BOYS & GIRLS CLUBS
OF AMERICA

OPIOID AND SUBSTANCE USE PREVENTION

A RESOURCE GUIDE AND ACTION PLAN FOR BOYS & GIRLS CLUBS

FOREWORD

Empowering youth. Empowering families. When two national organizations can do both to face one of our nation's most pressing health concerns – the opioid crisis – we can have a lasting impact and safeguard the health of an entire generation of kids.

Weaving prevention and intervention into a foundation where young people and their families meet gives kids and teens the important opportunity to make meaningful connections with positive role models. This can create an ecosystem that supports their growth and resilience.

This comprehensive resource guide will help Club leaders and staff initiate conversations about the continuum of substance use, while equipping you with the knowledge to address addiction. The guide will help you understand risk factors and warning signs, as well as the importance of personalizing strategies based on the needs of the community, schools, parents and youth – rather than pushing a one-size-fits-all approach.

To effectively turn the tide on the opioid epidemic, we need action, collaboration and unity. We need communities that are prepared to meet the needs of families and their kids with open arms, and to help them adapt to those needs as circumstances change.

That is why we are so proud to partner with Boys & Girls Clubs of America to present this critical resource guide – one that highlights the need for a holistic, high-quality youth development approach to promoting substance use prevention. As an organization that helps parents whose sons or daughters are struggling with substance use, we understand the need to empower families with information, support and guidance. By bringing together our joint expertise in the health and well-being of kids, we can ensure a brighter future for our nation's youth.

Fred Muench, Ph.D.
President and CEO
Partnership for Drug-Free Kids

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INTRODUCTION

For more than 150 years, Club professionals like you have worked to build a safe, supportive and inclusive Club environment, where all young people, especially those who need us most, are able to reach their full potential. Clubs serve as a safe haven for young people as they are confronted with challenging experiences. During this critical time in a young person's life, important decisions are made that may have a lasting impact on their health and wellbeing. One such choice is remaining drug free during adolescence. Clubs can help youth build the skills that will help them remain drug free as adults.

OPIOID AND SUBSTANCE USE AND MISUSE

Although opioid use is low among youth, many communities have high rates of use among adults. Exposure to substance use and misuse can traumatize youth, and the experience of this trauma predisposes them to future substance use or other negative health outcomes into adulthood.

In 2015, these powerful and highly addictive painkillers led to more than 33,000 overdose deaths, with more than half caused by prescription opioids.[1] This national challenge has no boundaries, cutting across racial, ethnic, regional and socio-economic lines, devastating youth and families.[2, 3, 4, 5]

BOYS & GIRLS CLUBS: DRIVING SOLUTIONS

Boys & Girls Clubs are uniquely positioned in their communities to be a key part of the solution, helping to prevent and reduce the negative impact of the opioid and substance use epidemic on youth by:

- Providing high-quality youth development[7, 8, 9]
- Following and promoting a whole-child health approach[6, 7]
- Implementing trauma-informed and promising prevention staff practices
- Building stronger community linkages that support substance use prevention

The impact of the opioid and substance use epidemic on youth highlights the need for a holistic, high-quality youth-development approach to substance use prevention. Prevention strategies should leverage factors – such as a sense of belonging and relationships with caring adults – that protect youth from engaging in substance use and mitigate the impact of risk factors, such as adverse childhood experiences, or ACEs (traumatic events that overwhelm a child's ability to cope with stress or adversity).

Staff can help young people who've experienced trauma rebuild a sense of control and empowerment – and reduce the likelihood they'll engage in risky behaviors – by implementing trauma-informed and promising prevention practices in the Club. Such practices are grounded in an understanding of the impact of trauma on youth. There is an emphasis on physical, psychological and emotional safety for both youth and the staff who serve them.

The trauma-informed and promising prevention practices highlighted in this guide complement, and are consistent with, the Boys & Girls Club model for achieving the most profound, lifelong positive impact on young people: the daily integration of The Five Key Elements throughout the Club Experience. When used and executed effectively, they build resilience in youth, which directly combats the effects of ACEs and other trauma.

The Five Key Elements are:

- **A Safe, Positive Environment:** The Club is a safe haven where members feel physically and emotionally secure at all times.
- **Fun:** The Club facility, staff and program offerings create a welcoming environment that allows members to engage in play, enjoy their play time and be happy and eager to come to the Club.
- **Supportive Relationships:** The Club ensures that every young person feels connected to one or more adults and has friendships with peers.
- **Opportunities and Expectations:** Club staff and programs consistently communicate the expectation that every child has the potential to excel, be productive and succeed at the Club and in life.
- **Recognition:** The Club takes every opportunity to recognize and validate Club members' achievements and accomplishments.

HOW TO USE THIS RESOURCE GUIDE

Part I includes an introduction to the opioid crisis, along with assessment and planning tools for designing a prevention initiative.

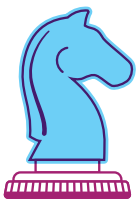
Part II provides a menu of prevention strategies – for staff, youth, families, and school and community partners – you may choose to include in your plan, along with resources to help you implement them.

It will be helpful to revisit your plan on a regular basis, at least annually, and choose new or different strategies to implement.

Read this guide from cover to cover, or scan the table of contents and go directly to the resources you need. Keep in mind:

- We know that many Clubs are already doing great work to promote health and prevent substance use. The prevention strategies in this guide are recommended by leading organizations in the field of substance use prevention and are being implemented with success in Boys & Girls Clubs. You may already be using some of these strategies in your own Club.
- Strategies are grouped according to audience (Club staff, youth, families, and school and community partners). Based on the opportunities you identify to enhance Club prevention efforts, select two to three strategies to implement consistently.
- Each strategy is presented with a description and explanation of how it will support prevention, tips for implementation, and links to supporting resources and tools.
- This guide provides resources to help you pursue local funding opportunities, including a sample proposal. Adapt this template as appropriate to your Club. You may also choose from the data points and strategies in this guide to make a strong case for the need for substance use prevention funding.
- Though many of the strategies in this resource guide are focused on reducing the risk of opioid use, all can be applied in prevention efforts for the use of a wide range of substances: alcohol, marijuana, tobacco (vaping, smokeless tobacco or cigarettes), etc.

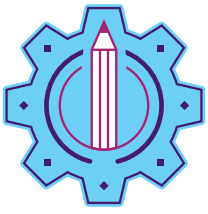
Supporting and nurturing young people is what Clubs do best. By providing a high-quality Club Experience, being attentive to the traumas youth may be facing, and offering opportunities for young people to build important skills, we can help them avoid substance use. Successfully preventing one young person from engaging in substance use not only impacts the holistic wellbeing of the individual, but also has the potential to disrupt familial and generational trauma and substance use. Clubs can make a difference in the opioid crisis facing our nation and keep young people on track to a great future.



Strategies

Tools

Resources



Activity

Club Call-Outs

Part I

GETTING STARTED

UNDERSTANDING THE BASICS

THE OPIOID AND SUBSTANCE USE EPIDEMIC

- Opioids are a type of pain reliever that come in both prescription, (e.g., Methadone, OxyContin, Vicodin) and illegal, (e.g., heroin) forms. Some opioids, such as fentanyl, are available in both legal and illegal forms.[13]
- They are often prescribed by a doctor to manage chronic pain or to treat common medical issues, such as a sports injury or a dental surgery.
- When used as prescribed for specific medical reasons, under the supervision of a doctor, opioid pain relievers can be safe.
- Opioids also come in illegal forms, such as heroin, illegally manufactured fentanyl and legal prescription painkillers that are misused or diverted to the "black market" for illegal sale.
- Some users find that opioids not only reduce physical pain, but also reduce emotional pain, often giving rise to a false sense of wellbeing or euphoria.
- Over time, opioid users develop a tolerance to the drugs, and an increased dosage is needed for the same impact. As a result, the user may seek higher and higher doses to achieve equivalent pain relief or to "chase the high." If it becomes difficult to get more prescription pain pills or the costs are prohibitive, some people turn to heroin and illegally manufactured fentanyl, which are cheaper.[13, 15]

AMONGST PRESCRIPTION OPIOID USERS:

21-29% of those who were prescribed opioids by a doctor misuse them.[16]

55% of people who misuse prescription opioids got them free from a friend or relative.[13]

8-12% develop an addiction.[16]

2 out of 3 people who use heroin used prescription painkillers first.[16]

Individuals who misuse prescription opioids are more likely to have **higher rates of cigarette smoking, alcohol use, marijuana use** and **illicit drug use**, and to demonstrate challenging behaviors.[17]

The use and misuse of opioids spans across states, racial and ethnic groups, age, gender and socio-economic status. It is, however, impacting some communities and populations more than others.[2, 18, 19, 20, 21]

OPIOID-RELATED OVERDOSE DEATH RATES ARE HIGHEST AMONG:

ADULTS AGES

25-54

NON-HISPANIC WHITES

and

NATIVE AMERICANS/ ALASKA NATIVES

MEN

(however, women's deaths are on the rise)[2]

THE FOLLOWING STATES ARE AMONG THOSE HARDEST HIT:

West Virginia

415 overdose deaths per 100,000 people

New Hampshire

34.3 overdose deaths per 100,000 people

Ohio

29.9 overdose deaths per 100,000 people

Kentucky

29.9 overdose deaths per 100,000 people

Rhode Island

28.2 overdose deaths per 100,000 people

YOUNG PEOPLE AND OPIOID USE

The most vulnerable times in a young person's life for substance use are major life changes, including, but not limited to: separation from a parent (e.g., due to incarceration or military deployment); parental divorce; moving; and transitions between elementary, middle and high school and postsecondary education.[7] The use of substances, including alcohol, among youth increases the risk of academic underachievement, delinquency, teenage pregnancy and depression.[23]

After marijuana, prescription drugs are the **second most misused type of drug**.[3]

Young people often believe that because prescription drugs are prescribed by a doctor and are legal, they are safer than illegal drugs such as heroin.[3]

More than **6% of youth** 12-17 have misused prescription opioids, compared to **11.8% of adults** 18-25.[3]

On an average day during the last year, **5,784 adolescents misused prescription opioids** for the first time.[3]

Almost **17% of high school students** report having taken a prescription drug without a prescription.[3]

More than **2% of high school youth** report having used heroin.[3]

Opioid-related overdose deaths among youth 15-19 were on the decline until 2014, but increased in 2015.[24]

Heroin caused the most drug overdose deaths among youth 15-19.[24]

THE IMPACT OF FAMILY SUBSTANCE USE ON YOUTH

Adverse Childhood Experiences (ACEs) are prolonged stressful childhood experiences within a child's environment that overwhelm their ability to cope and lead to trauma. Exposure to substance use in the household is a common ACE. Studies show that the more ACEs a youth experiences, including family substance use, the higher their likelihood of adopting risk-taking behaviors and abusing substances, with this increased risk reaching into adulthood.[8, 25, 26, 27, 29]

TYPES OF ACES[28]

Household dysfunction

- Parental and family substance use
- Parental and family incarceration or separation
- Family mental health challenges
- Domestic abuse of mother
- Divorce

Neglect

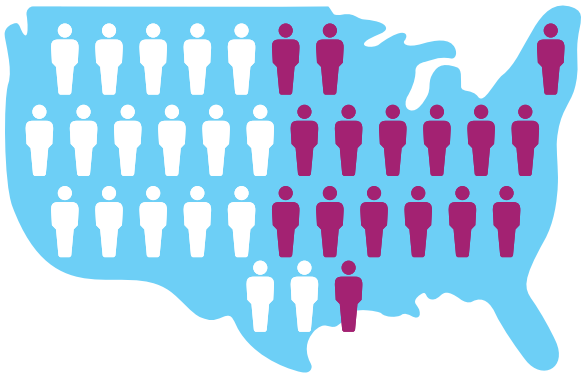
- Physical and emotional

Abuse

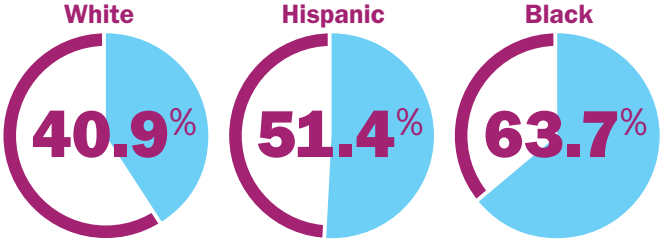
- Physical, emotional and sexual

OCCURRENCE OF ACES[29]

In 2016, nearly half of America's 34 million children had suffered at least one ACE; most experienced more than one.



ACEs cut across all racial groups and socio-economic levels. The percentage of youth, by race, who have experienced one or more ACEs:



IMPACT OF FAMILY SUBSTANCE USE ON CHILDHOOD[27]

Youth with a parent who misuses substances are:

- 3 times more likely to be physically abused
- Less likely to set healthy boundaries within relationships
- More likely to lack self-awareness
- More likely to experience anxiety, depression, confusion and anger
- More likely to experience unexcused absences and drop out of school
- More likely to have difficulty with direct communication
- Less likely to effectively regulate emotions
- More likely to be involved with the juvenile justice system
- More likely to take on parental responsibilities at home

LONG-TERM IMPACT OF ACES

Numerous studies have established the lasting impact of ACEs into adulthood. Youth with ACEs are more likely to become adults who perpetuate trauma, which creates a potential generational cycle of trauma and abuse.[25, 30, 32]

- In a groundbreaking study, 52% of adults reported having at least one ACE.[33]
- The most common ACE was substance use in the household (25.6% of adults).[33]
- People reporting 4 or more ACEs were 12 times more at risk for poor health, including alcoholism, drug use, depression and suicide.[33]
- Of the adults who misuse opioids, those who have experienced multiple ACEs are more likely to develop an addiction.[34]
- Adults with ACEs report more chronic pain that impacts daily activities, and are more likely to be prescribed medications, including opioids.[34]
- State child welfare systems are being overwhelmed by the increase in families unable to safely parent due to substance use problems.[35]
- Among the general population, 75% of individuals with a substance use disorder have experienced ACEs. This figure is even higher among those seeking treatment for opioid addiction.[36]

OPIOIDS, ACES AND SPECIFIC POPULATIONS

The opioid and substance use epidemic impacts the general population, but the toll is greater on specific populations of youth: those living in rural communities, or on Native lands or with military-involved families. Understand how various communities are affected will help you better serve young people.

OPIOIDS AND ACES: IMPACT ON RURAL YOUTH

- Rural youth are more likely to experience abuse, of all kinds, than their urban peers.[46]
- Rural youth, ages 12-20, are more likely to use prescription opioids than their peers.[46]
- Rural youth tend to perceive substance use and misuse as less risky than their urban peers.[46]
- Youth who perceive substance use as less risky are more likely to use and misuse prescription opioids and other substances.[46]
- Several factors make rural communities particularly vulnerable:[45]
  - High-risk, physically demanding occupations that are more likely to cause injuries that require pain management
  - Limited education
  - Geographic isolation
  - Poor health due to lack of access to care and being uninsured or underinsured

OPIOIDS AND ACES: IMPACT ON NATIVE YOUTH

- The opioid epidemic has had devestating effects on American Indian and Alaska Native communities.[37]
- From 1999-2009, the incidence of opioid-related overdose death among American Indians and Alaska Natives was slightly higher (0.86) than non-white Hispanics, 7.5 times higher than African Americans and 13 times higher than Asians.[38]
- In 2012, 1 out of 10 American Indian youth ages 12 and older used prescription opioids for nonmedical use, as compared with 1 in 20 non-Hispanic Whites, and 1 in 30 African American youth.[39]
- Additionally, alchohol use, mental health disorders, suicide and other behavioral health issues have had a tremendous impact on American Indian youth, families and communities.[40]
- Much of the research on ACEs and trauma among Amerian Indian and Alaska Native youth shows the ongoing, intergenerational impact of historical trauma – including the intentional distruction of distinct cultural practices, pervasive poverty, alcohol and substance use, and sustained discrimination against their communities.[41,42]

FACT: Prescription opioids circulate more quickly through rural areas because of close family and community networks that make drugs easy to access once multiple people receive prescriptions.

OPIOIDS AND ACES: IMPACT ON MILITARY-INVOLVED YOUTH

- Prescription opioid misuse is higher among military service members than among civilians, and parental substance misuse increases a young person's own risk of substance misuse.[43]
  - Returning service members experience higher rates of chronic pain and associated medical use of prescription opioids.[43]
  - Studies suggest that substance use is as a coping mechanism for post-traumatic stress disorder.[43]
- From 2004 to 2006, 7.1% of U.S. veterans meet the criteria for a substance use disorder.
- From 2005 to 2009, over 1,100 military service members committed suicide, with one committing suicide every 36 hours.
- The deployment of a parent and trauma-related stress can have a negative impact on military-involved youth and families:[44]
  - Multiple and extended deployments are linked to more emotional difficulties (with school, family and peers) among military-involved youth
  - Behavioral issues and emotional issues (e.g., aggressive behavior or sadness) are more common among military-involved youth during a parent's deployment.
  - The longer a parent is deployed, the more likely it is for a youth to have trouble managing day-to-day tasks, including school responsibilities.

COMMON OPIOID STREET NAMES

Becoming familiar with these common names for opioids will better position you to help young people understand the messages they're exposed to in popular culture. It may also help you recognize the signs that a young person is in need of help.

Prescription Opoids

OXYCOTIN

- Oxy
- Hillbilly Heroin
- Kickers
- Oxycottons
- Killers
- OC

DEMEROL

- Pain Killer
- Demmies

PERCOCET

- Percs
- Percodoms

METHADONE

- Amidone
- Fizzies
- Chocolate Chip Cookies

DILAUDID

- D
- Smack
- Juice
- Footballs

FENTANYL

- Apache
- Duragesic
- Sublimaze
- Dance Fever
- Actiq
- TNT
- China White
- China Girls
- Tango & Cash
- Jackpot
- Friend
- Goodfella

CODEINE

When used with Robitussin or Tylenol:

- Captin Cody
- Cody
- Schoolboy

When used with glutethimide:

- Doors & Floors
- Pancakes & Syrup
- Loads

NUMPORPHAN

- Numorphone
- Blues
- Mrs. O
- O Bomb
- Octagons
- Stop Signs
- Biscuits
- Blue Heaven

Illegal Opoids

HEROIN

- Smack
- Junk
- Dope
- H
- White Horse
- Horse
- China White
- Skunk
- Skag
- Brown Sugar
- Hell Dust
- Thunder
- Chiva
- Big H
- Cheese

OPIUM

- Black Stuff
- Gum
- Block
- Hop
- Big O
- Ah-Pen-Yen
- Zero
- Chinese Molasses
- Hop/Hops
- Chinese Tobacco
- Black Pill
- Mira
- O
- Pox
- Skee
- Dover's Powder
- Dopium
- Gee
- God's Medicine
- Toys
- Toxy
- Guma
- Joy Plant
- Easing Power
- Dream Stick
- Gun

RISK AND PROTECTIVE FACTORS

Risk factors are aspects of an individual, their environment or relationships that are associated with negative outcomes. Protective factors help reduce the likelihood of a person experiencing negative outcomes.[47]

Risk and protective factors can be easily sorted into three main categories: individual, family and community. Individual factors are skills and behaviors a young person has or exhibits. Family factors are related to the home environment or to relationships with parents, siblings and extended family networks. Community-level factors for youth include environments such as schools and Boys & Girls Clubs, along with relationships with peers and caring adults.[47]

Research indicates that the more risk factors youth have, the more likely they are to engage in substance use or misuse.[48] By striving to reduce risk factors and increase protective factors, Clubs can help prevent substance use among youth. The foundational work of Clubs – building supportive relationships, creating safe environments, increasing social-emotional skills, supporting academic performance, and creating opportunities and expectations – provides many protective factors while mitigating risk factors.[49]

The table that follows outlines common risk and protective factors that affect a young person's likelihood of substance use.[49] This table focuses on those factors that can most likely be influenced by a strong Club Experience. For a more comprehensive list, see: **www.youth.gov/youth-topics/substance-abuse/risk-and-protective-factors-substance-use-abuse-and-dependence**.

Elementary School Age (5-10 Years Old)

LEVEL	RISK FACTORS	PROTECTIVE FACTORS
Youth	• Challenging behaviors • Poor social and emotional development skills • Low literacy skills	• Ability to make friends and get along with others • Self-control and self-regulation • Emotional awareness • Communication skills
Family		• Reliability, structure and healthy routine from parents/caregivers
Club, Peers, School & Community	• Limited support	• Club membership • Access to preventive care services, (e.g., vision, dental and hearing screening) • Healthy adult connections, (e.g., Club staff, extended family) • Consistent high-quality youth-development practices

Middle School Age (11-14 Years Old)

LEVEL	RISK FACTORS	PROTECTIVE FACTORS
Youth	• Poor impulse control • Risk-taking behaviors • Lack of emotional regulation • Persistent problem behaviors	• Academic success • Following rules for behavior at home, in the Club, at school and in public • Communication and drug-resistance skills • Healthy peer and adult relationships • Self-efficacy and assertiveness • Anti-drug attitudes
Family	• Low supervision and/or lack of or inconsistent structure and routine • Low parental expectations for child • Parental favorable attitudes toward alcohol and/or drugs	• Use of positive discipline techniques
Club, Peers, School & Community	• Poor academic achievement • Low commitment to school • Laws and norms supportive of substance use	• Club and school engagement • Healthy peer relationships • High expectations from Club staff and teachers • Strong Club/school/family partnerships

High School Age (15-18 Years Old)

LEVEL	RISK FACTORS	PROTECTIVE FACTORS
Youth	• Poor coping skills • Poor social and emotional development skills • Positive attitudes about substance use • Poor impulse control • Risk-taking behaviors • Lack of self-regulation • Aggression and anti-social behavior • Persistent problem behaviors	• Emotional self-regulation • Academic success • Following rules for behavior at home, in the Club, at school and in public • Social and emotional development skills
Family	• Low parental expectations for child • Parental favorable attitudes toward alcohol and/or drugs	• Use of positive discipline techniques
Club, Peers, School & Community	• Poor academic achievement • Low commitment to school • Laws and norms supportive of substance use	• Club and school engagement • Healthy peer relationships • High expectations from adults • Strong Club/school/family partnerships • Club and school policies and practices to reduce bullying • Consistent high-quality youth-development practices

SIGNS AND IMPACT OF POSSIBLE TRAUMA

Once you understand the role that Adverse Childhood Experiences (ACEs) play in many young lives, you can also learn the signs that a young person may be experiencing various types of trauma and recognize behaviors that indicate a young person may need additional support or structure. The list below outlines several behaviors that could be a result of a single traumatic event, or chronic trauma throughout childhood. This resource guide provides many strategies to build a child's social-emotional skills to increase their ability to cope, as well as strategies for creating a Club environment that is especially responsive to their needs.

Youth living in families and communities where non-medical opioids and substances use and misuse occur may experience multiple ACEs (e.g., parental detachment, overdose-related death, physical and emotional abuse, neglect and family dysfunction). Youth's reaction to ACEs are usually shaped by their developmental stage (i.e., age, and emotional and intellectual capacity), plus cultural and family norms. ACEs evoke feelings of extreme fear and helplessness, and may impact a child's mood, behavior and ability to self-regulate. Youth experience and react to ACEs in varying ways.

FACT: 1 out of 4 school-aged youth has been exposed to an event that can impact learning and/or behavior.

FACT: ACEs can impact school performance in the following ways:

- Poor performance in school.
- More likely to miss school or the Club.
- Increased dropout rate.
- More suspensions and expulsions due to behavior management challenges.
- Decreased reading ability.

FACT: ACEs can impair learning in the following ways:

- A single adverse experience may cause jumpiness, intrusive thoughts, poor sleeping habits and nightmares, anger and moodiness, and/or withdrawal from friends and family – any of which can interfere with concentration and memory.
- Chronic, toxic stress and ACEs, especially when occurring during a young person's early years, can:
- Negatively impact attention, memory and cognition.
- Reduce a child's ability to focus, organize and process information.
- Interfere with effective problem-solving and/or planning.
- Lead to overwhelming feelings of frustration.

WHAT IS TRAUMA:

- Family substance use and misuse
- Community substance use and misuse
- Physical, emotional and/or sexual abuse
- Abandonment or betrayal of trust by a parent or caregiver
- Neglect
- The death of a loved one
- The loss of a loved one (including parental incarceration, separation of parents/caregivers due to abandonment)
- Witnessing domestic violence
- Witnessing or experiencing community violence, (e.g., drive-by shootings, robbery, murder)
- Poverty
- Homelessness
- Parental deployment due to military service

RESOURCES

For resources on addressing trauma in youth, visit **BGCA.net/BeThere**.

For additional information about how to support youth experiencing trauma go to: **www.nctsn.org**.

This section was adapted from the "Child Trauma Toolkit for Educators" with permission from the National Child Traumatic Stress Network.

SPOT THE SIGNS: 6- TO 9-YEAR-OLDS

What You Might Observe:

- Anxiety, fear and concern about personal safety or the safety of others.
- Clinginess with adults, *(e.g., Club staff, teachers, parents/caregivers)*.
- Unusually whiny, irritable or moody behaviors.
- Changes in behavior, such as:
  - Increased anxiety.
  - Decreased attention and/or concentration.
  - Withdrawal from others or activities previously enjoyed.
  - Angry outbursts and/or aggression.
  - Absenteeism.
  - Increased reports of sickness, *(e.g., stomachaches, headaches, overreacting to minor injuries).*
  - Regression of bladder control, *(e.g., bed wetting).*
  - Lack of developmental progress, *(e.g., not progressing at the same age as peers)*.
  - Recreating ACEs, *(e.g., role playing event, talking about the event or drawing the event)*.
- Distrust of others, impacting how youth interact with both adults and other youth.
- A change or inability to interpret and appropriately respond to social cues.
- Changes in school performance.
- Difficulty with authority, redirection or criticism.
- "Re-experiencing" ACEs, *(e.g., nightmares or disturbing memories during waking hours)*.
- Avoidance of certain cues that remind of the ACEs, *(e.g., not wanting to go to a specific park where an ACE occurred)*.
- Emotionally numb behavior, *(e.g., seeming to have no feelings about the adverse event)*.

REMEMBER: Some youth of all ages show signs of trauma immediately after an experience, but return to their normal way of acting. Youth who don't display signs of trauma may experience varying degrees of emotional stress. For some, this chronic, unaddressed trauma may continue or worsen over a long period of time. This may look like destructive or risk-taking behaviors as a coping mechanism, (e.g. inability to regulate emotions, physical acting out). This may also look like a shy or quiet youth, or like nothing at all.

Traumatic events can occur once in a lifetime; however, for others, trauma may be a chronic condition. Youth experiencing multiple ACEs are more likely to adopt risk-taking behaviors, leading to poor physical, social, emotional and mental health outcomes into adulthood.

SPOT THE SIGNS: 10- TO 12-YEAR-OLDS

What You Might Observe:

- Anxiety, fear and concern about personal safety or the safety of others.
- Worry about recurrence or consequences of violence.
- Clinginess with adults, *(e.g., Club staff, teachers, parents/caregivers)*.
- Unusually whiny, irritable or moody behavior.
- Changes in behavior:
  - Increased anxiety.
  - Decreased attention and/or concentration.
  - Withdrawal from others or activities previously enjoyed.
  - Angry outbursts and/or aggression.
  - Absenteeism.
  - Lack of developmental progress, *(e.g., not progressing at the same age as peers)*.
  - Recreating ACEs, *(e.g., role playing the event, talking about the event or drawing the event)*.
- Distrust of others, impacting how youth interact with both adults and other youth.
- A change or inability to interpret and appropriately respond to social cues.
- Changes in school performance.
- Difficulty with authority, redirection or criticism.
- Re-experiencing ACEs, *(e.g., nightmares or disturbing memories during waking hours)*.
- Avoidance of certain cues that remind them of the ACEs, *(e.g., not wanting to go to a specific park where an ACE may have occurred)*.
- Emotionally numb, *(e.g., seem to have no feelings about the traumatic event)*.
- Feelings or thoughts of revenge.
- Over, or underreacting to loud sounds, sudden movements, light sensitivity or physical contact.
- Behaving beyond developmental stage, *(e.g., spending time with older youth/teens, "parenting the parent," "parenting the siblings")*.
- Engaging in risk-taking behaviors, *(e.g., substance use, sexual activity, gang involvement)*.

REMEMBER: Youth are resilient and have the ability to heal with the proper support. A physically and emotionally safe Club that exists within a Culture of Wellness can be a healing environment for traumatized youth. By consistently practicing informed, high-quality youth-development practices across program areas and at all levels of the Club, youth will gain a sense of physical and emotional safety, and a sense of belonging.

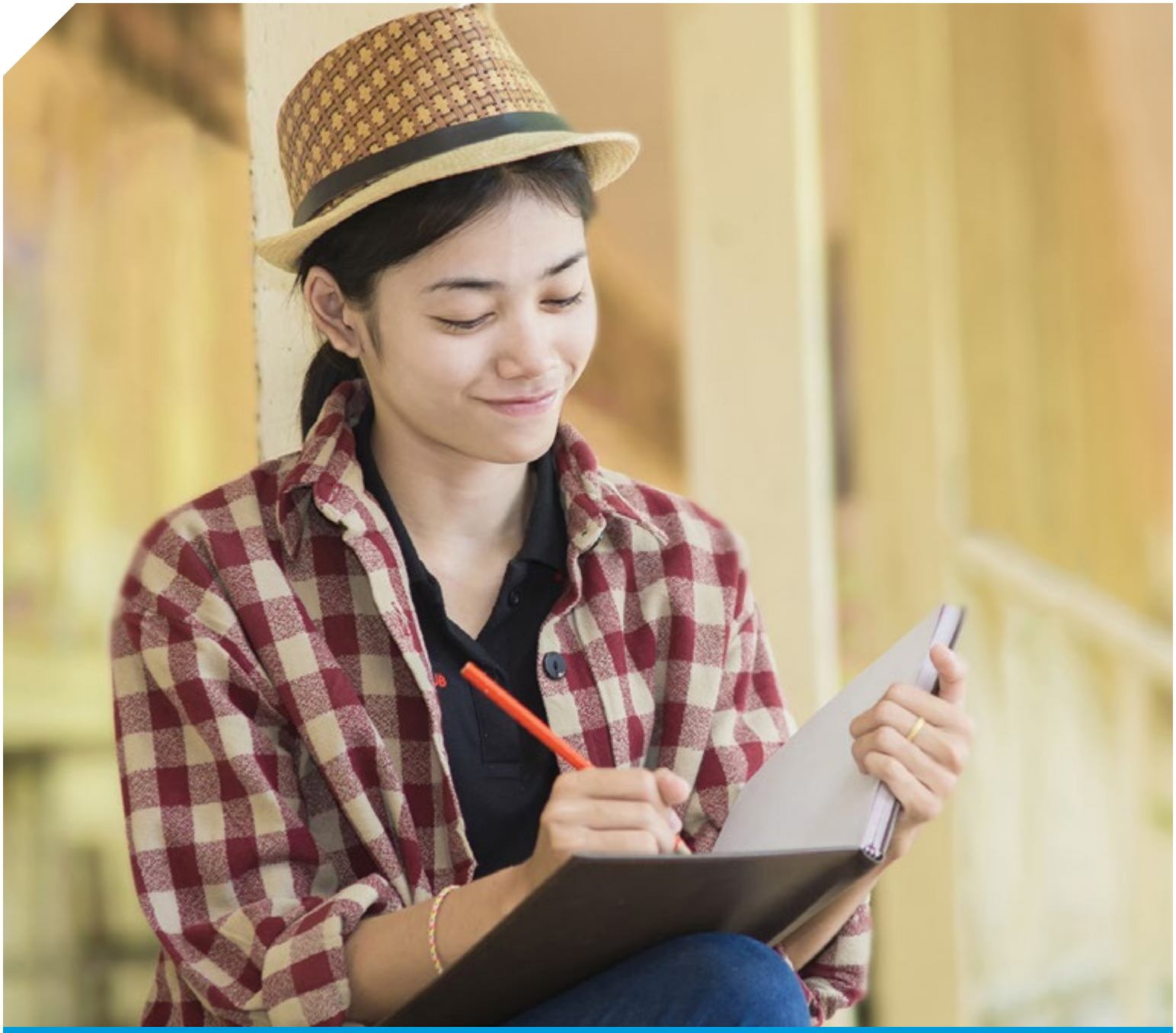
SPOT THE SIGNS: TEENS

What You Might Observe:

- Increased risk-taking behaviors, *(e.g., substance use and misuse, sexual activity, gang involvement)*.
- Anxiety, fear and concern about personal safety or the safety of others.
- Worry about recurrence or consequences of violence.
- Clinginess with adults, *(e.g., Club staff, teachers, parents/caregivers)*.
- Unusually whiny, irritable or moody behavior.
- Changes in behavior:
  - Increased anxiety.
  - Decreased attention and/or concentration.
  - Withdrawal from others or activities previously enjoyed.
  - Angry outbursts and/or aggression.
  - Absenteeism.
  - Lack of developmental progress, *(e.g., not progressing at the same age as peers)*.
  - Recreating ACEs, *(e.g., role playing the event, talking about the event or drawing the event)*.
- Distrust of others, impacting how youth interact with both adults and other youth.
- A change or inability to interpret and appropriately respond to social cues.
- Changes in school performance.
- Difficulty with authority, redirection or criticism.
- "Re-experiencing" ACEs, *(e.g., nightmares or disturbing memories during waking hours)*.
- Avoidance of certain cues that remind of the ACEs, *(e.g., not wanting to go to a specific park where an ACE occurred)*.
- Emotionally numb, *(e.g., seeming to have no feelings about the adverse experience)*.
- Feelings or thoughts of revenge.
- Over or underreacting to loud sounds, sudden movements, light sensitivity or physical contact.
- Repetitive thoughts and comments about death or dying (including suicidal thoughts, writing, art or drawing violet or morbid topics on notebook covers or searching for these things on the internet).

CONSIDER: Work with the Club member's family or caregivers to connect them to appropriately trained and specialized mental health counseling, which has been demonstrated to help youth dealing with ACEs. Counseling will typically address:

- Education about the impact of ACEs.
- Ways to reestablish a sense of physical and emotional safety for children and caregivers.
- Techniques for managing emotions and reactions.
- Opportunities to reflect on, and make sense of, the ACE and develop coping strategies against re-traumatization and the experienced ACEs.



PLANNING YOUR PREVENTION INITIATIVE

Before beginning to plan a substance use prevention initiative, it is important to understand the context of substance use within your community, and some of the actions the Club and community are already taking to address it. This review and planning process will guide you through reflecting on local substance use data, Club data, and practices relevant to substance use prevention initiatives. Use it to reflect on areas of strength and growth for responding to substance use in your community.

When taking the initial step of committing to creating an environment that supports prevention, it can be difficult to figure out where to begin. One of the best places to start is a review of existing prevention practices and activities. You can use the results of the assessment to create an action plan with realistic goals and deadlines to create or strengthen a prevention inititive.

Once you review your environment and community context, the next step is to create an action plan with specific steps to achieve your goal. For your action plan, you will take a look at the items that are not in place or not fully in place at your organization and choose a few to work on.

The steps are:

1. Choose best practices or goals to work on based on the strengths or gaps that may emerge during the prevention self assessment. Most sites do best when working on one to five best practices at a time.
2. Review implementation strategies, examples and resources. We've provided an Action Plan Template in this guide to help you with the process.
3. Take notes on how you plan to implement changes to meet this best practice.
4. Revisit, review and revise!
5. As you complete items on your action plan, add new ones! Share your progress with staff, parents, youth and community members.

Tool

SUBSTANCE USE PREVENTION SELF-ASSESSMENT

Purpose and Instructions: This tool is designed to help Club professionals:

- Understand the context of substance use within their community.
- Reflect on the strengths of their Club's outcome data and areas for growth.
- Explore the Club activities and practices that directly contribute to building skills in youth, families and communities to prevent substance use.
- Identify SMART goals and activities to include in an Action Plan for designing a substance use prevention initiative.

REMINDER: The most meaningful and impactful substance use prevention initiatives require an ongoing, comprehensive approach that addresses and integrates youth, families, schools and communities. As you reflect on existing prevention activities and plan for new initiatives, make sure to include strategies that include these key stakeholders. If you don't address the families, schools and communities, you will have less impact on the youth.

Read each question and provide your responses as a group or individually. Discuss responses to identify priorities that can guide planning and implementation. It is recommended that you involve Club youth in this process to determine youth priorities.

COMMUNITY-LEVEL DATA

1. Review some of the national substance use data included in this guide in the Understanding the Basics section, and consider reviewing state and local substance use data from the following sources:
   - Youth Risk Behavior Surveillance Survey: **www.cdc.gov/healthyyouth/data/yrbs/results.htm**
   - SAMHSA State-by-State Report: **www.samhsa.gov/data/us_map?map=1**
   - Monitoring the Future Study: **www.monitoringthefuture.org**

2. Reflect on the following questions regarding community-level substance-abuse data:
   - What substances are being used most in your community?
   - Among what populations, race/ethnicity, socioeconomic status and ages are the substances being used?
   - According to the data, what is contributing to substance use or misuse in your community?

CLUB-LEVEL DATA:

1. The NYOI offers unique data specific to your Club. This data can be useful in planning substance use prevention initiatives. A way to reduce the risk for substance use is ensuring that youth feel safe, have trusted relationships and a sense of belonging. Review your most recent NYOI scores, paying particular attention to the Club scores that measure the following Key Elements: Safe and Positive Environment, Sense of Belonging and Supportive Relationships.

2. Reflect on the following questions:
   - What are your Club's NYOI scores for these key areas?
   - How do you think these scores reflect members' experiences?
   - What do you think is contributing to these scores?
   - What are some things your Club is doing to enhance these scores?

Finally, reflect on the substance use data in your community and your Club's NYOI data, and review the strategies in Part II of this guide. Then answer the following questions to guide your action planning process.

3. What is your Club already doing to address substance use among Club members or within your community?

4. Are your existing Club activities working well to prevent or address substance use among Club members?
☐ Yes ☐ No

5. If no, which additional activities should be undertaken by your Club to meet their needs?

6. Which community resources and partnerships are already being used to prevent or address substance use among Club members?

7. Are existing community resources or partnerships effectively supporting your efforts to prevent or address substance use among Club members? ☐ Yes ☐ No

8. If no, which additional community resources or partnerships are necessary to strengthen efforts to prevent or address substance use among Club members?

ACTION PLANNING

You and your team have assessed your Club member and community needs to identify how to leverage and build on existing substance use prevention efforts. The next step is to create a specific (S), measureable (M), achievable (A), realistic (R) and time-bound (T) action plan that spells out what you plan to do to achieve your substance use prevention initiative.

Specific: Be specific about what you want to do, how you will do it, and who will be responsible for completing specified activities. Review your Club prevention asset map tool to identify priorities and activities to address for a successful substance use prevention initiative. Choose from one to five best practices/goals to work on at a time to keep your Club staff focused and intentional. Review implementation strategies, examples and resources frequently. Perhaps review these during staff meetings to ensure you're on track to meet your goals.

Measureable: For each activity you wish to complete, how will you know when it is complete? What is the evidence?

Achievable: Given Club capacity and resources, will you be able to successfully complete the activity? Consider the steps and the order in which activities must be completed. Use your Club action plan as a "living document" which should be revisited, reviewed and revised frequently to ensure activities are most responsive to Club needs.

Realistic: Given Club capacity and resources, timeframe and scope of work, will you be able to successfully complete the activity? Add new items to your action plan as you complete activities! Share your progress with staff, parents, youth and community members.

Time-bound: When do you expect each activity to be completed? Are activities implemented within a timeframe that allows you to be most responsive to priorities and other pressing needs?

EXAMPLE: SMART GOAL/ACTIVITY

SMART Activity: By April 15, 2018 Micah will facilitate the creation of three youth-led, marketing director-approved, substance use prevention messages to be promoted on the Club Facebook page and Twitter feed in celebration of SAMHSA's National Prevention week (May 13-19, 2018).

SMART Activity	Facilitate the creation of three youth-led substance use prevention messages to be promoted on the Club Facebook page and Twitter feed in celebration of SAMHSA's National Prevention Week (May 13-19, 2018)
Responsible Person	Teen Director: Micah Tadesse
Deadline	April 15, 2018
Necessary Resources	Teen Director and Keystone Leadership, access to internet, National Prevention Week resource packages, etc.
Potential Challenges	Prevention messages must be approved by the Club Marketing Director: Debra Gardner; need a way to create images or video to accompany youth-led messages
Result/Evidence of Completion	Three approved, youth-led substance use prevention messages in Facebook and Twitter formats, aiming for lots of social media feedback through "likes" and discussion

Tool

SMART ACTION PLAN: SUBSTANCE USE PREVENTION INITIATIVE

Use this Action Plan Template to identify specific steps you need to take to achieve goals and objectives related to substance use and misuse prevention in your Club.

Tip: Make each action step as simple and specific as possible, breaking down complex actions into single steps.

Consider using the Staff Practices table under Strategy 3 in this section of the guide and the Community Asset Map in the final section of the guide to identify potential enhancements to staff practices or the Club environment, and opportunities to engage youth, families and communities in your prevention initiative.

Action Step *What needs to be done?*	
Responsible Person *Who should take action to complete this step?*	
Deadline	
Necessary Resources *What do you need to complete this step?*	
Potential Challenges *Are there any potential challenges that may impede completion? How will you overcome them?*	
Result *Was this step successfully completed? Were there new steps identified?*	

SECURING FUNDING FOR PREVENTION

As you establish and expand your Club's substance use prevention initiatives, there may be opportunities to seek funding from local organizations, sometimes simultaneously. It will be helpful to develop a general funding proposal and budget that you can easily tailor to the specific requirements of each granting agency.

In this section is a funding proposal template, which includes a general project description and sample substance use initiative strategies. Additionally, this template provides relevant national substance use prevention data to bolster Club and local substance use data. Add this data, along with key information about how your Club is already implementing trauma-informed and promising prevention solutions, to your proposal. A basic budgeting tool is also included.

As you develop your substance use initiatives, create and include both implementation and measurement plans. This will demonstrate your Club's commitment to using funding to plan, evaluate and sustain effective substance use programs. Finally, consider seeking feedback from key stakeholders to ensure that your funding proposal reflects strong community collaboration. Seek early buy-in for funding opportunities.

For more tips for creating a strong grant application and writing a funding proposal, visit **www.drugabuse.gov/funding**.

Tool

SUBSTANCE USE INITIATIVE FUNDING TEMPLATE

Abstract

By affording all youth with a high-quality Club experience that equips young people with the skills to avoid opioid and substance use, we can successfully nurture young people with a plan for their future.

[Club CEO/Resource & Development Director Name]

[Email address]

Contents

[XX] Executive Summary
[XX] Responding to the Opioid & Substance Use Crisis
[XX] Budget and Plan for Sustainability
[XX] Marketing and Publicity Plan
[XX] Closing

[Insert Your Cub's Logo Here]

EXECUTIVE SUMMARY

Opioid & Substance Use Prevention Initiative

For more than 150 years, Boys & Girls Clubs have enabled young people most in need to achieve great futures as productive, caring, responsible citizens. *[Insert Brief Summary of Club Support]*. Example: Boys & Girls Clubs of Chicago is a fixture in the Chicagoland area, serving our diverse communities for over 40 years. Today, 23 Clubs serve over 4,000 young people annually through Club membership and community outreach. Through our work, over 90% of Club members report feeling that the Club makes a meaningful difference in their lives, 87% of members report remaining drug free, and 100% of teens graduate from high school with a plan for their future.

As the misuse of opioids has reached epidemic levels, *[Insert Club Name Here]* is committed to the safety of our community's youth. We have the proven scale and experience to address the opioid epidemic by implementing evidence-informed strategies to prevent poor health outcomes associated with key youth risk-taking behaviors.

The Centers for Disease Control and Prevention's Youth Risk Behavior Surveillance (YRBS) Survey indicates that 16.8% of high school students have ever taken a prescription drug without a prescription, including OxyContin, Percocet and Vicodin, and 2.1% have ever used heroin.

(CDC, 2017)

Opioids: A National Epidemic Impacting Our Community

The abuse and overdose of opioids have reached epidemic levels, with six out of every 10 overdose deaths involving illicit or prescription opioids.[1] Nationally, prescription drug abuse and addiction are highest among young adults, age 18 to 25. However, teens have also been found to be using and misusing this class of drugs.[2] In 2016, 891,000 adolescents age 12-17 used misused opioids, which equates to 3.6% of this population.[3]

[Insert Local Data & Club Youth Picture Here]

As the opioid epidemic becomes pervasive within the communities that *[Insert Club Name]* serve, youth increasingly become the unintended victims. Adverse childhood experiences as a result of family and community substance use and misuse increase the likelihood of risk-taking behaviors that lead to poor outcomes, including academic under-achievement, delinquency, teenage pregnancy and depression.[4]

To ensure America's young people achieve great futures, we must build protective factors such as social and emotional development skills and reduce risk factors. *[Insert Club Name Here]* is uniquely positioned to disrupt this cycle by providing a high-quality Club Experience that intentionally employs key evidence-informed prevention strategies as our universal approach to address the opioid and substance use and misuse epidemic.

Substance Use Prevention Strategies

To integrate effective substance abuse prevention into our support to youth and families, *[Insert Club Name Here]* will initiate the following strategies:

- Create meaningful opportunities to build specific social and emotional development skills core to substance use prevention, specifically self-regulation, communication, emotional awareness, healthy decision-making, self-efficacy and healthy peer and adult relationships.

- Use trauma-informed approach that recognizes the widespread impact of trauma; the signs and symptoms of trauma among youth, families and even Club professionals; and responds with fully integrated trauma-informed staff practices, policies and procedures; and actively resists re-traumatization by using inclusive and non-stigmatizing language and practices.
- Create high-yield small-group opportunities that allow young people to develop a sense of emotional safety, peer support, trust and transparency, collaboration and mutuality, and leverage youth choice and voice.
- Implement an evidence-based substance use prevention program and activities that are developmentally responsive and address all forms of substance use.
- Engage families within the Club and create strong community partnerships to support youth and families with needs beyond the scope of the Club.

We are committed to measuring how much our members are achieving and how effectively Clubs are implementing programs. Through our National Youth Outcomes Initiative (NYOI), a member-reported survey, we will evaluate the impact of our substance abuse strategies utilizing questions from the CDC's YRBS that monitor health-risk behaviors among young adults, including abstention from alcohol, marijuana and cigarette use.

[Insert Club Name Here] stands ready to face the opioid epidemic. With your support and partnership, teens will have the skills they need to make healthy choices and achieve great futures.

RESPONDING TO THE OPIOID & SUBSTANCE USE CRISIS

The successful prevention or intervention for one young person impacts not only the holistic wellbeing of that one youth, but also has the potential to disrupt substance use into adulthood. *[Insert Club Name Here]* has the unique opportunity to make a meaningful impact, and disrupt the cycle of risk adoption and risk perpetuation, among our *[Insert Number of Members]* Club members. By affording all youth a high quality Club experience, that is attentive to the potential adverse experiences faced by Club youth, in addition to providing high yield learning opportunities and experiences, we can successfully nurture young people with a plan for their future.

Implementation & Measurement Plan

(Using the Opioid & Substance Use Prevention Resource Guide, identify two to three strategies that will be implemented with funding, once received. Consider which priorities your Club and the funder may have in common. Provide a rationale for why the chosen strategies will be used and how this will make a measurable impact on your Club members.)

[Insert Club Name Here]'s work to prevent substance use among Club members will feature the following evidence-informed strategies:

Strategy 1:

Strategy 2:

Strategy 3:

IMPLEMENTATION PLAN

(Explain how these strategies will be implemented in your Club – how often, number of youth who will participate, who will facilitate, resources or tools that will be used to enhance the program, whether additional staff or content experts will be needed, anticipated outcomes, etc. If a new position is being proposed, explain this person's role and create a sample job description to be placed in this proposal's Appendix.)

MEASUREMENT PLAN

(Explain how the program will be evaluated, and what will be reported to the funder. Will there be pre- and post-tests? Midterm reports? Final reports? Give anecdotal evidence for why implementing this program with the resources of the partner's support is a good fit.)

BUDGET AND PLAN FOR SUSTAINABILITY

[Insert Club Name Here] requests $ _____ to support the implementation of evidence-informed substance use prevention strategies in X number of Clubs, which will impact X number of Club members. Funding will provide for the (staffing, equipment, etc.) necessary to operate the initiative. The following budget outlines the specific cost breakdowns.

(As needed, elaborate on the paragraph below. Explain whom your Club is working with to secure additional funding and resources to sustain the program, if applicable. Are you also requesting the funder provide volunteers for the program through employee engagement? Are there other local funders you wish to approach for funding and/or resources?)

In addition to the aforementioned monetary request, **Boys & Girls Club of** _____ is working with other local organizations to provide for the long-term sustainability of **the substance use prevention initiative**.

Salaries	
Program coordinator	
Program facilitator (full-time or part-time)	$_____
Benefits	
@ _____ percent	$_____
Professional Fees	
Consultants, special instructors, evaluator, etc.	$_____
Supplies	
Office items, videos, newsprint/markers, T-shirts, brochures, food, computer software, etc.	$_____
Equipment	
Easel, TV/VCR, camcorder, portable stereo, etc.	$_____
Travel and Training	
In-service staff training sessions, outside training with other agencies	$_____
Telephone	$_____
Printing/Photocopies	$_____
Postage/Shipping	$_____
Special Events	$_____
Awards/Recognition	$_____
Miscellaneous/Other	$_____
Indirect Costs (percent)	$_____
GRAND TOTAL	$_____

MARKETING AND PUBLICITY PLAN

[Insert Club Name Here] will be happy to acknowledge the contributions of *[Insert company's name here]* for their support of the **substance use prevention initiative** in appropriate communications. This includes, but is not limited to, *[Insert the places the funder will receive acknowledgment of program support – newsletters, e-newsletters, Club website, program flyers, etc. Provide any additional information regarding how your Club will market and publicize the work to support substance use prevention with funding from local partner]*.

CLOSING

By implementing this **substance use prevention initiative**, we have the ability to reach *[insert number of youth and their ages]* **and equip them with the skills necessary to make life-long healthy choices**.

Thank you for considering this request and for your support of our community's young people. With the support of *[insert company's name here]*, we can ensure that our community's youth go on to become productive, caring and responsible citizens. At *[Insert Club Name Here]* we firmly believe that GREAT FUTURES START HERE.

1 Rudd, R. A., Seth, P., David, F., & Scholl, L. (2016). Increases in Drug and Opioid-Involved Overdose Deaths — United States, 2010–2015. MMWR. Morbidity and Mortality Weekly Report, 65 (5051), 1445-1452. doi:10.15585/mmwr.mm655051e1

2 Substance Abuse and Mental Health Services Administration (2017). Keeping Youth Drug Free. Retrieved from: **www.store.samhsa.gov/shin/content/SMA17-3772/SMA17-3772.pdf**

3 Substance Abuse and Mental Health Services Administration (2016). Key substance use and mental health indicators in the United States: Results from the 2015 national survey on drug use and health. Retrieved from **www.samhsa.gov/data/sites/default/files/NSDUH-FFR1-2015/NSDUH-FFR1-2015/NSDUH-FFR1-2015.pdf**

4 Chakravarthy, B.; Shah, S.; Lotfipour, S. Adolescent Drug Abuse: Awareness & Prevention. Indian Journal of Medical Research. 2013: 137(6) L 1021-1023.

Part II

PREVENTION STRATEGIES AND HOW TO IMPLEMENT THEM

CLUB STAFF STRATEGIES

High-quality youth-development work, including substance use prevention initiatives, depends upon building the skills and abilities of Club staff. As the trusted adults who primarily interact with members, Club staff have opportunities to influence a child's life by facilitating prevention best practices that build young people's social and emotional skills. Armed with these skills, youth are better prepared to resist substance use and misuse, and other risky behaviors.

This section includes strategies and resources to help you design staff trainings on prevention best practices, social and emotional development, and high-quality youth development. These practices include allowing youth to demonstrate agency and choice in Club activities, facilitating times for reflection as part of every Club experience, and recognizing when a child or teen could use additional support not offered at the Club (e.g., grief counseling) and connecting youth to another agency where they can obtain that support. Finally, this section provides important considerations for designing a Club's physical environment to support substance use prevention.

DAILY ROUTINE	PERIODIC	SINGLE ACTIVITY
These activities and practices are incorporated by staff across the Club day, every day	These activities and practices are implemented with some frequency or updated throughout the program year	These single activities and practices are implemented once during the program year
Strategy 2: Implement Trauma-Informed and Promising Prevention Practices **Strategy 3:** Integrate Social-Emotional Development Across the Club Day	**Strategy 1:** Build Staff Capacity on Trauma-Informed Practices, Social-Emotional Development and High-Quality Youth Development **Strategy 5:** Create a Physical Club Environment that Supports Substance Use Prevention Messages	**Strategy 4:** Highlight National Awareness Events

Strategy 1

BUILD STAFF CAPACITY ON TRAUMA-INFORMED PRACTICES, SOCIAL-EMOTIONAL DEVELOPMENT AND HIGH-QUALITY YOUTH DEVELOPMENT

DESCRIPTION:

In order to create an effective substance use prevention response, staff must be familiar with the varying aspects of high-quality youth-development work, including prevention best practices, social and emotional development, and the staff practices that drive them. Professional development in these areas should be done intentionally, and in person if possible, as it requires authentic conversation and reflection. Staff who clearly understand the link between prevention best practices, social-emotional development, and high-quality youth development work will be more effective at consistently implementing important staff practices that create Club environments that incorporate protective factors against substance use.

The "Helpful Tips" section on this page lists some ways you can build staff capacity. It is important to:

- Increase staff **knowledge** of how youth are affected by opioid and other substance use within families, communities and peer groups
- Develop staff **practices** that support effective health promotion and substance use risk reduction
- Encourage the **attitude** that youth decision-making and risk-taking behaviors are often deeply influenced by experiences of trauma

HELPFUL TIPS:

- Consider hosting external trainers, such as a local person or agency to facilitate these trainings. They will provide the expertise to design and deliver trainings that can be tailored to your Club staff and community.
- Don't try to cover these topics within the context of a regular staff meeting, but instead, dedicate a half or full professional development day for all staff. Although this will take additional time, it will be more effective for staff, and subsequently, for youth.
- Host staff trainings after completing the Club Prevention Assessment and Action Plan tools included in this resource guide. This way, trainings can include specific strategies or practices that the Club is focusing on within the Action Plan.

RESOURCES:

This resource guide includes several tools to inform staff training, such as the Staff Practices reference list for both social-emotional development and prevention best practices.

For more information on trauma-informed practices for youth-serving professionals, visit: **www.youth.gov/docs/Trauma_Informed_Approach_508.pdf**.

For more information on social-emotional development:

- Visit **www.casel.org**.
- Download BGCA's Social-Emotional Development Guide at **BGCA.net/Wellness**.
- Go to Spillett Leadership University at **BGCA.net/Training** to access "Emotional Intelligence at Boys & Girls Clubs" (a course created with the Yale Center for Emotional Intelligence) and a podcast on Adverse Childhood Experiences created with the National Alliance for Grieving Youth.

Resource

ONLINE TRAININGS AND RESOURCES FOR STAFF CAPACITY BUILDING

There are many free trainings and other resources online that can provide continuing education and staff capacity building on the topics of substance abuse prevention, trauma-informed care, creating safe and positive environments, and other related topics. All of the resources listed below are free, though some do require that you set up an account to access the training or resource.

Theme: Creating a Safe, Supportive and Inclusive Club Environment

RESOURCE	LINK
Be There Toolkit	**BGCA.net/Programs/ProgramDocuments/Be_There_Toolkit.pdf**
Native-Adapted Be There Toolkit	**BGCA.net/Programs/ProgramDocuments/Be_There_Native_Toolkit.pdf**

Theme: Understanding the Basics of Substance Use Prevention

RESOURCE	LINK
Prescription Drugs: What's the Harm?	**www.samhsa.gov/capt/tools-learning-resources/prescription-drugs-whats-harm**
Heroin, Fentanyl & Other Opioids: From Understanding to Action	**www.drugfree.org/landing-page/learn**
Drug Prevention Tips for Any Age	**www.drugfree.org/article/prevention-tips-for-every-age**
How to Address Underage Drinking	**www.drugfree.org/article/how-to-address-underage-drinking**
How to Talk About Marijuana	**www.drugfree.org/article/how-to-talk-about-marijuana**
Recursos en Español	**www.drugfree.org/article/recursos-en-espanol**

Theme: Addressing Childhood Trauma

RESOURCE	LINK
Adverse Childhood Experiences: The impact of childhood trauma & how Clubs are ideal settings to buffer the effects	Spillett Leadership University: **BGCA.net/Training**
ACES: Risk factors for substance misuse and mental health	**www.samhsa.gov/capt/tools-learning-resources/aces-risk-factors-substance-misuse**
Traumatic separation in children & adolescents	**www.learn.nctsn.org**

Understanding and treating caregiver substance abuse and trauma: A focus on family	**www.learn.nctsn.org**
Addressing transition issues for young foster care children	**www.learn.nctsn.org**

Theme: Cultural Competency in Prevention

RESOURCE	LINK
Understanding Cultural Conditions	**www.samhsa.gov/capt/tools-learning-resources/understanding-cultural-conditions**
Working within Multicultural Communities	**www.counseling.org/events/counseling-awareness-month-2016/grow-connect-empower!-toolkit**
Checking Our Assumptions: Family Involvement in the Latino Community	**www.samhsa.gov/capt/tools-learning-resources/family-involvement-latino-community**
Supporting Military & Veteran Families	**www.learn.nctsn.org/course/index.php?categoryid=10**

Theme: Addressing Grief & Bereavement In Clubs

RESOURCE	LINK
The Impact of Bereavement on Children and Teens and How to Help Them	Spillett Leadership University: **BGCA.net/Training**
When the Unexpected Happens: Grieving and Death at a Boys & Girls Club	Spillett Leadership University: **BGCA.net/Training**
How to Help Children Grieving a Major Life-altering Loss	Spillett Leadership University: **BGCA.net/Training**

Strategy 2

IMPLEMENT TRAUMA-INFORMED AND PROMISING PREVENTION PRACTICES

DESCRIPTION:

Many youth attending Clubs have experienced various amounts of trauma. Club staff play a key role in helping youth cope and build resilience by routinely implementing high-quality youth-development and prevention best practices during the Club day and across program areas. Some practices can be implemented right away, while others require increased intentionality on the part of the Club professional. To do this well, staff will need to be trained in the basics of supporting youth, and in particular, how to create a Club environment that promotes substance use prevention best practices. If you don't have a Club staff member who is able to provide training on this topic, consider bringing in an expert community member to provide this type of training. Below, you will find a number of practices, starting with the easiest to implement, progressing to those requiring more intentionality and time. Remember to adopt and model these practices consistently, so that they become embedded in the culture of the Club.

PREVENTION BEST PRACTICES:

- Maintain usual routines and post daily visual activity and staff schedules. A return to "normalcy" will communicate the message that the Club member is safe and life will go on.
- Give Club youth choices. Often traumatic experiences involve the loss of control and/or chaos, so you can help youth feel physically and emotionally safe by providing them with choices or control when appropriate.
- Set clear, firm parameters for what are, and are not appropriate behaviors, and develop logical consequences, rather than punishment, for inappropriate behaviors.
- Increase the level of support and encouragement given to a Club youth who has experienced Adverse Childhood Experiences (ACEs). Connect the youth with a caring and trusting adult, like a mentor, to provide additional support.
- Provide a safe place for the Club member to talk about what happened. Set aside a designated time and safe space for sharing to help the youth know that it is OK and normal to talk about what they experienced.
- Give simple, age-appropriate answers to the Club youth's questions about the traumatic experience. Clarify misperceptions.
- Anticipate that the Club youth may experience challenges in coping with ACEs. Many situations serve as reminders of the traumatic event. If you are able to identify what triggers bad memories or feelings, try to prepare the youth for the situation. An example might be that a young Club member does not like to be alone. Consider pairing that child with a peer or trusted adult.
- Alert youth before any changes to daily Club routine. For example, if it is necessary to turn lights on or off, if a loud noise might occur, (i.e., fire drill), or if an activity will include appropriate physical contact.
- Alert Club youth if there will be new Club staff, volunteers or Club youth. Similarly, provide advanced notice if a Club professional, volunteer or Club youth will no longer be attending the Club. Some traumatized youth may have experienced neglect or abandonment by a parent or caregiver. The absence of a familiar face may cause the trauma to resurface. Additionally, prepare staff that personnel changes can result in behavior upsets in the youth and alert new staff that youth may not "like" them initially. Provide guidance on developmentally appropriate ways to build rapport with youth.
- Recognize that behavioral problems may in fact be the symptom of ACEs rather than the member "just being a bad kid."
- Be sensitive to cues within the Club environment that may cause a reaction in the traumatized Club member. For example, if a Club member has been yelled at by a parent, yelling within the Club, particularly by a Club staff, might be a trigger.
- Be aware of other Club members' reactions to the traumatized Club member and to the information that is shared. Protect the traumatized Club member from their peers' curiosity about the trauma.
- Understand that traumatized youth cope by re-enacting the trauma through play and interactions with others. Club staff must resist their efforts to draw youth into repeating the traumatic experiences. As an example, some youth will provoke adults in order to replay abusive situations at home.

- While not all youth are religious, or in the context of Native youth for instance, adhere to cultural practices, be aware if the Club youth expresses anger, guilt, shame or punishment associated with a higher power. Do not engage in theological discussion, but rather refer the Club member to an outside community partner, such as a local counselor for additional support.

RESOURCES:

For resources to help you understand best practices for how to support youth who've experienced trauma: **www.acesconnection.com**.

Psychological first aid for youth and Club staff experiencing trauma: **www.ready.gov/sites/default/files/documents/files/PFA_SchoolCrisis.pdf**.

Club Callout

In Their Words: Boys & Girls Clubs of the Eastern Panhandle

Our community has seen irreparable damage caused by drug overdose deaths. We're focused on integrated best practices throughout our Club, and in particular, supporting youth who have experienced higher levels of trauma.

We are doing this through mentoring relationships, and participating in a "Handle With Care Program" that alerts us to youth who have had a traumatic experience happen in their home and might need extra support in the short term.

There has been a shift to more of a child-centric approach to youth development in a holistic way. Staff are becoming more engaged in the process and this type of ownership helps to ensure our members recognize and appreciate positive outcomes.

Stacie Rohn

Executive Processional Officer, Boys & Girls Clubs of the Eastern Panhandle, Martinsburg, W.V.

Strategy 3

INTEGRATE SOCIAL-EMOTIONAL DEVELOPMENT ACROSS THE CLUB DAY

DESCRIPTION:

Unfortunately, data shows that Adverse Childhood Experiences (ACEs) are common in the lives of children and adolescents. Therefore, it is important that all staff use practices that build resiliency among youth, especially among youth who have experienced trauma. Clubs should serve as places to intentionally develop social and emotional skills such as self-efficacy, strong connections with others, impulse control and problem-solving. Research shows that certain social and emotional (SED) skills are effective to prevent substance use and misuse. Building these skills is the core prevention strategy for elementary-aged youth.[50] For more information about ACEs, review the Introduction section of this resource guide.

Substance use and misuse prevention research reveals that it is just as important to build SED skills as it is to introduce messages specifically about substances. Youth who display early risk behaviors for substance use, for example, aggression, will benefit more from early intervention by developing SED skills compared to later intervention. This prevention can start as early as preschool and can happen throughout elementary school. Having strong SED skills also leads to positive engagement in school and reduced behavioral issues, which in turn lowers an individual's risks for substance use and misuse. As youth get older, building these skills enables youth to effectively make decisions about substance use, especially as a response to emotional situations and stress.

HELPFUL TIPS:

- Ensure staff are introduced to, and trained on staff practices that drive SED skill building. Consider having a professional development meeting specifically for this topic.
- Use these staff practices during informal Club times like transitions, arrivals, pick-ups, and within formal Club programming and across all age groups. The following chart outlines specific staff practices that will build the SED skills most likely to prevent substance use and misuse at certain development stages.
- Across all developmental stages, it is essential to build reflection questions into Club activities so that youth can intentionally think about the SED skills they are learning and apply these skills to other situations.

RESOURCES:

To see in more detail how you can implement this strategy, download BGCA's Social-Emotional Development Guide at **BGCA.net/Wellness**.

Resource

STAFF PRACTICES THAT DRIVE SOCIAL-EMOTIONAL SKILL DEVELOPMENT

Elementary School Youth

SOCIAL-EMOTIONAL SKILL	STAFF PRACTICE
Identify Emotions **Expressing feelings**	• Use a Mood Meter during check-ins to ask youth to identify their current emotions and adjust the structure of the day to accommodate youth's emotions. • Start activities with a "share circle" so youth can express how they are feeling by answering a general question. For example, "What song describes how you feel today?" • Model healthy emotional strategies by maintaining caring, respectful relationships with youth and fellow staff members. • Pull youth aside during an activity if you notice they are struggling with their emotions to ask why they are feeling that way and what they can do about it.
Impulse Control **Controlling the desire to immediately react**	• Use games and community builders that let youth practice impulse control. The examples below and many others can be found on the YD Toolbox app: Scream; Zip/Zam/Zoom; 3s and 5s. • Set up activity spaces with manipulatives on the table so youth immediately have something to engage with. • Create directional signs on the walls to guide how members walk during transitions, (e.g., walk backward, hop three times, skip, etc.).
Identifying and Solving Problems **Decision-making process**	• Encourage youth to persist through challenging work, ensuring both effort and achievement is recognized. • Provide job descriptions for all youth-leadership roles. Job opportunities should be available for all age groups. • Promote high expectations, respect youth's ownership of their roles and provide help only as needed. Listen first, ask questions second and offer opinions third. • Begin each activity with a three-step process: • Explain/model the skill. • Give youth time to practice the skill. • Provide peer feedback on the skill. • Encourage youth to talk through their decision-making process to highlight critical thinking and enhance reflection. Use a decision-making acronym to enhance mindfulness during in-the-moment decisions that could be stressful. • Regularly integrate reflection opportunities for Club members. As programs and experiences conclude, ask youth questions based on the "What; So, What; Now, What" framework.

Middle School Youth

SOCIAL-EMOTIONAL SKILL	STAFF PRACTICE
Strong Youth Connections **Forming peer relationships**	• Create a collaborative to set expectations about group interactions and discussions. Instructions for creating a collaborative for various age groups can be found here: BGCA.net. • Facilitate programs with appropriate structure for youth to share their stories, listen to the stories of others and practice relating to others with acceptance and understanding. • During group sharing, use an object to pass around so that only one person has the "microphone" at a time. • Break youth into pairs or small groups to make sharing more comfortable. • Encourage youth to manage their judgments and reactions by listening to others without challenging or interrupting them. • Model teamwork and empathy skills with youth and fellow staff members. • If there's tension in an activity, pause and ask the youth what specific steps they can take to improve the dynamic. • Be authentic and share stories with youth while maintaining boundaries. • Facilitate or intervene to foster youth-led group dynamics and successful collaboration. • Help youth establish a team leader who keeps the group on track.

High School Youth

SOCIAL-EMOTIONAL SKILL	STAFF PRACTICE
Self-efficacy **Belief in one's ability to do something**	• Intentionally affirm youth and recognize them for their strengths. • Create a regularly updated achievement board that calls out perseverance, initiative and success. • Talk often with youth about their strengths related to typical high school milestones to build their belief in their own abilities. For example: Trying out for a sports team, play or other competitive activity; applying for colleges or scholarships. • Identify youth's strengths and help youth recognize their assets and build on them. • Have youth introduce themselves using only positive strengths. • Say goodbye to youth as they are leaving and compliment them on something they did well that day.
Stress Management **Response to stress**	• Notice and recognize when members have made a choice to respond to stress in a healthy way, for example, talking with friends constructively about something that's bothering them. • Model and call out their own healthy responses to stress: • Using physical activity to manage stress. • Drinking lots of water and eating healthy foods. • Getting lots of sleep. • Taking a walk outside to clear their head.

Strategy 4

HIGHLIGHT NATIONAL AWARENESS EVENTS

DESCRIPTION:

There are several national awareness events that highlight substance use prevention, ranging from SAMHSA's National Prevention Week, to Red Ribbon Week. Participating in these events provides opportunities for Clubs to engage youth in creating prevention messages, and share them broadly with families, schools and communities. National recognition events are also prime opportunities to partner with community agencies to share a consistent message that sets norms about substance-free agencies.

NATIONAL AWARENESS EVENTS:

- **January:** NIDA's National Drug and Alcohol Facts Week
- **Third week of May:** National Prevention Week
- **June 26:** International Day Against Drug Abuse and Illicit Trafficking
- **Aug. 31:** International Overdose Day
- **September:** National Recovery Month
- **October:** National Substance Abuse Prevention Month
- **Oct. 23-31:** Red Ribbon Week

HELPFUL TIPS:

- Participate in SAMSHA's National Prevention Week from May 13-19, 2018. BGCA is proud to serve as a National Partner in Prevention Week 2018. Each year, the Substance Abuse and Mental Health Services Administration (SAMHSA) hosts a National Prevention Week (NPW) designed to build awareness and take action around substance use and misuse. Take the lead in the community to promote NPW within your Club, and invite other community partners to share in the effort.
- Request an NPW Toolkit to receive materials to download, post and distribute around the Club, and within the community.
- Use the online community and resources for NPW to get ideas for, and plan community, youth and staff events. Some examples of this include a field day, health fair or staff training.
- Promote your specific event, and Prevention Week broadly through various media channels. Use the hashtag #preventionweek2018 to feature and share your posts through social media, and celebrate your work! This toolkit includes Sample Social Media Posts to get you started.

RESOURCES:

To request a physical toolkit of resources, visit: **www.samhsa.gov/prevention-week/toolkit**.

Resource

SAMPLE SOCIAL MEDIA POSTS

Each of the sample social media posts below has fewer than 280 characters, which makes them usable for all social media sites. Feel free to edit and modify these as needed to share the great work your Club is doing!

NATIONAL PREVENTION WEEK 2018:

1. *[Club name]* is proud to celebrate National Prevention Week 2018 coming up May 13-19 with @samhsagov #NPW2018
2. *[Club name]* supports substance use and misuse prevention. Join us for National Prevention Week May 13-19 to learn more about our programs, event and practices that prevent drug use #NPW2018
3. SAMHSA's National Prevention Week 2018 is coming up on May 13! Each day during #NPW2018 will have a designated prevention theme – check the themes out when planning your events and join the conversation! samhsa.gov/prevention-week

OPIOID USE AND OVERDOSE:

1. 91 people die each day from opioid overdoses. Learn what you can do in [community name] to prevent substance use and ensure all youth have a great future.
2. In 2016, nearly 239,000 adolescents ages 12-17 were misusing opioids, which represents one percent of the youth population.
3. Do you know the safest way to store and dispose of your prescription drugs? Visit the Partnership for Drug-Free Kids website to learn more about it: **www.drugfree.org/article/secure-dispose-of-medicine-properly**.

GENERAL SUBSTANCE USE AND MISUSE:

1. Connectedness to school, community and family are all prevention factors in substance use and misuse. The *[org. name]* builds youth's skills in all three of these areas – won't you join us? *[link to org. webpage]*
2. Talk early and often with your kids about your values around substance use in an open, honest and nonjudgmental way. Consider these great conversation starters: **www.kidshealth.org/en/parents/talk-about-drugs.html**.
3. In 2015, among high schoolers, 38 percent used marijuana, 63 percent used alcohol, 31 percent used tobacco or vapor products, and 16 percent have taken a prescription drug without a prescription. *[Club name]* is taking action for prevention – join us!
4. Use media as a starting point to talk with teens about substance use and misuse. When watching substance use onscreen, ask questions like, "What would you do," "What do you think," "How might that affect your future," and "Do you think your friends or classmates are using substances?"

Strategy 5

CREATE A PHYSICAL CLUB ENVIRONMENT THAT SUPPORTS SUBSTANCE USE PREVENTION MESSAGES

DESCRIPTION:

It is important to create a physical Club environment that supports your substance use-prevention messages and enhances your staff practices. There are several ways to do this at your Club; for many of the methods covered, you'll also find in this guide resources to help you implement them.

HELPFUL TIPS:

- Modify or update Club spaces that are currently underused. Turn these into meditation and reflection spaces to support mindfulness and reduce stress.
- Make sure substance use prevention messages are displayed prominently around the Club. Examples of places to feature substance use prevention messages are: The front door and membership desk to establish the environment and the gym or gamesroom where physical activity can be discussed as a way to reduce stress. The teen center should also have information about various drugs and their impacts.
- It is important that there are official policies for mandated reporting, inclusiveness and diversity, and substance use; and that these are clearly displayed at the Club. Refer to the Child and Club Safety division for important guidelines and assistance: **BGCA.net/ChildSafety**.
- Create a Resource Center for families and caregivers to easily access information about substance use prevention. Have information for caregivers to talk with their children about substance use, and provide community resources when extra support is needed. Specific steps for creating a Resource Center can be found in the Families and Caregivers section of this guide.

Club Callout

In Their Words: Boys & Girls Clubs of Portland Metropolitan Area

The Boys & Girls Clubs of the Portland Metropolitan Area is altering the physical spaces within their Clubs to be both trauma responsive and support social and emotional development. These include "Peace Rooms" that provide activities that range from yoga and mindfulness to simply being a place where members can go to have quiet time and relax – something they often can't find in their daily lives. Within these rooms are calming wall colors and décor, soft furniture and pillows, low tables, sensory materials, fidget toys, and a range of materials for processing, such as drawing, writing, guided listening and reading.

The physical spaces, as well as the activities and objects in them, were created in conjunction with local physiologists and psychology students from Pacific University School of Psychology to promote resilience, reduce anxiety and encourage healing. Youth in the Club use this room by request, when they ask for space to relax or need to take a break. They also use this space for individual or group counseling, or for targeted programming. This space is never used for "time outs" or discipline, its use is always accompanied by a staff person, and it is always self-selected by the youth in order to promote self-regulation as well as agency and control over their own healing.

Additionally, Boys & Girls Clubs of Portland Metropolitan Area developed and shared a series of infographics highlighting the prevalence of trauma within the Portland community and Oregon, defining trauma-informed care within their Club environment and their approach and resources to respond to the need. A sample of one of their infographics is below.

Rachel Schutz

Area Director of Youth, Family, & Trauma Informed Services and the Inukai Family Club, Boys & Girls Clubs of Portland Metropolitan Area, Ore.

YOUTH STRATEGIES

Clubs have unique and valuable opportunities to engage youth in substance use and misuse prevention. Primarily, the high-quality, positive youth development happening in Clubs is itself a way to prevent substance use, especially when it is responsive to young people who have experienced trauma. More specifically, Clubs can integrate practices, resources and activities with Club youth that have resulted in a reduced risk of substance use. These strategies are broad, effective and go far beyond just using a prevention curriculum. The Youth Strategies section of this resource guide includes key strategies to engage Club members in substance use prevention, and specific ideas for their implementation ranging from enhancing opportunities for social-emotional development to involving youth in the creation of substance use prevention messages.

We want Boys & Girls Club youth to develop the skills and confidence needed to be productive citizens, with a plan for their future, so that they, in turn, can help lead their peers and communities and be models of health and wellbeing. Leadership through direct involvement of the planning of substance use and misuse prevention initiatives can be profound experiences for youth. This can help them gain confidence and self-efficacy, and can cause real change in their communities. People engage more fully in their own healing and development when they are an integral part of the process, and have agency and voice. Giving youth opportunities at every age to be leaders, to identify and address the issues that they and their communities face, takes substance use and misuse prevention beyond the Club and into the world.

Research indicates that youth-based prevention activities are more effective when they occur in multiple settings and prevention messages are echoed within the community. To model this, make sure to pair the youth-oriented strategies below with strategies for engaging families and communities in order to maximize impact.

DAILY ROUTINE	PERIODIC	SINGLE ACTIVITY
These activities and practices are incorporated by staff across the Club day, every day	These activities and practices are implemented with some frequency or updated throughout the program year	These single activities and practices are implemented once during the program year
Strategy 2: Use a Mood Meter **Strategy 3:** Use Reflection Questions **Strategy 4:** Promote Mindfulness **Strategy 5:** Use Small Groups to Create Trusting Relationships	**Strategy 1:** Create Group Agreements **Strategy 6:** Use Art to Help Youth Process Emotions **Strategy 7:** Build Youth Knowledge **Strategy 11:** Facilitate Youth-Led Prevention Opportunities **Strategy 12:** Support Youth Who Have Been Affected by Substance Use and Misuse	**Strategy 8:** Implement Single Prevention Lessons in Existing Program **Strategy 9:** Implement Evidence-Based Prevention Curriculum **Strategy 10:** Facilitate the Creation of Youth-Led Prevention Messages

Strategy 1

CREATE GROUP AGREEMENTS

DESCRIPTION:

A Group Agreement is a document co-created by youth to identify and name the ways they want to feel when they interact together. Establishing Group Agreements among youth in the Club helps to provide an emotionally safe environment by setting ground rules for interactions, and strategies for holding each other accountable. A Group Agreement could be created for the entire Club, or for smaller groups that meet regularly within the Club. The agreements remain in use and can be revisited and updated by youth as needed. You can find instructions for creating a Group Agreement for middle school youth, and recommendations for using a similar lesson with other age groups on the next page.

HELPFUL TIPS:

- Gather a group of members who meets regularly, or create a collaborative at the start of a group program.
- Set expectations for the group, or the entire Club using the Collaborative Lesson provided.
- Use the adaptations provided for each age group to modify the lesson provided.
- Review your collaborative to ensure it is representative and inclusive of all people, abilities, races, ethnicities, genders and sexual orientations.
- Hang the collaborative in a highly visible area, and revisit it before starting small group activities.
- Consider recognizing youth who demonstrate behaviors outlined in the collaborative.

RESOURCES:

Use the tool provided in the activity **Creating a Group Agreement** on page 55.

Activity

CREATING A GROUP AGREEMENT

(Adaptations for younger and older audiences included)

GOAL

The Group Agreement is a shared vision that a group creates to build an emotionally supportive environment. It is a tool that can bridge the gap between how Club members are feeling, and how they want to feel. It's important for youth who work together within a program area to complete a Group Agreement as a way to build a safe, positive, emotional climate and bolster group connections within the program.

TIME REQUIREMENTS

50 minutes

MATERIALS NEEDED

- Pens/pencils
- Markers
- Post-it Notes
- Poster board/ flipchart paper
- Series of images or symbols *(at least twice as many as the number of group members)*
- Computer and printer *(can also be useful for members who want to print out their symbol)*

WARM WELCOME (1-2 MINUTES)

- Greet youth by name as they enter your program area.
- Engage in meaningful conversations with youth.

COMMUNITY BUILDER (5-10 MINUTES)

Name Motion Circle

Each participant steps forward saying his/her name while performing a brief movement of choice – for example, clapping or jumping in place. The group repeats the name and movement together. Then, have the group say all names with the matching movements of everyone who has already gone before moving on to the next person.

Main Activity

TIME: 20 minutes

GROUP SIZE: ALL members involved in the program

AGE: 9-12

BEFORE YOU START

- Spread the images/symbols out on a table so that they are all easily visible.
- Have all materials ready, (e.g., colored pens, scissors, glue, etc.) and prepare the space for members to work.
- It's important to know how agreements are different than rules. Most rules are meant to keep everyone in the Club physically safe. While physical safety is incredibly important, it is also necessary that everyone feels emotionally safe while at the Club. Agreements allow youth to define what feeling "emotionally safe" means to them and how they can support each other.
- The Group Agreements focus on feelings and behaviors that help create the expectations for how everyone will treat each other.

INTRODUCTORY COMMENTS

"Everyone take a minute to think about the rules in your Club. What are some Club rules you can think of? (Some common rules are "Don't run in the halls" or "Keep your hands to yourself.")

"Most rules are meant to keep everyone in the Club physically safe. While physical safety is incredibly important, it is also necessary that everyone feels emotionally safe while at the Club."

"We are going to create Group Agreements that helps us define what it means for us all to feel emotionally safe."

"We will share how we want to feel and create expectations for how everyone will treat each other in our group."

"We are going to answer the following three questions:

1. How do we want to feel during our time together?
2. What will we do in order to feel this way?
3. What will we do when there is conflict?

Adaptation for Younger Audiences: Simplify the language by explaining that rules are created by staff to keep you safe, but Group Agreements are like promises we make to each other so that everyone feels comfortable during our programs or meetings. Ask youth to name examples of promises they have made to friends or family members. Explain that today they'll be creating a list of promises for how to treat each other.

STEP-BY-STEP PROCESS TO IMPLEMENT THE ACTIVITY:

STEP 1: Question 1: How do we want to feel during our time together?

- To answer this first question, have everyone take a few moments to personally reflect on how they are feeling right now while they are at the Club.
- Make a T-chart on a piece of paper. Have youth write "How I feel right now at the Club" in the left-hand column.
- Have youth write down three to five words in the left column that describe how they are feeling right now.
- Have everyone take a few moments to personally reflect on how they want to feel when they are at the Club.
- Have youth write, "How I want to feel at the Club" on the right-hand column of the T-chart.
  - If youth have a positive feeling, encourage them to carry that feeling to the "want" column.
  - If youth have a negative feeling, encourage them to think about what feeling would help them counter their current emotion.
    - See example below:

How I feel right now at the Club	How I want to feel at the Club
Sad	Happy
Disrespected	Respected
Left out	Included

- Next, have everyone write down the words that they want to feel while at the Club on separate Post-it Notes.
- As a group, have youth post their five feeling words that they came up with on a flip chart page.
- Go through all the Post-it Notes to decide on the top five feelings that your group shares.
- Write these five shared group feelings down on a piece of paper for everyone to see.

Adaptation for Younger Audiences: Facilitate this brainstorm as a large group, and ask youth how they would like to feel while at the Club. Write the answers to the questions on the board and use images or faces, if helpful. Try to get to a list of their "Top Five" feelings before moving to question two.

STEP 2: Question 2: What will we do in order to feel this way?

- For this next question, divide participants into small groups or pairs and assign one of the five feeling words per group.
- Each group or pair should come up with at least two positive behaviors that would help youth feel this way. For example, if the feeling word is "Respected" the behavior could be, "We make sure everyone has a chance to be heard by taking turns."
- Have youth come back together as a whole group and discuss the behaviors that their small group created.
- Write these behaviors down on a piece of paper for everyone to see.
  - Be sure to create specific behaviors for the Agreements that are easy to notice to help youth stay on track.
  - For example, instead of "Be nice to everyone," a more specific behavior is, "Take time to talk to someone in the group if you notice they are having a bad day."

Adaptation for Younger Audiences: For each emotion, ask youth to think about what they can do each day to make sure everyone feels that way. For example, if a youth wants to feel "Happy," a potential behavior is, "Smiling and saying hello to each other during the program." Come up with at least one specific behavior for each emotion. Then, have youth choose one of the top five feeling words that is the most important to them, and draw a picture showing that behavior. After members are done, have them sign it. Hang their pictures in a central area of the program space.

STEP 3: Question 3: What will we do when there is conflict?

- To answer the last question, start out with a few moments for individual reflection and brainstorming. Think about what helps you feel better when there is conflict or you are not feeling the way that you want to feel.
- Once everyone has had time to think, come back together as a group to decide on at least five specific behaviors that help with conflict resolution. For example: The behavior for what to do when you are not feeling respected could be, "I talk to

the person who made me feel disrespected to let them know how I feel and we seek to find a solution together," or "I seek out a staff member to tell them how I am feeling."

- Once your group decides on the five main conflict resolution behaviors, write them down on a piece of paper for everyone to see.

Adaptation for Younger Audiences: Ask youth what they would do if someone's feelings were hurt. For example, "Ask that person if I could help them." Together, decide on a list of three to five behaviors that will be included in your Group Agreements to address how youth will handle hurt feelings, and ask youth to draw it. Add these to the wall.

STEP 4: Making Group Agreements

- Now that you have answered the three questions, you are on the last step of the Group Agreement process!
- Take the answers from the three questions that you wrote down on the pieces of paper and create a final product for the entire group to sign. Feel free to get creative! Your Group Agreements could be a poster, an interactive wall, a bulletin board, video or anything else you can think of!
- You do not have to write down everything you came up with while answering the three questions for this final product – you can write down your five feeling words and a couple of strategies, then decorate it! You can choose what works best for your group.
- After the Group Agreements have been created, explain to the group that we are all a part of this group now. To symbolize that, they all have the opportunity to choose a symbol that represents themselves in the group.
- Guide them to the table with the images on it and have each youth choose a symbol from the table and write their name on it. Be sure to save the extra images for subsequent lessons in case you have youth who join the group at a later time.
- Go around the room and have each youth share their symbol and how, or why it represents them.
- Have each youth share their image and then have them glue, tape or staple their image onto the Group Agreements as a way to show they are agreeing to the Group Agreements.
- The Group Agreements should be displayed in a space that all members can see within the program area. It is important that all members see the Group Agreements daily to make sure that it is being followed. This way, they can hold themselves and each other accountable, and make any updates as needed.

Adaptation for Younger Audiences: Skip this step.

Adaptation for Older Audiences: Do not have the youth create a symbol to represent themselves. Creating and signing the large poster, or other product will be sufficient.

REFLECTION AND RECOGNITION: (10 MINUTES)

- What? What did you learn about how people want to feel when they are in this group?
- So, What? Why do you think that it is important to express how we want to feel? Why is it important to create expectations for how everyone will treat each other in this group?
- Now, What? How might hearing how people want to be treated in this group affect the way you treat people throughout the whole Club?
- Ask youth to share something that they learned about someone in the group that they didn't know before.
- Ask youth to share a connection that they realized they had with someone that they didn't know they had. For example: A member chooses the symbol of a tennis racquet and another youth might share that they play tennis too.

CLOSING: (2 MINUTES)

- Ask youth to clean up their area and be sure to put all the materials in the designated places. Ask if everyone knows where they will be transitioning to next.

Strategy 2

USE A MOOD METER

DESCRIPTION:

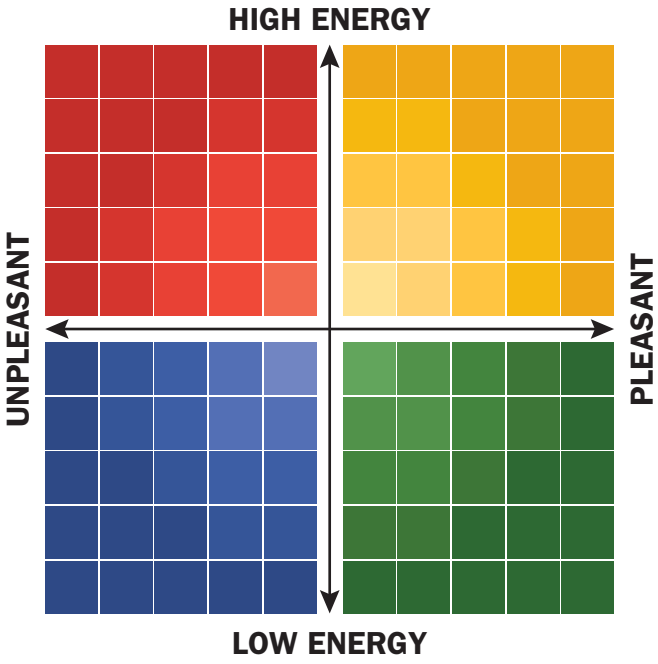
The Mood Meter is a tool to help young people build emotional intelligence with opportunities to identify and name their emotions. The chart includes a variety of emotions, organized by how energetic and how positive people feel. The Mood Meter can support Club members by helping them identify how they are feeling and prompting them to reflect on ways to improve their mood.

HELPFUL TIPS:

- Place the Mood Meter in a central place, near the check-in desk and ask members to check in on the Mood Meter. An emotional check-in can be as simple as placing a pin on the board to indicate how they're feeling that day or allowing each child to select a color and place it near their name when they enter.
- During snack, ask members to think about what they could do to improve their mood. Suggestions could include, "Get moving and play outside today," or "Talk with a trusted adult at the Club."
- Create a second mood meter that can be carried around to be used within small group spaces and programs at the Club. Before starting an activity, facilitate a Mood Meter check in as part of your Community Builder.
- Reflect with members on their way out to ask if their mood was different from when they entered. If so, ask members to explain why that might be.

RESOURCES:

To see this strategy and others outlined in more detail, download the Social-Emotional Development Guide at **BGCA.net/Wellness**.



Strategy 3

USE REFLECTION QUESTIONS

DESCRIPTION:

A key social and emotional development practice is reflection. It provides opportunities for youth to recognize the SED skill they are practicing, and think critically about ways to apply new skills outside of the Club to enhance academics, relationships, behavior or decision making. Reflection questions are easy to build into programs, but can also be used intentionally during other parts of the Club day such as arrival, snack time, transitions and pickup. To do this effectively, reflection questions should follow the "What?; So, What?; Now, What?" structure.

What?

Youth just describe their observations or feelings without adding their own judgment. Examples include:

- What just happened?
- What did you notice?
- How did we respond?

So What?

Youth are able to describe how their experience matters. Examples include:

- What did you learn about yourself?
- What did you like or dislike about this experience?
- How does this experience relate to my life?

Now What?

Youth will connect what they've learned from the activity to other experiences outside of the Club. Examples include:

- What might I do differently next time?
- What might make it difficult to use what I have learned?

HELPFUL TIPS:

- Reflection questions can be used specifically to engage members in thinking critically about substance use and misuse. Consider integrating reflection questions and activities within small group program spaces such as SMART Girls, Triple Play, Passport to Manhood and teen groups.
- Distribute the Sample Reflection Questions resource to all Club staff, including the bus driver, membership clerk and part-time employees so they can take advantage of opportunities to reflect with members about their day.
- Always close a program or activity with a reflection.

RESOURCES:

Use the **Sample Reflection Questions** resource on the page 60 at any point to engage Club members to reflect on substance use and misuse.

For reflection questions specifically designed to use with teens, gender-based programs and physical activity, please see the Sample Reflection Activities for Programs resource included in this guide.

Resource

SAMPLE REFLECTION QUESTIONS

These reflection questions can be used throughout the Club day to talk with members of all ages. Try using them during a bus ride from school, during snack time or as youth are waiting to start an activity after transition. Each set of reflection questions below follows the "What; So what; Now what" reflection format.

REFLECTION QUESTION SET 1:

What? When did your friends make a decision that you didn't agree with? How did you respond? How did it make you feel?

So what? Did you like the choice you ultimately made? What do you think your friends thought of your choice?

Now what? If you could have responded differently in this situation, what would you have done? What support from others might you need to either make (or not make) that decision again?

REFLECTION QUESTION SET 2:

What? Name some things you do that make you feel healthy. What are some things you could do that might negatively impact your health? What are some things you could do that would positively impact your health?

So what? How do you decide to be healthy or not? Why do you think sometimes we decide to be unhealthy when we know there is a healthier choice we can make?

Now what? What are some ways you could be healthier?

REFLECTION QUESTION SET 3:

What? What attitudes do you think your peers have about drugs? Is drug use common among teens?

So what? Do you think attitudes about drug use have changed over time? How have your attitudes about drug use been influenced by your peers? What messages do you think your community sends you about drug use?

Now what? What might you do to change messages about drugs in your community?

REFLECTION QUESTION SET 4:

What? Do your peers take risks? Do you think they take positive risks, or negative risks?

So what? Which type of risk do you think has benefits to your overall health?

Now what? Describe ways you would make decisions to choose positive risks instead of negative risks.

Resource

SAMPLE PROGRAM-SPECIFIC REFLECTION ACTIVITIES

Incorporate these reflection activities into the existing national programs you may already be running.

REFLECTION ACTIVITIES: SMART GIRLS

These activities are designed to supplement and extend the sessions of SMART Girls that cover friendships and peer pressure. Allowing girls to reflect on, and articulate their ability to resist negative peer pressure builds their self-efficacy to use effective communication and refusal skills, especially as it relates to substance use.

FOR SESSION 8 OF SMART GIRLS (AGES 8-10)

1. Hang two handmade signs in the room: Agree and Disagree.
2. After the discussion of types of peer pressure, read the following statements out loud and ask youth to move to the side of the room that matches how they feel about each statement. Acknowledge that everyone has their own values, and it's OK to disagree, as long as people discuss their ideas respectfully.
3. After reading each of the following statements, ask members to share why they made their choice, if they're willing.
   - People should end friendships with people who pressure them to do things they don't want to do.
   - People who avoid negative peer pressure are healthy and confident.
   - A person who pressures you to do something negative is a true friend.
   - I can say no to pressure to do things I don't want to do.
4. After debriefing each statement, conclude with the following statement: "Healthy friendships mean that neither person is pressuring the other to do things that aren't healthy or don't make them feel good, for example, using drugs or alcohol. It's OK for friendships to change as you get older, and we'll practice ways to respond to negative peer pressure if you're ever in that situation. SMART Girls are able to recognize when they're feeling negative peer pressure and say no!"

FOR SESSION 9 OF SMART GIRLS (AGES 11-13)

1. Hang two handmade signs in the room: Agree and Disagree.
2. After the discussion of types of peer pressure in Session 9, read the following statements out loud and ask youth to move to the side of the room that matches how they feel about each statement. Acknowledge that everyone has their own values, and it's OK to disagree, as long as people discuss their ideas respectfully.
3. After reading each of the following statements, ask members to share why they made their choice, if they're willing.
   - There is peer pressure to engage in drugs and alcohol in my community.
   - I would stay friends with someone who peer pressures me.
   - People who avoid negative peer pressure are healthy and confident.
   - I can say no to pressure and choose not to use drugs and alcohol.
4. After debriefing each statement, ask girls the following discussion questions:
   - Are there specific negative peer pressures that we face as girls?
   - What are some healthy ways to support each other, as girls, when we face peer pressure?
   - What would you do if you were feeling peer pressure from a friend to use drugs?

FOR SESSION 8 OF SMART GIRLS (AGES 14-18)

Ask members to consider and discuss the following example of negative peer pressure:

You've just moved and now you take a different route home from school than all of your friends. An acquaintance you know from school, but not someone you know well, offers to walk home with you. You agree, thankful for someone to talk to. During the walk home, she wants to stop at the corner store to pick up beer. At first you shake your head, but then she rolls her eyes at you and mutters, "It's no big deal, I have a fake ID."

Discussion Questions:

1. What might you be feeling in this situation?
2. How would you respond? Would it be easy or hard to respond in this way?
3. Would you make the choice to go with her to buy the beer? Why or why not?

REFLECTION ACTIVITY: PASSPORT TO MANHOOD

Integrate substance use into the conversation as it relates to maintaining a healthy body.

Toss a ball around the room and ask members reflection questions from the list below. After responding, they can pick the next person to receive the ball. If the group is ready, they can also select the next question for a member to answer.

Discussion Questions:

1. What might drugs and alcohol do to your body?
2. Why do you think there is pressure to use drugs?
3. What unique pressures do boys face to use drugs as they get older?
4. How would you respond to someone who is pressuring you to use drugs?
5. Other than health, why might a person decide not to use drugs?
6. Who is a person you might talk with if you had concerns about drugs?

REFLECTION ACTIVITY: TRIPLE PLAY

Before or after a Daily Challenges activity, ask members the following reflection questions. They are designed to encourage members to consider positive ways to alleviate stress and engage in positive risk behavior through physical activity.

1. What are some things that cause you stress?
2. How do you deal with stress?
3. What are some negative ways to deal with stress?
4. Do you think people use drugs to deal with stress? Why or why not?
5. What are some positive ways to deal with stress?
6. In what ways can exercise, team sports or daily challenges reduce your stress?
7. What are other healthy ways to reduce stress?

REFLECTION ACTIVITY: SMART LEADERS

This activity can be integrated within Sessions II or III of SMART Leaders, which focus on alcohol and drug use. Facilitate a reflection exercise with teens so they can discuss issues around substance use one at a time with several partners. Talking individually is a less risky way to reflect on experiences, thoughts and values, compared to sharing in a large group setting.

1. Divide members into two groups. Ask one group to form an inner circle, and the other an outer circle. Members of the inner circle face outward while members of the outer circle face inward so that members of the inner and outer circle are facing each other. It will be important to have an equal number of members so that everyone is facing a partner. If you don't have equal numbers, consider creating a group of three.
2. To start, pose a question from the list below for each partner to discuss together. Give teens approximately two minutes to share. If, at any time, a member is uncomfortable, or would prefer to not answer the question, give them the opportunity to serve as an active witness to other conversations or leave the activity space for the duration of the activity.
3. When you call for the group to switch, the inner circle stays in place while the outer circle shifts to the right. Each person should be facing a new partner. Pose a second question. The exercise continues for several rounds until you run out of time, or until the original partners meet each other again.

DISCUSSION QUESTIONS:

1. Are you worried about drug use in your community? Why or why not?
2. What would you do if friends you cared for were using drugs?
3. What impact does drug use have on families and other loved ones?
4. What impact does drug use have on academics?
5. How would you respond if someone pressured you to use drugs?
6. What are your biggest dreams for the future?
7. How would drug use impact your vision of your future self?
8. How might you model healthy habits for younger Club members?

Strategy 4

PROMOTE MINDFULNESS

DESCRIPTION:

Mindfulness is the practice of self-awareness by focusing on your current state of being, including current emotions, thoughts and sensations. Mindfulness has been shown to reduce negative emotions and results in improved decision-making.[51] Teaching mindfulness strategies can be an effective tool for youth decision-making, especially during stressful situations.[52] One simple approach is teaching and using acronyms that promote self-awareness and guide better decision-making. The STIC acronym[52] encourages youth to pause, identify their emotions and consider their goals before making a choice. This strategy can be especially helpful when youth are under pressure. The STIC acronym is as follows:

Encourage Youth to STIC to their Choices (From Mindfulness Based Substance Abuse Prevention Curriculum):

S – Stop

T – Take a breath

I – Imagine Future Self

C – Choose

HELPFUL TIPS:

- Encourage youth to practice mindfulness through activities such as deep breathing exercises, meditation or walking silently to their next location to notice things they see and hear.
- For youth who have experienced trauma, mindfulness practices may be difficult due to intrusive thoughts or negative feelings that emerge during meditation. Activities like guided medication, or modifications such as allowing eyes to remain open, can be helpful for these youth.
- If the STIC acronym example doesn't fit your Club culture, design and use a different one that feels authentic.
- Making acronyms successful as a SED tool will require calling attention to the frequent use of them. This includes intentionally teaching the STIC acronym and posting it visibly around the Club. Club staff should model its use and coach youth to use it. Encourage youth to talk through and share how they're using it at the Club and in their community.

RESOURCES:

Find more information about using mindfulness as a tool to address substance at the Center for Adolescent Studies: **www.centerforadolescentstudies.com**.

Free guided meditations, in both English and Spanish, can be found at: **www.marc.ucla.edu/mindful-meditations**.

Resource

USING THE STIC APPROACH IN THE CLUB

The following are some examples of how STIC could be used with youth of different ages during the Club day:

- Chris, a third grader who is new to the Club, has a hard time settling down during snack time. When he's finished eating, there's still some pretzels left on his snack tray. Akilah, a Club staff member, sees him pick up some leftover pretzels and hold them in his hand like a toy football and start to aim them at other youth. Akilah calls Chris' name, and asks him to STIC! She tells him to Stop, and Take a Breath. Once Chris has put the pretzels down, Akilah asks him to imagine his future self as if he had thrown the pretzel, and then as if he not thrown the pretzel. Akilah said she was proud of Chris for making a positive choice that benefitted his future self in the moment.
- Tyrone, a fifth grader is feeling frustrated during Power Hour because there isn't a Club staff member who is able to answer his homework questions. He puts his homework away and plans to just turn it in blank. The Club staff who is finally able to address him asks why his homework is blank, and Tyrone just shrugs his shoulders. The Club staff member reminds Tyrone that when he's feeling frustrated he can Stop, and Take a Breath. While he's paused, he can think through what his future self looks like if he does his homework, and then if he doesn't do his homework. From there, he can make a choice based on his reflection. The Club staff can encourage Tyrone to reflect on how he might react differently next time.
- Stephanie, a seventh grader, wants to try out for her All Stars cheerleading team at the Club. She always hears her coach talk about STIC, and how important it is to make smart decisions. She knows that some of the popular girls have started to go through bags in the locker rooms at school while everyone else is in the gym. One day they invite her to join in. She would really love to hang out with this group of girls, but remembers what the cheer coach has always said about decision-making. Stephanie knows that she doesn't want to be part of a group who is stealing, so she says no thanks.

STAFF REFLECTION:

1. What do you notice about the use of the mindfulness acronym in the scenarios? In what ways were they effective? In what ways weren't they effective?
2. Why might mindfulness be an effective strategy for the members and the situation described here? In what ways did the staff model mindfulness?
3. How might you incorporate an acronym in your work with members? What benefits do you anticipate this bringing to the Club climate and to the members?

Strategy 5

USE SMALL GROUPS TO CREATE TRUSTING RELATIONSHIPS

DESCRIPTION:

Research shows that some of the key protective factors in preventing substance use and misuse are strong relationships with peers and caring adults.[53] Participating in small groups at the Club can offer young people rich opportunities to establish and deepen peer connections with others, gain social-emotional skills and engage with difficult topics through honest and safe discussions. When small groups are safe and positive spaces, facilitated by a skilled and caring adult, these spaces can foster meaningful connections, allow youth to offer and receive support, and help youth cope with and understand the things they're dealing with. In addition to providing opportunities for youth to process their emotions and find understanding, small groups are also ideal settings to discuss topics like opioid and substance use and misuse, how it affects them, their peers, their families and their communities.

Since many youth have been exposed to, affected by substance use and misuse, or have experienced ACEs in general, it is important that staff are sensitive to the experiences and emotions of their members when addressing potentially triggering topics. Using facilitation best practices that promote prevention will help staff create and maintain a safe and positive space for members to address difficult topics.

HELPFUL TIPS:

- Ensure that small-group meetings are more than just a collection of activities – they should also provide moments for facilitated conversation, sharing and interpersonal connection.
- Pay attention to the sequencing of activities, allowing the group to get to know each other before diving into projects or subjects like opioid use and misuse that require a high level of trust and collaboration. Provide time and sensitivity to the potential difficulty of drawing the group to a close at the end of the program.

RESOURCES:

Use the **Small-Group Activity Planning Template** resource on page 67 to plan for an effective and meaningful small group experience.

For a full list of facilitation strategies in program spaces, visit the Child Trauma Toolkit for Educators: **www.wmich.edu/sites/default/files/attachments/u57/2013/child-trauma-toolkit.pdf**.

Resource

BEST PRACTICES FOR FACILITATING SMALL-GROUP DISCUSSIONS

Some small groups in the Club are informal; others are formal and structured, like Passport to Manhood, SMART Girls, SMART Moves or Money Matters. Both types can be leveraged to support youth in heading toward positive health outcomes. Below are some prevention best practices for facilitating safe and positive small groups, as well as suggestions for how to use small groups to address opioid and substance use and misuse specifically.

FACILITATION DOS

- Create and maintain Group Agreements. Review them at the start of each session. Include a plan if members need to leave a session.
- Use inclusive language.
- Treat participants with respect.
- Be aware of, and sensitive to differences in culture, personality and ability.
- Seek to understand by asking clarifying follow-up questions.
- Share personal experiences instead of making generalizations and stereotyping.
- Give everyone the opportunity to share and contribute, not just the most vocal members of the group.
- Ensure that all program facilitators are aware of, and are using prevention best practices. If possible, ask an expert in high-quality youth development to co-facilitate.
- Recognize when youth might be feeling uncomfortable and follow up with any members after the program ends.
- Give youth choices. Give youth the option to actively witness if they're not ready to participate.

FACILITATION DON'TS

- Don't be afraid to admit ignorance or confusion if you don't know something. Invite others to provide their perspectives or experiences. Find the answer as a group.
- Avoid using conventions or language that will exclude certain groups or make them feel uncomfortable.
- Try not to discourage alternate views, instead, assist youth with constructive dialogue to navigate conflict respectfully and appropriately.
- Avoid making assumptions about participants' identity, knowledge, perspective or experience.
- Don't cold call on members to respond, always offer youth the right to pass when discussing in large and small groups.

Resource

SMALL-GROUP ACTIVITY PLANNING TEMPLATE

Facilitating a positive and constructive small-group discussion or other small-group activities such as peer-to-peer or group mentoring takes more than just gathering youth into a circle of chairs. There are a number of practices staff can use to optimize their small groups: creating safe spaces, intentionally including opportunities for skill-building, and facilitating conflict-resolution and communication among youth.

Below is a standardized model for how to structure your small-group session. Within it you'll find each lesson component. For example, a warm welcome, a community builder, a main activity and a closing. You'll also find ideas and tips for using each element effectively. Many of the elements of high-quality small-group sessions are core elements of high-quality youth-development practices that you are already using.

SMALL GROUP COMPONENT	INTENT AND QUALITY INDICATORS	COMPONENT IMPLEMENTATION
Warm Welcome	All youth are greeted by staff as they arrive, or at the start of each lesson in a program area.	**Upon Arrival at a Program Area:** • Greet youth by name as they enter your program area. • Engage in meaningful conversations with youth.
Community Builder	Staff and youth have the opportunity to connect with, and get to know each other. This component supports social interaction and builds a sense of belonging. It allows all youth to feel included and engaged in the experience.	**Facilitate a Community Builder** Choose one of four types of Community Builders to facilitate with youth. The four types of Community Builders are: Icebreakers, Energizers, Team Builders and Check-Ins. Examples of each, and specific instructions for facilitation are included on the YD Toolbox app.
Group Agreements	Group Agreements provide a sense of structure and standards of behavior among the group. Agreements provide youth with an opportunity to communicate their expectations for the program experience.	**Create/Review the Group Agreements** If Group Agreements haven't been created, it will be essential to do this as a part of the very first session. The Creating a Collaborative resource included in this toolkit can guide you through specific steps to create Group Agreements with each age group. If Group Agreements have already been made, refer to the Group Agreements or Collaborative that has been built and ask youth to re-commit to each Agreement.

Main Activity	The main activity focuses on exploring a new concept and offers engaging activities that support the main idea and the goal of the lesson. The main activity should be project-based, hands-on and engaging. Staff should provide opportunities for youth to participate in experiential learning.	**Facilitate the main activity:** Activities should scaffold if the curriculum spans an age group. Choosing activities helps to ensure youth have opportunities to participate in a variety of group sizes and that youth are offered different instructional approaches.
Reflection and Recognition	Reflection provides time to think about what worked, and what didn't make sense in the experiences and concepts. Reflection also connects new learning to prior experiences, and modifies ideas and skills. Reflection provides youth with an opportunity to share key things they learned, insights and review connections that have been made. Staff allows time for youth to connect the experiences back to their life. Recognition gives staff an opportunity to recognize youth for their involvement in the lesson and gives youth an opportunity to recognize each other.	**Design and facilitate a reflection activity from the YD Toolbox app:** Design the reflection keeping these three questions in mind: • What? What did you learn from this experience today? What was the main take away from the experience? • So what? Why do you think this might be important? • Now what? How might what you learned apply to a different area in your life – school, home, sports, etc.? What might you do differently with this new information? **Design and facilitate a recognition opportunity** Peer-to-peer recognition should be built into this component. Some examples include recognition chants, opportunities to distribute Club bucks to one another, and gallery walks to view other's work.
Closing	Provide structure for youth by setting clear expectations of what youth can expect as they transition to their next program area.	Provide any content specific instruction to ensure that youth are prepared to go to the next program space.

Strategy 6

USE ART TO HELP YOUTH PROCESS EMOTIONS

DESCRIPTION:

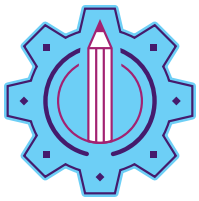
Art can be a powerful tool for personal expression, emotional processing and healing. Since we know that research indicates that the majority of youth experience one or more ACEs, and ACEs increase the risk of youth experiencing negative health outcomes as adults, giving youth opportunities to process and heal from these experiences is a prevention best practice. There are many simple activities that can be done in the art room that have therapeutic effects for youth. These can be adapted to use with any age group.

HELPFUL TIPS:

- **Collage:** Requiring little to no artistic skills, collage is easy for all youth to participate in because it relieves the anxiety of producing something that youth feel is presentable. By allowing youth to use existing symbols to convey their meaning, they are less limited by what they convey with drawing or painting.
- **Drawing and painting:** For younger kids using shapes and colors to convey emotions and ideas can be helpful, since they might not have the vocabulary yet to use words to express how they're feeling. For any age group, connecting emotions to colors and shapes can be a helpful way to bring a youth's attention to how they're feeling, and encourage them to name and notice their emotions on a regular basis.
- **Sculpture, pottery and ceramics:** Pottery and sculpture can be especially beneficial for youth who have experienced trauma or normal stress because the tactile nature of the activities can be meditative, and help youth clear their minds and focus on the task at hand.
- **Writing:** Creative writing and poetry are great ways for youth to share their perspectives and personal stories. Youth can also increase empathy and consider other people's identities and perspectives by using their imagination to write fiction.
- **Dance/creative movement:** People (especially youth) internalize trauma physically as well as emotionally. Movement is a way to release trapped tension, anger and frustration, as well as examine and start to break patterns of behavior.

RESOURCE:

Use the sample art activities **Words to Live By Collage** on page 70 and **Drawing Emotions** on page 71 for examples of how to utilize art for healing in the Club.



Activity

WORDS TO LIVE BY COLLAGE

TIME: 55 minutes

AGE: 10+

MATERIALS NEEDED:

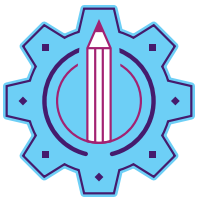
- Paper or poster board
- Magazines, newspapers, books, stickers or other printed materials
- Scissors
- Glue or glue sticks
- Markers, paint or crayons *(optional)*

INSTRUCTIONS:

- Ask members to come up with a personal motto, or their "words to live by." You can share your own as an example, or provide common mottos for younger kids or youth who are having trouble creating or picking one.
- Have members cut out words or images from the printed materials that represent their motto. Youth can draw or paint on the collage as well. If you have limited time, or want to reduce the mess and distraction of having youth look through the printed materials, you can cut out images and words ahead of time.
- Once everyone has finished their collage, go around the room and have each member explain how their collage relates to their motto, and what their motto means to them. Discuss different mottos and views as a group.

REFLECTION QUESTIONS:

- How does your motto relate to how you view the world? Is it positive or negative?
- Does this motto affect how you make decisions?
- What is a motto that might help you make decisions that would positively impact your health and wellbeing?



Activity

DRAWING EMOTIONS

TIME: 30 minutes

AGE: 6-12

MATERIALS NEEDED:

- A large sheet of heavy paper *(or canvas)*
- Paint
- Paintbrushes
- Water cups
- Mixing trays *(could be Styrofoam trays or sheets of old cardboard)*
- Paper towels
- Pencils

INSTRUCTIONS:

- Start by talking about emotions. What does the word emotion mean? What kinds of emotions do we experience on a day-to-day basis?
- Next, talk about color and what different colors symbolize. How do certain colors make us feel? Why?
- Prompt participants to use the pen and pencil to draw various emotions, (e.g., happy, sad, angry, etc.).
- After painting a couple of emotions together, have each participant paint how they feel right now, using various paint colors, lines, textures and shapes.
- When the paintings are complete, hang them up or assemble them together for everyone to view. Have each participant tell the group which emotion they painted, and why they chose to use certain colors, shapes, etc.

REFLECTION QUESTIONS:

- What emotions did you paint? Is this how you want to feel?
- What can you do to change how you feel?
- Look at the emotions that everyone painted in the beginning. Did everyone paint the same emotion the same way? Why do you think that is?
- How can we support others in feeling better today?

Strategy 7

BUILD YOUTH KNOWLEDGE

DESCRIPTION:

One way to address substance use and misuse within the Club is to build foundational knowledge about this topic among Club members in a developmentally appropriate way. There is a lot of factual information about various substances and their effect on the body available online, from medically accurate, expert sources. Engage youth in reviewing and investigating information about drugs, alcohol and their effects on the body using links on this page.

HELPFUL TIPS:

- Distribute youth-friendly fact sheets to Club youth about various substances and their impacts on the body.
- Consider prioritizing information about substances youth are more likely to use such as: Alcohol, marijuana, tobacco, and e-cigarettes.
- Task youth with finding and downloading information online and then posting this information around the Club or using it within various program spaces where it would be appropriate. Alternatively, engage youth to create their own drug-use messages based on their research. This establishes the physical space of the Club as a drug-free zone and contributes to norms of non-use. As a project-based learning strategy, have youth research the answers to some of the following questions using some of the online resources in this section. After they research and answer, have them share it in a small group discussion.
  - What are the various ways that drugs impact the body?
  - In your opinion, what is the most dangerous drug?
  - How would you help a friend if you knew they were addicted to drugs?
  - Why is it important that the Club stays a drug-free space?
  - What are some common myths about drug use?

RESOURCES:

Recommended youth-friendly websites for more information include:

- **NIDA for Teens: www.teens.drugabuse.gov**.
- **The Truth: www.thetruth.com**.
- **Your Room: www.yourroom.health.nsw.gov.au/Pages/home.aspx**.
- **DEA Just Think Twice: www.justthinktwice.gov/drugs**.

Resource

NATIONAL RESOURCES TO SUPPORT YOUTH AND FAMILIES DEALING WITH SUBSTANCE MISUSE

The Club is a safe and welcoming space for many youth, and as such, it should provide information about where to go for help if a member is using substances or wants to support a friend, caregiver or family members who is using. Encourage youth to seek support with their families and caregivers. The links and numbers below include hotlines and online resources that provide support for friends and loved ones who need help.

RESOURCE	LINK
Partnership for Drug-Free Kids Helpline Families and caregivers who are concerned about their children's substance use can connect with a specialist via phone, live chat or email to receive support and a personalized action plan. Peer parent coaching is also available.	Call: 1-855-378-4373 **www.drugfree.org/article/get-one-on-one-help**
SAMHSA's National Helpline A free, 24-hour helpline for individuals and family members facing substance use and mental health disorders. The helpline can direct users to local resources such as treatment centers and support groups.	Call: 1-800-662-HELP (4357) **www.samhsa.gov/find-help/national-helpline**
Nar-Anon/Narateen A network of support groups for those affected by someone else's addiction, including the family and friends of those dealing with substance use.	**www.nar-anon.org**
Families Anonymous A network of support groups for families and friends of those individuals with drug, alcohol or related behavior issues.	**www.familiesanonymous.org**
Alcoholics Anonymous A network of support groups for people who misuse alcohol. Find AA organizations within your state or the closest AA meeting to you.	Local AA Organizations: **www.aa.org/pages/en_US/find-local-aa** AA Meeting Finder: **www.aa.org/pages/en_US/find-aa-resources**
Narcotics Anonymous A network of support groups for people who misuse drugs. Learn more about the organization and find meetings near you.	**www.na.org**
Al-Anon/Alateen Support groups for adults and teens affected by misuse of alcohol.	**www.al-anon.org**
NIDA's "How To Help A Friend" blog post	**www.teens.drugabuse.gov/blog/post/how-help-friend-need**
NIDA's "What To Do If You Have a Problem with Drugs" resource webpage	**www.drugabuse.gov/related-topics/treatment/what-to-do-if-you-have-problem-drugs-teens-young-adults**

Strategy 8

IMPLEMENT SINGLE PREVENTION LESSON IN EXISTING PROGRAM

DESCRIPTION:

Clubs may not have the program time and space to integrate a full substance use prevention curriculum with youth, but they may be able to implement a single learning opportunity related to opioid use and misuse to build prevention knowledge, attitudes and skills. These single opportunities could be added to a simliar exisiting program, for example, SMART Moves or Triple Play. They could also be done independently within a small group. This resource guide includes links to videos and associated discussion guides for conversations within your Club, as well as three single lessons for each grade level to introduce opioids.

HELPFUL TIPS:

- Use videos and small group discussions as ways to introduce and explore the topic of opioid use with members. This strategy can be helpful because it allows youth to discuss opioid use and misuse in less personal terms, and might be less triggering or intimidating for members who are shy or have been affected by substance use. When facilitating a discussion about the videos in a small group, make sure to use the Small Group Activity Planning Template to include important facilitation practices.
- Videos online that can be viewed for free are listed in the Substance Use and Misuse Videos and Discussion Guides resource.
- Included are three Supplemental Opioid Use Prevention Lessons, one for each grade level, for use in existing programmatic spaces:
  - **Elementary School Lesson:** Fourth- and fifth-graders will explore facts about substances and how they impact their body. Then, they will outline their big plans for the future and talk about ways that drugs will impact their future selves.
  - **Middle School Lesson:** This lesson addresses common myths about opioid and other substance use and allows youth to identity healthy vs. unhealthy responses to stress. Youth then identify their “support team” of trusted adults and ways to talk with them about tough topics.
  - **High School Lesson:** This lesson focuses on increasing critical thinking and reflection about messages teens receive about opioids and provides an opportunity for teens to create their own messages to share with peers.

RESOURCES:

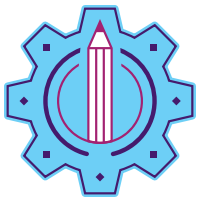
See the three supplemental lessons after the resource list. Additional single lessons written through a partnership between the DEA and Discovery Education are called Operation Prevention. Lessons are written for various grade levels, as well as an independent self-paced module: **www.operationprevention.com/classroom#spm**.

Resource

SUBSTANCE USE AND MISUSE VIDEOS AND DISCUSSION GUIDES

There are many documentaries available online that can be streamed or downloaded for free. We've listed a few below. Not all documentaries or videos will be appropriate for all age groups or members, so watch all materials yourself and use your best judgment to determine whether the content is appropriate for your youth.

RESOURCE	DESCRIPTION	VIDEO AND DISCUSSION GUIDE LINK
Chasing the Dragon	Created by the FBI and DEA, this documentary is aimed at youth and available to stream for free on YouTube. It comes with an accompanying discussion guide. The discussion guide is intended for use in the school setting, but could easily be adapted to use at the Club.	Available to stream at: **www.youtube.com/watch?v=lqdmWRExOkQ** Discussion guide available at: **www.dea.gov/pr/multimedia-library/publications/Chasingthedragon3-Guide508ver.pdf**
Out of Reach	Made by a teen filmmaker, this documentary offers a young person's view of how substance use and misuse impacts his life, his peers' lives and his community. The film's intended audience is parents and concerned adults, so consider whether this might be a helpful tool for staff and parents, or whether it's appropriate for viewing with older teens.	Available for download at: **www.drugfree.org/article/film-screening**
Choose Your Path	The National Institute on Drug Abuse has created interactive videos where teens can navigate a scenario involving prescription drug misuse. They also have a series of short, educational videos on the effects of drugs on the brain and body, and the science of addiction.	The interactive videos and the associated guiding questions can be found here: **www.teens.drugabuse.gov/videos**
On the Frontlines of the Opioid Epidemic: A Community Fighting Back	This documentary is a "virtual field trip" to Huntington, WV – a community that has been greatly impacted by the opioid epidemic. The film focuses on personal stories from teens and adults who are working together to create positive change in their community. The documentary has a companion guide with activities to do with youth both before and after viewing.	Available to stream at: **www.operationprevention.com/virtual-field-trip** Activity guide to accompany the video or to be used independently can be found here: **www.operationprevention.com/virtual-field-trip**



Activity

I'VE GOT BIG PLANS

TIME: 30 minutes

AGE: Elementary school members

This lesson introduces elementary school aged youth to common substances and how they might impact their bodies. The core activity allows participants to describe their future selves the rest of this school year, for their time in middle school, and describe themselves as adults. It also allows them to discuss how using substances might impact their goals.

OBJECTIVES

- Describe alcohol, tobacco, marijuana and other drugs as substances that are harmful to the human body.
- Describe their vision for their future selves.
- Explain how using substances might impact their ability to reach their goals.

MATERIALS NEEDED

- Construction paper, two pieces for each participant
- Markers
- Instructions for how to make the "foldable" outlined in this lesson: **www.youtube.com/watch?v=R7UZ6Iv8b_Y**

LINKS TO RESOURCES:

The links below provide useful background information for the facilitator to review and use to answer questions regarding opiates.

- Centers for Disease Control and Prevention Opioid Information: **www.cdc.gov/drugoverdose/opioids/index.html**
- SAMSHA's Opioid Overview: **www.samhsa.gov/atod/opioids**

KEY TERMS

- **Heroin:** A synthetic opioid related to morphine. It is more potent than morphine and is highly addictive.
- **Opioids (or opiates):** A class of drugs that mimics the body's natural response to, and management of pain. Opioids are often prescribed by a doctor, and their use is controlled under a doctor's care. The over-prescription of opioids, the non-medical use of prescription opioids, and heroin use are fueling an epidemic.
- **Substance misuse:** The use of legal substances, such as prescription or over-the-counter drugs, in a way that is either not legal or not intended, and for which the consequences can be hazardous to health and safety.[1]
- **Substance use:** The consumption of legal and/or illegal psychoactive substances.

WARM WELCOME (2 MINUTES + TRANSITION TIMES)

- Greet the members by name as they enter the program space. Engage members in conversations about themselves. Consider asking the following reflection question as youth are waiting for the transition time to end:
  - What do you do that makes you feel healthy?

COMMUNITY BUILDER (5 MINUTES)

- Lead the group in a movement activity as a warm-up for the session. Consider using the Alliteration Name Game as a Community Builder:
  - Each member says their name with an adjective that describes them, using the same letter as their name.
  - For example, Energized Ellie or Loud Lisa.
  - Before the next person goes, they repeat the name and adjective of each person who went before them.

GROUP AGREEMENTS (2 MINUTES)

- Review the Group Agreements you created during the first session of this program (or see "Creating a Group Agreement" after Youth Strategy 1 in

this guide). Ensure everyone is still committed to the Agreements, especially any newcomers to the program. Add any new Group Agreements as necessary.

- Acknowledge that this lesson will include information about substance use and might be uncomfortable for some people. Remind participants that they always have the "right to pass," and just be an active witness to the lesson. They can also ask to leave the program space, if needed.

Main Activity:

DISCUSS WAYS IN WHICH SUBSTANCES HARM YOUR BODY (15 MINUTES)

Step 1: Ask youth to brainstorm some of the coolest things their bodies can do. Alternatively, ask what they are most proud of their bodies for doing? Consider giving youth a chance to quickly draw their bodies doing something remarkable. Some potential responses could be:

- Run quickly
- Jump high
- Dunk
- Slide
- Solve problems
- Draw beautiful pictures
- Play an instrument
- Dance

If youth have drawn pictures, give them a minute to quickly share what they're most proud of about what their bodies can do.

Step 2: Ask youth what they've heard about drugs. Give them a minute to respond. Briefly introduce some of the substances outlined below:

- **Tobacco:** This substance is what's found in cigarettes, pipes, dip and vaping/vapor products. Tobacco is highly addictive, meaning it's hard to stop once you've started smoking it or using it. It can be especially harmful to your lungs.
- **Alcohol:** This substance is what's found in drinks like beer, wine and liquor. Alcohol can impact your body by making it respond really slowly, so both your body and brain can't think quickly or make the best decisions.
- **Marijuana:** This is a type of plant that can be smoked and ingested. It can cause a slowdown of your body, so you make impaired decisions and have slow reaction time.
- **Prescription pills:** These are considered substances because pills can sometimes be misused. Sometimes a user isn't able to stop taking the substance on their own. When a medicine is prescribed with instructions by a doctor, and you take the medicine with your parent or caregiver, prescription pills are typically safe. However, if you take a pill that isn't meant for you, without a doctor or parent knowing, or without there being a medical problem it could have various impacts on your body. Some pills cause your body to start going really fast, and others, cause your body to slow way down. In either case, they are harmful to your body to use without a medical reason and can impact how you make decisions.
- **You may see people using substances, for example, characters in shows you watch, or people in your community.** It may seem like they're having fun and not hurting their health, but in fact, all substance use can be risky. For example, using substances can make your brain operate more slowly, or hurt your body's organs, such as your lungs or heart.

Step 3: Ask youth to look again at the list/drawings of amazing things that their bodies can do. For each example, ask if their bodies could still accomplish this if they were using substances. Conclude by indicating that using substances like alcohol, tobacco, marijuana or pills reduces the ability of our bodies to function in the ways they were intended to.

CREATE BIG PLANS FOR THE FUTURE (10 MINUTES)

Step 1: Distribute two pieces of construction paper to each participant. Instruct them to put the two pieces together, with one page poking out about one inch farther than the other. Then, youth will fold them together so that there are several "tabs" for them to write on.

Step 2: On the cover of the booklet, youth can write "My Future Self!" On each of the tabs, have youth write:

- Plans for this school year
- Plans for my academic career
- Plans for my adult self

Underneath the tabs, have members write or draw their plans for each corresponding time period. Encourage them to be creative and think broadly! For example:

- Earn straight As
- Get on the honor roll
- Make the basketball team
- Graduate with honors
- Get my first job in high school
- Win a state championship
- Get accepted into the University of Maryland
- Become a veterinarian
- Buy a house
- Have lots of friends and family

REFLECTION AND RECOGNITION (5 MINUTES)

After youth have completed their foldable projects, ask them to reflect on the following questions, using popcorn style as your reflection method.

1. In what ways might using substances impact your future this year? What about your future in academics? Or as an adult?
2. What kind of decisions will you make to support the future person you want to do be?
3. How can you support other people to make healthy decisions for their future?
4. How can you get support from other people to make healthy decisions?

CLOSING (1 MINUTE)

Thank participants for their time. Acknowledge that you're available to continue to answer questions, or are available to talk, as needed. Provide any important instructions related to the Club day or an upcoming transition.

Activity

WHO ARE MY PEOPLE?

TIME: 45 minutes

AGE: Middle school members

This lesson introduces middle schoolers to various types of substances, and opioids in particular. It briefly explains the way that opioids can influence their bodies. The core activity includes middle schoolers naming and mapping out their support systems, including families, trusted adults and community members who can support them in dealing with stress and peer pressure to engage in unhealthy behaviors.

OBJECTIVES

- List harmful substances and describe some common substance use myths
- List trusted adults in youth's lives and analyze ways they could seek support

MATERIALS NEEDED

- Paper
- Markers
- Pens/pencils
- Mood meter
- Handouts
- Red and green index cards *(alternatively, white index cards with a large green circle or a large red circle)*
- My People Map *(located at the end of this lesson)*

LINKS TO RESOURCES:

The following links provide useful background information for the facilitator to review and use to answer questions regarding opiates:

- Centers for Disease Control and Prevention Opioid Information: **www.cdc.gov/drugoverdose/opioids/index.html**
- SAMSHA's Opioid Overview: **www.samhsa.gov/atod/opioids**

KEY TERMS

Heroin: A synthetic opioid related to morphine. It is more potent than morphine and is highly addictive.

Opioids (or opiates): A class of drugs that mimics the body's natural response to, and management of pain. Opioids are often prescribed by a doctor, and used under a doctor's care. The over-prescription of opioids, the non-medical use of prescription opioids, and heroin use are fueling an epidemic.

Substance misuse: The use of a legal substance, such as prescription or over-the-counter drugs, in a way that is either not legal or not intended, and for which the consequences can be hazardous to health and safety.1

Substance use: The consumption of legal and/or illegal psychoactive substances.

WARM WELCOME (2 MINUTES + TRANSITION TIME)

Greet the members by name as they enter the program space. Engage members in conversations about themselves. Consider asking some of the following reflection questions as youth are waiting for the transition time to end:

- Did you do anything with adults this weekend? What did you do?
- Who is your favorite adult to speak with about important things?

COMMUNITY BUILDER (10 MINUTES)

Lead the group in a movement activity as a warm-up for the session. Consider using the Friends, Food and Fireworks Community Builder:

- Ask youth to get in to pairs.
- Have each pair stand back to back.
- One your cue, have participants do one of three movements:
  - Friends – Hold your arms out and yell, "Hey."
  - Food – Rub your tummy and say, "Mmmmm."
  - Fireworks – Clap your hands together and make a firework sound.
- The goal is for partners to turn around and do the same movement without planning or talking about it. If they get it right, they do a fist pump and say,

"Yes!" If they get it wrong, they tap their foreheads and say, "D'oh."

- As long as members are having fun, continue to switch partners.

GROUP AGREEMENTS (2 MINUTES)

- Review the Group Agreements you created during the first session of this program (or see "Creating a Group Agreement" after Youth Strategy 1 in this guide). Ensure everyone is still committed to the Agreements, especially any newcomers to the program. Add any new Group Agreements as necessary.
- Acknowledge that this lesson will include information about substance use and might be uncomfortable for some people. Remind participants that they always have the "right to pass," which means they can just be an active witness to the lesson. They can also ask to leave the program space, if needed.

Main Activity

CLARIFY MYTHS ABOUT SUBSTANCE USE (15 MINUTES)

Step 1: Explain that today, we'll be talking a bit about substance use and it's connection to stressful situations. We'll also identify a few healthy ways to deal with stress.

Step 2: Distribute a red and green index card to each participant. The red index card will represent false information about substance use and the green index card will represent true information. Read the following statements to participants, and have them raise an index card based on whether or not they think the information is true or false. Underneath each statement is a brief explanation:

- Most people who start smoking in their teens become regular smokers before they're 18.
  - Truth: Although people start smoking for many different reasons, (e.g., wanting to fit in, feel rebellious, just wanting to try it, etc.), they continue smoking into adulthood because nicotine is a highly addictive substance. In fact, tobacco companies spend money to place cigarettes in places where you'll see them, such as in movies, or at the counter of a drugstore when you check out.
- It's not a problem to take a prescription pill when you've used it before for another injury.
  - False: Prescription drugs can be harmful if they're used incorrectly, especially a type of prescription drug called opioids. You may have heard of these pills called Vicodin, Percocet or OxyContin. People who become addicted to prescription painkillers often end up being addicted to heroin because they need a stronger high and heroin is easier to get.
- If you only take a small amount of a drug, it's OK to do it occasionally just for fun.
  - False: Prescription drugs are only to be taken if they are prescribed for you by a doctor for a specific health problem and with a parent or other trusted adult present. Sometimes people can unintentionally overdose when they take drugs recreationally.
- The number of teens using tobacco, alcohol and marijuana is going down.
  - Truth: The number of teens reporting using tobacco, alcohol and marijuana have all decreased in recent years. Even though it may seem like everyone around you is using substances, the majority of people your age are not.
- Teens can take healthy risks.
  - Truth: Taking a healthy risk means doing something that might feel scary or exhilarating, but doesn't negatively impact your health. Examples of a healthy risk could include: Trying out for a new sports team, starring in the school play, or even asking someone you like out on a date.
- Drinking, smoking, vaping, and taking pills are good ways to relieve stress.
  - False. Although many people may talk about drugs, pills or alcohol as ways to relieve stress, they are harmful to your body and usually don't reduce the stress you're feeling. They just change your brain so you temporarily don't think about your stress. There are healthy ways to deal with stress, and we'll talk about those today.

Step 3: Ask youth if they have additional questions about substance use and answer what you can. Write down questions that you don't know the answer to and tell the answer to members after you've found out. The websites outlined in the Links section can help to answer questions about substance use.

EXPLORING HEALTHY WAYS TO DEAL WITH STRESS (20 MINUTES)

Step 1: Do a quick mood meter check-in with youth. This will be the "before" check-in prior to the activity in this section. This shouldn't be long, so try to limit discussion at this point since you'll revisit the mood meter at the end of the activity.

Step 2: Have youth watch and follow along with a choreographed dance video. Here is an example, although many are freely available online: **www.youtube.com/watch?v=Imhi98dHa5w**

Step 3: Following the video, return participant's attention to the Mood Meter. Ask them to do a quick check in again. As a result of the exercise and movement, hopefully many youth will report that their mood has improved. Ask youth to reflect on the following questions using popcorn style responses:

- How has your mood changed from before the exercise to after the exercise?
- Do you feel happier, more energized or less stressed?
- What are some other things you could do to improve your mood?
- Are using drugs a helpful way to relieve stress? Why not?
- When you're feeling tired or angry in the future, how might you respond in a way that boosts your mood?

Emphasize that using drugs, alcohol and pills are unhealthy ways to deal with stress because of the way substances negatively impact your brain and body. They may temporarily alter your state of mind so you forget about your stress, but the stress remains after the high is gone.

Step 4: Ask members to break into small groups by having them count off by threes. For example, "1, 2, 3, 1, 2, 3." Give each small group a piece of paper.

Step 5: Give groups two minutes to brainstorm a list of as many things as they can to relieve stress. Ask members to write them down on a piece of paper. Encourage youth to think broadly, examples include:

- Exercise, *(e.g., walking, running, playing a ball game)*
- Playing on a sports team
- Listening to music
- Talking with a trusted adult or friend
- Reading a book
- Taking a long shower or a hot bath
- Counting to ten or other types of meditation
- Drinking a warm beverage
- Going to the movies or spending time with friends

Step 6: Ask each participant to call out which behavior on their list they would commit to doing the next time they feel stressed. Ask them to share it with the group.

Note: *If you see a youth engaging in that behavior at the Club, find a way to recognize their healthy choice in response to stress.*

WHO ARE MY PEOPLE (15 MINUTES)

Step 1: While still in their groups from the previous activity, ask youth to reflect on the following conversations in a group version of Think, Pair, Share:

- Who can you talk with when you're feeling stressed?
- Which adults in your life support you when you've got problems?

Step 2: Distribute the My People Map handouts. Explain that we'll take the time to map out the adults in our lives who we could talk with about tricky topics, including substance use.

Step 3: Give youth about 10 minutes to identify at least four adults who they could talk with about tricky subjects and describe or draw them on their My People Map. If youth are having trouble identifying who this might be, help them identify potential trusted adults in their lives. This could include:

- Parents or other primary caregivers
- Faith leaders
- School professionals
- Coaches
- Close family members, *(e.g., aunts, uncles, much older siblings)*

For each adult, youth should identify some potential topics that this person would be able to discuss with them openly, honestly and respectfully. Ask youth to write those topics down on their My People Map.

Step 4: Encourage youth to share at least one person from their map with the group. Ask them to include what topic this person would be best to talk about with.

REFLECTION AND RECOGNITION (5 MINUTES)

Recognize the great work of each individual in the session, appreciate their critical thinking, and let them know that you look forward to encouraging them when you see them responding to stress in the healthy ways they've outlined above.

Ask participants the following reflection questions:

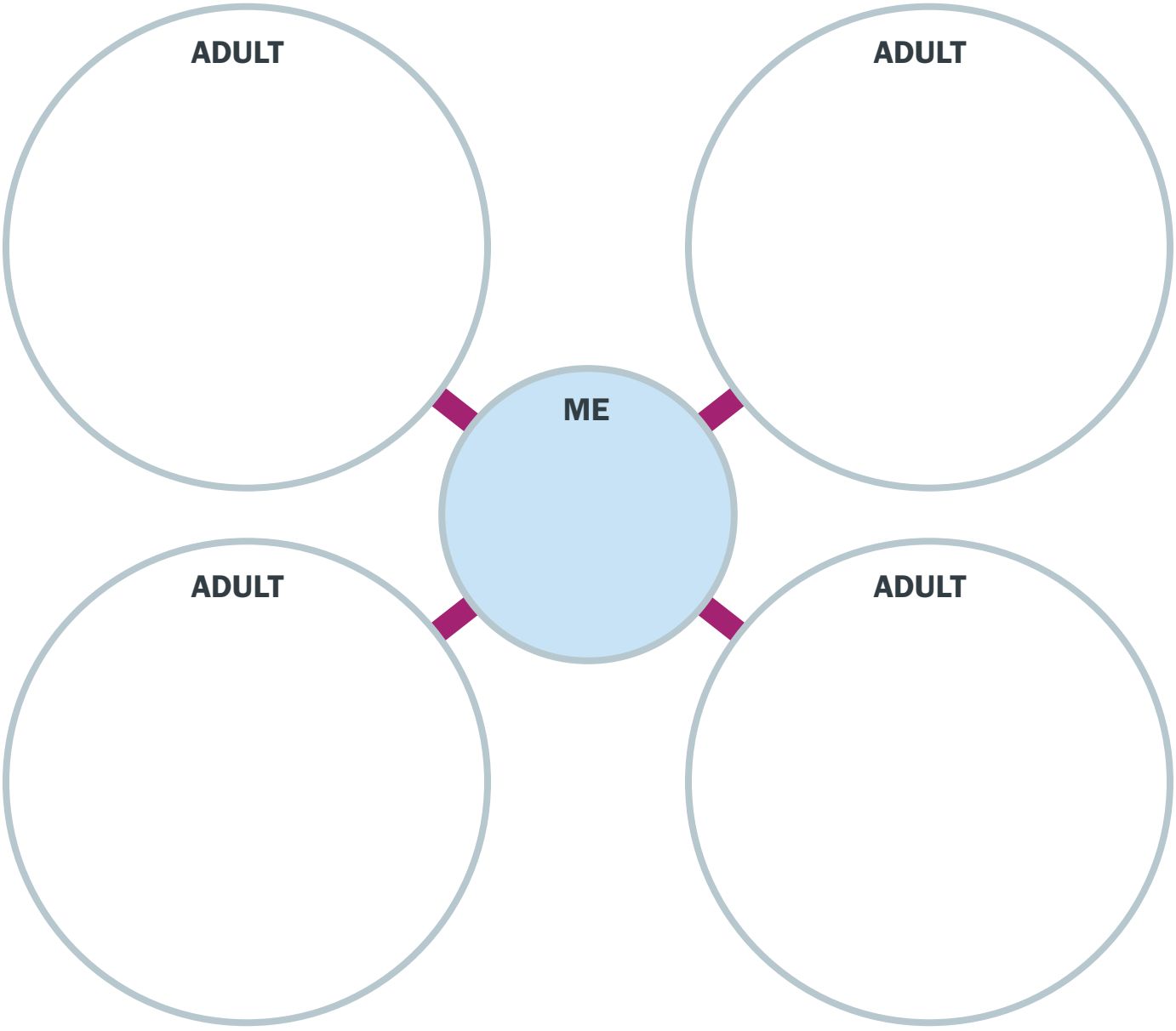
- What did you learn about yourself in this session? What did you learn about others?
- What kind of changes will you make in how you respond to stressful situations?
- When will you know to go to a trusted adult to talk?

CLOSING (1 MINUTE)

Thank participants for their time. Acknowledge that you're available to continue to answer questions, or are available to talk, as needed. Provide any important instructions related to the Club day or an upcoming transition.

MY PEOPLE MAP

List a trusted adult you would talk with about a tough situation in each of the circles below. Within each circle, list topics that might be helpful to discuss with that particular person. For example, your aunt might be a great person to talk with regarding peer pressure and decision-making, and your coach might be a better fit to ask about substance use.



Activity

UNDERSTANDING INFLUENCE

TIME: 55 minutes

AGE: High School

This lesson introduces participants to opiates, both as prescription drugs and as heroin, to build recognition that using prescription drugs without a prescription is risky behavior. Participants will explore various, and sometimes contradictory messages they receive about opiate use from their peers, families and communities. Finally, participants create their own messages for their peers to normalize the non-use of opiates and other substances.

OBJECTIVES

- Define opiates as prescription drugs and heroin
- Analyze messages from peers, families and communities about opiate use
- Create normalizing messages for peers against opiate and other substance use and misuse

MATERIALS NEEDED:

- Flip chart paper
- Advance preparation: At the top of each flip chart paper, write the following categories and hang the pages around the room:
  - Friends
  - People I know at school
  - Commercials
  - The news
  - Parents
  - Extended family, (*e.g., cousins, aunts, uncles*)
  - Doctors and other healthcare providers
  - Markers
  - Pens/pencils

HANDOUTS

- Storyboarding template

LINKS TO RESOURCES:

The links below provide useful background information for the facilitator to review and use to answer questions regarding opiates.

- Centers for Disease Control and Prevention Opioid Information: **www.cdc.gov/drugoverdose/opioids/index.html**
- SAMSHA's Opioid Overview: **www.samhsa.gov/atod/opioids**

KEY TERMS

Heroin: A synthetic opioid related to morphine. It is more potent than morphine and is highly addictive.

Opioids (or opiates): A class of drugs that mimics the body's natural response to, and management of pain. Opioids are often prescribed by a doctor. Their use is controlled under a doctor's care. The over-prescription of opioids, the non-medical use of prescription opioids, and heroin use are fueling an epidemic.

Substance misuse: The use of a legal substance, such as prescription or over-the-counter drugs, in a way that is either not legal or not intended, and for which the consequences can be hazardous to health and safety.

Substance use: The consumption of legal and/or illegal, psychoactive substances.

WARM WELCOME (2 MINUTES + TRANSITION TIME)

Greet the members by name as they enter the program space. Engage members in conversations about themselves. Consider asking some of the following reflection questions as youth are waiting for the transition time to end:

- What are some of your favorite movie or TV characters? Why?
- Do you think TV is always realistic? Why or why not?
- Do you always get the same messages from TV that you get from your family?

COMMUNITY BUILDER (10 MINUTES)

Lead the group in a movement activity as a warm-up. Try the Handshake Community Builder:

- Ask members to stand in a circle and introduce themselves.

- Then, ask members to introduce themselves to the person standing next to them by shaking their hand. As they shake hands, each individual should say their name and a quick fact about themselves. For example, "Hi, I'm Jasmine and I love listening to jazz music." Then, find a new person to meet.
- After each handshake, members should introduce themselves as the person they just met. So, if Jasmine met a member named Dominik, she would introduce herself to her new partner as, "Hi, I'm Dominik, and my team won the regional basketball championship last month."
- Give members approximately three minutes to meet as many people as they can, always introducing themselves as the person they most recently met.
- When you call time, ask the group to get back in a circle. Ask each person to name the individual Club member who they met and their associated fact. Check and see if the quick fact is still correct after a number of introductions.

GROUP AGREEMENTS (2 MINUTES)

- Review the Group Agreements you created during the first session of this program (or see "Building Your Collaborative" after Youth Strategy 1 in this guide). Ensure everyone is still committed to the Agreements, especially any newcomers to the program. Add any new Group Agreements as necessary.
- Acknowledge that this lesson will include information about opiate use and misuse and might be uncomfortable for some people. Remind participants that they always have the "right to pass," which means they can just be an active witness to the lesson. They can also ask to leave the program space, if needed.

Main Activity

INTRODUCE OPIOIDS (10 MINUTES)

Step 1: Explain that opioids are a type of pain reliever. They have been in the news a lot recently, and may be a big topic of conversation within our community. Today we're going to learn what opioids are, and think critically about some messages we receive about them.

Step 2: Quickly brainstorm answers to the broad question, "What do you already know about opioids?" Write their responses on newsprint.

Step 3: Share the following facts with participants. If a similar fact has already been shared by participants during the brainstorm session, refer to it while you cover the material below.

- Opioids are often prescribed by a doctor to manage pain. Many people benefit from using prescription pain relievers. Some names you might recognize are Vicodin, OxyContin and Percocet.
- Opioids can also be illegal, such as heroin and prescription painkillers that are obtained without a prescription.
- Using prescription painkillers without a prescription and using heroin is harmful. Opiate use and misuse is harmful because it can cause the slowdown of your respiratory system, which can cause a person to stop breathing.
- They can be highly addictive, which can lead to overuse and misuse. Even though some opioids are prescription medication, they are not safer to use than other substances.
- When addicted to prescription opioids, people "chase the high" by increasing the dosage and using opioids more frequently.
- Sometimes people who are only abusing prescription drugs switch to using heroin because it can be cheaper and easier to get high.
- Many people are suffering from opiate addiction. Ninety-one people die of an overdose daily, and more than 1,000 people are treated in the emergency room for misusing opioids.

Step 4: Ask participants to share reactions to the information shared. Be mindful that opioid misuse or overdose may be something that participants have experienced in their families and larger communities.

GALLERY WALK: ANALYZING INFLUENCES (15 MINUTES)

Step 1: Refer to the flip chart paper hanging around the room.

Step 2: Explain that each page represents a different group of people who might be giving you messages about opiate use.

Step 3: Ask participants to write the various messages that they are hearing from each of those groups about opiate use underneath the corresponding flip chart.

Step 4: Divide participants into groups or partner pairs of seven and assign each group a flip chart paper to start with.

Step 5: Give participants approximately one minute to complete each poster and then ask them to rotate to the next one. If there are messages on the poster that they agree with, they can indicate it with a checkmark.

Step 6: After the groups have completed each of the flip chart posters, have them reflect using a Think, Pair and Share:

- First, think independently on the following three questions:
  - In what ways do I agree or disagree with the messages that I've seen on the posters?
  - How would I respond to these messages?
  - What messages might I share with others about substance use and misuse?
- Ask participants to share their answers with a partner.
- Finally, ask participants to volunteer to share their responses out loud to the group.

Alternative Activity: Instead of facilitating this activity as a gallery walk, consider doing a walk around your community to assess community and environmental influences in messages related to substance use. To do this, make sure to prioritize safety. Have youth walk together and with an adult advisor while engaging in this activity.

Ask youth to walk a short distance, perhaps three or four blocks, around the exterior of the Club. Ask them to walk silently and pay particular attention to some of the questions outlined below. Consider printing the questions for youth to refer to while on their walk:

1. What messages do I see about substance use in my community?
2. Are substances easy to get in my community? Are they sold at local businesses?
3. Where do the messages come from? Are they from advertisements or community members themselves?

Once back inside, process the walk using the same reflection questions above related to messages.

CREATING COMMERCIALS! (15 MINUTES)

Step 1: Explain to teens that they have a chance to create their own messages about opiate and other substance use and misuse to share with other teens.

Step 2: Distribute the storyboarding template to participants and divide them into four groups.

Step 3: Explain that they will create a 20-second commercial with their own messages about substance use, incorporating everything we discussed today.

Step 4: Give members 10 minutes to work on their commercials. Rotate around the room to check in on what each group is creating, and provide guidance if needed.

Step 5: After 10 minutes, ask each group to perform their 20-second commercials for others.

Possible Extension: Allow members to perform or film their commercials to share with others in the Club.

REFLECTION AND RECOGNITION (5 MINUTES)

Recognize and reward each commercial with an Academy Award for individual categories. Some category ideas are listed below:

- Most Creative
- Best Acting
- Funniest
- Best Message
- Most Factual
- Most Dramatic

Ask participants the following reflection questions:

1. Which message resonated the most with you?
2. Why do you think this message is important?
3. How might you amplify this message with others?

CLOSING (1 MINUTES)

Thank participants for their time. Acknowledge that you're available to continue to answer questions, or are available to talk, as needed. Provide any important instructions related to the Club day or an upcoming transition.

Strategy 9

IMPLEMENT AN EVIDENCE-BASED PREVENTION CURRICULUM

DESCRIPTION:

One foundational component to substance use and misuse prevention is implementing an evidence-based prevention program. There are many curricula available that are proven to reduce substance use and misuse among youth. These programs go beyond including information about various substances, but also teach skills to effectively communicate about substance use, and enhance SED skills among youth to resist substance use.

Included in this resource guide is an Evidence-Based Curriculum List, which details various curricula, their outcomes, intended audience and purchasing information. Additional information about effective curricula can be found at SAMHSA's National Registry of Evidence-Based Programs and Practices.[46]

HELPFUL TIPS:

- All small-group program facilitation should be implemented using prevention best practices. For a list of best practices, see page 60.
- Leverage Office of Justice Programs (OJP) funding to implement Positive Action. Many Clubs receive OJP funding, and with it, the opportunity to implement an evidence-based curriculum called Positive Action. The curriculum is available to Clubs at a reduced rate.
- Consider whether there is additional state or local funding available to support program implementation. Clubs could seek this funding as individual agencies or in partnership with broader community coalitions. For example, Clubs may serve as the facilitators, but the school serves as the facilitation site. In the Strategies for Engaging School and Communities section of this guide, there are tips for building and leveraging coalitions to address substance use and misuse.

RESOURCE

- Find an evidence-based curriculum that meets the needs of your Club on the Evidence-Based Curriculum List on the following pages.

Resource

EVIDENCE-BASED CURRICULUM LIST

For more information about evidence-based substance use prevention curricula, visit SAMHSA's National Registry of Evidence-Based Programs and Practices.[46] You can search for specific programs and review any evidence that currently supports it. Conversely, you can search for evidence-based programs addressing a specific topic.

PROGRAM	AGE	OUTCOMES	COST	MORE INFORMATION
Positive Action	Primarily used in K-5	• Reduce substance use and misuse. • Improve social-emotional health. • Reduce problem behaviors. • Improve academic achievement.	$400 Special pricing available through OJP Mentoring Program Grants	**www.positiveaction.net** Positive Action is used within certain Office of Juvenile Prevention (OJP) funding and has a special portal just for BGCA: **www.catalog.positiveaction.net/bgc**
Project ALERT	Grades 7-8	• Reduce alcohol and cannabis use. • Reduce tobacco use. • Improve knowledge, attitudes and beliefs about substance use.	Free and available online	**www.projectalert.com**
Caring School Community	Grades K-6	• Improve school climate. • Improve school engagement. • Improve social competence. • Improve employment and work competence.		**www.collaborativeclassroom.org/caring-school-community**
LifeSkills Training (LST) Program	All Grades	• Reduce violence and delinquency. • Reduce substance use and misuse, (e.g., alcohol, tobacco, inhalants, marijuana and polydrug).	$200	**www.lifeskillstraining.com** There is a recently released, single lesson covering prescription drug misuse available.

Guiding Good Choices	Parents	• Reduce alcohol use and misuse. • Reduce illicit drug use frequency. • Reduce substance use and misuse.	$1,000	**www.channing-bete.com/ggc**
Lions Quest Skills for Adolescence	Grades 6-8	• Reduce cannabis use. • Reduce general substance use and misuse. • Improve self-concept. • Improve self-regulation. • Improve school engagement and social competence. • Improve school climate. • Reduce disruptive disorders and behaviors.		**www.lions-quest.org/middle-school-social-and-emotional-learning**
Promoting Alternative Thinking Strategies (PATHS)	Preschool and Elementary School	• Improve school climate. • Improve social functioning. • Reduce delinquent behavior. • Reduce ADD behaviors and symptoms. • Improve knowledge, attitudes and beliefs about antisocial behavior. • Improve cognitive functioning and educational achievement. • Improve school engagement and social connectedness.	Varies; approximately $500	**www.channing-bete.com/prevention-programs/paths/paths.html**
Strengthening Families Program	Youth ages 10-14 and parents	• Reduce substance use and misuse. • Increase school success. • Reduce aggression.	$600	**www.extension.iastate.edu/sfp10-14**

Strategy 10

FACILITATE THE CREATION OF YOUTH-LED PREVENTION MESSAGES

DESCRIPTION:

Although it is important for Club staff and other concerned adults to supply information and messages to youth about the risks of opioid and substance use and misuse, having youth create their own prevention messages, or interpret and present existing messages can increase their engagement with prevention efforts. More importantly, peer norms against substance use are influential on a youth's choice to avoid substances. By involving youth directly in creating prevention messages, you have an opportunity to enhance peer norms against substance use.[40]

HELPFUL TIPS:

- Have youth create their own opioid or substance use and misuse prevention slogans. If you want to get the entire Club involved, make a prevention slogan contest, and invite all Club members to vote on which one you'll adopt as a Club.
- Youth can make posters or flyers with the selected prevention message that can be displayed around the Club. Challenge youth to get creative with their flyers and posters and consider various types of visual art like photography, collage, painting or drawing. This can also be a technology skill-building activity if you have youth design their flyers or posters using computer programs.
- Youth can write and film a Public Service Announcement (PSA), or act out a skit in front of their peers or the entire Club to educate other members on opioid use and misuse, or demonstrate positive decision making and communication when it comes to substance use.
- Let youth share their original prevention messages with the community by using social media platforms, through schools or other community outlets.

Strategy 11

CREATE OPPORTUNITIES FOR YOUTH-LED PREVENTION EFFORTS

DESCRIPTION:

Supporting youth by providing resources for skill-building, growth and learning are the foundations of positive youth development. However, by providing youth with opportunities to think critically about the issues facing their communities, and creating positive action to address these issues, we can help our youth become change-makers. Service learning and civic engagement are good practices for positive youth development. Service learning fosters leadership skills, critical thinking and self-efficacy, in addition to empowering youth to create change in their communities. Increasing youth engagement in the community serves as a risk factor itself.

HELPFUL TIPS:

- Have youth write articles or editorials for the Club's social media platforms and for their school or local papers. Youth can also start a letter-writing campaign to community leaders, government representatives and officials, and other people or organizations they identify as potential change-makers in substance use prevention.
- Teen Voice Club Climate Project: This project provides teens with the tools they need to make positive change in their Club to create a safe and positive place where they can thrive. The project guide leads teens through activities to assess the Club's climate, identify challenges and opportunities to improve, brainstorm ideas and solutions, commit to, and implement actions, and reflect on the process. This provides a model that can also be used for teens to think about creating change outside of the Club, in their schools and communities.
- To take the work of prevention beyond the Club and help teens build leadership skills, host a dialogue event between teens and other community stakeholders. This will engage youth leaders in community organization and advocacy work and use a research and project-based learning strategy. By facilitating a community dialogue, teens can use their voices to increase awareness and change in their communities. For guidelines on facilitating this kind of event, refer to the Guidelines for Hosting Community Conversations included in this resource guide.

RESOURCES:

For more information about how to start a letter-writing campaign, go to: **www.afterschoolalliance.org/reachPolicyLetterCampaign.cfm**.

Club Callout

In Their Words: Boys & Girls Clubs of the Eastern Panhandle

The Boys & Girls Clubs of the Eastern Panhandle in West Virginia facilitates a Students Against Destructive Decisions (SADD) chapter in one of their units where outreach and mentoring are provided to younger members. The group has had lock-ins at a trampoline gym in partnership with local parks and recreation. They also plan domestic violence awareness events and participate in DEA Drug Take Back events.

At monthly meetings, the agenda is co-created by youth and advisors. The meetings are great because the teens are able to hang out together and plan activities that promote healthy lifestyles. The SADD Chapter focuses on prevention education, resource development and learning about advocacy. The group recently invited a local House of Delegates member to be part of a meeting. This delegate now speaks publicly about their SADD chapter's work. A sample agenda is provided at the end of this section.

Stacie Rohn

Executive Processional Officer, Boys & Girls Clubs of the Eastern Panhandle, Martinsburg, W.V.

Resource

GUIDELINES FOR HOSTING TEEN-LED COMMUNITY CONVERSATIONS

This resource provides guidance for hosting a teen-led community dialogue about substance use issues in a community. Community conversations can explore important issues related to substance use, policies and resources to support communities, especially as these things relate to teens. Guiding objectives for this community conversation include:

- Identify questions that teens have about substance use in their community.
- Explore issues and possible community-based solutions to address substance use.
- Showcase resources available to communities to support substance use and misuse prevention and treatment.

Planning is an important part of creating these dialogues. Most Clubs will spend at least four to six weeks preparing to host their events. This section provides tips for getting started.

DETERMINE WHO WILL BE INVOLVED:

- Who from the Club will be involved? For example, what Club teens will be involved in planning? What Club staff will support them?
- Will you involve other Clubs? If so, which ones?
- Will you involve other teens from the community who are not members? If so, how will you recruit them?
- Which community members will be involved? For example, families, local government representatives and local leaders in substance use prevention work.
- Could businesses support the dialogue by providing food, gifts for speakers or advertising for the conversation?
- Who will the moderator be? For example, a teen involved in planning or someone else?

ESTABLISH KEY ROLES AND RESPONSIBILITIES

An organized and dedicated team is essential to the success of your community dialogue. Here are some possible leadership roles to include on your team. You may already have individuals or committees playing some of these roles. Use the structure that works best for your Club.

ROLE	RESPONSIBILITIES
Key Contacts	• Guide the planning process. • Ensure that tasks are completed. • Serve as the key contact to answer questions and confirm event attendance. • Help the team implement “next steps” after the dialogue.
Public Relations Committee	• Market and promote the dialogue. • Videotape and photograph the dialogue and, if desired, the process of producing the event. • Develop a social media plan. • Prepare a press release.

Outreach Committee	• Promote the dialogue. • Recruit other teens. • Explain the dialogue to stakeholders. • Generate excitement and enthusiasm.
Greeter	• Welcome and assist arriving participants. • Introduce the intent and goal of the dialogue. • Introduce speakers. • Pass out and collect surveys.
Facilitator/Moderator	• Facilitate and inspire discussion among participants. • Keep the conversation focused on the topic. • Pose discussion questions.
Note Taker	• Record key points of the discussion. • Organize notes to present to others. • Present findings and help guide "next steps" after the dialogue.
Evaluator	• Compile survey data or questions. • Help the group think about next steps.

It is important to do some background research prior to the dialogue to inform what types of questions, issues or concerns to address. Reach out to different groups of people, for example Club members, their families and teens from other nearby Clubs. Get information from non-Club teens, and information from local experts in substance use prevention. Consider asking the following questions:

- What have you observed about substance use in our community?
- What worries you most about substance use in our community? Why?
- What resources are currently available to people who are dealing with substance use and misuse? Which resources are missing?
- What are the most important things communities can do to support teens in their choice not to use substances?
- How has your agency addressed some of these issues?
- What are some questions you would like to ask substance use prevention experts?
- What are some questions you would like to ask teens about substance use?
- What are some key things we can do moving forward?

Based on the responses you get to your research, develop discussion questions for the facilitator to use. Write more questions than you think will be needed, and be prepared for them not to be used. Make a final list of invitees who can serve on your panel, approximately five, and invite them to sit on your panel. Finally, create an agenda of the dialogue event to guide the flow of the conversation, and important things that need to be included, like introductions and closing statements.

PROMOTE THE EVENT

There are a lot of things to do to get attendees to the community dialogue event. Consider promoting the event around the Club with posters and by word of mouth. Use social media to share information about the event to teens outside the Club. Another way to secure attendees is to partner with a local school district, especially those that your Club members attend. Ask the panelists attending the event to distribute information about the event to their colleagues and teens they work with. Encourage families to attend too.

When promoting and marketing the event, consider sharing who will be attending, and the types of issues that will be explored. Make sure that the date, time and location of the event is included.

The Day of the Dialogue

Have a checklist for the day of the event to help it run more smoothly. Your checklist might include:

- Welcome script
- Biographies of participants
- Discussion questions
- Agenda
- Make sure the planning team is present and everyone knows their roles
- Make sure all equipment is present and working properly
- Attendance list/sign in sheet

There are things you can do to setup the event to create a safe and welcoming environment. For example, design a seating arrangement so that teens and community members sit near each other, instead of separated by groups. Sitting in a circle can also encourage dialogue.

It will also be important to create group norms at the start of the conversation to decide how participants can interact during the dialogue. Set expectations for any topics that might be "off-limits" because they're too emotional. Finally, having an icebreaker at the beginning of the event can help the attendees relax and make it easier to share thoughts and feelings. At the end of the dialogue, wrap up with a reflection question.

AFTER THE DIALOGUE

Congratulate and thank everyone involved in leading your dialogue. It takes a lot of hard work and effort to lead these events.

One to two weeks after the dialogue, debrief as a group to discuss what worked and what didn't. This can be helpful in planning the next event. Share the feedback you received from the community, and create an action plan if there are next steps to continue to move conversations forward. Make sure people are accountable for the next steps and think about ways to follow up.

Send thank-you emails or notes to participants and encourage participation in future dialogues. If you have taken photos of the dialogue, consider including the pictures or a link. Use the sample thank-you note below or write your own.

Dear *[First Name]*:

On behalf of *[Insert Club Name]*, we want to thank you for your participation in the Youth-Led Community Conversation on Substance Use Prevention. This dialogue was an important first step in responding to substance use and misuse in our community and learning about what resources are available.

We look forward to continuing our work with you in this process.

Sincerely, *[Insert signature]*

Strategy 12

SUPPORT YOUTH WHO HAVE BEEN AFFECTED BY SUBSTANCE USE

DESCRIPTION:

Many communities across America have been affected by the opioid epidemic, and as a result, many youth have been exposed to tragic events, and experienced the loss of loved ones and community members. For communities that have been directly affected by the opioid epidemic, Boys & Girls Clubs can be safe places for youth and their families. Youth are better able to cope with stressful or traumatic events in their lives if they have support from trusted adults and friends. The tips described here have been adapted from the Be There Toolkit, a resource guide for Club staff to support youth, families and communities experiencing grief and bereavement. Be There was published by BGCA in partnership with the New York Life Foundation.

WHEN TALKING WITH MEMBERS ABOUT TRAGIC EVENTS, KEEP THE FOLLOWING TIPS IN MIND:

- Don't project your own emotions or experiences onto members. It is natural for staff to feel vulnerable and scared when tragic events occur, but it's important not to overwhelm members with emotions, and remain calm and in control.
- Be open to answering questions. Club members may be trying to understand what's happening in their community and in their lives, and may be seeking to understand the impact this will have on them. Staff members do not have to have all the answers, but encouraging members to express their feelings and being open and honest will continue to instill trust.
- Remind members about trustworthy adults in their lives. Reassure members that no matter what, they have trustworthy and supportive adults in their lives who are working to keep them safe. Accepting their feelings and communicating with members will demonstrate that you are there for them.
- Create opportunities that increase support from other members. Club members create supportive peer relationships with each other. Club staff can implement interactive activities and projects based on building resiliency and teamwork that can help build coping and support skills for all members.

WHEN RESPONDING TO A TEEN WHO HAS EXPERIENCED A TRAUMATIC EVENT:

- Helping teen members who have been exposed to traumatic or tragic events, or those who are grieving, may require Club staff to use different strategies to meet their developmental needs. In response to traumatic events, teen members may engage in more risk-taking activities than other age groups.
- As with all Club members, be honest and direct, and allow teens to express their emotions.

Club Callout

In Their Words: Boys & Girls Clubs of Greater Fort Worth

The Boys & Girls Clubs of Greater Fort Worth has applied for, and received funding from a Juvenile Justice Grant in order to have a fulltime in-house counselor. They have also leveraged partnerships with local universities to recruit undergraduate and graduate student interns in Social Work and Public Health. The unpaid internships have provided the students with hands-on work with youth while the Club members have benefited from one-on-one and small group mentoring activities. The interns work with the agency for six months to a year on a part time basis. The interns are trained on Drug Prevention and Social Development of Youth along with the full-time staff. We work with the interns to determine mutually beneficial work schedules, goals and experiences.

Heather Brizendine

Prevention Services Director, Boys & Girls Clubs of Greater Fort Worth, Texas

- Create one-on-one interactions with youth so they can feel individually supported.
- Allow members to have choices in their activities.
- Create opportunities for teens to have leisure time and a quiet space to process.
- Recognize any achievements or milestones they have made.
- Give teens leadership roles in the Club by seeking their input and soliciting their help for projects.

RESOURCES:

For youth who need additional support that can't be provided solely by the Club, consider opportunities to link members to counseling. Several resources for supporting grieving children are:

- BGCA's Be There Toolkit, developed in partnership with New York Life Foundation, available on **BGCA.net**.
- New York Life's childhood bereavement web site, **www.achildingrief.com**, offers a state-by-state list of childhood bereavement organizations.
- National Alliance for Grieving Children also has a list of local partners on their "Find Support" Page: **www.childrengrieve.org index.php?q=find-support**.

FAMILY STRATEGIES

Research shows, time and again, that one of the elements that makes for a great Club Experience for young people is family engagement. The best practices gleaned from Clubs that have successfully engaged families to create networks of care and support are connected to high-quality youth development and effective prevention practices.

There are a number of family-specific protective factors in substance use and misuse prevention, including strong family bonds and reliable support and discipline from caregivers. Other family-specific protective factors include responsiveness, protection from harm and fear, opportunities to resolve conflict, and clear expectations for behavior and values.[39] To ensure the best possible outcomes for members, Clubs and parents can collaborate and communicate to address problems, build skills and recognize strengths in our young people.

Too often, people define substance use and misuse as addiction or alcoholism, rather than envisioning a continuum that ranges from early and problematic use all the way to severe substance use disorder. While some families and some communities need resources and support specific to substance use and misuse, most families will benefit most from resources and support that promote their children's general health and wellbeing, and from services that help parents/guardians promote social-emotional skill development and minimize the effect of ACEs.

DAILY ROUTINE	PERIODIC	SINGLE ACTIVITY
These activities and practices are incorporated by staff across the Club day, every day	These activities and practices are implemented with some frequency or updated throughout the program year	These single activities and practices are implemented once during the program year
Strategy 4: Increase Parent Engagement	**Strategy 2:** Maintain a Resource Center for Families **Strategy 3:** Use the Partnership for Drug-Free Kids Resources **Strategy 5:** Connect Parents to External Resources and Community Services	**Strategy 1:** Host a Family Night Focused on Substance-Use Prevention

Strategy 1

HOST A FAMILY NIGHT FOCUSED ON SUBSTANCE-USE PREVENTION

DESCRIPTION:

Host a family night featuring activities that give parents/caregivers and youth a structured opportunity to discuss substance use and misuse. Consider making substance use and misuse one topic of a larger health and wellness themed event or health fair, or make it the sole focus, depending on the interests and needs of your families and communities.

TIPS:

- One of the best and simplest ways to get parents and caregivers to participate in a weeknight activity is to offer food. If providing dinner isn't within your Club's budget, having snacks and refreshments is helpful.
- Begin advertising for the event at least two to three weeks ahead of time by putting signs at the front desk or on the front doors, or sending flyers home.
- Use phone or text reminders, and/or post about the event on your social media pages and online calendar to reach parents or caregivers who don't regularly pick their kids up at the Club.
- Consider inviting a local expert, for example a counselor specializing in substance use or a community educator, to help facilitate this Parent Night.

RESOURCE:

Use or adapt the **Sample Parent Night Agenda** and activity starting on page 99.

Resource

SAMPLE PARENT NIGHT AGENDA

Boys & Girls Clubs of *[Organization]*

[Logo Here]

Parent Night Agenda

Parent night is designed to intentionally include youth in seventh grade and above. Because it includes a main activity that addresses substance use, BGCA recommends that youth in sixth grade and below participate in programming in a different space.

5:15-5:40 COMMUNITY MEAL

Provide a warm welcome to each family member as they arrive. Thank them for coming. If possible, encourage families to check in as they arrive using the Mood Meter as a tool to echo the social and emotional development practice of reflection.

5:40-6:00 CLUB PRESENTATION

Use this time to show parents what great things have recently happened at your Club. Examples include:

- Showcase Club highlights from the past month.
- Recognize youth staff effort or achievement.
- Feature any specific projects or activities the members are currently developing; focus on exciting new developments.
- If you have been doing any substance-abuse prevention activities with your youth, like a prevention-message campaign, art activities, etc., use this time as an opportunity for members to display and present their work.

6:00-6:10 COMMUNITY BUILDER

Put a single famous person on each sticky note. Put a sticky note on each person's forehead so they can't see it. Ask participants to stand up, and walk around the room and meet other people. As they find a partner, ask the partner (who can see their sticky note), to list one thing to describe the famous person on their sticky note. Each individual has an opportunity to make a single guess about the name on their forehead before finding a new partner. If they get it wrong, they have to continue to find a new partner, and they get a single new guess. When people get it right, they can sit down.

6:10-6:40 MAIN ACTIVITY

Explain that some of the best ways that families and caregivers can prevent children from engaging in risky behavior is to build strong connections through frequent conversation. This includes general conversations about all aspects of family life, and specifically, conversations about risk behaviors, such as substance use. Families that ask and answer questions about substances, and openly share their values about substance use have established themselves as "askable" and this behavior can prevent substance use. We'll take the opportunity to have a short conversation about general substance use today, in hopes that you can continue to have these important conversations at home.

Step 1: Ask families to sit together – caretakers should sit with the children they care for.

Step 2: Establish ground rules for conversations by posting these in the room where the Parent Night will take place. Review them before the activity begins.

- Conversations are confidential. No family member will be asked to share what they discussed together with the large group.
- Listen actively and demonstrate that you're engaged by making eye contact, nodding and turning your full body toward your partner.
- Put phones and other devices away for this activity so we can focus on each other.
- It's OK to feel a bit weird the first time! Don't let that feeling deter you from having a great conversation.
- Share what you're willing. There's no pressure to share things in this conversation that you're not ready to, you can always keep talking at a later time.

Step 2: Families and caregivers will start by asking their children the questions outlined below, one at a time when you indicate that the parent and child should switch roles. After sharing their opinion and values, the member will have a chance to ask their caregiver the same question. Give each family pair approximately three minutes to discuss each question.

Sample Questions:

1. What was the best part of your day? Why?
2. What are your biggest hopes and dreams for my future?
3. What are some healthy ways that you like to relieve stress?
4. Are you worried about substance use in our community? Why or why not?
5. What would you do if someone you knew was using substances?
6. What do you wish teens knew about substance use?
7. What do you wish adults knew about substance use?

6:40-6:50 REFLECTION

Use a Write Before You Talk Activity to encourage thoughtful, quiet reflection. Although the conversations that families have will remain private, ask participants to consider the following questions individually:

1. What are some ways I could bring up and talk about tricky topics with my family again?
2. What is one thing I will commit to doing to continue conversations like these?

Ask for a few volunteers who are willing to share. Again, reiterate that they're just responding to the questions, and not detailing their private conversations to the group.

6:50-7:00 CLOSING

Thank families for attending and encourage them to find opportunities to continue the conversation about all kinds of topics. Before ending, provide any programmatic or Club updates related to dismissal.

Strategy 2

MAINTAIN A RESOURCE CENTER FOR FAMILIES

DESCRIPTION:

Find a place in your Club to house information and materials for parents to access or take home. This can be a display at the front desk, or a bulletin board near the entrance of the Club. Talk about this area of the Club with families often. Find a way to feature it during family nights or tours of the Club space.

TIPS:

- Identify which types of information, tools or resources might be useful to your families and community. This could be information about substance use and misuse prevention and/or intervention, as well other health and wellness topics.
- Create a binder with information on local resources and community service providers with key information about the work that they do, the services they offer and how to reach them.
- Make or provide pamphlets or brochures about substance use and misuse for parents to take home and read.
- Other helpful information might include: Safe storage and disposal of prescription medications, risks and signs of overdose, discussion guides for talking with youth about substance use or other sensitive topics, and general parenting resources and tips for family strengthening.

RESOURCES:

Great resources for parents can be found online at:

- Partnership for Drug-Free Kids: **www.drugfree.org**.
- National Institute on Drug Abuse: **www.drugabuse.gov/patients-families**.
- Operation Prevention Parent Toolkit: **www.operationprevention.com/#parent-toolkit**.

Strategy 3

USE RESOURCES FROM THE PARTNERSHIP FOR DRUG-FREE KIDS

DESCRIPTION:

One way the Club can help parents is to provide up-to-date and accurate information about substance use and misuse. Ensuring that everyone in the community is aware of the decisions that their children are facing and how they can address them empowers parents, caregivers and other concerned adults to support their young people in avoiding opioid use and misuse.

The Partnership for Drug-Free Kids is a non-profit leader specifically working to support families and caregivers in the prevention of substance use among youth, and provide intervention and treatment resources for caregivers of youth who are using substances. Although they are a national agency, they are able to support families and caregivers locally through many of their resources.

AVAILABLE RESOURCES:

- A parent Helpline (1-855-DRUGFREE) staffed by masters-level specialists, available every day of the week, to provide individual support and an action plan for parents of youth who are using substances. This service is offered over the phone, via live chat, and email.
- Parent coaching with a trained and experienced parent volunteer is a service made available based on individual circumstances, as assessed during calls to the Helpline.
- A frequently updated Parent Blog to document stories and advice from substance use experts and families themselves: **www.drugfree.org/parent-blog**.
- Comprehensive ebooks, parent guides and fact sheets about substance use and misuse, addiction and parenting skills.
- Community education resources.
- Opportunities to engage in grassroots efforts through a local alliance program supported by the Partnership, comprising state and local nonprofit agencies collaborating to reduce substance use in their communities.

Resource

PARTNERSHIP FOR DRUG-FREE KIDS RESOURCE LIST

RESOURCE	LINK
Help Reduce the Chances Your Child Will Develop a Drug or Alcohol Problem: A comprehensive guide detailing ways to positively build relationships with, and support your teen to discourage substance use. This includes simple things such as knowing your child's friends and modeling healthy responses to stress.	**www.drugfree.org/resources**
Talking and Active Listening With Your Teen Quiz: This is a specific tool to help families and caregivers recognize when they are practicing active listening and responding effectively in conversations with their children. This quiz provides examples that include more than substance use.	**www.drugfree.org/resources**
Write a Contract with Your Kids: This is a tool that families and youth can use together to mutually discuss and establish a contract regarding substance use. For example, caregivers can agree to not be angry if a youth discloses substance use and a youth can agree to not get in a car with someone who has been using substances.	**www.drugfree.org/resources**
Drug Prevention Tips for Every Age: Conversations and strong relationships between children and the adults who care for them are one of the most effective ways to prevent substance use. This article has excellent guidelines for talking about substance use at every age, starting as early as two years old!	**www.drugfree.org/article/prevention-tips-for-every-age**
Marijuana Talk Kit: Many families and caregivers may have questions about talking with kids about marijuana use. This toolkit introduces marijuana as a substance, outlines some of the reasons it is a risky substance, and provides specific suggestions for talking with teens and answering their difficult questions about marijuana.	**www.drugfree.org/download/marijuana-talk-kit**
Parent Drug Guide: An easy-to-use guide outlining various substances, their effects on the body, possible warning signs, and ways to connect to resources.	**www.drugfree.org/drug-guide**
Possible Warning Signs of Substance Use: If families or caregivers are worried that a child they love is using substances, this article can provide guidance on distinguishing possible warning signs from typical adolescent behavior and particular things to focus on.	**www.drugfree.org/article/spotting-drug-use**
Intervention eBook: This guide is for families and caregivers who are worried their child might be using substances. This has helpful hints for planning a conversation, and indicators for when a child might need outside help.	**www.drugfree.org/download/intervention-ebook**

Strategy 4

INCREASE PARENT ENGAGEMENT

DESCRIPTION:

Club staff and parents have the opportunity to collaborate to enhance the lives of their youth. A strong relationship between parents and Club staff can mean that meaningful information about Club members is shared, care and services are aligned to be more effective, and Club staff and parents can offer mutual support.

Getting to know parents and caregivers, learning what they do, how their family functions and what their strengths and challenges are can help you better understand their children, and create a system of support that bridges the space between school, the Club and home.

TIPS:

- Enhance communications with parents and caregivers by leveraging technology to create more opportunities to connect. Text, phone calls and emails are good ways to communicate Club news such as closings, schedule changes, and events, but can also be used to share information that is housed in your resource center. There are several text messaging services that will allow a Club to send a mass update.
- Create a communication protocol for how to share sensitive information about youth with parents.
- There are a variety of warning signs associated with substance use and misuse. Teach your staff what these warning signs are, and have a system for how this information is communicated to staff members or Club leadership, and how and when this information is shared with parents.
- Create opportunities for parents to get involved in the Club. This could be through volunteering for programs or events, or offering leadership opportunities like a parent council.

RESOURCES:

For more information about how after-school programs can engage families, visit: **www.nafsce.org/?page=Toolkits**.

Strategy 5

CONNECT PARENTS TO EXTERNAL RESOURCES AND COMMUNITY SERVICES

DESCRIPTION:

Clubs can play a key role in preventing risk behaviors in youth by creating safe places for kids to learn and grow, develop skills, make friends and get support from caring adults. In many cases, when kids are at high risk, or begin to engage in risk behavior, intervention is beyond the scope of what the Club can do. However, the Club can help families by identifying and linking parents to the care that they or their children need.

STEPS:

- Create a resource map or list of local service providers, with key information like the work they do, any cost associated with their services, and how to contact them. Refer to the Resource Mapping Tool in the School and Community Strategies for more information on how to create a resource map.
- Make your resource map easily accessible to parents and caregivers at the front desk, or as part of a parent resource center in the Club.
- Establish a relationship with local providers so that you can link families directly to appropriate people and organizations to make it easier for parents and caregivers to seek care for themselves or children.
- Identify online resources for information and tools, and support like helplines and parent blogs.

RESOURCES:

Visit the pages below for helpful online resources:

- Partnership for Drug-Free Kids: **www.drugfree.org**.
- Operation Prevention: **www.operationprevention.com**.
- Youth.gov: **www.youth.gov/youth-topics/substance-abuse**.

SCHOOL AND COMMUNITY STRATEGIES

Many Clubs that are effectively responding to opioid and other substance use are doing so in partnership with the broader community. The Clubs are either leading or participating in community coalitions to seek mutually beneficial partnerships, leverage funding, or link youth to resources and services not available at the Club.

Young people are more likely to use substances when they believe drugs are available in their communities and are being used.[47] Therefore, the most successful prevention efforts for all youth will not take place in a single venue such as a school or a Club, but will instead result from an intentional, coordinated and local effort that involves multiple stakeholders, including families and youth themselves.

DAILY ROUTINE	PERIODIC	SINGLE ACTIVITY
These activities and practices are incorporated by staff across the Club day, every day	These activities and practices are implemented with some frequency or updated throughout the program year	These single activities and practices are implemented once during the program year
	Strategy 1: Identify Local Resources through a Resource Mapping Exercise **Strategy 4:** Integrate the Club Experience at School **Strategy 5:** Facilitate or Participate on a Community Coalition to Address Substance Use and Misuse **Strategy 6:** Highlight Collaborative Substance use and Misuse Prevention Efforts in Local Media **Strategy 7:** Use the Strategic Prevention Framework to Understand and Plan for Community Need	**Strategy 2:** Formalize Community Partnerships in an MOU **Strategy 3:** Share Effective Curricula List with Schools

Strategy 1

IDENTIFY LOCAL RESOURCES WITH A RESOURCE MAPPING EXERCISE

DESCRIPTION:

In order to effectively prevent substance use and misuse within a community, it is essential to know which local resources are universally available to all youth, and which resources are available to youth who are already engaging in high-risk behaviors. A detailed and vetted resource map of existing community services will be a starting place for Clubs to identify and build partnerships and link youth and families to support, programming and treatment.

HELPFUL TIPS:

- Partner with a school champion to create a collaborative referral network by developing a resource map of resources available within a community. Since schools often serve as an entry point into other youth-serving systems, they are valuable partners in identifying local resources through the creation of a resource map.
- To develop a collaborative resource map, it will be important to gain the buy-in of a school champion. School leaders, such as principals or superintendents are often valuable as champions because they can establish expectations for school culture and support a comprehensive response to substance use and misuse. In addition, school-based social workers and counselors are often most aware of community-based resources and services to serve youth.
- Use the Community Resource Map at the endo of this section to identify agencies, services and youth development resources within your community. Research potential agencies ahead of the planning session and bring their contact information to share with the school champion. Work together to create this living resource.
- Once an initial map is created, share it with other local stakeholders to fill in gaps and broaden contacts regarding youth support systems and safe places.
- If you aren't able to partner with a school champion, consider other potential agencies to collaborate with to create your resource map, including: Local and state agencies, (e.g., Department of Public Health, child welfare agencies, etc.), universities, Club board members, umbrella agencies, (e.g., United Way, food pantries, etc.), first responders and treatment centers.
- If the only option is to create a resource map independently as a Club, consider using the following search terms to locate resources in your community:
  - Substance use and Misuse Prevention in *[city]*
  - Substance Misuse Treatment in *[city]*
  - Behavioral Health Resources in *[city]*

Strategy 2

FORMALIZE COMMUNITY PARTNERSHIPS IN AN MOU

DESCRIPTION:

Once community agencies have been identified as potential partners, it will be essential to create and sign a Memorandum of Understanding (MOU). This document outlines the partnership between two or more agencies by stating your shared goals, and listing the specific responsibilities of each agency. MOUs can be used to formalize long-standing agency relationships or define new partnerships around a specific project or initiative. If expectations within the partnership aren't being met, the MOU can also be used as a tool to hold both agencies accountable to their commitment. Use the Sample MOU Template included in this toolkit for suggested language, formatting and deliverables.

HELPFUL TIPS:

- Consider meeting several times to explore potential partnership opportunities before formalizing the relationship through an MOU.
- An MOU doesn't have to involve an exchange of money, but instead this document is intended to outline each partner agencies' roles and responsibilities.
- Consider a yearlong timeline for an initial MOU. The fixed end date provides an opportunity for the partners to reflect on, and evaluate their partnership, make changes to a new MOU to add or remove new deliverables, and if needed, formally end the partnership.

Resource

SAMPLE MOU TEMPLATE

[Insert Club Logo Here]

Substance Use and Misuse Prevention Initiative Memorandum of Understanding

This Memorandum of Understanding (MOU) is made the *[#]* day of *[Month]*, *[Year]* by and between *[Club name]* and *[School/Community Partner]*.

Overview: Although substance use and misuse is trending downward nationally, many young people are still engaging in risky behavior. The Youth Risk Behavioral Surveillance Survey (YRBSS) indicates that among high school students in 2015, 38 percent have used marijuana, 63 percent have used alcohol, 31 percent have used tobacco or vapor products and 16 percent have taken a prescription drug without a prescription (2016). *[Consider including data that reflects your local state or community.]* Substance use and misuse prevention is most effective when it is infused and supported within a community, and takes places in multiple settings, such as schools, houses of worship or Boys & Girls Clubs. To address substance use in *[community]*, *[Club name]* and *[School/Community Partner]* will formally partner to complete the following initiatives:

- *[Outline the key deliverables of the collaborative work shared between partners]*

Duration of MOU: This MOU will run from the effective date until *[decide upon an ending date]*, at which time both parties may choose to reevaluate the partnership.

Responsibilities: This MOU outlines the partnership roles and responsibilities to achieve the goals outlined above.

[Club name] will *[below are a wide-range of sample activities to update and modify as needed]*:

- Provide Club staff [and possibly external partners] with the opportunity to be trained on ACEs and responsive best practices; substance use and misuse prevention messages.
- Provide space to hold in-house support services or programming, including community and family engagement events.
- Provide staff to assist with all activities related to this MOU.
- Work collaboratively with *[School/Community Partner]* to create activity agendas and programming/activities.
- Promote related activities to members, families and the community.
- Purchase/provide an evidence-based curriculum for implementation.

[School/Community Partner] will *[below are a wide-range of sample activities to update and modify as needed]*:

- Provide training to Club staff on the topic of ACEs, prevention best practices, substance use and misuse prevention messages.
- Prepare and deliver a presentation including information and available resources for a family/community night event at the Club.
- Provide space to hold in-house support services (referenced above), if possible.
- Provide staff to assist with all activities related to this MOU, if possible.
- Work collaboratively with *[Club name]* to create activity agendas and programming/activities.
- Promote related activities to families and the community.
- Work with *[Club name]* to create a resource map and referral system for youth who need treatment, grief support or targeted intervention.
- Serve *[Club name]* members and families with treatment and support services.

On behalf of *[Club name]*

_____

Signature/Date

On behalf of *[School/Community Partner]*

_____

Signature/Date

Strategy 3

SHARE EVIDENCE-BASED CURRICULUM LIST WITH SCHOOLS

DESCRIPTION:

Schools can be valuable partners in preventing substance use and misuse as they are a system in which prevention efforts are able to reach all youth. Research indicates that prevention programs can be more effective if they occur within multiple settings and share consistent messages.[1] This presents a unique opportunity for Clubs to partner with schools to support substance use and misuse prevention programming, and specifically, evidence-based curricula.

There are many substance use prevention programs with proven results that are a good fit for school settings since they involve multiple sessions across several grade levels.[1, 5] These programs have been shown to reduce substance use and misuse in addition to building positive outcomes, such as improved self-concept, school engagement and reduction in disruptive behaviors. Have a conversation with a school partner focused on the Evidence-Based Curriculum List included in this resource guide, and encourage schools in your community to select and implement a curriculum that is a good fit for its students.

HELPFUL TIPS:

- Recommend that curricula be integrated into health classes, or be taught by school professionals who have received training in high-quality youth development, for example, school counselors or social workers.
- Leverage Club funding to purchase an evidence-based curriculum that works with the school to co-facilitate, or provide booster sessions to youth attending the Club.

RESOURCES:

More information about evidence-based programs can be found in SAMHSA's searchable database, the National Registry of Evidence Based Programs and Practices: **www.samhsa.gov/nrepp**.

Strategy 4

INTEGRATE THE CLUB EXPERIENCE AT SCHOOL

DESCRIPTION:

Research indicates that substance use and misuse prevention is more effective if prevention initiatives have consistent messaging throughout the community. If a school partner is planning to implement substance use prevention initiatives, strengthen their prevention work by sharing what's happening at the Club regarding substance use prevention and high-quality youth development.

HELPFUL TIPS:

- Host a Creating Group Agreements training for health/PE teachers to use with students at the beginning of each term. Use the Group Agreements activity in the Youth Strategies section of this guide or, for more detailed instructions, see the Youth Positive Club Climate Toolkit at BGCA.net/ClubClimate. (Note: The toolkit uses the term "Collaborative" in place of "Group Agreements.")
- Highlight the prevention activities that are taking place in the Club and ask if they can be echoed within the school. This could include drug-prevention messages, posters or artwork. It could also include works created in the school by Club members in response to substance use and misuse within the community. At the same time, ask the school to share their prevention messages so Clubs can echo and magnify these messages through their programs and Club spaces. Below are ideas to integrating substance use and misuse prevention messages across the Club day:
  - Share the reflection questions used at the Club with the health/PE teachers at the school and the value of building social-emotional skills. The Sample Reflection Questions and Sample Reflections Activities tools can guide you through this practice.
  - Throughout the process of cultivating relationships with schools, it is essential to emphasize the importance of creating school cultures that use best practice approaches in substance use prevention. Schools are a primary place to establish safe and supportive learning environments and integrate specific practices because they universally reach all youth. Using staff best practices can directly increase academic achievement and reduce behavior issues.

RESOURCE:

Find additional resources below related to trauma care to share with schools:

- National Child Traumatic Stress Network: **www.nctsn.org/resources/audiences/school-personnel**.
- Trauma Sensitive Tools: **www.traumasensitiveschools.org**.
- Trauma Aware Schools: **www.traumaawareschools.org/traumainschools**.

Strategy 5

FACILITATE OR PARTICIPATE IN A COMMUNITY COALITION TO ADDRESS SUBSTANCE USE

DESCRIPTION:

The Clubs that are most successful at substance use prevention initiatives are effectively building, leading and using community partnerships. Through these unique partnerships, Clubs and community agencies are able to leverage their resources to create innovative and effective substance use and misuse prevention strategies for young people and their families. Determine which community groups or coalitions already exist related to substance use and misuse prevention, especially those that are focused on youth. If one doesn't already exist, consider establishing and leading one to address opioid-use and misuse prevention and support for families dealing with addiction. See the Steps for Coalition Building reference at the end of this section as a guide for forming coalitions or individual partnerships.

HELPFUL TIPS:

- Invite community members to the Club to appreciate the high-quality youth development opportunities it provides.
- Consider seeking funding opportunities in partnership with other agencies. Determine the unique ways each agency can collaboratively support substance use prevention.
- Don't forget unexpected partners, for example, first responders or medical communities, universities or businesses.

RESOURCES:

The University of Kansas' Community Toolbox is an excellent resource that includes tools to build and leverage community partnerships: **www.ctb.ku.edu/en**.

Club Callout

In Their Words: Boys & Girls Clubs of the Souhegan Valley

Boys & Girls Clubs of the Souhegan Valley adopted the Community Action for Safe Teens (CAST) Coalition as a charter committee in 2012, which includes more than 65 community partners who actively collaborate in the mission of youth drug and alcohol prevention. The CAST Committee follows SAMHSA's Strategic Prevention Framework, which requires collaboration of key stakeholders in the community and therefore takes the lead in engaging and collaborating various sectors to achieve collective impact. The committee held a number of community forums, focus groups and workshops for youth and adults to conduct assessments and build capacity. CAST includes a Youth-Led Prevention Network called the Youth Empowerment & Service (YES) Team and their focus is youth leadership, advocacy and community service. The YES team emerged from teen involvement in CAST, and subsequent youth leadership and media literacy trainings.

The YES team is comprised of Club youth, and they meet on a weekly basis to plan activities. Some of these activities include creating public service announcements, attending leadership training retreats, planning and engaging in a number of community service activities revolving around drug and alcohol use in the community as well as mental health awareness activities, specifically suicide prevention. They have also engaged in Community Health Fairs, partnered with NH Department of Education and University of NH on a Youth Engagement Project; conducted drug and alcohol education activities for their peers at Boys & Girls Clubs of the Souhegan Valley and in their schools; participated in a Greater Nashua Public Health Initiative Photo Voice Project with the theme of "Community Connections" and much more. The CAST Committee and YES Team has been recognized as a valuable resource in the community relative to youth drug and alcohol prevention.

Monica Gallant

Director of Prevention Services, Boys & Girls Clubs of the Souhegan Valley, Milford, N.H.

Resource

PLANNING A YOUTH-LED, ADULT-GUIDED COMMUNITY COALITION

Tips from Boys & Girls Clubs of the Souhegan Valley

KEY STEPS TO PLANNING A YOUTH-LED, ADULT-GUIDED COMMUNITY COALITION:

A. Plan youth events:
   a. Identify who needs to be at the table and the outcomes for the event, (e.g., What do we want to know from youth?). For example, we used the Youth Risk Behavior Survey data for our region and asked teens if they thought it was valid. We also asked them to share their experiences if they were willing.
   b. The YRBS data for other communities can be found here: **www.cdc.gov/healthyyouth/data/yrbs/index.htm**.
   c. Plan event logistics: Location, room set up, food, youth-friendly team builders, supplies/materials and possible incentives.
   d. Hold a youth focus group/listening session and be sure to have an experienced teen friendly facilitator to ask youth for feedback.
   e. Be clear about the call to action for participants and follow-up activities for continued engagement. For example, should they create awareness messages to post on social media or plan a Club awareness day that could be done in partnership with their schools?

B. Co-develop an action plan with the youth (youth-led/adult-guided) to form a committee:
   a. Youth must be involved in the planning, organizing and implementation of the program. Don't forget to incorporate fun!
   b. Have the youth members develop and vote on committee positions and responsibilities. A sample of committee position descriptions from the YES Team is included.
   c. Use evidence-based resources in programming.
   d. Provide opportunities for community engagement.
   e. Coordinate additional leadership and advocacy-training opportunities.
   f. Determine funding needs and obtain funding.

Club Callout

In Their Words: Boys & Girls Clubs of Brookings, Moody County & Yankton

Boys & Girls Clubs of Brookings, Moody County and Yankton currently facilitates a four county teen court program that works directly with youth arrested for misdemeanor drug crimes and indirectly with many youth who come through the program as a result of truancy, other crimes or referrals. This program works directly with our mental health agency partners in each community, using risk assessment surveys of youth and families, which results in an individualized program to address substance abuse that has a bi-weekly check in and support network through the Club and potentially a more intensive partnership and daily contact with other entities we collaborate with.

The risk assessment has been essential in helping this team identify behaviors or traumas that may need support resources. It is done on the whole family, not just the youth. It is a collective and collaborative effort between the school district, mental health agencies, states attorneys and businesses. Boys & Girls Clubs of Brookings, Moody County and Yankton maintains a close working relationship with their state's attorney's office, as they pass along cases and recognize the powerful work of this positive community resource.

The communities have responded positively to Clubs having a diversion program that offers a collaborative and holistic approach that engages different people and entities with different specialties. The Club is the "lead" in creating the connection, plans, accountability and outcomes and the community appreciates them taking the lead role in this work. The city, county, United Way, schools and many others view this as a high return on investment in young people's futures. The Club is guiding the community in becoming a better place. This program is funded by the South Dakota Teen Court Association, in partnership with county funding, and is managed by a Teen Court Coordinator, and by demonstrating effectiveness, were able to leverage continued funding.

Vanessa Merhib

Executive Director, Boys & Girls Clubs of Brookings, South Dakota

Strategy 6

HIGHLIGHT COLLABORATIVE SUBSTANCE USE PREVENTION EFFORTS IN LOCAL MEDIA

DESCRIPTION:

Use both traditional and social media to highlight collaborative substance use prevention initiatives, and gain support for prevention efforts and messages. Publicizing your substance use and misuse prevention efforts in the community will contribute to building social norms that drug use and misuse is not acceptable. Consider using social media channels, which are opportunities for youth to create, distribute and engage peers in conversations about substance use prevention. In addition, more and more families are using mobile devices as preferred ways to receive information. In addition, continue to use traditional media channels, like newspapers and television. This resource guide includes a Sample Press Release to share with newspapers and TV media, as well as sample social media posts. (See Strategy 4 in the Club Staff Strategies section of this guide.) Youth can drive this effort by creating and distributing the social media content using the resources for a youth-led social media campaign in the Strategies for Engaging Youth section.

Resource

SAMPLE PRESS RELEASE

[Insert Club Logo Here]

FOR IMMEDIATE RELEASE

Contact: *[Insert Name, Club Name]*

Phone: *[Insert Number]* Email: *[Insert Email]*

[Insert Club Name] HOSTING *[Insert Event]* TO INCREASE THE PREVENTION OF SUBSTANCE USE AND PROMOTION OF MENTAL HEALTH

[Insert Club Name] will be hosting a *[Insert Event]* at *[Insert Location]* on *[Insert Date]* as part of National Prevention Week, a national health observance sponsored by the Substance Abuse and Mental Health Services Administration (SAMHSA). National Prevention Week is dedicated to increasing the prevention of substance use and promotion of mental health. *[Club Name]* is a proud partner in National Prevention Week. The *[Insert Event]* will *[Briefly Describe Event]*.

[Insert Club Name] recognizes that the small, daily actions done by individuals, combined with the actions of families, communities and coalitions, come together to make up the larger, bolder movement of prevention. To encourage healthy decision-making and rally people to reach their full potential, *[Insert Club Name]* is partnering with *[Partner Organization(S)]* to host *[Event]*. The *[Event]* will reflect the National Prevention Week theme – Making Each Day Count – and provide members of the community with *[Describe How The Event Will Serve The Community – Educate, Showcase Local Resources, Raise Awareness, etc.]* so they can be champions for prevention.

National Prevention Week echoes a key message of the 2016 Surgeon General's Report on Alcohol, Drugs and Health to shift the way our society thinks about substance misuse and substance use disorders while defining actions that individuals and communities can take to prevent and treat these conditions. *[Insert Club Name]* is proud to be one of many organizations around the country encouraging people to raise awareness about the importance of substance use prevention and mental health promotion in their communities and lives as part of National Prevention Week.

[Insert Club Name] is deeply committed to ensuring that all youth, especially those who need us most, can access substance use and misuse prevention opportunities to ensure great futures. Our high-quality, youth-development program focused on character, leadership, academic success and healthy lifestyles serves as a protective factor for a youth's choice to avoid substance use.

If you would like more information about *[Insert Club Name]* and the *[Insert Event]*, or to schedule an interview, please contact *[Insert Full Name, Title]* at *[Insert Phone Number]*.

Strategy 7

USE THE STRATEGIC PREVENTION FRAMEWORK TO UNDERSTAND AND PLAN FOR COMMUNITY NEED

DESCRIPTION:

The Substance Abuse and Mental Health Services Administration has developed a Strategic Prevention Framework (SPF) as an evidence-informed process for understanding and responding to community needs within a collaborative community process. This strategy is intended to be used by Clubs who have already built a lot of partnerships in substance use prevention work, and are ready to collaboratively take on a long-term project to understand substance use prevention needs, create an action plan and implement a program or initiative.

A primary prevention principle is that prevention programs should address the specific substance use and misuse issues within a particular community by reducing risks for use and misuse and strengthening elements that protect youth from using.[59] After creating a resource map reflecting community support for substance use and misuse prevention efforts, and establishing partnerships, Clubs may be able to leverage this collaborative team to implement the SPF as a tool for addressing substance use. The SPF was developed to guide communities in understanding which substance use issues are most prevalent and plan for a response. The SPF is a cyclical planning process, including five steps, and should be approached with full support and buy-in from a community-led coalition.

THE 5 STEPS OF THE STRATEGIC PREVENTION FRAMEWORK

Step 1: Assess Need

Use data to review the prevalence of substance use and misuse in your community and its impact. Determine which populations are most affected, and identify any gaps.

Step 2: Build Capacity

Determine what strengths and resources the Club and its community partners have to invest in a prevention strategy and build toward community readiness by diversifying stakeholders and raising awareness.

Step 3: Plan

Prioritize which risk and protective factors for substance use to address, select an effective intervention and plan for implementation using a logic model.

Step 4: Implement

Create an action plan and put it into action through program implementation.

Step 5: Evaluate

Evaluate both the process of implementation and the outcomes. Determine if your program is effective at reducing risk factors or building protective factors within the community.

RESOURCES:

See the full SPF toolkit, resources and details for its implementation here: **www.samhsa.gov/capt/applying-strategic-prevention-framework**.

Tool

COMMUNITY ASSET MAP

Date of Resource Mapping: _____

Name of School/Community Champion: _____

Name of Boys & Girls Club Champion: _____

Mapping Goal: This resource map will identify prevention or treatment of community services available to support youth who are at a disproportionate risk for substance use and misuse.

INSTRUCTIONS:

1. Under each category of services, list the agency name and as many contact details as possible.
   - The categories here include: Youth-development agencies, grief and counseling support services, substance use treatment centers, law enforcement and first-responder support services, federal and state agencies, online resources and national hotlines.
2. Indicate what types of services the agency offers and any special notes about the service area, (e.g., youth must reside in Fulton County).
3. Analyze the resources listed in each category using the reflection questions, and update the resource map based on your responses.
4. After completing the initial map, review the resource map with other stakeholders to determine if additional agencies need to be added.
5. Continually review and update the resource map to ensure it includes accurate information, and expand it as necessary as new resources become available.

For more information on resource mapping, visit: **www.ncset.org/publications/essentialtools/mapping/default.asp**.

CATEGORY 1: YOUTH DEVELOPMENT AGENCIES

For example, Boys & Girls Clubs, YMCAs, 4-H and Big Brothers, Big Sisters.

_____
Agency Name

_____
Agency Address

_____ _____
Phone Number *Email*

_____ _____
Primary Contact *Operating Hours (if relevant)*

What populations does this agency serve (e.g., zip codes, counties, families, parents, teens, African Americans, low income, etc.)? _____

_____

Does this service provider focus on substance use and misuse prevention or treatment? _____

List the services this agency provides: _____

_____

CATEGORY 2: GRIEF AND TRAUMA SUPPORT SERVICES

For example, mental health and counseling services, grief camps and programming for children.

_____
Agency Name

_____
Agency Address

_____ _____
Phone Number *Email*

_____ _____
Primary Contact *Operating Hours (if relevant)*

What populations does this agency serve (e.g., zip codes, counties, families, parents, teens, African Americans, low income, etc.)? _____

_____

Does this service provider focus on substance use and misuse prevention or treatment? _____

List the services this agency provides: _____

_____

CATEGORY 3: SUBSTANCE USE AND MISUSE TREATMENT CENTERS

_____
Agency Name

_____
Agency Address

_____ _____
Phone Number *Email*

_____ _____
Primary Contact *Operating Hours (if relevant)*

What populations does this agency serve (e.g., zip codes, counties, families, parents, teens, African Americans, low income, etc.)? _____

_____

Does this service provider focus on substance use and misuse prevention or treatment? _____

List the services this agency provides: _____

_____

CATEGORY 4: LAW ENFORCEMENT AND FIRST RESPONDER SUPPORT SERVICES

_____
Agency Name

_____
Agency Address

_____ _____
Phone Number *Email*

_____ _____
Primary Contact *Operating Hours (if relevant)*

What populations does this agency serve (e.g., zip codes, counties, families, parents, teens, African Americans, low income, etc.)? _____

_____

Does this service provider focus on substance use and misuse prevention or treatment? _____

List the services this agency provides: _____

_____

CATEGORY 5: FEDERAL AND STATE PROVIDERS

For example, mental health and counseling services, grief camps and programming for children.

_____
Agency Name

_____
Agency Address

_____ _____
Phone Number *Email*

_____ _____
Primary Contact *Operating Hours (if relevant)*

What populations does this agency serve (e.g., zip codes, counties, families, parents, teens, African Americans, low income, etc.)? _____

_____

Does this service provider focus on substance use and misuse prevention or treatment? _____

List the services this agency provides: _____

_____

REFLECTION QUESTIONS REGARDING THE RESOURCE MAP:

1. What is the self-interest of these agencies? Are they operating with the primary goal of serving youth in the community?
2. Are these agencies using high-quality youth-development and prevention best practices? Are these agencies providing safe places for youth?
3. In what ways do these agencies complement each other? Where are there gaps in youth support, prevention and treatment services?
4. Who else do we need to speak with regarding additions to this section?

Resource

STEPS FOR EFFECTIVE COALITION BUILDING

1. Identify the broad purpose of the coalition:
   - This will be further defined once the coalition or partnerships are formalized, but this step is essential to identify potential coalition members and gain their invested support.
   - Example: This coalition is established to reduce the rates of substance use and misuse among youth in our community through consistent, community-wide messaging.
2. Identify coalition members:
   - Find a diverse group of stakeholders from various sectors.
   - Consider inviting representatives from: government, social-service agencies, pediatric hospitals or healthcare providers, local universities, school personnel, law enforcement and first responders, and youth and community leaders.
3. Assemble the coalition to:
   - Review community-level data and define the shared mission. Consider what our community would look like if we achieved our goal.
   - Identify any missing agencies and ensure a diverse stakeholder group.
   - Establish coalition leadership, meeting and communication structure and how to advance and update on progress. Some of this work, for example, creating action steps, might be best done in a small subcommittee of members who play a role in that particular strategy.
4. Collaboratively define the coalitions work by:
   - Discussing and determining clear strategies for addressing the community and associated action steps.
   - Defining indicators for success, include both short-term and long-term goals to demonstrate an incremental impact.
   - Identifying each unique agency within the coalition. For example, are they seeking to network, or to collaborate?
5. Within the coalition, consider:
   - Potential local or state funding sources to sustain the work over time. Information on SAMHSA funding can be found here: **www.samhsa.gov/state-local-government-partnerships**.
   - How to manage the dynamics of changing members and strategies, including establishing norms to manage conflict.

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Partnership for Drug-Free Kids

The Partnership for Drug-Free kids is a national nonprofit committed to helping families struggling with their son or daughter's substance use. They empower families with information, support and guidance their loved one needs and deserves.

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