

# Raise your Voice



## Youth Grant Project

Go to <http://www.asdk12.org/depts/SDFS/Grants/> for the application.

Earn \$1200 for your club or team by creating a piece of media that relates to teen safety issues; underage drinking, texting and driving, and seat belt use. Past projects include:



posters  
videos & animations  
public service  
announcements  
computer desktop  
images  
comics & 'zines  
songs  
dance & poetry

**Insert your own media ideas here!**

**WHY?** Use your superhero powers for the good! You can have a positive influence on your school while earning \$1200. Why not get paid for being creative and for possibly saving a few lives on the road? Go to <http://www.asdk12.org/depts/SDFS/Grants/> for the application.

**WHAT?** Submit a RYV “Intent to Apply” by **Tuesday October 4<sup>th</sup>** and a RYV Application by **Tuesday October 11<sup>th</sup>**. If your application is accepted, you’ll create and produce your media and then show it at your school. Your media could even make it onto TV, on the radio, or be displayed in places around town.

**WHO?** School sports teams, school clubs, and school student government organizations are eligible to apply for the Youth Grants. **The group must have an activities account** that the grant money can be transferred into once the grant requirements have been met.

**WHEN?**

- Tues Oct 4 Intent to Apply due
- Tues Oct 11 Youth Grant application due by 4:00pm.
- Tues Oct 18 Grant review committee scores grant applications.
- Fri Oct 21 Notification of application acceptance.
- Fri Nov 4 Attend grant training 8 am-1:30 pm.
- Nov 7 – Dec 9 Submit at minimum two rough drafts and receive feedback to strengthen the project.
- Wed Jan 18 Media product due.
- Jan 23 – Feb 17 Show your media at your school and collect data.
- Fri Mar 2 Project summary due.
- March 2012 \$1200 deposited into organization’s account after successful completion of the grant requirements.
- April 11 Celebration and Showcase Event

**Questions?**

Beth Schuerman,  
Alaska Injury Prevention Center

[Beth.Schuerman@alaska-ipc.org](mailto:Beth.Schuerman@alaska-ipc.org)

Phone: 907-929-3939

<http://www.asdk12.org/depts/SDFS/Grants/>

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**RYV is a partnership between ASD,  
Alaska Injury Prevention Center (AIPC),  
and the  
Alaska Highway Safety Office.**

# Types of Media



Applications are available at <http://www.asdk12.org/depts/SDFS/Grants/> on the ASD website.

Below are descriptions of the types of media you can create for the grant. All media must be created and produced by students, not adults and must be original (including any music used).

Your message needs to be creative, unique, funky, weird, off the wall, and basically something teens have not heard before about road safety. Think of something that you and your friends would want to see and hear. Don't just give the same old message you've heard before.

## **Video or Animation (3 minutes or less in length!)**

Videos can be set up like a commercial, interview, or movie. The quality of script writing, storyboarding, and video production must be high. Videos cannot be longer than three minutes (we can't fund documentaries or after school specials, sorry!). ASD & AIPC will be looking for community venues (like movie theaters!) to show the short films.

## **Public Service Announcements (video or audio)**

Public service announcements, or PSAs, are often heard on the radio or seen on TV about a variety of prevention issues. PSAs are 30 to 60 seconds long. If you decide to do audio PSAs, you will need to record your PSAs, not just provide the script. ASD & AIPC will be working with local media outlets to get air-time for both the video and audio PSAs.

## **Posters**

A poster campaign needs to be original, unique, and of high quality. Scare tactic posters with gross photos and information directly printed out from the internet and pasted on to the poster will not be accepted. Posters can be either digital or hard copy (i.e hand created on poster board). ASD & AIPC can assist in getting the posters printed and will be working with local venues to have the posters displayed.

## **Song**

Write the lyrics, create the music and record the song. Develop a short discussion guide or list of questions that can be used to help students reflect on the song's message. ASD & AIPC will be working with local radio stations to play the song.

## **Comics**

Develop four cartoons or other printed media that will appear in your school newspaper or other publication. ASD & AIPC will be working with local venues to have the cartoons displayed.

## **Insert your own idea here!**

Get creative! What other fantastic ideas do you have for creating media that challenges teen drinking? Podcast? Computer desktop images? A 'zine? What's your favorite form of media?

# **RYV Intent to Apply**



Intent to Apply and Application are available at  
<http://www.asdk12.org/depts/SDFS/Grants/> on the ASD website.

**Fax, email, call or drop off your intent form to Beth Schuerman at the Alaska Injury Prevention Center no later than 4:00 pm Tuesday October 4<sup>th</sup>, 2011.**

School & Organization:

Contact person:

Telephone & e-mail for the contact person:

Type of original media your organization will create and produce (see p. 3 for more detailed descriptions of the possible media types):

- Video (no more than 3 minutes)
- Public service announcements -at minimum 8 different recorded audio spots for the morning announcements or other audio venue, or 1 or more 30-60 second video PSAs
- Poster campaign (at minimum 10 posters with different images supporting a theme or message)
- Song (at minimum one song recorded with original lyrics, and music)
- Comic or 'zine (at minimum 4 articles or cartoons)
- Other (please explain below)

**Fax, email, call or drop off your intent form to Beth Schuerman at AIPC no later than 4:00 pm Tuesday October 4, 2011.**

**Beth Schuerman, Alaska Injury Prevention Center (AIPC)  
Fax: 929-3940, Phone: 929-3939  
Beth.Schuerman@alaska-ipc.org  
3701 E. Tudor, Suite 105, Anchorage, AK 99507**

# RYV Youth Grant Application

**Fax, email, call or drop off your application to Beth Schuerman at AIPC no later than 4:00 pm Tuesday October 11, 2011. The grant application and appendices can be downloaded at <http://www.asdk12.org/depts/SDFS/Grants/>.**

## **Youth Grant Timeline**

Tues Oct 4	Intent to Apply due
Tues Oct 11	Youth Grant application due by 4:00pm.
Tues Oct 18	Grant review committee scores grant applications.
Fri Oct 21	Notification of application acceptance.
Fri Nov 4	Attend grant training 8 am-1:30 pm.
Nov 7 – Dec 9	Submit at minimum two rough drafts and receive feedback to strengthen the project.
Wed Jan 18	Media product due.
Jan 23 – Feb 17	Show your media at your school and collect data.
Fri Mar 2	Project summary due.
March 2012	\$1200 deposited into organization's account after successful completion of the grant requirements
April 11	Celebration and Showcase Event

## **Youth Grant Checklist (or “How to Write a High Scoring Grant”)**

ASD & AIPC can only fund up to 10 projects. A review committee will score all of the applications and only the 10 highest scoring projects will be funded. To make sure your application scores high enough to be funded, follow these easy steps:

- Come up with a new, unique, funky, bizarre, or weird message.** Be off the wall, hip, cool, and strange in developing a message that teens have not heard before. Your application will receive a low score if you just repeat the same old stuff about alcohol.
- Type your application.** If we can't read it, sadly we can't score it!
- Pretend the application is an English paper.** Make sure your ideas are well thought out and explained in a way that the grant reviewers will easily understand.
- Use the correct appendix** for each question. Appendices are at the back of the grant application packet.
- Make sure you **answer all of the questions.** Become one with your grant application. The more time you spend on it, the more likely you will receive a high score
- Be detailed in your marketing plan** and make sure you **have people lined up to attend the training** if your application is accepted for funding.

Many jobs and activities are funded by grants in the workforce today. This grant application is set up with the sections that you would find in a state or federal grant application (needs assessment, goals, project description, etc.). Just like state or federal grants, the RYV Youth Grants are competitive. This means that RYV will only fund the 10 most creative and well planned out projects. Look at the Application Scoring Guide on page 8 before you start writing to make sure you address all of the grant criteria so you receive a high score.



**Fax, email, call or drop off your application to Beth Schuerman at AIPC no later than 4:00 pm Tuesday October 11, 2011. The grant application and appendices can be downloaded at <http://www.asdk12.org/depts/SDFS/Grants/>.**

**YOU MUST TYPE YOUR APPLICATION!**

## **A. Organization Information**

**a. School:**

**b. Organization name:**

**c. Youth contact person:**

**d. Youth telephone & e-mail address:**

**e. Adult contact person:**

**f. Adult role, telephone & e-mail address:**

**g. School activities account number:**

## **B. Needs Assessment (Appendices W & X)**

1) Look at the data in Appendix W from the Alaska Youth Risk Behavior Survey (YRBS). Use the data to answer this question, **“How can you tell that there is a need for your media project to promote teen safety?”** In your answer, cite the YRBS data in Appendix A.

2) Look at the data from your school in Appendix X from the ASD School Climate & Connectedness Survey (SCCS). Use the data to answer this question, **“What does the data tell you about teen safety issues?”**. In your answer, cite the SCCS data in Appendix X.

3) **What have you seen or heard about at your school or in your community that tells you there is a need for your project?**

## **C. Project Description (Appendix Y)**

### **4) What type of media are you proposing?**

- |  |   |
|--|---|
| <input type="checkbox"/> Video or Animation (max of 3 minutes) | <input type="checkbox"/> Song                     |
| <input type="checkbox"/> Public service announcements (video)  | <input type="checkbox"/> Comics /Zine             |
| <input type="checkbox"/> Public service announcements (audio)  | <input type="checkbox"/> Other (please describe): |
| <input type="checkbox"/> Poster                                |   |

### **5) What is the overall message your media will give about teen driving issues?**

6) Look at Appendix Y. Teens have already heard tons of messages about not drinking. **How is your message different than teen driving messages teens have already heard? Why will students listen to your message when they often don't listen to others?**

### **7) Describe what will happen in your media. What is the storyline in your media?**

8) **Who at your school, in the community or in your personal life could you ask for technical assistance on your project (help with message development, scripting, recording, images, lyrics, music, production, etc.)?**

## **D. Target Audience & Marketing Plan**

Your target audience is the group of people you are creating the media for. They are the people who will most understand and identify with your media. Be specific. For example, your target audience might be the freshman class; or boys; or seniors about to graduate; or athletes; or girls. The more specific and narrow your target audience is, the easier it will be to create your message. **Do not list "all high school students" as your target audience!** It is impossible to create an effective message for such a broad audience.

### **9) Who is the target audience for your media?**

10) **How are you making your storyline fit your target audience? What in your storyline will your target audience really be able to relate to?**

11) **How and when will you show your media to your target audience? Be specific.**

12) **What permission will you need to carry out your marketing plan at your school? Who do you need to talk to?**

## E. Social & Employability Learning Goal (Appendix Z)

The Anchorage School District has adopted social & employability learning (SEL) standards or goals for all K-12 students (just like we have standards for reading, writing, math, etc.). Your media project can help other students in your school develop some of these SEL goals.

Look at the list of SEL goals in appendix D. The boxes under each goal describe the skills students will have once they have achieved that goal. **Choose one of the SEL goals from this list (goals IA-4C) that your project will help students build.**

All of the SEL standards could be used in prevention media related to youth drinking. The table below shows a few examples of how media could help build specific SEL goals. **Read the examples and then complete the table for your media project.**

<b>If your SEL goal is...</b>	<b>Then your media might be about...</b>
1A. Students demonstrate awareness of their emotions.	Showing healthier ways than drinking to deal with depression or other emotions.
2D. Students demonstrate ability to set and achieve goals.	How distractions can get in the way of driving responsibly and maintaining driving privileges.
3D. Students can read social cues.	The ways movies, TV, friends, music try to influence youth drinking behaviors.
4A. Students use positive communication and social skills to interact effectively with others.	How to make positive but unpopular choices and still keep your friends.
<b>Our SEL goal is...</b>	<b>Our media is about...</b>

## F. Required Grant Training (if grant application is accepted)

If your grant application is accepted, your team or organization is required to send at least **two youth** representatives and **your adult advisor** to a grant workshop on Friday Nov 4 from 8 am – 1:30 pm. Two additional students can attend the training from your group. The ASD SEL DEPARTMENT WILL PAY FOR TEACHER SUBS. This training will introduce media literacy concepts, cover grant requirements, and discuss the next steps.

**Please specify who will be attending the required Grant Training on Friday Nov 4, 8:00am-1:30pm @ the Mt. View Boys & Girls Club**

Student Rep #1 Name, Phone & Email **(required to attend):**

Student Rep #2 Name, Phone & Email **(required to attend):**

Advisor Name, Phone & Email **(required to attend):**

Student Rep #3 Name, Phone & Email (optional):

Student Rep #4 Name, Phone & Email (optional):

## G. Application Scoring Rubric

This is the scoring rubric that the review committee will use when they look at your application. The application scoring team will consist of a professional who creates media (a videographer, graphic artist, or journalist), a professional in the substance abuse prevention field, and a youth. We can fund the 10 projects that score the highest. This means that the more creative and well organized your application is, the more likely it is that your project will be funded.

**Pretend you are on review committee and circle or highlight how you would score your own application in each category.**

<b>Youth Grant Application Scoring Guide</b>					
<b>Criteria</b>		Strong	Competent	Emerging	Undeveloped
Clarity	Application is typed, well organized, and easy to read.	4	3	2	1
Completeness	Application includes all required components (needs assessment, project description, etc.)	4	3	2	1
Unique message	The media has a new and original message. It does not just repeat the same prevention message youth have heard over and over again.	4	3	2	1
Creativity	Innovative images, techniques, and ideas are used to convey the message.	4	3	2	1
Marketing Plan	A plan is in place to present the media to a specific audience at a specific time.	4	3	2	1
Prepared for Training	At least two students and an adult have been identified to attend the training.	4	3	2	1
		Total points:			

**Congratulations! You are finished with the grant application! Fax, email, call or drop off your application to Beth Schuerman at AIPC no later than 4:00 pm Tuesday October 11, 2011.**

**Beth Schuerman, Alaska Injury Prevention Center (AIPC)**

**Fax: 929-3940, Phone: 929-3939**

**Beth.Schuerman@alaska-ipc.org**

**3701 E. Tudor Suite 105, 99507**

# GRANT APPENDICES

Can be downloaded at:

<http://www.asdk12.org/depts/SDFS/Grants/>

- |            |   |
|------------|---|
| Appendix W | Youth Risk Behavior Survey Data (needed for the needs assessment in part B)           |
| Appendix X | School Climate & Connectedness Data (needed for your needs assessment in part B)      |
| Appendix Y | Effective & Ineffective Media Samples (needed for your project description in part C) |
| Appendix Z | ASD Social & Employability Standards (needed for your SEL goal in part E)             |



# APPENDIX W

## Youth Risk Behavior Survey: Drug and Alcohol Use (2009)

### Percentage of students who have NEVER had a drink of alcohol

#### Traditional High Schools

	ASD: 1995	ASD: 2005	ASD: 2007	ASD: 2009	Statewide: 2009
<b>Total</b>	19.6	24.2	25.2	33.5	33.4
<b>Boys</b>	20.2	27.1	26.4	36.5	34.6
<b>Girls</b>	19.2	21.4	24.0	30.4	32.2
<b>9th Grade</b>	22.5	39.3	32.2	42.3	42.4
<b>10th Grade</b>	19.5	21.6	22.4	41.0	39.6
<b>11th Grade</b>	17.8	19.1	18.9	20.7	27.6
<b>12th Grade</b>	17.3	13.8	27.4	29.3	22.6

### Percentage of students who have NOT had alcohol on ANY of the past 30 days

#### Traditional High Schools

	ASD: 1995	ASD: 2005	ASD: 2007	ASD: 2009	Statewide: 2009
<b>Total</b>	52.7	58.7	59.2	65.1	66.8
<b>Boys</b>	50.9	61.5	56.5	65.7	66.5
<b>Girls</b>	54.8	55.9	62.0	64.5	67.1
<b>9th Grade</b>	50.8	70.6	67.1	72.7	77.4
<b>10th Grade</b>	57.9	62.4	55.3	70.6	67.4
<b>11th Grade</b>	50.7	51.1	58.7	55.9	63.9
<b>12th Grade</b>	50.5	46.1	55.6	61.0	56.8

**Percentage of students who did NOT engage in binge drinking (five or more drinks of alcohol in a row) on ANY of the past 30 days**

**Traditional High Schools**

	ASD: 1995	ASD: 2005	ASD: 2007	ASD: 2009	Statewide: 2009
<b>Total</b>	68.4	72.1	73.8	77.4	78.3
<b>Boys</b>	63.2	72.9	71.5	76.7	76.7
<b>Girls</b>	74.1	71.4	76.2	78.1	80.1
<b>9th Grade</b>	66.8	81.0	83.5	81.5	84.8
<b>10th Grade</b>	75.7	76.0	72.2	81.6	79.9
<b>11th Grade</b>	67.9	64.2	71.4	73.3	78.0
<b>12th Grade</b>	62.4	64.1	66.9	72.3	69.5

**Of those who have drunk alcohol, percentage of students who had their first drink AFTER age 13**

**Traditional High Schools**

	ASD: 1995	ASD: 2005	ASD: 2007	ASD: 2009	Statewide: 2009
<b>Total</b>		67.8	65.7	68.6	
<b>Boys</b>	Data not available	65.6	62.3	69.0	Data not available
<b>Girls</b>		69.8	69.2	68.1	
<b>9th Grade</b>		59.3	51.9	47.6	
<b>10th Grade</b>		70.4	59.9	70.3	
<b>11th Grade</b>		64.0	72.3	76.9	
<b>12th Grade</b>		77.3	76.6	76.7	

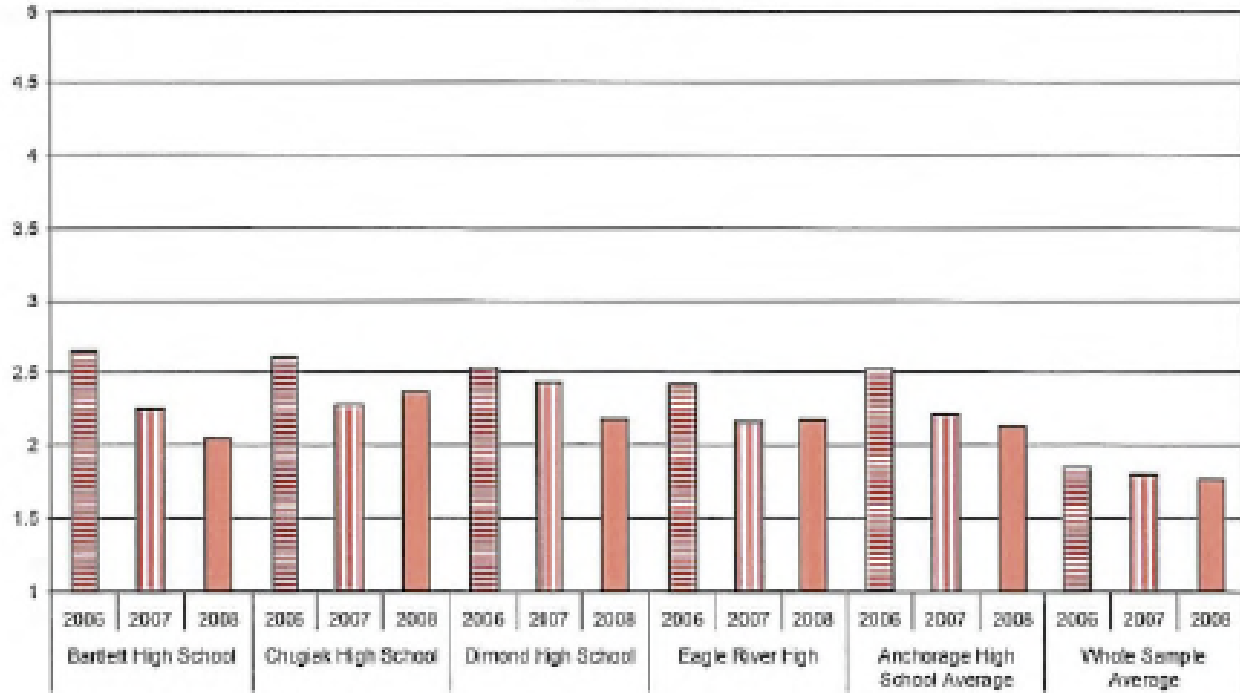
# APPENDIX X

## School Climate & Connectedness Survey (2010)

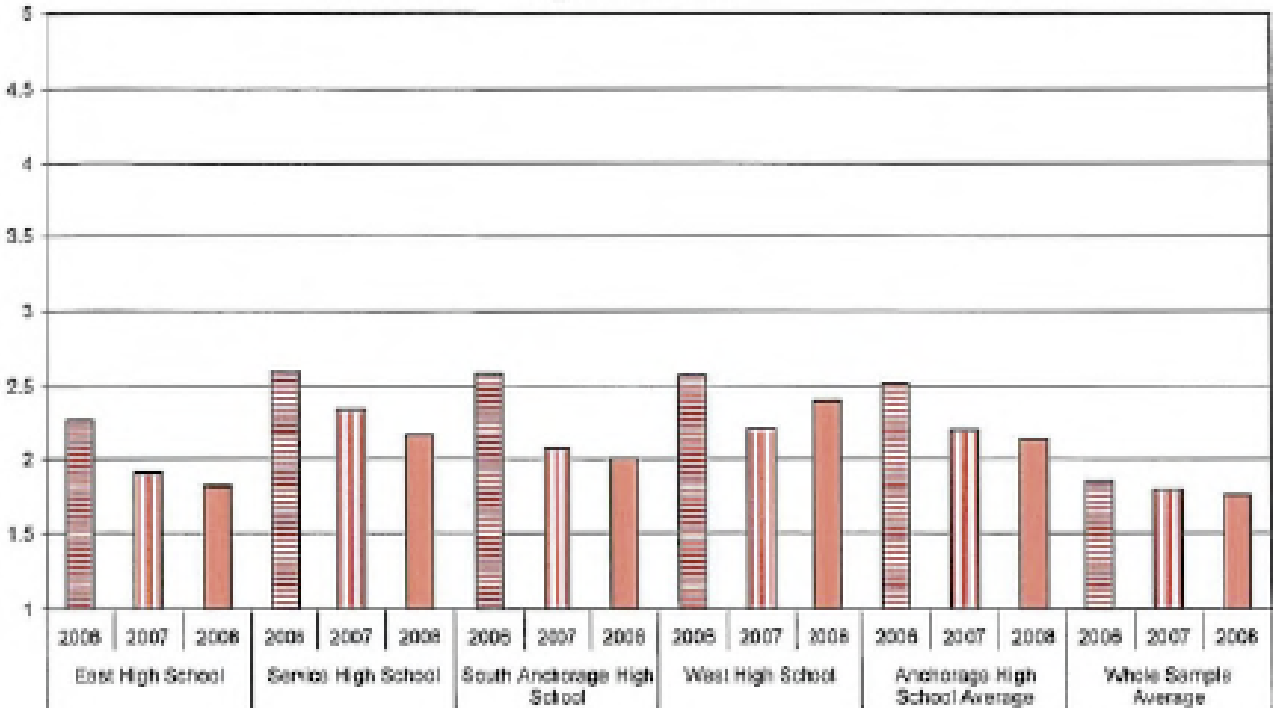
Students were also asked to answer questions related to school danger. The questions ask about how often the student has observed specific dangerous behaviors in their school during the past year. The following table provides the responses for those questions:

	0 Times	1-2 Times	3-6 Times	7-12 Times	> 12 Times
<b>Elementary</b>					
Under the Influence of Drugs?	92.48%	5.05%	1.47%	0.08%	0.92%
Under the Influence of Alcohol?	92.44%	4.96%	1.11%	0.57%	0.92%
Destroy Things (Vandalism)?	51.90%	30.99%	10.34%	2.49%	4.28%
Get into Fights?	27.68%	36.89%	19.92%	6.04%	9.48%
Steal Things?	51.28%	27.43%	11.87%	4.15%	5.28%
Threaten or Bully?	35.79%	30.35%	15.46%	7.28%	11.11%
Under the Influence of Inhalants?	74.51%	15.41%	5.63%	1.81%	2.65%
Carry Weapons?	82.70%	13.16%	2.50%	0.59%	1.05%
<b>Middle School</b>					
Under the Influence of Drugs?	67.12%	17.68%	8.16%	2.51%	4.54%
Under the Influence of Alcohol?	72.39%	16.72%	5.70%	2.02%	3.17%
Destroy Things (Vandalism)?	43.42%	31.29%	13.41%	5.09%	6.79%
Get into Fights?	26.18%	36.55%	20.87%	7.10%	9.29%
Steal Things?	45.32%	27.81%	13.55%	6.16%	7.15%
Threaten or Bully?	30.36%	28.47%	16.84%	9.18%	15.15%
Under the Influence of Inhalants?	71.51%	16.10%	6.39%	2.40%	3.60%
Carry Weapons?	76.64%	15.65%	3.79%	1.45%	2.47%
<b>High School</b>					
Under the Influence of Drugs?	37.79%	17.52%	15.85%	7.83%	21.00%
Under the Influence of Alcohol?	47.12%	22.24%	13.54%	6.62%	10.47%
Destroy Things (Vandalism)?	44.58%	26.13%	14.95%	6.61%	7.73%
Get into Fights?	32.50%	35.79%	20.05%	5.57%	6.09%
Steal Things?	48.85%	23.37%	12.95%	6.43%	8.40%
Threaten or Bully?	36.59%	24.89%	16.11%	8.29%	14.12%
Under the Influence of Inhalants?	78.35%	10.86%	4.32%	2.12%	4.36%
Carry Weapons?	67.90%	18.93%	6.24%	2.29%	4.64%
<b>Alternative School</b>					
Under the Influence of Drugs?	63.79%	16.67%	7.33%	2.73%	9.48%
Under the Influence of Alcohol?	75.29%	13.22%	5.75%	1.01%	4.74%
Destroy Things (Vandalism)?	60.14%	25.51%	8.12%	2.46%	3.77%
Get into Fights?	64.99%	22.09%	6.89%	1.87%	4.16%
Steal Things?	63.36%	22.84%	7.61%	2.44%	3.74%
Threaten or Bully?	56.12%	24.60%	8.20%	5.18%	5.90%
Under the Influence of Inhalants?	88.07%	6.61%	2.01%	1.15%	2.16%
Carry Weapons?	81.29%	12.23%	2.73%	0.72%	3.02%
<b>Charter School</b>					
Under the Influence of Drugs?	86.12%	8.20%	2.52%	0.32%	2.84%
Under the Influence of Alcohol?	92.11%	4.42%	1.89%	0.00%	1.58%
Destroy Things (Vandalism)?	53.16%	30.70%	10.44%	2.22%	3.48%
Get into Fights?	38.73%	39.68%	13.65%	4.13%	3.81%
Steal Things?	52.68%	27.13%	13.25%	1.89%	5.05%
Threaten or Bully?	50.32%	26.43%	12.10%	5.73%	5.41%
Under the Influence of Inhalants?	77.71%	14.65%	5.10%	1.59%	0.96%
Carry Weapons?	80.13%	14.51%	2.84%	0.63%	1.89%
<b>District</b>					
Under the Influence of Drugs?	62.20%	14.15%	9.37%	3.97%	10.31%
Under the Influence of Alcohol?	67.95%	15.54%	7.57%	3.41%	5.53%
Destroy Things (Vandalism)?	46.86%	28.93%	12.98%	4.88%	6.35%
Get into Fights?	30.73%	35.85%	19.66%	5.98%	7.78%
Steal Things?	49.06%	25.75%	12.65%	5.54%	7.00%
Threaten or Bully?	35.53%	27.36%	15.79%	8.13%	13.19%
Under the Influence of Inhalants?	75.73%	13.46%	5.18%	2.08%	3.56%
Carry Weapons?	74.95%	16.17%	4.38%	1.52%	2.98%

### Student Drug and Alcohol Use High Schools I



### Student Drug and Alcohol Use High Schools II

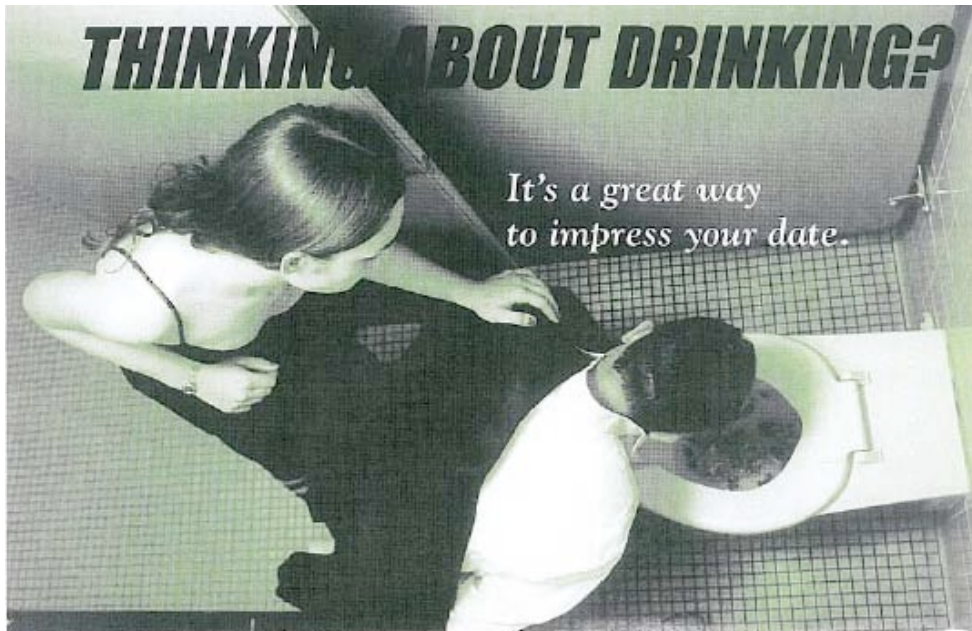


(2008 graphs)

# APPENDIX Y

## Effective & Ineffective Media Samples

### EFFECTIVE - Sarcasm, Relationships, Reality



This postcard uses several effective strategies. It focuses on how it looks to your date when you are drunk and throwing up – one of the real and immediate effects of drinking. Looking good in front of your date is something everyone can relate to. The sarcasm adds humor in a clever way.

### EFFECTIVE - Social Norm Change

**strength in numbers**

**MOST ETHS STUDENTS CHOOSE NOT TO DRINK ALCOHOL.**

72% choose options other than drinking alcohol when hanging out with friends.

Drug Perceptions and Use Survey, 2001. N=2,010 ETHS Students.

Sometimes students think that all teens are drinking, so it must be the norm to drink. “Norm” means that students think it is normal for teens to drink. This ad tells people two things – (1) most students DO NOT engage in binge drinking and (2) there are other options for having fun than drinking. Changing what people think is normal is a very effective way to change their behavior.

## R E S U M E

### Julie Doe

Greene County Jail  
929 N. Robberson Avenue  
Anytown, USA 00000



#### Goals:

Finish my alcohol awareness classes. Pay off my fines.  
Finish my probation.  
Get my life back.

#### Experience:

Member pom squad, 4 years. Academic all star tennis, Four years experience with heavy drinking. With my underage drinking arrest record, I'm going to lose my scholarship and my job.

#### Education:

4.0 GPA, honor student.  
All of that hard work isn't helping now.

## EFFECTIVE - Target Audience

The target audience for this poster is honor students. It is set up like a resume, something that college-bound, profession-seeking students can relate to. The poster points out how drinking can get in the way of accomplishing goals, another thing that honor students can identify with. Knowing what your target audience likes and is interested in your target audience will help you create media that your audience can relate to.

## USE A FAKE I.D.



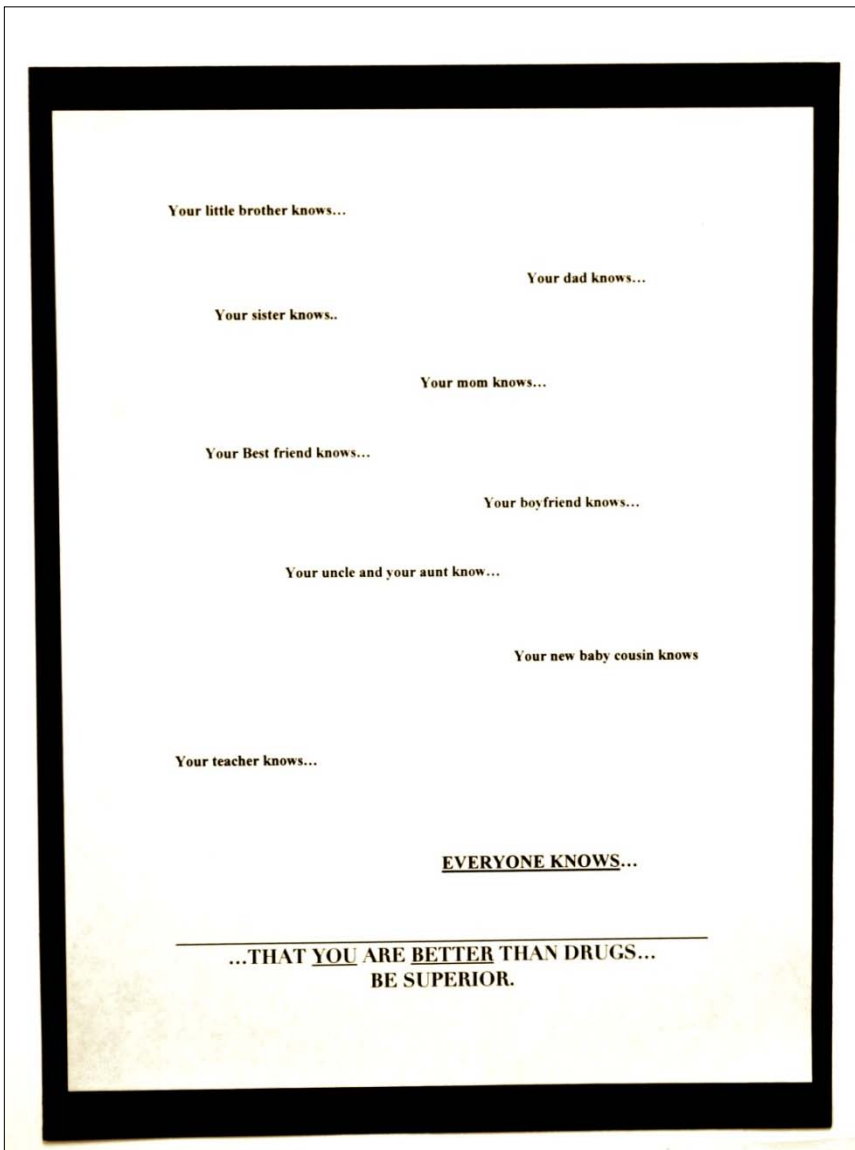
## EFFECTIVE - Money

Showing people how much money they lose by engaging in a particular activity, like drinking, can be an effective way to change behavior. The money graphic grabs attention. No one wants to use money for fines when they could use it for computer stuff, music, clothes, etc.



**Party  
Scenes -  
NOT  
EFFECTIVE**

This ad has a fundamental flaw. The words say that there are consequences to underage drinking, but the photo shows teens having fun. Which will people remember more – the words or the image?



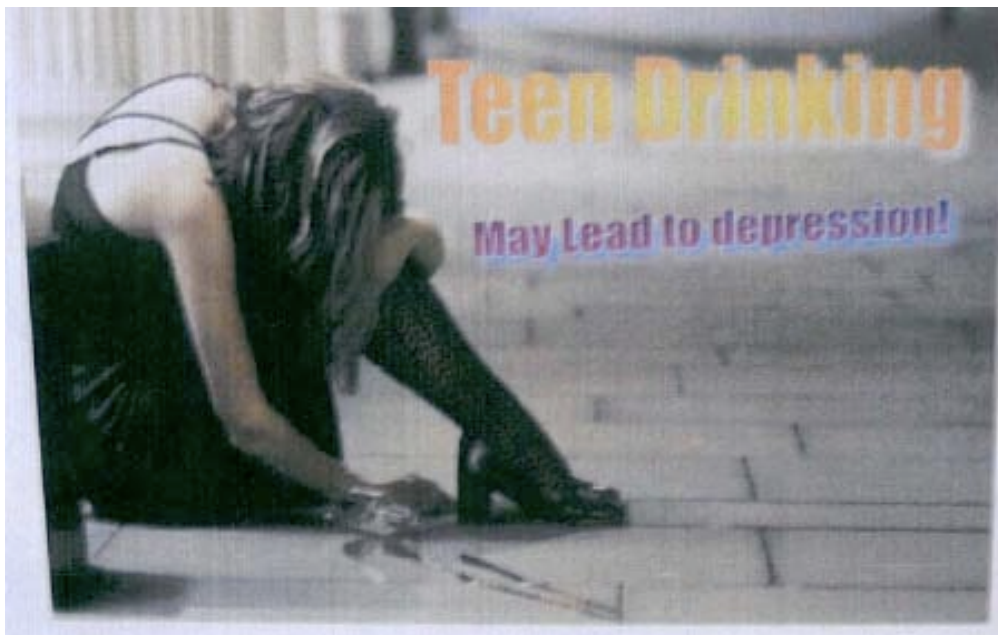
**No Attention  
Grabber -  
NOT  
EFFECTIVE**

The idea for this ad is great! It makes you wonder what all of these people know. But does it actually grab your attention? You might just walk by and not even see it because it is not eye-catching.



## Scare Tactics - NOT EFFECTIVE

Scare tactics do not work. People look at posters like this and think, "This happens to other people, not to me. I'm more careful, I'm not stupid, I'm a better driver... It will not happen to me." Posters with scare tactics about health do not work either – showing gross photos, listing long-term bad health



## No Behavior Change - NOT EFFECTIVE

This poster has a graphic that grabs your attention, but it does not persuade the viewer to change their behavior. The viewer is left wondering what can be done about alcohol use and depression. How can I deal with my depression instead of drinking? Where can I get help? How could I help a friend?

# APPENDIX Z

## Social & Employability Learning (SEL) Goals

1. **Self-Awareness (I am):** Recognizing who I am and how I am feeling relative to the world around me.

1A. **Students demonstrate awareness of their emotions.**

- Distinguish their real feelings from how others expect them to feel.
- Describe the external event or internal cognition that triggered an emotion.
- Understand the effect of self-talk on emotions.
- Describe how changing their interpretation of an event can alter how they feel about it.
- Use self-reflection to make sure their emotions are in line with the truth of a situation.
- Acknowledge an emotion and determine the appropriate time and place to safely digest it.

1B. **Students demonstrate awareness of their personal traits.**

- Identify things about themselves that they cannot change and devote their energy to something they can change.
- Recognize their personal learning style/intelligence and find ways to employ those styles.
- Explore possible career and volunteer opportunities based on their identified interests and strengths.
- Find and enhance an affinity.
- Identify the skills and credentials required to enter a particular profession and begin to prepare accordingly.
- Show self-esteem based on assessment of self.

1C. **Students demonstrate awareness of their external supports.**

- Identify school support personnel and have knowledge of when and how to use them.
- Identify organizations in their community that provide opportunities to develop their interests or talents.
- Activate community resources to help them achieve their goals.
- Access safety networks for self and others.
- Have constructive support systems in place that contribute to school and life success.

1D. **Students have a sense of personal responsibility.**

- Analyze the effect taking responsibility or not taking responsibility can have on themselves and others.
- Describe how taking responsibility leads to success.

- Demonstrate an ability to take responsibility for their choices.
- Realize the level of control they have over their own lives and act accordingly.
- Take the role of a personally responsible citizen promoting the betterment of the community.

2. **Self-Management (I can):** Managing my behavior in effective, constructive ways.

2A. **Students demonstrate ability to manage their emotions constructively.**

- Demonstrate control of their behavior so as not to behave impulsively.
- Evaluate the role attitude plays in success (i.e. pessimism vs. optimism)
- Practice strategies for coping with and overcoming feelings of rejection, social isolation, and other forms of stress.
- Demonstrate reframing skills to promote resiliency and optimism.
- Incorporate personal management skills on a daily basis and demonstrate effective emotional management as a way of being.

2B. **Students demonstrate honesty/integrity.**

- Analyze their behavior to determine whether or not they are being authentic.
- Analyze whether they are behaving in an honest manner and adjust accordingly.
- Show authenticity in their behaviors.
- Act with a correlation between their words and their actions (walk the talk).

2C. **Students use effective decision-making skills.**

- Evaluate how external influences (e.g. media, peer, cultural norms) affect their decision-making.
- Consider ethical, safety, and societal factors when making their decisions.
- Apply decision-making skills to foster responsible social and work relations and to make healthy life-long choices.

2D. **Students demonstrate ability to set and achieve goals.**

- Monitor progress toward achieving a goal, and make adjustments in their plan as needed.
- Identify outside resources that can help in achieving a goal.
- Set a positive academic goal.
- Set a post-secondary goal with action steps, timeframes, and criteria for evaluating achievement.
- Demonstrate an understanding that goal setting promotes life long success.

**3. Social Awareness (I care): Demonstrating an awareness of the value of others in the greater communities.**

**3A. Students demonstrate awareness of other people's emotions and perspectives.**

- Identify verbal, physical, and situational cues that indicate how others may feel.
- Use conversational skills to understand the perspective of others.
- Demonstrate ways to express understanding of those who hold different opinions.
- Demonstrate ways to express empathy for others.
- Differentiate between the factual and emotional content of what a person says.
- Express empathy towards others.
- Value and learn from the perspectives of others.

**3B. Students demonstrate consideration for others and a desire to positively contribute to their community.**

- Work cooperatively with others to implement a strategy to address a need in the broader community.
- Evaluate the impact of their involvement in an activity to improve their school or community.
- Participate in activities that show they are agents for positive change within their community/world.
- Analyze their responsibilities as involved citizens of a democratic society.

**3C. Students demonstrate an awareness of cultural issues and a respect for human dignity and differences.**

- Demonstrate respect for individuals from different social and cultural groups.
- Participate in cross-cultural activities and reflect on how they were responsive to the setting they were in.
- Evaluate strategies for being respectful of others and opposing stereotyping and prejudice.
- Evaluate how advocacy for the rights of others contributes to the common good.
- Show sensitivity to the cultural setting they are in and a willingness to adapt as necessary.

**3D. Students can read social cues.**

- Evaluate how society and cultural norms and mores have an effect on personal interactions.
- Read social cues and recognize the impact of their reactions to those cues.
- Recognize and respond to social cues in a manner that contributes to their life-long success.

**4. Social Management (I will): Interacting in meaningful, productive ways with others.**

**4A. Students use positive communication and social skills to interact effectively with others.**

- Demonstrate strategies for collaborating with peers, adults, and others in the community to move group efforts forward.
- Offer and accept constructive criticism in order to make improvements.
- Work to maintain an objective, non-judgmental tone during disagreements.
- Use assertive communication to get their needs met without negatively impacting others.
- Empower, encourage, and affirm themselves and others through their interactions.

**4B. Students develop constructive relationships.**

- Understand the benefits of setting limits for themselves and others (boundaries).
- Practice strategies for maintaining positive relationships (e.g. pursue shared interests and activities, spend time together, give and receive help, practice forgiveness.)
- Understand the value of mentors.
- Participate in a healthy support network of relationships.
- Independently seek out relationships that support their development through life.

**4C. Students demonstrate the ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.**

- Analyze how listening and talking accurately help in preventing and resolving conflicts.
- Apply skills and strategies needed to manage intimidation, avoid and escape violence, and maintain personal safety.
- Access conflict resolution and problem-solving resources (i.e. security, trusted adults, peer mediators, counselors).
- Demonstrate an ability to co-exist in civility in the face of unresolved conflict.
- Use prevention, management, and resolution skills to resolve interpersonal conflicts constructively.