



Program Overview

The National Elementary School Project is MADD's latest nationwide effort to prevent alcohol use by youth. The curriculum, "Protecting You/Protecting Me," is an important first step in the project. Development of the curriculum is designed to help reach children before they have fully shaped their attitudes and opinions about alcohol use by youth and their role in preventing it.

Research shows that the risk for alcohol and other drug use skyrockets between the ages of 12 and 13. We must reach out to and educate children in Grades 1 through 5 in order to be effective in preventing alcohol use by teenagers.

The curriculum provides a series of 42 classroom-based lessons, eight lessons for each Grade 1 through 4, and 10 lessons for Grade 5. The lessons are designed to be taught in schools by teachers, volunteers, or high school students enrolled in a structured mentoring or leadership class.

Named A Model Program

"Protecting You/Protecting Me is an effective science-based prevention program with "consistent, positive and replicable results." A Model Program is the highest level of endorsement provided by CSAP. Over the last four years, only 41 of the 650 programs reviewed by the Center for Substance Abuse Prevention have been accepted.



Danielle saw most of her classmates get involved with drinking in high school. Although she was concerned, she felt it wasn't her place to preach to her friends. Then, before she knew it, her best friend and boyfriend were killed when they tried to beat a train. Their blood alcohol levels had been nearly 2.0. She was devastated. "I wished then that I would've warned them about the seriousness of drinking and driving." In May 2000, she and seven others started a club at their high school to prevent underage drinking.

Their first major commitment was to attend a MADD Youth Leadership Power Camp. They knew it would help them to understand the alcohol addiction and provide real solutions to make a difference at their schools. The friends needed leadership training and creative ideas to make an impact on their classmates.

That summer eight students learned the necessary skills to affect true environmental changes in their community. They were each trained on the subject of alcohol and drug abuse and how to work within their communities to reduce those problems. "I made lifelong friends at the camp. Many of us had been closely affected by drinking and driving and were committed to making a difference within our student body. We not only formed close relationships, but were able to share ideas that we took back to our school."



The UMADD Chapter is a campus-based organization for forward-thinking and community-minded students. UMADD student leaders work to create sweeping policy changes throughout the university system in order to achieve stricter policies and enforcement on campus. Their two-part philosophy begins with identifying gaps in their individual campus and community policies as they relate to underage and high-risk drinking. Then, using skill learned from their mentors at MADD, they advocate for change on campus and in their towns or cities.

An officially sponsored UMADD chapter of a college or university operates using three areas of approach. UMADD leaders educate students by organizing campus-wide events, such as a candle-light vigil, and sharing information and literature about the underage drinking problem. They also endeavor to influence their immediate environment by working with local alcohol advertisers and distributors to ensure policy enforcement. Finally, members practice advocacy by testifying at community hearings and meeting key officials and leadership groups.



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