



# Real Talk Tobacco



**COHORT CURRICULUM**



# Contents

The Advocacy Institute **Real Talk Tobacco** cohort is a paid ten-week program that culminates in participants researching and designing action projects to address the issue of tobacco and its effects on their specific community.

## Real Talk Tobacco CURRICULUM OVERVIEW

Sessions 1 – 10: Length 90 minutes each

### Session 1: Welcome Orientation & Team-Building

**Purpose:** The welcome session is an onboarding for the new youth, opportunity to review the schedule and paperwork, and answer any questions of youth participants.

**Goal:** Youth cohort members complete orientation and get to know their youth cohort members and adult facilitators.

#### Objectives:

- Understand the mission, cohort structure, program outcomes and values of The Advocacy Institute.
- Understand cohort model and overview of sessions.
- Meet your cohort members and understand why they joined the cohort.

- Understand the significance of Youth-Adult partnerships.
- The welcome session is an onboarding for the new youth cohort members, the opportunity to review the schedule and paperwork, and answer any questions of youth participants.

### Session 2: Getting to Know Yourself & Your Cohort

**Purpose:** This introduction session will begin to build a brave space for youth cohort members to connect with one another and explore how the group will work together.

**Goal:** Youth practice relationship building and listening skills.

#### Objectives:

- The cohort will develop 5-6 community / shared agreements for how to work together throughout the duration
- Youth will be able to describe 1 strength about themselves

- Youth will practice listening skills and report out what a peer shares as their strength
- Youth will explore their identity and other cohort members, and understand intersectionality

### Session 3: Public Health and Racial Equity Part I

**Purpose:** Enable young people to see themselves in the public health work, have the ability to build a critical analysis of race and racism and how it impacts our day to day, and how young people have always been at the forefront of change in our country.

**Goal:** Youth will begin to develop a critical analysis and understanding of race, racism, racial equity and the social determinants of health.

#### Objectives:

- Youth will develop a knowledge of race, racism, racial equity and the social determinants of health

- Youth will understand systems and policies and the impact on community
- Youth will integrate their identity and intersectionality learnings into the conversation of racial equity

### Session 4: Public Health, Health Disparities, Racial Equity

**Purpose:** Enable young people to see themselves in the public health work, have the ability to build a critical analysis of race and racism and how it impacts our day to day, and how young people have always been at the forefront of change in our country.

**Goal:** Youth will continue to develop a

critical analysis and understanding of race, racism, racial equity and the social determinants of health.

#### Objectives:

- Develop a knowledge of race, racism, racial equity and the social determinants of health
- Meet your cohort members and

understand why they joined the cohort.

- Understand systems and policies and the impact on community health
- Integrate your identity and intersectionality learnings into the conversation of racial equity.

### Session 5: Topic Session- Tobacco

**Purpose:** Educate youth on the specific topic of the cohort, tobacco and nicotine. This provides foundational knowledge and context for a future community mapping trip and advocacy efforts.

**Goal:** Youth will begin to develop a critical analysis and under-

standing the tools and tactics of the tobacco industry and its health impacts.

#### Objectives:

- Develop a knowledge of tobacco products and their health effects
- Youth will be able to describe 1 strength about themselves

• Understand the impacts of big tobacco tactics and tobacco advertisements

- Understand the impact of the tobacco industry in different communities intersectionality.
- Understand roles for community mapping trip

### Session 6: Community Mapping Field Trip

**Purpose:** Address tobacco marketing in neighborhoods.

**Goal:** Youth will go on a community mapping trip to identify placement of: tobacco retailers, products and advertisements in their community.

#### Objectives:

- Review point of sale marketing tactics used to get youth to use tobacco products.
- Let youth discover how tobacco products are marketed and sold in a community setting.

• Support youth as they determine their strengths, weaknesses, opportunities, and threats in the chosen community.

# Real Talk Tobacco

## CURRICULUM OVERVIEW

### Session 7: Advocacy & Action Part 1

**Purpose:** develop a baseline of understanding around policy and systems change.

**Goal:** Youth will explore the power and potential of youth-led advocacy and action for sustainable policy and systems change.

#### Objectives:

- Ability to articulate the difference between advocacy, lobbying and organizing.
- Explore the differences between policy, system and environmental changes.

- Learn the components of an advocacy plan.
- Identify school board, local, and statewide officials that represent their districts.
- Practice skills focused on advocacy and action.

### Session 8: Advocacy & Action Part 2

**Purpose:** develop a baseline of understanding around policy and systems change.

**Goal:** Youth will explore the power and potential of youth-led advocacy and action for sustainable policy and systems change.

#### Objectives:

- Ability to articulate the difference between advocacy, lobbying and organizing.
- Explore the differences between policy, system and environmental changes.

- Learn the components of an advocacy plan.
- Identify school board, local, and statewide officials that represent their districts.
- Practice skills focused on advocacy and action.

### Session 9: Graduation

**Purpose:** Celebrate advocates in completing the cohort, distribute certificates, gift cards, and have youth complete post-surveys.

**Goal:** Youth will celebrate the end of cohort and receive their certificates and gift cards..

#### Objectives

- Celebrate!

- Receive certificates and gift cards
- Feel powerful!
- Leave encouraging and motivating words for their peers
- Complete post-survey

### Session 10: Guest Speaker & Flex Time

**Scheduling**  
Overflow time flexibility.

**Guest** speakers can be invited to participate and lead a solo

session focused on tobacco. This session can happen during any week of the cohort.

#### Suggested

guest speakers:

- a. Regional Tobacco Coalition Member
- b. Policy-Maker or Local Representative
- c. PACT staff member
- d. Other AI young person or peer coach or alumni



# Session One

# Agenda/Facilitator GUIDE



SESSION  
**#1**  
NEXT PAGE

**PURPOSE:** The welcome session is an onboarding for the new youth cohort members, the opportunity to review the schedule and paperwork, and answer any questions of youth participants.

**GOAL:** Youth cohort members complete orientation and get to know their youth cohort members and adult facilitator.

**OBJECTIVES:**

- ☛ Understand the mission, cohort structure, program outcomes and values of The Advocacy Institute
- ☛ Understand cohort model and the overview of sessions
- ☛ Meet your cohort members and understand why they joined the cohort
- ☛ Understand the significance of Youth-Adult partnerships

**MATERIALS:**

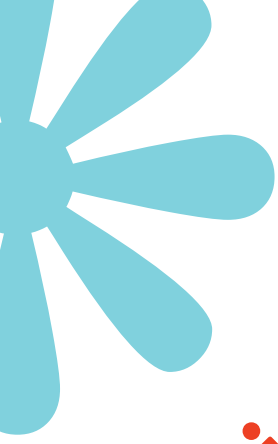
- Laptop and Projector with Screen
- Sign in sheet
- Activity Guides: **S1.A1.ILikeEveryoneWho**
- Post its and pens

# Agenda/ Facilitator

SESSION #1  
**WELCOME**  
ORIENTATION & TEAM-BUILDING

TIME	SLIDE#		FACILITATOR
	1	<b>Advocacy Institute:</b> <i>this slide will be up as the cohort members come in and get settled</i>	<input type="checkbox"/> Ask youth to sign in as they arrive <input type="checkbox"/> Settle in <input type="checkbox"/> Grab food and clean up after yourselves
	2	<b>Welcome to Cohort:</b>	Meet Your Facilitators (If you are a partner org and you want to use the personalized slide deck.)
	3	<b>Ai Mission, Goal &amp; Objectives:</b>	<input type="checkbox"/> Read the mission and session goal <input type="checkbox"/> Have youth read each of the objectives for the day <input type="checkbox"/> Ask if the group has any brief questions about the content of the slide
	4	<b>Overview of your Organization:</b>	<input type="checkbox"/> Read the information on slide
	5	<b>Introductions</b>	<input type="checkbox"/> Share with youth that it is now their time to introduce themselves. <input type="checkbox"/> If needed it can be good to give them some time to shift into this. Have them stand and stretch for a second or take a deep breath, shake off their nerves <input type="checkbox"/> Share the instructions on this <i>slide 6</i> <input type="checkbox"/> Allow youth to introduce themselves per the instructions, sharing as much as they are comfortable with.
	6	<b>Icebreaker:</b> <i>I Like Everyone Who (see S1.A1.ILikeEveryone-Who)</i>	<input type="checkbox"/> Let youth know that we are going to do an activity in which they will continue to share about themselves <input type="checkbox"/> State the instructions <input type="checkbox"/> Play 1 round and ask if everyone understands the game <input type="checkbox"/> Continue to play 8-10 rounds total
	7	<b>Youth-Adult Partnerships</b>	<input type="checkbox"/> This is an opportunity to discuss the value of youth-adult partnerships, how inter-generational learning is important <input type="checkbox"/> Hold space to have a discussion about the role young people play in youth-adult partnerships <input type="checkbox"/> Encourage the youth to think about their unique skills, leadership abilities and how those can contribute to their partnerships

	8	<b>Summary &amp; Next Steps?</b>	<input type="checkbox"/> Review what has been covered so far <input type="checkbox"/> Getting to know fellow participants and facilitator(s) <input type="checkbox"/> Learning what Ai is and what we will do over the next 7 weeks <input type="checkbox"/> Understanding importance of adult-youth partnership <input type="checkbox"/> Next we will go over important documents to prepare for the remainder of cohort
	9	<b>Pre-Survey</b>	<input type="checkbox"/> Ask youth to grab a phone, laptop, ipad or other device so they can complete the pre-survey for cohort. <input type="checkbox"/> Ensure that everyone has wifi access <input type="checkbox"/> Ask youth to scan QR code and complete the pre-survey questions. <input type="checkbox"/> Ensure each youth has submitted by asking to see their final page.
	10	<b>Orientation Packet</b>	<input type="checkbox"/> Review the contents of the orientation packet as outlined on the slides. <input type="checkbox"/> Remind youth the importance of completing and submitting documents. <input type="checkbox"/> For the orientation packet, youth won't be able to see it, so we are going to briefly touch on each section. <i>* Remind youth that their parents/guardian must sign off on each section. At the end share what they are most responsible for. If youth are restless, have them share, if not facilitator can read each section aloud</i>
	11	<b>Expectations</b>	<input type="checkbox"/> Set up expectations for youth participating in cohort, remind them they will be compensated at the end <input type="checkbox"/> Review attendance and absences policies <input type="checkbox"/> Review communication plans and expectations <input type="checkbox"/> Ask if anyone has any questions
	12	<b>Debrief, Connection to Next Topic, Check Out Question</b>	<input type="checkbox"/> <b>Debrief:</b> Have youth share with one new person what they learned today about the process of the cohort. <input type="checkbox"/> <b>Connection to Next Topic:</b> What do you want others to know about you and how do you want this space to support you? <input type="checkbox"/> If youth are hesitant to share aloud, provide the opportunity to write on post-it notes and stick them up on the wall. Read aloud responses. <input type="checkbox"/> Settle the group and share the topic for next session: <input type="checkbox"/> Next session we will explore how we will work together, how our identities matter and impact our lives. <input type="checkbox"/> <b>Check Out Question:</b> Read aloud questions and provide opportunities for youth to share.
	13	<b>Stay Connected</b>	<input type="checkbox"/> Share social handles and encourage youth to follow <input type="checkbox"/> Remind them to keep an eye out for text messages about with any cohort updates and reminders <input type="checkbox"/> Remind youth of the next cohort meeting date/ time/location



# I Like Everyone in My Community Who...

**OVERVIEW:** This activity helps youth cohort members to meet each other and form connections. It is really important that cohort members understand how to make connections with one another and how those connections will help them partner with adults and create community change.

**MATERIALS NEEDED:** Chairs, one less than the total number of individuals participating in the activity, arranged in a circle.

**TIME FRAME:** 10-15 minutes.

- INSTRUCTIONS:**
1. Ask students to sit in a chair in the circle
  2. There should be NO open seats
  3. Start as the facilitator standing up in the middle to give an example
  4. Optional: provide examples written on paper, cut up, and placed in a basket/bowl in the middle of the circle for anyone who can't think of something

**SCRIPT:** This game is called, "I like everyone in my community who..." Has anyone played this game before? (wait for youth to share if they have played)

We believe that building community is one of the most important elements to a cohort, whether you are building community with us, learning to build community with one another or adults in your community we are forming powerful connections that will help you as you apply for college, look for jobs, work to create community change or just think about your future. Connections are powerful.

## Here is how we play:

**THE PERSON IN THE MIDDLE SAYS:**

- their name
- something they like and want to find out who else likes it!

For example, "I like everyone in my community who..."

- Is wearing my favorite color: \_\_\_\_
- Loves chocolate ice cream
- Plays video games
- Is the oldest in their family
- Has family/friends who smoke or vape
- Wears vans
- Etc!

If you agree with the person in the middle, you have to walk (fast!) to another chair in the circle.

It cannot be the chairs directly to the right or left of you!

**EACH ROUND, A NEW PERSON WILL BE LEFT IN THE MIDDLE.** This person says:

- their name
- something they like and want to find out who else likes it! "I like everyone in my community who..."

Try to play until everyone has a chance to be in the middle of the circle. If you are getting short on time, go ahead and put the remaining people in the circle so they can take a turn.

## Debrief/Critical

### THINKING QUESTIONS:



1. What is something you learned about our community/group during this activity?
2. Did you have something in common with someone else? If, so what was it and can you elaborate on it?
3. How can we use all of our interests and skills to work together in this program during the next few weeks?
4. What did you like/dislike about this activity? Any other final thoughts about this activity?



# Session Two

# Agenda/Facilitator GUIDE



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**PURPOSE:** This session will begin to build a brave space for youth cohort members to connect with one another and explore how the group will work together.

**GOAL:** Youth will practice relationship building and listening skills.

- OBJECTIVES:**
- ☛ The cohort will develop 5-6 community/ shared agreements for how to work together
  - ☛ Youth will be able to describe 1 strength about themselves
  - ☛ Youth will practice listening skills and report out what a peer shares as their strength
  - ☛ Youth will explore their own and other cohort members identities and understand intersectionality.

- MATERIALS:**
- Laptop and Projector with Screen
  - Sign in sheet
  - Activity Guides: **S2.A1.AiHutHuddle**  
**S2.A2.Exploring\_Identity**
  - Chart Paper and Marker
  - Post its

# Agenda/ Facilitator

SESSION #2  
**GETTING TO KNOW  
YOURSELF & YOUR COHORT**  
ORIENTATION & TEAM-BUILDING

TIME	SLIDE#		FACILITATOR
	1	<b>Welcome:</b>	
	2	<b>Ai Mission, Goal &amp; Objectives:</b>	
	3	<b>Icebreaker: Ai Huddle (see S2.A1.AiHutHuddle)</b>	
	4	<b>Shared Agreements</b>	
	5	<b>Shared Agreements Discussion</b>	

- Ask youth to sign in as they arrive
- Settle in
- Grab food and clean up after yourselves
- Touch base with any new youth who did not receive orientation packet or pre-survey and any returning youth who did not submit orientation packet and pre-survey

- Read the mission and session goal
- Have youth read each of the objectives for the day
- Ask if the group has any brief questions about the content of the slide

- Let youth know that we are going to do an activity to form connections to their peers and adult staff
- State the instructions
- Follow debrief instructions

- Have youth settle into small tables or chairs
- Ask the youth - what are shared agreements? - hold space for them to answer.
- Ask the youth why we develop shared agreements? - hold space for them to answer.

*Shared agreements, also called working agreements, community agreements, or shared expectations, are guidelines and norms that define how a group ideally wants to work together and what they wish to experience in their working environment.*

*Once developed, you can add the shared agreements to the beginning of each session (welcome, facilitators, organization info, shared agreements, updates/housekeeping items)*

- These 4 questions will help guide the youth into developing their shared agreements.
- Have youth read aloud each of the 4 questions.
- Encourage youth to respond to whichever question they connect with.
- The facilitator or assigned youth should take notes on a large paper.
- Be sure to provide support and encouragement for all youth responses.
- Once everyone has shared, hold a discussion with the full group about which ones to keep and use for the duration of the cohort.

	6-7	<b>Examples of Shared Agreements</b>	
	8	<b>What is Identity?</b>	
	9	<b>Identity Definition</b>	
	10-11	<b>Let's Explore Identities</b>	
	12	<b>Activity: Exploring Identity (see S2.A2.Exploring Identity)</b>	
	13	<b>Discussion Questions:</b>	
	14	<b>What are you proud of?</b>	
	15	<b>Debrief, Connection to the Next Topic &amp; Check-Out Question:</b>	

- Review examples of shared agreements. Allow youth to choose any of these examples to add to the list they created
- Suggested number of agreements is 8-10  
*Optional: To narrow down your list of agreements you can have the youth vote on their top choices. Have each youth place a star/check mark/sticker/etc. beside the 5 agreements that are the most important to them - then tally the votes and select your top 8-10 agreements for cohort.*

- In this section we are going to support the youth cohort members as they take a look at themselves and think about how they show-up in the world.
- When asking youth to share, please keep in mind some youth might not feel comfortable sharing and that is okay, but remind everyone that this is a safe space for sharing.

- Read aloud the definition of identity.
- Ask youth What are some examples of identity or What makes you, you? Provide space for youth to respond.

- Review with youth the chart of examples of the types of ways we identify people
- Allow youth the opportunity to add more ideas to the chart on slide #11.

- Let youth know that you are going to do an activity in which they will explore their own identity.
- State the instructions as listed on the activity guide
- Pass out the worksheet and pens .
- Provide time for youth to complete
- Discuss using prompts including in activity guide.

- Ask the discussion questions
- Allow the group to respond and share  
*Optional: if youth are not sharing responses aloud, consider breaking the youth up into small groups to have small group conversations.*

- Have the youth take turns reading the definitions
- Guide group discussion based on questions listed
- Have the youth add their answer to 'what makes them proud' to their identity chart they can also write their answer on a post-it note and put in a shared space (i.e. on a whiteboard, the wall, a piece of chart paper)
- Read the responses aloud

- Debrief:** Share with one other person in the group- what do you love most about your identity
- Connection to Next Topic:** We will start exploring public health and racial equity, how powerful our identity is, and how we create change.
- Check-out Question:** Read aloud questions and provide opportunities for youth to share.



# Agenda/ Facilitator

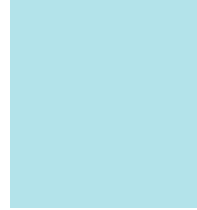
SESSION #2  
**GETTING TO KNOW  
YOURSELF & YOUR COHORT**  
ORIENTATION & TEAM-BUILDING

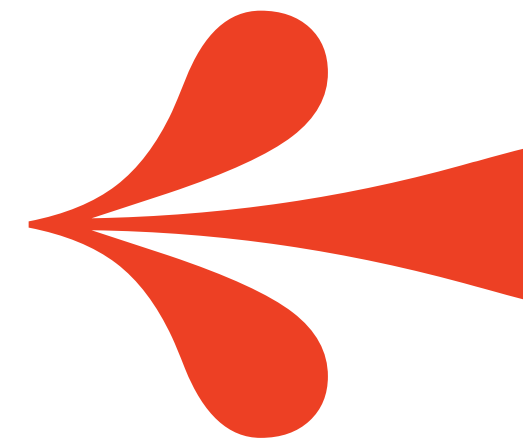
TIME SLIDE#

**16** Stay Connected

- Share social handles and encourage youth to follow
- Remind them to keep an eye out for text messages about with any cohort updates and reminders
- Remind youth of the next cohort meeting date / time / location

FACILITATOR





- OBJECTIVES:**
- \* Support youth cohort members as they build relationships with each other
  - \* Build skills and confidence needed to meet new people and form connections
  - \* Start building youth-adult partnerships connections

**MATERIALS:** Music, group prompts (see list below)

**TIME FRAME:** 10-15 minutes

- INSTRUCTIONS:**
1. Ask youth to form a circle in the middle of the room.
  2. Explain that the youth will walk around and wave, high five, and make eye contact with other group members while music is playing.
  3. When music stops, listen to the number called by the facilitator and form a group of that many people. For example, "3" is a group of 3 people.
  4. The group will then listen for the prompt and discuss amongst themselves.
  5. Encourage students to tell their name to everyone in their groups throughout the activity.
  6. Sample Prompts (feel free to come up with your own):
    - a. What is your favorite food or snack?
    - b. Favorite type of music or artist right now?
    - c. What is public health?
    - d. What are you leaving behind to be present in the room today?
    - e. What is one word about how you feel about being here?
    - f. What does community mean to you?
  7. End the activity with:
    - a. Create a secret handshake with someone you don't know. Ask people to share their hand shakes and encourage them to use them in the future.

- \* *What went well?*
- \* *What could be done differently next time?*
- \* *What is one unique thing you learned about someone today?*
- \* *What is one thing you learned about yourself today?*



# Exploring Identity

## ACTIVITY GUIDE



SESSION  
#1



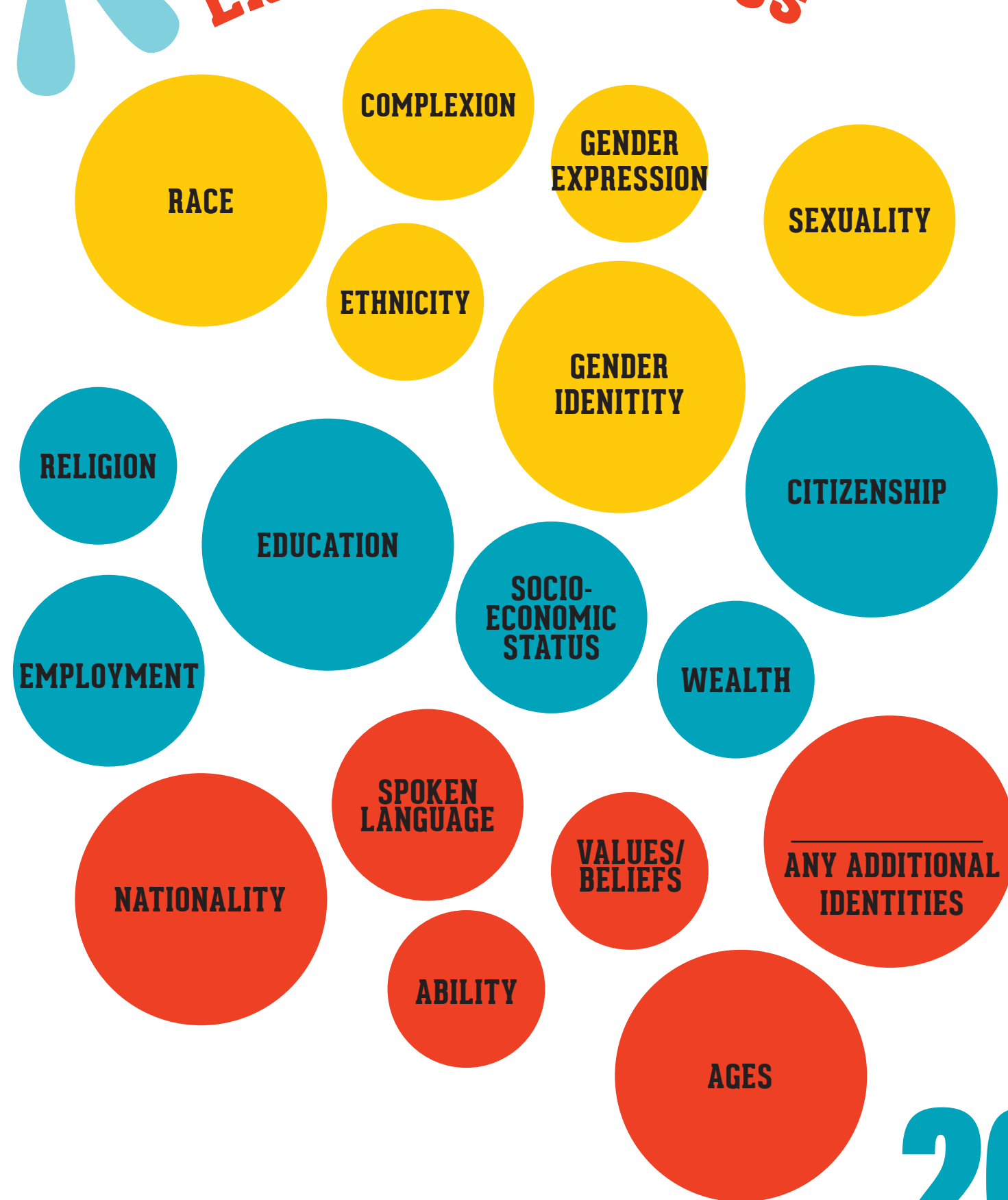
## Example Identities

- OBJECTIVES:**
- \* To help you navigate, explore, name, and reflect on your social identities
  - \* To help you understand how your identity impacts the work of equity and justice
  - \* To encourage us to embrace the power of having dominant and targeted aspects of our identity
  - \* Understanding the impact of social determinants of health

**MATERIALS:** Handouts for each cohort member, pen/pencils/markers

**TIME FRAME:** 20 minutes

- INSTRUCTIONS:**
1. Ask each cohort member to write their name in the center circle of the handout. (show sample in slide deck)
  2. Fill in aspects of your identity in the boxes surrounding the circle. Refer to the list on the other side of the handout for examples and definitions. Sentence starters to help youth answer their identities include: "I am \_\_\_\_\_", "I show up in spaces as \_\_\_\_\_". (note, this is not an exhaustive list).
  3. Allow 5-10 minutes for youth to create their identity map.



# Exploring Identity

ACTIVITY GUIDE

## Let's Explore Identities

A diagram for exploring identities. It features a central dotted circle surrounded by ten empty rectangular boxes. Two boxes are positioned above the circle, two to the left, two to the right, and two below the circle.

# Debrief/Critical

THINKING QUESTIONS:

- \* *What did you notice with this exercise? Any "Aha" moments?*
- \* *What do you like or dislike? What is frustrating? Why?*
- \* *What aspects of your identity are earned or unearned advantages?*
- \* *What did you learn about your identity that might either help you or hinder you in life?*

### SUGGESTED DEBRIEF/CRITICAL THINKING DISCUSSION POINTS:

- ➔ In the areas where a person is a member of a dominant or advantaged social group, the category is usually not mentioned. That element of their identity is so inherent that it goes without comment and the identity is often taken for granted by that dominant culture.
- ➔ Each of these categories has a form of oppression associated with it: racism, sexism, religious oppression, heterosexism, classism, ageism, ableism, etc. In each case, there is a group considered dominant (systematically advantaged by the society because of group membership) and a group considered subordinate or targeted (systematically disadvantaged).
- ➔ When we think about our multiple identities, most of us will find that we are both dominant and targeted at the same time. But it is the targeted identities that hold our attention and the dominant identities that often go unexamined. *"The task of resisting our own oppression does not relieve us of the responsibility of acknowledging our complicity in the oppression of others."* — Beverly Daniel Tatum

# Public Health & Racial Equity Part I

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**#3**  
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## Session Three

**PURPOSE:** The Public Health and Racial Equity sessions are crafted so that young people see themselves in the work, have the ability to build a critical analysis of race and racism and how it impacts our day-to-day, and how young people have always been at the forefront of change in our country.

**GOAL:** Youth will begin to develop a critical analysis and understanding of race, racism, racial equity, and the social determinants of health.

**OBJECTIVES:**

- ☛ Develop a knowledge of race, racism, racial equity, and the social determinants of health
- ☛ Understand systems and policies and the impacts on community health
- ☛ Integrate your identity and intersectionality learnings into the conversation of racial equity

**MATERIALS:**

- Laptop
- Projector and screen/white wall
- Sign-in Sheet
- Activity Guides: **S3.A1.Roots and Leaves**  
**S3.A2.YouthMovements**
- Chart Paper and Markers
- Post-its

# Agenda/ Facilitator

## SESSION #3 PUBLIC HEALTH & RACIAL EQUITY PART 1

TIME	SLIDE#		FACILITATOR
	1	<b>Welcome/Shared Customizable Slidedeck</b>	
	2	<b>Review The Objectives for the Session Today</b> (see slide)	
	3	<b>Check-In: What's your favorite thing to do after school?</b>	
	4	<b>What is Public Health?</b>	
	5	<b>What is Public Health?</b>	
	6-7	<b>Health Disparities to Health Inequities</b>	

- Ask youth to sign in as they arrive
- Settle in
- Grab food and clean up after yourselves
- Touch base with any new youth who did not receive orientation packet or pre-survey and any returning youth who did not submit orientation packet and pre-survey

- Have youth read each of the objectives for the day
- Ask if the group has any brief questions about the content of the slide

- Have the youth take turns answering the check in question

- Ask the youth to tell you what they think public health is

- Have a young person read aloud the definition of public health.
- Ask the youth: What are some examples of public health initiatives or campaigns?  
\* Hold space for youth to answer  
\* Consider writing some of the answers on the flipchart paper - ask a young person to do the writing.

- Ask 2 young people to each read one of the definitions
- Ask the youth for examples of each  
\* Suggested examples: Lower cost of tobacco products in low income neighbors (disparity) and Higher rates of menthol tobacco use among Black and African Americans (Inequity)
- Thinking back to our session about identities; how do our identities play into health inequities?  
\* As the youth start to answer - ask them if they have any control over this.  
\* An example response could be- I have no control over my identity as a person of color which means I cannot control the tobacco industry targeting me with menthol tobacco products.
- Transition: While we cannot control health disparities and health inequities due to our identities, we can influence the impact of the Social Determinants of Health (SDOH) and how they affect our health outcomes.

	8-9	<b>Social Determinants of Health</b>	
	10	<b>Social Determinants of Health</b>	
	11	<b>Cliff of Good Health</b>	
	12	<b>Cliff of Good Health</b>	

- Read aloud the definition of SDOH

- Ask the youth to read each of the 5 categories
- Discussion prompt: How can any one of these 5 categories influence health in a positive or negative way?  
\* Hold space for the youth to answer and discuss  
\* Example response: Lack of stores that sell fresh produce can lead to poor diet and subsequent health effects.

- Introduce the Cliff of Good Health - this is an analogy created by Dr. Camara Jones:  
*Camara Phyllis Jones, MD, MPH, PhD, is a senior fellow at the Satcher Health Leadership Institute and the Cardiovascular Research Institute in the Morehouse School of Medicine, and she is a past president of the American Public Health Association (2015-16). Jones is a family physician and epidemiologist whose work focuses on naming, measuring, and addressing the impacts of racism on health and well-being.*
- Play the video by Dr. Camara Jones describing the Cliff of Good Health.  
\* Debrief Questions:  
→ What does the cliff represent?  
→ What does the ambulance represent? The net? The fence?  
→ What causes people to live in one city versus another?  
→ Is it possible for someone to move from one city to another?  
→ What can be done to address these issues?  
→ How does the cliff of good health connect to the social determinants of health?  
*Note: If systemic racism is addressed during debrief let youth know you will dive into that part more during the cohort session. If youth do not bring up systematic racism ask: What is missing from this conversation? Answer systemic racism - we will dive into that part more during our next cohort session.*

- Ask the youth: What are some public health or social policy wins in our country that have helped keep people away from the cliff?
- Ask the participants to think about the successes we have had in our country, make a list of things that we have done well to improve health outcomes
- Examples:  
→ Tobacco Free Schools/Restaurants      → Covid vaccine  
→ Seatbelts      → Safer workplaces  
→ Raising the smoking age to 21      → Food safety [FDA]
- Ask the youth, what health issues are young people and their communities currently facing that they would like to improve.  
\* Make a list of the answers to the last question on flipchart paper - it is important to start learning as a facilitator what are the challenges this cohort is facing so you can make other sessions more relatable and continue to build connections with youth leaders.

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# Agenda/ Facilitator

## SESSION #3 PUBLIC HEALTH & RACIAL EQUITY PART 1

TIME	SLIDE#		FACILITATOR
	13-14	<b>Roots &amp; Leaves Activity:</b> S3.A1. Roots and Leaves <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduce the concept of this activity:               <ul style="list-style-type: none"> <li>* Now that we have looked at some of the barriers to health and wellness, we are going to dig a little deeper.</li> <li>* We are going to be deconstructing systemic issues impacting our health outcomes in America.</li> <li>* We are wanting to look at the root causes of these issues and what continues to perpetuate them.</li> </ul> </li> <li><input type="checkbox"/> Follow the activity directions and make sure to float around the room checking on groups as they are talking and discussing these complex issues.</li> </ul>	
	15	<b>Present Out Roots and Leaves</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Have each group share their trees.</li> </ul>	
	16	<b>Roots and Leaves Discussion Questions</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> What stood out to you during this activity?</li> <li><input type="checkbox"/> What is the cost associated with each of these areas of the tree (looking at your example)?</li> <li><input type="checkbox"/> Which one lasts longer - efforts addressing the leaves or the roots? Why?</li> <li><input type="checkbox"/> How many people could be impacted by changes to the leaves and/or changes to the roots?</li> </ul>	
	17	<b>Youth-Led Movements</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Now that we have spent a good amount of time looking at public health, the social determinants of health and the root causes of health disparities - we want to start discussing solutions.               <p><i>Note: Next session we will dive into race and racism and how it impacts public health but we wanted to start the conversation by identifying the current inequities and some movements that have mattered in our country.</i></p> </li> </ul>	
	18	<b>Youth Movements Activity:</b> S3.A2. YouthMovements <ul style="list-style-type: none"> <li><input type="checkbox"/> We are going to do an activity that starts to look at the power of young people in changing our communities.</li> <li><input type="checkbox"/> Using the activity description, share instructions with youth</li> <li><input type="checkbox"/> Implement activity</li> </ul>	
	19-20	<b>Youth Movements Activity</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Share the answers to the game</li> <li><input type="checkbox"/> See how many matches the youth were able to get</li> <li><input type="checkbox"/> <b>Debrief Questions:</b> <i>[check the time - you don't have to ask all of these questions - the next slide has really important questions to ask]</i></li> </ul>	

	19-20 continued	<b>Youth Movements Activity</b> <ul style="list-style-type: none"> <li>* What stood out to you during this activity? (i.e. the span of dates vs. the current date - it hasn't been that long)</li> <li>* What would have been different if young people had not been involved?</li> <li>* Are there other youth-led movements you can think of?</li> </ul> <p><i>Note: Feel free to let the youth google more information about these movements and challenge them to go home and read more about these successes and frameworks for policy and systems change.</i></p>	
	21	<b>Discussion to continue to tie the topics together:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ask the youth these questions and record answers on flipchart paper           <ul style="list-style-type: none"> <li>* What issues were these youth-led movements addressing that connect to the SDOH?               <ul style="list-style-type: none"> <li>-&gt; Examples response: education, immigration, public safety</li> </ul> </li> <li>* What issues are you seeing in your community that are connected to the SDOH?</li> </ul> </li> <li><input type="checkbox"/> Once the youth list some issues, ask them:           <ul style="list-style-type: none"> <li>* Why do you think other young people were involved?</li> <li>* What do you think inspired the young people?</li> <li>* What made them want to join forces with adults and/or lead these movements on their own?</li> </ul> </li> </ul>	
	22-23	<b>Youth &amp; Adult Partnerships for Change</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduce youth and adult partnerships           <ul style="list-style-type: none"> <li>* Based on the understanding of mutually beneficial nature of interaction whereby both youth and adults have something different yet equally valuable to share with one another.</li> </ul> </li> <li><input type="checkbox"/> Discussion Questions: If time allows, divide the youth leaders into 3 groups and have each of them take one of the questions below, making a list of responses on flipchart paper           <ul style="list-style-type: none"> <li>* What do you wish adults knew about young people?</li> <li>* What do you need from adults in order to be engaged in movements?</li> <li>* What does an effective youth-adult partnership look like?</li> </ul> </li> <li><input type="checkbox"/> Youth can showcase their answers anyway they chose (examples: writing and drawing)</li> <li><input type="checkbox"/> Hold space for additional questions and discussion</li> </ul>	
	24	<ul style="list-style-type: none"> <li><input type="checkbox"/> Share the video about what youth need from adults - this video was created by YES! for Equity at the Partnership for Southern Equity</li> </ul>	
	25	<b>Debrief, Connection to Next Topic, Check Out Question</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Debrief:</b> Today's session laid the groundwork for our larger discussion about the social determinants of health, how race and racism contribute to the social determinants of health and how young people working alongside adults have the power to create community change.</li> <li><input type="checkbox"/> <b>Connection to the next topic:</b> During our next cohort session, we will take a deeper look at definitions, what does racial equity look like in terms of public health and what does it mean to have power to create community change.</li> <li><input type="checkbox"/> <b>Check-Out Question:</b> If you could be a character in your favorite cartoon or show, what would it be?</li> </ul>	

CONTINUE on page 29 ->





# Debrief/Critical

## THINKING QUESTIONS:



- \* *What stood out to you during this activity?*
- \* *What are some root causes you notice that have created multiple issues?*
- \* *Which one lasts longer - efforts addressing the leaves or the roots? Why?*
- \* *How many people could be impacted by changes to the leaves and/or changes to the roots?*
- \* *Which root causes can be influenced by policy change? (Try to guide participants to not just pinpoint something like greed as a reason for the many issues we may list on the trunk of the tree. There is no policy solution for our nation's greed. There is a policy solution for the issues that we work on in our communities!\_*
- \* *What is the cost associated with each of these areas of the tree (looking at your example)?*

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# Youth-Lead Movements

## ACTIVITY GUIDE



- OBJECTIVES:**
- \* Youth will identify historical moments when past youth movements accelerated and led to policy or systems change
  - \* Youth will learn about generational power in history
  - \* Youth will see themselves as change agents

**MATERIALS:**  Youth Movement and Outcomes for All Handout

**TIME FRAME:** 15-20 minutes

- INSTRUCTIONS:**
1. Print the list of youth-led movements and cut each one apart into strips. Keep the movement name and the description on one strip.
  2. Pass out the strips of paper to the young people - giving them one each.
  3. Ask the youth leaders to put the events in order of what happened first chronologically in time.
  4. Once the youth leaders have decided they are done, pull up the slides, review and see how many they got in the correct order.
- Optional:** if you have a smaller group and have more time, you can separate the movement from the description and have youth match up the pair before having the young people put them into chronological order.

# Debrief/Critical

## THINKING QUESTIONS:



1. *What stood out to you during this activity?*
2. *What would have been different if young people had not been involved?*
3. *Are there other youth-led movements you can think of?*
4. *What were the key roles of young people in these movements?*
5. *What movements do you want to be involved in and/or lead?*

### YOUTH-LED MOVEMENT

### OUTCOMES FOR ALL

#### March of the Mill Children

Fair Labor Standards Act of 1938 would ban child labor practices.

#### School Walk Out of all-black H.S. led by 16 y.o Barbara Johns Farmville, Virginia

One of the 5 cases cited by the NAACP in the Brown vs Board of Education desegregation ruling of 1954.

#### The Little Rock Nine

Tested the Brown ruling; Ernest Green became the first African-American to graduate from the school.

#### The Children's Crusade Birmingham, Alabama

The city agreed to desegregate its business and other national civil rights legislation.

#### 1960/1970s Vietnam War Protests

Protests began in the early 1960's and peaked in 1968 when the war was costing taxpayers \$25 billion annually and had already taken over 15,000 lives. And still, the draft was calling 40,000 young men into service every month. Young protesters gathered by the thousands in Washington, DC, marched to the Pentagon, and made their voices heard from coast to coast.

#### answers

1. June 1903 - March of the Mill Children / 2. 1951 - School Walk Out of all-black high schools led by 16 y.o Barbara Johns- Farmville, Va / 3. 1957 - The Little Rock Nine / 4. 1963 - The Children's Crusade- Birmingham, Alabama / 5. 1960/1970s - Vietnam War Protests / 6. 1971 - Ratified 26th Amendment / 7. 2006 - Immigration Rights Marches / 8. 2010 - present - Immigration Reform, Dreamers / 9. 2013 - present - Black Lives Matter Movements / 10. 2018 - present March For Our Lives- Parkland Students





# Session Four



## Public Health & Racial Equity Part II

SESSION  
**#4**  
NEXT PAGE

**PURPOSE:** The Public Health and Racial Equity sessions are crafted so youth see themselves in the work, have the ability to build a critical analysis of race and racism and how it impacts our day to day, and how young people have always been at the forefront of change in our country.

**GOAL:** Youth will begin to develop a critical analysis and understanding of race, racism, racial equity, and the social determinants of health.

- OBJECTIVES:**
- 🎯 Develop a knowledge of race, racism, racial equity, and the social determinants of health
  - 🎯 Understand systems and policies and the impact on community health
  - 🎯 Integrate your identity and intersectionality learnings into the conversation of racial equity

- MATERIALS:**
- |   |  |
|---|--|
| <input type="checkbox"/> Laptop and Projector with Screen                                 | <input type="checkbox"/> Chart Paper and Marker  |
| <input type="checkbox"/> Projector with Screen  | <input type="checkbox"/> Google Slides: #13 - #24  |
| <input type="checkbox"/> Sign-in sheet  | <input type="checkbox"/> Flashcards of Types of Structural Racism (4 - 5 sets) (printable version in activity guide) |
| <input type="checkbox"/> Activity Guides:<br>S4.A1_NameThatRacism<br>S4.A2_MirrorActivity | <input type="checkbox"/> Speakers & Music Playlist (2-3 songs needed)  |

# Agenda/ Facilitator

## SESSION #3 PUBLIC HEALTH & RACIAL EQUITY PART 2

TIME	SLIDE#		FACILITATOR
	1	<b>Welcome/Shared Customizable Slidedeck</b>	
		<input type="checkbox"/> Ask youth to sign in as they arrive <input type="checkbox"/> Settle in <input type="checkbox"/> Grab food and clean up after yourselves	
	2	<b>Review the objectives for the session today</b>	
		<input type="checkbox"/> Have youth read each of the objectives for the day <input type="checkbox"/> Ask if the group has any brief questions about the content of the slide	
	3	<b>Check-In: What is your favorite dance move?</b>	
		Ask the youth to demonstrate if they would like to - if you have music, this would be a great time to use it.	
	4	<b>Session #3 Rewind:</b>	
		<input type="checkbox"/> Since this is Part II of Public Health and Racial Equity - we want to do a quick check-in to see what youth remember from our last session. <input type="checkbox"/> Ask the youth some of the main things they remembered from Session #3 <input type="checkbox"/> Have someone write the main topics on flipchart paper <input type="checkbox"/> If youth are having trouble remembering, go to the next slide and see if that helps them remember some of the items discussed. <input type="checkbox"/> Today we will be building on these concepts	
	5	<b>Word Cloud</b>	
		<input type="checkbox"/> During session #3, we discussed public health, health disparities and inequities, the social determinants of health, root causes of these issues, and youth-led movements for change. <input type="checkbox"/> We ended on youth-adult partnerships and we started thinking about how youth and adults can work together to solve systemic problems. <input type="checkbox"/> In today's session, we are going to take a deeper dive into race, racism and racial equity as we work to better understand our communities, our country and how young people are capable of creating lasting change. <input type="checkbox"/> If at any time you feel like you need to take a break because of the heaviness of the content, feel free to [please fill in an appropriate activity or space for someone to take a break].	

	6-7	<b>What is Race?</b>	<input type="checkbox"/> Ask youth to answer the question aloud	
	7	<b>What is Race?</b>	<input type="checkbox"/> Read definition from slide <input type="checkbox"/> Ask youth discussion questions and allow time for responses? * <i>How has race impacted our country?</i> * <i>How has the concept of race contributed to health disparities and inequities?</i>	
	8-9	<b>What is Racism?</b> (use graphic on slide 9 to discuss)	<input type="checkbox"/> Talk through each element of the equation recognizing that it can't be racism unless there is the power of a system that creates advantage & oppression based on someone's race. → <i>Racial Prejudice: Preconceived opinion centered on race that is not based on reason or actual experience.</i> → <i>Racial Discrimination: The unjust or prejudicial treatment of different people, especially on the grounds of race (construct), ethnicity, age, sex, or disability.</i> → <i>Social Power + Institutional Power: The ability of official authority to decide what is best for others. The ability to decide who will have access to resources. The capacity to exercise control over others.</i> → <i>Combined, these forces create a system of advantage and oppression based on the social construct of Race = Racism.</i> <input type="checkbox"/> This is why Black and brown folks cannot be racist - they can be racially prejudice or discriminate against other people - because racism requires systemic power. <input type="checkbox"/> Ask if anyone has an example of racism and then as a group breakdown the social and institutional power that is at play.	
	10-11	<b>What is Structural Racism?</b>	<input type="checkbox"/> Read aloud the definition	
	12	<b>Types of Structural Racism</b>	<input type="checkbox"/> Ask youth to take turns reading the definitions of the 4 types structural racism. <input type="checkbox"/> Ask the youth to provide an example of each type of structural racism.	
	13	<b>Activity: Name That Racism</b> S4.A1.NameThatRacism	<input type="checkbox"/> Using the activity sheet, decide how you want the youth to participate <input type="checkbox"/> Introduce the concept of this activity <input type="checkbox"/> Implement activity per activity guidelines using slides 14-24	
	14	<b>Types of Structural Racism:</b>	<input type="checkbox"/> Briefly review the 4 types of structural racism as these are their answer options for activity * <i>Personal</i> * <i>Cultural</i> * <i>Institutional</i> * <i>Internalized</i>	

CONTINUE on page 39 →

# Agenda/ Facilitator

## SESSION #4 PUBLIC HEALTH & RACIAL EQUITY PART 2

TIME	SLIDE#		FACILITATOR
	15	<b>Name that form of racism</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Share the 4 maps and talk about what the youth are seeing on the maps; adult smoking prevalence, smoking attributable mortality rates, % of residence living in poverty, tobacco retailer density</li> <li><input type="checkbox"/> Low-income neighborhoods in Philadelphia have more tobacco marketing, more tobacco retailers, higher rates of smoking, and more tobacco-related deaths.</li> <li><input type="checkbox"/> In Philadelphia, almost half of all tobacco retailers (48%) are located in low-income communities.</li> <li><input type="checkbox"/> Name that form of racism...</li> </ul>	
	16	<b>Types of Structural Racism</b> <ul style="list-style-type: none"> <li>* Personal</li> <li>* Institutional</li> <li>* Cultural</li> <li>* Internalized</li> </ul>	
	17	<b>Name that form of racism</b> <p><i>In 2006 Kiri Davis conducted an experiment with 21 African-American preschool children for her documentary A Girl Like Me. Davis found that 15 of the children chose white dolls over black dolls, giving similar reasons as the original Clark Doll Study that associated white with "pretty" or "good" and black with "ugly" or "bad."</i></p> <p>Name that form of racism...</p>	
	18	<b>Types of Structural Racism</b> <ul style="list-style-type: none"> <li>* Personal</li> <li>* Institutional</li> <li>* Cultural</li> <li>* Internalized</li> </ul>	
	19	<b>Name that form of racism</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Whitening products in communities of color, namely in African and Asian diaspora</li> <li><input type="checkbox"/> BIPOC determining their worth based off not only their skin color, but also their skin tone</li> <li><input type="checkbox"/> Disliking one's natural hair</li> <li><input type="checkbox"/> Name that form of racism...</li> </ul>	
	20	<b>Types of Structural Racism</b> <ul style="list-style-type: none"> <li>* Personal</li> <li>* Institutional</li> <li>* Cultural</li> <li>* Internalized</li> </ul>	
	21	<b>Name that form of racism</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review the 4 tobacco ads with the youth participants</li> <li><input type="checkbox"/> The tobacco industry spends roughly \$8.4 billion annually on point of sale (pos) advertising - known to directly impact young people.</li> <li><input type="checkbox"/> Truth Initiative researchers found that in predominantly Black neighborhoods in Washington, D.C. there were up to 10 times more tobacco ads than in areas with fewer Black residents.</li> <li><input type="checkbox"/> Name that form of racism...</li> </ul>	

	22	<b>Types of Structural Racism</b> <ul style="list-style-type: none"> <li>* Personal</li> <li>* Institutional</li> <li>* Cultural</li> <li>* Internalized</li> </ul>	
	23	<b>Name that form of racism</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> This is a map of the City of Philadelphia</li> <li><input type="checkbox"/> In 1934, the Federal Housing Administration was created to make homeownership more accessible to American citizens.</li> <li><input type="checkbox"/> Their system rated neighborhoods from A- Green to D- Red, according to their perceived stability.</li> <li><input type="checkbox"/> White neighborhoods "without a single foreigner or negro" were rated A and received major investments and businesses.</li> <li><input type="checkbox"/> Neighborhoods rated D indicated that black people lived there and were literally redlined on city maps to indicate that no investments or loans should be given out in that area.</li> <li><input type="checkbox"/> The impacts of this discrimination can still be seen everywhere but especially in major cities.</li> </ul> <p>Name that form of racism...</p>	
	24	<b>Types of Structural Racism</b> <ul style="list-style-type: none"> <li>* Personal</li> <li>* Institutional</li> <li>* Cultural</li> <li>* Internalized</li> </ul>	
	25	<b>Impact of institutional racism:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Share these three maps of Philadelphia                             <ul style="list-style-type: none"> <li>* Poverty rates</li> <li>* Life expectancy by year</li> <li>* Health outcomes by zip code</li> </ul> </li> <li><input type="checkbox"/> Ask the youth what they notice about these maps?</li> <li><input type="checkbox"/> What similarities do they see of these maps and the redlining map (found on slide 23 of activity)?</li> <li><input type="checkbox"/> What was the impact of the decisions made by banks - based solely on the construct of race?</li> </ul>	
	26	<b>Social and Economic Factors Drive Health Outcomes</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> As we look at the social determinants of health chart and think about what we learned last session and our conversations today about structural racism ...                             <ul style="list-style-type: none"> <li>* What do you notice?</li> <li>* How does racism and discrimination impact these areas?</li> <li>* How does racism and discrimination continue to progress and impact communities of color and other oppressed groups of people?</li> </ul> </li> </ul>	
	27	<b>Systemic Racism [another term for structural racism]</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Watch this video to recap the full conversation about race, racism and structural racism</li> </ul>	
	28	<b>So what now?</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> We recognize that these issues are complex but we know that we can work collectively towards creating more a equitable society</li> <li><input type="checkbox"/> But first we need to take a look at what is equity</li> </ul>	

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# Agenda/ Facilitator

## SESSION #4 PUBLIC HEALTH & RACIAL EQUITY PART 2

TIME	SLIDE#		FACILITATOR
	29	<b>Equity vs. Equality</b> (transition)	
	30	<b>Equity/Equality</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use the discussion questions to open the conversation about equity versus equality and how they are not interchangeable                             <ul style="list-style-type: none"> <li>* What do you notice about these pictures?</li> <li>* What are the differences?</li> <li>* Can you define the two words by using these pictures?</li> </ul> </li> <li><input type="checkbox"/> Examples                             <ul style="list-style-type: none"> <li>* Equality: everyone has a bike</li> <li>* Equity: everyone has a bike that works for them</li> </ul> </li> </ul>	
	31	<b>Discussion Question</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ask the youth: What does a racially equitable society look like?</li> <li><input type="checkbox"/> Provide time for them to answer - time permitting write answers on flipchart</li> </ul>	
	32	<b>Racially Equitable</b> <input type="checkbox"/> Ask a young person to read the definition on the slide	
	33	<b>So how do we get there?</b> (transition)	
	34	<b>Youth + Adult Power of Change</b> (transition)	
	35	<b>Mirror Activity:</b> S4.A2.Mirror Activity <ul style="list-style-type: none"> <li><input type="checkbox"/> The purpose of this activity is to help the youth leaders and the adults in the room better understand power.</li> <li><input type="checkbox"/> What it feels like to lead in situations of power and what it feels like to follow and /or be the recipient of directives of power.</li> <li><input type="checkbox"/> Please instruct the cohort members through this process and allow them to have some fun while doing it.</li> <li><input type="checkbox"/> Use debrief questions in the Activity Guide</li> </ul>	
	36-37	<b>So what is power?</b> (transition question) <ul style="list-style-type: none"> <li><input type="checkbox"/> Have three youth volunteers read aloud their different definitions of power</li> </ul>	

	38	<b>Power</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ask the question- What has historically held power?</li> <li><input type="checkbox"/> Record responses using flipchart paper</li> </ul>	
	39	<b>Power</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ask the question- What power do you have?</li> <li><input type="checkbox"/> Record response using flipchart paper</li> </ul> <p><i>Fun Fact: According to a Bloomberg report from last year (2022), young students and professionals command \$360 billion in disposable income. [GenZ]</i></p>	
	40	<b>Debrief, Connection to Next Topic, Check-out Question</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Debrief:</b> We have discussed the interconnectedness of race, racism, power, health, health outcomes and systems for change. Being able to name what is happening and why it is happening is the first step to being able to dismantle oppressive systems and create community change.</li> <li><input type="checkbox"/> <b>Connection to the next topic:</b> During our next cohort session, we will be doing our community mapping project to help us really see and experience how systems impact our environment using the tobacco industry as an example. <i>[Include information for community mapping trip]</i></li> <li><input type="checkbox"/> <b>Check-out Question:</b> If you could have any superpower what would it be?</li> </ul>	
	41	<b>Stay Connected</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Share social handles and encourage youth to follow</li> <li><input type="checkbox"/> Remind them to keep an eye out for text messages about with any cohort updates and reminders</li> <li><input type="checkbox"/> Remind youth of the next cohort meeting date /time / location</li> </ul>	

# Name That Racism

## ACTIVITY GUIDE



SESSION  
#4

### ACTIVITY OVERVIEW/GOAL:

The purpose of this activity is to help the youth leaders and adults in the room better understand structural racism and how it shows up on four different levels; personal, cultural, institutional and internalized. We recognize that racism is a system of power that decides advantages and oppression based on the construct of race. This activity should help youth and adults be able to put words to what they are experiencing and observing in their communities and start a conversation about dismantling racism.

### MATERIALS:

- Slides: #13 - #24
- Flashcards of Types of Structural Racism (4 - 5 sets) (printable version below)

### INSTRUCTIONS:

- Divide the participants into pairs
- Review the 4 types of structural racism and talk about examples of each
- Pass out sets of flashcards to each group - each team should have 4 cards
- As you go through the scenario slides the group decides which type of racism it is, and selects that card
- Once groups have decided and selected their card, one team member stands up signifying they are ready to answer
- On the count of 3, have each group flip over their card
- Note, some of the scenarios will have more than one answer
- Allow the teams to share why they picked what they picked and award a point to the teams that got the match (this can be more than one team)
- Repeat through all the scenarios
- At the end, have the teams tally up their points and declare a winner

### answers

1. Slide #15 - Institutional/Cultural / 2. Slide #17 - Internalized/Personal / 3. Slide #19 - Cultural/Internalized / 4. Slide #21 - Cultural/Institutional / 5. Slide #23 - Institutional

# Debrief/Critical

## THINKING QUESTIONS:



- \* *Which part of this exercise was the easiest? Why? Which situation were you most comfortable doing?*
- \* *How could this activity relate to youth and adults working together?*
- \* *How does this activity of power relate to the community and your role in the community?*

*(e.g., Most of us are used to situations where one person leads and another person follows. When neither person was the leader, you had to pay more attention. You couldn't go off and do your own thing or let others go off and do theirs. No one had the power or the control: We had to work together. But we didn't quite know how to do that. When no one was supposed to take control, everyone sort of sighed, like "how do we move, then?" It takes a lot more effort, effort from both sides, to share the lead and work together.)*

*Most of us are unaccustomed to working in the dynamic represented in the second part of the mirror exercise — where the lead or power is shared, especially with adults and youth. This power dynamic too often leads to youth being denied power and control over their own lives, and to the experience of young people being negated.*

CeCELIA NATION with LAUREN STEVENSON

Nation, C. and Stevenson, L. [2001] Balance of Power: Making Sure Youths are Seen and Heard. Reaching Today's Youth. Vol.5 No.3. pp 5-6.

# The Mirror: Balance of Power

## ACTIVITY GUIDE

## SESSION #4

### ACTIVITY OVERVIEW/GOAL:

The purpose of this activity is to help the youth leaders and the adults in the room better understand power. What it feels like to lead in situations of power and what it feels like to follow and/or be the recipient of directives of power. Please instruct the cohort members through this process and allow them to have some fun while doing it.

### MATERIALS:

- Speakers
- Music Playlist

### INSTRUCTIONS:

1. Find a partner you didn't know before arriving (it's okay if they know one another, just pair up), and agree which one will be partner "A" and which one partner "B".
2. Ask the cohort members to stand face-to-face with their partner. A's, move slowly in whatever way you would like. B's, physically mirror your partners' activities as closely as you can (time for 30 seconds). [PLAY MUSIC for the amount of time]
3. Now switch places: leaders become followers and vice versa (time for 30 seconds). [PLAY MUSIC for the amount of time]
4. Now continue moving but now neither person is the leader (time for 30 seconds). [PLAY MUSIC for the amount of time]

# Debrief/Critical

## THINKING QUESTIONS:

- \* *Which part of this exercise was the easiest? Why? Which situation were you most comfortable doing?*
- \* *How could this activity relate to youth and adults working together?*
- \* *How does this activity of power relate to the community and your role in the community?(e.g., Most of us are used to situations where one person leads and another person follows. When neither person was the leader, you had to pay more attention. You couldn't go off and do your own thing or let others go off and do theirs. No one had the power or the control: We had to work together. But we didn't quite know how to do that. When no one was supposed to take control, everyone sort of sighed, like "how do we move, then?" It takes a lot more effort, effort from both sides, to share the lead and work together.)*
- \* *Most of us are unaccustomed to working in the dynamic represented in the second part of the mirror exercise — where the lead or power is shared, especially with adults and youth. This power dynamic too often leads to youth being denied power and control over their own lives, and to the experience of young people being negated.*

CeCELIA NATION with LAUREN STEVENSON  
Nation, C. and Stevenson, L. (2001) Balance of Power: Making Sure Youths are Seen and Heard. Reaching Today's Youth. Vol.5 No.3. pp 5-6.





<b>Internalized</b>	<b>Cultural</b>
<b>Personal</b>	<b>Institutional</b>



# Session Five



## Topic Session-Tobacco

SESSION  
**#4**  
NEXT PAGE

**PURPOSE:** The topic session is a time to educate youth on the specific topic of the cohort. This provides knowledge and context for a future community mapping trip and advocacy efforts.

**GOAL:** Youth will begin to develop a critical analysis and understanding the tools and tactics of the tobacco industry and its health impacts. .

**OBJECTIVES:**

- ☛ Develop a knowledge of tobacco products and their health effects
- ☛ Understand the impacts of big tobacco tactics and tobacco advertisements
- ☛ Understand the impact of the tobacco industry in different communities
- ☛ Understand roles for community mapping trip

**MATERIALS:**

- Laptop
- Projector with Screen/white wall
- Sign-in sheet
- Activity Guides:
  - S5.A1\_TobaccoAndTheBody
  - S5.A2\_BlackLivesBlackLungs
- Community Mapping Toolkit
- Chart Paper and Markers

# Agenda/ Facilitator

## SESSION #5 TOPIC SESSION- TOBACCO

TIME	SLIDE#		FACILITATOR
	1	<b>Welcome/Shared Customizable Slidedeck</b>	
		<input type="checkbox"/> Ask youth to sign in as they arrive <input type="checkbox"/> Settle in <input type="checkbox"/> Grab food and clean up after yourselves	
	2	<b>AI Mission, Goal &amp; Objectives</b>	
		<input type="checkbox"/> Read the mission and session goal <input type="checkbox"/> Have youth read each of the objectives for the day the content of the slide <input type="checkbox"/> Ask if the group has any brief questions about the content of the slide	
	3	<b>Check-In</b>	
		<input type="checkbox"/> Read the check-in question- "What are you currently watching? Is there a movie or show that you are excited to watch?" <input type="checkbox"/> Allow youth a chance to respond.	
	4	<b>Types of Tobacco Products</b>	
		<input type="checkbox"/> Ask youth to name different types of tobacco products. <input type="checkbox"/> Write responses on whiteboard or chart paper	
	5-6	<b>Types of Tobacco Products</b>	
		<input type="checkbox"/> Review the traditional and electronic/ vaping products shown on the slides. <input type="checkbox"/> Highlight any products that the youth did not list. <input type="checkbox"/> Have a brief discussion regarding the products <ul style="list-style-type: none"> <li>* Are there any products you weren't aware of?</li> <li>* What products do you think are most common?</li> <li>* What products do you see your peers using?</li> </ul> <p><i>Note: FDA definition of tobacco- any product made or derived from tobacco, or containing nicotine from any source, that is intended for human consumption, including any component, part, or accessory of a tobacco product (aka e-cigarettes/vaping devices are tobacco products)</i></p>	
	7-8	<b>Activity: Tobacco and the Body</b> S5.A1.TobaccoandThe-Body	
		<input type="checkbox"/> Introduce the concept of this activity <input type="checkbox"/> Implement activity per activity guidelines	
	9	<b>Health Disparities</b>	
		<input type="checkbox"/> Review definition of health disparities <ul style="list-style-type: none"> <li>* Preventable differences in the burden of disease, injury, violence, or opportunities to achieve optimal health that are experienced by socially disadvantaged populations.</li> </ul>	

	10-17	<b>Health Disparities</b>	
		<input type="checkbox"/> On each slide review the tobacco-related health disparity highlighted, take some time to read the statistics noted <ul style="list-style-type: none"> <li>* Low-income neighborhoods</li> <li>* Women</li> <li>* Youth</li> <li>* LGBTQ Community</li> <li>* Mental Illness</li> <li>* Black/African American</li> <li>* Military</li> <li>* Hispanic/Latino</li> </ul>	
	18	<b>Health Disparities</b>	
		<input type="checkbox"/> Use the discussion questions listed to facilitate a conversation with the group about what you read regarding tobacco health disparities.	
	19-21	<b>Black Lives/ Black Lungs</b> S5.A2_BlackLives-BlackLungs	
		<input type="checkbox"/> We've discussed the tobacco disparities and how the tobacco industry targets specific groups- we are going to watch the documentary Black Lives/ Black Lungs to dive into how the two are connected. <input type="checkbox"/> <b>Optional:</b> provide background on the documentary via included activity guide <input type="checkbox"/> Watch the documentary <input type="checkbox"/> Use provided discussion question to facilitate conversation about the documentary	
	22-29	<b>Tobacco Ad: Spot the Similarities</b>	
		<input type="checkbox"/> As seen with the documentary, the tobacco industry has a history of targeting specific communities. Tobacco products contain nicotine, which is a highly addictive substance, so these communities are being advertised to in hopes of them being a long term customer of the tobacco product. <input type="checkbox"/> Review the ads on slides 23-29 and use discussion questions to prompt conversation. <input type="checkbox"/> Discussion Questions <ul style="list-style-type: none"> <li>* Who is their intended audience?</li> <li>* Do any of these audiences match up with those disproportionately affected by tobacco use?</li> <li>* What do they want the viewer to think/believe about their product?</li> <li>* Emphasize how ads focus on people's identities, groups that they belong, or interest to invoke a connection to the ad.</li> <li>* What elements are used in these pictures to target the audience?</li> </ul>	
	30	<b>Tobacco Ad</b>	
		<input type="checkbox"/> Key takeaways <ul style="list-style-type: none"> <li>* New product, same tactics</li> <li>* E-cigarette ads follow the trends of the previous cigarette ads</li> <li>* Generational differences</li> <li>* Tobacco industry has historically used celebrities and currently uses influencers to promote their products</li> <li>* Targeting of specific populations</li> </ul>	

CONTINUE on page 23 →

# Agenda/ Facilitator

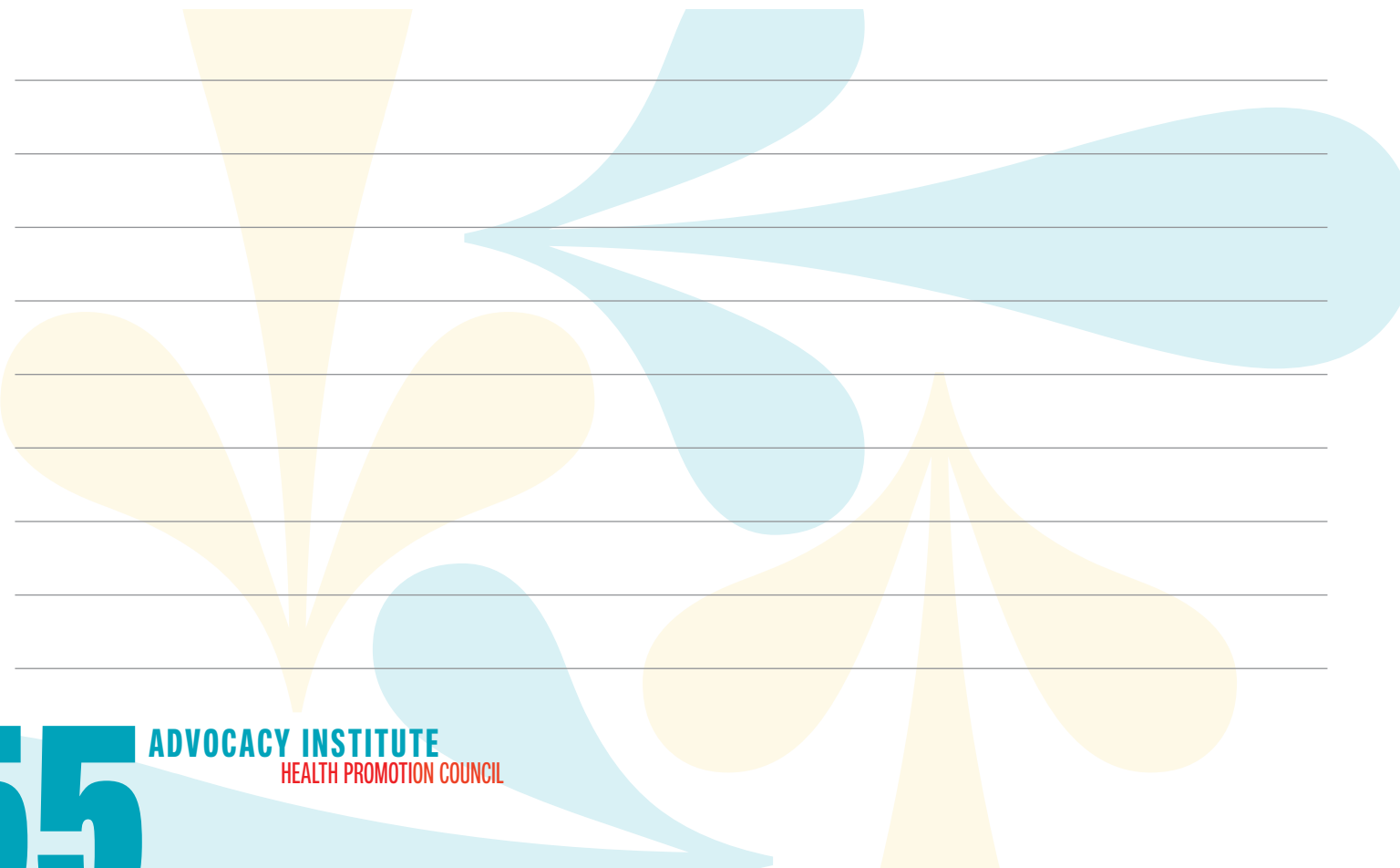
SESSION #5  
**TOPIC SESSION-  
TOBACCO**

TIME	SLIDE#		FACILITATOR
	31-32	<b>Quit Resources</b>	
		<ul style="list-style-type: none"> <li><input type="checkbox"/> There are free resources available for youth/young adults to assist them in quitting.</li> <li><input type="checkbox"/> It is great to be aware of these to share with friends and family who may need them.</li> <li><input type="checkbox"/> Resources:               <ul style="list-style-type: none"> <li>* My Life My Quit- through PA Free Quitline</li> <li>* phone, text and online options</li> <li>* Text "start my quit" to 36072 or call 855-891-9989</li> <li>* This Is Quitting- through Truth Initiative</li> <li>* text based program</li> <li>* Text "DitchJuul" to 88709</li> <li>* NOT for Me- through American Lung Association</li> <li>* self-guided online program</li> <li>* Vist notforme.org</li> </ul> </li> </ul>	
	33	<b>Community Mapping Trip</b>	
		<ul style="list-style-type: none"> <li><input type="checkbox"/> Introduce the community mapping trip session and share with participants where the trip will be taking place (the community / area you all will be visiting, and the store you will all be doing an assessment of).</li> <li><input type="checkbox"/> At this point you should hand out a copy of the Community Mapping Toolkit to every participant so that they can follow along. Have them write their names on the front page.</li> <li><input type="checkbox"/> Collect them at the end of this session and distribute them again at the beginning of session 6.</li> </ul>	
	34	<b>Community Mapping</b>	
		<ul style="list-style-type: none"> <li><input type="checkbox"/> This section will help participants understand what community mapping is, why it's important, and how we are going to do it. Ask 3 participant to volunteer to read the following:               <ol style="list-style-type: none"> <li>1. What is Community Mapping?</li> <li>2. Why is it important?</li> <li>3. How are we going to do it?</li> </ol> </li> </ul>	
	35	<b>Why are we doing this?</b>	
		<ul style="list-style-type: none"> <li><input type="checkbox"/> Participants will have the opportunity to learn about statistics and data on tobacco use and marketing/advertisement by big tobacco. Which will then help participants understand the reason behind why this trip is essential to the cohort and important to the work they've been learning about. Have volunteers read out the bullet points one by one.</li> </ul>	

	36	<b>Choose your Team!</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Explain to participants that they will have to choose or be assigned to a team (exterior team or interior team). With each team having a photographer. Ask 3 volunteers to read the sections on this slide.</li> <li><input type="checkbox"/> Now you should divide the room into their assigned teams, allow teams to take a few minutes to review, with a facilitator, the roles and responsibilities of their team (found on Page 2 of the Community Mapping Toolkit)</li> <li><input type="checkbox"/> The Exterior Team           <ul style="list-style-type: none"> <li>* Will evaluate the outside of the store for advertisements on the walls, windows, doors, and building property.</li> </ul> </li> <li><input type="checkbox"/> The Interior Team           <ul style="list-style-type: none"> <li>* Will use the assessment tool to collect information about tobacco advertisement and product availability present inside the store.</li> </ul> </li> </ul>	
	37-38	<b>How do they market their products?</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide overview of Point of Sale marketing           <ul style="list-style-type: none"> <li>* Tobacco marketing at the point of sale (POS) includes advertising, promotion (price discounts and product giveaways), and product display at any location where tobacco products are sold. POS marketing is sometimes either explicitly exempted or not included in laws banning tobacco advertising, promotion, and sponsorship. POS marketing weakens the effectiveness of tobacco control laws, and exposes the population to tobacco industry marketing tactics that are intended to increase the sale and consumption of tobacco products. Youth are particularly vulnerable to POS. POS marketing makes it harder for smokers to quit.</li> </ul> </li> <li><input type="checkbox"/> Review the different types of point of sale tactics tobacco companies use to market products.</li> <li><input type="checkbox"/> Ask for 6 volunteers to read each tactic out loud</li> </ul>	
	39	<b>Social Media Challenge</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The Social Media Challenge is optional, however, this is an opportunity to encourage youth to practice social media advocacy. Read out or ask a volunteer to read the rules/steps to the challenge:           <ul style="list-style-type: none"> <li>* Step 1: Take a group selfie and/or photo of a tobacco advertisement that stood out to you</li> <li>* Step 2: Design a post or story, tag our instagram, and write a caption about something you learned or saw about tobacco marketing</li> </ul> </li> </ul>	
	40-41	<b>SWOT Analysis</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Introduce what a SWOT Analysis is by reading the definition on slide 41.</li> <li><input type="checkbox"/> Let youth know that after completing the community mapping trip (session 6) we will debrief by conducting a SWOT analysis.</li> <li><input type="checkbox"/> Ask 4 volunteers to read out loud definitions of S, W, O, and T.</li> </ul>	
	42	<b>SWOT Analysis</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ask 4 volunteers to read out loud definitions of Strengths, Weakness, Opportunities, and Threats.</li> </ul>	

CONTINUE on page 55 →

TIME	SLIDE#		FACILITATOR
	43	<b>Before the Trip Preparation</b> <input type="checkbox"/> Recap the following: * Next Session: date, time, and location * Reminding youth to wear comfy clothes/shoes * Check the weather (rain plan)	
	44	<b>Debrief, Connection to Next Topic, Check-out Question</b> <input type="checkbox"/> <b>Debrief:</b> In which of the activities do you think you learned the most? <input type="checkbox"/> <b>Connection to the next topic:</b> What information from these activities do you think will be most important in the field? <input type="checkbox"/> <b>Check-out Question:</b> What are you most excited for when the weather gets warm? (edit if needed)	
	44	<b>Stay Connected</b> <input type="checkbox"/> Share social handles and encourage youth to follow <input type="checkbox"/> Remind them to keep an eye out for text messages about with any cohort updates and reminders <input type="checkbox"/> Remind youth of the next cohort meeting date / time / location	



## ACTIVITY OVERVIEW/GOAL:

Identify the parts of the body that are affected by smoking cigarettes/vaping and the effects.

## MATERIALS:

- Chart Paper
- Markers
- Tobacco and the Body worksheets
- Pens/pencils

## PREP WORK:

On a blank piece of chart paper, draw an outline of the human body and prefill the parts of the body that can be affected by tobacco/vape use. Place another piece of blank chart paper on top and draw only the outline of the human body, hiding the answers. Hang both on a wall.

## INSTRUCTIONS:

1. Pass out blank human body worksheets.
2. Ask youth the following questions:
  - a. What parts of the human body do you think are affected by tobacco or vaping use?
  - b. What kind of health issues can your body develop by smoking?
3. Have participants draw or circle the parts of the body they think are impacted by smoking.
4. Move freely throughout the room and name different parts of the body, and/or read out loud what has been drawn or circled so far on sheets.
5. Once you see youth finishing up, peel off the "blank" human body chart paper to reveal the chart paper underneath with all the parts of the body that are affected by smoking.
6. Go through the list of each body part and explain each effect of tobacco use.
7. Be yourself! And use your facilitator judgment skills to drive the conversations back if it goes into another direction

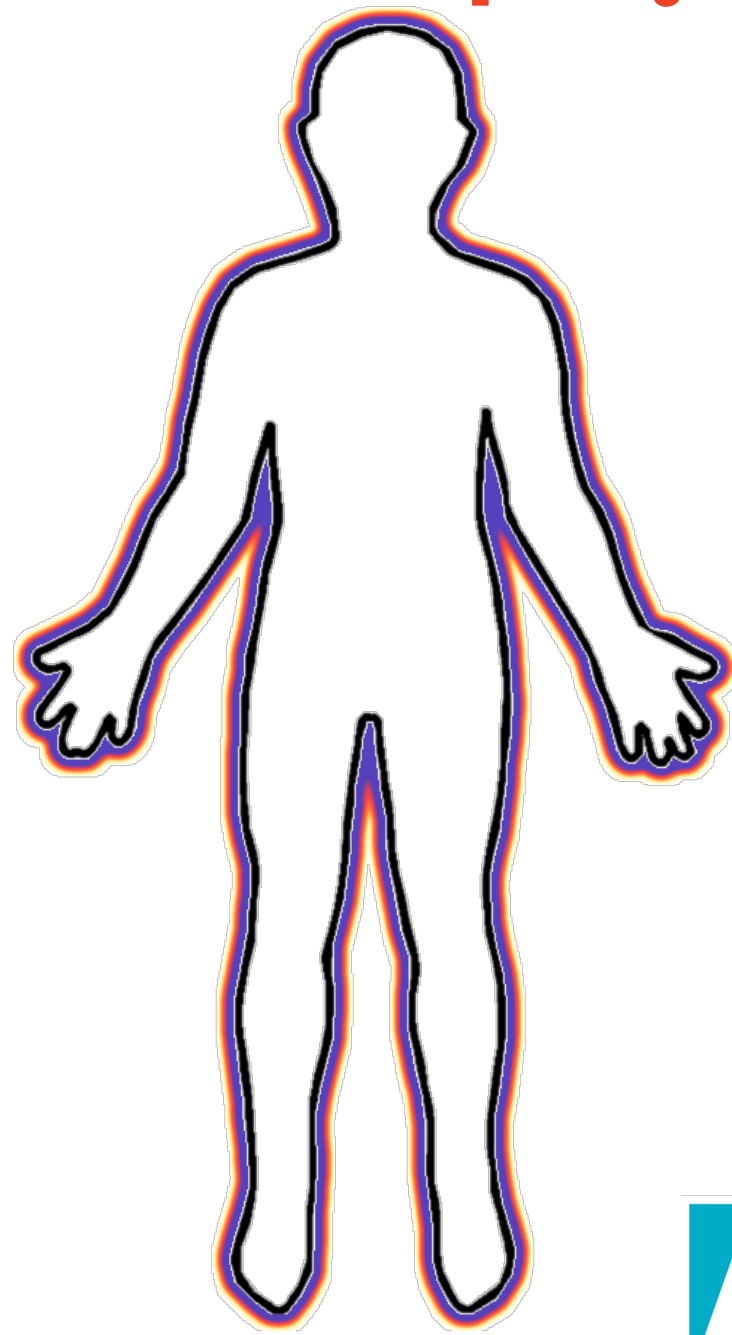
CONTINUE on page 57 →

# Debrief/Critical

## THINKING QUESTIONS:



Which part of the body affected by tobacco use was surprising to you?



Tobacco and the Body



# Black Lives/Black Lungs

## DOCUMENTARY SCREENING



### ACTIVITY OVERVIEW/GOAL:

Understand how the tobacco industry's marketing tactics and tobacco related disparities among communities are connected.

### MATERIALS:

- Computer
- TV screen or projector
- Link to video: <https://www.youtube.com/watch?v=Eeg5BNx--uQ>

### INSTRUCTIONS:

- \* Provide youth with goal of watching the documentary
- \* Provide background, listed below, on who directed the documentary and why they choose to do so (example of a youth advocate!)
- \* Play the video
- \* Discuss as a group
  - ☛ What stood out to you? Why?
  - ☛ What was surprising to you?
  - ☛ What did you know?
  - ☛ What can we do about it?
  - ☛ What didn't you know?

### BACKGROUND

(OPTIONAL)

(SOURCE: TRUTH INITIATIVE)

Growing up in Farmersville, Texas, Lincoln Mondy, who is biracial, noticed something strange about the smokers in his family. His father, and the other black smokers, almost exclusively smoked menthol cigarettes, while his white mother, and her relatives who smoked, used only non-menthol products.

Years later, while interning with Truth Initiative® in college, Mondy learned that his family's smoking behaviors were no coincidence. **Menthol cigarettes, which are easier to smoke and harder to quit**, have been strategically marketed to appeal to the African-American community for decades. Today, nearly 90 percent of all African-American smokers use menthol cigarettes, and 47,000 African-Americans die from smoking-related diseases each year.

This realization inspired Mondy to participate in the **2015-16 Truth Initiative Youth Activism Fellowship** and create "Black lives / Black Lungs," a documentary that explores the history, marketing tactics and impact of the tobacco industry targeting African-Americans with menthol tobacco products. He said the project, which also features experts and activists across the country, is part of his efforts to "turn my anger into action" and inspire viewers to do the same.

"After the film, I want them to be motivated, I want them to be angry, I want them to go out and do something, I want them to tell their friends," Mondy said. "That kind of spiral effect I think will start the drumbeat of what needs to happen in this country in framing tobacco control as a social justice issue."



# Session Six



## Community Mapping Trip

SESSION  
**#6**  
NEXT PAGE

**PURPOSE:** This session will address tobacco marketing in neighborhoods.

**GOAL:** Young people go on a community mapping trip to identify placement of: tobacco retailers, products and advertisements in their community.

- OBJECTIVES:**
- ☛ Review point of sale marketing tactics used to get youth to use tobacco products.
  - ☛ Let youth discover how tobacco products are marketed and sold in a community setting.
  - ☛ Support youth as they determine their strengths, weaknesses, opportunities, and threats in the chosen community.

- MATERIALS:**
- Laptop
  - Projector with Screen/white wall
  - Sign-in sheet
  - Activity Guides:  
*Community Mapping Trip Toolkit (print out a copy for everyone attending the trip)*
  - Pens/Pencils
  - Clipboards (2 per group)
  - Folders
  - Hand sanitizer

# Agenda/ Facilitator

## SESSION #6 COMMUNITY MAPPING TRIP

TIME	SLIDE#		FACILITATOR
	1	<b>Welcome</b>	
	2	<b>At Mission, Goal &amp; Objectives</b>	
	3-4	<b>Recap Game</b>	
	5	<b>Get In Your Teams!</b>	
	6	<b>Social Media Challenge</b>	
	7	<b>Go on a Community Mapping Trip!</b>	
	8	<b>Debrief</b>	

- Ask youth to sign in as they arrive
- Settle in
- Grab food and clean up after yourselves

- Read the mission and session goal
- Have youth read each of the objectives for the day the content of the slide

- Time allowing, use the Recap game to review information covered in session 5 relevant to the community mapping trip.
- Game Answers (left to right, top to bottom):
  - \* Lung cancer and throat cancer
  - \* Community mapping identifies the assets of a neighborhood, opportunities for improvement and familiarizes others to the community's way of life.
  - \* E-cigarettes, chewing tobacco, cigarillo, cigar
  - \* Black/African American, LGBTQ, Hispanic/Latino, Low Income, Women, Military
  - \* True
  - \* False
  - \* Strengths, Weakness, Opportunities, Threats
  - \* Menthol
  - \* Marketing at the location where tobacco products are sold

- Every participant should have gotten assigned teams at the end of the last session (Session 5)
- Ask youth to get in their teams and review their roles

- The Social Media Challenge is optional, however, this is an opportunity to encourage youth to practice social media advocacy. Read out or ask a volunteer to read the rules/steps to the challenge:
  - \* Step 1: Take a group selfie and/or photo of a tobacco advertisement that stood out to you
  - \* Step 2: Design a post or story, tag our Instagram, and write a caption about something you learned or seen about tobacco targeting

- What tobacco products did you see on display?
- What marketing tactics surprised you?
- What is something you noticed in the community?

	9	<b>SWOT Analysis</b>	
	10	<b>Debrief, Connection to the Next Topic, Checkout</b>	
	10	<b>Stay Connected</b>	

- Have youth complete SWOT Analysis page in their community mapping toolkit
  - \* Divide them into pairs
  - \* Give pairs a few minutes to answer the 4 questions
  - \* Ask the youth to share their answer out loud with the entire group.

- Debrief: What stood out the most from today's activities?
- Connection to the next topic: What is one community change you would make if you had the power to?
- Check-out Question: What is your spirit animal?

- Share social handles and encourage youth to follow
- Remind them to keep an eye out for text messages about with any cohort updates and reminders
- Remind youth of the next cohort meeting date/time/location







# Community Mapping Toolkit

Name \_\_\_\_\_

Date \_\_\_\_\_ 



## Why is this activity important?

- Each day, almost 4,000 kids in the United States try their first cigarette and an additional 1,000 kids under age 18 become new, daily smokers.
- In 2019, 27.5% of youth reported using a vape within the last month.
- Tobacco products are directly advertised to youth.
- Tobacco retailer density is 69% higher in low income, communities of color in Philadelphia.
- 75% of these tobacco retailers are within 1,000 feet of a school.

## What will we do during this activity?

At the assigned stores, your team will use the assessment tools provided to collect information about the tobacco advertisement and product availability in the community. Each team will split into two groups:

### THE EXTERIOR TEAM

- Will evaluate the outside of the store for advertisements on the walls, windows, doors, and building property.
- Look for signs posted on the outside of the store windows and signs that are posted on the inside of the windows facing outward.
- Walk all the way around the building so you do not miss ads that might be on the side or back of the building, and look high and low, as ads may be in unexpected places.

## THE INTERIOR TEAM

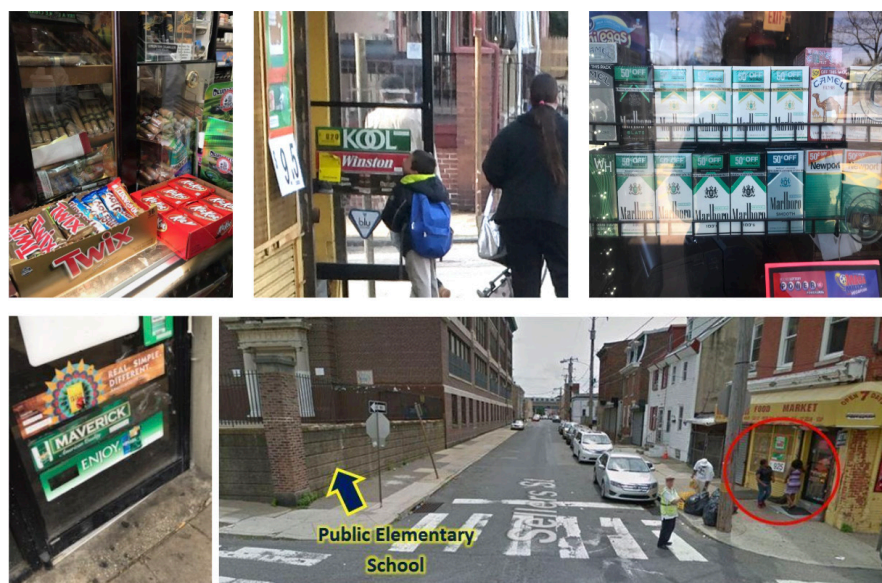
- Start by introducing yourself to the clerk. You do not want to disrupt the store or get in the way of any customers, as it is a place of business.
- You can use the following script:

*“Hi. My name is \_\_\_\_\_ and I am with the Advocacy Institute, a youth empowerment program with a mission to empower the youth of (your town/community) to make sustainable community changes through policy, community, and social media advocacy. The rest of my team and I are students and we are working on a project collecting information on the type of advertising that is found in stores and taking a few photos. Is it okay with you if we walk around your store? We will only be inside for a few minutes and won't disrupt any customers.”*

- Remember, if any employee asks you to leave, you should immediately. Be polite and courteous and thank the clerk as you leave.
- Evaluate the inside of the store for visible advertisements.
- Start at the back of the store and work your way towards the front door.

## PHOTOGRAPHER

- Each group will have a person who is designated to take pictures with a cell phone or camera. Capture pictures inside and outside of the store.
- Sample photos below:



# Tobacco Products to Look for:

## CIGARETTES

(Camel, Marlboro, Newport)



## E-CIGARETTES & VAPING PRODUCTS

(JUUL, Suorin, BLU)



## CIGARS & CIGARILLOS

(Black & Mild, Swisher)

## SMOKELESS TOBACCO

(Chewing Tobacco)

## OTHER PRODUCTS

(Backwoods, Zig-Zags)

# Tactics Tobacco Companies Use to Market Products:

## APPEALING TO YOUTH

Products are oftentimes placed near candy or toys. Advertisements are placed at the eye level of young children.

## PRICE DISCOUNTS

Discounts like sale prices, buy-one-get-one, and mobile coupons are used to target sensitive customers.

## FLAVORS

Flavors like mango, raspberry, tropic punch, and banana split are used to attract young people into thinking there is no nicotine in these products.

## MENTHOL

A mint flavoring that is advertised heavily in African American and low-income communities. Usually they say “smooth” or “cool” on the package.

## POWER WALLS

A large wall, usually behind the register, that markets the tobacco products in an eye-catching way.

# Store Assessment Form:

Store Name: \_\_\_\_\_

Address: \_\_\_\_\_

## TYPE OF STORE (CIRCLE ONE)

Supermarket & Grocery      Convenience      Tobacco      Other \_\_\_\_\_  
 Beer, Wine, and Liquor      Pharmacy or Drugstore      Gas Station

## TYPE OF STORE (CIRCLE ONE)

Are there ads on the doors or windows? **YES** or **NO**

## IS THERE A PLACE YOU WOULD HANG OUT NEARBY? (CHECK ALL THAT APPLY AND

Park:	½ block away	1 block away	More than 1 block
Community Center:	½ block away	1 block away	More than 1 block
Place of Worship:	½ block away	1 block away	More than 1 block
Cafe/Restaurant:	½ block away	1 block away	More than 1 block
Other:	½ block away	1 block away	More than 1 block

Please identify other locations: \_\_\_\_\_

# Store Exterior

## PLACEMENT OF ADVERTISEMENTS (PLEASE CIRCLE YES OR NO)

Are there ads on the doors or windows? **YES** or **NO**

Are there ads on the building walls? **YES** or **NO**

Are there ads in the parking lot, fences, or functional items? **YES** or **NO**

Are there ads in any other places? If yes, where? **YES** or **NO**

## PLACEMENT OF ADVERTISEMENTS (PLEASE CIRCLE YES OR NO)

Are there any ads for cigarettes? **YES** or **NO**

Are there any ads for e-cigarettes? **YES** or **NO**

Are there any ads for cigars or cigarillos? **YES** or **NO**

Are there any ads for smokeless tobacco? **YES** or **NO**

Are there any ads for any other tobacco products? **YES** or **NO**

# Store Interior

## PLACEMENT OF ADVERTISEMENTS

Are there any ads near or behind the counter? **YES** or **NO**

Are there any ads within 12' of candy? **YES** or **NO**

Are there any ads anywhere else? **YES** or **NO**

Is there a powerwall? **YES** or **NO**

If yes, where \_\_\_\_\_

## TYPES OF ADVERTISEMENTS

Are there any ads for cigarettes? **YES** or **NO**

Are there any ads for e-cigarettes? **YES** or **NO**

Are there any ads for cigars or cigarillos? **YES** or **NO**

## TYPES OF ADVERTISEMENTS

Are there any ads for smokeless tobacco? **YES** or **NO**

Are there any ads for any other tobacco products? **YES** or **NO**

## PRODUCT AVAILABILITY AND PLACEMENT

Are cigarettes sold? **YES** or **NO**

Are e-cigarettes sold? **YES** or **NO**

If yes, what flavors \_\_\_\_\_

Are cigars or cigarillos sold? **YES** or **NO**

If yes, what flavors \_\_\_\_\_

Are there any non-cigarette products that look like candy? **YES** or **NO**

Are there any tobacco products sold within 12' of candy? **YES** or **NO**

Are there any tobacco products sold below 3 ft? **YES** or **NO**

Are there any little cigars or cigarillos sold in packs of: **YES** or **NO**

If YES, please describe the count per package: 6 or less 4 or less 2 or less

What is the cheapest price of an individual cigarillo?. Price: \_\_\_\_\_

Are there any sale prices? **YES** or **NO**

If yes, what are they? \_\_\_\_\_

# SWOT Analysis



## STRENGTHS

Something that makes the community stand out when compared to other communities. Something that might make someone proud to call their community home. It can be a program, a type of service, impression or feeling.

## WEAKNESS

A problem that needs to be addressed.

## OPPORTUNITIES

Something that can be done to prove the community.

## THREATS

Internal or external to the community, can reduce future success of the community.

## Strengths

WHAT STRENGTHS DOES THE COMMUNITY POSSESS?

## Weakness

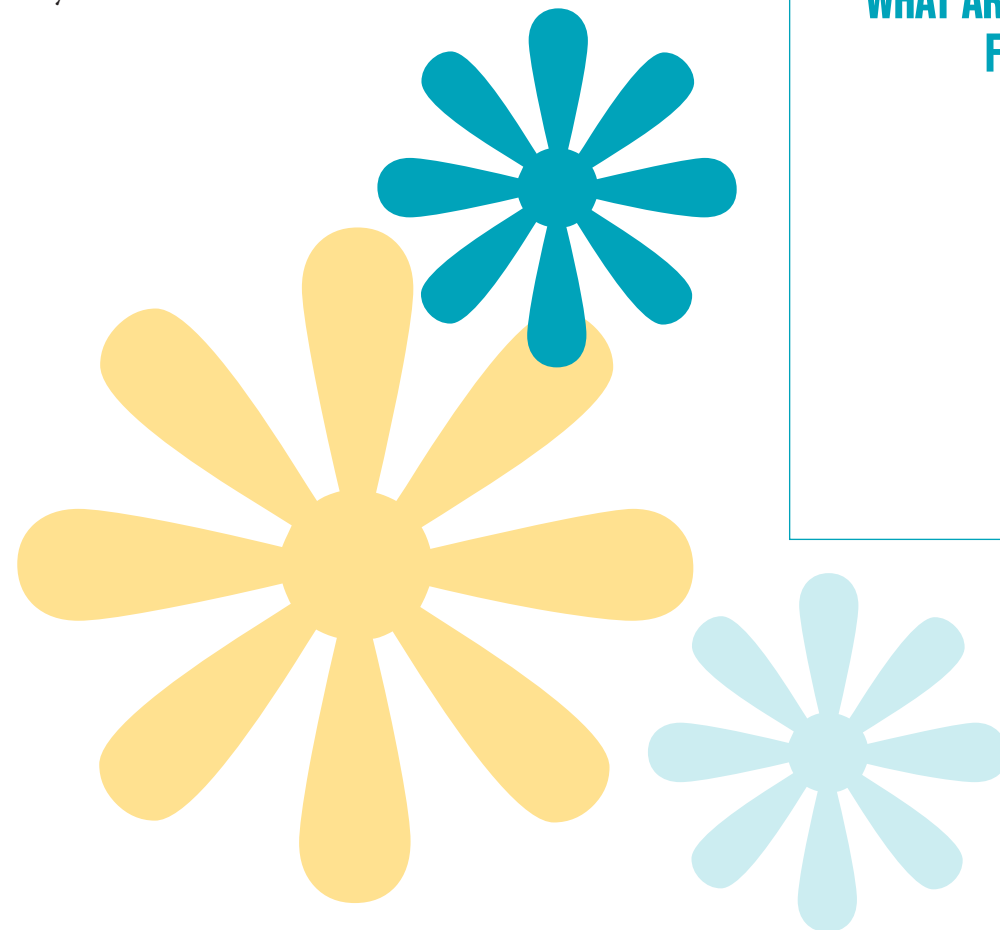
WHAT ARE THE CHALLENGES OF THE COMMUNITY?

## Opportunities

WHAT ARE POTENTIAL OPPORTUNITIES FOR THE COMMUNITY?

## Threats

WHAT ARE THE POTENTIAL THREATS TO THE COMMUNITY?





# Session Seven

## Advocacy & Action I



SESSION  
**#7**  
NEXT PAGE

**PURPOSE:** To develop a baseline of understanding around policy and systems change.

**GOAL:** To explore the power and potential of youth-led advocacy and action for sustainable policy and systems change.

**OBJECTIVES:**

- ☛ To explore the power and potential of youth-led advocacy and action for sustainable policy and systems change.
- ☛ Explore the differences between policy, system, and environmental changes.
- ☛ Learn the components of an advocacy plan.
- ☛ Identify school board, local, and statewide officials that represent their districts.
- ☛ Practice skills focused on advocacy and action.

**MATERIALS:**

- Laptop
- Projector with Screen/white wall
- Sign-in sheet
- Activity Guides:
  - \* **S7.A1.Name that Action**
  - \* **S7.A2.PSEChanges**
  - \* **S7.A3.Guess Who**
- Handouts
  - \* **Handout: S7.H1.MyElectedOfficials**
  - \* **Handout: S7.H2.ActionPlan**
- 1 piece of flip chart paper labeled: Policy Change
- 1 piece of flip chart paper labeled: Systems Change
- 1 piece of flip chart paper labeled: Environmental Change
- 10 notecards with examples of PSE Changes (*see activity guide*)
- Guess Who Activity Cards
- Bowl or hat to draw Guess Who cards

# Agenda/ Facilitator

## SESSION #7 ADVOCACY & ACTION I

TIME	SLIDE#		FACILITATOR
	1	<b>Welcome/Shared Customizable Slidedeck</b> <input type="checkbox"/> Ask youth to sign in as they arrive <input type="checkbox"/> Settle in <input type="checkbox"/> Grab food and clean up after yourselves	
	2	<b>Review the objectives for the session today (see slide)</b> <input type="checkbox"/> Have youth read each of the objectives for the day <input type="checkbox"/> Ask if the group has any brief questions about the content of the slide	
	3	<b>Icebreaker:</b> <input type="checkbox"/> This is a simple icebreaker where the youth will try to name that song based off only emojis <input type="checkbox"/> Have fun with this one and get your cohort talking	
	4	<b>Answer: No Scrubs - TLC</b>	
	5	<b>Answer: Hot Girl Summer - Megan Thee Stallion</b>	
	6	<b>Answer: Leave the Door Open - Bruno Mars</b>	
	7	<b>Answer: Old Town Road - Lil Nas X</b>	
	8	<b>Answer: Single Ladies - Beyonce</b>	
	9	<b>Advocacy &amp; Action Planning</b> <input type="checkbox"/> Over the past few sessions, we have talked about racial equity issues, its impact on health and our communities. <input type="checkbox"/> Today we are going to start talking about solutions and how to be intentional with our efforts. Some question we will be answering to help us start the process include: * <i>What do we do about inequities?</i> * <i>How do we create change?</i> * <i>What types of policies and systems do we have the power to change?</i>	

	10	<b>Type of Action for Change</b> <input type="checkbox"/> Have 3 youth volunteers read one of the types of Actions. * <i>Advocacy, Lobbying and Organizing</i> <input type="checkbox"/> After they are done reading all of the types of actions, ask the youth if anyone has ever done these types of actions - if yes, have them share.	
	11	<b>What is Advocacy?</b> <input type="checkbox"/> With the youth leaders, talk through the examples of advocacy <input type="checkbox"/> Allow space for sharing and asking questions <input type="checkbox"/> <b>In summary:</b> advocacy is information sharing that can include stories, what the needs of a community are, and recommendations based on others experience.	
	12	<b>What is Lobbying?</b> <input type="checkbox"/> With the youth leaders, talk through the examples of lobbying <input type="checkbox"/> Please note lobbying is often not allowed based on funding sources - this is important to share with the youth leaders <input type="checkbox"/> Allow space for sharing and asking questions <input type="checkbox"/> <b>In summary:</b> key difference between advocacy and lobbying is a direct ask for someone to vote or implement a law based on your interests.	
	13	<b>What is Organizing?</b> <input type="checkbox"/> With the youth leaders, talk through the examples of organizing <input type="checkbox"/> Allow space for sharing and asking questions <input type="checkbox"/> In summary: organizing is rooted in community, if the local community is not engaged and leading, then it is not community organizing	
	14	<b>Activity: Name That Action S7.A1. NameThatAction</b> <input type="checkbox"/> This activity has been created to help youth cohort members start to learn the difference between advocacy, lobbying and organizing. <input type="checkbox"/> Select some of the debrief questions to talk through the activity and cement the differences between advocacy, lobbying and organizing.	
	15	<b>PSE Changes:</b> <input type="checkbox"/> Now that we have discussed the different ways we can mobilize to create change, we are going to look at the different types of change. <input type="checkbox"/> Each of these changes impact one another and work together to inform the ways we live and our communities operate.	
	16	<b>Types of Change:</b> <input type="checkbox"/> Have 3 youth volunteers read one of the types of change. * <i>Policy, System or Environmental</i> <input type="checkbox"/> Ask the youth who they think holds the power to create change in these areas.	

CONTINUE on page 77 →

# Agenda/ Facilitator

## SESSION #7 ADVOCACY & ACTION I

TIME	SLIDE#		FACILITATOR
	17	<b>Policy, Systems, Environmental:</b>	
		<input type="checkbox"/> Read aloud the examples of policy, systems and environments <i>* After they are done reading each one, ask the youth to provide some additional examples of policies, systems and environments.</i> <input type="checkbox"/> Ask the youth why these types of changes are important? <input type="checkbox"/> Ask, If you could create any type of change today - what would you advocate to change? What category does that fall under?	
	18	<b>PSE Changes</b> Activity: S7.A2.PSEChanges	
		<input type="checkbox"/> The purpose of this activity is to explain the difference between the environmental, system, and policy changes, and to give real life examples of each change. <input type="checkbox"/> We want young people to start thinking about what changes are possible in their communities and what those types of changes would require. <input type="checkbox"/> See Activity Guide for full instructions and debrief questions.	
	19	<b>Racial Equity, Impact, and Sustainability</b>	
		<input type="checkbox"/> Read aloud and discuss each of the 3 questions below: <i>* How have we ensured racial equity in our process of action planning?</i> <i>* What will be the impact of our change and how will we measure that?</i> <i>* What does it mean for your change to be sustainable?</i> <input type="checkbox"/> Click through to see explanation of each category <input type="checkbox"/> Note: Whenever we are working on p,s,e changes - we also want to be thinking about the impact and the sustainability of these changes.	
	20	<b>Barriers to PSE Change:</b>	
		<input type="checkbox"/> Have an open discussion with the youth about road-blocks to change. <i>* Suggestions: refer back to the roots and leaves activity, discuss social determinants of health, power imbalances, inequities, political structures, money, etc.</i>	
	21	<b>VOX Video:</b>	
		<input type="checkbox"/> Play video and have debrief discussion <i>* What barriers to PSE change you saw in the video?</i> <i>* What can be done to continue the efforts for gun reform?</i> <input type="checkbox"/> Notes: <i>* This video is from 2016 - but the information and insight is still extremely relevant and showcases</i> <i>* Kelly Ayotte did not win re-election</i> <i>* NRA out organizes and engages constituents</i>	

	22-23	<b>Key Stakeholders &amp; Decision-Makers</b>	<input type="checkbox"/> Many times barriers to PSE change falls on key stakeholders and decision-makers, let's dive into how we can shift that power. <b>Key Stakeholders:</b> <input type="checkbox"/> Have the youth read aloud about key stakeholders <input type="checkbox"/> Ask them to provide examples of key stakeholders in their community, family and more? <input type="checkbox"/> Ask the youth why key stakeholders should be engaged in action planning and advocacy efforts.	
	24	<b>Decision Makers:</b>	<input type="checkbox"/> Have the youth read aloud about decision makers. <input type="checkbox"/> Use the following discussion prompts about decision makers <i>* What are some examples of decision makers?</i> <i>* Do decision makers always have to be elected?</i> <i>* Do you have the power to change who the decision makers are?</i>	
	25	<b>Guess Who</b> Activity: S7.A3.Guess-Who	<input type="checkbox"/> Building off the childhood game "Guess Who?", the purpose of this activity is for participants to be able to identify types of policymakers. <input type="checkbox"/> It's important to know both the roles that exist but more importantly, it's crucial to be able to identify key local decision-makers so there is an established understanding prior to any meetings or advocacy efforts. <input type="checkbox"/> See Activity Guide for full instructions and debrief questions	
	26	<b>My Elected Officials</b>	<input type="checkbox"/> Explanation/Background of image breaking down various community settings <i>* The slide breaks down Pennsylvania and how people are represented on various levels: 67 counties, 1546 townships, 959 boroughs or 56 cities based on population.</i> <input type="checkbox"/> Handout: S7.H1.MyElectedOfficials <i>* This handout is to help the youth leaders research and find out about their elected officials</i> <input type="checkbox"/> Pass out a copy of the handout to each youth leader and give them about 15 minutes to start identifying their officials <input type="checkbox"/> Feel free to support them if they get stuck, this handout can also go home with them and come back for the next session	
	27	<b>Action Planning:</b>	<input type="checkbox"/> Now that we have discussed ways to create change, types of change, stakeholders, and decision-makers - what do we do with all of this information? <input type="checkbox"/> We start talking about action planning - so you know how to plan and take action to create change. <input type="checkbox"/> Have a youth leader read the definition of an Action Plan <input type="checkbox"/> Take a brief look at the chart and components of the action planning template - you will see this again. <input type="checkbox"/> Share the handout (S7.H2.ActionPlan) - we will not be completing it right now, but we want them to be able to look at it and have a copy.	

CONTINUE on page 79 →



# Agenda/ Facilitator

## SESSION #7 ADVOCACY & ACTION I

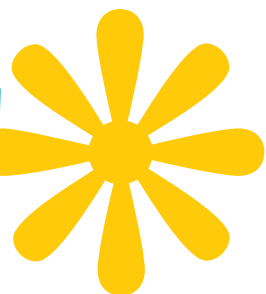
TIME	SLIDE#		FACILITATOR
	28-30	<p><b>Issue Area: What do we want to change?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Example:</li> <li><input type="checkbox"/> You want to decrease youth tobacco and smoking rates.</li> </ul> <p>Group Conversation:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How would you and your peers go about making change?</li> <li><input type="checkbox"/> Have a group discussion about the questions you would ask yourself</li> <li><input type="checkbox"/> Determine what you want to be different as the result of your advocacy efforts.</li> <li><input type="checkbox"/> Make a list of these questions on flipchart paper</li> </ul>	
	31	<p><b>Brainstorming:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> As a group - pick a tobacco concern                             <ul style="list-style-type: none"> <li>* <i>examples: youth access to purchase tobacco products, tobacco products sold close to schools, youth rates of e-cigarette youth, health disparities among specific populations (LGBTQ, Black/ African American, Latino, etc)</i></li> </ul> </li> <li><input type="checkbox"/> Think about how a collective of youth &amp; adults determine the issue area.                             <ul style="list-style-type: none"> <li>* <i>Why did you all choose your topic?</i></li> <li>* <i>What shared impacts do youth and adults have around the topic?</i></li> <li>* <i>Some examples include: lived experience, data/statistics about the issue, and awareness of community effects.</i></li> </ul> </li> <li><input type="checkbox"/> Think about how advocacy groups determine policy solutions related to that issue.</li> <li><input type="checkbox"/> If you are running short on time - just focus on picking an issue for a hypothetical situation - you will use this issue in the next session as well.</li> <li><input type="checkbox"/> Additional Policy Suggestions: <a href="https://pactonline.org/">https://pactonline.org/</a></li> </ul>	
	32	<p><b>Action Planning</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> As you wrap up this session, link back to the action plan and ask the youth to take the handout with them and think about objectives, strategies and activities they could use to achieve this larger goal.</li> <li><input type="checkbox"/> <b>THEY DO NOT NEED TO COMPLETE THE ACTION PLANNING SHEET.</b></li> </ul>	
	33	<p><b>Debrief</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Today we covered a lot of material about types of changes and the process for beginning to make those changes. These are tools that you will carry with you in life to assess challenges, issues and develop a plan of action.</li> </ul> <p>Connection to the next topic:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Next session will explore more about action planning and how we develop and use our voices for change by writing passion pitches.</li> </ul> <p>Check-out question:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What is one thing you are passionate about?</li> </ul>	

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Stay Connected

- Share social handles and encourage youth to follow
- Remind them to keep an eye out for text messages about with any cohort updates and reminders
- Remind youth of the next cohort meeting date/time/location

# Name that Action!



## ACTIVITY OVERVIEW/GOAL:

This activity has been created to help youth cohort members start to learn the difference between advocacy, lobbying and organizing. These scenarios are not a comprehensive list, so feel free to talk through other scenarios or situations to help the youth cohort feel comfortable and connected to these terms.

Oftentimes, our funding limits our abilities to directly support legislation but there is a lot more we can do to help the policy work move forward. When working towards a policy or system change, if funding limits your ability to lobby, make sure to have a partner on your team that can lobby and directly support legislation.

## INSTRUCTIONS:

1. Print and cut out the scenarios, feel free to add additional scenarios.
2. Print and cut out the 3 Title Pages (Advocacy, Lobbying, Organizing) and place one in each corner of the room. The other corner can be for youth who are unsure.
3. If you have more than 9 participants you can pair them up, if you have 9 exactly each participant will draw one scenario out of a bowl.
4. Ask each participant to read their scenario to themselves and then walk to the corresponding corner (advocacy, lobbying, organizing) that they think best represents the description of their scenario.
5. Once everyone has found a corner, go around and have each person/pair read aloud their scenario and as a group discuss what made them pick the action they selected and what helped them to know that.
5. If the person/participant did not get the match correct as a group, discuss what key elements make the scenario match a particular action.

# Debrief/Critical

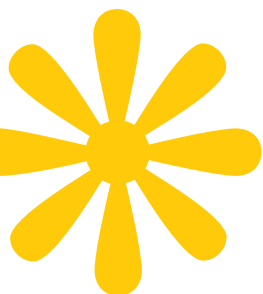
## THINKING QUESTIONS:



1. Why is it important that we know the difference between advocacy, lobbying, and organizing?
2. How do each of these actions build on or support one another?
3. Can someone share an example of how they all work together to move a policy or system forward?
4. Why do you think some funding limits people/organization's ability to lobby?
5. Which of these three actions excites you the most?

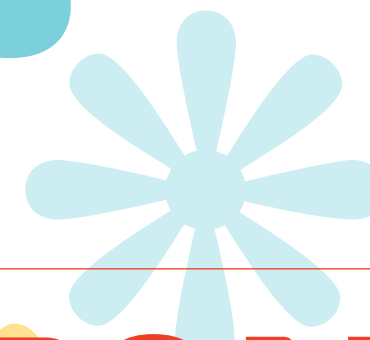
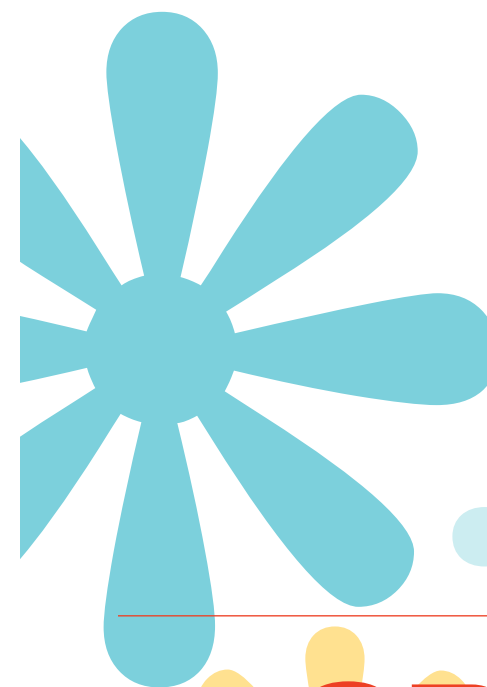
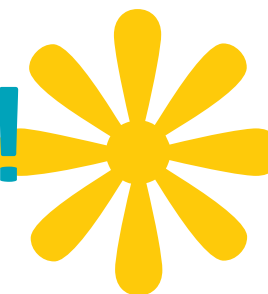
SESSION  
**#7**  
ACTIVITY

# Name that Action!

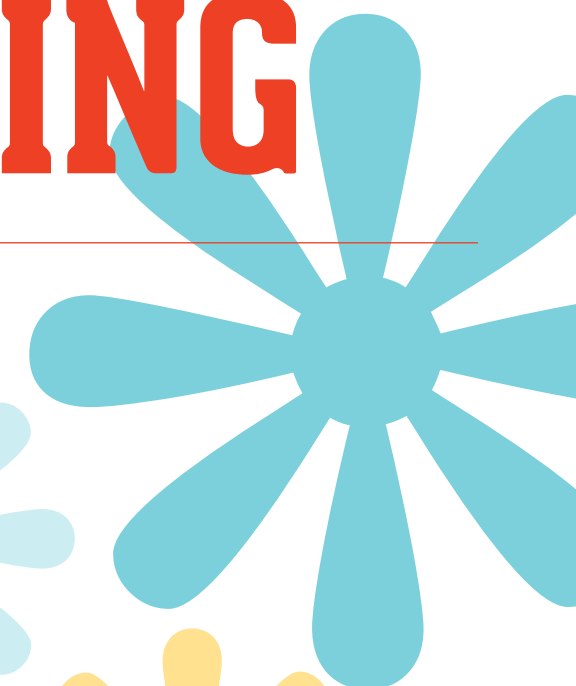
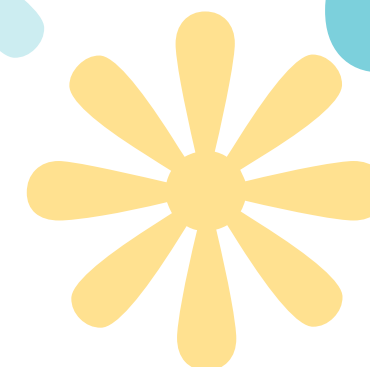


ADVOCACY	LOBBYING	ORGANIZING
The youth cohort met with local city council members on behalf of their community to discuss the amount of tobacco/vaping advertisements that appear in their neighborhood.	The youth cohort hosted a legislative breakfast where they asked the elected officials to vote for HB673, which would adopt a policy to make all PA schools 100% tobacco/vape free.	The youth cohort hosted a town hall to hear from community members about the impacts tobacco/vaping have had on their community.
The youth cohort members hosted a table at a health fair and educated community members on the dangers of vaping and its health effects.	The youth cohort met with elected official's staff, educated them on the dangers of vaping and asked for the elected officials to vote NO on SB456.	The youth cohort hosted community conversations to learn about the values, skills and talents of their community members most impacted by tobacco and vaping. The community members created a curial using their skills and stories.
The youth cohort developed a social media campaign to educate the community on HB673 and what positive impact it will have on their community.	The youth cohort developed and distributed flyers for their community asking them to contact their elected officials and asked them to vote NO on SB456.	The youth cohort developed a framework for friend-building around their issue(s) and organized weekly meetings with their community's small businesses to discuss ways they could reduce tobacco sales.

# Name that Action!



# ORGANIZING





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# LOBBYING

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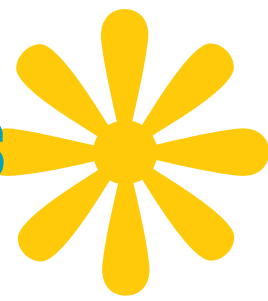


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# ADVOCACY

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# PSE Changes



## ACTIVITY OVERVIEW/GOAL:

The purpose of this activity is to explain the difference between the environmental, system, and policy changes, and to give real life examples of each change. We want young people to start thinking about what changes are possible in their communities and what those types of changes would require.

## MATERIALS:

- 1 piece of flip chart paper labeled: Policy Change
- 1 piece of flip chart paper labeled: Systems Change
- 1 piece of flip chart paper labeled: Environmental Change
- 10 notecards with examples of PSE Changes (See examples below)

## INSTRUCTIONS:

1. Have at least 10 environmental and/or policy and/or systems changes written on index cards.
2. Divide youth into pairs/groups and give each group an index card with the change on it and have the group place the index card number on the poster with the correct change (they may be categorized with more than one change).
3. While they are walking around deciding if their card is an example of a policy, system, or environmental change - ask them to also discuss who is the decision maker in this scenario? Who has the power to enact that change?
4. Then go over the answers with the full group.

## PSE changes and answers

1. Adding bike lanes to all newly constructed roads Environmental/Policy/System 2. Local high school track available after school hours to the public - Policy/Environmental 3. New Basketball court and park built in city - Environment 4. Restore School Sports Funding - Policy 5. Tobacco Ads banned within 1 mile of all schools - Policy/Environment 6. Mandating 30 minutes of physical activity daily in all schools - Systems/Policy 7. Extra Street Lighting around city park - Environmental 8. Tobacco products are sold in a separate store, no longer in convenience stores - Policy/System/Environment 9. Offering fruits and vegetables in local convenience stores - Policy/System/Environment 10. Preemption overturned so local communities can make their own decisions - Policy 11. Mandated healthy vending in all public schools - Environmental/Policy 12. Salad bar added to all public schools - Policy/System/Environment

# Debrief/Critical

## THINKING QUESTIONS:



- \* Why is it important to know the difference between Policy, System or Environmental Changes?
- \* Is one type of change better than the others?
- \* How are the three types of changes connected? What are steps that need to occur at each level to ensure sustainable change?
  - \* *Example: Township passes policy saying all newly constructed 2 lane roads must include bike lane (policy), new bike lanes constructed allowing access to safe biking (environmental), bike safety education implemented for bikers and drivers (system change)*
- \* Do you think these changes are sustainable? - meaning they will last

# Guess Who

## DECISION MAKER EDITION



### ACTIVITY OVERVIEW/GOAL:

Building off the childhood game “Guess Who?”, the purpose of this activity is for participants to be able to identify types of policymakers. It’s important to know both the roles that exist but more importantly, it’s crucial to be able to identify key local decision-makers so there is an established understanding prior to any meetings or advocacy efforts.

### INSTRUCTIONS:

1. Prep work: Print the list of decision makers below, cut up each one into individual rectangles, fold in half and place into bowl or hat.
2. Divide youth into pairs/groups and give each group an index 2. Look up and make an answer guide with the local policymakers based on the location of the cohort.
3. Have the youth draw one piece of paper from the bowl/hat
4. One at the time, ask for youth volunteers to go up to the front of the room, but don’t share their name on the piece of paper yet
5. Next, the audience will begin asking the person at the front of the room different YES or NO questions to try and narrow down the options to guess the policy maker
  - a. Examples:
    - i. Is this person a local policymaker?
    - ii. Is this person a state policymaker?
    - iii. Does this person make decisions about schools?
6. Continue playing until all of the youth have had a chance to have their policy maker guessed.
7. \*\*\*Advanced Option: make different cards with actual people’s names on there and have them guess the names and the position in which they serve.

# Debrief/Critical

## THINKING QUESTIONS:



- \* How easy was this game?
- \* Are these things that you have learned about in school?
- \* Have you ever engaged with these stakeholders?  
If yes, share the experience.
- \* Why as constituents do we not engage with them as much as we could?
- \* Why do you think Community Members were listed as key decision makers?

**PRESIDENT  
of The United  
States**

**CITY COUNCIL  
MEMBER**

**SUPERINTENDENT**

**SCHOOL BOARD  
MEMBER**

**STATE SENATOR**

**GOVERNOR**

**SUPREME COURT  
JUSTICE**

**SCHOOL  
PRINCIPAL**

**STATE  
REPRESENTATIVE**

**ATTORNEY  
GENERAL**

**TOWN COUNCIL**

**COMMUNITY  
MEMBERS**

# How to Find your Elected Officials Worksheet

This is a template for youth to use to find their elected officials, you can add on more local representatives.

## INSTRUCTIONS:

**My Local City Council Member - <https://live.cicerodata.com/>**

1. Name:
2. Phone number:
3. Email address:
4. Instagram and twitter handle/name:

**My State PA House Representative is -**

**<https://www.legis.state.pa.us/cfdocs/legis/home/findyourlegislator/>**

1. Name:
2. Phone number:
3. Email address:
4. Instagram and twitter handle/name:

**My State PA Senate Member is -**

**<https://www.legis.state.pa.us/cfdocs/legis/home/findyourlegislator/>**

1. Name:
2. Phone number:
3. Email address:
4. Instagram and twitter handle/name:

**My Board of School Directors are -**

\* Google the name of your school district and search for board of education and/or board of school directors (9 in each district)

\* List the Names and Regions they represent:

1. Name:
2. Phone number:
3. Email address:
4. Region

**For more information about Pennsylvania federal, state, and local government:**

[Local Governments](#)

[State Government](#)

[PA Congressional Officials](#)

# ACTION PLANNING

**TOPIC: [WHAT ARE YOU FOCUSING ON?]**

**ISSUE GOAL: [WHAT ARE YOU HOPING TO ACHIEVE?]**

OBJECTIVE(S): <i>[Smaller goals to help you achieve your larger goal]</i>	STRATEGIES	ACTIVITIES	TIMELINE	WHO IS RESPONSIBLE?







# Session Eight



## Advocacy & Action II

SESSION  
**#8**  
NEXT PAGE

**PURPOSE:** To develop a baseline of understanding around policy and systems change.

**GOAL:** To explore the power and potential of youth-led advocacy and action for sustainable policy and systems change.

**OBJECTIVES:**

- ☛ Ability to articulate the difference between advocacy, lobbying and organizing.
- ☛ Explore the differences between policy, system, and environmental changes.
- ☛ Learn the components of an advocacy plan.
- ☛ Identify school board, local, and statewide officials that represent their districts.
- ☛ Practice skills focused on advocacy and action.

**MATERIALS:**

- Laptop/ Projector with Screen/white wall
- Sign-in sheet
- Activity Guides:
  - \* S8.A1.Goals
  - \* S8.A2.Superpower
  - \* S8.A3.PassionPitch
- Handouts
  - \* S8.H1.SmartGoals
  - \* S8.H2.PassionPitch
  - \* S8.H3.EmailTemplate
  - \* S8.H4.CallScript

# Agenda/ Facilitator

## SESSION #8 ADVOCACY & ACTION II

TIME	SLIDE#		FACILITATOR
	1	<b>Welcome/Shared Customizable Slidedeck</b> <input type="checkbox"/> Ask youth to sign in as they arrive <input type="checkbox"/> Settle in <input type="checkbox"/> Grab food and clean up after yourselves	
	2	<b>Review the objectives for the session today</b> (see slide) <input type="checkbox"/> Have youth read each of the objectives for the day <input type="checkbox"/> Ask if the group has any brief questions about the content of the slide	
	3	<b>Check-In</b> <input type="checkbox"/> What part of advocacy so far is most exciting to you?	
	4	<b>Be the Change, Be Intentional.</b> <input type="checkbox"/> Today we will continue learning about action planning and we will practice using our voice.	
	5	<b>What is the Issue?</b> <input type="checkbox"/> If you have not decided on an issue as a group - continue the conversation and pick a topic and what you want to be different at the end of this work. <input type="checkbox"/> If you picked an issue during the last session - debrief what you picked and ask the youth leaders if they had any thoughts about the direction of the work and how they would work to solve this issue. <input type="checkbox"/> Once you have agreed on an issue, you can move to the next slide	
	6	<b>So what now?</b> <input type="checkbox"/> We have officially determined our issue area - is there any additional research we should do? <input type="checkbox"/> Next up, we have advocacy goal setting - have someone read the questions in the red box about setting advocacy goals	
	7	<b>Action Planning:</b> <input type="checkbox"/> Review the action planning template and ask a young person to read the definitions of Goals and Objectives	

	8	<b>Goal Setting</b> <input type="checkbox"/> What are some personal goals you have? <input type="checkbox"/> Have you or anyone you've known achieved some really amazing goals? <input type="checkbox"/> Any idea how they did it?	
	9	<b>SMART Goals</b> <input type="checkbox"/> SMART Goals are goals that are specific, measurable, attainable, realistic and time-bound. <input type="checkbox"/> Have a volunteer read each of the 5 elements of SMART Goals	
	10	<b>Set Your Goals:</b> S8.H1.SmartGoals + S8.A1.Goals <input type="checkbox"/> Pass out the Smart Goals handout to all the youth <input type="checkbox"/> Divide the youth into groups of 3 or 4 people, and follow the activity steps (focus the resources on your issue area) <input type="checkbox"/> Have the youth walk through the handout and put together a minimum of one comprehensive SMART goal using the provided or googled resources <input type="checkbox"/> Optional: When done have the groups write their smart goal on a piece of flipchart paper <input type="checkbox"/> Have groups take turns sharing and providing feedback to one another. <input type="checkbox"/> Debrief with questions from the activity handout	
	11	<b>So What Now?</b> <input type="checkbox"/> At this point as a group, we have discussed our issues, potential solutions, and we have started developing our goals for advocating for a policy, system or environmental change <input type="checkbox"/> Now it is time for us to start talking to people, forming more relationships and building power so we can successfully advocate for change <input type="checkbox"/> Ask a youth volunteer to read the yellow box titled "Build Youth Power"	
	12-13	<b>Build Youth and Community Power Building Power</b> <input type="checkbox"/> In an earlier session we talked about power, who has power and the potential to utilize your unique power to build more power <input type="checkbox"/> There are three components of building power highlighted by the Funder's Collaborative on Youth Organizing <input type="checkbox"/> Have 3 youth leaders read each component of power building; base building, strategic alliances and public narratives	
	14	<b>Activity: What's Your Superpower?</b> S8.A2.Superpower <input type="checkbox"/> Throughout the process of action planning young people will discover their unique skills, powers, interests and curiosities. <input type="checkbox"/> This activity is to help them start thinking about and identifying how they want to engage in this work - that aligns with their innate powers and what additional skills or interest they would need from the community to advocate for change. <input type="checkbox"/> Follow activity debrief questions	

CONTINUE on page 101 →

# Agenda/ Facilitator

## SESSION #8 ADVOCACY & ACTION II

TIME	SLIDE#		FACILITATOR
	15	<b>Power Analysis:</b>	
	16-17	<b>Passion Pitch</b>	
	18	<b>Passion Pitch Examples</b>	
	19	<b>Public Speaking Tips:</b>	

- Have a youth participant read the definition of power analysis
- By working to identify what skills and talents we already have and what we need - we are at the early stages of a power analysis
- Leading a full power analysis would look at our youth and adult leaders, key stakeholders, decision-makers, local and state government, organizations and additional community members
- Collectively, we would work together to build the power to move our policy, system or environmental change forward

- Have one youth participant read the first box - passion pitch definition
- Have another youth participant read the components of a passion pitch box
- Ask the youth if anyone in the room has written or used a passion pitch and /or tried to convince someone to care about something meaningful to them.
- These experiences the youth share could be as simple as a later curfew, permission to go somewhere, etc. - allow this space to be fun

- We are going to look at two former Advocacy Institute leaders and hear their Passion Pitch
- Our first leader is Nya: Video Link if needed  
\* *What did you like about Nya's Pitch - would it make you want to support this issue?*
- Our next leader is Brooke: Video Link if needed  
\* *What did you like about Brooke's Pitch - would it make you want to support this issue?*

- Acknowledge how 75% of the world has some level of fear of public speaking - and 200 million people feel nervous about talking to others
- These fears are totally normal, but we can work to lessen those fears
- Have a youth participant read the public speaking tips

20-21	<b>Activity: Now it's your turn!</b> S8.A3. Passion Pitch + S8.H2. PassionPitch	<ul style="list-style-type: none"> <li><input type="checkbox"/> During this activity the youth will be writing and sharing their own Passion Pitches</li> <li><input type="checkbox"/> When the youth leaders are done, select a minimum of 2 - 3 youth volunteers to share their passion pitch</li> <li><input type="checkbox"/> Passion Pitch Feedback:               <ul style="list-style-type: none"> <li>* <i>Feedback is a sign of respect and a motivator to continue to improve our work</i></li> <li>* <i>Share these feedback questions (slide 21) and have the youth leader audience provide some supportive feedback to each presenter</i></li> </ul> </li> </ul>
22	<b>Youth-led Movements</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> As our cohort is slowly coming to an end, we wanted to take a moment to lift up some youth-led movements in hopes of inspiring you to continue with this work and take action for change</li> <li><input type="checkbox"/> Ai Youth Leaders work to pass a flavored tobacco ban in Philly - it did pass but the tobacco industry sued, we have more work to do</li> <li><input type="checkbox"/> Team ENOUGH is working on gun violence prevention and building a movement of young people</li> <li><input type="checkbox"/> The Sunrise Movement is a youth movement focused on climate change</li> <li><input type="checkbox"/> Whether you stay connected with our organization and our work or link up with other groups, we hope you take your experiences and what you have learned as a cohort and stay involved in community change.</li> </ul>
23-24	<b>Post Survey:</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ask youth to grab a phone, laptop, ipad or other device so they can complete the post-survey for cohort.</li> <li><input type="checkbox"/> Ensure that everyone has wifi access</li> <li><input type="checkbox"/> Ask youth to scan QR code and complete the post-survey questions.</li> <li><input type="checkbox"/> Ensure each youth has submitted by asking to see their final page.</li> </ul>
25	<b>Stay Connected &amp; Thank You</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Thank Cohort Members for their time and participation</li> <li><input type="checkbox"/> If you are hosting a graduation, please review date/ time/ location</li> <li><input type="checkbox"/> Review any payment information</li> <li><input type="checkbox"/> Provide any additional information you need to share with your group</li> <li><input type="checkbox"/> TAKE A FINAL GROUP PHOTO (share with the Advocacy Institute)</li> </ul>

# #Goals

## ACTIVITY GUIDE



**ACTIVITY OVERVIEW/GOAL:** Help youth leaders begin the process of developing SMART Goals for an advocacy campaign. Using this activity, they will work together to develop a goal that will then be used to help develop their Passion Pitch later in the session.

- MATERIALS:**
- SMART Goals handout: **S8.A1.Ai Smart Goals.pdf** [print copies for each student]
  - Up-to-date data resources and best practices for policy and systems change related to your issue area
  - Flip Chart Paper & Marker

- INSTRUCTIONS:**
1. Divide the cohort into groups of 3 - 4 students.
  2. Provide each group of students with a copy of the resources you have selected for this cohort & each student will get a copy of the smart goals handout.
  3. Ask each group to talk about their topic area and discuss what some solutions would be to their problem.
  4. Encourage the students to use their phones to research best practices or promising practices regarding their issue area and work as a team to select a goal.
  5. Once they have selected their goal, have them write their goal using the smart goals worksheet.
  6. Each group only needs to craft one collective goal, they can develop more if they have time, but only one is needed for the cohort.
  7. Once the groups have finished, have each group pick a member to write their smart goal on the flip chart paper.

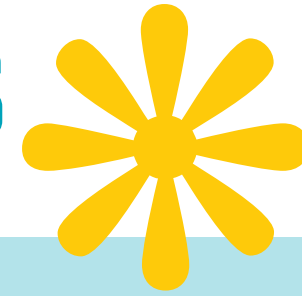
CONTINUE on page 105 →

# Debrief/Critical THINKING QUESTIONS:



- \* Why is it important to develop SMART GOALS?
- \* How can this goal-setting activity help you in the larger action planning of a campaign?
- \* Do you think your peers would support your goal? Why or why not?
- \* Do you think the broader community would benefit from this goal?
- \* Is this goal sustainable?
- \* What do you think are the next steps in your action planning process?

# SMART GOALS



**S** SPECIFIC

**M** MEASURABLE

**A** ACHIEVABLE

**R** RELEVANT

**T** TIME BOUND

**Goal:**

# What's Your Superpower

## ACTIVITY GUIDE



SESSION  
#8

**ACTIVITY OVERVIEW/GOAL:** Throughout the process of action planning young people will discover their unique skills, powers, interests and curiosities. They will work as a collective within the community to identify additional skills and talents needed to lead community change.

- MATERIALS:**
- Flip Chart Paper
  - Markers
  - Flip Chart Paper & Marker
  - Virtual: access to jamboard or other virtual whiteboard

- INSTRUCTIONS:**
1. Take a piece of write “Superpower Skills & Talents” at the top.
  2. Ask the youth cohort to make a list of skills needed for community change (i.e. public speaking, relationship building, research skills, social media, etc.).
  3. Once a comprehensive list has been created, ask the youth if they think anything is missing that should be added to the list, if so, add it.
  4. As a group, discuss how these skills/ talents can be transferred to advocacy efforts for community change.
  5. Next, give all participants either 2-4 sticky notes to write their name on or 2-4 dot stickers and have them write their initials.
  6. Ask each participant to go up to the list and put their dot sticker or sticky note next to the skill/ talent that they currently possess.
  7. Once that is completed, discuss it as a group.

CONTINUE on page 109 →

# Debrief/Critical

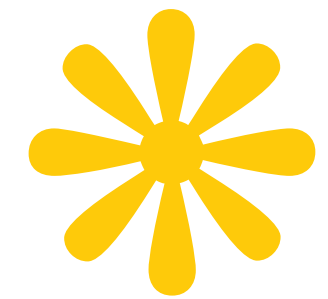
## THINKING QUESTIONS:



- \* What skill sets are currently missing from this group? (skills with little to no stickers / sticky notes beside the skill)
- \* What interests do youth have in learning / practicing some of these skills?
- \* How could we recruit new youth that have these missing skills?
- \* How can these skills influence change?

# Passion Pitch

## ACTIVITY GUIDE



SESSION  
#8

### ACTIVITY OVERVIEW/GOAL:

To support the youth leaders to develop a pitch for their that will persuade community members, elected officials and others in positions of power to support their issue. A passion pitch is a 1- 2 min statement that goes into detail about a topic that you are passionate about, what makes you an advocate for this topic and why someone should support you and/or join you.

### MATERIALS:

- Topic for passion pitch - decided on during this session
- Passion Pitch Handout: [See S8.Handout.PassionPitch](#)

### INSTRUCTIONS:

1. Review the Passion Pitch Handout with the cohort members
  - a. Who: (Who are you?)
    - i. What is your name?
    - ii. How old are you?
    - iii. Where are you from?
    - iv. What organization/program are you a part of?
    - v. Example: My name is Chloe, I am a senior at Mastery Pickett and part of the Advocacy Institute.
  - b. Why: (Why are you passionate about making a change?)
    - i. Share your personal story or experience in your community or school.
    - ii. How has tobacco/vaping impacted your life? Why do you want to help influence policy to help your community and others live a healthy lifestyle?
    - iii. Example: The flavors in vaping products have encouraged 5 of my friends to start vaping in the last 3 months. OR I lost my grandfather and uncle from complications related to smoking cigarettes.
  - c. Head: (data, research, factual information to support your issue)
    - i. Add at least one data point to share about your issue
    - ii. Data is a useful tool to influence policy and help policy makers understand the need for something
    - iii. Example: According to the CDC, in 2019, 24.4% of high school students in Pennsylvania used electronic vapor products on at least one day in the past 30 days. Nationally, the rate was 32.7%.
  - d. Heart: (Appeal to the heart and emotions of the person you are talking to)
    - i. Connect this issue to the person you are speaking to
    - ii. Why should they care about this issue?
    - iii. Example: This legislation would protect your children and future generations to come.

CONTINUE on next page ->



# What's Your Superpower

## ACTIVITY GUIDE

SESSION  
#8

### INSTRUCTIONS:

CONTINUED from page 79

1. Review the Passion Pitch Handout with the cohort members
  - e. The Ask (What do you want this person to do with all of this information?)
    - i. *This is a critical component of your passion pitch - what do you need this person to do in order to help you with your issue?*
    - ii. *Are you asking this person to speak with other policy makers to support additional tobacco funding? Add vaping products to the clean indoor air policy? Support banning menthol and flavored products?*
    - iii. *Example: Please work with your other legislators to increase youth tobacco prevention funding so we can continue our work and we can work towards the first tobacco free generation.*
2. Hold time for the youth leaders to work on a draft of their passion pitch using the handouts.
3. Move around and see if anyone needs help.
4. Youth leaders are encouraged to talk to one another about their pitches and seek advice, input, or feedback.
5. At the end of time, hold space for 2 - 3 youth leaders to share their passion pitch.
6. If you have more time, allow others to share as well.

# Debrief/Critical

## THINKING QUESTIONS:

Use the feedback questions for the group to discuss the 2 - 3 passion pitches that were shared.

### Feedback Questions:

- \* Did they say their name?
- \* Which community / organization are they from?
- \* What issue are they passionate about?
- \* Why are they passionate?
- \* What is their ask?
- \* Did it make you want to get involved?

# Passion Pitch



## WHO

## WHY

## HEAD

## HEART

## THE ASK

# Passion Pitch



## WHO

What is your name? How old are you?  
Where are you from? What organization/  
program are you a part of?

Example: My name is Chloe, I am a senior  
at Mastery Pickett and part of the Advocacy  
Institute.

## WHY

Share your personal story or experience in  
your community or school. How has tobacco/  
vaping impacted your life? Why do you  
want to help influence policy to help your  
community and others live a healthy lifestyle?

Example: The flavors in vaping products have  
encouraged 5 of my friends to start vaping in  
the last 3 months. vocate for this topic and why  
someone should support you and/or join you.

## HEAD

Data, research, factual information to support  
your issue. Add at least one data point to  
share about your issue. Data is a useful tool  
to influence policy and help policy makers  
understand the need for a change.

Example: According to the CDC, in 2019, 24.4%  
of high school students in PA used electronic  
vapor products on at least one day in the past 30  
days.

## HEART

Appeal to the heart and emotions of your  
audience. Make a connection between your  
audience and the issue you are wanting to  
impact. Why should they care about this issue?

Example: This legislation would protect your  
children, potential grandchildren, and future  
generations to come.

## THE ASK

What do you want this person to do with all of this information? This is a critical component.

What do you want this person to do in order to help you with your issue? Speak with policy makers to support tobacco funding, add vaping products to the clean indoor air policy and/or support banning menthol and flavored products?

Example: Please work with your other legislators to increase youth tobacco prevention funding so we can continue our work and we can work towards the first tobacco free generation.

# Sample Email to an Elected Official

**ACTIVITY OVERVIEW/GOAL:** How to write an email to an elected official.

Topic: Tobacco companies targeting specific communities & marketing in stores/advertising

## INSTRUCTIONS:

Dear (Elected Official),

My name is \_\_\_\_\_ and I am \_\_\_\_\_ years old. I am writing to you from (City, State) as an advocate with the Advocacy Institute's #RealTalkTobacco program.

As our cohort's final action project, we decided to focus on the issues surrounding tobacco companies targeting specific communities & marketing in stores/advertising in my community. I believe these issues are important because (PICK **2-3** FACTS):

- Flavors like strawberry, unicorn poop, mint, and others are more tempting for youth to try them
- **66** % of youth think there is only flavoring or water vapor in e-cigarettes, but they have nicotine, which is addicting
- **97** % of youth who vape use flavored e-cigarettes
- **70** % of youth say flavors are a reason they started vaping
- A new generation of teens are becoming addicted to nicotine because of e-cigarettes
- Teens will have less access to flavored items, and will not be as tempted to try e-cigarettes
- Menthol (mint flavor) historically has targeted the African American community, and this needs to be included with the other flavors
- Teens who start smoking menthol/mint flavor tobacco are **2x** as likely to smoke for life

**Write your own brief personal story here, you can keep it brief, 2-3 sentences.**

Include your ASK from the Passion Pitch Activity, what do you want this person to do as a result of your letter.

Thank you, (Insert your name and age here)

# Call Script

## HOW TO MAKE A CALL TO A LEGISLATOR, CITY COUNCIL MEMBER, SCHOOL BOARD LEADER, ETC.



**INSTRUCTIONS:** Edit the text below into your own words & write your personal script for your phone calls.

### Who are you and Why are you calling?

Hi! My name is \_\_\_\_\_ and I am \_\_\_\_\_ years old. I live in \_\_\_\_\_, PA and I am calling to ask if [elected officials name] will keep funding for tobacco prevention programs in the upcoming state budget.

### Tell them Why they should care:

Share what you have learned or enjoy about RTT. Add to 1-2 of these examples or write your own:

“I support programs like #RealTalkTobacco because [INSERT LANGUAGE] ...and if more people had access to prevention and empowerment programs, maybe they would not start smoking!”

“I am currently in the #RealTalkTobacco program in Philadelphia and I want this program to stay because... (what was important that you learned and you think others should learn?)”

“This program has significantly impacted my life by...(tell why!)”

“I want to make sure this program continues so that people younger than me will be able to participate”

### What is your “Ask”?

Can I count on you to support programs like #RealTalkTobacco and our efforts to advocate on why tobacco companies targeting specific communities & marketing in stores/advertising is an issue in my community?

**Thank them for their time and support.**



# Graduation Session



## Celebrate Advocates!

GRADUATION  
SESSION

**PURPOSE:** Celebrate advocates in completing the cohort

**GOAL:** Youth cohort members will celebrate the end of cohort and receive certificates and gift cards.

**OBJECTIVES:**

- ☛ Celebrate!
- ☛ Receive certificates and gift cards
- ☛ Feel powerful!
- ☛ Leave encouraging words for their peers
- ☛ Complete post-survey

**MATERIALS:**

- Laptop/ Projector with Screen/white wall
- Sign-in sheet
- Certificates

# Agenda/ Facilitator

## FINAL SESSION GRADUATION SESSION

TIME	SLIDE#		FACILITATOR
	1	<b>Welcome</b>	
	2	<b>Congratulations!</b>	
	3	<b>Post-Survey</b>	
	4	<b>Power Pose</b>	

- Ask youth to sign in as they arrive
- Settle in

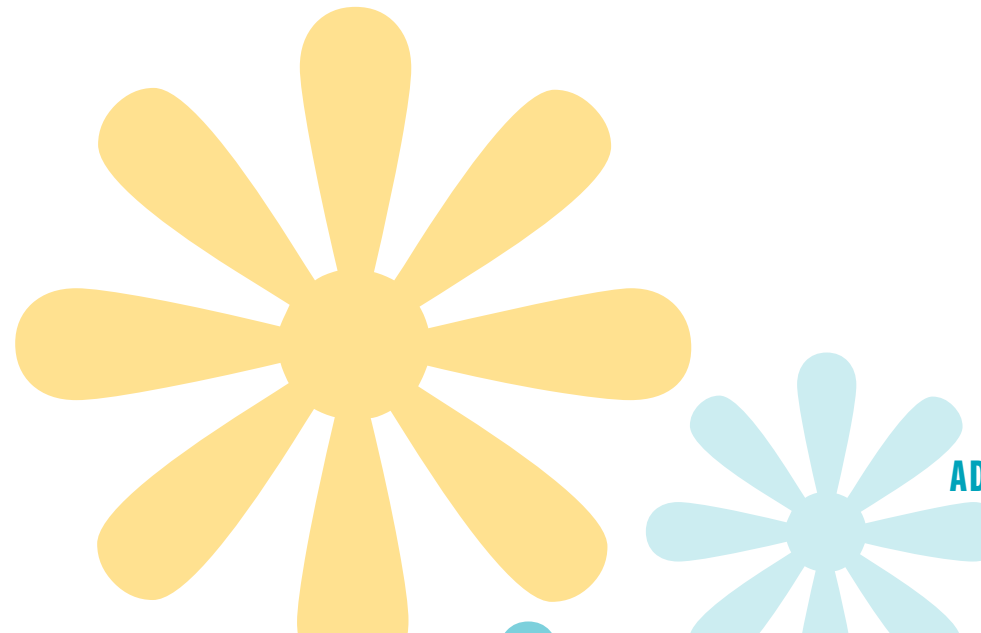
- Congratulate youth on completing the cohort!
- Ask young people to share a highlight from the sessions or their favorite part of the cohort.
- Distribute certificates.
- Give youth time to pass their certificates to their peers to write encouraging messages on the other side of their certificates.
- While youth are writing on their peers certificates, distribute gift cards.

- Ask youth to use a phone, laptop, tablet or other device to complete the post-survey.
- Ensure that everyone has WiFi access.
- Ask youth to scan QR code and complete the post-survey questions.
- Ensure each youth has submitted the post-survey by asking to see their final page.

- Begin this activity by asking the group if they know what a power pose is. They can also shout out guesses.
- Explain to the group what power pose actually is:
  - \* *Power pose is a self-improvement technique where people stand in a posture that they mentally associate with being powerful, in the hope of feeling more confident. Power pose is meant to serve as wind beneath your wings. And the reason for this activity is to boost confidence and recognize their hard work over the past few weeks.*
- Ask everyone to stand up and think of a power pose they would like to do. There should be examples of different power poses on the board. You will explain that you will be doing a countdown (starting from 10), and at the end of the countdown everyone should do their power pose all at once.
- Questions to ask the group at end of this activity:
  - \* *How does a power pose make you feel?*
  - \* *Do you feel more confident?*
  - \* *Will you continue to do power poses when you need a boost of confidence?*

### 5 Stay Connected

- Encourage youth to follow social pages.
- Remind them to be alert for text messages about any cohort updates and reminders.



# Certificate