

## **Suggested Other Tobacco Products (OTP) Messaging When Educating Youth**

*Intended audience – School staff, health educators, or anyone delivering a health message to youth*

### **Other Tobacco Products**

#### **Include:**

Chewing/Spit Tobacco,  
Snus, Cigars, Little  
Cigars/Cigarillos, Dry Snuff,  
Pipe Tobacco, Hookah, Blunt  
Wraps, and [E-Cigarettes]

#### **E-Cigarettes**

An electronic cigarette is an oral device that can be used to simulate smoking and that produces an aerosol of nicotine and/or other substances.

E-cigarettes are also known as e-hookahs, hookah pens, vape pens, vaporizers, e-cigars, and e-pipes.

E-cigarettes produce more than water vapor, aren't regulated and haven't been proven safe, aren't approved to help smokers quit, and appeal to youth.

### **Emphasize how products are made to appeal to youth over showing the actual products**

Don't show the actual OTPs, including e-cigarettes, to youth since it may end up inadvertently promoting the products instead of dissuading youth from trying them. Instead of risking piquing their curiosity, stress their health harms and discuss influences around the marketing of these products that are flavored and packaged like candy and fruit.

This education may include talking about different flavors and types of OTPs and e-cigarettes, product and advertisement placement in stores youth visit, health effects and stories on how the teens' family or friends have been affected by these products.

### **Emphasize that all OTPs and e-cigarettes are dangerous and should be avoided**

It's important to stress that all OTPs and e-cigarette products are harmful, even if candy flavors or bright packaging may make them look fun. The bottom line is that there are serious health concerns with these products, no matter how they look or how they're packaged.

### **Focus on building skills within youth**

Building skills examples include analyzing influences, decision making, and advocacy. It is important that we don't just give students information, rather help them build skills so that they can analyze, decide, and advocate for themselves. Do students understand the influences that persuade them to use or not use OTPs/e-cigarettes? How will they make a decision for themselves on whether or not to try OTPs/e-cigarettes? Once they know the information and make a decision to not use, will they advocate for their own or other's health?

### **WISCONSIN DATA:**

The 2016 High School Youth Tobacco Survey shows:

- 4.4% of students currently use chewing tobacco, snuff, or dip.
- 13.3% of students had used electronic cigarettes (e-cigarettes) on at least one day in the previous 30 days.

### **FOR MORE INFORMATION:**

- Additional OTP resources: <http://tobwis.org/other-tobacco-products>
- Additional e-cigarette resources: <http://tobwis.org/e-cigarette-toolkit>
- Tobacco prevention resources:
  - DPI's School Tobacco Prevention webpage at: [http://sspw.dpi.wi.gov/sspw\\_tobaccoprog](http://sspw.dpi.wi.gov/sspw_tobaccoprog)
  - <http://www.wishschools.org/>
- Building Skills for Health Literacy on Tobacco: [http://sspw.dpi.wi.gov/sspw\\_tobaccoprog](http://sspw.dpi.wi.gov/sspw_tobaccoprog)