

Reaching Teens: Peer-to-Peer Approaches to Safety



Diana Starace, Safe Kids Middlesex County

Hilda Crespo, NOYS

Amber Kroeker, Safe Kids Huron Valley

Objectives



- Understand the power of peer to peer education
- Identify youth leadership groups within your community and their stakeholders
- Learn how to set up, evaluate and integrate peer to peer programming
- Discover why social media, videos and interactive programming plays a vital role in reaching teens
- Recognize local and national teen organizations
- Reach teens and how to get them involved with educating younger children and their peers

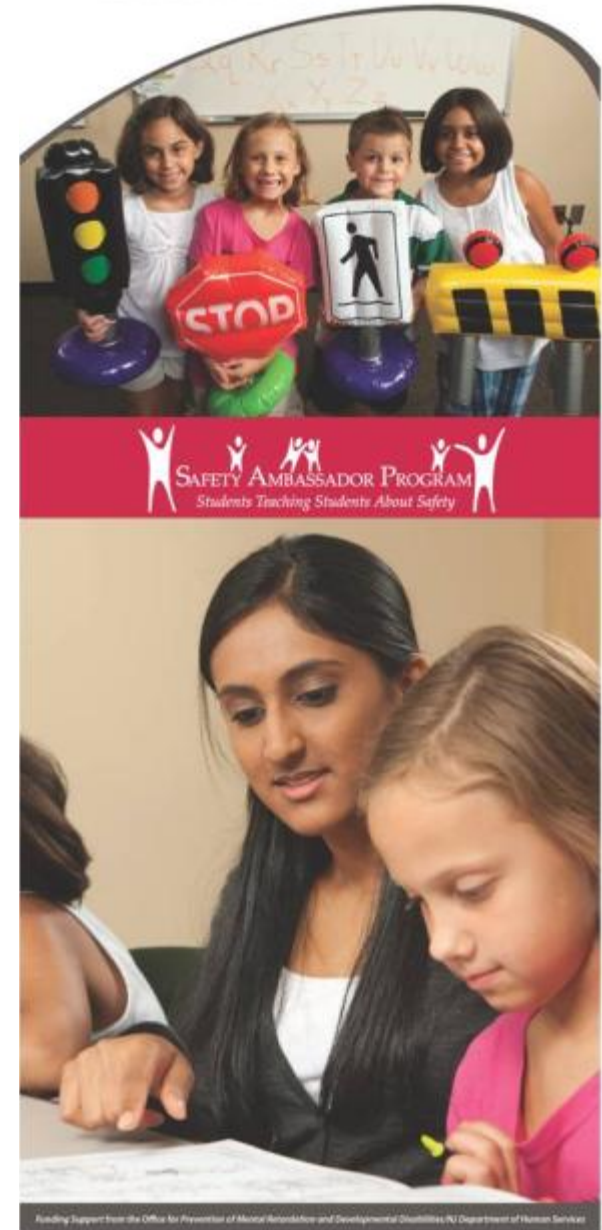


SAFE
K:DS
MIDDLESEX
COUNTY



Program Goal

To raise awareness of and decrease unintentional childhood injuries and their related risky behaviors through the use of a cross-age tutoring program that focuses on prevention strategies and solutions.



Number Unintentional Injury Hospitalizations by Age and Mechanism, Middlesex County residents, 2006-2008

Mechanism of injury	Age groups (years)				Total
	Under 1	1-4	5-9	10-14	
Suffocation*	2	5	2	1	10
Pedestrian (traffic and other)	0	7	11	25	43
Drowning	2	2	2	2	8
Fire/burns	8	22	4	3	37
MV Occupant**	0	7	6	8	21
Falls	41	96	123	90	350
Bicycle (traffic and other)	0	2	12	25	39
Poisoning	0	26	4	3	33
Firearms	0	0	0	0	0
Struck by/against	3	22	22	41	88
All other mechanisms of injury	14	55	23	43	135
Total	70	244	209	241	764

Numbers represent New Jersey residents admitted as inpatients to New Jersey hospitals.
Office of Injury Surveillance and Prevention Center for Health Statistics
October 28, 2009

Number of unintentional injury hospitalizations by age and mechanism,
New Jersey residents, 2006-2008

Mechanism of injury	Age groups (years)				Total
	Under 1	1-4	5-9	10-14	
Suffocation*	31	38	12	4	85
Pedestrian (traffic and other)	1	89	178	258	526
Drowning	8	43	21	20	92
Fire/burns	60	206	35	23	324
MV Occupant**	19	85	128	149	381
Falls	474	1001	1175	1094	3744
Bicycle (traffic and other)	1	30	158	424	613
Poisoning	32	476	59	52	619
Firearms	0	1	2	6	9
Struck by/against	25	145	172	490	832
All other mechanisms of injury	164	466	340	544	1514
Total	815	2580	2280	3064	8739

Numbers represent New Jersey residents admitted as inpatients to New Jersey hospitals.

Center for Health Statistics Office of Policy

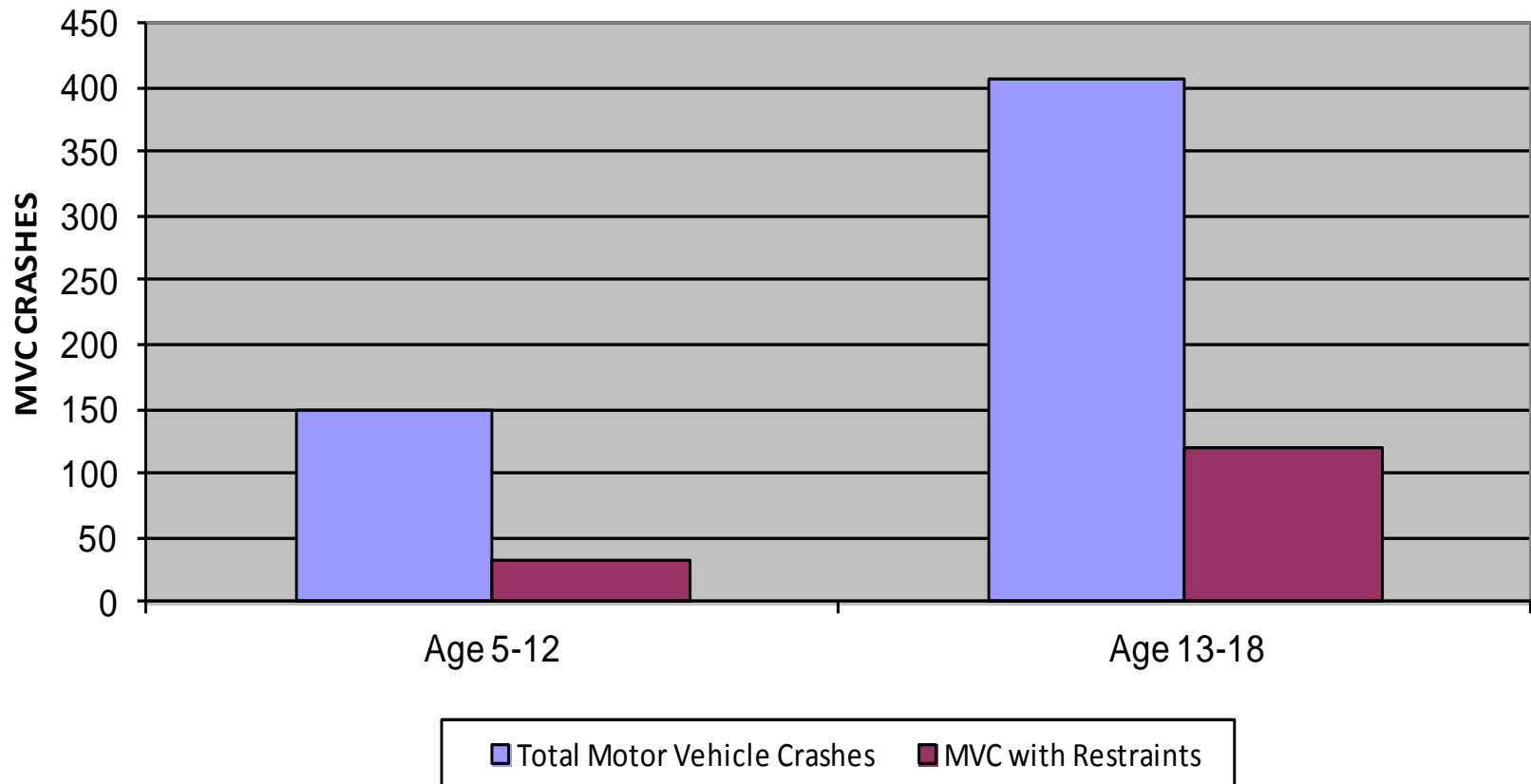
New Jersey Department of Health and Senior Services

November 2, 2009

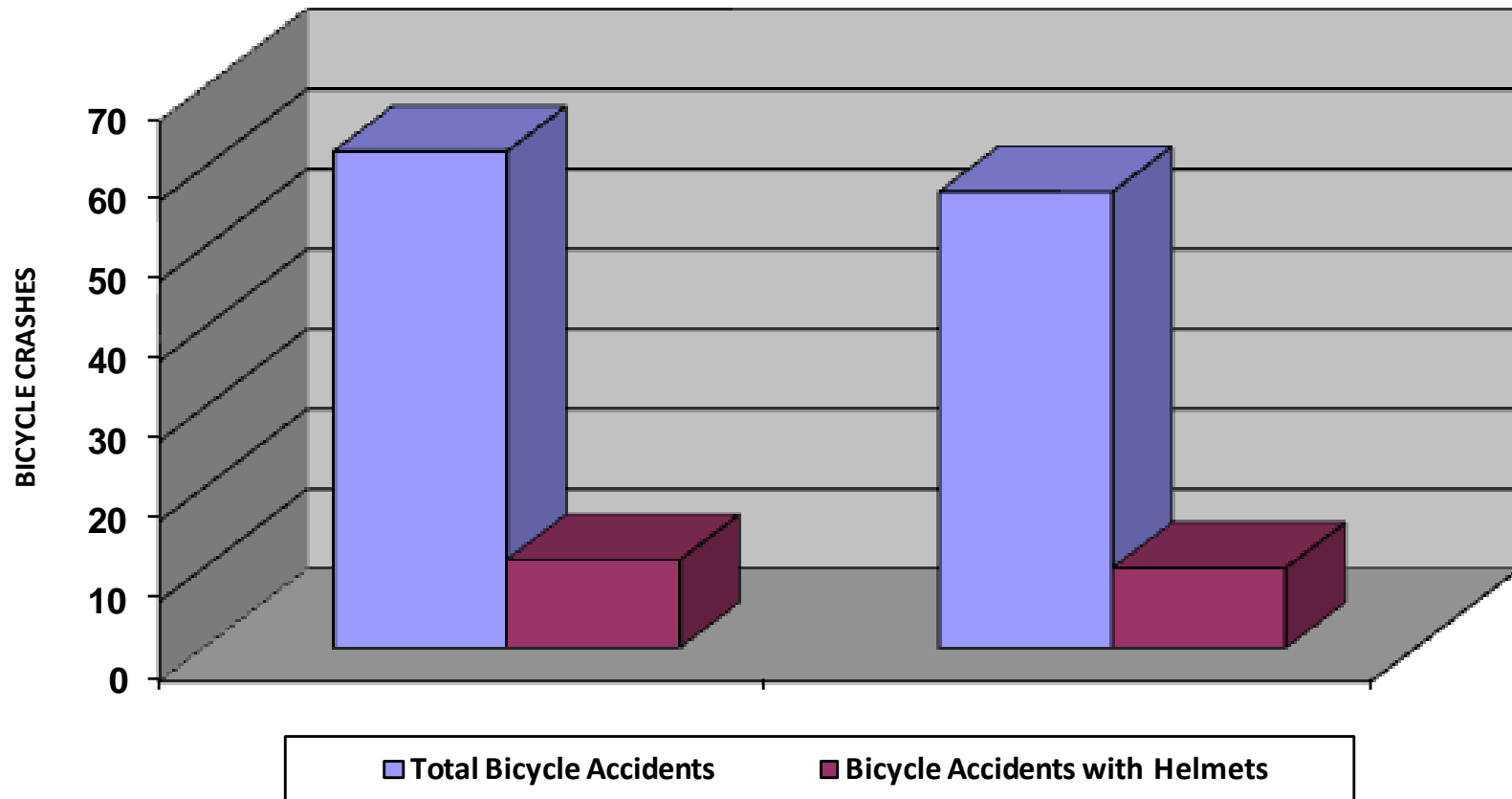
Statistics show...

- 60% of unintentional injury hospitalizations for **Middlesex County residents and residents statewide**, age 0-14, are caused by falls or are transportation – related.
- 72% of unintentional injury hospitalizations for **Middlesex County residents and residents statewide**, in the target age group, 5 – 9 yrs., are caused by falls or are transportation – related.

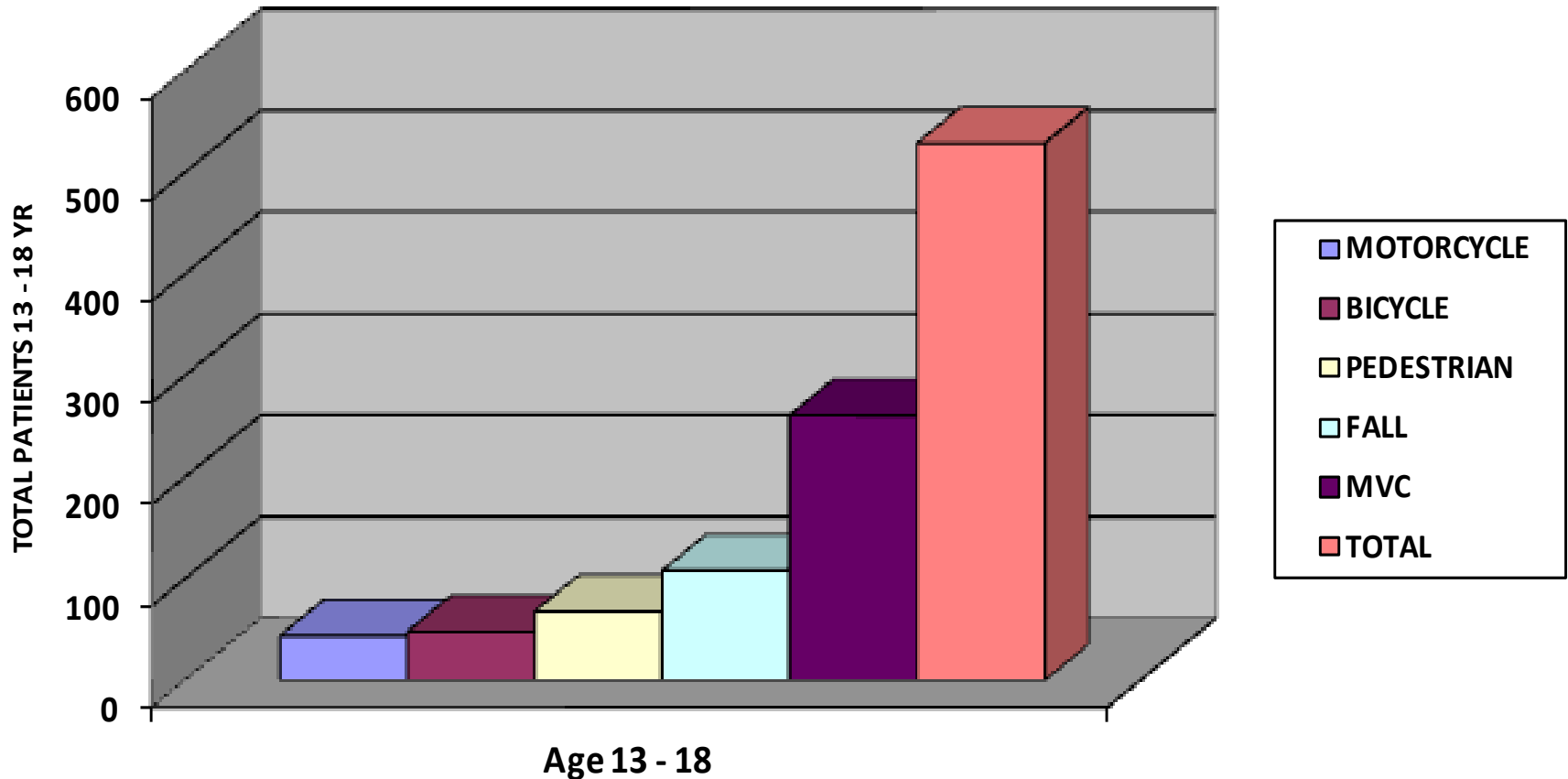
TOTAL MVC vs. MVC WITH RESTRAINTS RWJUH TRAUMA REGISTRY 2009-2012



TOTAL BICYCLE CRASHES vs. CRASHES WITH HELMETS RWJUH TRAUMA REGISTRY 2009-2012



PRIMARY MECHANISMS OF INJURY RWJUH TRAUMA REGISTRY 2009 - 2012



Safety Ambassador Pilot Program

- Academic calendar years 2005 – 2007
- Focus on one high school and one elementary school:
 - New Brunswick Health Sciences and Technology High School
 - Lincoln Annex Elementary School
- Four topics targeting transportation safety & falls prevention (data driven)
- Outcomes: Increased awareness and knowledge of age-related injury risks and prevention strategies for all participating students

Safety Ambassador Program

- 300 % growth since inception
 - 2008 - 2009 = 5 School districts
 - 2012 - 2013 = 16 School districts
 - 2013 - 2014 = 20 School districts (expected)
- Funding provided by a grant from the Office for Prevention of Developmental Disabilities, NJ Department of Human Services (contract extended for year 4)
- Competitive RFP process year 5
- Currently awaiting continuation award for year 6
- Additional funding support from NJ ENA chapter
- Ongoing applications to other funding sources

Program Description

SAP is a “cross-age tutoring” intervention utilizing social learning theory.

- ✓ 11th and 12th grade students (16 –18 years) teach 1st and 2nd grade students (6 – 8 years) about age-related injury risks and prevention strategies.
- ✓ Research has demonstrated that school-based injury prevention programs are one of the key means of implementing effective health promotion strategies.
- ✓ SAP empowers high school students to serve as Safety Ambassadors.
 - ☐ Provides requisite conceptual knowledge on safety and injury prevention
 - ☐ Teaches important presentation skills and techniques to communicate key safety concepts to elementary school children

Risk Watch®
Levels Pre/K–8



correlated to
State of New Jersey
Curriculum Frameworks
Language Arts
Cross-Content Workplace Readiness
Health and Physical Education



Risk Watch® its logo and icons are registered trademarks of the NFPA.

- Aligned with the New Jersey language arts and health standards (i.e. easy for teachers to incorporate into their weekly lesson plans).
- Nat'l research studies validate program's ability to increase student knowledge base.

PROP KITS

- Risk Watch Curriculum (NFPA)
- Supplemental activity sheets, lesson plans, parent resources (Safe Kids)
- Puppets
- Stickers, reflective zipper pulls, etc. (classroom incentives)
- Seat belts, helmets and booster seats
- Jell-O brain molds, reflective vests

Safety Ambassador Program

Annual Timeline

- 1st Week of October: Safety Summit at RWJUH
- November: Elementary school contact due
- November 15th – December 15th: HS visits via SKYPE - 1st draft of presentation due for review
- January: HS visits via SKYPE – final presentations due for review
- February – May: Monthly presentations/ evaluations in each elementary school (1st /2nd grades)
- 1st Week of June: Recognition Luncheon at RWJUH

Enhancements – Years 5 & 6

During years five and six of the Program, we will further expand SAP and focus on achieving the following goals and objectives by the end of year six:

- 80 % of Middlesex County school districts participating in SAP (20 of 25)
- Statewide outreach plan utilizing SKNJ and NJ Trauma Council networks
- Researcher employed to implement:
 - Assessment of Safety Ambassadors' attitudes and behavior
 - Knowledge acquisition/retention for elementary school students
 - Long-term research project to measure impact on reducing childhood injuries (participating first and second graders vs. those not participating)
 - Program assessment to determine the viability of replicating the program in NJ and nationally (YR 6)
 - Development of a strategic plan for replication (YR 6)

Edison High School

Safety Ambassador Program

2011

Why include **YOUTH**



Youth... Engaged and Empowered

National Organizations for Youth Safety®

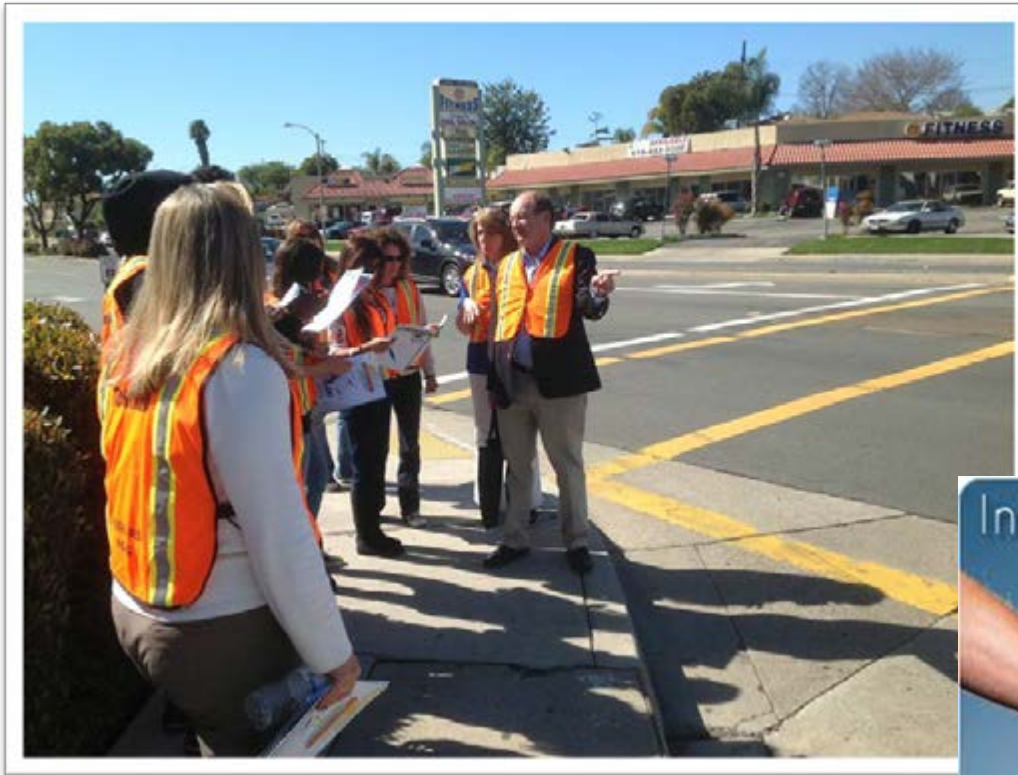
The mission of the NOYS Coalition is to promote youth leadership, and build partnerships that save lives, prevent injuries and enhance safe and healthy lifestyles among all youth.





Youth... Engaged and Empowered

Make youth a part of your roadway safety efforts.



- ▶ In 1975, the National Commission on Resources for Youth in the United States defined youth participation as:
Youth participation is the involving of youth in responsible, challenging action that meets genuine needs, with opportunities for planning and/or decision-making affecting others in an activity whose impact or consequence is extended to others — i.e., outside or beyond the youth participants themselves. Other desirable features of youth participation are provision for critical reflection on the participatory activity and the opportunity for group effort toward a common goal.
- ▶ In 1995, the Canadian Mental Health Association (CMHA) established a definition of *meaningful* youth participation as:
Meaningful youth participation involves recognizing and nurturing the strengths, interests, and abilities of young people through the provision of real opportunities for youth to become involved in decisions that affect them at individual and systemic levels.
- ▶ Wikipedia – Youth participation is the active engagement of young people throughout their communities. It is often used as a shorthand for youth participation in any many forms, including decision-making, sports, schools and any activity where young people are not historically engaged.



Get youth
involved





Youth... Engaged and Empowered

To what scale are you engaging youth?

Hart's Ladder

Key Questions

Which level of Hart's Ladder is our project on?

Which level of Hart's Ladder should our project be on?

What do we need to do to move to the right level on the ladder for our project?

QUALITY OF PARTICIPATION

Young people and adults share decision-making

Young people lead and initiate action

Adult-initiated, shared decisions with young people

Young people are consulted and informed

Young people assigned but informed

Tokenism

Decoration

Manipulation

EXAMPLES

Young people have the ideas, set up the project and invite adults to join them in making decisions throughout the project. They are equal partners.

Young people decide they need a one-stop shop in their community. They partner with adults in different youth organisations and together lobby the government for resources.

Young people have the initial idea and decide how the project is to be carried out. Adults are available and trust in the leadership of young people.

A group of students get permission from their principal to run an environmental day. The students make the decisions, and the school provides support.

Adults have the initial idea, and young people are involved in making decisions, planning and implementing the project.

A community co-ordinator asks young people for event ideas for Youth Week. The young people suggest having a skating event. The co-ordinator and young people work together to make decisions and apply for funding.

Adults design and facilitate the project, and young people's opinions are given weight in decision-making. Young people receive feedback about their opinions.

A local council runs several consultations to get young people's input about a recreation park. Young people tell the council about features in the park they want changed. The council provides feedback to the young people about how their views affected decision-making.

Adults decide on the project and young people volunteer for it. Young people understand the project and adults respect their views.

A conference creates positions for two young people on a panel of speakers. Young people decide how to select their representatives and work with adults to understand their role.

Young people are given a limited voice and little choice about what they can say and how they can communicate.

A young person is asked by adults to be on a panel and represent 'youth'. The young person is not given the opportunity to consult with peers or understand the role.

Young people take part in an event in a very limited capacity and have no role in decision-making.

A group of young people are given a script by adults about 'youth problems' to present to adults attending a youth conference.

Adults have complete and unchallenged authority and abuse their power. They use young people's ideas and voices for their own gain.

A publication uses young people's cartoons; however, the publication is written by adults.

NON-PARTICIPATION

It is important to remember that tokenism, decoration and manipulation are not examples of youth participation. You do have the choice to move away from these methods towards more meaningful participation.

- **Young people and adults share decision-making**
Young people have the ideas, set up the project, and invite adults to join them in making decisions throughout the project. They are equal partners.
- **Young people lead and initiate action**
Young people have the initial idea and have decided how their project is to be carried out. Adults are available and trust in the leadership of young people
- **Adult –initiated, shared decisions with young people**
Adults have the initial idea and young people are involved in making decisions, planning, and implementing the project
- **Young people are consulted and informed**
Adults design and facilitate the project, and young people's opinions are given weight in decision making. Young people receive feedback about their opinions.
- **Young people assigned but informed**
Adults decide on the project and young people volunteer for it. Young people understand the project and adults respect their views.

Key Questions

Which level of Hart's Ladder is our project on?

Which level of Hart's Ladder should our project be on?

What do we need to do to move to the right level on the ladder for our project?

Non-Participation

Tokenism


Young people are given limited voice and little choice about what they can say and how they can communicate.

Decoration

Young people take part in an event in a very limited capacity and have no role in decision making.

Manipulation

Adults have complete and unchallenged authority and abuse that power. They use young people's ideas and voices for their own gain.



Youth... Engaged and Empowered

Shier's Pathways to Participation

Shier's Pathways to Participation³

Youth participation is a process rather than a specific event or project. Shier's Pathways to Participation model is useful in assessing organisational readiness and commitment to youth participation beyond individual projects.

The model offers a set of questions to help organisations work out where they currently stand and identify the areas they need to improve, to develop more effective youth participation practice.

³ Adapted from: Shier, H (2001) Pathways to Participation: Openings, Opportunities and Obligations, *Young People and Society*, Vol. 15, John Wiley and Sons Ltd: United States of America, pp. 107-117.

Shier's Pathways to Participation (2001)

LEVELS OF PARTICIPATION	OPENINGS	OPPORTUNITIES	OBLIGATIONS
Level 5 Young people share power and responsibility in decision-making.	Are you ready to share some of your adult power with young people?	Is there a procedure that enables young people and adults to share power and responsibility for decisions?	Is it a policy requirement that young people and adults share power and responsibility for decisions?
Level 4 Young people are involved in decision-making processes.	Are you ready to let young people join in your decision-making processes?	Is there a procedure that enables young people to join in decision-making processes?	Is it a policy requirement that young people must be involved in decision-making processes?
Shier states that level 3 of his model is the minimum practice needed to meet the requirements of the United Nations Convention on the Rights of the Child.			
Level 3 Young people's views are taken into account.	Are you ready to take young people's views into account?	Does your decision-making process enable you to take young people's views into account?	Is it a policy requirement that young people's views must be given weight in decision-making?
Level 2 Young people are supported in expressing their views.	Are you ready to support young people in expressing their views?	Do you have a range of ideas and activities to help young people express their views?	Is it a policy requirement that young people must be supported in expressing their views?
Level 1 Young people are listened to.	Are you ready to listen to young people?	Do you work in a way that enables you to listen to young people?	Is it a policy requirement that young people must be listened to?

START
HERE

Youth... Engaged and Empowered

Here are some great tips to help you work more effectively with young people that we got directly from them.

Don't

- Treat us like children.
- Assume we can't make good decisions because of our age.
- Think we can't contribute to our community because we don't have as much experience as adults.
- Determine your opinion of us by our hairstyle or the clothes we wear.
- Single teens out who belong to minority groups.
- Try to cover for us when we mess up.
- Separate us into groups (adult group versus teen group).
- Take over our projects.
- Tell us it can't be done.
- Tell us what our goals are.
- Try to protect us.
- Do it for us.
- Refer to us as "children", "youngsters", or "kids".

Youth... Engaged and Empowered

Do

- Talk to us like adults.
- Remember if we are a part of the problem, we must be a part of the solution.
- Ask us what we think. Only youth know what other youth want and need.
- Listen to our ideas and respect our opinions.
- Treat us as equals.
- Be patient and help us learn from our mistakes. Just like adults, we need to make mistakes to be able to learn from them.
- Put us into groups with adults so we learn to work together.
- Let us take the lead on our projects. Be there to support, encourage, and guide.
- Offer your insights and suggestions.
- Hold us accountable to our commitments.
- Be honest with your opinion. It's OK to disagree.
- Give us the tools we need to do it for ourselves.
- Call us "youth," "young people," "young adults," or "teens."

The advisor was
exceptional and
has turned my life
around

Youth... Engaged and Empowered

“Don’t do
ANYTHING
about US
without US!”




TeenRSA

Teen Roadway Safety Advocates

www.teenrsa.org


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TeenRSA™

The Teen Roadway Safety Advocates (TeenRSA™) Program was started as a way to engage youth in improving road safety near their schools and in their communities. The program is modeled after a process that has been used for years around the world to systematically look at roadway safety issues from a multi-disciplinary approach. In "Road Safety Assessments," or RSAs, teams are formed to look at existing or potential roadway safety problems with a "fresh set of eyes," often tapping into the personal knowledge of members of the community that may not have roadway or transportation expertise. In the TeenRSA Program, students provide the "fresh set of eyes" to look at roadways they are most familiar with, including the roads, bike paths, sidewalks, transit stops and parking lots in and around their schools and communities. Working in teams with school and transportation advisors, the youth teams are challenged to take a leadership role in learning about these issues, documenting what they find, and advocating for improvements.



"You can see it takes a lot of people working very hard, very closely together to bring about change...and that change happens one student at a time, one person at a time, one driver at a time."
-Deborah Hersman
Chairman, National Transportation Safety Board



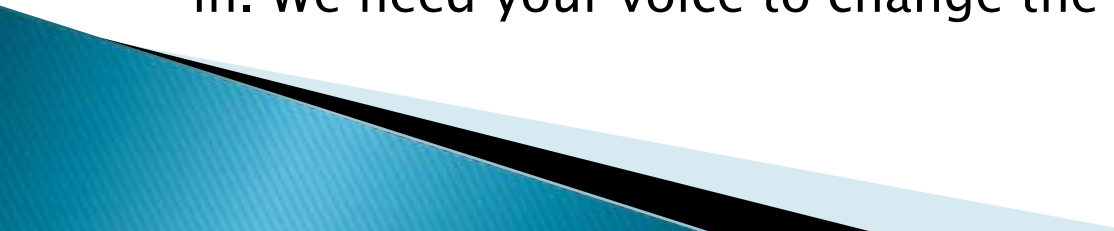
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Speak Out and Make NOYS



Speak Out and Make NOYS

- ▶ “Speak Out and Make NOYS” is a health and safety project planner that gives youth an opportunity to speak out about an issue or problem in their community.
 - ▶ It allows youth to participate in finding solutions and change the world for the better.
 - ▶ These youth conducted their own projects and have provided their success stories, personal advice, inspiring ideas, real-life examples, and proven techniques to give you a project planning kit that is truly “teen tested and approved.”
 - ▶ You can be one of thousands of “youth changing the world” by joining forces with NOYS to promote youth health and safety!
 - ▶ As one teen said, “...We did it – now it’s your turn. Come on, join in. We need your voice to change the world!”
- 

Global Youth Traffic Safety Month™

Each May youth across the country unite during Global Youth Traffic Safety Month to focus on the leading cause of death for them and their peers: traffic related crashes. Global Youth Traffic Safety Month empowers youth to develop and lead traffic safety education projects and support law enforcement and affect legislation to protect teen drivers.



Act Out Loud®

Act Out Loud is a high school contest that takes place every May as part of Global Youth Traffic Safety Month. High School students participate and plan a safe teen driving event for their school and community to educate others on the risks of distracted driving.



There are fun projects along throughout the contest for teams to earn a cash stipend and a grand prize of \$10,000!





National Organizations for Youth Safety
7371 Atlas Walk Way #109
Gainesville, VA 20155

info@noys.org

www.noys.org

828-FOR-NOYS



The Social Circle



A PEER TO PEER EDUCATION AND SOCIAL MEDIA MODEL WITH HIGH SCHOOL STUDENTS

**Amber Kroeker, MPH CPST
University of Michigan Mott Children's Hospital
Pediatric Injury Prevention Program**

Working with Teens??!!



“Adolescence is like gravity, It is much easier to work with it than against it.”

—Chris Hudson, Understanding Teenagers.

The Story:



- Contacted in November 2012 by Weber-Shandwick, a global public relations and marketing firm, for engagement in their Social Circle project.
- Partners high school students with a non-profit agency.
- Agency and students identify a need (risk area).
- Development of a student-led marketing campaign.

Timeline:



- November 10: Conference call with the WS team. Provided an outline of our idea, what the project could look like.
- November 20: Met with students. “Told our story” and engaged students in brainstorming. Surprised and delighted at the amazing ideas they had!
 - Peer to peer --> speak up
 - "Take the pledge"
 - Look out for each other
 - Different 'kind' of teamwork
 - "If you think it, don't risk it"
 - Education of long-term effects of concussions
 - All sport testimonials (male, female, different kinds of sports, etc.)
 - Not invincible
 - Pros of telling someone about a concussion
 - Changing attitude of "shake it off"
 - You wouldn't get into a car w/o seat belt, you wouldn't put a spoon in the microwave, you shouldn't go back to the game when concussed.
 - Social media: facebook pledge, twitter/instagram awareness, etc.

Timeline:



- **December: Filming begins, students finalize script.**
- **January: Filming ends. Post-production edits. Close contact between Safe Kids team and WS/students.**
- **February: Video edits nearing completion. Students begin working on editorial ideas for marketing.**
- **March 26th: Video unveiling at Southfield High School!!**

Engaging Teenagers: How to Succeed



- Bringing teens in on your project will infuse it with enthusiasm, creativity, and vigor!
 - ✦ **Make it fun**
 - By working with teens in a group setting, they were able to seek support out from each other and make it a more enjoyable experience
 - ✦ **Incentivize**
 - This could be as easy as providing snacks to the group
 - ✦ **Give them a chance to lead**
 - Sit back and watch! Use gentle directives when needed up let the students work ideas off of each other. Only THEY know what works for their peers.
 - ✦ **Set clear guidelines**
 - Make sure the students understand the timeline, expectations, etc
 - ✦ **Let them teach you**
 - You might be really amazed at the insight they have!!

SAFE KIDS WORLDWIDE