

MADD's *Protecting You/Protecting Me*[®] Youth Implementation Model

PROGRAM

The youth implementation model of *Protecting You/Protecting Me*[®] (PY/PM) involves delivery of the PY/PM curriculum by trained high school junior and senior students enrolled in a peer helping course that is classroom-based, curricular-based and credit-bearing. Peer helpers delivering this Model Program* curriculum *must* commit to remaining alcohol, tobacco and drug free.



*PY/PM is a U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration (SAMHSA), Center for Substance Abuse Prevention (CSAP) Model Program and an Office of Juvenile Justice and Delinquency Prevention (OJJDP) Model Program.

BENEFIT

Peer helpers who teach PY/PM:

- Increase perceived harm of having one or two drinks once or twice a month,
- Increase understanding of adolescent brain development and of the effect of alcohol on brains of people under age 21,
- Decrease overall alcohol usage, including binge drinking, and
- Increase understanding of basic child development and presentation/public speaking skills.

TRAINING

PY/PM training for high school peer helping teachers is provided two times per year (October and June). The national training focuses on the newest brain research, as well as provides an overview of the curriculum. Emphasis is placed on delivering the program with fidelity. Participants develop site-specific plans for program implementation and for the peer helper students' training.

PROJECT SITES

Ideal project sites are those with:

- Well-established peer leadership/helping programs for credit,
- Strong administrative support,
- Teachers willing to accept all the responsibilities involved in implementing the program,
- A minimum of 11 carefully selected students who are available to attend PY/PM training provided by the peer helping teacher and then teach the lessons, and
- A structure that will allow all students in grades 1-5 at a feeder elementary school to receive all five years of the program.

In the first years of program implementation, all students in grades 1-5 at a feeder elementary school will receive the maximum number of years of curriculum (i.e. those in 4th grade will receive 2 years, 3rd graders 3 years, 2nd graders 4 years, etc.). Once the first group has received all five years of the curriculum, each year thereafter every child will receive all five years of the curriculum.

CLASS STRUCTURE

If a school wants to implement youth-led PY/PM and does not have the necessary peer helping course structure, a school can receive training to implement a classroom-based peer helping course. The course provides experiential learning and inspires and supports students in their pursuit of becoming change agents in their schools and communities through involvement in service learning.

Students in the course receive ongoing training and have structured opportunities for:

- Direct service: serving as trained peer helpers providing mentoring services to others, typically younger students on their own campuses and/or from feeder middle and elementary schools, and initiating and leading service learning-related projects and activities in their schools and communities; and
- Indirect service: taking a leadership role to engage other young people to become involved in service-related programs and activities.

"[Youth implemented] Protecting You/Protecting Me is the single most valuable project that we have undertaken to impact our school district." – Peer helping teacher

"I learned that big kids are heroes to the little kids: they look up to us, and it's up to us to help them go the right way." – High school peer helper

"It will affect the choices I make in my life and I will use it in the future to share with my own kids." – Native American high school peer helper