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# Beyond Prevention Curricula: A Guide to Developing Alternative Activities Programs

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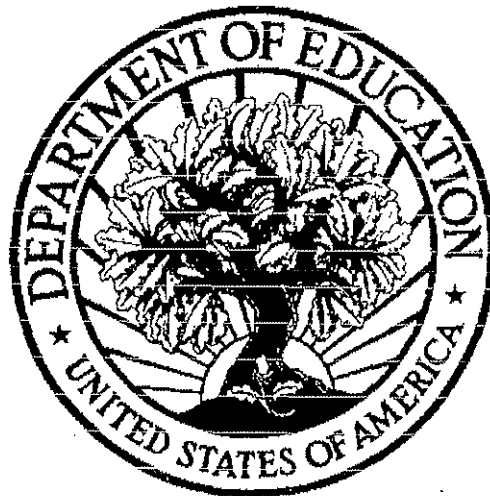
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# **Beyond Prevention Curricula**

**A Guide to Developing Alternative  
Activities Programs**



**U.S. Department of Education  
Washington, D.C.**

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# Acknowledgments

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# Introduction

This guide is designed to help educators and youth workers better understand how programs of alternative activities can effectively be used to supplement school-based efforts to prevent alcohol and other drug use among youth, and to encourage schools to become more involved in program development and implementation. It seeks to clear up some of the confusion over what constitutes a program of alternative activities and what its goals should be, to improve understanding of the potential value of this approach, and to recommend promising strategies for improving the effectiveness of these activities in preventing and reducing use of alcohol and other drugs among youth.

The guide explains the rationale for such programs and outlines the characteristics of good activities. It then describes strategies for program implementation and highlights, at the end of the report, a number of promising programs that have put the ideas into action. Most of these programs are comprehensive, collaborative efforts to offer high-risk youth a variety of supervised, constructive activities on a regular basis. These programs promote positive youth development and the avoidance of alcohol and other drug use and parent and community involvement in prevention efforts.

# The Rationale for Alternative Activity Programs

## Why Supplement School Prevention Curricula?

One of the main lessons taught by two decades of research on the prevention of alcohol and other drug use among youth is that although the school is the cornerstone of prevention efforts, prevention curricula by themselves are not enough. The roots of alcohol and other drug use are complex, and the number of risk factors in one's life appears to be a more reliable predictor of use than any single influence. Thus prevention programs employing strategies that address multiple risk factors are more effective than any single strategy.<sup>1</sup>

More specifically, the influence of classroom prevention efforts is limited by the short time devoted to them and by the variety of strong enticements to drug use that lie beyond the school's boundaries. Indeed, the antidrug messages that youth receive in school are often undermined by the messages they receive outside school, especially in the case of alcohol.

Furthermore, school prevention curricula have not proved equally effective for all youth. Some do not have the learning skills they need to absorb today's complex curricula; others have already dropped out of school. Research has also shown that school prevention programs have been less successful with youth that are at high risk for using drugs, or are already using them, than with the general student population. Innovative techniques are needed to expand the amount of time that all youth are exposed to prevention messages, to improve the delivery of prevention information to more youth, and to reduce the influences on use that are beyond the school's reach.

One way to enhance school-based prevention efforts is to get youth involved in healthy pursuits that reduce their exposure to risky situations that promote use of alcohol and other drugs, especially during their leisure time.

Research shows that participation in adult-monitored activities during early adolescence is an important deterrent to drug use, as well as to problem behavior in general. Students who are involved in school, family, and church activities under adult supervision are less likely to use tobacco, alcohol, and marijuana.<sup>2</sup>

A stimulating regimen of activities can help prevent youth from turning to alcohol or other drugs in order to cope with stress, to escape from problems, to engage in self-discovery, or to win popularity. Many youth appear to turn to alcohol or other drugs out of a desire to take risks or experience new sensations. Because risk taking and sensation seeking are normal for adolescents, a reasonable prevention goal is not to suppress these desires but to rechannel them into more desirable, socially acceptable outlets or other means of expression, such as physically challenging activities.<sup>3</sup>

## What Is the Current Challenge?

Today's youth especially need alternative activities. During the 1980s, steadily shrinking funding caused most youth service organizations to scale back

their recreation and other activities-oriented community programs. Schools also scaled back their extracurricular programs partly because of budgetary restrictions and partly because extracurricular activities were seen as being in conflict with academic excellence. As a result, today's youth have fewer activities available to them and more unsupervised free time than any recent generation. In a survey of 1,000 adults who lived in the Los Angeles riot zone, recreation and youth services were overwhelmingly identified as the top priority for government.

At the same time, profound changes in American family life have increased the need for supervised after-school activities. The growth of single-parent and dual-career families has resulted in increasing numbers of "latchkey" children being left alone at home after school, without companionship or supervision from responsible adults. Although the exact number of latchkey youth is uncertain, conservative estimates range from 2 million to 6 million for youth under 13 years of age. Approximately 27 percent of eighth-graders regularly spend two or more hours at home alone per day.<sup>4</sup>

Although little research has been conducted on the effects of these conditions, the risks they pose to youth are clear. School accounts for only about a third of the typical student's day; approximately 40 percent is discretionary time, time that "represents an enormous potential for either desirable or undesirable outcomes."<sup>5</sup> The after-school hours are the most common time for youth to become involved in drug use, sex, and crime.<sup>6</sup> In one important study, eighth-graders who cared for themselves for 11 or more hours a week were found to be at twice the risk of substance use as those who were cared for by adults.<sup>7</sup>

This problem is particularly acute for middle-school youth, who are making two major life transitions—transferring schools and undergoing puberty—in which they are at highest risk for initiation into alcohol or other drug use. These are also the years when self-care increases and access to and involvement in activities decline. Almost all after-school care programs are for elementary school youth, and few middle- or junior high schools provide the range of after-school activities offered in most senior high schools. Many adolescents in this critical stage of development are less likely to be closely monitored by adults than younger or older youth. Moreover, after age 10, participation in sports steadily declines. In one survey of elementary and middle-school principals, 84 percent of respondents said that children needed increased access to organized before- and after-school programs.<sup>8</sup>

Access to and participation in youth programs varies greatly by socioeconomic level and geography. The decline in publicly funded recreation services has aggravated the disparity in their availability between upper- and lower-income areas. For example, in one study 60 percent of eighth-graders from the lowest-income families were found to participate in organized out-of-school activities, compared with 83 percent from the highest-income families. Moreover, almost twice as many low-income youth (17 percent) as high-income youth (9 percent) were under self-care for more than three years.<sup>9</sup>

Child-care surveys also show wide variation by income in the participation of children in after-school enrichment activities. Constructive youth activities in settings that are safe, clean, and free of illegal drug activity are rarely available

in poor urban areas. Many poor rural areas also have no community activity programs and facilities outside school.<sup>10</sup>

### **How Effective Are Alternative Activities?**

Alternative activities have been the subject of much confusion, criticism, and skepticism. Past programs have suffered from numerous conceptual and practical flaws. Beyond the underlying rationale of providing youth with something constructive to do, the concept of alternative activities has been poorly defined and few guidelines are available. Criteria for selecting and developing the activities are negligible, and the approach has been so broadly and loosely articulated that it has encompassed almost every conceivable licit activity in a youth's life and every prevention activity outside of school curricula.<sup>11</sup>

Programs have been created around youth involvement in community service, recreational activities (e.g., outdoor activities, athletics), skill development (art, music), and academics, to cite a few examples. Some programs have sponsored a single activity; others have offered multiple activities at teen centers. Some have done little more than occupy time; others have sought to deal with participants' social and personal needs and to provide basic skills training, at times even attempting to match specific activities with individuals' needs. Still others have just provided information about what alternatives to use of alcohol and drugs are available.<sup>12</sup> Many have been, in effect, teen "prevention" clubs that provide support and organized activities that emphasize avoidance of alcohol and other drug use; others avoid any mention of drug use at all.

As a result, there is uncertainty over exactly what an alternative program is and what its goals should be. Furthermore, conclusions about the effectiveness of this approach have been difficult to draw because so few programs have been evaluated and the results have been mixed and difficult to interpret. Some programs appear to have prevented or reduced use of alcohol and other drugs, whereas others have had little or no effect, and some have even increased use. Most reviewers of prevention research ignore the strategy, or conclude that there is little or no evidence of its effect on behavior, or admit only that it "may be" effective.<sup>13</sup>

Because of the lack of program evaluations, there is little scientific evidence on what works. This problem is not limited to the alternatives strategy, but is widespread in the prevention field. Given the limited evidence, the strategies recommended in this guide are those that appear most promising based on current research and theory on the causes of drug use and the failings of past programs, and on the assessments of the directors of promising programs about the keys to success and the needs of the field. In short, conclusions regarding what works are based more on the opinions of experts than on formal evaluations.

The mixed results found in evaluations of alternative activity programs can be attributed in part to the wide variety of programs included in this category. Because the use of alcohol and drugs occurs as a function of many interacting forces, it is also evident that simply providing youth with some other activity will not by itself necessarily prevent use of alcohol and other drugs. For example, the extent of such use among athletes illustrates that there is no simple

causal relationship between regular exercise and lower use of alcohol or other drugs, and in at least one review of alternative activity programs, sports were associated with increases in alcohol use.<sup>14</sup>

Nevertheless, research and practice have begun to identify strategies that have been shown to enhance the prevention effectiveness of alternative activities programs.

## **The Characteristics of Effective Programs**

Developing an effective program of alternative activities requires as much planning and attention as any other prevention strategy. Effective programs appear to have the following four overarching characteristics:

1. They respond to the needs and interests of youth.
2. They are integrated into a comprehensive prevention program, reinforcing its lessons and seeking to address specific factors that influence drug use.
3. They promote positive development and resilience of youth by enhancing their competence and sense of autonomy and purpose.
4. They extend the reach of prevention efforts to youth who are at high risk for, or who have already tried using, alcohol or drugs, as well as to families and communities.

### **Responsiveness to the Needs and Interests of Youth**

Although a seemingly simplistic goal, offering appealing activities is essential to program effectiveness. Participation in alternative activities is voluntary. Hence, unless the activities are fun and youth are persuaded to actively participate, the program cannot meet its more serious program objectives. The very value of alternative activities is that their appeal can serve to get the youth involved in the larger prevention effort. At the same time, the activities are selected and structured to respond to the needs of youth.

### **Integration into a Comprehensive Prevention Program**

Alternative activities by themselves can have only a limited effect on use of alcohol and other drugs. When used in isolation, none of the traditional approaches to prevention has significantly changed behavior. Moreover, the alternative activities must not simply be superimposed on a traditional prevention curriculum, but should be integrated into the school prevention program, so that they reinforce its lessons and provide experiences in which youth can apply the skills being taught or see the practical application or relevance of these lessons to their own lives. Finally, a program of alternative activities can help create an adolescent culture that discourages use of alcohol and other drugs only to the extent that it aims to affect other causes and is combined with other strategies that address them.



## **Promotion of Positive Youth Development and Resilience**

Beyond giving youth something worthwhile to do, promising programs are a means to promote learning and growth. The activities should become part of a larger strategy to improve the youth's skills, well-being, and positive development in general. Until recently, prevention efforts have been focused primarily on preventing the onset of use of alcohol and other drugs. But prevention also must encompass the more far-reaching goals of promoting the development of healthy environments, life-styles, and behaviors, including a capacity to successfully adapt to life changes and stresses.

Research has demonstrated that resilient youth—those who do not succumb to substance abuse, school failure, or other problem behaviors even though exposed to significant stress and adversity—tend to have at least four attributes:

1. social competence (adaptability, responsiveness, positive relations with and concern for others);
2. problem-solving skills;
3. a sense of autonomy (good self-identity or self-efficacy, the ability to act independently and to exert control over the environment); and
4. a sense of purpose and future.

These personal attributes, in turn, have been linked to three conditions in their lives:

1. a caring and supportive environment;
2. high expectations for their behavior; and
3. opportunities to participate in activities that produce a sense of usefulness and responsibility.

Youth need to acquire a sense of belonging, self-worth, competence, and control over their lives. It is essential to foster a sense of being connected or bonded to family, friends, and society.<sup>15</sup> Well-designed alternative activities can significantly improve a school's ability to foster these personal attributes and conditions.

## **Extension of Prevention Efforts to High-Risk or Drug-Using Youth**

Classroom prevention curricula do not reach or meet the needs of all youth equally. Students learn in different ways; most school prevention curricula depend on good language and listening skills. Many youth do not respond well to traditional classroom activities or have already dropped out of school. Chronic absentees and dropouts report significantly higher levels of use of alcohol and other drugs than do their peers who attend school regularly. Reaching these youth is one of the major challenges facing schools.

Most prevention curricula emphasize a no-use message and are directed primarily at preventing the onset of any use of alcohol and other drugs. Prevention clubs, parent-education programs, and even many community programs have reported an inability to reach youth who have already become involved in use or are at high risk. A large-scale evaluation of parent-led

prevention programs and youth clubs has indicated that although they may prevent or reduce use among participants, the youth who are more likely to participate in such activities are those who already may be at lower risk.<sup>16</sup>

Creative alternative activities have the potential to attract into the sphere of prevention efforts youth who would otherwise not have been exposed or responsive to a prevention message, and to teach them necessary skills and give them positive experiences they would not otherwise have. These activities can also get parents involved in the program, extend prevention information to them, and raise awareness of the problem within the community.

## **Strategies for Program Implementation**

The strategies described in this guide are designed to help schools and community organizations develop alternative activity programs that develop the four attributes just mentioned, by providing constructive learning and growing experiences, and by extending the reach of both the classroom and the prevention curriculum. The discussions of the general strategies are followed by specific suggestions for action.

### ***1. Use the activity to reinforce the drug prevention lessons learned in the school curriculum, but avoid labeling the activity as an antidrug program.***

Keep the primary focus on the activity and its enjoyment, but use the activity to introduce prevention lessons indirectly. Alternative activity programs are designed primarily to be appealing to youth. Their value for drug education is that interest in the activity can serve to bring youth into the sphere of prevention efforts. To enhance the attractiveness of the activity-oriented program to all youth, the program must not be overtly labeled or perceived as drug prevention. Such a label may repel those youth in greatest need, particularly those already involved in alcohol or other drug use. The program should emphasize doing the activity and allowing the youth to see from their own experience the rewards of a drug-free life.

Many alternative activity programs have excluded any discussion of the dangers of alcohol and other drug use out of a fear that it would cause youth to reject the program as an attempt to preach to or control them.<sup>17</sup> Although the primary focus should be on the activity, not on teaching prevention, one reason some alternative activity programs have had little effect on use of alcohol and other drugs is that they have avoided any reference to the behavior itself or have given a low priority to drug education.<sup>18</sup>

A well-designed information component to an alternative activity program can enhance prevention efforts by reinforcing the school antidrug curriculum, providing a means to help youth understand and appreciate the relevance of the lessons, and extending the reach of drug education to youth outside the classroom. The keys to success are the type of information provided and the manner of delivery. Prevention research has shown that prevention efforts have significantly less influence when lectures are the only means of instruction.<sup>19</sup>

As in all prevention efforts, provide only information that is balanced and believable.

Exaggerated claims about the dangers of alcohol and drug use and other scare tactics have proved ineffective and even counterproductive, causing youth to disregard legitimate dangers. Information about the health and social consequences of use should be scientifically accurate, up to date, and relevant to the concerns and interests of youth.

Make sure the information is consistent with and reinforces the school prevention curriculum.

The effectiveness of prevention programs in part depends on the intensity of exposure. Regular "booster" sessions or refresher courses have been found to be necessary to extend positive program effects over time. By reinforcing the lessons of the school curriculum after school hours and during the summer in an appropriate manner, alternative activity programs can serve a similar booster function.

Emphasize that youth may not use drugs while participating in the activity, but avoid making a pledge of total abstinence a requirement for initial participation, thereby excluding youth who need the program.

Some programs have made a pledge not to use drugs at all a requirement for participation, often having youth sign contracts to make this clear. The effectiveness of this technique, however, has not been documented; it may serve to keep away youth who already use alcohol or other drugs and who might benefit most from the program. One promising compromise approach requires that attendees pledge not to use alcohol and other drugs before or during the activity and at or near the facility.

### **Specific Suggestions**

- ◆ Select a general program name rather than an antidrug name.
- ◆ Introduce drug education topics as natural outgrowths of the activities, much as drug education is infused into the content of traditional academic curricula.
- ◆ Explain the dangers of alcohol and other drug use as part of more general discussions of the difference between healthy and unhealthy risk taking.
- ◆ Emphasize the healthy life-style and feelings of well-being that can be gained from the activity and the ways in which alcohol and drug use interferes with those benefits.
- ◆ Use discussion groups to enable youth to explore their personal concerns about alcohol and other drug use.
- ◆ In performing arts programs, have students create presentations with themes related to alcohol and other drug use, and then follow up performances for other students with discussions or role playing. Such a strategy not only provides a positive activity for

participants, but may more directly interest the students in the audience in the dangers of alcohol and other drug use and help them to understand the importance of avoiding it.<sup>20</sup>

**2. *Select challenging activities that promote the development of social and personal skills, maintain high expectations, and teach the skills needed for success.***

As research into resilience indicates, the most promising alternative activities are those that offer youth a challenge, encourage personal competence, maintain high expectations for youth to succeed, and help youth develop the skills to meet the challenge, thereby instilling a sense of accomplishment and autonomy.

Alternative activities that attempt to teach skills and instill confidence have been found more effective than those that do not. In one review of alternative activity programs, skills-based academic, sports, and religious activities, as well as active hobbies, were associated with at least some decreased use of drugs, whereas entertainment, social, and vocational activities were associated with more use of some substances.<sup>21</sup>

Similarly, of all prevention strategies, high-intensity, skill-focused alternative activities had the most positive effects on youth who used drugs, youth who experienced school problems, minorities, children of alcoholics, and delinquents. Skills-oriented alternative activities are thought to be more effective with these special populations because they provide these youth with a sense of empowerment and control over their lives perhaps for the first time.<sup>22</sup>

Building a positive self-image is specifically identified as a main goal in most of the promising programs and is an implicit goal in the others. Just as alternative activities should reinforce the drug prevention taught in the classroom, they should also promote the acquisition of social and life skills that have become an important component of most prevention curricula and are an important characteristic of resilient children. Core life skills include communication, problem solving, conflict resolution, development of social support networks, risk-reduction decision making, stress reduction, critical thinking, and refusal and assertiveness.

These social skills are at the heart of all prevention programs because they enable youth to adapt well to their environment, to form positive relationships with others, to build self-efficacy and a sense of autonomy, to avoid or manage conflict wisely, and to deal with problems in a healthy manner. All these skills empower youth to avoid alcohol and other drug use.<sup>23</sup>

Alternative activity programs are especially valuable for teaching these skills because they are more readily acquired through practice than through study. Students need more opportunities to bridge the gap between knowledge acquired in the classroom and daily decision making. Although role playing and other skills-practice techniques are often employed in the classroom, schedules and the classroom setting limit their effectiveness. Alternative activities can give youth the opportunity to use these skills in real-life situations, especially in interacting with peers.

## Specific Suggestions

- ◆ Make sure that the skills required by the program can be mastered by the target population. Although one of the values of this approach is teaching youth a skill they can master, the activity should be accessible to everyone rather than a talented minority, and should not require lengthy skill development before a participant can enjoy it. Otherwise, the person might not want to engage in it again. The activity should be both interesting and age appropriate.
- ◆ Provide enough time for the participants to master the skill. All activities need to be provided often enough and long enough for participants to develop the requisite skills through practice and to master the activity. Many youth development programs provide activities for only one to two hours a week, which is too little to provide the sustained support many youth require to benefit from the activities.
- ◆ Make all information and rules needed for participation very clear. Actively supervise youth and hold youth accountable for their behavior.
- ◆ Offer an enriching and challenging array of academic, social, recreational, and service activities, so as to attract the most participants and to give each the opportunity to achieve in an activity. Some youth programs that concentrate on only one aspect of development (e.g., recreation) miss opportunities to promote the acquisition of other skills (e.g., thinking, academic).<sup>24</sup> However, although middle- and high school youth should be given a choice in courses and activities, elementary school children may need more structure and fewer choices.
- ◆ Point out the connection between the skills needed for the activity and the skills needed for life.
- ◆ Sponsor retreats to concentrate on building and practicing skills.
- ◆ Include activities that require problem solving and critical thinking, and use group activities to facilitate the development of social skills and conflict resolution.
- ◆ Provide activities that allow minority youth to learn about, and take pride in, their cultural heritage—activities such as culturally or ethnically relevant theatrical productions, music, or dance. Research has shown that minority youth with a strong sense of cultural identity, especially those who function competently in two cultures, are less likely than other minority youth to use alcohol and other drugs. In addition, such activities help attract into prevention programs youth who are interested in learning more about their heritage.<sup>25</sup>

**3. *Maintain an encouraging, cooperative, supportive, but structured environment that emphasizes participation and collaboration rather than competition.***

A supportive environment is frequently associated with resilience among youth in high-risk environments. The structure of the alternative activity program, and the interaction it engenders, should foster a healthy environment for learning and growth. Although program staff should maintain high expectations for youth and encourage them to strive to master skills, the staff should also maintain a noncritical and noncompetitive approach.

Competition can be healthy, and youth need to learn how to compete. Some promising programs sponsor team competitions to develop performances related to prevention; such competitions can generate interest and involvement of youth, parents, and the community at large. The focus of the program, however, should be not on winning a competition but on learning skills and on participating. Concern about performance and winning can reduce the pleasure of the activity and the benefits of the program in promoting positive development.

Sports programs in particular can have a deleterious effect if they reward only winning—to the exclusion of being sportsmanlike, cooperating, and handling defeat.<sup>26</sup>

A supportive environment is also well structured to teach youth responsibility and accountability. Especially for younger adolescents, development research has shown that highly structured programs may be most appropriate. In a survey of community prevention programs, staff considered order, predictability, and discipline essential to program success. Furthermore, the participants reported that they liked these characteristics.<sup>27</sup>

### **Specific Suggestions**

- ◆ Communicate from the beginning that the appreciation and enjoyment of the experience itself are most important, not winning competitions.
- ◆ Make all the information and rules needed for participation very clear; actively supervise youth and hold them accountable for their behavior.
- ◆ Engage the youth in a discussion of their performance-related concerns and then help them overcome these concerns.
- ◆ Guide participation carefully in a nonthreatening manner, with constant encouragement.
- ◆ Help youth learn not only to set and achieve goals, but also to compete fairly, win gracefully, recover from defeat, and resolve disputes peacefully.
- ◆ For physical activities, sponsor more individual sports and create a noncompetitive climate, or limit team and competitive sports to older youth who have already had a chance to master the skills involved.

**4. Get youth involved in planning and running the program, and enable youth to serve as a resource to their peers and their community.**

Young people respond enthusiastically to programs that reflect their needs and desires, but they avoid programs that adults plan without their advice.<sup>28</sup> Youth should be actively involved in planning and operating the alternative activity program, with adults in the role of facilitators rather than controllers. By becoming active participants rather than passive receptors, youth are better able to learn the lessons and to acquire the skills and resiliency attributes that the program is trying to impart.

Two strategies for youth involvement that contribute to constructive youth development are peer leadership and community activity projects. Because peer pressure is a risk factor for alcohol and drug use, workers in the prevention field have tended to view peer interactions as something to be avoided. As a result, training in peer resistance is the single most common strategy in today's prevention curricula. However, peers can also encourage youth to avoid drugs, and healthy development requires positive peer interactions, through which youth can learn critical social skills and maintain a supportive social network.

Community service activities offer multiple benefits to both youth and society by tapping the creativity, energy, and idealism of youth in helping others. Community service is an excellent way to promote a sense of worth, social bonding, adoption of adult skills and responsibilities, and, as a result, overall healthy development. Many youth today feel disconnected from their families, schools, and communities, segregated into "youth ghettos." This kind of alienation encourages youth to identify themselves through peer culture and to participate in risky or problem behaviors such as alcohol and other drug use.<sup>29</sup>

By offering youth opportunities to help their peers, schools, and communities, alternative activity programs can communicate to youth that they are valued resources, can help them connect to society, and encourage prosocial behavior. By providing youth with an opportunity to connect with other people and to a larger purpose, these programs also help the community see the value of supporting young people, rather than simply seeing them as a problem.

**Specific Suggestions**

- ◆ To determine what kind of activities are most suitable to offer, solicit the views of the target youth population about their needs and interests. Soliciting their views will not only promote involvement of the youth but will help ensure that the activities offered are appealing and meet their needs.
- ◆ Get the youth involved in making decisions and operating the program. Form youth advisory boards to set program policies and communicate the interests of youth to the program staff. Let youth participate in program operation by teaching skills, taking care of the facility, planning special events, or representing the program to community, media, and public officials.

- ◆ Involving youth as peer helpers or leaders can have multiple benefits. Youth enjoy being asked to play the role of teacher, and they grow from the responsibility. When peers have been used as academic tutors or providers of antidrug education, it has been generally found to be a positive experience in which the peer provider gains as much as the youth being taught. Provider competence, skills, and self-esteem have been increased. They also can enhance program effectiveness by serving as good role models to whom other youth can relate. However, care must be taken to assure that peer helpers are appropriate role models and well trained in a range of skills, including communication, active listening, and questioning.<sup>30</sup>
- ◆ Use participating youth to recruit new participants.
- ◆ Create positive, drug-free peer support groups.
- ◆ Community service activities can range from rebuilding community parks and neighborhood recreational areas to academic tutoring, literacy training, or child and elder care. Community-wide prevention efforts can be promoted by including activities that assess local problems related to alcohol and other drug use and communicate the need for prevention.
- ◆ To avoid duplication and rivalry in community resource activities, make sure that any service activity that is selected is responsive to the needs of the community and has the support of any community leaders that may be involved. The program should not displace paid employees or interfere with the responsibilities of public agents.

**5. *Forge collaborative linkages among school, family, and community to deal with the multiple problems of high-risk youth.***

Because many risk factors associated with alcohol and drug use are beyond a school's reach, prevention efforts must expand beyond school boundaries. A recent white paper from the Office of National Drug Control Policy in the White House concluded that community collaboration in addressing substance abuse was "perhaps the most promising recent development in the prevention field," with the very existence of a strategic alliance of leaders a challenge to local attitudes that tolerate use.<sup>31</sup>

Accomplishing school-parent-community collaboration is, however, a daunting task with few guidelines and many logistical, financial, legal, and bureaucratic barriers. Parental involvement is plagued by difficulties in recruitment and retention, and community-level prevention efforts are often hampered by the different interests and agendas of the many parties involved.<sup>32</sup>

Alternative activity programs provide an ideal vehicle for forging such collaborations and extending the reach of prevention beyond the school. They have the potential for facilitating collaboration because activities for youth have an inherent appeal to, and often benefit, families and communities. Parents



enjoy seeing their children mastering skills and performing. Supervised after-school activity programs also benefit working parents and businesses struggling to deal with the problem of day care for their employees' children.

On a practical level, too, collaboration among the program, the school, and the community is necessary for program success. Given limited resources, school-sponsored programs need to reach out to the community for support, both financial and voluntary. And in many communities local schools may have the only facilities available to house an activity program. Schools, families, and community leaders must work together to design and operate programs that will appeal to and address the needs of all youth and ensure that the goals outlined here are accomplished.

Some schools are resistant to allowing other organizations into school facilities in nonschool hours and apprehensive about their lack of control over such programs. They would prefer to refer youth to off-school programs. Yet the school-based alternative activity programs that have proved most successful are those with the closest collaboration between school and program staff.

### **Specific Strategies for Schools**

- ◆ Join with existing community youth organizations to establish programs. More than 17,000 community youth programs exist nationally, and they rank second only to public schools in the number of youth they reach. These programs include large, well-financed, and well-staffed national groups such as Boy Scouts and Girl Scouts, Boys and Girls Clubs, and the YMCA/YWCA; grass-roots independent and religious organizations for youth; adult service clubs, sports organizations, senior citizen groups, and museums; and public institutions such as libraries, parks, and recreation departments.
- ◆ Collaborate in assessing and monitoring program participants. The ability of programs to assess and respond to individual needs, as well as to monitor the success of the program itself, can be improved if the program staff work closely with school guidance counselors. Feedback from program staff can also help school staff in addressing student needs.
- ◆ Allow community-based programs to use school facilities. Educators need to develop innovative ways to make their facilities available outside school hours, especially in rural areas, where the school is the logical and perhaps the only site for establishing a community activities center for youth. Allowing access to school facilities will also help eliminate the persistent problem of transporting youth to community program sites.
- ◆ Coordinate prevention efforts, to make sure that the content of the alternative activities is consistent with the prevention efforts of the school.
- ◆ Publicize programs in school and encourage students to participate. During school, teachers and staff should communicate high

expectations for students to make better use of their out-of-school time, help students make constructive choices, and make students aware of the existence of alternative activities in the community. Schools should allow alternative activity programs to publicize their activities in school so that students are aware of them, or inform students about where and what activities are available to them outside school.

- ◆ Provide educational expertise. Schools can lend their expertise to help design and set up community youth programs and to train program staff in the skills they need to be effective in their roles.
- ◆ Collaborate with community service organizations to which youth can be referred for needed assistance.

**6. Use the activities to expand antidrug activities beyond the school by increasing awareness of alcohol and other drug problems among families and in the community.**

Collaboration in itself enhances community awareness of the need to address the problem of alcohol and other drug use among youth. Alternative activities can be used to extend prevention education into the family and throughout the community. All the promising programs of alternative activities make some attempts to reach parents, ranging from inviting parents to an orientation meeting to providing drug education classes for parents, getting parents involved in the initial planning and needs assessment for the program, planning and attending ongoing activities and special trips, encouraging parents to serve as volunteers, presenting prevention-related programs to them, and providing family health and social services.

**Specific Suggestions**

- ◆ Get families and community members involved in planning and implementing the program by asking for their suggestions about the interests and needs of youth as well as their own interests and needs.
- ◆ Include in the alternative activities some performance activities that have drug-related themes. Activities that involve public performances or media presentations that have drug-related themes can be used to educate adult audiences and may encourage family members to seek help.
- ◆ Persuade parents to become involved by holding activities or providing services that are appealing to parents, not just to their children.
- ◆ Do not make participation of youth contingent upon their parents' involvement. Some programs require parents to attend at least an initial orientation meeting, but this practice has been found to limit the recruitment and participation of youth who were most in need.

## **Promising Programs**

This section provides some details about six promising programs: the Children's Aid Society Community School and The Door—A Center of Alternatives, both in New York City; the Jackie Robinson Center for Physical Culture in Brooklyn, New York; Each One Reach One in Fairfax, Virginia; the Whittier Elementary School Prevention Program in Great Falls, Montana; and the Boys and Girls Clubs of America/Smart Moves program, a nationwide program headquartered in New York City. The section ends with capsule summaries of several other promising programs across the country. Names and addresses of leaders of all the programs described here appear at the end of this report.

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## **Children's Aid Society Community School**

*New York City*

In the impoverished Washington Heights-Inwood section of New York City, the Children's Aid Society collaborates with the city Board of Education in operating a before- and after-school program at Urena Intermediate School that is seamlessly coordinated with the school curriculum. More than half of the school's students, largely poor students from the Dominican Republic, are voluntarily enrolled in the program, which is designed to provide a comprehensive second home for the youth and to shield the teachers from having to deal with the children's health-related and other problems so that they can concentrate on teaching.

The program operates from 7:30 to 8:45 a.m. and from 2:50 to 6 p.m. on schooldays, as well as on Saturdays and during the summer. Most instruction is organized into four "academies" focusing on (1) the expressive arts; (2) business; (3) mathematics, science, and technology; and (4) community service. Peer tutoring is offered to everyone, and instruction in Spanish and in English as a Second Language (ESL) is offered to non-English-speaking youth. Other activities include computer training, fitness activities, and team sports.

A course in entrepreneurship, designed by the National Foundation for Teaching Entrepreneurship, is offered twice weekly, and many of the young people apply what they learn to setting up businesses. Three businesses—a catering company, a T-shirt company, and the school store—operate at the school as extensions of the business academy curriculum.

In addition, the program operates a Family Resource Center and Social Services Unit, which offers workshops, mental health counseling, and a variety of classes for parents (e.g., ESL and General Equivalency Degree classes and aerobics). The workshops address issues facing adolescents, such as teen sexuality and AIDS; some workshops are designed for parents only, some for adolescents only, and some for both. Health care and dental services—mainly physicals, screenings, immunizations, and dental checkups—are offered in a medical clinic, where parent volunteers serve as receptionists and keep many of the records.

Program staff are hired by the Children's Aid Society. Staffing by school teachers has been encouraged because of their familiarity with the children's needs, and as the program has developed, the number of instructors from the school has grown to about 75 percent. The staff also includes staff from other Children's Aid Society centers, parents, and local residents.

Program staff emphasize that, to work effectively, the partnership between the Children's Aid Society and the Board of Education has required constant consultation and cooperation. The Society maintains its own administrative headquarters room in the school and holds regular meetings with school staff and teachers.

The Urena Intermediate School has the highest attendance in the district and higher academic scores than neighboring schools with similar enrollment. The school also has high volunteer and participation rates by parents.

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## **The Door—A Center of Alternatives**

*New York City*

Begun in 1970, The Door is one of the oldest examples in the nation of a community youth center that uses an extraordinary array of arts classes, recreation, education, and special events to reach youth and their families who need other services. The program maintains a highly visible, easily accessible facility in the community, called the Center of Alternatives, where youth ages 12 to 20 can gather from 2 to 9:30 p.m., Mondays through Fridays, to participate in activities of interest and to find help and support.

Some 30 services and programs, including free nightly meals for participants, are coordinated under one roof. Each day the program serves about 250 youth, most of them poor and disadvantaged. Membership is voluntary and free, but youth must sign an agreement pledging not to "use or sell drugs near The Door, at The Door, or before coming to The Door" or to "smoke in The Door or within 1 block of The Door." The program is funded by government, businesses, and other private sources.

When a young person first enters the facility, a primary counselor helps the youth develop a plan for taking advantage of the many opportunities offered by The Door; the goal is to develop close and ongoing contact to guide the youth through full use of those opportunities. Staff from all service areas meet nightly to review the youth's plans confidentially.

The Door offers programs in the visual arts (drawing, painting, watercolors, silkscreening, photography, jewelry making, sculpture, woodworking, pottery, and airbrushing), the performing arts (music, drama, and dance), and physical activities (basketball, gymnastics, wrestling, weightlifting, exercise classes, martial arts, table tennis).

As part of a public-private partnership with the New York City Board of Education and Citibank, an alternative high school has been established at The Door to help teenagers complete their education in a setting that emphasizes interdisciplinary teaching and cross-cultural studies. The Door also provides services to help bridge the gap between school and work, with an emphasis on cooperative small-group learning supported by individual instruction. These services encompass basic skills training, GED/high school equivalency, tutoring, career counseling and job placement, college preparation, youth leadership/development, and computer training.

The Door and local schools collaborate to encourage membership and to assist each other. Door staff make presentations at local schools about the after-school services, and work with school staff to identify ways to reach students with Door services. Staff also provide some health education classes at schools.

The Door also provides routine medical care, HIV counseling and testing, prenatal and perinatal counseling, and nutrition education. Because many youth who come to The Door arrive in a state of crisis, a counseling center provides a wide range of human services on site (crisis intervention, legal help, social services, drug prevention services, mental health counseling) or through referral (shelter, drug treatment). Individual counseling, support groups, and

referral for residential treatment are used to help at-risk youth stay away from alcohol, tobacco, and other drugs.

Members serve as core planners of the project, with responsibility for developing a Door Youth Council and behavioral code, enforcing Door rules, training to become peer counselors, planning monthly meetings, conducting Door tours, and writing The Door's newspaper. Thus youth are given opportunities to acquire leadership skills, perform community service, and work with local agencies and businesses, as well as enhance their education and work-related skills.

Half of the staff are paid and half volunteer. The paid staff includes teachers, lawyers, physicians, social workers, psychologists, and artists. Adult volunteers are expected to make a long-term commitment to the program.

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## **Jackie Robinson Center for Physical Culture**

*Brooklyn, New York*

The community-based Jackie Robinson Physical Culture Center of the Medgar Evers College offers its program in 17 public intermediate and junior high schools in Brooklyn, New York, after school on weekdays from 3:30 to 9:30 p.m., and from 10 a.m. to 10 p.m. on Saturdays and noon to 6 p.m. on Sundays. Funded by the New York state legislature since 1987, the center provides supervised sports and cultural activities, education, social services, and special events for more than 5,000 mostly low-income African American youth ages 8 to 18 each year. The program is designed to help youth avoid use of alcohol and other drugs, achieve in school, and develop their leadership skills.

Each participant is required to agree to attend at least two days a week and to receive a minimum of seven hours of instruction each week—three hours for a chosen activity, another three hours for academic instruction, and one hour for counseling. All participants also must agree to remain in school and to be drug-free. Participation also requires parental consent; staff meet with the parents before the youth are admitted. Classes on parenting skills are offered, and the parents plan trips and engage in activities of interest to them.

The youth are placed in same-age groups of 25 under the leadership of a coach or instructor. Activities include basketball, track, softball, soccer, martial arts, dance, drama, cheerleading, chorus, marching band, steel band, jazz band, woodworking, and art. The education program initially concentrated on mathematics instruction but has been expanded to the language arts. Antidrug instruction occurs in the counseling sessions, in workshops conducted by agencies with prevention expertise, and in medical examinations and health-related workshops.

Many of the administrators come from the school district, and many program instructors are teachers. The program emphasizes staff training and the creation of a mentor relationship between staff and participants. The schools give the program access to participants' academic records in order to monitor their progress. School and program counselors work together to identify high-risk youth and give them the help they need in school and in the program. Local churches, government, and community agencies help conduct workshops and accept referrals of needy youth.

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## **Each One Reach One**

*Fairfax, Virginia*

This program promoted community-based drug-free peer networks by having high-risk youth ages 11 to 18 recruit other youth to participate in a variety of drug-free activities, including a rope training teen development course at a regional park, daily outings to parks for recreation, and trips to museums, plays, ball games, movies, entertainment centers, and the circus. The program drew on social influence model programs for alcohol recovery in which drug-free places are established in the community where "it's okay not to use drugs."

Daily after school, evenings, and on weekends, the program operated out of a rented facility in a community shopping center where young people gathered, held social events and rap sessions, planned future activities, and met to be taken for daily outings. Youth were originally recruited by staff "hanging out" at recreation centers associated with housing projects and describing the program to youth. Many of the youth were also referred from community agencies, including the schools, but the most successful recruitment method was peer referral. Once enrolled, the youth were free to attend as little or as much as they desired.

Outings that were fun were considered very important to the attractiveness of the program and to the continued involvement of young people in it. All of the youth were encouraged to become actively involved in planning and running future activities, including drug-free events. The staff created a youth advisory board to develop initiative and leadership skills. Many youth served on other community boards.

Each week, the program participants met for an hour to discuss their personal concerns, including drug-related issues. Although the schools were not involved in the program at first, once it was established, the schools asked to be included. The program staff came from the county alcohol and drug services agency.

Youth could not participate unless parents came to the center for at least one orientation meeting. Adults were encouraged to become involved as sponsors, supporters, or volunteers, and parents were invited to attend some outings with the youth. However, parents' participation was low. Most actually participated only in the final party, when refreshments were provided, leading staff to suggest that such parties should have been scheduled earlier in the program.

An evaluation of the program indicated that it did reach high-risk youth and that the program successfully developed long-term drug-free peer networks among participants and delayed onset of alcohol use and reduced current use. Peer friendships were developed; for some, the program activities represented the only close ties they had with other youth. Some youth who had used alcohol stopped, substantial numbers of youth who had never used alcohol before the program did not progress to using it.

The two main obstacles to participation for many youth were a lack of any means of getting from school or home to the center and the requirement that parents attend at least one orientation. Participants who were recruited



through other participants were more likely to continue to participate than were youth who were recruited by adults, schools, and other community agencies.

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## **Whittier Elementary School Prevention Program**

*Great Falls, Montana*

In the 1980s, Whittier Elementary School, which serves a poor, high-risk, inner-city, mostly American Indian population, found that its standard peer resistance prevention program by itself was having little effect. The school was plagued by violence, theft, vandalism, truancy, substance abuse, and the lowest academic record in the school district. As a result, the school, working closely with the community, expanded the prevention program to incorporate a variety of alternative activities from 7 a.m. to 9 p.m. In 1991-92 the school won a U.S. Department of Education Drug-Free School Recognition Award for its success in reducing drug use.

The school provides some two dozen different activities during and after school, including some such as dancing lessons to which the youth would not normally have access because of the cost involved. The program emphasizes having fun, but it also provides positive adult role models and works to improve the children's academic skills through the practical application of skills learned in school. Weekly programs include storytelling, reading, handicrafts, and presentations by visiting speakers. Students act as peer tutors for those who need help with schoolwork. There is also a summer reading camp.

The Uptown Optimist Club helped establish an in-school scouting program for sixth-graders, modifying the Boy Scouts' Learning-for-Life program to match the school's academic curriculum and to emphasize Indian culture. Lessons are designed to instill values of good character, citizenship, and personal fitness. A Cub Scout program was made available one hour a week, also during school time, to all students, boys and girls. Local businesses, churches, and service organizations provide program funding and scholarships for recreational or educational experiences that these youth would not otherwise have, and they provide visiting speakers. In turn, the school Scout troop is involved in almost every civic program, and the children have gained poise, self-confidence, and the ability to communicate. The school also instituted a work-study program so that youth could earn part of the cost of their clothing and other necessary items by doing chores at school and in the community.

The school district's Alliance for Youth, which meets monthly, sponsors several workshops a month, and the parents cosponsor programs and events.

The school uses a commercially available prevention curriculum at all grade levels, and other drug-related and health education materials are infused into health, social studies, physical education, and science classes. The school maintains an on-site Alateen group, and students who need assistance are referred to the school's Chemical Awareness Responsive Education (CARE) teams and directed to various support groups.

By the end of the first year of the program, the school had experienced substantial declines in teacher referrals of students to the principal's office, serious after-school and playground fights, insubordination in class or on the playground, vandalism, and substance abuse, and the school's academic performance had risen from last in the district to fifth from the top. As a result, the Boy Scout Council is now making the program available to schools

throughout the state, and the Murdock Charitable Trust is also providing funding.

The success of the program appears to lie in the active participation of the principal and staff, and in the combination of teaching a drug-free life-style and offering interesting alternative activities. In turn, awareness of the school's antidrug activities stimulated community support.

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## **Boys and Girls Clubs of America/Smart Moves**

Among the community youth development organizations that are potential collaborators with schools is the nationwide federation of local autonomous Boys and Girls Clubs (BGC) of America, which has developed a comprehensive prevention program of support and counseling for disadvantaged youth in 200 public housing developments, including its own prevention curriculum, called Smart Moves, to deal with alcohol and other drug use and teen pregnancy. The curriculum has several components: training in building communication, social, life, and resistance skills; information about alcohol and other drugs; alternative activities; and programs for parents emphasizing communication skills and antidrug information.

The alternative activities and events are aimed at promoting the prevention message in the community. The objectives are to increase participants' knowledge about drugs, alcohol, and sexuality; to increase communication among the people who play important roles in the lives of young people; to help preteens to identify and to resist media and peer pressures to use drugs and alcohol, and to understand the physical and social changes they are experiencing; and to help teens develop better decision-making, problem-solving, and goal-setting skills.

One club that has received national recognition for its prevention efforts is the Madison Square BGC, which operates five clubhouses in New York City. The club takes a comprehensive approach to youth development, stressing youth empowerment, decision making, and self-esteem, and provides counseling, educational, and employment services. It has just adopted a social casework approach.

All the activities that take place at the clubs are designed to provide educational and prevention experiences after school from 3 to 9 p.m. on weekdays, and from 10 a.m. to 5 p.m. on Saturdays, with extended hours on holidays. Activities are developmentally appropriate for three age groups: For youth ages 6 to 9 years, the emphasis is on arts, crafts, and noncompetitive games; for youth ages 10 to 12 years, on skills development; for ages 13 to 15 years, on group experiences, with more team and competitive sports. Youth are recruited by flyers, friends, and referrals from schools and other organizations, and are attracted to the program with games and social events.

The clubs are run by trained staff and volunteers who are familiar with neighborhood youth and take an active interest in participants' lives and try to get parents involved. The Smart Moves program has a detailed training manual that emphasizes selecting adult leaders with the ability to teach by example and training them thoroughly in drug education, team organization, and program implementation. The training has been found to be a successful vehicle for enrolling volunteers who can function as leaders with confidence and authority.

An evaluation of the public housing program found that residential areas with clubs had experienced an overall reduction in alcohol and other drug use, drug trafficking, and other drug-related crime.<sup>53</sup>

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## **Tender Loving Care, Think and Try**

*Portland, Oregon*

The Tender Loving Care, Think and Try program, headquartered at Portsmouth Middle School in Portland, Oregon, combines noncompetitive recreational games, particularly wrestling, with academic enhancement activities and field trips to community businesses and agencies to help elementary and middle-school youth explore life options and teach them how to be successful in life. Begun at the grass-roots level by individual initiatives, the program has become a collaborative project of the Portland Public School District, the Portland Park Bureau, and numerous community agencies.

During the school year, program staff schedule activities in schools, parks, community centers, and churches two afternoons a week and one hour a week during school. In the summer, the program sponsors seven week-long sessions, a highlight of which is a party to which each participant's entire family is invited. The program emphasizes strengthening youth and families in all aspects of their lives, and maintains a 24-hour hot line for assistance. The program staff refer youth and their parents to community services they need that are not provided by the program.

More than 700 children participate each year, and children involved in the program have shown a decline of 75 percent in referrals for behavioral problems in school and an increase of up to 94 percent in daily school attendance.

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## **Youth Orchestra Program**

*Washington, D.C.*

In the Youth Orchestra Program in Washington, D.C., music is a vehicle for teaching life skills and attitudes such as persistence, hard work, patience, teamwork, and self-reliance. The program is open to all youth between the ages of 5 and 19 in the metropolitan area, many of whom have no previous experience in playing any musical instrument when they join. Originally organized as part of the D.C. public schools, this after-school and summer program is now a nonprofit organization that contracts annually with the public schools.

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## **Junior Golf: Today and Beyond**

*Los Angeles*

The Junior Golf program of the Ladies Professional Golf Association is a noncompetitive, prevention-oriented sports program that gives inner-city youth a chance to learn the basics of golf while teaching respect for other persons; the avoidance of drugs, gangs, and firearms; and the importance of staying in school. The program, which emphasizes that "drugs and golf don't mix," encourages noncompetitive mastery of skills, but the program also provides transportation and funding for youth who do desire to compete. Established in 1989 with a grant from the Amateur Athletic Foundation of Los Angeles, the program continues through donations from corporate sponsors, including various golf equipment manufacturers. The program is now being expanded nationally.<sup>34</sup>

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## **Drug-Free Activity Zones**

### *Brookhaven, New York*

In Brookhaven, New York, three Drug-Free Activity Zones, where youth ages 13 to 20 can socialize and participate in sports activities and cultural events, have been designated as a collaborative effort of the Brookhaven Youth Bureau, Bay Area Civic Association, Suffolk County Sixth Precinct Policy, and the Drug Abuse Resistance Education (DARE) program. The zones, which are open Tuesday through Saturday nights, have resulted in a reduction in the hours police spend on youth-related calls, disturbances, and other incidents, and have improved relations between police and area youth.



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## **Winning Recreation Alternative Program (WRAP)**

*Tallahassee, Florida*

The Winning Recreation Alternative Program to Alcohol, Tobacco, and Other Drug Use (WRAP), operated by the Florida Recreation and Park Association in Tallahassee, trains park and recreation personnel to lead prevention skill-building activities as part of their regular programs with children (e.g., after school, summer camp, youth athletics). Agencies throughout Florida have received training in developing action plans for at least one of their programs, to include at least one alcohol-related education activity, one tobacco-related education activity, and activities to build life skills (communication, decision making, personal responsibility, self-esteem, and leisure education). In addition, with other community cosponsors, they plan a communitywide special event with a drug prevention theme.

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## **Camp DETOUR**

*Milledgeville, Georgia*

Camp DETOUR (Drug Education through Outdoor Utilization of Recreation) is a four-day intensive drug education and adventure-based camp counseling program developed at Boddie Middle School in Milledgeville, Georgia. The program is designed to teach youth refusal skills, alternatives to substance use, and cooperation with others. About 180 students a year travel to a state park three hours from home for classes and activities focusing on drug-free lifestyles. In groups of 15, students are assigned to a team leader from the school staff, who helps them work together to finish assignments, resolve issues that arise, and build friendships. Other school personnel, community leaders, law enforcement personnel, prevention specialists, and parents conduct activities so that the youth will become acquainted with community leaders. Follow-up activities—periodic day camps and exercises on the school's ropes course—continue through the year.

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## **Say Yes to Sports**

### *San Diego*

In the Say Yes to Sports program, the San Diego Hall of Champions Museum, with the San Diego schools, operates an after-school activities program two days a week at school and community sites. The program sponsors six-week sessions featuring a seasonal sports activity—such as flag football, soccer, basketball, and tennis—with the goal of getting as many youth to participate as possible. Half of the schools in the city participate in the program and donate their facilities. The school district also provides a late bus so that youth can be taken home after participating. Program coaches are drawn from the school staff. Community-based programs (YMCA, Tennis Patrons, Police Athletic League) share facilities as available for after-school activities, and all participate in magnet events, such as Super Bowl Youth Spectacular.

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## **Rock Challenge**

*Be Your Best Foundation, Los Angeles*

Rock Challenge—the most popular antidrug program for high school youth in Australia, where about one-quarter of the high schools participate—is now expanding across the United States, beginning in California. High school students work in school teams for six months, in after-school hours, to create live contemporary-music productions for presentation in a national competition. The program, which is integrated with existing antidrug programs at schools and requires participants to make drug-free pledges, is intended to demonstrate to young people that they can have fun without drugs and that drugs interfere with their potential. The activity is also designed to foster resilience through the mastery of new skills and a sense of accomplishment, enhancement of self-esteem and school pride, maintenance of a supportive environment with high expectations, and a peer support network for those who become involved.

The competition serves as a means to extend the message of no drug use to the family and the community. The musical productions may have a drug-prevention theme, but this is not a requirement. The antidrug message is presented through a newsletter and discussions at each competition. In Australia, the nationally televised final competition includes no-use commercials and testimonials.

## Program Addresses

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## Notes

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  26. Carnegie Council on Adolescent Development, *A Matter of Time*, 59.
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  28. Carnegie Council on Adolescent Development, *A Matter of Time*, 78, warns, "The agendas of many youth organizations are decided by adults, often at the national level, and the choices offered to young people are limited to those that adults determine."
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  32. U.S. Department of Education, *Success Stories from Drug-Free Schools: A Guide for Educators, Parents, and Policymakers*, ED/OESE91-47R (Washington, DC: U.S. Government Printing Office, 1992), 5; and California Department of Education, *Not Schools Alone: Guidelines for Schools and Communities to Prevent the Use of Tobacco, Alcohol, and Other Drugs among Children and Youth* (Sacramento: Department of Education, 1990), 2-3. Among other benefits, multicomponent school-based community prevention programs appear to improve results through a synergistic effect, as well as a consistency in message. See Kumpfer, "Challenges to Prevention Programs in Schools," 113.
  33. Steven Schinke, M. Orlandi, and K. Cole, "Boys and Girls Clubs in Public Housing Developments: Prevention Services for Youth at Risk," *Journal of Community Psychology*, *OSAP Special Issue* (1992), 118-28.
  34. C. Montoya, "At-risk Students Tee Off in Junior Golf Program," *Western Center News* (June 1993), 1, 3.