

SISKIYOU COMMITTED HARM PRESENTATION

Goal: To Reduce the HARM attached to the use of Alcohol “Underage Drinking”, other drugs and lifestyle choices.

“Not Just for Athletes”

The choices we make impact everyone!

Athletically
Academically
Behaviorally

EDUCATE – CORRECT – RESTORE

MEASURING PERFORMANCE AND THE IMPACTS OF:

1. SLEEP
2. HYDRATION
3. SOCIAL MEDIA
4. NUTRITION



5. CHEMICAL HEALTH
(Marijuana-Alcohol-Substance/Prescription drug abuse-Tobacco-E Cigs)
6. STRESS
7. EMOTIONAL WELLNESS

ON PERFORMANCE ON AND OFF THE FIELD

Siskiyou County Prevention

HARM presentations

- **STUDENT LEADERS:** Are selected and Siskiyou County Prevention trains the leaders to Develop, Practice, Coordinate and Provide HARM presentations to the youth coming after them. (Elementary Schools grades 6–7–8) and at Parent/Athlete Code nights.
- **STUDENT LEADERS:** Are trained to Develop, Coordinate and Provide Alternative Events for their peers and community.
- **PREVENTION STAFF:** Provide yearly, monthly and specialty training to Student Leaders during the school year.
- **PREVENTION STAFF:** Provides HARM minimization presentations to Grades 6–12 in the classroom or assembly style.
- **PREVENTION STAFF:** Can provide specific HARM minimization presentations such as “Marijuana and the adolescent brain” or “Underage Drinking and Social Norms”.

Siskiyou County Prevention

Campus Committed Chapter

- **STUDENT LEADERS:** Are selected and Siskiyou County Prevention trains the leaders to Develop, Practice, Coordinate and Provide weekly Chapter meetings following a 1X a week school year Curriculum. (Campus Guide)

- **THE GOAL:** Empower youth leaders and advocates – build skills and relationships – reduce bullying and harassment – reduce underage drinking and other substance use – promote positive school environment – increase academic achievement – foster hope, self worth and a sense of contribution.

- **Student Leaders:** Promote membership – facilitate all meetings and choose environmental or school climate projects to focus on during the school year.

- **PREVENTION STAFF:** Provides a yearly student leader training, monthly monitoring and ongoing assistance.

- **STUDENT LEADERS:** May also attend the REACH for the FUTURE Student Leader training/conference at Richardson Springs Chico CA (MARCH)

chapter meeting 2: agreements

Meeting Objective:

To create a powerful momentum that will bring the members back and wanting more. To assist the group in creating a safe, open, honest, and respectful environment.

Advisor Role:

To support the Officers in their facilitation of the meeting. Explain the Opt Out form. Be aware of how the room is set up and change it if it will provide a more welcoming atmosphere.

Officer Role:

Facilitate the meeting. Make sure one Officer is assigned to welcome and pass out Membership cards. Also have them post the definition of the Committed Chapter on the wall, as well as the event timeline (from previous meeting).

Facilitation Notes:

Make sure to give enough time for the agreements and intentions. Very important in setting the tone for the rest of the year.

Welcome and Intro: 2 min.

- ☐ Post agenda

Inclusion Activity: 8 min.

- ☐ Music

Agreements and Intentions: 8 min.

- ☐ Have easel paper posted in front of the room already with examples on it

Pre Test Opt Out: 2 min.

- ☐ Copies of Opt Out Form

Speed Meeting: 5 min.

- ☐ List of questions

Chapter Additions:

- ☐ Create PO's for food during Pre-Tests.
- ☐ Youth Development Summit
- ☐ Registration Forms
- ☐ School Permission Slips

Total: 25 min.

Chapter Agenda:

Welcome Everyone:

Review the agenda— make sure it's posted on the wall. Give a promo item to the first person who arrived at the meeting. Remember to provide a description of your Chapter again - for all the new members.

Inclusion Activity:

What's in Common: Have members get out of their seats and find two other people that they do not know. Encourage them to meet new people. In their group of 3, they must brainstorm a list of all the things that their group has in common. The goal is to come up with the longest and most unique list. Try to have them be creative (for example: we all went camping over the summer, or we all have two younger siblings, or we all went to the movies last weekend). Tell them not to use easy answers like: "We go to the same school" or "We are all guys." Ask two groups to share some of their commonalities. Switch people and repeat if you have time.

Agreements and Intentions:

Facilitate the group through creating Group Agreements and Intentions. Have students sit in a circle or U-shape so that everyone can see each other. Explain that agreements are meant to encourage participation and allow everyone to feel safe, confident, and excited about being part of the group. Examples are: 1) All members will be welcomed at the door as they enter the meeting 2) Everyone will always be respected and given the opportunity to share their ideas 3) We will embrace people for their uniqueness and special qualities. Write down one agreement at a time. As for questions, comments, and for consensus from the entire group before that agreement is adopted. If someone does not agree, that particular agreement cannot be added to the list of agreements. Once the list is complete, read the list back to the entire group and make sure that everyone is confident in the list. Close out the activity by having members "sign" the agreements. For example, they can sign in the air with a magic pen or they can initial the agreement post with markers.

Pre Test Opt Out Forms:

Introduce the Pre Test and the importance of improving the Chapters through their experiences. Remind them to not turn in the Opt Out if their parents/guardians do not want them to participate. Remember to submit PO's for food. (If your school district requires Opt In for survey participation, use the Opt In form)

Speed Meeting:

If you have time at the end of your meeting, you can play Speed Meeting. Participants will be counted off, 1, 2, 1, 2. The "ones" will form a circle, with everyone's backs facing inward. The "twos" will form an outer circle, facing the "ones". Everyone should have a partner directly across from them. You will read the first question from a list of questions you've created. The "ones" will have 30 seconds to share their answer and then the "twos" will also have 30 seconds to share. Then the inner circle will shift one partner to the left and everyone will have a new partner. Repeat with the second question. Sample questions are: If you could have any superpower, what would it be and why? What is the best movie you've watched recently and why? What is one thing you're really afraid of and why? What is the best gift you've ever been given and why?

Chapter Additions:

Youth Development Summit:

Provide another overview of the YD Summit and get them excited about the opportunity. Let members know how many people are already signed up to attend. Remind members to turn in their forms in by the due date.

Agenda

- What's In Common Activity
- Agreements and Intentions
- Pre Test Survey Opt Out Forms
- Speed Meeting

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Siskiyou County Prevention

HARM presentations September 2017 to Current

- **HARM PRESENTATIONS:** Provided to grades 6 through 12 in Siskiyou County Schools.
- **HIGH SCHOOLS:** Yreka – Happy Camp – Etna – Butte Valley – Weed
- **ELEMENTARY SCHOOLS:** Jackson Street – Butte Valley
- **PRESENTATIONS requested / Pending:** Charter Schools Mattole Valley and Golden Eagle – Mt. Shasta Sisson Elementary
- **OTHER Community:** California Conservation Corp “Comet Crew” trainees. Parent/Community/Youth groups. Team/Athlete/Club presentations.
- **OTHER School:** Monthly presentations requested by Yreka High School (Discovery and Community Day School).
- **Brief Intervention:** Provided to participating schools for all Students as requested by Administration.

Siskiyou County Prevention

HARM PRESENTATION TOTALS September 2017 to Current

- **PRESENTATIONS PROVIDED:** 60+ (and counting)
- **STUDENTS IMPACTED:** Siskiyou County Schools, 1800 + (and counting) Students grades 6 through 12 have participated.
- **PRE and POST Testing:** 1800 + students have taken the anonymous pre and post test which early data reveals a significant increase in knowledge and perception of HARM.
- **PRESENTATION RESPONSE:** As a result of student, teacher and administration feedback Siskiyou County Prevention has been asked back for the 2018/2019 School year in all schools who have requested the presentations. In addition more schools are now interested in providing HARM minimization presentations to their students.

Young people between the ages of 14 and 24 are three times more likely to have a substance use problem than people over the age of 24.

Most
Significant
Brain
Development
Between
The Ages
Of
12-21



Depressant Drugs

STRESS

The REASONS Teens Use Drugs and Alcohol

- **STRESS:** 73% of teens report the #1 Reason for AOD use is to deal with the pressures and stress of school. Only 7% of Parents believe teens use AOD to deal with stress.
- **SOCIAL ACCEPTANCE** and/or **LOW SELF ESTEEM:** Teens who have low self esteem are more likely to seek acceptance from the crowd using drugs.
- **SELF-MEDICATION:** Some not able to find a healthy outlet to cope with frustrations, emotions, undiagnosed clinical depression or anxiety.
- **MISINFORMATION:** One study indicates that 40% of teens did not perceive any major risk with trying Heroin once or twice. When a teen's PERCEPTION of HARM is low, the risk of use is HIGH.
- **EASY ACCESS:** Teens report ease of access when it comes to getting drugs and/or alcohol.

PREVENTION

- ▶ Adolescent use is lower among those who perceive a high risk of HARM.
- ▶ If you don't believe something is harmful, you are more likely to use it.
- ▶ The Prevention effort provides education to increase the perception of HARM attached to the use of Drugs and Alcohol and other lifestyle choices.

MARIJUANA

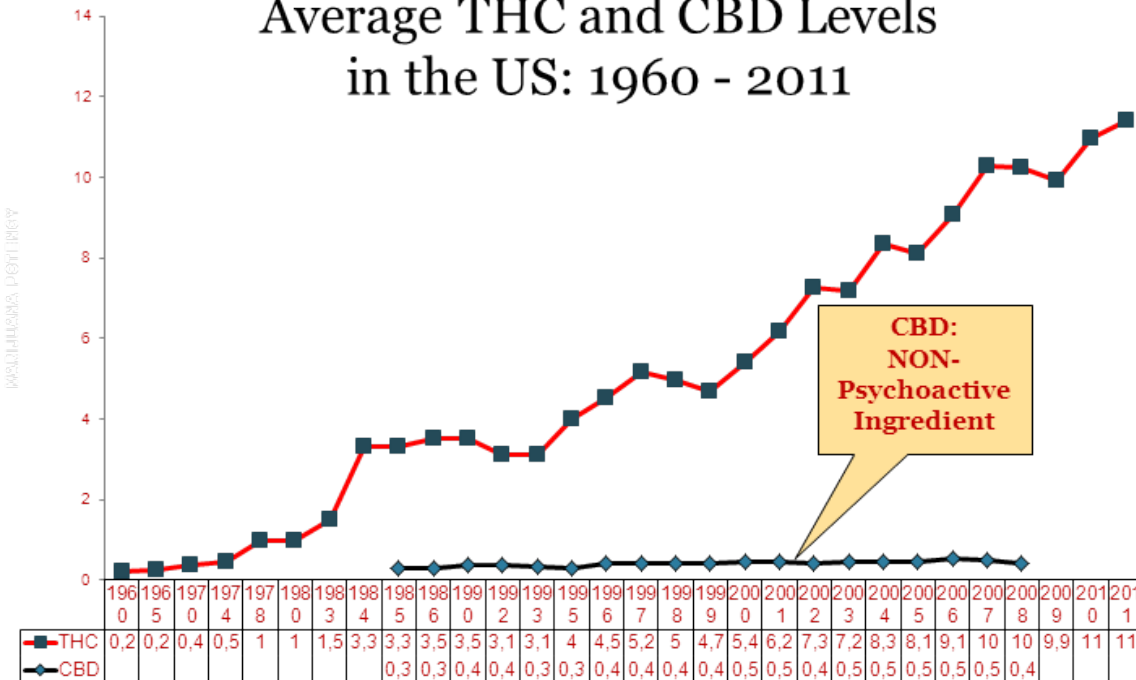
THC Levels 1960 – 70's Average 1–4%

THC Levels Today have increased to 20+%

Concentrated THC can average 60% to 90%

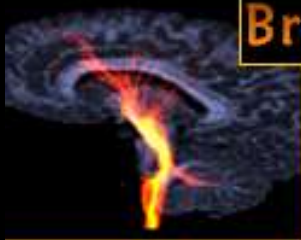
Marijuana smokers often develop a TOLERANCE for THC, which means that over time, they need increasingly higher doses of THC to get “HIGH”.

Average THC and CBD Levels
in the US: 1960 - 2011



The effect of smoking anything can have an immediate and drastic impact on critical physiological systems used in high level sport performance.

Brain Stem



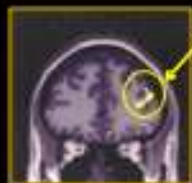
Cannabinoid receptors are notably sparse in areas that control heart rate and respiration (medulla) or brain stem explaining why there are not fatal overdoses of marijuana.

Deposit Sites



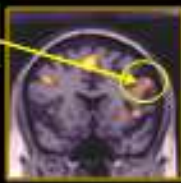
"The researchers found that the odds of having testicular cancer were 70 percent higher among men who reported current marijuana use compared with nonusers.... They also found that the odds for testicular cancer among men who used marijuana at least weekly were twice that of nonusers."

MARIJUANA SKILL IMPAIRMENT



NON USER
SIMPLE HAND SKILL

SKILL
RECALL
AREA



MARIJUANA USER
SIMPLE HAND SKILL
NOTE: Subject NOT
under the influence
during test

Marijuana

HOT SPOTS

BRAIN
LIVER
PANCREAS
KIDNEY
SKIN
PROSTATE
CERVIX
TESTES



TESTICULAR CANCER

50%- 70% >

THE IMPOSTER

Brain's Chemical



Anandamide

Drug

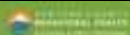


THC

The Imposter - THC

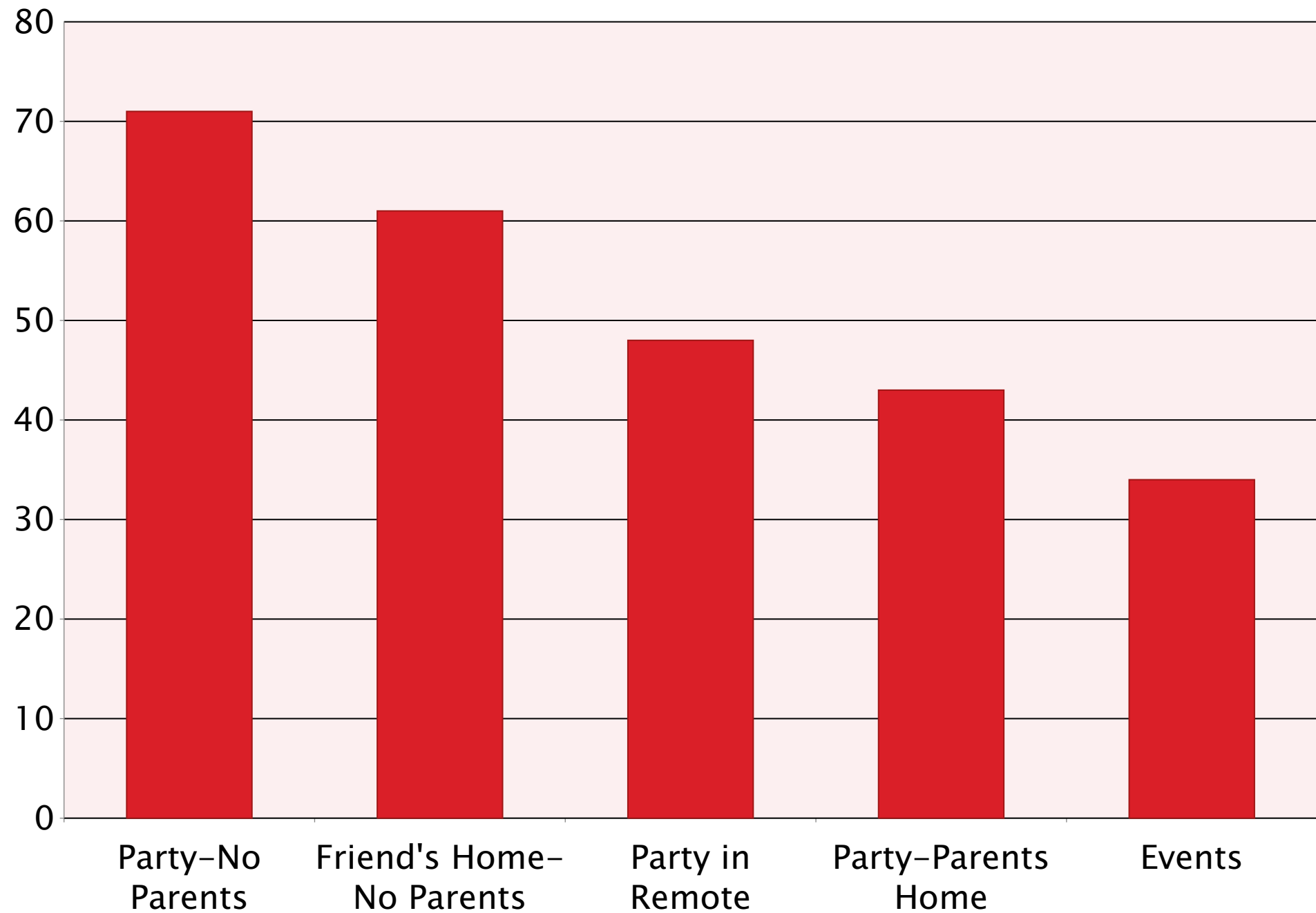
THC's chemical structure is highly similar to anandamide, a natural body cannabinoid which is involved in several functions including regulation of pain, appetite, memory, & mood. Similarity in structure allows drugs to be recognized by neurons and to alter normal brain messages.

MARIJUANA & YOUR KID'S BRAIN



Changes can be permanent.
IQ can drop up to 8 points and not rise again.

Where Do Kids Drink?



“Teens will be teens.”

“We used to do the same thing.”

“IF they are going to party, they might as well party at our house”

“At least we will know they are SAFE.”

“We were young once. They are no different than we were.”

CONNECTIONS MADE

Most
Significant
Brain
Development
Between
The Ages
Of
12–21



Tobacco / E-Cigs / Vape



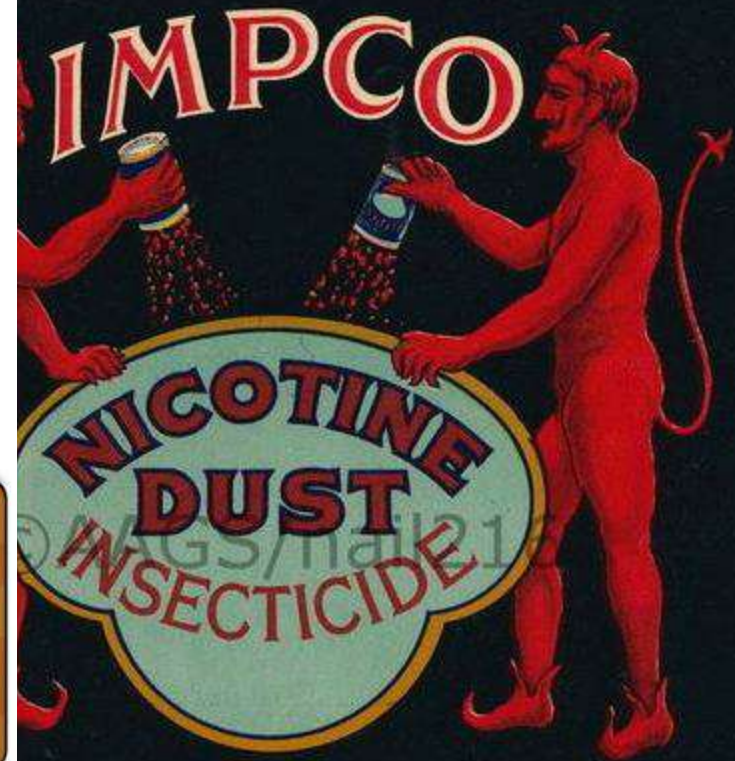
20,679* Physicians
say "LUCKIES
are less irritating"

"It's toasted"

Your Throat Protection against irritation against cough

NICOTINE

- Highly addictive drug
- Body becomes physically and psychologically dependent
- Quitting or cutting back leads to withdrawal symptoms



FOR
**GARDEN PESTS
INSECTS SLUGS
ETC.**

MANUFACTURED BY
INTERNATIONAL MILLING CO.
SAN FRANCISCO, CAL.

BLACK LEAF 40

NICOTINE SULPHATE 40%

27x

POISON

ANTIDOTE: Give emetic of mustard, followed by large doses of magnesia, raw eggs, lime water, milk, flour and water. Call a Physician.

CONTENTS FL. OZS.

PACKED BY



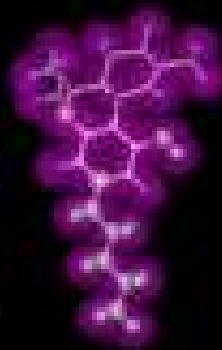
Brain's Chemical



Anandamide



Drug



THC

Dr. Batty's



For Your Health
ASTHMA CIGARETTES

SINCE 1882

*For the temporary relief of
paroxysms of asthma*

EFFECTIVELY TREATS:

ASTHMA, HAY FEVER, FOUL BREATH
ALL DISEASES OF THE THROAT,
HEAD COLDS, CANKER SOURS
BRONCHIAL IRRITATIONS

NOT RECOMMENDED FOR CHILDREN UNDER 6.

THANK YOU!

THIS IS THE END
OF OUR
PRESENTATION

Decorative geometric shapes in the bottom left corner, including a grey trapezoid and a blue triangle.

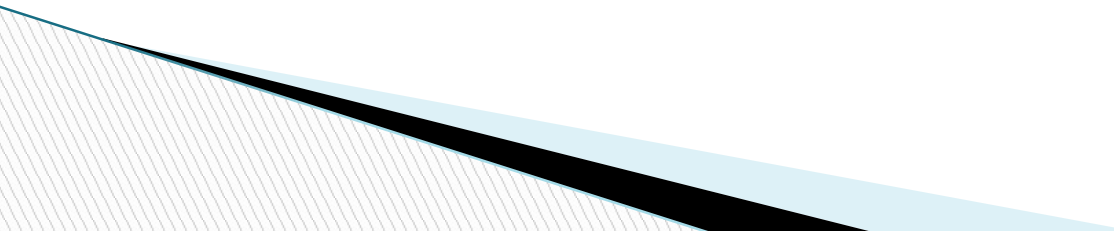


- ▶ Siskiyou County Behavioral Health SUD Division has contracted with the Sheriff's Department to implement "Keeping it Real"(DARE Program) in possibly 5 middle and 2 high schools.

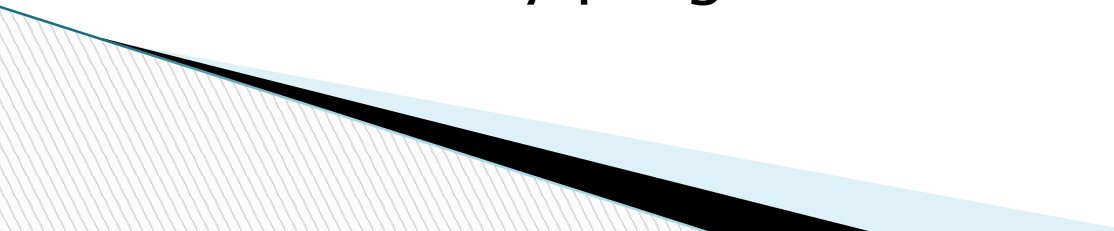
- ▶ At this point only one Deputy is trained to implement this curriculum, Deputy David Nye. Two more deputies are attending the 2 week DARE Officer Training class in LA end of April.



Curriculum

- ▶ The training is 2 weeks which is a requirement before being allowed to begin teaching in the schools.
 - ▶ The curriculum for the “core classes” is ten (10) sessions approximately 45–60 minutes long.
 - ▶ Graduation ceremony at the end.
 - ▶ This curriculum is aimed at 5th/6th grade in the elementary schools and 7th /8th grades in the middle schools.
- 

Curriculum

- ▶ Sometimes those classes may actually be 4th/5th or 6th–8th combination classes depending on how the school structures their classes based on student population.
 - ▶ The other grade levels are typically scheduled for 30—45 minutes depending on the grade level.
 - ▶ Program curriculum covers Pre-K–12th, plus parent/community classes.
 - ▶ Most are scheduled for approximately 3 class visits each. Some may only receive 1 class visit, depending on the school's schedule and community program availability.
- 

Target Goals

- ▶ Due to the lateness of starting this program in the Spring the Sheriff's Department will not be able to reach all of the targeted goals this school year.
- ▶ For the few targeted schools that are scheduled for this school year the class materials have been ordered, and some teaching will be starting May 14th.
- ▶ If you have any questions please feel free to contact Deputy David Nye at (925) 586-8850

Thank you for your time.

Toby Reusze, AOD Administrator, (530) 841-4789

