

# Introduction

This guide may be hazardous to the way in which people currently think and deal with drug problems. One objective is to move away from traditional, anti-drug vocabulary and into the specific brand-name, pro-drug vocabulary created by Madison Avenue. This starts with realizing that young people do not purchase a carton of “nicotine” or a six-pack of “alcohol.” Rather, they buy Bud, Miller Genuine Draft, Marlboro, Camel, and Newport.

According to the National Institute on Drug Abuse, all illicit drugs combined cause more than 15,000 deaths a year. While that number is a tragedy, consider that tobacco and alcohol together take more than 700,000 lives each year.

These facts are very hard for some people to swallow, even for many who have worked in the anti-drug arena, since tobacco and alcohol are so seldom included. And while tobacco and alcohol are often referred to as “gateway” drugs, keep in mind that they are all too often the end of the road for many users. It is necessary to change community attitudes in countering drug use to include tobacco and alcohol as the cornerstones of drug abuse.

Consider the well-established goal of drug-free schools, yet overlooking most playgrounds can be found huge billboards advertising Newport cigarettes and Miller beer. These have become youth-oriented products as the tobacco and alcohol pushers have learned how to invade our communities. While we

attempt to educate young people in school classrooms and tell them to “just say no,” the tobacco and alcohol companies are out in the community 365 days a year on nights, weekends, and holidays with promotions of sponsorship of sports and community events claiming to be doing good deeds for the community.

Such sponsorships are carried into local communities through beer company sponsorship of ethnic groups and charities including the NAACP, the United Negro College Fund, and the National Council of La Raza. The association derived from such promotions perpetuates the biggest obstacle to tackling tobacco and alcohol problems, which is complacency—on the part of those with the responsibility to work on these issues and the general public alike.

Finally, getting young people off drugs or “drug-free” is really just getting them back to where they should be. That’s a minimum effort, and one that’s definitely not easy. But with illicit drugs, we blame the pushers, and we need to do likewise when it comes to dealing with tobacco and alcohol.

This guide will help teachers, counselors, school administrators, parents, and business and civic leaders work together to develop effective strategies for countering drug use in their community. By refocusing our efforts on the way in which tobacco, alcohol, and other drugs are promoted in our neighborhoods, we can make positive changes in our community environment.

# Goals and Learning Objectives

## Overall Goal

To tap the highest possible level of commitment from every teacher, counselor, school administrators, parents, and business, civic, and religious leaders throughout the community to prevent and counteract tobacco, alcohol, and other drug use.

## Learning Objectives

Upon completion of this training program, participants will:

1. Gain the knowledge of new tools and strategies to better assess substance abuse problems in their community;
2. Create a plan of action designed to monitor and counteract drug use, which includes support from school personnel, community leaders, and family members; and
3. Implement effective, positive school-based and community-based strategies designed to counteract substance abuse through fostering changes in community attitudes.

# Defining Community

But how do we define “community?”

In order for those working on efforts to combat substance abuse to better understand the needs of their community, it is important to understand the community from a new perspective.

This section will help participants begin to define their “community environment” including drug use and non-drug use cues and messages, as well as identify systems, organizations, forces, and images currently supporting and perpetuating such messages.

The rationale for this process is that most day-to-day activities of teachers and school personnel is based almost entirely within the school building. One of the secondary objectives for this guide is to get teachers, counselors, and school administrators to expand their vision beyond the stream of individual students they see in their classrooms and offices to include a concern for identifying the needs of students within the larger community. This also means that school personnel working with parents and community leaders need to be able to identify resources accessible to the community that reinforce what is said in the school or classroom.

This process can be seen as reintroducing one to their own community in the context of counteracting drug abuse. It is important to understand the activities of young people and their families within the community after school lets out, specifically on nights, weekends, and holidays.

## Field Trip

The community field trip serves as part of the process to begin defining and characterizing the community. The field trip includes focused visits to neighborhoods, local businesses, and community organizations, and includes a discussion about community events and activities.

Understanding that the resulting knowledge of the total community forms the foundation upon which the subsequent functions of drug use prevention and health promotion are based, the community field trip helps to identify some of the specific needs of the community. Additionally, one learns that the community is not static, but rather dynamic and changing. Thus, defining and characterizing the community is an ongoing process which includes continued monitoring.

The community field trip helps to provide a contextual understanding of young people within the community. The experience should stimulate participants to learn more about who and where are the individuals and households that comprise the community. Additionally, the field trip reintroduces participants to government agencies, city and county health services, local businesses, and places for gathering and fellowship, all of which are important community resources.

When participating in the community field trip, please think about the following issues. They will be discussed further during a follow-up discussion.

- **Try to identify drug use and non-drug use cues and messages.**

**What is the frequency of each?  
Who controls such messages?  
Where are these messages seen or  
where can they be found?**

- **Identify the systems, organizations, and forces behind such messages.**

**Are there individuals, groups or organizations that could be enlisted in making specific changes in the community environment to help counteract negative messages or assist in promoting positive messages?**

### Monitoring the Community

Monitoring the community and its activities is not easy, especially when one considers the size and overlapping of communities. However, there are specific tools that will help you keep track of the images, events, and activities throughout the community.

### Media

Television, radio, local daily and weekly newspapers, magazines, newsletters, and church bulletins are some of the ways that we learn about community activities. Not surprising is the fact that tobacco and alcohol companies promote their products and sponsored, community events through much of the same media we rely upon for information about the community.

Monitoring local mass media is important in staying informed about the activities in the community. Specifically, *North Forest News* provides information about local activities. But there are other media that should be monitored in order to learn more about what tobacco and alcohol companies are doing in each community.

Tobacco and alcohol companies target different segments of the population with different types of advertisements and sponsored events. For example, the two magazines with the largest African-American readership are *Ebony* and *Jet*, both produced by Johnson Publishing Company in Chicago. Nearly every issue is loaded with advertisements for Newport, Kool, Salem, or Benson and Hedges (all menthol cigarette brands). Usually, an equal number of advertising pages are devoted to the promotion of beer and liquor, often Schlitz Malt Liquor, Colt 45, or Crown Royal. These are the brand names that invade African-American communities, making a mockery of any effort to counteract drug abuse.



Other weekly newspapers in the Houston area include the *Houston Post*, the *Houston Chronicle*, the *Houston Forward Times* (“the largest black-owned newspaper in the South”), the *Houston Defender*, the *Houston Sun*, *The Informer and Texas Freeman*, *Style*, *La Voz de Houston*, and *Siete Dias*. The latter of these are considered the news papers that make up the “minority press” in Houston. It is no coincidence that these papers carry tobacco and alcohol advertisements with much greater frequency when compared to the *Post* or *Chronicle*.

### Community Events and Promotions

Monitoring the mass media in any community will provide the information about many tobacco and alcohol company-sponsored events. The primary tools you will need to monitor such events are a **map** (to find out where the events are held), a **calendar** (to keep track of when the events are—usually on nights, weekends, and holidays when kids are out of school), and above all, a **camera** (to document each event in your community).

One of the objectives of DOC is to monitor tobacco and alcohol-sponsored sports, cultural, and arts events. To do this the organization has set up the Fast Action Response Team (or simply F.A.R.T.) to document such events. Basically, it means keeping track of these events by watching for advertisements and promotions in each community, and

then attending the events with a camera.

Examples of these events include the Virginia Slims Tennis Tournament, the Benson and Hedges Blues Festival, cigarette promotions at the Houston International Festival (at the Zydeco stage and Latin Market), the Camel Mud and Monster show, and the Salem Zydeco Rodeo. These are only a few of many events promoted annually in the Houston area.

Other promotions include the Camel and Salem cigarette video vans. These are mobile promotions that travel throughout Houston, making stops at convenience stores and gas stations where they play music videos and hand out free cigarettes and other promotional products, such as caps, t-shirts, and cups. Marlboro has a similar promotion for its Marlboro Adventure Gear, which includes a van that promotes Marlboro cigarettes and Marlboro clothing.

Convenience stores, grocery stores, gas stations, and other local businesses also promote tobacco and alcohol products through store displays (both inside and outside the business). Take notice how much these products are promoted in the community.

# Creating a Plan

## Working as a Team

Implementing an action plan cannot be successful without some involvement of each team member. Consider the following questions in preparation for team planning and making assignments for specific tasks.

- What are the strengths, talents, and abilities of each team member?
- How will work be delegated among members of the team?
- Who is responsible for coordinating team meetings and sharing information?
- Are there other individuals or organizations that are needed to assist the team in its planning?

The purpose of the team and the responsibilities of each member should be well defined. Sharing basic information such as work and home phone numbers is important to maintain communication. Teams should consider identifying a team leader to serve in a coordinating role.

## Mission, Goals, and Objectives

The first step of the project is to develop a mission statement, or short statement of purpose. A mission statement is usually a short statement of what the team hopes to accomplish. For example, a possible mission statement could be: The purpose of the Shadydale Team is to raise awareness among the families of Shadydale School regarding the problem of tobacco and alcohol use among young people.

Goals are measurable results in supporting the mission statement. In order to raise awareness of the community, one goal may be to hold public forums or meetings to discuss the problem of tobacco and alcohol use among youth.

Objectives are the individual steps that support the goals. They are specific, measurable, describe the “what”, “how many”, and “when” of the project, and set dates for accomplishment. For example, by April 30, 1995, at least 25 members of the Shadydale community will participate in a candlelight vigil at the 7th Avenue Kwik Stop to raise the community’s awareness of local businesses selling alcohol and tobacco products to young people.

## Evaluation

Evaluation is a valuable component to any project and should be developed at the beginning of the project. Without an evaluation plan, the project is not

complete. By including guidelines for an evaluation into the project from the very beginning, the project’s details and outcomes can be monitored from start to finish. For example, if recruiting people for community meetings is difficult, the team may set new objectives for better promoting such events throughout the community. To help develop an evaluation plan, consider the following questions:

- What results should be tracked and monitored?
- What specific steps should be recorded?
- Who is responsible for monitoring the action plan’s schedule?
- How should the project’s results be presented to the school personnel, parents, the media, and the community-at-large?
- Should the plan be revised or updated?

For the purpose of this project, one person on the team should be designated to be responsible for the evaluation plan. After deciding on the team’s goals and objectives, the strategies to be utilized, and desired outcomes, the plan should accurately monitor these components. Often, simple tools can be utilized such as sign-in sheets for meetings, brief questionnaires on the quality of the meetings, recording and sharing meeting minutes, and any other data that needs to be gathered in order for the project to be successful.

**Mission Statement (What are we trying to accomplish?):**

**Goal #1 (How will we achieve our purpose?):**

**Objective 1 (What activities will we engage in to achieve our goal?):**

**Objective 2:**

**Objective 3:**

**Goal #2:**

**Objective 1:**

**Objective 2:**

**Objective 3:**



# Educational Materials Review Forms

Accession No.:
_____
Date:
_____
Screener:
_____

## I. PRODUCT DESCRIPTION

Title of Product \_\_\_\_\_ Publication Date \_\_\_\_\_  
 Producer/Author \_\_\_\_\_ Contact \_\_\_\_\_  
 Organization \_\_\_\_\_  
 Address \_\_\_\_\_ Phone \_\_\_\_\_  
 Other Sponsors/Endorsers \_\_\_\_\_

### Format:

- Fact Sheet
- Brochure
- Booklet
- Book
- Poster
- Print Ad
- 3/4" Video
- VHS Video
- 16mm Film
- Slides
- Audiotape
- Script
- Information Package
- Software
- Other (describe): \_\_\_\_\_

- PSA
- Magazine
- Article
- Performance
- Taped Message
- Newsletter
- Contest
- Workbook
- Curriculum
- Classroom Material
- Comic Book

### Mode(s) of Delivery: (check all that apply)

- Individual
- Group
- Instructor-led
- Mass Media
- Self-Instructional

### Setting(s): (check all that apply)

- Home
- School
- Community
- Health/Mental Health Care
- Worksite
- Justice System
- Social Services System
- Mass Media
- Other (describe): \_\_\_\_\_

### Language(s): (check all that apply)

- English
- Spanish
- Bilingual (specify) \_\_\_\_\_
- Other (indicate) \_\_\_\_\_

### Readability:

- Low Literacy (grade level 3-5)
- Very Easy (grade level 6-7)
- Easy (8)
- Average (9-10)
- Fairly Difficult (11-13)
- Difficult (14-16)
- N/A

### Pretested/Evaluated:

- Yes
  - Unknown
  - No
- (If yes, describe and include copy of report if possible) \_\_\_\_\_

### Length: \_\_\_\_\_

### Context(s): (check all that apply)

- Part of a Program (describe): \_\_\_\_\_
- With Other Materials
- Stands Alone
- Has Training Component (please enclose)

### Target Audience(s): (check all that apply)

- General Public
- Parents (specify age of child) \_\_\_\_\_
- Blacks
- Hispanics
- Native Americans
- Asian and Pacific Islanders
- Health Care Providers (specify specialty) \_\_\_\_\_

### Current Scope:

- National: \_\_\_\_\_
- Regional: \_\_\_\_\_
- State: \_\_\_\_\_
- Local: \_\_\_\_\_

### Topic(s): (check all that apply)

- Alcohol
- Drugs
- Drug (specify) \_\_\_\_\_
- Both Alcohol and Drugs
- Awareness
- Prevention
- Intervention
- Treatment
- General Health/Safety
- Other (describe): \_\_\_\_\_

- High-Risk Families/Youth
- Policymakers/Administrators
- Youth (specify ages) \_\_\_\_\_
- Young Adults (18-25 years)
- Educators (specify grade(s)) \_\_\_\_\_
- A/D Treatment Professionals
- A/D Prevention Professionals
- Employers
- Scientists and Researchers
- Other (describe): \_\_\_\_\_

### Availability:

- Unknown
- Restrictions on Use:
  - Permission Required to Reproduce
  - Citation Required
- Available Free
- Negatives Available on Loan
- Payment Required
- Price \$ \_\_\_\_\_
- Available Through Free A-V Loan Program
- Source (if different from above) \_\_\_\_\_

**Description:** (Please describe the product in two-three sentences.)

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**Comments:**

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