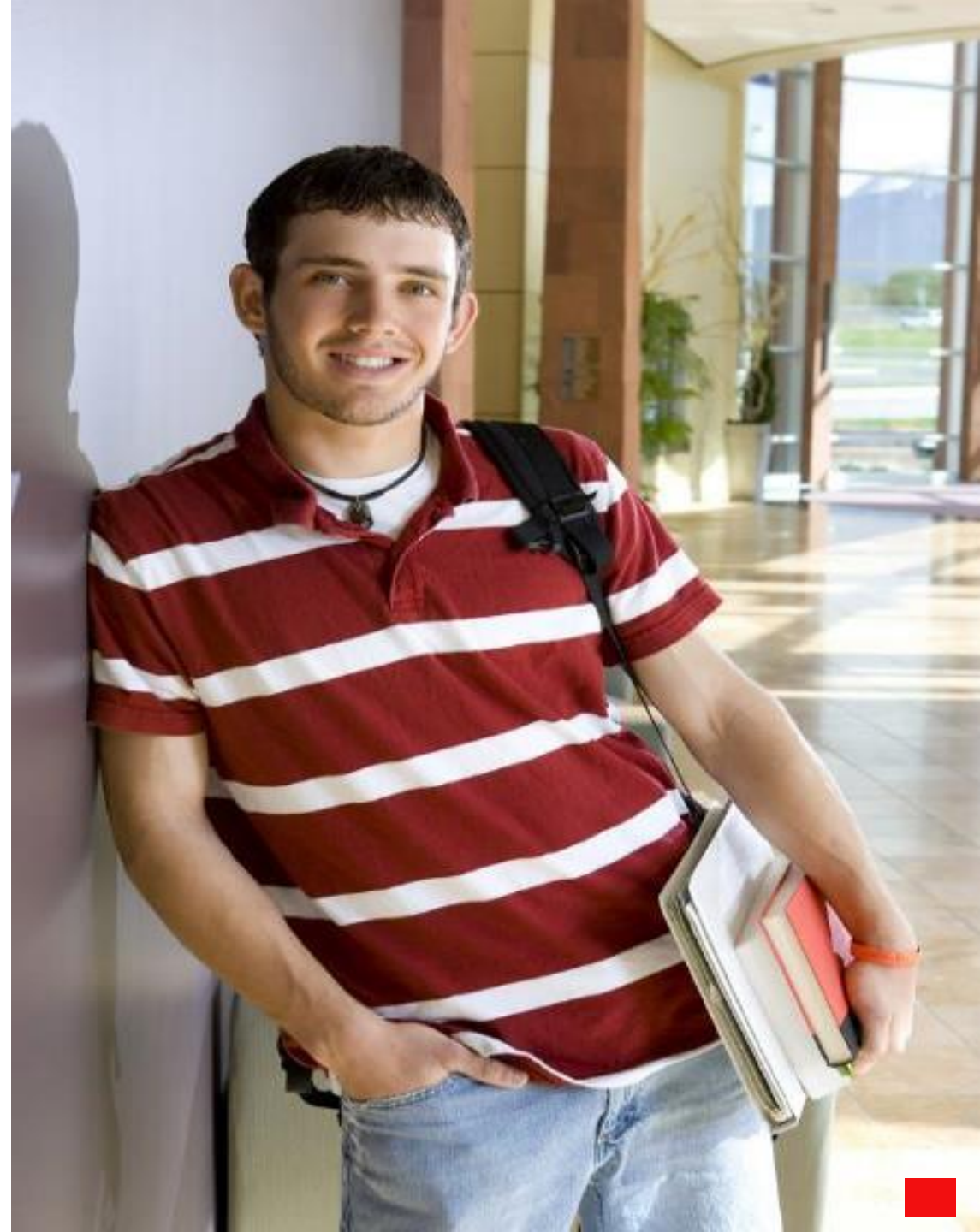


# Engaging Youth as Prevention Planners





# Joe Markiewicz

## *Facilitator*



# Workshop Objectives

- Review current data for adolescents in PA
- Briefly review risk & protective factors
- Review the 40 Developmental Assets framework
- Discuss student recruitment & effective meetings
- Review positive social norms approach
- Review student planning for prevention campaigns
- Planning for youth summits

Sometimes Working with Youth is Like Herding Cats...





# Positive Change Agents



# Substance Use Onset & Reduction



# Anti-Bullying Planning

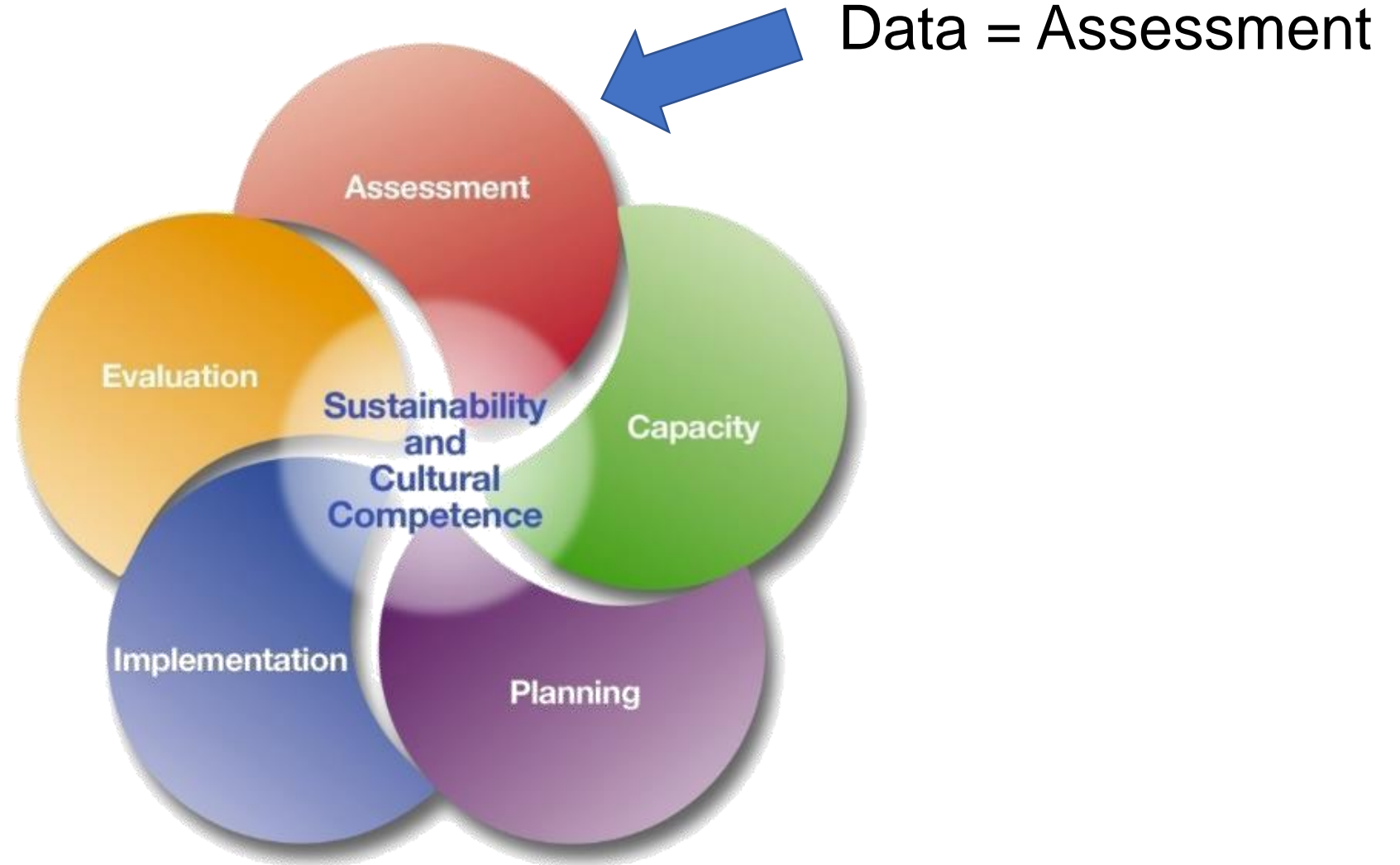




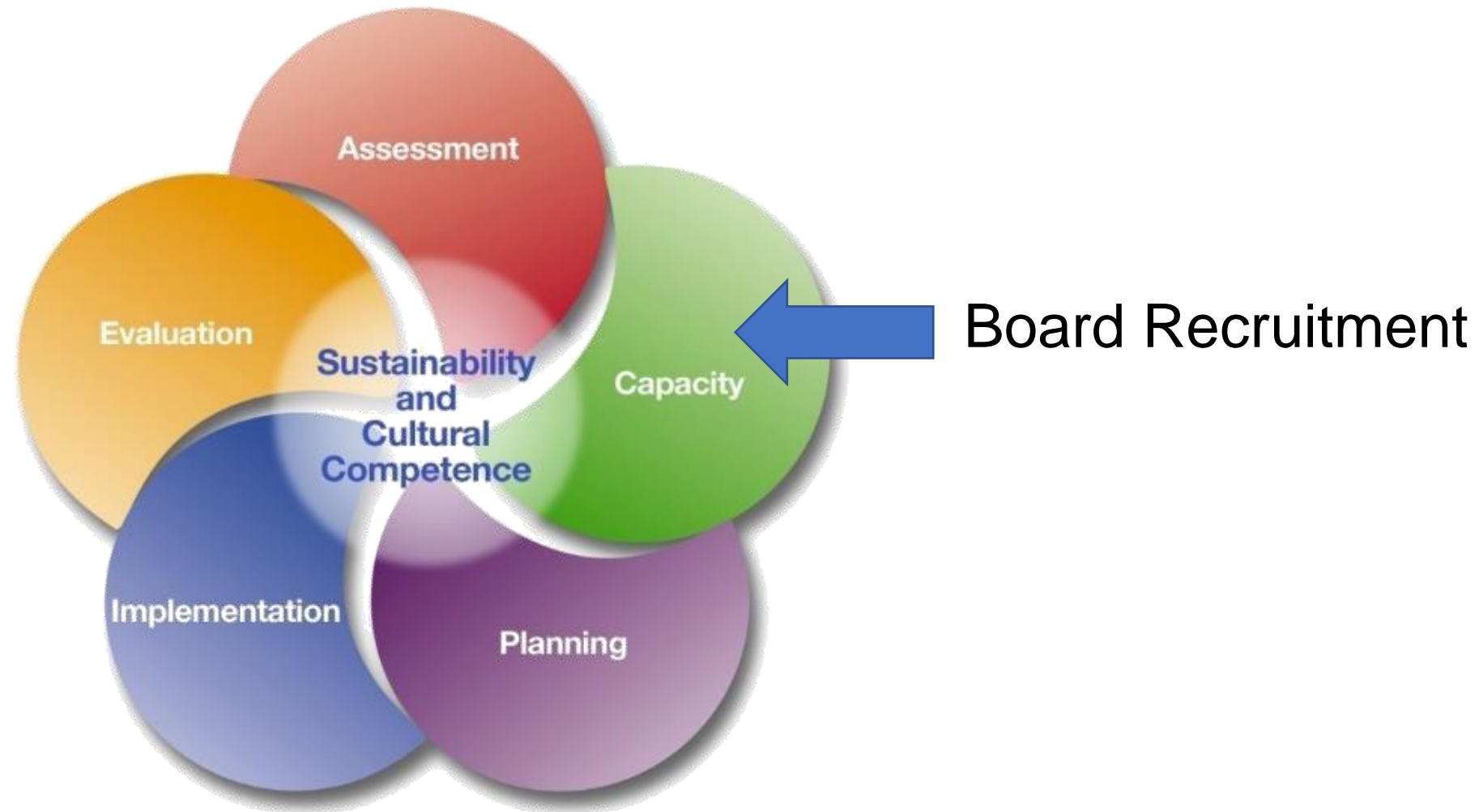


*The Coalition Process:  
“Where do youth fit in?”*

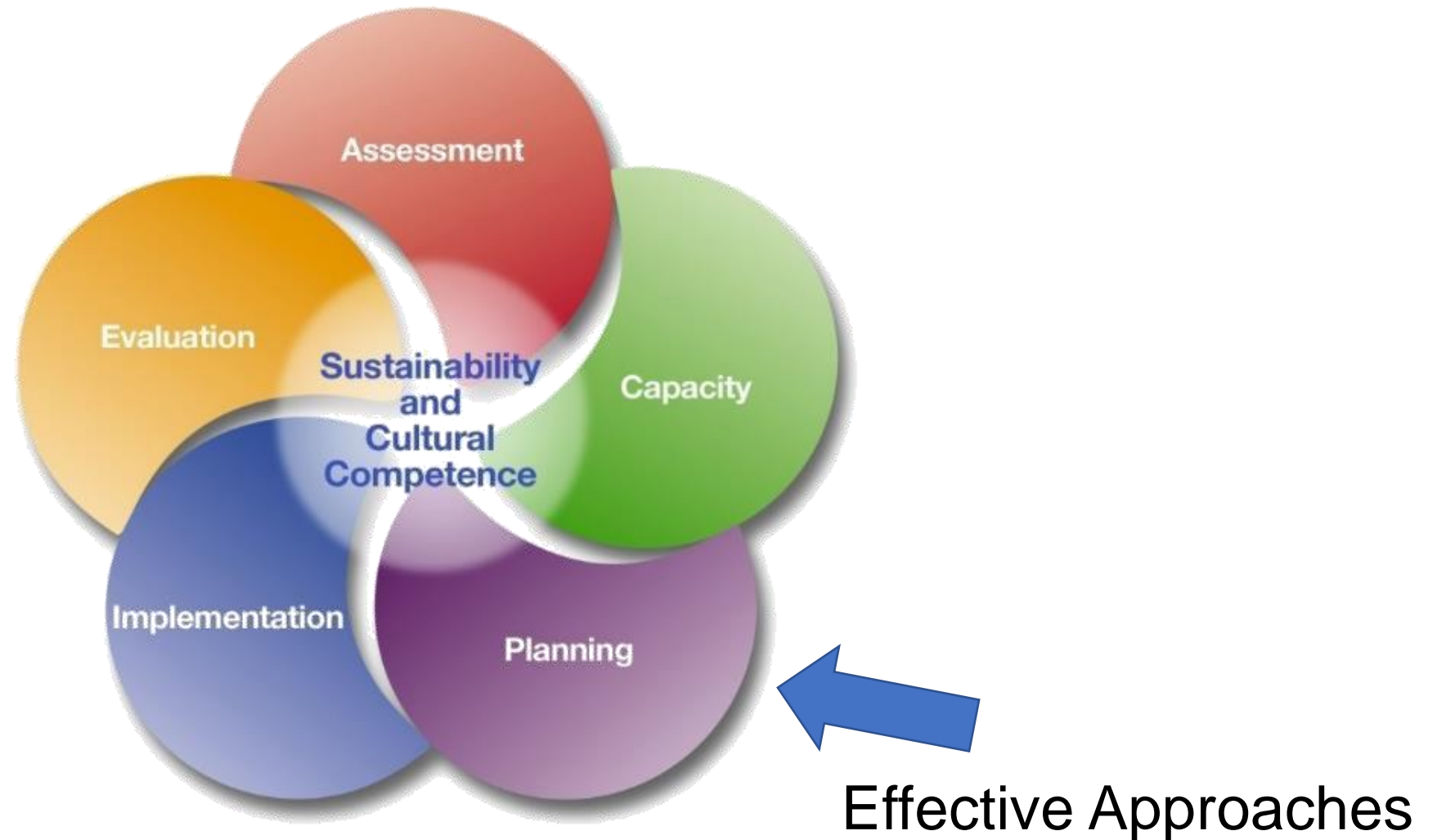
# Strategic Prevention Framework



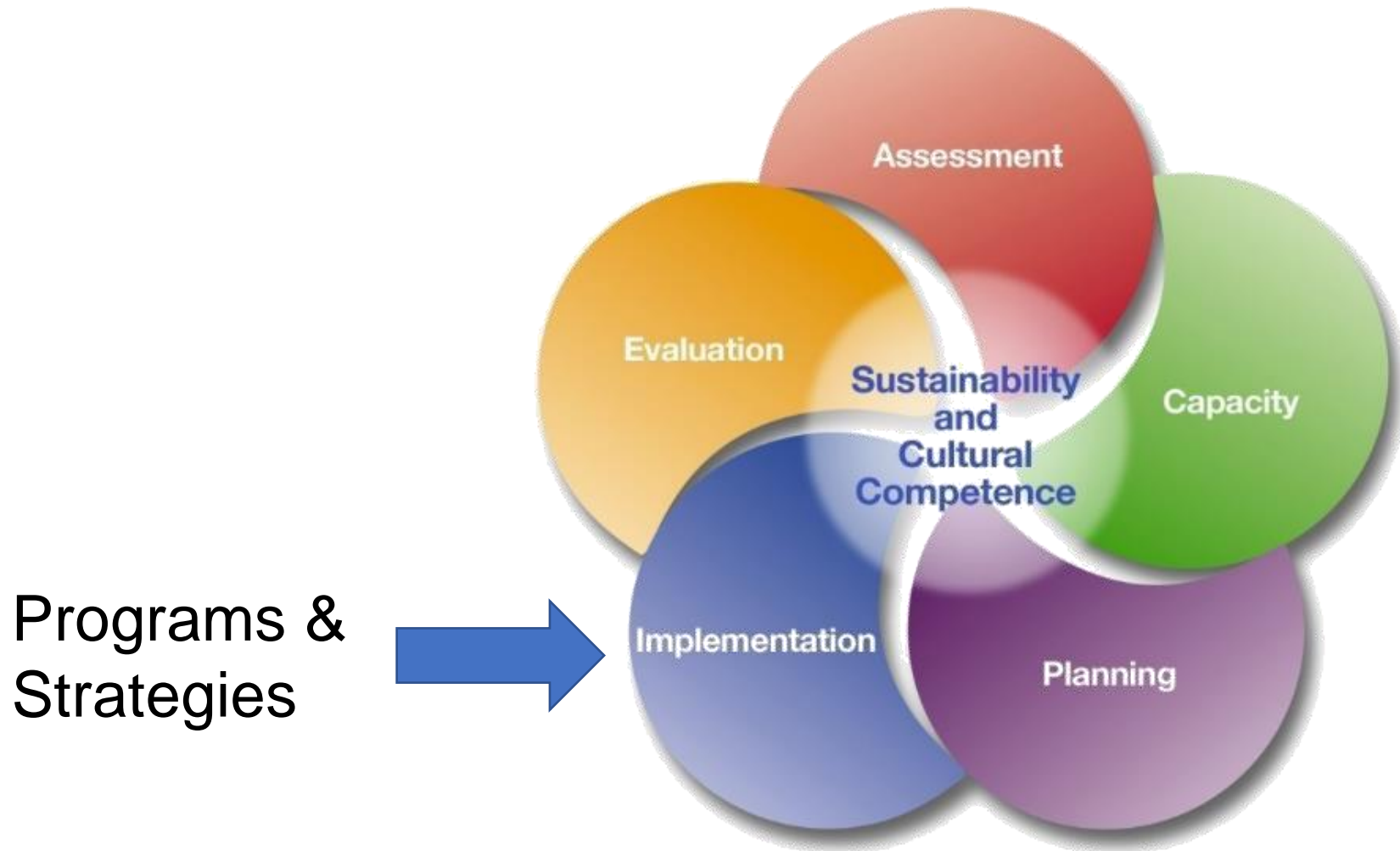
# Strategic Prevention Framework



# Strategic Prevention Framework



# Strategic Prevention Framework



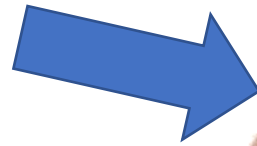
# Strategic Prevention Framework

Are we having  
an impact?



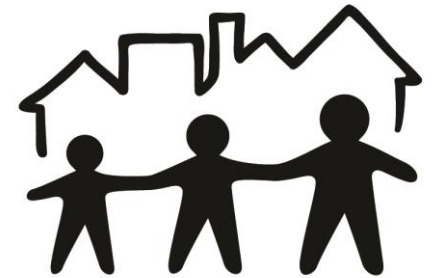
# Strategic Prevention Framework

Every Two Years





# The *Communities That Care* Operating System



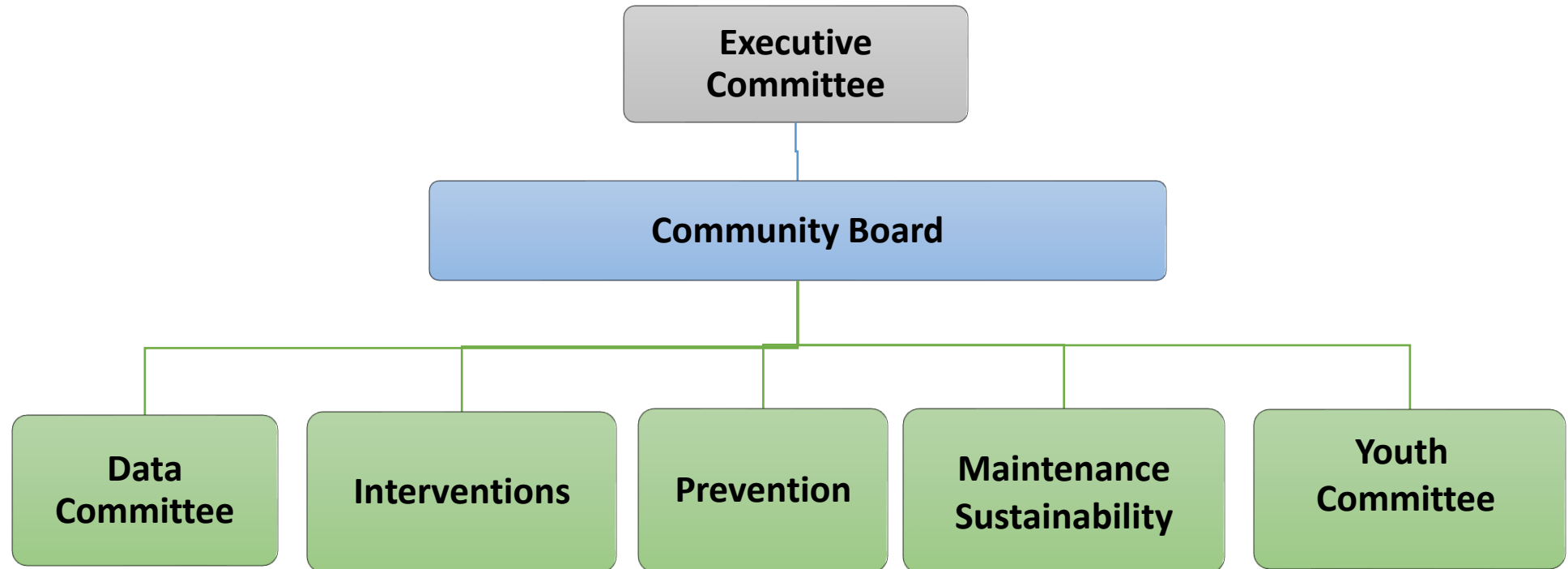
**communities  
that care**

# YOUTH!

## CADCA's Community Change Model: 12 Key Community Sectors



# Sample Coalition Structure



Standing Committees



# Take the Coalition Meeting to the Students!



# Open Discussion:

In your opinion, what are the major issues young people are facing today?

# Barriers to Graduation



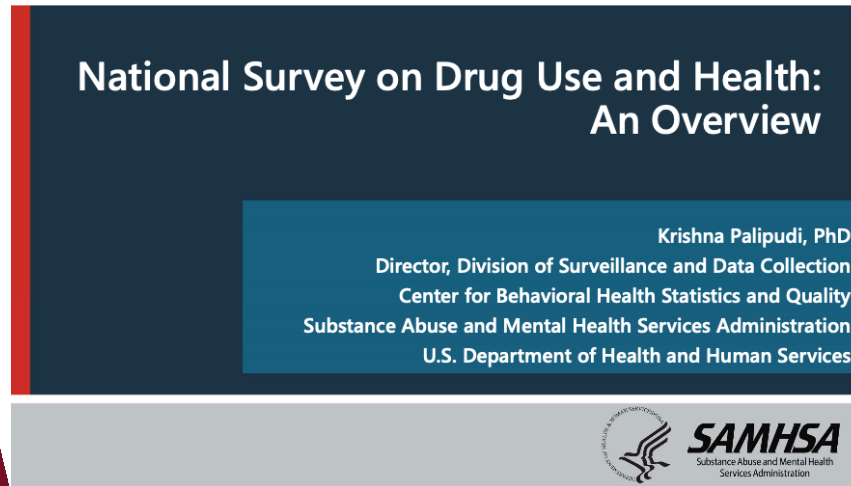
- Substance Use
- Academic Failure
- Mental Health Issues
- Bullying
- Lack of Parental Support
- Lack of Hope for Future

# FACT:

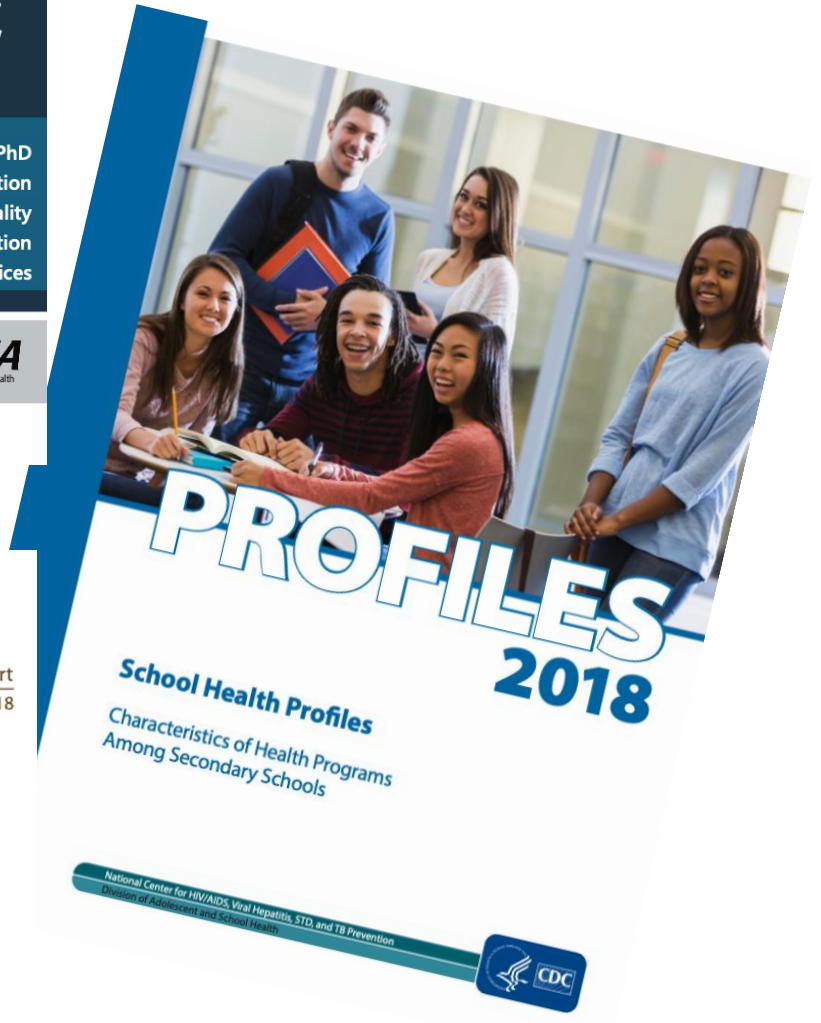
Mental health related problems are increasing in young people across the United States

(National Monitoring the Future Survey)

# Yellow Flag Issue!



Youth Risk Behavior Surveillance —





# Substance Abuse and Mental Health Services Administration (SAMHSA)

In 2020:

- 66% of youth reported at least **one traumatic experience by age 16**
- **This includes:**
  - Physical or sexual abuse
  - Community or school violence
  - Witnessing domestic violence
  - Sudden or violent loss of a loved one
  - Military-related deployment or parental loss

# Substance Abuse and Mental Health Services Administration (SAMHSA)

In 2020:

- National rate of trauma is **9.2 victims per 100,000 children**
- Each year, the number of youth requiring hospital treatment for physical assault-related injuries would fill **every seat in 9 stadiums**
- Trauma is a **risk factor** for nearly all behavioral health and substance use disorders

*Our State Report Card  
for Adolescents*

# 2021 Pennsylvania Youth Survey

Empowering Communities to Develop  
Strategic Prevention Programming

## State of Pennsylvania

Conducted by

Pennsylvania Commission on  
Crime and Delinquency

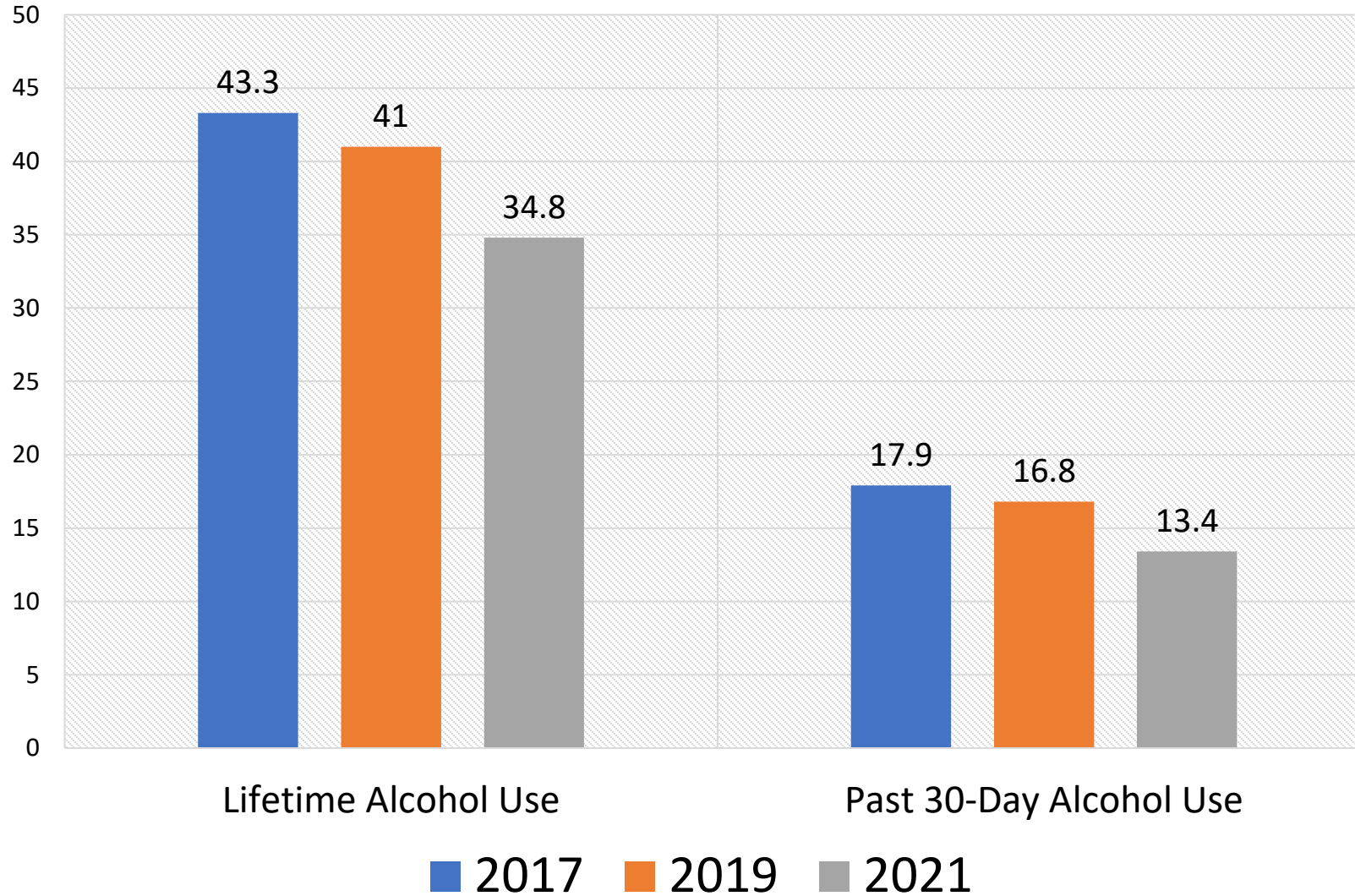
Pennsylvania Department of  
Drug and Alcohol Programs

Pennsylvania Department  
of Education

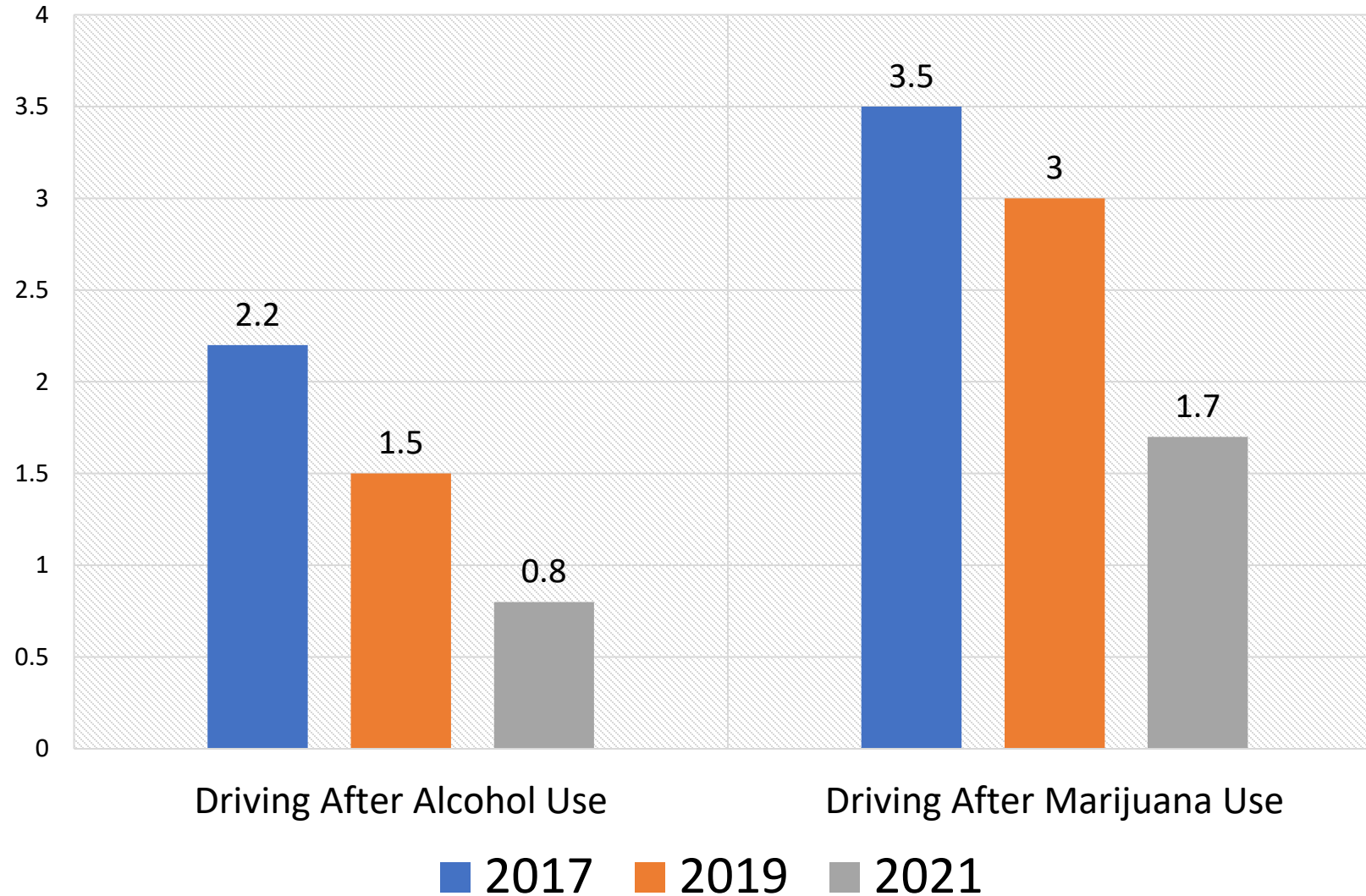
- N= 246,081 students
- Grades 6, 8, 10 & 12
- Substance Use
- Mental Health
- Social Norms

[www.pccd.pa.gov](http://www.pccd.pa.gov)

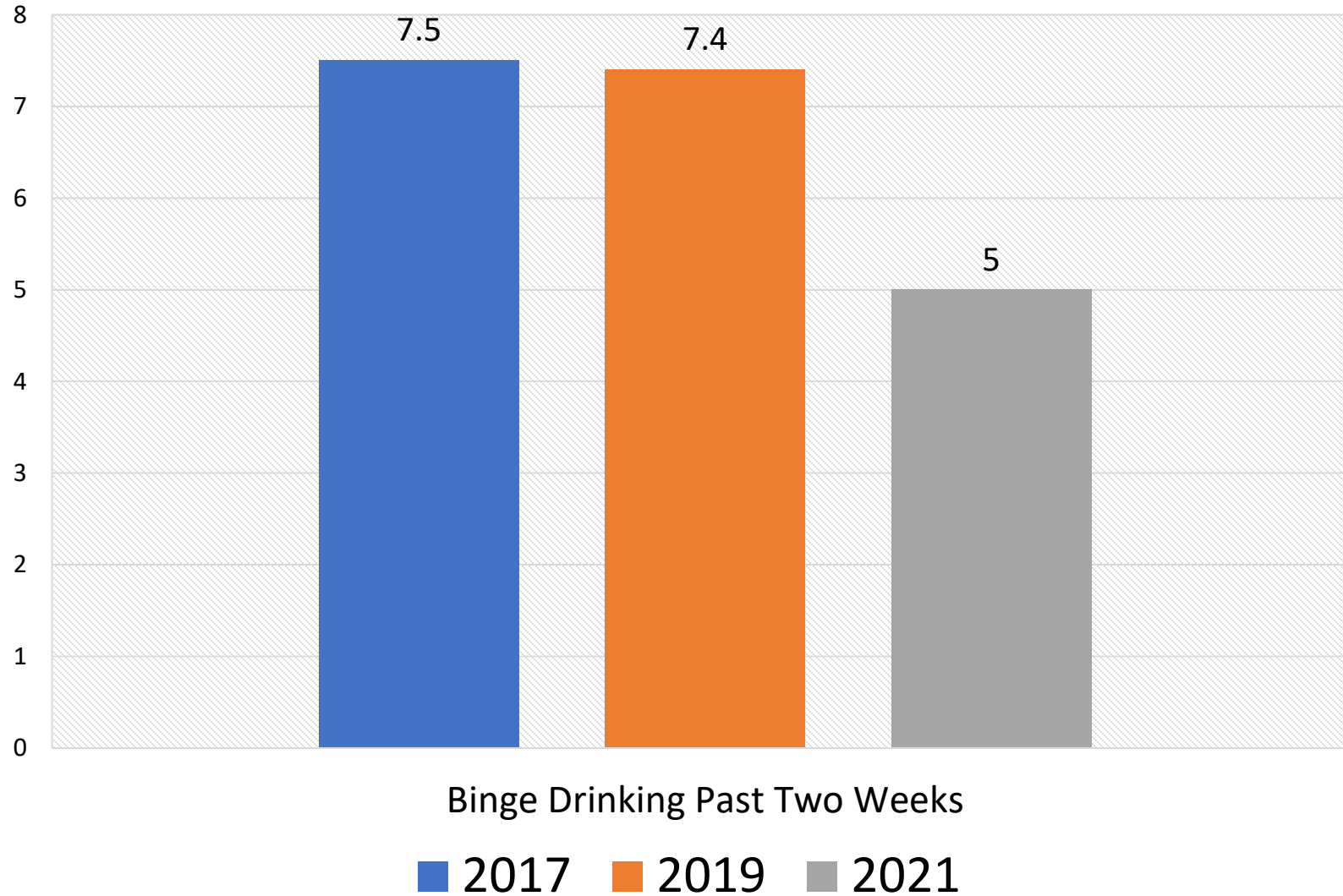
# Student Alcohol Use 2017-2021



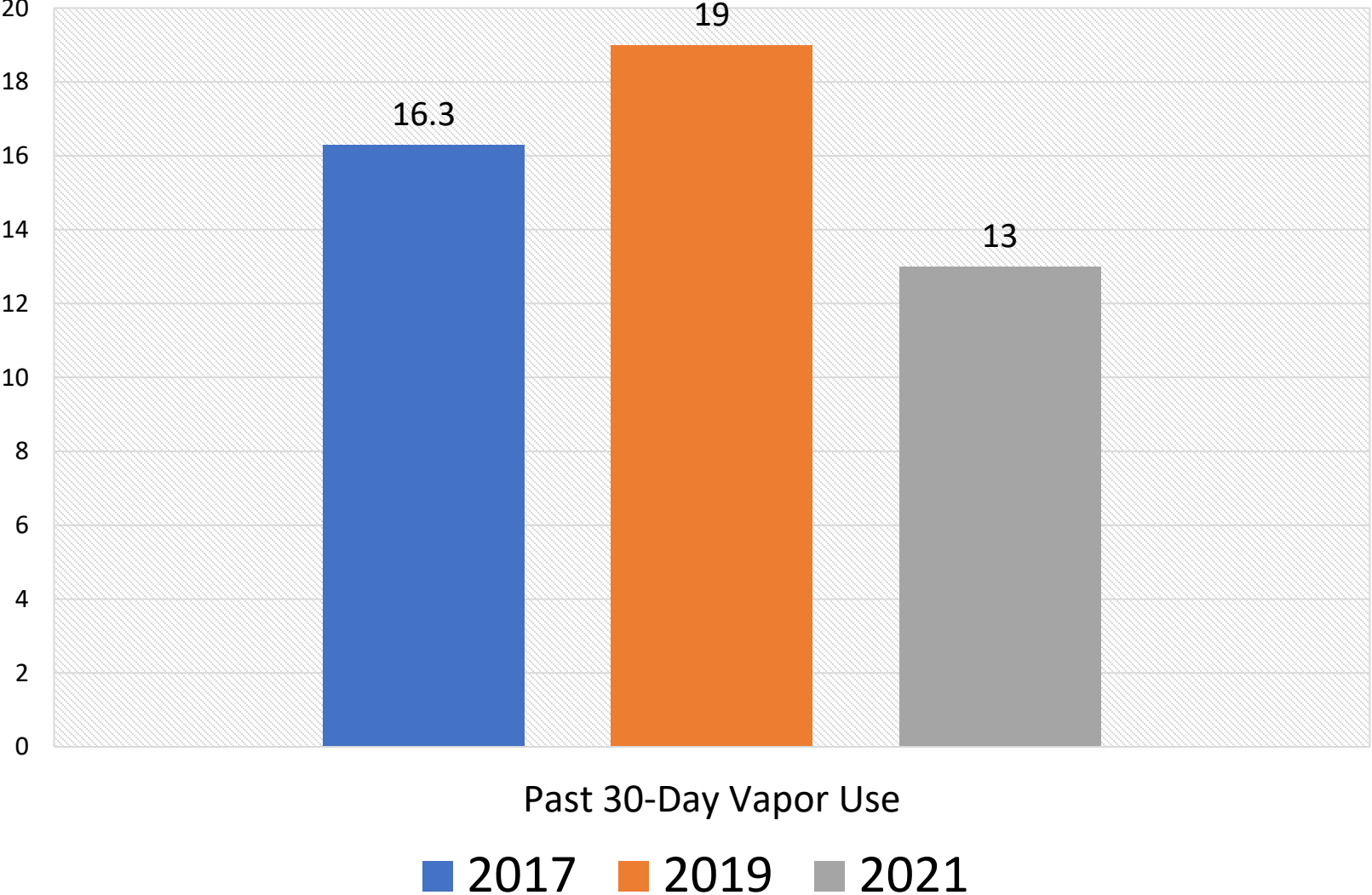
# Driving After Substance Use 2017-2021



# Student Binge Drinking 2017-2021

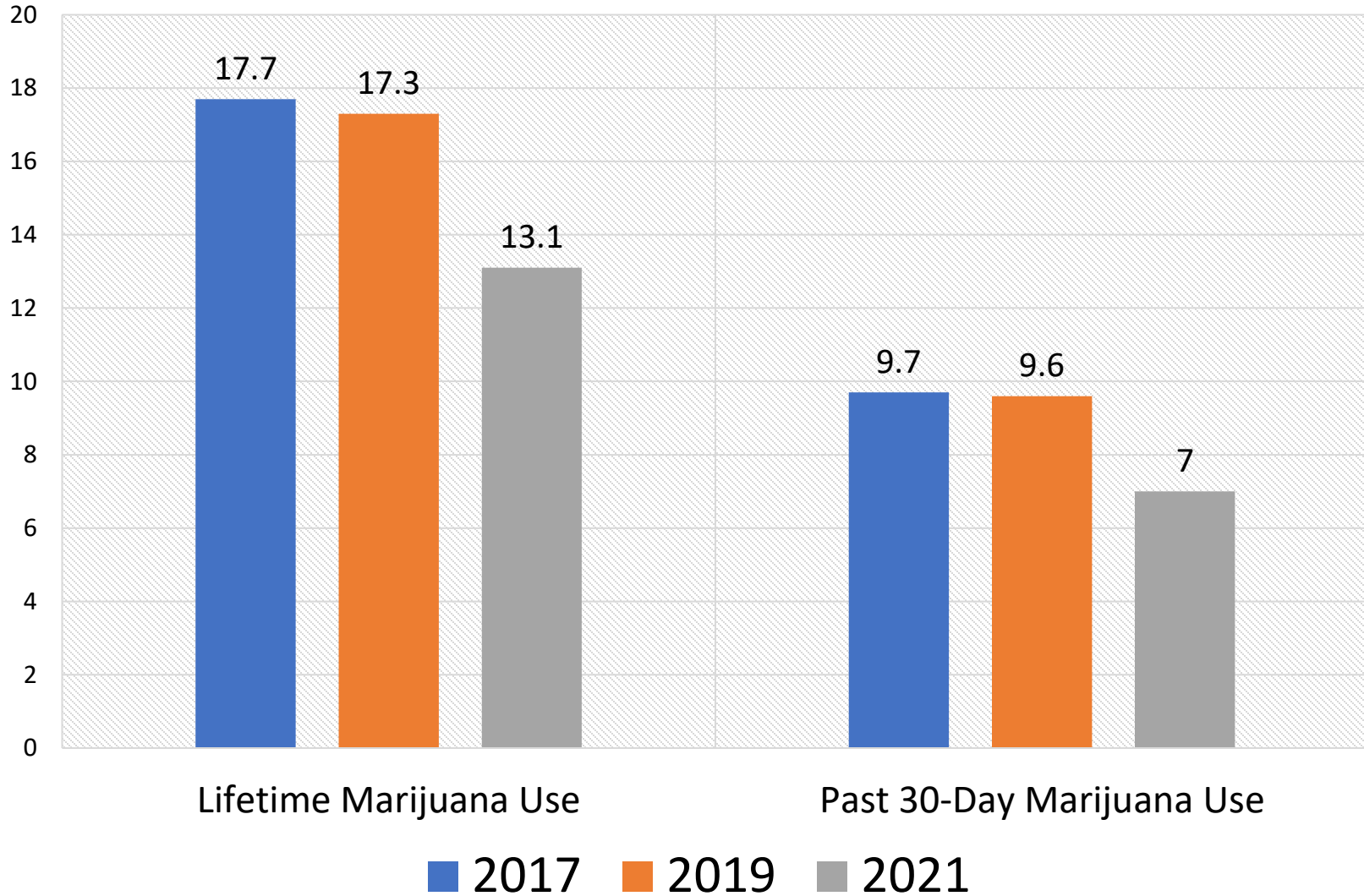


# Student Vapor Product Use 2017-2021



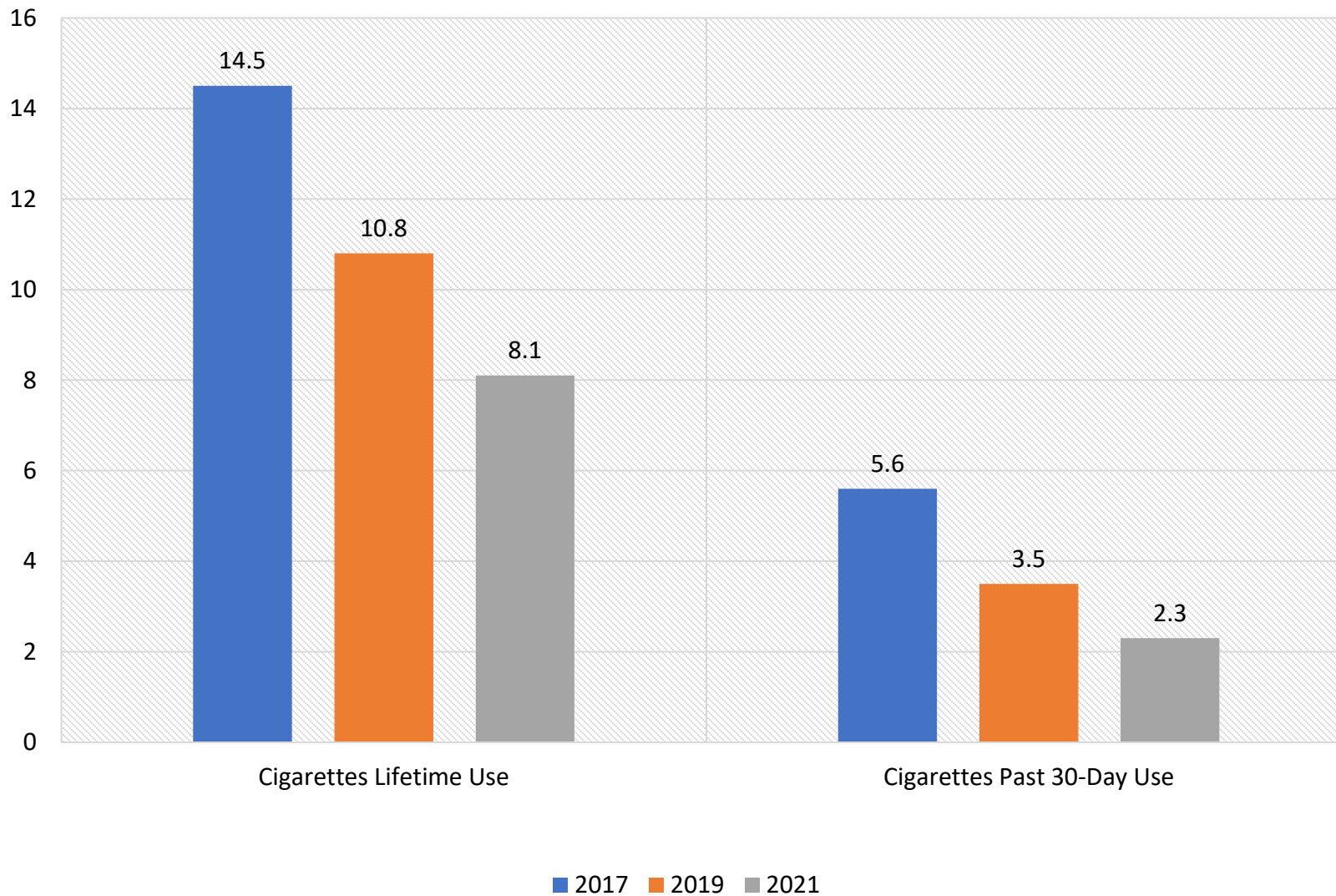


# Student Marijuana Use 2017-2021



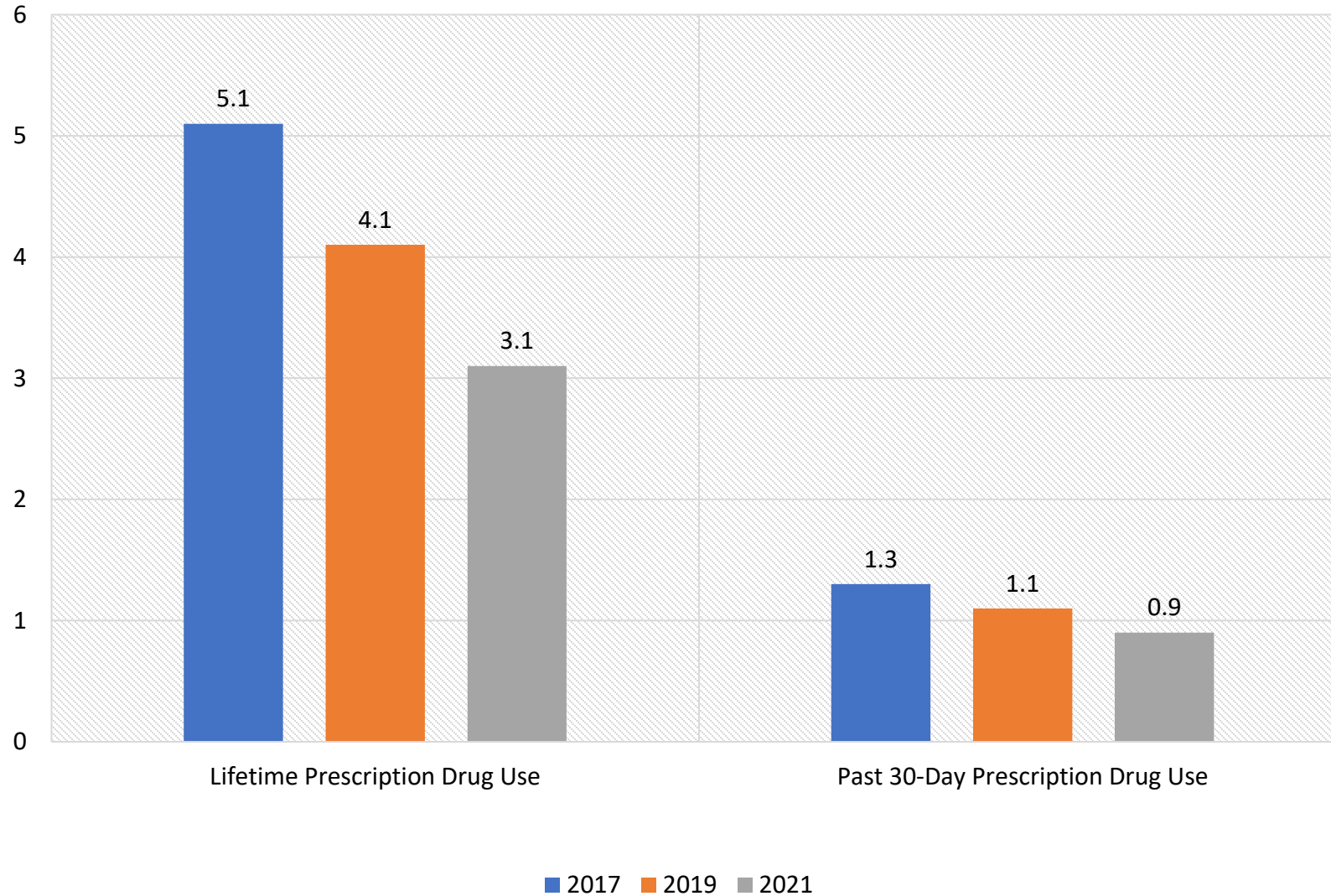
# Student Tobacco Use 2017-2021

## Percent of Students



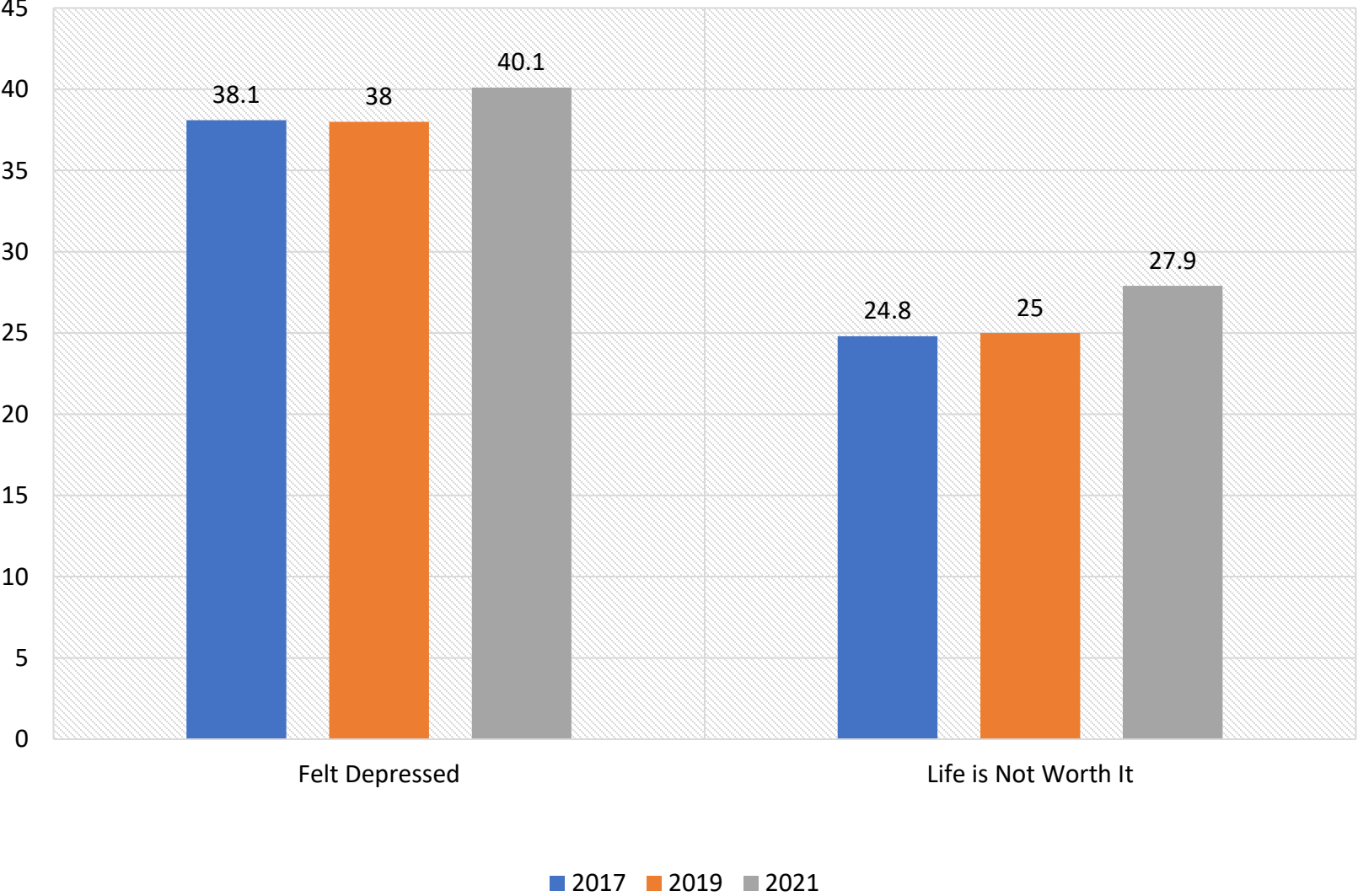
# Student Prescription Drug Use 2017-2021

Percent of Students



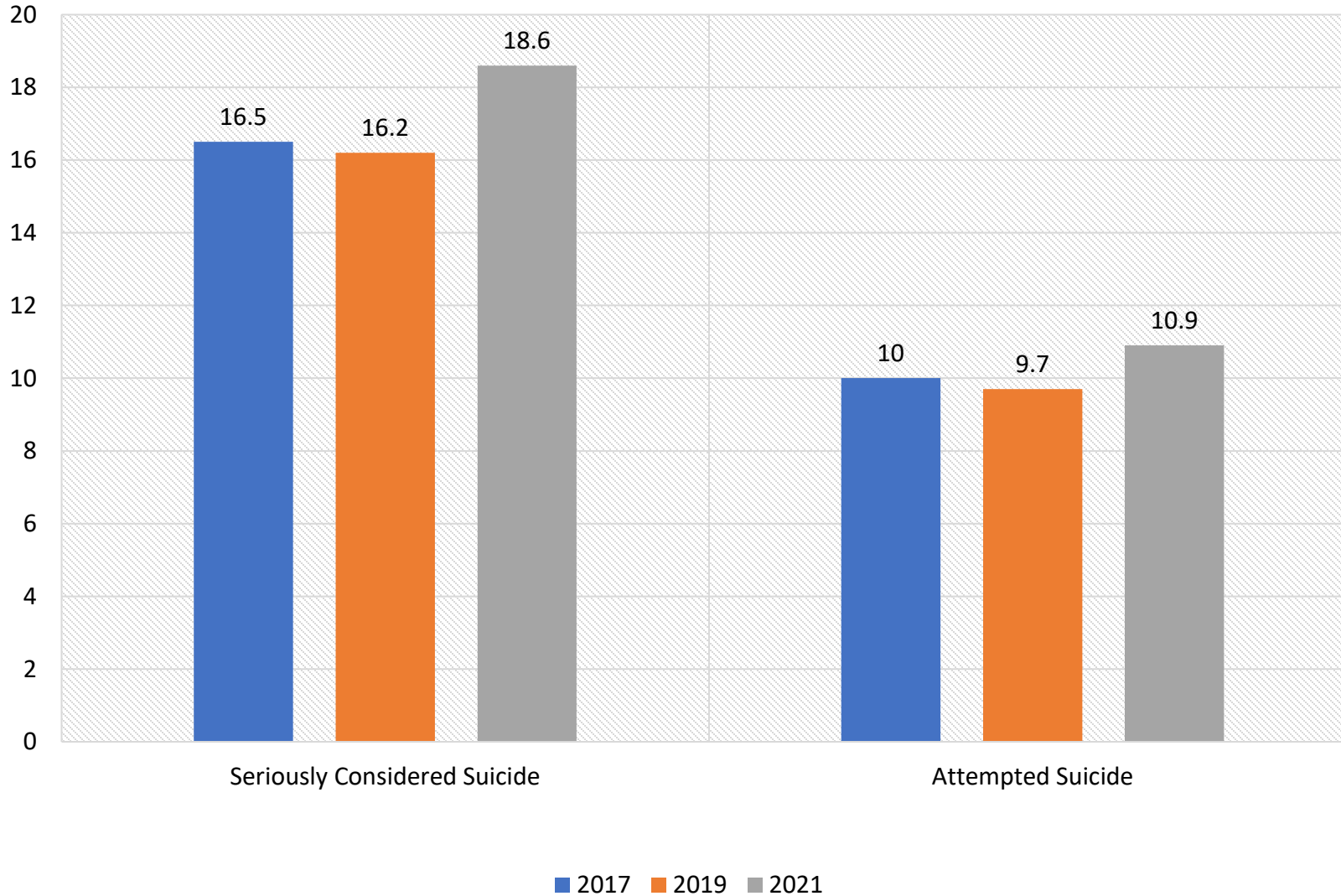
# Student Mental Health 2017-2021

## Percent of Students



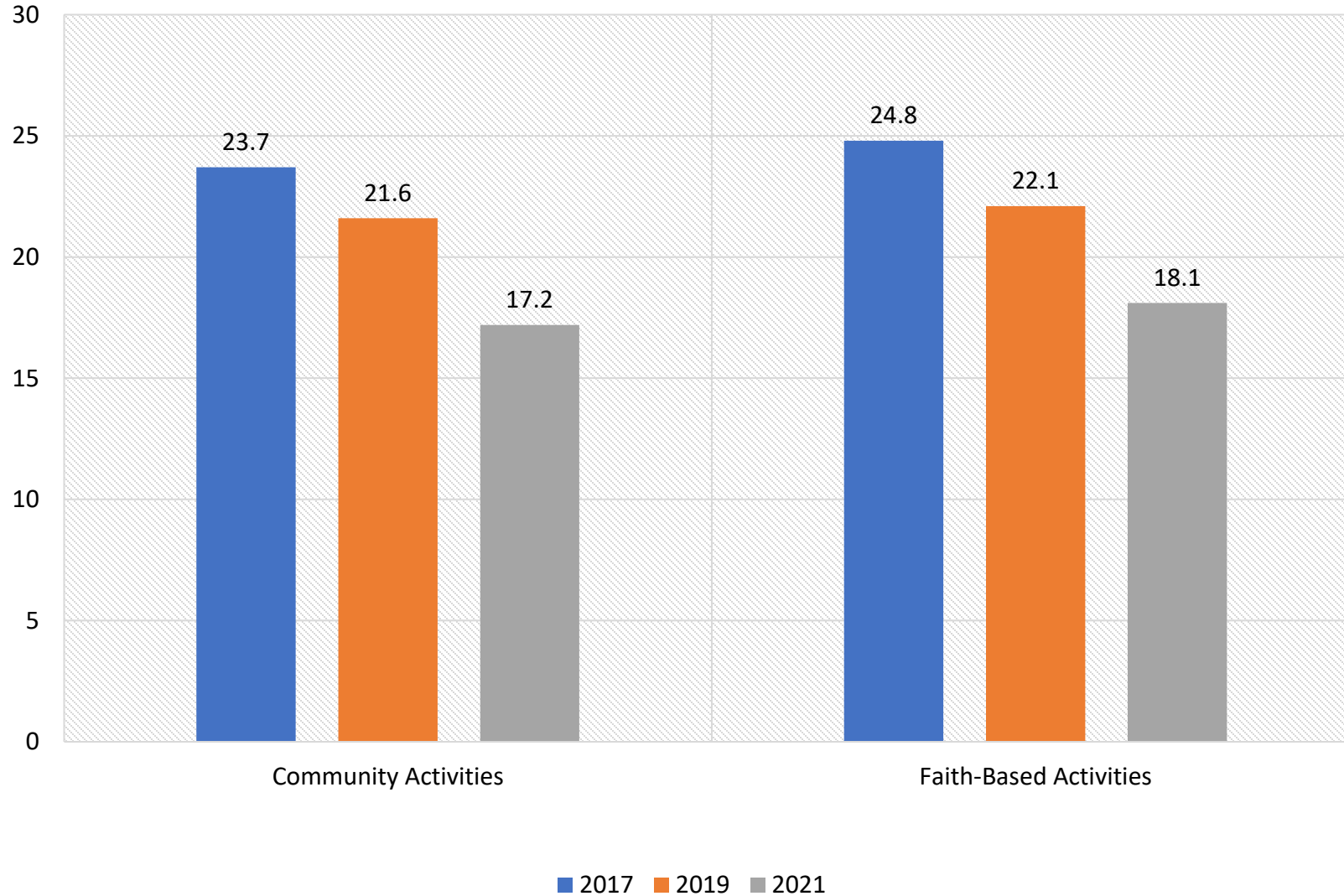
# Student Mental Health 2017-2021

## Percent of Students



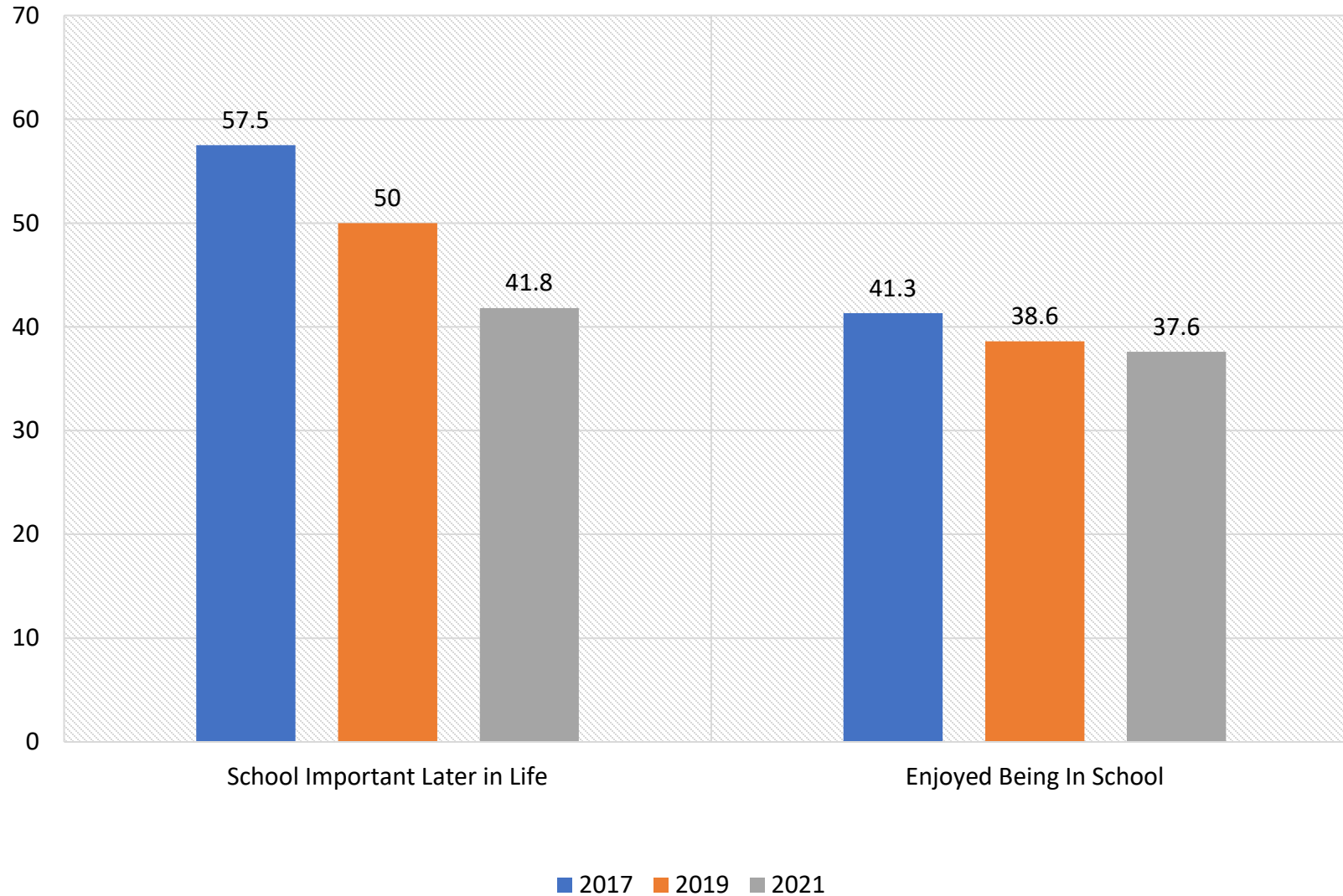
# Involvement in Pro-Social Activities 2017-2021

## Percent of Students



# Perceived Importance of School 2017-2021

## Percent of Students



# Elevated Risk Factors Pennsylvania

- Low commitment to school
- Low perceived risk of drug use
- Laws & norms favorable towards drug use
- Low neighborhood attachment
- Attitudes favorable towards drug use



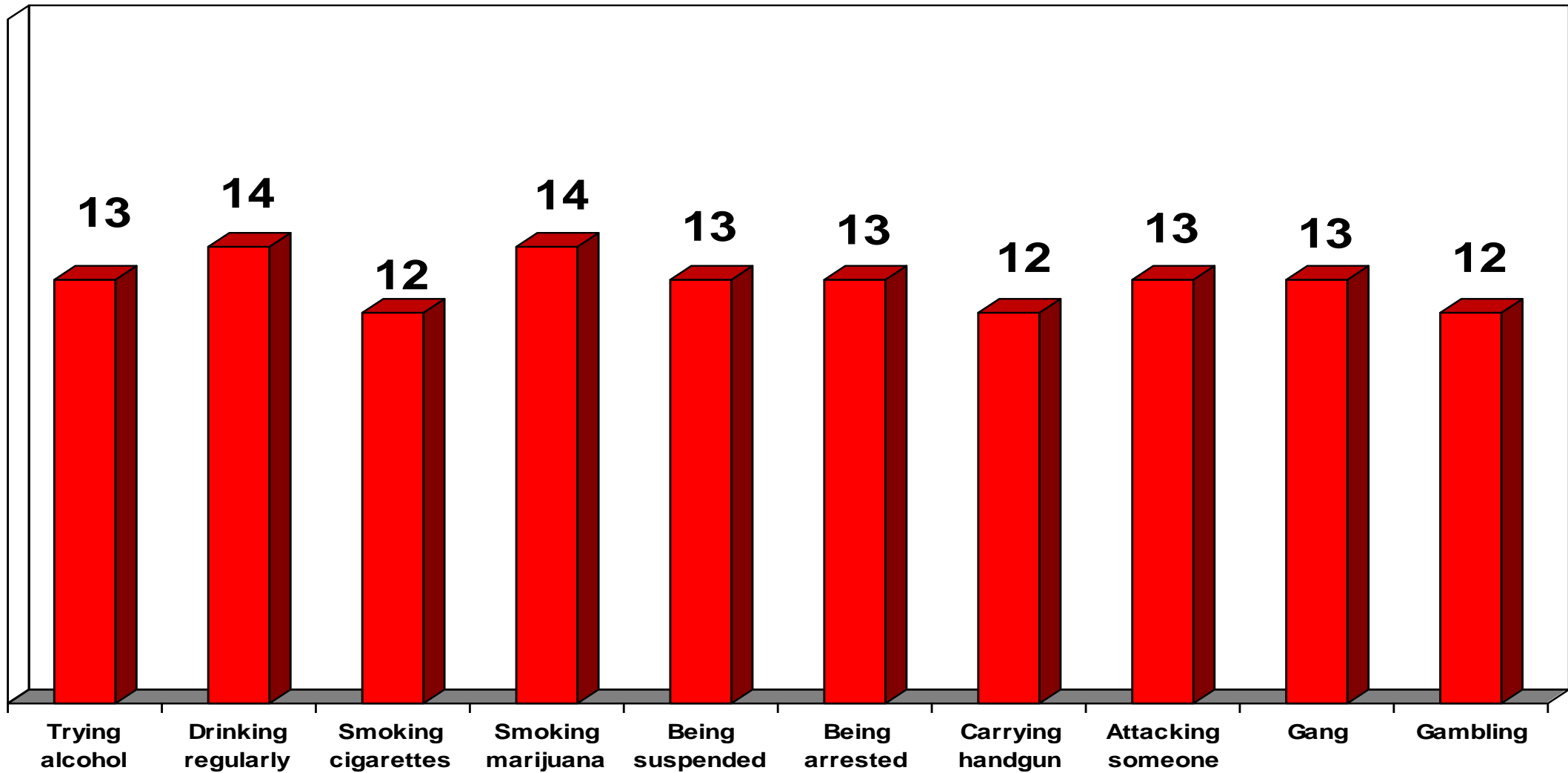
# Missing Protective Factors Pennsylvania

- Community rewards for prosocial involvement
- School opportunities for prosocial involvement
- Religiosity (1-2 hours per week in organized faith activities)

Question:

What is the average age of onset for adolescent problem behaviors including substance use, violence, drug use, juvenile delinquency, gang involvement?

# Average Age of Onset



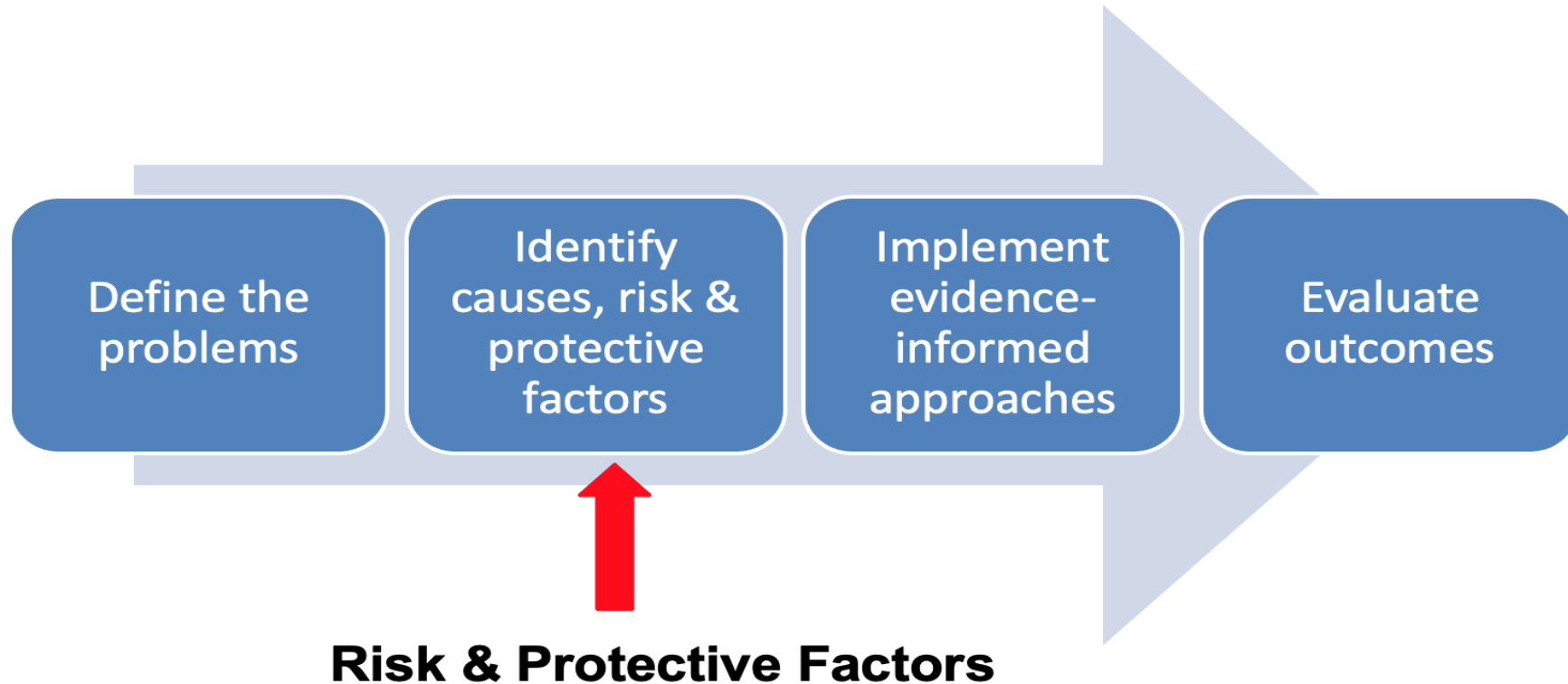
(Pennsylvania Youth Survey, 2021)

# General Comments

- Most forms of substance use **decreased** from 2017-2021
- Community involvement **decreased** from 2017-2021
- Mental health problems **increased** from 2017-2021
- Did the COVID-19 Pandemic **decrease the availability** for access to substance use?
- COVID-19 Pandemic **increased** isolation and lack of social contact

# *Risk & Protective Factors*

# Public Health Model



# Definition: Risk Factor

Those conditions that increase the likelihood that a child will develop problem behaviors later in life.

# Adolescent Risk Factor Domains

- Community Domain
- Family Domain
- School Domain
- Individual/Peer Domain



# Community-Related Risk Factors

**Handout  
Review**



## **Risk Factors**

	<b>Substance Abuse</b>	<b>Delinquency</b>	<b>Teen Pregnancy</b>	<b>School Drop-Out</b>	<b>Violence</b>	<b>Depression &amp; Anxiety</b>
<b>Community Domain</b>						
<b>Availability of Drugs</b>	✓				✓	
<b>Availability of Firearms</b>		✓			✓	
<b>Community Laws and Norms Favorable Toward Drug Use, Firearms, and Crime</b>	✓	✓			✓	
<b>Media Portrayals of Violence</b>					✓	
<b>Transitions and Mobility</b>	✓	✓		✓		✓
<b>Low Neighborhood Attachment and Community Disorganization</b>	✓	✓			✓	
<b>Extreme Economic Deprivation</b>	✓	✓	✓	✓	✓	

# Family-Related Risk Factors

**Handout  
Review**



## **Risk Factors**

	<b>Substance Abuse</b>	<b>Delinquency</b>	<b>Teen Pregnancy</b>	<b>School Drop-Out</b>	<b>Violence</b>	<b>Depression &amp; Anxiety</b>
<b>Family</b>						
<b>Family History of the Problem Behavior</b>	✓	✓	✓	✓	✓	✓
<b>Family Management Problems</b>	✓	✓	✓	✓	✓	✓
<b>Family Conflict</b>	✓	✓	✓	✓	✓	✓
<b>Favorable Parental Attitudes and Involvement in the Problem Behavior</b>	✓	✓			✓	

# School-Related Risk Factors

**Handout  
Review**



## **Risk Factors**

	<b>Substance Abuse</b>	<b>Delinquency</b>	<b>Teen Pregnancy</b>	<b>School Drop-Out</b>	<b>Violence</b>	<b>Depression &amp; Anxiety</b>
<b>School</b>						
<b>Academic Failure Beginning in Late Elementary School</b>	✓	✓	✓	✓	✓	✓
<b>Lack of Commitment to School</b>	✓	✓	✓	✓	✓	

# INDIVIDUAL/PEER-RELATED RISK FACTORS

**Handout  
Review**



## **Risk Factors**

	<b>Substance Abuse</b>	<b>Delinquency</b>	<b>Teen Pregnancy</b>	<b>School Drop-Out</b>	<b>Violence</b>	<b>Depression &amp; Anxiety</b>
<b>Individual/Peer</b>						
<b>Early and Persistent Antisocial Behavior</b>	✓	✓	✓	✓	✓	✓
<b>Rebelliousness</b>	✓	✓		✓		
<b>Friends Who Engage in the Problem Behavior</b>	✓	✓	✓	✓	✓	
<b>Favorable Attitudes Toward the Problem Behavior</b>	✓	✓	✓	✓		
<b>Early Initiation of the Problem Behavior</b>	✓	✓	✓	✓	✓	
<b>Constitutional Factors</b>	✓	✓			✓	✓

# Risk Factors for Heroin Use

- Young people who suffer a serious sports injury or routine dental procedure and receive a pharmaceutical opioid.
- Past misuse of a legal pharmaceutical opioid is an elevated risk factor for future heroin addiction.
- Low perception of harm

*Community Laws and  
Norms **Favorable** to the  
Problem Behavior*

# FACT:

When communities favor norms that allow underage drinking and drug use by youth, the success of substance use prevention programs is compromised.

(Ralph Hingson, Ph.D., National Institute of Health, 2023)

# Opioid Crisis

Although national Heroin use rates by youth are relatively low, the risk factors for future use exist now in adolescence.



*40 Developmental Assets:*

*“The Building Blocks of Positive  
Youth Development”*

# 40 Developmental Assets:

*The Building Blocks for Positive Youth Development*



# Definition: Protective Factor

Those people or conditions that buffer youth from risk or how they respond to risk.

# 40 Developmental Assets

## External Assets

Family Boundaries

School Boundaries

Neighborhood Boundaries

**Adult Role Models** 

Positive Peer Influence

High Expectations

Creative Activities

**Youth Programs** 

**Religious Community** 

Time at Home

## Internal Assets

Restraint

**Planning & Decision Making** 

Interpersonal Competence

Cultural Competence

Resistance Skills

Peaceful Conflict Resolution

Personal Power

Self-Esteem

**Sense of Purpose** 

**Positive View of Personal Future** 


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Welcome to the Erie Area 4 Youth We... Search Institute Home



October 8, 2007

Search Institute Home

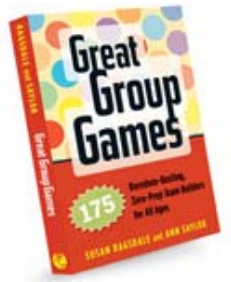
Search

Search Institute Home

Search Institute is an independent nonprofit organization whose mission is to provide leadership, knowledge, and resources to promote healthy children, youth, and communities. To accomplish this mission, the institute generates and communicates new knowledge, and brings together community, state, and national leaders.

At the heart of the institute's work is the framework of [40 Developmental Assets](#), which are positive experiences and personal qualities that young people need to grow up healthy, caring, and responsible.

Latest Search Institute Resource



[Great Group Games](#)  
[175 Boredom-Busting, Zero-Prep Team Builders for All Ages](#)

*Great Group Games* offers 175 enjoyable games and activities that will gently disband group-busting cliques, help newcomers feel welcome, and turn your participants into friends who can count on each other.

A New Insights and Evidence Brief!

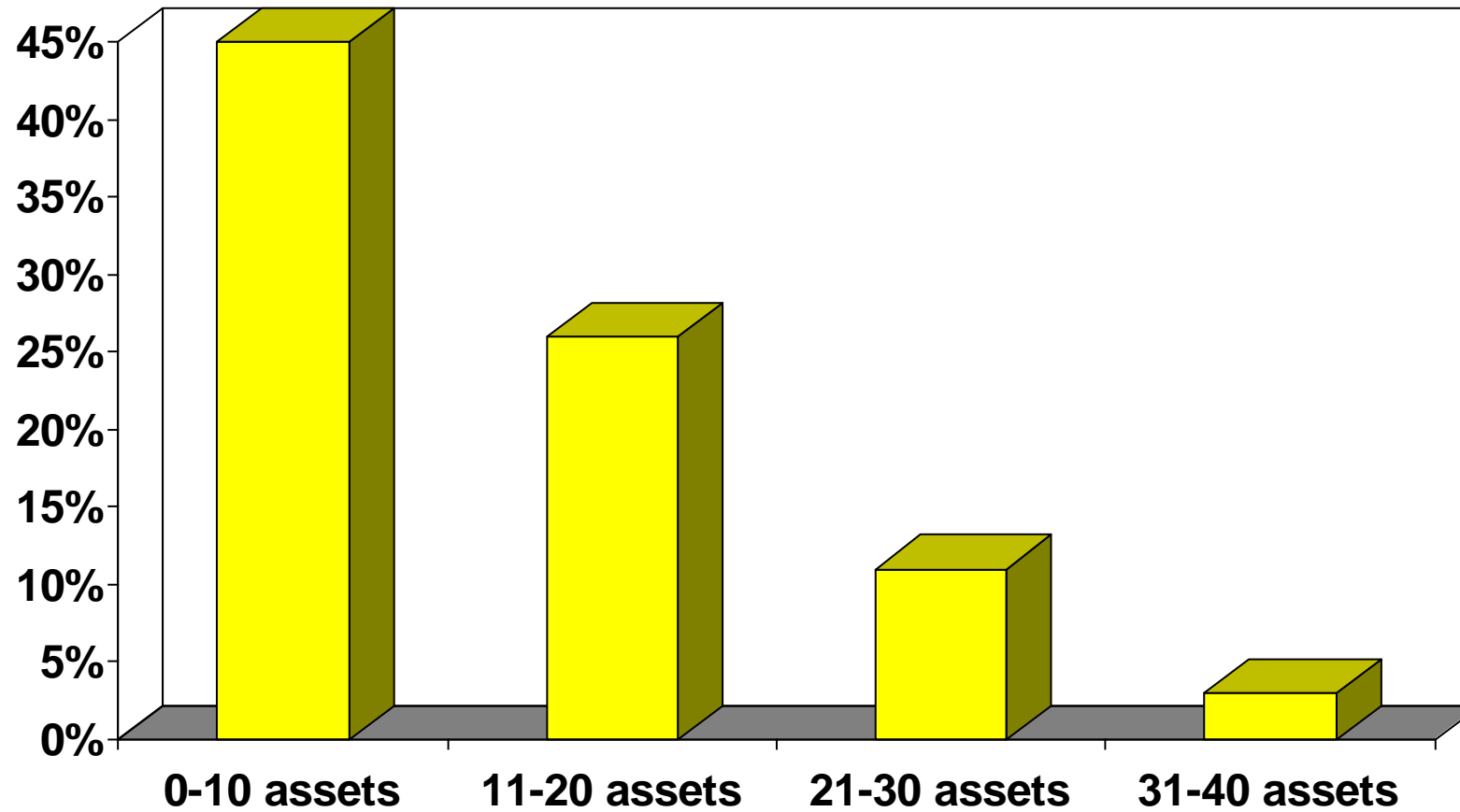
[Sorting Out What Makes a Difference: Youth Development Findings from Camp Settings](#)

Information For

- Grant Seekers

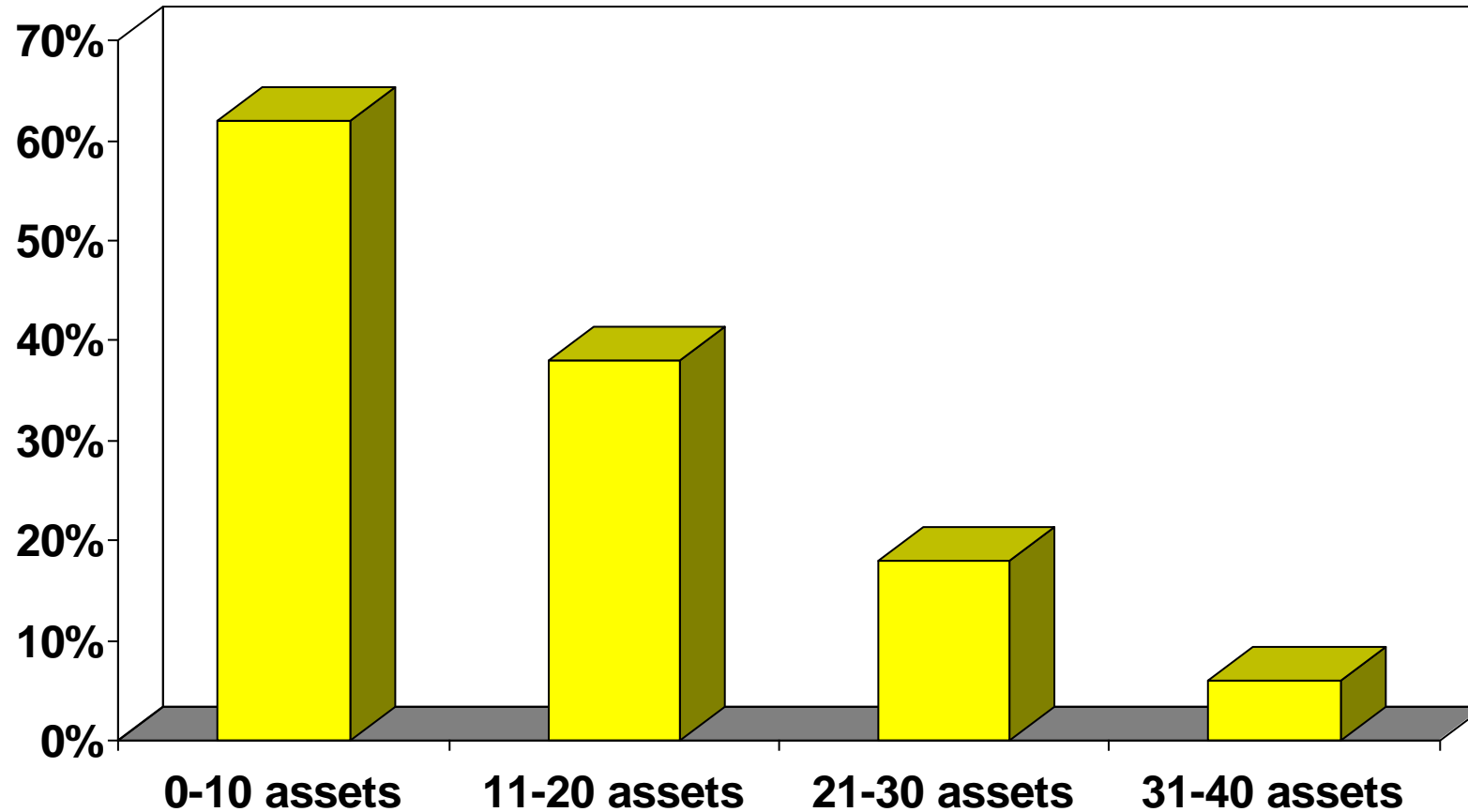
start Microsoft PowerPoint ... Search Institute Hom... 11:23 AM

# Assets Protect Youth from Alcohol Use



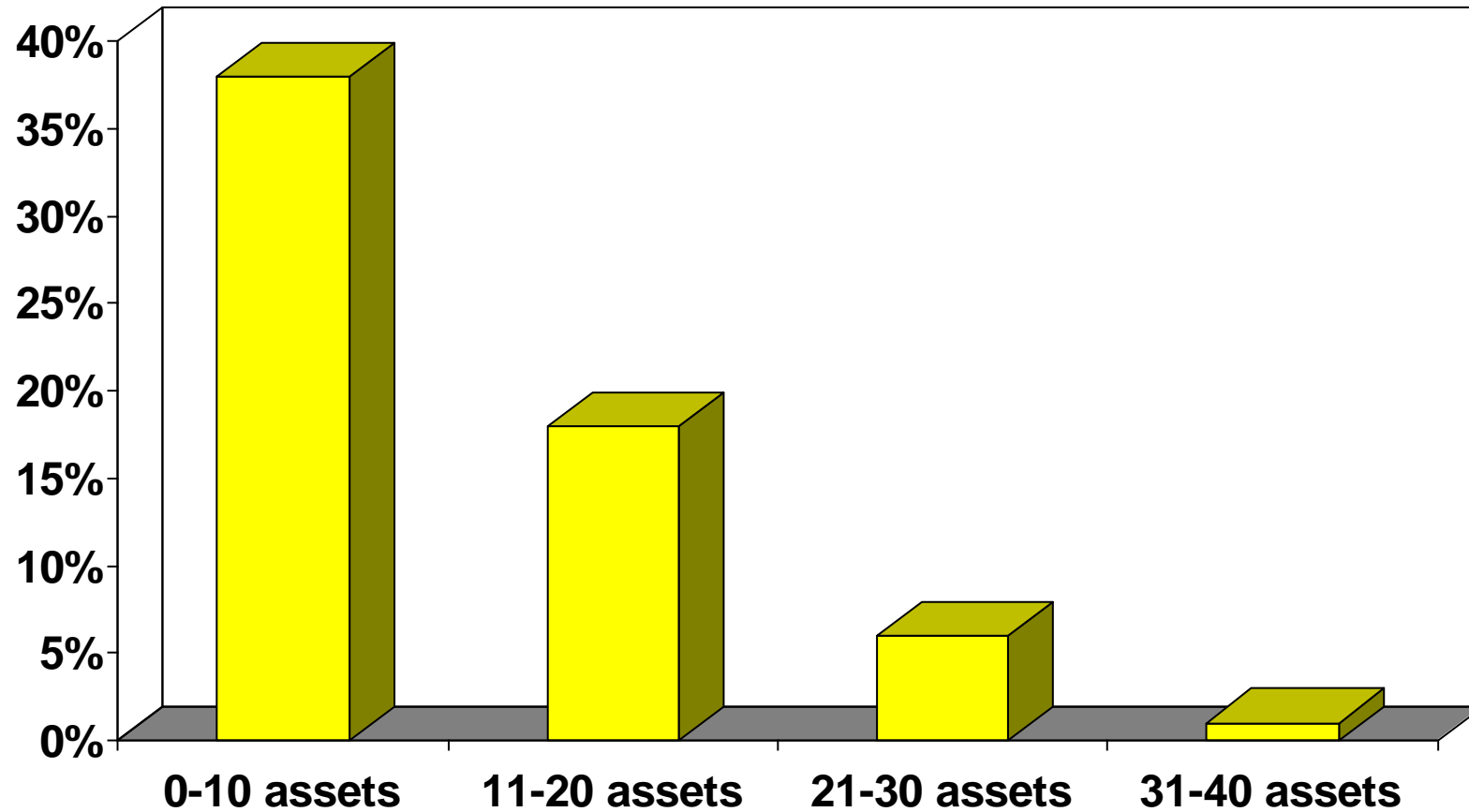
(Based on survey of 150,000 students in grades 6-12; ages 11-18)

# Assets Protect Youth from Violence



(Based on survey of 150,000 students in grades 6-12; ages 11-18)

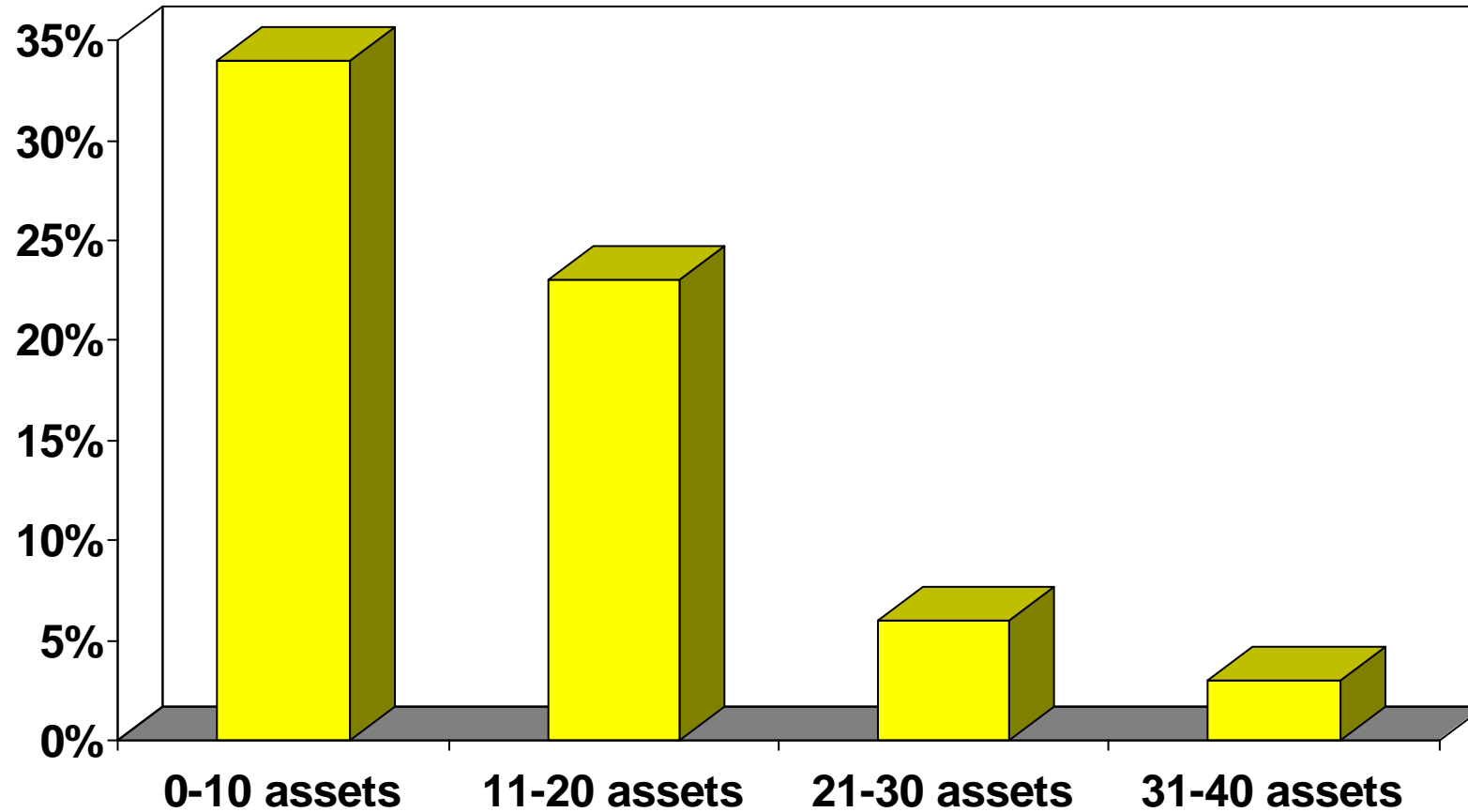
# Assets Protect Youth from Illicit Drug Use



(Based on survey of 150,000 students in grades 6-12; ages 11-18)

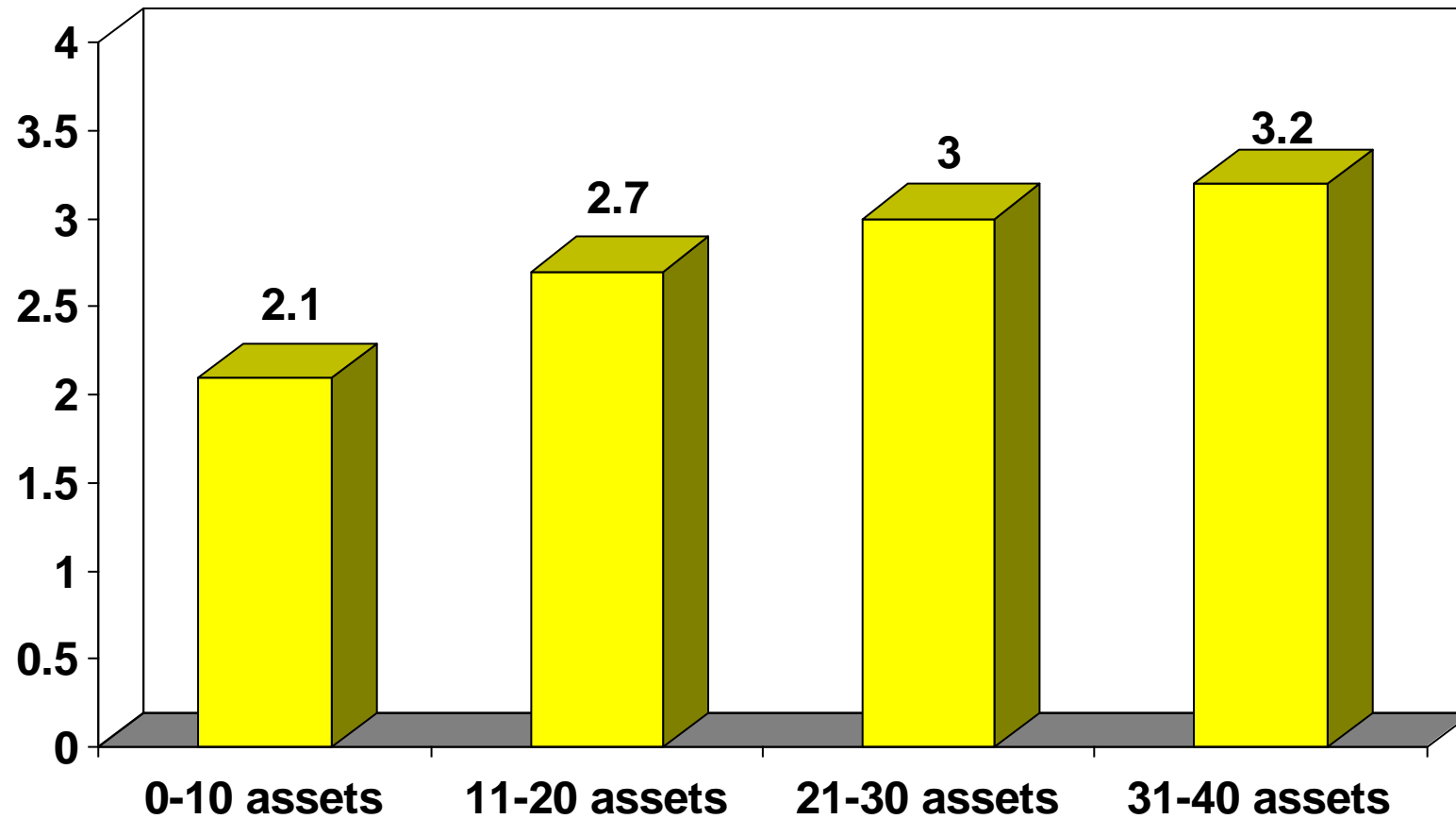


# Assets Protect Youth from Sexual Activity



(Based on survey of 150,000 students in grades 6-12; ages 11-18)

# Assets Boost Academic GPA



(Based on survey of 150,000 students in grades 6-12; ages 11-18)



# Youth Activities are Protective Factors

## Teen Movie Night

Friday February 14, 2015

East Erie Moose Lodge #593  
6060 Iroquois Avenue  
7pm-9pm



- This is a youth event-students only!
- Under 18 years of age only!
- Free Admission!
- Free Popcorn!

Sponsored by Moose Lodge #593 & East Erie Moose Youth Program

## Teen Karaoke/Dance Party

Friday December 5, 2014

East Erie Moose Lodge #593  
6060 Iroquois Avenue  
6pm-9pm

Bring a friend!



- This is a youth event-students only!
- Under 18 years of age only!
- Free Admission!
- Free Pizza!

Sponsored by Moose Lodge #593 & East Erie Moose Youth Program

## Teen Board Game Night

Friday January 9, 2014

East Erie Moose Lodge #593  
6060 Iroquois Avenue  
6pm-9pm



- Free pizza!
- Bring a friend!
- Bring a family member!



Sponsored by Moose Lodge #593 & East Erie Moose Youth Program

# Religiosity Definition

Youth who participate in organized faith activities 1-2 hours per week:

- Mission Trips
- Youth Groups
- Sunday School
- Community Work
- Other Activities

# What Does Science Say About Faith as a Protective Factor?

- 1. Over 500 empirically-based studies
- 2. 1-2 hours per week in organized faith
- 3. Lower rates of **substance use**
- 4. Lower rates of **teen pregnancy**
- 5. Lower rates of **truancy and violence**
- 6. Lower rates of **suicide**

# Development Asset #19

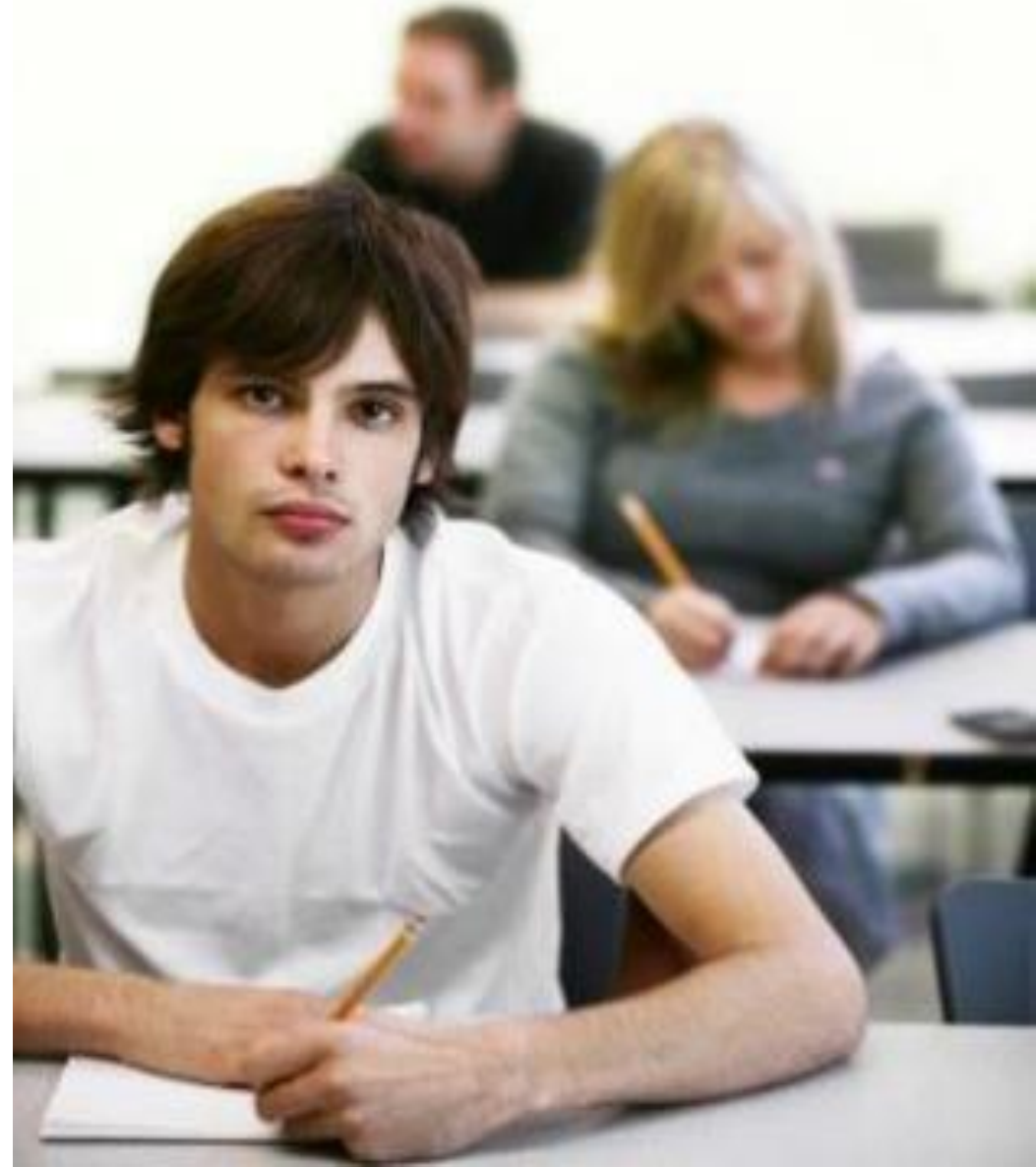
## Religious Community



Young person spends 1-2 hours a week in activities in a religious institution

# FACT:

Only about 3 out of 10 youth attend organized faith activities





# Faith Summit



## BUTLER COUNTY FAITH SUMMIT

*Connecting Our Youth with Faith*

**SAVE THE DATE**  
**Friday, May 6, 2022, 12pm - 3pm**  
**Fairfield YMCA**

Join us for lunch & roundtable discussion about how to connect faith & young people.

**Who Should Attend:**

- Faith Leaders
- Youth Pastors
- Youth Workers
- Civic Organizations
- Prevention Planners
- Local Government

**Special Guest:** Congressman Warren Davidson



Registration Coming Soon!

More information: [markiewiczjoe@msn.com](mailto:markiewiczjoe@msn.com)



# FACT:

The number one protective factor for preventing teen suicide is a feeling of

**“Connectedness”**

(Search Institute, December 2017)



#BEHERETOMORROW



*Resiliency*

# Resiliency

Resilience is the process of adapting well in the face of adversity, trauma, tragedy, or significant sources of stress such as family problems, substance use, mental & physical abuse, more.

# 10 Tips for Building Resilience in Teens

- Make connections
- Have your child help others
- Maintain a daily routine
- Take a break
- Teach your child self-care



# 10 Tips for Building Resilience in Teens

- Help them set a goal
- Nurture positive self-view
- Maintain a positive outlook
- Self-discovery
- Accept change



*Engaging Young People as  
Positive Change Agents*



**Building Protection: The Social Development Strategy**

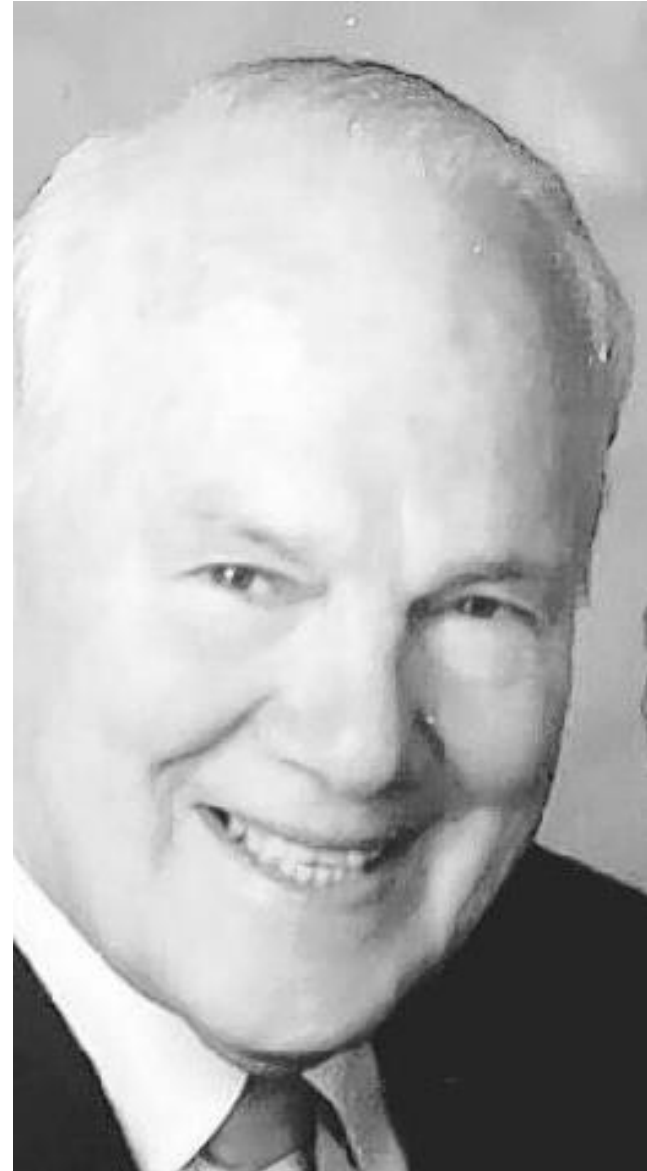


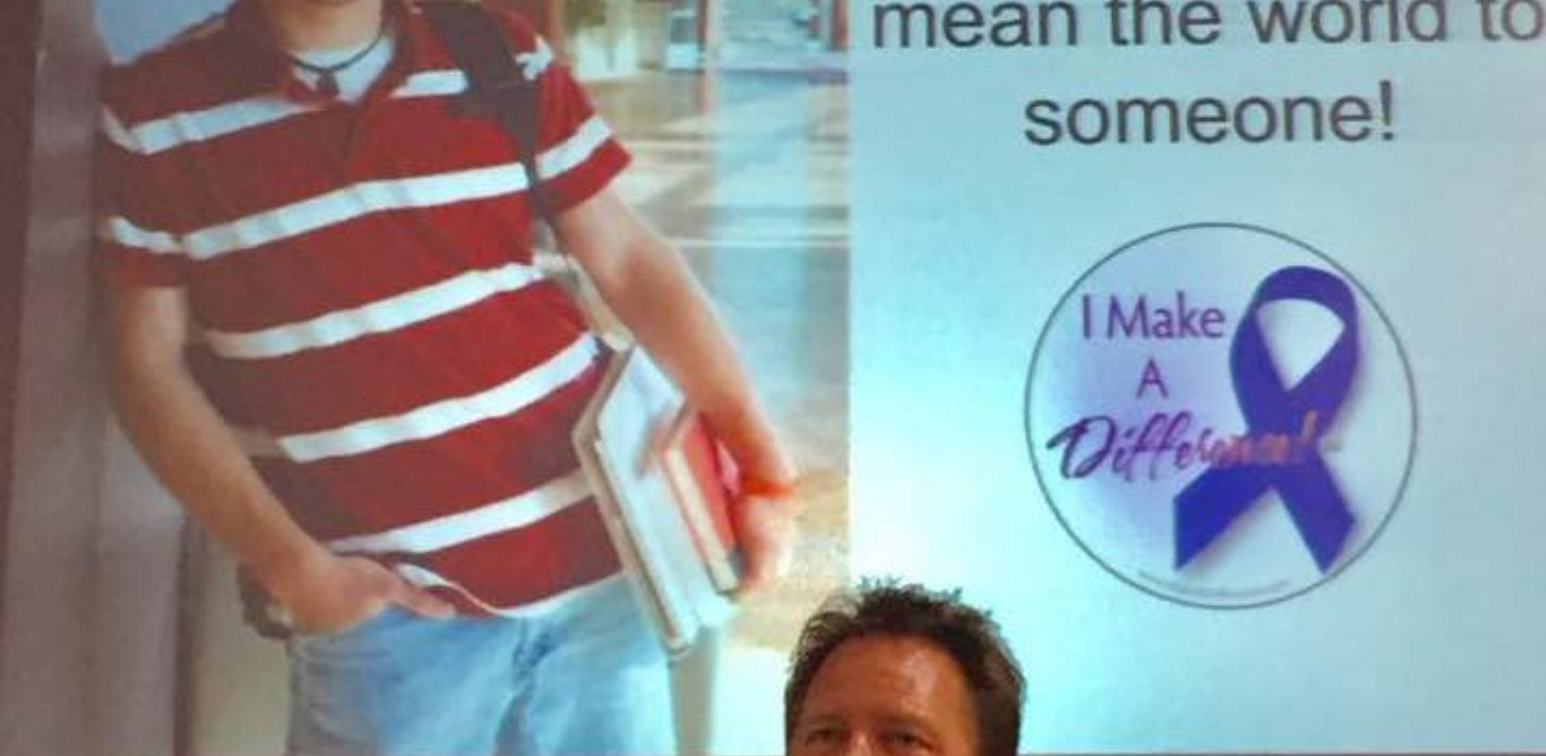
Communities That Care

*Building Relationships with  
Young People*

# The Power of Relationships

The single most common factor for building positive youth development is at least **one stable and committed relationship** with a supportive parent, caregiver or other adult.





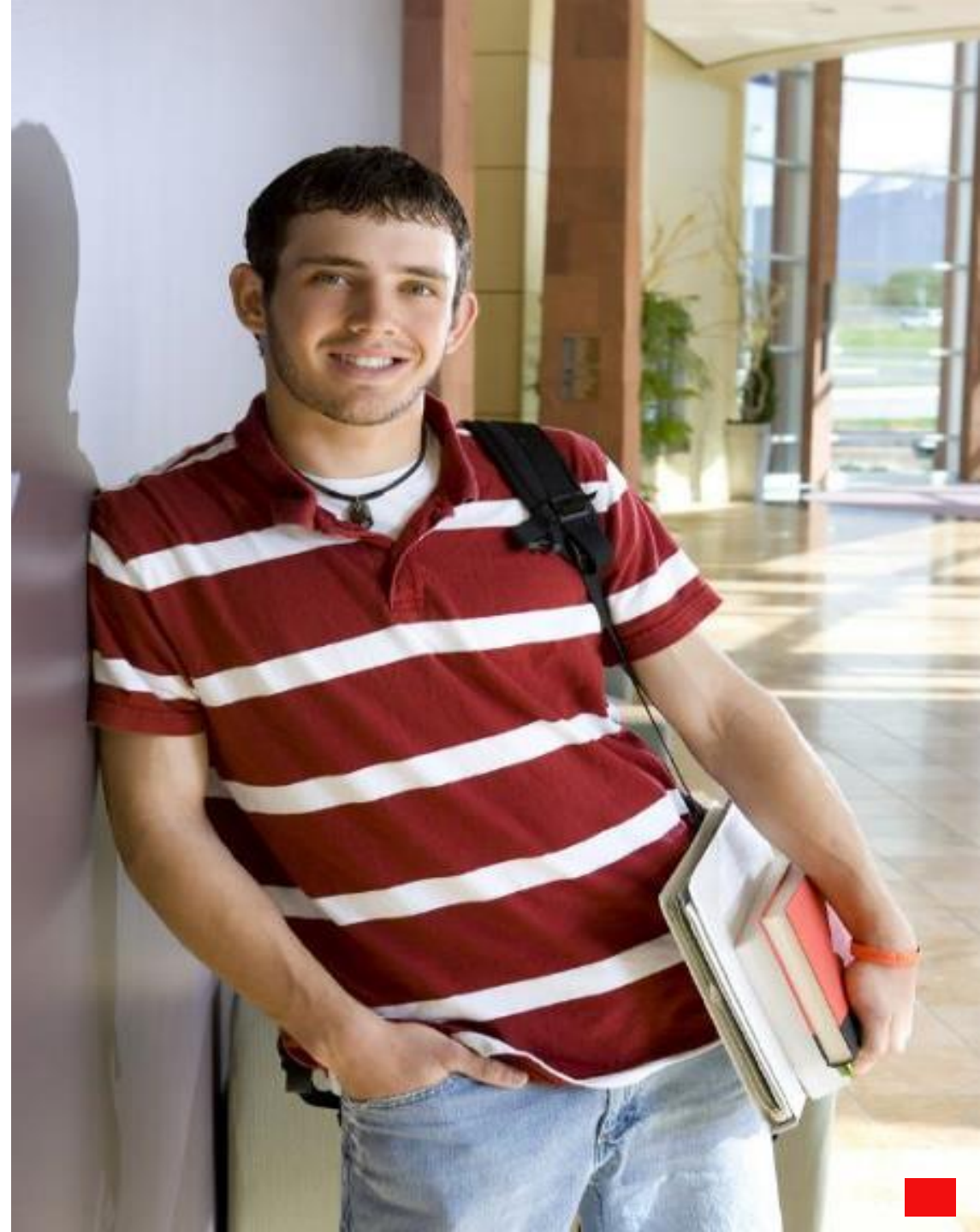
# Getting to Know Young People

- What does the young person like to do?
- What does the young person avoid doing?
- What are the young person's strengths?
- What's going on in the young person's life?

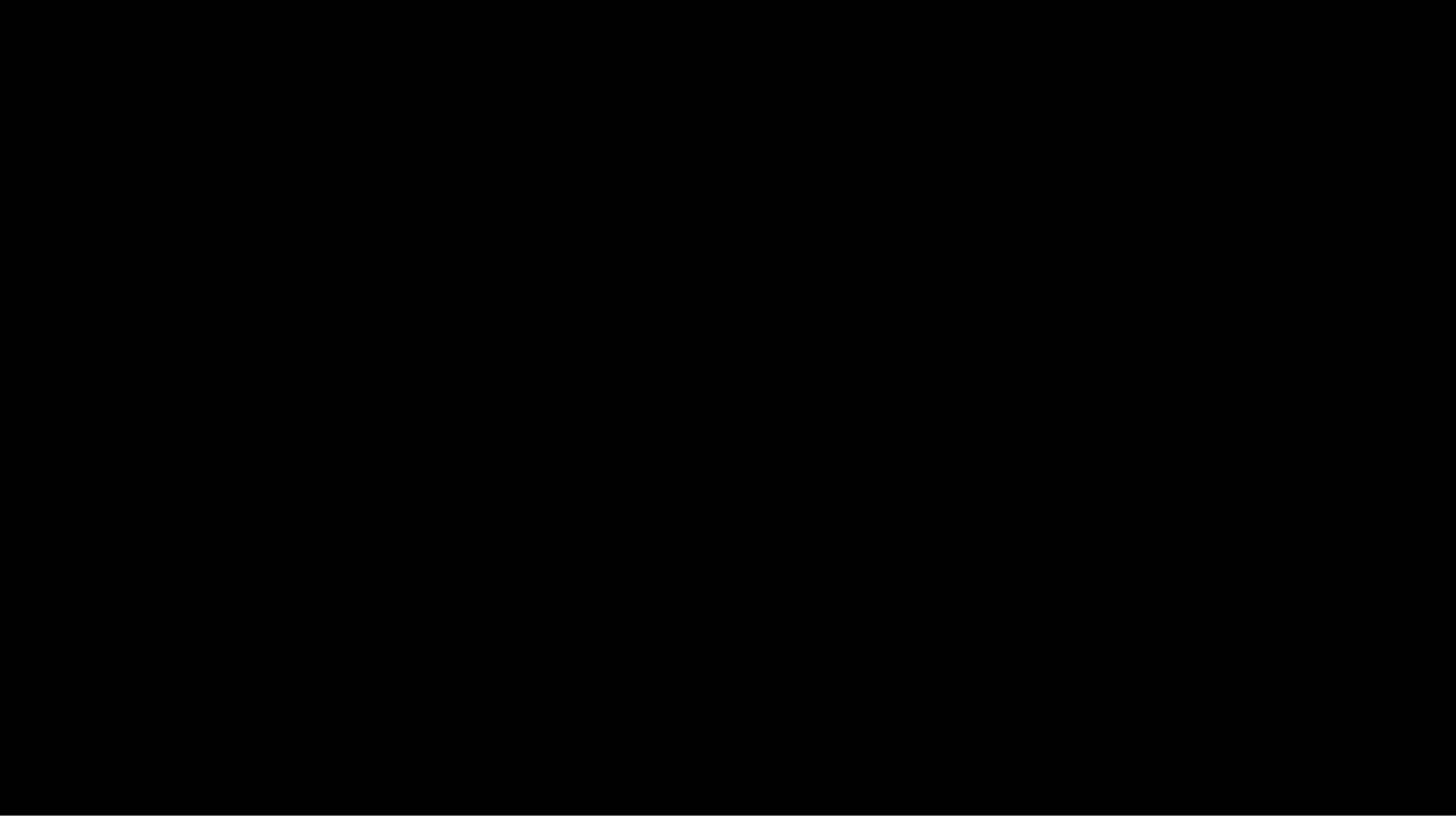
# *Youth Coalitions*

# Same Faces Different Names

- Youth Coalition
- Youth Advisory Board
- Youth Council
- Leaders in Training
- Youth Board
- Student Leaders
- Student Leadership Council
- Principal's Cabinet







# Ways to Recruit Youth

- Teacher and Staff Recommendations
- Word of Mouth (Current Members)
- School-Related Events
- Flyers, Announcements, Cafeteria Table
- Student Scheduling Events (Parents)
- Current Member Ideas
- Club Fairs in School
- Siblings



# Code Of Conduct

## ATTEND

Attendance will be taken at every meeting. Members **CANNOT** miss more than 3 meetings.

## ACTIONS

Help us be a great club!  
Be Punctual, Prepared,  
and ready to  
Participate!

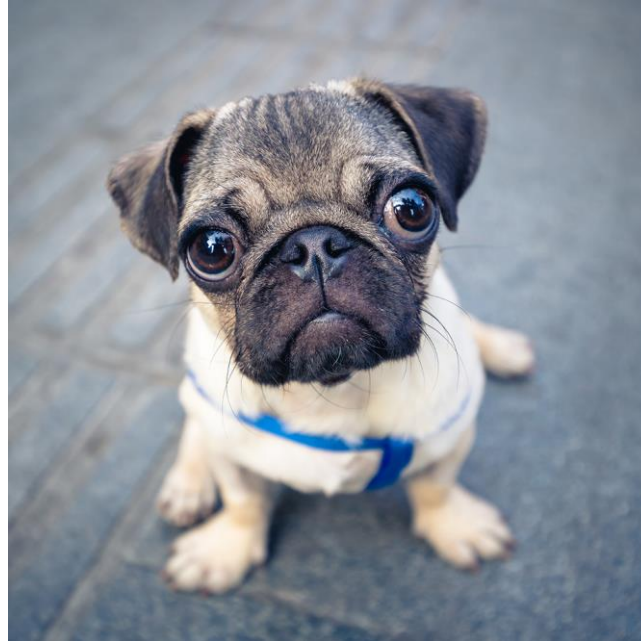
## COMMITTEES

Must serve on at least 1 committee. Committees can't be changed until project is complete.

## COMMITMENT

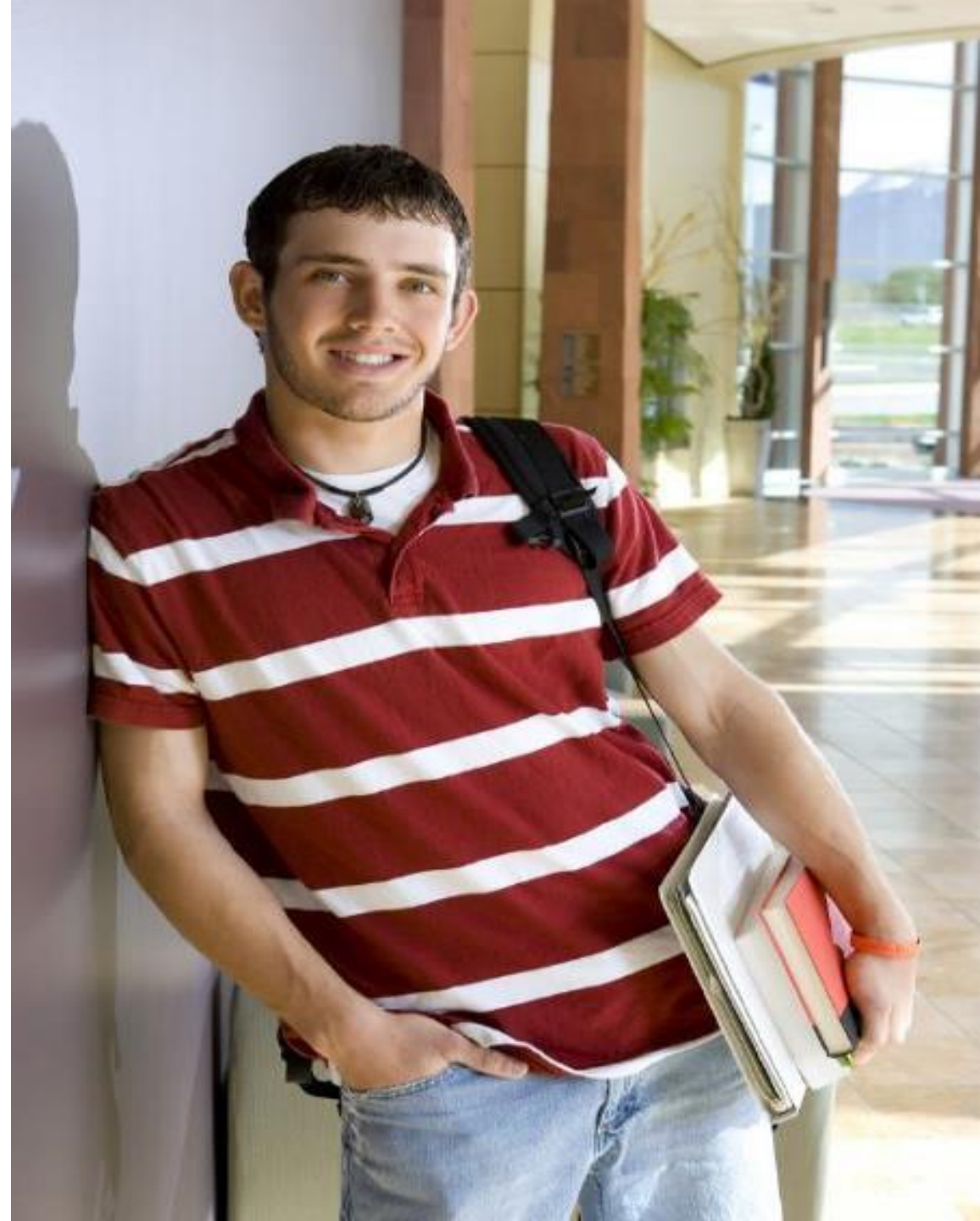
Follow through with what you sign up for!  
Show up on time ready for the volunteer work!

**Make it Fun!**





# Student Coalition Marketing



# Youth Coalition Tagline



“Every Student Matters”

Our Tagline!

Loving my  
DRUG  
FREE  
LIFE!

2022 - 2023



# Student Action Planning



# Student Planning Process

- Review youth survey data
- Establish priorities
- Brainstorm activities and events for action
- Network with other schools
- Develop action plans to share with community prevention coalitions



# Student Action Plans

Name of School: \_\_\_\_\_

Event Date	Event Title	Event Objectives	Event Description	Responsible Persons
4-2-2018	You Make a Difference School Wide Assembly	Build positive relationships between students and teachers	Students will present blue ribbons to teachers and tell positive stories about how they impacted them in school	<ul style="list-style-type: none"><li>• Principal</li><li>• Student Team</li><li>• Teachers</li><li>• Parents</li></ul>

# Youth Data Drives the Process

## Pennsylvania Youth Survey Fact Sheet

The Pennsylvania Youth Survey (PAYS) was administered to 2,477 students in grades 6, 8, 10, & 12 in 2015. Some of the highlights of the survey include the following:

- 45% of students have **tried alcohol**
- 20% of students use alcohol **on a regular basis**
- 70% of high school **seniors have tried alcohol**
- 38% of high school **seniors drink alcohol regularly**
- 20% of high school **seniors engage in binge drinking**
- 5% of high school seniors **drive an automobile after drinking alcohol**
- 9% of high school seniors **drive an automobile after using marijuana**
- When asked **where all students get their ATOD**, they replied:
  - 32% get it from a friend
  - 27% get it from their parents
  - 22% took it without permission
  - 16% of 6<sup>th</sup> grade students who used alcohol got it from their parents
- 16% of students have **tried marijuana**
- 8% of students **use marijuana on a regular basis**

# Choose 3-5 Priority Focus Areas

**School District:** \_\_\_\_\_

**Priorities**

1. \_\_\_\_\_  
Sadness and Isolation

2. \_\_\_\_\_  
Marijuana Use

3. \_\_\_\_\_  
Alcohol Use

4. \_\_\_\_\_

5. \_\_\_\_\_

# Brainstorming Activities

- Press Release/Media
- Positive T-Shirts
- Community Pep Rally
- School Assemblies
- “Student of the Day”
- Public Service Announcements
- Increase Student Diversity
- “Life is worth it” Campaign
- 60 Second Radio Briefs
- Visit Elementary Schools
- Peer Education Program
- Invite Community into School Positive Message of the Day
- Positive Messages Mural
- Town Hall Meeting
- Large posters- positive news!
- Chinese Fortune cookies
- Positive Tickets
- Notes on Lockers

# No Scare Tactics!

- Ineffective
- Short-Term Impact
- Re-traumatizing



**Use the 40  
Assets to plan  
activities &  
events**

<b>External Assets</b>	<b>Support</b>	<ol style="list-style-type: none"> <li><b>1. Family support</b>—Family life provides high levels of love and support.</li> <li><b>2. Positive family communication</b>—Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.</li> <li><b>3. Other adult relationships</b>—Young person receives support from three or more nonparent adults.</li> <li><b>4. Caring neighborhood</b>—Young person experiences caring neighbors.</li> <li><b>5. Caring school climate</b>—School provides a caring, encouraging environment.</li> <li><b>6. Parent involvement in schooling</b>—Parent(s) are actively involved in helping young person succeed in school.</li> </ol>
	<b>Empowerment</b>	<ol style="list-style-type: none"> <li><b>7. Community values youth</b>—Young person perceives that adults in the community value youth.</li> <li><b>8. Youth as resources</b>—Young people are given useful roles in the community.</li> <li><b>9. Service to others</b>—Young person serves in the community one hour or more per week.</li> <li><b>10. Safety</b>—Young person feels safe at home, school, and in the neighborhood.</li> </ol>
	<b>Boundaries &amp; Expectations</b>	<ol style="list-style-type: none"> <li><b>11. Family boundaries</b>—Family has clear rules and consequences and monitors the young person's whereabouts.</li> <li><b>12. School Boundaries</b>—School provides clear rules and consequences.</li> <li><b>13. Neighborhood boundaries</b>—Neighbors take responsibility for monitoring young people's behavior.</li> <li><b>14. Adult role models</b>—Parent(s) and other adults model positive, responsible behavior.</li> <li><b>15. Positive peer influence</b>—Young person's best friends model responsible behavior.</li> <li><b>16. High expectations</b>—Both parent(s) and teachers encourage the young person to do well.</li> </ol>
	<b>Constructive Use of Time</b>	<ol style="list-style-type: none"> <li><b>17. Creative activities</b>—Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.</li> <li><b>18. Youth programs</b>—Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.</li> <li><b>19. Religious community</b>—Young person spends one or more hours per week in activities in a religious institution.</li> <li><b>20. Time at home</b>—Young person is out with friends "with nothing special to do" two or fewer nights per week.</li> </ol>

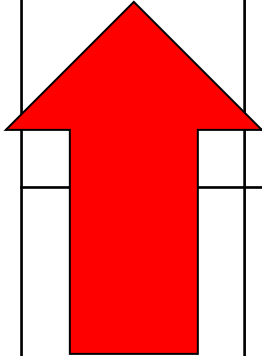
<b>Internal Assets</b>	<b>Commitment to Learning</b>	<ol style="list-style-type: none"> <li><b>21. Achievement Motivation</b>—Young person is motivated to do well in school.</li> <li><b>22. School Engagement</b>—Young person is actively engaged in learning.</li> <li><b>23. Homework</b>—Young person reports doing at least one hour of homework every school day.</li> <li><b>24. Bonding to school</b>—Young person cares about her or his school.</li> <li><b>25. Reading for Pleasure</b>—Young person reads for pleasure three or more hours per week.</li> </ol>
	<b>Positive Values</b>	<ol style="list-style-type: none"> <li><b>26. Caring</b>—Young person places high value on helping other people.</li> <li><b>27. Equality and social justice</b>—Young person places high value on promoting equality and reducing hunger and poverty.</li> <li><b>28. Integrity</b>—Young person acts on convictions and stands up for her or his beliefs.</li> <li><b>29. Honesty</b>—Young person "tells the truth even when it is not easy."</li> <li><b>30. Responsibility</b>—Young person accepts and takes personal responsibility.</li> <li><b>31. Restraint</b>—Young person believes it is important not to be sexually active or to use alcohol or other drugs.</li> </ol>
	<b>Social Competencies</b>	<ol style="list-style-type: none"> <li><b>32. Planning and decision making</b>—Young person knows how to plan ahead and make choices.</li> <li><b>33. Interpersonal Competence</b>—Young person has empathy, sensitivity, and friendship skills.</li> <li><b>34. Cultural Competence</b>—Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.</li> <li><b>35. Resistance skills</b>—Young person can resist negative peer pressure and dangerous situations.</li> <li><b>36. Peaceful conflict resolution</b>—Young person seeks to resolve conflict nonviolently.</li> </ol>
	<b>Positive Identity</b>	<ol style="list-style-type: none"> <li><b>37. Personal power</b>—Young person feels he or she has control over "things that happen to me."</li> <li><b>38. Self-esteem</b>—Young person reports having a high self-esteem.</li> <li><b>39. Sense of purpose</b>—Young person reports that "my life has a purpose."</li> <li><b>40. Positive view of personal future</b>—Young person is optimistic about her or his personal future.</li> </ol>



# Student Action Plans

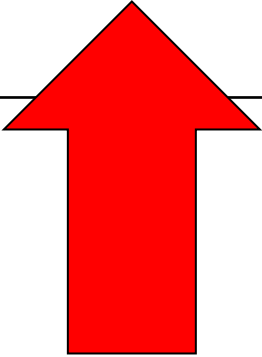
Name of School: \_\_\_\_\_

Event Date	Event Title	Event Objectives	Event Description	Responsible Persons
4-2-2018	You Make a Difference School Wide Assembly	Build positive relationships between students and teachers	Students will present blue ribbons to teachers and tell positive stories about how they impacted them in school	<ul style="list-style-type: none"><li>• Principal</li><li>• Student Team</li><li>• Teachers</li><li>• Parents</li></ul>



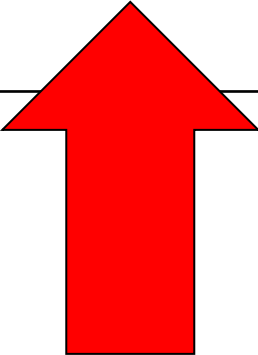
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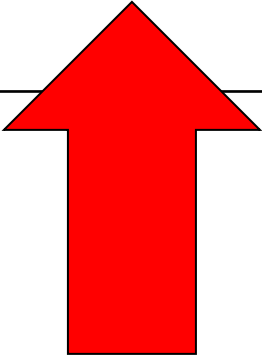
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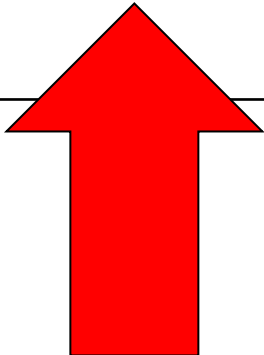
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*Positive Social Norms*

# Positive Social Norming





Come to  
where the  
flavor is.



Marlboro Red or Longhorn 100's —





**Station Wagon:** A long wood-paneled automobile for a family of eight where no one wore a seat belt!



# Positive Social Norms Theory

- College Drinking Reduction (*Perkins, 2003*)
- Community Expectations (*Bandura, 1998*)
- Younger Adult Alcohol Abuse (*Berkowitz, 2004*)
- Sexual Health Behaviors (*Taylor & Francis, 1985*)

# Positive Social Norming

*The basic idea shared is:*

- Misperceptions regarding negative behaviors in young adults intensify the negative behavior
- Sharing the factual information about the majority of positive behaviors have a positive effect

# “Flipping” the Data

- Instead of mentioning the number of students involved in negative behaviors, focus on the positive!
- For example: 76% of students are alcohol free!

## 5 Tips to a Successful Social Norms Campaign

Home / Social Norms / 5 Tips to a Successful Social Norms Campaign



### Sign up for our Newsletter

Email Address

First Name

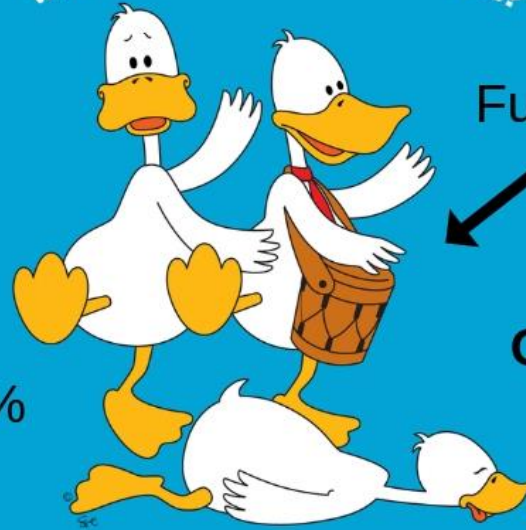
Last Name

# 5 Tips to a Successful Social Norms Campaign

- 1. Create a brand-** Consistent **logos, color schemes**, and post activity can help your campaign stand out and become familiar among your audience.
- 2. Use just one or two norms at a time-** Keep it simple. When students are running from place to place, they don't always have time to read long messages
- 3. Use accurate data-** **Valid and reliable data** that is accurate
- 4. Go where students hang-out-** Physical and cyber locations
- 5. Keep it positive!** The Social Norms Approach has also been referred to as "The Science of the Positive"

Attention Getter

**Party fowl**  
who wants to be the loose goose?



Fun Mascot

Statistic  
**OVER 51%**

**ONE** Norms  
Message

9 out of 10 MSU students disapprove of drinking to the point of passing out

Data Source: 2013 MSU Spring Celebration Survey, N=1,068

   @msusocialnorms

Data Source

Social Media Handle



# Effective Student Meetings



# Tips for Youth Meetings

- Decide on a name for the group
- Focus on the plan; no mission drift!
- Who facilitates the meetings?
- How often do we meet? Where do we meet?
- Go for the “Low Hanging Fruit”

# Student Ideas



Be helpful  
Be kind  
Be tolerant  
Be forgiving  
Be gentle  
Have self control  
Be loving  
Be patient  
Be joyful  
Be slow to anger  
Be nice to each other

# Positive Messaging Campaigns

Students involved in positive activities have lower rates of violence, teen pregnancy, & dropouts.

GMA  
The  
McLane Advantage

*Together We Can*

Positive Youth  
Development



**STUDENT  
ATHLETE  
MENTOR  
EMPLOYEE  
ARTIST  
LEADER**



**YOUTH: OUR COMMUNITY'S MOST  
VALUABLE NATURAL RESOURCE**



**MESSAGE BY THE CHARTER SCHOOL OF EXCELLENCE**

**CHARTERSCHOOLOFEXCELLENCE.ORG**

# YOUTH: Our Community's Most Valuable Resource!



*“Most of us volunteer in our community.”*



**FairfieldCoalition.org**



A group of four circular icons for connectivity: Airplane Mode (grey), Cellular (green), Wi-Fi (blue), and Bluetooth (blue).



Media playback controls for a video titled "VUit: WXIX Li...". It includes a play/pause button in the center, a skip back button on the left, and a skip forward button on the right.



A vertical slider for adjusting screen brightness, with a sun icon at the bottom.



A vertical slider for adjusting volume, with a speaker icon at the bottom.



A square button with a flashlight icon.



A square button showing the battery level, with a yellow bar indicating approximately 25% charge.



A square button with a notepad and pencil icon.



A square button with a lock icon and a circular arrow, representing Screen Lock.



A square button with a moon icon, representing Night Shift.



A square button with two overlapping screen icons and the text "Screen Mirroring".



A square button with a calculator icon.



A square button with an alarm clock icon.



A square button with a QR code scanner icon.



A square button with a camera icon.



A square button with a circle and a slash icon, representing Do Not Disturb.



# School-Wide Lip Dub



ANDERSON COUNTY

SOS

DRUGS

SAVING OUR STUDENTS

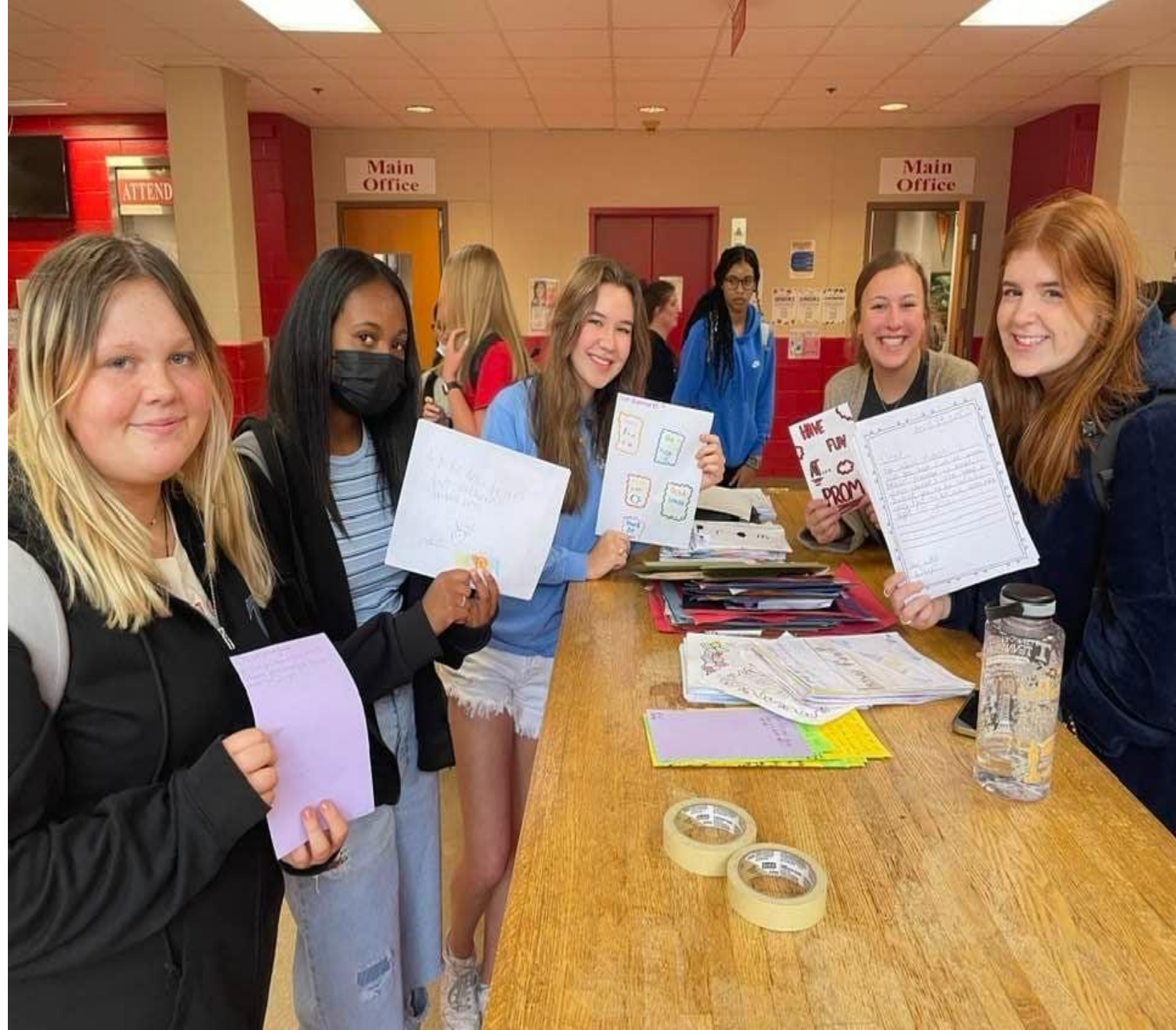
FINDING A WAY BEYOND DRUG USE







# Peer-Led Prevention



# Peer-Led Prevention

- A prevention strategy where a target group of trained adolescents provide information, training, or resources to younger students
- Peer-led strategies can increase the positive outcomes in young people and can even reach and raise awareness to hard-to-reach populations of young people
- Most strategies focus on substance use prevention and healthy lifestyle decision-making

# Effective Components of Peer-Led Prevention

- **Culturally appropriate** for different ethnic backgrounds
- **Developmentally appropriate** for age group
- **Accurate information** from reliable sources
- Sessions are **fun and interactive!**

# Pharming Effects



# Prom Season is a High-Risk Time for Students!

- Alcohol & Drug Use Onset
- Alcohol & Drug Misuse
- Binge Drinking
- Driving After Alcohol Use
- Distracted Driving
- Community & Peer Norms and Disapproval are Compromised



# Safe Prom

- Multiple Marketing Venues
  - Social Media
  - Websites
  - Flyers
- Consistent Messages
- Enforce existing Laws!
- Address Community Norms
- Address Peer Norms
- Find a Champion!

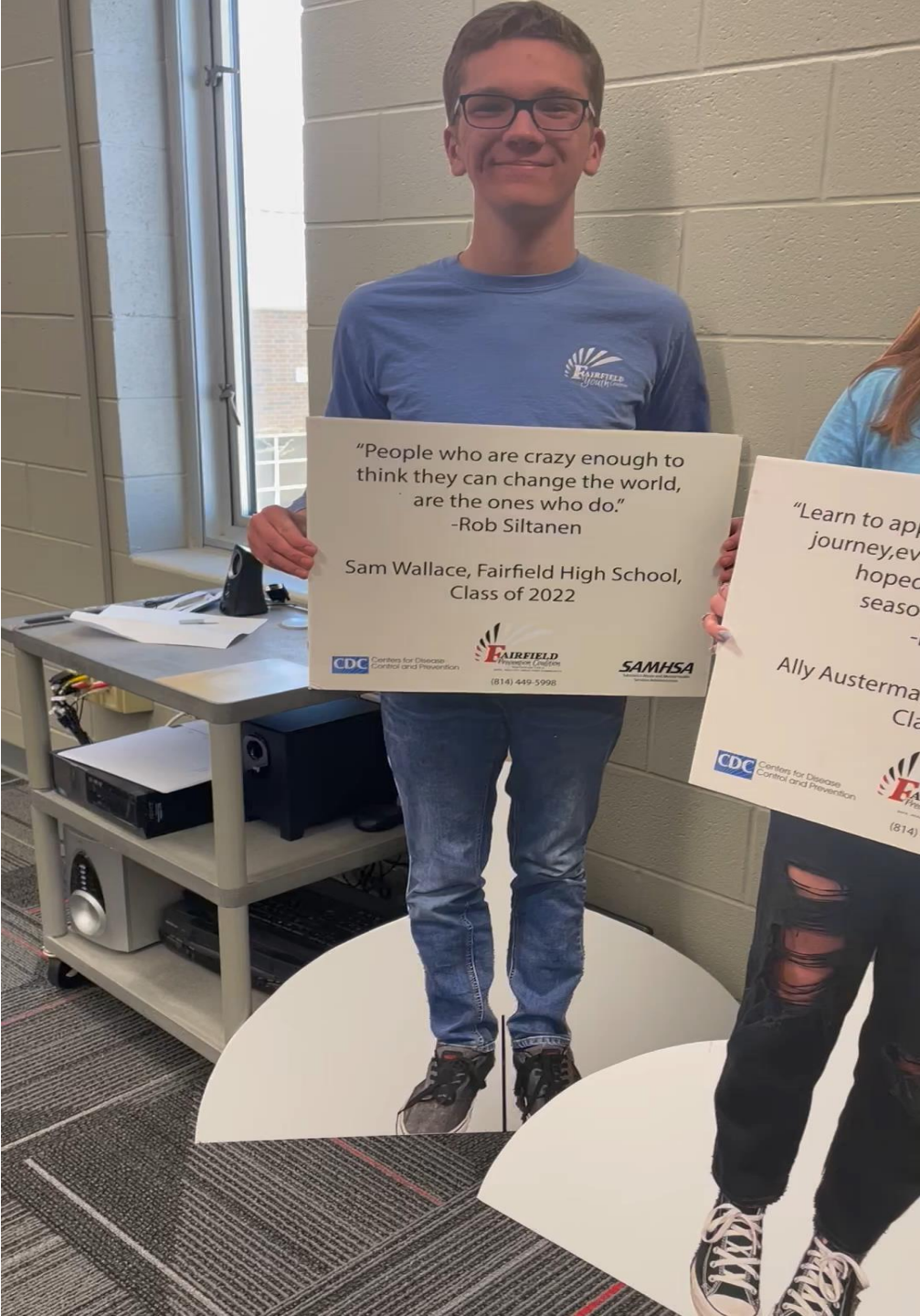
# I Prom-ise

to make safe decisions

*#safeprom22*

- Stickers
- Posters
- Pizza Boxes
- School Signs
- Banners





# Silhouettes Campaign

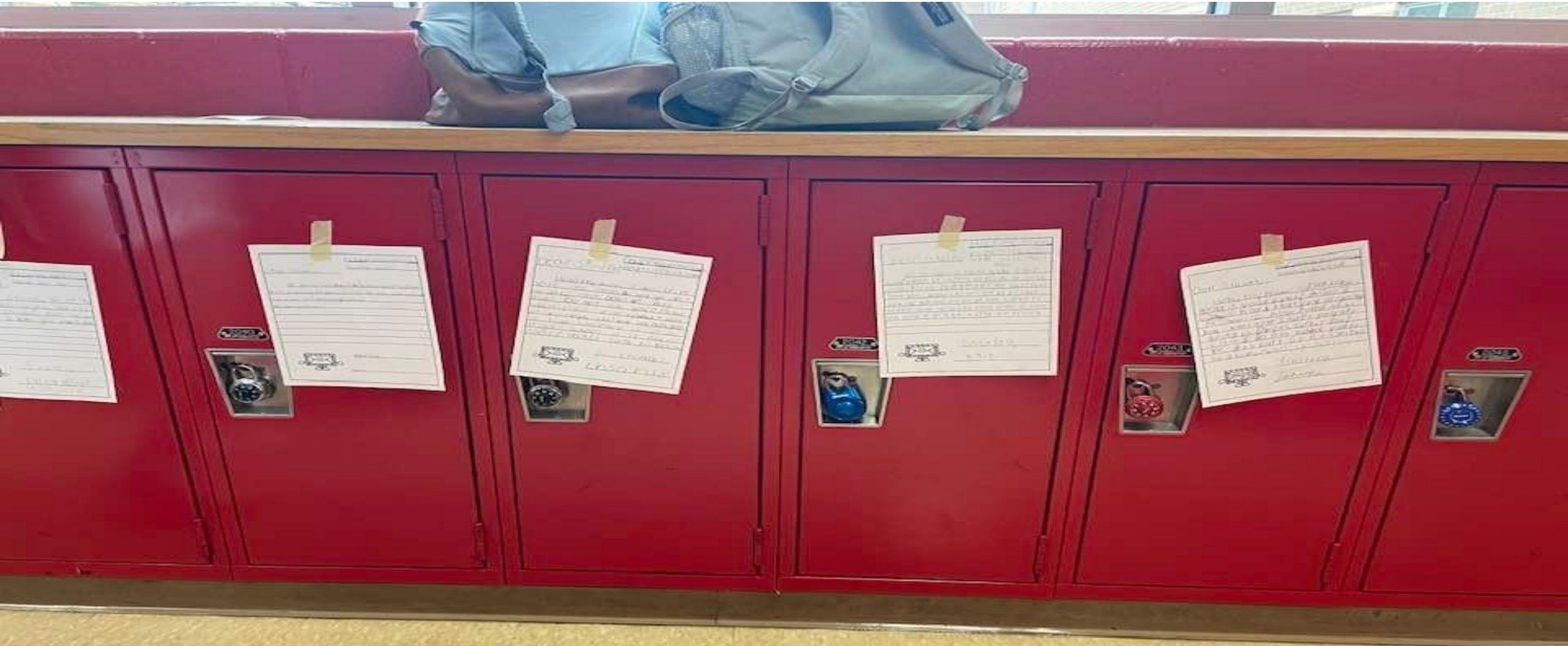
# Silhouettes Positive Messages



- Schools
- Businesses
- Government Offices
- Stores
- Restaurants
- State Offices



# Letters on lockers



# Police Chief Letters to Parents

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# Sticker Shock

**DON'T**  
PURCHASE ALCOHOL  
for anyone under age 21

**WARNING**

IT'S NOT YOUR CALL  
**IT'S THE LAW!**

[www.northforkalliance.org](http://www.northforkalliance.org)  
Greenport One Voice



It is **ILLEGAL** to  
provide alcohol to a  
person under 21

**If They Can't Buy It,  
Don't Supply It**

**PENALTY up to:**  
**\$1000 fine**  
**6 months in jail**

Coalition for a Safe and  
Drug-Free Fairfield





# Townhall Proclamation



# School Assemblies & Announcements





**PARENTS**  
**WHO HOST**  
**LOSE**  
**THE MOST**



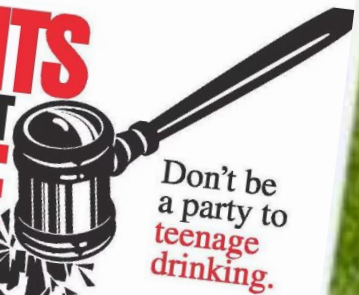
**®**

Don't be  
a party to  
**teenage**  
**drinking.**

**It's against  
the law.**



**PARENTS**  
**WHO HOST**  
**LOSE**  
**THE MOST**<sup>®</sup>



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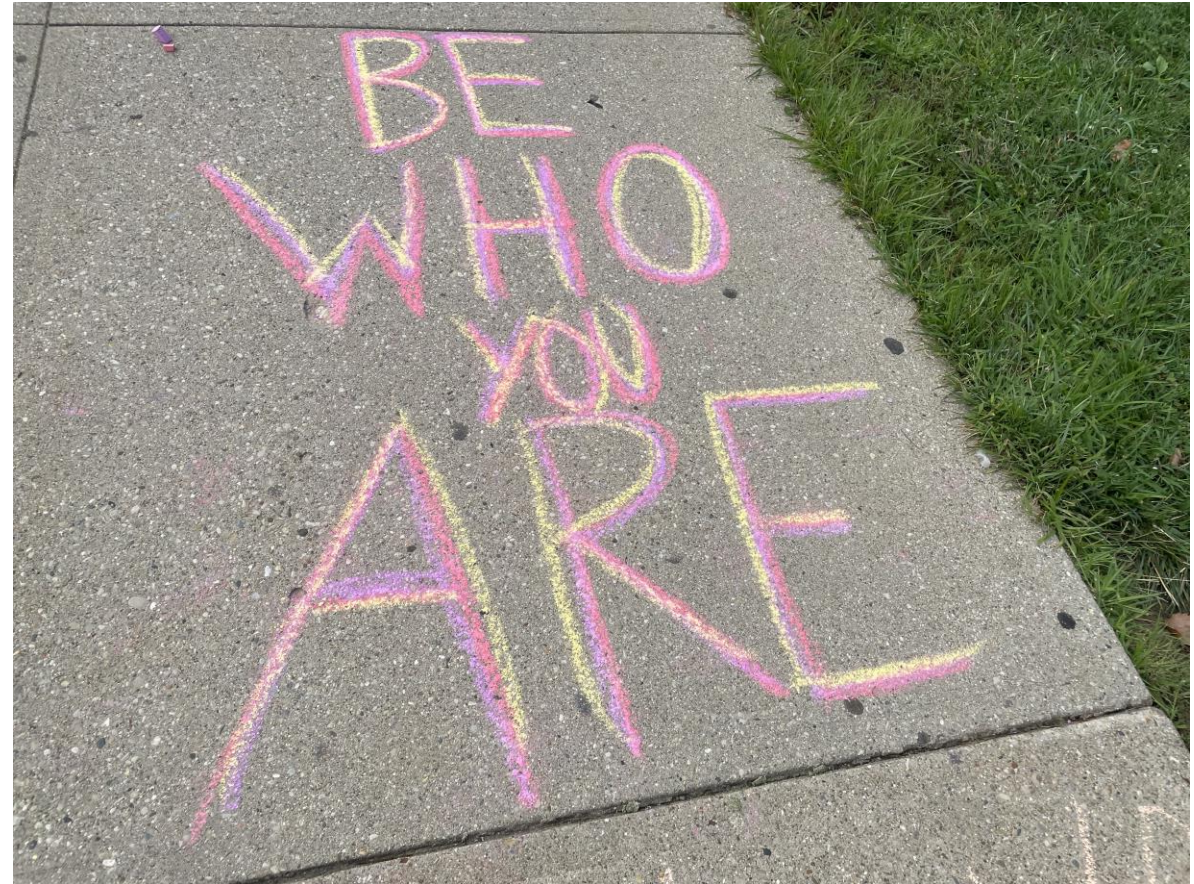
A black and white illustration of a gavel striking the word 'MOST' in the text. The gavel is positioned diagonally from the top right, with its head resting on the word 'MOST'. The impact is depicted with several white, jagged lines radiating from the point of contact, suggesting a sharp blow or a crack in the surface.

**MOST**®

Don't be  
a party to  
**teenage**  
**drinking.**

**It's against  
the law.**

# Positive Chalk Messages





# In Summary

- Data drives the youth planning process
- Youth need education about risk & protective factors
- The 40 Assets can be used in prevention planning
- Student recruitment should be reflective of school population
- Positive social norms highlight the “good news” about youth
- The student action planning process is similar to evidence-based prevention planning models like CTC and DFC