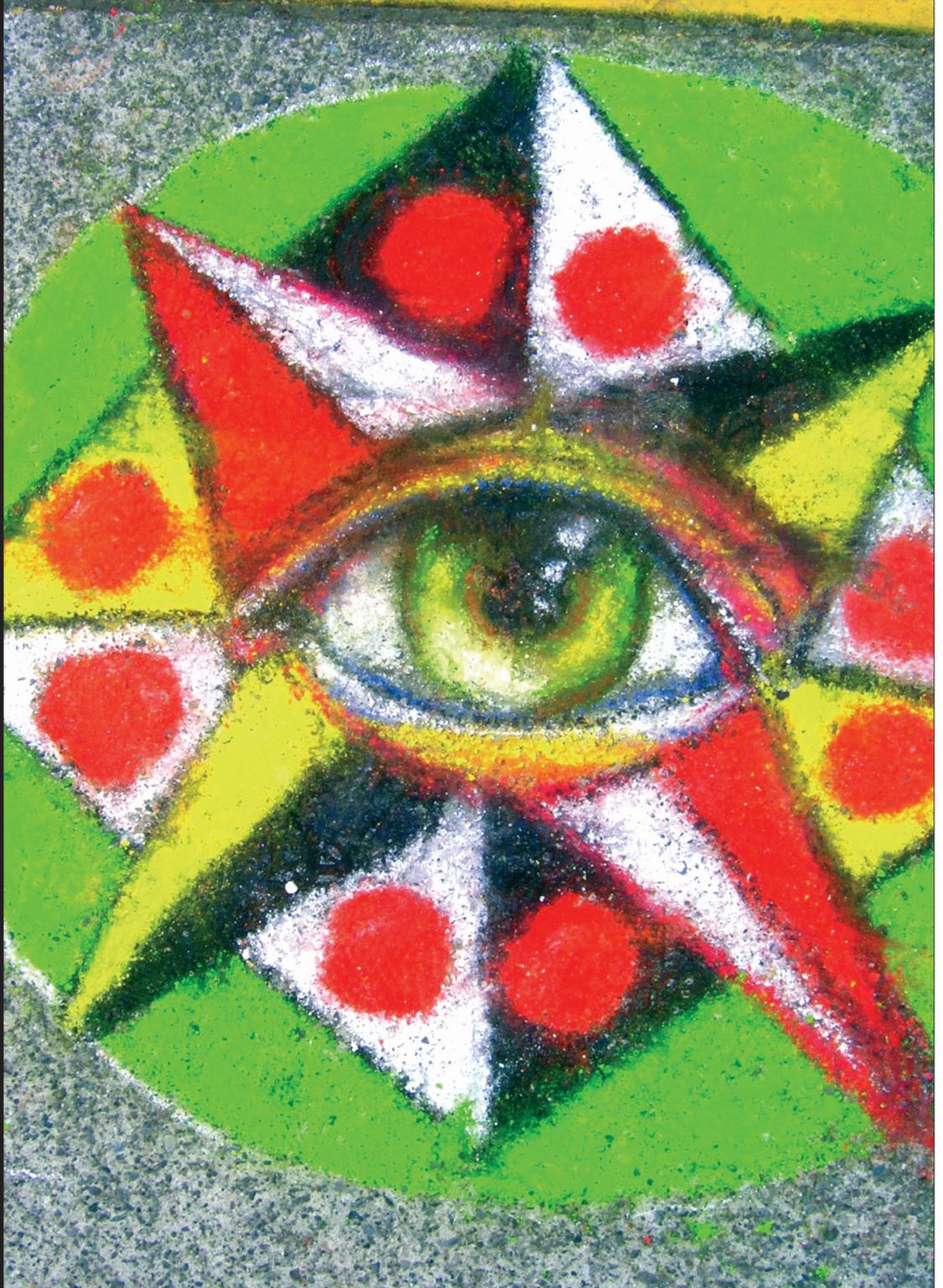


SOBER MINDED:

Project Tools for Underage Drinking Prevention

High Impact Project Manual

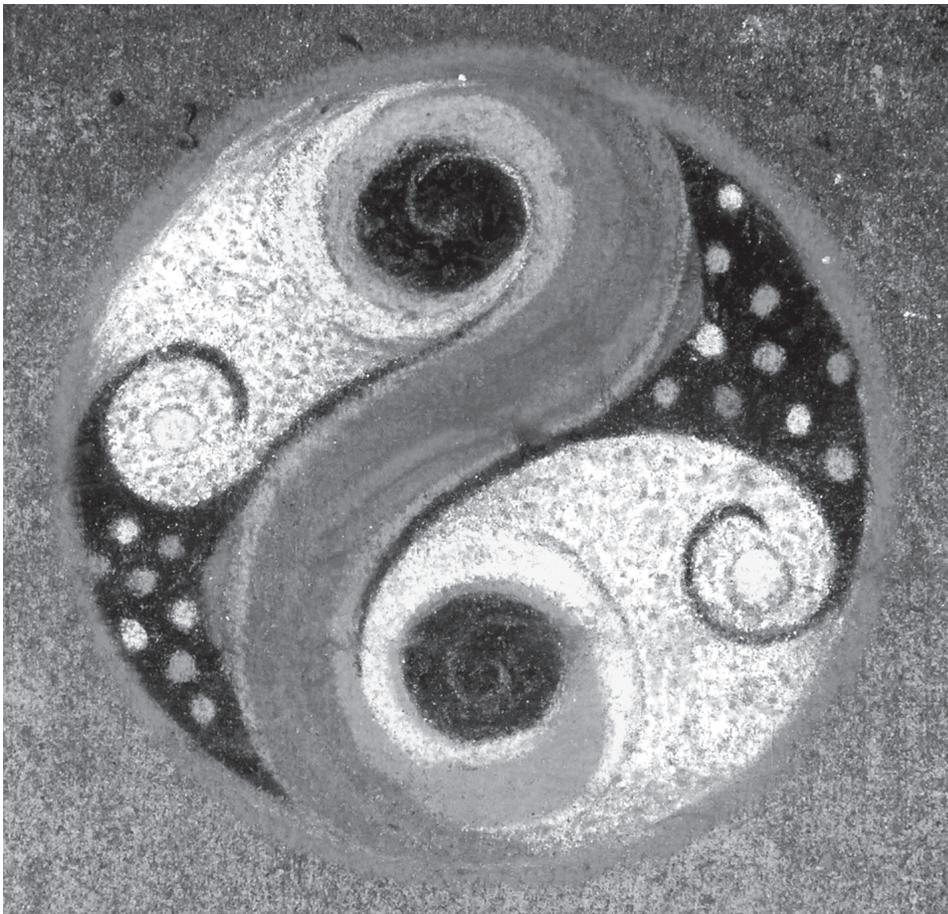
a publication of SERVICE LEARNING NORTHWEST



SOBER MINDED

A High Impact Project Manual
focusing on Underage Drinking Prevention

STUDENT HANDBOOK



“I think if I really understood what alcohol can do to my brain and body, it would impact my decisions about alcohol.”

High Impact Project Manuals

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FOREWORD

By Chris Burt and Susie Richards

Tommy would not believe the news. His brother had been killed in a car accident and was now forever gone from his life. And so it seemed was Tommy's connection to life, to his sense of future, and to a healthy adulthood. Once again, alcohol had destroyed. Alcohol had already cost his family a great deal. They had experienced legal repercussions and loss of employment as a result of alcohol and now, the one person that had helped Tommy to hang on through it all was gone. The devastation of alcohol had struck another family.

In spite of the enormous risks associated with underage drinking, teens like Tommy's brother continue to use alcohol at staggering rates and young people like Tommy continue have their lives altered.

When we look at statistics from across the country, Tommy is not alone in having alcohol impact his life. Nationwide, youth are confronted with the pressure to experiment at an earlier age with drugs and alcohol. According to national data gathered through the 2006 Monitoring the Future Survey, 41% of 8th graders and 75% of 12th have tried alcohol, nearly half drank during the past month (17% 8th graders, 45% 12th graders)

Why? Family history, community norms, peer influence and our culture all contribute to the choices that families, communities, and individuals make related to alcohol use. These influences can contribute to negative attitudes or help shape positive outcomes. The research on risk and protective factors demonstrates that while the risk factors described above exist, there are equally powerful protective factors that can be introduced into young people's lives to counter these negative influences. Programs can be built in our schools and communities where young people are provided with opportunities to develop the skills necessary to become healthy adults, free of the abuse of alcohol and drugs.

What do these positive programs, opportunities and experiences look like for youth in their communities? They engage young people in meaningful activities. One effective strategy is service-learning. Service-learning is a teaching and learning strategy in which young people develop the skills necessary for problem-solving and addressing real issues.. With these skills youth can take direct action to solve problems in their communities such as alcohol use among their peers.

A meta-analysis of service-learning programs demonstrate that it is the most promising strategy for reducing some risk behaviors (Kirby, 1999). Furthermore, studies in several states (Billig, 2000; 2003) show that students who engage in service-learning develop:

- stronger internal locus of control;
- take more responsibilities;
- develop more of a sense of right and wrong; and
- have stronger understanding of the consequences of their actions.

Tommy was able to benefit from service-learning and begin to heal and build a new path for his life

through these experiences. He has gained strength and resiliency through a new set of relationships and opportunities which have helped him to get through the loss of his brother. This year, Tommy's class engaged in a teen driving safety campaign. Through that activity he was able to share his story with his peers and other adults in his community. Then, at a chalk art festival his school organized, Tommy used art in a powerful way to express his feelings, creating a beautiful mandala dedicated to building community.

Our hope is that youth will be able to utilize this manual as a tool for taking effective action to impact the devastation of underage drinking in their community and in their own lives. They will become familiar with the research as well as strategies for building relationships with significant community partners. Ultimately, our hope is that they will be fortified to withstand the pressures related to underage alcohol use and that they will be able to resist the pressures they will encounter on their path to adulthood.

INTRODUCTION

How This Book Works

The purpose of this manual is three-fold. First, we hope to provide you with the awareness of the issues involved with youth alcohol use. The manual aims to provide sufficient background and supporting materials in order for you to understand the issues and make informed choices. Second, we hope to help you develop a healthy and positive attitude toward alcohol use as an adult by helping you develop informed and intelligent choices regarding alcohol. Third, this manual is also provided as a resource for you, especially if you choose to take action in your school and your home community.

This resource is not intended to be a “scare you sober” manual even though many of the facts surrounding teen drinking can be very scary. While it does address a variety of potentially harmful consequences of underage alcohol use, the goal is to inform you and wherever possible, correct misperceptions about a number of areas including the frequency of underage alcohol use and the perceived “benefits” of alcohol over-consumption. And, even though some of the facts can be quite scary, we don’t believe in terror tactics. We believe in education and information. And so do those who research the issues. According to the National Social Norms Resource Center, scare tactics simply don’t work. Their website reads:

“First, a bit of history. Until recently, the predominant approach in the field of health promotion sought to motivate behavior change by highlighting risk. Sometimes called “the scare tactic approach” or “health terrorism,” this method essentially hopes to frighten individuals into positive change by insisting on the negative consequences of certain behaviors. Think of the image of a crumpled automobile, flashing red lights, and the tag line “Speed kills!” and you will have a sense of this kind of public health campaign.

As sociologist H. Wesley Perkins has pointed out, however, this kind of traditional strategy “has not changed behavior one percent.” In 1986, he and Alan Berkowitz published the findings from their research revealing that most students on their campus thought that the norms for both the frequency and the amount of drinking among their peers were higher than they actually were, and that students generally believed that their peers were more permissive in their personal attitudes about substance use than was in fact the case. Correcting such misperceptions, these researchers suggested, might reduce heavy drinking and related harm”

So, this manual is intended to inform you and educate you so that you, in turn, can make informed choices for yourself and, hopefully, educate others. It is broken into five sections. Each section addresses four questions – Why, What, Where, and How? In addition each section explores two other topics: Consequences and Prevention. Using these four questions and the two topics,

- **Section One** provides a brief introduction to the primary issues involved with youth and alcohol.
- **Section Two** follows those same identified strands, but provides more in-depth information. After reading Section Two, you should have a solid grasp of the issue.

- **Section Three** takes you to a “jumping off point” where you can engage in action through a service-learning project.
- **Section Four** provides additional web resources and research options, as well as real community programs and stories which can be used to strengthen to your project.
- **Section Five** provides a series of planning tools to aid you in developing your project. We also encourage you to use these as a guide for further exploration of specific areas of concern and interest to you. And remember, what you don’t know CAN hurt you.



SECTION 1

A Brief Overview

A BRIEF OVERVIEW

The dimensions of alcohol use briefly stated

Part A: WHY Shouldn't Teens Drink? A Rationale

Cope and Celebrate

You are right in the middle of it. Before too long you'll be finishing High School and then head out to a job, college, or both. So let's celebrate! But wait. There is so much going on these final years of High School with so many robust challenges and seemingly endless opportunities. You feel as if you're getting pushed and pulled every which way by your friends, your parents, your teachers, and your own personal needs and interests. You need to cope.

Cope and Celebrate. We have been taught that these are two important strategies for managing our lives. When good things happen that call for a celebration alcohol is almost always included. Win a championship – break out the champagne. Senior Prom, celebrating a new year, needing a confidence booster? Alcohol is ready to help. When bad things happen, when people are stressed, the frequent expression is "I need a drink". Need to self medicate to ease your pain? Alcohol is ready to help. But is alcohol the only way to cope with and celebrate the events of a teenager's life?

It seems like alcohol is everywhere. There are:

- Plenty of ads in the media, especially in sports,,
- Other students talking about drinking,
- Adults involved with alcohol,
- Celebrities shown drinking alcohol in the movies and on TV

It's a happy drink. It's a sad drink. A drink for all occasions. And, everybody is doing it, right? It certainly seems like it. There are those who want you to believe just that. Yet the facts tell a slightly different story. Across the board, high school and college students overestimate the use rates by their peers. In other words, when asked about drinking habits of students in your school, your fellow students are likely to exaggerate the real figure. But more on that later.

So it's no wonder that alcohol use seems to be everywhere. As a result, what you choose to do with alcohol is one of the big choices that you have to make. And

"I think the only thing that could impact my choices is to get accurate information on what alcohol actually does to people and its long term effects" - Student

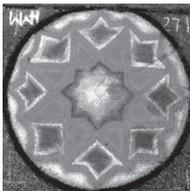
sometimes it seems that the promises of alcohol are never questioned. Until now.

Here are some questions that need to be asked. If alcohol is perceived to be the key ingredient for both celebration and crisis,

- What's the problem?
- Is there a down side?
- What are your options?
- What would motivate you to stay sober?
- Why would you even want to?
- Does alcohol present a threat to you and your future and your ability to stay in top form to enjoy and make the most of your years ahead?

Think About It

You might have heard descriptions of the unsurpassed ability of 17-25 year olds to acquire new knowledge, skills, and synthesize experiences. That's because your brain is not only active, it is still growing and developing. Not everything is completed yet. In fact, this final assembly of your brain and personality is crucial to who you will become for the rest of your life! The most recent research on the impact of alcohol on the young person's developing brain is becoming increasingly clear, and this is one of the scary facts. With regard to your developing brain the message is clear, "there is no safe level of alcohol use for teens". Dr. Aaron White of the Duke University Medical Center reports that studies now confirm that the delicate, developing teenage brain is much more susceptible than the adult brain to the toxic effects of alcohol. Unfortunately, many young people, maybe even you, simply don't believe the facts (another scary fact). What about you? What do you believe? Do you believe science and research, or do you believe the ads, or popular opinion or the media? We will come back to this point in more depth later in Section 2.



For more extensive information on this topic, please see "Section 2 – Rationale for Underage Drinking Prevention."



For service-learning / action project ideas on this topic, please see "Section 3 – Projects Dealing with the Rationale for Underage Drinking Prevention."

Part B: WHAT Does Research Tell Us? The Impacts of Alcohol on the Body

Hitting a Nerve

So, when people are buzzed what is really happening inside their body? What's the big deal? To begin with, the behaviors of a person who has consumed alcohol are a result of its action on the brain. Alcohol is classified as a depressant to the central nervous system. In general, depressants cause the brain to operate at a slower pace and with a slowed response or no response to stimuli in the environment. This results in an apparent loss of control over normal functions. This is why speech is often slurred and balance is lost, resulting in staggering or stumbling. Social inhibitions are often lost as well causing people to behave in an embarrassing manner. There is a reason being drunk is often referred to as "getting stupid" or "wasted". This condition poses many risks, including car crashes (as driver or passenger), memory blackouts, exposure to violence, unsafe sex and, in the case of binge drinking even alcohol poisoning.

Compared with adults, teens have a tendency to drink larger amounts but less frequently. Because teens (under 21) have limited access to alcohol they tend to drink heavily when they have it. This pattern is usually called binge drinking or heavy episodic drinking.

Part C: WHERE'S The Party? The Historical Role of Alcohol in our Culture

Remember When

When you were a child you were probably aware of beverages like beer, wine, and 'hard liquor' such as vodka, gin and rum. How was alcohol talked about in your family? At family gatherings did the adults around you drink alcohol or not? Did they ever drink to excess? How did the people act when they were drinking? How often were holiday celebrations and alcohol mixed together?

Shaping Up

Social norms are the beliefs and behaviors, both acceptable and unacceptable, that are held by the members of any particular group. That group can be a family, peers, a school or even a nation. Social norms are shaped by your family, your friends, your school, your neighborhood, and, increasingly, the music you

listen to and the movies and TV you watch. Wherever you grew up your beliefs and your actions were, and still are, influenced by these social norms. Social norms have shaped your thoughts and helped develop your own views about your own use, abuse or abstinence of alcohol.

More to the Story

While these individual and family norms exist and influence how you think and behave, there is more to the story. Oftentimes these patterns are based on broader cultural norms, which have evolved from the historical perspectives, in this case the cultural uses of alcohol. The long history of alcohol and the cultural influences have a direct impact on choices we make today.

Changing of the Guard – We not Me

Our thinking, our “social and cultural norms” around alcohol use, especially underage use, must be reshaped. It is not just an individual decision. For example, a National Research Council report, *Reducing Underage Drinking: A Collective Responsibility*, published in 2003, says that reducing underage drinking requires a cooperative effort from all levels of government, alcohol manufacturers and retailers, the entertainment industry, parents and other adults in a community. The report proposes a comprehensive strategy to curb underage drinking, a problem that costs the nation an estimated \$53 billion annually, due in part to losses stemming from traffic fatalities and violent crime. It is not just about Me, it is about We. We have take control and that begins with an examination of our thinking, our social and cultural norms about teen alcohol use.

Part D: CONSEQUENCES: So What Can Happen?

Heads Up

Many of you might equate the consequences of underage drinking with “getting caught” by your parents or the police. And yes, it’s true that the legal consequences, such as jail time and fines, can be swift and severe and can change your future. You might pay other prices of getting caught. For example, your parents may take away driving or other privileges. These consequences of getting caught might really hurt, but, we hope that you will also understand that there are even deeper and more-long term personal consequences that have little to do with “getting caught”.

- Brain damage caused by alcohol
- Who you hang out with
- How others behave when drinking

Planning for the Moment

These activities all involve an array of unknown factors, risks, and consequences. It's hard when you're "in the moment" to think about the reality of the multitude of risks that are waiting. And that is not the best time to do that anyway. By thinking about these risks beforehand you will be able to make better decisions when you find yourself "in the moment". Many young people have become a victim of "in the moment". You can read about them in the newspaper when you read about another alcohol related fatality, alcohol poisoning or a date rape involving alcohol.

PART E. PREVENTION: Stop Before You Start

To stop drinking...study a drunkard while you are sober ~ Chinese Proverb

What is the best way to avoid the consequences associated with underage drinking? Don't do it, of course. But we recognize that it is often easier said than done. It seldom works to just say no. It takes much more. It takes both a determination and it takes support.

Do WE Care?

So, we have seen that the community can have an influence on what we think and how we act. Through social and cultural norms a community provides a model for both acceptable and unacceptable behavior. This is certainly true when it comes to the inappropriate use of alcohol. We know, for example, that there can be very negative consequences associated with overall alcohol use and drunk driving. And yet, the two are clearly associated. When a community ignores this problem, it persists. However, when a community confronts this problem, through "Designated Driver" and "Free Taxi Ride" campaigns awareness increases and the prevalence of drunk driving decreases. When WE address a problem, WE have a better shot at solving it. The question then becomes, can your community, your school, your peer group, change its social and cultural norms around alcohol? Can they also serve as a source of strength for you if you choose not to use alcohol?

Hold On To Your Seats

Cultural norms can be changed. Are there other examples you can think of that relate to healthy lifestyle choices? What about wearing seat belts? Research in the public health field has demonstrated the effectiveness of a community wide approach to health behavior problems when it comes to seat belt use. Many young people have been saved from severe injury and death as a result of wearing a seatbelt. Heart disease has also been addressed by involving the

entire community to promote healthy behavior change. A comprehensive approach has demonstrated positive results in changing attitudes and behavior, where other methods have not proven successful. Again, research has shown how a community wide approach is effective because it affects the entire social environment (NIDA, 2004). When all segments of the community are involved, a broad base of support and teamwork can be developed. A variety of prevention activities and programs can be integrated with existing organizations as part of a community-wide mission, allowing for long lasting results. As with seat belt use and heart disease, this is certainly possible with alcohol use and abuse, especially by teens.

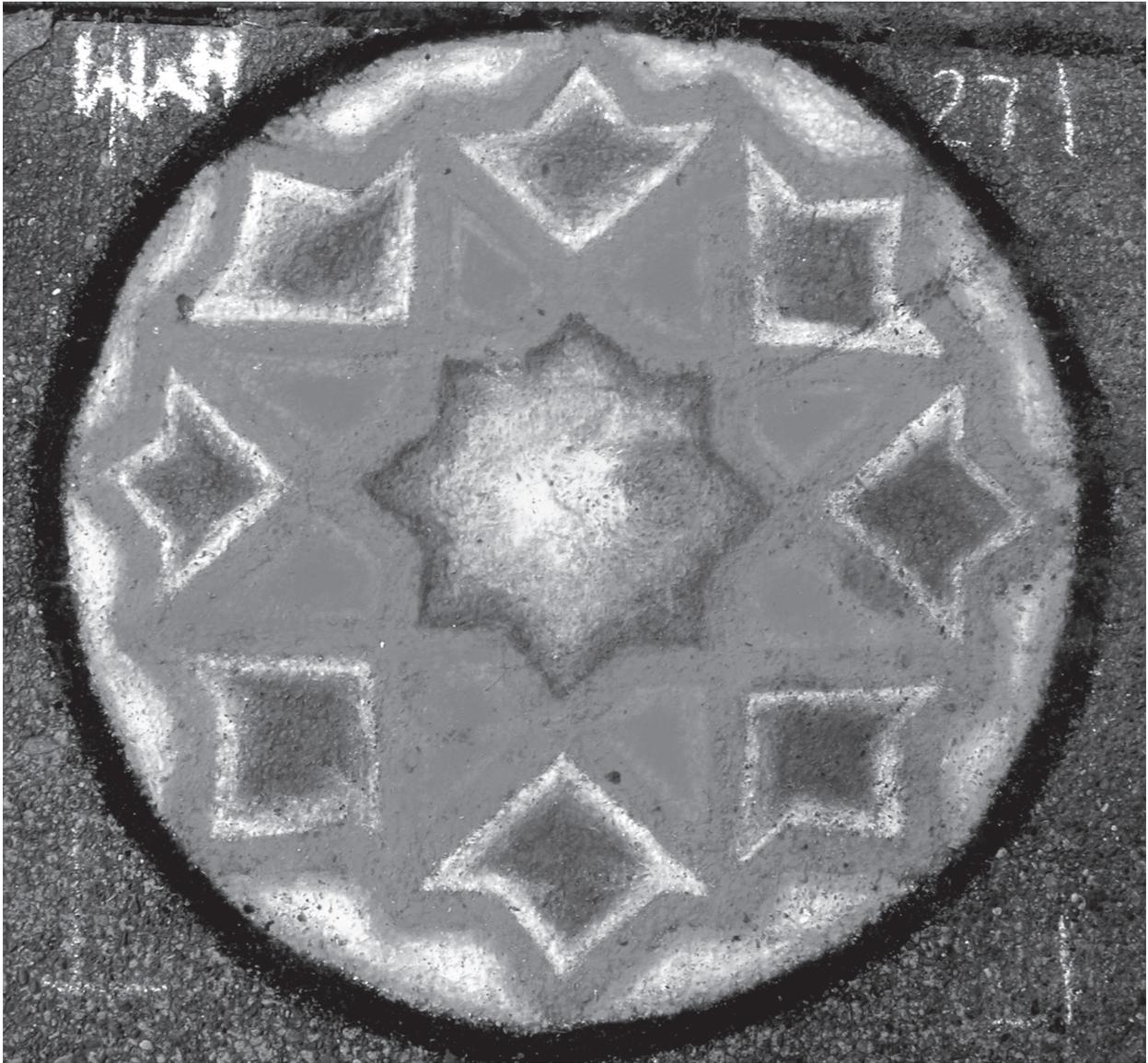
PART F. How Can Students Play a Positive Role in Prevention?

Don't Waste Your Time

Hopefully, finding an effective and efficient project is at the top of your list by now! Both your time and any funding available to prevent underage drinking should be used wisely. It is important that you don't waste your time. Some ideas sound good at first, but, once they are implemented and evaluated for outcomes and actual behavior change, they really don't make a difference. This is where research can help narrow down the programs and strategies that fit best in your school and community.

There is no single project you can implement to stop underage drinking, but you knew that! The most important thing to remember, however, is that every project should have two basic goals. First, the project should help you develop and refine your own understanding and your perspective on alcohol use (not just underage drinking). With this information you can develop your own healthy choices and plan out the decisions that you will make. That might be enough of a project in itself! Second, a project should help others make good and informed healthy choices for themselves. If your project increases your understanding and strengthens your ability to make informed decisions and helps others to do the same, your time and energy will not be wasted. Because young people do pay a lot of attention to each other you can be a powerful influence on those around you.

The best results often involve a whole cluster of strategies, programs, and activities working together to address the many needs and risks. But the important thing is to take action and influence what you can, wherever you are.



SECTION 2
What You Should Know: Going Deeper

WHAT YOU SHOULD KNOW - GOING DEEPER

Now for the rest of the story: The dimensions of alcohol use in greater detail

PART A: WHY Shouldn't Teens Drink? A Rationale for Underage Drinking Prevention

Here's a Thought

Remember in Section One we mentioned that during the teen years, your brain is experiencing its most powerful and expansive growth spurt. Research in neuroscience has revealed that binge drinking before your brain is finished growing negatively impacts memory and learning. But, scientists are still continuing to explore the effects of alcohol in greater depth. They are examining these topics and other preliminary findings in order to provide the most accurate and clear information to the general public. As each new piece of research becomes available one result continues to be highlighted: Alcohol, especially in large, concentrated amounts, can disrupt adolescent brain development.

Hold That Thought

Are there potential dangers associated with early alcohol use and abuse that you should be aware of? Yes. Underage drinking also has other long-term impacts. Research in behavioral science makes the link between starting to drink alcohol before the age of 14, and the increased chances of developing problems with alcohol later in life. [Ralph Hingson, et al in Archives of Pediatric and Adolescent Medicine, July 2006 <http://archpedi.ama-assn.org/cgi/content/full/160/7/739>:] In a survey of 43,000 adults, over 20,000 of those adults (47%) who began drinking before age 14 reported an occurrence of alcohol dependence in their lifetimes. And yet only 9% (3800) of adults who waited till 21 years of age to start drinking experienced the same problems. 20,000 who drank as teens had problems versus 3800 who waited and didn't. You might be thinking, that won't happen to me. Just keep in mind, that's what the 20,000 people with alcohol problems also thought. It can and does happen – maybe even to you.

Even though the odds are high, it certainly doesn't mean that if a person drinks

"I want to hear from other teens or people in their early 20s talk to me about their experiences and what they know and have learned"

before reaching adulthood that he or she will become alcoholic. Still there is clearly a link between when an individual begins drinking and alcohol problems experienced as an adult.

Based on this research on factors affecting underage drinking and other problem behaviors, a compendium of prevention strategies, programs, and policies have been developed and tested as effective in reducing alcohol related problems among adolescents and young adults. The following pages will provide additional information on these aspects of underage drinking prevention, lead you to in depth resources, and show you some creative ways other teens have made a difference with their projects.

PART B: WHAT Do We Know? The Impact of Alcohol on the Brain and the Body

How the Brain Works and How People Learn

Adolescent brains are particularly vulnerable to harmful influences because they are undergoing massive structural changes. Contrary to what many think, they are still under development, meaning that important neural connections are being formed everyday. On a chemical level, volatile levels of the “feel good” neurotransmitter dopamine can influence the teen brain. To complicate matters, the young brain is more sensitive to the pleasurable effects of both nicotine and alcohol. At the same time the brain can be less sensitive to the adverse effects. The damage can be real and significant but without the person realizing it.

Risk taking, drugs and sexual behavior can all influence dopamine levels. As a result students can become predisposed to the novelty-seeking behaviors that elevate dopamine levels. They often choose activities with more immediate rewards rather than more long term, but delayed, rewards.

Knowing how the brain works is essential when it comes to understanding how individuals acquire the awareness and skills necessary to make informed valuable life choices. Alcohol clearly impairs that process. We want for you to be able to make healthy and wise choices in all the environments in which you and others find themselves, -- at home, at school, in the workplace or in social settings. Our goal is to increase self-awareness and to help you put these ideas into the language and ideas that speak to you, your friends and others.

What’s Happening

After consuming even a small amount of alcohol, the drinker can appear to be stimulated because the part of the brain controlling social inhibitions has been suppressed by the alcohol. The person might become more talkative and lively. If more alcohol is consumed in a short period of time and the blood alcohol level

rises, the depressant effect becomes obvious to observers. Alcohol impedes the neurological pathway controlling speech, coordination, vision, judgment, and reflexes. The results you would see include:

- slurred speech,
- unsteady walk, staggering,
- blurred vision,
- impaired reasoning, and
- slowed reflexes.

Dying for a Drink?

Elevated levels of alcohol in the bloodstream can actually cause a person to lose consciousness, it can induce a comatose state and, if concentrations are high enough, it can cause death. Alcohol poisoning can occur because the body cannot tolerate high levels of alcohol in the system. Organs literally cannot process the alcohol and it becomes a poison to the system.

What are Blood Alcohol Levels?

Blood alcohol content or concentration, abbreviated as BAC, refers to the percentage by mass or volume of alcohol in the blood. It is difficult to predict an individual BAC level because each person has a slightly different set of variables. Males have approximately 58% water content per pound in their bodies, and this impacts the dilution of the alcohol in the blood. Females, with about 49% water per pound in their bodies, consuming an identical quantity of alcohol, will have a greater blood alcohol concentration. The individual's weight is another factor, again because of distribution in the blood according to volume. Tolerance or experience with drinking alcohol also affects the BAC and rate of metabolizing it. Alcoholic beverages have different concentrations or percentages of alcohol. A standard drink is defined as:

- One 12-ounce bottle of beer* or wine cooler
- One 5-ounce glass of wine
- 1.5 ounces of 80-proof distilled spirits.

**Different beers have different alcohol content. Malt liquor, for instance, has a higher alcohol content than most other brewed beverages. The beer in the example above has a 5% alcohol content level.*

Alcohol is removed from the bloodstream by a combination of metabolism, excretion, and evaporation. The relative proportion disposed of in each way varies from person to person, but typically about 90 to 98% is metabolized, 1 to 3% is excreted in urine, and 1 to 5% evaporates through the breath. A very small

proportion (less than 0.5%) is also excreted in the sweat, tears, etc. Excretion into urine typically begins after about 40 minutes, whereas metabolization commences as soon as the alcohol is absorbed, and even before alcohol levels have risen in the brain. (In fact, in some males, alcohol dehydrogenase levels in the stomach are high enough that some metabolization occurs even before the alcohol is absorbed.)

Metabolism is mainly by the group of six enzymes, collectively called alcohol dehydrogenase. These convert the ethanol into acetaldehyde (an intermediate that is actually more toxic than ethanol). The enzyme acetaldehyde dehydrogenase then converts the acetaldehyde into non-toxic acetyl-CoA.

Many physiologically active materials are removed from the bloodstream (whether by metabolism or excretion) at a rate proportional to the current concentration, so that they exhibit exponential decay with a characteristic half-life (see pharmacokinetics). This is not true for alcohol, however. Typical doses of alcohol actually saturate the enzymes' capacity, so that alcohol is removed from the bloodstream at an approximately constant rate. This rate varies considerably between individuals; experienced male drinkers with a high body mass may process up to 30 grams (38 mL) per hour, but a more typical figure is 10 grams (12.7 mL) per hour. Persons below the age of 25, women, persons of certain ethnicities, and persons with liver disease may process alcohol more slowly. Many east Asians (e.g. about half of Japanese) have impaired acetaldehyde dehydrogenase; this causes acetaldehyde levels to peak higher, producing more severe hangovers and other effects such as flushing and tachycardia. Conversely, members of certain ethnicities that traditionally did not brew alcoholic beverages have lower levels of alcohol dehydrogenases and thus "sober up" very slowly, but reach lower aldehyde concentrations and have milder hangovers. Rate of detoxification of alcohol can also be slowed by certain drugs which interfere with the action of alcohol dehydrogenases, notably aspirin, furfural (which may be found in fusel oil), fumes of certain solvents, many heavy metals, and some pyrazole compounds. Also suspected of having this effect are cimetidine (Tagamet), ranitidine (Zantac) and acetaminophen (Tylenol).

Source: Wikipedia, via The Handy Science Answer Book c 1997 by the Carnegie Library of Pittsburgh, p351

Impact of Alcohol on the Brain?

The adolescent brain is in one of its most dynamic periods of growth and development. Here are some highlights:

- This period of growth is unique in your lifetime, no second chance!
- Brain circuitry involving various functions is being "remodeled".
- The brain is strongly influenced by experiences/interactions with

the outside world at this time.

- Pruning in the cortex takes place.
- One area of activity is in the frontal lobes, which govern memory, voluntary motor behavior, impulse control, decision-making, planning, and other higher order cognitive functions.
- Increases in myelination enhance the speed and efficiency of the brain's functions.
- Gray matter volumes in the occipital lobes do not reach maximum until the early 20's, this area processes visual information.

The Impact of Binge Drinking

Although there have been huge steps forward in the late 1990s to the present, research has been limited in this area because of ethical considerations and rules governing experiments with human subjects. Scientists cannot conduct research involving intentional and known harm to people. The information available on adolescent exposure to alcohol comes from interviews with teens in treatment for substance abuse. Then, based on the human studies and in order to test hypotheses, researchers use mostly rats to test the impact of alcohol on the nervous system.

To keep pace with the latest findings as well as become familiar with the details of research in this area, you might want to follow the work of some of the researchers in this field. Aaron White, Susan Tapert, Scott Swarzwelder, Ronald Dahl, Jay Giedd, and Ken Winters are a few to get you started. You can find references to these researchers and others in the appendix of this book. According to Dr. Aaron White, Duke University Medical Center, a biological psychologist, "we've known for a long time that for adults who abuse alcohol, there is damage throughout the brain. We think there is similar damage taking place in adolescents, but the extent of the damage seems to be greater than in older drinkers." He references the frontal lobes, used for planning, decision-making, impulse control, voluntary motor behavior and language. In addition, there is some evidence the hippocampus, a part of the brain involved in memory, suffers some damage as a result of alcohol abuse during adolescence. A study looking at the cognitive abilities of teens in treatment showed memory impairments and other cognitive deficits, (they were tested 3 weeks after their last drink). Researcher, Ken Winters and others agree the extent to which restoration or recovery of such memory loss might occur in adulthood is not yet known.

Dr. Tapert, a professor at the University of California, San Diego, reported her findings in a 2001 article focused on identifying specific sites of brain dysfunction related to heavy alcohol use. Dr. Tapert and her team recruited and tested young women 18- to 25-years-old with a history of alcohol abuse since

adolescence, and a group of same-age women with no history of heavy drinking. Both groups of women had abstained from alcohol for the previous 72 hours. As the women performed a nonverbal working memory test, the researchers found the alcoholic women had significant abnormalities, especially on the brain's right side, and in the frontal lobe and parietal lobe, which is located in the upper back portion of the brain. These are areas of the brain previously identified as active when normal individuals perform spatial tasks such as reading maps, doing puzzles or mentally calculating math problems.

More research is underway to gain clarity on these findings and focus on how brain development is impacted. Let's look at the specific areas of the brain still under construction during the teen years.

The Essential Ingredients for Growing a Healthy, Capable Brain are:

A. Healthy brains require appropriate challenge.

A growing brain needs a compelling purpose, and have at least a beginning level of competence, in order to meet the demands of a given task. If there is too much challenge the brain experiences stress and downshifts. Then it is no longer capable of critical, creative thinking and problem solving.

Principle in Action:

Routines and rituals do help in establishing a safe predictable learning environment, but classrooms and programs need to be infused with intervals of surprise, suspense and mystery. When there is surprise and it's relevant to the learner's needs the brain pays immediate attention to the task or challenge. At that point the challenge needs to be structured in layers where there are beginning skills, intermediate skills and advance skills necessary to complete the task. Too much, too soon, shuts down the brain's capacity for critical thinking.

B. The brain requires social interaction.

It is now clear that throughout our lives, our brain/minds change in response to their engagement with others - so much so that individuals must always be seen to be integral parts of larger social systems. Indeed, part of our identity depends on establishing community and finding ways to belong.

Principle in Action:

Learning experiences need to have an element of social interaction such as cooperative learning, role playing, and community presentations. Brain research also tells us the practical suggestions of making sure instructions are concise and brief. Introduce the goals, skills required and parameters of the activity and then utilize social interaction to allow for students to construct their own meaning.

- C. Emotions are the foundation of a brain's ability to pay attention.

Emotions drive attention and trigger our memory pathways. They also regulate our behaviors and help us organize the world around us. They help us sort out the degree of meaningfulness of the tasks and challenges presented to us by establishing priorities of what needs to be paid attention to first, second and so forth.

Principle in Action:

Gone are the days of the "feel good" end-of-the-year cake and ice cream parties which were schools attempts to bring emotions into the overall learning experiences. We now know that for students to become passionate about and take ownership of their learning they need to have a safe, supporting and encouraging environment, have a voice in the creation of compelling, investigative questions, and have the work become personal through journals and reflection discussions. Youth simply need to feel deeply valued.

- D. Brains seek meaning in the information they encounter and prioritize tasks accordingly.

Our brains are hard wired to assess information and situations according to the degree that our actual survival may depend upon it. Information and situations that enhance our survival are considered high priority, while information that is considered inconsequential to our survival is relegated to low priority status. This is how we determine meaning and purpose in the activities and learning experiences that we're involved with.

Principle in Action:

Learning experiences need to be real and genuine, not contrived. People need to see the connection between the work they are engaged in and how that is utilized in the outside world. Youth voice and choice needs to be a component of the learning experiences. Questions of "Who am I?" and "How do I fit into my world?" can be built into the work as it developmentally appropriate as well as an underlying context.

- E. What's going on here? Brains are hungry for finding patterns and making sense out of non-sense.

The new and novel do catch the brain's attention but it quickly determines how the information will fit into already pre-existing and well-understood patterns of organization. The brain resists having meaningless, isolated bits of separate imposed upon it.

Principle in Action:

Discovery and exploration is a critical component as that is what generates emotion. Additionally, information needs to be shared in a full and purposeful context, not as isolated, compartmentalized bits of separate information. When the brain has the opportunity to build

and assemble its own organizational patterns, the learning will be committed to long-term memory.

- F. The brain processes information and tasks when it is working together with the body.

There are parts of the brain that are activated only when the entire physiology works as a unit. Separating or isolating parts of the brain in order to focus on a particular task will not activate these other parts. Thoughts, emotions, imagination, pre-dispositions and physiology operate concurrently and interactively as the entire system interacts with and exchanges information with its environment. Moreover, there are emergent properties of the brain as a whole system that cannot be recognized nor understood when the parts alone are explored. Education MUST come to terms with the complex, multifaceted nature of the human learner.

Principle in Action:

Like the old adage, "The sum is greater than the total of the parts," learning experiences need to integrate multiple subject areas, encourage physical, hands-on skill development, be relevant to the students' interests and developmental needs and set in a real life context. Assessment of learning should allow for authentic, active performances where a variety of skills and expertise are required.

- G. Each brain needs to be recognized as unique and complex.

We all have similar processing systems and yet each brain is different. We grow up and live in different environments, have different learning styles, intelligences, and attributes.

Principle in Action:

Learning experiences need to include a large degree of choice. A menu of options for how competency and proficiency can be demonstrated allows for the learner to interact with and utilize some of the strengths and talents that are unique to them. Encourage students to set their own goals, share them with other students and talk about why they choose them. Ask students to put some stakes in the goals: "What will happen when you reach your goal, and what will you experience?" When students realize they may experience for example, increased satisfaction, this discovery creates emotional hooks to the goals and thus engagement with the actual learning targets.

Sources: Caine, R. and Caine, G. (1994). Making Connections: Teaching and the Human Brain, Addison-Wesley.

Jensen, Eric. (2005) Teaching with the Brain in Mind. ASCD, Alexandria, Virginia.

PART C: WHERE's the Party? Social and Cultural Norms and Alcohol

Everybody's Doing It

How many young people drink alcohol, how much, and how often? One important detail before we get to the numbers! Across the board, it is typical for high school and college students tend to overestimate the alcohol use rates by their peers. For example, one article notes:

Students are often humbled -- and sometimes floored -- when they're told exactly how their alcohol consumption compares with that of their peers. Now each underage student caught drinking is required to answer a detailed computer questionnaire comparing his drinking habits to the norm.

College students often overestimate how much their classmates guzzle and so rationalize their own excesses. Ken, a w freshman who occasionally downs five beers in a night, figures that 75 percent of his fellow students chug more. He's off by quite a bit -- only 37 percent do. "I didn't realize I was on the higher end," said the student, Ken, age 19.

Record, Washington University in St. Louis, September 10, 2004, Vol. 29, No. See website at: <http://record.wustl.edu/news/page/normal/3766.html>

"It's very influential for students to know where they stand in their peer group," said Lisa Laitman, head of Rutgers' Alcohol and Other Drug Assistance Program for Students. "It breaks down some of their misperceptions." In other words, when asked about drinking habits of other students, individuals are likely to exaggerate the real figure. This misperception of the actual behavior is the subject of some very successful prevention work on both high school and college campuses.

First, A Note About Surveys and Gathering Data

You have likely been surveyed since 4th grade or 6th grade on what you think and how you behave. The surveys asked you questions about your perceptions and your behavior. Your answers were combined with other young people's responses to create a picture of the general attitudes, beliefs and behaviors of those surveyed. Where did all that information go and who reads it? Some schools conduct a statewide survey collecting information on alcohol use at 6th, 8th, 10th and 12th grade every other year. A smaller number of schools participate in national surveys, such as Monitoring the Future (MTF), and the National Survey on Drug Use and Health, (NSDUH), or the National Household Survey Drug Use-also known as the Youth Risk Behavior Survey, YRBS. From this information a local picture is painted which provides a glimpse of both risk and thriving behaviors engaged in by you and your friends. This picture not only

lets you know how your school and community are doing, you can also see how you are doing compared to other communities by comparing your picture with pictures created from other surveys around the state and the country.

So, the state and national data provide a backdrop against which to compare your school and your community with others, giving you some perspective on schools of a similar size or an urban or rural setting. The value of comparison is not just to see a snapshot in time but also to observe trends over a period of time. Comparisons also allow you to find communities with a similar profile, and learn from the successes and avoid the mistakes of others.

As you look for information on teen alcohol use you might notice that it takes some time for the survey results (data) to be analyzed and published, and you might have a little trouble finding up to the minute information. That's because it takes time to administer the surveys, then to gather them all together, then enter the answers into the computer, and finally to analyze the results. Researchers have a number of steps they must take to ensure that the results accurately reflect the facts. Then, finally they can write and publish their findings.

Still, some folks have a hard time believing the data tell the truth. Researchers have thought of this angle. What do they do to safeguard the results? Researchers use two measures, called reliability and validity, to develop the survey instruments.

- Reliability refers to the ability for a question to yield the same result in repeated use of the survey.
- Validity is the degree to which the survey accurately measures what it intended to explain or describe.

Three types of evidence are commonly examined to support the validity of an assessment instrument: content, construct, and criterion. Questions are often repeated but phrased differently to capture consistency from an individual. A wild question might be included to find out if an individual will say yes to any drug use, even if it is a non-existent substance. Statistical analysis pulls out surveys with unexplained answers and "messy" data, they are not included in the totals.

Getting accurate information can be difficult. One of the first tasks is to define what is actually meant by various terms and expressions. For example, the National Survey on Drug Use and Health (NSDUH) asks persons aged 12 or older to report their alcohol use in their lifetime, the past year, and the past 30 days, as well as to report on binge drinking in the past 30 days. But what constitutes binge drinking? The National Survey on Drug Use and Health (NSDUH), defines:

- Binge alcohol use as drinking five or more drinks on the same occasion (i.e., at the same time or within a couple of hours of each other), on at least 1 day in the past 30 days.

- Heavy alcohol use is defined as drinking five or more drinks on the same occasion on each of 5 or more days in the past 30 days; all heavy alcohol users are also binge alcohol users.

Back To The Facts – The Good, the Bad and the Ugly

In 2003 research indicated that:

- Almost 16.4 million (65.7 percent) youths aged 12 to 17 reported **NO USE OF ALCOHOL** during the past year.
- About 4.1 million (16.6 percent) youths reported **SOME ALCOHOL USE** during the past year, but no alcohol use during the past month.
- Almost 1.8 million (7.1 percent) youths reported alcohol use during the past month, but not binge alcohol use.
- Nearly 2 million (8.0 percent) youths reported binge alcohol use, but not heavy alcohol use.
- More than 650,000 (2.6 percent) youths reported heavy alcohol use.

Source: <http://www.oas.samhsa.gov/2k5/alcDelinquent/alcDelinquent.htm>

The Good News

Over 80% of the youth surveyed reported **NO USE** or **Minimal Use** of alcohol during the past year. That means only 2 youth out of every 10 (20%) reported alcohol use during the past year. Only 2 out of every 10 surveyed. When you add these to that group of those who consumed alcohol but did not binge drink during the past 30 days the percentage reaches almost 90% of youth who are neither binge nor heavy drinkers. So, the good news is that, contrary to popular belief, **NOT EVERYONE IS DOING IT.**

The Bad News

The bad news is that there are still 2 MILLION young people who engage in binge drinking. Remember the research from Section 1 that any level of alcohol use can be damaging to the developing brain. Binge drinking increases the damaging effects. Two million young people are placing themselves at risk.

The Ugly News

Still, worse, there are over 650,000 young people who are heavy drinkers – that is they drink five or more drinks on the same occasion on each of 5 or more days in the past 30 days. That is over a half of a million young people who are already at risk of a future controlled by alcohol use. Combined with binge drinkers, there

are almost 3 million young people abusing alcohol, which in turn is abusing them.

Picture This

Here is another national snapshot of alcohol use by teens from MTF. The last survey was in 2005 and will be administered again in 2007. A preliminary report on results is usually released in December of the survey year. This data shows a consistent downward trend in 'past 30 day use' by 8th-12th grade students and a slight uptrend in perception of risk and disapproval of consuming 5 or more drinks at a time.

Source: <http://www.monitoringthefuture.org/>

For Your Portrait

So, how do you compare? How do your friends, your school, your community compare? Where do you get the scoop on your school? It varies by district and state, but the likely place to start would be the building administrator or principal. When the surveys are taking place there is likely a letter or other written announcement for students and parents, which would index the location and timing of the survey results. In some cases the school district office or state office of public instruction would be the repository of the data. For example, in Washington, the school principal decides how and to whom the data will be released. In very small districts the data may not be released to the public, because sometimes student confidentiality is an issue. When there are so few students, the data could reveal individual behavior and identity.

A Look Back in Time

While no one knows when beverage alcohol was first used, it was presumably the result of a fortuitous accident that occurred at least tens of thousands of years ago. However, the discovery of late Stone Age beer jugs has established the fact that intentionally fermented beverages existed at least as early as the Neolithic period (cir. 10,000 B.C.) (Patrick, 1952), and it has been suggested that beer may have preceded bread as a staple (Braidwood et al, 1953; Katz and Voigt, 1987); wine clearly appeared as a finished product in Egyptian pictographs around 4,000 B.C. (Lucia, 1963a).

The earliest alcoholic beverages may have been made from berries or honey (Blum et al, 1969; Rouech, 1960; French, 1890) and winemaking may have originated in the wild grape regions of the Middle East. Oral tradition recorded in the Old Testament (Genesis 9:20) asserts that Noah planted a vineyard on Mt. Ararat. In Sumeria, beer and wine were used for medicinal purposes as early as 2,000 B.C. (Babor, 1986).

A variety of alcoholic beverages were used in China since prehistoric times. Alcohol was considered a spiritual (mental) food rather than a material (physical) food, and extensive documentary evidence attests to the important role it played in the religious life. "In ancient times people always drank when holding a memorial ceremony, offering sacrifices to gods or their ancestors, pledging resolution before going into battle, celebrating victory, before feuding and official executions, for taking an oath of allegiance, while attending the ceremonies of birth, marriage, reunions, departures, death, and festival banquets."

A Chinese imperial edict of about 1,116 BC makes it clear that the use of alcohol in moderation was believed to be prescribed by heaven. Whether or not it was prescribed by heaven, it was clearly beneficial to the treasury. At the time of Marco Polo (1254-1324) it was drunk daily and was one of the treasury's biggest sources of income.

Alcoholic beverages were widely used in all segments of Chinese society, were used as a source of inspiration, were important for hospitality, were an antidote for fatigue, and were sometimes misused. Laws against making wine were enacted and repealed forty-one times between 1100 BC and AD 1400. However, a commentator writing around 650 BC asserted that people "will not do without beer. To prohibit it and secure total abstinence from it is beyond the power even of sages. Hence, therefore, we have warnings on the abuse of it."

While the art of wine making reached the Hellenic peninsula by about 2000 BC, the first alcoholic beverage to obtain widespread popularity in what is now Greece was mead, a fermented beverage made from honey and water. However, by 1700 BC, wine making was commonplace, and during the next thousand years wine drinking assumed the same function so commonly found around the world: It was incorporated into religious rituals, it became important in hospitality, it was used for medicinal purposes and it became an integral part of daily meals. As a beverage, it was drunk in many ways: warm and chilled, pure and mixed with water, plain and spiced.

Contemporary writers observed that the Greeks were among the most temperate of ancient peoples. This appears to result from their rules stressing moderate drinking, their praise of temperance, and their avoidance of excess in general. An exception to this ideal of moderation was the cult of Dionysus, in which intoxication was believed to bring people closer to their deity.

While habitual drunkenness was rare, intoxication at banquets and festivals was not unusual. In fact, the symposium, a gathering of men for an evening of conversation, entertainment and drinking typically ended in intoxication. However, while there are no references in ancient Greek literature to mass drunkenness among the Greeks, there are references to it among foreign

peoples. By 425 B.C., warnings against intemperance, especially at symposia, appear to become more frequent.

Xenophon (431-351 BC) and Plato (429-347 BC) both praised the moderate use of wine as beneficial to health and happiness, but both were critical of drunkenness, which appears to have become a problem. Hippocrates (cir. 460-370 B.C.) identified numerous medicinal properties of wine, which had long been used for its therapeutic value. Later, both Aristotle (384-322 BC) and Zeno (cir. 336-264 BC) were very critical of drunkenness.

American History: Whiskey and other distilled spirits, such as rum, played an important role in both the American colonies and in the new American Republic. As early as 1657, a rum distillery was operating in Boston. It was highly successful and within a generation the production of rum became colonial New England's largest and most prosperous industry.

Eskimo and Aleut are among North American Native people with no tradition of intoxicating liquor. In the southwest and in Mexico indigenous tribes were making and drinking forms of beer and wine before European contact. Of the tribes that did have alcohol most tribes practiced very controlled use of alcoholic beverages, limiting usage to ceremonial or specific social/cultural occasions. Beyond those tribes, at least before European contact, there is little evidence of other Native tribes using alcohol. After European contact, however, many of the tribes experienced a gradual escalation of alcohol use after alcohol was introduced as part of business and trade negotiations. This is not surprising because for many European Americans in the 1600's, alcohol was a regular part of their diet, used in some cases as a water purifier.

Setting the Record Straight: Native Americans and Alcohol Use

Historically there have been many misconceptions about the relationship Native Americans have had with alcohol. Between the 1500's and 1700's many changes occurred in native cultural life. There was contact with Europeans, then guns replaced bows and arrows as a means of hunting for food. Hunting became more efficient while trading in furs with Europeans drew natives into the economy of the developing colonies. Efficient hunting led to game depletion and the need to cover more land to get the same number of pelts to sell. Traditional foods and skins for clothing became scarce, and the beginning of dependence on Europeans for food and clothing emerged. Alcohol was used as payment for furs and game. All the while, natives were subject to devastating diseases transmitted by Europeans. With guns and increasing population pressures, a warrior society developed in many tribes. The technological

changes natives were experiencing upset the ecological balance between humans and animals, and caused social reorganization. There was political domination and a number of unethical and cruel methods of taking land and eliminating native occupants. Natives did not hold a concept of land tenure in their cultural traditions.

Misconceptions exist on the extent and nature of current alcohol related problems among Native Americans. Primary to understanding the current situation is the concept that each tribe has a discreet cultural tradition, history, and response to the events of the past 500 years on this continent. It would be a mistake to take all tribes as a single cultural group.

Source: Coyhis, D L and White, W L. Alcohol problems in Native America: The untold story of resistance and recovery- "the truth about the lie."

When the British blockade prevented the importation of sugar and molasses, and thereby disrupted the production of rum, a substitute was sought to meet the demand for spirits in general and for provisions for the Revolutionary Army in particular. It was found in whiskey.

Even before the Revolution, whiskey had become the preferred way to use surplus grains in the frontier settlements west of the Appalachian Mountains. The expansion of a corn belt in Kentucky and Ohio had created a corn glut. There were no roads in the region and most transportation was by packhorse. It cost more to transport corn or grain than it could bring on the eastern markets, so farmers distilled it into "liquid assets" that could easily be shipped or bartered. Practically every farmer made whiskey and it became a medium of exchange.

The first Kentucky whiskey was made in 1789 and a tax on whiskey led to the first test of federal power, the Whiskey Rebellion in 1794. After serving as president, George Washington became probably the new republic's largest whiskey distiller.

By 1810, there were at least 2,000 distillers producing more than two million gallons of whiskey. Annual absolute alcohol consumption (including wine, beer, etc.) may have been as high as ten gallons per person, a level over four times the current rate.

This ultimately led to attempts to curb alcohol use and abuse. The movement, called the temperance movement, began around 1840. The western migration

across the United States continued. The land and gold rushes that were occurring in the far western regions of America, created fast riches and spawned a new frontier culture, which was referred to as the Wild West. In these new Wild West towns, saloons and alcohol were prominent fixtures. Attempts to reduce or eliminate alcohol, even in these new Wild West communities, continued and led eventually to what is known as the Prohibition era (1919-1933).

Prohibition: 1919-1933

Finally, in 1919, opponents of alcohol were successful in passing a law against alcohol. The 18th Amendment to the Constitution instituted a prohibition on the sale of alcohol in the United States. It is interesting to note that even though the commercial sale of alcohol was illegal, owning liquor was not illegal and drinking was not illegal. Prohibition, however, had some unintended consequences. Illegal alcoholic drinks were still available, but now through secret establishments known as "speakeasies" which sprang up in cities and even some rural areas. Large quantities of alcohol were smuggled in from Canada and the Caribbean. In other words, Prohibition created an extensive "black market" for alcohol.

Prohibition Ends – An Amendment to Repeal a Constitutional Amendment

Fourteen years later, Prohibition was ended. The 21st Amendment repealed the law. The new law explicitly gives states the right to regulate, restrict or ban the purchase and sale of alcohol. This has led to a patchwork of state and county laws, in which alcohol may be legally sold in some but not all towns or counties within a particular state. After the repeal of the national constitutional amendment, some states continued to enforce prohibition laws. Mississippi, for example, which had made alcohol illegal in 1907, was the last state to repeal prohibition, in 1966. While Mississippi is not totally "dry" there are still many dry counties and communities in the state (mainly in the Southern part). In practice this now means little more than that people wishing to buy alcohol must travel some distance to do so and bars are not allowed in the prohibiting jurisdiction.

Since 1988 the United States has prohibited the sale of alcohol to anyone under the age of 21. There are several exceptions to this rule, such as persons under 21 drinking alcohol under the supervision of the parent or for religious purposes. Until 1982, those under 21 and in the military could consume alcohol on any military base.

Genetic Predisposition to Alcohol Abuse

Neither genes nor environment alone can explain why any particular individual develops alcohol dependence. Rather, as a complex disorder, risk for the development of alcohol dependence will be a consequence of the interplay of multiple genes, potentially multiple environmental factors, and the interaction

of these genes and the environmental factors. Similarly, it is not likely that any single mechanism of gene-environmental interaction will explain all vulnerability to alcohol dependence. While in the past decade investigators have sought to define both genes and environmental factors underlying risk, this effort had been limited due to a lack of powerful technologies and methodologies that could be applied to the genetic study of complex disorders such as alcoholism. In recent years, advanced technologies such as single nucleotide polymorphisms (SNPs) and haplotype maps have enabled scientists to identify genes associated with these disorders. Although a few genes, such as GABRA2, ADH, ALDH, CHRM2, OPRM1 and NPY, have been linked to alcohol dependence and its related disorders, it is apparent that more genes will be rapidly identified. The above is from NIAAA 5 year plan 2007-2011.

SECTION D. Consequences: So What Can Happen?

There are many consequences for teens that choose to use alcohol. For one thing, it is illegal. That means you can be subject to spending time in detention or jail. You can lose your driver's license. If you are in an automobile accident and alcohol was involved, you could a range of criminal charges. In addition to the obvious risks, there is a wide range of both short and long term health consequences, ranging from unwanted pregnancy to legal issues that can follow an individual for a lifetime.

Here are some of the research findings from the work of neuroscientists in the past few years:

- Adolescents are more vulnerable than adults to the effects of alcohol on both memory and memory-related brain function.
- The young drinker may experience a blackout and not remember what happened, who they were with, or where this took place. Learning from experience just went out the window!
- These negative effects, (such as slowing down and feeling sleepy, unable to walk or carry on physical activity) are absent in teens, instead they feel less sedated than an adult who drank the same amount, and teens experience fewer motor impairments, they can still walk and do some physical tasks.
- Teens might think they can drive well as a result, but because they are less experienced drivers, the negative effects of alcohol come into full play while driving a motor vehicle.
- The heavy, binge pattern of alcohol consumption places adolescents in repeated exposures to medically damaging concentrations of alcohol.
- In many cases, this could raise the risk for alcohol poisoning, as the young person continues to drink, not realizing they are creating

a very high blood alcohol concentration. In other words, an adult might pass out after a certain number of drinks, a younger person would continue to be conscious and able to drink. The result could include alcohol induced coma or alcohol poisoning without the physical warning signs.

Source: NIAAA 5 year strategic plan, Ch 1, Overview: <http://pubs.niaaa.nih.gov/publications/StrategicPlan/NIAAASTRATEGICPLAN.htm#Introduction>

Reality: Consequences

Here's a sampling of some things to think about:

- Shoplifting, burglary, and theft are all possible legal violations associated with adolescents trying to obtain alcohol. Some of the legal consequences stick with you and surface when you apply for a job, college, or become eligible future competitive opportunities such as scholarships, elected offices, and community positions of trust.
- Your early choices are viewed with scrutiny and are considered as a reflection of your developing character. As an example, many companies that recruit on college campuses have been using search engines like Google and Yahoo to conduct background checks on seniors looking for their first job. But now, college career counselors and other experts say, some recruiters are looking up applicants on social networking sites like Facebook, MySpace, Xanga and Friendster, where students often post risqué or teasing photographs and provocative comments about drinking, recreational drug use and sexual exploits in what some mistakenly believe is relative privacy. More than one-quarter (26.9 percent) of the employers reported that they have Googled candidates or reviewed job applicant profiles on social networking sites, according to a recent poll conducted by the National Association of Colleges and Employers (NACE).
- Adults who are willing to buy or provide alcohol to teenagers may have their own agenda. For example, the alcohol providers may attempt to extort sexual favors or otherwise bully and intimidate in exchange for alcohol, in order to take advantage of the teenager.
- Consider the data linking alcohol use by teens and young adults with unprotected, unplanned, and unwanted sex. The following is from an NIAAA publication read on line, Underage Drinking, A Growing Health Care Concern:

Sexual assault, including rape, occurs most commonly among women in late adolescence and early adulthood, usually within

the context of a date. In one survey, approximately 10 percent of female high school students reported having been raped. Research suggests that alcohol use by the offender, the victim, or both, increases the likelihood of sexual assault by a male acquaintance.

- **High-Risk Sex:** Research has associated adolescent alcohol use with high-risk sex (for example, having multiple sexual partners, failing to use condoms, and having unplanned sex). The consequences of high-risk sex also are common in this age group, particularly unwanted pregnancy and sexually transmitted diseases, including HIV/AIDS. According to a recent study, the link between high-risk sex and drinking is affected by the quantity of alcohol consumed. The probability of sexual intercourse is increased by drinking amounts of alcohol sufficient to impair judgment, but decreased by drinking heavier amounts that result in feelings of nausea, passing out, or mental confusion.
- People's response to alcohol varies; you won't know this until you are already in the situation. The other risk that's really prevalent today is "date rape drugs" that are put into alcoholic drinks at parties. But even without the addition of drugs, getting a date drunk may be used as a means to obtain sex from someone who may be unable to give consent.
- The lowered inhibitions could lead some people to do things they would never consider when sober, such as high risk dares made by the group.
- An immediate consequence in your family could be loss of trust and therefore loss of privileges. You could be on restriction for a mighty long time and have to take the baby steps needed to regain the trust of your parents. If you have younger siblings you have just modeled a negative health compromising behavior, and if your younger siblings admire and look up to you....wouldn't they try to imitate what you do?
- **Academic performance:** you need your memory to do what is expected in most high schools. Studies of both college and high school students show a decrease in GPA as episodes of drinking increase. **Academic Problems:** About 25 percent of college students report academic consequences of their drinking including missing class, falling behind, doing poorly on exams or papers, and receiving lower grades overall (Engs et al., 1996; Presley et al., 1996a, 1996b; Wechsler et al., 2002).
- Adolescents who use alcohol may remember 10% less of what they have learned than those who don't drink. From: Brown, S.A., Tapert, S.F., Granholm, E., et al. (2000). "Neurocognitive functioning of adolescents: Effects of protracted alcohol use."

Alcoholism: Clinical and experimental research, 24(2). Impact of Substance Use and Violence/Delinquency on Academic Achievement for Groups of Middle and High School Students in Washington, (May, 2002). This report is from the University of Washington, Human Services Policy Center.

Driving and Drinking: The ultimate in short term and long term consequences

A site you might want to visit for state-by-state information is <http://www.dmv.org/>:

- You could be arrested in any state for Minor In Possession.
- Zero Tolerance Laws lowered BAC level to “zero tolerance” for teens in many states. That means, if you have any level of blood alcohol reading, you can be cited for a Driving Under the Influence if you are under 21.
- If you are driving and you have alcohol in your system, you could be cited for various DUI penalties, but, at the very least, you probably won't see your license again for several years!
- Your insurance costs will skyrocket post arrest, if you are allowed to drive, and if your car has not been permanently impounded, this varies by state.

Driving Home the Point: Some Additional Statistics

- At all levels of blood alcohol concentration, the risk of being involved in a crash is greater for young people than for older people (Zador, 2000).
- In 2003, 25% of drivers ages 15 to 20 who died in motor vehicle crashes had been drinking alcohol (NHTSA, 2004c)
- Alcohol-related motor vehicle crashes kill someone every 31 minutes and non-fatally injure someone every two minutes (NHTSA, 2005).
- More than two-thirds of child passengers ages 14 and younger who died in alcohol-related crashes during 1997–2002 were riding with the drinking driver; only 32% of them were properly restrained at the time of the crash (Shults, 2004).
- Of the 2,136 traffic fatalities among children ages 0 to 14 years in 2003, 21% involved alcohol (NHTSA, 2004d).

Is Older Better?

Take a look at these underage drinking consequences for college students, and for more details visit this web site <http://www.collegedrinkingprevention.gov/>:

- 1700 college students ages 18-24 die each year from alcohol –related unintentional injuries, including motor vehicle crashes (Hingson et al, 2005)
- 599,000 college students ages 18-24 are unintentionally injured under the influence of alcohol, (ibid)
- More than 696,000 college students between the ages of 18 and 24 are assaulted by another student who has been drinking, (ibid)
- More than 150,000 students develop an alcohol related health problem and between 1.2 and 1.5 percent of students indicate that they tried to commit suicide within the past year due to drinking or drug use.
- College administrators report problems with alcohol related property damage.

PART E. Prevention: Stop Before You Start

Research has provided a number of data based predictors of factors that contribute to both youth health and also youth problem behaviors. Positive and negative youth outcomes are often referred to as protective and risk factors. These terms simply refer to conditions in a young person's life that either help them make positive, healthy choices for their lives or factors that, if present, are indicators of probable behaviors that lead to unhealthy choices and negative short term and long term outcomes.

One such theory, the Social Development Strategy, is a theoretical framework for understanding the influences on healthy youth development. This theory also organizes the research on risk and protective factors into a process that can be used for prevention planning and implementation. The diagram below illustrates the social influences on a young person, with the goal of healthy development and choices at the top, and the building blocks at the bottom.

Protective and Risk Factor theories suggest that when youth are given the skills, opportunities, and recognition for participating in meaningful activities in schools, communities and families, they are more likely to follow the clear standards and healthy norms of those social units. One condition that is essential to the process is having a caring adult involved in their lives. This helps in bonding with healthy adults and increases a sense of attachment to the individual's values and to the norms of the larger group. When these conditions are present in the life of a young person they provide a buffer from the risks of substance abuse, school drop out, delinquency, and teen pregnancy. For further information on this issue, see the Social Development System (SDS) diagram and

explanation at: <http://depts.washington.edu/sdrg/page2.html> But as you get older, the influence of your parents and other adults (teachers, social workers, counselors, etc.) becomes less important than the influence of your friends and other people your age.

“Prevention of alcohol problems in adolescents poses special challenges due to the unique physical, psychological, and social maturation processes occurring during this period.”

What does this mean? As a teen advances through middle/junior high and high school, and becomes active in sports and other activities, he or she is usually granted more freedom of movement and use of discretionary time, and have access to resources like money and transportation. Unsupervised time is often spent online in chat rooms and on websites like MySpace and YouTube. As more independence is obtained, teens begin to be greatly influenced by the larger culture, rather than just their family. These influences include significant peer pressure, which becomes increasingly important in shaping attitudes, beliefs and tastes in clothing, music, and behavior. These pressures on teens, in combination with their developing attitudes and beliefs, make them “moving targets” for intervention and treatment. These external influences may, or may not, be in line with the competencies, interests, and capacities of any particular adolescent. In tandem with these biological and environmental changes, progressive demands are made on the developing youth for academic progress, self-regulation, and self-governance, in the face of increasing freedom to choose one’s own day-to-day and life directions. Recent studies point to developmental processes intrinsic to adolescence that may support or even encourage alcohol use, abuse, and dependence. The challenge is then to reduce underage drinking despite strong psychosocial influences that may lead young people toward alcohol use. Reducing underage drinking is important since long-term consequences may result from alcohol exposure during this time affecting neural, behavioral and social maturation.

Current prevention efforts approach the issue of youth drinking in two ways. Environmental-level interventions seek to reduce the availability of alcohol to youth and opportunities to drink, increase penalties for violation of minimum legal drinking age laws, and reduce community tolerance for alcohol use by youth. Individual-level interventions seek to change knowledge, attitudes, and skills so that youth are better able to resist influences that support drinking.

At the environmental level, the most comprehensive and effective interventions to date encompass coordinated school, family, and community programs. One such universal prevention program, implemented in the last decade called Project Northland, included school curricula, peer leadership, parental involvement programs, and communitywide efforts to address community norms and alcohol availability. The intervention was delivered to a single cohort

from grades 6 through 12. Comparisons in such measures as “tendency to use alcohol” and drinking five or more drinks in a row revealed differences between intervention and comparison communities.

At the individual level, the ability of parents to influence whether their children drink is well documented and is consistent across racial/ethnic groups. Family interventions encourage parents to be aware of the risks from underage drinking, communicate with children, clarify expectations, set rules and consequences about alcohol use, and monitor children’s activities. In addition to changing the knowledge and skills of young people, families can create an environment that reduces alcohol availability and increases the costs associated with drinking.

Another type of individual intervention uses the contact time with the medical system following an alcohol-related adverse event that represents a “teachable moment.” Recent studies in pediatric and other emergency departments and with college age and other populations have indicated screening and brief interventions can reduce current drinking and related problems. For example, in a study of alcohol-involved teens in an urgent care setting, those who participated in a brief motivational interview showed significantly greater improvement as reflected in significantly lower incidence of drinking and driving, fewer alcohol-related social and legal problems, and fewer alcohol-related injuries during follow-up compared to those receiving standard care. Another study in a similar population found that those adolescents receiving a brief motivational intervention had significantly fewer drinking days per month and lower frequency of high-volume drinking compared with adolescents who received standard care. From 5 year plan at NIAAA (see full NIAA report at the end of the manual)

Which prevention programs or strategies are ineffective or have not been adequately tested to know for sure? The list below is provided upfront so you won’t vest your time in an area that simply won’t pay off as you might have expected. No need to worry though, there are plenty of strategies left from which to choose.

Definition of Terms

Unproven = existing data from evaluation studies and or randomized controlled trials indicate very low or no impact on preventing substance abuse among youth. In some cases, further testing is undertaken after making program adjustments or adding components.

Ineffective = these programs did not achieve their stated intention or did not show statistically significant change in the population targeted.

Unproven Programs

The following are programs and strategies for which multiple research results failed to support program effectiveness for identified problem behaviors (as specified on the list below). However, they may be used as one component of a comprehensive prevention program. The NIDA principles and CSAP Guiding Principles of Substance Abuse Prevention demonstrate how to integrate these activities into a comprehensive prevention plan.

Alternative Activities (e.g. Midnight Basketball, Drug-Free Dances)

Following is an excerpt from Selected Findings in Prevention: A Decade of Results from the Center for Substance Abuse Prevention, Center for Substance Abuse Prevention, (1996).

Recreational and cultural activities, known generically as “alternative activities,” often are regarded as attractive enhancements of prevention programs. Community prevention planners sometimes describe such activities, including organized sports and elaborate field trips, as the “hook” that attracts youth participants to community-based prevention programs. The implication is that other activities, such as skills training, are more essential components of prevention programming.

A national cross-site evaluation of community prevention partnerships conducted by CSAP found that alternative activities were cited as the single largest expense for roughly one-third of the partnerships. At least in terms of their relative cost, drug-free recreational and cultural activities often appear to dominate the agenda of community-based substance abuse prevention.

Despite a continuing lack of scientific evidence for their effectiveness, some prevention professionals believe that drug-free recreational and cultural activities that incorporate social skills development and mental health promotion are core elements in the prevention of substance abuse. The Center for Substance Abuse Prevention believes in conducting more focused research to resolve the issue of the appropriate role for alternative activities in the overall prevention agenda.

D.A.R.E. Programs

The following is an excerpt from Preventing Crime: What Works, What Doesn't, What's Promising, Office of Justice Programs and the University of Maryland, Department of Criminology and Criminal Justice, (1997).

Using the criteria adopted for this report, D.A.R.E. does not work to reduce substance use. The program's content, teaching methods, and use of uniformed police officers rather than teachers might each explain its weak evaluations. No scientific evidence suggests that the D.A.R.E.

core curriculum, as originally designed or revised in 1993, will reduce substance use in the absence of continued instruction more focused on social competency development. Any consideration of D.A.R.E.'s potential as a drug prevention strategy should place D.A.R.E. in the context of instructional strategies in general. No instructional program is likely to have a dramatic effect on substance use. Estimates of the effect sizes of even the strongest of these programs are typically in the mid- to high teens. D.A.R.E.'s meager effects place it at the bottom of the distribution of effect sizes, but none of the effects are large enough to justify their use as the centerpiece of a drug prevention strategy. Rather, such programs should be embedded within more comprehensive programs using the additional strategies identified elsewhere in this chapter.

A revised DARE curriculum has been implemented and is being tested nationally with input from prevention researcher, Gilbert Botvin. The study's findings are published in the February 2003 Archives of Pediatrics and Adolescent Medicine. For the study, researchers compared the D.A.R.E. and D.A.R.E. Plus programs given to 6,237 7th-graders in 24 schools in 1999 and 2000. One third of the schools used the original D.A.R.E. curriculum, one third used the enhanced D.A.R.E. Plus, and the remaining schools used no drug-prevention programs. See below for preliminary results:

Revised DARE Program Showing Promising Results, November 1, 2002, JT online news:

Research Summary

A revised version of the Drug Abuse Resistance Education (DARE) program is showing effective results in preliminary studies, the Associated Press reported Oct. 29.

About 15,500 seventh graders in Detroit, Houston, Los Angeles, Newark, New Orleans, and St. Louis took part in early trials conducted by researchers at the Institute for Health and Social Policy at the University of Akron.

The researchers found that the students given the new curriculum were more likely to refuse drugs and had fewer misconceptions about how many of their peers use drugs, compared to students in a control group.

"It shows us that the program is doing what it intended to do, and in a very significant way," said Zili Sloboda, an epidemiologist at the Institute for Health and Social Policy and leader of the study.

The findings could mean that the anti-drug program, which is most frequently taught to fifth-graders, could be administered in elementary through high school. "These kids are prepared now. Now we've got to reinforce that when they enter the ninth grade," said Sloboda.

The researchers will continue to follow the students through their junior year in high school.

The original DARE curriculum, which was implemented in 80 percent of school districts, has been criticized over the last few years for being ineffective or not sufficiently tested. A study 2007 August supported those beliefs.

The revised DARE curriculum, which will involve teachers rather than just police officers, includes more lifelike situations and helps students confront peer pressure more effectively.

The study was funded by the Robert Wood Johnson Foundation.

Information Dissemination and "Fear Arousal"

The following is an excerpt from Preventing Crime: What Works, What Doesn't, What's Promising, Office of Justice Programs and the University of Maryland, Department of Criminology and Criminal Justice, (1997).

Several meta-analyses and reviews of the effectiveness of school-based drug prevention instruction have been conducted (Botvin, 1990; Botvin et al., 1995; Dryfoos, 1990; Durlak, 1995; Hansen, 1992; Hawkins, Arthur, and Catalano, 1995; Institute of Medicine, 1994; Tobler, 1986, 1992). Botvin (1990) traces the historical development of these programs. He shows that "information dissemination" approaches which teach primarily about drugs and their effects, "fear arousal" approaches that emphasize the risks associated with tobacco, alcohol, or drug use, "moral appeal" approaches which teach students about the evils of use, and "affective education" programs which focus on building self-esteem, responsible decision making, and interpersonal growth are largely ineffective for reducing substance use. On the contrary, approaches which include resistance-skills training to teach students about social influences to engage in substance use and specific skills for effectively resisting these pressures alone or in combination with broader-based life-skills training do reduce substance use. Curricula which focus on general life skills are typically longer than those which focus only on social resistance skills.

Self-Esteem Enhancement Programs

The following is an excerpt from Selected Findings in Prevention: A Decade of Results from the Center for Substance Abuse Prevention, Center for Substance Abuse Prevention, 1997, p. 11-12.

Some addiction research of the 1960's and 1970's focused on the self-esteem portion of the self-concept model of personality, using such instruments as the Rosenberg Self-Esteem Inventory. Patients

undergoing detoxification for alcohol or heroin dependence often revealed very low levels of self-esteem; theories were proposed to explain the apparent relationship between self-esteem and addiction. More recent analyses propose that the early studies were in fact developing a model of personalities undergoing detoxification rather than a model of a personality potentially susceptible to either addiction or substance abuse. Cocaine users in particular often exhibit unusually high levels of self-esteem before the onset of addiction. Nevertheless, many substance abuse prevention interventions continue to be based on the theory that self-esteem is a central issue to the onset of substance abuse (see, for example, Schroeder, Laflin, and Weis, 1993). Implication : A 1994 consensus panel convened by CSAP, after reviewing all available evidence, concluded that improving adolescent self-esteem is not necessarily protective against substance use and that poor self-esteem alone is not predictive of future substance abuse. Increased self-esteem probably should not be used either as a measure of the effectiveness of a substance abuse prevention effort or as an objective of prevention efforts. Alternate psychological measures that may be more useful to prevention include changes in such areas as positive self-concept, future orientation, family conflict, or self-perceived social competence.

Additionally, acquisition of competence in specific social and communication skills may have inherent protective value against substance abuse rather than merely contributing to the problematic sense of self-esteem.

For more information, see the following:

Selected Findings in Prevention: A Decade of Results from the Center for Substance Abuse Prevention, Center for Substance Abuse Prevention, 1997. To order a free copy, contact The National Clearinghouse for Alcohol and Drug Information (NCADI), (800) 729-6686, and request publication order no. "SMA 97-3143."

What Works!

Research over the past 30 years or more now bears fruit. Most prevention strategies are aimed at substance abuse in general, including alcohol. Prevention strategies may target individuals, promote institutional change, or involve changes to the community as a whole. The best combination is a coordinated approach to prevention that addresses changes at multiple levels. This next section will give a brief overview of school, family, and individual programs but the highlight will be those where high school students may either be the prime mover or could actually deliver the program in a school or community.

First let's look at strategies for schools:

- Enhancing students' personal and social skills

NOTES

- Connecting students and families with appropriate services
- Providing safe and supervised alternatives
- Restructuring classrooms to promote student engagement
- Influencing school and community norms
- Establishing and enforcing clear school and community policies
- Building school-family-community partnerships

Why would these activities, programs and policies make a difference? Research ferreted out the 'active ingredients' that make these strategies effective in their data analysis of outcomes and went even further in longitudinal studies.



SECTION 3 Taking Action

TAKING ACTION:

Action project ideas for students

Introduction to Taking Action

Our hope is that by the time you reach this point in the manual, you've come to believe that alcohol can be pretty devastating to the lives of young people like you. If you're sick of alcohol companies manipulating young people with their advertising romanticizing alcohol, then it's time to take action. If seeing your friends the morning after with their pain and regret, or hearing about one more kid whose been killed in a drunk driving accident bothers you, then it's time to take action. Below are just a few of the many ways that a young person can make a difference. What will you do?

Below you will find a wide range of action project options for you to consider and pursue. You may choose one or combine two, or use some of the information provided to create your own unique and original project. The goal here is for you to design and develop a project that you care about and want to see come to life in your community.

One of the best resources for creating a great project is tapping COMMUNITY PARTNERS. These are organizations and individuals who have background and experience in the area of your project. They can help provide support and resources to you. So, once you have decided on a topic area, one of the first things you'll want to do is find out who in your community is involved in these issues. Next to each project idea is a little of possible community partners who you can contact to get ideas and support!

Don't be afraid to call them either – most of these organizations would love nothing more than to have you call them to support a project. You'll be amazed at the power of partnerships and how much more you can accomplish! Many culminating projects also have a "mentor" component – so some of these potential community partners can also serve as a mentor for your project.

How Can Students Play a Positive Role in Prevention?

First Steps: Work on something that has meaning to you!

Youth activists, people like you who are willing to step out and be heard, are the most positive force in helping stop the death and destruction of alcohol abuse among youth. You need to know that your voice will make a difference. When you look at a room of 5th and 6th graders, imagine them at 15 and 16.

Imagine them all on a Friday or Saturday night having fun with their friends, but not being drunk? What if they were all able to laugh, be crazy, be open with one another, dance, drive without the chance of killing themselves or someone else while drinking and driving – just having a good time without thinking they “need” alcohol to make that possible. Believe it or not, YOUR voice can help them believe that.

Planning Tips

The Marin Institute has an outstanding website on planning projects around issues pertaining to alcohol and underage drinking. Below, you will find their outline for developing action based service-learning projects in the “Youth Activists” section of their website, which can be found at: http://www.marininstitute.org/Youth/youth_activists.htm

Planning for social change projects takes time and energy. The more planning you do, the more prepared you’ll be, and the better your chances for success.

Here are some key steps to take you through the process.

1. Bring people together. Reach out to as many people as possible (see “potential community partners” section for ideas) to help you sort through your ideas and begin to focus your thoughts.
2. Identify problems in your community. There are (at least) two ways do this. You can start by brainstorming problems you witness in your community that you’d like to fix. Or you can start with a positive vision of your community, a picture of what you’d like to see in the future. Either way, explore as many ideas as possible.

Examples of Community Problems:

- My neighborhood has too many liquor stores and no supermarket.
- Too many students from my high school are using alcohol. .
- Our city is cutting funding for recreation programs leaving young people fewer options for getting together.

Examples of Positive Community Visions:

- My vision is of a community where young people are supported and provided with opportunities to succeed.
- My vision is of a school where all students are engaged, and where people feel safe when they walk down the halls.

3. Choose the problem you want to address. After you’ve developed a good list of potential issues to address, ask these questions for each issue to help

narrow down your choices.

- Is it an issue that I really care about? Is it more or less important than the other issues I am considering?
- Is it an issue that affects me directly? If it does, you'll be more motivated to look into it.
- Does the issue impact large numbers of people, especially young people?

4. Research the issue. Once you've selected the problem or issue you want to address, look into the issue more deeply. The goal is to get to the root cause of the problem, learn from other people's perspectives, and identify solutions that might be effective in solving the problem.

Here are three good ways to start:

- Talk about it with your friends and family members. Find out what you already know and what questions you need answered. Think about who can help you find the answers.
- Talk to people who are affected by the problem. Get their insights. Ask them what they think needs to be done to solve the problem.
- Talk to people who are trying to address the problem, or who study the problem. Ask for the big picture so that you can understand as much as possible about this issue.

The more you talk about the issue, the better. Use the following questions as a guide for you to think critically about how to address the problem:

- Who are your allies or potential allies? How will you recruit them? What can they contribute to your campaign? What do they risk by joining you?
- Who are your targets? Who has the power to give you what you want?
- Who are your potential opponents? Why are they opposed? What will they do to oppose you?
- What steps will you take to carry out your plan (such as research, media events, public hearings, or negotiations)?
- How will issues/concerns of race, class or other "isms" play out in this campaign? How will your group address them?

5. Come up with a goal to solve the problem or address the issue. Develop statements that describe the issue, your overall goal (what you want to achieve in the long run), and your project idea (what you hope to accomplish in a specific project). A good project idea should:

- Be achievable in a certain amount of time;
- Describe who will benefit from the project;
- Help you reach your goal.

Issues, goals, and project ideas are distinct things-spend some time developing language that clearly states each one.

Defining Issues, Purpose, And Project Ideas: A Sample

- The ISSUE: The problem I want to address is that youth have easy access to alcohol from liquor stores. I found that many stores don't check ID's; often there are adults who hang out in front and offer to buy for underage youth.
- The PURPOSE/OBJECTIVE: Liquor stores in my community will stop selling alcohol to minors.
- The PROJECT IDEA: I will get two liquor stores in our neighborhood to stop selling to minors by the end of this year. I will do this by getting these businesses to sign pledges to (1) check ID's and (2) install video cameras outside to prevent adults from buying for youth. I will also develop a compliance check system to ensure that businesses fulfill these pledges over time.

6. Develop your Action Plan. Sounds like a big process, but you can start by answering three questions:
 - How are you going to make this happen? This is your To Do list, of everything that needs to happen in order for your project to succeed.
 - When are you going to do each activity? This is your timeline.
 - Who will do each activity? These are your assignments; spread the wealth and make sure that everyone gets involved.

You will find a series of planning tools in the last section of this manual.

7. Take Action! Dive in and start doing all of the things on your To Do list. Use your Action Plan as a guide to go step-by-step through every stage of your project.
8. Evaluate and celebrate. Talk about what worked and what you'll do differently next time; document these lists in writing so you can refer to them at a later date. Celebrate your successes, even unanticipated ones.

Remember, even if you don't reach your goal, you may have succeeded in other ways, such as developing a network of concerned citizens, learning new skills for the future and meeting policy-makers.

See how the process works??? O.K. – here are some more ideas!

Project Ideas for Students

ISSUE: Rationale For Underage Drinking Prevention – Why Shouldn't We Drink?

Issue Overview:

Projects can focus on the issue of media manipulation (you'll be cooler if you drink); health (positive impacts and risk factors); or working on helping younger kids to see all of the reasons they should not drink.

One of the most powerful projects (and fun!) around underage drinking prevention is for older students to create projects for younger students. A 5th grader hearing from a senior in high school that drinking is not cool is far more meaningful and effective than an adult standing up and saying it! Young people all agree it is far more powerful for them to hear from other young people on these issues than just adults! Below are some ideas and potential resources for you to design a cool peer education project!

Purpose/Objective of Addressing this Issue:

Research has shown that developmentally, prevention efforts are most effective when the information is presented to young people ages 9-11. Additionally, by utilizing teen facilitators, students are more receptive to the information.

Project Idea #1: Organize alcohol awareness "Teach In" for 5th and 6th graders

Resource Cites:

- The Teach In Site <http://teachin.samhsa.gov/materials> This link will provide all of the PDF materials you will need to lead a teach in – lesson plans, activity sheets and even certificates of completion for the kids you work with!
- "The Cool Spot" <http://www.thecoolspot.gov/> This is an interactive site for teens and pre-teens to see how much they know about the impacts of underage drinking
- "Too Smart to Start" Interactive online body to show the effects

of alcohol on the body: <http://toosmarttostart.samhsa.gov/interactivebody.html#>

Potential Community Partners:

- Contact a 5th/6th grade teacher you know to see if you could come in to their classroom to lead a “Teach In.” If you don’t know a 5th/6th grade teacher – start asking other kids or teachers for the name/contact information of a teacher they think would be open to this idea
- County Health Department / Prevention Office. Every county has a health department, and if you contact them, they can get you the names and contact information for people whose job it is to help stop underage drinking. They will have materials, resource and maybe even some money to help you with your project.
- School Intervention Specialist. Contact your counseling office about who your school/school district Intervention Specialist is. This individual’s job is to help engage in education around prevention issues – so they too will have resources and ideas for you!

Project Idea #2: Give “Too Smart to Start” presentation/workshop for kids ages 9-13 and parents

Resource Cites:

- “Too Smart to Start” is a National Initiative designed to be delivered to 9-13 year olds and their parents: <http://www.toosmarttostart.samhsa.gov/html/tsts-impl/introduction.html>
- Online Crossword puzzle has fun activities that you can engage in with younger students and parents for your project <http://toosmarttostart.samhsa.gov/crosswords/index.html>
- www.preventionpartners.com/stuff_ex/truth_in_advertising.cfm

Potential Community Partners:

- Contact your local PTA to partner with you on setting up this presentation/workshop. They will have members who will help you with all steps of your project!
- Contact your local chapter of MADD (Mothers Against Drunk Driving) or SADD (Students Against Drunk Driving) or your local police department about helping with your presentation.
- Find out if you have a local Family Resource Center, and if so, ask for their help in planning your presentation

Project Idea #3: Plan an alcohol free party!

The party can be for your peers, or plan a party for younger kids to help them learn that you can have a great party without alcohol!

Resource Cites:

- "A Guide to Safe and Sober Event Planning" has everything you'll need to plan a great alcohol free party: <http://www.nhtsa.dot.gov/people/injury/alcohol/PartiesRock/section1-3.html>

Potential Community Partners:

- Contact your local youth group, Big Brother/Big Sister, YMCA, Boys and Girls Club, or other youth organization in your community to help you plan the party and come up with the perfect location!
- Contact your local PTA for help with food, decorations and other party needs!

ISSUE: Consequences - So What Can Happen?

Issue Overview:

Once again, there are a wide range of options for creating projects based on the potential consequences of underage drinking, as there are so many potential consequences! Projects could focus on anything from the legal consequences, health consequences, date rape to driving issues. Examples below focus on the driving consequences, but remember – there are limitless projects you could develop around consequences!

Nationally, 16-year-old drivers had the highest rate of involvement in fatal crashes; more than 21 times the average. 19 percent of 16-to-20-year-old drivers involved in fatal crashes had blood alcohol concentration levels of .08 (the level at which a driver is in violation of DUI laws). More than 60 percent of teen passenger deaths occurred when another teen was driving. As an example, in California, teens comprise 6.3 percent of the state's population, but 12.5 percent of all fatal and injury collisions. And when they do experience a crash, it is much more likely to be serious, resulting in deaths or injuries.

Data shows that teens are most often at fault in crashes, usually due to a lack of experience and a tendency to speed, swerve, and engage in other risky behaviors. Based on these statistics, it is critical that teens have accurate information to increase awareness to confront the pressures they will experience on a regular basis.

Purpose/Objective of Addressing this Issue:

One of the primary rites of passage for American youth is to gain a driver's license. With a license, students become more independent of parents and other authority figures and begin to build their own world. The purpose of these action projects is to provide an opportunity for young people to begin to gain accurate information and knowledge around issues of teen driving and drinking.

Project Idea #1: Create a driver's education Power Point presentation.

Put together a PowerPoint Presentation to present to a driver's education class at your high school. Statistics can be provided on consequences of DUI, accident statistics, etc...

Resource Cites:

- <http://www.nhtsa.dot.gov/people/injury/alcohol/youthdui/section8.html>
- <http://www.ca.uky.edu/fcs/HSFP/updates/2005/update0138.htm>
- <http://www.driversed.com/awareness/dui-dwi-statistics.aspx>

Potential Community Partners:

- Contact your local PTA to partner with you on setting up this presentation/workshop. They will have members who will help you with all steps of your project!
- Contact your local chapter of MADD (Mothers Against Drunk Driving) or SADD (Students Against Drunk Driving)
- City Police Departments, county sheriff offices and State Patrol usually all have officers who are available to come out and help give educational presentations .
- Work with your Driver's Education teacher as a partner in the development and implementation of the presentation

Project Idea #2: Create a performance DVD/public service announcement

Create a Performance/DVD/Public Service Announcement showing different scenarios of teen's drinking and driving – consequences of DUI, car accidents, etc. Present the video to local community organization, or provide copies of the DVD to school, community and church groups

Resource Cites:

- <http://www.tabc.state.tx.us/Educa/ShatDreams.htm>

- <http://www.iiminfo.org/classroom/safe.aspx>
- <http://www.ci.berkeley.ca.us/news/2006/04apr/040306Anti-DrinkingDrivingCampaign.html>
- <http://www.ncadi.samhsa.gov/seasonal/promandbeachweek/>
- http://www.marininstitute.org/take_action/alerts.htm

Potential Community Partners:

- Local Police Department
- MADD (Mothers Against Drunk Driving)
- Local Television and Radio Stations
- Local production companies

ISSUE: Where's The Party – Historical Role Of Alcohol In Our Culture And How It Impacts Our Decisions

Issue Overview:

The historical role of alcohol in our culture has a profound impact on the choices we all make around alcohol. If our family uses alcohol as a primary focus of celebrations, we are far more likely to follow that “family history” in our choices. Alcohol advertising plays a major role in that historical look at alcohol as well. Just as cigarette smoking was made glamorous by the movie stars of the 1940s – alcohol continues to be portrayed in the media as a way to be cooler, better looking and more fun. There are a wide range of projects that could be developed around the historical role of alcohol, including focus on how alcohol has been used in many cultural perspectives, how alcohol has impacted different cultural communities. The examples we provide below will focus on the role of media, and how we can bring focus to the manipulation that is so prevalent in alcohol advertising. As outlined in the Marin Institute’s website “The alcohol industry spends billions so we’ll see alcohol ads everywhere--TV, radio, billboards, magazines, concerts, sports arenas and more. It’s mostly a one-way conversation--they talk, we listen. Despite the alcohol industry’s claims that it does not advertise to underage youth, young people are consistently exposed to and affected by alcohol marketing. This exposure increases underage drinking, promotes brand awareness and influences youth attitudes about drinking.”

Purpose/Objective of Addressing this Issue:

Community efforts to limit alcohol advertising, especially in youth-oriented media and events, help foster an environment where youth can make choices free from alcohol industry manipulation.



Project Idea #1: Organize a “Counter Ad” project for 5th grade/middle school or high school health classes

As outlined in the resources below, counter ad activities involve students examining alcohol advertising, and then designing their own ads, which “counter” the alcohol ads and tell the real story. Students grades 5-12 can effectively engage in this type of project. Counter ads can then be placed around the school and community to build awareness of the media’s impact on youth around the topic of alcohol advertising.

Resource Cites:

- http://www.marininstitute.org/Youth/alcohol_ads.htm
- <http://depts.washington.edu/thmedia/view.cgi?section=alcohol&page=mediachallenge>
- <http://camy.org/action/>

Potential Community Partners:

- Local advertising Agencies
 - Local Newspapers
- 



Project Idea #2: Organize a media campaign to bring attention to the media’s role in underage drinking issues

Help young people to see how the media manipulates them into thinking that drinking will “make you cool.” Students can create videos, blogs and website to show the powerful impact that marketing to youth can have on underage drinking.

Resource Cites:

- http://www.marininstitute.org/action_packs/media_advocacy.htm
- http://www.marininstitute.org/alcohol_industry/marketing_to_youth.htm
- <http://faceproject.org/Action/request-advice.html>

Potential Community Partners:

- Local newspaper staff
 - County Prevention Offices
 - Local doctors and nurses
 - Health teachers
- 

ISSUE: Prevention – Stop Before You Start**Issue Overview:**

According to the Alcohol Policy Information System, underage drinking presents enormous implications around public health and legal issues.. Alcohol is the drug of choice among children and adolescents. Annually, about 5,000 youth under age 21 die from motor vehicle crashes, other unintentional injuries, and homicides and suicides that involve underage drinking. As the lead Federal agency for supporting and conducting basic and applied research on alcohol problems, NIAAA is spearheading an Initiative on Underage Drinking to intensify research, evaluation, and outreach efforts in this important area. Looking at the massive potential legal implications is one way to motivate young people to choose to not engage with alcohol. An individual's goals and objectives for life can be shaken through just one legal encounter as a result of underage drinking.

Purpose/Objective of Addressing this Issue:

It is imperative for both adults and youth to have a clearer understanding of the policy issues that impact the laws and legal consequences around the issue of underage drinking. Alcohol related charges for minors can have major implications on the future, including college admission and future jobs and careers.

Project Idea #1: Create a presentation on city/county/state and national laws on issues related to underage drinking.

Show it to PTSA groups, high school classes and other community organizations. Show the legal implications for being charged with a DUI (Driving under the Influence), or a MIP (Minor in Possession). Also, information on the legal implication for adults who provide alcohol to minors could be included. Other ideas include:

- Underage Possession of Alcohol
- Underage Consumption of Alcohol
- Underage Purchase of Alcohol
- Furnishing Alcohol to Minors
- False Identification for Obtaining Alcohol
- Blood Alcohol Concentration Limits for Drivers Under 21,
- Keg Registration
- Loss of Driving Privileges for Alcohol Violations by Minors

- Hosting Underage Drinking Parties: Criminal Liability.

Resource Cites:

- http://alcoholpolicy.niaaa.nih.gov/index.asp?SEC=%7bDA5E054D-FB8E-4F06-BBBC-6EED9F37A758%7d&Type=B_BASIC

Potential Community Partners:

- Local law enforcement
- Attorneys who work in the DUI field
- Insurance agents who

Project Idea #2: Identify an issue in your community regarding underage drinking issues and work to bring more attention to the issues and/or to change existing laws and policy.

Grassroots organizations across the nation are taking civic action to stop underage drinking by supporting policy change at local, state and national levels. The group "Iowans to Reduce Underage Drinking" demonstrated in Des Moines to ask for tougher laws for adults who provide alcohol to underage drinkers. A high school senior founded the group. Demonstration participants included students, parents, and State leaders, who called for support for a keg registration bill as well as a bill to increase criminal penalties for adults convicted of buying alcohol for minors or for allowing underage drinking on their property.

Resource Cites:

- <http://www.madd.org/>
- <http://www.udetc.org/lawsordinances.htm>
- <http://www.udetc.org/surveyandcommunity.asp>

Potential Community Partners:

- Local law enforcement agencies
- Local MADD chapters (Mothers Against Drunk Driving)

Below you will find some real examples of programs and projects on underage drinking prevention that have been implemented around the country. These projects focus on environmental strategies, bringing the entire community together to work on local issues impacting underage drinking.

How To Organize A Town Hall Meeting On Underage Drinking Issues

Town Hall Meetings on Underage Drinking in Island County, Washington

– contributed by Dan Bond, Island County Washington Prevention Specialist

In April 2006, in Island County, Washington, a countywide Town Hall Meeting was convened on the topic of Underage Drinking. This event was in concert with approximately 60 such events at localities across Washington State and perhaps 1000 nation wide, at the suggestion of the Department of Social and Health Services, Division of Alcohol and Substance Abuse.

The Island County event occurred at a time when there was significant local concern about underage drinking beneath the surface, but few in our community were doing anything to raise the topic for public discussion and action, even though there had been recent alcohol-related youth traffic fatalities. As is the case in many communities, the time was right for such a discussion in Island County.

The Island County Town Hall on Underage Drinking was attended by approximately 55 concerned citizens, several of whom were youth. Law enforcement and local decision makers were also in attendance. The event utilized a trained facilitator to lead this important community discussion. Concerns were voiced around the room that there is, indeed, a local underage drinking problem, and that it must be solved at the community level. The event culminated in several attendees signing up to form the Underage Drinking Action Committee (UDAC), which has been meeting regularly to develop a plan of action designed to change the local environment into one that does not support or condone underage drinking. The impact of this local initiative is yet to be determined, but there is much precedent for such local efforts being successful at decreasing underage drinking and, thus, saving lives.

Town Hall on Underage Drinking as a Service Learning Opportunity

Why implement a Project on Underage Drinking?

- By the time they complete high school, nearly 80% of teens have consumed alcohol, 30% report having been drunk in the past

month, and 29% report having 5 or more drinks in a row in the past two weeks.

- A person who begins drinking as a young teen is four times more likely to develop alcohol dependence than someone who waits until adulthood to use alcohol.
- Alcohol use is a leading contributor to injury and death, and is the main cause of death for people under age 21.

(National Institute on Alcohol Abuse and Alcoholism, 2004/2005)

Why utilize a Town Hall approach?

- Town Hall events are a proven formula, to bring community members of all ages together to discuss and problem-solve issues of concern to the community.
- When communities become informed about the threat that underage drinking poses to their children, community members are most often motivated to action.
- Town Halls create a way to get important information to community members in a discussion and problem-solving format.
- Town Halls create inclusive communication opportunities, spanning races, genders, and age groups. These events bring people together, decreasing isolation, misinformation and fears, and increasing creativity, and use of local talents and resources.

How to Put It All Together

In Island County, the Town Hall was a product of local collaboration between the Island County Health Department, the Central Whidbey Youth Coalition, and the South Whidbey School District, Learning and Community Engagement Program, with the assistance of a small stipend from the State Division of Alcohol and Substance Abuse. These were the formal collaborators, but what is generally needed is a motivated person or two to step forward as the key coordinator(s) to bring interested individuals and agencies to the table. This can be a youth, or youths, just as easily as an adult.

Step #1 – Do your research.

Take the time to examine all sources of information, statewide, regionally and locally to determine how much of an issue underage drinking is in your community. Contact local alcohol and substance abuse agencies, law enforcement, hospitals and state agencies for data. Compile this information such that it creates a coherent message to anyone who reads it regarding the extent of the local problem – how much of a threat underage drinking is to local youth.

Step#2 – Call a planning meeting

Make contact with agencies and groups, including youth groups such as TATU, who have alcohol and substance abuse as their primary theme. Explain what your intentions are, and invite these agencies/groups to send a representative to an initial planning meeting. Present the results of your initial research on the topic, and open a conversation regarding how you all might work together to create a Town Hall community conversation on this topic. Use this meeting(s) to plan the event – time, place, and program format.

It may be part of this discussion that a small amount of funds – perhaps \$500.00 to \$1,000.00 are needed for expenses. Discuss fund raising strategies (car wash, seek donations from local service clubs, stipends from local or state agency budgets, etc.).

This is also the step where your group might discuss whether to hire, or acquire from your own ranks, a facilitator to lead the discussion at the event itself.

Step #3 – Advertise the Event

Now is the time to get the word out about the event. A Town Hall community conversation on the topic of underage drinking, in almost any local community in the country, will have appeal to parents, grand parents, schools, agencies, coalitions – basically anyone who has the best interests of children and youth at heart. Your job at this point is to let those people know about the Town Hall. This can be done through announcements in local newspapers, through school bulletins, through agency mailing lists, and by posting flyers around the community. If you get the word out effectively, you will have attendance at the event.

Step #4 - Hold a Town Hall on Underage Drinking

When you bring local citizenry to a Town Hall discussion, you have a unique opportunity. In that room, on that night, the people who attend, and are sitting in those chairs, already have a keen interest or they would not be there. They represent to you, the coordinators/collaborators of the event, and a tremendous pool of creativity, person power and resource. History has demonstrated time and again, that underage drinking is a community issue. Agencies, experts, governments and legislators do not solve this particular issue – communities do. Or they do not. At any rate, the community members that attend the Town Hall that you create are the very resource that has the potential to affect solutions to underage drinking at their own local level. Engage them!

Have available for attendees the research that you have done, which describes the extent of the problem locally. Distribute that information in pre-prepared packets.

Have an Agenda for the evening, to direct the discussion, with timelines for up to a 2-hour discussion. A sample Agenda is as follows:

Sample Agenda

I. Introduction (20 minutes)

- Welcome the audience
- State the purpose – Why are we here?
- Recommended – Show “This Place” video (can be acquired from FACE Resources, Training & Action Issues, or borrowed from local alcohol/substance abuse agency)

II. Extent of the Issue Locally - Are Our Kids Drinking? (30 minutes)

(Local Expert Panel Discussion and/or Audience Participation)

- Are kids in our community drinking? How do we know? (share statistics, agency and personal anecdotes/case examples)
- How does early drinking impact the lives of young people? (from research and from personal or case anecdotes)
- How does underage drinking affect our community? Why are we concerned?

III. What Can We Do to Reduce Underage Drinking in our Community? (40 minutes)

- Invite audience to brainstorm strategies.
- If you have expert panel members, invite them to share ideas.
- Facilitator remind participants that it is communities that solve this issue – they are the resource.

(Use flip chart paper to record ideas generated.)

IV. What now – Where Do We Go from Here? (30 minutes)

- This is the point where the discussion turns to, “Who will do what by when?”
- Offer two sign-up sheets – One for those who want to form an action committee to work on this issue, and one for those experts and agency people who can/will be resources for the action committee.
- Thank those who attended for caring enough to show up
- Reassure those who signed up to do further work that they will be contacted with specifics about how to get started.

It is important that the planners of the Town Hall event be prepared to facilitate the first few meetings of any sub-committee or group that emerges from the Town Hall discussion. If an action committee emerges, for instance, they will need help with coordination of those first few meetings. Be prepared to make calls, secure a meeting site, prepare initial agenda, do all that is necessary for the action committee to begin its work in the community. The initial meetings can be largely used to clarify purpose and develop internal leadership and supports such that the action committee can begin to operate on its own.

As all Town Hall type discussions are unique, it is not possible to adequately predict in what direction the continued community work will proceed. Be ready to help facilitate and support whatever emerges. The important part is that the community takes ownership and initiative for solving local community problems, such as the danger posed by their local youth drinking alcohol.

Service Learning/Skill Building Opportunities

Organizing and implementing a Town Hall on Underage Drinking is both a valuable community service and a tremendous learning opportunity for youth who choose this as a culminating, or capstone, project.

Real professional and life skills will be developed on the way to a successful Town Hall project. Among these are:

- Thoroughly researching a topic area,
- Reaching out to and developing collaborative relationships with collateral agencies and groups,
- Committee work - collaboratively planning, prioritizing and implementing a community event to address an important issue,
- Facilitation and/or providing support to a community initiative,
- Communication and leadership skills,
- Use of newspaper and other media outlets to advertise an initiative or event,
- Holding a Town Hall type public meeting for a specific purpose,
- Providing leadership and support to follow-up committee work

These are areas of work that will produce tangible skills in young people who undertake them. These skills translate directly to the real world of work, and the actual product of this work – a community Town Hall discussion - has the potential of addressing profound community needs. A Town Hall event as a Service-Learning project represents a win-win situation.

Impaired Driving Impact Panels

Impaired Driving Impact Panel of Island County (IDIPIC) - contributed by Joann Hellman, Coordinator

www.idipic.org

IDIPIC strives toward its mission of helping to stop drinking and driving two ways: Correction via impact panels (“creative sentencing”) for those convicted of impaired driving and underage drinking and Prevention via educational awareness programs on underage drinking and impaired driving to youth and adults. Today, most counties have created similar Driving Impact Panels. Check and see if your county has a similar program, and if not – see if you can support the development of one with your county partners. Here is how the Island County, WA program works:

Youth Programs:

Youth programs are a large part of IDIPICs mission. They have developed programs for elementary, middle school, high school and beyond . These programs can be viewed and downloaded at: <http://www.idipic.org/files/YouthPrograms.pdf>

Middle School And High School:

All Drivers’ Education student on Whidbey Island (Washington State) are required to attend a panel to complete their course. Students from some area high school are required to attend with a parent or guardian.. IDIPIC also provide in-class seminar with “Fatal Vision” goggles. To learn more about setting up demonstrations with Fatal Vision Goggles, and how to find this resource in your area, go to: <http://www.idipic.org/FVwalk.htm>

Elementary:

The newest program of IDIPIC is entitled “PICKLES” and is geared towards children as young as third grade. Lesson plans and further information on the Pickles program can be found at: <http://www.idipic.org/files/PICKLESLessonPlan.doc>

This program stresses early prevention and has includes data to show the importance of getting these messages out to children at a young age.

IDIPIC helped to create “creative sentencing” program for DUI offenders. Responsible for program operation, including recruiting/training panelists, panel presentations, PR, etc. Monitor, track and maintain operation of panel.

Provide safety seminars to schools, colleges, businesses, agencies, military commands, and other groups. Generate coverage on panel and related public awareness campaigns via news releases. Assist Board with locating funding and sponsorships for programs as needed.

NOTES

List of DUI Impact panels in Washington State can be found at:

<http://www.dwipanel.org/coalitionWA.html>"<http://www.dwipanel.org/coalitionWA.html>



SECTION 4 Additional Resources

Aaron White's home page

Provides a great deal of information synthesized from the research.

<http://www.duke.edu/~amwhite/Adolescence/index.html#>

Alcohol Free Children

A unique coalition of Governors' spouses, Federal agencies, and public and private organizations, is an initiative to prevent the use of alcohol by children ages 9 to 15 sponsored by Leadership to Keep Children Alcohol Free. It is the only national effort that focuses on alcohol use in this age group. The initiative was founded by The National Institute on Alcohol Abuse and Alcoholism and The Robert Wood Johnson Foundation, and has been joined by additional Federal sponsors.

<http://www.alcoholfreechildren.org/>

Chad Foster – Teenagers Preparing for the Real World

This book was referenced in a brief article on JTO online encouraging youth involvement in fundraising. Involving youths in fundraising for your group or cause can provide valuable "real world" experience for teens, the Fundraiser Cyberzine reported in its May 2006 issue. Chad Foster, author of Teenagers Preparing for the Real World, said fundraising can teach teens "soft skills" like teamwork, the importance of being on time, and how to shake someone's hand, look someone in the eye while speaking to them, and how to start a conversation. Fundraising also can teach youths the art of persuasion, how to handle rejection, and how to deal with difficult people, he said. Other benefits of fundraising experience are learning how to set goals, handle money, and deliver good customer service. Fundraising for a nonprofit group also can be a great resume-builder.

<http://www.chadfoster.com/TPFRW/index.htm>

The Cool Spot

This alcohol prevention site is aimed at younger teens, sponsored by the NIAAA and other departments of the federal government. Take a look for project ideas, facts, and links to other resources. There is lots of good information

on developing coping skills for life and specifically to resist pressure to drink alcohol.

<http://www.thecoolspot.gov/>

FACE

Face is a national non-profit organization that supports sensible alcohol policies and practices through the development of messages, strategies and training designed to create public awareness and action on alcohol issues. FACE envisions a nation where public policy, community organizations and individuals come together to reduce the negative effects of underage drinking and the misuse and abuse of alcohol by adults.

<http://faceproject.org/About/index.html>

Genetic Predisposition

The NIAAA has a good brochure (February, 2003), on genetic predisposition. It summarizes the research on the risks and suggests how to approach alcohol consumption choices.

<http://www.niaaa.nih.gov/NR/rdonlyres/7EDCF467-7BCC-4739-A482-7CC357AA04A6/0/FamilyHistFinal.pdf>

Join Together

Join Together is a program of the Boston University School of Public Health. Since 1991 it has been the nation's leading provider of information, strategic planning assistance, and leadership development for community-based efforts to advance effective alcohol and drug policy, prevention, and treatment.

Join Together and ADHD:

<http://www.jointogether.org/news/research/summaries/2007/researchers-adhd-a-risk.html>

Join Together and "Maze Teaches Teens About Consequences of Life Decisions":

This Maze has potential for many adaptations regarding underage drinking prevention! What about combining this with brain research findings, ie teaching teens how to make decisions and USE that part of their brain as it is developing.

<http://www.jointogether.org/news/headlines/communitystories/2006/maze-teaches-teens-about.html>

Join Together and community stories:

Read the short article and since not all the details are provided, jot down a few questions you might have, challenge the objectives this activity seems to have, and add as much punch as you can to this one day event! Have fun...

<http://www.jointogether.org/news/headlines/communitystories/2006/new-jersey-community-shopping.html>

Medical News Today

Thought provoking comments from the field of applied cognitive psychology on this study regarding visual acuity after consuming alcohol. In this study at University of Washington, the phenomenon is known as, "in-attentional blindness."

<http://www.medicalnewstoday.com/medicalnews.php?newsid=46317&nfid=al>

Meth Awareness

Although this project focuses on the prevention of methamphetamine use and abuse, the structure and methods used in the program are intriguing and you might ponder if it were alcohol focused, what are the possibilities???

www.methawarenessproject.org

Mothers Against Drunk Driving

A powerful organization in the history of making a difference in saving lives. Local chapters provide speakers, the national site offers data, research documents, and ideas for community and school based activities.

<http://www.madd.org>

The National Center on Addiction and Substance Abuse (CASA)

CASA at Columbia University is the only national organization, which brings together under one roof all the professional disciplines needed to study and combat abuse of all substances -- alcohol, nicotine, illegal drugs, prescription

drugs, performance enhancing drugs -- in all sectors of society. Founded in 1992 by former U.S. Secretary of Health, Education and Welfare Joseph A. Califano, Jr., CASA has assembled an interdisciplinary staff of more than 60 professionals, including six lawyers, seven Doctorates, and 19 individuals with Master's degrees. Their experience and expertise are in the fields of substance abuse and addiction, communications, criminology, education, epidemiology, government, journalism, law, psychology, public administration, public health, public policy, social work, sociology and statistics.

<http://www.casacolumbia.org/absolutenm/templates/Home.aspx?articleid=287&zoneid=32>

National Clearinghouse for Alcohol and Drug Information

This site has many resources such as fact sheets, brochures, government reports and posters. The majority of publications are free and downloadable. You can also order in quantity by calling or emailing the request.

<http://www.health.org>

National Institute on Alcohol and Alcoholism (NIAA)

The NIAA provides leadership in the national effort to reduce alcohol-related problems by:

- Conducting and supporting research in a wide range of scientific areas including genetics, neuroscience, epidemiology, health risks and benefits of alcohol consumption, prevention, and treatment
- Coordinating and collaborating with other research institutes and Federal Programs on alcohol-related issues
- Collaborating with international, national, state, and local institutions, organizations, agencies, and programs engaged in alcohol-related work
- Translating and disseminating research findings to health care providers, researchers, policymakers, and the public

<http://www.niaaa.nih.gov/>

NIAA Interactive Body Link:

<http://www.collegedrinkingprevention.gov/CollegeStudents/interactiveBody.aspx>

National Institute on Drug Abuse (NIDA)

NIDA's mission is to lead the Nation in bringing the power of science to bear on drug abuse and addiction. NIDA is not only seizing upon unprecedented opportunities and technologies to further the understanding of how drugs of abuse affect the brain and behavior, but also working to ensure the rapid and effective transfer of scientific data to policy makers, drug abuse practitioners, other health care practitioners, and the general public. The NIDA web site is an important part of this effort. The scientific knowledge that is generated through NIDA research is a critical element to improving the overall health of the Nation. Our goal is to ensure that science, not ideology or anecdote, forms the foundation for all of our Nation's drug abuse reduction efforts.

<http://www.nida.nih.gov/>

National Highway Traffic Safety Administration (NHTSA)

NHTSA publication on A Review of the Literature on the Effects of Low Doses of Alcohol on Driving-Related Skills. April 2000

<http://www.nhtsa.dot.gov/people/injury/research/pub/Hs809028/Title.htm>

The Office of Juvenile Justice and Delinquency Prevention

The Office of Juvenile Justice and Delinquency Prevention is a component of the Office of Justice Programs in the U.S. Department of Justice

<http://www.usdoj.gov/>

The One Sky Center

Funded by a cooperative agreement with the Department of Health and Human Services, Substance Abuse and Mental Health Services Administration with its Center for Substance Abuse Prevention and Center for Substance Abuse Treatment, is the first National Resource Center for American Indians and Alaska Natives dedicated to improving prevention and treatment of substance abuse and mental health.

<http://www.oneskycenter.org/>

Preventing Crime: What Works, What Doesn't, What's Promising

Office of Justice Programs and the University of Maryland, Department of Criminology and Criminal Justice, 1997, (800) 851-3420

<http://www.ncjrs.org>

Surgeon General's Call to Action to Prevent and Reduce Underage Drinking

Offers recommendations for government and school officials, parents, youth, and others concerned about the problem. Acting U.S. Surgeon General Kenneth Moritsugu, M.D., has called on citizens to do more to keep America's 11 million underage drinkers from continuing to use alcohol and to stop other youth from starting in the first place.

Although "research shows that young people who start drinking before the age of 15 are five times more likely to have alcohol-related problems later in life," Dr. Moritsugu observed, "too many Americans consider underage drinking a rite of passage to adulthood."

<http://www.surgeongeneral.gov/topics/underagedrinking/>

Washington Liquor Control Board

How the liquor taxes are distributed back to the state and counties.

<http://www.liq.wa.gov/releases/pr051223.htm>

White Bison, Inc.

White Bison, Inc. is an American Indian non profit organization based in Colorado Springs, Colorado. Through White Bison, it's Founder and President Don Coyhis, Mohican Nation, has offered healing resources to Native America since 1988. White Bison offers sobriety, recovery, addictions prevention, and wellness/Wellbriety learning resources to the Native American community nation wide. Many non-Native people also use White Bison's healing resource products, attend its learning circles, and volunteer their services.

<http://www.whitebison.org/about/index.html>

ADDITIONAL COMMUNITY RESOURCES

Contact existing organizations and find out what they are doing to prevent Underage Drinking.

- Parent Teacher Associations in your school district at all levels (elementary-high school)
- Your local school board
- The Director of Curriculum and Instruction for your school district, find out what materials are being used in the local schools to provide alcohol prevention education.
- The health teacher or teacher delivering a prevention education curriculum, also known as a model program curriculum
- Interview your school principal and vice principal
- Contact the local Chief of Police to find out which officer is assigned to Underage Drinking Prevention, interview the officer
- Contact the state bureau responsible for liquor licensing and enforcement, ask for the agent responsible for your geographic area and request an interview or meeting to learn about activities in your area.
- Contact the county records department and ask for the demographer, find out what population data is available to you for your project, be ready with a specific population profile question. (such as how many 14-18 year olds live here?)
- Contact your local elected officials such as mayors, city council, county council, and state and national senators and representatives to learn their positions on Underage Drinking.
- Contact your local county Prevention Coordinator, (with the county government), to find out what prevention programs are in place, which ones are directed at underage drinking prevention. Also ask for the contact person(s) for any Community Coalitions addressing substance abuse prevention and specifically underage drinking.

Contact your local Ecumenical Council or local faith based organization to learn about their activities and interest in underage drinking prevention.

SUPPORTING DOCUMENTS

National Institute on Alcohol Abuse and Alcoholism

FIVE YEAR STRATEGIC PLAN, FY07-11,

“Álcohol Across the Lifespan”, US Department of Health and Human Services, National Institutes of Health.

Web address:

http://pubs.niaaa.nih.gov/publications/StrategicPlan/NIAAASTRATEGICPLAN.htm#Opportunities_III

NIDA principles and CSAP principles:

These principles are intended to help parents, educators, and community leaders think about, plan for, and deliver research-based drug abuse prevention programs at the community level. The references following each principle are representative of current research.

Risk Factors and Protective Factors

PRINCIPLE 1 - Prevention programs should enhance protective factors and reverse or reduce risk factors.¹⁴

- The risk of becoming a drug abuser involves the relationship among the number and type of risk factors (e.g., deviant attitudes and behaviors) and protective factors (e.g., parental support).³²
- The potential impact of specific risk and protective factors changes with age. For example, risk factors within the family have greater impact on a younger child, while association with drug-abusing peers may be a more significant risk factor for an adolescent.^{11, 9}
- Early intervention with risk factors (e.g., aggressive behavior and poor self-control) often has a greater impact than later intervention by changing a child’s life path (trajectory) away from problems and toward positive behaviors.¹⁵
- While risk and protective factors can affect people of all groups, these factors can have a different effect depending on a person’s age, gender, ethnicity, culture, and environment.^{5, 20}

PRINCIPLE 2 - Prevention programs should address all forms of drug abuse, alone or in combination, including the underage use of legal drugs (e.g., tobacco or alcohol); the use of illegal drugs (e.g., marijuana or heroin); and the inappropriate use of legally obtained substances (e.g., inhalants), prescription medications, or over-the-counter drugs.16

Prevention Planning

PRINCIPLE 3 - Prevention programs should address the type of drug abuse problem in the local community, target modifiable risk factors, and strengthen identified protective factors.14

PRINCIPLE 4 - Prevention programs should be tailored to address risks specific to population or audience characteristics, such as age, gender, and ethnicity, to improve program effectiveness.21

Family Programs

PRINCIPLE 5 - Family-based prevention programs should enhance family bonding and relationships and include parenting skills; practice in developing, discussing, and enforcing family policies on substance abuse; and training in drug education and information.2

Family bonding is the bedrock of the relationship between parents and children. Bonding can be strengthened through skills training on parent supportiveness of children, parent-child communication, and parental involvement.17

- Parental monitoring and supervision are critical for drug abuse prevention. These skills can be enhanced with training on rule-setting; techniques for monitoring activities; praise for appropriate behavior; and moderate, consistent discipline that enforces defined family rules.18
- Drug education and information for parents or caregivers reinforces what children are learning about the harmful effects of drugs and opens opportunities for family discussions about the abuse of legal and illegal substances.4
- Brief, family-focused interventions for the general population can positively change specific parenting behavior that can reduce later risks of drug abuse.27

School Programs

PRINCIPLE 6 - Prevention programs can be designed to intervene as early as preschool to address risk factors for drug abuse, such as aggressive behavior, poor social skills, and academic difficulties.30, 31

PRINCIPLE 7 - Prevention programs for elementary school children should target improving academic and social-emotional learning to address risk factors for drug abuse, such as early aggression, academic failure, and school dropout. Education should focus on the following skills:8, 15

- self-control;
- emotional awareness;
- communication;
- social problem-solving; and
- academic support, especially in reading.

PRINCIPLE 8 - Prevention programs for middle or junior high and high school students should increase academic and social competence with the following skills:6, 25

- study habits and academic support;
- communication;
- peer relationships;
- self-efficacy and assertiveness;
- drug resistance skills;
- reinforcement of anti-drug attitudes; and
- strengthening of personal commitments against drug abuse.

Community Programs

PRINCIPLE 9 - Prevention programs aimed at general populations at key transition points, such as the transition to middle school, can produce beneficial effects even among high-risk families and children. Such interventions do not single out risk populations and, therefore, reduce labeling and promote bonding to school and community.6, 10

PRINCIPLE 10 - Community prevention programs that combine two or more effective programs, such as family-based and school-based programs, can be more effective than a single program alone.3

PRINCIPLE 11 - Community prevention programs reaching populations in multiple settings—for example, schools, clubs, faith-based organizations, and the media—are most effective when they present consistent, community-wide messages in each setting.7

Prevention Program Delivery

PRINCIPLE 12 - When communities adapt programs to match their needs,

community norms, or differing cultural requirements, they should retain core elements of the original research-based intervention²⁷ which include:

- Structure (how the program is organized and constructed);
- Content (the information, skills, and strategies of the program); and
- Delivery (how the program is adapted, implemented, and evaluated).

PRINCIPLE 13 - Prevention programs should be long-term with repeated interventions (i.e., booster programs) to reinforce the original prevention goals. Research shows that the benefits from middle school prevention programs diminish without follow-up programs in high school.²⁵

PRINCIPLE 14 - Prevention programs should include teacher training on good classroom management practices, such as rewarding appropriate student behavior. Such techniques help to foster students' positive behavior, achievement, academic motivation, and school bonding.¹⁵

PRINCIPLE 15 - Prevention programs are most effective when they employ interactive techniques, such as peer discussion groups and parent role-playing, that allow for active involvement in learning about drug abuse and reinforcing skills.⁶

PRINCIPLE 16 - Research-based prevention programs can be cost-effective. Similar to earlier research, recent research shows that for each dollar invested in prevention, a savings of up to \$10 in treatment for alcohol or other substance abuse can be seen.^{1, 13, 23,26}

CSAP's Six Prevention Strategies

Source: The Federal Register, Volume 58, Number 60, March 31, 1993

Strategies include:

- **Information Dissemination:** This strategy provides awareness and knowledge of the nature and extent of substance use, abuse, and addiction and their effects on individuals, families, and communities. It also provides knowledge and awareness of available prevention programs and services. Information dissemination is characterized by one-way communication from the source to the audience, with limited contact between the two.
- **Prevention Education:** This strategy involves two-way communication and is distinguished from the information dissemination strategy by the fact that interaction between the educator/ facilitator and the participants is the basis of its activities.

Activities under this strategy aim to affect critical life and social skills, including decision-making, refusal skills, critical analysis (e.g., of media messages), and systematic judgment abilities.

- **Alternative Activities:** This strategy provides for the participation of target populations in activities that exclude substance use. The assumption is that constructive and healthy activities offset the attraction to or otherwise meet the needs usually filled by alcohol and drugs and would, therefore, minimize or obviate resort to the latter.
- **Problem Identification and Referral:** This strategy aims at identification of those who have indulged in illegal/age-inappropriate use of tobacco or alcohol and those individuals who have indulged in the first use of illicit drugs in order to assess if their behavior can be reversed through education. It should be noted, however, that this strategy does not include any activity designed to determine if a person is in need of treatment.
- **Community-Based Process:** This strategy aims to enhance the ability of the community to more effectively provide prevention services for substance related disorders. Activities in this strategy include organizing, planning, enhancing efficiency and effectiveness of services implementation, interagency collaboration, coalition building, and networking.
- **Environmental:** This strategy establishes or changes written and unwritten community standards, codes, and attitudes, thereby influencing incidence and prevalence of substance abuse in the general population. This strategy is divided into two subcategories to permit distinction between activities that center on legal and regulatory initiatives and those that relate to the service and action-oriented initiatives.



SECTION 5

Planning Tools and Planning Aids

What Do I Know Worksheet

This worksheet is a starting point to help you organize what you think you know about a topic, to see if you were right, and to help you see what other information you might need to find. For example, you might know "What" about your interest areas but not know "Who" or "When." Begin by listing what you think you know about your topic in term of "Who" is involved, and "What" is the scope of the topic? "When" did this become an issue or concern? Then, "Where" is this a problem (local, regional, national, international)? This exercise is designed to help you see what you already know and to identify what you still need to discover in order to design a High Impact Senior/Culminating Project.

THE TOPIC THAT I AM EXPLORING IS _____

THIS IS WHAT I THINK I KNOW:

Who?

What?

When?

Where?

THIS IS WHAT I FOUND OUT:

Who?

What?

When?

Where?

I WAS RIGHT ABOUT:

Who?

What?

When?

Where?

Just the Facts Worksheet

One of the first steps in developing a project is to get the facts. Here are some great resources for checking the facts:

Phone Book

The local phone book is a remarkable source of information. There are sections that list all of the social services available locally. Recycling services and energy resources are also listed. City, county, state and federal offices are listed by department, as are all elected officials. Maps and transportation services are also found there. The Yellow Pages also are a good place to find a variety of services available. The phone book is a great resource for fact-finding and should be the first place to begin your search.

Internet

The Internet also is a tremendous resource for gathering information. A simple search on one of the popular search engines such as "Google" will provide an extensive listing of web sites featuring organizations and articles on virtually any topic. However, there are some important considerations regarding Internet research. First, the sheer amount of information can be overwhelming. Second, there is a great deal of misinformation available online. When using the Internet, it is important to find several reliable sources to confirm the facts. There are a number of good, reliable information sources. One of the best is the Librarians' Index to the Internet. These are websites that have all been screened and recommended by librarians. You can begin any fact-finding search at <http://lii.org/>

Library

Your local library is an important source of information. The reference desk can be very helpful. A wide array of magazines can be searched by topic, providing some of the most current information on a particular issue, including statistics, research, developments, trends, and commentary. One of the best ways to get started at the library is one of the easiest: ask the person behind the desk.

Forecasting the Outcome Worksheet

WHAT IS YOUR TOPIC AREA?

BRIEFLY DESCRIBE YOUR IDEA:

WHAT DO YOU HOPE TO ACCOMPLISH THROUGH YOUR PROJECT?

Restate what you hope to accomplish in specific terms. For example, how many individuals will your project help (e. g., 20 elementary students will be tutored, 200 Keys to Recycling pamphlets will be printed and distributed, 10 volunteers will help with a stream clean-up activity on Earth Day). Be as specific as you can. The more specific you can be the easier it will be to design your project. These goals should be something that you can measure to determine if you have met, or even exceeded, your goal.

**NOW, COMBINE BOTH "ACCOMPLISHMENT" STATEMENTS INTO A SINGLE GOAL STATEMENT.
MY GOAL IS:**

THIS IS WHAT WILL GUIDE YOU THROUGH YOUR PLANNING AND IMPLEMENTATION OF YOUR PROJECT.

NOW ASK ANOTHER VERY IMPORTANT QUESTION. WHAT DO I NEED TO BE ABLE TO ACCOMPLISH MY GOAL?

<hr/>	<hr/>

Now you are ready to forecast or predict the outcome of your project. Your forecast statement is a combination of your goal statement and your statement of need. You can frame it as an "If/Then" statement. If you are able to obtain the resources you need, then you will be able to accomplish your goal. Combine them into a single forecast statement.

IF I CAN GET (e. g., number of volunteers, donations, money, whatever is on your needs list).....

....THEN I THINK THAT I CAN ACHIEVE

Project Ideas Worksheet

PROJECT TITLE:

PROJECT GOAL:

PROJECT SUMMARY:

WHY IS IT NECESSARY TO DO THIS PROJECT?

HOW WILL I GO ABOUT COMPLETING THE PROJECT?

ADDITIONAL INFORMATION:

Community Asset Map

A Community Asset Map is a way of identifying and listing the various community resources that are available to make your community a better place. Community assets are also services that are available to meet a variety of community needs. Assets might include social service organizations that provide food and shelter to families in need. Assets can be the local government, the fire department, the library, or any number of other services offered in your community. Assets could be baseball and soccer fields or a skateboard park. Senior centers, churches, scouts, after-school activities and schools are also assets. Even natural resources like rivers and mountains are community assets. But assets might also be people who have particular knowledge or skills. Coaches who volunteer for little league and soccer are assets.

One of the first steps in designing an effective project is for you to determine what assets are available in your community that relate to your chosen area.

HERE ARE SOME QUESTIONS YOUR ASSET MAP CAN ANSWER:

Are you concerned about hunger?

- Are there food banks in your community?
- How many?
- Whom do they serve?
- Are there "soup kitchens"?
- Are there organizations that focus on teen hunger or family hunger?
- How many people do these organizations serve?
- What help do they specifically need?

If you are looking at the environment you might ask:

- Are there environmental organizations in your community?
- What is their focus?
- Are recycling programs available?
- Are there businesses that provide services?

Your asset map should reflect the resources and services available in your community that relate to your topic. The phone book is a great place to begin looking for resources and assets. Most phone books include special sections in the front that list government agencies and social service agencies (often referred to as the Blue Pages). The Yellow Pages in the rear of the phone book provides lists of businesses and commercial resources, many of whom might be willing to partner with you on some part your project, providing expertise and, in some cases, donations.

The following worksheet can help you organize your information into a useful asset map. Sometimes an asset map can be an important part of a project, helping to create an awareness of the resources available in your community.

Community Asset Map

COMMENTS

NAME OF RESOURCE: _____

TYPE OF RESOURCE: _____

ADDRESS: _____

PHONE: _____

CONTACT PERSON: _____

SERVICES OR RESOURCES AVAILABLE: _____

NAME OF RESOURCE: _____

TYPE OF RESOURCE: _____

ADDRESS: _____

PHONE: _____

CONTACT PERSON: _____

SERVICES OR RESOURCES AVAILABLE: _____

NAME OF RESOURCE: _____

TYPE OF RESOURCE: _____

ADDRESS: _____

PHONE: _____

CONTACT PERSON: _____

SERVICES OR RESOURCES AVAILABLE: _____

NAME OF RESOURCE: _____

TYPE OF RESOURCE: _____

ADDRESS: _____

PHONE: _____

CONTACT PERSON: _____

SERVICES OR RESOURCES AVAILABLE: _____

Interview Techniques

The two most common formats for conducting interviews are by phone and in-person interviews (others include web based, email, or instant messaging). The two most common are supported here. With both, it is important to create a script and rehearse your interview questions. Below are some aids.

A SPECIAL NOTE REGARDING VOICE MAIL

Before you call any person or agency carefully write out a script of what message you will leave if you are directed to a voice mailbox. Be sure to speak clearly and provide essential information like your name and your phone number slowly and clearly. It is also helpful to repeat it. A good practice when providing phone numbers is to actually write out the number as you speak it. This should give the listening adequate time to write it down without having to repeat the message.

SAMPLE VOICE MAIL

<p>Hello, this message is for _____ . (whomever you are calling)</p> <p>My name is _____ (spell it if that would be helpful)</p> <p>and I am calling to get some information about _____ . (your topic of research)</p> <p>If you could give me a call back, I would really appreciate it. I can be reached between the hours of _____ (when are you available?)</p> <p>at _____ . (phone number)</p> <p>Again, this is _____ (repeat your name slowly)</p> <p>and I can be reached at _____ (phone number).</p>
--

Allow between 5 days and a week for the person to return your call. If, after this time, you have not received a return call, place a second call and simply begin (without irritation) "Hello, this is a second message for ____." Then repeat your original message.

Interview Script

WHEN CONDUCTING AN INTERVIEW WITH AN INDIVIDUAL, AN AGENCY, OR ORGANIZATION, YOU CAN ADAPT THE FOLLOWING SCRIPT.

Make sure you are comfortable with whatever script you use. Using a script demonstrates that you have thought about the interview and, more importantly, it shows respect for the time that the person is providing by consenting to talk with you. In fact, you can begin your interview with a statement like, "I want to be very respectful of your time so I have written out a series of questions that I would like to ask you."

Hello, my name is _____ and I am;

- a) a student at _____
- b) a volunteer with _____

I am doing research on _____ for my high school culminating project and I would like to:

- a) get some information about your agency.
- b) talk about the services you provide.
- c) ask some questions about whom you serve.
- d) schedule an interview.
- e) schedule a tour of your facility.
- f) other (?)

BASED ON WHOM YOU ARE CONTACTING, DEVELOP A LIST OF QUESTIONS. YOU CAN CHOOSE FROM THE EXAMPLES BELOW OR WRITE YOUR OWN.

Questions about the Agency/Organization

- a) How long have you been in operation?
- b) What is your agency's mission and focus?
- c) How many people, organizations, clients, or projects do you serve?
- d) Why do you think this need exists?
- e) How are you funded?
- f) How many people are on your staff (paid or volunteer)?
- g) Are there barriers to overcome to meet your goals?
- h) Do you need anything to accomplish your mission?
- i) Do you utilize volunteers?

Questions about the people involved in the issue addressed

- a) Who takes advantage of your services?
- b) Are you able to meet their needs?
- c) Do they have other needs that you don't/can't address?
- d) How can volunteers help?

Provide an opportunity for the person you are interviewing to add information they would like to provide.

A script is a roadmap that guides your interview. Make sure you have written a good map that will get you the information you need. Practice your script on someone you know to make sure you are comfortable with your questions and that they will get you to your destination.

Interview Questionnaire Record Sheet

Name of Agency/Organization: _____

Type of Resource: _____

Address: _____

Phone: _____

Individual: _____

INFORMATION

--

Name of Agency/Organization: _____

Type of Resource: _____

Address: _____

Phone: _____

Individual: _____

INFORMATION

--

Power Source Chart

Understanding and Charting Laws, Policies and Influence

Use this chart to identify laws and policies and identify who makes them, who enforces them, and how they can be changed, if necessary. Begin by identifying a law, rule, or policy and place that in the Rules column. Then find out who made the law or policy. A phone call can usually provide the answer. How is this law or policy enforced? Then try to determine how to influence those who make the laws, rules, and policies.

Using this chart will help to focus activities on the proper source. For example, if the local school board sets the school dress code policy, then the local principal and teachers are responsible for enforcing it. Appealing to the principal or teachers (Enforcers) to change a dress code policy will most likely be ineffective unless they are also the Rule Makers. To change a dress code policy would require appealing to the school board members. In order to be effective, the area of influence (Change Agents) must be identified. Then an action or activity can be designed to target that area of influence for maximum change effect.

RULE	RULE MAKER	WHY	ENFORCERS	CHANGE AGENTS
List the rule, law, regulation, or policy <i>Laws, Policies, Rules, Guidelines, Regulations</i>	Who is responsible for setting the rules or regulations. <i>Boards, Agencies, Legislators, Citizens, Federal Government</i>	Why did the rule get made? <i>Lobbyists, Special Interest Groups, Citizens</i>	Who is responsible for ensuring compliance <i>Police, Schools, Government Agencies, Organizations</i>	How are the rule makers influenced? <i>Elections, Advocacy, Boycott/Buycott Campaigns</i>

Reflection and Evaluation Worksheet

What? – So What? – Now What?

It is always important to reflect on your actions and accomplishments. In other words, it is important to Assess Your Impact. There are several components to this reflection and evaluation activity. You can use a simple reflection process known as “What?- So What? - Now What?” to guide you through the process.

WHAT?

What was accomplished? What did you actually do? Did you produce a product? Did you provide a service? How wide was the impact (e.g., meals served, clothes collected, money raised, brochures handed out, etc.)? It is important to measure what you have accomplished.

SO WHAT?

What difference did it make that you did your project? How did it measure up to your Forecasting the Outcome? Did you meet your expectations? What impact do you think it had on others? Why? Have you been changed by the process? How? What will you take away from this project?

NOW WHAT?

Where do you go from here? Have you made personal or lifestyle changes as a result of your research and your project? Did you design it in a way that others will continue it? Did you encourage others to take action? What action? Do you think they will? Why or why not?

Take some time to Reflect and Evaluate your experience and your project. Write down your answers to these reflection questions in the boxes below or on a separate sheet.

WHAT?
SO WHAT?
NOW WHAT?

Additional Service-Learning Web Based Resources

SERVICE-LEARNING RESOURCES AND LINKS

The follow resources are a collection of additional web sites and organizations supporting service-learning activities. Listed in alphabetical order, these websites represent a broad range of issue areas from "Aging" to "Animal Cruelty" to "Environment/Recycling" to "Hunger and Homelessness" to "Youth in Philanthropy." The following resources were compiled by Larry Fletch of Service-Learning Northwest / Educational Service District 112 in Vancouver, Washington and organized by Susie Richards – a Community Engagement Coordinator with the Rural Engagement and Partnership Project and a member of the OSPI - Service-Learning Washington Training Cadre. These resources first appeared as Resource Alerts provided through the Service-Learning Northwest listserv.

AGING/WORKING WITH SENIOR CITIZENS

<http://www.egyptianaaa.org/SrInfo-AgingQuiz.htm>

This site has an interesting quiz on myths about aging that would be an interesting addition to project/program working with the elderly. Some questions geared towards older students.

http://epicenter.etr.org/site/findPracSearch.taf?_function=detail&Layout_0_uid1=33272

If you are working with, or planning to work with, senior citizens you might be interested in utilizing this project as an activity to prepare your students. Epicenter has 300 examples of effective practice, like this one, available on their web site.

ANIMAL CRUELTY

<http://www.hsus.org/15035>

Research is shedding light on the relationship between animal abuse and human violence, especially among teens. The Humane Society of the United States (HSUS) has just released a Public Service Announcement (PSA) focused on breaking the connection between animal cruelty and human violence. The PSA, which is done in music video format, can be viewed at the site. There is also a link to another informative eight minute video highlighting the HSUS First Strike program to prevent animal cruelty. Some of the examples are a little graphic and might not be appropriate for some young people. There are also references to the emotional healing that can come through caring for animals. This is not only a good source of information regarding animal cruelty (and possible consequences) but it also demonstrates how creativity and technology can be utilized for awareness-building for virtually any service-learning project.

BIAS/DIVERSITY/RACISM

http://www.tolerance.org/hidden_bias/

"Tolerance.org" is a web site of the Southern Poverty Law Center and has a wide range of project ideas, curriculum and programs to help stop hate/racism/bias in schools and in the world.

BICYCLE RECYCLING PROGRAM IDEAS

<http://www.CommunityCyclingCenter.org/>

I know that there are a number service-learning projects that target repairing and recycling bicycles for children who can't afford to purchase one, especially around the holidays. This site has some great programs and services that they are providing that can be modified to meet any number of service-learning situations.

BUILDING COMMUNITY SUPPORT

<http://www.cisnet.org/>

Here is a great resource that I just ran across. Here is the mission statement: Communities In Schools champions the connection of needed community resources with schools to help young people successfully learn, stay in school, and prepare for life. This has some great information for those of you who are looking for ways to strengthen the community ties, especially those who are creating a task force or community advisory board.

BUILDING DISTRICT SUPPORT/POLICY AND INSTITUTIONALIZATION

http://www.ecs.org/ecsmain.asp?page=/html/projectsPartners/ncl/nclc_main.htm

The National Center for Learning and Citizenship/Education Commission of the States has a wide range of resources/research on how to institutionalize and develop district and state policy that support civic engagement and service-learning.

CROSS AGE TUTORING

<http://www.nwrel.org/learns/tutor/win2002/win2002.html>

Excellent resource for all of you who are utilizing (or considering) cross age tutoring as part of your service-learning projects. It should greatly strengthen your students' effectiveness as well as the impact of the overall service-learning experience.

ENVIRONMENTAL EDUCATION PROJECTS:

http://www.nrdc.org/greensquad/intro/intro_2.asp

Interactive website geared at middle school age students with curriculum and projects for environmental action in a school setting. Is a great introduction for students/teachers interested in environmental issues.

<http://www.communityenvironmentalcouncil.org/artfromscrap/>

If you need any ideas or resources for environmental service-learning projects, this site can be of help. They have a large number of programs that can be used or adapted as well as some innovative ideas (like Art from Scrap stores).

<http://www.tidepool.org/>

Here is a great informational site for environmental news that will be very useful for the investigative step of an environmental issue related service-learning project.

<http://www.nwf.org/action/>

National Wildlife Federation site with a wide range of resources and program ideas.

<http://cgee.hamline.edu/watershed/Resources/index.htm>

Here is great watershed resource. It includes a number of ideas and also some planning ideas.

http://www.familysearch.org/Eng/Home/banner_home.asp?navCurrent=1

Planning a history-related service-learning project? Here is a Family Search site that can help. As a disclaimer, it is a church-based site from the Church of Jesus Christ of the Latter Day Saints - longtime leaders in genealogical research.

GENERAL SERVICE-LEARNING PLANNING SITES

<http://www.servicelearningnw.org/resources.html>

The Service-Learning Northwest Resource Center serves the State of Washington, the Pacific Northwest region, and beyond. The Center provides resources, training, and technical assistance to educators, students, and community-based organizations throughout the service-learning community. Technical support and assistance is expressly provided to help educators connect service activities to classroom curriculum, and especially to target the various Essential Academic Learning Requirements and State Academic Standards. Excellent service-learning curriculum (including the six-step planning model) and tools are available on this site.

<http://www.servicelearning.org/article/archive/46/>

This is a most comprehensive national service-learning web site. Bookmark this one! It will direct you to a wide range of links and resources. This site is also where to sign up for the National Service-Learning ListServe, an invaluable resource for those interested in learning more about and implementing high quality service-learning.

<http://www.goodcharacter.com/SERVICE/primer-10.html>

There are outstanding service-learning examples in this web site. They include project examples for students of all levels, from K -12. Most of the examples do an excellent job of highlighting specifically the community need, the curriculum connections, additional learning objectives, and reflection activities.

<http://www.ysa.org/planit/>

Project Plan it is an interactive planning tool developed by Youth Service America (YSA) to help young people plan and implement service-learning projects. It asks a series of questions and guides young people through a planning process that

includes Project Plan -funding proposal - Press Release - Service-learning reflection plan - and other helpful resources. It could be easily adapted to the classroom setting and would fit very well in after school service club settings.

<http://www.fiu.edu/%7Etime4chg/Library/ideas.html>

Here are 101 ideas for combining service and learning. Although these are primarily geared for higher education. There are many ideas and most can be easily adapted to lower grade levels.

<http://www.commoncents.org/>

Common Cents® New York was founded in 1991 to create opportunities for young people to develop and express their need to contribute to their communities. They work with teachers at all grade levels to create real-world, student-centered projects that contribute to the well-being of others, promote learning and growth, and enhance the status of youth in society. They have some good ideas on how students can impact their communities.

<http://www.pitt.edu/~psla>

The Pennsylvania Service-Learning Alliance web site – with links to a large number of other service-learning based sites.

<http://www.ysa.org/nysd/>

Millions of youth participate in National Youth Service Day, the largest service event in the world, usually held the second week in April. National Youth Service Day supports youth on a life-long path of service and civic engagement, and educates the public, the media and elected officials about the role of youth as community leaders. The web site provides everything needed to engage in a National Youth Service Day Project.

<http://servicelearning.wsu.edu>

Service-Learning Washington/WSU service-learning site with state based program, project ideas, rubrics and resources.

GENERAL EDUCATIONAL SITE FOR YOUNGER STUDENTS FOR RESEARCH ON POTENTIAL PROJECTS

<http://www.EnchantedLearning.com/Home.html>

Here is an educational web site that, though it is geared toward lower grades, has some wonderful and easily accessible information on a wide variety of academic areas and topics. It could be helpful as a first stop for investigation for students gathering information about a possible service area.

GEOGRAPHY/MAP MAKING PROJECTS

<http://nationalatlas.gov/>

Here is a remarkable research tool. It is a map making tool that layers the specific information you (or a student) specify, from agriculture and livestock, to biology and environment, to geology, to demographics, water, natural resources and more.

LOCAL HISTORY PROJECTS

<http://www.ed.gov/free/new.html>

Here is an update with some great free resources available through the U.S. Department of Education. One resource in particular, *Working on the Past in Local Historic Districts* could be very useful for service-learning projects related to preserving local history. Another one, *Campfire Stories with George Catlin: An Encounter of Two Cultures* takes student on a virtual journey with the famed artist and ethnologist to meet Native Americans of the 1830s. Catlin visited more than 140 tribes during 1830s. His 325 portraits, 200 scenes of American Indian life, and writings depict Indian cultures prior to U.S. expansion into tribal territories.

HOMELESSNESS PROGRAMS

<http://www.realchangenews.org/education/index.htm>

Check out this site for some good resource material, including curriculum, on homelessness. It is part of the Real Change web site.

http://www.childrensdefense.org/pdf/houscrisis_OCT02.pdf

This is a link to the Children's Defense Fund and has a wide range of articles on the crisis developing around affordable housing and the impact on homelessness. This would be a great resource for any service-learning project that is looking at homelessness and especially the new wave of families who are now homeless. Good research information and excellent documentation and works cited. It is 11 pages and in a PDF format for easy downloading.

HUNGER ISSUES

<http://www.eduref.org/cgi-bin/printlessons.cgi/Virtual/Lessons/Health/Nutrition/NUT0202.html>

Here is a three lesson plan on hunger and nutrition for grades 5-12 that includes a service-learning component. It provides an opportunity to extend beyond traditional food drives, through greater awareness of hunger issues. It has some great ideas and activities to make students aware of hunger problems within their own communities and to encourage the implementation of a service-oriented programs.

<http://www.wfp.org/appeals/africahungeralert/index.html>

There are over 38 million men, women and children in desperate need of food in Africa alone as a result of drought, war and HIV/AIDS. This site, The Africa Hunger Alert is part of the United Nations World Food Program web site. There are great resources to learn about, and how to help, with hunger world wide.

<http://www.hungercenter.org/hunger/hunger.htm>

The Congressional Hunger Center is a private, bi-partisan, non profit organization committed to combating hunger (and poverty) nationally and globally. There are some excellent resources for these and other social issues available through these links. Links connect to organizations, statistics and opportunities to serve (AmeriCorps heads the opportunities list).

<http://www.thefoodproject.org>

In keeping with the theme of expanding the possibilities available through service-learning food and hunger projects, here is web site that has developed a sustained program which brings together thousands of youth and adults to grow organic vegetables that are donated to homeless shelters and sold at urban farmers' markets and to families in suburban Boston.

IDENTIFYING HEALTH/SOCIAL ISSUES THROUGH RESEARCH

<http://www.span-online.org/index.html>

Here is a research site for service-learning activities exploring a variety of health and social issues. The material is probably best suited for high school and above, and is a great resource for teachers. The site description reads: The Social Policy Action Network (SPAN) develops effective social policy by transforming the findings research and the insights of front-line practitioners into concrete action agendas for policymakers.

INTERNATIONAL/GLOBAL ISSUES

<http://www.unfoundation.org/>

The United Nations Foundation web site offers resources and programs specifically related to Children's Health, Environment, Peace, Security, Human Rights, Women and Population. This is a great site for service-learning research and exploration of issues on an international level. Remember, discussions can begin on an international scale and be drawn down to the local levels. Or, local issues can be placed in an international framework to help young people connect to the larger picture.

<http://www.takingitglobal.org/home.html?width=800>

Here is a site that will stretch young people's understanding of what they can accomplish, both locally and globally. Seeing what other young people are involved in can be both inspiring and empowering (the site itself is youth driven). It is offered as a place "where people are exposed to new thinking, a diversity of voices, and new opportunities." Here is the opening description of the site.

What inspires you? TIG Recognizes and showcases the power of ideas, creations and inspirational stories. Are you informed? TIG is the bridge to events, organizations, and scholarships throughout the world. How are you involved? Through discussions, workshops, updates, and real-world projects, our voices will be heard. TakingITGlobal (TIG) is about encouraging young people to believe in themselves and their ability to make a difference in the world... Probably best suited for high school/college age youth but certainly could be a great resource for more mature middle schoolers with a good facilitator.

<http://www.facingthefuture.org>

Facing the Future: People and the Planet is a non-profit organization (based in Seattle!) providing students, teachers and the public with dynamic and successful global issues education and action opportunities to shape our future. Outstanding site with curriculum materials and opportunities for on site workshops and staff trainings.

<http://www.peacecorps.gov/www/correspond/index.html>

The Peace Corps conducts a correspondence Match Program to connect your students with Peace Corps volunteers around the world. Many service-learning possibilities are presented here.

INTERNET SAFETY PROJECTS

<http://www.NetSmartz.org/>

Here is a site about web safety (sponsored by The National Center for Missing & Exploited Children that could be used by middle school students tutoring younger children (or adults) regarding safety on the Internet). Though the games are pretty basic, they do reinforce safe practice. A teen oriented link is under construction.

PEER TUTORING/PEER READING BUDDY PROGRAMS

<http://www.nea.org/readacross/volunteer/youthleaders.html>

A great site on the National Education Association (NEA) "read across America" project that provides ideas and resources for literacy/reading service-learning based programs.

RECYCLING PROJECT IDEAS

<http://www.eia.doe.gov/kids/recycling/index.html>

Here is a great resource with many additional links for recycling/solid waste/energy service activities.

http://www.imakenews.com/psla/e_article000113894.cfm

In addition to this link providing some great school-based recycling ideas, it is also the newsletter of the Pennsylvania Service-Learning Alliance. It is an outstanding online publication that is published quarterly. It provides outstanding program ideas as well as access to current issues, research and topics. The link above provides a spot to subscribe to their online newsletter.

<http://www.fundingfactory.com/ETCEP/programs.asp>

Here is a great opportunity to combine service-learning recycling projects with fundraising efforts. One of the fundraising programs involves cell phones which are becoming a major environmental concern. Funds generated can be directed to support any number of programs and

RESEARCH

<http://www.childtrends.org/>

Child Trends offers a series of research brief summaries that highlight what works (and doesn't work) regarding teen development with research summaries focusing on civic engagement, positive mental and emotional health, relationships and education (and more). In addition to strengthening our own knowledge, this information could provide an interesting context for a discussion directly with young people. For example, they could read the research findings (or hear them read) and discuss whether or not the young people agree that these findings are true for them or whether they are not the case. If yes, what are the implications? If not, why not? I would also include, probably even before the open discussion, a private and reflective writing assignment to help to draw out more honest feelings that might not find their way into a group discussion.

<http://www.childtrendsdatbank.org/>

Here is a remarkable site that has compiled a tremendous amount of research data on child and youth development, trends and well-being. Pursue the links to find some good research information. Most of the information is in a very readable and useful format.

SAFETY/BULLYING/VIOLENCE

<http://www.safeyouth.org/home.htm>

Given the current climate, young people might be interested in helping others (and themselves) be prepared in the event they face a crisis - regardless of whether the crisis is global, national, local or personal - through service-learning activities that help individuals and communities feel empowered by being prepared. There are specific links to resources for Teens, Parents and Health Care Professionals.

<http://www.pdkintl.org/ssres/safehome.htm>

Here are some great teacher resources from Safe Schools that would be excellent for service-learning projects that are focusing on violence, bullying and/or safe classrooms and schools.

<http://www.safeyouth.org/home.htm>

If your classes are interested in service-learning projects that target violence, the National Youth Violence Prevention Resource Center web site has some great info.

SENIOR CULMINATING PROJECT IDEA SITE

<http://nationalservicerresources.org>

The **National Service Resource Center's Effective Practices Collection** has reached 575 effective practices! Effective practices come from all streams of national service (AmeriCorps, Senior Corps and Learn and Serve America) and service partners (such as volunteer centers and nonprofit organizations), addressing all service emphasis areas (education, environment, human needs and public safety), as well as program and volunteer management. Recent practices include:

Supporting children of prisoners and their caregivers

http://snipurl.com/NSRC_33556

Holding an eyeglass drive for the medically underserved in developing nations

http://snipurl.com/NSRC_33555

Identifying community needs with an informal opinion poll

http://snipurl.com/NSRC_33554

Protecting police dogs and the communities in which they serve

http://snipurl.com/NSRC_33557

Operating a multi-lingual Foster Grandparent/Senior Companion program

http://snipurl.com/NSRC_33558

SOCIAL JUSTICE

<http://www.oxfamamerica.org/advocacy/art3684.html>

This resource could provide an excellent transition from a study of historic slavery to modern variations. This could lead to an examination of American freedoms and how freedoms are lost or forfeited (as with the loss of civil liberties in an attempt to provide public security). United States history and social studies classes, as well as those dealing with social justice issues, could use this as a springboard for a variety of service-learning activities.

SERVICE-LEARNING PROGRAM PLANNING FOR STUDENTS WITH LEARNING DISABILITIES

<http://www.serviceandinclusion.org/>

Here is a tremendous resource for those who work with, or who are wanting to work with, students and individuals with disabilities, not so much as recipients but as participants. If you follow the *Services and Inclusion* link toward the bottom of the page, you can find a link called "Links and Resources" that has some excellent information for including individuals with disabilities.

SCHOOL AND COMMUNITY PARTNERSHIPS/COLLABORATION

<http://www.ncrel.org/cscd/pubs/lead21/2-1m.htm>

This is a great resource on the “hows” and “whys” of creating school and community partnerships.

SUBSTANCE ABUSE PREVENTION

<http://www.theantidrug.com/>

This is a comprehensive sites with links for parents, teens, educators, lists of drugs commonly abused, and other relevant information.

TEEN PREGNANCY PREVENTION

<http://www.etr.org/recapp/new.htm>

The Resource Center for Adolescent Pregnancy Prevention (ReCAPP), has a number of resources for service-learning programs targeting teen pregnancy, including theories and approaches, peer education resources and sample documents. There is also an email list available for updates.

<http://www.ldonline.org/>

Here is a Learning Disabilities support site that provides resources, information and strategies for educators, parents, professionals and others who work with young people with LD. There is also a useful section on ADD and ADHD with links to more in-depth information. Some of this information could be especially useful for behavior management/disruption strategies.

TOBACCO PREVENTION

<http://www.texaslung.org/programs/tobaccocontrol/tatu.htm#impact>

Against Tobacco Use (TATU) program enlists teens as “peer educators” to educate younger children, ages 9-12, about the tobacco use issues they face growing up. The teens use these issues as a benchmark for helping younger children remain tobacco-free. If you are interested in engaging in a peer-based tobacco prevention project, this one is outstanding. Be sure and contact your county “tobacco prevention office” located in county health departments. Washington state received funding from settlements with the tobacco industry, and each county in the state has funding/educational resources for tobacco prevention in schools.

Big Brother/Big Sister Tobacco Prevention Peer Mentoring Project

srichards@sw.wednet.edu

Susie Richards and her 8th grade Youth in Philanthropy students have created a video/curriculum resource developed as a resource to other schools/educators interested in replicating their “Big Brother/Big Sister Tobacco Prevention Mentoring Project.” In this project, 8th grade YIP students (identified as high risk) met once a week throughout the school year with their “littles” – 5th grade students who would be making the transition to the middle school next year. These students spent time engaging in tobacco prevention activities (such as TATU). At the end of the

year, they designed and implemented a tobacco prevention workshop that the 8th and 5th graders presented to over 200 intermediate school students. Contact Susie Richards (srichards@sw.wednet.edu) to receive a free copy of the video.

VOTING/ELECTION/CIVIC ENGAGEMENT PROGRAMS

<http://action.citizen.org/pc/issues/votes/>

For those taking advantage of election time to increase young people's awareness of civic engagement, here is a resource that has tracked Congressional votes on several key issues. By entering a zip code, young people can also see how their representatives voted on various issues. There is also a great resource page with instructions on the proper form for a letter to your legislator in Washington DC which could be a great English writing exercise and/or social studies lesson. Teaching young people that they have a voice, even with politicians, is an important lesson.

<http://www.kidsandpolitics.org/>

Connect for Kids has a link to a page devoted to Kids and Politics. This could be a great resource to help young people understand that the voting process does, in fact, have impact for them. There is also a strategy for how kids can help get out the vote. The initiatives themselves can generate a new awareness regarding issues for children, which can, in turn, help to focus young people's attention on specific issues of interest which can become a catalyst for service-learning activities. It is also a great tool to track how these votes turn out and what needs will remain unmet.

<http://www.youthvote.org/>

Here is a youth-oriented voter website that has some great information, including the results of the effectiveness of canvassing projects in five cities.

<http://www.freedomanswer.net/home.shtml>

Here is a new citizenship focused program for young people called Youth Voter Corps that is designed to encourage everyone to stand up and be counted, that is to vote, as a declaration that freedom is strong in America. There is broad support for the program throughout schools across the country.

<http://www.indiana.edu/~ythvoice/>

This excellent site is a "one stop shopping" site for service-learning/civic engagement developed for young people.

<http://thomas.loc.gov>

This web site, a service of the Library of Congress, is a great link for civic study and engagement. It includes links to all House and Senate members and tracks current legislation, as well as provides links to a number of other resources, including historical documents. This is a great resource for youth voice and activism.

YOUTH IN PHILANTHROPY

<http://www.learningtogive.org>

Learning to Give offers a set of teacher-tested curriculum units designed to encourage young people to take positive action in their own lives, become involved in community initiatives, embrace ownership of their democratic society and aspire to do good. Grounded in academics and linked to real-life situations, the program's lessons are created with the help of teachers and are field-tested in classrooms across the nation.

<http://www.whatkidscando.org/Search/SearchDisplay.asp?SearchCase=DoAnyOr>

This edition of *What Kids Can Do* has an interesting article on youth philanthropy, a concept that is being increasingly utilized. It is one of the most powerful avenues for genuine youth voice and empowerment. (Susie Richards teaches a Youth in Philanthropy Program at Langley Middle School, and would be more than happy to share additional resources and information. Contact her at srichards@sw.wednet.edu).

YOUTH VOICE/YOUTH ADVOCACY AND ACTIVISM

<http://freechild.org/library.htm>

"Freechild" is a project coordinated by local youth advocate Adam Fletcher. It includes reflection activities, great team builders and an excellent article on *50 Things That Adults Can Do WITH, Not For, Students in Schools* (and much more including an article by Adam Fletcher entitled "Why Play a Game When There Is Work To Do?") If you are looking for resources for youth development and empowerment, or are wanting to strengthen Youth Voice, visit the Freechild Library.

<http://www.youthactivism.com/>

Here is web site that supports Youth Voice. There are a number of resources available, including an intergenerational advocacy tool kit. This could be great site for students to visit for ideas, direction and encouragement.

About the Authors

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Chris Burt, M.Ed. and Susie Richards, M.Ed. have worked in the service-learning and education field for the past 15 years. Chris and Susie are currently co-coordinators of the Washington State Service-Learning Training Cadre through Learn and Serve Washington. They provide workshops and consultation throughout Washington.

Susie is currently the Director of the South Whidbey Community Engagement Center, (one of the partner sites of the Northwest Rural Grant Project) and Project Director of the South Whidbey School District's Learning and Community Engagement Program. Susie has taught at the middle and high school level, as well as adjunct faculty for Western Washington University and Heritage Institute/Antioch. She holds a graduate degree in community based learning.

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The authors of this manual offer consultation and support in the implementation of service-learning programs as well as training for K-20 university and community based organizations. For further information on these training opportunities, please contact us at: sea@whidbey.com or 360-331-5920.

Larry Fletch

Larry Fletch is a nationally recognized trainer and presenter, focusing on strengthening service-learning practice, empowering individuals through civic engagement and restoring the civic mission of schools. In addition to the series of High Impact Manuals, he has also authored and partnered in a number of manuals, resources and articles including the Roadmap to Civic Engagement, Testing For All Walks and A Call To Action: Civic Engagement and Service-Learning. Currently, he is the Director of Merit Institute, a training and technical center devoted to "strengthening and reclaiming young lives".

Lynda Kamerrer, M.Ed., C.P.P.

Lynda Kamerrer, M.Ed., C.P.P. has worked in the field of substance abuse prevention for over 15 years. She has been a Certified Prevention Professional since 2003. Lynda has a graduate degree in Counseling from Seattle University. Her background in prevention started as part of the clinical staff on a research project at the University of Washington School of Social Work. That program became a best practice after the clinical trials and the results of the study were published in peer reviewed journals.

Lynda has been a trainer and technical assistance provider for clients throughout the western United States. She has expertise in community assessments, strategic planning, capacity building, implementation, and evaluation of prevention strategies and programs. Lynda has been a trainer for the University of Nevada, Reno and CSAP's Western CAPT.

Her professional experience prior to entering the prevention field includes work in the criminal justice system, child welfare, and education. Lynda currently works as the Crook County Prevention Coordinator in Prineville, OR. In that capacity she provides technical assistance to the local school district, the community coalition, and Reduce Underage Drinking Task Force. Lynda is a member of Oregon's State Epidemiological Outcomes Workgroup, (SEOW). In her consulting practice Lynda provides training and technical assistance on the latest research based practices in the field of substance abuse prevention. She may be reached at dalynx@comcast.net or 206-708-4303.

