

Smoke Stories: Quit Clips by Inuit Youth Video Screening Contest Report

Nunavut Classrooms 2011

Introduction

The Inuit Tobacco-free Network (ITN) is coordinated by Inuit Tuttarvingat of the National Aboriginal Health Organization (NAHO). The network, in partnership with the tobacco reduction program of Nunavut's Department of Health and Social Services, managed the *Smoke Stories: Quit Clips by Inuit Youth — Video Screening Contest* in the territory's secondary schools during the winter of 2011. The videos capture real-life stories of Inuit who had been affected by smoking. Teachers coordinated a vote by Grade 7-12 students for their favourite youth-made video about quitting smoking, the one they felt was powerful enough to be broadcast on television in the North. The goal of the contest was to encourage students to think seriously about smoking, and their decision to start smoking or to quit if they already smoke.

The Inuit Tobacco-free Network first created the videos in 2010. Using footage and interviews gathered by Inuit youth, we produced the videos in English and the Inuit language and posted them on our website and YouTube in 2010. The 2011 Nunavut contest allowed even more youth to see *Smoke Stories*.







Contest Details

With our Department of Health and Social Services partners, we developed promotional materials to encourage teachers to register their students in the contest. The tobacco reduction staff at the Department had partnered with Nunavut schools on other activities, so the relationships were already in place to facilitate this contest. The staff sent contest registration information by email and followed up with phone calls to get participants on board despite the short timelines.

A teacher's guide and enticing prize structure were developed for the contest. We drew ideas from the Smoke Screening Program (and its evaluation), which had been offered in the Northwest Territories, the Yukon, and Nunavut in previous years. The program involved the screening of short international anti-smoking ads in classrooms, and individual students won prizes for participating.

Our Smoke Stories teacher's guide encouraged teachers to engage students through a series of discussion questions. The guide also provided short summaries of each video, a viewing/voting sheet template for students, and a results fax-back form for teachers to complete. Department staff mailed this information along with a bilingual DVD of the videos to teachers who registered their classes to participate. The teachers had approximately one month to complete the activity and fax back their results form.









Contest Results

Department of Health and Social Services staff tallied the contest's voting results, and Inuit Tuttarvingat announced the winning video through a media release. Advertising time was purchased on CBC North television and a two-minute excerpt of the winning video, "Quitting," was broadcast in both English and the Inuit language over a period of two weeks in late March 2011.

Because a number of registered classes were unable to participate in the contest within the specified timeframe, the Department had enough prizes to offer a prize (Flip video camera or



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Amazon.ca gift certificate) to every participating class in March, along with special draws for a single \$500 and a \$750 Amazon.ca gift certificate. The Inuit youth videographers of the winning video also received prizes. This project was funded by Health Canada.

See www.lnuitTobaccofree.ca for project documents, media releases, and the videos.

General Data

- One hundred and seventy-five (175) classrooms registered with Nunavut's Department of Health and Social Services by the deadline.
- Thirty-eight (38) teachers responded. Of those, 37 teachers completed the results forms, and one (1) teacher forwarded a vote but did not include the results form.

GRADE OR MIXED	7	8	9	10	11	12	7-8	7-12	8-9	9-10	10-12
GRADES											
No. of results	3	3	7	7	6	1	2	2	3	1	3
RECEIVED PER											
GRADE/MIXED											
GRADES											
TOTAL: 38											

Interpretation: Eleven (11) results represented mixed grades, which means the results are difficult to interpret. However, it appears that more teachers of Grades 9-11 chose to have their classes participate in the contest than teachers of Grades 7-8 and Grade 12. The reasons for this outcome are unknown.

As a number of the 38 video screenings involved one or more classes together, the precise number of individual classes by grade that participated is not known. However, multiple class viewing for the contest represented less than 1/3 of the total registration.

Unfortunately, the teachers were not asked to indicate the number of students who participated for each viewing. Using average estimates, we project the number of students who viewed the videos could range from a low of 10 per viewing for a total of 380 students (as many classrooms are small and attendance varies), to a high of 20 per viewing for a total of 760 students.

Possible reasons for the low number of registrants completing the screening:

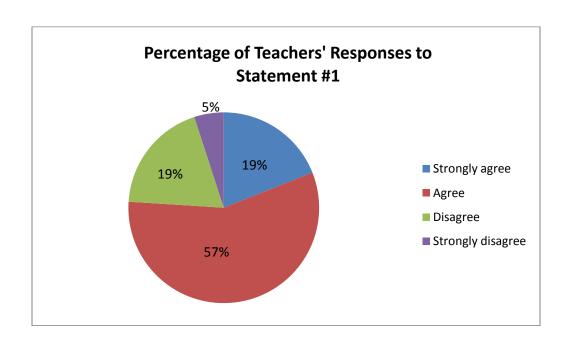
• The contest period was too short due to funding constraints.



- Many classrooms did not receive their materials in time to run the contest and return the results, even though a week's extension was given.
- Poor weather caused postal delays.
- The timing of the contest occurred during the territorial teacher conference, taking teachers away from classrooms for approximately one week during the voting period.

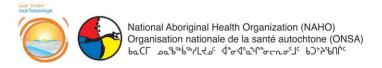
The following results are based on the 37 completed results forms. Bear in mind that the responses to each statement represent the teachers' opinions of how their classes reacted to the videos. No information was collected about the methods the teachers used to form their responses. (Please note that all percentages have been rounded up.)

Statement #1: "Watching these videos has made students aware of the harmful effects of smoking."

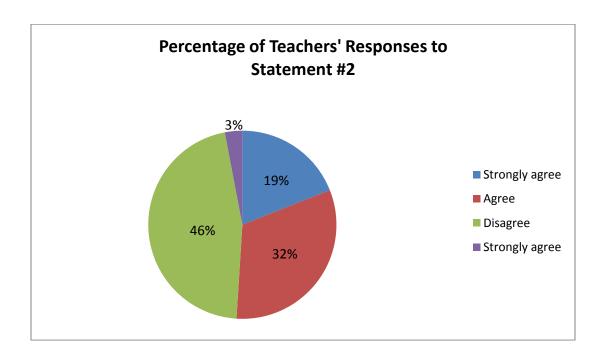


The results show that 76 per cent of teachers agreed or strongly agreed that the videos had made students aware of the harmful effects of smoking.

Interpretation: The video contest succeeded at raising awareness among participants of the negative impact of smoking.

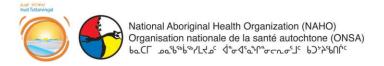


Statement #2: "Watching these videos has reinforced students' decision not to start smoking."

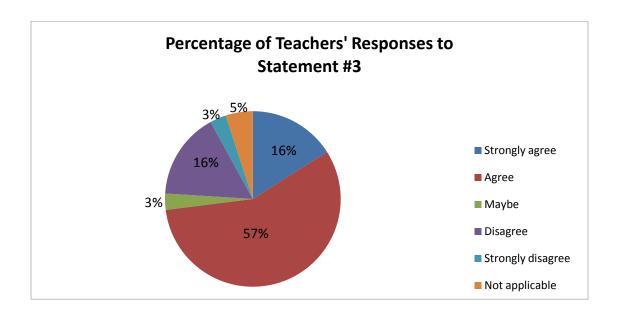


Fifty-one (51) per cent of teachers agreed or strongly agreed that the videos reinforced the students' decisions to avoid smoking and not start (note that 13 of the 19 results represented classes of students in grades 7-9). However, 49 per cent of teachers disagreed or strongly disagreed with the statement (note that six of the 18 results represented classes of students in grades 7-9). One teacher noted that all of her students already smoke.

Interpretation: Based on the available statistics for the North, it is common that most or all students in the higher grades smoke. While the videos were designed as a prevention tool to target many grades, they are more relevant for younger grades, where some or, in a few cases, all of the students have not started to smoke.



Statement #3: "Watching these videos has made students consider the possibility of quitting."

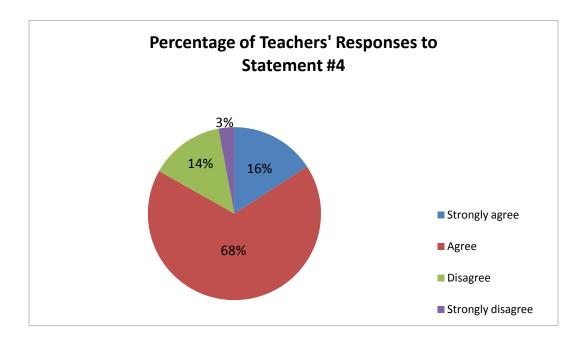


The results show that 73 per cent of teachers agreed or strongly agreed that the videos have made students consider the possibility of quitting. In addition, 19 per cent disagreed or strongly disagreed to the statement. One teacher noted "Maybe," two teachers noted "N/A," and one teacher commented that "none smoke."

Interpretation: The video contest succeeded in supporting students to consider the possibility of quitting smoking.



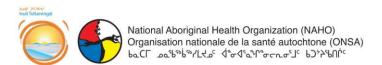
Statement #4: "Watching these videos has made students aware of how difficult it is to quit."



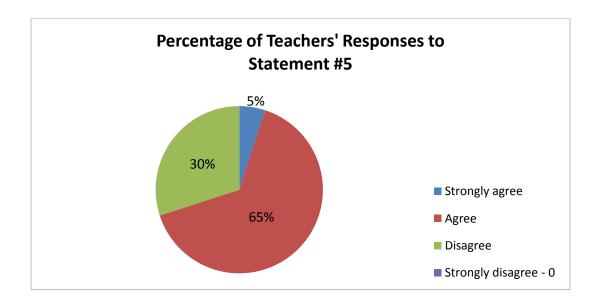
The results indicate that 84 per cent of teachers agreed or strongly agreed that the videos raised the students' awareness of how difficult quitting is.

Interpretation: The videos included quite a bit of content focused on the challenges that many people face when trying to quit smoking. The abundance of this content may also explain why some teachers wrote that they found the content repetitive and/or boring.

Sharing information about the difficulties encountered when trying to quit may be useful as a prevention message for both those who have not started to smoke and those who have quit and want to stay that way.

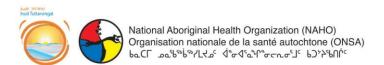


Statement #5: "Watching these videos has made students aware of quitting strategies."

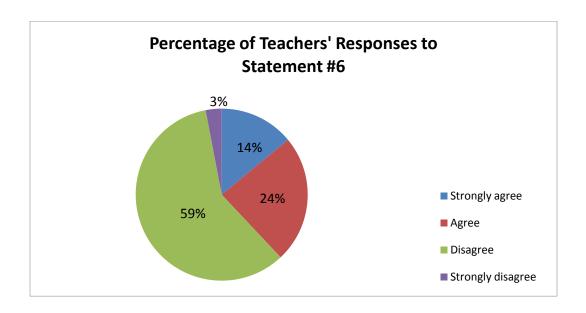


The results indicate that 70 per cent of teachers agreed or strongly agreed that the videos made students aware of ways to quit smoking.

Interpretation: This positive result may reflect the fact that six out of seven videos mentioned one or more quitting strategies. In hindsight, it would have been helpful to insert brief texts about the strategies in both the videos and teacher's guide to further highlight them and reinforce the comments made by the videos' interviewees.

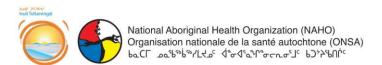


Statement #6: "Watching these videos has made students aware of where to find help with quitting."



The results show that 62 per cent of the teachers disagreed or strongly disagreed that the videos made students more aware of the help they could receive to quit smoking.

Interpretation: The videos did not focus on finding help, and only offered broad references to getting support from peers, buddies, and others. The videos mentioned a single online resource. The videographers had not been given guidelines on this subject; they were told to be creative and gather people's stories about tobacco use and quitting. In hindsight, we could have provided a handout as part of the teacher's guide to explain where to find help in the community as well as online.



Percentage of Teachers' Responses to Statement #7

5%

11%

8%

30%

Agree

In between

Disagree

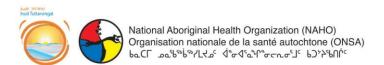
Strongly disagree

Statement #7: "Watching these videos has made students decide to quit."

[Notes: For the 'in between' category above, one teacher wrote "?," which we interpreted to mean "don't know". In the 'disagree' category, one teacher wrote "although some said they may think about it." In the 'not applicable' category, two teachers are included, one of whom wrote "none smoke."]

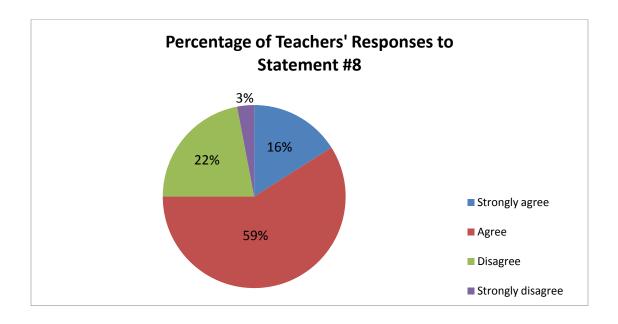
The results show that 38 per cent of teachers agreed or strongly agreed that the videos have made students decide to quit. Ten (10) of the 14 responses (or 71 per cent) in the two positive categories represented younger grades (Grades 7-9). Fifty-two (52) per cent of teachers disagreed or strongly disagreed with the statement. Thirteen (13) of those 19 responses (or 68 per cent) represented older grades (Grades 10-12).

Interpretation: The videos appear to have had a positive influence on a significant proportion of students with respect to their attitudes about and/or decisions to quit smoking.



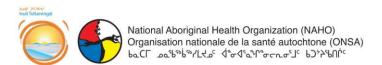
■ Not applicable

Statement #8: "Students were interested in a discussion after watching the videos."

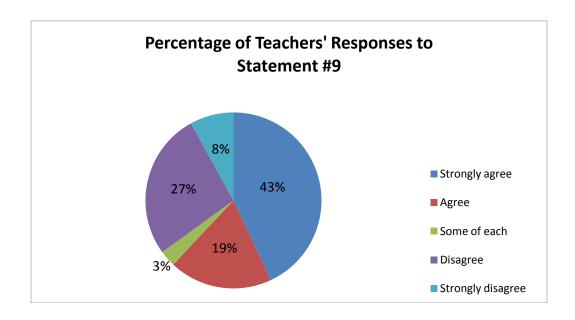


Seventy-five (75) per cent of teachers agreed or strongly agreed that their students wanted to take up a discussion after watching the videos.

Interpretation: This is a good result and suggests that our objective to have teachers engage their students in a discussion of tobacco issues was met through the opportunity to view the videos. In addition, the results indicate that there was considerable interest among the students. Maintaining and renewing awareness of smoking issues over time by using different tools/methods in the school and community is important for effective tobacco reduction efforts.



Statement #9: "Students relate better to Northern-made videos than to international antismoking ads."



[Note: The 'some of each' category was suggested by one teacher who noted that her students related to some aspects of each type of video.]

Sixty-two (62) per cent of teachers agreed or strongly agreed that their students related better to Northern-made videos than to international anti-smoking ads.

Background: A number of the students involved in this contest may have participated in previous years in the Smoke Screening contests run in the three territories. Those contests engaged classrooms in screening an international collection of short anti-smoking ads. Classes in the Nunavut population consist of students from Inuit and non-Inuit ancestry, and many students are of mixed ancestry. The level of mixing of ancestry/culture varies between communities as well as within classrooms.

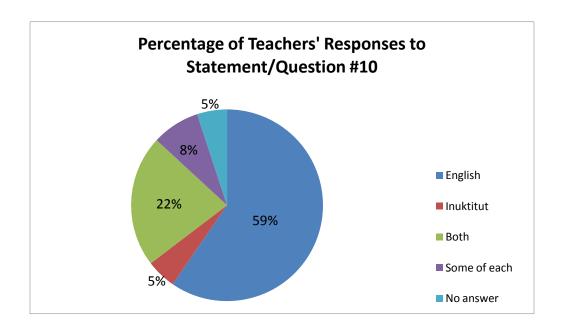
The videos we used for *Smoke Stories* were based on real-life stories created from footage gathered by Inuit youth of their family members, friends, and others in Inuit communities in the North and in Ottawa. There were Inuit and English language versions, and each video was much longer (three to five minutes) than the ads previously screened.

Interpretation: In health promotion, we know that it is important to make materials culturally relevant. Therefore, for Inuit audiences, we used Inuit (youth, elders, etc.) in the visuals/videos,



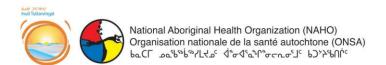
stories, and language. While we have no results data related to ethnicity, the overall demographic of the territory leads us to believe that many more Nunavut classrooms would have more Inuit or mixed heritage students, than non-Inuit students. The teachers' responses do show that our approach was fairly effective.

Statement/Question #10: "In which language did you screen the videos?"

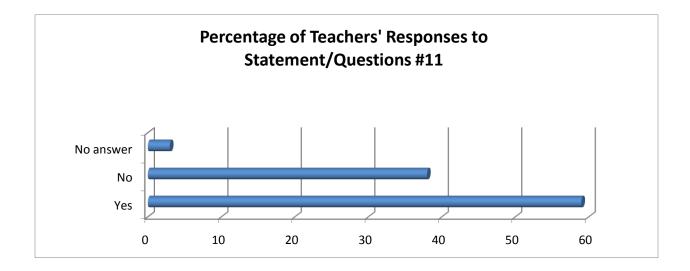


At least 59 per cent of classrooms screened the videos in English only. At least 35 per cent showed one or more Inuit language versions. One teacher suggested that a bilingual version with the language as spoken could also be made available.

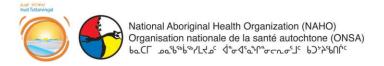
Interpretation: It was a good idea to have both languages available. Providing Inuit language versions underscores and supports the value of the Inuit language, its retention and further development, despite the different dialects spoken as one teacher commented.



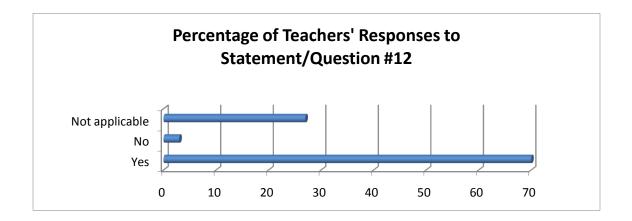
Statement/Question #11: "Do you feel that prize incentives are necessary to encourage participation in tobacco reduction education?"



Interpretation: Contests with incentives raise the profile of a topic (whether for a poster on a health topic or an essay for a literacy contest) and likely increase the willingness of classes or individual students to participate. For teachers, incentives may be particularly important when the planned activity is coming from outside the school system and will take up class time. However, many teachers may have been willing to have their classes participate in the contest without the prize incentive. Teachers know that while the use of marks is an effective incentive for most students, ultimately all students must build and rely on their own internal motivation in order to succeed. Offering external incentives can only occur on occasion to motivate discussion and learning.

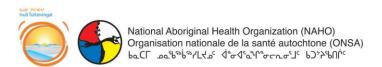


Statement/Question #12: "If yes, were the prizes appropriate?"



Background: We chose the prizes based on several factors: the evaluation report from the Smoke Screening Program, commonly popular products among young people (e.g., Flip video cameras), and the understanding that classrooms can always use extra financial resources (e.g., Amazon.ca gift certificates) to purchase supplies or equipment for students.

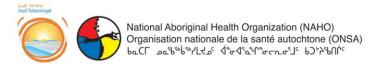
Interpretation: For all teachers who felt contest prizes were important as well as for a number of teachers who did not see prizes as important, our choice of prizes were deemed appropriate. We clearly succeeded in our objective of providing useful resources/prizes. One teacher commented that even though prizes were not essential in his/her opinion, our prizes represented a good use of government funding.



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Statement/Question #13: What other resources could you use in your classroom in order to deliver tobacco reduction education?

- 1. More videos, personal perspectives (videos were awesome!).
- 2. Prizes & incentives for non-smokers & guitters.
- 3. Live speech by someone severely affected by smoking.
- 4. Nothing.
- 5. Posters/resources that show black lungs, bad teeth shocking things that get the students' attention. (Teacher mentions that NONE of her students smoke.)
- 6. Guest speakers, videos, Northern-focused books. (Teacher mentions that students loved the videos.)
- 7. More videos and worksheets that students from the North relate to. An alarming amount of these students start smoking compared to the students from the South. (Teacher notes that ALL of her students smoke.)
- 8. Using the videos/posters from previous years. Teacher tells her own quitting story (smoked for 40 years, quit for the last six years).
- 9. People [coming into the classroom].
- 10. Posters on how smoking ages you. Students found videos long, boring, and repetitive not suitable as TV commercials.
- 11. Students expressed that graphic videos are more effective than personal stories. Videos are too long and too slow to keep attention of youth.
- 12. Stronger visuals, hands-on / shocking demos.
- 13. Students found videos boring, did not like any, and did not choose a winning video.
- 14. No suggestions. Students did not find any to be suitable for TV.
- 15. No suggestions. Did not choose a winning video.
- 16. More Smoking Sucks booklets. Are using it now, and students say they want to quit.
- 17. No suggestions. Did not choose a winning video.
- 18. More alarming graphics on smoking (e.g., people with cancer, dying and deteriorating).
- 19. [Already] use several resources provided by health centres and from the Internet.
- 20. Visual aids.
- 21. Community surveys.
- 22. More visits from CHRs to talk more regularly about tobacco. Snuff is more of a problem than smoking: in the class, 5/18 smoke and 9/18 chew snuff. First tried smoking/snuff at very young ages, as young as four years of age.
- 23. Visits from real smokers and real quitters.
- 24. Posters.
- 25. Guest speakers, previous videos.
- 26. Posters, bookmarks, stickers.
- 27. Visit from a team of experts and smokers.
- 28. Gum, patch, cold turkey, gym activities.



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- 29. Incentives: not necessary but definitely a good use of government \$ \omega\$; More Smoking Sucks booklets; It would be useful to have the language of speaker as the language in the DVD if possible (as an option in addition to all English or all Inuktitut)
- 30. Incentives necessary: I don't think so. I asked my students if it made a difference to them, and they said 'no'. Posters, quick facts.

Other recommendations from Inuit Tuttarvingat of NAHO

Things that went well:

- Offering Inuit language versions to support language development/retention and in English.
- Offering Flip video cameras and Amazon.ca gift certificates.
- Providing a teacher's guide and simple voting and feedback forms.
- Asking for class results rather than individual student results reduces administration.
- Offering class prizes as opposed to individual prizes spreads the benefit to many more students.
- Partnering with Nunavut's Department of Health and Social Services (HSS) tobacco reduction staff, who already have an established relationship with Nunavut schools.
- Media: media releases, and online newspaper and radio coverage.

Things to change:

- Timeline for similar contests needs to be six months not three months: Allow for at least one month for mail and two months for video screening in schools.
- When producing video stories, make them shorter (1.5-2 minutes).
- Spend more money on editing and additional graphic images to 'soup up' (enhance) the final product for more youth appeal.
- Include a handout with the videos on quitting messages, quitting strategies, and other information on where to get quitting help.
- Include French-language versions, if funds permit, so that French-language classrooms can take advantage of the program.
- Target more Grades 7-8 classrooms, if the messages include prevention.
- Try to engage a young Inuk role model to champion the program.

For more information, or to join the Inuit Tobacco-free Network contact:

Catherine Carry, Senior Program Officer Inuit Tuttarvingat, National Aboriginal Health Organization Toll-free: 1-877-602-4445 ext. 252 220 Laurier Avenue West, Suite 1200 Ottawa ON K1P 5Z9 Canada

E-mail: ccarry@naho.ca or itn@naho.ca

Direct Line: 613-760-3515

