

Post-
P.A.R.T.Y.
Module

2007-2008

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P.A.R.T.Y. is all about practical learning. This is the facilitator's manual for teachers delivering the post-P.A.R.T.Y. session for the Lakeland Prevent Alcohol and Risk Related Trauma In Youth Program.



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Produced by the Lakeland P.A.R.T.Y. Program Association 2007-2008

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Post-P.A.R.T.Y. Module Overview

Scheduling & Delivery

- in schools
- preferably following the RCMP and FASD presentations
- usually within 4 school days of the date students go to the health centre, but may also be delivered later to reinforce the learning
- delivered to class by the teacher (please contact us if you need assistance: 594 9959 or admin@lakelandP.A.R.T.Y..ca)

Materials

- poster or list of key principles: Buckle Up, Wear the Gear, Get Trained, Drive Sober, Look First, Seek Help
- post-P.A.R.T.Y. quizzes
- student survey forms
- teacher input form
- student responses to the three questions from Pre-P.A.R.T.Y.
- scrap paper for lists of activities and for risk continuum
- prizes to give away (optional; please contact us if you need these)
- student P.A.R.T.Y. bags of goodies (supplied by Presentation Coordinator at hospital)
- see other activities as appropriate

Objectives

1. Upon successful completion of this module students will be able to recognize and explain essential messages learned at P.A.R.T.Y.
 - i. To successfully complete this objective, students should be able to:
 - a. State or recognize at least 4 , or give at least one nontrivial example of the key principles
 - b. Explain in a few insightful sentences at least one type of implication of injury learned at P.A.R.T.Y. (e.g., inability to meet daily needs alone, disfigurement, social isolation, financial difficulties) .

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- c. Explain why descriptive words like “injury”, “drug overdose”, “unplanned sex and possibly pregnancy”, “alcohol poisoning”, or “collision” are preferable to the word “accident”.
 - d. Explain what it means to be one’s own risk manager according to the lessons learned at P.A.R.T.Y..
 2. Upon successful completion of this module, students will be able to demonstrate active use of the key P.A.R.T.Y. principles in daily life.
 - i. To successfully complete this module, students should be able to actively participate in at least 1 selection from the Active Learning Experiences sections.
 3. Upon successful completion of this module students will be able to distinguish common myths from sound and valid reasoning related to the key principles.
 - i. To successfully complete this objective, students will score at least 80% on the post-P.A.R.T.Y. quiz.
 4. Upon successful completion of this module, students and teachers will be able to evaluate their experiences at the P.A.R.T.Y. program by completing and submitting all questions on all required program documents.
 - i. To successfully achieve this objective:
 - a. Students should complete the survey.
 - b. Teachers should complete the teacher survey.
 - c. Teachers should submit all required evaluation materials, including post quizzes and activity lists if relevant, to the executive director of Lakeland P.A.R.T.Y.
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Learning Activities

Objective 1

recognize and explain essential messages learned at P.A.R.T.Y.

Overview

Discuss in class according to the outline below. Encourage students to answer questions and re-state ideas in their own words.

Objectives are outlined in detail at the beginning of this module.

Marking rubrics: Assessment rubrics are indicated in the Experience and Practice sections.

Connect:

To reconnect students with the P.A.R.T.Y. experience, ask if anyone remembers what P.A.R.T.Y. stands for (Prevent Alcohol & Risk Related Trauma in Youth). Let a few students try to recite the acronym's words. Focus on how the last word contains the word "YOU". Tell them they are going to review what was learned then break into groups to talk more about applying the learning to their real lives.

Explore:

Briefly review that when they went through P.A.R.T.Y. they learned to be their own risk managers able to predict and prevent injuries and trauma. First, during pre-P.A.R.T.Y., they learned about statistics and how injuries happen. Then at P.A.R.T.Y. day, they learned what happens at the scene of an injury when emergency services picks an injured person up, followed by what happens in the ER when the person arrives at the hospital, then about what happens as one recovers, goes through rehab, learns to live differently, loses independence, and changes their own life and the lives of others in so many ways. Emphasize the multifarious effects from many perspectives (e.g., loneliness, cognitive deficits, medical expenses, parents missing work or losing jobs to stay with an injured child in the hospital, disfigurement, decreased future employment prospects, etc.).

Go on to mention that part of their training gave them information and skills to use, which can be summed up by the key principles (Buckle Up, Drive Sober, Wear the Gear, Get Trained, Look First, and Seek Help). Also review the idea that the ability to predict and prevent trauma also hinges on language – they have been exposed to the

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notion of replacing the connotation of “unforeseeable and unpreventable” in the word “accident” with the connotations of “accountable and predictable” in descriptive words and phrases like “collision” or “alcohol overdose”.

Finish this portion by emphasizing that they can predict and prevent trauma. They have the tools and the power to avoid social, physical, economic, etc., costs of injury.

Experience:

Have students select, write out, recite, or provide their own examples demonstrating the key principles. You may have them collaborate in groups and present or hand-in their final list. *Marking rubrics: A response is adequate if it recognizes or includes at least 4 of the principles or explains at least one key principle in a nontrivial way.*

Practice:

Have the students break into groups to create their own 2 to 3 sentence vision statement of risk management (e.g., *The essential messages learned at P.A.R.T.Y. are ... It is our vision that our group be 100% committed to preventing trauma by Part of our vision is to discourage use of the word “accident” because....*) Instruct students to talk about the key principles and how they relate to being one’s own risk manager. Have them comment on the power they now have to predict and prevent trauma in their own real worlds to avoid social, physical, economic, etc., costs of injury. This session should include discussion of the responsibility and opportunities for prevention that come with replacing “accident” with descriptive words and phrases. At the end, students should submit or present a group statement. *Marking rubrics: The final statement is adequate if it explains the importance of language that encourages prediction and prevention and explains what it means to be your own risk manager based on the essential messages learned at P.A.R.T.Y..*

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Active Learning Experiences

Objective 2

demonstrate active use of the key P.A.R.T.Y. principles in daily life

Overview

Select at least one of the activities in this section. You may wish to let students select from amongst several. **We recommend you complete activity 1 first then another activity.** Support and guide them as they explore the activities.

Objectives are outlined in detail at the beginning of this module.

Marking rubrics: To meet this objective, a student must actively participate in at least 1 activity. *Active participation includes sincere efforts at organizing activities, appropriate role playing, contributing at least one relevant idea or question, appropriately answering most questions on written work, etc.*

Preparation: Decide which activities students will be offered and have the list ready ahead of time. Have ideas for how you will group students if you are grouping them.

Connect:

Ask the students if they have actually used the tools they got from P.A.R.T.Y. in their real lives and let them respond for a few minutes. Tell them they will have a chance to practice their risk management skills right now.

Explore:

Look over the list of activities the teacher has prepared and select one (or however many is appropriate) that you would enjoy.

Experience

For each activity you are going to do, with your group, read over the instructions for your activity and be sure you know what to do and what its point is before you start. Discuss with each other or the teacher if you need clarification. *(See Marking rubrics in the overview).*

Practice:

Have students participate in the selected activity. *(See Marking rubrics in the overview).*

1. Fun Activities Brainstorm

Practice using the **Look First** and **Get Trained** principles by generating activities that have a high likelihood of turning out to be very positive and a low likelihood of

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turning out to be negative (i.e., have negative consequences). There is opportunity to think about the other principles as well during this activity but the emphasis is on thinking ahead, having good options, and doing what you are properly trained and able to do.

- I. Orient the class to the objective by saying they are going to practice risk management by applying these two principles to how they make decisions about their leisure time.
- II. Split the class into small groups and make sure each group has paper, a pen, and a recording person.
- III. Write on the board the following criteria:
 - i. can be done locally
 - ii. cost under \$20 per person
 - iii. do not involve alcohol or other drugs
 - iv. if they involve risk, involve SmartRisk
- IV. Instruct each group to make a list (in 3 minutes) of activities that meet ALL of the criteria.
- V. Gather and save the lists for the P.A.R.T.Y. program's use
- VI. Options:
 - i. the group producing the most activities could receive a prize or you may choose to act on one or some of the activities. Contact us if you need a prize.
 - ii. *don't split the class; let individuals write down activities they like to do, then gather them back and assess each activity and how the core principles could be applied to it . To illustrate, if a student writes down quadding, then ask, "If you ride with a bare head and roll resulting in brain damage, will you quad again? Do you want to quad again and again and again? What can you do to help yourself in this situation?". The answer is "Wear a proper helmet ALWAYS".*
- VII. *More information about where to send the lists is provided at the end of this document.*

2. Risk Management Certificate

Students who have completed the P.A.R.T.Y. program can do a written test and practical demonstration to achieve a Certificate of Risk Management Training from the Lakeland P.A.R.T.Y. Program. Please contact the executive director at 594 9959 for the study package and to set up testing for certification.

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3. Camping Trip Planning

Have your students plan or discuss a camping trip. During the exercise, they should demonstrate how each of the principles relates to their plan. For example, “Look First” and “Seek Help” mean students should investigate weather, road conditions, bear reports, fishing regulations, etc., make sure that someone responsible knows where and when they have gone and when they should be back, bring a cell phone with charging method for emergencies, know how to contact park officials, etc.; “Wear the Gear” means they should use proper equipment for whatever activities they have planned; “Drive Sober” applies to being alert and at your best while driving any vehicle, bike, ATV, boat, etc. (*This idea was contributed by Deirdre Squires of R.A. Reynolds School*).

4. Practical Applications of the Seek Help Principle

Below are ways to reinforce that the students are now trained to be risk managers who know responsible ways to seek help and be prepared:

- i) Remind students that they know now that alcohol poisoning is serious - you lose your gag reflex and many people choke and die every year from alcohol poisoning. Ask if any students remember what to do (if they suspect it has happened, they should put people in the recovery position and call 911).
- ii) Ask students if they discussed with an adult the *Contract for Life* and discuss responses they got. Emphasize that the contract is for situations when they need help, which includes cases where the person who is going to drive them home has been drinking or is otherwise not safe to drive with. Point out that the contract has been used by many students in our area. For students who did not sign, discuss other options for being prepared.
- iii) Discuss the *Friends for Life* card and explain it is another way of having contact people when you feel unsafe.
- iv) Discuss bullying, loneliness, anger, and other situations that make injuries or trauma likely, and discuss community resources that can youth can seek help from and ways they can seek help.

For activities ii - iv, we recommend AADAC’s online and other resources; contact [AADAC](#) for more information (phone 594 7556, Joan Engler). For activity iv or to set up bullying presentations, contact Dave Zimmerman at Victim’s Services/RCMP, 594 3302, ext. 3.

5. Bullying

Have students spend five minutes doing a net search on bullying or give them articles or literature to examine briefly, then in a small groups setting, have them discuss what

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bullying is and different forms it can take. Have each group define bullying and decide how it relates to trauma and injury prevention and the six principles, then write their definition and list the key principles along with how they are relevant on a space on the board or a poster. Ask a representative from each group to explain their display. Follow this presentation session with a discussion and practical ways to deal with bullying. *Please see the AADAC website for specific resources in this area or contact Dave Zimmerman at Victim's Services/RCMP, 594 3302, ext. 3.*

6. Brainstorming: Community Implications

Students work in groups brainstorming about issues related to how their community implements or fails to implement the key principles. See Appendix 1: P.A.R.T.Y. Brainstorming Activity Script (22 minutes).

7. What's In It for Me?

Students develop personally relevant interpretations of the key principles. Students discuss the key principles and reflect on what the axiom means in their own existence on a practical level including what the cost is of doing or not doing what the principle suggests. As an example, a student who likes biking can consider "wear the gear" and decide if it is worth it to them to flatten their hairdo (the cost of implementing) in the face of the risk of losing their ability to make a hairdo (the risk of not implementing) . Students can work independently or in groups to fill out the table in Appendix 2: What's in it for Me?.

8. Risk Management Group Activity

Review all six principles in concert, working with a risk continuum (a line drawn on the board will do). This activity offers practice and opportunity for thought and discussion about risk.

- I. Start by telling the students they are going to practice risk management using the 6 principles they learned at P.A.R.T.Y. Then, introduce the continuum and designate one end as high-risk, and the opposite end low-risk.
- II. Have students list activities they participate in that involve risk (e.g., skateboarding, horseback riding, driving, swimming, etc.)
- III. Have 1 student show where he or she places the activities on the risk continuum, according to his or her own discretion. Ask the student to position a marker (e.g., a paper with a skull and crossbones) representing the "stupid line" which, when crossed, likely leads to serious injury.

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- IV. Initiate a class discussion to determine if everyone agrees with this placement. Have a student who disagrees re-arrange the activities and marker according to his or her view of the risk involved. This generally elicits many comments from classmates, but the individual must act, nonetheless, without being influenced by his or her peers.
- V. Repeat Step IV to illustrate that the risk continuum changes with each individual and circumstances (e.g., skydiving or learning to drive with or without professional guidance, golfing on a sunny day vs. golfing in a lightning storm). You may have to direct the discussion to ensure that it addresses how perceptions of risk are affected by experience, training, peer pressure, presence or lack of impairment, etc.

9. Role Play

Practice using the six principles in role play. Choose scenarios and as a class or small groups brainstorm ideas then role play. Following the role play, discuss and debrief as a class. Note that brainstorming is a good start for a group activity, but refusal skills have to evolve within each student's own comfort zone. Either during an initial brainstorming session or while groups are working on their role playing, give students options including:

- the infinite no ("No thanks", "no thanks", "no thanks", ad infinitum as the canned and ready response for every possible twist on asking)
- the snappy dictum ("It's against my religion", "Not gonna happen", "No way, José", "My parents won't like it", "Not")
- the alternative ("let's go somewhere else and do something fun instead", "I have to go home now", "I'm going to go skating now", "I'm off to watch a movie", "I want to go practice on my guitar", etc.)
- the brave escape (use your Friends for Life card or Contract for Life; have a ready cell phone contact; call a taxi and have money ahead of time)

Some role plays are suggested below, but you can develop more relevant ones based on known circumstances or have students devise relevant role plays from their own expectations:

- I. Beach Day
 - i. SCENARIO: You have spent the day at the lake and had an awesome time water-skiing, BBQing, hanging with friends etc. At the end of the day, you all pile into a friend's pick-up—there's not enough room for everyone so three get into the truck box and invite you to join them. You know it is unsafe to ride in a pick-up box. These are your friends.

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- ii. ROLE PLAY: Act out ways you can refuse and ways you and your friends can prevent the riders from travelling in the pick-up-box.
- II. Babysitting Scenario
 - i. SCENARIO: You have been babysitting. The parents come home—you smell alcohol. The wife stumbles into the living room and insists that she give you a ride home.
 - ii. ROLE PLAY: Show how you ensure safe transportation home.
- III. Group Pressure
 - i. SCENARIO: It's New Year's Eve, the whole family is at your Grandma's. Grandpa has been generous with his homemade wine. The time has come for folks to depart. You and your girlfriend have recently attended the P.A.R.T.Y. program. You know it is unsafe for any of the adults to drive.
 - ii. ROLE PLAY: What can you do to prevent people from driving home impaired?
- IV. Ski Dooing
 - i. SCENARIO: Your relatives have come over for a weekend of ski-dooing. Everyone is into good times-P.A.R.T.Y. time—drinking and a little bit of pot. Two of your cousins who have brand new skidoos are debating who has the hottest machine. They swagger out of the house to prove their power.
 - ii. ROLE PLAY: What can you do to prevent them from driving while impaired?
- V. Everybody Buckles Up
 - i. SCENARIO: A friend's mom picks you and your two friends up from skating. You get into the car and notice that she isn't wearing her seatbelt. .
 - ii. ROLE PLAY: How do you tell the mom to put on her seatbelt? (e.g., don't close the door until all are buckled up; politely explain about projectiles; insist that you are not allowed to ride and have to call your mom or dad or the P.A.R.T.Y. lady unless everyone is buckled up).
- VI. Fatigue Kills
 - i. SCENARIO: You are travelling with a friend and her parents to Edmonton for the weekend. The dad, who is driving, has just returned from working all night on the late shift on his job and is yawning.
 - ii. ROLE PLAY: What do you do? Do you convince the parents that it

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- is unsafe for the dad to be driving? Do you change your plan?
What do you choose for your life?
- VII. Don't do Drugs, 'mkay?
- iii. SCENARIO: You are hanging with a good friend on a Friday night. As you walk together to a P.A.R.T.Y. you know is going to be great, she offers you drugs she says she got for free. She calls you chicken and immature when you refuse. You have refused a few times but this time she seems like she is going to drop you as a friend if you don't at least try it.
- iv. ROLE PLAY: What do you do? Do you go along with her? Do you change your plan? What do you choose for your life?

10. Managing My Goals

Students review how to use the key principles to actively manage risk in order to achieve goals and realize/develop values.

- I. Briefly review what was learned about lost independence and real costs of injury and ensure students can explain what each of the 6 P.A.R.T.Y. principles means.
- II. Give students back their written responses to the questions from pre-P.A.R.T.Y., and ask them to reconsider them in the light of what they have seen.
- III. Have students answer the following three thought-provoking questions in writing:
1. Based on your experience at P.A.R.T.Y., have the things identified as "most important" in your life changed?
 2. Would you have been able to participate in what you had planned if you had sustained serious trauma as the result of making a poor decision on the way home from school?
 3. What choices will you make to ensure you can participate in what you have planned for the upcoming weekend, and the weekend after that, and so on?
- IV. Give an opportunity for students to discuss their responses to the above 3 questions. What sort of changes did they make?

11. Class Community Gift Project

Students practice and record ways to use the six principles. This activity is ongoing - the basis is that on a designated day of every week, whoever made a smart choice over the

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past week has given the community a gift. They write down what they chose and contribute it to the display. The display itself may be a tower, a sign, a gift box, a Christmas Tree, etc. Regardless of the exact format, students contribute sticky notes or similar that tell "How I took SmartRisk this Week". The students can write things like:

- "I chose to P.A.R.T.Y. safely with my friends"
- "I chose to wear a helmet while I played street hockey"
- "I chose to find out about the signs of and how to prevent hypothermia"
- "I chose to drink no alcohol, just plain refreshing water at a P.A.R.T.Y."
- "I chose to set up a safe ride home before I even went out"
- "I chose to put a winter safety kit into the family car"
- "I chose to wear my seatbelt every time I rode in a vehicle this week"
- "I chose to stay out of the back of a vehicle"
- "I chose to take the snowmobile safety course"
- "I chose to wear a scarf when it was 30 below"
- "I chose to take a first aid course"
- "I chose to refuse to ride with a driver who had been drinking"
- "I chose to toboggan at a hill that was supervised, had no obstacles, & did not lead to a road, fence, trees, etc."
- "I chose to take driver's ed"
- "I chose to"

We recommend that you post the six principles and some samples near the display. At the end of the project, P.A.R.T.Y. would be very glad to see the results. If you do this activity, please contact us in this respect.

12. Post-P.A.R.T.Y. Project: Injury Prevention By Us

This is different from the other activities and is an optional section enabling students to engage in a service project.

"P.A.R.T.Y." helps students become able to predict and prevent injury and trauma associated with alcohol and other drug use and risk-taking. It also facilitates alternatives to drinking and partying, and helps students learn lasting ways to manage leisure time. Students who have bought into the P.A.R.T.Y. messages behind these skills and attitudes may want to undertake a service project to address a problem or concern they identify in the community, to help others avoid injuries and trauma. Lakeland P.A.R.T.Y. encourages and helps facilitate such projects to further educate and empower young people. The projects generally help students develop lifelong skills, competencies, and confidence to recognize and address important issues in their communities and the greater world around them. The ultimate goal is to help build a culture of informed

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action rather than unquestioning apathy, and of involvement rather than inertia.

In the past, students have engaged in a variety of projects including activities such as:

- T-shirt, hoody, sticker, and poster campaigns
- public parades
- fundraisers for related causes
- CheckStops with the RCMP
- plays for younger children
- educational sessions
- displays around the community
- newspaper, TV, and radio ads
- sports nights
- dances

A manual is available if you are interested, but you are not restricted to using it. Should you require a copy of the manual, further assistance, or funding to engage in this part of the P.A.R.T.Y. program, please contact the Executive Director at 594 9959 or admin@lakelandparty.ca.

Evaluation

Objective 3

distinguish myths from sound and valid reasoning related to the key principles

Overview

Have students think about myth busting and complete their post quizzes.

Marking rubrics: To meet this objective, students should score at least 80% on the quiz.

Connect:

Ask them if they remember the myth busting they did during pre-P.A.R.T.Y. Let them tell you what they think you are talking about. Let them know you are referring to the myths they discussed during pre-P.A.R.T.Y. and that they are going to demonstrate what they now know by doing a similar quiz.

Explore:

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Spend a few minutes reviewing what they know now about common myths that can lead to choices with unexpected and unwanted consequences. Explain where the mythology comes in for examples similar to the ones on the quiz (e.g., someone never wears a seatbelt and never has an accident – does that prove that you don't need a seatbelt? No - seatbelts are for the times when we do have collisions with other vehicles, rollovers, deadly swerves, etc. and we cannot predict for sure when or where that might happen).

Experience:

Ask students to identify some myths similar to those on the quiz and explain their own idea of the mythology based on what they have learned at P.A.R.T.Y..

Practise:

When students are ready and you are convinced they have a good grasp of the material, have them complete the post-P.A.R.T.Y. quiz anonymously.

These are important for program monitoring and are to be submitted to P.A.R.T.Y. with the surveys (see Objective 4 below). It is not necessary that you mark them, but student's can benefit from carefully discussing each answer while they mark these in class using the teacher's key and state the total correct out of 20 on the front page. *(See Marking rubrics in overview).*

Objective 4

evaluate their experiences at the P.A.R.T.Y. program by completing and submitting all questions on all required program documents

Overview

Orient the students to the evaluation process then fill in and submit evaluation forms. Note that the activities prior to actually filling in the survey should be done fairly quickly and are chiefly to get the students into the right mindset to give thoughtful evaluations.

Connect:

Ask the students if they enjoyed their experience at P.A.R.T.Y.. Tell them this is their chance to talk about how they were affected and what they liked and disliked, then to write it down for P.A.R.T.Y. so that the program can continue to be updated to meet any new or changing needs. *(Just get their attention focused on their own opinions of the experience; they will formally write it down in a few minutes).*

Explore:

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In order to help them prepare to give an evaluation, ask students to talk about ways they have changed as a result of being trained as risk managers. *(This should also be very brief, and help them start gathering their thoughts.)*

Experience:

Tell them P.A.R.T.Y. cares not only about what the students learn to do, but also about what students and teachers think about the whole experience. P.A.R.T.Y. wants to know what they liked and disliked and if they have any suggestions. Accordingly, talk for a minute about this and how they might value different parts of the program. *(Again, keep the discussion very brief).*

Practice:

The students and teacher should now fill in their respective survey forms. The activity was done adequately if the teacher sends the following to the address below:

- i. post-P.A.R.T.Y. quizzes
- ii. student surveys
- iii. teacher input form
- iv. best group list of activities for under \$10 (if relevant; see Active Learning Experiences: Activities)
- v. any other relevant information

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Thanks, and remember, P.A.R.T.Y. on!

Audrey

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Appendix 1: P.A.R.T.Y. Brainstorming Activity Script (22 minutes)

– REQUIRES A WAY TO MARK TIME IN MINUTES, 8 BRAINSTORMING LISTS, 8 PENS OR PENCILS, AND 4 ONE-SENTENCE SYNOPSES.

1. (1 minute) Start this very quickly by telling the class “It is going to storm. Not outside, but in here. We are going to have a brainstorm.” Divide the class into 4 groups. “I need you to turn your chairs to make 4 groups and then I need the fastest and neatest printer in each group to stand up, or else a parent or teacher to volunteer to write for each group.” Give each of the four printers 2 brainstorming recording sheets and 2 writing sticks (if 4 people do not stand up, randomly assign 1 from each group)

2. (1 minute) read or say the script

“Using all that you have learned, you are going to brainstorm about a way to P.A.R.T.Y.. What does it mean to P.A.R.T.Y.? To Prevent Alcohol and Risk related Trauma in YOUth. And what does it mean to brainstorm? Storms are not orderly and not particularly well-aimed. An excellent brainstorming list is not in order and it is not a beautiful or wise piece of literature. It is a storm of ideas. The 4 rules of this brainstorming session are:

- i. Write down every idea verbatim and in the order it is said
- ii. if you must rephrase, ask the person if you have it right
- iii. Let EVERYONE be heard. Respect and dignity rule at P.A.R.T.Y..
- iv. Important: If someone criticizes an idea in any way, then it is their responsibility to stop talking and count silently to 30 before they speak again.

Knowing all this, leaders, if you want an assistant, give the second paper and writing stick to the person to your right and they will also write things down, including their own ideas.”

3. (2 minutes) continue with the script

“Before we start storming, you will have 1 minute to read your scenario and think about it. So, leaders, when I say “Start Reading”, your job for now is to just read your paper to your group and confirm that everyone heard and understands what it is. Everybody else, your job is to listen and start thinking about what the statement means in your life, where you walk and run and do things every day. Are you 4 readers ready?”-wait for confirmation, check the timer then say “Start Reading”. Leaders should read the scenario to their group. After 1 minute, ask if the groups are ready to brainstorm.

4. (<5 minutes)

“Do all the leaders have a place to write? Remember what to do? Your job now is to listen and record EVERYTHING without judgment”. Let the class settle a bit. Confirm they are ready to start. Check the clock, then tell the class to start brainstorming. After 3 minutes, tell them it is time to stop. Let them settle a bit.

5. (3 minutes)

“Now, you are going to have a 2 minute consensus. That is not a vote. It is an agreement that everyone can accept. Discuss your lists and choose one or two ideas that you think could be used or developed into an action you could take or a solution you

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could work on. You don't have to decide today how you would make it work. For now, just think and talk." Give them 2 minutes.

6. *(maximum of 9 minutes) This part is optional; do it only if there is time.*

"OK. Now it's time for a brief report and discussion. Group 1, what did you come up with?" *Each group gets 1 minute to say what the scenario was and what their brainstorm yielded. Some discussion is good, but time is limited, so make sure you move on to the next group after 2 minutes.*

7. *Wrap up (1 minute)*

"That was great. You have learned a lot and are developing the knowledge, attitudes, and behaviours necessary to take care of yourselves and the world. I'm proud. Now, I want you all to make this whole thing real. Take what you have learned and use it. Make it real. And don't forget to share it. Change the world. What does it mean to P.A.R.T.Y.? (**P**revent **A**lcohol and **R**isk Related **T**rauma in **Y**OUth). Go forth and P.A.R.T.Y.!"

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What Can You Do About It? SPEED KILLS

Speed kills. The best way to prevent speed-related injuries has been shown to be to install speed bumps. Why do we not have more speed bumps? What can you do about it?

Brainstorm

Preferred Solution(s)

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What Can You Do About It? BIKE HELMETS

If you get seriously injured on a bike, it is probably your head that will be the part seriously injured. Helmets have been proven to prevent head injuries from bicycling. 99% of kids who ride with a parent who is wearing a helmet will also wear a helmet. Only 70% of kids riding alone or with friends will wear a helmet. Why? What can you do about it?

Brainstorm a list of ideas about bicycle helmet safety

Preferred Action(s)

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What Can You Do About It? COMBINING EFFORTS

Helmets have been proven to prevent head injuries from bicycling, skiing, and snowboarding. The most effective way to increase helmet wearing and decrease head injuries is to use 3 approaches together – that is, to change laws, educate people, and make effective helmets that are fun, practical, and affordable. If you use just one approach or just two, the change is not very big, but when you use all 3 together, there is a big jump in helmet use. Why? What can you do about it?

Brainstorm

Preferred Solution(s)

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What Can You Do About It? INLINE SKATING

Inline skating is a blast. If an inline skater gets injured, they were probably new to it and they were probably also going too fast and did not stay in control. Why? What can you do about it?

Brainstorm

Preferred Solution(s)

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What Can You Do About It? ACCESS to ALCOHOL

One way that is proven to reduce the number of alcohol-related motor vehicle injuries and deaths is to make laws that limit the access youth have to alcohol. Why? What can you do about it?

Brainstorm

Preferred Solution(s)

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What Can You Do About It? RULES

The best way we have found so far to reduce injuries in sports that have a high injury rate is to change the rules. The most likely sports in which young people are injured are soccer, hockey, and football. Why? What can you do about it?

Brainstorm

Preferred Solution(s)

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What Can You Do About It? SNOW SAFETY

A non-designated sledding hill is one that is icy, has obstacles, or is near a road. Making sure there is a supervisor and preventing sledders from having access to non-designated hills are two ways to reduce sledding accidents. Why? What can you do about it?

Brainstorm

Preferred Solution(s)

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What Can You Do About It? FALLS

If a youth is injured or dies from a fall at a playground, it is more likely that it happened at a playground not made according to safety standards than at a playground made according to safety standards. Why? What can you do about it?

Brainstorm

Preferred Solution(s)

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Appendix 2: What's in it for Me?

<p style="text-align: center;">SMART RISK</p> <p style="text-align: center;"><i>Life is about taking smart risk.</i></p> <p style="text-align: center;">It's your choice. Where do you draw your <u>stupid line</u>?</p>		
The Message	<i>What is the cost? What do you have to do?</i>	<i>Why do you care? What's in it for you? Is it worth it to you?</i>
<i>Get Trained</i>		
<i>Buckle Up</i>		
<i>Wear the Gear</i>	e.g., I have to wear a helmet when biking but I really strongly don't like how a helmet flattens my hair. It looks gross and stupid afterward.	e.g., If I don't wear a helmet and crash my bike, I might get injured so that I am not able to do my hair myself for a while or perhaps ever again. I will look gross and stupid.
<i>Drive Sober</i>		
<i>Look First</i>		
<i>Seek Help</i>		

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