




DETERMINANTS OF SMOKING INITIATION

This section contains a summary of the factors that influence smoking initiation among youth in Sarasota County.

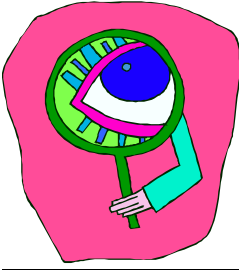
Definition: Smoking initiation refers to whether or not youth report having “**ever** tried cigarette smoking, even one or two puffs?”

A comparison of students who have and have not ever smoked was conducted to identify the factors that explain smoking initiation. In addition to a description of these factors, information obtained in focus group and individual interviews are also summarized.

Those factors that are significant explanatory factors are indicated with the icon .

NOTE: In some tables, sums of percentages may be greater than 100% because some students selected more than one response.





At A Glance

The factors associated with whether or not a student has initiated smoking are divided into 4 categories: product, price, place and promotion.

Product (behavior – smoking initiation)

Youth Characteristics

- Grade Level
- Grades in School
- Family Structure
- Employment
- Involvement in Sports Activities
- Self-Reported Depression Level

Social Influences

- Peer Influence
- Parent Influence

Image

Benefits of Smoking Initiation

- Emotional Benefits
- Self Efficacy

Other Benefits

- Being Cool
- Fitting In
- Curiosity
- Maturity
- Experiencing a Rush



Price (costs of smoking initiation)

Mother's Disappointment

Tastes Bad

Other Costs

Uncool

Financial Costs

Addiction

Health problems

Punishment

Place

Access to Cigarettes/Smoking

Promotion

Spokesperson



SMOKING INITIATION (PRODUCT)

One thousand and one youth (50% of the total survey respondents) reported that they had **ever** tried cigarette smoking. Smoking initiation rates varied by grade level, grades earned in school, family structure, employment, involvement in sports activities and level of depression.

Characteristics of Youth Who Have Initiated Smoking

Grade Level




Ninth and tenth graders were **more than twice as likely** as sixth graders to have initiated smoking.

By tenth grade almost three-fourths (70%) of youth had ever smoked a cigarette (Table 5).

Grade Level	Yes
6 th	29%
7 th	39%
8 th	53%
9 th	64%
10 th	70%



Grades in School

 The **lower the self-reported grades** youth usually earn in school, the **more likely** they were to report having initiated smoking.

Eighteen percent of youth participating in the survey responded that they usually earn C's or lower grades in school (Table 6).

TABLE 6
HOW WOULD YOU DESCRIBE THE GRADES
THAT YOU USUALLY GET IN SCHOOL?

Mostly A's	16%
Mostly A's and B's	38%
Mostly B's	9%
Mostly B's and C's	20%
Mostly C's	6%
Mostly C's and D's	8%
Mostly D's	1%
Mostly D's and F's	2%
Mostly F's	1%

Family Structure



Youth whose living arrangements were divided between their mothers' and fathers' homes and those who live with a parent and stepparent are **nearly three times more likely** than youth who live with both parents to have initiated smoking.

Seven percent of youth participating in the survey reported that they divide their time between their mother's and father's homes, and 14% live with a parent and stepparent (Table 7).

TABLE 7
WHICH OF THE FOLLOWING STATEMENTS BEST
DESCRIBES YOUR FAMILY SITUATION?

I live with both of my parents.	55%
I live with one of my parents.	22%
I live with one of my parents and a stepparent.	14%
I live in my mother's house some of the time and in my father's house some of the time.	7%
I live with my grandparents.	2%
Other	1%



Employment

Smoking initiation was related to the number of hours students work per week during the school year.



The **more hours** youth work at a job they get paid for during the school year, the **more likely** they were to have initiated smoking.

Twenty percent of youth participating in the survey reported that they typically work 10 or more hours per week during the school year (Table 8).

TABLE 8
DURING THE SCHOOL YEAR, HOW MANY HOURS PER WEEK DO YOU TYPICALLY WORK AT A JOB THAT YOU GET PAID FOR (INCLUDING WEEK-ENDS)?

0 hours	60%
1-9 hours	20%
10-14 hours	8%
15-19 hours	5%
20 or more hours	7%



Involvement in Sports Activities



The **more youth were involved** in sports activities, the **more likely** they were to have initiated smoking. This result may be due to the fact that youth who are involved in sports have increased opportunities to hang out before and after sports practices and events and possibly smoke cigarettes.

In Table 9, team sports refer to group activities (e.g., basketball, volleyball and cheerleading), while individual sports refers to activities done alone (e.g., running and horseback riding).

In general, youth reported moderate participation in sports activities. Forty percent of youth participated in team sports more than once per month and approximately one third of youth participated in individual sports more than once a month.

	Team sports	Individual sports
Less than once per year	27%	27%
A few times per year	20%	22%
About once per month	14%	19%
More than once per month	40%	32%



Self Reported Depression Level



The ***higher the self-reported depression*** level, the ***more likely*** youth were to have initiated smoking. In general, youth reported low levels of depression. On a scale of 1 to 4, with 1 indicating “never or rarely” (0-1 days) and 4 indicating “most or all of the time” (5-7 days), the mean depression score among survey respondents was 1.74.



Social Influences

Social influence has an important impact on many youth health behaviors. Social influence refers to youth's perceptions of other people's behavior as well as the advice they receive from peers, parents, and other adults.

Peer Influence



The **higher youth's perceptions** of the proportion of kids their age who smoke increased, the **more likely** they were to have initiated smoking.

Fifty-seven percent of the youth believed that half or more than half of the kids their age smoke (Table 10).


TABLE 10

I THINK _____ OF THE KIDS MY AGE SMOKE

None	5%
Some (fewer than half)	37%
About half	37%
Most (more than half)	20%
All	1%



Parental Influence

 The **more strongly** youth believed that smoking is a good way to get back at their parents, the **more likely** they were to have initiated smoking.

Approximately one in five youth (21%) agreed or strongly agreed that smoking helps kids their age get back at their parents.

TABLE 11
I THINK SMOKING HELPS KIDS MY AGE
GET BACK AT THEIR PARENTS

Strongly agree	4%
Agree	17%
Disagree	33%
Strongly Disagree	48%

Product (Smoking Initiation) Image

When asked during focus groups or individual interviews to “describe a smoker,” the following characteristics emerged:

- ✓ wears grungy (not necessarily a bad thing!), baggy clothes that may or may not have holes in them (these clothes do not have to be expensive);
- ✓ smells like smoke and may have holes in their clothing from cigarette burns;
- ✓ hangs out with other smokers and are desperate to be cool and will do anything to be cool;
- ✓ may be a member of popular group;
- ✓ receives attention from their peers because they are handsome or pretty;
- ✓ has a bad attitude characterized by not caring if they fail in school, does not think their parents care if they fail, and they talk about or back to their teachers;
- ✓ may appear to be unhealthy; and,
- ✓ is not that smart and may be considered an “idiot” by nonsmoking youth.

When asked to describe youth’s smoking behaviors, the following are some examples of youth’s perceptions:

- ✓ parents and others are aware of their behavior;
- ✓ youth smoking occurs away from home at gas stations, bus stops, alleys, woods, behind school, school parking lots, movie theaters, bathrooms, and locker rooms;

“Wherever. As long as the cops don’t see you.” (10th grade male)

“If their parents aren’t home and their parents smoke then they smoke in the house.” (8th grade female)

- ✓ youth smoking occurs between classes, after school, and at night;
- ✓ youth smoking occurs either with a group of friends or alone; and,
- ✓ youth who smoke alone tend to be regular smokers (addicted) while those who smoke with friends tend to be social smokers or smoke to be cool.



“If you’re smoking to be cool then the only time you are going to smoke cigarettes is around others that do. If it’s a social thing then you’re going to do it when you’re around a lot of people.”
(10th grade female)



Perceived Benefits of Smoking Initiation (Product)

Emotional Benefit



The **more strongly** youth agreed that smoking provides emotional benefits, the **more likely** they were to have initiated smoking.

On a scale of 1 to 4, with 1 indicating 'strongly disagree' and 4 indicating 'strongly agree,' the mean 'emotional benefits of smoking' score for all grades was 1.99. The mean composite scores ranged from 1.69 (6th graders) to 2.28 (10th graders) indicating that 10th graders who have ever smoked perceive greater emotional benefits of smoking (e.g., relaxation, dealing with problems and boredom) than 6th graders.

TABLE 12
EMOTIONAL BENEFITS OF SMOKING

	SA	A	D	SD
I think smoking helps kids my age relax.	8%	30%	28%	35%
I think smoking helps kids my age deal with being bored.	7%	29%	29%	36%
I think smoking helps kids my age deal with their problems.	6%	15%	33%	47%

The focus groups and individual interviews revealed that the majority of youth were “fluent” at being able to discuss the use of smoking to cope with stress. They said youth smoke when they are “mad,” “stressed out,” when they are bored or when “something bad is going on in their life.”

Focus group discussants also identified cigarette smoking as a behavior that enables both youth and adults to control their anger, relax, cope with depression gives them something to do, and helps them make friends.

“That’s how like if I’m really upset I’ll go out in the back and light a cigarette up. If I’m not stressed I usually don’t smoke as much.”
(8th grade female)



“It just relieves my stress. I don’t know what else to do to relieve stress than smoking because I’ve been doing it for so long.” (9th grade female)



Self Efficacy

Self efficacy refers to youth's perceptions of their ability to refuse cigarettes from friends, peers and others who encourage them to smoke. In this study, self efficacy also refers to youth's perceptions of their ability to dissuade peers and adults from smoking.



The **more strongly** youth believed they would be able to refuse cigarettes offered by others, the **less likely** they were to have initiated smoking.

On a scale of 1 to 4 with 1 indicating 'strongly disagree' and 4 indicating 'strongly agree,' the mean 'refusal skill' score for all grades was 3.51. The self efficacy mean scores per grade were 3.56, 3.50, 3.46, 3.51, and 3.54 (6th through 10th grade respectively). These findings suggest that 6th and 10th graders feel more confident in refusing tobacco than 7th, 8th, and 9th graders.

	SA	A	D	SD
If my best friend offered me a cigarette, I would be able to say no.	66%	23%	7%	5%
If someone more popular than me offered me a cigarette, I would be able to say no.	63%	26%	8%	4%
If an older brother/sister offered me a cigarette, I would be able to say no.	69%	23%	5%	3%

Focus group discussants described a variety of ways they refuse encouragement from others to smoke:

"I would just accept it and put it in my pocket and I'll say, 'I'll smoke it later' and then I'll throw it away."

(8th grade female)



“If a person asked me to smoke I’ll just say no. Because if you don’t want to you don’t have to.” (6th grade male)

“I’d say no, and that it’s bad for you and you could die.” (5th grade male)

Emotional responses to being offered a cigarette included feeling “forced,” “embarrassed,” “nervous,” “pressured,” “angry,” “uncomfortable,” “scared,” “terrible,” and “discomfort.”

Some youth who do not exhibit high self efficacy may doubt the effectiveness of the refusal skills they have been taught to use.

“I would not feel very good...If it’s one of my friends it’s going to be kind of hard to say no. Everybody thinks it’s real easy to say no. It’s not real easy.” (5th grade male)

Some youth felt very strongly that they have the ability to convince their peers and relatives not to smoke while other youth felt their efforts to convince others to not start or to stop smoking would fail to result in behavior change:

“If you’re a real friend then you’ll tell them to stop. And you’ll help them to stop.” (6th grade female)

“It wouldn’t bug me. It’s just, they’re your friends. What can you do about it?”

While many of the youth felt comfortable telling others not to smoke, some youth indicated they did not feel it was ‘their place’ to advise anyone to quit smoking or not to smoke. Many current smokers, in particular, felt attempting to convince others to not smoke would be hypocritical. However, some current smokers indicated they would feel good because they would be preventing someone from making the same mistake they had made:

“Well, I don’t think it’s good for them, but it’s their choice so I don’t try to butt in their life.”



“I would feel like a hypocrite because I smoke.”
(10th grade female)

“I would feel happy because I’m trying to influence my friends not to smoke. That’s why I’m trying to quit.”
(8th grade male)



Other Perceived Benefits of Smoking

In focus groups and individual interviews, several additional costs were mentioned for smoking. These actors were **not explanatory factors of smoking initiation in the survey data analysis**. Although they were not significantly associated with smoking initiation, qualitative and quantitative results related to these factors are reported below.

Being Cool

For some students, smoking was considered “cool.” They also said that smoking allows them to obtain things that are considered cool, such as access to the popular crowd, friends, belonging, attention, maturity, social ease, popularity, improved appearance, and a new identity, and smoking demonstrates to their peers that they are indeed cool:

“Because I tried a cigarette and it was so nasty but I thought that is was so cool so I just kept on trying it and trying it and then I got addicted so I stopped.”
(6th grade female)

In their view, smoking has the ability to establish a youth as being cool:

“And then your friends are like telling you that it’s cool and that you’ll be cool.” (8th grade)

It also enhances the coolness of a youth already considered cool by his or her peers:

“People that think they’re all cool so they start smoking and they think it makes them look better.”
(5th grade male)



Only 8% of youth agreed or strongly agreed that smoking makes kids their age look cooler (Table 14).

TABLE 14
I THINK SMOKING HELPS KIDS MY AGE LOOK COOLER

Strongly agree	3%
Agree	5%
Disagree	28%
Strongly disagree	65%

Fitting In

Many focus group and individual interview participants alluded to the ability of cigarette smoking to initiate peer group transitions, “...*you could lose friends, or you might gain friends, but they’re bad friends, maybe.*” They said smoking enables youth to get to know one another, “*just to get to know people,*” and to fit in to various groups.

“Some people, ...they be smoking, they trying to be in the crew, and want to smoke with them just to be their friend” (8th grade male/female).

“Yeah mostly everybody is like smoking at the party and you’re not and you’re just the only one, I know most kids will try it. They don’t want to be left out.” (9th grade female)

Eleven percent agreed or strongly agreed that smoking helps kids their age fit-in (Table 15).

TABLE 15

I THINK SMOKING HELPS KIDS MY AGE FIT-IN

Strongly agree	2%
Agree	9%
Disagree	26%
Strongly disagree	63%



Curiosity

Several youth mentioned smoking initiation as a way to satisfy curiosity regarding the effects of cigarettes; to “just...see what it was like.”

“They see everybody else doing it or they’re curious about it and then they try it and then they find out that it kind of gets your mind off everything.” (10th grade male)



Maturity

Focus group discussants also said smoking can make them look more mature or older. The youth also associated maturity with their older siblings and older members of their social networks.

“It makes us think that we’ll be cool, because we all look up to our siblings.” (7th grade male)

More than 8 out of 10 youth (82%) agreed or strongly agreed that kids who smoked looked more grown up than kids who didn’t smoke (Table 16).

TABLE 16
I THINK KIDS WHO SMOKE LOOK MORE GROWN UP
THAN KIDS WHO DON’T SMOKE

Strongly agree	55%
Agree	27%
Disagree	12%
Strongly disagree	5%



Experiencing A Rush

Some adolescents believed tobacco has mood altering and other pleasurable qualities. However, adolescents expressed uncertainty regarding the actual physiological effects of tobacco. Also, it is not clear whether the respondents were referring to the rush of smoking or the rush of actually obtaining cigarettes or performing the behavior.

“I know some kids that smoke cigarettes after they get done getting high so that it increases their buzz and all that.” (10th grade male)

More than 6 out of 10 (65%) youth agreed or strongly agreed that kids who smoke like the feeling they get from smoking cigarettes (Table 17).

TABLE 17
I THINK KIDS WHO SMOKE LIKE THE FEELING
THEY GET FROM CIGARETTES

Strongly agree	16%
Agree	49%
Disagree	26%
Strongly Disagree	10%



PRODUCT STRATEGY

Primary Target Audience

By tenth grade, 70% of youth have initiated smoking, suggesting that a prevention program should focus its efforts to reduce smoking initiation among middle school students, with special emphasis in 6th and 7th grades (Table 18).

	6th	7th	8th	9th	10th
Have ever tried cigarette smoking, even one or two puffs	29%	39%	53%	64%	70%

Secondary Target Audience

Middle school students look to a variety of sources for trustworthy information on smoking:

- ✓ DARE officer/resource officer
- ✓ School counselor
- ✓ Teacher
- ✓ Older kids
- ✓ Religious leader
- ✓ A celebrity

Parents would also be a secondary target based on the survey data suggesting that parental influence explains why youth initiate smoking.



Behavioral Objectives

Specific behaviors promoted by marketing plan for each target audience

Primary target audience: middle school students

- ✓ Do not start smoking

Secondary target audiences

- ✓ Encourage middle school youth to not start smoking



Prevention Marketing Questions

How can the perception that youth are not the only ones not smoking be supported/reinforced?

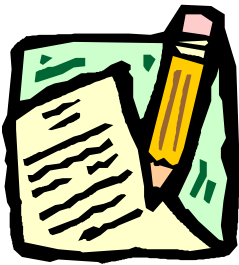
What can be done to counter the view that tobacco is a good way to cope with anger, depression, stress and other problems?

What are the refusal skills needed for youth?

What are some good ways to convey refusal skills?

How can youth be supported in using refusal skills?

What are other skills needed by youth to not smoke?



NOTES:



PERCEIVED COSTS (PRICE) TO SMOKING INITIATION

Mother's (or Female Guardian's) Disappointment



The **more disappointed** youth perceive their mother would be if they were caught smoking, the **less likely** they are to have initiated smoking.

Over eighty percent of the youth believed their mother would be disappointed *quite a bit* or *very much* if they were caught smoking (Table 19).

TABLE 19
HOW DISAPPOINTED WOULD YOUR MOTHER (OR FEMALE GUARDIAN) BE IF SHE CAUGHT YOU SMOKING?

Not at all	4%
Very little	3%
Somewhat	11%
Quite a bit	21%
Very much	61%



Tastes Bad



The **more strongly** youth believed that smoking tastes bad, the **less likely** they were to have ever smoked.

Over three-fourths of the youth believed that smoking tastes bad (Table 20).

Strongly agree	53%
Agree	23%
Disagree	14%
Strongly disagree	11%

In focus groups and individual interviews, youth talked about how they were repelled by the smell of cigarettes in clothing, cars, and on the person's breath and body. They noted that their peers and adults try in vain to hide the smell of cigarettes but often only make themselves smell worse with strong perfume or cologne.

Some youth also mentioned the "bad" taste of smoking as a negative aspect of the behavior.

"It really tastes bad."



Other Perceived Costs of Smoking

In focus group and individual interviews, several additional costs were mentioned for smoking. These factors were not significantly associated with smoking initiation in the survey data. Although they are **not explanatory factors of smoking, qualitative and quantitative research results related to these factors are reported below.**

Uncool

While many youth indicated one of the reasons youth smoke is because of coolness (refer to Table 14), there were several youth that indicated smoking is “uncool.” These youth described smoking as “nasty,” “stupid,” and “disgusting.”

*“People think it’s cool to just hold a cigarette in your hand, but it’s really not. I just makes them look like they weren’t brought up with good parents.”
(6th grade female)*



Financial Costs

In focus groups, many youth said they did not want to waste money buying cigarettes that could be better spent on a car or other commodities.

“I wish cigarettes were never made. You waste your money. It’s like \$3.00 a pack. It’s not even helping you. People think it calms your nerves, but it really doesn’t. It just hurts your body and it doesn’t help you with anything.” (6th grade female)

Nearly 3 out of 4 (74%) youth agreed or strongly agreed that cigarettes cost a lot (Table 21).

Strongly agree	33%
Agree	41%
Disagree	20%
Strongly disagree	6%



Addiction

Focus group and individual interview participants were unable to reach a consensus on the number of cigarettes smoked or frequency of smoking required to qualify someone as addicted. However, many youth felt that even one cigarette could lead to addiction.

“I say one because if they start they wouldn’t keep doing it if they weren’t addicted.”

The youth described the characteristics of nicotine addiction, such as irritability, when their parents are ‘overdue’ for their cigarettes and the inability to leave the house without a supply of cigarettes. A current adolescent smoker described costs associated with addiction such as weight gain and withdrawal symptoms, she experienced when she tried to quit in the past, and decreased academic performance due to the “need” to skip classes to smoke.



Health Problems

It became clear during the focus group and individual interviews that youth were well-versed in both the short- and long-term negative health effects of cigarette smoking and the risks associated with second hand smoke, albeit the accuracy of the information they gave varied. Long-term costs mentioned included lung cancer, throat cancer, heart disease, emphysema, death, asthma, tracheotomies, wrinkles and stunted growth. Short-term effects included itchy eyes, voice problems, bad breath, yellow teeth, gum disease, memory loss that can cause youth to “do bad in school,” and interference with breathing and sports performance:

“...yeah, when the children inhale the smoke [from their parents] it damages their health, their heart, their lungs, and bloodstream.”
(6th grade male)

Almost all youth (95%) agreed or strongly agreed that smoking causes health problems (Table 22).

TABLE 22

I THINK SMOKING CAUSES HEALTH PROBLEMS

Strongly agree	84%
Agree	11%
Disagree	1%
Strongly disagree	4%



Punishment

When asked, “What happens when youth get caught smoking?” focus group discussants mentioned punishment by parents, school personnel, or police. Some youth referred to actual events they had witnessed, while others were not sure of the actual consequences but based their responses on what they *thought* or *heard*.

“Oh, my cousin, they tried to smoke one day and they were caught. And she said, ‘This is bad for you.’ And they made him eat it I think they said. And write a story [about] why they shouldn’t smoke. And they were the one’s who smoked.” (6th grade male)

Youth from alternative programs were more familiar with the punitive consequences of smoking. However, some youth said that anti-smoking rules are poorly enforced.

“Some cops will come out and tell you to put it out or some cops will just say ‘How old are you?’ and they’ll just kind of leave it alone.” (10th grade male)

“We feel like we can be any age. It’s our decision, but if we do get caught we will pay the consequences. Like if you get caught the first time with cigarettes, it’s a \$28 fine. The second time you get caught it’s a \$48 fine. And the third time you get caught you won’t get your license until you’re 18.” (8th grade male)



More than 6 out of 10 (62%) youth disagreed or strongly disagreed that kids who take cigarettes to school will get caught (Table 23).

TABLE 23
KIDS WHO TAKE CIGARETTES TO SCHOOL
WILL GET CAUGHT

Strongly agree	13%
Agree	26%
Disagree	45%
Strongly disagree	17%

PRICING STRATEGY

Prevention Marketing Questions

What can be done to reinforce the view that smoking tastes bad?

What can be done to show youth that if you take cigarettes to school you will be caught?

What can be done to help parents communicate the “disappointment” they would feel if they found out that their child(ren) smoke?



NOTES:



PLACE

Access to Cigarettes/Smoking



The **easier** youth believed it is to obtain cigarettes, the **more likely** they were to have ever smoked.

On a scale of 1 to 4 with 1 indicating ‘strongly disagree’ and 4 indicating ‘strongly agree,’ the mean ‘access to smoking’ score for all grades was 2.91. The mean access to smoking composite score ranged from 2.35 (6th graders) to 3.35 (10th grades). These data might suggest that 6th graders perceive greater barriers to accessing cigarettes (i.e., easy to get); whereas, 10th graders did not perceive substantial barriers to accessing cigarettes.

TABLE 24
ACCESS TO SMOKING

	SA	A	D	SD
It is easy for kids my age to get cigarettes.	29%	47%	17%	8%
It would be easy for me to get cigarettes if I wanted to.	37%	30%	15%	18%

Individuals who either obtain cigarettes for youth or provide them with easy access include older friends, siblings, other kids who smoke, parents, and people who purchase tobacco from local stores.

“Like if somebody goes in a store, a grown-up, to buy beer and everything, you know that they’re all screwed up so you just ask them, you give them the money and they’ll buy cigarettes for you, and they just go in.”

(8th grade female)

Focus group data indicates that locations in Sarasota where youth obtain cigarettes include gas stations (Hess), stores (Winn Dixie, Wal-Mart), and “downtown” Sarasota. Youth said that they steal them from these locations, persuade clerks to sell to them, or convince other customers or older friends to purchase cigarettes for them. Some youth said kids their age purchase cigarettes from peers who work at locations



that sell cigarettes. One respondent stated that she is not carded and is able to purchase cigarettes and alcohol.

“I mean, look at me. I don’t look like I’m 16 years old. I can go in the store and buy beer, cigarettes, whatever.” (11th grade female)

Access to cigarettes was easy for those kids whose parents smoke. Youth whose parents smoke said they were either provided with cigarettes or steal cigarettes they find in their home.

“Yeah, my friend’s parents, they have them all over the house. That’s where she gets them.”
(7th grade female)

“If your parents smoke, you can automatically [get your hands] on them. You can just like get one.”
(8th grade female)

“Some teenagers can smoke with their parents. Their parents will buy them cigarettes.” (10th grade male)

Access was more difficult for children of nonsmokers. These youth are “forced” to travel outside of the home for cigarettes, steal from local merchants, rely on legal age individuals to obtain cigarettes for them, or rely on handouts from friends.

“But if your parents don’t smoke, you either go to a friend, stand outside of a store, you know.”
(8th grade female)

“It’s a lot of money for it probably, because you have to pay your friends to get it.” (6th grade male)



PLACEMENT STRATEGY

Prevention Marketing Questions

What can be done to make it more difficult for middle school age youth to get cigarettes:

- from home?
- from retail outlets?
- from friends?
- from siblings?

What can be done to help parents limit youth's access to cigarettes?



NOTES:



PROMOTION

Focus group and individual interview participants mentioned a variety of people – parents, teachers, school professionals, and other kids my age who smoke – as trustworthy sources regarding the risks of smoking.

Spokespersons

When survey respondents were asked to select from a long list of potential information sources, their responses varied considerably by grade. Table 25 displays the rank ordering of selected spokespersons by grade, with “1” representing the most frequently selected spokesperson. Older siblings were the only information sources ranked within the top 10 responses by students in all grades.



TABLE 25
WHOM DO YOU TRUST THE MOST TO GIVE YOU GOOD INFORMATION
ABOUT THE RISKS OF SMOKING? (AMONG EVERYONE)

Responses	Grade Level				
	6 th	7 th	8 th	9 th	10 th
Parents	8	7	-	6	5
Older brothers/sisters	10	10	3	4	10
Other relatives	6	9	7	9	7
DARE officer/resource of- ficer	1	4	-	-	-
Teacher	3	8	-	8	8
Religious leader	9	3	-	5	9
School counselor	2	5	9	10	-
Friends	-	6	6	7	6
Older kids	7	2	4	-	2
Other kids my age who smoke	-	-	5	1	1
Someone who used to smoke but doesn't smoke anymore	-	-	8	3	3
A celebrity	4	1	2	-	-
Your doctor	-	-	10	2	4
A T.V. commercial	5	-	1	-	-

Student recommendations regarding spokespersons for television and radio advertisements suggest that a resource officer (i.e., DARE officer), a teacher and an adult would be the most effective spokespersons for reaching 6th and 7th graders. Ninth and 10th graders would be more likely to listen to other kids their age who smoke, other kids their age, or someone who used to smoke, but doesn't anymore.

TABLE 26
IN A TV OR RADIO ADVERTISEMENT ABOUT THE RISKS OF SMOKING
CIGARETTES FOR KIDS YOUR AGE, WHO WOULD MOST KIDS LISTEN
TO? (AMONG EVERYONE)

Responses	Grade Level				
	6 th	7 th	8 th	9 th	10 th



An adult	3	2	4	-	-
A DARE officer/resource officer	1	3	-	-	-
A teacher	2	1	-	-	-
Religious leader	4	4	1	-	4
Other kids my age	-	5	-	2	2
Other kids my age who smoke	-	-	2	1	1
Someone who used to smoke, but doesn't any more	-	-	-	3	3
A celebrity	-	-	5	4	-
A doctor	5	-	3	5	5

Prevention Strategies

During the focus group and individual interviews, youth were asked to describe activities and/or strategies they believed to be effective or not effective. The following is a brief summary.

Effective strategies in preventing youth from tobacco use:

- ✓ Anecdotes
- ✓ Concrete Examples
- ✓ Practicing Refusal Skills
- ✓ Personally Relevant Examples
- ✓ Straight Facts/Direct Messages
- ✓ Expressing Feeling
- ✓ Change Social Norms
- ✓ Cessation Aids
- ✓ Pressure to Not Smoke
- ✓ Adolescent Smokers' Stories

Strategies or approaches that do not work include:

- ✓ Billboards
- ✓ Preaching
- ✓ Exaggeration
- ✓ Incentives
- ✓ Lectures
- ✓ Fake Commercials



PROMOTION STRATEGY

Prevention Marketing Questions

How can trusted spokespersons at each grade level be used more effectively in communicating that middle school students should not start smoking?



NOTES:



AUDIENCE SEGMENTATION

Audience segmentation is a systematic approach of dividing a population into distinct segments based on characteristics they share. Segmentation is performed also to design messages and interventions for special target audiences, since “one size” may not “fit all.”

The results of the audience segmentation analysis reveal that three segments of the population are particularly likely to have ***initiated smoking***.

SEGMENT	CHARACTERISTICS
<p>Segment #1 (9% of population)</p> <p>63% of the youth in this population segment have ever used tobacco.</p>	<ul style="list-style-type: none"> • Ever had a drink of alcohol • Not used marijuana in the past year • Has siblings who do not smoke • Hold low to moderate belief that mother would be disappointed if she caught youth smoking
<p>Segment #2 (11% of population)</p> <p>80% of the youth in this population segment have ever used tobacco.</p>	<ul style="list-style-type: none"> • Ever had a drink of alcohol • Not used marijuana in the past year • Has siblings smoke • Hold Low self efficacy to refuse offers of tobacco
<p>Segment #3 (14% of population)</p> <p>98% of the youth in this population segment have ever used tobacco.</p>	<ul style="list-style-type: none"> • Ever had a drink of alcohol • Used marijuana in the past year • Hold belief that tobacco use improves self image

