

you can help us is to tell us what you really think, not what you think we want to hear, or what you think you should say.

## 2. Kids and Smoking

This is a warmup activity. Questions below are suggestions, not requirements. You don't need to ask every question. Try to get people interested and comfortable. Should take about 5–10 minutes

A. Do kids smoke at your school? How many kids smoke? Who smokes? Are boys as likely to smoke as girls?

B. When do kids first try smoking? How old are they? Is it the same for girls and boys? What kinds of things make a difference in kids' decision to try a cigarette?

C. What kinds of situations are kids in when they try smoking? Is this the same for girls and boys? Is the situation the same for younger and older kids?

D. Are the kinds of things that lead kids to try a first cigarette the same kinds of things that lead them to smoke regularly? If not, what are the differences?

E. Where do kids get cigarettes? Where do they smoke?

Other possible questions.

Who do they smoke with? Do they smoke alone, or mostly with others? Who are the others? Does this change as they smoke more regularly? Is how kids get cigarettes different if they smoke occasionally or regularly?

## 3. Information Piece

I want to get your reaction to this piece of information—I assure you that it is true.

Did you know that over the last 25 years the number of adults who smoke has gone down. And the number of adults who smoke keeps going down.

But the number of young people who smoke has not gone down, and is actually going up in some groups—such as 12–14 year olds.

Are you surprised by this? Why do you think this is happening?

## 4. Cigarette Advertising

Materials:

Examples of cigarette ads on pasteboard displays are shown to the group and remain on display throughout the session.

Here are some examples of cigarette advertising.

Have you seen these kinds of ads before?

Where do you usually see them?

What other kinds of ads do cigarette ads remind you of?

Who is most likely to look at cigarette ads?

Who is not likely to pay much attention to these kinds of ads?

—Warning statements are not cued by the moderator, but will probably come up in the discussion. Moderator needs to explore issues as they arise but does not need to focus on warning messages at this point.

—An important point here is to let people reveal their own natural categories about cigarette advertising and warning statements before the concept of “warning statements” is explicitly introduced.

## 5. Discussion of Warning Messages

“Let's talk a little bit about the warning messages in the ads—which you may or may not have noticed.”

—The moderator refers here to the Surgeon General's Warning statements in the ads as examples of warning messages.

Why are these messages there?

Do you think they work?

Why? Why not?

Who looks at these messages?

Who is supposed to look at these messages?

What do you think about the placement of the Surgeon General's warning?

What about the size of the warning message?

How could you improve these kinds of messages?

## 6. Presentation of New Warning Messages: Content

Materials: Sheet containing six messages

As background for the next section, laws are being considered to require that all cigarette advertisements have information about the risks of teenage smoking. This would be in addition to the Surgeon General's warning already required on cigarette advertisements.

What I want to do now is show you some examples of possible messages and see what you think.

Let's look at these 6 messages. Moderator reads the 6 messages.

Moderator re-reads the first message.

What does this mean to you?

Do you think it is effective?

Would it appeal to kids your age?

Repeat with the other 5 messages—re-read each, one at a time, and discuss the content.

What does this mean to you?

Do you think it is effective?

Would it appeal to kids your age?

Ask them which they think is most effective. As much as possible, use that one for the example in the other tasks.

## 7. Size of Message

Materials: A message (perhaps the message chosen in 6) in the three different sizes on appropriate ads

Here are some examples of how these messages might actually look in cigarette advertising.

Which of these ads presents the warning information in the best way? Why do you say that?

Does the size of the warning information change the way kids are likely to react to an ad.

Will the size of the message have the same kind of effect on all ads, or will it work differently for some ads.

Would it make a difference whether the ad it was on was in color like this or only black and white?

## 8. Position

Materials: Three more ads with the same message and size in the 3 different placements on the ad.

Which of these ads presents the warning information in the best way? Why do you say that?

Does the placement of the warning information change the way kids are likely to react to an ad.

Will the placement of the message have the same kind of effect on all ads, or will it work differently for some ads.

Would it make a difference whether the ad it was on was in color like this or only black and white?

## 9. Boundaries

Materials: Three more ads with messages in the same size and placement (probably top placement) but with different boundaries.

Which of these ads presents the warning information in the best way? Why do you say that?

Does the boundary of the warning information change the way kids are likely to react to an ad.

Will the kind of boundary for the message have the same kind of effect on all ads, or will it work differently for some ads.

Would it make a difference whether the ad it was on was in color like this or only black and white?

## 10. Attribution

Materials: Two ads with the same message, size and placement, but one with the CDC attribution

Which of these ads presents the warning information in the best way? Why do you say that?

Does giving the source of the warning information change the way kids are likely to react to an ad.

Will giving the source for the message have the same kind of effect on all ads, or will it work differently for some ads.

Would it make a difference whether the ad it was on was in color like this or only black and white?

Are there other organizations that kids would be more likely to believe? What?

## 11. Icons

Materials: Three ads with more or less the same message, boundary, size, placement, but one without an icon, one with a larger icon, and one with a smaller icon.

Which of these ads presents the warning information in the best way? Why do you say that?

Does having an icon for the warning information change the way kids are likely to react to an ad.

What does the icon look like to you.

Will having an icon for the message have the same kind of effect on all ads, or will it work differently for some ads.

Would it make a difference whether the ad it was on was in color like this or only black and white?

Are there other icons that kids would be more likely to understand? What?

## 12. Summary

As you see, there are many possible features that make up a total presentation. We couldn't show you all possible combinations, but we want your opinions and ideas about how different features go together or don't go together. You may have suggestions about trying combinations that we haven't tried, and that's good. Let's look

think about the whole picture you have put together from your choices.

Do you think this message, size, placement, with this boundary and picture (icon), and with the organization you chose it should come from, would look right? Would it be an