



***Tobacco Prevention and  
Control in Schools:  
Information on a Need-to-Know  
Basis***

User's Manual

# ***Tobacco Prevention and Control in Schools: Information on a Need-to-Know Basis***

## ***User's Manual***

Prepared for  
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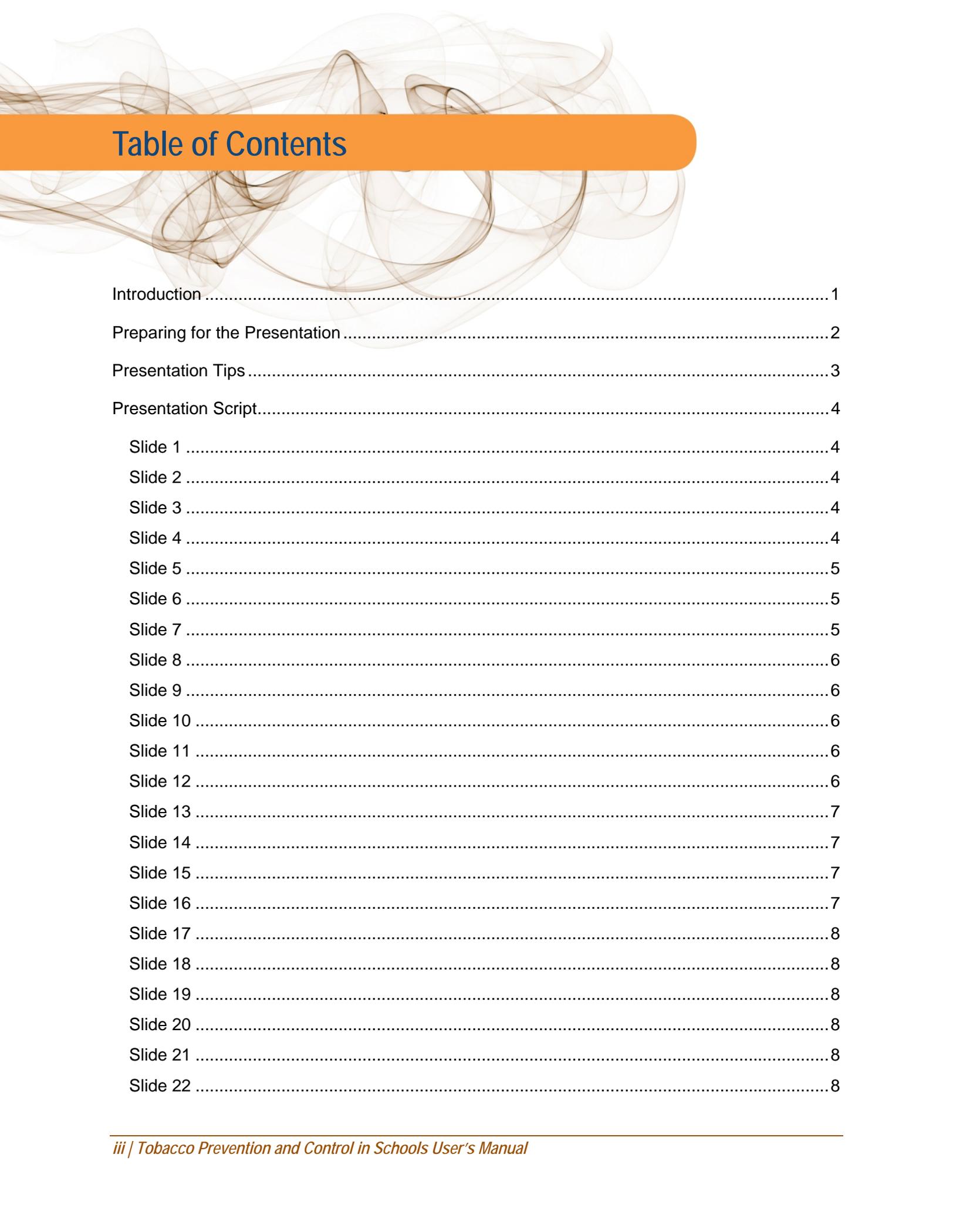
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# Introduction

According to data from the National Survey on Drug Use and Health, every day approximately 3,450 youth between the ages of 12 and 17 smoke their first cigarette and an estimated 850 young people become daily smokers.<sup>1</sup>

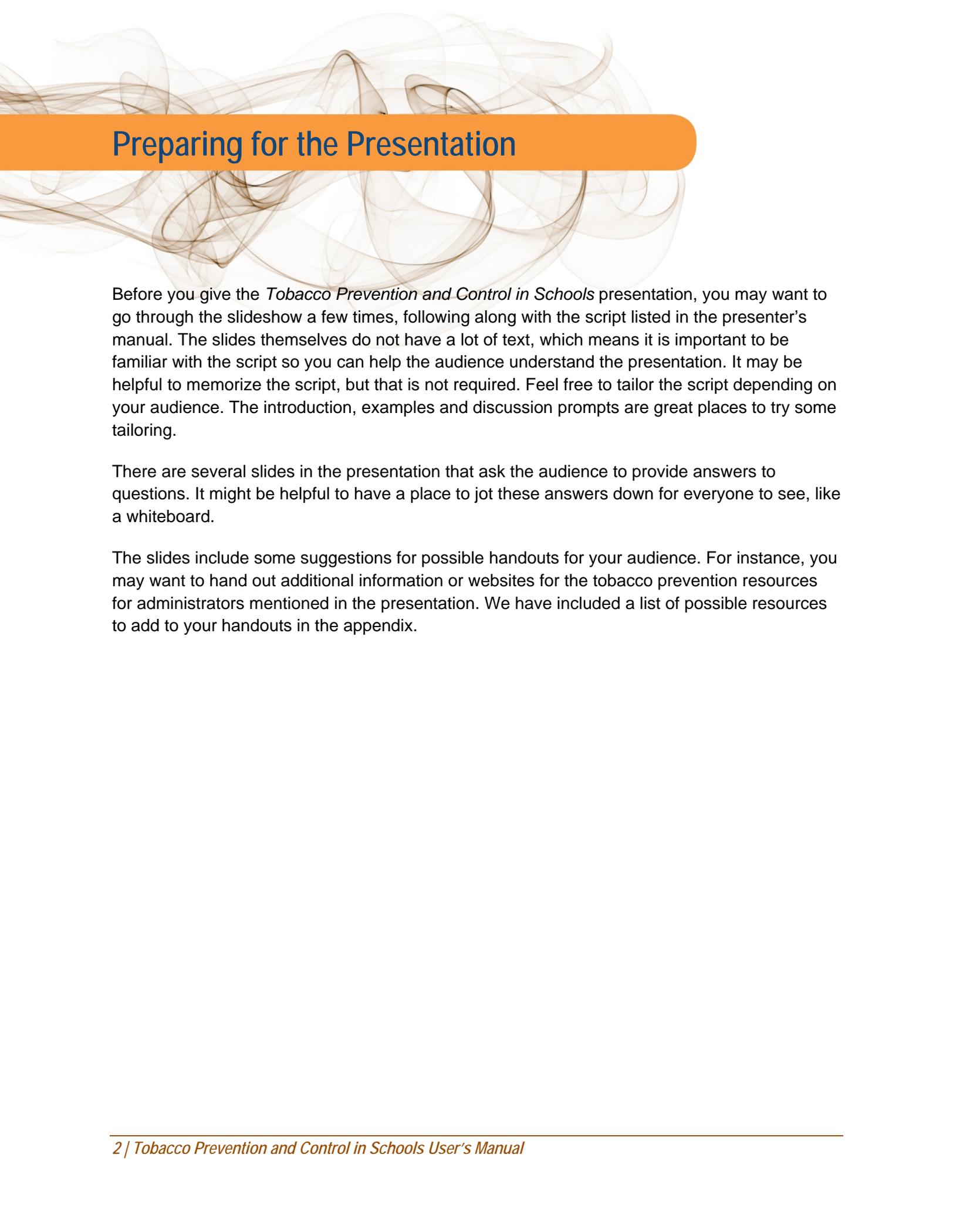
The tobacco industry knows that today's adolescents are tomorrow's loyal customers; therefore, many product lines and advertising activities impact this age group. However, if we as adults arm ourselves with knowledge, we can help prevent teens and adolescents from initiating tobacco use. Teachers, principals and other school administrators are particularly important in the fight against youth tobacco use. Youth typically spend eight or more hours of their day at school under the watchful eyes of teachers and administrators, which means that administrators can be the first line of defense against tobacco initiation. In addition, school policies and punishments regarding tobacco use can have a significant impact on students' continued likelihood of using tobacco products.

As the presenter of this *Tobacco Prevention and Control in Schools* presentation, you are helping to give school administrators the tools to protect their students from tobacco use. This manual will help support and guide you in your role as presenter.

The manual is organized in four parts: (1) Preparing for the Presentation; (2) Presentation Tips; (3) Presentation Script; and (4) Presentation Evaluation and Follow-Up. The first section provides some guidance on how to prepare for giving the presentation. The second section lists some tips to increase the effectiveness of your presentation. The third section includes the presenter's script that accompanies the slides. The fourth section provides suggestions on what to do after the presentation is over.

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<sup>1</sup> Centers for Disease Control and Prevention. 2011. "Smoking and Tobacco Use: Youth and Tobacco Use." [http://www.cdc.gov/tobacco/data\\_statistics/fact\\_sheets/youth\\_data/tobacco\\_use/index.htm](http://www.cdc.gov/tobacco/data_statistics/fact_sheets/youth_data/tobacco_use/index.htm)

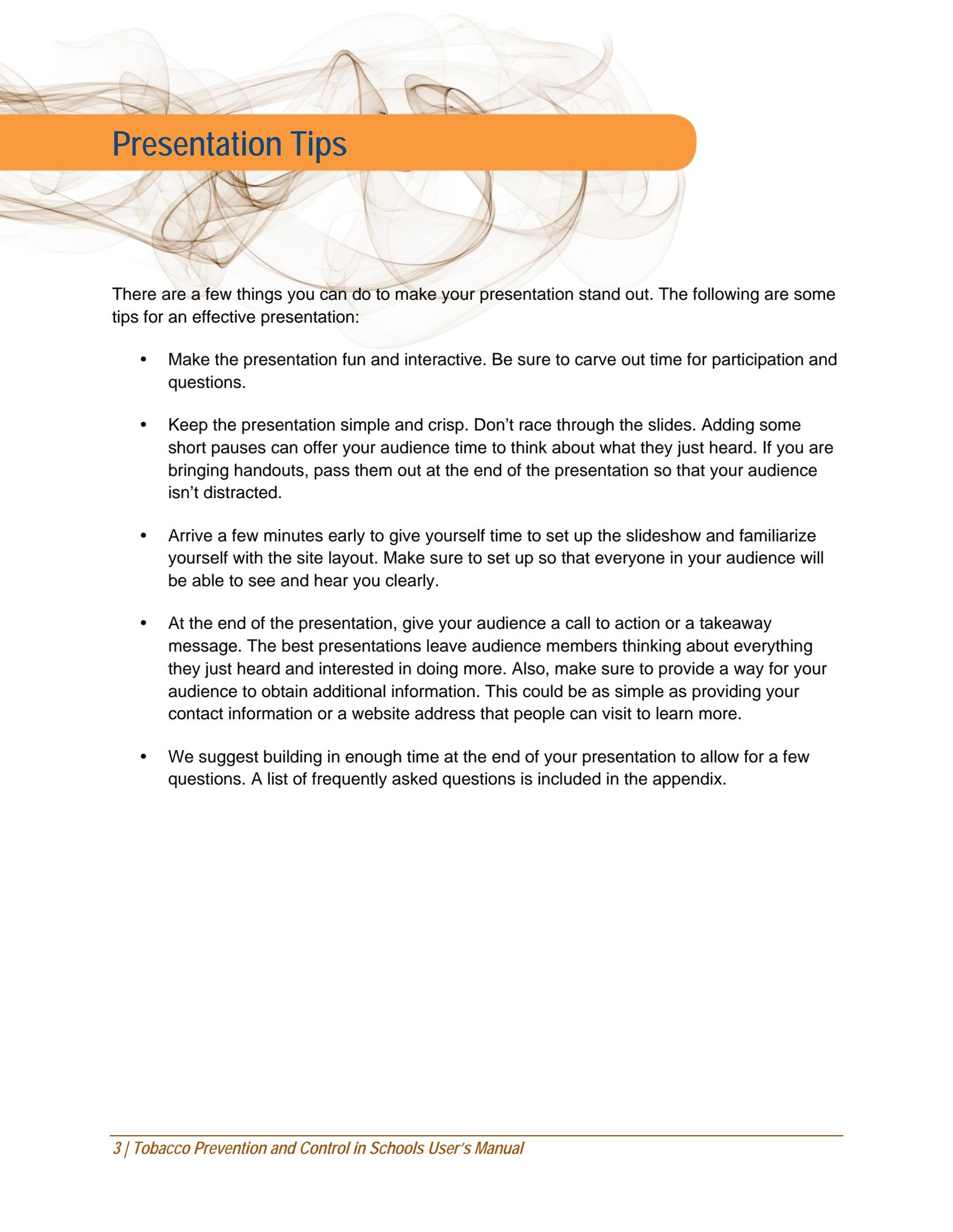


## Preparing for the Presentation

Before you give the *Tobacco Prevention and Control in Schools* presentation, you may want to go through the slideshow a few times, following along with the script listed in the presenter's manual. The slides themselves do not have a lot of text, which means it is important to be familiar with the script so you can help the audience understand the presentation. It may be helpful to memorize the script, but that is not required. Feel free to tailor the script depending on your audience. The introduction, examples and discussion prompts are great places to try some tailoring.

There are several slides in the presentation that ask the audience to provide answers to questions. It might be helpful to have a place to jot these answers down for everyone to see, like a whiteboard.

The slides include some suggestions for possible handouts for your audience. For instance, you may want to hand out additional information or websites for the tobacco prevention resources for administrators mentioned in the presentation. We have included a list of possible resources to add to your handouts in the appendix.



## Presentation Tips

There are a few things you can do to make your presentation stand out. The following are some tips for an effective presentation:

- Make the presentation fun and interactive. Be sure to carve out time for participation and questions.
- Keep the presentation simple and crisp. Don't race through the slides. Adding some short pauses can offer your audience time to think about what they just heard. If you are bringing handouts, pass them out at the end of the presentation so that your audience isn't distracted.
- Arrive a few minutes early to give yourself time to set up the slideshow and familiarize yourself with the site layout. Make sure to set up so that everyone in your audience will be able to see and hear you clearly.
- At the end of the presentation, give your audience a call to action or a takeaway message. The best presentations leave audience members thinking about everything they just heard and interested in doing more. Also, make sure to provide a way for your audience to obtain additional information. This could be as simple as providing your contact information or a website address that people can visit to learn more.
- We suggest building in enough time at the end of your presentation to allow for a few questions. A list of frequently asked questions is included in the appendix.



# Presentation Script

This section includes a sample script that accompanies the presentation. Please familiarize yourself with it since the slides do not have a lot of text. Feel free to tailor the script, depending on your audience.

The script is organized by slide. Notes that are meant for you, the presenter, are in *[brackets]* and should not be read aloud.

## Slide 1

Hello. I'm \_\_\_\_ from \_\_\_\_\_. Thanks so much for your time.

When we think about something being on a “need-to-know basis,” we often think of this as being information that is confidential or top secret. However, when it comes to tobacco prevention and control, it is important that everyone knows what works best to keep our youth healthy and free from the dangers of tobacco use.

Over the next half hour, we will go over the dangers of youth tobacco use and discuss the tools that administrators need in order to keep their schools tobacco-free.

## Slide 2

Show of hands: How many people here have some kind of smartphone or other portable device with access to the Internet? *[Pause for hand raising.]* How many people here have used that device to Google something in the past week? *[Another pause.]* The great thing about today's technology is that information is now all around us. The Internet has opened up our world to a wide range of information that is easily available. We need to use the available information to make a positive difference in the lives of others. Knowledge is the key!

## Slide 3

Participation from students, parents, teachers and staff, and school administrators is necessary for preventing and controlling youth tobacco use. All of them need to know what they can do to create a tobacco-free society. Let's start by looking at information that everyone needs to know. Then we'll look at what each group of people in the school should be particularly aware of.

## Slide 4

We all need to realize that tobacco use harms nearly every organ of the body, causing many diseases and reducing quality of life and life expectancy. The use of tobacco products increases

the likelihood of suffering from a chronic disease like stroke and decreases fertility. Tobacco use also increases the likelihood of children suffering from cancer.

Though longer durations of tobacco use mean more damage, even casual use is harmful. Did you know that even a small amount of tobacco smoke can trigger sudden blood clots, heart attacks and strokes?

### **Slide 5**

The nicotine in tobacco affects the part of the brain that is responsible for decisionmaking and logical thinking. Basically, this means that using tobacco products can cause youth to make bad decisions because they are more prone to irrational and illogical behaviors.

Nicotine also affects parts of the brain responsible for aggression and emotional control. So youth who use tobacco products may be more aggressive or violent and less able to control their emotions than those who do not use tobacco.

Adolescents who use tobacco have a harder time focusing on tasks than their peers who do not use tobacco products. This is especially important for school administrators to know because students who use tobacco may struggle in the classroom or with their school work.

Nicotine can also impair a person's memory. This can cause students who use tobacco to have trouble on tests because they struggle to remember what they have learned.

Did you know that it is not just the tobacco user's brain that is affected by nicotine? Even secondhand smoke has been shown to cause impairments in cognitive function.

### **Slide 6**

The big picture here is that nicotine has been shown to decrease metabolic activity throughout the brain. This means that a brain exposed to nicotine is not as active as a brain that has not been exposed to nicotine. Nicotine can cause the brain to function less. This decreases the student's capacity to function.

### **Slide 7**

Even if youth are not directly using tobacco, they can be affected by it. For instance, secondhand smoke can cause ear infections, asthma attacks, allergic reactions and cancer. Plus, cigarette smoke can leave your clothes smelly and give you red, irritated eyes. Not only does secondhand smoke harm kids right now, it also may increase their chances of suffering from cancer and heart attacks as adults.

## Slide 8

The Centers for Disease Control and Prevention estimates that every year almost 450,000 people die prematurely from smoking or from exposure to secondhand smoke. More than eight million people live with a serious illness caused by smoking.<sup>2</sup>

Still, more than 46 million U.S. adults smoke cigarettes, and most of them started to use tobacco during adolescence. So, it is never too early for your students to learn that tobacco is the leading preventable cause of death both in the United States and around the world.

## Slide 9

Cigarettes, cigars and chewing tobacco are some of the most common tobacco products used by adolescents, but more tobacco products are being introduced on the market every year. These products include dissolvable tobacco strips, sticks and orbs that look like breath strips, toothpicks and breath mints. Have any of you ever seen any of the products listed here? *[Pause for show of hands.]* These products are particularly dangerous to adolescents because they are easy to hide and do not leave behind telltale evidence like the smell of cigarette smoke. It is important that you as school administrators are able to recognize these products and take action if you see your students using them. It is also important for your students to know that these products are not safe alternatives to cigarettes despite the fact that many people believe they are.

## Slide 10

Parents play a critical role in a successful tobacco prevention strategy. They are the first line of defense in making sure their kids are protected from the dangers of tobacco. The school environment can help nurture and support a tobacco-free lifestyle, but it is important for the conversation to start at home.

## Slide 11

Communication between parents and their children is key to keeping children away from tobacco. Parents need to talk early and often with their kids about how to avoid tobacco products.

*[Note to the presenter: If the included parenting presentation is going to be given, now might be a good time to tell your audience about that. Give the administrators marketing materials that can go home to parents prior to the presentation.]*

## Slide 12

According to CDC, 54 percent of children aged 3 to 11 are exposed to secondhand smoke.<sup>3</sup> Parents need to know that even when kids don't use tobacco, they can still be affected by it.

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<sup>2</sup> Centers for Disease Control and Prevention. 2011. "Tobacco Use: Targeting the Nation's Leading Killer." <http://www.cdc.gov/chronicdisease/resources/publications/AAG/osh.htm>

<sup>3</sup> Centers for Disease Control and Prevention. 2011. "Tobacco Use: Targeting the Nation's Leading Killer." <http://www.cdc.gov/chronicdisease/resources/publications/AAG/osh.htm>

Being exposed to secondhand smoke at home can cause serious health problems because it contains many of the same poisons the smoker inhales. Consider supporting your school's efforts to keep students tobacco-free by offering information about tobacco cessation resources to parents.

*[Note to presenter: Include information about smoking cessation resources in any handouts; for example: Quitline NC.]*

### **Slide 13**

Your teachers and staff should be aware that impaired cognitive function because of nicotine can affect a student's ability to learn in the classroom. Smoke from cigarettes can also decrease lung function, resulting in poorer athletic performance. Keeping tobacco-free isn't just important for your students' health later in life. It's important to help make their school experience the best that it can be!

### **Slide 14**

So there are three main ways in which tobacco affects the student's performance in the classroom: decreased concentration; decreased attendance due to illness and truancy; and decreased athletic performance. These effects often also influence other students' performance and overall classroom environment. For instance, tobacco use may cause a student to be more aggressive and unable to concentrate. This may lead the student to engage in disruptive behavior.

### **Slide 15**

Keeping tobacco-free isn't just good for the students' classroom performance. There are also benefits to the school environment when the campus is tobacco-free. Some of these benefits include less risk of fire, lower maintenance costs and a more environmentally friendly school. So tobacco prevention activities benefit all who are affected.

### **Slide 16**

As a school administrator, your major role will be to support and enforce these activities. In enforcing a tobacco-free policy, suspension is one option that is available to punish students who break school rules. Unfortunately, suspension often has negative consequences for the suspended students and detrimental impacts on the entire community. Suspended students are more likely to participate in illegal activities, use tobacco or other illicit substances, and suffer in school, and may eventually drop out altogether. Dropouts are more likely to be incarcerated and have lower incomes than high school graduates.

Dropping out of school can create a negative snowball effect for the student and the community as a whole. We encourage you to take this into account when identifying ways to develop and enforce a tobacco-free school community.

### **Slide 17**

The good news is that there are resources available for you as a school administrator to help keep your schools tobacco-free! These resources are evidence-based and often available at no or minimal cost.

### **Slide 18**

One great resource is the ASPIRE program. The program is a self-paced learning experience that offers interactive activities, videos and support strategies to help middle and high school students, parents, teachers and administrators make the best choices and stay on the path of good health.

### **Slide 19**

ASPIRE is available at no cost for students and educators. It requires minimal staff time and includes online resources for administrators to use to track student progress. All the curricula are also available in Spanish.

### **Slide 20**

Another good resource is the American Lung Association's Alternative to Suspension program (ATS). This program was developed to help combat the negative effects that can result from being suspended from school. The goal of ATS is to create an increased readiness to change tobacco use. It addresses teen tobacco use, the effects of using tobacco, addiction, healthy alternatives to tobacco and ways to avoid using tobacco in school.

### **Slide 21**

ATS is a simple yet effective program consisting of four 50-minute sessions conducted outside of normal class hours. ATS does not interfere with the regular school day, so students don't fall behind in their course work. Best of all, the program has shown evidence of reducing teen smoking.

### **Slide 22**

North Carolina Quitline is a resource to help those who are already using tobacco. The quitline is a free, one-on-one counseling support service that helps people through the process of quitting tobacco use. Quit coaches work with callers to set up a plan for quitting tobacco use and help callers stick to their plan. These coaches know what they are doing, and their assistance can more than double a person's chance of successfully quitting. Quitline NC is available to youth and adults, regardless of their spoken language or hearing ability.

### **Slide 23**

Another program that is an option for school administrators is the Not-On-Tobacco (N-O-T) program. It is available to students who have already gone through the ATS program.

N-O-T complements ATS by helping students who are thinking of reducing or quitting tobacco use to take action. In fact, the program has shown evidence of a 21 percent quit rate!

N-O-T is conducted after hours and involves group activities, discussions, journaling and role playing. It has separate activities for boys and girls. N-O-T takes a total-health approach and offers advice on healthy behaviors, stress management and life skills.

### **Slide 24**

Another great support is the North Carolina 100 Percent Tobacco-Free Schools Initiative. In North Carolina, all 115 school districts have a tobacco-free school policy in place. A 100 percent tobacco-free policy prohibits the use of any tobacco products by anyone on school grounds or at school events at all times. The initiative provides training and resources to support schools in their tobacco-free policy.

### **Slide 25**

One project resulting from this initiative is the Tackle Smoking Project. The Tackle Smoking Project is an exciting opportunity for students at schools with active football programs to get involved and encourage tobacco prevention and control during games. This helps promote the tobacco-free policy message to visitors to school grounds after hours.

### **Slide 26**

The 100 percent tobacco-free schools are good for the entire community. The policy helps provide positive role modeling to students by adult employees and visitors. Attending a 100 percent tobacco-free school reduces children's observations of tobacco use and even goes a step further by taking a strong stand against tobacco use. The 100 percent tobacco-free policies support prevention messages delivered in the classroom and provide a safe environment for students by reducing exposure to environmental tobacco smoke.

### **Slide 27**

The 100 percent tobacco-free policies comply with federal legislation prohibiting smoking inside school buildings and are consistent with state laws about smoking in public places. They also proactively protect schools from the unnecessary risk of future liability by prohibiting smoking on school premises. For instance, tobacco-free policies reduce the risk of fires due to smoking materials, like still-burning cigarette butts.

### **Slide 28**

Besides supporting tobacco education activities, you may need to enforce your school's tobacco-free policy. It can be intimidating to approach someone who is violating the policy. Sometimes, you or your staff might need the right words to say. Here are a few examples of ways to politely but firmly ensure compliance with the tobacco-free policies. Try practicing these with your staff so everyone knows how to approach a policy violation. *[Extended pause to allow everyone to read through the slide.]*

### **Slide 29**

*[Extended pause to allow everyone to read through the slide.]*

### Slide 30

In addition to the resources that you have seen, there are other options that you might consider for addressing student tobacco policy violations. For example, students could be required to perform service projects in the community or at the school. They could write a paper on the harmful effects of tobacco on the body or the environment. Other options include having students create tobacco prevention materials for the school or restricting their lunch or free periods. We encourage you to consider unique and constructive punishments for tobacco policy violations that do not carry the same risk of poor outcomes that suspension does.

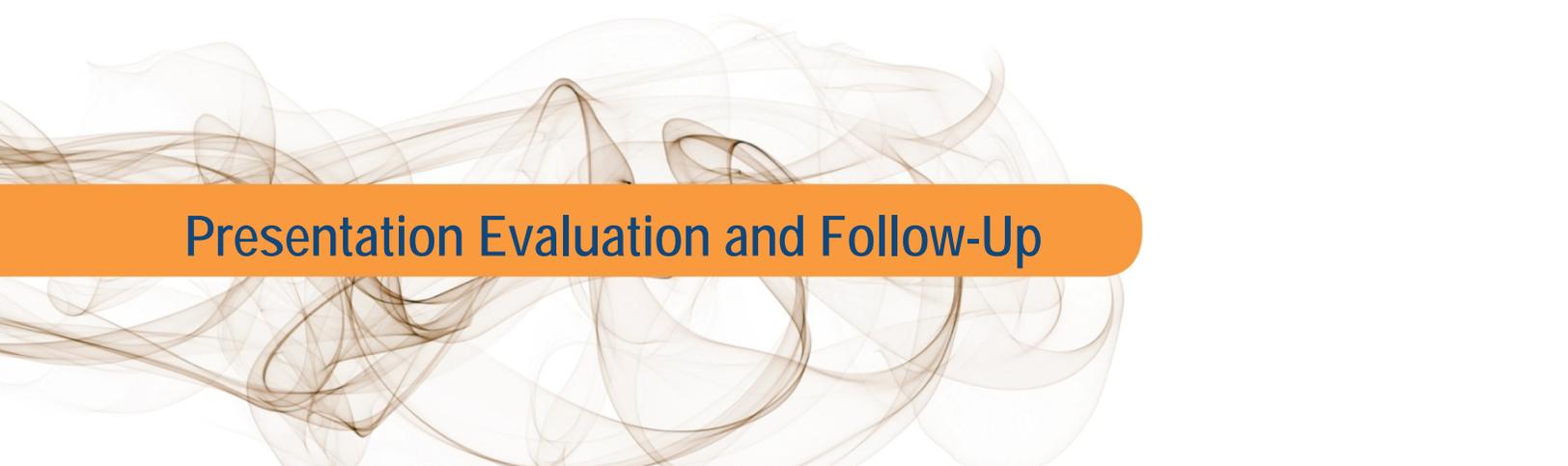
Talk with your faculty and staff about some creative alternatives that would work in your school.

### Slide 31

Thank you for taking the time to listen to this presentation and for all of your efforts to make our schools and communities better places to live. With your help, our youth can live healthy and tobacco-free lives. We all need to know that a life without tobacco is the best option. Continue to learn more about tobacco prevention resources and spread the word about the danger that tobacco poses to our health and environment. Remember, knowledge (and acting on that knowledge) is the key!

*[End of slideshow.]*

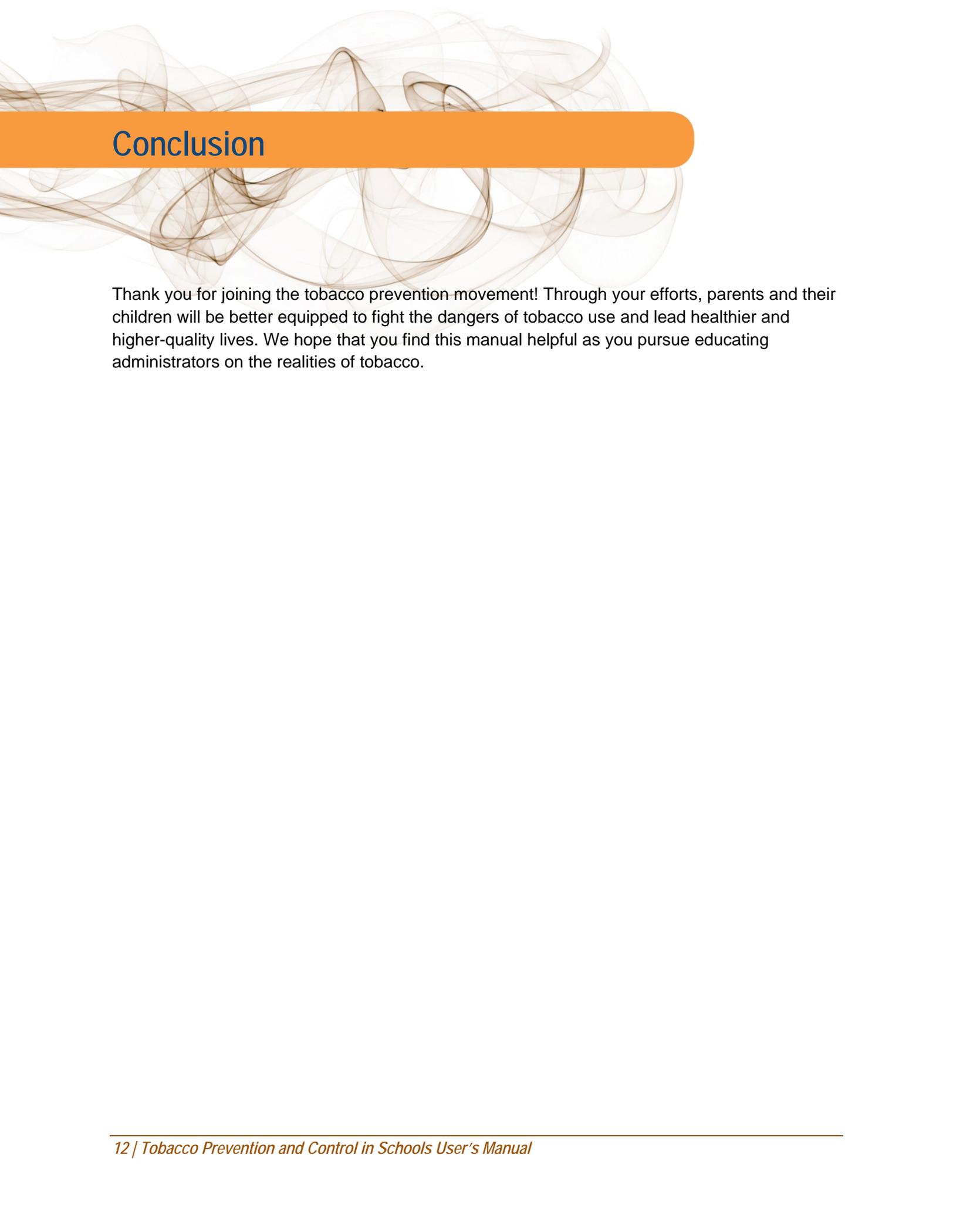
*[Feel free to use this time to take any questions and pass out additional information.]*



## Presentation Evaluation and Follow-Up

A great way to get feedback and gauge the effectiveness of your presentation is to pass out a presentation evaluation form to the audience members. They can use this form to convey (1) what they thought was particularly enlightening and effective; (2) areas they thought could be improved; and (3) things they would like to learn more about. For your convenience, we have included a sample evaluation form in the appendix.

After your presentation is done, make sure to follow up with the organization that invited you to speak. If they were pleased by the presentation, they may ask you to present at another event. Be sure to provide the organization with your contact information and maybe leave a few extra handout materials with the organization. That way, they can be prepared if anyone follows up for further information.



## Conclusion

Thank you for joining the tobacco prevention movement! Through your efforts, parents and their children will be better equipped to fight the dangers of tobacco use and lead healthier and higher-quality lives. We hope that you find this manual helpful as you pursue educating administrators on the realities of tobacco.

# Appendix

## Presentation Evaluation Form

Thank you for participating in the *Tobacco Prevention and Control in Schools* presentation. We would appreciate it if you would take a minute of your time to evaluate the presentation. We value your feedback.

**Directions: Please mark the appropriate rating.**

Presentation Area	Rating				
	1	2	3	4	5
	Poor	Some Problems	Satisfactory	Good	Excellent
Overall Presentation Rating					
Presenter's Knowledge of the Material					
Presenter's Preparation					
Presenter's Style of Delivery					
Did the presentation increase your knowledge of the dangers of tobacco use?	No		Yes		
What was something you thought was interesting from the presentation?					
Please note any additional comments here. Is there anything you would like to learn more about? Is there anything you think could improve the presentation?					

## List of Additional Resources

The following list includes websites and other resources that you can use to supplement your presentation. You can also share these resources with your audience to arm them with additional tobacco prevention knowledge.

- ASPIRE (A Smoking Prevention Interactive Experience): [www.mdanderson.org/aspire](http://www.mdanderson.org/aspire)
- Quitline NC: [www.quitlinenc.com](http://www.quitlinenc.com)
- Not-On-Tobacco (NOT): [www.notontobacco.com](http://www.notontobacco.com)
- North Carolina Tobacco-Free Schools: [www.nctobaccofreeschools.org](http://www.nctobaccofreeschools.org)
- The Tackle Project: <http://www.tobaccofreeschoolsnc.com/Football.aspx>
- Tobacco Reality Unfiltered: [www.realityunfiltered.com](http://www.realityunfiltered.com)
- Community Service for Suspended Students; A Practical Program Toolkit: <http://serviceoptions.org>
- NC Tobacco Prevention and Control Program: [www.tobaccopreventionandcontrol.ncdhhs.gov](http://www.tobaccopreventionandcontrol.ncdhhs.gov)
- *Encyclopedia of Tobacco Control: Your Guide to Successful Community-Based Educational Programs* (booklet included with your other presentation materials)
- National Institutes of Health. 2011. "How Secondhand Smoke Affects the Brain." <http://www.nih.gov/researchmatters/may2011/05162011smoke.htm>

## Frequently Asked Questions from Administrators

1. Can a few cigarettes really hurt a teenager?
  - Yes! Research shows that even a few cigarettes can cause long-term changes in a teenager's brain that may increase their likelihood of becoming addicted to cigarettes in the future.
2. I know cigarettes can affect the lungs but I didn't know they could affect the brain! How does that happen?
  - Cigarette smoke (even secondhand smoke) can create lasting changes in the brain's chemical processes that can result in mood issues such as increased depression and irritability, lack of attention and long-term changes that may have lasting effects.
3. Why do teenagers need alternative activities to help keep them from using cigarettes?
  - Teenagers often use cigarettes to help them "fit in." Having alternative activities they do with groups provides ways for them to fit in without using tobacco. Other activities, such as listening to music or aerobic exercise, can provide some of the same relaxing or pleasurable activities for your teenager in healthy ways.
4. I'm a smoker myself. How can I encourage children not to smoke?
  - If you currently smoke and would like to quit, share with your child that you would like to quit and how hard it is to do so. There are resources, such as 1-800-QUIT-NOW, that are available to help you. You can also share with your child how quickly you became addicted to cigarettes and your regret at ever starting the habit. Sharing some of the health consequences you have experienced could also be helpful for your child to hear.

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