**2018 Prevention Campaign**

**Grantee Communication Plan Guidance**

Smokefree Oregon is running a statewide paid media campaign from Sept. 17 through Oct. 28, 2018. This is a strong prevention campaign focused on the tobacco industry’s use of flavored products and marketing to appeal to youth. **The campaign’s goals are:**

* **Build awareness and urgency about tobacco as a health issue in Oregon.**
* **Provide support for grantees, tribes and regional health equity coalitions to advance your policy, systems and environmental change objectives.**

This communications plan template will help you leverage this media campaign to support existing policy goals in your community. It will also help you think ahead to how you might use the Tobacco and Alcohol Retail Assessment (TARA) results report coming from OHA in early 2019 to tell the story about industry marketing to youth. Think of it as a two-phased strategy for media advocacy this fall and winter.

**This plan may look familiar—it is based on the two-year communication planning template.**

If you haven’t used that yet, this is a great opportunity to start building it through this shorter-term activity. If you’ve completed a two-year plan, add specific tactics for this campaign.

Remember, you don’t have to build this plan alone, especially if you face barriers in the clearance process for media outreach and public engagement. Work with your leadership, coalition, your local Coordinated Care Organization, or other partners to plan and implement a strong prevention campaign that mobilizes many voices in favor of protecting youth from tobacco.

**GOALS AND OBJECTIVES**

**County-specific communication goals:**

* Raise awareness of the urgency of tobacco as a public health issue.
* Build support for **[YOUR GOAL HERE]**.

**Communication objectives:**

*What are three to seven measurable objectives that will show progress toward your overall goal during this campaign? (For example: your local newspaper runs a supportive editorial; at least two media outlets cover the issue and reflect our messages; social media following grows; etc.)*

**KEY AUDIENCES AND INFLUENCERS**

Take a look at the list of primary and secondary audiences you identified in your two-year strategic communication plan (or create a focused list for this plan). Now, think about which of those audiences can help you advance the goals and objectives you listed above.

**Who are the key decision-makers for your workplan goal?**

**Who influences these decision-makers?**

*Business leaders? Health leaders? CCO representatives? Social justice groups? Other community leaders?*

**KEY MESSAGES**

**Three Steps to Strong and Relevant Messages**

**1. Using the *Sample Prevention Messages* and *Sample Prevention Talking Points* sections of your toolkit, create an overall message that clearly defines:**

* **What:** The problem you are addressing and your vision for change.
* **So what:** Why this matters to your community.
* **Now what:** The action you are taking or need your community to take.

**2. Think about how you may need to customize that message to resonate with your specific audiences. Consider the following:**

* **VALUES:** How does your issue or solution align with the audience’s existing, closely held values? Values are the principles or standards your audience holds that color their worldview, help them determine “right and wrong,” and guide their decision-making.
* **BARRIERS:** What are your audiences’ best reasons to say no? How do you counter that?
* **VISION:** What will happen if you accomplish your objective? How are things better for your audience?
* **ASK:** What, specifically, do you want your audience to do?

On the next page is a worksheet you can use to build these out for each audience.

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| --- | --- | --- | --- | --- |
| **AUDIENCE** | **VALUES** | **BARRIERS** | **VISION** | **ASK** |
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**3. For each of your priority audiences, adjust your overall messages to align with their specific needs. Create a version of the table below for each audience and insert your customized message:**

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| --- |
| ***Audience:*** For what audience are you customizing your message? |
|  |
| ***WHAT?*** How do you need to tailor your “what” message to align with your audience’s VALUES? |
|  |
| ***SO WHAT?*** Why does it matter to this specific audience (see VISION and BARRIER)? |
|  |
| ***NOW WHAT?*** What must be done to reach the goal? What specifically are you asking this audience to do (see ASK)? Be sure to link back to their VALUES. |
|  |

**Power Up Your Messages by Adding Stories and Data**

Now that you have your key messages, you can layer in stories and data points that paint a complete picture and make tobacco prevention relevant to the lives of community members and decision-makers. (This may sound familiar if you joined us for the Indoor Clean Air Act Community of Practice.)

* **Stories** can be personal—or they can stem from your experience in public health, your daily experience in your community, or the work of your partners. No matter where they come from, they need to be authentic and speak directly to an evidence-based solution.
* **Data points** are facts that illustrate the problem and the potential impact of the solution. Use them sparingly—only one or two at a time—so you don't overwhelm. Make them relevant and understandable for non-public health people by adding context or comparisons.

Here’s an example of how you can layer stories and data points into your messages:

* [Your “what” message that establishes shared values] Our young people are our priority. They’re also a priority for the tobacco industry, which continues to lure them with vape devices, candy flavors, and marketing and promotions.
* [Story that illustrates the problem] When I talk with (my own children/youth in our community/educators), I consistently hear that young people don’t think vape products are harmful because they smell so good. Seeing them in use every day is re-normalizing tobacco use—after we’ve worked so hard to make it a thing of the past!
* [Data point] In fact, four out of five kids who have used tobacco started with a flavored product—and they are more likely to move on to cigarettes once they’re addicted.
* [Your “now what” message] Other counties are taking some creative and effective actions to reduce marketing of vape and candy-flavored tobacco to youth. For example…

**COMMUNICATION STRATEGIES**

Sketch out your approach to spreading your messages through two core strategies: media advocacy and community engagement. You can also engage your local Coordinated Care Organization (CCO), your coalition or community leaders to identify other opportunities.

**Media Advocacy**

Work with local news media to raise awareness and secure support for Tobacco Retail Licensure (TRL) or other policies you are trying to further in your county. Here are steps to take and tools you can use:

1. Pitch stories.

Reporters want unique stories they can tell their audiences. Help them out—and get your issues in the news—by thinking carefully about the right story for each media outlet in your community.

* Identify media outlets (newspaper, radio, TV, blog, etc.) that reach your audience.
* Identify the specific reporter who might tell that story.
* Identify the story or “media pitch” that will influence your audience and aligns with the kind of reporting the outlet does.
* Consider who you might offer as a spokesperson.

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| --- | --- | --- | --- |
| **Outlet** | **Reporter/Contact** | **Pitch** | **Spokesperson** |
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*See the Grantee Technical Assistance Toolkit for instructions on developing media pitches and sample prevention-focused pitches.*

1. Consider a news release on key policy activity.

If your community is close to passing TRL or other tobacco prevention-related policy, consider developing a news release to provide information about the policy, what it will do, and how people can support it. (Note: this media campaign itself isn’t a reason for a news release.)

*Instructions on when to consider a news release and how to develop one is included in the Grantee Technical Assistance Toolkit.*

1. Source key spokespeople or community champions, including signers for op-eds and Letters to the Editor (LTEs) and sources to suggest to reporters working on stories.

Identify people who can serve as allies and champions for your work.

* Who has the most credibility and influence in the community?
* Whose perspective would complement the pitch you’re making? For example, a student leader or parent who is worried about the availability of tobacco products to youth have great credibility.
* Also consider whose perspective might not be expected—a small business owner or a former smoker, for example.

Then determine where you can include them for best effect.

* They could sign a letter to the editor. To increase chances of coverage, ask several people to submit letters to show the media that this is a top-of-mind issue. You can provide facts for them to use or write a draft they can adapt. They should submit it and follow up to encourage the media to use it.
* If you have an especially well-known community leader or official, consider an op-ed. For example, a local business person or elected official can urge the community to pass policy and show how it’s good for business and the community. (Same instructions as above.)
* If you are working with media on stories you’ve pitched or with community groups (see below), bring your spokespeople into the conversation to provide diverse perspectives.

*Instructions for developing op-eds and LTEs are included in the Grantee Technical Assistance toolkit.*

**Community Engagement**

Identify opportunities to meet with community groups and offer presentations on the toll of tobacco in your county, how your program is addressing it, and what your audiences can do.

1. **Identify civic and community groups that either comprise your key audience OR have influence over key decision-makers.** *(e.g. Rotary and other business groups; medical professional groups; parents’ groups; organizations focused on youth well-being; social justice advocates; etc.)*
2. **Reach out and offer to present at their next meeting/gathering.** (You can also request a 1:1 meeting or gathering with a small group, if more appropriate and timely.) Use your tailored key messages:
	* Use the media campaign as a timely spark for conversations (“You may notice some new ads running …”).
	* State the problem in a way that aligns with their values.
	* Highlight how this presentation can help them (be better informed, know about risks to youth, etc.).
	* Make a specific ask: “I’d like to make a brief presentation to your group and discuss this issue so I know how our work can support your goals for the community.”
3. **Tailor the customizable PowerPoint presentation** (included in your Grantee Technical Assistance toolkit):
	* Insert photos from your local community where noted.
	* Insert county-specific data points where noted.
	* Develop your talking points/key messages that address the audience’s values and interests.
4. **Listen carefully to the discussion for additional insights** about your audience’s values, needs and level of support. This can help shape your future messaging.

Additionally, don’t be afraid to ask questions like:
	* “Who else in our community needs to hear this information?”
	* “Can you help connect me with them?”
	* “Are there ways you might use your voice to spread the word about this problem and the need for our community to stop the tobacco industry from marketing to our youth?”
5. **Be ready for challenging conversations.**

Here are some tips on how to handle challenging conversations should they arise during your engagement work.

*Principles:*

* Listen carefully to the argument.
* Don’t engage in arguments. Instead, engage in cool-headed, curious, respectful conversation.
* Show that you hear and respect the speaker’s point of view.
* Encourage exploration of alternate viewpoints.

*Tactics to use:*

* Bridging
* Pivot
* Flagging
* Lifeline

**Bridging**: Briefly address the question, then **bridge** back to your prepared message.

*“Changing how tobacco companies can market their products would mean that some local business practices may have to change. But overall, protecting our youth and preventing the next generation of tobacco users has to be our priority.”*

**Pivot**: When the question is off-topic or off-message, **pivot** to refocus the interview.

*“Quitting tobacco is the best thing anyone can do for their health—and it can be tough. Free help is always available at 1-800-QUIT-NOW. And one of the best ways to help people quit is to create smoke-free spaces that reduce the temptation in the first place.”*

**Flagging**: **Signal** to your audience that you are about to make a critical point.

*“The most important thing to remember is that all of these new products—from vape devices that look like USB drives to candy-flavored tobacco—are still tobacco, and that’s still our number one killer.”*

**Lifeline**: Prepare **one key phrase** you can keep going back to.

*“Candy-flavored vape products are made for only one audience: Our youth.”*

Here are examples of how to use these techniques:

* *It’s the parent’s responsibility to prevent youth from using tobacco. We don’t need more laws to tell people what to do!*
	+ Let’s support those parents. **[bridging]** Our community can make sure we provide environments that respect their values and what they’re teaching their kids. **[pivot]** We have policies and laws that do that already, for example …
* *What about my business? I’m going to lose revenue!*
	+ I hear that you’re worried about your business. **[bridging]** Many business owners find that saying no to big tobacco actually gains them customers because people want to support a local business that stands up for youth.
	+ **[lifeline]** I know that you obey the tobacco legal sales age of 21, and the community appreciates that. Candy-flavored vape tobacco products are made for only one audience: Our youth.