



Welcome to SADD! By requesting this information, you are taking a crucial step in securing the safety of others and making a positive impact on your community. Individuals like you have made the SADD organization what it is today: thousands strong and a nationwide network of caring and committed youth.

SADD empowers teens and encourages them to consider the impact of their choices on their friends and families. SADD members ask their peers to learn the facts, make the best decision, and help their friends to do the same. By forming a SADD chapter, you will have the responsibility of educating teens and giving them the knowledge, skills, and power to make safe choices that will directly impact their futures.

SADD is a grassroots organization. As a SADD chapter, SADD National doesn't require you to complete any particular activity. Instead, you should determine the issues that are most pressing in your community and work to address them. SADD chapters have traditionally addressed the problems of underage drinking; tobacco use; illegal and prescription drug abuse; impaired, reckless, and distracted driving; suicide; violence, including bullying and dating violence; and sexual issues such as sexually transmitted infections and HIV/AIDS. SADD chapters also work with local, state, and federal legislators, and engage in regular community-service activities. In whatever way you choose to take a stand, SADD National will proudly support your efforts.

We encourage you to visit our website, where you will find sample activities, previous SADD newsletters, and fund-raising ideas. Feel free to e-mail us with any specific questions you may have. You can find us on the web at www.sadd.org.

Please be sure to complete the enclosed chapter registration form and return it right away (or fill it out online at www.sadd.org/chapterreg.htm); then you will start receiving information from SADD National. Once you've registered, within four weeks we'll send you a new chapter packet that will include your certificate of membership, a free gift, information on our e-newsletters, SADD Store, speakers, and more. Don't wait for your certificate, though – you can start work right away! Remember, there are never any membership dues or fees for registered SADD chapters! We look forward to working with you.

Thanks for all you do,

A handwritten signature in blue ink that reads "Penny Wells". The signature is written in a cursive, flowing style.

Penny Wells
President & Executive Director

Enclosures



SADD STARTER KIT CONTENTS

- ◆ Letter from the Executive Director
- ◆ Chapter Registration Form
- ◆ State Coordinators Map
- ◆ SADD by the Numbers
- ◆ SADD Basics
 - About SADD
 - SADD's "No Use" Position Statement
 - The Philosophy and Value of SADD
 - SADD and Prevention
- ◆ Getting Started: Frequently Asked Questions
- ◆ Chapter Registration FAQs
- ◆ How to Form a SADD Chapter
- ◆ The Role of a SADD Chapter Advisor
- ◆ Chapter Resources
 - SADD Calendar
 - Tour of SADD website
 - Media Outreach
 - Press Release Template



SADD by the NUMBERS

8,500+	SADD National Facebook fans – follow us on Twitter, YouTube, and LinkedIn, too!
Nearly 10,000	Middle school, high school, and college SADD chapters with advisors for each
12,500	Students and teachers that receive <i>The SADDvocate</i> , SADD’s e-newsletter
59,299	Average number of visitors per month to our website, www.sadd.org
55,000	Public and private middle and high schools contacts nationwide
350,000	Students actively participating (“members”) in SADD chapters
7 million+	Youth in schools with a SADD chapter
Millions more ...	School and community members, business people, law enforcement personnel, family members and friends exposed to SADD’s message

According to SADD’s national *Teens Today* research:

- ❖ 55% of teens and 67% of parents were aware of SADD
- ❖ 50% of teens who were aware of SADD report a SADD chapter in their school (25% of all students)
- ❖ 31% of teens aware of and with a SADD chapter in their school are members of SADD (one third of all students in schools with a SADD chapter; 8% of all students)
- ❖ 86% of teens and 95% of parents who are aware of SADD think SADD plays a positive role in influencing the choices teens make



About SADD

SADD's Mission

Originally, the mission of the SADD (Students Against Destructive Decisions) chapter was to help young people say “No” to drinking and driving. Today, the mission has expanded. Students have told us that positive peer pressure, role models and other strategies can help them say “No” to more than drinking and driving. And that is why SADD has become a peer leadership organization dedicated to preventing destructive decisions, particularly underage drinking, other drug use, impaired and risky driving, and teen violence and suicide.

SADD's mission simply stated is:

To provide students with the best prevention tools possible to deal with the issues of underage drinking, other drug use, impaired driving and other destructive decisions.

SADD Background and Profile

For more than 27 years, SADD has been committed to empowering young people to lead education and prevention initiatives within their schools and communities. Founded as Students Against Driving Drunk in 1981 in Wayland, Massachusetts, SADD has grown to become the nation's dominant peer-to-peer youth education, prevention, and activism organization with thousands of chapters in middle schools, high schools and colleges. In 1997, in response to requests from SADD students themselves, SADD expanded its mission and name, and now chapters are called Students Against Destructive Decisions. SADD continues to endorse a firm “no use” message related to use of alcohol and other drugs. With its expanded focus, SADD now highlights prevention of many destructive behaviors and attitudes that are harmful to young people, including underage drinking, substance abuse, impaired driving, teen violence and suicide.

SADD's unique approach involves young people delivering education and prevention messages to their peers through school- and community-wide activities and campaigns responsive to the needs of their particular locations. Projects may include peer-led classes and theme-focused forums, teen workshops, conferences and rallies, prevention education and leadership training, and awareness-raising activities and legislative work. Independent studies have shown that students in schools with an established SADD chapter are more aware and informed about the risks of underage drinking, other drug use and impaired driving. Students in schools with a SADD chapter are also more likely to hold attitudes reflecting positive reasons not to use alcohol.

Located in Marlborough, Massachusetts, the national office of SADD, Inc. supports the growth and development of SADD chapters across the country and promotes awareness of youth issues in the population at large. SADD National assists chapters via a network of state coordinators funded through government or charitable organizations to deliver education and prevention materials and programming to youth. SADD National also distributes a newsletter and program information; hosts a website; runs a national conference; sponsors a Student Leadership Council and Student of the Year; oversees use of the SADD name and mark; and raises funds for dissemination of information and programming.



POSITION AGAINST USE OF ALCOHOLIC BEVERAGES BY UNDERAGE YOUTH (“No Use” Position)

SADD does not support or condone the use of alcohol by underage young people. The purchase and public possession of alcoholic beverages by anyone under the age of 21 is illegal in all 50 states. Alcohol alters an individual's vision, reaction times, perception of distance, and judgment of one's abilities. For adolescents, whose brains are still developing in critical ways, alcohol use makes them more vulnerable to learning and memory impairments. The use of alcohol is frequently coupled with risky and potentially destructive behaviors, such as physical and emotional violence, rude or thoughtless remarks or actions, sexual mistakes or misjudgments, sexual assaults, and suicide acts and attempts. SADD believes that young people can have fun, enjoy life, and nurture positive personal relationships without the distraction and distortion of alcohol. SADD seeks to demonstrate positive and attractive alternatives to alcohol and other drug-infused activities for teenagers.

SADD does not believe that it is possible to break the law responsibly. SADD and its chapters do not support or condone activities that encourage or enable the use of alcohol by underage young people, including the following activities.

- Designated Driver programs for underage young people
- Safe Rides programs
- Parties where alcohol is served under the supervision of or with the knowledge or consent of parents or other adults
- Drinking subject to passing a Breathalyzer test

SADD is an inclusive, not an exclusive, organization. SADD recognizes that the pressures on young people to drink, use illicit drugs and engage in other unhealthy behaviors are strong. SADD seeks not to punish or alienate those students who make unfortunate choices but rather aims to inform, educate, support and empower young people to make positive decisions in their lives.



The Philosophy of SADD

SADD was founded on the simple philosophy that young people, empowered to help each other, are the most effective force in prevention. For two decades, SADD has been recognized as a national leader in alcohol and drug education and prevention. What began as a small town “grass roots” response to the tragedy of two teenage deaths quickly grew to become a nation-wide organization fueled by millions of young people across the country and around the world. Since the founding of SADD, teenage deaths due to drinking and driving have decreased by 60 percent. “Contract for Life” and “friends don’t let friends drive drunk” are now part of the teenage vernacular. At the same time, the world of teenagers has become more complex and substance abuse, violence, AIDS, and suicide compound the threat of drinking and driving. With its shift in focus to include other destructive decisions, SADD remains the premier youth-based education and prevention organization in America and maintains the ability to play a leading role in effective evidence-based prevention programming.

The Value of SADD

➤ *Information Dissemination and Access to Local Communities*

With thousands of chapters nationwide and a strong network of state coordinators and school-based advisors, SADD is uniquely positioned to help young people with the growing threats to their health, happiness and safety. Through their campaigns and activities, SADD chapters influence millions of people in schools, families, local community organizations, businesses, law enforcement agencies and the media. As an active, established youth program, SADD reaches into more schools and touches more young people for longer periods of time than any other program.

➤ *Integration of Prevention Principles*

In this era of science-based prevention and increased accountability, SADD is committed to strengthening and documenting the effectiveness of its activities and programming. Its strong name recognition and expansive chapter base puts SADD at an unparalleled advantage to take a leadership role in implementing model prevention practices within local communities across the country.

Much of the research literature available on effective prevention programming details a framework of science-based principles that SADD embraces. One of the foremost principles of prevention consistently cited is positive youth development. Positive youth development is the very essence of SADD. Through SADD membership, youth of all ages and backgrounds become skilled, educated agents for youth initiatives developed by local, state and national organizations working to promote youth safety and health. SADD students are valued as contributing members of their communities. Using the array of resources available in their cities and states, SADD members seek out and connect their school communities to information, ideas, educational materials and funding, training and program opportunities.

SADD contains elements of scientifically grounded prevention principles recognized and endorsed by NIDA (National Institute for Drug Abuse), CSAP (Center for Substance Abuse Prevention), CAPT (Center for the Application of Prevention Technologies), and NIMH (National Institute of Mental Health). As a youth prevention program that begins with and evolves from local level efforts, SADD is:

- Age appropriate. SADD is tailored for the cognitive and emotional proclivities associated with the age ranges of the student populations served.
- Culturally appropriate. SADD offers all youth the opportunity to get involved and lead prevention initiatives in their individual communities. With guidance from the adult advisor and assessment tools provided from SADD National, SADD students determine program needs for their communities and implement strategies that mirror the cultural values of the target youth population in their localities.
- Long-term. SADD is available for students through the school career, starting from 6th grade and continuing through college. SADD reaches into more schools and touches more young people for longer periods of time than any other program.
- Cost effective. SADD is free to all those who want to join. Fundraising, grants and donations pay for all programming.
- Strong in dissemination capability. With thousands of chapters nationwide, SADD is able to reach millions of youth across the country with prevention messages and programming. The activities of SADD chapters impact school populations, parents, local community organizations, businesses, law enforcement agencies and the media.

An important element in prevention theory is how risk and resiliency factors unify the description of community need and predict a framework for programming.¹ According to the research, prevention programs must be designed to enhance resiliency and protective factors and move toward reversing or reducing known risk factors.² SADD applies this prevention knowledge through its implementation design and strategies. Specifically, the SADD model and programming responds to the following documented risk factors:³

- Community-Based Risk Factors
 - Lack of opportunities for youth to become involved with the community
 - Easy availability of alcohol, tobacco, and other drugs
 - Community attitudes, practices, policies, or laws favoring substance use and misuse
- Individual-Based Risk Factors
 - First use of any substance during early teen years
 - Greater influence by and reliance on peers rather than on parents for advice and guidance
 - Friends who use alcohol, tobacco, and other drugs
- School-Based Risk Factors
 - School policies, rules, and regulations not defined or enforced uniformly
 - Transitions between schools (e.g., from elementary school to middle school or from middle school to high school)

¹ 2000 Annual Summary: *Effective Prevention Principles and Programs*. Center for Substance Abuse Prevention's National Center for Advancement of Prevention, Conference Edition, Fall 2000, p. 7.

² *Preventing Drug Use Among Children and Adolescents: A Research-Based Guide*, pp. i-ii.

³ *Foundations of Prevention: Care, Knowledge and Practice*. Community Anti-Drug Coalitions of America, Module 3, 1998, v3, pp 3-6.

▪ Family-Based Risk Factors

- Family history of alcoholism
- Parents involving youth in the parents' use or misuse of alcohol, tobacco and/or other drugs; e.g., "light my cigarette"; "get me a beer"
- Unclear expectations of behavior, lack of monitoring and supervision, inconsistent or harsh discipline, lack of bonding and caring, and conflict between parents/caregivers
- Encouraging or ignoring teen use of alcohol and other drugs
- Parent/caregiver's use/abuse of alcohol, tobacco, or other drugs

Concurrently, SADD tailors prevention efforts to foster youth resiliency by:

- Targeting all forms of drug use
- Promoting skills to resist drug offers
- Building social competency skills
- Promoting normative education designed to correct students' misperceptions about their peers' drug use
- Including a strong parent component
- Reaching out to all diverse populations including children with behavior problems or learning disabilities
- Providing interactive methods, such as peer discussion groups
- Launching youth media campaigns and lobbying for policy changes

➤ *Expansion and Collaboration of Services*

Active and vibrant SADD chapters spawn other chapters, increasing exposure of young people across the country to SADD's youth development initiatives and positive norms. Studies have shown that schools with an active SADD chapter have a student body more aware of and informed about the risks of underage drinking, drug use and impaired driving.⁴

Often, SADD chapters join other youth campaigns promoted by various youth organizations and governing agencies. Many SADD chapters have helped to establish trans-disciplinary, multi-systemic coalitions in their communities that utilize the resources of their local law enforcement agencies, departments of public health, community mental health centers, school systems, parent communities, businesses and other active youth agencies.

Summary

SADD chapters serve as a direct link to the heart of a school system and community. Using students themselves as primary agents and meaningful contributors, SADD chapters have become an efficient and effective avenue for quality programming to be implemented in thousands of schools and communities across the country. The SADD National Office supports its chapters and is taking a lead in developing programming grounded in the most up-to-date concepts, information and strategies from research and practice. Ultimately, SADD has the potential to lead the youth culture into a new era where young people passionately embrace their ability and desire to nurture and protect their minds, bodies, spirits and futures.

⁴ Preusser Research Group, Inc. *Evaluation of Youth Peer-to-Peer Impaired Driving Programs*. Washington, D.C.: U.S. Department of Transportation. 1995.

References

- 2000 Annual Summary: *Effective Prevention Principles and Programs*. Center for Substance Abuse Prevention's National Center for Advancement of Prevention, Conference Edition, Fall, 2000.
- Bernard, B. "Fostering Resiliency in Kids: Protective Factors in the Family, School and Community." Western Center for Drug-Free Schools and Communities, Far West Laboratory, 1991.
- Bernard, B. "Resiliency Research: A Foundation for Youth Development." *Resiliency in Action*, Winter, 1997.
- Benson, P. "Connecting Resiliency, Youth Development, and Asset Development in a Positive-Focused Framework for Youth." *Resiliency in Action*, Winter, 1997.
- Botvin, G. "Prevention Approaches that work: Life Skills Training." Symposium, Addiction Research Institute, Wayne State University, October, 1995.
- Brooks, R. "Critical Issue: Using Prevention Principles to Develop Comprehensive Services". North Central Regional Educational Laboratory, 1996
<<http://www.ncrel.org/sdrs/areas/issues/envrnmnt/drugfree/sa100.htm> > (June 29, 2001, pp.1-7).
- Department of Health and Human Services, Department of Education, Department of Justice, & Office of National Drug Control Policy. "Science-Based Substance Abuse Prevention". Draft, Paper presented at the Annual Meeting of the National Association of State Alcohol and Drug Abuse Directors, June 8, 1999.
- Foundations of Prevention: Care, Knowledge and Practice*. Community Anti-Drug Coalitions of America, Module 3, 1998, v3.
- Hawkins, J.D., Catalano, R., Miller, J. "Risk and Protective Factors for Alcohol and other Drug Problems in Adolescence and Early Childhood: Implications for Substance Abuse Prevention." *Psychological Bulletin*, 1992.
- Hawkins, J.D. "Raising Healthy Children: The Communities that Care Approach." Prevention Research and Community Intervention: A Collaborative Conference Involving University Scholars and Community Leaders. University of Michigan, Substance Abuse Research Center, 1998.
- Ohrenberger, K., Harnad, D., Meredith, C. & Charette, K. *DMHAS Prevention, Intervention & Training Unit*. September 27, 1996.
- Preventing Drug Use Among Children and Adolescents: A Research-Based Guide*. National Institute for Drug Abuse, 1997.
- Preusser Research group, Inc. "Evaluation of Youth Peer-to-Peer Impaired Driving Program." Washington, DC: U.S. Department of Transportation, 1995.
- Resilience/Protective Factors*. NCADI: Prevention Primer. National Clearinghouse for Alcohol and Drug Information, July 3, 2001, <<http://www.health.org/govpubs/PHD627/resfact.htm> (pp. 1-3).
- Tinzmann, M.B. & Hixson, J. "What Does Research Say About Prevention?" North Central Regional Educational Laboratory, Oak Brook, 1992, <http://www.ncrel.org/sdrs/areas/stw_esys/6prevntn.htm> (June 6, 2001, pp. 1-27).
- Tobler, N. "Meta-Analysis of Adolescent Drug Prevention Programs: Results of the 1993 Meta-Analysis." National Institute on Drug Abuse, Research Monograph 170, 1997.
- United States Department of Education. "Study Confirms Drug Prevention Works." *The Challenge* 6 (1): 5-7.



All You Need to Know About SADD as a Prevention Program

For the past two decades, researchers have been studying the most effective ways to prevent youth from engaging in harmful activities such as alcohol, tobacco and other drug use, violent behavior, eating disorders, and aggressive and reckless driving. As a result, a science-based approach to prevention has emerged that offers guidelines for designing effective programming. SADD embraces these guidelines in a highly unique, two-pronged approach.

First, SADD itself is a prevention program. It promotes youth development and empowers students to get involved in leading their peers toward good decision-making. SADD provides a supportive environment for many young people to follow a healthy lifestyle. It also provides an opportunity for students to develop leadership skills, engage in service-learning, and serve as agents for change in their schools and communities. Integrated in schools and communities across the country, SADD chapters themselves foster a culture among participating students that promotes youth resiliency and positive decision-making.

Second, SADD's mission is "to provide students with the best prevention and intervention tools possible to deal with the issues of underage drinking, impaired driving, drug abuse, and other destructive decisions." SADD chapters are charged with implementing programming that raises awareness and informs the community about pertinent issues, engages local youth in alternative activities that build resilience and reduce risk factors, and strengthens norms against destructive decisions within families, schools, and communities. SADD National offers local SADD chapters successful and effective prevention strategies that help them fulfill this goal.

What is a science-based prevention program?

According to research done in the field, prevention programs must be designed to enhance protective factors and move toward reducing known risk factors. The research also reveals that in order to prevent substance abuse and violence among youth, programming must involve a coordinated, collaborative approach that addresses change not only at the individual level but also at the peer, school, family, community, and larger society levels.

What does this mean for SADD?

For SADD activities to be effective, SADD programming must capitalize on protective factors, reduce risk factors, and target the six identified domains: individual, peer, family, school, community, and society/environment.

What are risk factors?

Risk factors make a young person vulnerable to health and social problems. Researchers have found that the more risk factors a young person experiences, the more likely it is that she or he will experience substance use and related problems in adolescence and young adulthood.⁵ Risk factors include biological, psychological/behavioral, and social/environmental characteristics, such as family history of substance use, depression or diagnosed mental health disorder, or living in an area where substance abuse and violence are tolerated and/or pervasive.

What are protective factors?

Protective factors (also known as resilience factors) help safeguard youth from substance abuse and related problems. Essentially, many attitudes, behaviors, beliefs, situations, and/or actions can build resilience. Researchers have found that the presence of protective factors reduces the likelihood that a young person will struggle with substance abuse and violence even if that young person is exposed to a substantial number of risk factors. Protective factors appear to balance and buffer the negative impact of existing risk factors.

What are domains?

Risk and protective factors exist at every level at which a person interacts with others and the surrounding world. Based on the research, human interactions have been organized into six different life or activity domains. Within each one of these domains, risk and protective factors can be identified.

This table lists the six domains and identifies a few examples of possible risk and protective factors for each.

Domain	Risk Factors	Protective Factors
Individual	Lack of impulse control; depression; low self-esteem; rebelliousness, anti-social behavior	Strong social skills; enthusiastic attitude; self-discipline; resilient temperament; ability to establish positive relationships/ close bonds
Peer	Very few friends; friends who use drugs; friends who are much older	Friends are in SADD chapter; friends are involved with school activities (sports, music, art, theater, etc.); friends do not use drugs

⁵ Science-Based Substance Abuse Prevention: A Guide. Department of Health and Human Services, SAMHSA, CSAP. p.2, 2001. www.modelprograms.samhsa.gov/pdfs/pubs_Principles.pdf (Sept. 9, 2005).

Domain	Risk Factors	Protective Factors
Family	Family history of substance abuse or violence; parents tolerate teen substance use; parents lack clear expectations; family conflict; neglect	Parents provide consistent structure; open communication in family; positive bonding between family members
School	No clear behavior policy in school; low expectations of students; no opportunities for parent networking	Firm “No Use” policy enforced; strong, active SADD chapter; student assistance and referral systems in place
Community	Lack of youth recreation activities; lack of adult involvement or interest in youth; tolerance of teen substance use	Strong collaboration among parents, law enforcement, public health services, and schools; enforcement of purchasing ages for alcohol and tobacco; opportunities for youth participation in community activities
Society/ Environment	Alcohol use seen on TV commercials and shows and in movies aimed at teens; strong media influences to smoke cigarettes and use alcohol; alcohol-sponsored community events	No alcohol billboards within 500 yards of school facilities; strong impaired driving laws enforced; graduated licensing laws in place

How SADD Reduces Risk Factors

Through the design and implementation of programming, SADD chapters are able to respond to risk factors. Several examples are outlined in the following table.

Domain	Risk Factors	SADD Reduces Risk
Individual-Based Risk Factors	<p>First use of any substance occurs during early teen years.</p> <p>Greater vulnerability to negative peer pressure</p> <p>Low self-esteem, lack of bonding with peers, school, or community</p> <p>Victim of violence in the home or community</p> <p>Youth has a history of depression or suicide attempts or emotional, psychological, physical, or sexual abuse.</p>	<p>SADD chapters educate youth about risks of substance use.</p> <p>SADD chapters allow students to develop positive relationships with peers who have healthy beliefs and can set clear boundaries.</p> <p>SADD chapters welcome all types of people and can provide opportunities for youth to develop strong leadership and social skills.</p>
Peer-Based Risk Factors	<p>Friends use alcohol, tobacco, and other drugs.</p> <p>Friends are much older.</p> <p>Dating relationships involve alcohol, others drugs, or violence.</p>	<p>SADD activities provide safe, healthy, structured alternatives for youth.</p> <p>SADD chapters offer youth the opportunity to meet and to build relationships with peers who choose not to use and who make healthy decisions.</p> <p>SADD students model positive behavior and decision-making and often act as mentors for younger peers.</p>

Domain	Risk Factors	SADD Reduces Risk
<p>Family-Based Risk Factors</p>	<p>Family history of alcoholism or violence</p> <p>Parents involve youth in the parents' use or misuse of alcohol, tobacco and/or other drugs (e.g., "light my cigarette"; "get me a beer")</p> <p>Unclear expectations of behavior, lack of monitoring and supervision, inconsistent or harsh discipline, lack of bonding and caring, and conflict between parents/caregivers</p> <p>Encouraging or ignoring teen use of alcohol and other drugs</p>	<p>SADD chapters educate youth about family alcoholism, negligent parent attitudes about substance use, and violence prevention.</p> <p>SADD chapters promote awareness of parenting skills and the need for consistent, supportive structure in the home.</p> <p>SADD chapters organize parent workshops to educate adults in the community.</p> <p>SADD chapters encourage open communication between parents and youth.</p>
<p>School-Based Risk Factors</p>	<p>School policies, rules, and regulations are not defined or enforced uniformly.</p> <p>Low school spirit and unification</p> <p>Unsupportive transitions between schools (e.g., from elementary school to middle school or from middle school to high school)</p>	<p>SADD chapters mobilize school community to put clear policies and enforcement in place.</p> <p>SADD chapter activities promote school bonding, understanding differences, and unity among the student body.</p> <p>SADD chapters visit younger schools, organize new school year orientations, offer opportunity for new students to get involved, and provide a safe group for students to join.</p>

Domain	Risk Factors	SADD Reduces Risk
Community-Based Risk Factors	<p>Availability of alcohol, tobacco, other drugs (liquor stores do not ID customers, etc.)</p> <p>Lack of recreational space and activities</p> <p>Community attitudes, practices, policies, or laws favor substance use and misuse</p> <p>Witnessing violence in the community</p>	<p>SADD chapters can launch a liquor-control campaign in their communities.</p> <p>SADD chapters can create alternative programs and activities for youth to participate in and encourage collaboration between youth and community members.</p> <p>SADD chapters can mobilize to create a strong “No Use” stance in the community and collaborate with police to strengthen enforcement practices.</p>
Societal/Environmental-Based Risk Factors	<p>Portrayal in the media of teens using substances</p> <p>Lack of progressive state legislation and enforcement (graduated driver’s licensing, primary safety belt laws, liquor server training)</p> <p>Pervasiveness of violence in media, popular culture, and entertainment</p>	<p>SADD chapters provide media literacy education to youth in their communities.</p> <p>SADD chapters influence policy by informing legislators about youth issues.</p>

How SADD Enhances Protective Factors

SADD can customize prevention efforts to increase youth protective factors. SADD advisors, working through their SADD chapters, can take the following actions.

⇒ **Target all forms of drug use.**

When targeting drug-related issues, focus SADD programming and activities on alcohol, tobacco, and other drug use.

⇒ **Promote skills to resist drug offers.**

Enlist SADD students in developing ways to resist invitations to use alcohol, tobacco, and other drugs, and then set up programs that enable SADD students to teach younger students how to resist drug offers.

⇒ **Build social competency skills.**

Empower SADD students to take on projects and tasks that will help them develop communication, leadership, and interpersonal skills. As students learn to negotiate all the details to fulfill their assignments and responsibilities, they will develop competencies in a variety of areas.

⇒ **Promote education designed to correct students' misperceptions about drug use.**

Invite outside professionals to inform students about the facts and realities of drug use. Design programming that allows trained SADD students to educate other youth about the issue.

⇒ **Include a strong parent component.**

Work with parent/teacher organizations to develop programming that educates, trains, and informs parents about teen issues, behaviors, and attitudes. Design programming that will bring parents and youth together to engage in a dialogue, participate in activities, and share a common experience.

⇒ **Reach out to diverse populations, including youth with behavior problems or learning disabilities.**

Focus recruiting efforts on youth groups that are not yet represented in your chapter. Identify and demystify stereotypes and prejudices. Implement outreach programs that target all the diverse populations located in your school and/or community.

⇒ **Provide interactive methods, such as peer discussion groups.**

Lead SADD chapter activities that are engaging and allow students to interact. Provide opportunities for role-plays, dialogue, educational games, performances, and demonstrations.

⇒ **Facilitate collaboration among all resources in the community.**

Reach out to local law enforcement, juvenile court officials, mental health agencies, school administration, local businesses, parents, prevention coalitions, and networks.

⇒ **Launch youth media campaigns and lobby for policy changes.**

Advocate for change in schools, in communities, in states, or on the national level. Organize focus groups to assess and develop school handbook policies. Work with state-level legislative coalitions on youth issues, such as graduated licensing, safety belt use, and underage drinking. Teach SADD students how to meet with legislators to discuss pertinent youth issues and policies.

Seven Prevention Strategies to Incorporate in SADD Programming

When determining your target issue and designing programs, it is important to consider the seven major strategies to prevention.⁶

1. **Policy:** The creation, promotion, and enforcement of policies, norms, rules, laws, and regulations to regulate and control behavior
2. **Enforcement:** Creating awareness of, promoting, and exercising enforcement and reinforcement of existing and new policies regarding violence and substance abuse
3. **Communications:** Education, marketing, and campaigning about an issue to influence norms, attract support from others, raise awareness, and keep the people informed
4. **Education:** Instructional approaches that teach a combination of positive social and thinking skills have been found to be much more effective at changing behavior than simply teaching youth about substances, violence, and the consequences involved. Specific skill building should be integrated into any educational strategy.
5. **Collaboration:** Community coalition building, interagency collaboration, and other collaborative efforts have been shown to be effective in raising awareness about the issues of substance abuse and violence and in coordinating prevention and intervention services.
6. **Alternatives:** Schools and communities must work together to incorporate recreational, enrichment, and leisure activities into their approach to prevention.
7. **Early Intervention:** Strategies such as student assistance programs, counseling, and referral and treatment services for youth at risk for substance abuse, violence, and other related risk factors are important to have in place. The most effective strategies are those designed to identify young people and their parents as “at risk” and refer them to appropriate educational, counseling, or support programs.

Using components of these seven various strategies when designing your SADD activities will increase the likelihood that your program will be effective in reducing substance abuse, violence, and/or other destructive behaviors harmful to young people.

⁶ *Prevention: What's Science Got to Do With It?* Substance Abuse and Mental Health Services Administration, Center for Substance Abuse Prevention, Northeast Center for the Application of Prevention Technologies. 2001 Education Development Center, Inc. <http://captus.samhsa.gov/>.

Examples of Prevention Strategies Executed by a SADD Chapter

Drawing on multiple strategies increases the likelihood that your SADD chapter will be successful in meeting its goal of changing youth behavior. For example, if a chapter's goal is to reduce the amount of violence, specifically bullying and fighting in a school community, then participants should incorporate several different strategies of action to achieve this goal. Some of these may include the following strategies.

- ⇒ **(Policy)** Spearheading the development of a clear policy against fighting and harassment to post in the school handbook
- ⇒ **(Enforcement)** Working with school officials to support and sustain enforcement that will uphold policy
- ⇒ **(Communication)** Posting messages around the school that encourage respect and compassion
- ⇒ **(Education)** Holding interactive classes in middle and elementary schools to educate younger students about abuse and respect
- ⇒ **(Collaboration)** Working with school administrators, support staff, and community mental health services to establish a referral process and support services for identified victims and perpetrators of bullying
- ⇒ **(Alternatives)** Sponsoring an event – a dance, rally, or assembly – to promote spirit and respect among members of the student body
- ⇒ **(Early Intervention)** Working with school administrators to implement an appropriate, structured, standardized conflict resolution program that is endorsed by a nationally recognized and accredited organization, such as the Association of Conflict Resolution (www.acresolution.org) or the National Association of Peer Programs (www.peerhelping.org), P.O. Box 32272, Kansas City, Missouri 64171-5272; Tel: 913-362-0794; Toll-free: 877-314-7337; Fax: 913-362 0735; E-mail: npha@peerhelping.org).

SADD as a Proven, Effective Prevention Program

In 1995, Preusser Research Group, Inc. completed a national SADD evaluation.⁷ The study produced the following results.

- ⇒ Students in schools with an active SADD chapter, as compared with students attending a school without an active SADD chapter, were exposed to substantially more information advocating efforts against drinking, impaired driving, and drug use.
- ⇒ Students attending a school with an active SADD chapter, as compared with students attending a school without an active program, were more aware of and informed about underage drinking, impaired driving, and drug use.
- ⇒ Students attending a school with an active SADD chapter, as compared with students attending a school without an active SADD chapter, expressed more positive reasons not to use alcohol and/or drugs.
- ⇒ SADD chapters provide real benefits to participants in terms of personal growth, experience, and community perspective.
- ⇒ A rigorous program such as SADD should be viewed as an important component of a total community strategy to address underage drinking and impaired driving.

⁷ Preusser Research Group, Inc. "Evaluation of Youth Peer-to-Peer Impaired Driving Programs." Washington, D.C.: U.S. Department of Transportation, 1995.

Bibliography

2000 Annual Summary: *Effective Prevention Principles and Programs*. Center for Substance Abuse Prevention's National Center for Advancement of Prevention. Conference Edition, Fall, 2000.

Bernard, B. "Resiliency Research: A Foundation for Youth Development." *Resiliency in Action*. Winter, 1997.

Brooks, R. "Critical Issue: Using Prevention Principles to Develop Comprehensive Services." North Central Regional Educational Laboratory, 1996.
www.ncrel.org/sdrs/areas/issues/envrnmnt/drugfree/sa100.htm. (June 29, 2001), pp. 1-7.

Foundations of Prevention: Care, Knowledge and Practice. Community Anti-Drug Coalitions of America, Module 3, 1998, vol. 3.

Preventing Drug Use Among Children and Adolescents: A Research-Based Guide. National Institute for Drug Abuse. 1997.

Prevention: What's Science Got to Do With It? Substance Abuse and Mental Health Services Administration, Center for Substance Abuse Prevention, Northeast Center for the Application of Prevention Technologies. 2001 Education Development Center, Inc.
www.captus.samhsa.gov.

Principles of Substance Abuse Prevention: Guide to Science-Based Practices 3. Substance Abuse and Mental Health Services Administration, Center for Substance Abuse Prevention, Division of Knowledge Development and Evaluation. www.nida.nih.gov.

For single copies, contact SAMHSA's National Clearinghouse for Alcohol and Drug Information (NCADI), P.O. Box 2345, Rockville, MD 20847-2345; 1-800-729-6686 or 301-468-2600. To obtain a PDF file, visit
www.modelprograms.samhsa.gov/pdfs/pubs_Principles.pdf.

Resilience/Protective Factors. NCADI: Prevention Primer. National Clearinghouse for Alcohol and Drug Information. (July 2, 2002). www.health.org/govpubs/PHD627/resfact.htm.



Getting Started: Frequently Asked Questions

Here are the answers to frequently asked questions about how to get your SADD chapter started!

- I. Why should I start a SADD chapter?
 - a. What is SADD?
 - b. What does SADD do?
 - c. How is the work of SADD chapters important?
 - d. How is SADD unique?
 - e. What is the Contract for Life?

- II. How do I start a SADD chapter?
 - a. How do I get people involved?
 - b. How do I find a faculty advisor?
 - c. When should I hold meetings?
 - d. What should we discuss at our meetings?
 - e. What kind of activities can we plan?

- III. How do I register my SADD chapter?
 - a. What steps should I take to register my new chapter with SADD National?

- IV. What kinds of resources are there for SADD chapters?
 - a. What does SADD National do?
 - b. What is a State Coordinator?
 - c. What is the Student Leadership Council (SLC)?
 - d. Do I need the SADD manual?

1. WHY SHOULD I START A SADD CHAPTER?

What is SADD?

Founded as Students Against Driving Drunk in 1981, SADD has grown to become the nation's dominant peer-to-peer youth prevention organization with thousands of chapters in middle schools, high schools and colleges. In 1997, in response to requests from SADD students themselves, SADD expanded its mission and name, and now sponsors chapters called Students Against Destructive Decisions.

What does SADD do?

SADD's unique approach involves young people delivering education and prevention messages to their peers through school- and community-wide activities and campaigns responsive to the needs of their particular locations. Projects may include peer-led classes and theme-focused forums, teen workshops, conferences and rallies, prevention education and leadership training, and awareness-raising activities and legislative work.

How is the work of SADD chapters important?

SADD believes in the power of young people and their ability to make sound, intelligent decisions. SADD empowers students to act on their convictions. SADD puts the responsibility for making safe, informed choices on teens themselves rather than telling them what to do or what not to do. SADD encourages teens to consider the impact of their choices on their friends, their families and their future.

How is SADD unique?

SADD's unique approach involves young people in informing, supporting and assisting their peers to have the best tools to make healthy decisions. Through its expansive network of chapters across the country, SADD can deliver information and messages to hundreds of thousands of teenagers.

SADD relies on scientifically grounded prevention principles. As a youth prevention program that begins and evolves from local level efforts, SADD is:

- age and culturally appropriate
- long-term, continuing throughout the school career
- cost effective

In addition, SADD promotes programming that includes:

- targeting all forms of drug use
- skills to resist drug offers
- social competency skills
- normative education designed to correct students' misperceptions about their peers' drug use
- a parent component
- outreach to all populations, including students with behavior problems or learning disabilities
- interactive methods, such as peer discussion groups
- media campaigns and lobbying for policy changes

What is the Contract for Life?

The Contract for Life is a SADD signature product whereby a student and a caring adult exchange mutual promises to facilitate communication and promote safety. The Contract for Life provides an important foundation for trust and caring. The Contract for Life is available on the SADD Web site, www.sadd.org; you may download, copy, and distribute it.

2. HOW DO I START A SADD CHAPTER?

How do I get people involved?

Approach your friends, members of your school's student government, team captains, and students who volunteer or mentor regularly. Most importantly, you need to recruit a diverse group of students in order to appeal to everyone in your school; students will realize that SADD offers something for everyone if they see that it is led by a unique, diverse group of their peers.

How do I find a faculty advisor?

Appeal to a teacher, coach, counselor, or administrator who is trusted and well respected by the school community. It is important that you find someone who is passionate about your cause and who has the time, energy, and creativity necessary to be an effective SADD chapter advisor. Be sure to communicate your expectations to your potential advisor.

- He/she should be able to attend all SADD chapter meetings.
- He/she should be willing to sponsor and chaperone SADD chapter activities.
- He/she should be willing to act as a liaison between the SADD chapter and the school administration.

When should I hold meetings?

Schedule regular meetings at a time when all members and your advisor are able to attend. Some schools set aside time during the school day for clubs and activities to meet while others opt to meet after school. In order to ensure maximum attendance, consider offering snacks or providing a small door prize of some sort.

What should we discuss at our meetings?

At your first meeting, you should be sure that you inform all members about the SADD philosophy and mission statement. Generate a list of issues that your chapter thinks are the most pressing in your school. You may want to design a survey of student concerns and behaviors. Consider what kind of decisions students in your community have to make on a daily basis and define the pressures that they regularly face. Determine what an appropriate response to these pressures would be and what activities your SADD chapter can sponsor to empower your schoolmates to make positive choices.

What kind of activities can we plan?

SADD chapters plan a wide variety of activities and events in their communities. The more creative your chapter members are, the better! You can plan peer education opportunities in the middle or elementary schools, fund-raisers, awareness-raising events, substance-free parties and much more. To get started, you can refer to the SADD Manual (available for purchase online from SADD National at www.sadd.org/manual.htm) or the SADD website, both of which have a variety of ideas and suggestions for how to plan a fun and effective event.

3. HOW DO I REGISTER MY SADD CHAPTER?

What steps should I take to register my new chapter with SADD National?

1. Contact SADD National.

Register your chapter by returning the registration form enclosed in this packet or visiting the SADD Web site, www.sadd.org/chapterreg.htm. This will ensure that you receive all mailings from SADD National.

Once you register, you will receive a New Chapter Packet including a Certificate of Chapter Recognition and some information about other SADD resources. In addition, you will be qualified to participate in a variety of SADD National sponsored activities, including the annual National Conference.

2. Contact your State Coordinator.

By contacting your State Coordinator, you will receive important information about state conferences, potential funding, and training opportunities. Many State Coordinators sponsor their own programs and distribute relevant information to their chapters. Check the SADD Web site at www.sadd.org/scoordinators.htm or contact SADD National toll-free at 877-SADD-INC (723-3462) to see if your state has a SADD State Coordinator.

3. Contact other area SADD chapters.

You may contact either the National Office or your State Coordinator to find out where there are other SADD chapters in your area. Veteran SADD chapter members and advisors can provide valuable advice to those just getting started. They may be willing to co-sponsor activities and events or to tell you what has worked well for their chapter and what has not. This kind of communication may be especially beneficial for smaller chapters or for chapters in rural areas.

4. Stay in touch with SADD National.

SADD National is eager to hear about the wonderful work its chapters are doing across the country. Please send pictures and details of your events and activities; your chapter might be featured on the SADD website or in the SADD newsletter.

If your chapter members are interested in attending the SADD National Conference in June, up-to-date information is available on the SADD National website, www.sadd.org.

5. See the Chapter Registration FAQs in this packet.

The Chapter Registration Frequently Asked Questions document contains more useful information.

4. WHAT KINDS OF RESOURCES ARE THERE FOR SADD CHAPTERS?

What does SADD National do?

Located in Marlborough, Massachusetts, the national office of SADD supports the growth and development of SADD chapters across the country and promotes awareness of youth issues in the population at large. SADD National assists chapters via a network of state coordinators funded through government or charitable organizations to deliver education and prevention materials and programming to youth. SADD National also produces and distributes a national e-newsletter and program information, hosts a website, runs an annual national conference, conducts national research on teen attitudes and behaviors, sponsors a national Student Leadership Council and a Student of the Year, oversees use of the SADD name and mark, and raises funds for dissemination of information and programming.

What is a State Coordinator?

SADD has State Coordinators in many states. The State Coordinator is responsible for identifying existing chapters in their states and promoting new ones, supporting the work of the chapters, providing information and resources on a regular basis to the chapters, advocating for SADD programs within their states, and providing a link between chapters and the National Office. Some State Coordinators provide materials and financial assistance to their chapters.

What is the Student Leadership Council (SLC)?

SADD National has developed a competition for selecting up to 20 talented and energetic students to serve as ambassadors for SADD and advisors to the SADD National office in carrying out SADD's mission. These students typically are accomplished individuals who have demonstrated their commitment by reaching out to peers, friends, and younger students through SADD and other peer support programs. They are individuals who have exemplified the SADD model of empowerment and care giving through involvement in community service, especially in projects relating to substance abuse prevention, highway safety, and other issues that affect youth. SLC application materials go out to registered SADD advisors in the spring and are due back in the summer.

Do I need the SADD manual?

The SADD manual contains valuable information that will be helpful in the life of your chapter. The manual is available at a cost of \$64.95 plus \$10 shipping and handling. To order a copy, visit www.sadd.org/manual.htm to order online, or contact us at 1-800-SADD-INC to use a purchase order.



CHAPTER REGISTRATION FAQs

What exactly is a SADD Chapter?

A SADD chapter is a group of students with an adult advisor. Most SADD chapters are in middle and high schools and function as school clubs. Some chapters are community-based and are hosted at community centers, within a church youth group, as part of a community coalition, or in facility-based youth programs such as a Boys & Girls Club.

Can I just join an existing SADD chapter?

If there's a chapter in your school or community, absolutely. If the nearest chapter is in a different school, then unfortunately, no – you couldn't join another school's SADD chapter any more than you could compete on their debate team or run for their student council. But starting a chapter is easy and free – see www.sadd.org/formchapter.htm for more information.

I see we don't have a SADD State Coordinator (see www.sadd.org/scoordinators.htm). Does that mean we can't start a chapter?

No, you're still able to start a SADD chapter, even if your state doesn't have a coordinator. SADD works with state government and statewide nonprofits to establish a network of state coordinators, and our goal is to have a coordinator for every state, but this requires committed funding agencies. See www.sadd.org/scoordfaq.htm for more information on this process.

Can we call our chapter something other than SADD? We have an existing group with a different name that we want to associate with SADD.

We allow "co-branding" of SADD chapters with other groups, such as SAVE. You can also call your chapter something else, but there are advantages to using the well-known SADD name. If you do make that choice, we ask that "a chapter of SADD" and/or the SADD logo appear on materials and press releases you send out as part of your activities. When you register, you'll receive a copy of our Graphic Standards Manual which contains more information about this.

I want to start a community-based SADD chapter. I plan to just run it out of my house. Is that OK?

Unfortunately, it's not. Community-based SADD chapters must have a supervising host organization – a community center, community coalition, county/city agency, church, or Boys & Girls Club. This is for a number of reasons:

- Without a host organization, you could personally be held liable and could be personally sued if there's an accident like a slip-and-fall incident at a SADD event. You could be putting yourself at serious legal risk and your (or your parents') homeowner's insurance might not defend you against lawsuits arising out of unrelated activities like SADD. SADD chapters are legally separate grassroots groups, and the SADD National office provides no insurance coverage.
- A host organization gives you more legitimacy and makes raising funds and soliciting donations from local businesses much easier. It may even offer a tax deduction to the donors.
- The host organization will do some background checking of potential adult advisors.

My agency is interested in starting a SADD chapter – we plan to work with groups of students in all the schools in our county. We should just register one chapter, right?

Actually, each group of students with an adult advisor is considered a chapter, so if you're part of a community coalition or agency wanting to work with students on the ground in multiple schools, it's best to register each school as a separate SADD chapter, even if you'll be working with all of them. This best captures the on-the-ground presence of SADD for our records. Contact us at fieldservices@sadd.org with questions if you need more information about your particular situation.

I don't think the SADD chapter at the local high school is doing enough. I want to start a community-based SADD chapter and try to get the students involved in the school-based chapter to join our chapter instead.

SADD chapters should not "compete" for students. This is counter-productive and can permanently damage the reputation of SADD with local businesses, media, and other groups. It's best to work with the school administration to resolve any differences with the school-based SADD chapter rather than starting a competing community-based one.

We're overseas and want to register our SADD chapter. We might even want you to license us to run SADD in our country.

The SADD National office only supports and registers SADD chapters in the United States, U.S. Territories, U.S. Military Bases, and Canada. If you live in a different country, you're welcome to use our materials and the SADD name (assuming it's not trademarked by someone else in your country), but we cannot officially support a chapter overseas. The SADD National office is also unprepared to license others to start nationwide SADD programs in other countries.

When can I expect my confirmation email and permission to get started?

Since SADD is a grassroots organization, the SADD National office consists of just a handful of hard-working employees. As a result, we don't send confirmation emails, but once you fill out the registration form you'll receive a packet with a SADD certificate and other information in the mail. Please allow up to four weeks for us to mail the packet, except during the summer. Certificates for registrations received after mid-June will be sent in early September.

But there's no need to wait to get started, as our starter packet explains. Once you send in the registration form, by mail, fax, or online, you're good to start recruiting members, conducting activities, and more. If you have a funder or someone else that requires immediate confirmation of your registration, contact us at fieldservices@sadd.org and we'll try to help.

Once I register, there's nothing else I need to do again, right?

To be clear, we ask chapters to register/update their information once each school year. If you're a new advisor, we want to make sure we're communicating with you. SADD charges no dues or membership fees, and we believe that asking two minutes of your time to register once a year is only fair.

Beyond registering, we hope you'll regularly visit our website at www.sadd.org and our Facebook page at www.facebook.com/saddnational, and don't forget to sign up for our e-newsletters. Finally, we want to hear from you to learn how we can better help you!



How to Form a SADD Chapter

Congratulations! You see the need for a SADD chapter in your community and you're determined to form one. That's half the battle right there. Let us help you with the mechanics of the process. We've drawn on the experiences of teens from all over the United States to write this chapter. We'll give you the lowdown on how to ...

- ⇒ Form a SADD chapter (or reactivate an existing one);
- ⇒ Recruit participants;
- ⇒ Work with your chapter advisor;
- ⇒ Organize your chapter, including officer responsibilities;
- ⇒ Make meetings informative, interesting, and fun;
- ⇒ Ensure that each individual feels included and get the scoop on group dynamics in a meeting;
and
- ⇒ Plan fund-raising ideas that are fun and profitable.

Each SADD chapter is unique. You will decide what activities work best within your community. You may decide to form a chapter at school, but you can also establish a SADD chapter in places of worship or in community centers. Sometimes youth groups decide to form SADD chapters.

Remember: SADD is open to all students. It is an inclusive organization. Students work together in the chapter to spread SADD's message about the following:

- ⇒ SADD's "No Use" position in regard to alcohol,
- ⇒ The elimination of death and injury due to underage drinking, impaired driving, and other destructive behaviors, and
- ⇒ Information about the dangerous consequences related to the use of alcohol and other drugs.

Let's Start at the Beginning

As you form your chapter, you'll want to understand the history of SADD, the important role this organization plays in helping young people make positive choices, and the valuable part you and your chapter will assume in fulfilling this mission.

Founded in 1981 as Students Against Driving Drunk, SADD has grown to become the nation's dominant peer-to-peer youth prevention organization, with thousands of chapters in middle schools, high schools, and colleges. In 1997, in response to requests from SADD students themselves, SADD expanded its mission and name and now sponsors chapters called Students Against Destructive Decisions.

SADD's unique approach involves young people delivering education and prevention messages to their peers through school- and communitywide activities and campaigns. Projects may include the following:

- ⇒ Peer-led classes and theme-focused forums;
- ⇒ Teen workshops;
- ⇒ Conferences and rallies;
- ⇒ Prevention education and leadership training;
- ⇒ Awareness-raising activities; and
- ⇒ Legislative work.

SADD students inform, support, and assist their peers to obtain the best tools needed to make healthy decisions. Through its expansive network of chapters across the country, SADD can deliver information and messages to hundreds of thousands of teenagers.

SADD is committed to YOU.

- ⇒ SADD believes in the power of young people and their ability to make positive, informed decisions.
- ⇒ SADD empowers students to act on their convictions.
- ⇒ SADD puts the responsibility for making safe, informed choices on teens rather than telling teens what to do or what not to do.
- ⇒ SADD encourages teens to consider the impact of their choices on their friends, their families, and their future.

SADD relies on scientifically grounded prevention principles. As a youth prevention program that begins and evolves from local-level efforts, SADD is age appropriate, culturally appropriate, long-term (continuing throughout students' school careers), and cost effective.

In addition, SADD promotes programming that includes the following:

- ⇒ Targeting all forms of drug use;
- ⇒ Skills to resist drug offers;
- ⇒ Social competency skills;
- ⇒ Normative education designed to correct students' misperceptions about their peers' drug use;
- ⇒ A parent component;
- ⇒ Outreach to all populations, including children with behavior problems or learning disabilities;
- ⇒ Interactive methods, such as peer discussion groups; and
- ⇒ Media campaigns and working for policy changes.

A Note about SADD's "No Use" Position

SADD's message is and always has been the same: "It is illegal for a minor to drink alcohol." Any event sponsored by a local SADD chapter needs to make the message clear: It is illegal for anyone under the age of 21 to consume alcohol. A chemical-free lifestyle can be fun and cool and, best of all, it can be safe. Some still perceive SADD's message as "It's okay to drink, as long as we don't drink and drive." **That is not the SADD message!**

We're Here to Help: Getting Started

On the national, state, and local levels, SADD can help you form your chapter and succeed in the goals you set for yourselves.

National

Contact SADD National at 1-877-SADD-INC (723-3462) or visit the SADD website at www.sadd.org to request materials to start a SADD chapter. You will receive a chapter registration form along with SADD background materials and brochures to promote parent-student communication.

Register your chapter by returning the registration form enclosed in the packet or by completing the form online. Registering will ensure that you receive all mailings from SADD National. **Please be sure to re-register your chapter every fall.**

Once you have registered, you will receive a packet with a Certificate of Membership and other materials. In addition, you will be qualified to participate in a variety of SADD National-sponsored activities, including the annual SADD National Conference each summer. The national office will provide you with details about the conference registration, cost, and transportation.

Stay in touch with SADD National. We're eager to hear about your wonderful work. Please send pictures and details of your events and activities; your chapter might be featured on the SADD website, in the SADD e-newsletter or social media sites, or in the annual report.

SADD National encourages SADD chapters to use the SADD logo on printed materials, t-shirts, signs, and more. The SADD logo is available to download for registered chapters. Visit www.sadd.org/saddlogo.htm.

Chapters must follow SADD National's rules for logo usage, which can be found in the SADD Graphics Standards Manual, which is sent to chapters upon their registration, or can be downloaded at www.sadd.org/pdf/graphicstandardsmanual.pdf.

If you have questions about logo usage, please contact the SADD National office at 1-877-SADD-INC (723-3462) or info@sadd.org.

State

SADD has a State Coordinator in many states. State Coordinators are responsible for identifying existing chapters, promoting new ones, supporting the work of chapters, regularly providing information and resources to chapters, advocating for SADD programs within the state, and providing a link between chapters and the SADD National office.

By contacting your State Coordinator, you will receive important state information, including details about available state conferences, program grants, state leadership boards, campaign information, and training opportunities.

Your State Coordinator can be a valuable resource. Check the SADD website at www.sadd.org/scoordinators.htm or contact SADD National toll-free at 877-SADD-INC (723-3462) to see if your state has a SADD State Coordinator.

Local

The National office and your State Coordinator can help you find other SADD chapters in your area. Veteran SADD chapter students and advisors can provide valuable perspectives. They may be interested in co-sponsoring activities and events or sharing with you what has worked well for their chapter and what has not. This kind of communication may be especially helpful for smaller chapters or for chapters in rural areas.

Student Leadership Council

SADD has developed a process for selecting up to 15 talented and energetic students, each from a different state, to serve as ambassadors for SADD and advisors to SADD National's Board of Directors and staff in carrying out SADD's mission. These students are accomplished individuals who have demonstrated their commitment by reaching out to peers, friends, and younger students through SADD and other peer support programs. You can e-mail them to ask questions from a youth perspective at info@sadd.org.

Getting Approval for Your SADD Chapter

Obtaining Permission First

If your chapter is going to be based at school, set up a meeting with your principal to obtain his/her approval and support for the program. Choose a spokesperson, and bring other students with you to the meeting. Remember, this is a student-run organization, so it is preferable that your spokesperson is a student. Secure a monthly, weekly, or biweekly meeting time and location. Set a time and place for your first general meeting. Follow the same general steps if you are planning to meet at a community center, as an offshoot of a youth group, or in a house of worship. You'll want to meet with the leaders of that organization and get their approval and support.

The Need for SADD

When you meet with school administrators, begin by explaining the need for SADD. Alcohol is the biggest substance problem for teens, and data shows it can be considered a gateway drug (meaning it leads to use of other drugs). Explain that alcohol-related crashes remain a persistent problem among teens: consistently, more than 2,000 teens die in impaired-driving crashes annually. SADD covers other destructive decisions, too, so do some research about dangers that are especially troublesome at your school, such as bullying, hazing, or drug use.

Assure your administrators that SADD does not condone safe rides programs in which sober teens offer their intoxicated or drug-impaired friends a safe ride home. SADD promotes a “No Use” policy for alcohol and other drugs. Explain that the SADD message is one of empowerment and responsibility. Provide SADD’s literature to your school administrators and stress SADD’s peer-to-peer influence in helping teens make positive choices.

Finally, remind your administrators that SADD adheres to and embraces science-based prevention principles. If they continue to have concerns or questions, have them contact SADD National at 1-877-SADD-INC (723-3462).

Your Chapter Advisor

Although SADD is a student-run organization, you will need an adult advisor (if you don’t already have one).

Appeal to a teacher, coach, counselor, or administrator who is trusted and well respected by the school community. It is important to find someone who is passionate about your cause and who has the time, energy, and creativity necessary to be an effective SADD chapter advisor. The advisor’s role may be more facilitator than leader. Most important, the advisor must have the ability to listen to what students have to say and treat what they offer with respectful consideration.

Though having expertise in alcohol- or drug-related issues is helpful, being a prevention specialist is not required. The only real requirements are that the advisor cares about and is committed to the SADD philosophy and can empower students to spread the SADD message in the school and community.

Be sure to communicate your expectations to your potential advisor.

Advisors should be ...

- ⇒ Able to attend all SADD chapter meetings;
- ⇒ Willing to sponsor and chaperone SADD chapter activities; and
- ⇒ Willing to act as a liaison between the SADD chapter and the school administration.

The 6 R's of Membership

The Florida SADD organization has created a helpful pamphlet: "The 6 R's of Membership." You can find it on the SADD website at www.sadd.org/issues_recruitment_6Rs.htm. Some highlights are detailed below.

REFLECTION – Before you start, take time to consider your chapter's image. Discuss how you would like your chapter to be perceived and ways to project that image.

RECRUITMENT – Remember that everything you do has an effect on recruiting new members. Students will make decisions to join your chapter based on what they see and hear about it. Therefore, recruiting is a continual process. Always be prepared to discuss how students from different groups can join and to encourage them to give SADD a try.

RETENTION – Getting SADD members is one thing, but keeping them is another. It is very important to always motivate your members. The saying "Attitude is everything, so pick a good one" is true! Find ways to develop a good attitude and keep motivating your members. Constant positive motivation is the key to the success of your chapter.

RECOGNITION – All of your members need to feel important. Recognize their specific contributions to the chapter. If you value the work of your members, tell them! The rewards you reap for your organization will be invaluable.

RIP ROARING – Finding a way to make your meetings more exciting will be critical to retaining your members and keeping them interested. The energy you create in the meetings will spread to your programs and affect members' enthusiasm. Have fun! (Don't take yourselves too seriously!)

RESOURCES

Fund-Raising

⇒ Familiarizing yourself with your school's fund-raising rules and regulations will give you a framework from which to start. Soliciting money at certain times and from certain people may have restrictions.

Faculty and Staff Support

⇒ Your school's faculty and staff can be some of your greatest allies. Create a plan to work with faculty and staff members. Develop ways to keep them informed about your SADD chapter and include them in your activities and events.

⇒ Your school is part of a bigger community. Work with community members and businesses and advertise in the community to draw more attention to your SADD chapter and its messages. This effort may help you reach more people.

Getting People to SADD Events

⇒ You can have the best programs in the world, but if no one knows about them, your work will not be seen! Focus first on your target audience and develop a plan to get participants to your event.

Prevention Programming

- ⇒ SADD focuses on prevention in all of its programming. Awareness materials from SADD National and your State Coordinator are sent to schools throughout each school year to help you plan events.

Recruiting

SADD is an inclusive organization. It is important to have as broad a chapter as possible. Here are some tips for encouraging students to join SADD.

- ⇒ Recruit a diverse group of students to appeal to everyone in your school. When students see a diverse group of their peers, they will realize that SADD offers something for everyone.
- ⇒ Reach out to students in all grades to ensure the future leadership of your chapter. You may be likely to attract younger students and new students who are looking to belong to a group that is safe and fun, like SADD.
- ⇒ Be sure to avoid exclusivity. SADD's message is critical, and it's important that no one feels alienated by those promoting it. Always welcome new or prospective participants warmly. Ask them for their input and suggestions. Make a point of following up with everyone who expresses interest in being part of SADD.
- ⇒ Approach your friends, members of your school's student government, team captains, and students who volunteer or mentor regularly. Work with class presidents to identify students who are eager to be active members of the school community. Try teaming up with other clubs and organizations in your school. Collaboration is powerful.
- ⇒ Recruiting is a yearlong process. Always be prepared to discuss how students can join your chapter. Remember that personal contact is more effective than distributing fliers. Nothing can replace the simple act of getting to know people and asking them to join your SADD chapter.
- ⇒ If your school has an Activity Fair at the beginning of the school year, create an interactive and fun display. Hand out candy.
- ⇒ Don't expect individuals to come to a meeting in a room full of people they don't know. Offer to meet new attendees at a central location and walk with them to the meeting. Be sure to introduce everyone to each other before the meeting begins.
- ⇒ Recruit fellow students by mentioning the issues that interest them. Ask them to work on a specific campaign or project that suits their interests and talents.
- ⇒ Pair up returning and new participants to complete tasks and serve on committees. There may be a tendency for returning students to want to work together. Remember, the success of your program rests on the ability of returning students to spread their knowledge and know-how while incorporating fresh ideas and perspectives that can only be offered by new participants.

Timing Is Everything – and Don't Forget Food!

Pick a meeting time when you are likely to get a good turnout. Check other club and athletics schedules to avoid conflicts.

Strategically hold meetings to meet the needs of your SADD students. You might divide meeting times or hold two different meetings, before and/or after school; consecutively during lunch shifts; during homeroom; during an approved club meeting time; or at a student's home in the evening.

Free food is always an incentive for prospective attendees. Make sure you publicize that snacks will be served. Having food at meetings regularly will encourage people to return (especially if your meetings are after school).

Before you lock in a regular meeting time, make sure that time is convenient for your advisor.

Get the News Out

It is important to ensure that other students and the community know about your SADD chapter and its upcoming activities and events.

- ⇒ Put up posters, send out fliers, and make announcements over the public address (PA) system to announce your SADD chapter and the first meeting. Be sure to include the message that refreshments will be offered! Set the meeting time when you are likely to get the most students.
- ⇒ Post meeting notices on electronic boards in lunchrooms, at playing fields, in gyms, etc.
- ⇒ Get connected online so people can find information about your meetings and activities and how to reach you. If your school has a Web site, create a page devoted to SADD.
- ⇒ Visit the incoming high school classes: reach out to eighth graders and freshmen by distributing information about SADD. Have a special meeting just for incoming classes – they may be skittish about joining in.
- ⇒ Write an article about SADD for your school newspaper that explains the SADD philosophy and mission and invites students to join.
- ⇒ Ask every SADD student to recruit another person for the meeting.
- ⇒ Invite people personally. A personal invitation is likely to strengthen the response. Consider printing special invitations to hand out.
- ⇒ Co-sponsor events with other area SADD groups so that your SADD chapter receives publicity.
- ⇒ Make your own recruitment video, perform skits, and make announcements to the entire student body. Remember to make your chapter look like fun!
- ⇒ Ask a local pizza merchant to stick a SADD flier on its delivery boxes (or offer to tape them onto the boxes yourself). This approach will reach a huge number of middle and high school students as well as their parents.

- ⇒ Send news releases to local newspapers about your chapter and its upcoming activities.
- ⇒ Always bring a camera to SADD events. Send photos and write-ups of your programs to local newspapers and to SADD National.
- ⇒ Set up a SADD bulletin board or display case with posters, pictures, and news clips about SADD and its activities. Include a message that students can join anytime. Include recent photos and information about past events and upcoming ones.
- ⇒ Build chapter awareness campaigns and bring SADD materials to other events, such as “Back-to-School Night,” school orientation, morning arrival, lunchtime, school dances, or other school activities.

Organizing Your Chapter

Before you can start planning activities and projects, you need to determine the kind of leadership your chapter will have: executive board or officers.

- ⇒ Executive Board: The group acts as a team instead of having individual titles and duties
- ⇒ Officers (Traditional Model): President, Vice President, Secretary, Treasurer, Class Representative

For either leadership model, make sure that your student leaders are not overextended in other activities and that they understand their responsibilities and duties to the SADD chapter. The officers/executive board should represent the SADD philosophy of a substance-free lifestyle.

The work of SADD officers is extremely important. If some officers of the chapter do not take their responsibilities seriously, the advisor should speak with them. The significance of the work of SADD should be reemphasized and any questions should be addressed. If an individual cannot dedicate himself to spreading the message of SADD and upholding its principles, then the officer should consider stepping down: the work of SADD is too important to be left undone.

Violating the mission of SADD by drinking, using other drugs, or driving impaired is a serious offense by SADD officers. Have your advisor discuss with the chapter’s officers the significance of their responsibilities and of SADD’s “No Use” policy. Many chapters ask their officers to sign a contract that commits the officers to remain substance-free and to serve as active participants in the chapter’s activities. If a student feels that it will be difficult to follow these guidelines, he or she should consider declining the office. If the guidelines are violated, and action must be taken, every effort should be made to support the individual. It’s very important that each incident be handled individually; no blanket rules should be made. SADD is an inclusive organization and, above all, the primary concern is for the young people involved.

If your chapter has an interest in establishing a chapter constitution or bylaws, visit www.sadd.org to download a copy.

Officer Descriptions and Responsibilities

The following is a suggested, traditional model in which the officers of the SADD chapter have individual responsibilities.

President

The president must attend all meetings. These are the president's responsibilities.

- ⇒ Report directly to the advisor, who must confirm/approve plans.
- ⇒ Work with fellow officers to plan meetings and set agendas and notify those who may be required to attend the meetings.
- ⇒ Lead officer meetings.
- ⇒ Delegate responsibilities for projects to officers, subcommittees, and participants.
- ⇒ Maintain responsibility for the committees' meetings and establish deadlines.
- ⇒ Facilitate general SADD chapter meetings.
- ⇒ Serve as spokesperson and role model for the SADD chapter.
- ⇒ Approve financial expenditures.

Vice President

The vice president must attend all meetings. The vice president's responsibilities are listed here.

- ⇒ Report to the advisor, as requested by the president.
- ⇒ Assume leadership for the president in any role he/she cannot fulfill or in any role that is requested.
- ⇒ Attend all meetings and actively participate in planning, assisting with delegation of responsibilities, and implementing activities and programs.
- ⇒ Serve as spokesperson and role model for the SADD chapter.
- ⇒ Serve as public relations contact.
- ⇒ Act as liaison to the SADD State Coordinator.

Secretary

The secretary must attend all meetings and fulfill these responsibilities.

- ⇒ Keep accurate records of each meeting and provide a copy to all officers and attendees as well as to the advisor.
- ⇒ Keep track of names and attendance.
- ⇒ Maintain committee lists.
- ⇒ Maintain chapter correspondences and other contacts in the community.
- ⇒ Assume the duties of the vice president when requested.
- ⇒ Work with other officers to plan meetings.
- ⇒ Post meeting and activity times and places.
- ⇒ Actively participate in planning and implementing chapter activities and programs.

Treasurer

The treasurer must attend all meetings. These are the treasurer's responsibilities.

- ⇒ Keep account of all chapter income and expenses.
- ⇒ Maintain bank accounts and pay bills as necessary.
- ⇒ Provide an up-to-date report of chapter finances at each meeting.
- ⇒ Work with other officers to plan meetings.
- ⇒ Actively participate in planning and implementing chapter activities and programs.

Class Representatives

The class representatives must attend all meetings and fulfill the following responsibilities.

- ⇒ Represent his/her grade level and serve as primary SADD role model for that class.
- ⇒ Recruit classmates to help with projects.
- ⇒ Provide information about SADD to classmates.
- ⇒ Attend various officer meetings and other meetings as requested.

Sample SADD Officer Contract

As a SADD Officer, I promise to take the following actions.

- ⇒ Abstain from the use of alcohol, tobacco, and any other illicit drug, including over-the-counter stimulants.
- ⇒ Promote and uphold SADD's "No Use" message.
- ⇒ Wear a safety belt at all times and encourage others to do the same.
- ⇒ Encourage friends to make positive decisions.
- ⇒ Be a positive role model for my peers and younger students by demonstrating sound decision-making skills, avoiding enabling behaviors, and engaging in positive activities that do not involve alcohol and other drugs.
- ⇒ Work hard to assist those who are in need, rather than turning my back on those who have made a destructive choice.
- ⇒ Attend meetings and participate in as many chapter activities as possible.
- ⇒ Learn as much as I can about prevention and being an effective leader.

I realize that failure to comply with these rules may result in disciplinary action or removal from office.

Print Name _____

Signature _____

Date _____

Process for Removal of an Officer

Removal of a SADD officer from his/her position is a serious step and should be taken only after certifying the accusations and having an in-depth discussion among all concerned. Remember that the individual may be removed from office but not from the SADD chapter. Also, make sure to work with your advisor as you go through the process.

Above all, the primary concern is for the young person involved – to help the student, not to alienate him or her. Under all conditions, be sure to provide plenty of help and support to the individual involved.

Each situation should be handled individually and as a separate issue. Although the advisor is the only person who can remove an officer, a mutual agreement on a recommended course of action with the involved student might be preferable. A probationary period, instead of removal, may be recommended. If an informal agreement cannot be reached, then the situation should be discussed and a course of action chosen.

To prevent such situations from arising, have a workshop at the beginning of the school year to address responsibilities of officers and other SADD students when they are representing the chapter and consequences for inappropriate behavior. By doing so, everyone involved will know what is expected and what to expect. The potential for success is much greater when all chapter participants and representatives know what is expected of them.

How to Run Meetings

Make sure that your first meeting is fun, informative, and enticing so that everyone will want to return and bring their friends with them. Don't be surprised if not everyone is ready to immediately embrace the "No Use" policy and the Contract for Life.

A good meeting takes planning. Set an agenda and follow it. It's easy to get off course and chat with friends. You can factor in time in each meeting for socializing and for bringing up unexpected issues – but you want to accomplish the items on your agenda, too.

First Meeting

At your first meeting, review SADD's philosophy and mission statement. Generate a list of issues that your chapter thinks are the most pressing in your school. You may want to design a survey of student concerns and behaviors. Consider what kind of decisions students in your community have to make on a daily basis and define the pressures that they regularly face. Discuss what an appropriate response to these pressures would be and what activities your SADD chapter can sponsor to empower your schoolmates to make positive choices.

First Meeting Sample Agenda

1. Student spokesperson should welcome attendees, thank everyone for attending, and introduce the advisor.
2. Give a brief overview of SADD.
3. Play a new game.
4. Share your ideas for SADD, why you initiated this meeting, and what you would like to see happen.
5. Ask the attendees why they came, what they'd like to do, and what they'd like the chapter to accomplish.
6. Explain the leadership opportunities – President, Vice President, Secretary, Treasurer, Class Representatives, committees, etc.
7. Elect the officers and announce the election results at the meeting.
8. Explain what will take place at the next meeting.
9. Set a date and time for the next meeting.
10. Adjourn the meeting.

Chapter Meetings

Once your chapter is formed, hold regularly scheduled meetings. Chapter meetings should be fun and purposeful. Everybody wants to feel needed, and nobody likes to attend boring meetings that accomplish little. Prepare presentations, materials, and an agenda before the meeting. The following are some guidelines for your chapter meetings.

Purpose

Meetings must have *focus*. The officers and advisor should decide in advance what must be accomplished at each meeting.

Action Plan

Develop a Calendar of Activities and a timeline that will be accomplished throughout the year. You will find the SADD National calendar and activities in SADD's e-newsletter, *The SADDvocate*, or online at www.sadd.org.

Date

Set a regular meeting date and time. For example, officers' meetings might be the first Tuesday of each month and the chapter meeting the second Tuesday of each month.

Agenda

Each meeting must have a written agenda that is available to everyone. Be sure the agenda is realistic in goals for the allotted time.

Sample SADD Chapter Meeting Agenda

1. Welcome and introductions (2 minutes) – Be sure to have everyone introduce him/herself at each meeting. You may decide to have nametags.
2. Distribution of agenda (1 minute)
3. Approval of minutes from last meeting (1 minute)
4. Report on action items from last meeting – Get an update on how participants have accomplished their tasks from prior meetings (10 minutes).
5. Action items – Review issues that the chapter needs to decide today.
6. Brainstorm and think creatively about future projects. Topics for discussion during this time might become action items at the next meeting (15 minutes).
7. Committee reports (2 minutes each)
8. Officers' reports (2 minutes each)
9. Any other matter of interest – Attendees may bring up issues or items of information for the group (5-10 minutes each).
10. Conclusion – Compile a list of actions to be completed by the next meeting and decide upon an announcement of the next meeting date, activity, and program dates. End on a positive note.



Role of the SADD Chapter Advisor

Adults become chapter advisors in several ways.

- ⇒ Students approach an adult and ask him or her to be an advisor for an established group or to assist them in organizing a SADD chapter.
- ⇒ An adult chooses to assume the role of advisor.
- ⇒ An adult is assigned the role because of his/her position (e.g., health educator) at the school or in the community.

Although having expertise in adolescent psychology or in youth alcohol- or drug-related issues is helpful, being a prevention specialist is not required. The only real requirements are that the advisor cares 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 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 students and then helping students in the chapter discover common threads of experiences. Advisors can also help students identify perceptions, 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. 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 and other drugs, impaired driving, 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.

- ⇒ Your State Coordinator can be a valuable resource. By contacting your State Coordinator, you will receive important state information, including details about available state conferences, program grants, state leadership boards, campaign information, and training opportunities. Check the SADD Web site at www.sadd.org/scoordinators.htm or contact SADD National toll-free at 877-SADD-INC (723-3462) to see if your state has a SADD State Coordinator.
- ⇒ Register your chapter by completing the registration form online at www.sadd.org/chapterreg.htm or by filling out and mailing or faxing the downloadable form there. Registering will ensure that you receive all mailings from SADD National. Please be sure to re-register your chapter every fall.
- ⇒ Stay in touch with SADD National. We're eager to hear about your wonderful work. Please send pictures and details of your events and activities; your chapter might be featured on the SADD website, in the SADD newsletter, or the annual report.
- ⇒ 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 feel 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.
- ⇒ 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 students complete tasks.
- ⇒ Identify local media contacts who oversee the youth beat and keep them apprised of 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.

Working With School Administrators

The SADD advisor is the advocate for the SADD chapter with the principal or superintendent, so it is important to keep the lines of communication open and positive.

To secure collaboration and support from the school community, advisors are encouraged to meet with administrators to discuss the need for SADD, its mission, and the positive impact it can have on the student body. Explain that SADD's message is one of empowerment and responsibility. Share SADD's literature and emphasize how SADD operates as an effective prevention program that builds student resiliency and promotes service-learning and productive youth citizenship within the school and community.

Finally, let administrators know that SADD has been scientifically evaluated and adheres to evidence-based prevention principles.

The following are some guidelines for working with the school administration.

⇒ Arrange a meeting between SADD chapter participants and school administrators to discuss SADD's mission, the school climate, and student issues.

- Invite a small number of SADD students (two to six) to join the meeting.
- Set an agenda in advance and discuss it with the students who will attend the meeting.
- Prepare with the students what points need to be made and assign who will make which points.

Ask administrators for a commitment to support the SADD chapter. Administrators can show support in a number of ways. The following are just a few.

- Provide time and space for the chapter meetings.
- Offer a stipend for the advisor or activity funds for programming.
- Attend SADD activities.
- Encourage students to join SADD.

These are some ways that advisors can work with school administrators throughout the school year.

⇒ Help SADD students create goals and objectives that are consistent with school policies.

⇒ Seek approval in advance for all SADD activities, especially those that require full school attendance.

⇒ Request approval for early release times for SADD students when appropriate.

⇒ If the advisor is a teacher, ask for a substitute teacher when the SADD chapter participates in activities off campus.

Advisors should include student representatives at meetings with administrators whenever possible.

SADD Calendar

The SADD Calendar includes activities and events that SADD chapters all over the country can work on together. Many of the events link SADD to larger national movements. You may add activities from this chapter to fit the interests and needs of your school and community. Although some have specific dates, many of these activities can be conducted anytime during the year. In addition, you can find a larger calendar of national events and activities on the SADD Web site, www.sadd.org. Check it for more ideas. Also look for opportunities to participate in special days and events in your own state and community. Good luck and have fun!

September	October
SADD Signup (Membership Drive) Suicide Prevention Week www.suicidology.org	National Red Ribbon Campaign <i>(last full week)</i> Domestic (Dating) Violence Awareness Month
November	December
Wipe Out Smoking Month Great American Smokeout <i>(third Thursday)</i>	National Drunk and Drugged Driving (3D) Prevention Month Lights on for Life <i>(third Friday)</i> HIV/AIDS Awareness Month World AIDS Day <i>(December 1)</i>
January	February
National Blood Donor Month Elementary School Month	Friends for Life Campaign National Teen Dating Violence and Prevention Week <i>(second week in February)</i> National Child Passenger Safety Awareness Week www.nhtsa.dot.gov National Eating Disorders Week www.nationaleatingdisorders.org

March	April
National Inhalants and Poisons Awareness Week www.inhalants.org Middle School Month	Alcohol Awareness Month Safe Prom and Graduation National Youth Violence Prevention Week www.violencepreventionweek.org National Youth Service Day <i>(third weekend)</i> www.ysa.org
May and June	July and August
Safe Prom and Graduation Buckle Up America National Day to Prevent Teen Pregnancy <i>(early May)</i> www.teenpregnancy.org National Suicide Awareness Week <i>(May)</i> www.mentalhealth.org National Mental Health Month	Safe Summer Campaign

NOTE: The SADD National Conference usually occurs in either June or July. See www.sadd.org for dates.

A Guided Tour of the SADD Web Site

The SADD website has a wealth of information for students, advisors, and anyone interested in the work of youth health and safety. You'll find helpful statistics, up-to-date resources, and a variety of publications. Whether you're looking for something specific or simply getting acquainted with SADD, you can find everything you need at www.sadd.org.

In the **About SADD** section, you will find:

- Mission and Policy (What is SADD about?)
- History of SADD (How did SADD get started?)
- Value of SADD (Why is the work of SADD so important?)
- SADD by the Numbers (Interesting data about SADD National and its chapters)
- FAQs (How have other chapters successfully addressed problems?)
- Privacy Policy (Policy explaining our online information practices)
- About Us (Who's involved with SADD National?)

In the **SADD Events** section:

- Calendar (What's going on and when it's happening)
- SADD National Conference (Details about the annual conference)
- Partnerships (Campaigns and events SADD is involved in with its partners)

In the **For SADD Chapters** section:

- Form a SADD chapter (Steps on how to form a new chapter)
- Bylaws and Constitution (Helpful for chapters seeking an explanation of the function of SADD chapters)
- Officer and Advisor Responsibilities (Job descriptions and requirements for newly elected officers)
- Campaigns and Activities (Detailed descriptions of our signature activities)
- Chapter Registration (Make sure you register annually to receive free materials from SADD National.)

In the **SADD by State** section:

- SADD State Coordinators (Listing of state coordinators and other contacts)
- State Events (News of state events)
- State Resources (Notice of various opportunities and grants for SADD chapters)
- Legislation (Contact information for U.S. Senators and Representatives and tips for communicating with these elected officials)

In the **Resources** section:

- Contract for Life (SADD signature product: a student and a caring adult exchange mutual promises to facilitate communication and promote safety)
- Opening Lifesaving Lines (Brochure offering communication tips for parents and teens)
- Communication Tips (SADD/Liberty Mutual “Families” communication tips brochure)
- Newsletters (An archive of all SADD newsletters)
- Annual Report (Information about SADD’s budget and accomplishments each year)
- Issues (Facts about important issues facing teens)
- Links (Helpful links for those seeking more information on a specific topic)
- Statistics (Great information for when you need to do a report or some research)
- Sample PSAs (Public Service Announcements for the school and the community at large)
- The SADD Store (A link to the SADD Store website where you can order shirts, pens, stickers, and much more)
- *Teens Today* (SADD’s cutting-edge research on teen behavior and attitudes)
- Books and Videos (Books and videos recommended by SADD)

In the **Media** section:

- *Teens Today* (SADD’s research study findings on teen behavior and attitudes)
- Press Releases (Press releases and media advisories from SADD National)
- Op-Eds (Opinion-editorials written by SADD Chairman and CEO Stephen Wallace)
- Articles (Articles written by Stephen Wallace)

You will also find the following on the SADD website:

- SADD Speaker Series (Information about six dynamic presentations geared toward students, parents, and faculty, highlighting SADD’s national research and offering practical advice about open, honest family communication)
- Contact Us (Contact information for the SADD National staff)
- Donations (Ways to make a financial contribution in support of the work and mission of SADD)

Media Outreach

Newspapers and television stations are always looking for positive, local stories to cover; many of them even have a special focus on youth and education. The more publicity your SADD chapter and activities receive, the more likely you are to get donations and support from the community for future events.

The press release template included in this packet can be used to announce the formation of your new chapter. Fill in the blanks with the appropriate information, print it on your school's letterhead, and send it to local media outlets.

Here are some pointers for working with your local media so you can gain the benefit of their coverage:

- Make a list of all local media outlets, including newspapers, magazines, and television and radio stations. Most media outlets will have websites with contact information, phone numbers, and addresses. Look for the names of reporters and contact people, and keep an up-to-date list of contacts.
- When possible, get to know your local reporters well in advance of contacting them to cover your event. Consider inviting reporters to key meetings to introduce them to your mission and purpose.
- Be aware of deadlines for your local news and media outlets so you are not contacting them on short notice.
- Give your news release or story idea a local angle so the story will be relevant to your community and more likely to be picked up by local media.
- Appoint someone in your chapter as the public relations coordinator. This person should assume responsibility for all contact with media.
- Before calling the media to “pitch” or sell your story, jot down a few key points as a script to prompt you. State clearly whom you are and why you’re calling and always ask if it’s a convenient time to talk. If it’s not a convenient time, inquire about a better time to call back and then make a note to do so.
- Generate templates for a news release, a media advisory, a drop-in article, a public service announcement, and a calendar item. If you’re unsure about what to include, visit the SADD National Web site at www.sadd.org or contact SADD National at 877-SADD-INC.
- The National Youth Anti-Drug Media Campaign also offers tips for crafting these important documents. Visit www.mediacampaign.org to learn how to receive these excellent materials for free.



**FOR IMMEDIATE RELEASE
[INSERT DATE]**

**CONTACT: [INSERT NAME OF CONTACT]
[INSERT PHONE NUMBER]**

**[INSERT NAME OF HIGH SCHOOL] STARTS NEW SADD CHAPTER TO FIGHT
UNDERAGE DRINKING AND OTHER DESTRUCTIVE BEHAVIORS**

Students at [INSERT NAME OF HIGH SCHOOL] have joined SADD (Students Against Destructive Decisions), a peer leadership organization dedicated to preventing destructive decisions, particularly underage drinking, other drug use, impaired driving, and teen violence and suicide. [INSERT FIRST AND LAST NAME OF STUDENT] became interested in forming a SADD chapter, so [INSERT FIRST NAME OF STUDENT] enlisted the help of [INSERT NAME AND TITLE OF FACULTY MEMBER], who will serve as the SADD advisor.

“Teens sometimes make poor choices when it comes to drugs and alcohol, without realizing the harmful consequences,” said [INSERT FIRST NAME OF STUDENT]. “I’m hoping our SADD chapter will be a positive influence on our school and community. We’ll be participating in campaigns and activities throughout the school year to spread our message.”

The SADD students are hoping to find more classmates to join them in their efforts. The new group is also exploring ways to get support and funding from the community.

Founded as Students Against Driving Drunk in 1981 in Wayland, Massachusetts, SADD has grown to become the nation’s premier peer-led youth education and prevention organization, with 10,000 chapters in middle schools, high schools, and colleges. In 1997, in response to requests from SADD students themselves, SADD expanded its mission and now sponsors chapters called Students Against Destructive Decisions. More information about SADD is available at www.sadd.org.

###