

TIER I ACTIVITIES

1. Social Determinates of Health: Violence Prevention In-Person and On-Line Learning Opportunities

Title: *Happy and Healthy Relationships*

Audience: Middle and High School Students

Evidence-Based Research: Healthy Relationship Toolkit from the Utah Department of Health; the Texas Youth Friendly Initiative; US Office of Adolescent Health Evidence-Based Programs.

Format: In person or online

Description: This activity can be arranged as a one-time or multi-day/evening experience for middle and high school students in small, classroom, or large group settings. The purpose is to teach students about healthy relationships, choices, and communication. Attitudes, opinions, and behaviors related to the qualities of healthy relationships will be addressed. Communication techniques to help resolve conflict and reinforce mutual respect along with understanding the warning signs of unhealthy relationships will be explored.

Title: *My Body Belongs to Me—People Smarts*

Audience: Elementary and Middle School Students; parents/guardians with students (small and large group)

Evidence-Based Research: Illinois Early Learning Project; UPMC Children’s Hospital of Pittsburgh “People Smarts”; and the Children’s Hospital of Philadelphia.

Format: In person

Description: This activity can be arranged as a one-time or multi-day experience for elementary students or as an evening experience for parents/guardians and their children. The purpose is to teach children how to be safe and to understand the concept of stranger danger. Appropriate touch and body boundaries will be discussed. **NOTE:** This parent/guardian activity can be adapted as “Stranger Safety for Your Special Needs Child.”

Title: *Let’s All Get Along—Too Good for Conflict*

Audience: Elementary, Middle, and High School Students

Evidence-Based Research: Mendez Foundation’s “Too Good for Violence”; Peace Works.

Format: In person or online

Description: This activity can be arranged as a one time or multi-day experience. The goal of this activity is to improve positive student behavior and minimize aggression. Via interactive role-playing, cooperative learning, games and active conversation, students will be encouraged to understand that every single one of them has what it takes to solve conflicts peaceably. As schedules permit, NJ4S will invite the L.E.A.D. police officer teaching representative and members of the prosecutor’s office to assist.

Title: LEAD for the Future

Audience: Middle and High School Students; Educators; Parents/Guardians; Community Members

Evidence-Based Research:

Format: In person

Description: In collaboration with our local police department officer educators, this small, classroom, or large group activity focuses on educating and partnering with students and their families to create safer, healthier communities free of drugs, bullying, and violence. Subsequent related small group activities will assist students in developing leadership and life skills through fun activities such as the Tower Challenge, cup stack games, Boss v. Leader sorting activities, volunteer crews, and the creation of their own SMART goals.

2. Social Determinates of Health: Anti-Bullying In-Person and On-Line Prevention Programs

Title: Understanding H.I.B. in a D.E.I.B. World

Audience: Elementary, Middle, and High School Students; Educators; Parents/Guardians

Evidence-Based Research: New Jersey Department of Education’s Evidence-Based Practices

Format: In person or online

Description: This activity can be arranged as a one time or multi-day or evening experience. The goal of this activity is to understand the legal and ethical implications of

H.I.B. laws via role-playing, interactive small group and large group games, and a review of important components regarding the law.

Title: What is a Good Friend?

Audience: Elementary and Middle School Students

Evidence-Based Research: U.S. Department of Health and Human Services and New Jersey Department of Education’s Evidence-Based Practices

Format: In person

Description: This activity can be arranged as a one time or multi-day small group or classroom experience. The goal is to assist students in identifying effective anti-bullying techniques and to teach them what makes a good friend and how they can identify such traits in themselves. Students will explore appropriate behaviors and responses to incidents of bullying.

Title: Creating a Caring Culture—No More Cyberbullying

Audience: Middle and High School Students; Educators; Parents/Guardians

Evidence-Based Research: National Institute of Health; New Jersey Department of Education; “Effectiveness of Digital Health Interventions in Reducing Bullying and Cyberbullying: A Meta-Analysis” (Chen Q. et al., 2023); “School Interventions for Bullying-Cyberbullying Prevention in Adolescents: Insights from the UPRIGHT and CREEP Projects” (Gabrielli, S., Rizzi, S., Carbone, S., & Piras, E.M., 2021).

Format: In person or online

Description: This activity can be arranged as a one time or multi-day/evening experience for students and/or parents/guardians or educators. Working with assistance from the Prosecutor’s Office and our local police department’s L.E.A.D. officer educators, participants will identify what constitutes cyberbullying and why it is difficult to detect when students are impacted by it. Students will be taught a variety of strategies to respond to online bullying, including using assertiveness or humor, seeking help from a parent/guardian or teacher, or disengaging from the interaction (e.g., by logging off a social media website or “blocking” bullies). Other strategies to be explored include helping students improve their emotional regulation skills and perceived self-efficacy to deal with cyberbullying.

Title: Make Time to Listen, Take Time to Talk

Audience: Elementary and Middle School Students

Evidence-Based Research: Cantone et al., 2015; Cross et al., 2016; US Department of Health and Human Services Substance Abuse and Mental Health Services Administration

Format: In person

Description: This activity can be arranged as a one time or multi-day small group experience for students. Starter cards with interactive questions will be used to engage students in engaging conversation about bullying and bullying prevention.

3. Social Determinates of Health: Accessing low-cost energy and housing assistance for students, families, and community members In-Person and On-Line Support

Title: *Helping Our Families*

Audience: Parents/Guardians and Community Members

Evidence-Based Research: US Department of Health and Human Services

Format: In person and online; informational print materials

Description: Working in colleague with our community resources, this activity aims to assist parents/guardians and community members in accessing utility and housing assistance with the goal of providing all students with stability.

4. Social Determinates of Health: Drug, Alcohol, and Vaping Awareness and Prevention In-Person and On-Line workshops

Title: *Smart Talk—Cannabis Awareness and Prevention*

Audience: Elementary, Middle, and High School Students; Parents/Guardians; Educators

Evidence-Based Research: Stanford University School of Medicine's Cannabis Prevention Tool-Kit

Format: In person and online

Description: This small group or classroom activity utilizes Stanford University School of Medicine's Cannabis Awareness and Prevention Toolkit. This is a five-lesson theory- and evidence-based curricula created by Stanford's REACH lab as well as by the Youth Action Board, educators, and healthcare providers from across the United States. Students will understand how their brain develops and how cannabis/marijuana influences this development; identify ways drug use can interfere with the development

of life skills; explore who they are and what they like as alternatives to drug use; learn why and how some people can become addicted; continue not to use for those who currently do not use; consider decreasing, delaying, or stopping the use of cannabis/marijuana those who currently are users; and gain refusal skills to address peer pressure of experimentation and use of drugs.

Title: Tobacco, Vaping, and Marijuana—A Parent’s Guide to a New Epidemic

Audience: Parents/Guardians, Educators, and Community Members

Evidence-Based Research: Centers for Disease Control

Format: In person and online

Description: This online video series can be stand alone or utilized during small and large group presentations for parents/guardians, educators, and community members. Based upon research from the CDC, this activity explores the short- and long-term negative physiological and social consequences of tobacco, vaping, and marijuana use. Peer impact and the development of refusal skills will be explored.

Title: Life Skills Training

Audience: Elementary, Middle, and High School Students

Evidence-Based Research: Combs, A., et al. (2021); Gregoski, M., et al. (2011); Cornell University Medical College (2017); National Institute of Justice (2023)

Format: In person

Description: This multi-day prevention program focuses on building self-management, social skills, and refusal skills for upper elementary through high school students. This activity has three major components: 1) personal self-management skills which enable students to examine their self-image, set goals, identify everyday decisions, analyze problems and consequences, and reduce stress and anxiety; 2) social skills which enable students to overcome anxiety, communicate effectively, carry out conversations, handle social requests, and be assertive; and 3) information and resistance skills specifically related to drug use that teaches students how to recognize and challenge common misconceptions, how to develop resistance skills for peer pressure, and how to decrease normative expectations.

5. Social Determinates of Health: Helping Children, Friends, and Relatives—Connections to Community Drug and Alcohol Use Support Groups

Title: Resources for Families Coping with Substance Use and Mental Health Issues

Audience: Middle and High School Students; Educators; Parents/Guardians; Community Members

Format: In person and online; informational print materials

Evidence-Based Research: US Department of Health and Human Services Substance Abuse and Mental Health Services Administration

Description: In person and online informational sessions, in addition to informational print materials, will be provided related to local community resources designed to assist individuals in need of substance use and/or mental health care or for their loved ones who care for them. Family members may be more likely to notice when their loved ones are experiencing changes in mood or behavior. Being able to offer support, family members can connect those in need with treatment, resources, and services to begin and stay on their recovery journey.

6. Social Determinates of Health: Strategies for Classroom Physical Activity in Schools

Title: Reaching and Teaching Kids Where They Are—Classroom-Based Interventions to Increase Physical Activity

Audience: Educators

Format: In person and online

Evidence-Based Research: US Department of Health and Human Services' Community Preventative Services Task Force (2022)

Description: Throughout our lives, regular physical activity is one of the most important things we can do for our health. During childhood and adolescence, regular physical activity improves strength and endurance, helps build healthy bones and muscles, helps control weight, reduces the risk of depression, and improves cardiovascular health. CPSTF recommends two classroom-based interventions to increase physical activity: physical activity breaks and physically active lessons. The purpose of this activity is to help educators integrate moderate-to-vigorous physical activity into academic lessons taught in or outside of the classroom. Evidence from a systematic review of forty-two studies shows interventions increase physical activity during the school day and improve educational outcomes as well as students' attentiveness to lesson content.

7. Social Determinates of Health: Strategies to Enhance Students' Social/Emotional Intelligence and Co-Regulation

Title: Why am I Scared and Anxious—Using Mindfulness for Stress Relief

Audience: Elementary, Middle, and High School Students

Format: In person and online

Evidence-Based Research: National Institutes of Health; Parsons, D., et al (2022); American Psychological Association

Description: This small group or classroom activity teaches research-based mindfulness techniques and grounding activities. Mindfulness-based programs have the potential to improve the well-being of students by reducing anxiety, depression, and isolation in the wake of the COVID-19 pandemic. Students will gain an understanding of the physiological and psychological effects of anxiety and learn coping mechanisms. Methods will be introduced for students to track symptoms, to reduce stress, and to recognize warning signs.

Title: Social-Emotional Intelligence, Leadership, Gender, and Cultural Understanding—Exploring an Equitable Playing Field for Young Leaders

Audience: High School Students; Educators; Parents/Guardians; Community Members

Format: In person

Evidence-Based Research: Crenshaw, K. (2017); Darling-Hammond, L. (2022); Jacquelin, N. (2017); Greenberg, M.T. (2023)

Description: This small group, classroom, or large group activity can be a one day/evening presentation or an interactive multi-day small group student event. There is a consensus among educators, parents, and policymakers that education should focus on supporting essential capacities to help children navigate the world successfully. The notion of educating the “whole child” generally includes at least the abilities to: (1) develop healthy personal relationships, (2) treat others with respect and dignity, (3) develop the cognitive capacity to solve problems and think creatively, (4) succeed in postsecondary education and the labor market, and (5) be a contributing citizen in a democracy. The goal of this activity is to assist students and adults in understanding traits of social/emotional intelligence and increase understanding regarding potential student leadership development. Race, ethnicity, economic, and gender issues will be explored. Connections to community and school organizations where students will have leadership growth opportunities are embedded into this activity.

8. Social Determinates of Health: Strategies for Decreasing Chronic Absenteeism

Title: Back to School for All Students—Strategies to Decrease Chronic Absenteeism

Audience: Educators; Parents/Guardians; Community Members

Format: In person and online; informational print material

Evidence-Based Research: Jordan, P. (2023); Mid-Atlantic Regional Education Laboratory (2017)

Description: Helping students rebuild consistent attendance habits has become an urgent priority for schools as absences surge, and the problem is threatening academic recovery efforts. This individual, small group, and large group activity focuses on building connections among students, all school personnel, the community at large, and families. Effective comprehensive attendance strategies and data monitoring will be reviewed. Racial, cultural, and economic potential discrepancies will be explored in relation to student attendance. Strategies for enhancing students' bonds with their schools will be implemented via "Bond Groups" as subsequent follow up if requested by school personnel.

9. Social Determinates of Health: Increased Internship Opportunities, Resume-building, and Job-Readiness for Middle and High School Students in Atlantic and Cape May Counties

Title: *Forging a Path to Your Future—Getting Ready for Career and College*

Audience: Middle and High School Students

Format: In person and online; informational print materials

Evidence-Based Research: Center for Applied Research in Post-Secondary Education (2023); Conley, D.T. (2012);

Description: Career and college readiness consists of four "keys": key cognitive strategies, key content knowledge, key skills and techniques, and key transition knowledge and skills. The purpose of this multi-day small group or classroom activity is to level the playing field for all students by giving them practical assistance with job applications, resume writing, letter writing, and college applications. Working with community partners, job internship opportunities may also result through connections initiated after students complete these preparations. Students will also explore how to handle rejections to applications and how to move forward in a positive, productive manner.