://www.CommunityCyclingCenter.org/>

I know that there are a number service-learning projects that target repairing and recycling bicycles for children who can't afford to purchase one, especially around the holidays. This site has some great programs and services that they are providing that can be modified to meet any number of service-learning situations.

BUILDING COMMUNITY SUPPORT

<http://www.cisnet.org/>

Here is a great resource that I just ran across. Here is the mission statement: Communities In Schools champions the connection of needed community resources with schools to help young people successfully learn, stay in school, and prepare for life. This has some great information for those of you who are looking for ways to strengthen the community ties, especially those who are creating a task force or community advisory board.

BUILDING DISTRICT SUPPORT/POLICY AND INSTITUTIONALIZATION

http://www.ecs.org/ecsmain.asp?page=/html/projectsPartners/ncl/nclc_main.htm

The National Center for Learning and Citizenship/Education Commission of the States has a wide range of resources/research on how to institutionalize and develop district and state policy that support civic engagement and service-learning.

CROSS AGE TUTORING

<http://www.nwrel.org/learns/tutor/win2002/win2002.html>

Excellent resource for all of you who are utilizing (or considering) cross age tutoring as part of your service-learning projects. It should greatly strengthen your students' effectiveness as well as the impact of the overall service-learning experience.

ENVIRONMENTAL EDUCATION PROJECTS:

http://www.nrdc.org/greensquad/intro/intro_2.asp

Interactive website geared at middle school age students with curriculum and projects for environmental action in a school setting. Is a great introduction for students/teachers interested in environmental issues.

<http://www.communityenvironmentalcouncil.org/artfromscrap/>

If you need any ideas or resources for environmental service-learning projects, this site can be of help. They have a large number of programs that can be used or adapted as well as some innovative ideas (like Art from Scrap stores).

<http://www.tidepool.org/>

Here is a great informational site for environmental news that will be very useful for the investigative step of an environmental issue related service-learning project.

<http://www.nwf.org/action/>

National Wildlife Federation site with a wide range of resources and program ideas.

<http://cgee.hamline.edu/watershed/Resources/index.htm>

Here is great watershed resource. It includes a number of ideas and also some planning ideas.

http://www.familysearch.org/Eng/Home/banner_home.asp?navCurrent=1

Planning a history-related service-learning project? Here is a Family Search site that can help. As a disclaimer, it is a church-based site from the Church of Jesus Christ of the Latter Day Saints - longtime leaders in genealogical research.

GENERAL SERVICE-LEARNING PLANNING SITES

<http://www.servicelearningnw.org/resources.html>

The Service-Learning Northwest Resource Center serves the State of Washington, the Pacific Northwest region, and beyond. The Center provides resources, training, and technical assistance to educators, students, and community-based organizations throughout the service-learning community. Technical support and assistance is expressly provided to help educators connect service activities to classroom curriculum, and especially to target the various Essential Academic Learning Requirements and State Academic Standards. Excellent service-learning curriculum (including the six-step planning model) and tools are available on this site.

<http://www.servicelearning.org/article/archive/46/>

This is a most comprehensive national service-learning web site. Bookmark this one! It will direct you to a wide range of links and resources. This site is also where to sign up for the National Service-Learning ListServe, an invaluable resource for those interested in learning more about and implementing high quality service-learning.

<http://www.goodcharacter.com/SERVICE/primer-10.html>

There are outstanding service-learning examples in this web site. They include project examples for students of all levels, from K -12. Most of the examples do an excellent job of highlighting specifically the community need, the curriculum connections, additional learning objectives, and reflection activities.

<http://www.ysa.org/planit/>

Project Plan it is an interactive planning tool developed by Youth Service America (YSA) to help young people plan and implement service-learning projects. It asks a series of questions and guides young people through a planning process that

includes Project Plan -funding proposal - Press Release - Service-learning reflection plan - and other helpful resources. It could be easily adapted to the classroom setting and would fit very well in after school service clubsettings.

<http://www.fiu.edu/%7Etime4chg/Library/ideas.html>

Here are 101 ideas for combining service and learning. Although these are primarily geared for higher education. There are many ideas and most can be easily adapted to lower grade levels.

<http://www.commoncents.org/>

Common Cents® New York was founded in 1991 to create opportunities for young people to develop and express their need to contribute to their communities. They work with teachers at all grade levels to create real-world, student-centered projects that contribute to the well-being of others, promote learning and growth, and enhance the status of youth in society. They have some good ideas on how students can impact their communities.

<http://www.pitt.edu/~psla>

The Pennsylvania Service-Learning Alliance web site – with links to a large number of other service-learning based sites.

<http://www.ysa.org/nysd/>

Millions of youth participate in National Youth Service Day, the largest service event in the world, usually held the second week in April. National Youth Service Day supports youth on a life-long path of service and civic engagement, and educates the public, the media and elected officials about the role of youth as community leaders. The web site provides everything needed to engage in a National Youth Service Day Project.

<http://servicelearning.wsu.edu>

Service-Learning Washington/WSU service-learning site with state based program, project ideas, rubrics and resources.

GENERAL EDUCATIONAL SITE FOR YOUNGER STUDENTS FOR RESEARCH ON POTENTIAL PROJECTS

<http://www.EnchantedLearning.com/Home.html>

Here is an educational web site that, though it is geared toward lower grades, has some wonderful and easily accessible information on a wide variety of academic areas and topics. It could be helpful as a first stop for investigation for students gathering information about a possible service area.

GEOGRAPHY/MAP MAKING PROJECTS

<http://nationalatlas.gov/>

Here is a remarkable research tool. It is a map making tool that layers the specific information you (or a student) specify, from agriculture and livestock, to biology and environment, to geology, to demographics, water, natural resources and more.

LOCAL HISTORY PROJECTS

<http://www.ed.gov/free/new.html>

Here is an update with some great free resources available through the U.S. Department of Education. One resource in particular, *Working on the Past in Local Historic Districts* could be very useful for service-learning projects related to preserving local history. Another one, *Campfire Stories with George Catlin: An Encounter of Two Cultures* takes students on a virtual journey with the famed artist and ethnologist to meet Native Americans of the 1830s. Catlin visited more than 140 tribes during the 1830s. His 325 portraits, 200 scenes of American Indian life, and writings depict Indian cultures prior to U.S. expansion into tribal territories.

HOMELESSNESS PROGRAMS

<http://www.realchangenews.org/education/index.htm>

Check out this site for some good resource material, including curriculum, on homelessness. It is part of the Real Change web site.

http://www.childrensdefense.org/pdf/houscrisis_OCT02.pdf

This is a link to the Children's Defense Fund and has a wide range of articles on the crisis developing around affordable housing and the impact on homelessness. This would be a great resource for any service-learning project that is looking at homelessness and especially the new wave of families who are now homeless. Good research information and excellent documentation and works cited. It is 11 pages and in a PDF format for easy downloading.

HUNGER ISSUES

<http://www.eduref.org/cgi-bin/printlessons.cgi/Virtual/Lessons/Health/Nutrition/NUT0202.html>

Here is a three lesson plan on hunger and nutrition for grades 5-12 that includes a service-learning component. It provides an opportunity to extend beyond traditional food drives, through greater awareness of hunger issues. It has some great ideas and activities to make students aware of hunger problems within their own communities and to encourage the implementation of a service-oriented programs.

<http://www.wfp.org/appeals/africahungeralert/index.html>

There are over 38 million men, women and children in desperate need of food in Africa alone as a result of drought, war and HIV/AIDS. This site, The Africa Hunger Alert, is part of the United Nations World Food Program web site. There are great resources to learn about, and how to help with hunger world wide.

<http://www.hungercenter.org/hunger/hunger.htm>

The Congressional Hunger Center is a private, bi-partisan, non profit organization committed to combating hunger (and poverty) nationally and globally. There are some excellent resources for these and other social issues available through these links. Links connect to organizations, statistics and opportunities to serve (AmeriCorps heads the opportunities list).

<http://www.thefoodproject.org>

In keeping with the theme of expanding the possibilities available through service-learning food and hunger projects, here is web site that has developed a sustained program which brings together thousands of youth and adults to grow organic vegetables that are donated to homeless shelters and sold at urban farmers' markets and to families in suburban Boston.

IDENTIFYING HEALTH/SOCIAL ISSUES THROUGH RESEARCH

<http://www.span-online.org/index.html>

Here is a research site for service-learning activities exploring a variety of health and social issues. The material is probably best suited for high school and above, and is a great resource for teachers. The site description reads: The Social Policy Action Network (SPAN) develops effective social policy by transforming the findings research and the insights of front-line practitioners into concrete action agendas for policymakers.

INTERNATIONAL/GLOBAL ISSUES

<http://www.unfoundation.org/>

The United Nations Foundation web site offers resources and programs specifically related to Children's Health, Environment, Peace, Security, Human Rights, Women and Population. This is a great site for service-learning research and exploration of issues on an international level. Remember, discussions can begin on an international scale and be drawn down to the local levels. Or, local issues can be placed in an international framework to help young people connect to the larger picture.

<http://www.takingitglobal.org/home.html?width=800>

Here is a site that will stretch young people's understanding of what they can accomplish, both locally and globally. Seeing what other young people are involved in can be both inspiring and empowering (the site itself is youth driven). It is offered as a place "where people are exposed to new thinking, a diversity of voices, and new opportunities." Here is the opening description of the site.

What inspires you? TIG Recognizes and showcases the power of ideas, creations and inspirational stories. Are you informed? TIG is the bridge to events, organizations, and scholarships throughout the world. How are you involved? Through discussions, workshops, updates, and real-world projects, our voices will be heard. TakingITGlobal (TIG) is about encouraging young people to believe in themselves and their ability to make a difference in the world... Probably best suited for high school/college age youth but certainly could be a great resource for more mature middle schoolers with a good facilitator.

<http://www.facingthefuture.org>

Facing the Future: People and the Planet is a non-profit organization (based in Seattle!) providing students, teachers and the public with dynamic and successful global issues education and action opportunities to shape our future. Outstanding site with curriculum materials and opportunities for on site workshops and staff trainings.

<http://www.peacecorps.gov/www/correspond/index.html>

The Peace Corps conducts a correspondence Match Program to connect your students with Peace Corps volunteers around the world. Many service-learning possibilities are presented here.

INTERNET SAFETY PROJECTS

<http://www.NetSmartz.org/>

Here is a site about web safety (sponsored by The National Center for Missing & Exploited Children that could be used by middle school students tutoring younger children (or adults) regarding safety on the Internet). Though the games are pretty basic, they do reinforce safe practice. A teen oriented link is under construction.

PEER TUTORING/PEER READING BUDDY PROGRAMS

<http://www.nea.org/readacross/volunteer/youthleaders.html>

A great site on the National Education Association (NEA) "read across America" project that provides ideas and resources for literacy/reading service-learning based programs.

RECYCLING PROJECT IDEAS

<http://www.eia.doe.gov/kids/recycling/index.html>

Here is a great resource with many additional links for recycling/solid waste/energy service activities.

http://www.imakenews.com/psla/e_article000113894.cfm

In addition to this link providing some great school-based recycling ideas, it is also the newsletter of the Pennsylvania Service-Learning Alliance. It is an outstanding online publication that is published quarterly. It provides outstanding program ideas as well as access to current issues, research and topics. The link above provides a spot to subscribe to their online newsletter.

<http://www.fundingfactory.com/ETCEP/programs.asp>

Here is a great opportunity to combine service-learning recycling projects with fundraising efforts. One of the fundraising programs involves cell phones which are becoming a major environmental concern.

RESEARCH

<http://www.childtrends.org/>

Child Trends offers a series of research brief summaries that highlight what works (and doesn't work) regarding teen development with research summaries focusing on civic engagement, positive mental and emotional health, relationships and education (and more). In addition to strengthening our own knowledge, this information could provide an interesting context for a discussion directly with young people. For example, they could read the research findings (or hear them read) and discuss whether or not the young people agree that these findings are true for them or whether they are not the case. If yes, what are the implications? If not, why not? I would also include, probably even before the open discussion, a private and reflective writing assignment to help to draw out more honest feelings that might not find their way into a group discussion.

<http://www.childtrendsdatbank.org/>

Here is a remarkable site that has compiled a tremendous amount of research data on child and youth development, trends and well-being. Pursue the links to find some good research information. Most of the information is in a very readable and useful format.

SAFETY/BULLYING/VIOLENCE

<http://www.safeyouth.org/home.htm>

Given the current climate, young people might be interested in helping others (and themselves) be prepared in the event they face a crisis - regardless of whether the crisis is global, national, local or personal - through service-learning activities that help individuals and communities feel empowered by being prepared. There are specific links to resources for Teens, Parents and Health Care Professionals.

<http://www.pdkintl.org/ssres/safehome.htm>

Here are some great teacher resources from Safe Schools that would be excellent for service-learning projects that are focusing on violence, bullying and/or safe classrooms and schools.

<http://www.safeyouth.org/home.htm>

If your classes are interested in service-learning projects that target violence, the National Youth Violence Prevention Resource Center web site has some great info.

SENIOR CULMINATING PROJECT IDEA SITE

<http://nationalservicerresources.org>

The **National Service Resource Center's Effective Practices Collection** has reached 575 effective practices! Effective practices come from all streams of national service (AmeriCorps, Senior Corps and Learn and Serve America) and service partners (such as volunteer centers and nonprofit organizations), addressing all service emphasis areas (education, environment, human needs and public safety), as well as program and volunteer management. Recent practices include:

Supporting children of prisoners and their caregivers
http://snipurl.com/NSRC_33556

Holding an eyeglass drive for the medically underserved in developing nations
http://snipurl.com/NSRC_33555

Identifying community needs with an informal opinion poll
http://snipurl.com/NSRC_33554

Protecting police dogs and the communities in which they serve
http://snipurl.com/NSRC_33557

Operating a multi-lingual Foster Grandparent/Senior Companion program
http://snipurl.com/NSRC_33558

SOCIAL JUSTICE

<http://www.oxfamamerica.org/advocacy/art3684.html>

This resource could provide an excellent transition from a study of historic slavery to modern variations. This could lead to an examination of American freedoms and how freedoms are lost or forfeited (as with the loss of civil liberties in an attempt to provide public security). United States history and social studies classes, as well as those dealing with social justice issues, could use this as a springboard for a variety of service-learning activities.

SERVICE-LEARNING PROGRAM PLANNING FOR STUDENTS WITH LEARNING DISABILITIES

<http://www.serviceandinclusion.org/>

Here is a tremendous resource for those who work with, or who are wanting to work with, students and individuals with disabilities, not so much as recipients but as participants. If you follow the *Services and Inclusion* link toward the bottom of the page, you can find a link called "Links and Resources" that has some excellent information for including individuals with disabilities.

SCHOOL AND COMMUNITY PARTNERSHIPS/COLLABORATION

<http://www.ncrel.org/cscd/pubs/lead21/2-1m.htm>

This is a great resource on the “hows” and “whys” of creating school and community partnerships.

SUBSTANCE ABUSE PREVENTION

<http://www.theantidrug.com/>

This is a comprehensive site with links for parents, teens, educators, lists of drugs commonly abused, and other relevant information.

TEEN PREGNANCY PREVENTION

<http://www.etr.org/recapp/new.htm>

The Resource Center for Adolescent Pregnancy Prevention (ReCAPP), has a number of resources for service-learning programs targeting teen pregnancy, including theories and approaches, peer education resources and sample documents. There is also an email list available for updates.

<http://www.ldonline.org/>

Here is a Learning Disabilities support site that provides resources, information and strategies for educators, parents, professionals and others who work with young people with LD. There is also a useful section on ADD and ADHD with links to more in-depth information. Some of this information could be especially useful for behavior management/disruption strategies.

TOBACCO PREVENTION

<http://www.texaslung.org/programs/tobaccocontrol/tatu.htm#impact>

Teens Against Tobacco Use (TATU) program enlists teens as “peer educators” to educate younger children, ages 9-12, about the tobacco use issues they face growing up. The teens use these issues as a benchmark for helping younger children remain tobacco-free. If you are interested in engaging in a peer-based tobacco prevention project, this one is outstanding. Be sure and contact your county “tobacco prevention office” located in county health departments. Washington state received funding from settlements with the tobacco industry, and each county in the state has funding/educational resources for tobacco prevention in schools.

Big Brother/Big Sister Tobacco Prevention Peer Mentoring Project

srichards@sw.wednet.edu

Susie Richards and her 8th grade Youth in Philanthropy students have created a video/curriculum resource developed as a resource to other schools/educators interested in replicating their “Big Brother/Big Sister Tobacco Prevention Mentoring Project.” In this project, 8th grade YIP students (identified as high risk) met once a week throughout the school year with their “littles” – 5th grade students who would be making the transition to the middle school next year. These students spent time engaging in tobacco prevention activities (such as TATU). At the end of the

year, they designed and implemented a tobacco prevention workshop that the 8th and 5th graders presented to over 200 intermediate school students. Contact Susie Richards (srichards@sw.wednet.edu) to receive a free copy of the video.

VOTING/ELECTION/CIVIC ENGAGEMENT PROGRAMS

<http://action.citizen.org/pc/issues/votes/>

For those taking advantage of election time to increase young people's awareness of civic engagement, here is a resource that has tracked Congressional votes on several key issues. By entering a zip code, young people can also see how their representatives voted on various issues. There is also a great resource page with instructions on the proper form for a letter to your legislator in Washington DC which could be a great English writing exercise and/or social studies lesson. Teaching young people that they have a voice, even with politicians, is an important lesson.

<http://www.kidsandpolitics.org/>

Connect for Kids has a link to a page devoted to Kids and Politics. This could be a great resource to help young people understand that the voting process does, in fact, have impact for them. There is also a strategy for how kids can help get out the vote. The initiatives themselves can generate a new awareness regarding issues for children, which can, in turn, help to focus young people's attention on specific issues of interest which can become a catalyst for service-learning activities. It is also a great tool to track how these votes turn out and what needs will remain unmet.

<http://www.youthvote.org/>

Here is a youth-oriented voter website that has some great information, including the results of the effectiveness of canvassing projects in five cities.

<http://www.freedomsanswer.net/home.shtml>

Here is a new citizenship focused program for young people called Youth Voter Corps that is designed to encourage everyone to stand up and be counted, that is to vote, as a declaration that freedom is strong in America. There is broad support for the program throughout schools across the country.

<http://www.indiana.edu/~ythvoice/>

This excellent site is a "one stop shopping" site for service-learning/civic engagement developed for young people.

<http://thomas.loc.gov>

This web site, a service of the Library of Congress, is a great link for civic study and engagement. It includes links to all House and Senate members and tracks current legislation, as well as provides links to a number of other resources, including historical documents. This is a great resource for youth voice and activism.

YOUTH IN PHILANTHROPY

<http://www.learningtogive.org>

Learning to Give offers a set of teacher-tested curriculum units designed to encourage young people to take positive action in their own lives, become involved in community initiatives, embrace ownership of their democratic society and aspire to do good. Grounded in academics and linked to real-life situations, the program's lessons are created with the help of teachers and are field-tested in classrooms across the nation.

<http://www.whatkidscando.org/Search/SearchDisplay.asp?SearchCase=DoAnyOr>

This edition of *What Kids Can Do* has an interesting article on youth philanthropy, a concept that is being increasingly utilized. It is one of the most powerful avenues for genuine youth voice and empowerment. (Susie Richards teaches a Youth in Philanthropy Program at Langley Middle School, and would be more than happy to share additional resources and information. Contact her at srichards@sw.wednet.edu).

YOUTH VOICE/YOUTH ADVOCACY AND ACTIVISM

<http://freechild.org/library.htm>

"Freechild" is a project coordinated by local youth advocate Adam Fletcher. It includes reflection activities, great team builders and an excellent article on *50 Things That Adults Can Do WITH, Not For, Students in Schools* (and much more including an article by Adam Fletcher entitled "Why Play a Game When There Is Work To Do?") If you are looking for resources for youth development and empowerment, or are wanting to strengthen Youth Voice, visit the Freechild Library.

<http://www.youthactivism.com/>

Here is a web site that supports Youth Voice. There are a number of resources available, including an intergenerational advocacy tool kit. This could be a great site for students to visit for ideas, direction and encouragement.

