



ENGAGING YOUTH – FROM THEIR PERSPECTIVE
Lessons from Tobacco Control and Other Efforts



TRUE YOUTH ENGAGEMENT HAS MANY BENEFITS

To our field, to youth themselves, and to our community



YOUTH ADD VALUE TO OUR PREVENTION WORK BY:

- **Projecting powerful, authentic voices**
- **Exposing manipulative industry tactics**
- **Providing enthusiasm and energy**



YOUTH ADD VALUE TO OUR PREVENTION WORK BY:

- **Providing real insight about their peers**
- **Bringing new perspectives to challenges**
- **Generating innovative ideas**



YOUTH ADD VALUE TO OUR PREVENTION WORK BY:

- **Building support among the public for prevention and health promotion**
- **Enhancing credibility among funders**
- **Becoming the next generation of leaders in tobacco and other substance abuse prevention efforts**



YOUTH ADD VALUE TO OUR PREVENTION WORK BY:

- **Mobilizing and leading their peers**
- **Adding unique skills and experience**
- **Increasing adults' commitment to involvement in public health**

WHAT ABOUT BENEFITS TO YOUTH THEMSELVES?

- Youth engagement builds self-confidence
- Youth engagement builds autonomy
- Youth engagement connects young people to their communities



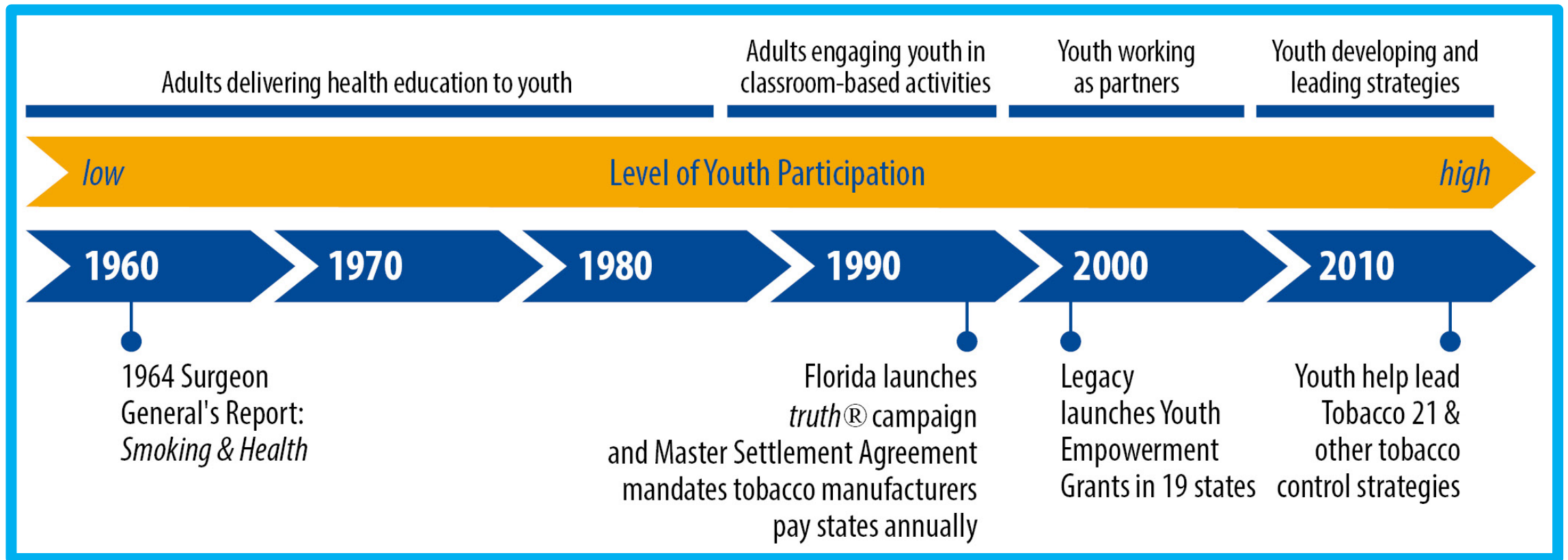


WHAT ABOUT BENEFITS TO YOUTH THEMSELVES?

- Youth engagement builds leadership skills
- Youth engagement builds problem-solving and organizational skills
- Youth engagement builds public presentation skills

AN HISTORICAL REVIEW

From Education... To Involvement... To Engagement





We have moved past the “Education” Phase

Adults delivering health education to youth

low

1960

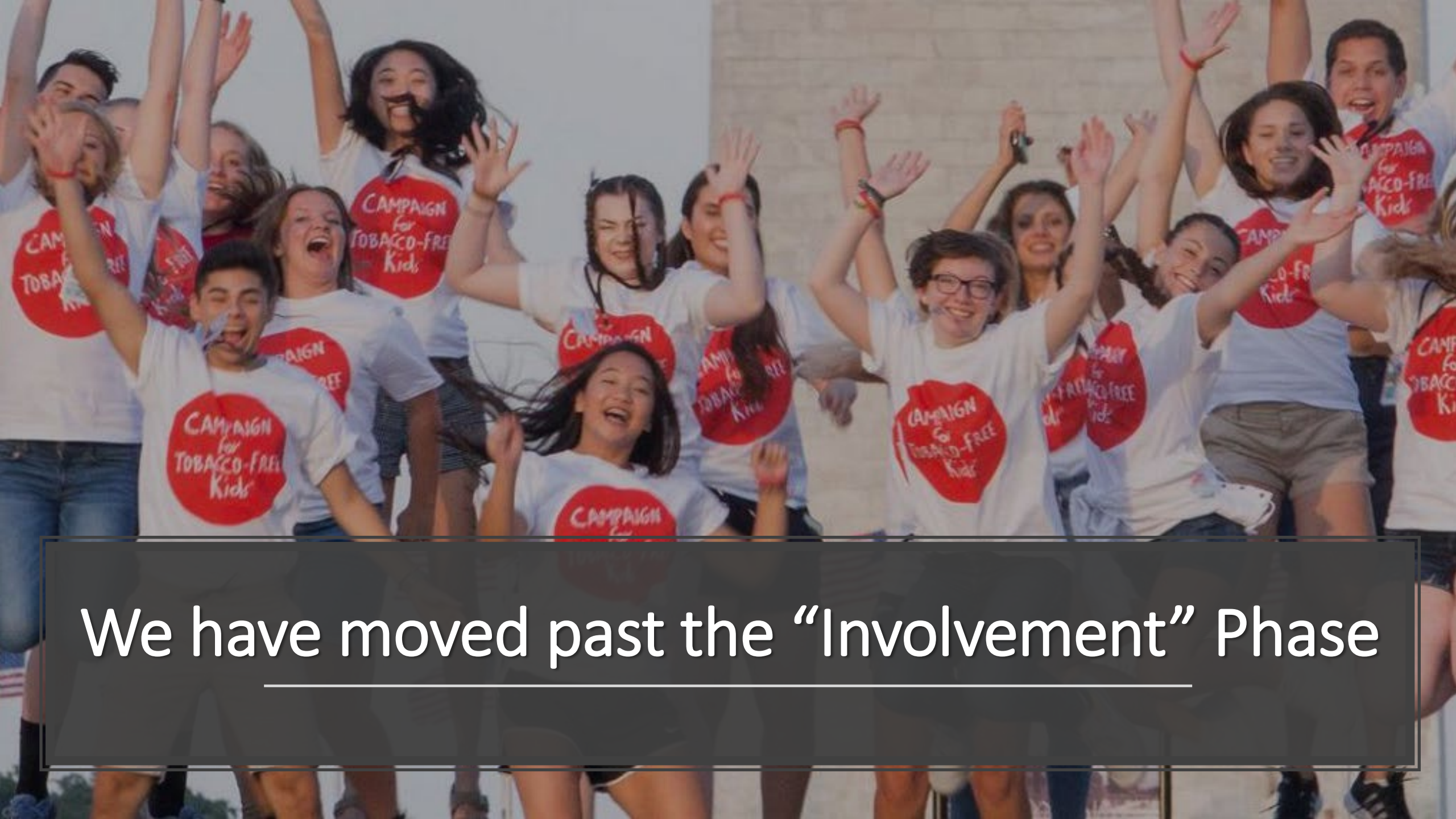
1970

19

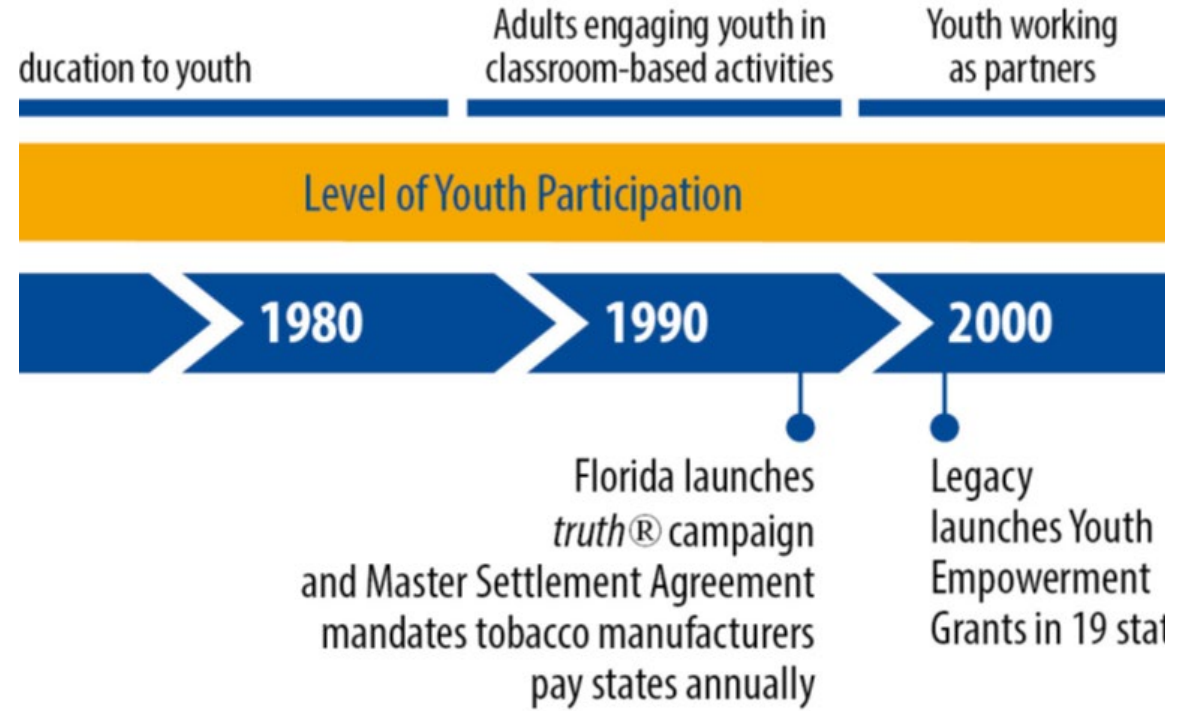
1964 Surgeon
General's Report:
Smoking & Health



THE “EDUCATION” PHASE



We have moved past the “Involvement” Phase



THE “INVOLVEMENT” PHASE



Youth Involvement
Vs.
Youth *Engagement*



TYPICAL YOUTH INVOLVEMENT

ROLES OF YOUNG PEOPLE:

- Youth are participants
- Youth receive information
- Youth are “helpers” to adults



ACTIVE YOUTH ENGAGEMENT

ROLES OF YOUNG PEOPLE:

- Youth are partners
- Youth and adults share equally in providing information
- Youth and adults help one another



TYPICAL YOUTH INVOLVEMENT

DECISION-MAKING

- Adults make unilateral decisions
- Youth input is minimal and tokenistic
- “Need to know basis” is used to exclude young people from decisions



ACTIVE YOUTH ENGAGEMENT

DECISION-MAKING:

- **Decisions are collaborative**
- **Youth and adults have equal input and equal accountability**
- **Decision-making is transparent**



TYPICAL YOUTH INVOLVEMENT

SETTING GOALS & PRIORITIES:

- Adults set the strategy
- Youth input is limited to issues that adults deem “youthy” (Social media)
- Youth have little say in prioritizing



ACTIVE YOUTH ENGAGEMENT

SETTING GOALS & PRIORITIES:

- Strategic planning is collaborative and based on evidence
- Youth have input at every stage
- Youth have equal say in setting priorities and assigning tasks

...can
IS
OUGH
kbuttsday



MAKE
TOBACCO
HISTORY
ttsday



WE ARE NOW IN THE “ENGAGEMENT” PHASE

Youth developing and leading strategies

high

2010

Youth help lead Tobacco 21 & other tobacco control strategies



**This Is Where We Experience
*Intergenerational Equity***

NEXT STEPS:

- **Assess our *Capacities* to authentically engage youth**
- **Develop an *Action Plan***
- **Assign *Specific Roles* for youth in our interventions**
- **Develop a *Recruitment and Sustainability Plan***
- **Monitor our *Progress***



ASSESSING OUR CAPACITIES FOR ENGAGING YOUTH

- Why do we want to engage youth at all?
- Are we generational equity-based?
- Is our intent organic or mandated?



ASSESSING OUR CAPACITIES

Is Our Program Ready to Engage Youth in These Areas?

- *Preventing Tobacco and Other Substance Initiation*
- *Addressing Environmental (not Individual) Factors*
- *Eliminating Exposure to Secondhand Smoke/Vape*
- *Identifying and Eliminating Health Disparities*
- *Health equity generally*





ASSESSING OUR CAPACITIES: *THE HOW*

- How do we want to engage youth?
- One time or long-term?
- In leadership (Engagement) or support (Involvement)



ASSESSING OUR CAPACITIES: *STRENGTHS & HISTORY*

- **What strengths do we have to engage youth authentically?**
- **Do we have history with cross sector equity?**
- **Are we already practicing some form of youth engagement or youth involvement?**



ASSESSING OUR CAPACITIES: *LESSONS LEARNED*

- **What obstacles have we already faced?**
- **What have we learned from our past challenges?**
- **Has our leadership shown willingness to share power with youth?**



ASSESSING OUR CAPACITIES:

ALLIES & HELP

- Who can help us engage youth?
- Do we collaborate readily with other public health organizations?
- Are we willing and prepared to ask for the help we need?



ASSESSING OUR CAPACITIES: ***SECURING ORGANIZATIONAL SUPPORT***

- What can we offer partners who support our efforts?
- Are we willing and prepared to share resources and recognition?
- Do we have unique strengths that we can offer to partners?



EFFECTIVE PARTNERSHIPS INCLUDE:

1. Local tobacco prevention coalitions and other community-based coalitions working on substance abuse and health equity

EFFECTIVE PARTNERSHIPS INCLUDE:

2. Parent-teacher
organizations
within the
community



EFFECTIVE PARTNERSHIPS INCLUDE:

**3. Public and private K – 12
schools within the
community**



EFFECTIVE PARTNERSHIPS INCLUDE:

4. Colleges, universities and community colleges within the community



EFFECTIVE PARTNERSHIPS INCLUDE:

5. Youth service or youth-oriented groups within the community (Boys & Girls, 4-H)



EFFECTIVE PARTNERSHIPS INCLUDE:

6. Public health organizations such as The American Cancer Society, American Lung Association, and others



 AMERICAN LUNG ASSOCIATION.

 STATE OF **TOBACCO CONTROL** 2019

A photograph of a woman in a green shirt standing at a podium, addressing a group of people seated in a meeting room. The room features a large conference table, several chairs, and large windows in the background. The text 'Messages to share with leaders' is overlaid on the left side of the image.

Messages to share with leaders

Communicate *why* we want to engage them

- **Benefits to the work**
- **Benefits to youth**
- **Benefits to the community**

Messages to share with leaders

Communicate *how* youth can be engaged in our activities

- What specific activities youth can do
 - The reality that youth are effective, authentic, and innovative
-



DEVELOPING OUR *ACTION PLAN*

- Problem description
 - Theory of Change
 - Strategy selection

 - *Partnership development*
 - *Action plan writing*
 - *Implementation*
-



Problem Description

- Do we have a proven Community Assessment tool already?
- Where will we find the tool that is right for youth?
- Can we adapt our other substance prevention tools for tobacco control?



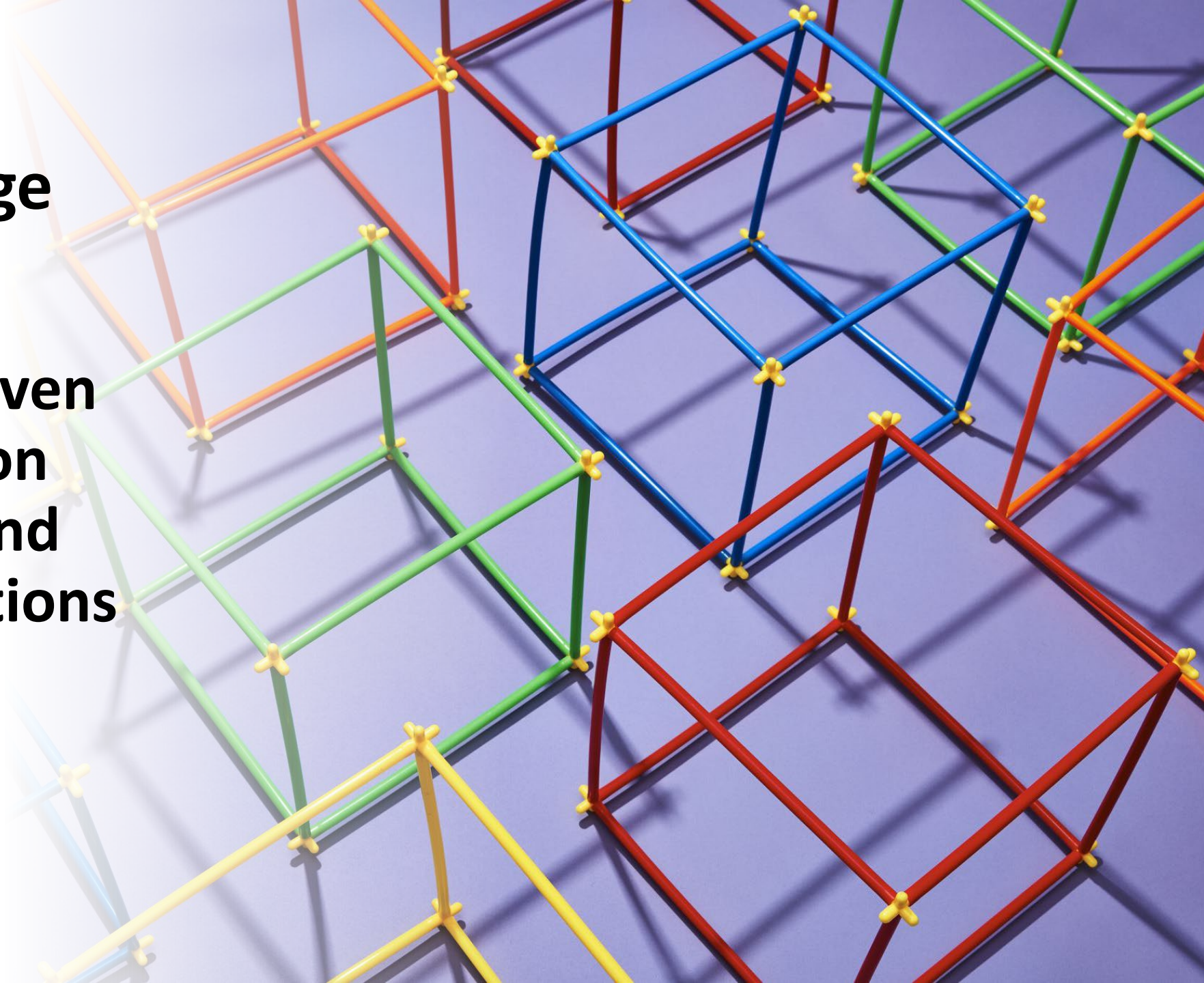
Problem Description

- What specific health-related harms are we addressing?
- Who is being harmed? How?
By what means?
- What local conditions are contributing to the problem?
HOW DO WE KNOW?



Theory of Change

Do we have a proven process to focus on the root causes and underlying conditions of the problem?



Strategy Selection: Youth Led

- Are we working on issues youth really care about?
- Are youth in charge of selecting strategies (from evidence)
- Are we mindful of success indicators (wide audience, long-term impact, opportunities for collaboration)?





Strategy Selection: Adult Guided

- Are adults committed to supporting youth leadership in this plan (that includes funding...)?
- Do we have the right kinds of adults to be guides on the side?
- Is adult guidance going to be consistent and reliable?



Strategy Selection: EVIDENCE DRIVEN

- **What is our “approved menu” of strategies that work?**
- **What is the research base and theoretical grounding of our strategy menu?**
- **Do we have access to a database of current evidence-based interventions?**

Youth - Active in *Multiple* Roles

As:

- Researchers
- Planners
- Educators
- Organizers
- Specialists





Youth can research price and promotion policies.



Youth can research outlet density and practices.



Youth can gather data about the effectiveness of current retail policies.



Youth can assess community support for changing policy around any substance.



Youth can organize and manage community clean-up days for substance-related blight.





Youth can organize protests and other public actions.



Including fun ones..!

Youth can be effective peer-to-peer educators



Youth can train their own leadership teams in advocacy skills.



Youth - Active in *Multiple* Roles

As Specialists:

**Providing social
media and other
current technical
expertise**



Youth can test-market and focus public health messages.





Opioid Facts for Teens

Youth can make outreach materials more youth-accessible.

**SEANB
3ON3
TOURNAMENT**

SEANB3ON3.COM
FOR REGISTRATION & MORE INFO

4 PER TEAM DOUBLE ELIMINATION
FEE: \$75 TEAM AGE BRACKETS 14U - ADULT
DEADLINE: OCT 9, 2017
QUESTIONS: EMAIL SEANB3ON3@GMAIL.COM

OCT 22, 2017 @10AM
STEVENSON HIGH SCHOOL
THE SPORTS CENTER

IN LOVING MEMORY
OF
SEAN BRADOS
1990 - 2015

**COMMUNITY
HEALTH
FAIR**

BEHAVIORAL

April 19, 2019

Event Location
**Kingston
Collection**
Center Court
101 Kingston Collection Way
Kingston, MA

Topics:
Mental Health
Crisis
Senior Resources
Exercise
Healthy Eating
Youth Resources
Family Support



Adults Play *Supporting* Roles





Adult Supporting Roles

- **Guiding youth in selecting evidence-based strategies**
- **Helping youth set priorities and manage tasks**
- **Advocating for youth when they experience adultism and tokenism**



The Ideal Adult Collaborator:

*Is courageous enough to be comfortable discussing tough,
controversial issues*



The Ideal Adult Collaborator:

Relates authentically to young people while maintaining appropriate boundaries



The Ideal Adult Collaborator:

Has demonstrated an ongoing investment in youth empowerment and equity



A group of people are sitting around a table in what appears to be a meeting or collaborative work environment. In the foreground, a man with a beard and a camouflage hat is looking towards the left. Behind him, another man in a pink shirt is also looking in the same direction. To the left, a man in a red shirt is looking down at a laptop. In the background, an older man in a white shirt is looking at a phone. The scene is brightly lit, suggesting an indoor setting like a library or community center.

The Ideal Adult Collaborator:

Is flexible enough to thrive in environments that may become chaotic

Important Questions BEFORE Recruitment

- Do we have recruitment tools that are user-friendly and flexible, but still effective?
- Do we have a good screening and application process?
- Do senior youth members mentor and advise newer members?

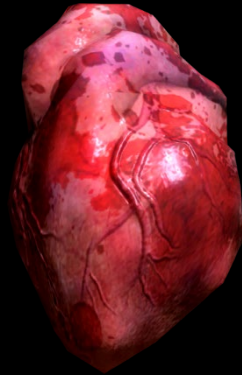


- **Recruit broadly through other youth-serving groups**
- **Recruit youth as representatives of other youth groups (student government, faith based-youth, athletics associations, civic organizations)**
- **Provide clearly defined roles and responsibilities (job descriptions) for youth**



RETENTION - Why Do Youth Stay Involved?

Because we engage with the HEART, the BRAIN and the FEET



HEART

The coalition *means* something and engages *feelings*



BRAIN

The coalition provides opportunities for problem-solving



FEET

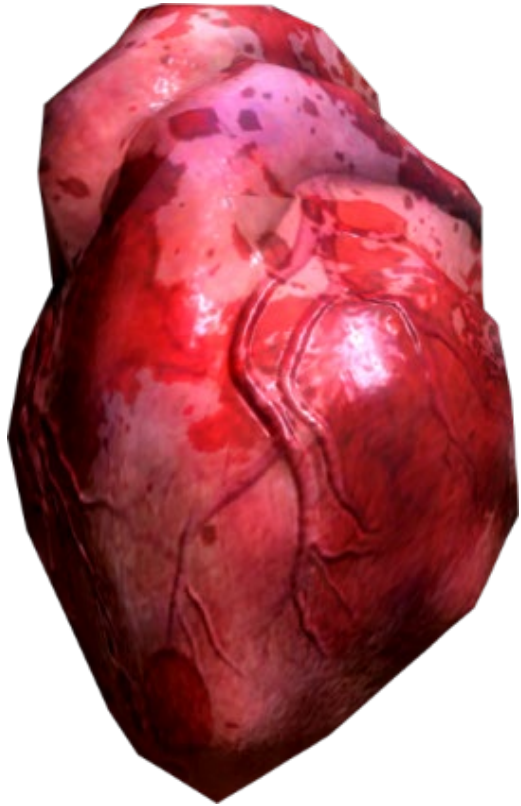
The coalition isn't just talk, but *action*

**All brain and feet but no heart,
what happens?**



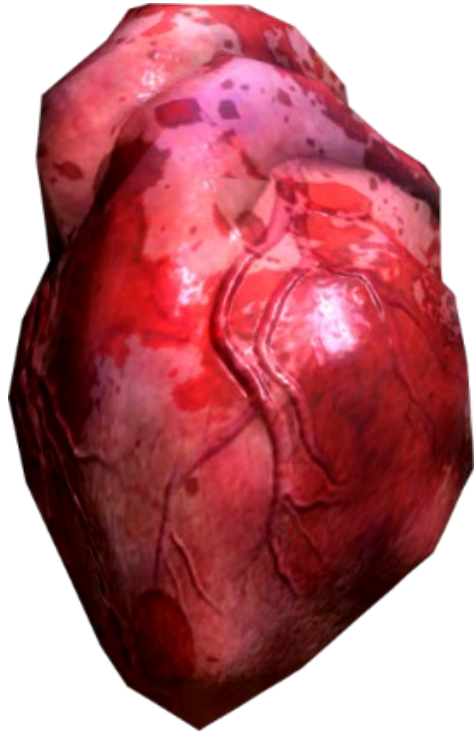
Boredom and busy work – Bye bye!

**All heart and feet but no brain,
what happens?**



Chaos and confusion – Bye bye!

**All heart and brain but no feet,
what happens?**



Endless shouting and planning – Bye bye!

Where Are You In YOUR Youth Engagement Efforts?

PHASE ONE

Youth are primarily audiences

Adults make the decisions, and youth follow adult direction

Youth may have “helper” roles, but no autonomy in their work or in defining their roles

PHASE TWO

Youth are presenters to audiences, but with roles scripted by adults

Youth have limited decision-making authority (“Cheese or sausage, but it’s still gonna be pizza”)

Youth have some autonomy in guiding their work

PHASE THREE

Youth determine messages and oversee campaigns

Youth and adults have equity in decision-making

Youth define their own roles, with adults acting as guides and mentors

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TO MOVE AHEAD

- **ASK** your youth what they need, and respond
- **FOLLOW** Best Practices for authentic youth engagement
- **REMEMBER** that it's a process, and it's okay if it takes time

THANK YOU, FRIENDS!



THANK YOU!

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