

# Youth Action Guide

## Community-Based Smoking Prevention



University of Toronto  
Teenet Research Program



[www.teennetproject.org](http://www.teennetproject.org)

Meg Morrison MEd, Charlotte Lombardo MHSc, Sherry Biscope MHSc, Harvey Skinner PhD



# Youth Action Guide:

## community-based smoking prevention

**Meg Morrison MEd, Charlotte Lombado MHSc,  
Sherry Biscope MHSc and Harvey Skinner PhD**

TeenNet Research Program  
Department of Public Health Sciences,  
University of Toronto

in collaboration with 5 Ontario Youth Centres:

Dryden Youth Centre  
Sault Ste Marie Teen Centre  
Smiths Falls and District Club for Youth  
Midland Youth Centre  
Solid Rock Youth Centre (Tilbury)

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## Introduction and Overview

This Guide is intended for use by community workers and youth centre workers. It assumes a level of understanding and experience in running youth groups. Based on the learning's from 5 youth centres across Ontario, the Guide walks you through the stages of developing a youth tobacco action project. The Guide is structured into key areas based on four questions.

**Where are we going?** (Engage & Identify)

**How do we get there?** (Plan & Act)

**How do we know when we have arrived?** (Reflect, Research & Reward)

**Where do we go next?** (Sustain)

The Guide gives examples, tools and activities for engaging youth in community action. It aims to assist youth in developing, implementing, and evaluating a youth action project focused on a tobacco issue within their community. It is not designed to be prescriptive. However, all stages are important in successfully facilitating youth action. Work through the activities that are most relevant to your youth group, modifying or omitting those activities that don't suit your group. The Guide can easily be modified to use with youth for issues other than tobacco.

## Keep up To Date

For current information about the Guide and research on the process model, check out the TeenNet program website at:  
[www.teennetproject.org](http://www.teennetproject.org)

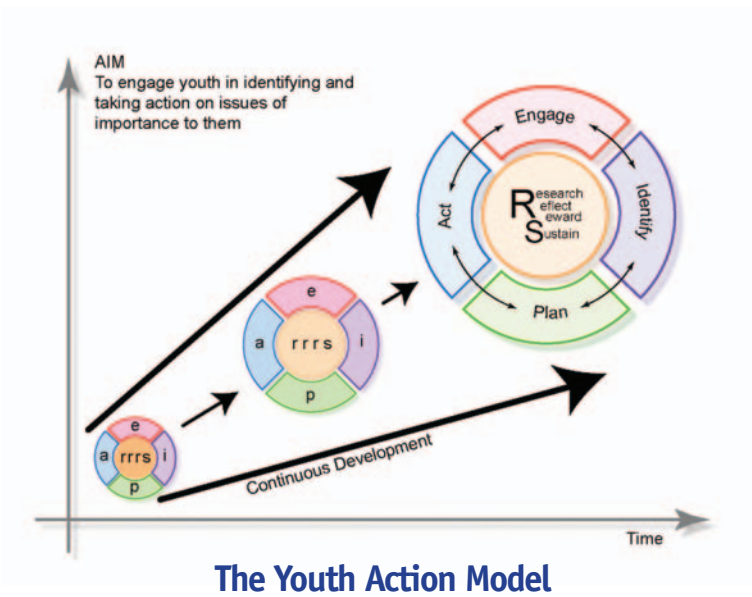
To see examples of youth action projects in Canada and internationally, check out the Global Youth Voices website at:  
[www.globalyouthvoices.org](http://www.globalyouthvoices.org)

Youth Action Guide

This **Youth Action Guide** is based on a model known as EIPARS, developed by the TeenNet Project, at the University of Toronto. The Model aims to facilitate youth community action around health or social issues, in this case, tobacco. The youth action model has 6 interrelated phases:

Engage	Youth are recruited and encouraged to work together on a tobacco issue
Identify	Youth identify the tobacco issues that are important to them
Plan	The group focuses on a priority issue and then creates a plan for taking action on the tobacco issue
Act	Youth implement their plan on the identified issue
Reflect Research & Reward	Group reflects on the outcomes and successes of the action project and the youth group itself
Sustain	Youth decides on how they will sustain the group and/or the action project

Even though Reflect/Research & Reward and Sustain are stages in their own right, they are central to all stages of the Youth Action Process and need to be continually considered throughout the process.



## How to Use This Guide

The Guide is divided into 4 key areas which incorporate the 6 stages of youth action. The time the youth group takes to work through each area, and the total time, is up to the group. Feel free to spend as much, or as little, time as required on each stage. The aim is for the group to develop a youth tobacco action project in a way that is fun and engaging for the youth. However, it is important not to spend too much time on any one area since youth can easily tire and bore with the process if it lacks momentum.

### For Example:

Some youth groups may identify the tobacco issue they want to address in a single brainstorming activity in one meeting. Alternately, some groups may spend weeks interviewing local youth about tobacco issues or taking pictures of their community before they decide which issue they want to address.

Throughout the Guide there are examples and case studies. These are intended to demonstrate how to use the activities and worksheets. The beginning of each section has a checklist. These outline what the group needs to have achieved by the end of each stage. It can be useful to recap the previous stages' checklist at the beginning of each new stage. Recapping the checklist not only makes sure you are on track, but also gives the group a sense of achievement.

## Pre-planning

*The following outline some things you will need to do or think about before starting the process:*

### Requirements

**Space** – Organize a space where the youth action group will be able to meet.

**Board Awareness &/or Participation** – It is important to have approval from the youth centre Board or your supervisor before starting the Youth Tobacco Action Group. It is even better to have Board members involved allowing them to get to know the youth and their issues better.

**Experience Working With Youth** – This guide is written assuming the youth worker or youth group leader has previous experience working with youth and coordinating youth programs/activities.

**Timeline** – As the types of youth tobacco action projects vary greatly and individual groups of youth vary, this Guide is not prescriptive about time. This process could take a few weeks or years, and depends on the group and the action they choose. However, we have found in piloting this Guide that about 3 months is a good timeframe for achieving the tobacco action project, while still maintaining the interest and motivation of the youth group members. Many longer projects have been successful, but often youth tire of the initiative if the process drags out too long before they see any results.

**Youth Ownership** – This process works well with youth centres who believe in youth ownership or youth-driven initiatives.



## Recruiting Youth Group Members

The youth or community centre may already have an active youth group that this project is ideal for. However, you will probably need to recruit youth to participate. The youth worker or group leader should identify potential youth to participate. You may try recruiting through schools, clubs, church groups, sporting teams, skate parks, neighborhoods or community centres.

- Talk to youth individually or in pairs about the youth action group.
- Advertise. For example, you can put up recruitment posters around the youth centre, school or community.
- Recruit a diverse group, with a mix of males and females, smokers and non-smokers.
- Recruit a mix of age groups.
- Suggesting that a youth brings a friend, rather than coming alone, can be less intimidating and more fun for the young person.
- Pick a location for the group meetings that is central and easy to get to and/or a place the youth already congregate, like the youth centre.
- Providing food or snacks is a good incentive to motivating youth to attend, even if it is just for the first group meeting.
- Remind youth, remind them, and remind them again. Many youth workers find calling youth at home the night before the first meeting and the before every subsequent group meeting works well.

### Appendix A: Guidelines For Recruitment.

#### When recruiting the youth remember to stress:

<b>Action</b>	What the youth project is about. It is important to stress that the youth action project aims to address tobacco issues that the youth feel are relevant, such as smoking and the environment or how the tobacco industry targets youth. It is not an antismoking project or a quit program.
<b>Time</b>	Pick a day and time for the group to meet.
<b>Location</b>	Where you are going to meet. Preferably a private location without distractions from other youth. Ideally, at the youth centre, in a quiet section or private room.
<b>Food</b>	Youth work much more efficiently and are more motivated to show up when food is served.
<b>Commitment</b>	Stress that this is going to be fun, but a commitment on their part is needed.

## What do You Expect to Get Out of This?

Besides achieving a tobacco action project that addresses or changes a tobacco issue in your community, there are many benefits in running a youth tobacco action project for the youth centre, the youth group and individual youth. The following outlines some of the benefits that those participating in the pilot of this Guide experienced:

### Youth Centre Benefits:

- **Image and Awareness** - Media attention about the youth tobacco action project promoted the youth centre, increased attendance and improved the centre's image with youth, parents and the community.
- **Increased awareness** - of youths' realities, how they see issues and how to motivate them.
- **Physical environment improved** - Smokers no longer visibly hang outside the building and cigarette butts no longer litter the footpath or yard.
- **Funders' reports** - The action project itself and the way the Guide is structured (particularly the meeting record sheet), enabled youth workers to easily report to funders and their boards about the project. Both funders and boards generally look favorably on youth tobacco action.
- **Increased youth involvement** - The tobacco action project increased the number of youth participating in centre activities.
- **Youth involvement retention** - Many youth who participated in the youth tobacco action projects were keen to participate again in youth centre programs and /or youth action initiatives.
- **Improved community relationships** - Through the action projects, youth groups connected and formed relationships with local businesses, other community organisations, schools and youth centre neighbours.

### Group Benefits:

- **Group work** - For many youth involved in the 5 pilot centres, this was the first time they had ever been involved in a youth action group.
- **Motivation to do more** - After experiencing what youth action groups can achieve, some of the pilot youth groups were motivated to continue as a group. Some wished to continue addressing tobacco issues in their community, while others plan to tackle new issues.

## Individual Benefits:

- **Pride** - Youth felt a real sense of pride in their projects and successes.
- **Understanding of centre** - Youth commented that they understood the workers and centre's positions, constraints and obligations much better now.
- **New friends** - Many youth got to know other youth at the centre better via the group.
- **Mandatory Volunteer Hours** - Youth collect hours towards graduation and other programs.
- **Skill development** - Youth outlined a wide range of skills they had developed through the youth action project:
  - Organisational skills
  - Project planning and goal setting
  - Networking
  - Proposal writing and presentation
  - Talking to the media
  - Creative writing
  - Letter writing
  - Research and questionnaire design
  - Evaluation

**Pre-Planning Appendices**

**Appendix A - Guidelines for Recruitment**

## Appendix A - Guidelines for Recruitment

Youth centre staff is responsible for the selection of young people to participate in the project. A working group should consist of six to ten young people. Six to eight is ideal, but as there is likely to be some attrition, it is best to recruit 8-10.

### ***The following are suggested guidelines for selection:***

- **Interest** – The key to participation is interest in either group action, community development or tobacco related issues
- **No consequences** – A young person's decision to participate or not to participate will not affect their ability to utilize youth centre activities and services
- **Participation is voluntary** - No young person should be coerced or pressured into participating. Participation should not be used as either a reward or punishment for young people
- **Diversity** – The ideal group is diverse in backgrounds, values, life experiences and education. This will ensure a range of ideas and opinions
- **Age** – From our experience it is better when young people are no more than 3-4 years apart – 12-15 years or 15-18 years
- **Ability to commit** – The project will work best if the young people commit to the length of the initiative
- **Consent** – Your youth centre may require parent/guardian consent for youth to participate. If so, you will need to have parents/guardians sign a consent form.

## Stage 1: Where are we Going?

This stage includes engaging youth in the issue of tobacco action and having them work together as a group to identify the tobacco issue they want to address. To work through this stage may take several meeting or even months. It depends on how the group chooses to identify their issue and how often they decide to meet.

### Aims:

- To recruit and engage youth to work in a group to take action on a tobacco issue in their community.
- To identify the specific tobacco issues and themes that are important to the youth.

### Checklist

#### Key steps to achieve in this stage:

1. Form a group of youth motivated to get involved in tobacco action
2. Conduct tobacco issue 'setting the stage' exercise
3. Discuss what youth action is about and what has been done in other communities related to tobacco
4. Complete Meeting Record Sheet (**Appendix H**) after each meeting and use this sheet to recap at the beginning of each meeting
5. Develop group guidelines and agree on a meeting structures
6. Explore a range of tobacco issues and identify the issue the group wants to address
7. Agree on a decision making process
8. Develop a list of indicators of success for the group and build on this list at each meeting.

## Time-line

This stage is likely to take a number of meetings over several weeks. This will depend on how often the group meets and what method of issue identification they use. At every meeting, after the initial meeting, it is important to **recap** what has previously happened, **review and build on** the indicators of success of the group, and conduct a tobacco **warm-up** exercise to set the stage for the meeting. The following section of the Guide will walk you through activities for doing this.

## Begin each meeting with...

### *Warm-up, Recap, Review and Build on Indicators of Success*

#### For Example:

##### **Warm-up tobacco exercise**

Conduct a 'setting the stage' tobacco warm-up exercise.

##### **Recap previous stage**

Recap what happened in the previous stage referring to the meeting record sheet.

##### **Review and build on indicators of success**

Review indicators of success from previous stage, refine and build on.  
This should be done at both the beginning and the end of this phase.

## 1. Setting the Stage: Tobacco Issue Warm-Up

Some youth centres have found it useful to 'set the stage' at the start of each meeting with a warm-up exercise relating to tobacco. The idea is to take 10-15 minutes at the beginning of each meeting to review, research or to look at something related to tobacco and use these as discussion stimulators with the youth

### Warm-up exercise ideas:

#### For Example:

- Cigarette ad from an American magazine
- Newspaper article about tobacco control, pricing, sales or government policies
- Facts from a website about the cost of smoking, social, health and environmental costs.  
Refer to **Appendix B: Tobacco Action Projects** for links to useful tobacco websites.
- Video on tobacco issues
- Discussion of cigarette sponsorship of sporting events and the arts

A good guideline for how to enter into this type of discussion with youth is by using the SHOWeD acronym (Wallerstein and Weinger, 1992).

- S** What do you **see** here?
- H** What is really **happening** here
- O** How does this relate to **our** lives?
- W** **Why** does this problem or strength exist?
- eD** What can we **do** about it?

**The key is to focus on:**

1. What is behind the issue, such as causes or interrelated issues?
2. How it relates to youth's lives?
3. What can be done about it?

## 2. Motivating the Group

### a) Breaking the ice

Relaxing and getting the group ready to have fun and work together is the first step. It can be good to start the first group meeting off with an icebreaker activity. There are many icebreaker activities you could do. Refer to **Appendix C: Icebreakers**. Below is one example of an icebreaker activity.

#### For Example: 'What's Your Story?'

Give each person in the group a copy of the handout (handout for this activity is in **Appendix C: Icebreakers**). Ask the youth to go around the group finding one name to put next to each of the descriptions below. If you want, you can impose a time limit, e.g. they have 2 minutes to get as many names as possible. This is optional

- Someone who eats Cheerios for breakfast: \_\_\_\_\_
- Someone who comes from a large family (4 or more kids): \_\_\_\_\_
- Someone who has been on TV or radio: \_\_\_\_\_
- Someone whose star sign is Libra: \_\_\_\_\_
- Someone who likes cabbage: \_\_\_\_\_
- Someone who knows a famous person: \_\_\_\_\_ Who? \_\_\_\_\_
- Someone who has hand written a letter in the last 2 months: \_\_\_\_\_
- Someone who has been to the North West Territories: \_\_\_\_\_
- Someone who has read a book this month: \_\_\_\_\_ What book? \_\_\_\_\_
- Someone who has not brushed their teeth today: \_\_\_\_\_
- Someone who likes math: \_\_\_\_\_

If the group already knows each other, you may wish to run a team building exercise. The aim of a team building exercise is build trust and communication skills to get the group comfortable working together. See **Appendix D: Team Building Activities**, for links to some activities.



### For Example: Team building activity 'Knots'

- Everyone stands in a tight circle with their arms out.
- Grasp the one hand with someone close to you and one with someone on the other side of the circle.
- Make sure that two people are not holding hands just with each other.
- Now try to undo the knot. Hand grips can be changed, but not broken.
- In a large group this can be done as two smaller groups and as a race.
- A variation is that one person stays out and tries to help.

### b) So why are we here?

Talk to the group about what youth tobacco action is and why you want to run a youth action project. Mention the timeline and budget for your centre (if there is one). This can be discussed with the group or given as a handout.

### c) So what are 'tobacco issues'

Part of motivating the group may include exposing them to the breadth of issues related to tobacco. For example:

- Body image and smoking
- Tobacco sales to minors
- Second-hand smoke
- Tobacco industry and deception
- Litter from cigarette butts
- Movies showing actors smoking
- Environmental issues – deforestation, soil depletion, fires and pollution

Often providing a concrete example of what other youth tobacco action groups have achieved is helpful.

Refer to **Appendix B: Tobacco Action Projects**.

### For Example: Smoking and the movie industry

The youth tobacco action group researches how the movie industry support and promote smoking on the Smoke-free movies website (<http://smokefreemovies.ucsf.edu>). They decided to host a video night at the youth centre to promote smoke-free movies. The group also decides to take action by writing protest letters to specific actors and studios outlining how smoking in movies promotes youth smoking - particularly when stars smoke specific brands. The group uses the video night to get as many youth as possible to sign the protest letters which they then post to actors and studios that they have targeted through doing research on the smoke-free movies web site.

### 3. The Youth Centre's History and Negotiating Boundaries

As the youth worker, you need to discuss your position with the group, i.e. why the centre is participating, what the centre hopes to get out of the project and what the relevant policies and guidelines are. It may be useful to give a brief overview of the centre's history and structure. Ultimately, the youth centre is responsible for this project and needs to be informed. It is important for the group and the Centre to negotiate how the relationship is going to work. This needs to be done in a way that the youth don't feel like the centre is going to veto every project idea that they have, yet in a way that explains the centre's position.

#### For Example: Youth centre position on posters

The Youth Centre developed a bad image in the community a few years ago when youth went around the town putting up posters promoting an upcoming band night. Many of the posters were stuck on private property and all over telegraph poles in the main street. This angered local businesses and the community saw this action as an act of vandalism, not advertising. Therefore, the Youth Centre is not going to be supportive of an action project that involved youth put up posters on telegraph poles or walls around the town. Most of the youth currently attending the centre were not there 4 years ago when this incidence occurred. If this situation is explained to the youth action group up front, they may come up with other creative ideas for putting up posters, such as asking shops and schools if they will display them, that is not seen as vandalism and help improve the centre's relationship with the community.

### 4. Group Guidelines

The setting of group guidelines is very important for any youth group. These will be the guidelines that the group follows and should be created by the group and always displayed during meetings. For examples of group rules refer to

**Appendix E: Sample Group Rules**

### 5. Meeting Style and Records

#### Style:

The youth need to decide what the meeting structure is going to be like and how often the group should meet. Most youth groups use an informal meeting style, however, your group may decide on a more formal structure. Links to meeting structures are in

**Appendix G: Formal Meeting Structures**

#### Agenda:

Irrespective of the style of meetings, it is always useful to have an agenda or outline of what you are going to cover in the meeting so important issues are not forgotten. The Checklist at the beginning of each stage can help in the development of this.

#### Minutes/notes:

For the benefit of your youth centre, reports to funders and/or future youth workers, it is useful for the group to keep brief notes of what happened at each meeting. This also provides a good record to start the next meeting with, allowing you to easily recap the key points to prompt the memory of the group. **Appendix H: Meeting Record Sheet.** You may wish to have one of the youth take on this task as their responsibility, or you as the facilitator may do it.

## 6. Tobacco Issue Exploration

As the Engage Stage involves a lot of ‘housekeeping’ about how the group is going to run etc, the youth often get a little restless. Therefore, it is good to interject with a tobacco issues exploration activity to motivate them again about the issue.

There are many provincial, national and even international issues related to youth and tobacco, however local groups are most effective when they act on issues that are relevant to their community.

Issue identification can be achieved fun and creative ways. Some ways it may be done are:

- Brainstorming
- Community mapping
- Photo-voice™
- Theater techniques
- Collage making
- Art contest
- Interviewing others in the community

The options for creatively identifying tobacco issues are endless. Below are some examples of techniques you may wish to try with the group. For a more comprehensive list, refer to **Appendix F: Issue Identification Activities**.

**Tip:** Issue Exploration may take several weeks, or one session. It is up to the group and largely driven by which method they choose.

**Brainstorming with Post-it notes**  
is a quick way of identifying issues and organising them.

HOW	PROS	CONS
<ul style="list-style-type: none"><li>•Give each member of the group a Post-it note pad and a pen.</li><li>•Ask them to take a few minutes to write down all the tobacco issue they can think of. One issue per Post-it page. Then ask each group member to put their issues on a white board or wall, telling the group about them.</li><li>•Once they are all in view, start grouping them in themes. The themes maybe related to the issue areas, such as health, social, environmental, etc. or related to places or populations, such as global, national, local, school, youth centre, etc. The group discusses these and forms a list of the key issues to them.</li></ul>	<p><b>Fast:</b> Issue identification can be achieved in a single sessions.</p> <p><b>Organized:</b> Issues are grouped in themes by the end of the activity, making selection clearer and easier</p>	<p><b>Limited:</b> To the issues young people in the group already know about.</p>

## Community Mapping

is a method where youth draw a coloured map of their community featuring the most important places to them and how those places are affected by tobacco. A good way to get the group to think about local issues.

HOW	PROS	CONS
<ul style="list-style-type: none"> <li>• Give groups of 2-3 youth poster paper and coloured markers.</li> <li>• Ask each group to draw a map of their community, featuring places that are important to youth or where they hang. Once they have finished, ask them to draw in how these places are affected by tobacco, e.g. cigarettes are sold at the store across from the high school, or butts are in the park where kids play.</li> <li>• Then each group presents their map to the group and talks about the places on the map and how tobacco affects them.</li> </ul> <p><sup>a</sup>Group discusses issue which they all feel is important to youth in their community.</p>	<p><b>Fast:</b> Issue identification can be achieved in a single sessions.</p> <p><b>Fun:</b> Youth enjoy drawing their area.</p> <p><b>Community specific:</b> gets the group thinking very locally about tobacco issues</p>	<p><b>Limited:</b> To the issues young people in the group already know about.</p> <p><b>Community specific:</b> Youth may limit thinking to their community</p>

**Photovoice™** is a photographic technique used in health promotion and community development to identify issues and act for social change.

HOW	PROS	CONS
<ul style="list-style-type: none"> <li>• Using disposable cameras, youth (in pairs) are asked to take photos that relate to tobacco issues in their community e.g. a photo of cigarette butts in the park or streets, or youth using an asthma inhaler.</li> <li>• Photos are developed and youth add captions or stories to accompany the visual images.</li> <li>• Group selects the pictures that best depict the tobacco issues they want to consider.</li> <li>• Group discussed and codes or groups the photos.</li> <li>• Group selects a short list of issue from the images and stories.</li> <li>• For details on this method refer to the Photovoice™ web site <a href="http://www.photovoice.com">http://www.photovoice.com</a> or <a href="http://www.practitionernet.org">www.practitionernet.org</a>.</li> </ul>	<p><b>Fun and Creative:</b> Youth really like this method as it is fun and interactive.</p> <p><b>New issues emerge:</b> It allows exploration of issues they may not have already been aware of.</p>	<p><b>Time:</b> Takes several weeks.</p> <p><b>Expensive:</b> Disposable cameras and film processing cost a lot.</p>

## Community Interviews

are a research method that can be used by the youth group to elicit youth and community issues related to tobacco.

### HOW

- Group develops a short interview guide based on what they want to find out from youth and/or community members.
- Group discusses and selects locations to conduct the interviews and seeks permission if it is needed, e.g. schools or the mall may require permission.
- Youth decide on whether interviews will be taped or notes taken, and approximately how many they need.
- Interviews are conducted.
- Group decides how they are to be analyzed.
- Based on themes that emerge in the interviews, the youth group discusses and forms a short list of key issues.

### PROS

- Breadth:** Reflect a wide range issues in the community.
- Inclusive:** Involves youth from outside the group or centre
- Promotes a good image:** promotes a positive image of the youth centre

### CONS

- Time:** the process may take several weeks or more.
- Like school work:** Some youth may feel the research process feels like doing school work

**Tip:** Keep this list of issues, either on paper or on poster paper, as it may be useful for the group to return to it later

## 7. Decision-Making Process

The group is going to be making a lot of decisions. To keep this process fair a reasonable method for decision-making needs to be decided upon. Ultimately, the group should agree upon a consistent decision-making process that will be used for the duration of the group.

There are several different decision-making techniques the group may choose. Two of the most common are outlined below:

METHOD	OVERVIEW	PROS	CONS
<b>Democratic</b> (voting)	It can be either a simple show of hands, or by secret ballot. Majority wins.	Has advantage of being quick and simple.	Little room for issue discussion.
<b>Consensus</b> (by discussion and agreement)	The group continues discussing an issue until an agreement from all group members is reached.	All group members share and support the final decision.	Often time consuming and some members may feel they compromised.

(Youth Health Action Handbook, McCreary Society, 1996)

## 8. Identifying the Issue

The group should have a short list of issues. Now a decision must be made on which issue the group wishes to address.

The group may simply make a decision on which issue they want to address using the decision making method agreed to earlier in this stage (e.g. voting or consensus). Or, the youth group may choose to research a couple of issue further and then decide on one.

It may be worth discussing how easy and achievable addressing each issue will be, as it is important to choose an issue that the group is not only motivated by, but one they also are likely to succeed at. Particularly if this is the group's first time engaging in youth action. From experience, youth are often excited and want to tackle more than one issue. It is better to start small with just a single issue and then if the group wishes to continue, take on another issue, than to be too ambitious in the beginning.

**Tip:** It is really important that the issue the group chooses to address is something realistic and achievable. It is better to start small and achieve success in steps than to choose an issue that is too big and may be disheartening.

## Case Study One:

### Improving the image of the youth centre by moving the smokers from the front of the centre

Smiths Falls and District Club for Youth had an image problem in the community related to young smokers standing outside the centre on the sidewalk to smoke. The Youth Tobacco Action Group surveyed 200 youth and the community members about their attitudes to youth smoking and youth smoking at the youth centre. The group then developed a tobacco action project that aimed to move smokers to the back of the building, therefore not blocking the sidewalk, creating litter or affecting the aesthetics of the youth centre entrance. To achieve this they had to clean up the back yard and build a safe patio area with butt cans. Before they could start building the patio, the group needed to have support from the neighbours, permission from the centre's Board and assistance from contractors on how to build the patio.

The group successfully built the patio and monitored for smokers out front for several months. The youth centre received significant positive feedback from community members about the visible decrease in youth smoking on the sidewalk and the decrease in butts. The group agreed to continue and sustain a tobacco action project at the centre.

## 9. Researching the Issue

Once an issue is identified the group may wish to research the issue further. The internet has a lot of information to offer on tobacco issues and on tobacco action. **Appendix B: Tobacco Action Projects**, which you may have used in the Engage stage, has a lot of links to useful tobacco sites. Also, **Appendix I: Action Project Web Site**, in the next stage, has links to action projects and tobacco action initiatives.

## Optional Activity - Researching the issues

Assign web sites to youth action team members, individually or in pairs. Ask the youth to summarise the key issue or actions that they particularly like in each site. This can be done at the youth centre if Internet access is available, or outside the centre at a local library, school or at home. At the next meeting, have each youth individually or in teams report back to the group on the issue or the action they researched. Refer to PractitionerNet's [www.practitionemet.org](http://www.practitionemet.org) and **Appendix B: Tobacco Action Project** ..

**TIP:** In our experience, anti-smoking campaigns that use scare tactics or focus solely on the health effects of smoking have not been very effective with youth. Additionally, an action project that creates a negative environment for smokers can isolate youth who do smoke. Therefore, it is often good to choose an issue that relates to a specific problem or situation that has arisen, or a particular opportunity that has appeared in your community. The most successful projects respond to local sentiment or what the youth see as the problem. It is really important that the issue the group chooses to address is something realistic and achievable. It is better to start small and achieve success in steps than to choose an issue that is too big and may be disheartening.

## Case Study Two:

### What else you could buy if you didn't smoke?

The cost of smoking was identified as an issue for youth in Midland by the Youth Tobacco Action Group at Midland Youth Centre. The group chose a small and very achievable tobacco action project to start with, which was also low cost and quick to complete. The group made posters depicting all the things youth could buy if they chose to spend their money on things other than cigarettes. The posters were collage style, made from pictures in magazines and were displayed at the youth centre. The group felt the poster project was successful and continued on to a second tobacco action project with some new youth and some of the original group. The follow-on project was the design and development of a printed flyer about the cost of smoking, both financial and health. The flyer was a photograph of some of the group members. It depicted healthy youth playing basketball and one youth in the background not playing as he was the smoker who had tired before the non-smokers. The slogan was "Ready to Quit". The flyer also states that it costs \$5 a day for a youth to smoke (bases on \_ a pack) and gives contact numbers and web site addresses for help on quitting. The youth put the flyer us around town, getting permission from many local business to display it on their premises. Currently the flyer is on display around Midland at such places as the music store, the library and the grocery store where it can be seen by other youth.

## 10. Noting Success, Big and Small

How do you know that you are achieving what you want to achieve? Setting indicators of success is one way to measure the success of the Youth Action Group. These are all of the little successes the group has and the small things they achieve at each stage. This are not supposed to be a complex list of indicators, or be the proposed outcomes for the tobacco action project, but rather a 'small steps' approach to the successes of the group. Draw up an initial list of indicators of success on poster paper and have them visible at each meeting throughout the project. At the end of each stage or the beginning of every new stage, reflect on these and build on them. They are also important to keep a record of for evaluation purposes.

### For Example: Youth centre position on posters

Just the fact that the group met and committed to coming back again, is a success. Or the fact that they jointly decided on a decision-making process without fighting, may be a success.

**Celebrate** - Taking time-out to review and celebrate achievements can also go a long way towards creating a sense of ownership, commitment and pride in the project.

## 11. Sustain the group

Building ways to sustain the group and the action should be a key focus throughout the project. The following is a list ideas generated by youth about sustaining youth involvement throughout the project.

- Be youth friendly - open to their ideas, relaxed, fun, non-judgmental, etc
- Make the project fun and interesting
- Let the youth express their ideas, even if you do not agree with them
- Provide a sense of accomplishment and recognition
- Be positive even if things don't work at first - we all learn from mistakes
- Provide direction but do not be too bossy

## 12. Meeting Record Sheet

Complete the meeting record sheet for this stage. **Appendix H: Meeting Record Sheet.**

### Resources and References

Resources and references are on [www.practitionernet.org](http://www.practitionernet.org).

Another good resource is the tobacco section of the Do Something web site:

<http://www.dosomething.org/newspub/index.cfm?cid=11>

References:

Wallerstein, N. & Weinger, M. (1992) Health and safety education for worker empowerment. American Journal of Industrial Medicine, 22(5): 619-625.

McCreary Centre Society (1996). Youth Health Action Handbook, published by the McCreary Centre Society, BC, Canada. Can be ordered through <http://www.mcs.bc.ca>



## **Stage 1 Appendices**

**Appendix B - Tobacco Action Projects**

**Appendix C - Icebreakers**

**Appendix D - Team Building Activities**

**Appendix E - Sample Group Rules**

**Appendix F - Issue Identification Activities**

**Appendix G - Formal Meeting Structures**

**Appendix H - Meeting Record Sheet**

## Appendix B –Tobacco Action Projects

Resources and references are in Engage Appendix and on [www.practitionernet.ca](http://www.practitionernet.ca)

### Tobacco Action Project:

#### Truth

<http://www.thetruth.com>

#### Campaign for Tobacco-Free Kids

<http://tobaccofreekids.org/youthaction>

#### South Dakota Tobacco-Free Kids Network

<http://www.sdtobaccofree.org>

#### Tobacco Facts: O2Zone

<http://www.tobaccofacts.org/ozone/index.html>

#### TIGHT - The Tobacco Industry Gets Hammered by Teens

<http://ccprevention.org/projects/tpp/casestudy.html>

#### Youth Coalition

<http://ccprevention.org/projects/tpp/youth.html>

#### ASH

<http://ash.org/teens.html>

#### Tips 4 Youth

<http://www.cdc.gov/tobacco/tips4youth.htm>

#### Essential Information

<http://www.essentialaction.org/tobacco/index.html>

#### ydoyouthink

<http://www.ydoyouthink.com>

## Appendix C - Icebreakers

Icebreaker activities available online - The following websites outline a range of icebreaker activities.

<http://www.lin.ca/lin/resource/html/ALCAP/RCC00017.pdf>

<http://www.youthwork.com/activitieswarm.html>

<http://www.residentassistant.com/games/icebreakers.htm>

<http://www.youthwork.com/activitiesdivide.html>

<http://adulted.about.com/cs/icebreakers/>

<http://canadaonline.about.com/cs/icebreakeractivit/>

<http://adulted.about.com/library/blcebreakers.htm>

### Icebreaker books

Here are a couple of good icebreaker activity books:

#### ***Energize! The Complete Book of Energizers and Other Cooperative Activities***

By Quest International (1991) 155 pages, soft cover

Energizers are easy, interactive, and cooperative activities that light up a group and bring people together. Energize! includes over 170 activities for all ages and occasions. Can be ordered through <http://www.thrivecanada.ca/>

#### ***The Encyclopedia of Icebreakers: Structured Activities That Warm-Up, Motivate, Challenge, Acquaint and Energize, Package***

By J. W. Pfeiffer (Editor) Publisher: Pfeiffer & Co; ISBN: 0898890055; Ringbound edition (December 1980), Loose-leaf (April 1982).

#### ***201 Icebreakers: Group Mixers, Warm-Ups, Energizers, and Playful Activities***

By Edie West, publisher: McGraw-Hill Trade; ISBN: 0070695997; Ringbound edition (January 1997);

Paperback; ISBN: 0070696004; (October 1, 1996)

## Appendix C-

### Ice Breaker Activity: Getting to know the group activity handout sheet

#### What's Your Story?

Go around the room and find one name to put next to each of the descriptions below.

Someone who eats Cheerios for breakfast: \_\_\_\_\_

Someone who comes from a large family (4 or more kids): \_\_\_\_\_

Someone who has been on TV or radio: \_\_\_\_\_

Someone whose star sign is Libra: \_\_\_\_\_

Someone who likes cabbage: \_\_\_\_\_

Someone who knows a famous person: \_\_\_\_\_ Who? \_\_\_\_\_

Someone who has hand written a letter in the last 2 months: \_\_\_\_\_

Someone who has been to the North West Territories: \_\_\_\_\_

Someone who has read a book this month: \_\_\_\_\_ What book? \_\_\_\_\_

Someone who has not brushed their teeth today: \_\_\_\_\_

Someone who likes math: \_\_\_\_\_

## Appendix D - Team Building Activities

### Team-Building Activities Available Online

The following link gives examples of team building activities.

<http://www.youthlearn.org/learning/teaching/community.asp>

### Team-Building books

The following are good teambuilding activity books. Try and find them in your local library or bookstore, or search online book sellers

#### ***Teamwork & Teamplay***

by James Hallie Cain, Jim Cain, Barry Jolliff

Publisher: Kendall/Hunt Publishing Company; ISBN: 0787245321; 1 edition (March 1, 1998)

#### ***Team-Building Activities for Every Group***

by Alanna Jones

Publisher: Rec Room Pub; ISBN: 0966234162; 0 edition (August 1999)

#### ***Silver Bullets***

by Karl Rohnke

Publisher: Project Adventure, Inc.; ISBN: 084035682X; Reprint edition (June 1984)

#### ***Youth Leadership in Action: A Guide to Cooperative Games and Group Activities***

by Project Adventure

Publisher: Kendall/Hunt Publishing Company; ISBN: 0787201073; (August 1994)

#### ***Quicksilver: Adventure Games, Initiative Problems, Trust Activities and a Guide to Effective Leadership***

by Karl Rohnke, Stebe Butler

Publisher: Kendall/Hunt Publishing Company; ASIN: 0787216100; (April 1997)

## Appendix E - Sample Group Rules

The following is a **sample** list of group rules or guidelines that highlights the types of group rules youth suggest. Your group will develop their own list that may include many of these.

- Listen to others
- Respect confidentiality – what is said in the group stays in the group
- Have fun
- Let everyone have a turn
- Do not use offensive language
- Be open to feedback
- Don't harass, tease or fight with others
- Respect other opinions and ideas
- Be punctual
- Don't use violence
- Be consistent
- Everyone participates
- Obey the law
- Do not use tobacco, drugs or alcohol during the group
- Stick to the rules

## Appendix F - Issue Identification Activities

### **One-Minute Brainstorm:**

Each participant gets a piece of paper and a pen. At the command “GO!” they have exactly one minute to write as many project ideas as they can on the paper. You can specify the area of focus (such as “our school” or “environmental projects”) or let them think of any ideas that come to mind. At the end of the minute, share the ideas and vote on the most popular.

### **Go for a walk:**

Take students on a walk around the selected project “area” (the school, the community, the block, etc.) Ask them to think about or record places they see the potential for a project. If the group is large enough, assign small teams to different areas and let them share their observations with the larger group. Decide upon projects from the ideas gathered.

### **Newspaper scavenger hunt:**

Have students read the newspaper to see what issues are important in the community at the present time. Record ideas and share the stories with one another.

### **Dry-erase board brainstorm:**

Using a dry-erase board or overhead, ask students to call out all the projects they can think of. Record the responses until they are out of ideas. Decide upon projects from this list.

### **Interview the community:**

Encourage young people to interview community members and survey potential project ideas. Perhaps the school nurse would like to see the hallways cleaned. The local grocery store owner might appreciate a recycling program. Students can share their discoveries and select projects.

### **Project ideas suggestion box:**

An empty decorated shoebox in a visible place (with blank scraps of paper and pens next to it) can be used to collect students’ project suggestions on an ongoing basis, inviting young people to think freely about project ideas. Empty and share the contents of the box on a regular basis.

**For the above, refer to:** [www.dosomething.com](http://www.dosomething.com)

### **Photovoice™:**

This technique involves community members taking visual images and accompanying them with stories of their community. Participants then use a three-stage process to analyze the pictures they take:

1. Selection of the pictures that best depict the issue
2. Conceptualizing or telling the story of the pictures meaning
3. Codifying – identifying the issues and themes that emerge.

**Refer to** <http://www.photovoice.com> **for details on how to facilitate Photovoice™.**

## Appendix G - Formal meeting structures

### Meeting Management

<http://www.nnh.org/tobacco/d-3-2.htm>

The group may prefer a casual meeting style. If they want something a bit more formal, check out the following web sites

### Agenda Structure:

<http://www.nnh.org/tobacco/appd-6-2.htm>

This agenda structure is adapted from Tropman's bell-shaped curve model for meetings. This agenda is for a meeting that is about 120 minutes or 2 hours long.

### Roberts Rules summary:

<http://dolphin.upenn.edu/~philo/apocrypha/roberts-rules/>

This set of rules forms the basis for the Rules of the House of Representatives of the United States Congress, and contemporary editions of Robert's Rules are tailored toward the practices of that body

### Roberts Rules:

<http://www.rulesonline.com>

### Youth and Roberts Rules:

<http://www.calymca.org/y&g/delegateguide/sjr.shtml>

This site is an example of how Robert's Rules are being used by a youth organisation.



Appendix H - Meeting Record Sheet

Stage	Date	# of Youth Present	Length of Time

Meeting Notes

Names of those attending

## Stage 2: How do we get there?

After identifying the tobacco issue of most importance to them, the group must now plan what they want to do together to address this issue and act by implementing their action project plan.

***“Never doubt that a small group of thoughtful committed citizens can change the world; indeed, it is the only thing that ever does”***

**Margaret Mead**

### Aims:

- To construct a group project addressing the tobacco issue youth identified
- To implement the action project that addresses the tobacco issues identified by the youth group.

### Checklist

#### Key steps to achieve in this stage:

1. Conduct tobacco issue ‘setting the stage’ exercise
2. Recap previous stage
3. Set realistic and achievable goals and objectives for the action
4. Determine who the target audience/s is/are
5. Refine the issue and message so it is very specific
6. Identify the type of action the group wants to take
7. Identify key people
8. Develop an action plan (a summary of all the above components)
9. Obtain approval from centre and/or board
10. Develop and evaluation plan
11. Have youth take responsibility for tasks
12. Implement tobacco action project
13. Discuss & debrief on how the project is going & the group is feeling
14. Build on list of indicators of success for the group
15. Celebrate the action project
16. Complete the Meeting Record Sheet (**Appendix H: Meeting Record Sheet**)

## Case Study Three:

### Smoke-free battle of the bands night

Dryden Youth Tobacco Action Group identified the lack of entertainment in their community for youth and lack of smoke-free places to hang-out as issues for youth. The group decided to host a smoke-free battle of the bands night as their tobacco action. Planning the night involved booking a venue, advertising, organising adult supervision, ordering refreshments, and most importantly, lining up bands to play. The night was a success with over 500 youth attending the battle of the bands event at the arena. The group had also had a butt picking-up day before the battle of the bands night and plan to use the butts in the future to make a piece of art to highlight the amount of butts that are dropped in the community. The group felt the project was a success and plan to continue by hosting another event next summer.

## Begin each meeting with...

### For Example: Warm-up, Recap, Review and Build on Indicators of Success

#### **Warm-up Tobacco Exercise:**

Conduct a 'setting the stage' tobacco warm-up exercise.

#### **Recap Previous Stage:**

Recap what happened in the previous stage referring to the meeting record sheet.

#### **Review and Build on Indicators of Success:**

Review indicators of success from previous stage, refine and build on.  
This should be done at both the beginning and the end of this phase.

## 1. Articulating the Issue

Now that the YAG has chosen a tobacco issue to address, they must work on the wording of the issue so it is concise, clear and understandable to others.

### For Example: Articulating the issue

Sault Ste Marie Teen Centre chose the issue of: “smokers at the Teen Centre dropping their butts and cigarette packs in the back yard and in the hole in the yard”. The issue was refined to be clear, concise and understandable: “Cigarette litter negatively affects the Teen Centre’s environment”.

## 2. Setting Goals and Objectives

The group has chosen an issue, in stage 1 section 8. Now, what is it that they actually want to achieve? Help the group tease out the steps that will lead to their action. Work through setting clear, measurable and achievable goals and objectives. A distinction should also be made between short-term and longer-term goals.

**GOAL:** A goal is what you ultimately want to achieve. It should relate specifically to the issue. It should contain an audience, time frame and action.

**OBJECTIVES:** Objectives are steps you have to complete to achieve the goal. Objectives are often referred to as SMART (sustainable, measurable, achievable, realistic and time bound). It is sometimes difficult to get SMART into every objective, but it is important to keep the concept in mind.

## For Example: Goals and Objectives

**Issue:** Cigarette litter negatively affects the Teen Centre's environment.

**Goal:**

To create by the summer of 2003 a clear and safe outside environment for youth who attend the Sault Ste Marie Teen Centre.

**Objectives:**

- To increase smokers awareness of environmental affect of butts by spring 2003
- To beautify the Teen Centre yard and grow a garden by summer 2003
- To reduce the number of butts dropped in the yard but the end of summer 2003
- To increase the number of youth who use the back yard for recreation by the end of summer 2003.

## Activity: Goals and objectives

Writing goals and objectives is not always easy. Have the group brainstorm all the things they want to achieve. Then have them choose the one thing that is overarching, what they ultimately want to achieve. This is the goal. The objectives can be discussed from here. They are the steps or things you need to achieve to meet the ultimate goal. Most of them have probably emerged in the brainstorming

## 3. Determine Who is the Target Audience

In order for an action to be successful it must be directed at a target audience. The group must determine who the target audience is for their action, such as local youth, the media, youth from the youth centre, policy makers, local leaders/government, local businesses, the community at large, etc. There is likely to be more than one target audience, but probably one that is more of a focus than the others. We refer to these as primary and secondary audiences.

### For Example: Primary and secondary target audiences

**Primary Target Audience:** Youth who smoke outside the youth centre

**Secondary Target Audiences:** Non-smokers who attend the centre, Parents, Local media, Community members

**Activity: Who is the target audience?**

This activity can be done as a group by brainstorming or individually using Post-it notes. Have the group come up with a list of target groups – all those who you wish your action to affect. Next, have the group decide whether each population is the primary or secondary target audience. Write these on a board or poster paper, assigning them as primary and secondary. Or have each youth bring up their Post-it notes and place each group under the headings of primary and secondary.

**4. Developing the Message**

**What is the group really trying to say?**

It is important to articulate up front a specific message the group is trying to convey. The group should think about whether the message is the same for each target audience.

**Does the message or action need to vary according to the different audiences?**

Discuss with the youth group who the target audiences are and have them work through how the issue affects each and what the specific message is.

**Activity: Different strokes for different folks?**

Again, this activity can be done as a group activity by brainstorming or individually using Post-it notes. This activity builds on the list of target groups identified above in ‘who is the target audience’ activity. Then divide the board or poster paper into 3 columns headed: Audience, Message, and Desired Outcomes, and have the group suggest the message for each of the primary and secondary target audiences.

**For Example: What’s your message?**

Deciding to develop a public art piece with cigarette butts is a great idea, but the group must be clear about what the actual message is, who is it targeted at and what you want it to achieve. Is the action trying to get smokers to put their butts in the trash? Or is the art hoping to educate local youth about the environmental impact of cigarette butts?

Target Audience	Message	Desired Outcome
Young smokers who attend the youth centre	In any given week 20 or more butts are dropped in our parks and streets which is damaging our environment. (Butts take years to decompose and contain chemicals that poison our environment and are toxic to toddlers and pets who may ingest them)	Youth to think about the effect and a decrease in the number of butts dropped in parks and streets.
Local newspaper (Entire community of readers)	Youth Centre forms youth a tobacco action group who design a piece of art out of cigarette butts to illustrate the number of butts dropped in our parks and streets each week	Article in the paper reporting what the youth tobacco action project is doing.

## 5. The Action Project

### What form will your group action take?

The group may already have an idea of the type of action project they would like to do, such as a play or a smoke-free band night. However it is important to make sure that the choice of action project corresponds with the issue, goals, target audience and message that have been discussed. The following is a list of ways of taking action, but there are many more. **Appendix I: Action Project Websites**, gives many links to examples of other action projects. Reviewing the ways others have acted may give the group ideas and will also demonstrate the diversity of approaches. The group may decide on several actions all addressing the one issue, but keep in mind that it is better to start small and build on success rather than start too big.

### For Example: A few types of action

- Public art - Visual art, performance art, drama, music...
- Community awareness and education – posters, booklets, talks, meetings
- Lobbying – government, community leaders, corporations like tobacco companies, the movie industry or advertisers. Could be telephone, mail, email, face-to-face...
- Media - working with the media – may be print, radio or TV. Articles, news stories, writing letters to the editor, press releases, public service announcements, talkback radio...
- Public speaking – community meetings, protests, guest speaking at schools, or youth groups.
- Youth events – smoke free youth events such as a dance, band competition or movie night.

### Activity: Online search for action ideas

Either in pairs or individually, do a web search of youth based tobacco action projects. Alternatively, the youth could also do a web search of non-tobacco related youth led action initiatives. The purpose of this activity is to give the youth an understanding of what types of action are possible and what others have done that might apply to their community or issue, and to get them thinking about ways they could act. After their research, each pair or individual reports back to the group about their search and presents a case study of the projects, initiatives or ways of acting that they found the most interesting. The group is then to decide what action they want to use for their identified issue Refer **Appendix I** and to *PractitionerNet* [www.practitionernet.org](http://www.practitionernet.org) for a list of related web sites.

## 6. Resources

The next consideration will be working out what resources that the group has and/or needs in order to engage in the tobacco action. Resources can be people, financial or material. The group should take stock of what they have and what they will need. If necessary the group may need to come up with a fundraising strategy to obtain additional resources. Have the group brainstorm what these may be.

### For Example: Fundraising ideas

- Car wash
- Bake sale
- Dance or band night (charging attendees)
- Manure sale – Selling manure in the spring as a garden fertilizer and getting local celebrities / politicians to come and shovel manure

## 7. Identifying Key People

It is important to identify the key people or stakeholders in relation to your chosen issue and understand how they could assist or support the group's objectives - 'what's in it for them' and/or what reservations they may have about supporting. At the same time, knowing who is likely to oppose the project is also helpful. The group can avoid problems or improve their strategy by knowing who may oppose them and why. It is key to work out what you want from the different types of stakeholders and think through why they should support this.

<b>Supporter</b>	Those who may be able to assist your group or action. Some of these may wish to become partners which can strengthen your cause e.g. the local hockey arena.
<b>Stakeholders</b>	Key people who have a stake or say in what you are doing. They may be people you need to gain permission from for elements of your action project e.g. the youth centre board.
<b>Challengers</b>	These are people who may not like you doing tobacco action e.g. tobacco farmers, shops who sell cigarettes, etc...

### Activity: Identifying key people

Refer to **Appendix J: Identifying Key People Worksheet**. This activity can be completed as a group using a whiteboard or poster paper to brainstorm, or individually on worksheets and then report back to the whole group. After completing this activity the group may develop a shortlist of supporters they want to approach for assistance, support or to partner with.

### For Example: Key people

**Issue:** Cost of smoking for youth

**Action Project:** Putting posters in local stores promoting what youth could buy instead of cigarettes

**Supporters:**

- The local music store is likely to be supportive as it promotes buying music, so they may agree to put up one of the posters.
- The local print shop may print the posters for free or a reduced rate if you acknowledge them.
- Media like the high school paper or the local newspaper may run a story on the project or promote your action events.



## 8. Project Plan Summary

An easy way to summarise all the aspects of the planning stage is to work through a project plan sheet. This can be done on a white board as a group then copied into the sheet or in pairs and discussed with the larger group before copying into a final sheet.

### Activity: Developing the project plan

The sheet has 5 columns:

Objective	Target Audience	Key People	Activities	Timeline
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See [Appendix K: Project Planning Worksheet](#)

## 9. Planning for Evaluation

It is useful to think about evaluation during the planning stage of your action project. The idea of evaluation may sound scary, but really it is just about determining if the group achieved their goals and objectives. Thinking about it now is important as the group may decide to take pre and post measure. For examples, interview or survey youth at the youth centre before and after the tobacco action project to see if there is a shift in awareness, knowledge or attitudes. Not all outcomes are planned, so it is good to keep in mind that an evaluation plan should have room for unexpected outcomes, even the ones you think are negative. There is no such thing as bad outcomes, just unexpected ones you learn from.

### Activity: Evaluation plan

Go through each of the objectives and ask the group – How will you know if we have achieved this at the end of the project? Keep a note of their ideas so you can refer to them in the next stage.

**Tip:** Planning should focus not just on what type of action project the group wants to undertake, but also on developing the best strategy for addressing the issue the group has chosen.

## 10. Timelines

When working through the project plan, the group needs to set a timeline for the community action and for each step. Some find it helpful when thinking about timelines to work backwards from the event date / project launch date.

### For Example: Time line

The youth centre smoke-free movie night is on the 30th of June that means

- **By the 29th June** – movies rented and TV room set up
- **By the 26th June** – snack picked up
- **By the 20th June** – ordered snacks and reserved movies with video store
- **By the 10th June** – promotional posters put up in the youth centre and at the high school
- **By the 1st of June** – posters designed and ordered at the print shop
- **By the 20th May** – letter sent to school principal asking for permission to put up posters

**Tip:** The length of the action stage is very dependant on the type of action and how long has been spent on other stages. For example, Smiths Falls Town and District Club for Youth spent several weeks building the patio out the back of the youth centre and moving the smokers from the front of the building. While Midland Youth Centre made their “cost of smoking posters” in one afternoon meeting.

## 11. Input from Others

Throughout the planning process the group may want guests or experts to provide information, ideas or feedback. It is particularly important to get feedback at the end of the planning stage and before the group has started to implement their action plan. In particular, input and approval from the youth centre staff or Board may be appropriate. One process that works well is to have the youth action group present their project plan to a Board meeting or staff meeting. After input from others is provided, the group may need to adjust or alter their plan.

## 12. Taking on Tasks

The group needs to break the project down into manageable tasks and decide who is responsible for overseeing each task. This enables the work to be shared amongst the group and reduces the risk of doubling up or leaving out an important task. This involves youth taking responsibility for and carrying out assigned tasks. Below is an activity that will help each member of the group get involved and take responsibility.

### Activity: Task tackling

Draw 4 columns on poster paper or a white board. Head the columns as below. Also refer to worksheet called **Action Task Plan**, **Appendix L**, as you may wish for the group to copy the task plan from the white board onto individual sheets.

### For Example: Task tackling

**Action Project:** Hosting a Smoke-free video night at the youth centre and having youth sign protest letters to actors and studios that promote smoking.

Tasks	Who's responsible	Dates	Cost / Resources
Book venue (youth centre) and organise seating	Tess & Max	Book by 6/1, for the 30/1 event	Free
Line up TV and video player and rent the movies	Zack & Isabelle	27/1	\$10
Design, develop and distribute flyers about the movie night	Kate, Antonio and Chow	10/1	Printing Cost of \$50
Have letters to actors and studios written and ready for signing by youth	Brodie & Ali	28/1	Stamps & envelopes \$7.50

Some projects may have several actions, while others may only have one or two. Make sure that the task plan covers all the steps needed to achieve the objectives and ultimately the goals of the project. Some tasks may be quite big and will need to be broken down into sub-tasks, with different people and dates assigned to each sub-task.

In our experience, most youth like to be in pairs or small groups when taking responsibility for tasks. Refer to **Appendix M: Tasks and Sub-Tasks**, for a detailed worksheet. This work sheet is optional, but maybe useful in breaking down large tasks.

## 13. Implement the Action Project

Implement the action project. Remember, things take time, but it is also important to keep things progressing or the youth group may get bored and lose interest. Set regular meetings where the group repos on their progress and talk about their successes and milestones.

**Tip:** Once the group begins their action, they may realise that it is not possible for them to implement their whole action plan at once. The group could decide to simplify their plan, then later run through all the stages of the model again, or just the stages from planning on. What is most important is for youth to begin doing something and seeing the results of their efforts.

## 14. How is it Going?

Even though by this stage the group has developed a detailed project plan and task plan, it is important to stay flexible. Things change, opportunities arise and some things simply don't work. It is useful to debrief with the group at each meeting, but particularly at this stage, about how they are feeling. Ask them about things that have annoyed them and how the tasks and the project plan are progressing. Be prepared to adjust, re-do and change things, or just listen. Here is a short list of questions you may want to ask the group at each meeting or individually during the implementation stage of the project.

### Debrief discussion questions

- How are you doing with your tasks?
- What have been the barriers, difficulties or is there anything you want to get off your chest?
- Are there things that you want to change or do differently?
- What have been the successes, or the things that have excited you?
- Have any new opportunities come up that you want to incorporate into the project?
- Are we on track with the project? If no, what do you think we need to adjust?
- Anything I can do to help?

## 15. Celebrate and Party

As the group takes action, they should be encouraged to share and celebrate the experience with each other. A launch party, certificates of recognition or a thank you dinner are some of the many ways you might choose to acknowledge the youth group and celebrate their achievements. If their action involves an event, like a smoke-free battle of the bands night, you may want to publicly name and acknowledge those in the group and your supporters.

## 16. Indicators of Success

Review and build on the indicators of success.

## 17. Meeting Record Sheet

Complete the meeting record sheet for this stage. **Appendix H: Meeting Record Sheet.**

### Resources and References

Resources and references are on PractitionerNet ([www.practitionernet.org](http://www.practitionernet.org))

## **Stage 2 Appendices**

**Appendix I - Action Project Websites**

**Appendix J – Identify Key People Worksheet**

**Appendix K - Project Plan Worksheet**

**Appendix L - Action Task Plan**

**Appendix M - Task and Sub-task Detailed Worksheet**

**Appendix H - Meeting Record Sheet**

## Appendix I - Action Project Websites

All the following are direct hyperlinks from the PractitionerNet Web Site - [www.practitioner.net](http://www.practitioner.net)

### **Do Something Action Guides Tobacco**

Lots of ideas about action that youth can take on tobacco issues. The site as a whole is on youth action, but it contains a good tobacco specific section. <http://www.dosomething.org>

### **Smoke free movies**

Good site that outlines the way youth can take action about smoking in movies. Includes list of what actors smoked what brands of cigarettes in what movies, also contact details for individual actors and film industry corporations

<http://smokefreemovies.ucsf.edu/>

### **TIGHT (Tobacco Industry Gets Hammed By Teens)**

Based on the Youth Coalition web site. California based youth tobacco action project. The site contains information on their actions, reports and articles on how they have worked as a group, and resources and suggestions for types of actions youth can do.

<http://ccprevention.org/projects/tpp/youth.html>

### **Youth Action Net: Toolkit**

This site has a toolkit for youth action that focuses on advocacy, fundraising and lobbying.

<http://www.youthactionnet.org/toolkit.php>

### **Developing a Coalition for Tobacco Free Youth**

This is a useful guide to youth tobacco action on the National Network for Health web site. It contains a good section on forming a tobacco action youth group, planning for action, communicating with the community, and has a useful appendix with worksheets and activities. <http://www.nnh.org/tobacco/toc2.htm>

### **The Innovation Center: Building Community: A Tool Kit for Youth and Adults**

This site has a downloadable Toolkit for youth action (in partnership with adults) with sections that cover; core principles, building readiness, visioning and planning, moving to action, and change and sustainability. The Toolkit includes lots of useful activities and exercises. Not tobacco specific, but really useful. [http://www.theinnovationcenter.org/bullitems.asp?ID=8&ID\\_Area=3](http://www.theinnovationcenter.org/bullitems.asp?ID=8&ID_Area=3)

### **Essential Information**

Global Partnerships for Tobacco Control aims to help support and strengthen international tobacco control activities at the grass roots level. The is a useful site that outlines actions happening around the world, has a menu of youth action suggestions (click on "Introductory Package"), updates, campaigns and resources. <http://www.essentialaction.org/tobacco/index.html>

### **You, Me and Smoke free**

Good information on the tobacco Industry, smoking and movies, youth action and lots of Canadian facts and statistics. Developed by Health Canada <http://www.hc-sc.gc.ca/hecs-sesc/tobacco/youth/index.html>

### **Canadian Health Network**

In the youth section of the CHN site you can search under youth and smoking and get a list of 40 link related to youth and tobacco with site descriptions <http://www.canadian-health-network.ca/1youth.html>

### **Canada's Blue Ribbon campaign**

This site is about people working together to clear the air of second-hand tobacco smoke, a known health hazard. Includes finding appropriate and effective ways of dealing with second-hand smoke

<http://www.hc-sc.gc.ca/hecs-sesc/tobacco/facts/blueribbon/index.html>

## Appendix I - Action Project Websites (continued)

### **Tobacco Facts: O2Zone**

BC site for the team works with the Ministry of Health to help develop programs to educate kids and teens about tobacco, and outlines ways youth can get involved in anti-tobacco activities in their own communities.

<http://www.tobaccofacts.org/ozone/index.html>

### **The Exposer: Youth Tobacco Attack Team**

Newfoundland and Labrador Teen Tobacco Team web site. Site contains stats, information about smoking, anti-smoking campaigns and actions youth can take. <http://www.smokingsucks.nfld.net>

### **Ontario Campaign for Action on Tobacco**

Ontario site to support passage of the Ontario Tobacco Control Act in order to reduce tobacco sales to minors, eliminate tobacco sales from drug stores and vending machines, and make more public places smoke-free. The site has sections of second-hand smoke, tobacco control act, the cost of smoking and the smoke free lobby.

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

### **Crazy World: The Truth**

The Truth is a great Florida based initiative dedicated to exposing the truth about tobacco so that people can have all of the information necessary to make up their minds for themselves. The Truth's objective is to make sure every person gets to know the facts about tobacco. Bottom line. Smoker. Non-smoker. Non-issue. <http://www.thetruth.com/>

### **South Dakota Tobacco-Free Kids Network**

A statewide alliance of health, medical, education, parent, youth, law enforcement and other civic organisations advocating for laws, policies and funding of effective programs that will result in significant reductions in tobacco use and addiction, especially among children and high-risk groups. The site contains tobacco facts, profiles the organisation and their activities

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

### **Tips 4 Youth**

This sub site of the US Centre for Disease control web site contains games, facts, tips, quizzes and celebrity interviews related to tobacco <http://www.cdc.gov/tobacco/tips4youth.htm>

### **ydoyouthink**

Is a fun site developed by the Virginia Tobacco Settlement Foundation. It has facts, games, polls, chat and interactive feature such as a way to submit your own 'Smoking is Dumb' song <http://www.ydoyouthink.com>

### **La gang Allumée pour une vie sans fumée**

a French Canadian site <http://www.cqts.qc.ca/jeunesse/>



## **Appendix I - Print Action Resources**

### **Youth Health Action Handbook, McCreary Society, 1996.**

Published and available through the McCreary Society.

The order form is online @ <http://www.mcs.bc.ca/yporder.pdf> and the resource cost CA\$10

### **The Power of Many Facilitators Guide , Program Training and Consultation Centre (PTCC ) 2002.**

The guide is published and available through the PTCC Ottawa Office,

Tel: 613.722.2242 or Kitchener Office, tel: 519.571.9873

Appendix J - Identifying Key People Worksheet

Key People: Stakeholders, supporters, challengers	Their issue, reason or agenda
e.g. Local convenience store	They sell cigarettes. They therefore may not be supportive of a project to reduce cigarette use
e.g. School Paper	Agree to promote the youth centre Smoke-free movie night by running an ad for free
e.g. Youth Centre Board	Board to approve press release before it goes to print.

## Appendix K - Project Plan Worksheet Example

**Project Goal:** To make youth aware of how movies and actors promote smoking

Objectives	Target Audience	Key People	Activities	Timeline
To increase youth awareness of stars who smoke specific brands in movies	1. Youth who attend the youth centre movie night 2. Youth who attend the youth centre 3. Youth in the town	Opponent: local video store  Supporter: local cinema	Write protest letters to stars and have as many youth as possible sign the letters	2/1 – 3/2/03  Night will be on Feb 22, but planning will need to start Jan 2, and continue till post event cleanup and debrief on Feb 23.
Increase youth awareness of movies that do not promote smoking	1. Youth who attend the youth centre movie night 2. Youth who attend the youth centre 3. Youth in the town	Supporters: Local print shop and local paper for promoting the movie night.  Cinema for agreeing to host a smoke free movie night	Host a smoke free movie night at the local cinema, or a video night at the youth centre.  •Local cinema agree to host a smoke-free movie night for youth  •Distribute posters and flyers promoting the night.  •Write media release for local media	

Appendix K - Project Plan Worksheet

Project Goal: \_\_\_\_\_

Objectives	Target Audience	Key People	Activities or Tactics	Timeline

### Appendix L - Action Task Plan Example

As a group or individually, breakdown the project activities into tasks, who is responsible, date for completion and cost if any.

Task	Who's Responsible	Fates	Cost / Resources
Book venue – school hall	Tess and Max	Book by 6/1 for the 30/1	Free
Prepare media release	Zack and Isabelle	27/1	N/A
Design, print and distribute flyers about the meeting	Kate, Antonio and Patrick	Design by 18/1 Print by 23/1 Distribute 25/1	Printing: \$50

**Appendix L - Action Task Plan**

As a group or individually, breakdown the project activities into tasks, who is responsible, date for completion and cost if any.

Task	Who's Responsible	Fates	Cost / Resources

Appendix M - Task and Subtask Detailed Worksheet

Task	Sub-Task	Who's Responsible	Date	Cost

Appendix H - Meeting Record Sheet

Stage	Date	# of Youth Present	Length of Time

Meeting Notes


Names of those attending




## Stage 3: How do we know when we have arrived?

### Aim:

- To reflect on and evaluate the action project and the youth group

At each of the stages, the youth action group should reflect upon the process and how the project is progressing. Now they have reached this stage, the group reflects and evaluates the whole action project and the group itself. There are 5 key areas of reflection and evaluation – individual, group, action, youth centre and community.

<b>INDIVIDUAL</b>	<b>Outcomes for youth group members</b> These include skills they learnt or refined that they could use in other areas of life.
<b>GROUP</b>	<b>Outcomes of the Youth Group as a whole</b> These include things the youth wanted to get out of the group or see happen in the group (processes and successes). They can include what made the group a positive experience. The indicators of success should outline many of these.
<b>ACTION</b>	<b>Effectiveness of the Action Project</b> The youth need to evaluate the effectiveness of their tobacco action project against the project objectives they set in the planning phase. This requires reflecting back on the objective and measuring changes.
<b>YOUTH CENTRE</b>	<b>Impact on the youth centre</b> The youth centre staff need to reflect on the project and evaluate it, if the group achieved what they had set out to do and how it has impacted on the youth centre.
<b>COMMUNITY</b>	<b>Impact on the wider community</b> The group should assess the impact their project had on community, province and nation. (This may not be relevant depending on project)

### Checklist

#### Key steps to achieve in this stage:

1. Conduct tobacco issue 'setting the stage' exercise
2. Recap previous stage
3. Develop a method for evaluating the action over time
4. Evaluate the action against the objectives the group set
5. Decide how group success will be reported back to key people
6. Complete the Meeting Record Sheet **Appendix H: Meeting Record Sheet**

## 1. Outcomes of the Youth Group

As a group, discuss and write-up the successes and lessons of the group based on the list of 'indicators of success' that the group has been building throughout the project. Stress to the group that something they might think of as a failure, or not working as planned, may still be a success because of the lessons that have come from it. In these situations it is good to have the group talk about what they would have done differently or ways the issue could have been resolved given what they know now.

**Tip:** Evaluation is simple assessing what you have learnt and achieved. It is likely to be something you would have done anyway.

### Activity: Brainstorming successes

The first step is a brainstorming session where you have the group voice the successes for community, youth centre, group and individual. It is best done as a random brainstorm, and then have the group divide up the successes as:

**Community Outcomes** – tobacco action related, e.g. increased awareness of how many butts are dropped in the community

**Centre Outcomes** - benefits to the youth centre, e.g. improved image of the centre, or increased awareness of the centre

**Group Outcomes** – successes as a group, e.g. First time a youth action group has completed a project at the youth centre

**Individual Outcomes** – benefits for the individual youth, e.g. first time involved in a group that has achieved something, developed project planning and public speaking skills, etc

#### **Smoke Free Movie Night**

Community Outcomes	Centre Outcomes	Group Outcomes	Individual Outcomes
Increase in awareness of the youth centre by parents	30 new youth come to the centre. Attendance increases post night by 10%	It was the first time 40% of the youth had worked in a group	100% of group felt they learnt event organising skills

**Tip:** The group then needs to think about how they know they have achieved these things. This is where evaluation comes in.

Alternative Activity: Focus Group

Discussing outcomes can also be done as a focus group discussion. Focus groups are a discussion group commonly used in evaluation. The idea is to start the questioning broad and focus it down to specifics. Refer to **Appendix N: Focus Group Discussion Guide**.

Case Study Four:

Cigarette litter negatively affects the Teen Centre’s environment

Sault Ste Marie Teen Centre had a problem with youth smoking in the back yard and throwing their butts and empty cigarette packs into a hole in the yard. The centre also had a security and safety issue with youth entering and leaving the centre via the yard because the fence was incomplete. The Youth Tobacco Action Group decided to clear up the backyard, fill in the hole, put out but cans and fix the fence. The project was ambitious, so the group sought adult assistance. The youth action group succeeded in building a fence, filling in the hole and creating a safe and attractive yard with less cigarette litter. The group itself decided not to continue, however the youth centre aims to continue with youth action projects in the future.

2. Evaluate the Effectiveness of the Tobacco Action Project

Here are some ways to get youth and community views about the tobacco action project. It is important to reflect back on the original group goal and objectives and structure an evaluation that will determine whether you have achieved what you set out to do. Remember, evaluation does not have to be complicated research. It is simply reflecting on what the group aimed to achieve and measuring if the group action had an impact. Also keep note of the unexpected achievements and successes. **Appendix O: Simple Ways to Evaluate Actions**, is a useful list of links to youth action evaluation websites.

Unstructured (Open-ended) Interviews

HOW	PROS	CONS
Questions are open-ended. More questions can be added to get more details. The order and wording can be changed during the interview. e.g. “Why do you come to the youth centre?”, What did you like about the tobacco action project.	The interviewer is neutral and tries to keep on track. Gives a lot of flexibility and different opinions emerge.	Can be time consuming to conduct interviews and analyze data.

## Semi-Structured Interviews

HOW	PROS	CONS
<p>Questions are created before the interviewing. The Questions are clear, understandable, and focused on getting the answer. For example:</p> <ul style="list-style-type: none"><li>• “How do you think the new patio out the back has improved the youth centre?”</li><li>• “Do you think it has improved the community image of the centre by not having smokers out the front?”</li><li>• “if ‘yes’, how?”</li></ul>	<p>Questions help to get at the person’s experiences and answers.</p> <p>Gives more flexibility than structured interviews.</p>	<p>Can be time consuming to conduct interviews and analyze data.</p> <p>Can be difficult if not experienced in interviewing.</p>

## Structured Interviews

HOW	PROS	CONS
<p>Questions are answered with only the choices that are given; there are no other options.</p> <p>e.g. “How many of your friends smoke?” Choose from these answers:</p> <ul style="list-style-type: none"><li>(a) All</li><li>(b) More than half</li><li>(c) about half</li><li>(d) less than half</li><li>(e) none</li></ul>	<p>Consistent across areas of questioning.</p> <p>High level of consistency amongst different researchers.</p>	<p>Does not allow much for personal experience or opinions.</p>

## Questionnaires and Written Surveys

HOW	PROS	CONS
<p>Can have open-ended questions, semi-structured questions, and/or structured questions.</p> <p>e.g. “What do you think this youth action project was about?”</p>	<p>Faster and easier to analyze than interviews.</p>	<p>Does not allow for person experience or opinions.</p>

## Focus Group Interview

HOW	PROS	CONS
Questions are asked to a group of people (6-8 is best), that the action project targeted. Interviewer asks questions encouraging everyone to discuss their opinions. Observer takes notes on people's reactions, major themes and quotes (can use audio tape instead). Create a comfortable atmosphere. The idea is to start broad and bring the focus to specifics of the project. Ask questions that relate to what the project hoped to achieve.	Allows people time to talk through their opinions with each other and the interviewer.	Requires a lot of organisation of participants and venue.  Can be time consuming to analyze data.

## Remote individual interviews

HOW	PROS	CONS
Questions can be asked face-to-face, over the phone, written, by email or on the internet. The group may want to interview youth who come to the centre and other community members, board members, parents or local service providers, and any other target audiences for the project.	Do not have to have to be physically in the same place with the interviewee.  Allows opinion from across the country or world to be sort.	Can be more awkward and difficult than face to face interviews. No physical signals can be detected, e.g. facial expressions.

## Media Audit

HOW	PROS	CONS
If the project had media coverage, it is useful to include what type, when and what the circulation / listening audience numbers were.  You may want to ask community members if they saw, heard or read about the project in the local media.	Shows how the project was perceived by an independent person.	Requires contacting a lot of media and writing media releases.  Despite this, you may not get any media cover your project.

## Participant Feedback Form

HOW	PROS	CONS
If the project involved an event or function, such as a smoke-free movie night or a play, a good tool for evaluating the event is to develop a simple questionnaire as a feedback form and ask attendees / participants to complete it before they leave.	Allows feedback at the time of the project even, not after it.	While having fun at an event, youth may not want too fill in a feedback form.

**Tip:** With all the above methods, you may wish to provide participants with an incentive for their time. It can be as simple and inexpensive as a candy. More costly options include movie passes and store gift certificates.

### 3. Celebrate and Party

If the group has not already celebrated the project in some way, now is a good time to do that. Reflect on the outcomes and have fun.

### 4. Meeting Record Sheet

Complete the meeting record sheet/s (**Appendix H**) for this stage

### Resources and References

Resources and references in Reflect Stage Appendices are on [www.practitionernet.org](http://www.practitionernet.org)

## **Stage 3 Appendices**

**Appendix N - Focus Group Discussion Guide**

**Appendix O - Simple Ways to Evaluate Actions**

**Appendix H - Meeting Record Sheet**

## Appendix N - Focus Group Discussion Guide

### Evaluating the group:

1. What are the positive experiences you've had working on the Youth Tobacco Action Project?
2. What are the negative experiences you've had working on the project?

### Sense of Belonging & Creating Social Networks:

3. During the Youth Tobacco Action Project, who were the people and what situations helped you make more connections with others?
4. What skills or abilities did you learn or gain from being in the Youth Tobacco Action Project?
5. What personal strengths or abilities did you draw on during your participation in the Youth Action project?
6. How has the project affected your life?
7. Have you formed or strengthened friendships through this project?

### Ability of the Community to take Action:

8. What feelings motivated you to take action on the tobacco issue of \_\_\_\_\_?
9. How do you think the action project will make a difference in your community?
10. For the future, can you picture yourself or the group doing another project to change something in your community?

### Ability of Action to Get Resources for the Community:

11. How easy or difficult was it to get the materials, people, and help that you needed for the project activities? Which supports, people or organisations were the most helpful? (Please give examples)
12. Do you think the Youth Tobacco Action Project will motivate more young people to want to join or help in the future?

### Facilitator and Barriers to Effective Action:

13. Did the group leader and youth centre staff support and encourage your participation in the Youth Tobacco Action Project? Why or Why not?
14. In what ways do you think the group leader and youth centre staff could have supported and helped you better in the project?
15. What were some other things that got in the way of or slowed down project work?
16. What were the unexpected outcomes?

### Summing up:

17. What were the best things about this project?
18. What were the worst things about this project?
19. Would you recommend getting involved in something similar to a friend? Why or why not?
20. Would you get involved in something similar again? Why or why not?

\* Adapted from TeenNet Youth Voices workbook.



## Appendix O - Simple Ways to Evaluate Actions

**Y.E.L.L** – Youth Engaged in Leadership and Learning prepares and supports youth to become knowable and active decision makers in their communities and schools. Y.E.L.L. has developed a great 114 page handbook for supporting youth lead community research. It has been developed by the John W. Gardener Center For Youth and Their Communities, Stanford California, 2001. You can download the whole workbook from the web site. [http://gardnercenter.stanford.edu/resources/YELL\\_handbook.pdf](http://gardnercenter.stanford.edu/resources/YELL_handbook.pdf)

**Youth in Focus** is a non-profit consulting and training organisation that pursues this vision by supporting Youth-led Research, Evaluation and Planning (Youth REP) [www.youthinfocus.net](http://www.youthinfocus.net). This site has 2 useful resources you can download from the resource publication section on the site [http://www.youthinfocus.net/resources\\_publications.htm](http://www.youthinfocus.net/resources_publications.htm)

- London, Jonathan. 2002. Youth Involvement in Community Research and Evaluation: Mapping the Field Discussion Paper for The Wingspread Symposium on Youth Involvement in Community Research and Evaluation. June 7-9, 2002. Racine, Wisconsin
- London, Jonathan. 2000. Youth-Led Research, Evaluation and Planning. The Experience of Youth In Focus. Focal Point. Summer 2000.

**The Co/Motion Guide** presents young people with the tools, skills, and strategies to work for change in their communities. It includes a useful evaluation section. You can download the manual from the Internet - <http://www.comotionmakers.org/manual.html>MISSING

**Development Leadership Network** has developed a Success measures Guide. Version 1 of this can be downloaded from <http://www.developmentleadership.net/smp/manual/toc.htm>

**Evaluating the Coalition's Successes** - This site poses some questions that are useful in evaluating tobacco action. <http://www.nnh.org/tobacco/appe-20-2.htm>.

## Appendix H - Meeting Record Sheet

Stage	Date	# of Youth Present	Length of Time

## Meeting Notes

[illegible]

**Names of those attending**


## Stage 4: Where do we go next?

### Aim:

- To develop a plan for the future of tobacco action and/or the group after the action project is completed.

Sustaining the group has been one of your focuses throughout this process, however the sustain stage itself is about establishing 'where do we go from here?' Not all initiatives lend themselves to being ongoing. Many action projects are time, event or situation based and there maybe no reason to continue the action. Because of this, sustainability can mean different things in different situations:

### For Example: Types of sustainability

- The action project:** Sustaining the project can often be important, if that is the wish of the group or there is a need.
- The youth action group:** The group may wish to continue as a 'youth action group' and take on different issues in their community.
- The tobacco issue:** Sustaining the specific tobacco issue by the youth centre, but with a different youth group and action approach could serve to provide long-term impact and continuity.
- Tobacco action in the youth centre:** The youth centre sustaining their commitment to youth action or supporting youth in taking action could build on the success of the initial project.
- Individual skills learnt:** Or individuals may have the desire to sustain the skills they have learned during the process and applying them differently in the future. Many of the skills and knowledge the youth develop, such as group work, researching, networking, project planning, and budgeting are valuable life skills.

## Checklist

### Key steps to achieve in this stage:

1. Recap previous stage
2. Review the evaluation outcomes
3. Decide about the future of the project, the group and the youth centres' commitment to youth action initiatives in the future
4. Celebrate and acknowledge the group and the project
5. Develop a list of the skills and knowledge the youth hope to sustain
6. Complete the Meeting Record Sheet **Appendix H: Meeting Record Sheet**

## 1. Review Evaluation Finding

### So what did the evaluation tell you?

As a group, review and discuss the outcome of the action project and the group. Discussing the successes and barriers of both the group and the project will help when thinking about future sustainability.

## 2. Decide on a Sustainability Plan for the Future

Discuss with the group “where do we go from here”? Go through with them the different types of sustainability. Below are some discussion questions you may want to raise.

- Is the issue still an issue? Is there still a need?
- Do we as a group want to continue on the project?
- Do we think that the project should be continued, but don't want to continue as a group?
- Should the youth centre continue assisting youth in community action projects? How? What would you suggest we do differently?
- What skills have you gained from this process that you could use again in a future action project or in other areas of your life?

### Group Agreement

At the end of the discussion, the group and the youth centre should come to a decision about what, if any, sustainability actions they are going to take. At the end of the discussion there should be an agreement on a plan for the future.

## 3. Skills Developed

Even if the group does not wish to continue or feels the issue has been addressed, it is useful to finish up by examining the skills the youth developed during the process that they will sustain.

### Activity: Knowledge and skills learnt

Using Post-it notes or poster paper ask the group, individually or in pairs, to list the knowledge and skills they have developed or refined through this project. Then, have them report back to the group the skills or knowledge they have gained and how they may be useful in the future. You may wish to keep a summary of the top 5 or top 10 for the youth centre reports or to tell the Board.

### For Example: Skills developed

The following is some of the skills youth in the pilot groups listed:

- Project planning
- Goal setting
- Networking
- Proposal writing and presentation
- Talking to the media
- Creative writing
- Letter writing
- Typing
- Photography
- Public speaking
- Research and questionnaire design
- Evaluation
- Resume development

## 4. Wrap-up

The last thing to do with the youth is wrap-up the group. Celebrate the group and their achievements and then thank individuals for participating, supporting or helping. This may be in the form of a party, a dinner, a group or one-on-one discussion.

## 5. Meeting Record Sheet

Complete the meeting record sheet **Appendix H: Meeting Record Sheet** for this stage

## 6. Report to the Board, Centre Staff or Funders

You have facilitated a youth action project. That is quite an achievement, both for you and the youth. So don't forget to tell people about it. Report to the board, give a presentation at your next staff meeting or include a summary in your next report to your funders. The Meeting Record Sheets (**Appendix H**) should provide you with an easy way to recap and summaries the project.

**Stage 4 Appendices**

**Appendix H - Meeting Record Sheet**

Appendix H - Meeting Record Sheet

Stage	Date	# of Youth Present	Length of Time

Meeting Notes


Names of those attending


## Notes

[illegible]