

SCIENCE BASED

BRAIN BASED

CLASSROOM BASED



UNDERAGE ALCOHOL USE PREVENTION

FOR GRADES 1 THROUGH 5

Protecting You/Protecting Me gives students essential knowledge and skills that:

- Increase their non-use attitudes and decisions
- Increase their intentions not to ride with an impaired driver
- Improve their ability to protect themselves when they have no option but to ride with a driver who is not alcohol-free

Students learn:

- The difference between the brains of people over 21 and the brains of people under 21
- What commercials don't tell us
- Ways to resist peer pressure
- Responsible ways friends can protect each other
- How to talk to parents and other adults
- How to make informed decisions
- How to protect themselves if they have no choice but to ride with a parent or guardian who is not alcohol-free
- Brain-friendly ways to manage stress
- How rules and laws protect us

"Protecting You/Protecting Me is rooted in the latest scientific information regarding the effects of alcohol on the developing brain. The emphasis is on empowering children with knowledge so that they will be better able to keep themselves and others safe from harm."

Dr. Aaron White
Duke University Medical Center

Available in English, Spanish, and tailored for Native Americans

Recognition:

- Model Program – U. S. Department of Health and Human Services, Substance Abuse and Mental Health Service Administration (SAMHSA), Center for Substance Abuse Prevention (CSAP)
- Endorsed by the National Association of Elementary School Principals
- Endorsed by the American Academy of Pediatrics
- Endorsed by the American Medical Association

www.pyppm.org



MADD

Protecting You/Protecting Me:

- Supports the development of personal and social assets through activities that promote both current childhood well-being and the successful transition into adolescence
- Develops a sense of personal autonomy, self-efficacy and responsibility for self
- Teaches basic life skills (such as coping, assertiveness and problem solving) which predict improved emotional well-being, better school performance and reduced risk behaviors
- Provides eight lessons in Grades 1-5, a total of 40 exposures
- Can be infused into the core curriculum and is based on standard educational objectives
- Includes all materials necessary for full implementation and ongoing technical assistance at the PY/PM website www.pypm.org

Choice of Implementation Models:

- School faculty/staff
- High school students enrolled in Leadership/Mentoring Classes
- Community-based programs that serve schools
- A combination of models



Training is required to receive materials.

**Mothers Against Drunk Driving
Protecting You/Protecting Me**
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Irving, TX 75062
Telephone 214-744-6233
Fax 972-869-2206
Email: pypminfo@madd.org

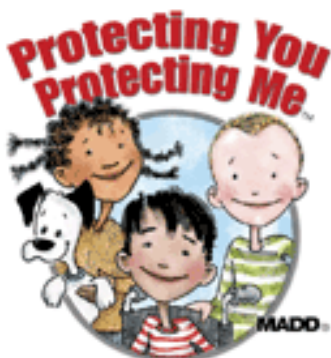
www.pypm.org

"Protecting You/Protecting Me contains art, science, health, social studies, and even math activities which teach drug prevention. I am using this curriculum during my weekly guidance classes with each elementary grade level and am finding the lessons to be fun and interesting."

Debbie J.
Guidance Counselor, TN

"I am writing this letter to my fellow principals to encourage them to participate in Protecting You/Protecting Me. One of my parents serving on my site-based committee was so impressed with the program he spoke to the school board applauding the program."

Dave Shobe
Elementary Principal, TX



"I will always remember Sara Tonin, Stress Management and the Five P's. I now know what alcohol can do to you."

Whitney, Age 11
Fifth Grader, MT



Protecting You/Protecting Me At a Glance



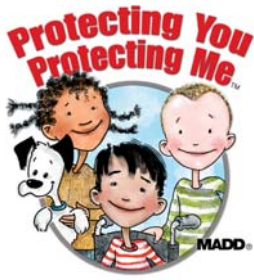
Goal: To prevent injury and death of children and youth due to 1) underage consumption of alcoholic beverages, and 2) vehicle-related risks, especially as passengers in vehicles in which the driver is not alcohol-free.

Objectives:

- To **increase knowledge** of how the human brain develops and the negative impact of exposure to non-prescribed psychoactive substances on the brain, particularly the negative impact of alcohol on the developing brain up to age 21, among students in grades one through five;
- To **maintain *non-use* attitudes** regarding psychoactive substance use/abuse, particularly about products containing alcohol, among students in grades one through three;
- To **maintain, reinforce and increase *non-use* attitudes** regarding future psychoactive substance use/abuse, particularly future use and abuse of products containing alcohol, among students in grades four and five;
- To **increase social skills, especially resistance skills and decision-making skills**, among students in grades one through five; and
- To **increase media-awareness** with regard to advertising of alcoholic beverages among students in grades one through five.

	Topic	Message	Meets Educational Standards* in:	
Lesson 1	Students learn about the physical role of the brain and its importance.	<i>Children’s brains are different than grown-ups’ brains.</i>	<ul style="list-style-type: none"> • Health • Language Arts 	<ul style="list-style-type: none"> • Science • Art (1-3)
Lesson 2	Students learn about the danger of alcohol exposure to the developing brain.	<i>Brain development within the first 21 years of life provides the foundation for development as an adult.</i>	<ul style="list-style-type: none"> • Health • Language Arts • Science (1,3,4 & 5) 	<ul style="list-style-type: none"> • Social Studies (2-5) • Math (1) • Art (2)
Lesson 3	Students learn to not trust their lives to luck, but to make healthy, safe choices.	<i>It’s our job to protect our brain as it develops.</i>	<ul style="list-style-type: none"> • Health • Language Arts • Social Studies (1-3) 	<ul style="list-style-type: none"> • Science (2-5) • Art (2)
Lesson 4	Students learn about the purpose and value of using rules and laws.	<i>Rules and laws are created so we don’t have to leave our lives to luck. We know how to protect ourselves and others.</i>	<ul style="list-style-type: none"> • Health • Language Arts • Social Studies 	<ul style="list-style-type: none"> • Science • Art (2)
Lesson 5	Students learn that being a friend includes helping a person be safe.	<i>Friends help keep each other safe.</i>	<ul style="list-style-type: none"> • Health • Language Arts 	<ul style="list-style-type: none"> • Social Studies
Lesson 6	Students learn that they can, and sometimes need to, say “no.”	<i>We can say “no” and keep our friends.</i>	<ul style="list-style-type: none"> • Health • Language Arts 	<ul style="list-style-type: none"> • Social Studies
Lesson 7	Students learn to not trust commercials to give us all the information we need to protect ourselves and others.	<i>We need to know what the media doesn’t tell us.</i>	<ul style="list-style-type: none"> • Health • Language Arts • Social Studies 	<ul style="list-style-type: none"> • Science • Art (2)
Lesson 8	Students learn that they can talk to adults about things that are hard to talk about.	<i>Children can talk to grown-ups about difficult subjects, and children can protect themselves when grown-ups don’t.</i>	<ul style="list-style-type: none"> • Health • Language Arts • Social Studies 	<ul style="list-style-type: none"> • Art (2) • Science (5)

*The Educational Standards are addressed in all grade levels 1 through 5, unless specific grade levels are noted in (). For a more detailed description of the lessons, including activities and discussions in which students take part, please read our **Scope and Sequence** at www.pyppm.org.



Protecting You/Protecting Me[®] (PY/PM) Talking Points

A program of



Sponsored by



Basic description	<ul style="list-style-type: none"> • <i>Protecting You/Protecting Me</i> is MADD's nationwide school-based curriculum to prevent alcohol use by youth. • Two implementation models: youth-led and adult-led.
Program information	<ul style="list-style-type: none"> • Classroom-based: lessons designed for the regular classroom • Science-based: based on the latest science • Brain-based: includes latest brain information in fun activities • Targets grades 1-5: integrated lesson plans • 8 lessons per grade for 40 exposures over 5 years • Focuses on reducing injury and death, caused by alcohol, to our nation's youth • Rigorously tested and evaluated: Model Program (SAMHSA) • Program materials have been translated into Spanish and adapted for American Indian communities.
What students learn	<ul style="list-style-type: none"> • Latest science on the brain • Latest science on the effects of alcohol on children's and adolescents' brains • Media awareness • Vehicle safety/safe riding • Basic social skills and safety skills • Stress management skills • Refusal Skills[®] • Parent/family caregiver involvement activities
Student outcomes – rigorously evaluated	<p>Peer helpers who teach <i>PY/PM</i></p> <ul style="list-style-type: none"> • Increase perceived harm of having one or two drinks once or twice a month, • Increase understanding of basic child development and presentation/public speaking skills, • Increase understanding of adolescent brain development and of the effect of alcohol on brains of people under age 21, and • Decrease overall alcohol usage, including binge drinking. <p><i>PY/PM</i> is proven to impact elementary students by:</p> <ul style="list-style-type: none"> • Increasing non-use attitudes and decisions regarding underage alcohol use, • Increasing knowledge about the human brain and immediate risks posed by exposure to alcohol during development, and • Increasing refusal and self-protection skills with regard to riding with impaired (unsafe) drivers.
Meets federal requirements	<p>Both the program and the training meet the requirements of the:</p> <ul style="list-style-type: none"> • U. S. Department of Education (USDOE) • No Child Left Behind Act (NCLB) • Safe and Drug Free Schools and Communities Act (SDFSC) • Office of Juvenile Justice and Delinquency Prevention (OJJDP)
Meets National Education Standards	<ul style="list-style-type: none"> • <i>PY/PM</i> correlates to the National Educational Standards for science, social studies, language arts and health. • All lessons are interactive, culturally and developmentally appropriate for diverse elementary school populations. • Easy to integrate into core curriculum. • Activities are teacher-friendly.

National endorsements	<ul style="list-style-type: none"> • National Association of Elementary School Principals (NAESP) • American Academy of Pediatrics (AAP) • American Medical Association (AMA)
Goal and purpose	<ul style="list-style-type: none"> • GOAL: to seed the nation with the latest scientific research on the how alcohol affects the adolescent brain differently than the adult brain. • PURPOSE: to disseminate this essential information to elementary students before they enter middle school.
Required training	<ul style="list-style-type: none"> • Only sites with training may implement PY/PM. • Bliss, Inc. provides high school peer helping teachers with three days of training and all the materials needed to train their high school peer helpers. Peer helping teachers provide their students with extensive training: brain development, prevention, child development, presentation skills. • Hazelden provides one day of in person or online training for school faculty/staff and staff of community-based programs that serve schools. • Ongoing program implementation technical assistance provided post-training by Bliss, Inc. for the youth-led model and Hazelden for the adult-led model.

IMPORTANT MESSAGES

It's never too early to teach kids about the dangers of underage alcohol use	<ul style="list-style-type: none"> • On average kids nationally begin to use alcohol between 13 and 14.5 years of age, so alcohol use prevention at an early age is critical to their safety. • Since alcohol-related expectancies are developed in childhood (prior to actual use during adolescence) and expectancies are a key factor leading to use, prevention is most effective if it begins in the developmental period preceding adolescence - at least five years before age 12. • Curriculum focuses on alcohol's effects on the developing brain during the first 21 years of life. • Children learn alternatives to riding with an unsafe driver (a driver who is not alcohol free) and skills to stay safe during a ride with an unsafe driver if no alternatives exist.
PY/PM is unique	<ul style="list-style-type: none"> • PY/PM fills a gap for younger children – most other prevention programs target junior and high school students. • Based on the latest research on adolescent brain development and the effects alcohol has on that crucial development. • Participants learn the reasons why it is important to protect their development, and learn specific ways they can protect themselves and one another. • Participants learn alternatives to riding with drivers who are not alcohol-free, as well as tips for staying safe while riding in a vehicle with a driver who is not alcohol free because an alternative does not always exist.; every child deserves a designated driver. • PY/PM focuses on increasing protective factors such as self-esteem, self-discipline, communication skills-especially with adults, decision-making skills, problem-solving skills, assertiveness and resistance skills, vehicle safety skills, goal setting, self-monitoring, and stress management. • PY/PM focuses on decreasing risk factors such as inadequate life skills, lack of peer-refusal skills, favorable attitudes toward alcohol use; lack of self-control and assertiveness, lack of passenger safety skills, and lax, ambiguous, or inconsistent rules regarding alcohol use.
Recognized program	<ul style="list-style-type: none"> • Center for Substance Abuse Prevention (CSAP) named PY/PM a Model Program – the highest level of endorsement given to an education program by the Department of Health and Human Services (DHHS).

Protecting You/Protecting Me

Teacher-Led Evaluation Results

A five-year study was conducted to evaluate the effect of the PY/PM lessons on students when taught by classroom teachers. Classroom teachers in Grades 1-5 in four schools in Texas and Montana taught PY/PM. Each PY/PM school was matched with a nearby comparison school based on the students' demographics and the size of the school. Students in all eight schools took surveys before the lessons were started (pre-tests) and again after they were completed (post-tests).

The 2003-2004 school year was the first year it was possible for students to have had all five years of PY/PM (grades 1-5). The evaluation study focused on the effect of having PY/PM for multiple years and results showed statistically significant differences between students who received PY/PM and the comparison students who received no lessons. Students retained lessons learned in previous years and their scores improved based on the number of years they received they PY/PM lessons.

The results show that 4th and 5th grade PY/PM students had higher post-test scores than students who had not received PY/PM in the following areas:

- **Vehicle safety skills** (e.g., If you ever have to ride in a car with a person who has been drinking alcohol, would you talk to the driver; sit in the front seat, etc.?)
- **Attitudes toward underage drinking** (e.g., Is it okay for teenagers to drink alcohol?)
- **Perceived Harm of underage alcohol use** (e.g., How much do people under 21 harm themselves if they drink beer, wine, liquor, ride with someone who has had alcohol, or drive after drinking?)
- **Future drinking intentions** (e.g., In the future, do you think you will: drink beer, wine, liquor, ride in a car with a driver who has had any alcohol, or forget to wear a seatbelt?)
- **Brain Development** (e.g., How long does it take for the brain to develop, does alcohol harm development of brains of people under 21 years of age?)
- **Stress Management skills** (e.g., Do you handle stress well; know what to do in stressful situations, etc.?)
- **Decision Making skills** (e.g., Do you make good decisions; think about choices and consequences, etc.?)

Protecting You/Protecting Me

Youth-Led Evaluation Results

The youth-led evaluation study is funded by the Criminal Justice Division of the Texas Governor's Office to evaluate the effectiveness of PY/PM when taught by high school students in the Peer Assistance and Leadership (PAL[®]) program (peer leaders). Selected peer leaders who are trained and supervised by their teacher teach the lessons to elementary students. The youth-led evaluation is currently in its fifth year.

Results have shown that the youth-led model of implementation has a positive effect on the elementary students who receive the curriculum *and* the high school students who teach it. The youth-led approach has also increased the number of elementary students who receive the PY/PM curriculum. In the 2003-2004 school year, 496 peer leaders taught in 387 classrooms to 8,204 elementary students.

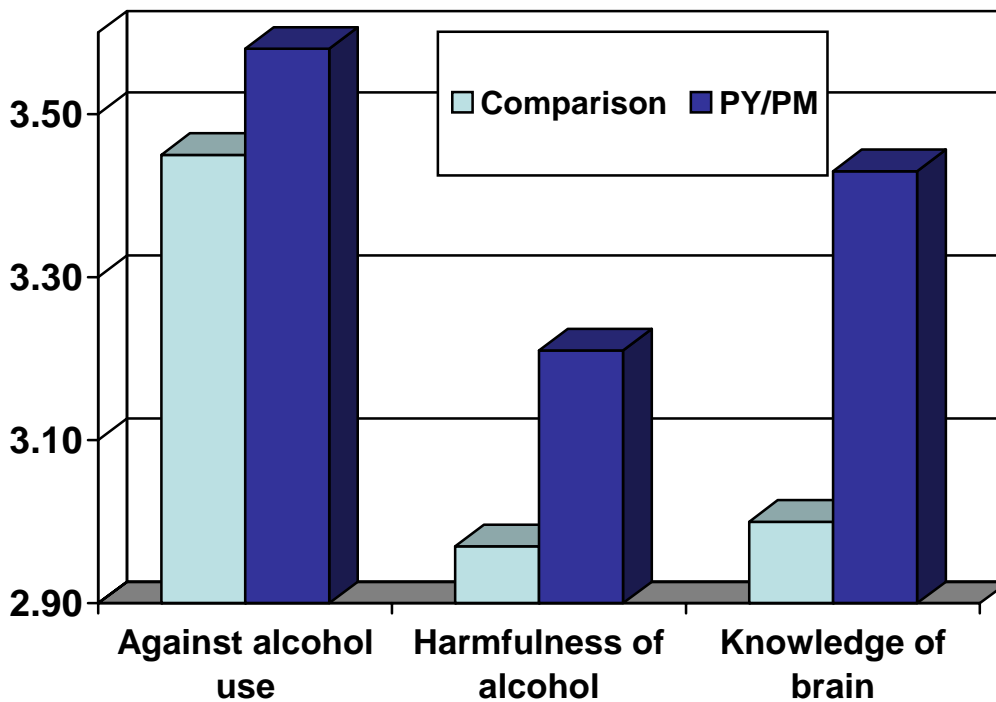
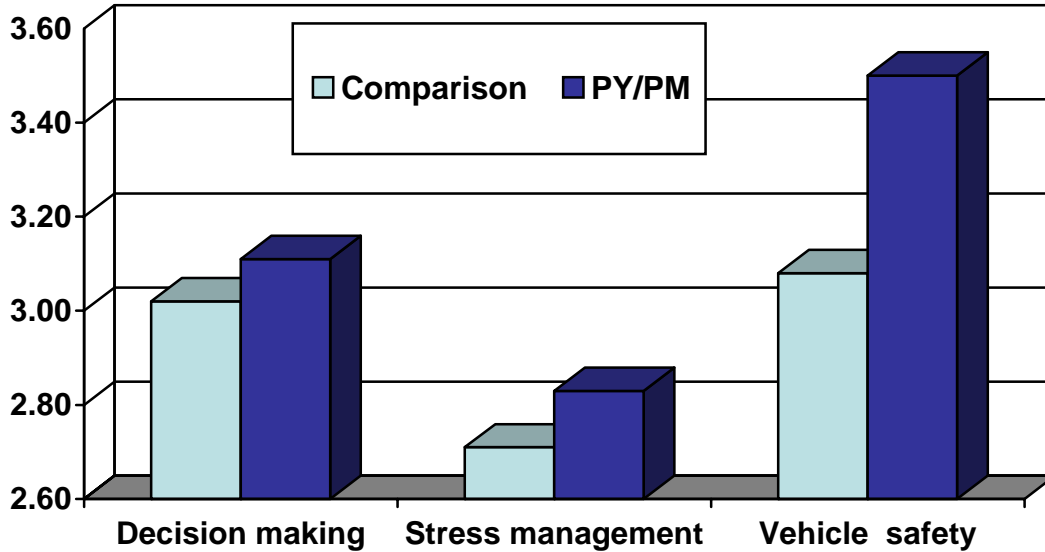
Elementary students who received PY/PM:

- **Improved their vehicle safety skills** (knowing how to protect themselves when they have no option but to ride with an impaired driver).
- **Became more media literate** (understanding how television and other commercials can slant the truth or not tell the whole story).
- **Improved their decision making and stress management skills**
- **Increased their knowledge of the brain and their perceived harmfulness of underage alcohol use** (knowing when the brain is fully developed and how alcohol affects the developing brain).

High school peer leaders who taught PY/PM:

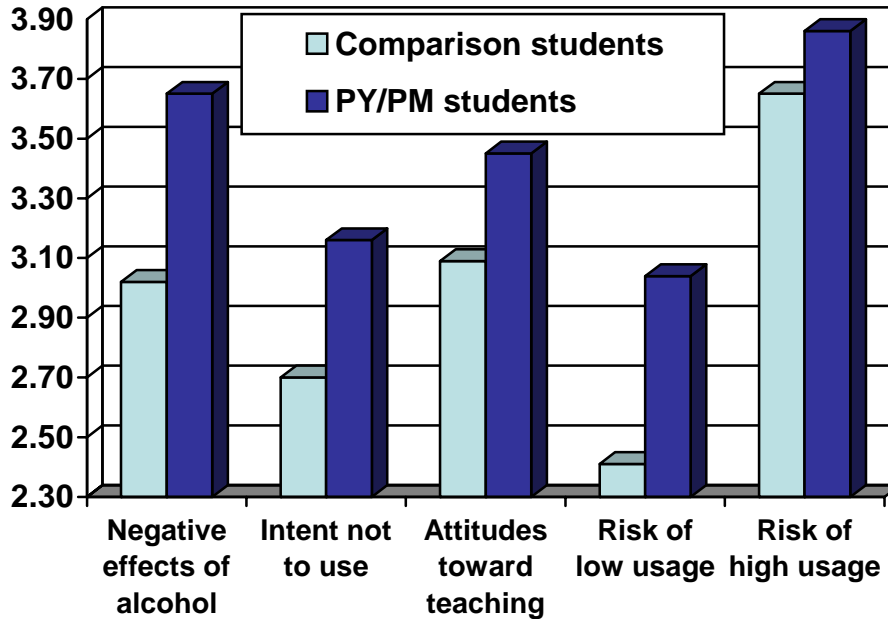
- **Increased their perceptions of the harmfulness of underage alcohol use**
- **Had lower levels of alcohol use, binge drinking, and driving after drinking than students who did not teach PY/PM**
- **Gained valuable teaching skills and a sense of satisfaction from teaching**

Elementary students gain skills and increase knowledge

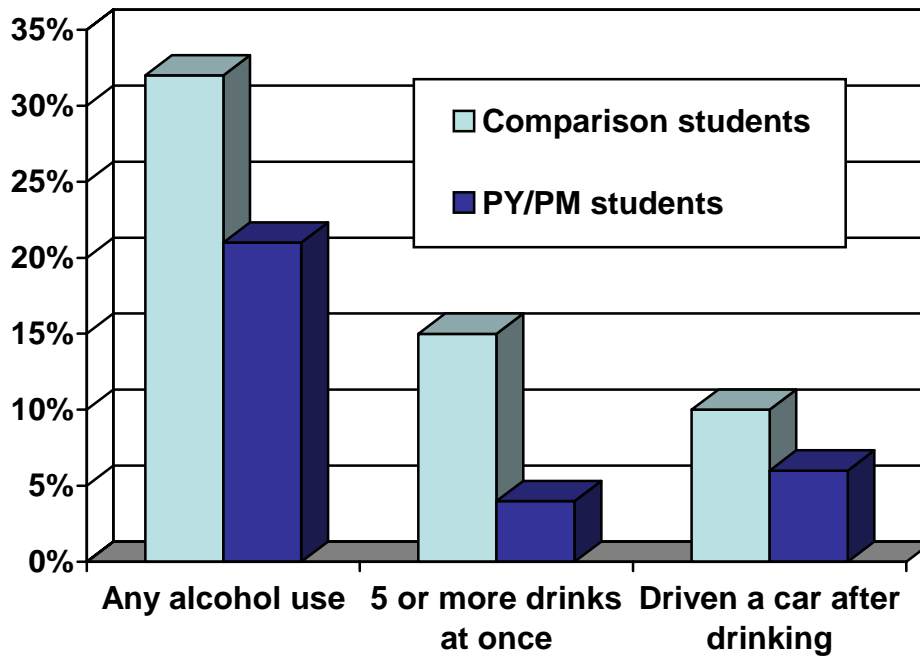


Note: Average post-test scores for students in grades 3-5. Scores ranged from 1 to 4 with 4 being the desired response.

High school peer leaders improve knowledge and attitudes and reduce alcohol-related behaviors



Note: Average post-test scores. Scores ranged from 1 to 4 with 4 being the desired response.



Post-Test Percentages from 2003-2004.