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Case Study 5

Innovative Youth Engagement: Empowerment, Co-Production and Health Optimisation

Tobacco-Free Generation 2034: The Fife Project

Marisa de Andrade, Karen Cooper, Kay Samson

Introduction

The Fife Project seeks to contribute to the creation of an environment that supports young people to choose not to smoke by enhancing their knowledge of the health harms of smoking and reducing the attractiveness of tobacco use. In doing so, the work aims to develop a tobacco-education initiative that is tied to national health policy objectives and outcomes and that can be delivered effectively at a local level.

The project builds upon an innovative research intervention carried out in Fife secondary schools in 2014. Informed by an asset-based approach, co-production and co-design, the 'Pop-Up Radio Project' sought to creatively engage with pupils in Fife's secondary schools in order to explore the impact of two tobacco-education school interventions – Smoke Factor (SF) and Smoke-Free Class (SFC) (see de Andrade, 2014; de Andrade, Angus and Hastings, 2015). During this project pupils responded positively to informal delivery of the tasks they were set and enjoyed engaging in fun activities. The young people also supported 'getting involved' in sharing ideas for education initiatives and welcomed the idea of making informed choices rather than being told what to do.

In response to these findings, three distinct phases of work were proposed and carried out between July 2015 and March 2016:

> _Phase (i)_: An evidence-scan or review of the literature on ways of engaging young people to enhance their choices around tobacco-education initiatives. This was to include: asset-based approaches and co-production, alongside a variety of innovative methodologies aimed at empowering young people to make informed choices and decisions about risk and health promoting behaviours.
>
> _Phase (ii):_ Pilot preparation: to include a review and discussion of the most appropriate methods of engaging young people on the subject of tobacco-education.
>
> _Phase (iii):_ Design of a framework/toolkit to be used with young people in school classrooms. Building upon the findings and of the previous two phases, this phase of the project aimed to draw together the information in order to develop practical activities and learning outcomes linked to health policy objectives and outcomes.

This case study will both summarise the findings of these activities and provide a detailed overview of how a toolkit for young people might be taken forward and evaluated.

Problem Definition

To ensure that the project reflects existing policy aims and objectives it was imperative that the work would be directly linked to local and national priorities. This section outlines some of the key messages to emerge from recent policy documentation.

The program of sessions outlined in the Fife Project meets the aim of 'Getting it right for every child' (GIRFEC), which is to put children and their families at the heart of decision-making. GIRFEC supports *asset-based* approaches which encourage young people and communities to come together to achieve positive change by using their own skills, capabilities, resources and experiences of the issues relevant to their lives (Foot and Hopkins, 2010; Ripon and Tait, 2015). Drawing upon personal and community knowledge, asset-based approaches aim to enhance opportunities for personal health options and choices and create local conditions for health improvement (Morgan and Ziglio, 2007).

A Tobacco Control Strategy for Scotland (2013) sets out the actions which it hopes will lead to a tobacco free generation by the year 2034. The focus of the strategy is to encourage children and young people to choose not to smoke. This includes reducing the attractiveness of tobacco and providing services and support for those who wish to stop smoking. In order to create a tobacco-free generation, a five year strategy was set out to cover a range of actions across the following themes:

> ***Prevention*** – creating an environment where young people choose not to smoke.
> ***Protection*** – protecting people from second-hand smoke.
> ***Cessation*** – helping people to quit smoking.

This multi-faceted approach seeks to balance a range of national and local actions that complement and reinforce each other. The need to work in partnership and with individuals and communities to achieve health targets is also advocated by the Scottish Government/COSLA.

The strategy draws upon evidence which suggests that there are three levels of influence associated with a young person starting to smoke **– individual, personal environment and social and cultural environment.** Effective smoking prevention approaches must therefore address each of these levels. As health behaviours do not exist in isolation, any tobacco control strategies aimed at young people must also encourage them to negotiate decisions about tobacco and ensure that these decisions take into account the potential interactions between smoking and other health damaging behaviours.

Initiatives must also seek to make young people aware of the health harms of tobacco use and must aim to build awareness and support among young people of the health, social, financial and environmental advantages of choosing not to smoke. This includes ensuring that there are continued efforts to reduce the availability, attractiveness and affordability of tobacco to young people. The strategy also highlights that national and international research findings should provide an evidence-base aimed at informing the development and delivery of tobacco control policy.

Aims and Objectives

The Fife Project:

- is a co-produced schools-based education programme contributing to the creation of an environment that supports young people to choose not to smoke.
- enhances young people's knowledge of the health harms of smoking and reducing the attractiveness of tobacco use.
- facilities critical thinking.
- focuses on solutions (assets) rather than problems (deficits) and is health promoting.
- is comprised of six classroom sessions to be delivered to school-children in S1 (aged 11-12 years). These six sessions directly precede a 'competition' activity. (For further details see below and Group Activity 9 of the delivery strategy).
- aids young people in developing their understanding of key issues through a series of innovative, co-produced group and individual activities.
- inspires creativity, fosters co-working and develop confidence and independence of thought.

Research

Recent policy and research debates around the health and well-being of young people have identified the need to examine effective youth strategies and to explore the role of adolescents in designing and delivering services. The ways in which young people might be empowered to collaborate with and co-produce health education and smoking education programs is of particular significance. The international literature will guide the development of the Fife Project by ensuring that evidence-based decisions are made regarding the use of effective engagement activities.

A bibliographic search was carried out in December 2015 across eight academic databases. Due to the extensive literature base and fast-paced nature of policy-focused research, the search was restricted to international peer-reviewed literature, written in English and published between Jan 2005 – Dec 2014. Key search terms were selected in relation to a range of youth health and smoking-related criteria and also to reflect the involvement of adolescents and community members in the design and delivery of initiatives. In total, 127 records met the criteria set by the reviewer and were included.

The review sought to explore the range of existing opportunities for youth smoking prevention and the predominant strategies used by practitioners. Four 'types' of initiative were identified: school-based programs; community-based programs, media-based programs and programs targeting specific youth groups and/or vulnerable young people.

Factors influencing the development, design and success of projects were explored and the existing research on theoretically-designed programs was outlined, including young people's decisions to engage in programs and their perceptions and management of their health and risk-taking. Central to this was the idea that people's health is interdependent and can transcend the individual. Attention was primarily drawn towards the influence of peers on smoking, risk and health. The findings lend support for family peer and community involvement to ensure that there is exposure to a variety of people, activities, and social groups in order to guide and encourage behavioural change.

To develop an evidence-base of effective programs, attempts were made to explore 'what works' in youth initiatives. A key focus was the role of young people in designing and implementing initiatives and peer-led and youth involvement in program delivery, including

working as peer educators, mentors, role models, buddies, advisors or collaborating in youth partnerships.

Adolescent participation also included 'youth voice' via participation in the development and design phases of intervention. This could include focus or advisory groups, role-playing or problem solving. Such activities provide a means of ensuring that an intervention is culturally and social relevant. It also helps foster respectful relationships and provides young people with the development of individual skills including competence, social and cognitive development and feelings of usefulness. Involving young people in participatory research was also highlighted as a viable means of encouraging co-design and co-evaluation.

Technology-driven interventions have gained recent popularity and provide new and innovative ways of working with young people. This includes social media campaigns and digital and visual media. The need for messages and programs to be relevant, believable and enjoyable was highlighted as a means of fostering co-design and co-evaluation and a positive way of enhancing participation and retention on programs.

The findings suggest a need for locally/culturally tailored and targeted interventions that offer a comprehensive, multifaceted, multichannel approach (Small, Kushner and Neufeld, 2013) and are open to incorporating young people's perspectives, needs and preferences. Evaluations support the use of a collaborative, youth centred approach which draws upon well-thought out methods of delivery and theoretically-informed aspects of design (Robinson and Vale, 2012; Baker et al., 2012).

In the light of information gathered across the review, the following recommendations are offered:

i) *There is a need to address the social and relational contexts of health behaviours.*

The research suggests that it is important to explore young people's own frames of reference around health issues in order to better understand how social relationships might help empower and motivate positive changes. Central to young people's needs is having supportive people and communities around them, most notably, their peers. This is in line with previous reviews and studies which suggest a young person's peers, and their corresponding social identify, is by far the most significant factor linked to teenage smoking practices (Heikkinen et al., 2009; Lee et al., 2014). Drawing upon an integrated and interrelated social approach to understanding health behaviours will ultimately enable programs to be socially marketed to appeal to and effectively communicate with youth sub-groups and ensure that young people's needs are more adequately addressed via focused resources and crafted, authentic messages (Lee et al., 2014).

ii) *There is a need to listen to community and youth-identified needs: co-production and empowerment*

Listening to and collaborating with community members and young people provides opportunities to better understand the foundations from which young people's health behaviours are established and carried out. There is a need to learn from individual experiences, to access local resources, to appreciate personal perspectives on health and to create spaces for young people to voice their concerns (Baker et al., 2012; Erbstein, 2013; Fields et al., 2014:313).

Interventions based on diffusing behavioural changes and group practices may also work best in well-defined close communities, where peer supporters are in regular contact with members of a stable community (Starkey et al., 2009). Developing programs by and within social identity groups not only provides a recognition of existing social networks, community and cultural knowledge (Erbstein, 2013) but crucially, also creates opportunities to share reciprocal knowledge and information at all levels and stages of the project, from initial focus groups to gather information on ideas and concepts, to testing and development, implementation and delivery. Engaging in the co-production of activities with young people means that by listening to their ideas and setting program agendas youths can be reframed as active designers in creating programs and as genuine collaborators in the production of effective interventions - rather than passively serve as the recipients of educational programs. Such approaches ultimately provide ways of reaching out to vulnerable, diverse and multi-ethnic youths whose own needs, choices and support structures may vary widely. Listening to ideas about relevant cultural and community needs will only enhance the potential for capturing young people's interests and tapping into their behavioural norms.

iii) It is important to customise and tailor interventions to meet the contemporary needs and preferences of young people

Across a variety of health domains, adolescents have highlighted their preferences for message content and presentation. Indeed, as Remafedi and Carol note '…the vehicle of prevention is as important as the message (2005:254). There is strong evidence to suggest that multi-media campaigns may be effective in reaching young people and in making program content accessible and relevant. This might mean either designing a stand-alone intervention resource or embedding a program within existing social networking platforms. Social media for health promotion can provide a cost-effective, convenient and easy means of generating, sharing and receiving digital content and health information across a diverse group of individuals. In particular, messages involving digital media that interface with social media like Facebook, Twitter and YouTube, offer the potential to vary and personalise program content and select relevant components in order to create individually tailored program appeal (Whittaker et al., 2008).

iv) Programs should seek to engage with young people in program evaluation

Prior systematic reviews have reported recurring methodological limitations of program evaluations, including high rates of attrition and small sample sizes (Bryant et al., 2011). However, in order to understand the potential effectiveness of interventions, evaluations should aim to explore the mechanisms of change as well as potential outcomes. To understand how and why studies 'work' there is a need to incorporate formative, process evaluations to ensure that feedback can be immediately referred to policy-makers, practitioners and program developers in order to enhance the likelihood of effective content, implementation and delivery. Central to this approach is the need to incorporate on-going evaluative work with young people. This ensures that researchers can be aware of local impact effects and culturally specific understandings of program implementation. Furthermore, listening to and acting upon young people's feedback will not only help ensure that future programs are suitable and relevant but will ultimately provide more favourable opportunities for youths to translate and feedback the findings within their community. This can only serve to increase the likelihood that young people will be pro-active in making well-informed positive decisions about their health.

The Fife Project

Drawing upon the policy literature helps to guide the development of the Fife Project by ensuring that appropriate information is included in the design and that effective communication activities are devised. This includes communicating any knowledge in a style and format that reflects the needs of the target audience and makes the learning opportunities enjoyable. Engaging young people in this process will ensure that their views are listened to and taken on board throughout the design, development and implementation stages.

At a local level, the aim of Fife's health and well-being strategy is to support organisations and partnerships to promote ways of working to support good health. In particular, it highlights that good social and community networks and participation in developing initiatives can help to build better health and stronger communities. It further supports the need for activities that will build skills, resources and knowledge to enable individuals to take control of their own health. Incorporating individual, group and community tasks within the Fife project will help increase the young people's knowledge about the inter-related nature of health.

In light of local strategic priorities which aim to support individuals to make healthy decisions and improve opportunities for well-being, the activities within the Fife Project will encourage adolescents to interpret and analyse information, to be creative, and to work with each other and their teachers to co-ordinate and develop ideas and to promote better choices for themselves and their peers. The work will reflect the curriculum for excellence in that it will help them to be a successful learner, a confident individual, a responsible citizen and an effective contributor. The information provided during the sessions will therefore put young people at the centre of the initiative and build upon their strengths to promote resilience and to support informed choice.

Furthermore, in line with the approaches advocated in this Strategy, the Fife Project will implicitly promote positive health choices, enabling young people to make clear, informed decisions about tobacco use via active participation in individual and group activities utilising a range of contemporary communication strategies.

Intervention and outcomes

The Fife Project

The Competition Process

The proposed competition is an opportunity for the young people to develop a creative and innovative promotional campaign aimed at engaging and inspiring other youths in their community to make positive choices about their health.

The competition can be introduced to run not only across individual classes and year groups but also within and across Fife schools. The young people will be encouraged to use the skills and information derived from their classroom sessions to work together in small groups with the aim of creating a resource that will promote individual and community level change.

Set over an agreed period of time, the young people will work together to design and make their resource. The grand final of the competition will bring together all participants to showcase their efforts and talents. The young people will be an integral part of the event final, contributing their ideas and presenting their final piece of work. The work will then be judged and a winning team appointed. This might involve a panel comprising young people and staff, alongside local community members, education and health experts, and/or a live voting system for audience members.

The competition will enable the young people to gain considerable recognition for their efforts in front of a wide-range of friends, family, teachers, head teacher(s) and local members of the community – along with relevant Fife-wide figures from the media (including local radio presenters and journalists), public figures and celebrities (including footballers, TV presenters), and prominent councillors and members of the education services and the NHS.

All participants will be awarded certificates and the winners will receive publicity for their work to be used/viewed within the local community and made available more widely through appropriate channels (for example, on social and/or visual media and across other public domains).

To complement and assist with the classroom activities, details about available resources/fact sheets are provided where necessary. These resources aim to provide further information on each of the topics discussed. Teachers are however encouraged to add any additional relevant materials and to update and/or replace resources according to new available information, time-scales and age-appropriate learning. A summary outlining the key skills and learning outcomes is presented after the sessions.

Whilst the aim of the initiative is to ensure that teachers are provided with enough flexibility to tailor the project to the needs of the children in their classes, it is also important that they receive guidance in how to deliver the activities. As such, regular 'Teacher Tips' will be included to support classroom delivery. These tips have been designed to allow for a degree of consistency across classes/schools and to ensure that work can be effectively completed within the timescales, without being overly-prescriptive or restricting teacher creativity. The program is also based upon the idea of co-production and design, with classroom activities being led, to a large extent, by the young people themselves. As such, it is suggested that rather than regularly provide a list of key information, or learning points, the young people will be encouraged to discuss and identify the relevant facts and points of interest at the end of each session.

At this stage it is anticipated that the Fife Project will be a pilot intervention. In the long-term however, it is the intention that this proposed toolkit could be rolled out and delivered to school-children in different years, as well as across schools in Fife and beyond.

Aims

The aim of the first two sessions is to lay the foundations for the program and associated competition: this will provide the young people with information about the initiative, the planned activities, and the learning objectives.

Session 1 will begin by introducing young people to the Tobacco Industry. They will be encouraged to think about what tobacco companies do and their aims and objectives. They will also consider how and why cigarettes are targeted at the public, the strategies the companies use to promote their products, and their effectiveness.

Following an introduction to marketing, in Session 2 the young people will explore what makes a successful business by examining some of the key roles and thinking about how a company might develop and deliver products. They will be encouraged to identify their own key strengths, abilities and weaknesses and learn how these can be used to work in collaboration with others to develop a successful team/company.

Session 1: What is Marketing?

Introduction to the competition: To include an outline by the teacher about what the Program will involve, how many sessions there will be, and how the young people will be encouraged to actively participate in each session in order to broaden their knowledge and skills.

Group Activity 1: What is marketing?

The aim of this activity session is to think about why you buy items and how this links to what you want and what you actually need.

Consider something you have bought recently – an item of clothing perhaps or a computer game, or new mobile etc. Think through why and how you bought it. What made you think of it in the first place? What encouraged or discouraged you? Would you buy it again? How did you buy it e.g. shop, online? What did you like/dislike about it and the process of buying it? How did you feel once you had your product and how does it make you feel now? (Hastings and Domegan, 2014)

Tips for Teachers

Divide _____ into an equal number of small groups. Try to mix participants rather than keep friendship groups. Give the children about 10 minutes to think about an item that they have recently bought and to answer the specific questions. They can either be given the time to work individually and to feed back to their group, or to think of a few examples within their group and to provide feedback to the class. The young people can be encouraged to write down their answers and to discuss within their groups.

Following a class discussion of the answers, ask the children to consider the question: **What is marketing?** Provide the young people with a hand out or diagram. It would helpful to work through this with them. Further information about the activity and suggested resources can be found in the list at the end of this session and in Hastings, G. and Domegan, C. (2014)

In order to link the marketing strategies to tobacco use, consider discussing the following points with the class: Tobacco marketing is designed to appeal to certain markets by using certain imagery e.g. for males, females or adolescents. Think about or show examples of product design, packaging, distribution and pricing 'the marketing mix'. Ask them to think about how this imagery can result in misconceptions about the harmfulness of the products and lead to the development of particular attitudes about smoking.

Individual Research Activity: Critique Advertising Campaigns

The aim of this activity is to help you recognise the persuasive strategies that marketing companies use. Using the skills that you have learned during this session, select two advertising campaigns - one you view as positive and cleverly designed and another you feel is not very effective. Think about why is this is the case. What do you like/dislike about each example? Why? Also consider the following questions:

Who is the campaign/product aimed at? What facts are made available to the consumer? What are the key messages that the company want the consumer to think about and remember? What does the brand do for someone? What are the benefits and what are the main physical features of the product? What lifestyle are you being sold? Examine the emotional side of the campaign as well. *How does using the brand make the customer feel? How would others view the users of the brand? How does the brand benefit the customer? How do the company make sure that the consumer will remember these messages? Is there anything that could be improved in the advert? Is there anything else that you, as a young person, would look for in a campaign?*

Can you think of an alternative lifestyle or story that would also work? Devise a way of recording your search e.g. journal, blog, pintrest style collection of images, illustrating where you searched for resources, how you focused your ideas, what aspects of the campaign you considered etc. Be prepared to present your findings and critical evaluations at the next session. Your findings can be presented in any format.

Tips for Teachers

Hand out a sheet with information about the aims/objectives of the task, the questions the young people must answer and any restrictions. These might include, for example, restricting the analysis to a particular time-period, or for a particular age-range etc. Encourage the young people to think about how they will present their findings in an interesting, creative and informative way.

Key Learning Points and Issues of Interest (repeat at the end of each session)

Thinking about the activities, resources and classroom discussions you have had today, please consider the following questions. These questions can be completed individually, in pairs or groups:

1. What were the key facts that you learned about today?
2. What information will you take away with you/remember?

With the competition in mind, please keep a record of your answers and think about how this information might be used to help develop your ideas at the end of the six sessions.

Before you go… Opportunities for Evaluation (repeat at the end of each session)

Please ensure that the young people are provided with approximately 5-10 minutes to complete and hand in their answers to the following questions at the end of each of the sessions:

3. What did you enjoy most about this session?
4. What was your least favourite part of the session? Why?
5. How would you make today's session more interesting and/or relevant?
6. What (if anything) are you going to do differently now?

Complete Individual Research Activity from Session 1.

Session 2 begins with the young people presenting their individual research tasks. What do the findings tell us? Why did the young people look at specific websites/go to places for information? How much did they find? How is it presented to the class e.g. a few notes/pictures/lots of facts and figures? Discuss the range of information and sources used and the variety of presentation skills.

Group Activity 2: Forming a Company

Now using your experiences of working in your groups and individually to complete the previous activities, we will start to think about how it is possible to use individual skills and personality traits to work in the tobacco business. You will now begin working in small groups to form an advertising/marketing company. This group will also form your team for the forthcoming competition…

Each company contains a number of key roles. You must make sure you have the right people for the right tasks. This is not about 'who is better?'… It is about knowing that we all bring different strengths to a team and being able to recognise our own strengths. Who is the leader? Who is the researcher? Who will manage the creative team? Who will pitch once the team has a product? Use your own experiences/knowledge/personality to decide how you will get the best business team.

Tips for Teachers

Divide the class into an equal number of groups. Try to mix participants rather than keep friendship groups.

Write down a company role for each young person e.g. Creative Team Leader, CEO etc. and put them into a 'hat'. Each young person must then pick a piece of paper out of the hat to discover their role.

In turn, the young person must then either agree to take on the role and provide the rest of the group with a reason why they would like to take on the position.

If the young person does not want to accept the role they have chosen they must argue a case for why they would work more effectively in another role. Encourage the young person to reflect on their key strengths, abilities and personality characteristics. The young people can then vote on whether they agree with the change of job or whether they think the team member would work effectively in a given position. Then give the class groups 15 minutes to decide and agree upon their roles.

Group Activity 3: Designing a Company Name

Any successful company must have a recognisable brand name. This has to reflect the image that the team want to portray. It must also reflect the people involved in the team and be something that will appeal to young people. Think about the key marketing strategies that have been learned. What do you want the name to represent? What is it saying about the company?

Be prepared to explain to the class what your company name is and to justify your choices and final design.

Individual Research Activity: Advertising your Company

Design a logo for your company. What will you include in your design? What information do you want to provide? How will it catch the eye of the public? Think about the reasons for each of your decisions and be prepared to explain these to your classmates.

To be completed during the next session.

Tips for Teachers

This can be a creative task, ranging from painting, collage, computer design etc. Provide as many opportunities for creativity. This might be undertaken in an art classroom or under the supervision of an art teacher.

The task will be started in class and time will be given to complete the activity at home and in Session 3. The group then get to vote on and choose the best logo for their business in the following session.

Outcomes and Key Skills learned in Sessions 1 and 2

- Following Sessions 1 and 2 the young people will have learned about basic marketing strategies and principles. In line with the policy and literature evidence sweeps, the activities will encourage them to develop the skills to interpret and think critically think about products and images. This will aid their creative decision-making later in the competition round.

- Effective youth programs should also pay attention to the diversity of youths and recognise their individual strengths. The activities in Session 2 directly address this issue and ask the young people to explore and consider how their strengths can be used in collaboration with others.

Aims

Sessions 3 and 4 will focus on tobacco use. The young people will think about what information the media present to the public about smoking and then compare this to the actual lived experiences of people in their community who smoke.

In Session 3 the young people will utilise the critical thinking skills they have developed in earlier sessions to explore how images in the media create certain ideas about smoking and people who smoke. Session 4 will then explore some basic facts about cigarette ingredients and the potential implications of using tobacco, including effects on appearance and overall health. This will lead to discussions about the realities of smoking, the health choices that people make, and the consequences of their tobacco use. At this stage, the young people should begin considering ideas and relevant topics of interest for their competition resource. They will work in groups and in pairs to develop their thoughts and to carry out activities.

Session 3: Smoking and Health

Complete Individual Research Activity from Session 2. All students should complete their individual logo design. Then ask each company to vote on their favourite logo. Allow approximately 10 minutes for the groups to decide and vote. They should then explain the reason for their choice.

Group Activity 4: Media Images and Smoking

You will be presented with a series of images or screen shots from the movies/TV programmes. Looking at these images, think about and answer the following questions:

What do you think their role or profession is in the film/program? EG. Hero/Villain/etc

How is the character/person portrayed? Are they a rebel? Cool? Dangerous? Depressed?

What is their age/appearance like? Do they look good? Aged and tired etc?

When do they smoke? To impress? When stressed? Late at night? With friends? Alone?

Explore these questions and create a group poster to detail your findings. The aim is to build up a picture about what you see and how you interpret these images. It might help to divide your paper into sections, starting with '**Description**': What do you see, or what image do you think you are being 'sold'? Then consider a second section, '**What you like**' about the images portrayed and a final section on '**What you dislike**'. What do the findings tell you? Be sure to include why you feel like this way. If members of the group have different opinions then make sure that your poster summarises these different views.

Tips for Teachers

This session will require a set of images or screen shots from films, or magazines and TV programs. Each image should include a character or person who is smoking or who is a smoker. It may help to include individuals and characters from films that may not be well

known to the young people. This will encourage them to try and interpret what they are seeing and to explore how they view the images.

To enable each group to work on a poster, large sheets of paper might be provided to facilitate opportunities to brainstorm ideas and to answer the key questions.

Following completion of the activity, encourage each group to feed back their findings and to discuss their poster. Once each group has presented their answers to the questions, the correct information can be provided about the images/characters etc. Explore how accurate the young people's interpretations are and what they did/did not correctly interpret. Also ask them how they feel about their responses in light of the information provided.

Session 4: Image vs reality of smoking

A series of short individual and group activities will take place during the session. This will allow the young people to build up a picture of the different and inter-related aspects of smoking and image.

Group Activity 5: What is in a cigarette?

Cigarettes are made from the dried leaves of tobacco plants – after the leaves are dried they are treated with chemicals and turned into cigarettes. Over 4000 chemicals are included in cigarette smoke, many of these are highly poisonous and more than 60 can cause cancer. Do you know what chemicals are included? See game: http://www.w-west.org.uk/scooby-do-or-scooby-dont.html

Tips for Teachers

It might be useful to expand this game to add more information and additional ingredients e,g, Tar/CO. etc (as included in the smoke free class competition info sheet). Or make something very similar for them to work with e.g. board game/white board/mobile game e.g. adding different chemicals and what they are used for (e.g. hydrogen cyanide is a poison used in gas chambers). Another possibility is to add in additional ingredients and ask the young people to decide which chemicals they believe are/are not included in the cigarettes.

Group Activity 6: Smoking and Image

smoking changes your appearance.

Discussion: how does this make you feel? Is it what you expected? How does this reflect what you learned about the media images in the previous session?

Work in pairs for this activity.

You are a researcher and you want to find out some real life stories about health choices and smoking. Identify a local person and - with permission - interview them about their experiences. The individual might be someone you know well e.g. a family member or neighbour, or it could be someone you regularly associate with and who you know is/was a smoker.

In order to find out about their experiences and knowledge of smoking you will need to obtain key information from them. Be sure to include information on the following:

Why did the smoker take up the habit? When did they start smoking? Discuss their habit and how it affects their daily life. You can also talk about cost. Keep in mind that you are not asking them to justify to you why they still smoke but you want to find out why they started and what led them to their current situation. What the effects are on them and if they have any regrets.

Think about what you have learned in previous sessions. Ask them about the role of advertising and the media on their decision-making.

Were they drawn into an advertising campaign? Was it peer pressure? Do they know the facts that you have learned about smoking today i.e. in terms of how the habit affects their health and what goes in the cigarettes? What are their future plans? How do they feel about it now? Ensure that your plans for interviewing and your questions are checked and agreed with your teacher prior to carrying out the activity.

Create a way (any medium) for your company to illustrate the health experiences and choices of real people via a *storyboard* detailing their experiences in a sequential series of images. This can be, for example, an advert/poster, film, series of photos, or piece of music or theatre. It could include a series of digital photographs or hand-drawn images or any other visual means of presenting a story. Again, be as creative as you can. Try and make the information as interesting as you can and report in a way that reflects what your interviewee has told you. How would they like to see their information used, what are the key messages they wanted you to remember?

Whatever the creative format chosen it must not last any longer than 5 minutes so think about how you will ensure that the relevant information and facts are made clear to the audience.

It must include *real facts* and *experiences* and detail the health choices people have made and the outcomes of these choices.

Tips for Teachers

The young people will need to receive clear instructions about what the aims are for the activity and how they should go about collecting information. Encourage the young people to think about who they want to approach to participate and why. The interviewee should be carefully selected and amicable – this is not about confrontation. Ensure that the young people discuss this issue in pairs.

Include a hand-out detailing a series of potential questions that the young people can ask. Give them time to add any additional questions and to think about how they might approach someone and the practical considerations of conducting an interview. Provide each pair of young people with enough time and then check each plan and series of questions.

Also include an information sheet and a consent form on school headed paper that the young person must present to any participant. This includes providing potential participants with details about the nature of the work and gaining their signed consent to take part. Please note that it should be made clear to participants that the presentations designed by the young people will not be kept by the school and the information provided will be for the sole use of the classroom session and for children to learn about adult health choices.

Outcomes and Key Skills learned in Sessions 3 and 4

- At the end of Sessions 3 and 4 the young people will have developed the skills to critique existing mediated messages about tobacco use and to assess, analyse and evaluate media in order to learn to create their own media messages.
- The interview session will mobilise the young people's creativity and help foster connections between the young people and their communities. This will enable the youths to redefine the personal and social issues of smoking. The activity will also help them to document local health issues and to enhance critical reflections about health behaviours and experiences at an individual and social level.
- The activities draw on the tradition of storytelling, enabling the young people to make an impact by developing a narrative and a way of illustrating lessons learned and knowledge. They will also learn to see smoking from a 'human perspective' which contrasts with the previous media and marketing strategies that they have learned about. The activity also aims to mobilise the young people's creativity and community engagement.
- The work will reflect the curriculum for excellence in the young people will work together to contribute effectively and to gain confidence in their creative skills.

Aims

In Sessions 5 and 6 the young people will explore the choices that individuals have to make about their health. This includes considering what is 'good' and 'bad' health. By building upon the information learned in the previous sessions, the young people will be encouraged to begin thinking about how to take charge of their health and to make positive decisions. This should help provide information and inspiration for competition design ideas.

Session 5 will explore health and addiction, including examining what addiction is and what impact can it have on individuals. The activities will help the young people to link individual and social decisions about health options. They will start working creatively to think about how to influence other young people and to make a difference to their health decisions.

Session 5: what is good health?

Complete and present individual Research Activity from Session 4.

Discussion: How does the information you have gathered differ from the media images we explored in the previous sessions? How would this make a consumer feel? What can you learn? Discuss the storyboards and interviews and explore what has been learned.

Group Activity 7: Good and Bad Health

In your groups you will begin to discuss 'good' and 'bad' health. This brainstorming activity will involve you setting out your thoughts on paper. Divide the sheet into two sections and write down any words or thoughts you would associate with each term.

Also think about some of the reasons for good and bad health. What leads people to experience bad health, is it simply luck, or are there things people can do to improve their health? Try and think about individual decisions as well as other factors. Who influences your health – family? Peers? How?

The role of addiction should also be discussed. What skills would you need to quit an addiction? Willpower? Family support? Peer support? Knowledge about risks. What else do you need (social, cultural, economic factors)? How do young people learn to use these skills and strategies to cope with addiction? Particularly when faced with marketing strategies of companies? With the information that your group has gained, create an infographic that is eye-catching and informative. It can include any information and/or statistics that you think are relevant and that you believe reflects the range of influences on people's health and behaviours.

Tips for Teachers

During the brainstorming activity provide some basic information about health and addiction, along with any other related topics. This might include some of the suggested resources.

To enable each group to work on a poster, large sheets of paper might be provided to facilitate opportunities to brainstorm ideas and to answer the key questions. Also provide various materials to create an infographic, arts, crafts, magazine cuttings etc. Some examples can be shown in order to aid creative designs. Encourage the young people to look up any relevant facts or figures to enhance their work.

Following completion of the activity, each group should feedback their findings and to discuss their infographic. In particular, note any differences between the groups and ask the young people to explain how they came to their decisions about good/bad health. What influenced them? Past experiences? People in their community? The media? Ensure that they are aware of the range of influences and the interconnected nature of health.

Group Activity 8: Addiction – A Social Action Project

...g ways to help young people ... ...oking, alcohol or something else. Think about how you will tackle this issue. Do you want to create a local, one-off event for the young people to attend, or a product to help provide information, such as an app.? Would you like to set up an online support group? Try and be as creative as you can.

Incorporate the marketing strategies that you learned about in Sessions 1 and 2. Also make sure that you include any health information facts that you feel are relevant. Consider what information you think the young people would need in order to make informed decisions and to access the support they need. Also, signpost to any resources that might be of use. What is the best way to tell them? What format will it take e.g. a leaflet, poster, an infographic or a short movie etc? Additional time will be provided in Session 6. You will then present your company activity to the class.

Session 6: The Competition

Complete Individual Research Activity from Session 5.

In this final session, the young people will complete the 'Tackling Addiction' task and present it to the class.

Discussion: What have you learned? How does this illustrate what knowledge you have gained over these last sessions? What have the sessions taught you? Is there anything else that could or should be included in this program? How and why would this be useful? Try and note down some of these thoughts and pass them on to your teacher.

Provide any opportunities for questions and discussion about the tasks that have been completed over the course of the 5 previous sessions.

Tips for Teachers

Encourage the young people to reflect upon what they have learned over the course of the last five sessions and ask them to talk about what they have enjoyed and what they have gained from the different activities. This might be something like working effectively with other class members, or learning new creative skills.

It might also be useful, in their groups, or 'companies' to note down some of the main points that have interested them and the skills they have gained. Is there anything that they did not feel was useful or that could have been better delivered or explained? How could it be improved next time? What else would you have liked to learn about? Revisit the key learning points and information the young people have identified at the end of each session.

This will provide valuable feedback for future projects and ensure that valuable lessons are learned for any further project development.

Thinking about the previous sessions will also allow the young people to begin considering how they can use the skills and knowledge that they have acquired, in the next phase of the program, the Competition.

Clarify that the young people will continue to work in their group 'companies' and that they will be expected to use their new skills to best effect during the next phase of the program.

In your 'company' groups you will work collectively on an issue that you identify and agree upon is a topic for _individual and community-level change_. You must try and use as many of the creative and analytical skills as you can in order to be innovative and original. The work can be fun, humorous or serious and it can be designed in any way that you feel would be useful and effective for your peers in school and/or your community. _The focus is on the positive choices that young people should make about their health_.

The idea is to design a creative and innovative promotional campaign to inspire other young people to make better health choices and to develop their unique potential.

Any of the information and strategies that have been presented in the previous sessions can be used.

There are no boundaries, however:

Each project must be no longer than 10 minutes in length. The group must allocate tasks to each member and each person must ensure that they agree to this task and work with their team to ensure that it is completed.

The work can be delivered in any format, a film, an infographic, a poster, a storyboard etc. Draw upon what you have seen and heard in the previous sessions and present it as your company project.

Be prepared to present this work to your class and potentially to a wider audience – your school, or within your local area.

There will be a vote to select the winning team and they will then progress to compete against other class projects and other schools.

The overall winners will be decided at a grand event later in the academic year.

Tips for Teachers

The guidance notes and any further details about the project should be presented to the young people. It would be helpful to clarify any project deadlines and to specify the number of sessions that they will have to work on their project. If possible, ensure that the young people are encouraged to continue their work outside the school environment.

Help each group to discuss their ideas and provide them with any relevant resources and websites, including those previously mentioned in the sessions.

Outcomes and Key Skills learned in Sessions 5 and 6

- Following these sessions the young people will be able to better reflect upon the inter-connected nature of health behaviours. They will be aware of the broad spectrum of influences, including peers, family and community.
- Through group critical dialogues the young people have explored addiction as a youth-centred issue and examined how and why individual experiences link to peer decision-making and to local community issues. They collaboratively worked to

develop narratives around a research theme and to help plan ways to address the health needs of others.

- The sessions build upon the research skills and critical thinking that the young people have learned previously. They will now begin to think about how their knowledge and skills can be utilised to focus on the end-users – young people in their school/local community. The competition will not only capture young people's voices and views but it will provide tangible evidence of their learning and the skills they have developed.

Discussion

In addition to developing knowledge about smoking and health choices, the series of structured activities aim to challenge the young people in group and individual tasks, enabling them to utilise their creativity and enhance their communication skills. The activities also seek to develop critical thinking and analytical abilities. Each session builds upon the previous lessons learned in order to provide the students with a clear overview of the different aspects of tobacco use and health more broadly (i.e. biological, social, political). These core areas play an important and interrelated role in influencing their knowledge enhancement and personal decision-making about their health.

The project ensures that rather than seeking to intervene in existing health-related behaviours, the young people are invited to take the lead in developing creative outputs and establishing core messages to promote knowledge and understanding. Engaging adolescents in collaborative and social sessions promotes ways of developing personal and co-responsibility as well as creative ownership. In line with the findings of the wider literature evidence-base, this aims to increase young people's self-awareness and self-efficacy and to empower them to make informed and healthy lifestyle choices.

Going forward, any program of activities requires careful monitoring to ensure effective implementation and use and to ascertain whether the program can be improved or better delivered. Careful monitoring and consultation with participants will help ensure that the young people continue to be consulted on the initiative and provide opportunities for them to be involved in co-evaluation. A formative process evaluation would further ensure that feedback can be immediately referred to policy-makers and program developers in order to enhance the likelihood of effective content, implementation and delivery.

Case Study Questions

1. Why were the self-evaluation questions included after each session in this case?
2. What important communication skills might the young people gain from this case?
3. What key skills will the young people learn to help them take control of their health?

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