

Dover, NH

Youth 2 Youth

*Youth Empowerment:
Getting from Skills
to Action*

Learning Objectives

- ✓ Discuss the knowledge and skills that youth need to take action
- ✓ Provide hands on examples of skill development
- ✓ Provide examples of how youth can take action to create environmental change
- ✓ Share resources that you can use when you get home

Dover Youth to Youth



Dover, NH

Youth **2** Youth

Vicki Hebert

46 Locust Street
Dover, NH 03820

Office: 603.516.3279
Cell: 603.401.0735
v.hebert@dover.nh.gov

www.DoverY2Y.org

Y2Y International Summer Conferences

Eastern States 1998



Evaluation

- ✓ 2010 Service to Science TA selection as a promising practice
- ✓ 2011 Service to Science capacity building Grant Award
- ✓ 2013 Placed on NH's list of Evidence-based Programs

Evaluation Process

- Developed Pre/Post Survey Instruments
- Established a control group
- Parent Surveys
- Focus Groups
- Presentation Skills Evaluation
- Selected 4 replication sites to participate in the evaluation process

Fidelity of Replication

Developed tools to aid replication:

✓ Fidelity Checklists

✓ Toolkit

✓ TA & Training

One Voice Youth Empowerment Model
CHECKLIST: Sticker Shock (Module 3C-1)

Completed by: _____ Date: _____
Team Name: _____

The following checklist is designed to prompt you, as a youth team adviser, to take the kinds of steps that are associated with successfully conducting Sticker Shock.

Getting the stickers to be used.	✓ STEPS	Completed	Not Completed	Not Started	Not Done
• Training provided on developing your message (see Module 3C-1) you are designing your own sticker.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Select the message to be shown and into the sticker.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Design the reverse side of the sticker.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Purchase or order the stickers.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Prepare.					
• Select site to supervise the activity.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Training of vendor familiar with the activity.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Arrange transportation.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Date and time for placing the stickers selected or targeted.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Contact the vendor's merchants to obtain permission.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Communicate one way or another about the date, time & place for Sticker Shock, where to meet and provide details on any management issues.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Conduct prior to activity (see lesson plan in Module 3C-1).		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Placement of stickers on the product.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Monitor and behavior in the store.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Determine when the "message" of the sticker is.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Follow-up.					
• Review rules before entering the business.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Review daily upon arrival at a business.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Review specific nature of each business.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Review responsibility of each business.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Review responsibility for "Quality."		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Review about heat and in stock.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Review about heat and in stock.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Review about heat and in stock.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Dover, NH Youth to Youth © 2009-2010, 2012
www.OneVoiceY2Y.org



↪ Our Model

↪ KNOWLEDGE

↪ SKILLS

ACTION



Intramural vs. Varsity Team



DIZZYTHMIA

Types of Knowledge and Skills

- ✓ Drug Information
- ✓ Presentation Skills
- ✓ Media Production
- ✓ Working with the Press
- ✓ Activism Skills
- ✓ Policy Change
- ✓ Pop Culture Influences

Presentation Skills

3. Animation of Voice

Five Techniques:

- **Spacing/Pauses**
- **Emphasize Words**
- **Vary Speed**
- **Stretch Words**
- **Vary Pitch**

Presentation Skills

Emphasizing Words:

- Helps to *convey the meaning* of what you are trying to say
- Makes what you say *more interesting* to listen to

Example Demonstrated

*I'm taking **all** their keys away to make sure they **don't** drink and drive.*

***I'm** taking all their keys away to make sure **they** don't drink and drive.*

Applied Skills



2002

Returns for Organizations Exempt From Income Tax

Under Section 501(c)(3) of the Internal Revenue Code (Other Than Private Foundations as Defined in Section 509(a) or Section 4947(a)(1) Nonexempt Charitable Trusts

This package contains the following forms and related instructions:

- Form 990-EZ
- Form 990-T
- Form 8868
- Form 990
- Form 990-W
- Schedule A (Form 990 or 990-EZ)
- Schedule B (Form 990, 990-EZ, or 990-PF)

All forms are placed in the center of this package for easy removal. Also enclosed is a completed sample Form 990 and Schedule A (Form 990 or 990-EZ) with supplemental instructions.

Form 990-EZ is enclosed for use by organizations with gross receipts less than \$100,000 for the year and total assets less than \$250,000 at the end of the year. These smaller organizations will find this form easier to complete than Form 990.

The organization is not required to file Form 990, or Form 990-EZ, with the IRS if its gross receipts normally are not more than \$25,000. State filing requirements may differ; therefore, the organization may still be required to file Form 990, or Form 990-EZ, with one or more states even though it is not required to file with the IRS.

Internal Revenue Service
WADC-9999
Rancho Cordova, CA 95743-9999

Official Business
Penalty for Private Use, \$300

Peel off the label and place it in the address area of the Form 990, or Form 990-EZ, you file. If someone else prepares the return, please give the preparer the presorted label and the envelope and ask the preparer to use them. Make necessary corrections on the label.

PSRST STD
Postage and Fees Paid
Internal Revenue Service
Permit No. G-48

Organizations in this category should consult appropriate state officials to determine their specific filing requirements.

Organizations that are eligible to receive tax deductible contributions are listed in Publication 78, Cumulative List of Organizations described in Section 170(c) of the Internal Revenue Code of 1986. An organization may be removed from the listing if our records show that it is required to file Form 990, or Form 990-EZ, but it does not file a return or advise us that it is no longer required to file. However, contributions by the general public to such an organization may continue to be deductible until the IRS publishes a notice to the contrary in the Internal Revenue Bulletin.

The IRS will assess penalties for an incomplete or incorrect return. Organizations that do not file a complete return will receive a letter requesting the missing information. If missing or correct information is not furnished or reasonable cause is not established, the organization will be assessed the \$20 per day penalty under section 6652(c)(1). Accordingly, we caution you to make certain that the return is complete and correct and urge you to respond promptly to any letter requests for missing information.

An organization must:

- Make its Form 990, or Form 990-EZ, and its exemption application, available for public inspection, including all attachments and schedules, but note the public inspection requirements for Schedule B (Form 990, 990-EZ, or 990-PF), Schedule of Contributors.

- Provide a copy without charge, other than a reasonable fee for reproduction and actual postage costs, of all or any part of any application or return required to be made available for public inspection, to any individual who makes a request for such copy in person or in writing. See General Instruction M.

- Fulfill the requirements for a properly completed return. See General Instruction W.

Payments to Victims of Terrorism. If your organization made payments to victims of terrorism under the terms of section 104 of the Victims of Terrorism Tax Relief Act of 2001, you must specifically describe these payments in your narrative of Program Service Accomplishments on Part III of Form 990 or 990-EZ. If the IRS needs more information concerning these payments we will issue further guidance.

Boring Material

GUESSING GAME

TITLE: Guessing Game
CREATED BY: Madness Productions of Dover Youth to Youth
DATE: March 2000
RECORDED: May 16, 2000
TARGET MESSAGE: Alcohol Use
TARGET AUDIENCE: Adult-Parent
FORMAT: radio PSA - 60 seconds

[Opening sound effect: Car starting/doors closing]

- MOM: OK kids here we go...
- DAD: it's going to be a long trip.
- KID#2: I'm bored!
- KID#1: let's play a guessing game!
- DAD: OK... I'm thinking of something that we have at every cookout.
- KID#2: Beer?
- DAD: No... I was thinking of hamburgers. [quizzical]
- KID#1: Let mom try one...
- MOM: Ok... I'm thinking of some thing that's a part of every family celebration!
- ALL KIDS: ~~Beer!~~
- DAD: Nooo!! ... Of course not!
- MOM: Let's try again... ~~name~~ something that makes Dad really mad?
- KID#1: Running out of beee... [answer tails off]
- MOM: No... Stop saying that! You kids aren't getting any of these right!
- DAD: OK one more... I'm thinking of one thing that mom really likes to order when she goes out to dinner... and it's not beer.
- ALL KIDS: Margaritas!
- MOM: Nooo,, I don't know where you kids come up with this stuff.
- KID#1: I do. [solemnly]

Prevention Material

Types of Action

Education

Community Awareness

Policy Change

Media

Presentations

↘ Module 3A-6

Samantha Skunk



www.SamanthaSkunk.com

Presentations

↘ Module 3A-2

8 Things the Alcohol Industry Doesn't Want You to Know



Policy Change

Party Host Law



Policy Change

Henry Law Park



Community Awareness

Prom Gifts





Community Awareness

Module 3C-6

Zombie Project



Community Awareness

Hilltop Funcenter Project

Black flagged

Hilltop Fun Center's
Budweiser go-cart parked
for 'promoting' alcohol use

By AARON SANBORN
asanborn@fosters.com

SOMERSWORTH — A go-cart featuring Budweiser decals has been removed from the race course at Hilltop Fun Center after members of Youth to Youth waived the caution flag about its presence on the track.

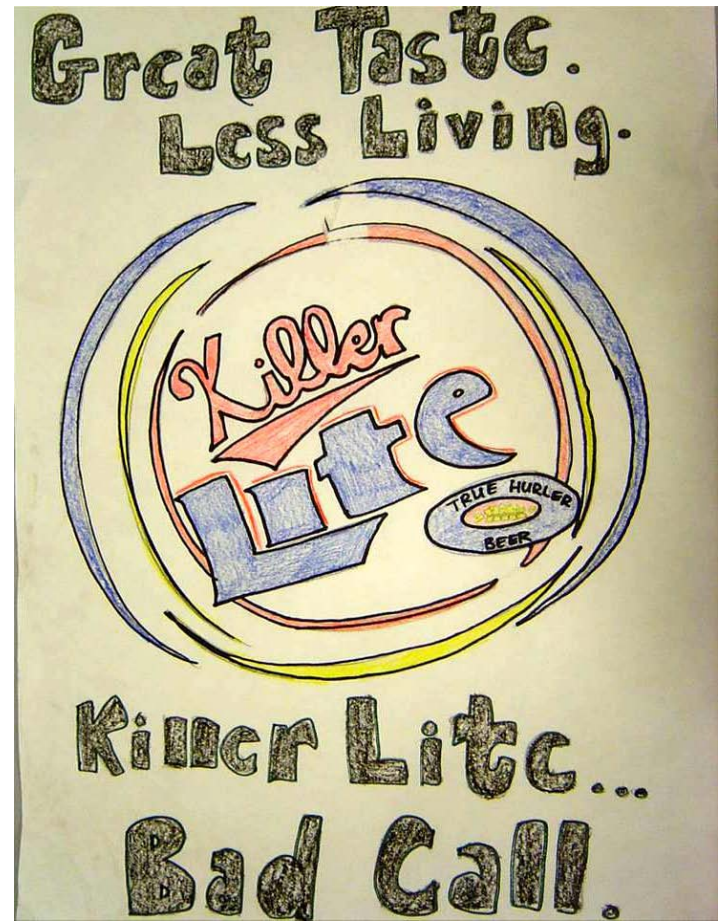
The go-cart was parked in the garage shortly after members of the youth group approached Hilltop Owner Steve Cote on Wednesday and voiced concern that a cart featuring Budweiser decals didn't belong on the track.



Community Awareness

↘ Module 3D-1

Logo Lampoon





The Nasty Truth!

NO GOOD TAKE!
Basicly
This pack is to encourage you to smoke

Smoking causes:

- Lung Cancer
- High Blood Pressure
- Heart Disease
- And DEATH

Elaina

R.i.p.

Show I have
Bad Choices
or Orange Juice

DEAD

WALLES

Media

↙ Module 2C



Brain Campaign Message

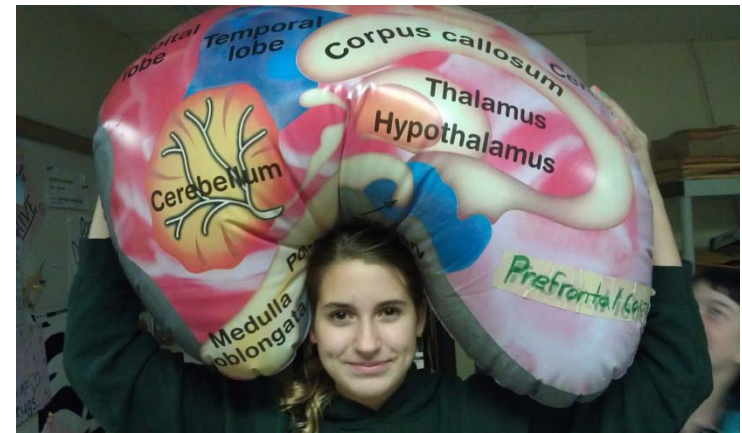
↪ Module 3D-1

Alcohol affects ALL parts of your brain.



**When it comes to Grey Matter,
it ALL Matters.**

For more information on Alcohol and the Brain visit www.DoverCoalition.org



Developing Knowledge



Sticker Shock Sticker

↘ Module 3C-1

Alcohol and Youth Don't Mix

Teens may look mature - but their brains are still growing and developing until age 25.

Alcohol can permanently affect a brain's development, as well as mess up the part of the brain that is responsible for judgment, impulse control and risk taking.



Alcohol can help teens make the dumbest decisions of their lives.

www.DoverYouth.com



Media

↪ Module 2C



Kick Off Event



Street Activism

↪ Module 2E



Palm Card

Alcohol affects ALL parts of your brain.



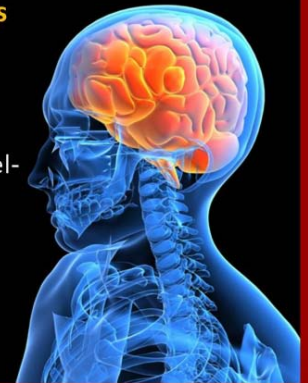
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21? You're still not done!

Youth + Alcohol + M

LOSS OF Coordination

SLOWED

it ALL matters

HEART RATE

ALCOHOL AFFECTS IT ALL

ALCOHOL

BAD DECISIONS

THINK BEFORE YOU DRINK

You ONLY HAVE ONE

ALCOHOL AFFECTS IT ALL

ALCOHOL

IMPROVED MEMORY

21? You're still not done! LOSS OF Coordination

alcohol + youth MIX

SLOWED BREATHING + HEART RATE

21? You're still not done!

ALCOHOL AFFECTS IT ALL

ALCOHOL

IT ALL MATTERS

THINGS WE NEED TO MATTER

Press Conference

↪ Module 2D



Brain Campaign'



Julian Russell/Staff photographer

MORE THAN 70 LOCAL YOUTHS turned out to launch the Dover Youth to Youth program's Brain Campaign on Central Avenue in Dover on Wednesday to raise awareness about the effects underage drinking can have on the brain.

Students educate downtown visitors on alcohol's effect on the young mind

By **LAURENNE RAMSDELL**
lramsdell@fosters.com

DOVER — More than 70 dedicated youths rallied downtown Wednesday afternoon in hopes of raising awareness about the effects of alcohol on the brain.

As part of a new initiative known as the Brain Campaign, students who are part of Dover's Youth to Youth prevention program held signs and oversized pictures of the human brain while they explained the types of detrimental ways the develop-

ing brain can be affected by alcohol consumption.

"Alcohol doesn't make our community any better," said 11-year-old Mic Merone as he held a sign along with peers in the courtyard in front of

See **BRAN**



Julian Russell/Staff photographer

DANA MITCHELL, the Coordinator of Dover Youth to Youth, center, is surrounded by nearly 70 youths attending the launch of the program's Brain Campaign on Central Avenue in Dover on Wednesday. The group aims to raise awareness about the effects underage drinking can have on the brain.

Brain

From Page A1

Cochecho Millworks Building. At 11 years old, Hannah Jelley said she is well aware of the types of negative impact that drinking can have on her still developing brain. Hannah explained that studies show the human brain doesn't stop growing until the age of 25, noting that consuming alcohol before then can have an impact on the way a brain develops. The students combed Central Avenue, handing out palm-sized informational cards containing facts about how alcohol affects the brain.

"We're fighting for a cause," said 10-year-old Alejandra Arguelo.

The students told passers-by how alcohol can cause a person's brain to malfunction, resulting in loss of balance and coordination and in some cases even causing the heart to stop.

"We just want everyone to be safe, because alcohol affects the whole brain," said Emma Fee, 11. Some students held giant cardboard cutouts of the human brain, standing next to other students who held signs advertising the negative ways that alcohol can affect the mind.

Once all 70 students gathered in the courtyard together, they began chanting the phrase "Alcohol and kids don't mix. It's a problem we can fix" over and over again



Julian Russell/Staff photographer

DOVER YOUTH TO YOUTH PROGRAM participants hold a Brain Campaign rally on Central Avenue in Dover on Wednesday to raise awareness about the effects of underage drinking.

as loud as they could. Their message could be heard throughout the heart of the city, drawing business owners out of their shops to take a peek at what the Youth to Youth students were talking about. "By raising awareness of the brain damaging things alcohol contains, we're really hoping to influence and inform our community in a positive way," said 11-year-old Hannah Martuscello. Some students held signs reading "Alcohol affects it all" and "You only get one brain," while others held signs with the phrase "Think before you drink."

Aside from the rally held downtown Wednesday, John Nash, 10, explained he and his peers will also be holding what he called a "sticker shock" project as part of the Brain Campaign. He explained that they will bring stickers covered with information about the dangers of youth consumption with them when visiting stores, sticking them onto containers of alcohol to share their message as much as possible.

For more information on the Brain Campaign and all of the other prevention initiatives hosted by Dover's Youth to Youth program, visit www.doveryouth.com.

Resources

✓ Training and Technical Assistance

- ✓ Webinar Series and customized web training
- ✓ On-site training/Conference Support

✓ Our other resources

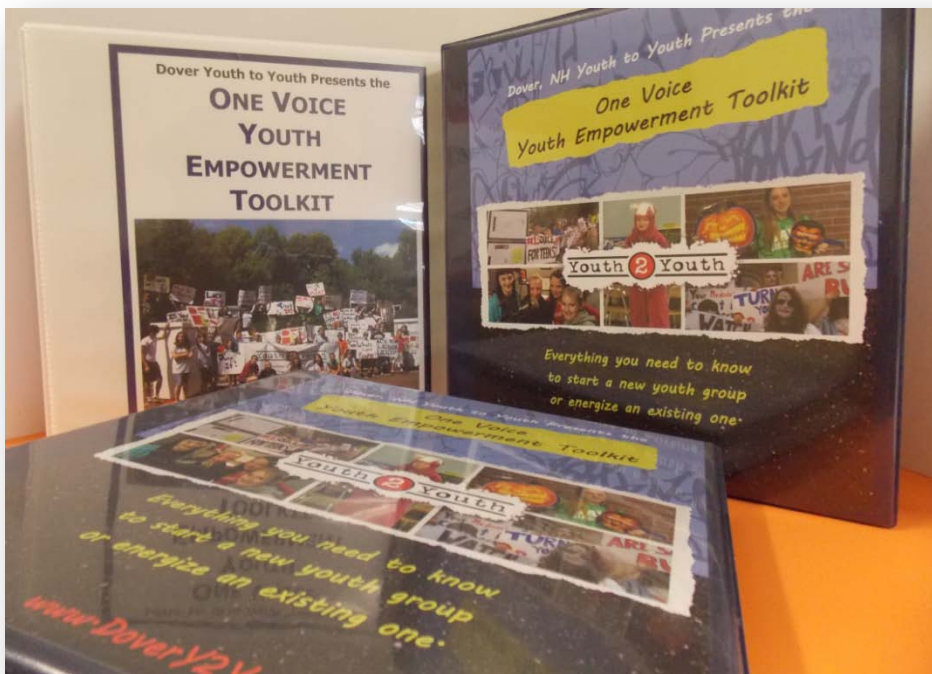
- ✓ Toolkit
- ✓ Samantha Skunk



The Toolkit

The One Voice Youth Empowerment Toolkit:

- It's a **toolkit**...
- Not a curriculum



A Tour of the Toolkit

- Introduction
- Getting Started (Part 1)
- Modules covering *Knowledge & Skills*
- Modules for *Action* (Part 3)
- Evaluation information (Part 4)
- Appendix
 - Appendix G: commercial DVDs
- Flash Drive (currently almost 10 gig of content)

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