



Chapter Manual



Table of Contents

Part One: SADD Intro and Overview – pg. 3

Welcome – pg. 4

About Northern Lights Youth Services – pg. 6

Basic Information – pg. 7

1. SADD Advisors – pg. 7

2. Chapter Activities – pg. 10

3. Forming a Community Coalition – pg. 12

4. Fundraisers – pg. 13

5. Student of the Year / Northern Lights Advisory Board – pg. 14

Frequently Asked Questions – pg. 16

1. How did SADD get started?

2. Does it cost anything to join SADD or form a chapter?

3. Explain the SADD Membership Contract / Members at Large

4. How are most SADD chapters structured? Do they have officers?

5. Are SADD chapters better off being school-based or community-based?

6. What happens if someone signs a contract, but then isn't true to the no-use commitment?

Suggestions for new SADD Chapters & Reminders for existing chapters – pg. 21

Northern Lights SADD Is On The Internet! – pg. 22

Reporting to NLSADD/National SADD – pg. 23

1. National SADD Chapter Registration

2. NL SADD Roster Information

3. Star Rating System

Part Two: Documents & Forms – pg. 24

SADD Membership Contract – pg. 25

Chapter Officer Application – pg. 26

Chapter Roster – pg. 27

SADD Yearly Project Planning Form – pg. 28

SADD Calendar – pg. 30

Chapter Standards / Star Rating Information – pg. 32

Chapter Standards Checklist – pg. 33

Note – pg. 35

Part Three: Northern Lights Youth Services Programs offered in conjunction with SADD Chapters – pg. 36

1. Reality Check – pg. 37

2. Open Your Eyes – pg. 38

3. Get REAL – pg. 39

4. BreakDown – pg. 40

Part One



SADD Intro & overview



Students Against Destructive Decisions

Congratulations! You have taken a very important step in your life by deciding to be a part of SADD. All across the nation, young people are taking their lives and their futures into their own hands, and not letting themselves be negatively influenced by others who may not have their best interests in mind. Best of all, they are finding out that they really aren't sacrificing anything by staying away from the traditional "party scene." Instead they are finding themselves surrounded by others who feel exactly the same way they do. Not only that, they are finding that SADD members also possess a natural tendency to accept people simply for being who they are. No "power struggles," no "put downs," none of the little "games" that some people play. In the end, that is what seems to make SADD such a special organization.

National SADD changed its name to Students Against Destructive Decisions in 1997. This coincided with a fundamental change in the minds of the members of the handful of chapters we worked with in North Dakota at the time. We all seemed to know that "Students Against Driving Drunk" didn't quite work to reflect what the organization had come to mean to SADD students. When we saw the new name, it was like, "That's it! Exactly!" As we talked about it some more, we discovered that SADD was really not about the issues we normally addressed, such as drinking and driving, or even alcohol and drug use. It was more of an overall attitude. It was a much bigger, broader thing that was hard to quantify. We felt we still had to try to *describe* or *define* it, though, as we were starting our efforts at creating new chapters. We had to try to explain it *somehow*. We finally came to the conclusion that what SADD was all about was self-esteem. It was as simple as that – self-esteem. Why? Because it feels very good to make the decisions you know in your heart are right, especially when you know you're not alone. SADD proves that you are not alone.

That leads us to where we are now. We are now "Northern Lights SADD," a network of over 200 chapters in a 3-state area, and the organization continues to strengthen. The reasons should be pretty obvious to you by now. We are adding new and innovative programs, and SADD members are getting the public notice they deserve.

Best of all, we've got YOU!

As NL SADD staff, it is not only our responsibility - it is an honor for us to do our best to keep SADD current and an important part of your life. Be sure to let us know if there is anything we can do for you.

Thanks for making a positive change in the world, one decision at a time!

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Northern Lights SADD – a program of Northern Lights Youth Services



NOTE: While this handbook contains an extensive amount of information, resources, and ideas, it is not exhaustive. If you would like more information regarding any part of SADD (background of the organization, chapter info, resources / ideas for issues, media / legislative relations, activities, templates, etc.) please contact Northern Lights SADD using the information above. We are here to support you in your chapter's efforts in any way we can!

“Hey, I’m confused. What’s with the Northern Lights SADD / Northern Lights Youth Services stuff?”

About Northern Lights Youth Services

Northern Lights Youth Services, Inc. is a nonprofit corporation formed in 2003. As the SADD program in North Dakota started expanding rapidly around the turn of the century, it became obvious that we needed a proper structure to provide financial and programmatic oversight and guidance for the SADD program. That led to the formation of Northern Lights Youth Services, or NLYS.

NLYS has a board of directors that includes representatives from a wide range of professional backgrounds, including secondary and post-secondary education, prevention, law enforcement, health services and the business community. Together with NLYS Executive Director Lee Erickson, the Board of Directors is responsible for strategic and financial planning for the organization, as well as making certain that all activities adhere to the high standards NLYS has set for itself.

The mission statement of NLYS is,
“to lead in the promotion and support of positive youth development.”

The vision of NLYS is,
“youth realizing their potential.”

Everything we do is grounded on those two guiding principles and the following values:

Compassion. We will know the heart of youth by carefully listening to their culture, their environment and their emotions.

Passionate leadership. We will lead with passion the cause for youth, providing opportunities for a positive peer group haven, effective programs, dynamic events, and partnering with strong local adult support.

Excellence. We will operate with excellence and professionalism at every level, working as a team with sincere respect for one another.

Innovation. We will creatively seek continual improvement in our approach to issues as well as our programs and plans to address those issues, never settling for the obvious but always striving to become a better, stronger organization.

Integrity. We will conduct ourselves with the highest level of integrity, setting as public examples our actions, motivations and speech.

Northern Lights SADD is at the core of NLYS efforts, because a logical starting point for youth realizing their potential is the commitment to be substance-free. But it doesn’t end there. Part 3 of this manual will explain other NLYS programming that supports our mission and serves as a tool for our SADD chapters.

BASIC INFORMATION

1. SADD CHAPTER ADVISORS

ROLE OF THE SADD CHAPTER ADVISOR

Although SADD is a student-run organization, each chapter needs an adult advisor. Having expertise in adolescent psychology or in youth alcohol- or drug-related issues is helpful, but being a prevention specialist is not required. The basic requirements are that the advisor is passionate about and is committed to the SADD philosophy and can empower students to communicate the SADD message in the school and community.

The advisor's role is to facilitate the activity and dynamics of the SADD chapter. The advisor acts as a liaison between the students and the school administration/ community and promotes a SADD chapter culture that is inclusive and collaborative. The advisor also ensures that the chapter activities are aligned with the SADD mission and adhere to SADD and school policies.

SADD advisors should have a strong ability to listen to what students have to say and treat their contributions with respectful consideration. To be empowered, SADD students must feel that their ideas and input are important and valuable. The advisor has the responsibility of encouraging and reinforcing individual student efforts by facilitating each student's sense of inclusion and connectedness, power to influence, and openness to others.

- Facilitating a sense of inclusion and connectedness allows students to begin to trust themselves and the people around them. Advisors can do this by welcoming all types of diverse students and then helping students in the chapter discover common threads of experiences. Advisors can also help students identify perception, values, and beliefs they share with one another.
- Facilitating a sense of influence allows students to learn that they have power and what they say has value. Advisors promote this sense of influence by encouraging active listening within the chapter, providing opportunities for student-led brainstorming activities and chapter meetings, and allowing students to choose activities and assignments.
- Facilitating a sense of openness enables students to engage in discussion, share personal experiences, and value one another's perspectives and ideas. Advisors can help students learn to be open by encouraging problem solving and collective deliberation when discussing issues and by honoring the value of diversity. Such processes allow students to learn how to respect others and how to negotiate, compromise, and build consensus.

Ultimately, successful advisors are those who foster a sense of safe community within the SADD chapter, promote collaboration and diversity, and empower students to engage in, get involved in, and lead activities.

ADVISOR GUIDELINES

The following are some specific guidelines for the SADD chapter advisor:

- Be a role model for SADD students. This includes not making destructive decisions themselves, especially around students or at SADD events. Advisors have the ability to demonstrate collaboration, compassion, active listening, positive decision-making, a respect for differences, appropriate behavior, and a number of other values and skills that students need to learn to be successful in their SADD chapter and individual lives.
- Understand SADD's mission and act as a resource for information about alcohol, tobacco and other drugs, traffic safety, and other related issues. Advisors are not required to have expertise in the issues that their SADD chapters choose to address. It is, however, very helpful to the SADD chapter if the advisor is able to direct students to available resources that will provide the information they need.
- Clearly define SADD's philosophy and mission to interested students. Help students understand the difference between enabling and being a friend. Often, students struggle with how to appropriately respond to their peers' drinking and/or other destructive behaviors. An advisor can assist young people in learning how to offer healthy support to their friends without compromising their own values and choices.
- Assist SADD students in recruiting peers from diverse backgrounds. The SADD chapter should represent all the different grades and youth populations in the school. Advisors can help chapters identify and become recognized as an inclusive group in which students of different skill sets, peer groups, and other identities (gender, race, religion, socioeconomic background, sexual orientation, etc.) are welcome and embraced.
- Work with and empower students to achieve the goals and objectives of the SADD chapter. Foster a positive community atmosphere among all SADD students in which individuals feel comfortable and respect one another. SADD students are most successful when they know their advisor trusts and believes in them.
- Help students make decisions about policy and procedures for their SADD chapter (electing officers, meeting times, etc.). There are different models of governance. Help SADD students choose the model that they feel is the best fit for the chapter.
- Cultivate a strong relationship with parents. Parents can be a key component to the success of a SADD chapter. If supportive and

enthusiastic, they can reinforce SADD and provide assistance at various levels. They can help by encouraging students to participate, lending a hand on a project, raising funds for the chapter, or advocating for SADD with other parents and influential adults in the community. Make sure parents are committed to letting the students complete tasks.

- The Northern Lights SADD office is a valuable resource. By contacting NL SADD, you can receive important information about training and conference opportunities, advisory boards, local initiatives, etc. The NL SADD office also has a number of resources that can be used in campaigns, including event/media templates, activity ideas, presentation outlines, etc.
- Stay in touch with the Northern Lights SADD office! Please send pictures and details of your events and activities, which can be features on the website, in newsletters, at conferences, etc.
- Submit reports to the NL SADD office when requested.
- Act as liaison between school administration and the SADD chapter. Often, SADD chapters need administrators' collaboration to achieve their goals. By cultivating interest and support from key administrators, staff, and other adults in the community, advisors can gain support for SADD programming and activities.
- Serve as facilitator for all student efforts and activities related to SADD. Help students complete the tasks they have taken on by gently providing support, guidance, and direction when needed. The goal is to empower students to take ownership of projects and get the work done. Advisors often need to teach SADD students *how* to do things and refrain from doing things for them.
- Encourage the chapter to involve community members such as local law enforcement, government officials, charitable organizations, etc., in activities related to SADD. Community involvement strengthens SADD programming because it brings together resources and helps youth and adults move toward a common goal. Community involvement promotes real change in which young people and adults work together to change destructive attitudes and behavior.
- Offer a "friendly ear" and support to all student concerns. Often students seek their advisor's counsel on projects, activities, school and family issues, and other personal situations. Successful advisors always respect and value their SADD students' input and experiences and lend support and compassion when students divulge personal feelings or perspectives.
- Identify local media contacts who oversee the youth beat and keep them informed of any SADD chapter activities. Getting media coverage for SADD programming increases SADD chapter visibility and support in the community and in the school. Develop a working relationship with reporters and be sure to invite them to SADD chapter events and programs.

2. CHAPTER ACTIVITIES

Chapter activities, naturally, are the backbone of what SADD is all about. These activities fall into two categories – *awareness projects* and *fun activities*.

First, keep in mind that all SADD chapter members must abide by the strict “no-use” policy (drinking in moderation is NOT acceptable—after all, it is illegal!). There are only a few restrictions on activities that SADD cannot endorse; these include organizing or sponsoring formal designated driver programs, and accepting money from alcohol or tobacco companies.

AWARENESS PROJECTS:

The majority of awareness projects will be school-based projects. Some traditional events include:

- Mock car crashes
- Grim Reaper Day (also referred to as ghost-out or white-out day)
- Mock funerals
- Seat belt awareness (examples: “quick click” contests, seat belt checks)
- Chain of life (can be used for a variety of campaigns)
- Red Ribbon campaign
- Many more, too numerous to mention. Much information regarding awareness projects can be found at the Northern Lights SADD website (nlsadd.com), or by contacting the NL SADD office directly.

It is very important to have diverse awareness projects, so that the chapter does not become “one dimensional”. Turn your attention to a variety of issues:

- Suicide awareness. Don’t overlook this issue, but do it right. Get educated. Visit with your school counselor and other professionals to devise a program. Consider a suicide prevention curriculum. Or, sometimes, even something as simple as a series of positive notes and sayings put onto lockers or posters can be just what someone contemplating suicide needs to reaffirm that individual’s value and build up their self-esteem.
- Alcohol – the #1 drug problem in the country. There is a lot of current information about the hazards of underage drinking and binge drinking, including the effects on the developing adolescent brain.
- Prescription drug abuse, an issue rising at an alarming rate.
- Tobacco use. Join in the “Kick Butts” campaign. Look into school and community policies regarding tobacco use, and don’t forget to address smoke-free tobacco products in your campaign efforts.
- Sexual abstinence/STDs.
- Eating disorders. Eating disorders can sweep through a school like an epidemic. Use your creativity to address eating disorders and share your ideas with other chapters. We have seen success simply from high school

SADD members visiting middle school classes and discussing the problem and the underlying feelings and root causes of this issue.

- Self esteem. Remember – low self esteem is a primary reason for falling into virtually every destructive behavior pattern.
- The Get REAL campaign. Be aware that many prevention professionals have said that we are on the “cutting edge” of prevention technologies with this program, especially since it targets high school aged students – the demographic group that has always posed such a challenge. In essence, Get REAL is what is called a “social marketing” concept. It clarifies the “big picture” and tries to establish a new attitude. Naturally, we will only succeed if we have as many schools as possible participating.
- Reality Check. This is a program unique to NL SADD, and was designed with input from NL SADD students and advisors. It is a 7-lesson elementary curriculum designed for grades 4-6 that uses high school SADD students as lesson facilitators.
- Consider hosting a regional conference. Promote new chapters by inviting students from other schools in your area who may be interested in SADD. Tell them about what you are doing and why you are doing it, and tell them of your hopes for what might happen if there were other chapters in the area to network with.

Don't forget that a program can be even more successful if it involves your community itself, not just your school. Let the community know you are there and that you care about these issues. You may be surprised at the ideas and support that can come from something as simple as that.

FUN ACTIVITIES:

Have fun with SADD! You should try to have several fun activities each year. Show your peers that you know how to have a good time without involving alcohol and the other “stuff”. Too many young people think that you cannot possibly have fun if you are in SADD, which is a ridiculous concept. Yet, the thought is out there, so prove them wrong. And, remember that fun activities are terrific tools for recruiting. Some of the things chapters do include:

- Lock-ins
- Sponsoring school-wide dances (which can also be good fundraisers)
- Movie nights
- Pizza parties
- Bowling outings
- Bonfires
- Progressive suppers
- BYOB (Bring Your Own Banana) – banana split making
- Inviting members from other SADD chapters to attend fun activities

Don't forget, also, that one of the most important things that SADD members can do is to commit to attending the NL SADD conference and regional events. We

always do our best to mix in a good dose of fun along with the important work we do! Meeting like-minded, caring friends from across the region (and the nation) is an incredibly exciting experience, and the energy you acquire from that is bound to rub off on others. I cannot begin to count the number of times I have seen these new “SADD friends” become some of the closest personal friends of our members, and it all stems from a commitment to attend multi-chapter events.

3. FORMING A COMMUNITY COALITION

A coalition is a joint effort by several different individuals and organizations within a community, focused upon addressing various concerns of that community. Whether a SADD chapter is community based or school based, there are tremendous advantages to forming a committee of coalition members to work together with the chapter. A good prevention program involves a coordinated effort on many fronts, including law enforcement, the schools, parents, churches, health-related services, and of course, the youth themselves. No matter how hard they may try, any individual group can only do so much, whereas working together a team effort can reap a great deal of benefit.

Here are some suggestions for potential members of your coalition committee:

- SADD officers and advisor(s)
- City police chief and/or Sheriff or deputy
- School principal or superintendent
- School guidance and/or chemical addiction counselor
- Representative from local or area colleges
- Fire rescue and/or ambulance worker
- Clergy members
- Parent representatives
- County Extension Service representative
- Local or county health service personnel
- City government representative
- Members of the media – newspaper, radio, and television

We suggest that you hold coalition meetings on a regular basis, at least quarterly. At the meeting you can give status and progress reports on your chapter and its activities. There are many, many benefits that can come from your coalition, not the least of which is developing that precious coordinated community prevention effort. Other benefits may include:

- Getting ideas for chapter awareness events and expert advice.
- Community service opportunities for chapter members.
- Ideas for fundraising, as well as sponsorships and grant opportunities.
- Help in putting together “major events”, such as mock car crashes and other awareness projects.

- Continuity. Sometimes advisors quit or move away, and key chapter members graduate from high school. The coalition can help keep things going.
- Increased visibility and credibility for the chapter.
- A sense of fulfillment for chapter members. Everyone likes to know that their efforts are noted and appreciated.
- Letting the community know that there are dedicated, hard-working, and willing youth in their town and school who want to make a difference. It makes the jobs of the coalition members much easier when they have access to young people and the delivery system for information that the SADD chapter provides. It's a win-win situation for everyone involved, including the community as a whole.

4. FUNDRAISERS

Along with sponsoring activities and perhaps helping members attend state or national conferences, comes the inevitable – fundraisers. The key is to get as many members involved as possible, to share the workload, and to make it fun! Two sorts of fundraisers you can do to easily raise hundreds, if not a thousand dollars or more, are food sales or selling community birthday/ anniversary/school event calendars. If you are interested in something like this for your chapter, contact the NL SADD office, who will help you contact the appropriate company representatives or answer most questions you may have. Still, the possibilities are endless—use creativity!

Other ideas for fundraisers include (contact the NL SADD office for more!):

- Student vs. teachers sports contests
- Bake sales
- Car washes
- Rent-a-kid (hiring groups of members to do yard work or other chores)
- Sporting events between your varsity team and teachers or public figures
- Dance-a-thons
- Serving concessions/providing lunch during Parent/Teacher Conferences
- Free-will offering spaghetti dinners
- School carnivals
- Magazine/Pizza sales

Don't forget to approach local church groups, civic groups (Kiwanis, Rotary, Elks, etc.) and local businesses, and ask them for donations for chapter activities. You will usually find them eager to help you as best they can.

***Remember to recognize any donors
with a thank you note and/or newspaper ad!***

5. STUDENT OF THE YEAR / NORTHERN LIGHTS ADVISORY BOARD

The Northern Lights Advisory Board (NLAB) is made up of SADD students from North Dakota, South Dakota, and Minnesota. The board currently consists of students from each of the four geographic regions of North Dakota (Northeast, Southeast, Northwest, and Southwest), as well as representatives from South Dakota and Minnesota. The current Student of the Year (SOY) is automatically a member of the NLAB as well.

The purpose of the NLAB is to help design NL SADD policies and programs, plan the NL SADD conference and regional conferences, and to help promote SADD in their respective regions. Most importantly, the student members of the NLAB are the voices for young people across the region. They are counted upon heavily for their opinions. The NLAB meets once or twice in the summer and once in the winter; other meetings, either face-to-face or by chat room/conference call, are held as well.

New NLAB members campaign and are elected each spring at the Northern Lights conference. Student candidates can be current high school freshmen through juniors, and no more than two candidates per chapter can apply.

The Student of the Year is always elected while a high school junior, and serves his or her term during their upcoming senior year. Each chapter may submit only one applicant. Depending upon the number of applicants, candidates may be narrowed down to one per region, decided upon by a team consisting of NLYS Board of Directors members, staff, and alumni. The final voting for Student of the Year is conducted by a team consisting of NLYS Board of Directors members and NLAB alumni, with the NL SADD coordinator casting a tie-breaking vote if necessary. The new SOY is introduced at our spring NL SADD conference.

The Student of the Year, in turn, becomes a Northern Lights representative for consideration for National Student of the Year honors, or to be chosen as a member of the national SADD Student Leadership Council. The Student of the Year is the official spokesperson for SADD students across the Northern Lights region and is highly visible through presentations, press releases, etc., and may be contacted by media outlets for statements and opinions.

Each winter, information and applications for both the SOY and NLAB are sent to every chapter in the region; information can also be found online at the NL SADD website. Chapters can use whatever means they decide to choose their particular candidate(s).

All NLAB students and the SOY are held to a high level of accountability regarding the no-use policy and other “destructive decisions” themes. Any violation of those terms can result in immediate removal from their position.

However, this has never been a huge problem. NLAB students are there because they are already dedicated to our ideals and they want to make a difference to others. The NLAB experience only deepens that level of dedication.

NLAB members form strong bonds with each other, and the entire experience is something they will undoubtedly remember the rest of their lives. It is fun work, serious work, and a very special opportunity, all rolled into one.

FREQUENTLY ASKED QUESTIONS

1. How did SADD get started?
2. Does it cost anything to join SADD or form a chapter?
3. Explain the SADD Membership Contract / Members at Large
4. Are SADD chapters better off being school-based or community based?
5. How are most SADD chapters structured? Do they have officers?
6. What happens if someone signs a contract, but then isn't true to the no-use commitment?

1. How did SADD get started?

SADD began in 1981, in Wayland High School in Massachusetts. That year, there were two tragic and high profile alcohol-related accidents that rocked the school. With the cooperation of a teacher/hockey coach at Wayland, Bob Anastas, the students of Wayland decided they wanted to do something about it. They formed Students Against Driving Drunk. In just a few short years, SADD had become a national organization with chapters in every state in the United States, in addition to Canada and countries overseas, from New Zealand to Africa.

SADD's name changed to Students Against Destructive Decisions in 1997. There were two primary reasons for this. First, SADD wanted to clarify its no-use policy toward drugs and alcohol. Many people thought that the old name implied that we were saying it was okay for kids to drink as long as they don't drink and drive, and that simply wasn't the case. Also, young people across the country had proven that they have tremendous power to influence their peers. In 1981, there were over 6,000 teens killed in alcohol-related crashes. By 1999, that number had dropped to just over 2,000. Still too many, but a *vast* improvement. Certainly, SADD wasn't alone in the fight to lower that number. Law enforcement, media advertising, and efforts from groups like MADD (Mothers Against Drunk Driving) helped a great deal. But, SADD was clearly one of the most influential because of dedicated members throughout the years who helped to educate their peers. By the late 1990s it was clear that there was a great need for the same type of effort to address other problems teens face – like suicide, HIV/AIDS and other sexually-transmitted diseases, teen pregnancy, and violence, to name just a few. The best way to do this? Of course – modify the mission of SADD and turn our members loose to address those issues, too.

2. Does it cost anything to join SADD or form a chapter?

It is SADD National's policy that there are no costs associated with SADD membership— unlike many other activities in which students participate; we encourage chapters to adopt that same policy. Sometimes a beginning chapter may ask their members to pay dues to provide some basic operating funds with which to work. You can do this if you must, but we encourage you to accept members regardless of their ability to pay, and work hard to develop other funding sources as soon as possible, so that you can do away with the need to

charge dues. Usually there are funds out there somewhere that would help your get chapter started, making dues unnecessary. This may be a community or church-based group, funds available through the school, or a donation from businesses or private individuals. (See page 13 for more information on fundraising.)

3. Explain the NL SADD Membership Contract/Members at Large

The NL SADD membership contract is an agreement between students and their peers, underscoring the importance of the two primary sections of the document: First, SADD has a **no-use** policy toward the use of alcohol and other drugs, and it is expected that those signing accept that commitment. Secondly, those signing agree that they will do their best to educate themselves about “destructive decisions” issues, and provide positive support to peers who may be struggling. Please refer to the NL SADD contract on page 25.

It is absolutely crucial that you remind yourself time and again that NL SADD is a very *inclusive* organization, not an *exclusive* one. We are not in the business of creating a group of elite “do-gooders” who look down upon those who don’t share our philosophy. NL SADD’s student members represent the entire spectrum of backgrounds and talents, as well as past experiences. We want to support and include as many other young people as possible.

A member at large is any individual who has signed an NL SADD contract and agrees to follow and live the lifestyle but does not intend on actively participating in/attending meetings and other events. This opportunity allows NL SADD chapters to increase the number of students who are actively pledging themselves to a no-use lifestyle without dedicating additional commitment and time to the chapter, while increasing the name recognition of your NL SADD chapter within the school. If a chapter chooses to have members at large, a solid policy should be developed that defines a member at large and any rules/restrictions relating to members at large. This policy should be available to all chapter members. The best time to recruit members at large is at the beginning of the school year when your chapter is doing its membership drive.

Sample member at large policy (used at Century High School in Bismarck):

Members at large will be persons who sign a SADD contract but do not participate in meetings or events. A member at large can become classified as an active member if they attend a combination of five meetings/awareness activities. A member at large will not be given funding to attend SADD conferences or other events unless they become classified as an active member through the steps stated above; however, they may participate in conferences and fun events at their own expense. A member at large may only attend conferences if they have attended at least two meetings or awareness events. A member at large may list their membership in SADD on any application or form with the stipulation that they classify themselves as member at large.

A meeting in the above context shall be constituted by a gathering of two people and a SADD adviser. Students failing any one class shall not be permitted to attend conferences. Final discretion is in the hands of the adviser.

4. How are most SADD chapters structured? Do they have officers?

Most SADD chapters have a traditional officer structure, with President, Vice President, etc. It is important, though, to try to involve as many students as possible in the decision-making and planning processes, as well as students of varying ages. Many chapters add other offices such as Reporter, Historian, as well as a Class Representative for each grade involved in their chapter.

Some chapters prefer to have a central planning committee or a board, abandoning the more structured format in order to promote equality, and including more people.

Another format you may want to consider is the structure that has a number of Vice Presidents, so that each officer is more equal in stature. You may want to have the Vice Presidents choose a chairperson from among themselves, so that the chapter has an official spokesperson. You may decide to have Vice Presidents in charge of many areas: Finance, Activities, Recruiting, Outreach, etc. One attractive feature of this sort of structure is that each Vice President can be in charge of a committee of volunteers from within the chapter to help in each of the various areas. This format can accomplish two important things you always want to consider: Involving as many chapter members as possible, while seeing that someone takes responsibility for making sure that tasks are completed.

In the end, it all comes down to selecting the format that seems most appropriate for your chapter. It may depend upon the number of members in your chapter, the size of your school, etc. There is no right or wrong way to organize. Find whatever works best for you, but always be open to potential changes that can enhance the effectiveness of your chapter.

5. Are SADD chapters better off being school-based or community-based?

Traditionally, SADD chapters have been school-based. However, many new chapters we have started are community-based. Each school and community is a little bit different. Size of the community can be a definite factor. Schools can vary as to the amount of time and support they are able to give to the organization.

Advantages of school-based chapters:

- Easier access to all of the chapter members, easier to arrange meetings.
- Easier to arrange and carry out awareness projects.
- Likely more stability in advisor leadership, as the school will be certain that someone acts as an advisor.

(Community advisors sometimes tend to “retire” after their own children

graduate, which can hurt continuity.)

Advantages of community-based chapters:

- Ability to operate 12 months out of the year.
- Access to expertise on a number of topics from professionals in the community as well as community financial support.
- Greater ability to conduct community-wide awareness projects.
- Government agencies and prevention experts are unanimous in their endorsement of total community anti-drug efforts and coalitions, and the importance of including youth in those efforts. SADD can fit that model perfectly.
- Allows for better inclusion of the important parental component in prevention and facilitates better parent-youth communication.

The ideal solution is probably a combination of both – a community based chapter with an in-school contact person to help with awareness activities. The community advisors take the bulk of the load for overseeing the chapter, but full cooperation and commitment from the school administration and counseling staff is a must.

6. What happens if someone signs a contract, but then isn't true to the no-use commitment?

This doesn't happen often, but it is important to discuss in the event that it does. Before we talk about this, maybe we should probably backtrack a little bit and recall what was said in the section about the Membership Contract. In that section we said it was important to remember that SADD is an *inclusive* group and not an *exclusive* one. Not only is SADD an organization for youth who choose not to involve themselves in destructive behaviors, but for youth who have found themselves engaged in those behaviors in the past, but use SADD as a way to help them to stay "straight" in the future. In short, it doesn't really matter where you've been in the past; all we care about is where you're at today, and the next day, and the next. In other words, we tend to be a very forgiving group.

At the same time, though, your SADD chapter and ultimately the entire organization have an image to uphold in the school and community, and a basic no-use doctrine that is at the very heart of everything we do. You cannot simply ignore violations of the membership commitment. This is probably one of the most serious matters you and your chapter can be faced with, and it is important that you discuss the possibility and formulate a policy right away.

One possible approach is using this policy adopted by many chapters: For regular chapter members, if they are suspended from other school activities for, let's say a six week period of time, they would be considered suspended from SADD chapter activities for that same length of time. After that suspension was over, that person would be invited to sign a new contract and be reinstated as a member in good standing. However, there would be a "three strikes and you're

out” limitation, realizing that this behavior cannot go on forever. Chapter officers, due to the increased level of trust and responsibility placed on them, have a zero-tolerance policy. One violation, and they will be removed from office and never be eligible to serve as an officer again. They are certainly encouraged to be a regular chapter member again; they just wouldn’t hold an officer position.

One other important factor to discuss is to decide who will be the “judge” in these matters. Is hearsay evidence from other students sufficient to suspend someone’s membership? What if that person denies the involvement? Should law enforcement and school officials be the “judge” unless an infraction is very obvious? These are all important things to discuss and review from time to time.

Finally, be sure that everyone knows the rules up front. Don’t wait until something happens before chapter members know what the policy is. Remember that SADD is a great source of positive peer pressure. Let them know that although you realize mistakes happen sometimes, and that if a mistake does occur you would be there to support them, that the chapter would be disappointed and would hope that it never occurs again.

Suggestions for New SADD Chapters (And reminders for existing ones)



Do awareness projects. Don't forget that your most important function is to protect your friends' lives. Implement the Get REAL program in your school. Hold a mock car crash or Grim Reaper day. Do projects addressing suicide, the effects of alcohol and other drugs, school violence, acceptance of others, and so forth. Be creative.

Reach out to younger students. Be a mentor. They will look up to you and you can have a tremendous impact on them. Many chapters regularly have members speak to junior high & elementary students. Use the Reality Check curriculum!

Use the media. Let the community and surrounding area know you're there and that you are willing to stand up for your beliefs.

Commit to going to NL SADD regional and state events. Nothing can strengthen you and your chapter like getting to know like-minded young people from other towns. Other chapters are also a source of fresh ideas.

Have fun. Chapter members should be rewarded with fun outings. It is also a great way of showing would-be members that you know how to have a good time without alcohol and other drugs.

Conduct fundraisers. This will help visibility in your community, help you buy materials, bring speakers to your school, and help defray the cost of fun events and attending regional and state conferences.

Try to involve as many chapter members as possible. Everyone can make a difference, and they deserve a chance to do so. Ask for volunteers to help with specific projects. Encourage their input.

Be supportive, but not condemning. Try to provide support and be a positive role model for your peers. SADD isn't an *exclusive* group, but an *inclusive* one. We want to be there to help them. Be firm in your beliefs, yet forgiving at the same time. You don't have to agree with the decisions of others, but respect them and they will respect you and your decisions.

Volunteer in your community. Volunteerism is a great way to give back to people in the community. Not only is your service appreciated, but it feels great.

NORTHERN LIGHTS SADD IS ON THE INTERNET!

WEBSITE

- www.nlsadd.com
- www.nlsadd.com/parents

FACEBOOK

- Northern Lights SADD
- Group: NL SADD Activity Database
- Cow Moo

TWITTER

- @nlsadd

SADD NATIONAL

- www.sadd.org

****Remember to register at beginning of each year!****

EMAIL ADDRESSES

Lee Erickson
lee@nlsadd.com
Executive Director,
SADD Coordinator

Email NLYS staff if you have ideas, questions, announcements, and/or have photos to share of chapter activities, events, etc. for newsletters or other publications!

REPORTING TO NATIONAL SADD & NORTHERN LIGHTS SADD

1. NATIONAL SADD CHAPTER REGISTRATION

- At the beginning of every school year, chapters need to register with the National SADD office (<http://www.sadd.org/chapterreg.htm>).

2. NL SADD ROSTER INFORMATION

- Chapters should use the Roster Information document (page 27) to record member information and track meeting/event attendance, etc.

3. STAR RATING SYSTEM

- Northern Lights SADD uses a Star Rating system to identify strengths and weaknesses of each chapter within the region. (Please see more information on page 32.) This system runs on a calendar year, January-December. Chapters should keep an ongoing record of meetings, activities, and events (pages 33-34). A survey will be available each January to submit the previous year's activities and information. Current chapter star rating information will be made available annually at the NL SADD conference.

Part Two



Important Forms & Documents

Membership Contract

An agreement between peers

Northern Lights SADD Students Against Destructive Decisions

I realize that we are faced with potentially destructive decisions every day. Not only do our choices affect our own lives, but the safety, overall well-being, and very lives of those around us as well.

By signing below, I pledge to my friends and myself that I will be a dedicated member of Students Against Destructive Decisions (SADD). I realize that SADD has a no-use policy toward alcohol and drug use, which is in my best interest and that of the chapter as a whole. I accept that commitment.

To the very best of my ability, I will educate myself and take a stand against alcohol, tobacco, and other drug use, drinking and driving and other dangerous driving habits, violent behavior, negative attitudes toward others, and other destructive decisions as they appear. At the same time, I promise to be understanding and supportive of those who struggle with these issues, and provide the best possible means of positive peer influence.

Signature of Student: _____ Date: _____

Mailing address: _____ Email address: _____
_____ Grade: _____

Parent/Caring Adult Signature (Optional): _____ Date: _____

Signature of SADD Officer: _____ Date: _____



Northern Lights SADD OFFICER APPLICATION

NAME: _____ GRADE: _____
EMAIL: _____

What does SADD mean to you?

Why do you feel you can contribute by being a SADD officer?

What qualities do you have that would make you stand out as an officer?

What specific ideas do you have for the chapter to accomplish this year?

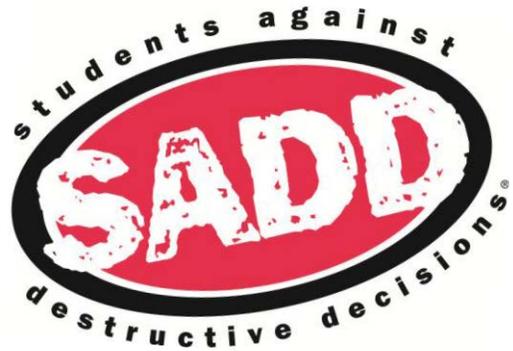
Would you consider being the chapter Chairperson/President?
__ Yes __ No

REMEMBER: Being a SADD officer means making a serious commitment to the chapter. It's fun, but along with it comes responsibilities.

Officers are expected to attend meetings and to strictly uphold the no-use policy.

Failing to meet these expectations may result in the loss of the position.

Northern Lights SADD CHAPTER ROSTER
 School/Community: _____
 Year: _____
 Advisor: _____



Student Name	Gender		Grade						Email Address	Home Address
	M	F	7	8	9	10	11	12		
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										
11.										
12.										
13.										
14.										
15.										
16.										
17.										
18.										
19.										
20.										





YEARLY PLANNING FORM



One star: 1 project/semester (traffic safety)
Two stars: 3 projects/year (2 awareness)
Three stars: 5 projects/year (3 awareness)
Four stars: 7 projects/year (3 awareness)
Five stars: 1 project/month (4 awareness)

**see Chapter Standards for more Star Rating information*

Project 1: <input type="checkbox"/> Awareness <input type="checkbox"/> Other	Project 2: <input type="checkbox"/> Awareness <input type="checkbox"/> Other
Issue: When: Project : How to involve community: Goal/Purpose of Project:	Issue: When: Project : How to involve community: Goal/Purpose of Project:
Project 3: <input type="checkbox"/> Awareness <input type="checkbox"/> Other	Project 4: <input type="checkbox"/> Awareness <input type="checkbox"/> Other
Issue: When: Project : How to involve community: Goal/Purpose of Project:	Issue: When: Project : How to involve community: Goal/Purpose of Project:



YEARLY PLANNING FORM



One star: 1 project/semester (traffic safety)

Two stars: 3 projects/year (2 awareness)

Three stars: 5 projects/year (3 awareness)

Four stars: 7 projects/year (3 awareness)

Five stars: 1 project/month (4 awareness)

**see Chapter Standards for more Star Rating information*

Project 5: <input type="checkbox"/> Awareness <input type="checkbox"/> Other	Project 6: <input type="checkbox"/> Awareness <input type="checkbox"/> Other
Issue: When: Project : How to involve community: Goal/Purpose of Project:	Issue: When: Project : How to involve community: Goal/Purpose of Project:
Project 7: <input type="checkbox"/> Awareness <input type="checkbox"/> Other	Project 8: <input type="checkbox"/> Awareness <input type="checkbox"/> Other
Issue: When: Project : How to involve community: Goal/Purpose of Project:	Issue: When: Project : How to involve community: Goal/Purpose of Project:

AWARENESS CAMPAIGN & EVENT CALENDAR

(Note: any dates listed are always the dates on which those events take place)

SEPTEMBER	World Suicide Prevention Day (<i>Sept 10</i>)
	Patriot Day (<i>Sept 11</i>)
	International Day of Peace (<i>Sept 21</i>)
	Family Day (<i>Sept 26</i>)
	National Seat Check Saturday & Child Passenger Safety Week (<i>mid/late Sept</i>)
	SADD Signup / Membership Drive Month (See page 23 regarding annual chapter registration)
	National Alcohol and Drug Addiction Recovery Month
	National Preparedness Month
OCTOBER	World Mental Health Day (<i>Oct 10</i>)
	World Food Day (<i>Oct 16</i>)
	Mental Illness Awareness Week (<i>first full week</i>)
	National Red Ribbon Campaign (<i>last full week</i>)
	Domestic (Dating) Violence Awareness Month
	National Cyber Security Awareness Month
	National Bullying Prevention Month
NOVEMBER	Great American Smokeout (<i>third Thursday</i>)
	NIDA National Drug Facts Week (<i>first week</i>)
	Drowsy Driving Prevention Week (<i>early Nov</i>)
	Wipe Out Smoking Month
	National Homeless Youth Awareness Month
DECEMBER	World AIDS Day (<i>Dec 1</i>)
	Lights on for Life (<i>third Friday</i>)
	National Drunk & Drugged Driving (3D) Prevention Month
	HIV/AIDS Awareness Month
JANUARY	National Blood Donor Month
	Elementary School Month
	MLK Day Of Service
FEBRUARY	Change Your Password Day (Feb 1)
	Give Kids A Smile Day (<i>first Friday</i>)
	National Teen Dating Violence & Prevention Week (<i>second week in Feb</i>)
	National Eating Disorders Week (<i>last week</i>)
	Friends For Life Campaign
	Big Bowl Vote
MARCH	National Reading Day (<i>March 2</i>)
	National Sleep Awareness Week (<i>first week</i>)
	National Youth Violence Prevention Week (<i>third week</i>)
	Middle School Month
	Spread The Word To End The Word
	Kick Butts Day / Inhalants & Poisons Awareness Week

APRIL	Earth Day (<i>April 22</i>)
	Global Youth Service Day (<i>third weekend</i>)
	National Youth Violence Prevention Week
	National Public Health Week
	Alcohol Awareness Month
	National STD Awareness Month
	Sexual Assault Awareness Month
	National Poetry Month
	Safe Prom and Graduation Campaigns
MAY	National Day to Prevent Teen Pregnancy (<i>early May</i>)
	World No Tobacco Day (<i>May 31</i>)
	Bike Week (<i>second week</i>)
	Buckle Up America Week (<i>late May</i>)
	National Suicide Awareness Week
	Click It or Ticket Campaign
	Safe Prom and Graduation
	National Mental Health Month
	Global Youth Traffic Safety Month
	Melanoma/Skin Cancer Detection and Prevention Month
	Better Sleep Month
JUNE	World Blood Donor Day (<i>June 14</i>)
	Clean Air Month
	LGBT Pride Month
	Safe Summer Campaign
JULY	National Childhood Obesity Week (<i>beginning/mid July</i>)
	National Ice Cream Month
	Eye Injury Prevention Month
	Safe Summer Campaign
AUGUST	National Immunization Awareness Month
	Happiness Happens Month
	National Back to School Month
	Safe Summer Campaign

ADDITIONAL IDEAS / CAMPAIGNS / EVENTS:

This calendar can be used in conjunction with the Yearly Planning Form. Northern Lights SADD has a variety of activity ideas for many of the campaigns listed.

Contact NL SADD for more information.



Chapter Standards

Northern Lights SADD is one of the premier youth organizations in the country. In order to assess the attributes of each chapter, A

5- **Star ranking System** is used to maintain & enhance current efforts for each calendar year (January 1st-December 31st).

4 Categories are used to assess each Chapter:

- Administrative • Networking • Programming • Community Involvement •

ONE STAR



- Using Membership Contract*
- Annual registration completed at sadd.org*
- At least 1 Meeting/semester**
- Programming
 - 1 project/semester**
 - Must be traffic-safety related
- No Networking or Community Involvement requirements

TWO STARS



- At least 1 Meeting/quarter**
- Programming
 - 3 projects/year**
 - Minimum of 1/semester
 - At least 2 awareness; other can be fun, fundraising, etc.
- No Networking or Community Involvement requirements

THREE STARS



- At least 2 Meetings/quarter**
 - SADD officers/board members
- Networking
 - Attend regional or Northern Lights SADD conference
- Programming
 - Reality Check in at least 1 grade or Open Your Eyes project
 - 5 projects/year**
 - At least 3 awareness; others can be fun, fundraising, etc.
- Community Involvement
 - Invite community at least 1 event
 - Share data/info to OR with community

FOUR STARS



- At least 1 Meeting/month**
 - SADD officers/board members
- Networking
 - Attend regional & Northern Lights SADD conferences***
 - Have a “buddy” chapter
- Programming
 - Reality Check in at least 2 grades***
 - 7 projects/year**
 - At least 3 awareness
- Community Involvement
 - Host 1 community event** (banquet, informational meeting, teen panel, etc.)

FIVE STARS



- At least 2 Meetings/month**
 - SADD officers/board members
- Networking
 - Attend regional & Northern Lights SADD conferences
 - Have a “buddy” chapter
 - At least 1 SADD member attend National SADD conference
- Programming
 - Reality Check in 3 grades***
 - 1 project/month**
 - At least 4 awareness
- Community Involvement
 - Host 1 community event**
 - Participate in at least 1 community event (Relay for Life, blood drive, etc.)**

*Membership Contracts are expected to be signed by **each** member of **every** SADD chapter, and each chapter is expected to register with SADD National annually.

**September - May

***Please contact NLYS and/or provide reasoning about inability to fulfill this standard

SADD CHAPTER: _____

YEAR: _____

1. ADMINISTRATIVE*

One star:
1 meeting/semester
Two stars:
1 meeting/quarter
Three stars:
2 meetings/quarter;
officers or board
members
Four stars:
1 meeting/month; officers
or board members
Five stars:
2 meetings/month;
officers or board
members

*membership contracts & annual
chapter registration should be
done within each SADD chapter

2. PROGRAMMING

One star:
1 project/semester (must
be traffic safety related)
Two stars:
3 projects/year (2
awareness)
Three stars:
5 projects/year (3
awareness); Reality
Check (RC) 1 grade
Four stars:
7 projects/year (3
awareness); RC 2 grades
Five stars:
1 project/month (4
awareness); RC 3 grades

3. NETWORKING

One star:
No requirements
Two stars:
No requirements
Three stars:
Attend regional or NL
SADD conference
Four stars:
Attend regional & NL
SADD conference; buddy
chapter
Five stars:
Attend regional & NL
SADD conference; buddy
chapter; at least 1 SADD
member attend National
SADD conference

**4. COMMUNITY
INVOLVEMENT**

One star:
No requirements
Two stars:
No requirements
Three stars:
Invite community to at
least 1 event or share
data/info with community
Four stars:
Host 1 community event
Five stars:
Host 1 community event;
participate in 1
community event

1. ADMINISTRATIVE

D All SADD members signed membership contract?

D SADD Chapter completed annual chapter registration at www.sadd.org?

DSADD Officers/Board Members?

Meetings

Spring Semester Meeting Dates:

Fall Semester Meeting Dates:

Grid lines for recording meeting dates.

2. PROGRAMMING

Project (Date)	Awareness?	Traffic Safety?	Host Community Event?	Participate In Community Event?
ex: Grim Reaper Day (10/15/2012)	D	D	D	D
	D	D	D	D
	D	D	D	D
	D	D	D	D
	D	D	D	D
	D	D	D	D
	D	D	D	D
	D	D	D	D
	D	D	D	D
	D	D	D	D
	D	D	D	D
	D	D	D	D
	D	D	D	D
	D	D	D	D
	D	D	D	D

Reality Check?

4 th Grade	5 th Grade	6 th Grade
D	D	D

3. NETWORKING

D Attend regional SADD conference, if offered? *Location:* _____
 D Attend Northern Lights SADD conference?
 D Attend National SADD conference?
 D Buddy Chapter? *Name of chapter:* _____

4. COMMUNITY INVOLVEMENT

D Share data/info with community? *Explain:* _____

**IF YOUR CHAPTER IS LOOKING FOR MORE
AWARENESS IDEAS & RESOURCES,
PLEASE CONTACT NORTHERN LIGHTS SADD
FOR ADDITIONAL INFORMATION ON THE FOLLOWING ISSUES:**

- Membership Drives
- Alcohol
- Tobacco
- Marijuana
- Inhalants
- Safe Driving
- Aggressive Driving
- Safety Belts
- Impaired Driving
- Suicide
- Sexual Health
- Violence Prevention
- Dating Violence
- Youth Making A Difference



*Northern Lights SADD
PO Box 743
Hillsboro, ND 58045
Ph: 70636.5852
Fax: 701.636.3929*

Part Three



PROGRAMS OFFERED IN
CONJUNCTION WITH
Northern Lights SADD
CHAPTERS

REALITY CHECK

Reality Check Version 2.1 is the latest revision of the curriculum created by Northern Lights Youth Services for elementary students.

Reality Check is a series of seven lessons for grades 4-6, facilitated by trained high school SADD students.

The lessons integrate the following seven key themes:

- Respect for self
- Respect for others
- Alcohol and the brain
- Other drugs
- Peer pressure & relationships
- Other destructive behaviors
- Leadership & life after elementary school

Reality Check v. 2.1 includes strategies for engaging parents in a discussion of the issues and promoting parent-child communication.





Open Your Eyes...

Open Your Eyes was developed in a brainstorming session led by NL SADD's Media Director. The idea was to come up with not an actual program, but a *framework* for a larger movement that teens could feel ownership in and get their peers, adults and community as a whole to "open their eyes" to issues of importance. It has always been our NL SADD philosophy that individual issues are more effectively addressed when they are part of a larger vision (similar to the effect of changing SADD's name from *driving drunk* to *destructive decisions*). SADD members have a wide range of motivations and personal passions, so we wanted to develop a platform (again, not just a single program) that they can all identify with and rally around.

An important component was to come up with a catchy symbol for the movement. That is where the eyeball symbol comes in. The symbol also lends itself well to the concept of *guerrilla marketing*:

***Guerrilla marketing** is a strategy in which low-cost unconventional means (graffiti, sticker bombing, flash mobs) are utilized, often in a localized fashion or large network of individual cells, to convey or promote a product or an idea.*

The concept of guerrilla marketing was invented as an unconventional system of promotions that relies on time, energy and imagination rather than a big budget. The objective of guerrilla marketing is to create a unique, engaging and thought-provoking concept to generate buzz.

Guerrilla marketing involves unusual approaches such as intercept encounters in public places, street giveaways of products, PR stunts, or any unconventional marketing intended to get maximum results from minimal resources.

Guerrilla marketing focuses on low cost creative strategies of marketing. Basic requirements are time, energy, and imagination and not money.

The beauty of OYE is its loose format, the boundaries of which are dependent only upon the limits of creativity of the participating youth. OYE can help empower youth and give them a voice on issues of importance to teens. We want to engage not only SADD students, but other students who have an issue that may be of great personal importance. We want them to let us know what they think people need to open their eyes to. By producing a variety of materials with the OYE symbol, the symbol can show up almost anywhere, and it lends itself well to use in video and social networking sites.

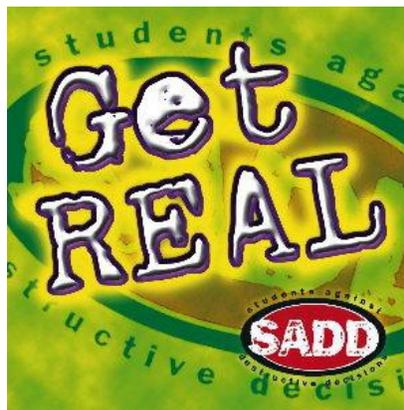
Promotional materials, PSAs, toolkits, and activities in conjunction with OYE are available through the NL SADD office.

GET REAL

Get REAL is a campaign implemented by NL SADD in 2000. NL SADD realized that the behavior of most young people is influenced a great deal by the activities of their peers. However, we also realized that to a large degree, it isn't so much the actual peer activity that influences people, but what we *think*, or *perceive* our peers are doing that causes us to act as we do. In 2000, it came to our attention that a NY university had found a way to address this. In a survey, they asked the students what percentage of students drank and to what extent. Then, they asked the students about *their* degree of alcohol usage. Naturally, they found that the actual alcohol use was much lower than what students *thought* it was.

The university used the statistics it had collected and used them to educate its students. They put the statistics ("factoids") in front of the students where they couldn't be ignored – messages built into the campus computer system, where they appeared like ads do on different websites. As a result, within only a two-year time span, the college's rate of on-campus alcohol usage had dropped by **over 20 percent**.

Using this precedent as a guide for us, we developed our Get REAL program, which consists of radio and television public service advertisements, in-school posters, and our own sort of "factoids" that address not only alcohol but other drugs as well, along with issues such as sexual activity, traffic safety issues, and general advice. These factoids can be used in a number of ways, such as handouts, locker-stuffers, posted in bathrooms or built into poster displays, put in the school newsletter, read over the daily announcements, etc. The important thing is that you use your creativity to put the statistics in front of your peers in as many ways possible.



BREAKDOWN

*Note: BreakDown is a separate program entirely from NL SADD.
That said, many SADD members also participate in BreakDown.*

BreakDown is a team of young people who bring the powerful and dynamic message of hope and freedom to a generation of young people looking for the REAL thing. This fast-paced, high-energy performance, designed specifically for today's digital generation, was created to break down the lies that our sexually saturated culture has been telling our youth for years!

This presentation tackles tough issues such as teen pregnancy, sexually transmitted diseases, second chances, sexual assault, self-esteem, and teen relationships. BreakDown shocks, challenges, and inspires even the most skeptical teen.

Blending drama, choreographed dance, inspirational speaking, and more, teens are engaged, educated, and entertained as they learn the truth about consequences and are encouraged to make positive choices in their own lives.

Scenes from BreakDown encourages young people to make wise choices in relationships, sex, and their futures, and to make better choices if they have already become sexually active. Motivational speaking segments are tied directly into the drama, and the audiences are hit hard with the truth and facts about life, love, and relationships.

The media is quick to portray abstinence as boring, uncool, and outdated. In one hour's time, this program breaks down that stereotype and creates a new one, one that portrays abstinence as cool and normal. It is a message of integrity, character, and purity that challenges the "sex-without-consequences" mentality.

