Engaging Adolescents as Prevention Partners for the Prevention of Opioid Onset, Misuse, and Overdose
“Every Youth Matters”
Key Takeaways

• To demonstrate how we can engage students as prevention planners in our schools and communities

• To demonstrate how students can use survey data to develop student action plans

• To demonstrate positive community social norming and creating a more positive school climate for ALL students
Key Elements for Engaging Student Action Teams

• Utilize Youth Survey Data
• Understand Risk & Protective Factors
• Understand Positive Social Norms
• Brainstorm Ideas
• Brainstorming to Action Planning
• Have Fun!
What are some of the biggest issues facing your community?
The Opioid Crisis
Awareness, Education, and Collaboration: Promising School-based Opioid Prevention Approaches

By Joe Markiewicz, Kim Swanberg, MA, and Martin Weis, PhD

Introduction
As the rate of opioid-related deaths continues to rise, communities across the United States are working to implement effective strategies for addressing this epidemic. Much of the national focus has been on intervention and treatment, but opioid use reduction and opioid misuse prevention are critical for long-term change. Schools represent a crucial partner in educating and involving students and parents in opioid misuse prevention. For Project AWARE, the school-based screening, referral, and mental health programs that grantees are implementing can also help protect youth from future opioid misuse and addiction.

This issue brief focuses on school-based programs and Prevention Strategies. Understanding the opioid epidemic, discussing school-based prevention, summarizing key prevention strategies, and introducing the SAMHSA Prevention Strategies Matrix are the primary components of this issue brief.
Elevated Risk Factors for Opioid Use

1. Past misuse of a legal pain medication
2. Mental health issues and substance use issues
3. Easy availability & low price of heroin
4. Lack of education about dangers of legal pain medications
FACT:
Heroin use by teens is generally low, however the risk factors are present
Key Point:

Early identification, referral and treatment of mental health issues for students is critical.
Key Point:

Students can raise awareness about the dangers of legal pain medications.
Youth Survey Data
Public Health Model

1. Define the problem
2. Identify causes, risk & protective factors
3. Implement Prevention Activities
4. Evaluate outcomes

Youth Survey data
QUIZ: “Myth-Busters”
What percent of students will go to their teacher with a problem?
81%
What percent of students think it is acceptable to cheat on a test?
Key Point:

Student action planning must be driven by reliable data!
Three-Pronged Prevention Planning

Youth Survey Data

Positive Social Norming

40 Developmental Assets
Types of Youth Survey Data:

- Youth Risk Behavior Surveillance Survey
- National Monitoring the Future Survey
- Communities That Care Survey
- State Student Surveys
- Local Archival Data
  - Teen Pregnancy Rates
  - Juvenile Justice
  - High School Graduation Rates
Types of Data:

- Risk & Protective Factors (establish priorities)
- Prevalence Rates (percent of involvement)
- One-Time “Snapshots”
- Longitudinal Data/Trend Data
- Comparison Data (Local, County, State, National)
- School District Data
- Archival Data
- Surveys
- Key Informant Interviews, Focus Groups
What are students telling us?
Example:

Youth Survey Data
2017 Regional PRIDE Survey:

• N=32,982 students
• 80 Schools (public & private)
• 6 Counties

(PRIDE Survey, Regional Report, April 2018)
Highlights (since 2000):

- *Alcohol* use declined 46%
- *Marijuana* use declined 54%
- *Prescription Drug* use declined 63%
- *Mental Health* issues increased

(PRIDE Survey, Regional Report, April 2018)
FACT:

60% of students in grade 12 have tried alcohol; 38% use it regularly

(PRIDE Survey, Regional Report, April 2018)
FACT:

9% of students have rode in a car with a drunk driver

(PRIDE Survey, Regional Report, April 2018)
FACT:

26% of students in grade 12 have tried marijuana; 17% use it regularly.

(PRIDE Survey, Regional Report, April 2018)
FACT:
Research in Colorado found that approximately 74% of adolescents in substance use treatment used someone else’s medical marijuana.

(American College of Pediatrics, April 2017)
FACT:

Youth marijuana use continues to rise in states that have legalized marijuana, compared to lower rates where states that have not

(American College of Pediatrics, April 2017)
9% of students in grade 12 use prescription narcotics without a doctor’s permission

(PRIDE Survey, Regional Report, April 2018)
FACT:

Only **0.6%** of students in grade 12 have used heroin; However, the risk factors for opioid onset are present now.

(PRIDE Survey, Regional Report, April 2018)
FACT:
These risk factors include:

- Lack of education about addictive nature of legal pain medications
- Co-occurring disorders

(Centers for Disease Control, 2015)
FACT:

Research indicates that youth who have a strong school bond have a higher amount of protection from opioid misuse.

(Journal of Drug Education, 2011)
FACT:
The average age of onset for alcohol, tobacco and other drug use is **13.5 years old**

(PRIDE Survey, Regional Report, April 2018)
FACT:

33% of all students claim they are sad or depressed most days of the week; 24% say “life is not worth it”

(Monitoring The Future, 2016)
FACT:

28% of all students have considered suicide; 24% have stopped participating in their favorite activity/hobby

(PRIDE Survey, Regional Report, April 2018)
FACT:

28% of all students have been bullied at school; 4% stayed home because of being bullied

(Monitoring The Future, 2016)
FACT:
The top three reasons for being bullied are:

- My size
- My weight
- The way I dress

(Monitoring The Future, 2016)
Highland County  
2017-2018 Pride Survey  

Fact Sheet  

In 2017, PreventionFIRST implemented the Pride Survey to 1,585 students in grades 7-12 in Highland County, Ohio. Below are the highlights of the survey:  

Key Indicators:  

- 1% of all students have carried a handgun to school.  
- 2% of all students have sold illegal drugs in school.  
- 14% of all students have attacked someone with intent to harm (National data).  
- 16% of all students feel unsafe on their school bus.  
- 32% of all students have been verbally threatened in school (National data).  
- 16% of all students have been physically attacked in school (National data).  
- 7% of all students have been physically hurt by boyfriend/girlfriend (National data).  
- 29% of all students have been bullied on school property (National data).  
- 25% of all students have bullied electronically on social media (National data).  
- 23% of all students have feel depressed or anxious (National data).  
- 10% of all students have rode in a car with a driver who was drunk or high.  
- 2% of students in grades 9-12 have operated a motor vehicle while drunk or high.  
- 56% of students in grades 9-12 claim they experience stress Often or A lot  
- 19% of students in grade 9-12 have considered suicide.  
- 14% of all students have a plan for committing suicide.  
- 11% of all students have attempted suicide.  
- 65% of 12th grade males have used alcohol in the past 12 months; 56% female students.  
- 31% of all students have tried alcohol in the past 12 months.  
- 60% of students in grade 12 have tried alcohol in the past year.
What are our priorities?
What are our priorities?

School District: ________________________________

Priorities

1. ________________________________

2. ________________________________

3. ________________________________

4. ________________________________

5. ________________________________
Our Priorities!

Report Out
Public Health Model

Define the problem
Identify causes, risk & protective factors
Implement Prevention Activities
Evaluate outcomes

Youth Survey data
Risk & Protective Factors
Risk Factors
Risk and Protective Factors
Hawkins, J.D., Catalano, R.F.

- **RISK FACTORS** are those elements in a young person’s environment that increases the likelihood of engaging in negative and antisocial behaviors

Examples

- **Community Risk Factors**
  - transitions and mobility
  - community laws and norms favorable to drug use
  - firearms and crime
  - availability of drugs and firearms
## Community-Related Risk Factors

### Problem Behaviors

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<tr>
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<td></td>
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<td>Media Portrayals of Violence</td>
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<td>Low Neighborhood Attachment and Community Disorganization</td>
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<td>Rebelliousness</td>
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<td>Friends Who Engage in the Problem Behavior</td>
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<tr>
<td>Favorable Attitudes Toward the Problem Behavior</td>
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<td>Early Initiation of the Problem Behavior</td>
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### School-Related Risk Factors

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<td>Academic Failure Beginning in Late Elementary School</td>
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<td>Lack of Commitment to School</td>
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</table>
FACT:

62% of all students do not participate in community activities; 61% do not participate in school activities.

(PRIDE Survey, Regional Report, April 2018)
Protective Factors
Define the problem

Identify causes, risk & protective factors

Implement Prevention Activities

Evaluate outcomes

Youth Survey data

Risk & Protective Factors
Protective Factors – Less Likely to Use

• Parents set clear rules about using alcohol/drugs
• Teachers talk about dangers of alcohol/drugs
• Attend church/synagogue/mosque
• Parents punish when alcohol/drug rules are broken
• Schools set clear rules on substance use
• Students participate in school activities
• Students participate in community activities
40 Developmental Assets:

Buffer Youth Against Problem Behaviors
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*
Three-Pronged Prevention Planning

- Youth Survey Data
- Positive Social Norming
- 40 Developmental Assets
“What are the 40 Assets?”

• Protective factors that buffer youth from risk
• Based on research studies
• Family members, friends, activities, sports, teachers, mentors, faith community members
# 40 Developmental Assets® for Adolescents (ages 12-18)

Search Institute® has identified the following building blocks of healthy development—known as "Developmental Assets"—that help young people grow up healthy, caring, and responsible.

## Support
1. **Family support**—Family life provides high levels of love and support.
2. **Positive family communication**—Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.
3. **Other adult relationships**—Young person receives support from three or more nonparent adults.
4. **Caring neighborhood**—Young person experiences caring neighbors.
5. **Caring school climate**—School provides a caring, encouraging environment.
6. **Parent involvement in schooling**—Parent(s) are actively involved in helping young person succeed in school.

## Empowerment
7. **Community values youth**—Young person perceives that adults in the community value youth.
8. **Youth as resources**—Young people are given useful roles in the community.
9. **Service to others**—Young person serves in the community one hour or more per week.
10. **Safety**—Young person feels safe at home, school, and in the neighborhood.

## Boundaries & Expectations
11. **Family boundaries**—Family has clear rules and consequences and monitors the young person’s whereabouts.
12. **School Boundaries**—School provides clear rules and consequences.
13. **Neighborhood boundaries**—Neighbors take responsibility for monitoring young people’s behavior.
14. **Adult role models**—Parent(s) and other adults model positive, responsible behavior.
15. **Positive peer influence**—Young person’s best friends model responsible behavior.
16. **High expectations**—Both parent(s) and teachers encourage the young person to do well.

## Constructive Use of Time
17. **Creative activities**—Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.
18. **Youth programs**—Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.
19. **Religious community**—Young person spends one or more hours per week in activities in a religious institution.
20. **Time at home**—Young person is out with friends “with nothing special to do” two or fewer nights per week.

## Commitment to Learning
21. **Achievement Motivation**—Young person is motivated to do well in school.
22. **School Engagement**—Young person is actively engaged in learning.
23. **Homework**—Young person reports doing at least one hour of homework every school day.
24. **Bonding to school**—Young person cares about her or his school.
25. **Reading for Pleasure**—Young person reads for pleasure three or more hours per week.

## Positive Values
26. **Caring**—Young person places high value on helping other people.
27. **Equality and social justice**—Young person places high value on promoting equality and reducing hunger and poverty.
28. **Integrity**—Young person acts on convictions and stands up for her or his beliefs.
29. **Honesty**—Young person “tells the truth even when it is not easy.”
30. **Responsibility**—Young person accepts and takes personal responsibility.
31. **Restraint**—Young person believes it is important not to be sexually active or to use alcohol or other drugs.

## Social Competencies
32. **Planning and decision making**—Young person knows how to plan ahead and make choices.
33. **Interpersonal Competence**—Young person has empathy, sensitivity, and friendship skills.
34. **Cultural Competence**—Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
35. **Resistance skills**—Young person can resist negative peer pressure and dangerous situations.
36. **Peaceful conflict resolution**—Young person seeks to resolve conflict nonviolently.

## Positive Identity
37. **Personal power**—Young person feels he or she has control over “things that happen to me.”
38. **Self-esteem**—Young person reports having a high self-esteem.
39. **Sense of purpose**—Young person reports that “my life has a purpose.”
40. **Positive view of personal future**—Young person is optimistic about her or his personal future.

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How many Assets do our youth have?

• The average young person has only 19 Assets out of 40.

• Researchers have set a target for each young person to have at least 31 assets.
Group Activity
Large Group Activity

Which Assets are most important to you?

Which Assets are missing in young people’s lives today?
### 40 Developmental Assets® for Adolescents (ages 12-18)

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<td>36. Peaceful conflict resolution — Young person seeks to resolve conflict nonviolently.</td>
</tr>
<tr>
<td>Positive Identity</td>
<td>37. Personal power — Young person feels he or she has control over “things that happen to me.”</td>
</tr>
<tr>
<td></td>
<td>38. Self-esteem — Young person reports having a high self-esteem.</td>
</tr>
<tr>
<td></td>
<td>39. Sense of purpose — Young person reports that “my life has a purpose.”</td>
</tr>
<tr>
<td></td>
<td>40. Positive view of personal future — Young person is optimistic about her or his personal future.</td>
</tr>
</tbody>
</table>
Here’s what I think…
What do Asset-Builders Look Like?
Have a Safe 4th of July!

Edgar Snyder & ASSOCIATES

Sign the Safe & Sober Pledge

facebook.com/EdgarSnyderAssociates

Albany · Greensburg · Erie · Johnstown · Pittsburgh
Anyone can be an Asset-Builder!

- Parents
- Teachers
- Bus Drivers
- Cafeteria Staff
- Custodial Staff
- Neighbors
- Coaches
- Faith Leaders
- Brothers/Sisters
- Police Officers
- Business Owners
- Student Body
- You
One positive adult role model can make a difference in the life of a young person!
Who was your Asset-Builder?
FACT:

Research indicates that youth who have a **strong school bond** have a higher amount of protection from opioid misuse.

*(Journal of Drug Education, 2011)*
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

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

This is a youth event-students only!
Free pizza!
Bring a friend!
Bring a family member!

Sponsored by Moose Lodge #593 & East Erie Moose Youth Program
Find Your Spark!!
What can students do to get more students involved in their schools and community?
Religiosity and Youth
Science, Prevention and Religiosity

- Over 500 empirically-based studies
- 1-2 hours per week in organized faith
- Lower rates of substance use
- Lower rates of teen pregnancy
- Lower rates of truancy and violence
- Lower rates of suicide
Religiosity Definition

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

- Mission Trips
- Youth Groups
- Sunday School
- Community Work
- Other Activities
Focus Question:

Based on the priorities you identified earlier, what are some ideas for preventing these problems from happening?
Brainstorming

Our Ideas
Brainstorming Ideas

- 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
Positive Social Norming
Three-Pronged Prevention Planning

- Youth Survey Data
- Positive Social Norming
- 40 Developmental Assets
Positive Social Norming

Social norms or mores are the rules of behavior that are considered acceptable in a group or society.

Norms change according to the environment or situation and may change or be modified over time.

(Your Dictionary, 2015)
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.
Getting the WORD out!

• Students are the messengers!
• Positive Messages
• Schools
• Families
• Communities
Positive Messaging Campaigns

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

Together We Can
Good News Posters

“I MAKE A DIFFERENCE!”

Most students at Strong Vincent High School can go to their teacher with a problem.
Social Norming PSA
Social Norming PSA
STUDENT
ATHLETE
MENTOR
EMPLOYEE
ARTIST
LEADER

YOUTH: OUR COMMUNITY'S MOST VALUABLE NATURAL RESOURCE

MESSAGE BY THE CHARTER SCHOOL OF EXCELLENCE
CHARTERSCHOOLOFEXCELLENCE.ORG
School-Wide Assemblies
The GOOD NEWS about youth!
FACT:

Teen pregnancy rates have been falling in the United States for the past 5 years.

(Center for Disease Control & Prevention, 2015)
FACT:
Alcohol, tobacco and other drug use by youth has been declining in the United States for 6 years.

(National Monitoring the Future Survey, 2015)
FACT:
Juvenile violent crime has been decreasing for the past 4 years. Some states are closing juvenile detention facilities.

(CJJTR Annual Report, 2015)
FACT:
There are more youth doing voluntary community service work than any time in United States history.

(American Heritage Foundation, 2014)
Engaging Students as Agents of Positive Change
Public Health Model

1. Define the problem
2. Identify causes, risk & protective factors
3. Implement Prevention Activities
4. Evaluate outcomes

Youth Survey data
Risk & Protective Factors
Student Ideas
Student Action Teams

- Students in grades 6-12.
- Selected by school administration.
- Cross-section of student body.
- Link between school administration and the student body.
- Ambassadors of 40 Assets.
Student Leadership Councils are the **40 Assets in Action**

- Asset #5: Caring School Climate
- Asset #9: Service to Others
- Asset #15: Positive Peer Influence
- Asset #22: School Engagement
- Asset #24: Bonding to School
- Asset #32: Planning & Decision-making
- Asset #40: Positive View of Personal Future
Multi-School Student Leadership Summits

- 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
Multi-School Student Leadership Summits
Sample Student Summit Agenda

**Welcome**
- Welcome/Ice Breaker activity
- Youth Survey Data
  - Regional, State & Local School District
  - Risk Factors, Protective Factors
  - Risk Factors for Adolescent Opioid Onset and Misuse
  - Prioritize Problem Behaviors
- Review of Developmental Asset Model (Protective Factors)
  - 40 Developmental Assets
  - Missing Protective Factors
  - Power of Positive Relationships
- Brainstorming Solutions (small group activity)

**LUNCH**
- Development of Student Action Plans 2018-2019 (small groups)
  - Plan Potential Events & Activities
  - Plan template
  - Report out
- Next Steps
Student Fundraising
Choose 3-5 Priority Focus Areas

School District: ________________________________

Priorities

1. ________________________________
   Sadness and Isolation

2. ________________________________
   Marijuana Use

3. ________________________________
   Alcohol Use

4. ________________________________

5. ________________________________
### 40 Developmental Assets® for Adolescents (ages 12-18)

Search Institute® has identified the following building blocks of healthy development—known as Developmental Assets®—that help young people grow up healthy, caring, and responsible.

<table>
<thead>
<tr>
<th>Internal Assets</th>
<th>Commitment to Learning</th>
<th>Positive Values</th>
<th>Social Competencies</th>
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**External Assets**

<table>
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<tr>
<th>Empowerment</th>
<th>Boundaries &amp; Expectations</th>
<th>Constructive Use of Time</th>
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<tr>
<td>7. Community values youth</td>
<td>11. Family boundaries</td>
<td>17. Creative activities</td>
</tr>
<tr>
<td>8. Youth as resources</td>
<td>12. School Boundaries</td>
<td>18. Youth programs</td>
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A Word About “Scare Tactics”
Here’s Why:

• Sixty years of research shows it is ineffective

• Almost 40% of students are dealing with the death of a family member or close friend
Here’s Why:

• Highlighting the negative behavior increases its use

• The adolescent brain tends to not understand permanency
Brainstorming Activities

- Press Release/Media
- Positive T-Shirts
- Community Pep Rally
- School Assemblies
- “Student of the Day”
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- Positive Tickets
- Notes on Lockers
Prom Til Dawn
Anti-Bullying Planning
Think BIG!
Environmental Change
Positive School Climate

Anderson County

FINDING A WAY BEYOND DRUG USE

SOS
SAVING OUR STUDENTS

DRUGS

ANDERSON COUNTY
School-Wide Lip Dubs
Student Action Plans
Brainstorming

Student Action Plans
Student Action Planning

1. Review youth survey data

2. Select 3-5 priority focus areas

3. Brainstorm Ideas that address the problem areas

4. Use a planning template to plan activities & events
# Student Action Plans

**Priority Areas of Concern:**
- Binge Drinking
- Marijuana Use
- Suicide/Sad and Depressed
- Bullying/Emotionally Abused at School

## Student Action Plan

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<th>Event Description</th>
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| March 15, 2017 | “You Make a Difference” Assembly | Create a better relationship between school staff and students; promote a positive school climate and strong relationships. Highlight the importance of relationships between students, teachers, support staff, administrators. | Play music/video as students come in 6-8 students present a blue ribbon to teachers/staff who make a difference in their lives. 2-3 teachers present ribbons to students who make a positive difference in the school. Play music as students exit | Student Leadership Council                      
                     |                          |                                                                                                                                                                                                                  |                                                                                                                                         | Student Leadership Teacher  
                     |                          |                                                                                                                                                                                                                  |                                                                                                                                         | Principal                             |
| May 31, 2017  | School-wide “Lip Dub”    | Promote positive social norms about substance use and social behavior in the school environment. Also, connect students to their community by including community members in the video. Kick off the video debut at: 1. School Assembly 2. Community Presentation | Line all students up on both walls through the hallways of the entire school Students, 1-2 at a time walk through the hallways singing the song (lip dub) All students are dressed in sports and activity clothes while holding positive signs The video ends on the football field where community members are waiting with positive signs (Police, Fire, Clergy, Businesses, Parents) | Student Leadership Council                      
                     |                          |                                                                                                                                                                                                                  |                                                                                                                                         | Student Leadership Teacher  
                     |                          |                                                                                                                                                                                                                  |                                                                                                                                         | Principal                             
                     |                          |                                                                                                                                                                                                                  |                                                                                                                                         | Videography Club                     |
# Student Action Plans

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Videography Club |
# Student Action Plans

Name of School: ________________________________________________________

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<td>4-2-2018</td>
<td>You Make a Difference School Wide Assembly</td>
<td>Build positive relationships between students and teachers</td>
<td>Students will present blue ribbons to teachers and tell positive stories about how they impacted them in school</td>
<td>• Principal</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Student Team</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Teachers</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Parents</td>
</tr>
</tbody>
</table>
Remember to have FUN!
Ice Breakers
Building Your Dream Home
Here are the rules:

1. No talking.
2. No non-verbal communication.
3. No communication of any kind.
4. Draw your dream home, one line at a time.
Don’t Forget

Connect to your local Community Coalition
Effective Meetings
Student Meetings

• Decide on a name for your group!

• How often do we meet?

• Where do we meet?

• Elect student chairpersons

• What is the goal of the meetings?
  – Implement ideas and activities from the student plans!
In Summary:

• We can engage students as prevention planners in our schools and communities

• Students must use survey data to develop student action plans

• Students can be a key element of a successful substance use prevention initiative for the onset of opioid use

• They need follow-up and support!
Questions & Discussion