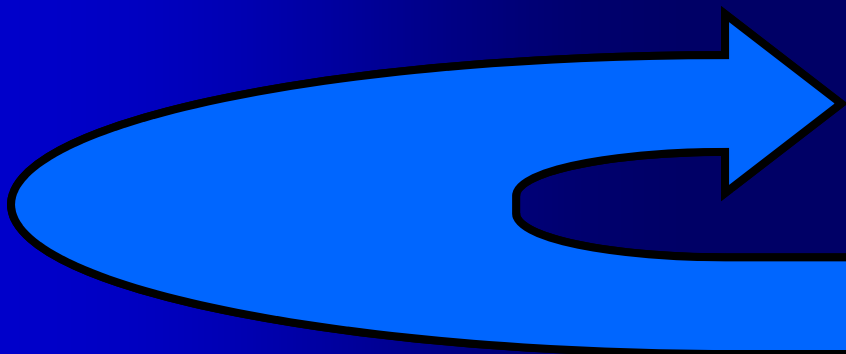




Adversity *into* ACTION

A workshop focused on the new NOYS program



Welcome!

- You're about to learn about an exciting new program from NOYS called YOUTH-Turn.
- Adversity into action is the key.
- The purpose of the program is to help young people turn adversity into action.

Community Tragedies

- On your card, write about a tragedy or adversity that impacted your local community.
- You don't need to write many details, and don't include your name.
- When you're finished, please hand in your card.



Let's meet each other!

- Please introduce yourself to your fellow group members.
- Have your numbered card ready.
- What do you want to know about your group members? Give some ideas for questions.
- The number called will answer the questions.
- Let's meet our fellow participants!



Adversity Happens

- We've all had adversity occur in our own communities. You wrote about one of them on the note card.
- How do people react when adversity happens? What is the best thing to do react to such events?
- What successes has your community had in addressing these situations?

Introducing YOUTH-Turn

- Let's learn more about YOUTH-Turn.
- The following slides will get you more familiar with the program and what it has to offer.
- As we go through the presentation, please fill in the note sheet.
- This note sheet will help you remember what you learned today.
- The web address is:



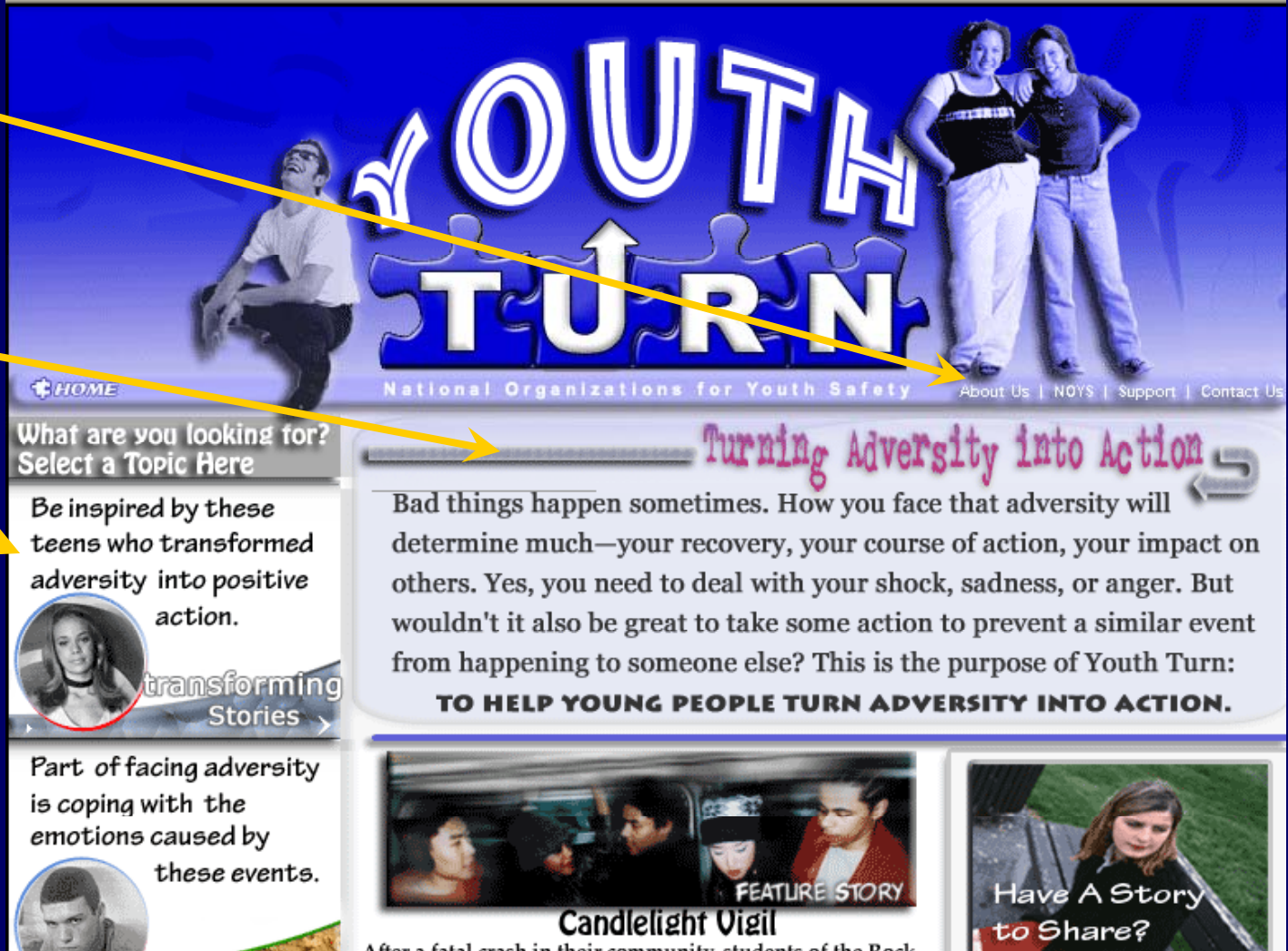
<http://www.noys.org/youthturn.htm>

YOUTH-Turn Home Page

About Us,
NOYS,
Support,
Contact Us

Key Message

Transforming
Stories



The screenshot shows the Youth-Turn website home page. At the top, there is a banner with the text "YOUTH TURN" in large, stylized letters, accompanied by images of three young people. Below the banner is a navigation bar with "HOME" and "National Organizations for Youth Safety" on the left, and "About Us | NOYS | Support | Contact Us" on the right. The main content area features a search bar with the text "What are you looking for? Select a Topic Here". Below the search bar, there are two columns of text. The left column contains the text "Be inspired by these teens who transformed adversity into positive action." and a circular image of a young woman with the text "transforming Stories" below it. The right column contains the text "Bad things happen sometimes. How you face that adversity will determine much—your recovery, your course of action, your impact on others. Yes, you need to deal with your shock, sadness, or anger. But wouldn't it also be great to take some action to prevent a similar event from happening to someone else? This is the purpose of Youth Turn: **TO HELP YOUNG PEOPLE TURN ADVERSITY INTO ACTION.**" Below this text is a "Turning Adversity into Action" graphic with a right-pointing arrow. At the bottom, there are two more sections: "Part of facing adversity is coping with the emotions caused by these events." with a circular image of a young man, and "Candlelight Vigil" with a photo of people at a vigil and the text "FEATURE STORY". To the right of the vigil photo is a section titled "Have A Story to Share?" with a photo of a young woman.

HOME

National Organizations for Youth Safety

About Us | NOYS | Support | Contact Us

What are you looking for?
Select a Topic Here

Be inspired by these
teens who transformed
adversity into positive
action.



transforming
Stories

Part of facing adversity
is coping with the
emotions caused by
these events.



Turning Adversity into Action

Bad things happen sometimes. How you face that adversity will determine much—your recovery, your course of action, your impact on others. Yes, you need to deal with your shock, sadness, or anger. But wouldn't it also be great to take some action to prevent a similar event from happening to someone else? This is the purpose of Youth Turn:
TO HELP YOUNG PEOPLE TURN ADVERSITY INTO ACTION.



Candlelight Vigil

After a fatal crash in their community, students of the Red...



Have A Story
to Share?

About Us, NOYS, Support, Contact Us

- About Us = Links to information about NOYS
- NOYS = Links to the NOYS web site www
- Support = Opportunities to support NOYS
- Contact Us = links to a contact list for NOYS

Key Message

“We all know that bad things happen sometimes. How you face that adversity will determine much - your recovery, your course of action, your impact on others. Yes, you need to deal with your shock, sadness, or anger. But wouldn't it also be great to take some action to prevent a similar event from happening to someone else? This is the purpose of YOUTH-Turn: to help **young people** turn **adversity** into **action**.”

Transforming Stories

- This section includes stories of how **local** communities handled **adversity**.
- Use this section as a resource when things **happen** in your **community**.
- More than likely, there will be a story that will relate.



Transforming Stories

- The current story highlights a SADD project focused on reducing drinking and driving called **Taking a Stand**.
- Disturbed by several crashes involving driving under the influence of alcohol during the winter holidays, SADD members at Deep Run High School in Glen Allen, Virginia, decided to take action to change the attitudes about teen drinking in their community. Working with the PTSA, members organized a town forum to bring together students, parents, school community members, law- enforcement officers, organizations, and community leaders to discuss the issue.

Transforming Stories

- The forum featured speakers from the police department and the Virginia Department of Alcoholic Beverage Control (ABC), as well as concerned students and parents.
- Teens focused on the reality of parent-teen relationships and urged parents to be more aware of what is going on in their teens' lives. The students did activities such as a sobriety field test using special goggles that simulate driving under the influence of alcohol.
- After the forum, SADD members posted a 12'x9' banner at school for students to sign to pledge not to drink and drive and not to ride with a driver who had been drinking. Members also redoubled their efforts to promote traditional chapter activities such as Prom Promise, a pledge started by Nationwide Insurance in which teens pledge.
- The Deep Run SADD members' efforts paid off. According to the school's resource officer, there were no reported incidents of drinking and driving associated with prom this year for the first time in memory.

Transforming Stories

- Your story could be featured on the YOUTH-Turn Web site!
- We'll talk about how to share a story soon.

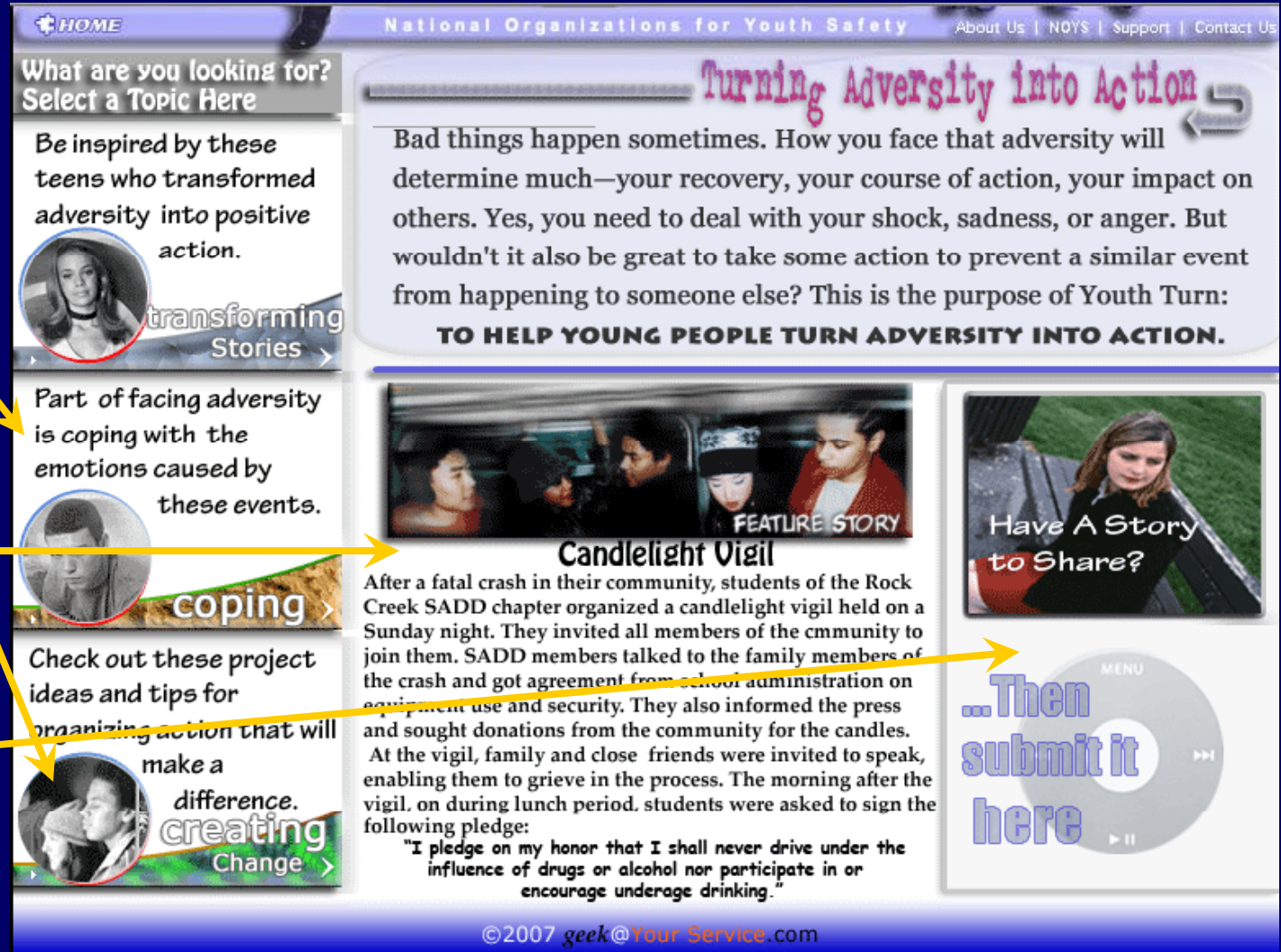
YOUTH-Turn Home Page cont'd

Coping

Creating Change

Feature Story

Sharing a Story



HOME National Organizations for Youth Safety About Us | NOYS | Support | Contact Us

What are you looking for? Select a Topic Here

Be inspired by these teens who transformed adversity into positive action.

transforming Stories

Part of facing adversity is coping with the emotions caused by these events.

coping

Check out these project ideas and tips for organizing action that will make a difference.

creating Change

Turning Adversity into Action

Bad things happen sometimes. How you face that adversity will determine much—your recovery, your course of action, your impact on others. Yes, you need to deal with your shock, sadness, or anger. But wouldn't it also be great to take some action to prevent a similar event from happening to someone else? This is the purpose of Youth Turn: **TO HELP YOUNG PEOPLE TURN ADVERSITY INTO ACTION.**

FEATURE STORY

Candlelight Vigil

After a fatal crash in their community, students of the Rock Creek SADD chapter organized a candlelight vigil held on a Sunday night. They invited all members of the community to join them. SADD members talked to the family members of the crash and got agreement from school administration on equipment use and security. They also informed the press and sought donations from the community for the candles. At the vigil, family and close friends were invited to speak, enabling them to grieve in the process. The morning after the vigil, on during lunch period, students were asked to sign the following pledge:

"I pledge on my honor that I shall never drive under the influence of drugs or alcohol nor participate in or encourage underage drinking."

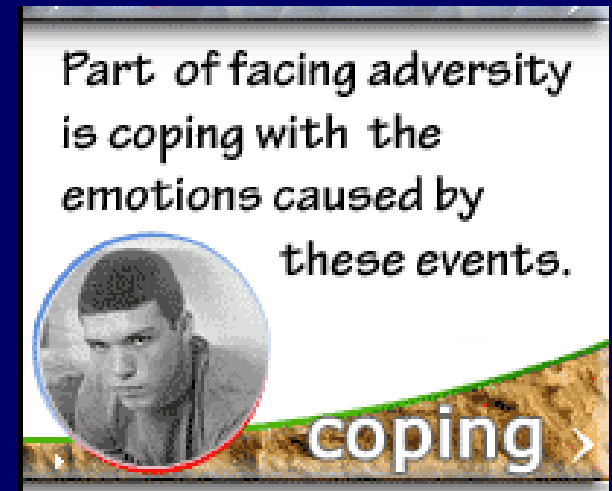
Have A Story to Share?

...Then submit it here

©2007 geek@YourService.com

Coping

- When a tragedy involving a **young person** occurs in a local community, people are **devastated**. They want to know why it had to happen and what they can do to prevent it from happening again. There may be an immediate surge of media attention involving the incident and new interest in the questions it raises.



Coping

- This section of the web site includes five different topics:
 - Understanding Emotions
 - What You Can Do
 - Guidelines for Tributes
 - Where to Turn for Help
 - Working with the Media

Understanding Emotions

- People are often **surprised** by how **overwhelming** their emotions are when they are faced with a **tragedy**.
- It's important to **understand** that everyone deals with **grief** in their own way. Some people turn inward, refusing to talk about their feelings about the loss. Many people try to put their grief aside and "get over it," but this only delays the healing process. Others lash out, angry that life can be so cruel. Some look for someone or something to blame.
- The grief **process** is just that—a **process**, with **stages** that people go through at their own **pace**.

Understanding Emotions cont'd

- **Shock and Denial.** It's hard to believe the classmate with whom you shared jokes in Calculus will never be back.
- **Confusion and Fear.** How can someone be alive one minute and dead the next?
- **Anger .** Anger can be directed toward the student who died—especially if he or she was driving or declared by law enforcement as “responsible” for the death. Or, anger can be directed at someone else whom students deem as responsible.
- **Guilt.** Some students will feel that they should have or could have done something—even if they truly couldn't have.
- **Unbalance.** With every passing day, the reality of the death becomes more evident as those left behind try to adjust to life without their friend or family member.
- **Acceptance.** With time and effective support, people begin to accept the finality of the death and find a way to balance their lives.

What You Can Do

- **Listen:** Listening is the most important thing you can do to help those affected by a tragedy. Be non-judgmental, allow them to share their feelings without interruption or un-solicited advice, and express your support and understanding.
- **Be There:** Some people work through their grief more quickly than others. While the inclination might be to provide a flurry of support for the first several days and then assume people are fine, that's not always the case. Some people can take months or even years to recover from a loss.
- **Celebrate with Tribute Activities:** It may help to celebrate the life of the person who died in the crash. This can help people get through the early stages of the grieving process.

Guidelines for Tributes

- Before you plan any kind of tribute or memorial activity, check with your **principal** or **superintendent**.
- The National Association of School Psychologists (www.nasponline.org) suggests that if you are able and do want to plan a tribute activity, make it a **positive** experience—a **celebration** of the person's life and a **message** for all the other students about living life to the **fullest**.

Tribute Guidelines cont'd

- Keep the tribute brief and appropriate to the age of the students.
- Include soothing music and student performances.
- Select speakers who are well-known to the students and whom they respect.
- Invite family members to attend.
- Balloons and candles are effective ways to promote a positive, uplifting message.
- Following a tribute service, students should return to their classrooms for at least a short time to talk with each other, their teacher, or a mental health staff member.

Where to Turn for Help

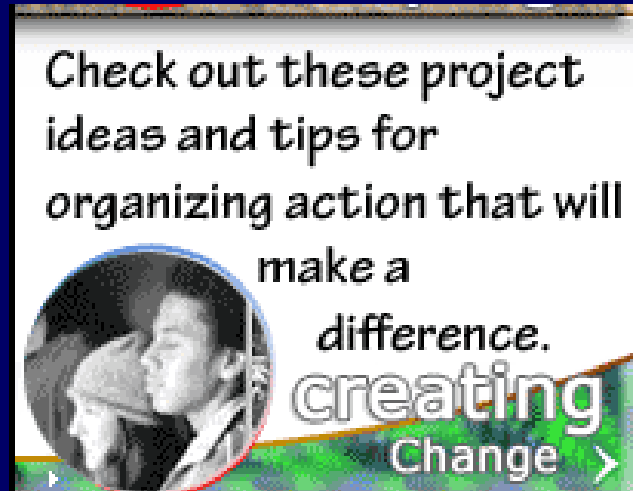
- Peer support is a **vital** part of the coping and grieving process. Students often want to be with their **friends**, who “**understand**” them and are less likely, they think, to judge their behavior at times like these. But students often need more than their **friends** to handle deep **loss** or a sense of **overwhelming** grief or anger or emptiness. A number of organizations focus on helping students and adults cope with tragedy.
 - Mothers Against Drunk Driving
 - Students Against Destructive Decisions
 - National Association of School Psychologists
 - American Counseling Association
 - American Red Cross
 - Canadian Association of School Psychologists
 - American School Health Association

Working with the Media

- As you begin your mission to turn something **bad** into something **positive**, you may encounter people who
 - want to **help** you get your **story** out
 - want to **learn** more about your **project**
 - want to **focus** on the **negative** aspects of the situation.
- Your whole message to the media—if you decide to speak with them—should convey your **commitment**, as young leaders, to ensure **tragedy** is **averted** in the future, if possible, and to show united **strength**, maturity, and **composure**.
- If you are prepared before a tragedy happens, you will know exactly what you want to say and you'll say it with dignity, maturity, and conviction.

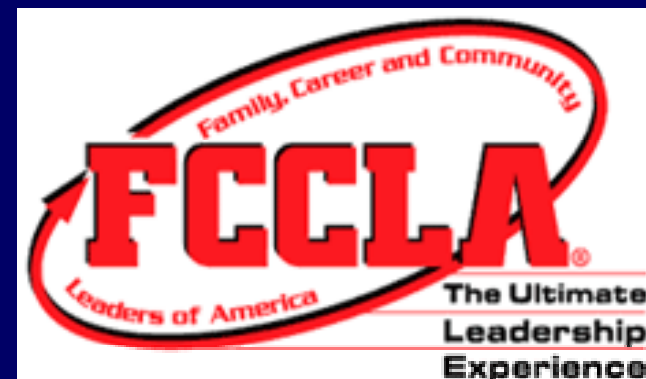
Creating Change

- Wondering what you can do to help make sure no one else has to go through what you're going through? This section might be helpful as you **develop** an **action** plan for your group or organization **before**, during, or in **response** to a community event or tragedy.



Developing an Action Plan

- Use these 5 steps to create a great project.
 - Identify Concerns
 - Set a Goal
 - Form a Plan
 - Act
 - Follow Up



Identifying Concerns

- Effective **brainstorming** means initially listing every idea without discussion or judgment, being respectful of people's opinions, and allowing thoughtful silences. Once you have a good list of **ideas**, then you can go back and **discuss** each one.
 - Which ideas would work best as longer in-depth projects and which fit shorter activity plans?
 - Which ideas need immediate attention, and which could be saved for later?
 - Once you have identified several possibilities, select those that are most doable and are related to your goals. Think about what you **CAN** do—what is realistic given your time, commitment, and resources.

Set a Goal

- Decide which **direction** your project will take. Establish a clear mental picture of what needs to be accomplished.
- Goals are broad statements about what you want to accomplish that directly address your needs. Goals give you a **target**, help keep you focused, limit **distractions**, and reduce **detours**. Goals should challenge you to stretch, yet be attainable.

Form a Plan

- Write down your **goals** and list action **steps** and **activities** to accomplish these goals.
 - **WHAT:** What **activity/event** will take place?
 - **WHY:** Why is this an **important** step toward reaching the **goal**?
 - **WHO:** **Who** will do what and how will they be **recognized**?
 - **WHEN:** **When** will it **happen**?
 - **WHERE:** Where will the **activity** take place?
 - **HOW:** How will it happen? What are possible **barriers** and **alternatives**?

Form a Plan cont'd

- **COST:** How much will it cost? How much money do you have available?
- **RESOURCES:** What **people**, **products**, **places**, and **time** are required?
- **EVALUATION:** How will the project be evaluated?

Act

- It's time to **implement** your plan.
- Tap into all available resources—school, district, local, statewide, and national--and don't be afraid to try something new.
- As you carry out the plan, make note of what's working and what's not. If possible, make changes as you go along to keep the activity on track and moving toward your goals.
- Remember to have fun and support each other to achieve your ultimate goal of saving lives and creating a positive environment in our communities.

Follow Up

- Look **forward** by looking **back** at your activity.
 - What steps/activities were accomplished?
 - Who was involved?
 - What were the results?
 - Did the activity meet your goals?
 - What did you learn from the experience?
 - Did you tap into all available resources?
 - What did you accomplish?

Projects

- Your project can be as big or as small as needed.
- The most important thing is that you **do something**.
- Develop your **message** and show your community that youth will take **positive steps** not to allow this to **happen** again.
- The project that you and your peers develop will leave a mark on your community forever.
- There are two types of projects:
 - **Short-term** projects
 - **Long-term** projects

Short-term Project Ideas

- Candlelight Vigil – held after an event
- Student Safety Week – activities that remind students about safety
- Red Ribbon Challenge – wearing ribbons as reminders
- Elementary Letter Writing – young children writing notes to remind older children of the dangers of certain activities
- Virtual DUI – experiencing DUI first hand

Long-term Project Ideas

- Parent-Teen Pledges and Follow Up
- Displays at Community Events
- Visiting Elementary Classrooms
- Traveling Assembly Programs

Connecting

- Contact other groups, organizations, or individuals that may have similar messages and **goals**.
- There is definitely strength in **numbers**, and other organizations may be willing to reinforce your message with additional information on the subject, volunteer support, or even financial resources.

Connecting with Other Youth

- Check out these ways of connecting with other youth:
 - Student Organizations (FCCLA, SADD)
 - Faith-based Groups (youth groups)
 - Community-based Groups (YMCA)
 - Older Youth (BACCHUS Network and MADD U)
 - Local Media

Connecting with Adults

- Adults can provide the support, advice, and experience you need to make your project successful.
 - School Administrators and Staff
 - Parents
 - Civic and Religious Leaders
 - Political Officials
 - Law Enforcement
 - Healthcare Organizations
 - Local Businesses and Business Leaders

Connecting to Organizations

- Look beyond your community for support, ideas, advice, and maybe even funding from regional and national organizations. Your first stop should be the [Member section](#) of the NOYS website. There, you'll find contact information and links to organizations that are members of the NOYS coalition.
- Government agencies, youth-serving organizations, and youth-member organizations all have a vested interest in working with youth on issues such as reducing crashes involving underage-drinking/impaired driving and can be powerful allies for your efforts.

Develop Your Message

- To promote your project, you need to convey that mental picture to others so they can join with you to accomplish it.
 - Restate your **goal** in a simple, **clear** sentence that can easily be communicated to reporters and other interested parties.
 - Determine **three key points** you will focus on in all your **promotion** efforts.
 - Gather supporting **facts** and **statistics** that will help others understand why your issue is important.
 - Select a few **anecdotes** that tell your **story**. Relevant anecdotes can help to illustrate your point and add a human-interest element.

More Information

- More information on the following topics is available on the YOUTH-Turn web site
 - Working with the Media
 - Working within a School
 - Working within a Community
 - Links for tips on Dealing with Adversity
 - Links for tips on Impaired Driving
 - Links for tips on Underage Drinking

Feature Story

- Stories that are submitted may qualify to become a feature story.
- The current feature story is about a candlelight vigil.
- Send in your story so it can be featured!



Candlelight Vigil

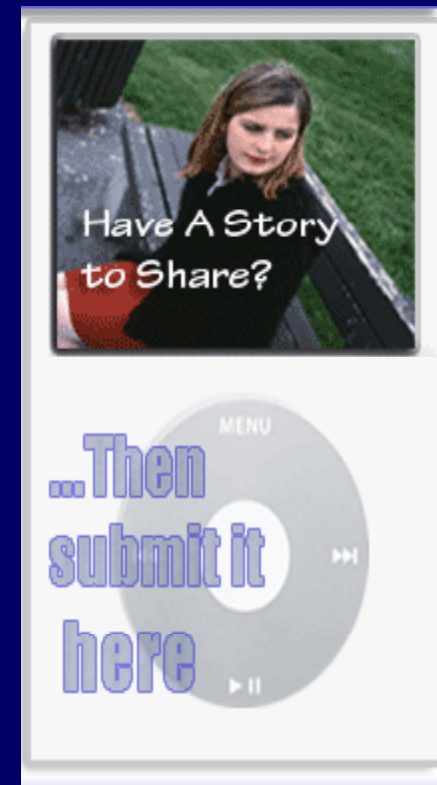
After a fatal crash in their community, students of the Rock Creek SADD chapter organized a candlelight vigil held on a Sunday night. They invited all members of the community to join them. SADD members talked to the family members of the crash and got agreement from school administration on equipment use and security. They also informed the press and sought donations from the community for the candles.

At the vigil, family and close friends were invited to speak, enabling them to grieve in the process. The morning after the vigil, on during lunch period, students were asked to sign the following pledge:

"I pledge on my honor that I shall never drive under the influence of drugs or alcohol nor participate in or encourage underage drinking."

Sharing a Story

- Use this link to send in a **story** to NOYS.
- Clicking on this link will allow you to **e-mail** your story directly to NOYS.
- Share your thoughts and successes with other youth across the nation!



Group Assignments

- Each group will now be assigned a tragedy that was written on a card by one of the participants of this training.
- Each group will need to come up with an action plan on how to address the topic.
- The group should also include how they would use the YOUTH-Turn Web site to plan their project.

Sample Project

- Here is a brief sample. Your group's should be more developed. This one has been simplified so as not to take ideas that a group could use.
- Tragedy: A student is killed in a motorcycle crash.
- Identify Concerns: What are students feeling? What are they thinking? How did this happen? What can be done to prevent it? Brainstorm many ideas.

Sample Project cont'd

■ Set a Goal:

- 1. Students will set up grief counseling stations in the gym, manned by professional counselors.
- 2. A candlelight vigil will be held.
- 3. Radio messages will be created.

■ Form a Plan:

- Sam will be in charge of the candlelight vigil. He will contact Target for candle donations. The vigil will be held on the football field. Etc.

Sample Project cont'd

- ACT: Do the project.
- FOLLOW UP:
 - How did the vigil go?
 - What would we do differently if we were to have another vigil?
 - Were there enough candles?
 - Etc.

Group Work Time

- Work with your group to create a great project!
- Each person should fill in the planning process sheet.
- Everyone should participate and have a chance for their voice to be heard.

Group Presentations

- Let's see the great projects you have created!

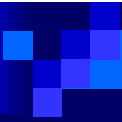


The Big 7

- On the back of your presentation note sheet, there is a spot called “The Big 7”.
- In this section, please write 7 things that you learned from this training.
- We will share these things when you’ve finished thinking of them and writing them down.

Wrap-up

- Thank you very much for participating!
- Keep your note sheet to use for future project planning.
- Remember the YOUTH-Turn web address:
<http://www.noys.org/youthturn.htm>
- Remember what we've done here today so you can turn **adversity** into **action** in your own community!



Adversity *into*

ACTION

A workshop focused on the new NOYS program

