



# WEED and SEED

# DEEY™

## PROGRAM IMPLEMENTATION MANUAL





# Weed and Seed DEFY Program Implementation Manual

# Acknowledgments

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# Chapter I. Introduction: Drug Education for Youth

## Background

The Drug Education for Youth (DEFY) program began as a special initiative of the Secretary of the Navy in 1992 when the Secretary of the Navy's Drug Demand Reduction Task Force (DDRTF) was established. DEFY fulfills the DDRTF mission to develop and execute a prototype drug demand reduction project for innovative, positive, long-term community involvement.

To improve the support provided to deployed sailors and marines and their families and to demonstrate the Navy's commitment to families and encouraging a healthy, drug-free lifestyle, DDRTF developed the prototype curriculum for the DEFY program between 1992 and 1993. The first two programs were conducted in Alameda, California, and Pensacola, Florida, in the summer of 1993.

The partnership with the Community Capacity Development Office (CCDO) at the U.S. Department of Justice (DOJ) began in 1996 with three pilot sites (Atlanta, GA; New Orleans, LA; and San Antonio, TX). To date, Weed and Seed DEFY has expanded to over 100 sites.

In 1998, the first curriculum review project and review and revision of the *Program Management Guide* were completed and the first meeting of the Inter-Agency Working Group (IAWG) was held to set the goals, structure, and agenda for the planned 1999 National Training Workshop in Dallas, Texas. IAWG was established by an agreement between the director of DDRTF and the director of CCDO in June 1998. Members of IAWG, which meets quarterly (and/or on an as-needed basis), include representatives from CCDO, DDRTF, USAO (U.S. Attorney Office) and the Executive Office for U.S. Attorneys (EOUSA).

## DEFY Mission

DEFY is a preemptive prevention program and a catalyst for increasing community participation and commitment to youth. DEFY works with 9- to 12-year-olds and helps them develop character, leadership, and confidence to engage in positive, healthy lifestyles as drug-free citizens.

DEFY is a unique, comprehensive, and multi-phased 1-year program that strengthens protective factors and reduces risk factors that scientific research has directly linked to adolescent alcohol and drug abuse, school failure, delinquency, and violence. It focuses on 9- to 12-year-old youth because the primary exposure to high-risk behaviors occurs during the middle school years, grades 7 to 9 and ages 11 to 14. To prevent high-risk behavior in the 11 to 14 age bracket, DEFY targets youth who are 9 to 12.

## DEFY Program Components

DEFY delivers leadership and life-skills training for kids ages 9 to 12 by teaching team building, conflict resolution skills and techniques, age-appropriate goal setting, and self-confidence. DEFY consists of four integrated components, which together provide a yearlong experience for 9- to 12-year-old youth.

### Summer Training Camp—Phase I

A nonresidential or residential leadership training camp experience that kicks off the DEFY program. Phase I takes place in a focused classroom environment and provides lessons on leadership, team building, conflict resolution, goal setting, and self-confidence. The summer camp is structured to provide focused quality

training time in a fun environment that permits a relaxed but organized and memorable experience for campers.

### **Mentoring—Phase II**

A 10-month mentoring program during the school year in which DEFY youth are paired with adult mentors. Mentoring events are built around a curriculum module that reinforces skills, techniques, and procedures taught in the Phase I camp. Mentors spend time with youth, attending interactive workshops and participating in special activities such as community service and cultural events.

### **Parent Engagement**

A long-term effort during which DEFY program coordinators, camp directors, team leaders, and mentors encourage parents and guardians to support their children's commitment to a positive, drug-free lifestyle.

### **Outplacement**

Another long-term effort in which DEFY adults ensure that all DEFY graduates receive the support and encouragement necessary to participate in a structured, community-based, youth activity program. Outplacement is a unique element of the DEFY program that ensures the continuing engagement of the youth with the community; youth participate in followup mentoring activities such as Boys & Girls Clubs of America programs for teenagers (DEFY graduates). Although not required, many DEFY adults maintain mentoring relationships with youth well past the yearlong DEFY program. DEFY adults must become well versed in the youth programs, requirements, support facilities, and placement opportunities within their communities. Many community leaders seek out DEFY adults for their outplacement knowledge—one way in which DEFY contributes to the communities that support the program.

## **Organizational Support for DEFY**

### **Drug Demand Reduction Task Force**

DDRTF provides the following services to the DEFY program:

- DDRTF is the budgeting office for all Department of the Navy sites.
- DDRTF maintains, upgrades, and provides the DEFY curriculum to EOWS and is the authorizing agent for use of the DEFY trademark logo. These duties include coordination of the annual DEFY national training workshop.
- DDRTF provides DEFY sites with a national program-related public affairs coordinator when possible.

### **Community Capacity Development Office**

The U.S. Department of Justice, in partnership with the Department of the Navy, offers the DEFY program through CCDO to Weed and Seed sites across the country. CCDO is the budgeting authority for all DOJ DEFY programs. Sites must include a separate budget for DEFY in their annual application submission to CCDO for funding. All sites must sign a memorandum of understanding (MOU) with the local military partner.

### **U.S. Attorney's Offices**

U.S. Attorney's Offices (USAOs) may provide a variety of services including training and consultation. A USAO representative may also attend the Phase I camp and assist in the Phase II mentoring program.

### **Inter-Agency Working Group—DEFY**

IAWG-DEFY was established in 1998 by DDRTF and CCDO to ensure the continued success of the DEFY program. IAWG serves as a forum for the discussion and resolution of issues that arise

between the agencies operating DEFY programs and for the coordination of those events, tasks, studies, and presentations that have common interest, impact, and importance.

## Partnerships

DEFY is an inclusive program. Almost any national program that focuses on delivering a positive, protective, youth-oriented preemption program can become a DEFY partner. Previous military partners have included the U.S. Navy, the U.S. Air Force, the U.S. Marine Corps, the U.S. Coast Guard, the National Guard (including the Air Guard and the Army Guard), and Reserve Officer Training Corps.

## Partner Responsibilities

This *Program Implementation Manual* provides guidance for conducting a Weed and Seed DEFY program. The local partners (Grantee/fiscal agent and military) must provide commitment, leadership, creativity, and staffing.

Each partner—

- ☐ Signs an MOU with DEFY partners. (The U.S. Grantee/Weed and Seed fiscal agent signs an MOU with the local military partner.)
- ☐ Ensures that the DEFY program is executed in accordance with the DEFY curriculum and the *Program Implementation Manual*.
- ☐ Supports the implementation of the DEFY National Media Campaign.
- ☐ Ensures attendance of the DEFY program coordinator (or designee) at the appropriate DEFY training conference.
- ☐ Ensures that DEFY funds are used for DEFY expenses as set out in the approved budget.
- ☐ Assumes fiscal responsibility for funds allocated to support DEFY activities.

- ☐ Ensures support of any authorized DEFY Performance Measurement Plan.
- ☐ Certifies DEFY staff in accordance with the Adult Certification Program.
- ☐ Provides a Phase I final report and monthly reports during Phase II. (These reports are submitted along with the required OJP Semi-Annual Progress Reports.)

Additional partner responsibilities may be included in the specific MOU that each partner signs.

## Steps in Becoming a DEFY Site

**Find a military partner.** A military partner is necessary to keep the military character of the DEFY program. The Phase I camp should be situated, if possible, at a military facility. The partner must be able to provide a suitable place for children to have both classes and playtime.

**Designate a DEFY program coordinator and assistant coordinator.** The DEFY program coordinator should be on the staff of the Grantee and/or the Weed and Seed site. The assistant to the DEFY program coordinator should be someone who works in a job that has liability coverage (e.g., an employee of the police department, the city, the Federal Government/USAO). The military partner should assign a point person to work closely with the two coordinators.

**Register the two coordinators and the military point person for DEFY training.** It is imperative that those who will be working as DEFY leaders attend a DEFY training workshop.

**Execute an MOU.** The Grantee/fiscal agent should sign an MOU with its military partner and notify CCDO's program manager that it has been signed.

For additional information, contact CCDO at 202-616-1152.

# Chapter II. DEFY Summer Training Camp Phase I Curriculum

## Overview

DEFY Summer Training Camp is designed to strengthen the protective factors that increase the likelihood that youth will lead healthy, drug-free lives. The two strongest protective factors are

- A sense of hope and purpose and the belief in a bright future.
- A stable, caring, and supportive relationship with at least one adult, either a parent or another dependable adult.

The intensive experience of a DEFY Summer Training Camp surrounds youth with caring adults who encourage them to believe in themselves and their futures. The individual leadership skills that serve as the building blocks of every DEFY camp target and strengthen other key protective factors, such as the ability to

- Develop good personal relationships.
- Set realistic goals and expectations.
- Develop problem-solving skills.
- Gain self-discipline.
- Acquire self-confidence.
- Gain control over one's life.
- Keep a sense of humor in the face of problems.

DEFY Summer Training Camp can be either residential (youth remain at the site for the entire period) or nonresidential (youth return home every night). Residential camps are for 5 days and nonresidential camps are for 8 days.

Facilities for the camp are made available either by the military partner or through a community cohosting partnership. The campsite can be a Navy, Marine, Army, or Air Force base; a reserve center; a community center; a university; or a setting similarly conducive to a positive and safe experience.

The safety and structure of the camp environment facilitate the development of positive relationships between youth and military and civilian role models who serve as team leaders. The team leaders/role models are chosen for their ability to form positive relationships with youth and often volunteer as adult mentors for DEFY Phase II.

All candidates for Phase II mentors should be introduced to the youth during the camp. These youth-mentor relationships become the basis for a carefully constructed life skills training program designed to develop each youth's leadership potential and enhance his or her ability to shape the future.

The Summer Training Camp has three components:

- Classroom instruction.
- Physical fitness activities/physical challenges.
- Educational trips.

The Summer Training Camp covers the following topics:

- Self-management skills.
- Drug resistance and information skills.

- General social skills.
- Physical fitness.

## Classroom Instruction

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Classroom instruction follows the Phase I Youth Curriculum and is designed to actively engage youth in learning. Classroom instruction is intended to be enjoyable while focusing on skill building. Skills are introduced to and practiced by youth so that they can incorporate these abilities into their lives. There is a minimum of 18 hours of classroom instruction in the Phase I Youth Curriculum. Copies of the curriculum are distributed to sites upon approval of their DEFY budgets.

Topics are presented through a combination of activities such as interactive videos, guided discussions, and/or role-play. Table 1 provides a general summary of the Phase I Youth Curriculum, and Table 2 gives a description of each topic in the curriculum.

The DEFY residential and nonresidential programs use the same curriculum. Most curriculum units are designed to be delivered in 30 to 45 minutes. (Delivery times vary based on the skill and experience of the presenter, classroom conditions, and group dynamics.) Careful preparation is necessary to stay on schedule.

## Physical Fitness Activities/ Physical Challenges

Physical fitness activities serve many functions and are an integral part of the camp experience. They provide an opportunity for youth to develop new skills and uncover hidden talents. They teach cooperation, facilitate team building, enhance feelings of self-worth and competence, and serve as a constructive outlet to reduce stress and tension and burn off the excess energy that 9- to 12-year-old youth are sure to accumulate. Seven hours of the Phase I Youth Curriculum address aspects of physical fitness

activities, including hygiene, safety, nutrition, and first-aid lessons, which are taught during cool-down periods following physical activities. The activities vary and may require equipment such as climbing ropes and tumbling mats. Physical activities should be adapted to accommodate the weather and the resources available at the site.

A physical challenge activity requires youth to utilize and improve their physical abilities and team-building skills. This activity may be new for the youth and may require the development of new skills. The physical challenge activity varies by site, depending on available program resources. Examples include swimming, rappelling, trust falls, rope climbing, leadership practice courses, and any other confidence-building activity. When structured correctly, a physical challenge can boost a youth's self-confidence tremendously—when he or she succeeds in a physically and mentally challenging activity. The Phase I Youth Curriculum devotes 5 hours to physical challenge activities. This time allotment may need to be modified depending on the number and experience of youth, the preparation time required, and the nature and complexity of the physical challenge.

## Educational Trips

Educational trips such as visits to museums, special exhibits, and events reinforce the overall DEFY objectives or present a specific lesson within the curriculum. For example, a trip to a ship, police department, or U.S. Attorney's Office can be used to reiterate the themes of responsibility toward others and the importance of public service. Each camp should determine appropriate educational trips based on time and resources.

## Model Schedules

A model schedule for DEFY camp is provided in appendix B. The recommended nonresidential

<b>Table 1. DEFY Phase I Youth Curriculum: Summary</b>	
<b>Topics/Units</b>	<b>Time</b>
<b>Introduction</b> Unit 1: Our Flag	<b>Total = 30 minutes</b> 30 minutes
<b>Topic 1: Self-Management Skills</b> Unit 1: My Own Coat of Arms Unit 2: Solving Conflicts Unit 3: My Board of Advisers Unit 4: Ready . . . Set . . . Goals Unit 5: Resistance Skills	<b>Total = 2 hours, 45 minutes</b> 30 minutes 30 minutes 30 minutes 45 minutes 30 minutes
<b>Topic 2: Drug Resistance and Information Skills</b> Unit 1: Drug Information Unit 2: The Real Deal About Tobacco and Alcohol Unit 3: The Lowdown on Marijuana and Inhalants Unit 4: Peer Pressure: Maggie's Story Unit 5: Saying No Unit 6: We Have Better Things To Do Unit 7: A Natural High Unit 8: The DEFY Game	<b>Total = 4 hours, 15 minutes</b> 30 minutes 30 minutes 30 minutes 30 minutes 30 minutes 45 minutes 30 minutes
<b>Topic 3: General Social Skills</b> Unit 1: Find Someone Who . . . Unit 2: Forming DEFY Teams Unit 3: Team Building: The Landing Zone Unit 4: Build-Ups and Put-Downs Unit 5: Speak for Yourself Unit 6: Where Does This Go?	<b>Total = 3 hours, 40 minutes</b> 30 minutes 30 minutes 1 hour, 10 minutes 30 minutes 30 minutes 30 minutes
<b>Total Classroom Instruction</b>	<b>Total = 11 hours, 10 minutes</b>
<b>Topic 4: Physical Fitness</b> Unit 1: Physical Challenge Unit 2: Aerobics/Cardiovascular Fitness/Hygiene Unit 3: Upper-Body Strength/Nutrition Unit 4: Coordination/Balance Unit 5: Physical Challenge Unit 6: President's Physical Challenge (Pretest)/ First Aid/Safety Unit 7: President's Challenge (Retest)	<b>Total = 11 hours, 55 minutes</b> 2 hours, 25 minutes 1 hour, 30 minutes 1 hour, 30 minutes 1 hour, 30 minutes 2 hours, 30 minutes 1 hour, 30 minutes 1 hour

<b>Table 2. DEFY Phase I Youth Curriculum: Topic Descriptions</b>		
<b>Unit</b>	<b>Purpose</b>	<b>Objectives</b>
<b>Introduction</b>		
Our Flag (30 minutes)	To raise awareness of youth regarding the history and symbolism of the American flag.	<ul style="list-style-type: none"> <li>• Handle the American flag, using proper flag etiquette.</li> <li>• Identify key points in the history of the American flag.</li> </ul>
<b>Topic 1: Self-Management Skills</b>		
My Own Coat of Arms (30 minutes)	To encourage youth to identify those qualities about themselves of which they are proud.	<ul style="list-style-type: none"> <li>• Identify youth's unique talents and characteristics.</li> <li>• Share talents and characteristics with others.</li> </ul>
Solving Conflicts (30 minutes)	To help youth recognize effective, nonviolent methods to respond to provocative situations.	<ul style="list-style-type: none"> <li>• Identify the rules for solving conflicts.</li> <li>• Apply the rules for solving conflicts.</li> </ul>
My Board of Advisers (30 minutes)	To encourage youth to identify the traits that they admire in others and to use positive role models when they need support.	<ul style="list-style-type: none"> <li>• Identify positive role models in youth's lives.</li> <li>• Define those traits that youth most admire in their role models.</li> <li>• Imagine seeking advice from their personal Board of Advisers.</li> </ul>
Ready ... Set ... Goals (45 minutes)	To identify strengths and bad habits so youth can set goals for themselves.	<ul style="list-style-type: none"> <li>• Identify strengths and bad habits.</li> <li>• Draw up plans to change bad habits.</li> <li>• Identify goals.</li> </ul>
Resistance Skills (30 minutes)	To demonstrate positive and negative peer pressure and to assist youth in developing methods of saying no.	<ul style="list-style-type: none"> <li>• Distinguish between positive and negative pressures.</li> <li>• Identify 10 strategies to resist peer pressure.</li> </ul>
<b>Topic 2: Drug Resistance and Information Skills</b>		
Drug Information (30 minutes)	To introduce youth to drug concepts and to the negative experiences of drug use.	<ul style="list-style-type: none"> <li>• State the reasons why some youth begin using drugs.</li> <li>• State the negative consequences of using drugs.</li> </ul>
The Real Deal About Tobacco and Alcohol (30 minutes)	To introduce youth to the health hazards of tobacco and alcohol.	<ul style="list-style-type: none"> <li>• Identify tobacco and alcohol as drugs that are legal and dangerous.</li> <li>• Explain how using tobacco and alcohol are harmful to one's health.</li> </ul>
The Lowdown on Marijuana and Inhalants (30 minutes)	To provide youth with basic facts about the dangers of marijuana and inhalant use.	<ul style="list-style-type: none"> <li>• Describe the short- and long-term effects of marijuana and inhalant use.</li> </ul>
Peer Pressure: Maggie's Story (30 minutes)	To provide youth with the opportunity to rehearse saying no when they find themselves being pressured to use drugs.	<ul style="list-style-type: none"> <li>• Recognize peer pressure that encourages alcohol, tobacco, and other drug use.</li> <li>• Use a variety of methods to resist peer pressure to use alcohol, tobacco, and other drugs.</li> </ul>
Saying No (30 minutes)	To provide youth with strategies to use to say no when they find themselves in situations in which they are being pressured to do something they do not want to do.	<ul style="list-style-type: none"> <li>• Learn the six steps to saying no.</li> </ul>
We Have Better Things To Do (30 minutes)	To encourage youth to identify activities that they currently enjoy doing, as well as those activities that they would like to try in the future.	<ul style="list-style-type: none"> <li>• Identify three positive activities that youth currently enjoy doing.</li> <li>• Identify three positive activities that youth would like to try.</li> </ul>
A Natural High (45 minutes)	To present positive images of living drug-free and begin to identify activities that provide a sense of accomplishment and achievement.	<ul style="list-style-type: none"> <li>• Identify those activities in which youth want to succeed.</li> <li>• Identify those activities that youth find enjoyable.</li> </ul>
The DEFY Game (30 minutes)	To review and reinforce the drug resistance information and skills presented in the preceding units.	<ul style="list-style-type: none"> <li>• Acquire information about alcohol, tobacco, and inhalants.</li> <li>• Identify negative effects of drug use.</li> <li>• Review drug refusal skills.</li> </ul>

<b>Table 2. DEFY Phase I Youth Curriculum: Topic Descriptions (continued)</b>		
<b>Unit</b>	<b>Purpose</b>	<b>Objectives</b>
<b>Topic 3: General Social Skills</b>		
Find Someone Who ... (30 minutes)	To provide a strategy for DEFY youth to meet others in their camp and begin forming healthy friendships.	<ul style="list-style-type: none"> <li>• Demonstrate skills used in meeting new people and forming healthy friendships.</li> <li>• Accept diversity in others.</li> </ul>
Forming DEFY Teams (30 minutes)	To divide the large group into teams of 10 to 12 DEFY youth and to begin to develop a team identity.	<ul style="list-style-type: none"> <li>• Identify the team to which each youth belongs.</li> <li>• Determine three aspects that the team members have in common.</li> <li>• Learn each team member's name.</li> </ul>
Team Building: The Landing Zone (1 hour; 10 minutes)	To teach youth team-building skills through group problem solving.	<ul style="list-style-type: none"> <li>• Work together with other DEFY youth.</li> <li>• Step into leadership roles.</li> </ul>
Build-Ups and Put-Downs (30 minutes)	To help youth identify how others affect them and they affect others.	<ul style="list-style-type: none"> <li>• Identify how the words or actions of others affect each youth.</li> <li>• Distinguish between build-ups and put-downs.</li> </ul>
Speak for Yourself (30 minutes)	To introduce youth to the benefits of using assertive communication skills and to provide the opportunity for them to use their skills.	<ul style="list-style-type: none"> <li>• Identify characteristics of assertive communication.</li> <li>• Use assertive communication skills.</li> </ul>
Where Does This Go? (30 minutes)	To increase problem-solving skills.	<ul style="list-style-type: none"> <li>• Work cooperatively to solve problems.</li> <li>• Listen to others.</li> <li>• Respect and value the skills of others.</li> </ul>
<b>Topic 4: Physical Fitness</b>		
Physical Challenge (2 hours, 25 minutes)	To build self-confidence in youth by competing in a physically and mentally challenging activity.	<ul style="list-style-type: none"> <li>• Gain confidence through physical challenges.</li> <li>• Develop self-confidence and a positive view of self (self-esteem).</li> <li>• Demonstrate a willingness to accept a challenge (goal setting).</li> <li>• Recognize self-determination and self-control (self-esteem).</li> </ul>
Aerobics/Cardiovascular Fitness/Hygiene (1 hour; 30 minutes)	To gain an awareness of methods to safely improve cardiovascular fitness.	<ul style="list-style-type: none"> <li>• Improve self-image through physical fitness.</li> <li>• Learn proper exercise techniques.</li> <li>• Create an awareness of diverse physical fitness activities.</li> <li>• Learn sportsmanship in team activities.</li> <li>• Develop self-determination and self-control (self-esteem).</li> <li>• Improve personal hygiene.</li> </ul>
Upper-Body Strength/Nutrition (1 hour; 30 minutes)	To gain an awareness of methods to improve and sustain upper-body strength.	<ul style="list-style-type: none"> <li>• Develop an awareness of and appreciation for lifelong fitness.</li> <li>• Improve proper exercise techniques.</li> <li>• Increase routine fitness activities.</li> <li>• Strengthen sportsmanship in team activities.</li> <li>• Adopt nutritionally sound eating habits (nutrition).</li> </ul>
Coordination/Balance (1 hour; 30 minutes)	To gain an awareness of physical coordination and balance and how they relate to overall fitness, physical self-control, and self-esteem.	<ul style="list-style-type: none"> <li>• Improve self-image through physical fitness.</li> <li>• Increase routine physical fitness activity.</li> <li>• Develop awareness about diverse physical fitness activities.</li> <li>• Strengthen sportsmanship in team activities.</li> <li>• Develop self-confidence and a positive view of self (self-esteem).</li> <li>• Recognize physical self-determination and self-control (self-esteem).</li> </ul>



<b>Unit</b>	<b>Purpose</b>	<b>Objectives</b>
Physical Challenge (2 hours, 30 minutes)	To build self-confidence by competing in a physically and mentally challenging activity.	<ul style="list-style-type: none"> <li>• Practice team skills and participate in team leadership activities.</li> <li>• Gain confidence through physical challenges.</li> <li>• Demonstrate a willingness to accept challenges.</li> <li>• Develop self-confidence and a positive view of self (self-esteem).</li> <li>• Recognize self-determination and self-control (self-esteem).</li> <li>• Build mutually beneficial peer relationships (relationship/conflict management).</li> </ul>
President's Physical Challenge (Pretest)/ First Aid/Safety (1 hour, 30 minutes)	To gain an awareness and appreciation for lifelong fitness.	<ul style="list-style-type: none"> <li>• Develop awareness and appreciation for lifelong fitness.</li> <li>• Learn how to set physical fitness goals.</li> <li>• Increase ability to care for minor injuries and illnesses.</li> <li>• Recognize when skilled medical assistance is required.</li> <li>• Increase ability to make decisions during life-threatening emergencies.</li> <li>• Improve safety awareness.</li> </ul>
President's Physical Challenge (Retest) (1 hour)	To further awareness of physical fitness through activities that measure fitness and then learn how to meet or exceed previously set goals.	<ul style="list-style-type: none"> <li>• Learn how to set (and pursue) physical fitness goals.</li> </ul>

schedule includes 56 programmed hours of activities based on a 9 a.m. to 4 p.m. daytime schedule over an 8-day period. The recommended residential schedule includes 63 programmed hours over a 5-day period. Each camp should develop its own schedule based on its unique circumstances.

## Program Adaptations

The program coordinator should adapt the Phase I program, after carefully considering the

resources available at the site, to local events and activities. However, standardization of the program design is important to the evaluation, refinement, and dissemination of the program. Time allotments for other program components, including educational trips, physical challenge activities, meals and other breaks, and commencement ceremonies (the only graduation ceremony occurs at the end of Phase II) may be lengthened or shortened to meet the needs of an individual site.

# Chapter III. DEFY Mentoring Phase II

## Overview

The Phase III curriculum has been rewritten to update and improve on the previous DEFY curricula. There are four major updates: Homework, Adult Action, the inclusion of commercially available workbooks, and improved instructor information (Refer to the DEFY youth curricula). While Phase I focuses on the introduction of life skills, Phase II builds on that foundation to help DEFY graduates incorporate these tools into everyday decisionmaking. Phase II has two components:

- Cluster or group mentoring.
- Workshops and special events.

Phase II uses mentors to provide mentees the benefit of building and maintaining long-term relationships with caring, supportive adult volunteers. The involvement of the mentors will not only assist them in pursuing and achieving healthy lifestyles but will also provide support and a sense of safety as mentees try out their skills in building positive relationships, managing conflict, avoiding substance abuse, improving self-esteem, setting goals, and becoming leaders. Mentors act as role models, advisers, sounding boards, and friends; they also teach mentees by example and share their experiences and challenges—especially those that require careful decisionmaking and self-reliance. The mentor-mentee relationship requires a sustained personal commitment on the part of the mentor to provide the mentee with openness, moral support, and trust.

In Phase I, youth develop skills to help them pursue personal excellence and become positive contributors in their communities. With the help

of mentors in Phase II, youth not only find practical use for the lessons they learned in Phase I but also begin to hone these skills and achieve the goals that they set for themselves. Through the mentoring relationships and supported by workshops and special events, mentees are challenged to expand their view of the world as it relates to others and to broaden their visions of personal success for the future.

## Summary of Workshops and Special Events

The overall goals of the workshops and special events in DEFY Phase II are to

- Reinforce topics discussed in the Phase I core curriculum.
- Provide settings in which mentors and mentees have opportunities to share in a supportive proactive atmosphere.

At the workshops and special events, experts on topics of interest to DEFY mentees share their knowledge and expertise and encourage the group to talk about their experiences. In appendix B, the DEFY Phase II Workshop Summary relates each workshop to DEFY topic areas and corresponding objectives and lists the purpose of 14 sample workshops, and DEFY Phase II Special Events Ideas relates each special event to a DEFY topic area and its corresponding objectives and lists the purpose of each event.

## Model Schedule

A model schedule of workshops and special events is included in appendix B under DEFY

Phase II Model Workshops and Special Events Schedule.

## Program Adaptations

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Phase II must be designed for adaptation to meet the needs and resources of the host command. Workshops and special events listed in appendix B can serve as a basis for planning; others that better suit the needs and resources

of the host command may need to be developed. Newly developed workshops and events must reinforce the themes introduced in Phase I and further develop life skills for the youth. All workshops and special events should contribute to a specific DEFY objective. If program staff notice specific areas during Phase I in which youth need improvement (e.g., goal setting or physical fitness), workshops and special events for Phase II can be chosen that further develop those skill areas.

At least one workshop and one special event should be scheduled monthly. Both mentors and mentees should be involved in the process of selecting such activities.

# Chapter IV. Local Partners' Program Management Responsibilities

## Overview

Local partners have primary responsibility for implementing their DEFY program. This responsibility includes staffing, arranging use of facilities, obtaining community resources, and planning local adaptations of the program. CCDO assists local partners by providing guidance, training, and mentor and participant curriculum materials; staff, participant, and mentor recruitment materials; and funds for local program expenses.

Local partners have a vital role in ensuring the success of a DEFY program. A significant amount of time is required to plan and implement DEFY. Although resource requirements are modest, deficiencies in staffing, facilities, or supplies have a major impact. A firm commitment and active support on the part of the grantee/fiscal agent and other local partners (e.g., military, ROTC, USAO) are required to ensure that qualified personnel fill DEFY positions and that adequate public affairs and other necessary support is available.

## Responsibilities

The local partners are responsible for providing or assembling many of the resources needed to implement a DEFY program. These responsibilities include the following:

- Appointing a program coordinator with overall responsibility for the DEFY program.
- Appointing a camp director with direct responsibility for Phase I.
- Recruiting staff, mentors, and other volunteers.
- Planning logistics required for a successful program (e.g., lodging, classrooms, transportation).
- Implementing DEFY in accordance with an MOU, the *Program Implementation Manual*, and the Phase I Youth Curriculum.
- Conducting staff and mentor training.
- Providing CCDO with required reports.

## Facilities/Logistics/Support

Phase I requires considerably more planning and organization than Phase II. See also chapter VI, “Other Program Resource Requirements.”

### Phase I

Local DEFY partners should provide facilities adequate to carry out the DEFY program for the Phase I Summer Training Camp. These facilities typically include the following:

- A meeting room sufficient to host one or more parent orientation meetings.
- Sleeping and shower facilities sufficient to accommodate DEFY youth and staff (residential camps only).
- Furnished classroom areas sufficient to accommodate the number and size of youth teams.
- An indoor gym or other room suitable for fitness and sports activities.
- An outdoor recreational area.
- An outdoor instructional/rest area (with picnic tables and outdoor grill sites, if possible).

- Food/mess services or an alternative arrangement for feeding youth and adults.
- Access to health-care services (e.g., onsite health-care facility or, preferably, doctor, nurse, corpsman, paramedic, EMT) with access to or presence of an ambulance as necessary.
- Adjacent bathroom facilities and drinking water that are safely accessible.
- A commencement ceremony facility sufficient to accommodate DEFY youth, staff, and parents.
- Access to transportation.
- Other needed materials and services, such as photocopying, administrative facilities, sports equipment, and outdoor trash containers, to aid in the smooth functioning of the program.
- Safe pickup/dropoff points where youth can assemble to be transported to the program site and where they can be picked up at the end of the day.

The following additional facilities and support are optional:

- A swimming pool with certified lifeguards.
- A ship, fire station, police operations division, or other facility appropriate for a tour by DEFY youth.
- An approved ropes or other physical challenge course.

## Phase II

During Phase II mentoring, the local partners provide or arrange for a facility large enough to accommodate mentors, youth, and parents or guardians for monthly workshops. When possible, the local partners provide healthy snacks during the monthly workshops.

# Chapter V. Program Staff Requirements

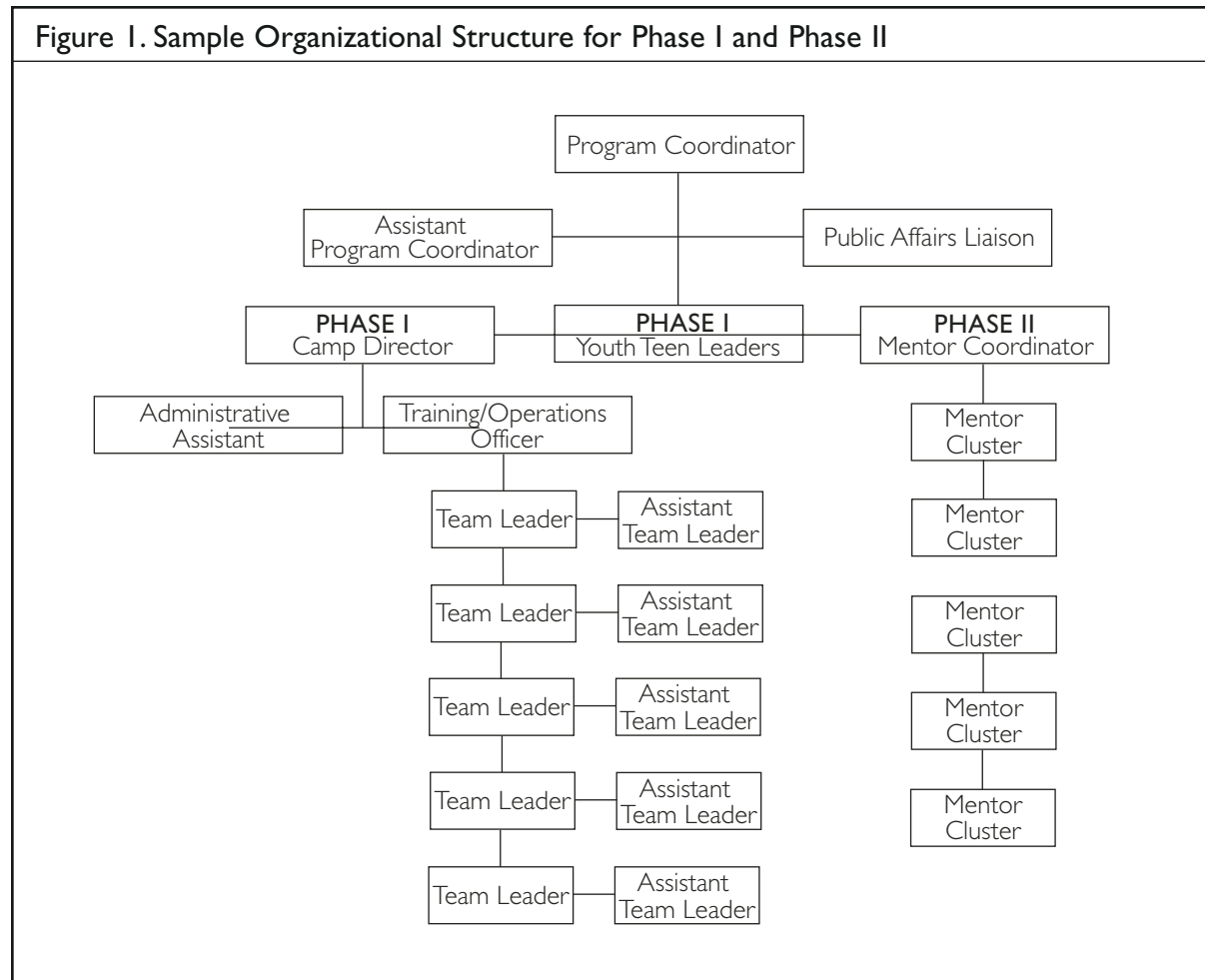
## Sample Organizational Structure for Phase I and Phase II

Typically, 10 positions are required in the organizational structure for Phase I and Phase II: program coordinator, public affairs liaison, camp director, administrative assistant, mentor coordinator, training/operation officer, team leaders, assistant team leaders, and mentors. Figure 1 provides a sample organizational chart.

## General Staff Requirements

The success of the local DEFY program depends on its staffing. Two factors critical to success are choosing the right staff and providing adequate time for training, preparation, and thorough execution of the DEFY program.

Phase I residential camps require adequate supervision from 6 p.m. to 6 a.m. Both residential and



nonresidential camps may want to consider adding additional staff, such as a camp counselor or a medical staff person, if needed. Some camps may choose to use resource specialists to present specific DEFY lessons.

When possible, DEFY camp staff should comprise an equal number of males and females and reflect the ethnic backgrounds of the youth participants. The DEFY program is presented in English. However, some DEFY participants and their parents or guardians may not be fluent in English; therefore, a bilingual staff may be necessary to facilitate communication between DEFY staff and parents or guardians of participants.

## Phase I Staff Positions, Roles, and Responsibilities

All staff having direct contact with youth must complete the adult certification requirements (see appendix A). Phase I and Phase II staff and leadership positions may be filled by active duty, military reservists, and civilian personnel.

Phase I staff, including the camp director, the training/operations officer, and the team leaders, must be available for staff training prior to Phase I camp and available full time during the camp sessions.

### Program Coordinator

The success of DEFY largely depends on the effectiveness and creativity of the program coordinator and his or her planning team. The program coordinator is responsible for all planning activities prior to the implementation of Phase I and Phase II. All program coordinators, new and experienced, are required to attend the annual DEFY training conference to gain basic and advanced training in the operation and administration of a DEFY program. Experience as a team leader or in another DEFY staff position also is valuable to program coordinators.

The program coordinator should be chosen well in advance of the Phase I camp; his or her extensive planning and coordination activities may begin as much as 8 months prior to commencement of camp. These responsibilities increase as the start of camp draws near and may require a half-time commitment in the 3-month period leading up to camp, depending on the program coordinator's experience and the complexity of the camp. The program coordinator's responsibility becomes fulltime from the commencement of staff training to the completion of Phase I.

This position also requires part-time participation throughout Phase II. Due to the extent of the responsibilities assigned to this position, a 1-year commitment is required.

Roles and responsibilities during Phase I include the following:

- Ensure the compliance of the DEFY program with the *Program Implementation Manual* and the DEFY curriculum.
- Recruit and select staff.
- Supervise the camp director, training/operations officer, and public affairs liaison.
- Ensure that staff are trained to fulfill their responsibilities and have completed the requirements for adult certification.
- Establish and maintain networks with community organizations to recruit youth and mentors and encourage promotions and contributions (e.g., tickets to sports or other special events) that enhance DEFY.
- Maintain a comprehensive inventory of all DEFY program information, materials, and equipment.
- Stay up to date on and administer local or national policy and guidelines on programmatic

issues (e.g., guidelines for mandatory reporting of suspected child abuse).

- ☐ Act as liaison between CCDO and the local military partner.
- ☐ Coordinate public affairs activities with the public affairs liaison.
- ☐ Ensure that the appropriate public affairs officer (PAO)/director from within the military chain of command and the U.S. Attorney's Office are included in all public relations planning and are promptly notified of all accidents, incidents, or emergency situations involving DEFY.
- ☐ Procure transportation, meals/snacks, instructional materials, and equipment for Phase I.
- ☐ Identify and arrange for classroom space and required facilities.
- ☐ Oversee arrangements for educational trips, physical challenge activities, graduation ceremonies, and special events.
- ☐ Ensure that requisite medical and dental services are available.
- ☐ Establish an agreement with health services to provide emergency health care for youth and staff.
- ☐ Recruit youth and ensure that all requisite forms, permission slips, and youth records are maintained in compliance with program policies.
- ☐ Prepare and administer budgets and comply with all fiscal procedures.
- ☐ Plan and supervise parent orientation meetings and ensure that parents receive complete and accurate information about the DEFY program and complete all necessary admission forms and permission slips.

- ☐ Prepare an Emergency Action Plan specific to site location.
- ☐ Ensure that all program reporting requirements are fulfilled accurately and completely.
- ☐ Ensure compliance of all staff with the efficient execution of any authorized Performance Measurement Plan.
- ☐ Recommend at the local level or provide awards and recognition for staff, youth, and community contributors.
- ☐ Prepare and submit the Phase I final report monthly reports to CCDO, and Phase II with appropriate OJP Semi-Annual Progress Reports.

### Camp Director

The camp director assumes responsibility for youth when they arrive at camp during Phase I and works to ensure the safe, efficient, and smooth operation of the camp. The camp director should possess a working knowledge of the Phase I operational site. The camp director must be available on a full-time basis during the entire camp.

Roles and responsibilities during Phase I include the following:

- ☐ Coordinate all facility, logistic, and support requirements for Phase I on a daily basis; participate in staff training and assist program coordinator as required.
- ☐ Supervise the execution of the DEFY curriculum.
- ☐ Oversee the team leaders/assistant team leaders.
- ☐ Conduct the Daily Operations Critique at the conclusion of each day.
- ☐ Conduct the Lessons Learned Critique following the end of Phase I.



- Based on the recommendations of team leaders, assistant team leaders, and other staff, provide counseling to staff or youth, when appropriate.
- Ensure that the transportation contractor adheres to the agreed-upon schedule, that order is maintained during transportation, and that all youth depart from and arrive safely at planned destinations.
- Direct the Emergency Action Plan, if it is put into effect.
- Communicate problems and concerns to the program coordinator.
- Generate all required Phase I reports.
- Comply with all requirements of any authorized Performance Measurement Plan to ensure the timely, efficient collection of evaluation data.

### Training/Operations Officer

The training/operations officer ensures that the Phase I curriculum is implemented effectively and accurately. The training/operations officer should possess a working knowledge of the DEFY curriculum and should attend the annual DEFY training workshop. The training/operations officer must be available for the entire 40-hour staff training and on a full-time basis throughout the Phase I camp.

Roles and responsibilities during Phase I include the following:

- Ensure the successful delivery of the DEFY curriculum.
- Ensure that all DEFY staff receive the required youth protection training.
- Ensure that all team leaders and assistant team leaders are adequately trained to deliver the DEFY curriculum. This responsibility

includes providing training directly, locating skilled trainers and subject matter experts, securing the training facility, and procuring all necessary equipment and resources.

- Provide technical assistance and resource support to team leaders/assistant team leaders to ensure the successful delivery of the DEFY curriculum.
- Ensure that trained backup team leaders are available to the team leaders/assistant team leaders.
- Communicate problems and concerns to the program coordinator.
- Comply with all requirements of any authorized Performance Measurement Plan to ensure the timely, efficient collection of evaluation data.

### Public Affairs Liaison

DEFY public affairs duties are typically assigned as an additional responsibility to a DEFY staff member. However, existing local public affairs offices should be involved in planning for DEFY. These offices are an indispensable tool for the program coordinator, offering media and community relations expertise and personnel who can relieve much of the day-to-day public affairs workload and ensure that the DEFY program's message is communicated effectively to the media and the community. These offices also will assume the public affairs authority should any accident, incident, or emergency occur in the DEFY program, and it is the responsibility of the program coordinator to ensure that they be included in planning from the outset.

The DEFY public affairs liaison works closely with the local public affairs resources and the appropriate military or U.S. Attorney's PAOs to publicize the positive messages of DEFY efficiently and appropriately. The public affairs liaison should have working knowledge of the

appropriate DOJ public affairs policies and priorities as well as familiarity with local public affairs resources. The public affairs liaison provides part-time services beginning 2 months prior to Phase I and is available on either a full-time or an on-call basis during the summer camp.

Military PAOs within the operational chain of command or PAOs in the local U.S. Attorney's Office should be involved in planning all local public affairs for DEFY. These offices are an indispensable tool for the program coordinator.

Roles and responsibilities during Phase I and Phase II include the following:

- Develop and coordinate the local DEFY public affairs plan.
- Serve as the media point of contact and escort.
- Provide media solicitation.
- Write press releases.
- Determine who should give interviews about DEFY to media representatives.
- Coordinate staff and youth interviews.
- Support public affairs requirements of DEFY orientation and graduation, as required by the program coordinator.
- Document media queries, responses, and media coverage.
- Coordinate still or motion media documentation.
- Distribute marketing material for recruitment purposes.
- Conduct a media procedures briefing for DEFY staff (e.g., media must be escorted at all times).
- Brief DEFY staff and youth on media “do’s and don’ts” (e.g., do be polite, don’t speak to the media without informing the team leader).
- Communicate problems and concerns to the program coordinator via the camp director.
- Coordinate public affairs incentives for DEFY staff or youth that the program coordinator may require, including videos and yearbooks.
- Market DEFY for program expansion and community support.
- Provide EOWS with videotapes of media coverage, copies of printed articles, and selected photographs and negatives.

### Team Leaders/Assistant Team Leaders

Team leaders and assistant team leaders are the backbone of Phase I, in that they are in direct contact with youth while camp is in session. They teach the DEFY youth curriculum and lead almost all of the Phase I activities. They are the role models whose attitudes, values, and actions most influence those of the youth. The confidence and trust they establish serve as the building blocks for the mentor-youth relationships in Phase II. Team leaders and assistant team leaders should enjoy working with and have good rapport with youth, be willing and able to form caring relationships while providing youth with guidance and instructions, be willing to work long hours under stressful conditions, and have an interest in and ability to teach the classroom lessons and lead the physical education and physical challenge activities in the Phase I Youth Curriculum.

Each team leader heads a team of no more than 10 youth. The assistant team leader helps the team leader in his or her duties and also teaches the DEFY Phase I curriculum. The roles of team leader and assistant team leader may be interchangeable; however, ultimate responsibility for

the safety of the youth remains with the team leader. Team leaders and assistant team leaders participate in a local staff training prior to the beginning of Phase I and are available during the entire camp session.

The night watch for residential camps should be covered by a male and a female staff member. At least two backup trained team leaders also should be available in the event a team leader is unable to provide services because of illness, an emergency, or other unforeseen circumstances. These individuals should fulfill the same training requirements and be available to provide services during Phase I implementation.

Roles and responsibilities during Phase I include the following:

- Attend the required staff training.
- Provide appropriate support, encouragement, and positive discipline when necessary to youth.
- Be accountable for the safety and location of each youth on the team at all times.
- Facilitate the movement of youth from site to site.
- Facilitate activities and exercises in which youth participate.
- Prepare and deliver each assigned unit of the DEFY curriculum.
- Request technical assistance about the DEFY curriculum from the training/operations officer, as necessary.
- Provide feedback and suggestions on the DEFY curriculum.
- Serve as the first point of contact for any youth team member who is experiencing a problem.

- Communicate any unresolvable problems with a team member to the camp director.
- Document and provide recommendations on youth to the youth mentors.

### **Administrative Assistant**

Many administrative tasks are necessary for the successful execution of Phase I. The administrative assistant should have good organizational, clerical, and administrative skills. The right person in this position relieves the program coordinator of numerous time-consuming tasks and ensures that administrative responsibilities are met.

Roles and responsibilities during Phase I include the following:

- Prepare and maintain youth information files containing parent contact information, medication requirements, medical emergency information, pickup/dropoff instructions, and so on.
- Assemble youth and team leader binders, consisting of the DEFY songbook, youth workbook, and a variety of skill-building materials commonly referred to as “Bag of Tricks” (word games, math games, trivia, puzzles, jokes, etc.).
- Maintain inventory of DEFY supplies.
- Perform daily clerical and administrative tasks as required.
- Prepare and print out daily schedules and charts and make modifications as needed.
- Answer phones, route calls, and take and deliver messages.
- Prepare and maintain staff information folders (which contain the DEFY application, adult certification, clearances, etc.).

- Communicate problems and concerns to the program coordinator.
- Prepare graduation certificates and thank-you letters.
- Assist in the collection of data for any authorized Performance Measurement Plan.

## Phase II Staff Positions, Roles, and Responsibilities

### Program Coordinator

The success of the DEFY Phase II program depends on the continuity of this position. After Phase I, this assignment continues on a part-time basis through the completion of Phase II. Many of the program coordinator's management and administrative responsibilities are the same as those specified for Phase I. Additional responsibilities specific to Phase II include the following:

- Supervise the mentor coordinator, public affairs liaison, and staff training.
- Approve the final selection of all mentors.
- Submit the Phase I final report and critique to CCDO (to be included in the appropriate OJP Semi-Annual Progress Report).
- Submit Phase II monthly reports to CCDO (to be included in the appropriate OJP Semi-Annual Progress Report).

### Public Affairs Liaison

The public affairs liaison provides services on an as-needed basis through the completion of Phase II. The roles and responsibilities of the public affairs liaison for Phase II are the same as those described for Phase I.

### Mentor Coordinator

The mentor coordinator is responsible for planning, coordinating, and overseeing the activities of the mentors. This position is critical because the mentor coordinator creates the structure for

Phase II workshops and special events and sets the tone for mentor-youth relationships. This position requires good organizational and communication skills, knowledge of and linkages to community organizations, and conflict resolution and problem-solving skills. Although the mentor coordinator's role officially begins with Phase II of the program, this individual starts laying the groundwork during Phase I by beginning to plan activities for mentors and maintaining contact with parents. The workload is heavy during the recruitment, screening, selection, and pairing process; once this work is completed, the position requires a part-time commitment. The mentor coordinator manages the content and logistics of training events and other Phase II special activities, which requires knowledge of community resources and good organizational and planning skills. The mentor coordinator should be identified at least 1 month prior to Phase I implementation and provides part-time services through the completion of Phase II.

Roles and responsibilities include the following:

- Be available for a 1-year commitment beginning before the commencement of Phase I.
- Assist the program coordinator in recruitment efforts; screen all prospective mentors via an interview and a thorough background check as required by the adult certification program.
- Make mentor selection recommendations to the program coordinator.
- Assign mentors to mentor clusters and, subsequently, match mentors to youth.
- Coordinate and monitor mentor-youth activities.
- Facilitate mentor-youth communication.
- Communicate problems and concerns to the program coordinator.

- Provide ongoing technical and emotional support to the mentor clusters and individual mentors.
- Recommend mentors for awards or recognition to the program coordinator.
- Solicit input from mentors and youth and develop and publish workshops and special events schedules.
- Create and distribute promotional materials regarding workshops and special events.
- Identify, screen, coordinate, and manage subject matter experts experienced in providing youth-oriented presentations.
- Identify, screen, coordinate, and manage special events appropriate for youth between ages 9 and 12.
- Recruit, screen, and manage additional support personnel for workshops and special events.
- Communicate problems and concerns to the program coordinator.
- Coordinate and manage arrangements for workshops and special events to include facilities, materials, food, and transportation.
- Send letters of appreciation to speakers and/or hosting organizations for their participation in workshops and special events.

## Mentors

Mentors are the backbone of Phase II; the DEFY message is delivered through the time they spend and the relationships they develop with the youth. Above all they must be reliable and willing to make a commitment to the full 10 months of Phase II. They also should enjoy spending time with 9- to 12-year-old children, be capable of forming caring and supportive relationships, and have good listening skills and a lot of patience.

Mentors are assigned to mentor clusters and subsequently paired with DEFY youth for a 10-month period following the conclusion of Phase I. Mentor clusters are groups consisting of two or more mentors and two to five youth.

Mentors shall never be left alone with any child; all contact is through group activities and mentor clusters. The ideal ratio of mentors to youth is 1:1. The availability of qualified mentors determines the final ratio. Mentors are expected to provide a minimum of 4 hours per month in mentor cluster activities. They are encouraged to maintain weekly phone contact with their youth between scheduled activities. For certification purposes, the majority of mentors are recruited from the military, local law enforcement agencies, or other civil service and community organizations that require regular background checks on their employees or members.

Roles and responsibilities include the following:

- Establish a stable, caring, and supportive relationship with at least one youth.
- Assist youth in clarifying and achieving the goals they established for themselves during Phase I.
- Provide academic tutoring in subject areas.
- Act as a role model.
- Demonstrate how the values learned during Phase I camp can be embodied in real life.
- Attend mentor training and all workshops and special events with youth.
- Participate in the mentor support network and provide mutual support and encouragement to other mentors.
- Provide programmatic feedback and bring problems and concerns to the attention of the mentor coordinator.



## Youth Teen Leaders

**Background.** Program coordinators should ensure that the use of youth teen leaders (YTLs) is permitted under local State law.

DEFY is a human resource-intensive program. Adequate numbers of adult staff members may not be available. Using older youth to assist in some of the tasks required of adult staff members is one way to supplement staff and ease the administrative burdens. YTLs can assist in some of the tasks that take adult staff members away from their primary jobs of mentoring, educating, and monitoring youth.

Using youth teen leaders has its inherent dangers, however, and the adult staff leaders must be aware of these dangers and take steps to ensure that junior staff members are properly monitored. No guidelines have been written for program coordinators regarding YTLs. The purpose of this policy is to provide program coordinators with the guidance necessary to properly use teen leaders while maintaining the integrity of the DEFY program.

An advantage to using teen leaders is that DEFY youth may more readily identify with them. Anecdotal evidence from several sites that have used teen leaders indicates that DEFY youth also become better attached to teen leaders than to adult staff. Although careful monitoring is essential and required to ensure program safety, adults should not discourage a healthy relationship from developing between the DEFY youth and the youth teen leaders.

Providing a recent DEFY graduate with the opportunity to be a junior staff member can satisfy the outplacement requirement of DEFY. Steps must be taken to ensure that the junior staff member is not used solely as a “go-fer” or to complete menial tasks. YTLs should be used during all planning stages and should be given coordination tasks that match their abilities. During the execution of both Phase I and Phase II,

YTLs should again be given tasks and responsibilities that meet their capabilities and the needs of the DEFY program.

There is no reason to prevent interaction between DEFY youth and a YTL, provided the YTL is closely monitored. For this reason, an adult staff member must be assigned as a monitor/mentor for each YTL. This ensures that YTLs are never left alone with DEFY youth, provides YTLs with positive feedback and guidance on how to interact with youth, and satisfies the outplacement component for the YTL.

**Selection criteria.** Youth must

- Be at least 13 years of age.
- Have graduated from a DEFY program or similar type of youth program.
- Satisfy the same interview requirements as adult staff members.
- Meet the same background check as adult staff members. (Although minors may not be “certified” as defined by the adult certification program, steps must be taken to ensure that YTLs do not have any of the characteristics that exclude adults from being staff members.)
- Have, in the opinion of the program coordinator and other adult staff members, a maturity level commensurate with the responsibilities inherent with assignment as a YTL.
- Be approved by the program coordinator and other staff members.

**Utilization guidelines.** Although not an all-inclusive list, youth teen leaders may be used for the following:

- All aspects of DEFY planning.
- All aspects of DEFY coordination.

- DEFY Phase I execution requirements.

- DEFY Phase II execution requirements.

**Prohibited activities.** Youth teen leaders are prohibited from the following:

- Having direct one-to-one, unmonitored contact with DEFY youth.
- Being required to be certified under the adult staff member requirements.
- Counting toward DEFY youth-to-adult staff ratios.
- Being part of any fire and security detail for residential programs.
- Providing or participating in any formal disciplinary action taken against a DEFY youth.

Program coordinator responsibilities regarding youth teen leaders include the following:

- Receive and make initial recommendations for selection of YTLs.
- Forward all YTL nominations/applications to adult staff members for consideration/discussion.
- After selection, ensure that adequate background checks are conducted to verify that YTL nominees do not have any of the characteristics that exclude adults from being staff members.
- After final selection and approval, assign each YTL to a competent, knowledgeable adult staff member as mentor.
- Ensure that the adult staff mentor for each YTL will be present during the entire planning and execution phases for that program year.
- Conduct followup to ensure compliance.

- In coordination with the adult staff mentor, assign appropriate tasks and responsibilities to the YTL for completion.

Adult staff mentor responsibilities regarding youth teen leaders include the following:

- Educate the YTL about the planning, execution, and wrap-up required for the DEFY program.
- Guide the YTL in the execution of assigned tasks.
- Monitor the YTL throughout Phase I and Phase II.
- Ensure the YTL is never left alone with DEFY youth.
- Provide encouragement to the YTL to ensure development of desirable skills, ideas, and lifestyle choices.

Youth teen leader responsibilities include the following:

- Report on time for all assigned activities, events, and tasks.
- Coordinate closely with adult staff mentor to ensure that tasks and assignments are completed correctly and punctually.
- Report any violation of DEFY program, DEFY camp, or other rules and regulations committed by DEFY youth.
- Do not spend time alone with DEFY youth.
- Adhere to rules and requirements set forth by the local DEFY program coordinator and adult staff members.
- Bring to the attention of the adult staff mentor and/or the program coordinator any conflicting assignments or rules.

## Additional Staffing Considerations

Each staff position is a separate assignment. To minimize the number of people a local DEFY program must recruit, one individual can fill more than one position. For example, the positions of camp director and Phase I program coordinator could be filled by one person. The camp director may also serve as the mentor coordinator. However, inexperienced program coordinators should not underestimate the responsibilities associated with operating a DEFY program. New program coordinators are advised to seek the advice of experienced program coordinators in their region to help them determine the appropriate staffing for their program.

If a Weed and Seed coordinator is sharing responsibility for a Phase I camp with a local military partner, co-camp directors are advisable: one appointed by the local Weed and Seed coordinator and one appointed by the military partner. In this instance, the MOU should delineate the responsibilities of each partner.

The minimum staff-to-youth ratio for the DEFY program is 1:8. Experience has shown that a staff-to-youth ratio of 1:4 is more conducive to a successful Phase I camp experience. This falls well within the currently recommended minimum staff-to-youth ratio of 1:10 for nonresidential programs and 1:8 for residential programs.

Program coordinators should be aware of restrictions in personnel policies that may affect staffing assignments.



# Chapter VI. Other Program Resource Requirements

## Facility/Space

### Phase I

The DEFY Phase I program requires facilities for educational and physical activities. The program coordinator is responsible for arranging for space and facilities to match the needs of the Phase I curriculum.

Classrooms should be large, open areas with tables and comfortable seating for DEFY youth and staff. One large classroom and several smaller classrooms may be preferable so that teams can be separated and combined as necessary to optimize instruction. Some units in the curriculum may require nontraditional classrooms such as open space for arranging chairs in a circle. The program coordinator should check with the training/operations officer to determine requirements before making classroom arrangements. Either the program coordinator or the training/operations officer should tour the site before arrangements are finalized.

Additional requirements include heating/air conditioning and access to men's and women's restrooms, drinking fountains, and telephones in case of emergency. Classes may be held indoors or outdoors at places such as picnic areas, parks, and tennis courts to reinforce that DEFY is different from school and the program's themes are applicable in various situations.

Facilities need to be identified well in advance of program implementation, especially for the physical fitness and physical challenge activities. Ensure that indoor, air-conditioned backup facilities are available for physical fitness and physical challenge activities in the event of inclement weather (e.g., excessive heat or rain). The

program coordinator should match equipment and facility requirements for a specific activity to the available resources but should not limit the activity location to the host base if there is a more appropriate resource available in the community. All applicable State and local laws, regulations, and requirements are in effect whenever DEFY youth are taken off the military base. In such instances, the program coordinator is responsible for ensuring that the local DEFY program is in full compliance with all State and local legal requirements.

Additional facility and space issues include the following:

- Regarding facility selection for a residential program, the program coordinator must make arrangements well in advance of program implementation for appropriate areas to house the participants.
- Space selection for a residential program must take into account the presence of male and female participants and staff and make appropriate rooming arrangements. Experience has shown that the lack of privacy typical of most residential camps can become an issue with some adult volunteers.
- There must be adequate space to allow for quick and unobstructed exit during an emergency.
- Sleeping areas must be equipped with smoke detectors and fire alarms (where applicable).
- There should be a minimum of 1 shower per 15 youth. Male and female shower and bathing areas must be separate. Staff and

youth should not shower at the same time in the same facility.

## Phase II

The DEFY Phase II program requires space for monthly training events and special activities. Many of the same factors affecting Phase I should be taken into consideration to ensure that the designated space meets the intended needs. In addition, the program coordinator should consider the need for mentor-youth clusters to have space appropriate for small group and individual discussions.

## Transportation

### Phase I

The program coordinator must begin the process of securing transportation for the youth at least 6 weeks prior to Phase I startup. Youth will require transportation to and from the Phase I nonresidential site each day or as needed in a Phase I residential program. Nonresidential programs should identify a central location for parents or guardians to pick up and drop off youth; this will prove both cost effective and practical.

If it is not possible or cost effective to obtain transportation services through the host site, the program coordinator may need to identify contractors. When using outside vendors, procurement policies, such as the requirement to obtain competitive bids, must be observed. Program coordinators must ensure that commercial transportation is procured from reputable vendors. Liability is always an issue. The local staff judge advocate or U.S. Attorney's Office should always be consulted.

As soon as the DEFY Phase I program schedule has been determined, the program coordinator is required to provide the vendor with a final transportation schedule. The schedule must specify all transportation needs for the duration

of DEFY Phase I, including pickup and dropoff locations, times, and the number of youth at each location. For activities requiring transportation, such as educational trips, the program coordinator also should provide the host site commander with a copy of the schedule.

The camp director is responsible for ensuring that the transportation schedule is followed and that all youth arrive and depart safely from planned destinations. There should be adequate adult supervision on the transportation vehicle at all times to ensure control and discipline. Under no circumstances should the driver be responsible for maintaining order during transportation. Sites are encouraged to use a second chase vehicle for medium- and long-distance trips. Experience has proved the value of this vehicle for emergencies and unexpected circumstances. Head counts of youth are mandatory whenever they are being transported. It is recommended that head counts be taken upon arrival at the pickup site, once during the event, and again upon reboarding the bus.

Some considerations for transportation include the following:

- Provide clear, written instructions and maps, especially to new drivers.
- Bring cellular telephones or two-way radios, if available, in case of an emergency or if further direction is needed.
- Bring water, especially for long trips.
- Have first-aid kits on every bus.

### Phase II

The DEFY Phase II program may require transportation for monthly training events and special activities. Many of the same factors should be taken into consideration to ensure the safety and efficiency of all transportation arrangements.

## Food

Requirements for providing food include arranging for preparation and delivery of all scheduled meals and snacks. Nonresidential programs should include breakfast, morning snack, lunch, and afternoon snack, whereas residential programs should add dinner and an evening snack. The meals prepared for youth must be nutritious and appetizing. Be prepared for different dietary needs for people with diabetes, vegetarians, those with religious preferences, or children with food allergies. Provide youth with a variety of foods.

The program coordinator is responsible for making arrangements in advance to provide and deliver meals to alternative settings (e.g., scheduled picnics). Sturdy containers should be used for transportation to avoid damaging the food, and provisions must be made to keep food fresh and at its proper temperature during transportation and when delivering meals to participants. When appropriate, arrange for boxed lunches to meet time constraints or to add variety. Establish a policy that youth clean up after themselves when the meal is complete.

The program coordinators should make meal arrangements well in advance. When using military base facilities, be sure to clarify all requirements beforehand, because each base may have its own unique policies and procedures. For example, some bases require daily payment by check, whereas others accept credit cards and electronic transfers. When using outside vendors, procurement policies must be observed. It is advisable to allow plenty of time to solicit bids.

## Equipment

The training/operations officer should determine and communicate all equipment needs for classroom instruction and physical fitness and physical challenge activities to the program coordinator

early in the planning phase. The training/operations officer should check all audiovisual equipment and videotapes in advance to be sure they are operational. Requirements for equipment and supplies include the following:

- *Classroom/instructional materials*: pens, pencils, scissors, tape, glue, paper, markers (at least six different colors), televisions, VCRs, and audiovisual enhancement equipment.
- *Physical activity/physical challenge equipment*: athletic equipment (e.g., balls, bats, bases, gloves, tennis balls, tennis rackets, volleyballs), camping equipment, pullup bars, ropes, etc.

The host site may be able to provide much of the needed equipment, and community donors may be able to provide specific equipment and supplies, such as bathing suits, athletic shoes, and pencils (see “Community Linkages and Support” at the end of this chapter). The program coordinator must observe all pertinent policies and regulations regarding the acceptance of gifts and donations (see “Legal Aspects” later in this chapter). The program coordinator should keep an inventory of all nonexpendable equipment and supplies.

## Health Services

The program coordinator should have two goals while arranging health services for the DEFY program:

- Ensure all DEFY youth are authorized to receive emergency and humanitarian treatment should they need medical care while on- or off-site.
- Plan for the range of health services that may be needed by DEFY youth.

Arrangements for health services must be made before youth arrive for the DEFY Phase I camp. If using military medical facilities, arrangements

should be formalized in a letter of agreement to treat civilian youth signed by the host site commander, the program coordinator, and the medical facility administrator. Make similar arrangements with other medical facilities in the area to use as backups. These arrangements are particularly important for any civilian youth who would not normally be treated in the military medical system.

The program coordinator is responsible for making sure that all health forms from each youth's participation packet have been completely filled out, signed by the parent or guardian, and are on file with the DEFY program office. The staff will notify parents or guardians immediately of any medical emergencies involving youth.

During Phase I, the team leader/assistant team leader pays close attention to the physical and/or mental well-being of participants and immediately reports any concerns to the camp director. During Phase II workshops or special events, mentors report any concerns regarding youth's health and well-being to the mentor coordinator or the program coordinator. Based on the judgment of the camp director, mentor coordinator, or program coordinator, each youth's physical and emotional well-being is assessed and an appropriate referral will be made if necessary.

## Types of Authorization Needed

### Letter of Agreement

If using military medical facilities, the program coordinator should prepare a letter of agreement to be signed by the administrator of the base medical facility. The letter should ensure that children participating in DEFY will receive any needed humanitarian and emergency treatment while aboard the installation.

### General Consent Form

This form is mandatory for both civilian youth and military dependents because, by signing it,

parents or guardians authorize any necessary medical care for participants. The form is contained in the *Parent/Guardian Handbook*.

## Youth Health Information/Certification of Good Health/Permission To Treat Form

This form is mandatory for acceptance into the DEFY program. All parents or guardians must complete the Youth Health Information/Certification of Good Health/Permission To Treat form, which provides information on allergies, medical conditions, medications, and health insurance and lists a contact person for emergencies. It is essential for receiving care both on and off base. If the form is not completed, the program coordinator should contact the parent or guardian to obtain the information or reconsider accepting the youth for DEFY participation.

## Types of Services Needed

### Nonemergency First Aid

Both the provider and the location for non-emergency first aid need to be assigned.

### Medicine Dosage Supervision

The program coordinator must determine where youth's medicines are kept as well as who is responsible for supervising their use. Ensure compliance with local State law regarding dispensation of prescription medication to minors.

### "Health Room" Services

The DEFY program should provide a supervised and quiet place for youth to lie down, have their temperatures taken, and wait for parents or guardians to pick them up.

## Additional Considerations

If a parent or guardian thinks that his or her child may be excluded from DEFY program because of the child's medical information, the parent or guardian might withhold important

medical information about the child, such as medical problems and prescription medications being taken. Reassure parents, therefore, that this information is required for safety and not exclusionary purposes and must be provided.

Some children with attention deficit disorder/attention deficit hyperactivity disorder discontinue their medication over the summer to avoid developing a tolerance to the medication. In such instances, the program coordinator may want to discuss this decision with the parent to determine whether the child's best interest is served by resuming his or her medication for the duration of the DEFY camp.

Technically, the military is not legally allowed to keep records on nonmilitary personnel. This may be an issue for DEFY sites and their military partners. In this case, the nonmilitary partner should maintain custody of the consent forms and health records for all nonmilitary participants, while permitting appropriate access as needed and complying with all applicable State and local confidentiality and privacy laws.

Sites may be able to use a youth's Medicaid/Medicare card to facilitate completion of the Youth Health Information form.

The program coordinators must have someone who is CPR/first-aid certified available at all times the youth are on site and when they are on educational trips.

Medication, especially controlled medication and including medications that need to be refrigerated, must be kept in a locked cabinet. All medication must be provided to DEFY staff by the parent or guardian in the original container with instructions clearly visible on the label. Pharmacy/health-care provider instructions must agree with instructions given by the parent or guardian. Any discrepancies must be resolved prior to accepting the medication. Only

the exact number of doses to be administered shall be accepted.

## Legal Aspects

All care and consideration should be taken during the camper selection process to ensure that there is no illegal discrimination (e.g., discrimination based on ethnicity, gender, or disability) and no appearance of illegal discrimination.

Mandatory, signed forms must be secured from parents or guardians prior to receiving youth, and these forms must be valid and in effect for the duration of the program. ***Youth cannot be accepted for DEFY without having all mandatory signed forms on file.***

Two of the most important legal documents of the DEFY program are the Sunrise/Sunset Pickup/Dropoff form and the Youth Roster. These documents establish the youth's whereabouts and custodial responsibility for the youth at any given time. Under no circumstances may a youth be released to any person not previously authorized in writing on the Sunrise/Sunset Pickup/Dropoff form.

Volunteers not employed by the U.S. Department of Defense, U.S. Department of Justice, and/or States and municipalities assume their own liability when working with DEFY. They must ensure that they have their own liability coverage. Some youth outreach organizations (e.g., Big Brothers/Big Sisters, Boys & Girls Clubs, police activities leagues) have their own coverage for youth volunteers. In some cases, a written agreement can be secured for nongovernment volunteers to be covered by these organizations.

## Child Safety and Liability Issues

No adult shall be alone with any youth. The minimum rule of contact is one youth and two adults at all times. The program coordinators,



camp directors, and mentor coordinator must ensure that staff and mentors adhere to this policy at all times. DEFY programs that use junior staff members also must ensure that they understand and abide by this policy.

Youth teen leaders do not count toward the one youth to two adult minimum contact rule. The cluster mentoring format of Phase II lends itself to this policy. If mentors feel the need to speak with youth in private, they should remain within visual contact of their cluster partner at all times.

## Ways To Manage and Limit Liability for DEFY Sites

### Types of Insurance

DEFY grantees should have comprehensive general liability insurance and collision/auto insurance (if driving vehicles is involved).

### Filling in Coverage Gaps

- Identify types of insurance coverage you currently have.
- Identify gaps to fill in by evaluating the *who*, *what*, and *where* of your DEFY programs and sites (see below).
- Determine what types of insurance coverage you still need to obtain to fill any gaps.

To cover situations when the Federal Government may be a liable party, insurance policies should include coverage term “and other insureds.” Examples of “and other insureds” may include

- U.S. Department of Justice, its agents, etc.
- U.S. Department of Defense (e.g., U.S. Navy), its agents, etc.
- U.S. Government, its agents, etc.

## Ways To Reduce Risks—The Who, What, and Where

*Who* is involved in your DEFY program?

- Conduct a rigorous screening process for employees and volunteers who work with DEFY youth.
- Clearly notify and update staff of program policies/procedures.
- Have parents or guardians of DEFY youth sign release forms for program trips and other outdoor activities.

*What* activities does your DEFY program participate in?

- Assess and address risks of physical activities and activities that are unsupervised and/or in noncontrolled environments.

*Where* do your program activities take place?

- Assess and address risks of activities indoors and outdoors, in noncontrolled environments, and in motor vehicles (e.g., en route to a DEFY event).

## Financial Responsibilities and Administration

The program coordinator develops a plan for economically and appropriately expending DEFY funds to meet the operating expenses of Phase I and Phase II.

The funds must be approved as part of the site’s overall Weed and Seed application. Therefore, sites may request core funds and/or special emphasis funds to support a DEFY program.

Reasonable expenses include but not limited to DEFY coordinator’s salary, liability insurance, if warranted, transportation, food, rental equipment, site rental, ticketed admission, uniforms,

personal hygiene, and workshop instruction. Examples of inappropriate expenditures are personal computers, sports equipment purchases, personal clothing items, and purchases for any other program.

## Community Linkages and Support

Developing linkages between the local DEFY partner and the community is a very important aspect of DEFY. Community linkages and involvement ensure benefits such as assistance in identifying additional resources, locating youth for program participation, and recruiting volunteer mentors and program staff, as well as gaining the community's acceptance of the program.

The objectives for receiving community support of DEFY are to

- Strengthen the bond of the partnering command, local U.S. Attorney's Office, and community.

- Increase the resources available to the DEFY program.
- Encourage involvement and participation from community leaders and organizations.
- Develop a reciprocal relationship—DEFY benefits from the community and the community benefits from DEFY.

Community support can take many different forms and can come from many different parts of the community—businesses, schools, and nonprofit and service organizations. By building linkages with these resources, the program coordinator can enhance the DEFY program's resources and increase opportunities for community participation. Early in the planning phases, the program coordinator should put a plan into action for obtaining community support.

# Chapter VII. DEFY Planning Phase

## Develop Planning/Implementation Timeline

The DEFY program timeline is an essential tool to ensure that each of the planning and implementation program components meets desired objectives. A suggested Planning/Implementation Timeline is provided in appendix B.

## Solidify Local Partner Support

A successful DEFY program requires broad-based support from both military and nonmilitary partners. Active support from a base commander, a U.S. Attorney, or their counterpart in another partnering organization may facilitate all areas of program planning and execution, including staff and mentor recruitment; procurement of equipment and supplies; arrangements for space, meals, and transportation; and public affairs support.

Support from unit or commanding officers, department heads, and other management staff also is essential to the success of a DEFY program. Soon after being appointed, the program coordinator should arrange a briefing with the grantee/fiscal agent, base commander, U.S. Attorney, or their counterpart for these key personnel. The purpose of the briefing is to demonstrate the partnering organization's support of DEFY and introduce the program coordinator to partner personnel. The program coordinator should then provide an overview of DEFY.

The following are recommended briefing topics:

- DEFY history, goals, and objectives.
- Information regarding the youth to be recruited.

- Benefits to DEFY youth.
- Benefits to the partner.
- Benefits to volunteer staff.
- Benefits to the community.
- Type of assistance provided by EOWS.
- Requirements of the local partners.
- Relevant policy issues, including release time, travel, legal considerations, and liability.

Additional briefings may be required to increase awareness and generate support for DEFY within the partnering organizations.

Additional strategies to build partner support include

- Publicizing DEFY.
- Informing key people who may be able to facilitate planning and secure commitments.
- Creating a bulletin board in public facilities (e.g., libraries, recreational centers, elementary schools) and posting messages, clippings, and pictures about DEFY to increase public awareness for children and their parents.

## Recruit Community Support and Participation

Community support is another essential component of a successful DEFY program. The community, after all, is where DEFY kids live, go to school, and play, and it is where many of your staff and mentor volunteers live and work. The community contains many valuable resources



that can make the planning staff's job easier and the overall DEFY program more successful. Community support should be sought early in the planning process and continue as an ongoing activity of the program coordinator.

There are six key elements of successfully recruiting community support.

### Identify Key Organizations and Leaders

Every community has a variety of city, county, and not-for-profit agencies and organizations that provide services for youth. In addition, funding organizations such as United Way and service and fraternal organizations such as Rotary and Elks clubs provide financial and other types of support to agencies serving youth. Businesses and private corporations may donate products and in-kind services. Many communities also have a volunteer services agency that helps connect volunteers with community service projects.

Schools generally have a variety of services and resources for children and their families. The program coordinator should begin to familiarize himself or herself with the resources available in the DEFY community. Some of the key groups, organizations, and individuals found in most communities include the following:

- City/county youth services.
- Drug-Free Schools coordinator and family services coordinator of the local school district.
- Police department's D.A.R.E.<sup>®</sup> officer, community-oriented policing coordinator, school resource officer, or crime prevention coordinator.
- United Way.
- Big Brothers/Big Sisters.
- Boys & Girls Clubs.

- YMCA/YWCA and community centers.
- Local alcohol and drug abuse prevention programs.
- Chambers of commerce.
- Local businesses.
- Churches.
- Parent-teacher associations.
- Fire departments.
- Service clubs and fraternal organizations.

### Contact Key Organizations and Leaders

As a new program in the community, DEFY must be introduced to those programs, organizations, and individuals who offer services for youth. In addition to familiarizing community members with DEFY, the program coordinator should assure them that DEFY wants to supplement, not replace, community programs and that he or she wants to collaborate, not compete, with them.

Unfortunately, the competition for limited funds makes some local programs wary of all new programs. A good place to begin is with the local school district's Drug-Free Schools coordinator, the youth services agency, or the United Way's youth program coordinator. They should be knowledgeable of the network of community resources and programs and helpful in identifying those that may be beneficial to DEFY. Another way to elicit otherwise reluctant support from other youth programs is to explain the outplacement component of DEFY and that the youth programs in the community are often the programs DEFY graduates are referred to for outplacement.

### Meet With Potential Resources

The next step is to meet with each potential resource. This can be accomplished by hosting a

meeting for all of them at one time or participating in a meeting that most of them would be attending. The latter is usually the easiest and least time consuming. Many community organizations sharing a common interest get together regularly to collaborate on specific projects. The program coordinator should ask for time on the agenda to introduce and provide a brief overview of DEFY.

### **Inventory Community Resources**

As the program coordinator becomes familiar with the resources available in his or her community, he or she should create an inventory of resources and contact people. The names on this list should be added to the key contacts list of people who receive regular updates on DEFY activities and events, press releases, and success stories. The program coordinator should make a special effort to identify community programs and services to which Phase II graduates can be referred for outplacement.

### **Solicit Community Support**

One way to enlist support from community leaders is to reach out to the Weed and Seed Steering Committee. This group can assist the program coordinator in gaining community input and support for the DEFY program. For the program coordinator, the steering committee represents a group of key community contacts providing advice, contacts, and support. Two keys to successful community support presentations are to show the potential supporters the mutual benefits realized from DEFY and to creatively explore ways in which the potential supporters can be of assistance.

### **Develop Media Contacts**

The program coordinator should seek partner public affairs support to develop local media contacts for DEFY. Press releases and positive stories have tremendous influence on community acceptance and support of DEFY. They also help facilitate youth and mentor recruitment.

The program coordinator should keep in mind that Federal law prohibits military and Federal employees from soliciting money from private organizations. In questionable situations, the appropriate staff judge advocate office or the ethics officer of the local U.S. Attorney's Office must be consulted.

## **Adapt DEFY**

### **Background**

Each local host site should adapt the DEFY program to accommodate its specific needs and resources. The program coordinator is encouraged to plan activities that take advantage of unique features of the host site and vicinity.

A second, equally important reason to adapt the DEFY program is time. The schedule should allow sufficient time for relationships to develop between youth and their team leaders/assistant team leaders and for lessons and activities to be conducted as designed. DEFY lessons go beyond a simple presentation of facts. They are designed to engage youth in discussion and thought, make them question their attitudes and perceptions, and expose them to the positive values of their adult leaders/facilitators. The lessons also are intended to progressively build on each other. Therefore, the schedule must allow sufficient time to complete the objectives for each lesson. Camps that schedule too many lessons and activities too close together shortchange the youth and staff, and the success of the DEFY program.

The program coordinator, together with the other members of the planning staff, should begin adapting the local DEFY program soon after returning from the DEFY training workshop.

### **Analyze Resources**

Once familiar with the DEFY Phase I Youth Curriculum and Phase II objectives, planning staff should analyze the available resources and

compare them to the program model's requirements. In this process, the availability of resources should be examined, to include the following:

- *Physical fitness activities/physical challenges:* Space, personnel, and equipment requirements need to be examined to match potential fitness or challenge activities to available resources.
- *Educational trips and special events:* A careful examination of the host site and the surrounding community should be completed to identify possible educational trips and special events that will be of interest to DEFY youth and can reinforce DEFY program objectives.
- *Workshops:* Workshops for Phase II should be chosen after analyzing personnel and equipment requirements for the suggested workshops. Program coordinators should develop and implement workshops for Phase II that fulfill the DEFY objectives.

### Modify Program

To maintain program integrity, the four major topic areas identified in the youth curriculum must be covered by every host site (refer to chapter II, specifically tables 1 and 2). Program modifications that compromise the DEFY mission or weaken a local program's ability to realize the DEFY objectives are not permitted. The DEFY mission and objectives shall take precedence over the needs of local DEFY partners and should govern decisions on program modifications based on such needs.

Program activities that may be modified include physical fitness activities/physical challenges, tours and educational trips, and Phase II workshops and special events. Depending on facilities, the program also may include activities that have not been presented in the model. The program coordinator should try to identify community activities that are free or low cost to

promote ongoing participation in such activities following DEFY.

Once modifications are completed, a second audit of resource requirements should be conducted to ensure that all necessary resources are available before the program is finalized.

### Develop the Schedule

Once the modified DEFY program is finalized, the program coordinator and planning staff should develop the DEFY schedule.

The schedule for Phase I should cover the content of the four topic areas identified in the youth curriculum and include one or two educational trips (refer to chapter II, specifically tables 1 and 2).

The schedule for Phase II should include one special event and one workshop for each month (refer to sample Phase II Budget Request in appendix B).

For each planned activity, an alternative activity should also be planned. The alternative activity can be implemented when weather, an instructor's illness, or other unforeseen circumstances require that the planned activity be canceled.

### Prepare Logistics Plan

Following the adaptation of the Phase I Youth Curriculum and Phase II objectives, the program coordinator should prepare a logistics plan. The logistics plan should identify specific materials, equipment, space, transportation, and personnel needs for each activity to be implemented for each day of the Phase I camp and for each workshop and special event for Phase II.

### Prepare Youth Recruitment Plan

To recruit the optimal number of DEFY youth, a youth recruitment plan should be developed and implemented. Youth recruitment processes

should begin at least 10 weeks before the beginning of Phase I. Programs that recruit through the schools should begin at least 4 weeks before the end of the school year.

### Criteria for Identifying Youth

**Background.** DEFY is a youth preemptive prevention program designed to promote and support healthy lifestyles and prevent involvement with drugs and gangs. The DEFY program serves all youth between the ages of 9 and 12 (fourth to sixth grades). DEFY lessons and activities are designed to be developmentally appropriate for this age group.

DEFY is also an effective early intervention for youth in the target age group who are at risk for future involvement with drugs and gangs. Ideally, the participants recruited and selected for each local DEFY program will reflect the diversity of the host community.

**At-risk youth.** Program coordinators should take steps to ensure that their recruitment and selection processes reach at-risk youth. The following risk factors are widely accepted indicators of future drug and gang involvement:

- Living in a poverty area or an urban, high-density community.
- Family problems, e.g., lack of parental support or guidance.
- Parent absence due to extended deployment or other reason.
- Drug use or gang involvement by older siblings.
- School failure or lack of interest and involvement in school.
- Drug use and trafficking where the youth lives.
- Incidence of gang activity where the youth lives.

- Incidence of crime and violence where the youth lives.

**Additional selection criteria.** Program coordinators also should establish selection criteria to ensure that youth are physically, emotionally, and socially capable of participating in the DEFY program; are not safety risks to themselves or the other participants; and will benefit from participation in DEFY.

Youth who have completed the DEFY program are not permitted to attend a second time. This component should be noted in all recruitment materials and announcements to avoid creating unnecessary expectations and disappointments. (Exceptions have been made in remote settings at the discretion of the program coordinator.)

### Youth Recruitment Sources

To begin the recruitment process, the program coordinator should identify local agencies and organizations that serve youth between the ages of 9 and 12. Local elementary schools are a logical source for potential DEFY youth. Third- to fifth-grade teachers are excellent referral resources because they know the children and their families and can recommend youth most likely to benefit from DEFY.

The program coordinator should assemble DEFY Youth Recruitment Packets for distribution to each potential recruitment source. The packet should include a copy of the *Parent/Guardian Handbook* to acquaint the potential recruitment source with the program and provide recruitment fliers that can be posted on bulletin boards.

### Recruit Youth

The goal of recruitment is to generate a pool of applicants sufficient to provide the desired number of qualified participants without turning away large numbers of disappointed youth. A typical Weed and Seed site has a maximum of

40 youth participants in a DEFY camp; however, camps may be successful with fewer participants.

Most camps must recruit between 15 and 25 percent more youth applicants than available places to account for natural attrition due to youth failing to meet admission criteria, family factors, change of interest, and so on. First-time program coordinators are advised to take advantage of the experience of other program coordinators in their region to plan and execute a successful recruitment campaign.

**Application process.** Applications should be reviewed by a selection committee selected by the program coordinator and the camp director to determine whether they meet the established selection criteria. The selection committee determines the eligibility of all accepted applications in a manner that avoids any perceptions and allegations of discrimination in the selection process.

The selection committee should ensure that all application rejections are based on objective selection criteria and that the reason for rejection is documented and kept along with the application in confidential program files. The selection committee should select at least five applicants for a waiting list in the event of cancellations.

The program coordinator should notify the parents of all applicants to inform them if their children have been accepted or rejected. All accepted and wait-listed applicants should receive notification of their status and a copy of the *Parent/Guardian Handbook* with forms to be completed by the youth or youth's parents or guardians.

**Required documentation.** The following are required:

- *Youth Acceptance Letter:* The Youth Acceptance Letter invites parents and guardians to attend

a DEFY orientation. This letter should make it clear that parents and guardians are to complete the registration forms and deliver them to the program coordinator by the conclusion of the parent/guardian orientation event.

●  *Registration forms:*

- Youth Application.
- Rules of Conduct/Youth Agreement.
- Parent/Guardian Fact Sheet.
- General Consent Form.
- Youth Health Information/Certification of Good Health/Permission To Treat Form.
- Sunrise/Sunset Pickup/Dropoff Form and Behavioral Contract for DEFY Youth (for informational purposes only).

## Orientation Event

The parent/guardian orientation event is a critical kickoff activity for the DEFY program. At this time, parents and guardians meet DEFY staff and learn what the program is about. The orientation is an opportunity for the program coordinator and staff to inform parents that DEFY is not just a program that does things for children: the DEFY program does things with children and their parents. Parents should be invited to form partnerships with the DEFY staff and mentors over the next year and beyond to build the character, leadership skills, and confidence their children will need to lead healthy, drug-free lives.

All parents or guardians must attend the DEFY orientation. The orientation should be thorough, allowing sufficient time for staff to share all the necessary information and for parents and guardians to ask any questions that they may have.

The orientation should include the following components:



- Introduction to DEFY staff.
- Brief explanation of the benefits of DEFY.
- Brief profile of the military base or site where Phases I and II will be conducted.
- Brief statement of commitment by the U.S. Department of Justice and local partners to DEFY and to the community.
- Explanation of the highlights, schedules, and rules of DEFY.
- Questions from parents and guardians.
- Assistance in completing all necessary registration forms.
- Overview of community resources available to parents and families.
- Tour of the facilities (if practical).
- Light refreshments and time for socializing.

While the orientation is still in progress, registration forms should be briefly reviewed by DEFY staff for completeness and to doublecheck that each youth can effectively participate in scheduled DEFY activities. If the registration forms are not completely filled out, they must be completed by the end of the orientation. Have extra forms on hand in case parents forget them.

It may be necessary to have translators and registration forms available in other languages if a significant number of parents cannot understand, read, or write English.

Efforts should be made to emphasize that parents and guardians are welcome to observe DEFY activities or programs at any time and that they are welcome to take pictures. The camp director may want to discourage parents from attending certain training sessions if he or she feels that having parents present would distract youth from the lesson. Staff also should

stress that DEFY intends not to take the place of parenting but to enhance it. Parents and guardians should be made to feel that they are critical to the success of the DEFY program.

Extra copies of the *Parent/Guardian Handbook* should be available to ensure that every parent and guardian has a copy.

The orientation should be offered twice—on two different evenings or once during the day and once in the evening—to make the session more accessible to working parents and guardians.

## Prepare Personnel Plan

Once the DEFY program coordinator is selected he or she should immediately begin recruiting Phase I planning staff, consisting of a camp director (if different from the program coordinator) and training/ operations officer. The mentor coordinator also should be recruited early so that mentor recruitment can begin well in advance of Phase II. It is recommended that mentor selection be completed in time for mentors to visit Phase I camp and meet the youth.

## General Selection Criteria for DEFY Staff and Mentors

**Volunteers.** Sites are strongly encouraged to recruit volunteers as mentors.

**Skill requirements.** Final applicants for all staff and mentor appointments should possess skills to match the requirements of the specific position as outlined in chapter V and be able to meet the following selection criteria:

- *Physical requirements:* Phase I camp usually consists of several full days of physical activity under summer conditions. Phase I candidates should be physically fit and capable of participating in the physical fitness/physical challenge regimen. Phase II physical requirements are far less demanding. Phase II staff and mentors should be able to fulfill any

physical requirements of scheduled activities and be able to model the merits of physical fitness to the youth.

- **Availability:** All candidates should be available to participate fully in all DEFY training and activities. Candidates for positions should be made aware of the time commitments required for participating in DEFY.
  - Phase I involves attendance at staff/mentor training, parent/guardian orientation, the entire camp session, nightly staff debriefings, and a wrap-up debriefing at the end of camp.
  - Phase II involves 8 hours of orientation and training, 4 hours of monthly activities each month during the school year, and a wrap-up debriefing session.
- **Personal characteristics:** All candidates should enjoy working with 9- to 12-year-old youth and be capable of developing caring, positive relationships with them. Dealing with youth can be a challenging, exhausting, and sometimes frustrating experience, especially in a summer camp environment. Selected staff and mentors should be energetic, enthusiastic, and flexible. Phase I residential staff should be aware of expectations related to sleeping, rooming, showering, eating, and so on and agree to accept the camp conditions.
- **Role-model characteristics:** All staff and mentors should embrace and support DEFY's primary mission to develop youth character, leadership, and confidence so that they engage in healthy drug-free lifestyles. Candidates should be willing to teach by example and be honest and reliable, and display good judgment. They should maintain a positive outlook, demonstrate a cooperative spirit, be respectful of others (adults and youth), exercise good manners, and display a willingness to work hard. Candidates should also recog-

nize that as a drug-abuse prevention program, tobacco and alcohol use are not acceptable during the DEFY camp and in the presence of the youth.

## Adult Certification

All adults who lead DEFY lessons and activities and who come into direct contact with youth must be certified in accordance with DEFY procedures (see appendix A).

## Position-Specific Recommendations for DEFY Staff and Mentors

In addition to the general staff selection criteria identified in this chapter, the following position-specific criteria are recommended for each staff position (all DEFY program staff assignments require the approval/recommendation of the position's parent command/supervisor):

- **Camp director**
  - Has demonstrated organizational skills.
  - Has working knowledge of the host site operations and personnel.
  - Has working knowledge of the principles and practices of positive discipline.
  - Has working knowledge of Emergency Action Plan implementation.
  - Has the ability to manage multiple complex tasks concurrently.
- **Training/operations officer**
  - Has experience and understanding of training principles and skills.
  - Is knowledgeable about the developmental characteristics of 9- to 12-year-old youth and the special developmental requirements of this age group.
  - Can provide leadership, direction, and

support to team leaders so that they may effectively lead lessons and activities for 9- to 12-year-old youth.

- Demonstrates problem-solving, logistics management, and crisis-management skills.

#### ● Team leader/assistant team leader

- Has supervisory skills to direct youth in planned activities and emergency situations.
- Is capable of directing, encouraging, and using appropriate positive discipline methods with youth.
- Is an enthusiastic and energetic leader.
- Has previous experience working with youth between the ages of 9 and 12.
- Possesses good interpersonal communication skills.
- Has an understanding of the DEFY curriculum subject matter.

#### ●□ Mentor coordinator

- Has the ability to develop good rapport with mentors, parents/guardians, and youth.
- Is able to provide training, motivation, and support to mentors.
- Has a basic understanding of mentoring principles and practices.
- Has prior experience as a mentor or team leader.
- Has knowledge of community resources to identify special events and subject-matter experts.
- Has experience and good judgment in identifying programs and subject-matter

experts who are appropriate for DEFY youth.

- Has demonstrated organizational skills.
- Is detail-oriented and capable of handling the planning and logistics involved in setting up workshops and special events.

#### ● Mentor

- Has training or experience working with youth between the ages of 9 and 12.
- Is a good listener and has good interpersonal communication skills.
- Demonstrates a desire and ability to create caring, trusting relationships with 9- to 12-year-old youth.
- Is reliable and willing to invest time and energy in making the relationship with his or her youth work.

### Recruitment of DEFY Staff and Mentors

The goal of the recruitment process is to generate a pool of well-qualified candidates from which to choose staff and mentors. The following recommended strategies can help the program coordinator realize this goal:

- *Integrate recruiting with DEFY promotional activities:* Recruiting DEFY staff can and should be integrated with the program coordinator's efforts to recruit local partner and community support (see discussion in "Recruit Community Support and Participation" earlier in this chapter). Many of the activities outlined in this chapter are also recruitment opportunities. Position descriptions and information can be included in briefing packets and presentations.
- *Use designated facilities and community resources:* The program coordinator should



take advantage of military, governmental, and community resources available through the partnering organizations. Most organizations have well-established systems and networks for recruiting personnel.

- *Provide the facts:* Because participation is voluntary and the time and emotional commitments are significant for both staff and mentors, they must be given a clear understanding of the responsibilities and the time commitment when they are recruited. Staff and mentors need to know the
  - Nature of their roles and responsibilities.
  - Amount of time involved.
  - Schedule of events, including appropriate Phase I and Phase II training, orientations, and graduation.
  - Resources and support available to them.
- *Promote the benefits of DEFY participation:* The benefits of DEFY can be explained at presentations, posted on bulletin boards, and included in publications to generate interest and encourage recruitment. Examples of recruitment materials are provided in appendix B.

### Screening and Selection of Staff and Mentors

Staff selection must be application based. All Phase I and Phase II staff candidates are required to complete the Adult Staff/Mentor Application (see sample included in appendix B). The program coordinator should interview all qualified candidates and check their references to determine those most qualified for each position. The program coordinator and mentor coordinator should work together to interview mentor candidates and check their references. The “Guide for Screening Staff” in the next section is provided to ensure that only qualified

staff are selected. In making staff and mentor selections, the program coordinator should ensure that the final staff and mentor selections are representative of the cultures and genders of the local DEFY youth participants. Staff and mentors should have the language skills necessary to assist with translations and to facilitate communication between the staff and mentors and the youth and their families.

Once final staff selections are determined, the program coordinator should promptly notify all candidates, those selected as well as those not selected, to inform them of their status.

### Guide for Screening Staff

Screening staff protects both the staff and the youth participating in the DEFY program and ensures that volunteers are placed in the roles for which they are best suited. The following are guidelines the program coordinator should use when determining whether an individual is an appropriate candidate for participation in Phase II. Careful staff screening contributes significantly to the success of the program, and diligence in screening prospective staff members is critical.

**Temperament.** Many youth selected to participate in DEFY live in environments that place them at risk for alcohol and other drug problems. These youth require attention, acceptance, patience, and innovative and sometimes repetitive instructional approaches. If a staff member has a low frustration threshold and cannot “roll with the punches,” the resulting DEFY experience will be unsatisfactory both for the youth and the staff member.

**Judgment.** Staff members often are called on to make judgments on serious and sensitive issues. They must be able to make mature decisions and understand potential dangers and liability when interacting with youth in DEFY activities. They need to exercise sound judgment if they want to promote success and minimize possible liability.

**Reliability.** When screening staff members, the program coordinator should carefully consider each individual's commitment to the program and his or her demonstrated degree of dependability. DEFY youth need to know that they can count on adults to fulfill promises and keep appointments. DEFY youth are very disappointed when a staff member arrives late or fails to show up. This is a negative experience for the youth, especially during Phase II. It also reflects poorly on the local program partners.

Occasionally, plans must be postponed or canceled. Staff members must be reliable and notify the program coordinator or mentor coordinator in advance when a change of plans is required. Advance notification allows DEFY staff to prepare participants for a change in plans and make alternative arrangements.

**Communication skills.** To be effective, the staff member needs to have good communication skills. More important, the staff member must be a good and patient listener who engenders trust and confidence and encourages the youth to express his or her thoughts and feelings. The staff member also should be capable of communicating his or her thoughts, feelings, and ideas in a clear and understandable manner.

**Behavior and attitudes.** Staff members must set an example for DEFY youth when it comes to behavior and attitudes. The youth should be able to see that adults exercise good manners in their dealings with one another, accept responsibility freely, maintain a positive outlook, and demonstrate a cooperative spirit. DEFY youth should see the staff members embodying a good work ethic, including punctuality; thoroughness in completing assignments; respect for supervi-

sors, peers, and youth; willingness to work hard; and positive attitudes that foster cooperation and morale.

**Appearance.** Physical appearance is as important as other screening criteria. Staff members are role models for DEFY youth and represent the military and civilian sponsors of the DEFY program. A neat, clean appearance is important for all military and civilian staff members.

**Positive personal habits.** Staff members must demonstrate positive personal habits in their capacity as role models. Personnel with alcohol or other drug-abuse problems cannot participate in DEFY. Staff members who smoke should be willing to refrain from tobacco use while they are in the company of the youth program participants. Those who have a history of disciplinary situations or poor work performance/self-discipline cannot be permitted to participate as DEFY staff until they have adequately demonstrated that these conditions no longer exist.

### Youth and Mentor Match

The mentor coordinator assigns each youth to a mentor cluster of two or more adults. Research shows that the key to creating effective mentoring relationships lies in the development of trust.<sup>1</sup> In addition, successful relationships in which both the youth and adult mentor are most satisfied share several characteristics:<sup>2</sup>

- The adult is able to identify areas in which the youth needs help and is able to address those areas in a way that the youth will accept.
- The adult allows the relationship to be youth driven in its content and timing.

<sup>1</sup> Sipe, Cynthia L., *Mentoring: A Synthesis of P/PV's Research 1988–1995*, Philadelphia, PA: Public/Private Ventures, 1996.

<sup>2</sup> Styles, Melanie B., and Kristine V. Morrow, *Understanding How Youth and Elders Form Relationships: A Study of Four Linking Lifetimes Programs*, Philadelphia, PA: Public/Private Ventures, 1992

- The adult waits for the youth to lower his or her defenses and to determine when and how trust will be established.
- The adult waits for the youth to signal if, when, and how personal problems or challenges will be divulged.

The mentor coordinator should try to gather information and mentoring recommendations for each youth from the camp director, team leaders, and assistant team leaders during the Phase I wrap-up. He or she also should solicit information and recommendations from parents and guardians. Time permitting, the mentor coordinator should get to know each youth and talk with him or her about interests, needs, and expectations. This information, together with a profile of each mentor's strengths, interests, skills, hobbies, and experience, should facilitate the creation of mentor clusters and the assignment of youth to each cluster. Mentor coordinators should not expect to make perfect matches every time. Changes may be necessary for youth and mentors to find optimal pairings.

## Prepare Public Affairs Plan

A carefully thought out public affairs plan is invaluable for presenting DEFY's "best face" to the public. Specific media information is included in chapter XII, "DEFY Public Affairs."

## Prepare Operations Plan

### Operations Plan Components

A detailed DEFY operations plan is required for each day of Phase I and for each special event or workshop presented in Phase II. The operations plan includes the following components:

- A detailed time schedule indicating the time each activity is to begin and end.
- A roster of staff personnel who participate in all activities (including staff meetings) and

individual assignments.

- A designation of the facility and required equipment to be used for each activity.
- A description of transportation arrangements with the source of that transportation.
- A description of arrangements for meals, including the menu for each meal or snack.
- A list of consumable materials needed for each activity, including quantities required and the sources of supplies.

### Time Schedule

A specific time schedule of activities is required for each day. The daily schedule should identify each activity and indicate the beginning and end times for that activity. Provisions must be made for moving from one location to the next, for regular rest periods and bathroom breaks, and for site preparation and cleanup. (A common mistake of first-time camps is to underestimate the time required for movement and breaks.) Provisions also should be made in the time schedule for alternative activities, for example, if weather prevents an outdoor event or if transportation is delayed. A sample Phase I DEFY Camp Model Schedule is in appendix B.

An activity plan is required for each activity included in the daily schedule. Generally, an activity plan can be taken from the curriculum lesson plan. Adaptation may be required to accommodate the size of the group, facility limitations, or opportunities for physical challenge activities, tours, or other highlight events. The sequence and duration of activities are important. For example, a visit to a major event should be scheduled so that the youth arrive in clean clothes. Songs or other activities should be planned in advance to occupy youth during long bus rides. Some camp directors have scheduled lessons for long bus rides with mixed results. Seek the advice of experienced camp

directors before attempting to teach lessons on a bus.

The timing of each activity is critical to maintaining the daily schedule. Whenever possible, dry runs should be conducted with staff to establish how much time is needed for youth to walk between the classroom and the athletic field, for example, or for a snack to be distributed and eaten. Generally, allow more time for an activity than you expect it will take. Team leaders may use brief waiting periods for small skill-building sessions (e.g., those identified in the curriculum under “Bag of Tricks”), but allowing too little time for one activity can result in successive delays for the remainder of the day. Do not schedule any other activities during meals or snack time because this prevents socialization among the youth.

### **Staff Roster**

The names and the roles of the staff members to be present at each activity must be specified in the daily schedule. Each individual should clearly understand what preparation is needed and his or her duties. Substitutes should be designated to fill in for any scheduled staff member who may be absent. A sample Staff Roster is included in appendix B.

### **Facility Selection**

The location of each activity must be specified in the daily schedule. The location must be reserved or set aside for DEFY. Each location should be inspected in advance to ensure that it is safe, that it is large enough for its planned use, that bathrooms and drinking fountains are conveniently located, that a telephone is readily available for emergency use (cellular phones qualify), and that the planned activity will not disrupt other events scheduled for adjacent areas or vice versa.

### **Transportation Arrangements**

Except in exigent circumstances, privately

owned vehicles should not be used to transport youth during Phase I. Either chartered buses or public transportation may be used. If public transportation is used, a staff member must accompany each group of youth. The operator of the system also should be contacted in advance to check on schedules, prepaid fares, and how many individuals can be accommodated in each vehicle. If chartered buses are used, sufficient seats should be available for all youth and staff going on the tour. The Trip Checklist (see appendix B) must be completed for each trip away from the DEFY host site.

### **Eating Arrangements**

Nonresidential DEFY camp programs schedule daily morning snacks, lunch, and afternoon snacks. Residential programs, in addition, furnish breakfast, dinner, and an evening snack. When appropriate, DEFY Phase II workshops and special events also include a snack. Assistance in planning menus for meals and snacks may be needed to determine appropriate quantities, to provide alternatives for youth who may have food allergies or be on special diets, and to select foods that meet commonly accepted nutritional standards. Care must be taken to consider both nutrition and taste when planning menus.

### **Supplies/Equipment**

All supplies and equipment needed to conduct each activity must be identified and acquired. Sufficient copies of youth curriculum materials must be reproduced. With advanced planning, many consumable items can be purchased in bulk and at a low cost. The training/operations officer is responsible for ensuring that the proper equipment is available for all aspects of the program. A list of recommended supplies and equipment is included in appendix B.

### **Plan Updating**

Each day’s schedule and accompanying activity

plans should be updated the afternoon before. Previously postponed activities may have to be rescheduled or other changes may be required to adjust for inclement weather or unexpected interruptions. New activities should not be inserted into the schedule unless the needed facilities, equipment, transportation, and supplies are available. If a sufficient number of alternative activities has been planned in advance, the likelihood is slim that some item for the activity will have been overlooked.

## Prepare Fiscal Plan

Interested Weed and Seed sites must ensure a DEFY budget is part of its funding application for approval by CCDO. Sites may use core funding and/or Special Emphasis funding to support DEFY activities.

In planning Phase II mentoring activities, keep in mind that workshops should be designed to reinforce skills and techniques taught in Phase I and/or support topic areas identified in the Phase II curriculum. Therefore, special events/activities must relate to the workshops and topic areas discussed in chapter III. (The workshops are the driving force, not the special event.)

The budget plan must include all operating expenses for the program. Program coordinators should seek guidance from CCDO or other program coordinators, as necessary, to prepare the

fiscal plan; reprogram/reallocate funding from one budget category to another, as deemed necessary, to implement the program successfully; and consult with their local host site procurement person or comptroller to learn about unique fiscal requirements or prohibitions. Program coordinators should seek out this person as an adviser during the planning stage to avoid the frustration of developing a budget plan that, even if approved, cannot be executed because of a fiscal restriction on use or transfer of funds.

## Prepare Emergency Action Plan

The program coordinator must develop an Emergency Action Plan specific to the particular facility or residential setting where DEFY activities occur. A sample Emergency Action Plan is provided in appendix B.

## Prepare Medical/Dental Plan

DEFY staff certified in first aid and CPR must be present at all times to handle medical emergencies. The DEFY program coordinator is responsible for ensuring that staff and youth receive emergency and humanitarian medical/dental services when participating in a DEFY program on a military facility, should they be needed.



# Chapter VIII. DEFY Implementation Phase

## Phase I—Staff Training and Orientation

All Phase I staff must attend Phase I staff training designed to provide orientation, knowledge, and the skills needed to implement the DEFY Phase I curriculum. The training provides a theoretical grounding in child development and at-risk youth behavior and basic information on drugs and gangs. Staff participate in role-playing exercises on disciplining and counseling youth and helping youth help one another. The DEFY curriculum is reviewed, and team leaders/assistant team leaders have an opportunity to practice presenting curriculum units and receive feedback on their presentations. Basic CPR certification/recertification training may be provided. Program coordinators must ensure that staff and mentor training covers all subjects addressed in the *Staff/Mentor Handbook* and any other subjects deemed necessary by program staff.

The training/operations officer or other subject matter experts identified by the training/operations officer conduct the staff/mentor training. The program coordinator, on the recommendation of the training/operations officer, may exempt selected staff from training on topics for which they have demonstrated expertise.

If possible, staff/mentor training should be completed not more than 1 month prior to the beginning of Phase I. Staff/mentor training can be scheduled to accommodate local needs.

## Phase I—Implementation

Phase I should be an enjoyable and stimulating experience. Youth acquire new skills and attitudes that create a foundation for continued

growth during Phase II. In addition to selecting a qualified staff, three other ingredients are essential to a successful, safe, and enjoyable DEFY Phase I camp: training, planning, and careful supervision.

The training/operations officer, program coordinator, and camp director are responsible for Phase I program oversight. In addition to concerns for youth safety, adherence to the schedule, and managing logistics, senior staff need to be alert to signs of problems and to intervene appropriately. Appropriate command-and-control practices should be in place.

Regular staff meetings should be held to review the schedule and activities, to acknowledge problems and weaknesses, and to suggest solutions. Staff meetings also should be used to monitor DEFY operations in general and staff performance, youth relationships, and classroom disturbances (discussed below) in particular.

The Incident/Injury Report is a record of any incident involving injury to a youth, loss of a youth's property, or damage caused by another youth; disciplinary action taken against youth or staff; suspected child abuse; and any other significant event. The report provides a command-and-control technique to monitor youth relationships. It also is a means to monitor youth relationships and classroom disturbances and is the basis for dismissal and/or referral.

## Critical Areas

Several areas in particular should be monitored closely. If problems are detected, quick action is necessary.

## Staff Performance

A central design feature of DEFY is staff who are effective role models for youth in at-risk environments. Despite having volunteered and received training, not all staff may possess the patience, warmth, leadership, and other qualities expected of DEFY role models. Youth are likely to test team leaders/assistant team leaders using disruptive behaviors, taunts, misrepresentations, and other challenges. Staff who respond inappropriately may lose the trust and respect of the youth and their credibility. Reminders to staff, or even a helpful afterhours discussion, may be needed to strengthen staff role-modeling performance.

## Disruptive Behaviors

Most youth at the age targeted by DEFY have not yet developed the interpersonal skills that characterize teenagers and adults. They may be immature, form exclusionary cliques, attempt to dominate other participants, resort to aggression, and vie for the attention of their peers and team leaders. However, the DEFY experience does not categorize “winners” or “losers.” Each youth should learn that he or she is a distinct and valued person. Team leaders/assistant team leaders should address problem behaviors using positive discipline techniques, the goal of which is to confront the undesirable behavior and use the incident as an opportunity to establish a relationship with the youth. (Additional information is provided in chapter XI.)

## Classroom Management

Youth at this age are not willing to sit still for long periods if the activity does not engage them or hold their attention. This is especially so in the summertime, when they would rather be outside playing. Presentations should therefore be interesting and interactive. Effective classroom management is essential to maintain order, discipline, and mutual respect. It should be an established norm in the DEFY camp that

all classrooms are orderly, and all students are respectful of teachers and other students. Any breakdown in discipline must be dealt with promptly, consistently, and effectively. A minimum of two adults shall be in the classroom at all times. If one or more students become disruptive, one instructor should address the disruption and the other should continue the lesson to demonstrate that the instructors, not disruptive students, control the classroom.

## Phase II—Staff Training and Orientation

### Mentor Coordinator Orientation

The program coordinator presents the Phase II program orientation to the mentor coordinator. The orientation is held shortly after personnel for both positions have been identified, approximately 1 month prior to Phase I implementation. Because only two individuals are oriented at each site and some of the topics may have been covered during the recruitment and selection process, this orientation is less formal than the Phase I staff training. Ample time is allocated for questions and discussion.

The orientation consists of the following:

- A brief history of DEFY, a program description, and the DEFY goals and objectives.
- An overview of the DEFY Phase I curriculum, including objectives for the modules and types of planned activities.
- A detailed description of DEFY Phase II, including principles and practices of effective mentoring programs.
- An overview of effective mentor recruitment, screening, and management practices.
- A detailed description of the roles and responsibilities of each position.

- An introduction to the administrative duties for each position.
- A review of each suggested Phase II workshop module and special events.

Additionally, the mentor coordinator is encouraged to attend at least part of DEFY Phase I camp. Phase II staff must observe the training and group dynamics of Phase I and get to know the youth who will be in Phase II. The amount of time they are able to spend attending Phase I depends on their own schedules.

### Mentor Orientation

All mentors are required to attend an 8-hour orientation and training session prior to initiation of the mentor-youth relationship. The purpose of the mentor orientation is to provide an overview of the DEFY program and an understanding of the important role mentors play in realizing the program's goals. Mentors review their roles and responsibilities and have an opportunity to ask questions regarding program policies, procedures, and expectations. The training focuses on the skills necessary to develop and maintain positive, caring, mutually satisfying relationships with youth. Mentors have an opportunity to practice their newly acquired skills and to ask questions about any concerns they may have.

The mentor coordinator conducts the mentor orientation. It is recommended that the mentor training be held shortly prior to the first mentor-youth meeting.

### Phase II—Implementation

Phase II is a period of continuous reinforcement of the new attitudes, skills, and outlooks participants acquired during Phase I. The success of DEFY Phase II depends on the establishment and maintenance of trusting and caring relationships between mentors and youth.

The Youth Action Plan (located in the youth workbook in the Phase I Youth Curriculum) can be a useful tool to help mentors “break the ice” with youth. It lists up to 10 objectives developed during Phase I that the youth has committed to achieving. Examples are exercising at least three times per week, tutoring a younger sibling, taking responsibility for having clean clothes, reading a book each month, organizing a trash pickup in the park, avoiding youth who use drugs or belong to gangs, and sticking to a weekly study schedule. Mentors can ask about and be supportive of Youth Action Plan accomplishments, offer guidance and suggestions for reaching targets, and help restructure selected objectives when necessary to make them more attainable. Helping participants reach as many of their Youth Action Plan objectives as possible is important for their self-esteem and future growth.

The Youth Action Plan should be used as a tool to get youth talking about themselves and their interests. This communication helps ensure that the mentor-youth relationship is youth focused and directed and provides the mentor with an opportunity to demonstrate his or her listening skills. Both are important components of successful mentoring relationships.

The mentor coordinator has primary responsibility for Phase II oversight. The mentor coordinator's principal duties are to monitor mentor cluster contacts, provide guidance and assistance to mentors, and replace mentors when needed through additional recruiting and training or through reassigning or coassigning mentors. The mentor coordinator also must assist in providing temporary substitute mentors when necessary, either by doubling up or by assigning alternative mentors.

Mentors must recognize that they have a commitment to the youth with whom they are paired as well as to the DEFY program. Any loss of



trust by a youth during Phase II can offset benefits accrued thus far. Followup should occur whenever a youth appears to be withdrawing from the program during Phase II or when a mentor's contact reports indicate that contacts are diminishing in frequency or quality.

When appropriate, one or two meetings for mentors should be scheduled during the year to motivate them, refocus their efforts, and provide opportunities to talk about problems, raise issues, or ask questions. It is important, for example, to remind mentors that some youth take longer than others to open up and trust others. In many cases, the mentor has to take on most of the responsibility for creating and maintaining the relationship.

Mentor coordinators are responsible for maintaining the schedule of special events and for organizing transportation, admissions, snacks, speakers, facilities, or other resources needed for a scheduled event. Workshops and special events should facilitate and support the mentor-youth relationships, as well as DEFY's leadership training objective, and build on the skills the youth developed in Phase I. Whenever possible, youth should have an opportunity to provide input and choose activities that interest them. One strategy is to offer youth a selection of activities from which to choose. The mentor coordinator also should take cost and logistics factors into consideration.

Special attention must be given to the graduation scheduled at the end of Phase II. This event is more than an award ceremony for those who have successfully completed the DEFY program—it represents a change in a youth's strong attachment to his or her mentors. Mentors should properly prepare youth for this farewell event, and the graduation itself should be a memorable occasion. Youth should be recognized for their accomplishments during Phase II and throughout the DEFY program.

Recognizing the transition in this positive way in an event attended by all mentors, participants, and participant family members may help youth accept the termination of their DEFY relationships.

## Outplacement

Outplacement is the process of matching youth needs with community resources. It begins with knowledge of the DEFY youth and his or her strengths and weaknesses, interests, talents, and special needs or circumstances (such as being from a single-parent family). The program coordinator should then attempt to match youth needs with available community programs and services. The Weed and Seed Steering Committee can be used to help identify appropriate outplacement resources for DEFY youth, for example, Boys & Girls Clubs of America programs.

Outplacement is recommended for all DEFY programs. The program coordinator works to identify an appropriate outplacement referral for every DEFY graduate. Outplacement is one important way to ensure that the gains made during Phase I and Phase II do not erode over time.

Once a match has been made for each youth, the program coordinator should provide the parent or guardian with all necessary outplacement enrollment information and applications. The program coordinator should closely monitor each DEFY graduate's progress until he or she is successfully enrolled in an outplacement program. DEFY staff must make all reasonable efforts to involve each youth in an activity after completion of DEFY.

The mentor coordinator can schedule an outplacement orientation near the end of Phase II for parents/guardians and youth, at which potential outplacement referral organizations can provide information about their programs and services and sign up youth.

## Parent/Guardian Involvement

Parent/guardian involvement is another important component of DEFY; it ensures that the gains made during Phase I and Phase II are maintained. Educators and health and human service professionals have recognized parent/

guardian involvement as the single most important contributor to achieving educational success and preventing drug and gang involvement. The DEFY program should attempt to actively involve parents/guardians and encourage and support their involvement during the program.

# Chapter IX. Reporting Requirements

Reporting procedures for Weed and Seed DEFY are designed to minimize record keeping while providing the documentation needed for program control, evaluation, and legal safeguards. All DEFY staff should be aware of reporting requirements and be responsible for ensuring the completeness, accuracy, and timeliness of program reports.

## Purpose

### Program Control

CCDO, under an MOU between the U.S. Department of Justice and the Department of the Navy, has established standards relating to staffing, facilities, and curriculum for DEFY. CCDO provides financial/grant support, program curriculum and other materials, and technical assistance. Each program must establish and maintain record systems that provide accountability.

### Legal Safeguards

Various military, State, and Federal regulations govern activities involving youth to ensure their safety and well-being. Staff certification, maintenance of adequate records of contact with youth, and documentation of all events concerning possible injury, abuse, and neglect affecting youth are essential.

## Phase I Reporting

### Responsibility

Recording and reporting for Phase I usually are the responsibility of the camp director, but all staff must be alert to reportable events and must be diligent in maintaining necessary records.

### Youth Roster

A Youth Roster must be prepared prior to the first day and maintained daily throughout Phase I. A sample Youth Roster is included in appendix B.

The camp director is accountable for the whereabouts of all youth while they are in DEFY's custody and is responsible for the accurate completion of the Youth Roster. For nonresidential camps, the roster contains each youth's name, the time in the morning when custody of that youth begins, and the time in the afternoon when the youth is released to a parent, a guardian, or another designated person.

A headcount is mandatory whenever transportation is used for moving youth from one location to another, whenever youth return from activities in which they were divided into small groups or worked individually, and whenever youth are involved in a tour or other activity away from the DEFY site.

Detailed records should be maintained explaining any irregularity such as the reason for a youth's absence, if known, the reason a youth is excused from an activity (such as for first-aid treatment), or the disposition of a youth at the end of the day if the parent or designated substitute does not arrive at the dropoff point.

### Staff Roster

A roster of DEFY staff must be prepared each day showing the time each staff member reports and the time each is dismissed. The roster also should indicate each person's assignments for the day. A sample Staff Roster is included in appendix B.

## Disciplinary Action

DEFY does not permit physically disciplining any youth, the use of punitive assignments (e.g., cleanup assignment above the youth's abilities), or verbally abusive reprimands.

Youth who are disruptive or engage in unacceptable behavior are taken aside by the team leader or other staff for constructive counseling and problem resolution. Disciplinary actions for youth are explained in the *Staff/Mentor Handbook*. The Incident/Injury Report is used to record a disciplinary action.

The Behavior Contract included in the *Parent/Guardian Handbook* is also a disciplinary tool designed to remind youth of the rules they agreed to at the beginning of DEFY. The Behavior Contract should be filled out by each youth during a counseling session. When a youth's continued disruptive behavior results in his or her being sent to the camp director or program coordinator, the youth must be told that his or her behavior yields two options: correct the behavior or be dismissed from DEFY.

Dismissal, although rare, does occur. Records of all disciplinary counseling sessions are needed in case a youth's continued disruptive behavior requires dismissal. Records should indicate the date and time, the names of the disruptive youth and staff person recording the incident, the incident that occurred, the action taken, and the length of the disciplinary action. Parents or guardians should be notified immediately of a youth's dismissal.

## Incident/Injury Reports

All incidents involving injury to a youth, loss of a youth's property, or damage caused by a youth must be described fully in an Incident/Injury Report (see sample in appendix B). The completed Incident/Injury Report is given to the camp director. The report must describe the relevant details of what occurred. In case of injuries, all medical assistance given must be

described or refusal of assistance noted. If property is involved, the circumstances and value of the item or damage to it must be provided. All transportation accidents must be reported to the camp director even if there are no injuries.

An Incident/Injury Report also must be prepared if a youth becomes ill while in the custody of the DEFY program. Nonmedical DEFY staff are not authorized to provide medical assistance except in emergency situations while waiting for medical help. Illnesses of any kind should be referred to the medical facility specified in the site's DEFY medical plan. Youth similarly shall not be permitted to possess or self-administer medications. All youth requiring medication must submit a Youth Health Information/Certification of Good Health/Permission To Treat form signed by their parent or guardian indicating the type and daily dosage of necessary medication, including any special instructions. All medications are kept, and their administration supervised, according to the procedures outlined in chapter VI under "Types of Services Needed."

## Abuse Reports

All States require mandatory reporting of suspected child abuse. Any DEFY staff person with reason to suspect child abuse must immediately and completely document all observations on the Incident/Injury Report and give it to the camp director or program coordinator, who shall immediately file a report either with the local police or a community social agency, as required by State law.

## Final Report

Each site is required to prepare a final report within 30 days of completion of Phase I and submit to CCDO along with its next OJP Semi-Annual Progress Report. This report should be a stand-alone document that provides an accurate description and analysis of Phase I. The final report should

- Identify the site, date, and location of camp.
- Identify the number of youth and number of staff/mentors.
- Summarize accomplishments in Phase I planning, staff training, and operations; discuss program successes, observed weaknesses, and lessons learned;<sup>3</sup> and recommend improvements.
- Describe any incidents (e.g., injuries) or problems and how they were resolved.
- Identify the budget authorized for Phase I, the actual amount expended, and the remaining balance, if any.
- Include a copy of the camp schedule.
- Discuss media coverage and include copies of news-related articles.
- Identify other funding support and in-kind contributions.

A sample format/outline for the Phase I final report is provided in appendix B.

## Phase II Reporting

Phase II consists of a sequence of group workshops and special events.

### Incident/Injury Reports

The procedures for Incident/Injury Reports outlined for Phase I apply to all Phase II staff and mentors. Incident/Injury Reports should be prepared by the mentor and filed immediately with the mentor coordinator.

Mentors must be very careful not to violate their

youth's privacy by reporting personal information offered confidentially. However, mentors and all Phase II staff are required to comply with all mandatory child-abuse reporting laws. The procedures outlined in chapter XI in "Mandatory Reporting of Child Abuse" apply to all Phase II staff and mentors.

### Monthly Status Reports

Each DEFY site is required to prepare a monthly status report throughout Phase II, summarizing all workshops and special events held. These reports as appropriate, shall be included in the site's OJP Semi-Annual Progress Reports to CCDO.

The monthly status report should

- Identify the project site.
- Identify workshop topic areas and special events completed each month during the quarter, including date and location of each.
- Identify the number of youth and number of staff/mentors.
- Identify the goal/objective of each monthly workshop and briefly describe how the special event/activity relates to the workshop topic area. (Examples are provided in appendix B under "DEFY Phase II Special Event Ideas.")
- Summarize accomplishments, observed weaknesses, and lessons learned.
- Describe media coverage and include copies of news-related articles and other pertinent reports and documentation.

<sup>3</sup> The purpose of this section is to identify strengths and weaknesses in the program design, daily schedules, conduct of activities, staffing and logistics, or other factors and to suggest improvements for the future. What worked well and what worked poorly should both be established. All findings are valuable for revising the program to optimize its operational ease and effectiveness.

- Describe any incidents or problems and how they were resolved.
- Identify other funding support and in-kind contributions.

# Chapter X. Awards and Recognition

Awards and recognition are an important way to acknowledge the contributions of staff, mentors, and the community to DEFY's success. It is easy to overlook awards and recognition since acknowledgment of individual contributions usually occurs at the end of a phase or program when many activities compete for limited time. Throughout the planning phase of DEFY, the program coordinator must assume responsibility for acknowledging contributions and extraordinary performance. Sample letters of appreciation are provided in appendix B.

## Youth

DEFY is a youth program based on individual development within the framework of teamwork and citizenship. The curriculum has been thoughtfully constructed and program policies have been carefully developed to ensure that every youth can achieve the program goals. However, progress toward these goals is highly individualistic and subjective. Therefore, awards and recognition must be based on the development of the total person and be supportive of all participants. Awards and recognition must be inclusive, excluding no youth. Phase I Completion Ceremonies should publicly congratulate each youth with a diploma or certificate and provide each participant with a group photo if possible. Single-event awards to individual youth or staff at commencement are not consistent with the team spirit of the DEFY program.

Similarly, Phase II awards and recognition should support the overall program. Certificates of completion may be awarded, and recognition of each youth's completion of his or her Youth Action Plan may be highlighted.

## Staff

Staff recognition should occur in two settings. The first is public recognition, in the presence of the youth, to acknowledge the significant impact DEFY leaders have had on DEFY youth. Phase I and Phase II staff certificates of completion should be issued to document this unique contribution and should be presented publicly. Second, appropriate record-book entries and special fitness reports for military personnel should be written, as appropriate, to reflect the importance and value of the individual's contribution. When appropriate, personal recognition letters can be sent to the employers of nonmilitary personnel for inclusion in their personnel file. Timely means of recognition cannot be stressed enough.

Extraordinary performance may be recognized by the submission of service awards. This recognition is governed by the provisions of service awards manuals and, in the case of military personnel, the commander's guidance.

## Community Recognition

The program coordinator's planning must include recognizing the contributions of community leaders and organizations to the success of the DEFY program. Letters of appreciation to the appropriate community agency or mayor's office in praise of community leaders ensure that their contributions are not overlooked or taken for granted. Letters written for publication in the local newspaper's editorial or community pages are a good way to publicly acknowledge individual and organizational contributions.



## Mentors

Because of their long, direct, and supportive interaction with DEFY youth, mentors play a significant role in ensuring the success and long-term impact of the DEFY program. The types of awards and recognition events highlighted above are appropriate for acknowledging the contributions of both military and civilian mentors. Program coordinators must ensure that mentors receive the recognition they deserve based on the contributions they have made. Individual letters of appreciation copied to their commander/employer are a good way to acknowledge the contributions of mentors, as is a group thank-you letter to all mentors published in the local newspaper's editorial or community pages.

## Partners

Community awards and recognition are often given to acknowledge organizational contributions to the community. The program coordinator should ensure that CCDO is informed in the event a DEFY partner receives community acknowledgment. Once notified, CCDO can ensure appropriate followup for possible service and national recognition.



# Chapter XI. Program Policies: Rules of Conduct

All DEFY staff are required to be aware of and adhere to the DEFY rules of conduct for staff and youth outlined below. These guidelines are designed to foster a positive mentor-mentee relationship.

## DEFY Rules of Conduct

DEFY has developed rules of conduct for adult staff as well as for youth. Both adults and youth must agree to follow the rules of conduct. These rules were developed to create a safe environment for youth that is conducive to their achieving DEFY goals.

## Staff Rules of Conduct

- *Tobacco or alcohol*: Tobacco and alcohol use, or evidence of their use, cannot take place in the presence of the youth.
- *Attendance*: All staff are required to attend designated staff meetings and to be present for all activities as instructed by the program coordinator.
- *Profanity*: Use of profanity by staff is prohibited.
- *Military protocol*: Sites may determine to use military rank or first name (Sgt. Bill, Lt. Mary). Sites may require Mrs., Ms., Miss, and Mr. Military etiquette/protocol should be used while on military bases/facilities. Sites can determine the manner in which youth addresses staff.
- *Youth conflict*: DEFY staff must use methods outlined in this chapter to regulate youth conduct.
- *One-on-one contact is prohibited*: Staff and mentors must have two or more youth in their presence at all times.
- *Emergency preparedness*: All DEFY staff must read and know the procedures outlined in the Emergency Action Plan (sample provided in appendix B).
- *Release of youth*: Only individuals whose names appear on the Sunrise/Sunset Pickup/Dropoff form are allowed to pick up or drop off youth.
- *Money, gifts, or loans to youth*: Staff may not give or lend money to DEFY participants or borrow money from youth. The camp director must clear all gifts to youth. Youth expressing financial or material needs must be referred to the camp director or program coordinator.
- *Mandatory reporting*: DEFY staff must know and comply with Federal and State laws and regulations regarding mandatory reporting requirements for suspected drug use/sale or suspected child abuse.

## Youth Rules of Conduct

- Youth must practice good listening skills.
  - Staff call the name of the person who speaks.
  - When a youth's name is called, everyone else must be silent.
  - When a team leader or another DEFY staff member is speaking, everyone must be silent.

- Youth must attend all Phase II sessions unless otherwise excused because of emergency and/or illness. Parents or guardians must notify camp in the event of a youth's absence and explain the nature of the absence.
- Youth must call each other by their names, touch no one, and follow directions.
- Youth must be in their seats 2 minutes before the start of an activity and remind others of the rule.
- Youth must prepare snacks and meals and clean up after meals and activities.
- Youth must follow staff directions.
- Youth must bring to camp only items provided by the camp director for classroom activities and appropriate swimming clothing. Only approved prescription medications are allowed. The following items will be confiscated and returned at the end of camp: jewelry, expensive watches, games, toy guns/knives, cameras, radios, pagers, cell phones, and food items. Tobacco, alcohol, drugs, and gang-related material are forbidden.
- Youth must wear only the DEFY uniform—a DEFY shirt, DEFY hat, shorts, socks, and tennis shoes.
- When youth leave the premises, an adult staff member must accompany them. Youth can be released only to parents or guardians. Youth must be supervised at all times.
- Staff must be notified immediately of injuries, sickness, or personal problems.

## Rules for Residential Phase I DEFY Camp

Youth in the residential Phase I of the DEFY program must comply with the rules above, plus the following rules:

- Youth must wake and turn lights out at the designated times.
- After lights out, youth can only leave the residential area accompanied by two adult DEFY staff members.
- Youth must make their beds in the morning, pick up trash, put away clothing, etc.

## Disciplinary Action for Staff

Disciplinary action for military personnel is in accordance with existing guidelines of the Uniform Code of Military Justice (UCMJ).

The program coordinator must address civilian staff discipline. Nonserious breaches of conduct result in a termination warning. Serious breaches result in the program coordinator notifying local and State authorities as well as the organization with which the civilian is associated. A breach of conduct that places youth and/or staff in danger or direct conflict with the DEFY program is cause for immediate dismissal from the program.

## Disciplinary Action for Youth: Strategies for Intervention

EOWS has developed a system for determining which strategies for intervention would be most effective under various circumstances. Strategies have been divided into four categories—prevention, limit setting, reinforcement of limits, and control—which are listed by degree of intrusiveness, from the least intrusive in terms of disruption (prevention) to the most intrusive (control).

Because discipline styles vary, some staff may find that a particular category is more or less intrusive than suggested.

## Prevention

**Checking for understanding.** Make sure that the youth understand the assignment. Frustration caused by confusion or misunderstanding can lead to talking, laughing, or heightened activity. Simply ask the youth to repeat the directions or presentation to prevent such problems.

### *Implementation Guidelines*

1. Explain directions or present information in a number of ways (e.g., orally, in writing, or using diagrams, outlines, or flowcharts).
2. Give instructions that approximate the actual task as closely as possible.

**Ignoring misbehavior.** Often youth repeat misbehavior if they receive reinforcement of any kind. A youth may misbehave to temporarily steal the staff's attention. Ignoring such behavior can be very effective. Remove the reinforcement, and the youth's behavior is useless and will most likely cease. Of course, this method can be used only for less disruptive behaviors.

### *Implementation Guidelines*

1. Note repeated misbehavior that consistently receives attention.
2. Decide whether the behavior could be allowed to continue for a short period, even at an increased level, without significantly disturbing the rest of the group.

**Increasing physical proximity.** Many youth feel comfortable misbehaving only when they think they are out of adults' reach or attention. When youth misbehave, staff should walk or stand next to the youth. Staff can continue the lesson and reduce the youth's misbehavior by exercising greater control of his or her proximity. If this

method is used consistently, the youth eventually adapts to the adult presence and continues to behave when staff are farther away. If staff approach the youth only when he or she is acting up, the adult presence may prove more of a distraction than a correction.

### *Implementation Guidelines*

1. Circulate throughout the area, especially while teaching.
2. Walk up and down the aisles near the misbehaving youth without interrupting the teaching process.
3. Sit on an empty chair near the youth.
4. Ask the youth questions or focus discussion near him or her.

**Using humor to relieve stress.** Youth sometimes take certain situations very seriously—the simplest problems can be stressful, causing insecurity and illogical behavior. Using humor in the midst of stress can comfort youth and communicate to them that everything will work out fine.

### *Implementation Guidelines*

1. Do not use mean or sarcastic humor.
2. Use humor when a youth seems insecure or about to panic, is becoming too serious or negative, is on the verge of misbehaving to create a diversion, or is trying hard but becoming frustrated.
3. Use humor that the youth understands.

**Introducing role models.** One of the most important ways youth learn is by studying a role model. Staff, peers, and idealized characters are the most common role models. Staff, of course, should always try to be good role models. In addition, because youth notice peers who receive rewards, you can sometimes

eliminate the need for endless demands for obedience by moving the emphasis to rewarding proper behavior.

#### *Implementation Guidelines*

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1. Identify a role model that youth respect and encourage them to emulate the best qualities of that person.
2. Reward those who imitate the correct behavior.

**Identifying idealized characters.** Determine which role models or characters youth might want to be like. Look for traits in that character that youth should imitate and encourage such behavior. The role model could be a real-life figure or a character in literature, film, or television.

#### *Implementation Guidelines*

1. Talk with youth about which characters (potential role models) they consider to be most important.
2. Ask youth to identify the things they admire most about those characters.
3. Identify the qualities that youth are expected to imitate.
4. Reward youth who imitate the correct behavior and praise behavior that is similar to that admired in an idealized character.
5. Point out significant examples of inappropriate behavior that are inconsistent with the traits of an idealized character.

**Probing for values.** Under certain circumstances, youth tend to express their attitudes, aspirations, purposes, interests, and activities. By looking for and encouraging such situations, staff can gain insight into why certain behaviors are present. That information can enhance understanding between staff members and youth.

#### *Implementation Guidelines*

1. Watch for situations in which youth reveal their values. If convenient, encourage continued conversation at those times.
2. Identify subjects that interest youth. Then, in a mentor cluster, bring up those subjects and probe for additional insights into the youth's values.
3. Look for consistent, repetitive responses to make sure that the values expressed are not simply the youth's mood of the moment.

### **Limit Setting**

Limit-setting strategies are necessary when behavior problems occur despite the use of prevention strategies. Many strategies in this category require some restructuring of the youth's environment, which involves a minimal to moderate amount of the staff's time. These strategies are appropriate for youth who have enough internal control with support from the staff to correct their own behavior.

**Using affirmative statements.** If a youth is disruptive because of a need for attention, identify the positive behaviors that can be reinforced (e.g., completing assignments or helping others) and encourage that behavior. If staff have a hard time identifying praiseworthy behavior, it may be because the youth is engaged in activities that he or she cannot do well. Change the youth's environment or responsibilities, and then acknowledge positive behavior in the new role.

#### *Implementation Guidelines*

1. Match the youth with others who are willing to help him or her.
2. Avoid placing youth in competition with one another unless it is a competitive activity, e.g., sports.

**Describing misbehavior as it occurs.** Youth are not aware of the behavior required of them in many situations. Therefore, a youth may cause a disturbance without knowing it. This lack of understanding may cause staff to think the youth is about to misbehave. Instead of correcting the youth, staff should describe to the youth what he or she has just done or is doing and explain why it is inappropriate. The youth should then correct the situation.

#### *Implementation Guidelines*

1. Describe to the youth exactly what you see happening (e.g., say, “I notice you are tapping your foot fast and loud”). Avoid suggesting a solution to the problem.
2. Wait for some sign that the youth understands how his or her behavior could constitute a problem. Allow him or her to solve the problem or suggest a solution.
3. Describe the impact of the youth’s action on other youth (e.g., say, “When you raise your voice, some of the other campers can’t concentrate and may stop working”).

**Modeling expected behavior.** Modeling the desired behavior is one of the best methods available. Because youth learn from the staff’s example or demonstration, wise staff model the academic and social behavior they want to encourage. By modeling the appropriate youth response, whether in word or deed, staff provide youth with instructions about how to act properly.

#### *Implementation Guidelines*

1. Determine whether youth have learned the correct behavior. If not, state the correct behavior you want the youth to demonstrate. Remind the misbehaving youth of the correct way to act.
2. Model the correct behavior.

## **Reinforcement of Limits**

Reinforcement of limits strategies should be used when the youth’s behavior dictates the need for moderate amounts of extra staff time and attention. These strategies are based on the assumption that, although the youth does not have enough internal control to correct the problems, with the staff’s intervention the situation can be corrected.

**Stopping and redirecting.** To stop and redirect a youth’s inappropriate behavior, first let the youth know that the misbehaving has been discovered by asking him or her to stop. Next, redirect the youth’s attention to the task at hand. For example, if a youth begins calling people names instead of making his or her bed, say, “Stop calling people names and begin to make your bed.” This provides a clear message without a lot of extra information.

#### *Implementation Guidelines*

1. Determine what is preventing the youth from paying attention, and ask him or her to stop that behavior.
2. Tell the youth what he or she should be doing.
3. Shortly thereafter, check to see whether the youth obeyed.

**Asking “what” questions.** Asking a “what” question in response to misbehavior (e.g., “What are you doing?”) forces a youth to address the misbehavior rather than offer the myriad excuses that a “why” question elicits. Do not stop asking “what” until the youth verbalizes a response indicating that he or she realizes the given action or reaction was inappropriate. Then form an agreement with the youth to stop the misbehavior. Agree on a consequence for the misbehavior should it continue.

### Implementation Guidelines

1. Ask a “what” question that addresses the youth’s misbehavior.
2. Get the youth to describe his or her misbehavior without making excuses for it.
3. Ask a “how” question (e.g., “How did this outburst help you complete this activity?”).
4. Ask another “what” question (e.g., “What would be a better way to handle your math question next time?”). Make suggestions if the youth runs out of solutions.
5. Establish a plan for improvement that includes consequences for continued misbehavior.

### Control

Control strategies are required when the youth’s behavior problems are frequent, intense, or highly disruptive. In such cases, a great deal of staff intervention is needed; most strategies in this category require constant adult supervision. Use these strategies with youth who have little or none of the internal control needed to stop their own misbehavior and correct themselves.

**Relocating within the group.** This is the first and least intrusive of a series of strategies that call for moving youth to a less problematic location when misbehavior persists. For example, if a youth is drawing pictures instead of concentrating on the assigned task, move him or her to the front of the room. Placing the youth in a new environment underscores the need for better behavior. It also frees the youth from the environment that contributed to his or her trouble.

<sup>4</sup> For more on this topic, see Selig, W.G., and A.A. Arroyo, *Handbook of Individualized Strategies for Classroom Discipline*, Los Angeles, CA: Western Psychological Services, 1995; and Sprick, R.S., *Discipline in the Secondary Classroom*, West Nyack, NY: Center for Applied Research and Education, Inc., 1985.

### Implementation Guidelines

1. Identify the object or person that is contributing to the youth’s misbehavior.
2. Move the youth to another location in the room closer to you and away from the distraction without disrupting the group plan.
3. Leave the youth in the new location for a specified time or until the desired behavior is demonstrated.

**Removing stimuli.** Remove objects that tempt youth to create a disturbance. For example, if a youth is tapping his or her pencil, staff should walk over and take the pencil without interrupting the group. By removing the stimulus, staff can stop the distracting behavior and keep the group going so that other youth are not disturbed. Sometimes staff may need to interrupt the group to intervene appropriately. Either way, remove the stimulus object to stop the youth’s behavior.

### Implementation Guidelines

1. Determine whether a particular stimulus is causing misbehavior.
2. Remove the stimulus without disrupting the group.
3. Later, explain to the youth why the object was removed.
4. Replace the stimulus after a time to see whether the youth is able to handle the temptation it provides.

## Other Discipline Issues<sup>4</sup>

Staff should recognize that youth misbehaviors generally fall into one of four categories:



attention getting, power, revenge, and helplessness. At times, staff may find themselves confronted with youth's misbehavior for which none of the strategies outlined above is effective. In such an instance, staff should use the technique listed below.

To determine the goal behind the youth's behavior, ask the following questions immediately after the misbehavior:

- Do I feel annoyed? Attention getting may be the goal.
- Do I feel intimidated? Power may be the goal.
- Do I feel wronged or hurt? Revenge may be the goal.
- Do I feel incapable of reaching the youth? Helplessness may be the goal.

Some ways of responding to the above motives include the following:

- *Attention getting*: deprive the youth of attention.
- *Power*: state the rules and consequences and move on; do not allow open conflict.
- *Revenge*: determine the reason for the youth's hurt feelings.
- *Helplessness*: provide opportunities for the youth to succeed.

## Health and Safety

DEFY staff and youth's parents or guardians play important roles in ensuring the health and safety of DEFY youth.

### Responsibilities of Staff

Safety is the primary concern of the staff throughout all phases of DEFY. Adequate safety measures must be used during every camp activity. All staff must be familiar with the

Emergency Action Plan (see "Prepare Emergency Action Plan" in chapter VI). Additional health and safety guidelines include the following:

- During all DEFY activities and events, staff must comply with all *Program Management Guide* and safety requirements to ensure the safety of DEFY youth and staff.
- DEFY staff must be present with youth at all times. Youth must never be unaccompanied or unsupervised by staff.

### Responsibilities of Parents and Guardians

The following health and safety requirements must be explained during the parent/guardian orientation; these requirements are also listed in the *Parent/Guardian Handbook*:

- The parent or guardian must complete all participation packet forms, including the Youth Application, General Consent, Certification of Good Health, Permission To Treat, Youth Health Information, and the Sunrise/Sunset Pickup Dropoff forms (see *Parent/Guardian Handbook* for samples).
- The parent or guardian must complete the Special Event Permission Slip for special events held during Phase II (see appendix B for sample).
- The parent or guardian must review the Youth Rules of Conduct with the youth before the start of Phase I (see *Parent/Guardian Handbook*).
- The parent, guardian, or designated representative must accompany the youth to pickup and dropoff sites at the stated hours. Only the adults listed on the Sunrise/Sunset Pickup/Dropoff form are permitted to leave with the youth. Some sites have modified this form to include specific names of persons not authorized to pick up the youth (e.g., ex-spouse).

- The parent or guardian must notify DEFY staff, in writing, of requirements for the youth to take medication of any kind. Arrangements must be made for the administration of the medication under supervision of DEFY staff (see *Parent/Guardian Handbook*, page 5).

## Mandatory Reporting of Child Abuse

1. Child abuse is against the law.

2. Every State has an agency mandated by State law to receive and investigate reports of suspected child abuse and neglect.
3. When child abuse is suspected, staff members shall complete an Incident/Injury Report and submit the form to the program coordinator or camp director.
4. The program coordinator or camp director must ensure adherence to local laws and policies.



# Chapter XII. DEFY Public Affairs

Public affairs is an important element in the success of a DEFY program. A well-prepared public affairs plan includes efforts to tell the positive, little-known stories of this unique approach to reducing drug demand and working with youth to provide life skills for drug and gang avoidance.

## Mission

The public affairs mission of DEFY is to increase public awareness of the Department of the Navy's and the U.S. Department of Justice's commitment to drug demand reduction through sponsorship of the DEFY program. The mission is also to gain and build public support of DEFY by publicizing the unique benefits of the program design and its military and civilian sponsorship.

## Objectives

- Describe through the media the benefits of the DEFY program by focusing on its curriculum and the importance of mentors and positive role models and by recognizing youth participants for their commitment.
- Reinforce local military/community ties and build a support base for future DEFY programs by publicizing organizational partnerships.
- Promote volunteerism within the military and civilian communities to promote positive change in youth attitudes and behavior and reduce the risk for drug and gang involvement.

## Authority

DEFY public affairs authority rests with the local partners, their public affairs offices, and DEFY

program staff. Specific public affairs procedures at the local partner level are determined during planning sessions.

## Roles and Responsibilities

### Drug Demand Reduction Task Force

- Provide on-call public affairs guidance, information, and suggestions to local program coordinators/local PAOs.
- Assist in promoting local DEFY initiatives to national media and servicewide media.

### Grantee/Fiscal Agent

- Act as the primary point of contact for all media and public inquiries concerning the DEFY program, both positive and negative.
- Act as the overall spokesperson for the entire local DEFY program (Phase I and Phase II).
- Publicize the program in accordance with the local partners' wishes, relying on the guidance contained in this chapter.
- Coordinate arranging visits of all guests and VIPs to the DEFY program.
- Ensure steering committee's approval of all DEFY program information, press releases, and media kits.
- Coordinate all internal and external media interviews.
- Assist the program coordinator in marketing the program to recruit staff, mentors, and youth.

## Marketing DEFY to the Media

DEFY is not generally covered as a news story. DEFY is a feature story or a human interest story and requires more effort to get media coverage. The two most important elements of a successful DEFY public affairs program are

- *Timing*: Having a plan and issuing news releases to the media well in advance of significant DEFY events.
- *Persistence*: Regularly contacting editors, producers, and reporters and “pitching” the DEFY program based on each medium’s needs and limitations. There is no such thing as sending or faxing too much information if you truly want your DEFY program to be publicized. **There is no substitute for personal interaction with reporters.**

### Appropriate Activities for Media Coverage

- Individual or group actions/activities that are visually interesting or out of the ordinary.
- Outdoor activities, especially those involving physical and mental challenges (e.g., swimming or ropes courses).
- Activities that lend themselves to colorful quotes or “sound bites” (e.g., staff-youth competitions, challenges, races).

- Kickoff and commencement ceremonies, especially if a celebrity is present and available or the event is otherwise unusual (e.g., youth cooking a meal to show their appreciation to DEFY staff).
- Educational trips, especially if they include extensive hands-on involvement for DEFY youth and take place close to media stations.
- Human interest stories (e.g., “before and after” stories, unusual staff stories/background).
- Workshops involving youth participation (e.g., role-playing exercises).

### Inappropriate Activities for Media Coverage

Any activity that would portray DEFY in a negative manner or constitute a violation of privacy is inappropriate for media coverage.

### Crisis Public Relations

The possibility of accidents, incidents, and emergencies involving DEFY youth that would draw the immediate scrutiny of the media and the public is high. Extra care should be taken to ensure an organized and swift response should a crisis occur. Coordination with the military PAO is essential for a unified media response.



Appendix A  
Adult Certification Module

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# I. Background

Child abuse is a national problem, physically and emotionally harming the most vulnerable members of our society. The DEFY program's dedication to the prevention of child abuse and neglect is reflected in the DEFY Risk Reduction Program, a series of preventive, systemic measures designed to protect DEFY program participants by reducing susceptibility to child abuse and neglect. All DEFY staff are mandatory reporters of child abuse and neglect to the DEFY program. All adults serving as staff or mentors must complete a certification course as part of the program to protect DEFY children.

This appendix is a guide for certifying program staff and mentors in the DEFY program. Components include the Adult Application, the Preventing Child Abuse and Neglect course of instruction, and the DEFY Child Interaction Guidelines. The Adult Certification Module should be used in conjunction with the sections of the *Program Implementation Manual* that cover the selection of staff/mentors.

Child abuse and neglect may be immediate or may take time to manifest. They can cause one or more of the following harms to children:

- Poor learning ability.
- Low self-esteem and self-confidence.
- Abusiveness toward others.
- Sexual promiscuity.
- Increased chance of suicide.
- Unsatisfactory personal relationships.
- Chemical dependencies.

- Eating disorders.
- Criminal behavior.
- Difficulty in understanding family and community expectations.
- Impossible or low self-expectations.
- Anger/rage.
- Self-hatred.
- Impulsiveness/lack of self-awareness.
- Feelings of incompetence.
- Loneliness.

Children most often are abused by someone they know who is in a position of power over them: a parent, a relative, a teacher, a trusted adult, or an older child. However, almost any person could be a child abuser. Child abuse can occur anywhere and at any time a child is vulnerable. Child abuse may occur only once, or there may be multiple instances (causing even more harm to the child). Regardless of the circumstances, child abuse causes the victim physical harm and emotional pain and suffering and can harm the child's future development. The DEFY program seeks to prevent these injuries through the Adult Certification program.

As a preemptive prevention program, DEFY is designed to create a safe environment in which children can learn positive life skills from a caring adult. The DEFY Adult Certification process supports this objective, but the certification of adults does not fully insure against the possibility of child abuse and neglect. DEFY adults protect all involved with the DEFY program by

ensuring a safe environment for children during the operation of DEFY events.

The DEFY program also strictly enforces adult-child interaction policies to prevent situations in which child abuse can occur and to protect volunteers from the liability associated with allegations of child abuse. These policies, titled DEFY Child Interaction Guidelines, are outlined at the end of this appendix under “Preventing Child Abuse and Neglect.”

Any DEFY volunteer who suspects child abuse should document his or her suspicions and report them to the local law enforcement or community social agency, as required by State law. DEFY volunteers should know the indicators of child abuse; these are outlined at the end of this appendix under “Recognizing Child Abuse.”

## II. Components of Adult Certification

The Adult Certification program comprises four interrelated processes designed to reduce the risk of child abuse and neglect occurring in the DEFY program.

First, the DEFY program requires a written application for staff and mentor positions with a signed statement attesting to the veracity of the statements made by the applicant. Second, the application requires that applicants list references who will be contacted to confirm the veracity of the statements provided in the application. Third, the program sponsor conducts comprehensive interviews with all staff and mentor candidates to ensure their suitability to interact with DEFY children. Fourth, all DEFY program staff must complete the mandatory child abuse and neglect course of instruction and abide by the DEFY Child Interaction Guidelines.

### Application

The application for staff and mentors contains information essential to determining the suitability of volunteers to serve in the DEFY program, particularly information to determine the suitability of the applicant to work with 9- to 12-year-old children (refer to appendix B for a sample application). Program sponsors must ensure that a signed copy of this application is kept on record and appropriately safeguarded. Criteria for disqualifying an applicant based on the Adult Certification process are as follows:

●  *Mandatory disqualification:* Any conviction for a sexual offense, drug felony, violent crime, or criminal offense involving a child or children.

●  *Discretionary disqualification criteria:*

- Acts that tend to indicate poor judgment, unreliability, or untrustworthiness in working with children.
- Any behavior, illness, or mental, physical, or emotional condition that in the opinion of a competent medical authority may cause a defect in judgment or reliability.
- Offenses involving assault, battery, or other abuse of a victim, regardless of the age of the victim.
- Evidence or documentation of substance abuse dependency.
- Illegal or improper use of, possession of, or addiction to any controlled or psychoactive substance, narcotic, or other dangerous drug.
- Sexual acts, conduct, or behavior that, because of the circumstances in which they occur, may indicate untrustworthiness, unreliability, lack of good judgment, or irresponsibility in working with children.
- A range of offenses such as arson, homicide, robbery, or fraud or any offense involving possession or use of a firearm.
- Evidence that the individual is a fugitive from justice.
- Evidence that the individual is an illegal alien not entitled to accept gainful employment in this country.



- ⊙ □ A finding of negligence in a mishap causing death or serious injury to a child or dependent person entrusted to the applicant's care.

The ultimate determination on disqualification shall be made by the local U.S. Attorney.

Applicants who are disqualified based on the above criteria have no right of appeal.

## Reference Checks With Telephone Contact

Program partners must ensure that telephone contact with references for each prospective volunteer is made prior to acceptance as a staff member or mentor. During the course of each phone conversation, the interviewer should confirm the correctness of statements made by the applicant on the signed application and adult certification questionnaire and be alert for information indicating the individual is not well suited for interaction with children between ages 9 and 12. The criteria listed in the section above must be used as a guide for identifying disqualified candidates.

## Comprehensive Personal Interview

The interviewer, typically the program coordinator or camp director, should be similarly thorough in the personal interview. In particular, the interviewer should focus on the veracity of the statements made on the written application and

supplementary adult certification questionnaire. The interviewer should be alert for information indicating the applicant is not suitable for working with children between ages 9 and 12. The criteria listed in the section above must be used as a guide for identifying disqualified candidates.

## Preventing Child Abuse and Neglect: Course of Instruction

All staff and mentors must complete the following Preventing Child Abuse and Neglect course of instruction.

## Supplemental Checks

Supplemental checks may be required in addition to those described in this appendix. Adult certifications must also meet the specific requirements of all jurisdictions where DEFY events will occur. There may be installation- or State-specific requirements that need to be met in addition to the criteria listed here.

## Observation

Completion of adult certification training is only the beginning of the DEFY Risk Reduction Program. During program operations, every staff member and mentor must be fully aware of the DEFY Child Interaction Guidelines, correct the behavior of other staff members when appropriate, and immediately report incidents in accordance with the *Program Implementation Manual*.

# III. Preventing Child Abuse and Neglect: Course of Instruction

## Background

Child abuse, physically and emotionally harming the most vulnerable members of our society, is a national problem. The DEFY program is dedicated to efforts to prevent child abuse and all DEFY staff are mandatory reporters of child abuse. The DEFY program requires staff and mentors to complete this course as part of the DEFY Risk Reduction Program. The course ensures that DEFY volunteers are able to properly *identify* child abuse and neglect, accurately *document* suspected child abuse and neglect, and effectively and efficiently *report* suspected child abuse and neglect.

The course is designed for volunteers in the DEFY program and is mandatory under the DEFY Risk Reduction Program. It is to be used in conjunction with the Boy Scouts of America's video *Youth Protection Guidelines*.

The effects of child abuse and neglect may be immediate or may take time to manifest. Child abuse and neglect can cause one or more of the following harms to children:

- Poor learning ability.
- Low self-esteem and self-confidence.
- Abusiveness toward others.
- Sexual promiscuity.
- Increased chance of suicide.
- Unsatisfactory personal relationships.
- Chemical dependencies.
- Eating disorders.

- Criminal behavior.
- Difficulty in understanding family and community expectations.
- Impossible or low self-expectations.
- Anger/rage.
- Self-hatred.
- Impulsiveness/lack of self-awareness.
- Feelings of incompetence.
- Loneliness.

The DEFY program contains elements designed to educate children, parents, and volunteers on the prevention, identification, and reporting of child abuse.

Children most often are abused by someone they know who is in a position of power over them: a parent, a relative, a teacher, a trusted adult, or an older child. However, almost any person could be a child abuser.

Child abuse can occur anywhere and at any time a child is vulnerable. Child abuse may occur only once, or there may be multiple instances (causing even more harm to the child). Regardless of the circumstances, child abuse causes the victim physical harm and emotional pain and suffering and can harm the future development of the child.

As a preemptive prevention program, DEFY is designed to create a safe environment in which children can learn positive life skills from a caring adult. The DEFY Adult Certification process supports this objective, but the certification of adults does not fully insure against the

possibility of child abuse and neglect. Therefore, the DEFY program strictly enforces adult-child interaction policies to prevent situations in which child abuse can occur and to protect volunteers from liability associated with allegations of child abuse. These policies are outlined later in this chapter under “Preventing Child Abuse.”

State and local laws may require certain supervising adults—such as DEFY volunteers—who suspect child abuse or neglect to report it. Any DEFY volunteer who suspects child abuse should document his or her suspicion and report it to the local police or community social service agency, as applicable. Certain indicators of child abuse that DEFY volunteers should know are outlined later in this chapter under “Recognizing Child Abuse.”

This lesson plan should be taught to DEFY volunteers in the staff training portion of the program.

## What Is Child Abuse and Neglect?

For the purposes of the DEFY program, there are 4 basic types of child abuse and neglect:

1. *Physical abuse*: The offensive touching of a child, including, but not limited to, kicking, biting, striking, or slapping a child.
2. *Sexual abuse*: The use, persuasion, or coercion of any child to engage in sexually explicit conduct or simulation of it for incest, rape, molestation, prostitution, or the production of any visual depiction thereof.
3. *Emotional abuse*: The harming of a child through belittling, blaming, ridiculing, or ignoring the child’s needs.
4. *Neglect*: The failure to provide a child with adequate food, clothing, medical attention, or supervision.

## Preventing Child Abuse

The DEFY program is designed to minimize the risk of child abuse and neglect through systemic measures and this training. These measures take the form of program guidelines governing how children and adults will interact, modeled on the Boy Scouts of America’s guidelines and designed to create an environment in which the situations that create opportunities for child abuse and neglect are minimal.

### DEFY Child Interaction Guidelines

1. **Two-deep leadership.** Two certified adult volunteers must be present at all times during DEFY events.
2. **No one-on-one contact.** One-on-one contact between adults and children is not permitted. In situations that require one adult to have contact with one child, the contact must be done in sight of other children and certified volunteers. No unobserved contact between a single adult and a child is allowed.
3. **Respect of privacy.** Volunteers must respect the privacy of children using restrooms, changing, and bathing. Adults must also protect their own privacy.
4. **Separate accommodations.** Volunteers and children must not bunk together in private. Open barracks are acceptable only if there is no one-on-one contact.
5. **Risk assessments.** A physical risk assessment is required for DEFY program activities.
6. **No secret organizations.** All aspects of the DEFY program are open to parents and legal guardians. No secret organizations are allowed.
7. **Appropriate attire.** Proper clothing is required for activities at a DEFY camp. Nude bathing is not allowed.

8. **Constructive discipline.** Discipline must be constructive. No corporal punishment is allowed.

9. **Hazing prohibited.** No physical hazing or initiations are allowed.

## The Three R's of Child Abuse Prevention

During the execution of the DEFY program, children should be reminded periodically of the three R's of child abuse prevention:

1. **Recognize.** Know the indicators of child abuse, and recognize them when they occur.
2. **Resist.** Emphasize to children that they should resist going to places alone with adults when they are uncomfortable and that they should scream or flee when they find themselves in a vulnerable situation with an adult or older child.
3. **Report.** Children should be made to feel comfortable reporting abuse, and adults should recognize their duty to report.

## Recognizing Child Abuse

### Indicators of an Abused Child

#### ☉☐ Physical abuse

- ☐☐ Has unexplained or frequent bruises, burns, cuts, or broken bones.
- ☐☐ Fears parents or other adults.
- ☐☐ Does not want to go home.
- ☐☐ Cowers when an adult approaches.
- ☐☐ Says that he or she has been hurt by an adult.
- ☐☐ Inflicts pain on self or others.
- ☐☐ Acts withdrawn or lacks self-esteem/self-confidence.

- ☐ Is frightened by sudden movement or loud noises.
- ☐ Exhibits excessive fear of punishment.
- ☐ Avoids the abusive person.
- ☐ Acts out abuse on dolls.

#### ☉ Sexual abuse

- ☐ Has torn, stained, or bloody undergarments.
- ☐ Has bruises or bleeding around the genitalia.
- ☐ Has pain walking or sitting.
- ☐ Scratches the genital area.
- ☐ Talks of sexual activity or "secrets."
- ☐ Has premature sexual knowledge.
- ☐ Touches genitalia or breasts.
- ☐ Fears specific places like bedroom or bathroom (place where abuse occurred).
- ☐ Has trouble sleeping, and fears "monsters" that come in the night.

#### ☉ Emotional abuse

- ☐ Has lagging physical development.
- ☐ Has speech disorders.
- ☐ Has low self-esteem.
- ☐ Has difficulty getting along with peers.

- ☐ Is overly attached to staff.

- ☐ Acts out abuse on dolls.

#### ☉ Neglect

- ☐ Is inappropriately dressed.
- ☐ Is always hungry.

- Has dirty, frayed, or torn clothes.

### Indicators of Abusive Adults

An abusive adult may

- Belittle a child when dropping off or picking up.
- Treat children in a negative manner.
- Routinely miss picking up child or miss appointments.
- Seem indifferent to a child's needs.
- Abuse alcohol or drugs.
- Refuse to discuss problems with child.
- Admit to past abuse. (If a parent or guardian admits to acts of past child abuse, you must report it in accordance with the section below, "Reporting Child Abuse.")

In a youth program, the indicators may include a

- Child refusing to be supervised by a particular staff member.

- Child having apprehension or showing fear toward a particular staff member.
- Staff member disappearing for prolonged periods alone with a child.
- Staff member speaking negatively about children.
- Child repeatedly crying when a staff member is present.

### Reporting Child Abuse

Reporting suspected child abuse by a DEFY volunteer is simple:

1. Remove the suspected person from contact with the children immediately and report the incident to the camp director or program coordinator, who will notify the appropriate authorities. Keep the suspected person away from children until law enforcement authorities have cleared the individual of any possible wrongdoing.
2. Prepare an oral or written report and submit it to the appropriate authorities.

## IV. Recognizing Child Abuse

There are physical and emotional indicators of each type of abuse in children as well as indicators of abusive adults. These indicators are

outlined in the preceding section, “Preventing Child Abuse and Neglect: Course of Instruction.”



Appendix B  
Administrative Forms



# List of Sample Forms, Reports, Schedules, and Letters

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# Planning/Implementation Timeline

Based on Phase I Startup on 6/6

## PLANNING

- Recruit Local Command Support 4/4 and ongoing
- Recruit Community Support and Participation 4/18 and ongoing
- Prepare Personnel Plan
  - Recruit DEFY Planning Staff 4/4–4/18
  - Recruit, Certify, and Train Phase I Implementation Staff 4/18–5/23
  - Recruit Phase II Staff 4/4–5/16
  - Recruit, Certify, and Train Mentors 5/16–8/29
- Adapt Curriculum
  - Phase I 4/18–4/25
  - Phase II 5/30–7/31
- Prepare Logistics Plan
  - Phase I 4/26–6/6
  - Phase II 7/31–9/12
- Prepare Youth Recruitment Plan
  - Identify Youth Sources 4/18–4/25
  - Recruit/Select Youth 4/25–5/22
  - Conduct Orientation Event 5/29
- Prepare Public Affairs Plan 4/25–5/23
- Prepare Administration Plan 5/9–5/30
- Prepare Fiscal Plan 5/9–5/30
- Prepare Emergency Action Plan 5/2–5/23
- Prepare Medical/Dental Plan 5/2–5/23

## EXECUTION

- Conduct Phase I Staff Training 5/23–5/27
- Phase I Implementation 6/6–6/10–17
- Conduct Phase I Lessons Learned 6/11 or 6/18
- Conduct Phase II Special Event and Workshop Leader Orientation 8/1 and ongoing
- Conduct Phase II Mentor Training 9/12
- Phase II Execution 9/26 and ongoing

## REPORTS

- Phase I Final Report No later than 7/6
- Phase II Monthly Reports No later than 15 days after each Phase II event

Note: The examples provided are estimates of the average time needed to complete each task. Each site should consider its own unique circumstances when developing a timeline. First-time camps should allow additional time if possible.

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## Sample DEFY Budget—2004

Site: District of Columbia Weed and Seed  
Type of Camp: Residential  
Nonresidential  
Proposed Camp Dates: June 21–25, 2004  
Proposed Camp Location: Naval Air Station (NAS), Washington, DC  
Proposed Number of Children: 60  
Proposed Number of Mentors: 15  
Requested Budget: \$25,000

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### DEFY Expenditures (Examples)

DEFY Coordinator's Salary (Part-time)	\$10,000
Fringe Benefits	500
Rental of Transportation	1,500
Field Trips	2,000
Screening of Volunteers	1,000
Liability Insurance	500
Cost of Special Events (Phase II)	2,000
DEFY Uniforms (T-shirts, hats, backpacks)	1,250
Instructional Materials (Phases I and II)	1,750
Military Space/Fee	1,500
Meals	2,000
Stipends for Mentors	1,000
TOTAL	\$25,000

**Important:** The costs of operating a DEFY program must be integrated into the overall Weed and Seed budget, under the appropriate budget category (e.g., Personnel, Fringe Benefits, Travel, Equipment, Contractual, and Other). Sites are required to provide a budget computation/breakdown for each amount requested. Refer to the current application kit's sample Budget Detail Worksheet and sample Budget Narrative for guidance.

## Sample Phase II Special Grant Budget

Phase II—DEFY  
Proposed Budget Request

Month	Workshop	Event	Donations	Amount Requested
September	Good Communication	Meet Your Mentor (refreshments)	\$50	\$100
October	Community Service	Halloween party (pizza, drinks, trick-or-treat bags)		200
November	Leadership	Volunteer at homeless shelter/ soup kitchen (transportation cost)		100
December	Relationships	Holiday party/parent open house (Christmas dinner)		300
January	Physical Fitness	Sports event/skating (transportation, tickets, breakfast)		525
February	Gang Awareness	Drug-free event/tour police department/jail (Transportation, snacks/refreshments)		200
March	Good Nutrition	Visit local restaurant (transportation, dinner)	177	323
April	Academic Excellence	Zoo field trip	100	400
May		DEFY graduation (certificates, cake, luncheon, etc.)		500
<b>Total Phase II Budget Requested</b>				<b>\$2,648</b>

## Phase I DEFY Camp Model Schedule: Nonresidential

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8							
0900–0915	Flag Raising	Flag Raising	Flag Raising	Flag Raising	Flag Raising	Flag Raising	Flag Raising	Flag Raising							
0915–0930	Orientation	3.3 Landing Zone	2.1 Drug Information	1.3 My Board of Advisors	2.6 We Have Better Things	4.6 President's Physical Challenge (Pretest)/ First Aid/ Safety	4.5 Physical Challenge II	2.8 The DEFY Game							
0930–0945								Break							
0945–1000								Break							
1000–1015								Break							
1015–1030								Break							
1030–1045								3.1 Find Someone Who...							
1045–1100	Break	Field Trip	2.4 Peer Pressure	2.5 Saying No	4.2 Aerobics/ Cardiovascular	Physical Fitness Free Choice (Team Sport/ Activity)	1.1 My Own Coat of Arms								
1100–1115	3.2 Forming DEFY Teams														
1115–1130	Introduction Our Flag														
1130–1145							1.2 Solving Conflicts								
1145–1200	1.2 Solving Conflicts														
1200–1215	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch							
1215–1230															
1230–1245															
1245–1300															
1300–1315									4.2 Physical Fitness (Aerobics/ Cardiovascular)	4.1 Physical Challenge I	4.3 Upper-Body Strength	4.4 Coordination/ Balance	4.3 Upper-Body Strength	Graduation Practice	4.7 President's Physical Challenge (Retest)
1315–1330															
1330–1345															
1345–1400															
1400–1415															
1415–1430															
1430–1445	2.2 The Real Deal	3.4 Build-ups	Flex Time	Flex Time	Field Trip	Physical Fitness Free Choice (Team Sport/ Activity)	Physical Fitness Free Choice (Team Sport/ Activity)	Graduation							
1445–1500	2.3 The Lowdown														
1500–1515	DEFY Youth Pre-Survey														
1515–1530	DEFY Youth Pre-Survey														
1530–1545	Flex Time														
1545–1600	Flag Lowering	Flag Lowering	Flag Lowering	Flag Lowering	Flag Lowering	Flag Lowering	Flag Lowering	Flag Lowering							

## Phase I DEFY Camp Model Schedule: Residential

	Day 1	Day 2	Day 3	Day 4	Day 5
0700–0715		Wake Up	Wake Up	Wake Up	Wake Up
0715–0730		Morning Prep	Morning Prep	Morning Prep	Morning Prep
0730–0745		Preparation/ Breakfast/Cleanup	Preparation/ Breakfast/Cleanup	Preparation/ Breakfast/Cleanup	Preparation/ Breakfast/Cleanup
0745–0800					
0800–0815					
0815–0830					
0830–0845		Flag Raising	Flag Raising	Flag Raising	Flag Raising
0845–0900		Arrival	1.1 My Own Coat of Arms	Field Trip	2.4 Maggie's Story
0900–0915	2.1 Drug Information		2.5 Saying No		
0915–0930	Orientation	Flex Time	4.3 Physical Fitness: Upper Body		4.5 Physical Challenge II
0930–0945					
0945–1000					
1000–1015	Flag Raising	Lunch	Lunch		Lunch
1015–1030					
1030–1045					
1045–1100					
1100–1115	Break	Lunch	Lunch	Lunch	
1115–1130					
1130–1145	Lunch	Lunch	Lunch	Lunch	
1145–1200					
1200–1215					
1215–1230	3.2 Forming DEFY Teams	4.1 Physical Challenge	1.3 My Board of Advisors	2.6 We Have Better Things	
1230–1245					
1245–1300					
1300–1315					
1315–1330	3.3 Landing Zone	4.1 Physical Challenge	1.4 Ready . . . Set . . . Goals	2.7 A Natural High	DEFY Youth Post-Survey
1330–1345					
1345–1400	Break	4.6 President's Challenge (Pretest)/First Aid/Safety	4.7 President's Challenge (Retest)	Wrap-Up	
1400–1415					
1415–1430					
1430–1445	Introduction: Our Flag	2.2 The Real Deal	Break	Graduation	
1445–1500					
1500–1515	4.2 Physical Fitness Aerobics/Hygiene	2.3 The Lowdown	Graduation Practice	Graduation	
1515–1530					
1530–1545					
1545–1600					
1600–1615	DEFY Youth Survey	4.4 Coordination/ Balance	3.6 Where Does This Go?	Graduation	
1615–1630					
1630–1645					
1645–1700					
1700–1715	Flex Time	Flex Time	Flex Time	Flex Time	
1715–1730					

(continued)

## Phase I DEFY Camp Model Schedule: Residential (continued)

	Day 1	Day 2	Day 3	Day 4	Day 5
1730–1745	Flag Lowering	Flag Lowering	Flag Lowering	Flag Lowering	
1745–1800	Quiet Time/ Dinner Prep	Quiet Time/ Dinner Prep	Quiet Time/ Dinner Prep	Quiet Time/ Dinner Prep	
1800–1815					
1815–1830					
1830–1845	Dinner	Dinner	Dinner	Dinner	
1845–1900					
1900–1915	Personal Cleanup	Personal Cleanup	Personal Cleanup	Personal Cleanup	
1915–1930					
1930–1945	Interactive Game	Video/ Discussion	Interactive Game	Talent Night	
1945–2000					
2000–2015			Video/Discussion		
2015–2030					
2030–2045					
2045–2100					
2100–2115					



# Phase I Final Report Format

Drug Education for Youth  
Weed and Seed City, USA

## Phase I Final Report

Date of Camp: \_\_\_\_\_

Location: \_\_\_\_\_

Attendees: \_\_\_\_\_

    Youth: \_\_\_\_\_

    Mentors: \_\_\_\_\_

Summarize Accomplishments in Phase I Planning, Staff Training, and Operations: \_\_\_\_\_

\_\_\_\_\_

Discuss Program Successes and Observed Weaknesses: \_\_\_\_\_

\_\_\_\_\_

Lessons Learned: \_\_\_\_\_

\_\_\_\_\_

Recommendation for Improvement: \_\_\_\_\_

\_\_\_\_\_

Funds Approved: \_\_\_\_\_

Funds Spent: \_\_\_\_\_

Discuss Media Coverage and Include Copy of Article: \_\_\_\_\_

\_\_\_\_\_

Other Funding Support and/or In-Kind Contributions: \_\_\_\_\_

\_\_\_\_\_

Incident/Problems: \_\_\_\_\_

\_\_\_\_\_

Attach Copy of Camp Schedule.

## Phase II Monthly Report Format

Drug Education for Youth  
Weed and Seed City, USA

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Month: \_\_\_\_\_

Topic: \_\_\_\_\_

Objective(s): \_\_\_\_\_

Special Event Activity: \_\_\_\_\_

Date of Event: \_\_\_\_\_

Location: \_\_\_\_\_

Attendees: \_\_\_\_\_

    Youth: \_\_\_\_\_

    Mentors: \_\_\_\_\_

Comments/Highlights: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Incident/Problems: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Other Funding Support and/or In-Kind Contributions: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Media Coverage (provide copy of article): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## DEFY Phase II Workshop and Special Event Schedule

Month	Workshop	Special Event
September	Good Communication	Meet Your Mentor
October	Community Service	Halloween party
November	Academic Excellence	Community cleanup
December	Relationships	Holiday party/parent open house
January	Handling Conflict Knowing Limitations	Television station tour Visit city hall
February	Physical Fitness Leadership	Sports event Volunteer at homeless shelter/ soup kitchen
March	Gang Awareness	Drug-free event
April	Good Nutrition Substance Abuse	Local restaurant Nature appreciation
May	Handling Emergencies	Trip to museum
June	Goal Setting DEFY Olympics	Career Day Relationship transitions

## DEFY Phase II Workshop Summary: At a Glance

Topic/Objectives							
Workshop	Relationships/ Conflict Management	Prevention	Physical Fitness	Hygiene/ Nutrition/ Urgent Aid	Self-Esteem	Citizenship/ Leadership	Goal Setting
Good Communication	X					X	
Community Service						X	
Academic Excellence					X	X	X
Relationships	X					X	
Handling Conflict	X					X	
Knowing Limitations					X		
Physical Fitness			X		X	X	
Leadership					X	X	
Gang Awareness		X					
Good Nutrition				X		X	
Substance Abuse Prevention		X				X	
Handling Emergencies				X	X	X	
Goal Setting					X		X
Relationship Transitions	X						

## DEFY Phase II Workshop Summary

<b>Unit</b>	<b>Purpose</b>	<b>Objectives (At unit completion, workshop participants will . . .)</b>
Good Communication	Assist mentors and mentees in developing effective communication skills. The mentor will become more attuned to areas in which the mentee may need improvement while enhancing his or her abilities to communicate. Both can share information about personal beliefs and values, which will assist in developing open, trusting mentoring relationships.	<ul style="list-style-type: none"> <li>• Define active listening and discuss skills needed to be a good listener.</li> <li>• Understand common barriers to communication and how to avoid them.</li> <li>• Use verbal and nonverbal techniques for effective communication.</li> <li>• Demonstrate effective listening and communication techniques.</li> </ul>
Community Service	Encourage mentees to take part in volunteer activities in their communities by discussing the benefits to self and others. This unit presents an opportunity for mentors to share their reasons for volunteering for the DEFY program and the benefits they have gained.	<ul style="list-style-type: none"> <li>• Display an understanding of volunteer programs and their importance to the community.</li> <li>• Demonstrate an interest in volunteering for community service programs.</li> <li>• Identify community service programs that would benefit mentees.</li> </ul>
Academic Excellence	Encourage and assist mentees to pursue academic excellence by helping them assess their strengths and weaknesses. Help them determine areas for improvement and understand the value and importance of education in achieving their goals.	<ul style="list-style-type: none"> <li>• Identify academic areas that need improvement and ways to receive help.</li> <li>• Relate academic pursuits with any short- or long-term goals developed by the mentee during Phase I.</li> <li>• Demonstrate an ability to set academic priorities and create schedules for completing homework, projects, or other related activities.</li> </ul>
Relationships/Families	Help mentees understand the dynamics of family relationships and how every member has a role in creating and maintaining a healthy family life. Understand “roadblocks” that sometimes occur and can prevent positive feelings and interactions among family (and non-family) members. Determine ways to keep the lines of communication open. Additionally, increase awareness and appreciation of diversity in others.	<ul style="list-style-type: none"> <li>• Discuss reasons that might keep family members from opening up to one another, and identify possible methods for opening up the lines of communication.</li> <li>• Identify barriers to developing positive relationships within and outside of the family.</li> <li>• Understand the importance of respecting one another’s feelings and beliefs.</li> <li>• Discuss methods that might help with typical problems that sometimes arise within a family, and demonstrate methods to handle them.</li> </ul>

(continued)

## DEFY Phase II Workshop Summary (continued)

<b>Unit</b>	<b>Purpose</b>	<b>Objectives (At unit completion, workshop participants will . . . )</b>
Handling Conflict	Reinforce the lesson introduced in Phase I and further assist mentees in developing skills to identify and anticipate conflict (if avoidance is not possible) to solve subsequent problems.	<ul style="list-style-type: none"> <li>• Understand factors that cause conflict.</li> <li>• Develop an early warning system—skills that help in recognizing problems and assist in avoiding conflict.</li> <li>• Demonstrate an ability to distinguish avoidable and unavoidable conflicts.</li> </ul>
Knowing Limitations	Review what mentees learned about self-esteem in Phase I, and assist youth in determining values, decisionmaking, and carrying through decisions under peer pressure.	<ul style="list-style-type: none"> <li>• Demonstrate an understanding that self-esteem comes from within and is not based on external influences.</li> <li>• Improve ability to increase self-esteem and learn how to shield against negative external influences.</li> <li>• Demonstrate ability to determine values, and to make and effectively stand by decisions that are based on those values.</li> </ul>
Physical Fitness	Assist mentees in developing physical fitness routine and reinforce the idea of setting personal fitness goals as introduced in Phase I.	<ul style="list-style-type: none"> <li>• Identify ways in which they can improve their physical fitness and set personal goals.</li> <li>• Choose a workout or physical activity that interests them and suits their specific needs.</li> <li>• Use mentoring relationships as a means of encouraging the commitment to physical fitness for both mentors and mentees.</li> </ul>
Leadership	Help mentees assess the leadership qualities that each of them possesses and realize that everyone is called on to be a leader in a variety of ways.	<ul style="list-style-type: none"> <li>• Recognize the qualities of a good leader.</li> <li>• Demonstrate an improved capacity to display leadership qualities.</li> <li>• Demonstrate an ability to identify situations in which mentees can be leaders.</li> </ul>
Gang Awareness/ Deglamorization	Improve the mentee's awareness and understanding of gangs: why and how they start, how they incorporate new members, why they are dangerous, and how to avoid gang involvement.	<ul style="list-style-type: none"> <li>• Discuss reasons gangs form.</li> <li>• Recognize ways to identify gangs.</li> <li>• Determine ways to avoid gangs/gang activities.</li> <li>• Identify positive alternatives to gangs.</li> </ul>

(continued)

## DEFY Phase II Workshop Summary (continued)

Unit	Purpose	Objectives (At unit completion, workshop participants will ...)
Good Nutrition	Improve the mentees' understanding of the benefits of good nutrition. Develop their abilities to identify nutritionally deficient foods and to choose foods that are healthy and appetizing.	<ul style="list-style-type: none"> <li>• Identify foods that are and are not nutritionally sound.</li> <li>• Demonstrate an ability to read and comprehend food labels based on nutritional value.</li> <li>• Demonstrate an understanding of the effects of poor nutrition on the body.</li> </ul>
Substance Abuse Prevention	Build on previous knowledge acquired during Phase I. Reiterate the benefits for mentees to abstain from drug use, and discuss their perceptions of the effects of drug use in their communities.	<ul style="list-style-type: none"> <li>• Identify ways in which mentees come in contact with drugs, and discuss the availability of drugs to mentees.</li> <li>• Demonstrate an ability to recognize factors that encourage drug use by youth, and make informed decisions concerning drug use.</li> <li>• Demonstrate an ability to separate fact from fiction concerning drug use.</li> </ul>
Handling Emergencies	Inform mentees of the proper use of Emergency Medical Services (EMS) to determine when an emergency warrants calling 911.	<ul style="list-style-type: none"> <li>• Define the purpose of EMS and the nature of situations handled by this service.</li> <li>• Demonstrate an ability to properly use EMS and to give the necessary information when making a 911 phone call.</li> <li>• Demonstrate an ability to identify the correct service to handle an emergency when EMS is not the right choice.</li> </ul>
Goal Setting	Revisit information introduced in Phase I and discuss goals mentees set and progress made. This unit will provide an opportunity to assist mentees who need help refining or modifying their goals or setting more realistic goals, as well as to provide positive reinforcement to mentees who have achieved any of their goals.	<ul style="list-style-type: none"> <li>• Demonstrate an ability to set realistic goals and modify goals when circumstances dictate change.</li> <li>• Demonstrate an ability to clearly articulate goals and identify steps needed to reach the goals</li> <li>• Demonstrate an ability to follow through and maintain a level of commitment.</li> </ul>
Relationship Transitions	Prepare mentors and mentees for the end of the mentoring relationship. This unit will discuss ways to deal with many of the feelings that come with ending a relationship.	<ul style="list-style-type: none"> <li>• Discuss ways to alleviate emotions such as sadness, confusion, anger, and tendencies to blame.</li> <li>• Identify healthy and unhealthy relationships and recognize problem signs.</li> <li>• Understand the importance of ending a relationship in a positive manner and accepting the termination as part of the development process.</li> </ul>



## DEFY Phase II Special Event Ideas: At a Glance

Topic/Objectives							
Special Event	Relationships/ Conflict Management	Prevention	Physical Fitness	Hygiene/ Nutrition/ Urgent Aid	Self-Esteem	Citizenship/ Leadership	Goal Setting
Meet Your Mentor	X				X		
Halloween Party	X				X		
Community Cleanup Day				X	X	X	
Holiday Party/ Open House					X		
Television Station Tour					X	X	
Visit to City Hall					X	X	
Sports Event		X	X		X	X	
Volunteer/Soup Kitchen				X	X	X	
Drug-Free Event		X	X		X		
Trip to Local Pizza Restaurant				X	X	X	
Nature Appreciation					X	X	
Trip to Museum					X	X	
Career Day					X	X	X
DEFY Olympics		X	X		X		X

## DEFY Phase II Special Event Ideas

Event	Purpose
Meet Your Mentor	This occasion will be the first time that mentors will meet their mentee matches. The event will allow for initial contact to be made in a relaxed, supportive setting. Parents/guardians should be invited so that they can feel comfortable with the program from the beginning.
Halloween Party	The party will allow mentees to see the less serious sides of their mentors and provide an opportunity for them to work together to develop costumes and/or masks. A fun, casual atmosphere may help mentors and mentees feel more comfortable in getting to know one another.
Community Cleanup Day	After choosing a centralized and/or public section of the community, the DEFY team will come together to make an area cleaner and safer so that the mentees will realize that being part of the community also means taking pride in your community's appearance. A perfect place for this event may be a park, a recreation area, or an area around a civic center or a playground.
Holiday Party/Open House	There can be an open house sometime during December when parents/guardians are invited to talk with mentors and program staff. The project coordinator could make a presentation about the program's achievements throughout the year and plans for the upcoming year.
Television Station Tour	Many young people watch television but never get to see what happens behind the scenes. Television stations often allow tours and usually have a staff person assigned to schedule tours. This event will probably be as educational for the mentors as for the mentees.
Visit City Hall or the Mayor's Office	Mentees will visit city hall or the mayor's office to have an opportunity to see government in action. This tour will offer mentees an opportunity to witness the inner workings of government and to learn how policies are made, who makes up the legislative body, and the importance of government in our society.
Sports Event	This will be an opportunity for mentees to experience a professional sports event, the first time for many of them. Mentors and mentees will be able to discuss the hard work and commitment involved in playing professional sports, the role of sports in American society, and—most of all—they will be able to enjoy the excitement and entertainment of the event. Program staff should contact sports organizations and explore ticket donations for events.
Volunteer at a Homeless Shelter or Soup Kitchen	Mentees need opportunities to learn the value of helping others. Mentors and mentees can volunteer for a community service to assist those who are less fortunate, especially during the Thanksgiving holiday.
Drug-Free Event	Program staff, in conjunction with mentors and mentees, can plan a drug-free activity to show mentees that there are many ways to have fun without doing drugs. Drug-free activities can include a dance, bowling, roller skating, ice skating, kite flying, etc.
Trip to Local Pizza Restaurant	This event will provide enjoyable hands-on learning about the ingredients and procedures involved in nutritious meal planning. Through prior arrangement with the restaurant, mentees can tour the kitchen, then participate in preparing their own meal. (This would be an excellent photo opportunity!)

(continued)

## DEFY Phase II Special Event Ideas (continued)

Event	Purpose
Nature Appreciation	This event will help mentees appreciate nature. Have them pot their very own plant and be in charge of its growth. Visit a local greenhouse where they can learn about the process of growing different varieties of plants and flowers. If possible, work with the host command or the community to schedule for the mentees to plant flowers or trees under the guidance of professionals. Mentors and mentees can decide on growing a plant that the mentees can take home and care for.
Trip to a Museum	Many mentees may not have been exposed to places such as museums and are often stimulated by the experience. A trip to the local museum of art (perhaps to an ethnic art exhibit) may help mentees appreciate their culture's contributions to the arts and humanities. Many cities offer "discovery" museums where children can experience intriguing, tactile learning opportunities and exhibits.
Career Day	This event will allow DEFY program staff and mentors to share information about their professions with the mentees. Likewise, mentees will have an opportunity to discuss their career goals and can be encouraged by mentors and their peers.
DEFY Olympics	The objective of this event is to encourage mentees to continue striving toward their physical fitness goals, which they set in the Phase I summer camp, and to help them make physical activity fun and exciting. The nature of the "olympics" does not have to be competitive but should provide a positive atmosphere for promoting physical fitness. Mentees may receive greater benefit from doing noncompetitive sports such as sack races, three-legged races, water balloon and egg tossing competitions, etc.



## Youth Participant Application

**I. To be completed by parent or guardian**

Today's Date: \_\_\_\_\_

Participant's Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_  
Last First MI

Participant's Address: \_\_\_\_\_  
\_\_\_\_\_

Name of Participant's School: \_\_\_\_\_ Grade (Fall 2000): \_\_\_\_\_

Mother's Name: \_\_\_\_\_

Mother's Address: \_\_\_\_\_

Mother's Day Phone: (\_\_\_\_\_) \_\_\_\_\_ Evening Phone: (\_\_\_\_\_) \_\_\_\_\_

Father's Name: \_\_\_\_\_

Father's Address: \_\_\_\_\_

Father's Day Phone: (\_\_\_\_\_) \_\_\_\_\_ Evening Phone: (\_\_\_\_\_) \_\_\_\_\_

Legal Guardian's Name: \_\_\_\_\_

Legal Guardian's Address: \_\_\_\_\_

Legal Guardian's Day Phone: (\_\_\_\_\_) \_\_\_\_\_ Evening Phone: (\_\_\_\_\_) \_\_\_\_\_

This form was completed with assistance from a translator (circle one): Yes No

I permit my child to participate in the DEFY program.

\_\_\_\_\_  
Name of Parent/Guardian

\_\_\_\_\_  
Signature of Parent/Guardian

(continued)

## Youth Participant Application (continued)

### II. To be completed by the participant

My name is: \_\_\_\_\_

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I like to be called: \_\_\_\_\_

Let me tell you about myself:

These are the people who live with me at home:

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These are the chores that I do around my home:

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These are the afterschool activities that I am involved in:

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These are the community and church/synagogue groups that I am involved in:

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(continued)

## Youth Participant Application (continued)

- These are my favorite subjects at school:

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- This is what I think I will learn in the DEFY program:

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- This is why I want to participate in the DEFY program:

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- This is what I like best about myself:

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- This is what I like best about other people:

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## Adult Staff/Mentor Application

### Personal Information

Name: \_\_\_\_\_  
Last First MI

Home address: \_\_\_\_\_  
 \_\_\_\_\_

Work phone: \_\_\_\_\_ Home phone: \_\_\_\_\_

Emergency contact: \_\_\_\_\_  
Name Relationship Phone

Employer: \_\_\_\_\_ Position: \_\_\_\_\_

Employer Address: \_\_\_\_\_  
 \_\_\_\_\_

Supervisor: \_\_\_\_\_ Phone: \_\_\_\_\_

- Are you over 21 years of age?  Yes  No  
 If you are under 21 years of age, are you in the military?  Yes  No

References		
List three people, not related to you, who have known you for a minimum of 2 years on a personal basis.		
Name	Address	Phone Number

Why are you interested in becoming a DEFY staff member or mentor? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Availability						
Please indicate your availability (a.m., p.m., all day).						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

- Are you available for the entire DEFY program year?  Yes  No  
 Are you available for an intensive 5- or 8-day Phase I Summer Leadership Camp?  Yes  No  
 Are you available to meet once a month during the school year to mentor DEFY youth?  Yes  No

(continued)



## Adult Staff/Mentor Application (continued)

Please check which skill areas you are willing to share with DEFY youth.

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### Classroom/Tutoring

- |   |   |
|---|---|
| <input type="checkbox"/> Reading<br><input type="checkbox"/> Writing<br><input type="checkbox"/> Science<br><input type="checkbox"/> Physical education/fitness<br><input type="checkbox"/> Art | <input type="checkbox"/> Language: _____ (specify)<br><input type="checkbox"/> Math<br><input type="checkbox"/> Spelling<br><input type="checkbox"/> Computer skills<br><input type="checkbox"/> Other: _____ |
|---|---|

### Hobbies/Interests/Other Skills

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Previous Youth Program Experience			
Dates	Name and Location of Program	Position	Responsibilities, Duties, Experience

### Criminal History

- |  |  |
|--|--|
| Have you ever been convicted of a felony?  | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Have you ever been convicted of a crime involving a child or for a sexual offense?   | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Have you ever been arrested or charged with substance abuse felony?  | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Have your parental/guardian or custodial rights been terminated because of child abuse (sexual, physical, emotional, psychological)?                                       | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Are you now or have you ever been subject to any court order involving sexual or physical abuse of a minor, including, but not limited to, a domestic order or protection? | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Have you ever been refused participation or had your participation revoked in a foster program?  | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Has your driver's license ever been suspended or revoked?  | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Do you use illegal drugs?  | <input type="checkbox"/> Yes <input type="checkbox"/> No |

If you answered "yes" to any of the above questions OR there is any fact or circumstance involving you or your background that would call into question your being entrusted with the care and supervision of children, please explain: \_\_\_\_\_

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(continued)

## Adult Staff/Mentor Application (continued)

### Read the following carefully before you sign:

- A false statement on any part of your application will be grounds for rejection of your application or for removing you as a DEFY mentor after you have been selected.
- I consent to the release of information about my background, ability, and fitness for service as a DEFY staff member by my employer, schools, law enforcement agencies, and other individuals and public and private organizations to investigators, personnel staffing specialists, and others authorized by the DEFY program.
- I certify that, to the best of my knowledge and belief, all of the statements are true, correct, complete, and made in good faith.

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### Privacy Act Statement

This statement is provided in compliance with the provisions of the Privacy Act of 1974 (Public Law 93-579), which requires that Federal agencies inform individuals who are requested to furnish personal information about themselves as to certain facts regarding the information requested above.

1. Principal Purpose: To screen and select staff members for participation in the DEFY program.
2. Disclosure Is Voluntary: If you do not provide the requested information, required screening may not be conducted, and you may not be eligible to serve as a staff member.

I certify that the information contained herein is true and accurate. I hereby give permission for the DEFY program to perform any and all reference and background checks deemed necessary to certify my fitness and appropriateness to serve as a staff member in the DEFY program.

---

Signature

---

Date



DRUG EDUCATION FOR YOUTH

## Teen Staff Application

Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_

Employer: \_\_\_\_\_ Position: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_

Supervisor: \_\_\_\_\_ Phone: \_\_\_\_\_

School Name: \_\_\_\_\_ City: \_\_\_\_\_

Father's Name: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_

Phone (home): \_\_\_\_\_ Phone (work): \_\_\_\_\_

Mother's Name: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_

Phone (home): \_\_\_\_\_ Phone (work): \_\_\_\_\_

Guardian's Name: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_

Phone (home): \_\_\_\_\_ Phone (work): \_\_\_\_\_

**Please list three adult references who are not related to you:**

Name: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_

Phone (home): \_\_\_\_\_ Phone (work): \_\_\_\_\_

Name: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_

Phone (home): \_\_\_\_\_ Phone (work): \_\_\_\_\_

(continued)

## Teen Staff Application (continued)

Name: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

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Phone (home): \_\_\_\_\_ Phone (work): \_\_\_\_\_

Please explain why you want to become a DEFY staff member: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Please explain your past experience working with youth: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Please read the following carefully with your parent or guardian and then sign below:

- A false statement on any part of your application may be grounds for nonselection or for removal from the DEFY staff after being selected.
- I consent to the release of information about my/my child's abilities and fitness for service as a DEFY staff member by employers, law enforcement agencies, and other individuals and organizations to investigators, personnel staffing specialists, and other authorized employees of the participating DEFY agencies.
- We certify that, to the best of our knowledge and belief, all of the above statements are true, correct, complete, and made in good faith.

### Privacy Act Statement

This statement is provided in compliance with the provisions of the Privacy Act of 1974 (Public Law 93-579), which requires that Federal agencies must inform individuals who are requested to furnish personal information about themselves as to certain facts regarding the information above.

1. Principal Purpose: To screen and select teen volunteer staff for participation in the DEFY program.
2. Disclosure Is Voluntary: If the requested information is not provided, screening may not be conducted, and the applicant may not be eligible to serve as a staff member.

\_\_\_\_\_

Teen Signature

\_\_\_\_\_

Date

\_\_\_\_\_

Parent/Guardian Signature

\_\_\_\_\_

Date



## Youth Roster

Day:	Date:	Team:
		Team Leader:

Name	Arrive	A	B	C	D	Depart	Note/Released to

A-D: Head counts



### Staff Roster

Day: \_\_\_\_\_

Date: \_\_\_\_\_

Name	In	Out	Assignments

Today's Duty Officer: \_\_\_\_\_



## Emergency Action Plan

### Steps for an Incident Requiring Emergency Services

- **Bring the situation under control.** In the event of any injury to a member of the DEFY program, the senior DEFY staff member at the scene is responsible for ensuring that the proper actions are taken. The foremost objective is to prevent further injury to the DEFY participant or staff member. After the situation is under control, the primary objective is to administer first aid (as instructed in pre-DEFY training) to those requiring it. Emergency services should be summoned as soon as possible.
- **Remove other students from the scene of the incident.** All other students should be removed from the scene to reduce any confusion or anxiety and so that emergency personnel will be able to do their job. DEFY staff members should do their best to keep the atmosphere calm and to avoid broadcasting the seriousness of the situation. If the situation warrants it, transportation should be acquired as soon as possible to bring the DEFY youth, under supervision, back to the camp command post.
- **Coordinate the response to the incident.** As soon as feasible, the senior DEFY staff member at the scene should direct one of the staff to contact the camp command post at \_\_\_\_\_ and inform the program coordinator, \_\_\_\_\_, of the situation. The program coordinator is responsible for coordinating the effort to respond to the crisis and notifying the partner agency representatives.
- **Contact the parent/guardian.** Once the extent of the injuries is confirmed, the program coordinator should contact the parents/guardians of the injured parties immediately. If there is a fatality involved, notification must be done in person.
- **Identify witnesses and protect the scene.** Should there be any witnesses to the incident, the DEFY staff members at the scene are responsible for finding and identifying them. This will aid any future investigations.
- **Direct any media** responses to the Public Affairs Officer of the local U.S. Attorney's Office.

### Steps for an Incident Not Requiring Emergency Services

- **Get medical attention for any injured youth.** In the event that a minor injury occurs during the DEFY program, the main objective is to get the injured youth medical attention as soon as possible. It is the responsibility of the senior DEFY staff member at the scene of the incident to ensure that proper first aid is administered. If further medical care is required, the senior staff member on the scene will ensure that the victim is provided swift transport to \_\_\_\_\_ (location for care). A minimum of two staff members will accompany the injured youth to the emergency room and stay with him or her until relieved.
- **Continue DEFY activities for the other youth.** DEFY staff members should attempt to keep a minor incident from interfering with the continued running of the program for the other youth.
- **Inform the DEFY program coordinator.** As soon as possible, the senior staff member will direct one staff member to inform the program coordinator of the situation. Once the extent of the injury is known, the program coordinator will call and inform the parent/guardian of the youth of the injury. If the parent/ guardian is not able to immediately pick up the youth, the youth will be brought back to the command post building until the parent/guardian can arrive.

(continued)

## Emergency Action Plan (continued)

- **Take appropriate disciplinary steps.** If an incident occurs that involves fighting, for which counseling and separation do not prove sufficient, or if a case involves weapons or racial motives, all participants will be accompanied back to the DEFY command post. The program coordinator is responsible for entering the incident in the incident log and ensuring that appropriate disciplinary procedures are followed. The parents/guardians of the youth will be called, and the participant will be kept under supervision until picked up by his or her parent/guardian.

### Emergency Action Checklist

- Prevent further injury.
- Provide proper first aid.
- Secure ambulance, police, and chaplain as appropriate.
- Contact camp command post and program coordinator.
- In the event of a fatality or another serious accident, always notify police. Retain a responsible person at the scene.
- As soon as the state of any injured youth is known, notify the parent/guardian. If a fatality has occurred, the parent/guardian must be notified in person.
- The program coordinator should inform the appropriate agency officials (e.g., U.S. Attorney).
- Refer all media inquiries (press, radio, television) to the military and U.S. Attorney's Public Affairs Office.
- Do not answer any inquiries personally.

### Emergency Phone Numbers

Police . . . . .

Fire Department . . . . .

Emergency Services . . . . . 911

Base Officer on Duty (OOD) . . . . .

Base Safety Officer (include name) . . . . .

Military Public Affairs Officer . . . . .

U.S. Attorney's Public Affairs Officer . . . . .

Chaplain . . . . .





## Incident/Injury Report

<input type="checkbox"/> Injury	<input type="checkbox"/> Incident	<input type="checkbox"/> Disciplinary
<input type="checkbox"/> Abuse	<input type="checkbox"/> Other:	
Date and time of incident:		
DEFY site:		

**Involved person:** \_\_\_\_\_  
 Name (include address and phone number on reverse side for outside parties)

**DEFY association with involved person:**  
 Staff       Youth       Parent/guardian       Other: \_\_\_\_\_

**Parent/guardian notified?**  Yes  No    By: \_\_\_\_\_ Date and time: \_\_\_\_\_

**Description of incident/injury (include location of incident, extent of injury, observations, etc.):**

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Action taken:**

Treated by DEFY staff: \_\_\_\_\_

Treated by hospital: \_\_\_\_\_  
 (name, location, phone number)

Describe treatment given: \_\_\_\_\_

\_\_\_\_\_

Verbal warning       Time out for \_\_\_\_\_ (length)       Expulsion from DEFY

Exclusion from \_\_\_\_\_

Reported to \_\_\_\_\_

\_\_\_\_\_

(name, address, phone number of agency and contact person)

Other: \_\_\_\_\_

\_\_\_\_\_

**Release:**

Did involved party return to the DEFY program?  Yes     No, released to:

Self       Parent/Guardian       DEFY staff       Other: \_\_\_\_\_

(continued)

## Incident/Injury Report (continued)

**Media contact?**

Yes

No

Describe: \_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_  
Person Submitting Report

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Program Coordinator

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Site Representative

\_\_\_\_\_  
Signature, if applicable

**Send original to:** Local U.S. Attorney's Office.

## DEFY Medication Record

DEFY site: \_\_\_\_\_

Name						Team					
Drug Allergies						Parent/Guardian Name					
Staff Responsible for Custody of Medication						Parent/Guardian Phone Number					
Scheduled Medications											
Medication (Name, Dose, Route, Frequency)	Date/Time	Date/Time	Date/Time	Date/Time	Date/Time	Date/Time	Date/Time	Date/Time	Date/Time	Date/Time	Date/Time
	Initials	Full Signature					Initials	Full Signature			
1						6					
2						7					
3						8					
4						9					
5						10					
PRN and One-Time Medications											
Medication (Name, Dose, Route, Frequency)	Reason for Medication			Date, Time, and Initials			Effects Noted				
Documentation of Omitted Dose of Medication											
Medication (Name, Dose, Route, Frequency)	Dose Omitted				Initials						



## Trip Checklist

**To be completed before departure**

DEFY site: \_\_\_\_\_

Date of trip: \_\_\_\_\_ Destination: \_\_\_\_\_

Number of campers: \_\_\_\_\_ Number of staff: \_\_\_\_\_ Person in charge: \_\_\_\_\_

Emergency contact number for group while away (if applicable): \_\_\_\_\_

- |                              |                             |  |
|------------------------------|-----------------------------|--|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | One staff member is currently certified in appropriate level of first aid/CPR.   |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | A written itinerary has been filed with the command.   |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Copies of health questionnaires for DEFY youth.  |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Signed medical consent forms for each DEFY youth.  |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Drinking water or other appropriate beverages are available or will be procured en route.  |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Restroom and rest breaks have been appropriately scheduled.  |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Trip/Event Permission Slips completed for each DEFY youth (when applicable).   |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Facilities are available for the safe preparation and storage of foods to be eaten on the trip.  |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | All staff and youth are aware of safety rules and procedures to follow in case of an accident, injury, or other mishap.                          |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Off-limit areas have been designated.  |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Rendezvous times and places have been established.   |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Proper refuse disposal, requiring all refuse to be carried out, biodegradable, or disposed of in accordance with regulations governing the area. |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Transportation vehicles clearly marked for DEFY program.   |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Parents/guardians informed of pickup time (if applicable).   |

**For DEFY staff drivers on long trips only:**

- |                              |                             |  |
|------------------------------|-----------------------------|--|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Are rest/sleep facilities available for driver?                      |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Has driver been instructed to sleep or rest for return trip?         |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Has time been set aside for driver to sleep/rest before return trip? |

(continued)

## Trip Checklist (continued)

### To be completed before departure from field trip destination

- |                              |                             |   |
|------------------------------|-----------------------------|---|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Head count completed; all accounted for.  |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Drinking water or other appropriate beverages are available or will be procured en route.             |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Restroom and rest breaks have been appropriately scheduled.   |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Has driver complied with sleep/rest requirement, and is he/she fully capable to drive on return trip? |



## Special Event Permission Slip

I, \_\_\_\_\_, the legal parent/guardian of \_\_\_\_\_, give permission for the above-mentioned child/ward to participate in:

Special event: \_\_\_\_\_

Event location: \_\_\_\_\_

Departure location: \_\_\_\_\_

Departure time: \_\_\_\_\_

Return time: \_\_\_\_\_

Name of person authorized to pick up child/ward: \_\_\_\_\_

Special event information: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

In the event that said minor is injured or becomes ill while participating in the special event, I hereby authorize whatever medical care and services are necessary under the circumstances to correct the injury or treat the illness of said child. I understand that the DEFY program will attempt to notify me immediately through the telephone number I have provided.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Phone Number

\_\_\_\_\_  
Date

# Invitation To Participate as a DEFY Mentor

## MENTORS NEEDED!

for



DEFY is a joint effort by the U.S. Department of Justice, the military, and the community to keep youth drug and gang free. \_\_\_\_\_ area youngsters have already participated in a camp, learning drug and gang resistance skills, leadership skills, physical fitness, and self-esteem. Now these students need mentors for the second phase of the program. Area adults will participate in workshops, field trips, and individual mentoring with their DEFY students throughout the school year:

### MAKE A DIFFERENCE!

*Join the DEFY Program and participate in an enjoyable and rewarding experience!*

**Fill in your information below.**

Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Command/employer: \_\_\_\_\_

Area(s) of interest: \_\_\_\_\_

\_\_\_\_\_

Return form to: \_\_\_\_\_

## Mentor Recruitment Announcement Ideas

Whether a program is in the formation stage or ongoing, the program coordinator must periodically recruit mentors to carry out the activities supporting DEFY's goal and objectives. To assist program coordinators in recruiting mentors, the following mentor recruitment announcements are provided for use in fliers, newsletters, and other recruitment venues. The text can be modified as needed to make it appropriate to the locality in which it is being used.

- Play a part in building a stronger America and a brighter future by becoming a mentor in the nationally recognized Drug Education for Youth (DEFY) program. Mentors support youth physical fitness and recreation activities, serve as positive role models, and encourage healthy lifestyles. If you are interested or want more information, contact *program coordinator (name and telephone)*.
- Developing educated, healthy, responsible citizens is in everyone's best interest. You can help our next generation of Americans by supporting youth physical fitness and recreation activities, discouraging substance abuse and gang involvement, and serving as a positive role model for youth as part of the nationally recognized Drug Education for Youth (DEFY) program with local youth-related community organizations. Get involved by volunteering to mentor in this nationally recognized program. To volunteer or obtain additional information, contact *program coordinator (name and telephone)*.
- Make a difference in the lives of young Americans by becoming a mentor through the nationally recognized Drug Education for Youth (DEFY) program. DEFY partners the military, the U.S. Department of Justice, and the local U.S. Attorney with a community youth organization to focus on the academic, health/fitness, and citizenship development of youth. Not only will you be helping to build a stronger America, but you'll be having fun and gaining the satisfaction of knowing you have helped youth develop to their full potential. To volunteer or learn more about DEFY, contact *program coordinator (name and telephone)*.
- Mentors are needed to tutor students, support sports and recreation activities, escort students on field trips, provide special academic instruction, and promote healthy lifestyles for our Drug Education for Youth (DEFY) program. If you're interested in becoming a volunteer or want additional information, contact *program coordinator (name and telephone)*.
- When was the last time you were asked for your autograph or told you were special? You can be a real celebrity by becoming a mentor in the nationally recognized Drug Education for Youth (DEFY) program. Mentors make a positive difference in the lives of local youth by tutoring, discouraging substance abuse and gang involvement, and serving as positive role models. To become a mentor or obtain additional information, please contact *program coordinator (name and telephone)*.
- Personnel, both military and civilian, are encouraged to volunteer to participate in the nationally recognized Drug Education for Youth (DEFY) program. By helping local young people develop to their full potential, you'll be making a major contribution to ensure a bright future for America. To volunteer or obtain additional information, contact *program coordinator (name and telephone)*.
- Help focus America's youth on success by mentoring in the nationally recognized Drug Education for Youth (DEFY) program. By helping local young people develop to their full potential, you'll be making a major contribution to ensure a bright future for America. To volunteer or obtain additional information, contact *program coordinator (name and telephone)*.



## Supply List for the DEFY Phase I Youth Curriculum (or Camp)

The following is a compilation of **standard supplies** that will be required for many of the units in DEFY Phase I:

- Pads of newsprint
- Felt-tip markers for youth:
  - 5 sets of 4 different-colored markers per team
  - Blue and red markers for each youth to use (or share)
  - Black pen (fine point) for each youth to use when making his or her own American flag
- Felt-tip markers for instructors: 3 or 4
- 8.5" x 11" white paper
- 8.5" x 11" construction paper (in a various colors)
- Pencils: at least 1 per youth
- Scissors, blunt-edged: 5 per team
- Glue: 5–10 bottles per team
- Glue sticks: 5–10 per team
- 3" x 5" index cards (plain white): 2 or 3 packages
- Masking tape (3 or 4 rolls)
- Clear tape (5–10 rolls per team, if using instead of glue)
- Small notebooks: 4
- Large manila envelopes: 4

The following is a list of **special supplies** that will be required to implement specific units of DEFY Phase I:

- VCR, monitor: 1 per team/classroom
- Cassette player, exercise/music tapes: per team/classroom
- Stickers (stars and other shapes)
- 12" rulers: 1 per youth
- Muslin fabric (or old, white pillowcases): 1 yard per youth
- 4-footed sticks (for team flagpoles): 4
- Balloons: 1 per youth
- American flag (for demonstrating flag-folding procedures)
- Small box: 1 per youth, for first-aid kit
- Bandages, toothbrush, and a bar of soap for each youth's first-aid kit
- Soccer balls: 1 per team
- Thick climbing/tug-of-war rope (long enough to reach the gym ceiling)
- Sturdy ladder (or bench or plank)
- Tumbling mats
- Bean bags, cardboard boxes (various sizes), hula hoops, old shoes
- Fresh fruit (for relay game in Topic 7.4)
- Playground balls: 16–20
- Stopwatch
- Shuttle blocks (wood 2" x 2" x 4" or school eraser)
- Horizontal bar
- Measuring tapes: 15–20
- Chalk

## Letter of Appreciation: Mentor

From:

To:

Via:

Subject: LETTER OF APPRECIATION

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I want to extend my personal appreciation for the outstanding (tour/\_\_\_\_\_) you gave/provided to the young people enrolled in our Drug Education for Youth (DEFY) Camp. Thanks to the unselfish giving of your valuable time and the sharing of your wealth of experience, the DEFY youth were immeasurably touched. In particular, your expertise at communicating an understanding of what it takes to be successful in \_\_\_\_\_, and your personal portrayal of commitment inspired all present to follow your example.

By personally contributing to the success of the DEFY program, you have given a significant gift to the well-being of our Nation in the years to come. In addition to an introduction to the complex and challenging careers of \_\_\_\_\_, these young future leaders received from you an education in positive attitudes, self-esteem, [military/public/community] responsibility, and goal setting.

I hope that we can count on your assistance again during DEFY Phase II this school year; when each child is paired with a military or civilian mentor for reinforcement of the camp lessons. I welcome your continued support in the years to come, as we improve and build on [command] DEFY programs.

## Letter of Appreciation: Guest Speaker/Presentation

From:

To:

Via:

Subject: LETTER OF APPRECIATION

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I want to extend my personal appreciation for the outstanding presentation you gave to the young people enrolled in our Drug Education for Youth (DEFY) Camp as their graduation speaker on \_\_\_\_\_.

Thanks to the unselfish investment of your time and sharing of your wealth of experience, the DEFY youth and staff were immeasurably touched. In particular, your expertise at communicating an understanding of what it takes to be successful and your personal portrayal of national allegiance inspired all present to follow your example.

By personally contributing to the success of the DEFY program, you have given a significant gift to the well-being of our Nation. These young future leaders received from you an education in healthy conflict resolution, positive attitudes and self-esteem, resisting unhealthy and illegal substances, overcoming adversity and prejudice, good citizenship, and goal setting.

I hope that we can count on your assistance again during DEFY Phase II in September, when each child is paired with a mentor for reinforcement of the camp lessons. We welcome your continued support in the years to come.

## Invitation Letter to Parent/Guardian

[Appropriate Letterhead]

[Date]

[Name]

[Address]

[Address]

[Address]

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Dear [Name],

I would like to invite you to attend an orientation for parents or guardians of youth selected to participate in Drug Education for Youth (DEFY). DEFY is a joint program between the U.S. Department of Justice, U.S. Attorneys' Offices, the California National Guard, and your community. The DEFY program encourages youth to develop life skills such as physical fitness, self-esteem, drug prevention, and goal setting. Your child has been selected to participate in DEFY. DEFY is a yearlong program that begins with a summer camp experience. The second part of DEFY continues into the following school year, when your child will be paired with an adult mentor and will participate in workshops and special events.

The DEFY orientation will be held on [Date] at [Time] at [Orientation Location]. During the orientation, you will learn more about DEFY and be able to have all of your questions about the program answered.

At this orientation, you will receive the *DEFY Parent/Guardian Handbook*, which will also answer some of your questions about the DEFY program. The handbook also contains all forms needed to register your child for DEFY. If you have any questions about orientation, need additional information before the orientation, or are unable to attend the orientation, please call your community coordinator, [Name and Phone Number]. I and the DEFY staff look forward to seeing you on [Date].

Very truly yours,

[Name]



# Staff/Mentor Handbook

U.S. Department of Justice  
CCDO  
810 Seventh Street NW.  
Sixth Floor  
Washington, DC 20531  
Phone: 202-616-1152  
Fax: 202-616-1159

2004

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# Introduction

A well-designed Drug Education for Youth (DEFY) program includes a variety of activities that, along with the basic DEFY curriculum, contribute to the program's effectiveness. The youth activities required for DEFY are intended to provide training on substance abuse prevention, gang awareness/deglamorization, conflict management, citizenship, and leadership; enhance the enjoyment of participation; improve physical fitness; expand knowledge horizons; and encourage positive peer interaction. DEFY activities also foster growth among youth through shared meals, games, sports, and ceremonies. Although the activities reinforce DEFY curriculum objectives, the relationship between youth and trained adult staff members and mentors cements the teaching of respect, responsibility, cooperation, and other important values.

This handbook is provided to help staff and mentors understand DEFY and their role in the program, its goals and objectives, and required activities. It provides background on the DEFY

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program, rules of conduct, descriptions of the main program positions, techniques designed to improve the mentor-youth relationship, and a number of suggested activities appropriate for the DEFY age group that can be undertaken at most program sites.

Each adult participant in the DEFY program must be aware of the impact that his or her actions and words have on DEFY youth. Staff and mentors must present an acceptable appearance and provide a positive role model for youth. Inappropriate behavior, such as swearing, tobacco and alcohol use, and public displays of disagreement with other staff, is detrimental to the youth and cannot be tolerated or accepted. Adult staff members must keep in mind that their personal appearance and grooming make an impression on the youth. Adults must make every effort to ensure that they present a clean, neat appearance in the company of DEFY youth.

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# The DEFY Program

## About the Drug Education for Youth Program

DEFY is a comprehensive, two-phased prevention program for kids ages 9 to 12 that emphasizes the positive development of mind, body, and spirit. DEFY deters at-risk behaviors by giving youth the tools they need to resist drugs, gangs, and alcohol. The leadership and life skills provided by DEFY include goal setting, team building, conflict resolution, and decisionmaking.

The DEFY curriculum is based on two decades of research and incorporates key characteristics of successful prevention programs identified by the U.S. Department of Health and Human Services. Annual reviews of the curriculum ensure that it is current and accurate.

A study by Pennsylvania State University in 1996 demonstrated that the DEFY curriculum produced a measurable, positive outcome in

- Resistance skills.
- Social behavior.
- Gang attitudes.
- Self-esteem.
- Attitudes toward alcohol.
- Attitudes toward smoking.
- Knowledge about drugs.

**Phase I** occurs in a structured camp environment during the summer. During Phase I, DEFY

youth participate in classroom learning that covers

- Self-management skills.
- Drug resistance and information skills.
- General social skills.

Phase I participants engage in physical activities and local field trips. In addition to the education and training the youth receive, Phase I enables youth to bond with adult staff to enhance the impact of Phase II.

**Phase II** is a school-year mentoring component designed to support the training and education received in Phase I by focusing on the youth's individual development. During regularly scheduled activities, mentors and staff provide tutoring and positive reinforcement for youth through group or cluster mentoring and interactive workshops.

## Local Responsibilities

Weed and Seed sites are supported through CCDO's grant program (e.g. Grantee/fiscal agent). Each local DEFY partnership hosting a camp is responsible for

- Appointing a program coordinator for overall responsibility for the DEFY program.
- Appointing a camp director for direct responsibility for Phase I.
- Recruiting staff, mentors, and other volunteers.

- Arranging logistics required for a successful program (lodging, classroom, transportation, etc.).
- Executing DEFY in accordance with a memorandum of understanding, the *DEFY Program Implementation Manual*, and the youth curriculum (developed by the Drug Demand Reduction Task Force [DDRTF]).
- Conducting staff and mentor training (with materials developed by DDRTF).
- Providing the Community Capacity Development Office (CCDO) with a final report.

## Your Role

Mentor relationships depend on stability and consistency for effectiveness. Adults who must leave the program because of job changes, Permanent Change of Station (PCS) orders, or other known commitments adversely affect the youth they become involved with. Therefore, adults are highly encouraged to take a less active role in the program if they are aware of a situation that may remove them from the program prior to its completion.

Adult participation can include indirect or direct support. Indirect support involves jobs or tasks that do not have primary oversight or interaction with DEFY youth. Examples of indirect support include budgetary/financial support, logistics planning, and meal preparation/serving. Direct support is daily, intensive interaction with the youth. Mentors are perfect examples of direct support participants. Regardless of how an adult volunteers, his or her contributions are essential to a successful DEFY program.

While providing direct support, adult staff members assist DEFY youth with curriculum lessons

and activities, provide encouragement, serve as positive role models, and function as mentors throughout the DEFY program year. Adult volunteers are the primary reason DEFY is effective. By doing their jobs well, volunteers ensure that DEFY youth gain the self-confidence, knowledge, and skills they need to stay clear of drugs, gangs, violence, and other negative influences.

## Program Goals

The relationship between youth and adult staff and mentors makes it possible for each activity in Phases I and II to support the six principal goals for youth in the DEFY program.

1. **Improve self-image** through activities that increase self-esteem, confidence, optimism, responsibility, and critical thinking.
2. **Improve interpersonal skills** by learning how to interact with peers, parents, and authority figures; how to avoid and manage conflicts and violence; and how to participate in and contribute to positive individual and group relationships.
3. **Expand life opportunities** through sessions that increase skills in leadership, communication, learning, goal setting, and accepting challenges.
4. **Develop a healthy lifestyle** through physical fitness, better eating habits, and appropriate hygiene.
5. **Increase awareness of the harmful effects** of alcohol, tobacco, and other drugs, and build competency in refusing and avoiding these substances.
6. **Improve understanding of citizenship**, such as loyalty, service, community responsibility, ethical standards, and respect for others.

## Program Benefits

DEFY's returns affect four groups: youth participants, adult staff members/mentors, the host organization (e.g., military base), and the community. Participating youth, through the DEFY curriculum and interaction with trained adults, develop the skills, knowledge, and abilities to maintain a positive lifestyle, free from the influences of negative peer pressure.

Adult participants benefit from the DEFY program by learning new skills and knowledge that

improve their ability to interact with others and their own children, improving planning and supervisory skills, and giving them the satisfaction that they have made a difference in a child's life. As mentors become significant and positive adult role models for youth, they mature in their leadership roles. Adults report that participating in DEFY gives them an opportunity to "give something back to the community" and helps them "feel good about themselves."

# General Roles and Responsibilities

Individual job descriptions for all DEFY program positions are contained in the *DEFY Program Implementation Manual*. Volunteers for, or appointees to, one of these positions are responsible for knowing the duties of that position. There is no rank requirement for any of the DEFY program positions. Not all positions are necessary to every program. The site's program coordinator is permitted to decide which jobs are required to ensure a smooth operation. Although the program coordinator is the only position with a designated assistant, he or she can assign an assistant to any position that may need one. The following are the most common positions used in the DEFY program:

- **Program Coordinator:** This person has overall responsibility for the execution of Phase I and Phase II of the local DEFY program. The person is responsible for the safe and effective operation of the local DEFY program.
- **Assistant Program Coordinator:** This person assists with operation of the local DEFY program. The program coordinator may delegate

certain DEFY responsibilities to the assistant program coordinator.

- **Camp Director:** This position is primarily responsible for the day-to-day operations of the Phase I camp. In small programs, the program coordinator may assume these duties.
- **Mentor Coordinator:** This position is responsible mainly for the training and instruction of the local DEFY program, including mentor training, staff training, and the Phase I youth curriculum and Phase II activities.
- **Team Leaders:** Team leaders are those assigned to a specific group of DEFY youth for accountability and safety purposes.

The program coordinator may define other positions as necessary for a particular site. For example, in large DEFY programs, a transportation coordinator may be necessary. Whatever positions are created, specific job responsibilities must be established before the program begins to avoid miscommunication.

# Mentor Responsibilities

DEFY mentors are supportive adult volunteers from the military, law enforcement, private corporations, and the community who make a sustained personal commitment to building relationships with youth during Phase II of the program. DEFY mentors must demonstrate leadership, tact, resourcefulness, and enthusiasm as they help 9- to 12-year-old youngsters pursue and achieve healthy lifestyles. They act as role models, advisers, tutors, sounding boards, and friends, but not as replacements for parents, guardians, or teachers. DEFY mentors provide openness, moral support, and trust to youth at a critical time in their young lives.

DEFY Phase II reinforces the new attitudes, skills, and outlooks the youth have acquired during Phase I. This crucial reinforcement is provided by mentors. Mentors are matched with youth, and mentor-youth pairs then work together in mentor clusters over a 1-year period (usually the school year). Mentors provide support and a sense of safety as the youth try out new skills in building positive relationships, managing conflict, avoiding substance abuse, improving self-esteem, setting goals, and becoming leaders.

Phase II activities focus on accomplishing the Youth Action Plan objectives developed during Phase I and on reinforcing the DEFY goals. Mentors review and support these objectives, offer guidance and suggestions for reaching as many of the objectives as possible, and, if necessary, help restructure objectives to make them more realistic and attainable. Mentor assistance is always positive and constructive to help promote youth self-esteem and future growth. If youth fall short in achieving objectives, mentors

help them examine why, which helps youth avoid blaming themselves for events beyond their control.

The specific duties and responsibilities of a mentor include the following:

- Helping youth achieve the goals they established for themselves during Phase I.
- Providing academic tutoring in subject areas in which youth need extra help.
- Serving as role models to demonstrate how values promoted by the mentor and DEFY can be embodied in real life.
- Attending the 1-day mentor training session and all workshops and special events with the youth.
- Participating in the mentor support network. (Each mentor is paired with at least one other mentor to provide mutual support and encouragement.)
- Providing program feedback to the mentor coordinator.

A successful mentoring experience rewards both the youth and the mentor. Mentor qualities that help ensure a successful DEFY program include the following:

- **Personal commitment throughout the school year to the youth and the DEFY program.** A mentor wants to be part of a youth's life, to help the youth achieve his or her objectives and become the best he or she can be. Successful mentors invest in the mentoring relationship for the long haul.

● **Respect for individuals, their abilities, and their right to make their own choices.**

Successful mentors convey respect and dignity in the mentor-youth relationship. This quality helps them win the trust of youth and gives them the privilege of being a guide, adviser, and friend.

● **The ability and willingness to listen and to accept different points of view.** Finding someone to give advice or express an opinion is easy. Finding someone who suspends his or her own judgment and really listens is much harder. Successful mentors simply listen, ask thoughtful questions, and give youth an opportunity to explore their own thoughts with a minimum of interference. When a youth feels accepted, he or she is much more likely to ask for and respond to a mentor's suggestions and ideas.

● **The ability to empathize with another person's struggles.** Successful mentors can “feel

with” youth without feeling pity for them. Even without having had the same life experiences, mentors can empathize with the feelings and personal situations of youth.

● **The ability to see solutions and opportunities as well as barriers.** Successful mentors balance a respect for the real problems faced by youth with an optimism about finding real solutions. Successful mentors are able to make sense of jumbled issues and point out positive alternatives.

● **Flexibility and openness.** Successful mentors know that relationships take time to develop and that communication is a two-way street. They take the time to get to know youth and learn about things that are important to them (e.g., music, styles, philosophies). Successful mentors are willing to be changed by the mentor-youth relationship.

# The Adult-Youth Relationship

Establishing a positive mentor-youth relationship is important to the success of DEFY, particularly during Phase II. DEFY mentors can be rewarded, exhilarated, challenged, and sometimes frustrated by the experience. The following are guidelines to foster a positive mentor-youth relationship.

## DEFY Staff Rules of Conduct

- *Tobacco or alcohol:* Tobacco and alcohol use, or evidence of their use, cannot take place in the presence of the youth.
- *Attendance:* All staff are required to attend designated staff meetings and to be present for all activities as instructed by the program coordinator.
- *Profanity:* Use of profanity by staff is prohibited.
- *Military protocol:* Sites may determine to use military rank or first name (Sgt. Bill, Lt. Mary). Sites may require Mrs., Ms., Miss, and Mr. Military etiquette/protocol should be used while on military base/facilities. Sites can determine the manner in which youth address staff.
- *Youth conflict:* DEFY staff must use methods outlined in chapter XI of the *Program Management Guide* to regulate youth conduct.
- *One-on-one contact is prohibited:* Staff and mentors must have two or more youth in their presence at all times.
- *Emergency preparedness:* All DEFY staff must read and know the procedures outlined in the site's Emergency Action Plan. A sample is provided in appendix B of the *Program Management Guide*.
- *Release of youth:* Only individuals whose names appear on the Sunrise/Sunset Pickup/Dropoff form are allowed to pick up or drop off youth.
- *Money, gifts, or loans to youth:* Staff may not give or lend money to DEFY participants nor borrow money from youth. The camp director must clear all gifts to youth. Youth expressing financial or material needs must be referred to the camp director or program coordinator.
- *Mandatory reporting:* DEFY staff must know and comply with Federal and State laws and regulations regarding mandatory reporting requirements for suspected drug use/sale or suspected child abuse.

## DEFY Youth Rules of Conduct

- Youth must practice good listening skills.
  - Staff call the name of the person who speaks.
  - When a youth's name is called, everyone else must be silent.
  - When a team leader or another DEFY staff member is speaking, everyone must be silent.
- Youth must attend all Phase II sessions unless otherwise excused because of emergency and/or illness. Parents or guardians



must notify camp in the event of a youth's absence.

- ☐ Youth must call each other by their names, touch no one, and follow directions.
- ☐ Youth must be in their seats 2 minutes before the start of an activity and remind others of the rule.
- ☐ Youth must prepare snacks and meals and clean up after meals and activities.
- ☐ Youth must follow staff directions.
- ☐ Youth must bring to camp only items provided by the camp director for classroom activities and appropriate swimming clothing. Only approved prescription medications are allowed. The following items will be confiscated and returned at the end of camp: jewelry, expensive watches, games, toy guns/knives, cameras, radios, pagers, cell phones, and food items. Tobacco, alcohol, drugs, and gang-related material are forbidden.
- ☐ Youth must wear only the DEFY uniform—a DEFY shirt, DEFY hat, shorts, socks, and tennis shoes.
- ☐ When youth leave the premises, an adult staff member must accompany them. Youth can be released only to parents or guardians. Youth must be supervised at all times.
- ☐ Staff must be notified immediately of injuries, sickness, or personal problems.

## Rules of Conduct for Residential Phase I DEFY Camp

Youth in the residential Phase I of the DEFY program must comply with the rules above, plus the following rules:

- ☐ Youth must wake and turn lights out at the designated times.
- ☐ After lights out, youth can only leave the residential area accompanied by two adult DEFY staff members.
- ☐ Youth must make their beds in the morning, pick up trash, put away clothing, etc.

## Disciplinary Action for Staff

Disciplinary action for military personnel is in accordance with existing guidelines of the Uniform Code of Military Justice (UCMJ).

The program coordinator must address civilian staff discipline. Nonserious breaches of conduct result in a termination warning. Serious breaches result in the program coordinator notifying local and State authorities and the organization with which the civilian is associated. A breach of conduct that places youth and/or staff in danger or direct conflict with the DEFY program is cause for immediate dismissal from the program.

## Disciplinary Action for Youth

EOWS has developed a system for determining which strategies for intervention would be most effective under various circumstances. Strategies have been divided into four categories—prevention, limit setting, reinforcement of limits, and control—which are listed by degree of intrusiveness, from the least intrusive in terms of disruption (prevention) to the most intrusive (control).

Because discipline styles vary, some staff may find that a particular category is more or less intrusive than suggested.

### Prevention

**Checking for understanding.** Make sure that the youth understand the assignment. Frustration



caused by confusion or misunderstanding can lead to talking, laughing, or heightened activity. Simply ask youth to repeat the directions or presentation to prevent such problems.

#### *Implementation Guidelines*

1. Explain directions or present information in a number of ways (e.g., orally, in writing, or using diagrams, outlines, or flowcharts).
2. Give instructions that approximate the actual task as closely as possible.

**Ignoring misbehavior.** Often youth repeat misbehavior if they receive reinforcement of any kind. A youth may misbehave to temporarily steal the staff's attention. Ignoring such behavior can be very effective. Remove the reinforcement, and the youth's behavior is useless and will most likely cease. Of course, this method can be used only for less disruptive behaviors.

#### *Implementation Guidelines*

1. Note repeated misbehavior that consistently receives attention.
2. Decide whether the behavior could be allowed to continue for a short period, even at an increased level, without significantly disturbing the rest of the group.

**Increasing physical proximity.** Many youth feel comfortable misbehaving only when they think they are out of adults' reach or attention. When youth misbehave, staff should walk or stand next to the youth. Staff can continue the lesson and reduce the youth's misbehavior by exercising greater control of his or her proximity. If this method is used consistently, the youth eventually adapts to the adult presence and continues to behave when staff are farther away. If staff approach the youth only when he or she is acting up, the adult presence may prove more of a distraction than a correction.

#### *Implementation Guidelines*

1. Circulate throughout the area, especially while teaching.
2. Walk up and down the aisles near the misbehaving youth without interrupting the teaching process.
3. Sit on an empty chair near the youth.
4. Ask the youth questions or focus discussion near him or her.

**Using humor to relieve stress.** Youth sometimes take certain situations very seriously—the simplest problems can be stressful, causing insecurity and illogical behavior. Using humor in the midst of stress can comfort youth and communicate to them that everything will work out fine.

#### *Implementation Guidelines*

1. Do not use mean or sarcastic humor.
2. Use humor when a youth seems insecure or about to panic, is becoming too serious or negative, is on the verge of misbehaving to create a diversion, or is trying hard but becoming frustrated.
3. Use humor that the youth understands.

**Introducing role models.** One of the most important ways youth learn is by studying a role model. Staff, peers, and idealized characters are the most common role models. Staff, of course, should always try to be good role models. In addition, because youth notice peers who receive rewards, you can sometimes eliminate the need for endless demands for obedience by moving the emphasis to rewarding proper behavior.

*Implementation Guidelines*

1. Identify a role model that youth respect and encourage them to emulate the best qualities of that person.
2. Reward those who imitate the correct behavior.

**Identifying idealized characters.** Determine which role models or characters youth might want to be like. Look for traits in that character that youth should imitate and encourage such behavior. The role model could be a real-life figure or a character in literature, film, or television.

*Implementation Guidelines*

1. Talk with youth about which characters (potential role models) they consider to be most important.
2. Ask youth to identify the things they admire most about those characters.
3. Identify the qualities that youth are expected to imitate.
4. Reward youth who imitate the correct behavior and praise behavior that is similar to that admired in an idealized character.
5. Point out significant examples of inappropriate behavior that are inconsistent with the traits of an idealized character.

**Probing for values.** Under certain circumstances, youth tend to express their attitudes, aspirations, purposes, interests, and activities. By looking for and encouraging such situations, staff can gain insight into why certain behaviors are present. That information can enhance understanding between staff members and youth.

*Implementation Guidelines*

1. Watch for situations in which youth reveal their values. If convenient, encourage continued conversation at those times.

2. Identify subjects that interest youth. Then, in a mentor cluster, bring up those subjects and probe for additional insights into the youth's values.
3. Look for consistent, repetitive responses to make sure that the values expressed are not simply the youth's mood of the moment.

**Limit Setting**

Limit-setting strategies are necessary when behavior problems occur despite the use of prevention strategies. Many strategies in this category require some restructuring of the youth's environment, which involves a minimal to moderate amount of the staff's time. These strategies are appropriate for youth who have enough internal control with support from the staff to correct their own behavior.

**Using affirmative statements.** If a youth is disruptive because of a need for attention, identify the positive behaviors that can be reinforced (e.g., completing assignments or helping others) and encourage that behavior. If staff have a hard time identifying praiseworthy behavior, it may be because the youth is engaged in activities that he or she cannot do well. Change the youth's environment or responsibilities, and then acknowledge positive behavior in the new role.

*Implementation Guidelines*

1. Match the youth with others who are willing to help him or her.
2. Avoid placing youth in competition with one another unless it is a competitive activity, e.g., sports.

**Describing misbehavior as it occurs.** Youth are not aware of the behavior required of them in many situations. Therefore, a youth may cause a disturbance without knowing it. This lack of understanding may cause staff to think the youth is about to misbehave. Instead of correcting the

youth, staff should describe to the youth what he or she has just done or is doing and explain why it is inappropriate. The youth should then correct the situation.

#### *Implementation Guidelines*

1. Describe to the youth exactly what you see happening (e.g., say, “I notice you are tapping your foot fast and loud”). Avoid suggesting a solution to the problem.
2. Wait for some sign that the youth understands how his or her behavior could constitute a problem. Allow him or her to solve the problem or suggest a solution.
3. Describe the impact of the youth’s action on other youth (e.g., say, “When you raise your voice, some of the other campers can’t concentrate and may stop working”).

**Modeling expected behavior.** Modeling the desired behavior is one of the best methods available. Because youth learn from the staff’s example or demonstration, wise staff model the academic and social behavior they want to encourage. By modeling the appropriate youth response, whether in word or deed, staff provide youth with instructions about how to act properly.

#### *Implementation Guidelines*

1. Determine whether youth have learned the correct behavior. If not, state the correct behavior you want the youth to demonstrate. Remind the misbehaving youth of the correct way to act.
2. Model the correct behavior.

### **Reinforcement of Limits**

Reinforcement of limits strategies should be used when the youth’s behavior dictates the need for moderate amounts of extra staff time and attention. These strategies are based on the assumption that, although the youth does not have

enough internal control to correct the problems, with the staff’s intervention the situation can be corrected.

**Stopping and redirecting.** To stop and redirect a youth’s inappropriate behavior, first let the youth know that the misbehaving has been discovered by asking him or her to stop. Next, redirect the youth’s attention to the task at hand. For example, if a youth begins calling people names instead of making his or her bed, say, “Stop calling people names and begin to make your bed.” This provides a clear message without a lot of extra information.

#### *Implementation Guidelines*

1. Determine what is preventing the youth from paying attention, and ask him or her to stop that behavior.
2. Tell the youth what he or she should be doing.
3. Shortly thereafter, check to see whether the youth obeyed.

**Asking “what” questions.** Asking a “what” question in response to misbehavior (e.g., “What are you doing?”) forces a youth to address the misbehavior rather than offer the myriad excuses that a “why” question elicits. Do not stop asking “what” until the youth verbalizes a response that indicates that he or she realizes that the given action or reaction was inappropriate. Then form an agreement with the youth to stop the misbehavior. Agree on a consequence for the misbehavior should it continue.

#### *Implementation Guidelines*

1. Ask a “what” question that addresses the youth’s misbehavior.
2. Get the youth to describe his or her misbehavior without making excuses for it.
3. Ask a “how” question (e.g., “How did this outburst help you complete this activity?”).

4. Ask another “what” question (e.g., “What would be a better way to handle your math question next time?”). Make suggestions if the youth runs out of solutions.
5. Establish a plan for improvement that includes consequences for continued misbehavior.

## Control

Control strategies are required when the youth’s behavior problems are frequent, intense, or highly disruptive. In such cases, a great deal of staff intervention is needed; most strategies in this category require constant adult supervision. Use these strategies with youth who have little or none of the internal control needed to stop their own misbehavior and correct themselves.

**Relocating within the group.** This is the first and least intrusive of a series of strategies that call for moving youth to a less problematic location when misbehavior persists. For example, if a youth is drawing pictures instead of concentrating on the assigned task, move him or her to the front of the room. Placing the youth in a new environment underscores the need for better behavior. It also frees the youth from the environment that contributed to his or her trouble.

### *Implementation Guidelines*

1. Identify the object or person that is contributing to the youth’s misbehavior.
2. Move the youth to another location in the room closer to you and away from the distraction without disrupting the group plan.
3. Leave the youth in the new location for a specified time or until the desired behavior is demonstrated.

**Removing stimuli.** Remove objects that tempt youth to create a disturbance. For example, if a

youth is tapping his or her pencil, staff should walk over and take the pencil without interrupting the group. By removing the stimulus, staff can stop the distracting behavior and keep the group going so that other youth are not disturbed. Sometimes staff may need to interrupt the group to intervene appropriately. Either way, remove the stimulus object to stop the youth’s behavior.

### *Implementation Guidelines*

1. Determine whether a particular stimulus is causing misbehavior.
2. Remove the stimulus without disrupting the group.
3. Later, explain to the youth why the object was removed.
4. Replace the stimulus after a time to see if the youth is able to handle the temptation it provides.

## Other Discipline Issues<sup>1</sup>

Staff should recognize that youth misbehaviors fall generally into one of four categories: attention getting, power, revenge, and helplessness. At times, staff may find themselves confronted with youth’s misbehavior for which none of the strategies outlined above is effective. In such an instance, staff should use the technique listed below.

To determine the goal behind the youth’s behavior, ask the following questions immediately after the misbehavior:

- Do I feel annoyed? Attention getting may be the goal.
- Do I feel intimidated? Power may be the goal.

<sup>1</sup>For more on this topic, see Selig, W.G., and A.A. Arroyo, *Handbook of Individualized Strategies for Classroom Discipline*, Los Angeles, CA: Western Psychological Services, 1995; and Sprick, R.S., *Discipline in the Secondary Classroom*, West Nyack, NY: Center for Applied Research and Education, Inc., 1985.

- Do I feel wronged or hurt? Revenge may be the goal.
- Do I feel incapable of reaching the youth? Helplessness may be the goal.

Some ways of responding to the above motives include the following:

- *Attention getting*: deprive the youth of attention.
- *Power*: state the rules and consequences and move on; do not allow open conflict.
- *Revenge*: determine the reason for the youth's hurt feelings.
- *Helplessness*: provide opportunities for the youth to succeed.

## Interactions With Youth

The points that follow provide general guidelines for ensuring a productive mentor-youth relationship.

- **Be sensitive to the backgrounds of youth.** DEFY youth may come from environments that include risk factors for alcohol and other drug use, such as the following:
  - Socioeconomic status of where the youth live.
  - Family structure.
  - Drug use, violence, and crime where the youth live.
  - Rates of school dropouts and teenage pregnancy among older teens served by schools where the youth live.

Mentors must discuss alcohol, tobacco, other drugs, and any of the above subjects carefully to avoid making disparaging or judgmental remarks about situations the youth faces.

Mentors also must be sensitive to the diverse cultures and values of youth while stressing the values of the DEFY program. Mentors must show respect for different life experiences and avoid making assumptions or judgments about the youth and their environments.

- **Promote successes.** DEFY is designed to show youth alternative activities and life choices. Unlike school, where academics may be the only measurement of success, DEFY gives each youth many opportunities to achieve success that builds a positive sense of identity and fosters self-esteem.
- **Minimize failures.** Mentors must allow for and be accepting of mistakes and failures. Mentors should not compare the abilities of youth and should not criticize, use sarcasm, or give too much advice. Youth should never be embarrassed or shamed into trying activities.
 

If a youth is having trouble achieving success, mentors must make a special effort to be attuned to that youth's strengths. Mentors must find ways in which the youth can succeed, sometimes on a different or smaller scale than was expected originally. Another technique is to share responsibilities with the youth; this helps the youth feel that he or she is making a contribution and is needed. Mentors can ask the youth to help another youth in some area—helping others fosters a sense of cooperation and boosts self-esteem.
- **Create a safe and secure environment; safety is paramount.** Youth must feel safe and comfortable before they can concentrate on learning new things and taking risks. Mentors must never yell at a youth or use any threatening techniques. Mentors should invite youth to participate and make them feel individually welcome at all times.



- **Build mutual respect among mentors and youth.** Mentors can promote trust by showing respect for youth and by being credible sources of information. A youth may have experienced things the mentor has not and may have knowledge or skills that the mentor has not yet acquired. Mentors also can encourage respect among the youth by insisting on courteous listening when others are talking during a DEFY-sponsored special event or workshop. This respect provides youth with the opportunity to express feelings in a supportive environment and to realize their comments have value. The opportunity to share with peers and to realize that others feel the same way is extremely important to youth at this age.
- **Promote excellence.** While mentors should communicate that they have high expectations for their youth, they should not have unrealistic demands for perfection. Youth should be praised for efforts and not just for successes. Youth also should be rewarded for following rules and demonstrating other positive behaviors.
- **Be a good role model.** Youth pay close attention to the actions and words of adults—even when they may appear not to be paying attention. Mentors must demonstrate the highest standards of appearance, behavior, and lifestyle at all times. By their words and actions, mentors should promote a positive attitude toward life.
- **Practice effective discipline.** A gentle sense of humor and an awareness of the developmental characteristics of youth can help defuse potential power struggles. The goal of effective discipline is to do everything possible to allow each youth to participate successfully in DEFY, without detracting from the participation of other youth.
- **Put the youth first.** During each contact, mentors should concentrate on the youth's needs and problems—and leave theirs at the door. Mentors must be flexible. If the youth wants to review a previous lesson or talk about a problem, the mentor should drop any planned activity and instead focus on the youth's immediate needs.
- **Be the youth's friend (but not a buddy).** A mentor who is a friend looks out for the youth's best interests and never allows the youth to do less than his or her best. A mentor who is a friend does not allow a youth to shirk responsibilities or do things that are harmful, such as not participating in a scheduled event.
- **Use straightforward questions and take the time to get to know the youth.** Some youth are open, others are not. To be effective in their role, mentors must gain insight into their youth's behavior. Often, conversations drag because mentors are unable to frame questions to elicit information. The kinds of questions that can produce more than a yes or no answer include the following:
  - **Descriptive:** What is it like? What kind of situation is it?
  - **Comparative:** How are two or more things different or alike?
  - **Historical:** How did things get the way they are?
  - **Causal:** What is the reason for such a thing? Why?
  - **Experimental:** If you do this, what will happen?
  - **Predictive:** What will it be like 10 years from now?

- ◉  **Value:** What is good? What is better?  
What is best? What do you like about it?  
What do you dislike about it?
- ◉  **Application:** How is this relevant to your situation?
- ◉  **Methodological:** How can I find out? How can I do this?
- ◉  **Creative:** How can this be improved? How can this be changed?
- **Become familiar with various response styles.** When youth talk to mentors, the mentors should respond in one of five ways:
  - ◉  **Evaluative:** Judging.
  - ◉  **Interpretive:** Teaching.
  - ◉  **Supportive:** Reassuring.
  - ◉  **Probing:** Developing a point further.
  - ◉  **Clarification:** Checking for understanding.

In mentoring, the evaluative response should be used rarely because it closes the door on further communication. The interpretive, supportive, and probing response styles can be useful and effective. The clarification response may seem hard for most mentors at first, but with practice in active listening it can become an effective response style.

## Establishing the Relationship: Strategies for the First Meeting

As DEFY mentors begin a relationship with their youth, they have many things to keep in mind. Among these are the characteristics of 9- to 12-year-old youth, the characteristics of youth in at-risk environments, and the need to be aware of and appreciate cultural diversity. Good communication skills are essential.

Mentors need to be clear about what they want to accomplish during the first meeting with their youth. In the DEFY program, the first mentor-youth meeting begins as part of a larger group activity.

Mentors can use open-ended questions to break the ice and initiate a one-on-one conversation, such as the following:

- My name is \_\_\_\_\_. What's yours? (Be sure to get the pronunciation right. Names are precious and highly valued. Call the youth by name at every opportunity.)
- How old are you? What grade are you in?
- Do you like school? Why? Why not? Which are your favorite subjects? Which subjects don't you like as much? What do you like to read about?
- What did you do in school this week that made you feel good? (Comment briefly on the answer and move on.)
- What are some things you like to do? What are your hobbies? What are your favorite television programs? What are your favorite sports? (Mentors should listen carefully because there might be something in these responses they can build on. For example, the mentor may be able to tutor and explain school work within the context of the youth's interests or hobbies.)
- When do you feel important?
- Who are some of your heroes?
- What is your family like?

## Build on the Youth Action Plan

Each mentee developed an action plan during DEFY Phase I (outline located in the youth workbook in the Phase I Youth Curriculum).

The plan contains several goals the youth developed for himself or herself to achieve during DEFY Phase II, such as exercising three times a week, tutoring a younger sibling, taking responsibility for clean clothes, reading a book each month, organizing a trash pickup in the park, avoiding youth who use drugs, or sticking to a weekly study schedule. These goals become goals for the mentor-youth relationship. Mentors should support youth goals to the fullest and be ready to offer guidance and suggestions for accomplishing the goals or, if needed, help restructure the goals to make them achievable. However, a youth's goals must be his or her own. No matter how outrageous or impossible they might seem at first to the mentor, what is important is that these objectives belong to the youth.

Reaching as many of the Youth Action Plan goals as possible is important for youth self-esteem and future growth. Mentors must remember that sometimes the youth's objectives cannot be achieved for reasons and events beyond the youth's control. When that happens, mentors must help youth to understand that the nonachievement is not their fault.

Characteristics to remember in setting or resetting goals include the following:

- A goal should be **realistic** (so it will not be too difficult to accomplish, bringing frustration and defeat).
- A goal should be **challenging** (so it will not be too easy to accomplish, providing little incentive and little reward).
- A goal should have a **deadline** (so there will not be a tendency to put it off).
- A goal should be **specific** (so a youth knows exactly what he or she wants to do).
- A goal should be **attainable** (so a youth knows exactly when he or she has accomplished it).

## Continuing and Maintaining the Relationship

### Possible Activities

As the mentor-youth relationship develops, mentors are sure to gain insights into the youth's special interests and favorite hobbies, sports, and places. In addition to the special events that are part of DEFY, mentors may want to incorporate activities such as visiting the mentor's workplace or going to a sporting event, a concert, or an activity at the youth's school. Mentors should be creative in planning possible activities. Mentors should become familiar with and take advantage of those activities within the community that are free or inexpensive. Mentor-youth activities, as with all DEFY activities, should reinforce the goals of the program. Mentors should not plan activities that do not reinforce the DEFY goals. All mentoring activities must be conducted in a group setting. One-on-one mentor-youth contact is prohibited.

### Do's and Don'ts

Suggestions that mentors may find helpful in continuing and maintaining the mentor-youth relationship—and that supplement the tips for productive mentor-youth relationships—include the following:

- **Do** be enthusiastic, have a positive attitude, and be accepting.
- **Do** disregard any past failures of the youth and concentrate on the “here and now.”
- **Do** drop the authoritative teacher role. Be an interested human being.
- **Do** communicate by transmitting attitudes and feelings. Do this by being “real,” which is more effective than simply using words.
- **Do** arrange the physical setting in a manner that eliminates physical barriers.



- **Don't** sit behind a desk or across a table. Share a table and sit side by side instead.
- **Do** (ideally) talk about one-third of the time when the youth discusses problems, which will give the youth the opportunity to do most of the talking and show him or her that the mentor is interested.
- **Do** ask questions that cannot be answered with "yes" or "no." For example, instead of asking, "Do you like the class?" ask, "What do you like or dislike about the class?"
- **Do** ask questions that show a personal interest in the youth. **Don't** sound like an interrogator.
- **Do** give the youth silence in which to think. This may take practice because it might for the moment produce a feeling of awkwardness. **Do** pause before talking. The youth may want to say something further, and a pause of a few seconds may enable the conversation to continue.
- **Do** switch from intellectual thought to emotional response when feelings are being discussed. Ask, for example, "What does this mean to you?" and "How do you feel about that?"
- **Do** observe and interpret nonverbal cues. Notice, for example, body movement and finger tapping. Try to understand the relationship between the nonverbal cues and the subject being discussed.
- **Do** be alert to any changes in the youth's rate or volume of speech, or pitch or tone of voice. Such changes may indicate emotions connected with the subject being discussed that need to be considered.
- **Do** use brief remarks. **Don't** confuse the youth with long complicated questions or comments.
- **Do** share experiences with the youth, but focus on the youth and his or her situation.
- **Do** clarify and interpret what the mentee is saying. Use such lead-in phrases as "What you are saying to me is. . . ." Summarize remarks as appropriate. Be sure any interpretation is brief, and make one only after the youth has presented the idea.
- **Do** be sincere in praise of the youth. Praise the attempt as much as, or more than, the right answer. Give positive reinforcement whenever possible.
- **Do** be flexible. If the youth has an assignment or project coming up and needs help, or if the youth needs to talk about a certain problem, put those needs first.
- **Don't** interrupt the youth when he or she is talking. Interruptions imply that the mentor feels what the youth is saying is not important. If the youth digresses from the subject, the mentor should say, for example, "How does this apply to the subject we started talking about?" or "What does this mean to you?"
- **Don't** give lectures on ways to behave. Instead, ask the youth to suggest alternative behaviors for a given situation. Mentor and youth can look at the consequences of the alternatives together. The mentor can present feedback, possibilities, and further alternatives for consideration, but the youth must make the decision about what behavior is most appropriate.
- **Don't** be alarmed at remarks made by the youth. Instead, focus on the motives behind what was said or done.
- **Don't** make false promises or reassurances. Instead, communicate concern for the youth and the desire to see and understand the situation. Look for ways to demonstrate the potential for change and progress.

- **Don't** make moral judgments. Instead, focus on the reason for the youth's behavior. The mentor should ask himself or herself, "What is there about this youth that causes this behavior to occur?" **Don't** blame the youth for a failure. Instead, try to understand why there was a failure, accept the failure, and go on from there.
- **Don't** reject the youth through remarks or nonverbal cues. Make every effort to be accepting. **Don't** show impatience! **Don't** threaten or argue. Guard against any act that might appear to belittle.
- **Don't** ignore a problem. Seek immediate help from the mentor coordinator.
- **Don't** become discouraged quickly. The youth's behavior patterns have taken a long time to develop, and permanent changes come slowly. Be patient.
- **Don't** complete assignments or activities for the youth. Instead, help the youth develop skills that encourage independence.
- **Don't** allow the youth to get off track so much that every contact becomes a rap session instead of a work session. Explain the need to work on DEFY objectives, and save the last few minutes of the contact for just talking.

### Support and Referrals

The DEFY mentor coordinator is available to provide mentors with guidance and assistance. Mentors may need guidance with a particularly complicated issue raised by a youth or may have discovered that a youth requires services beyond the scope of DEFY (e.g., the youth does not have enough to eat or is living in an unsafe home environment). The mentor coordinator provides guidance to the mentor and makes referrals for the youth to community or onbase resources for youth services.

Providing support to mentors is a key component of the DEFY program because mentors are essential to the success of the program. Mentors can best ensure that youth achieve their Youth Action Plan goals. If a youth falls short, the mentor can help reformulate the objectives or use new approaches, so the youth does not see himself or herself as a failure.

### Terminating the Relationship

The DEFY program's structured mentor-youth relationship is a short-term relationship lasting approximately 10 months or less. Ideally, the mentor and youth are paired at the beginning of the school year, have a successful relationship throughout, and terminate the formal relationship with the graduation ceremony. However, unforeseen circumstances might cause the mentor-youth relationship to end before the 10 months are over. The relationship may be terminated because the mentor-youth match was not successful, the mentor or youth moved, the mentor cannot commit to the relationship any more, the youth withdraws from the relationship, or the youth requires more serious intervention such as professional counseling.

It is to be expected that both mentor and youth will have a variety of feelings about premature termination of the relationship. Each may feel sadness, anger, abandonment, guilt, fear of change, or a sense of loss.

It is important to actively terminate the relationship, if possible, rather than allowing it to end passively. The mentor should be very clear about how the relationship will end. Decide where the last meeting will be and what will happen. During the meeting, the mentor must be honest about how he or she feels about the end of the relationship and encourage the youth to also be honest about his or her feelings.

The graduation scheduled for the end of Phase II of the DEFY program is more than an award ceremony for those who have successfully completed the program. The graduation represents the end of mentor-youth relationships, in which attachments can be strong and difficult to end.

Mentors need to prepare their youth properly for this farewell event to preserve their youth's hard-won gains in self-esteem. Mentors need to talk about the end of the relationship and their feelings about it. They should encourage their youth to do the same. Youth need to feel that it is time to set new goals and start new

relationships. The end of the mentor-youth relationship must be seen as part of a process. Mentors should help their youth say goodbye in a healthy and respectful way.

The graduation itself is dramatic and memorable, helping to end the mentor-youth relationships on a happy note. Marking the separation in a group setting attended by all mentors, youth, and youth's family members helps youth find support from others and makes the change easier for them. In addition, mentors and youth often decide to write letters or keep in touch by phone after the official end of the relationship.

## Health Services

During workshops and special events, supervised health room and nonemergency first aid provisions are available for DEFY youth. They may also receive onbase medical services if necessary. Mentors must be familiar with the Emergency Action Plan and the locations for onbase and off-base emergency care, as needed.

During Phase II, mentors must pay close attention to the physical and mental well-being of the youth and immediately report any concerns to the program coordinator or mentor coordinator. The youth's well-being will be assessed and a referral made, based on the judgment of the program coordinator, if appropriate. In the case of a medical emergency involving a youth, the mentor will notify the parent or guardian immediately.

## Mandatory Child Abuse Reporting

Child abuse is against the law, and an agency in every State is mandated by State law to receive and investigate reports of suspected child abuse and neglect. When necessary, mentors complete an Incident/Injury Report and submit it to the program coordinator, who ensures adherence to local laws and policies. Mentors should be aware that they may be contacted by the appropriate State agency during followup investigation.

## Interactions With Parents/Guardians

Parents and guardians are important to DEFY program success. They give permission for the youth to participate, fill out the application

forms, arrange to pick up and drop off the youth, attend the orientation, and support the goals and objectives of DEFY. In turn, parents and guardians are welcome to observe DEFY activities at any time, and family members are encouraged to attend and photograph the graduation ceremonies. If special arrangements are required at the graduation facility for photographs or for parent/guardian access, the program coordinator should make necessary arrangements early.

All materials for and meetings with parents and guardians regarding DEFY stress that the program does not exist to replace the parent or guardian in any way. In accordance with this understanding, the relationship of the mentor to a parent or guardian should be cordial, but not close. Mentors should focus on the relationship with the youth, not the parent. Keeping these relationships separate prevents the DEFY mentors from compromising the youth's trust and from getting into the middle of any parent/guardian-child interactions or problems. The mentor must notify the project coordinator or mentor coordinator about any concerns regarding the parent's or guardian's involvement with the program.

## Mentor Reporting Form

### Incident Report

All incidents involving injury to a youth, loss of a youth's property, or damage caused by a youth must be described fully in an Incident/Injury Report. (See appendix B of the *Program Implementation Manual*, "Administrative Forms.") The completed Incident/Injury Report is given to the mentor coordinator or program coordinator

and must specify the date and time of the occurrence, the names of the youth and mentor involved, and what happened. In case of injuries, all assistance must be described or refusal of assistance must be noted. If property is involved, the circumstances of the incident, the value of the item, and the damages to it must be described. All transportation accidents must be reported even if no one was injured.

An Incident/Injury Report also must be prepared when a youth becomes ill while in the custody of the DEFY program. Illnesses of any kind

should be referred to the medical facility specified in the site's DEFY medical plan. Youth are not permitted to possess or self-administer medications brought from home except with prior approval from a parent or guardian.

The Incident/Injury Report is prepared for any significant event that occurs during the DEFY program, if it is injury or property damage that occurs. This form is a way to communicate issues and events to CCDO that may affect the DEFY program.

# Preventing Child Abuse and Neglect: Course of Instruction

## Background

Child abuse is a national problem, physically and emotionally harming the most vulnerable members of our society. The DEFY program is dedicated to efforts to prevent child abuse and all DEFY staff are mandatory reporters of child abuse. The DEFY program requires staff and mentors to complete a course as part of the DEFY Risk Reduction Program. The course ensures that DEFY volunteers are able to properly *identify* child abuse and neglect, accurately *document* suspected child abuse and neglect, and effectively and efficiently *report* suspected child abuse and neglect.

The course is designed for volunteers in the DEFY program. It is a mandatory class under the DEFY Risk Reduction Program. It is to be used in conjunction with the Boy Scouts of America's video *Youth Protection Guidelines*.

The effects of child abuse and neglect may be immediate or may take time to manifest. Child abuse and neglect can cause one or more of the following harms to children:

- Poor learning ability.
- Low self-esteem and self-confidence.
- Abusiveness toward others.
- Sexual promiscuity.
- Increased chance of suicide.
- Unsatisfactory personal relationships.
- Chemical dependencies.

- Eating disorders.
- Criminal behavior.
- Difficulty in understanding family and community expectations.
- Impossible or low self-expectations.
- Anger/rage.
- Self-hatred.
- Impulsiveness/lack of self-awareness.
- Feelings of incompetence.
- Loneliness.

The DEFY program contains elements designed to educate children, parents, and volunteers on the prevention, identification, and reporting of child abuse.

Children are abused most often by someone they know who is in a position of power over them: a parent, a relative, a teacher, a trusted adult, or an older child. However, almost any person could be a child abuser.

Child abuse can occur anywhere and at any time a child is vulnerable. Child abuse may occur only once, or there may be multiple instances (causing even more harm to the child). Regardless of the circumstances, child abuse causes the victim physical harm and emotional pain and suffering and can harm the future development of the child.

As a preemptive prevention program, DEFY is designed to create a safe environment in which

children can learn positive life skills from a caring adult. The DEFY Adult Certification process supports this objective, but the certification of adults does not fully insure against the possibility of child abuse and neglect. Therefore, the DEFY program strictly enforces adult-child interaction policies to prevent situations in which child abuse can occur and to protect volunteers from liability associated with allegations of child abuse. These policies are outlined later in this chapter under “Preventing Child Abuse.”

State and local laws may require certain supervising adults—such as DEFY volunteers—who suspect child abuse or neglect to report it. Any DEFY volunteer who suspects child abuse should document his or her suspicion and report it to the local police or community social services agency, as applicable. Certain indicators of child abuse that DEFY volunteers should know are outlined later in this chapter under “Recognizing Child Abuse.”

This lesson plan should be taught to DEFY volunteers in the staff training portion of the program.

## What Is Child Abuse and Neglect?

For the purposes of the DEFY program, there are four basic types of child abuse and neglect:

- **Physical abuse:** The offensive touching of a child to include, but not limited to, kicking, biting, striking, or slapping a child.
- **Sexual abuse:** The use, persuasion, or coercion of any child to engage in sexually explicit conduct or simulation of it for incest, rape, molestation, prostitution, or the production of any visual depiction thereof.
- **Emotional abuse:** The harming of a child through belittling, blaming, ridiculing, or ignoring a child’s needs.

- **Neglect:** The failure to provide a child with adequate food, clothing, medical attention, or supervision.

## Preventing Child Abuse

The DEFY program is designed to minimize the risk of child abuse and neglect through systemic measures and through this training. These measures take the form of program guidelines governing how children and adults will interact, modeled on the Boy Scouts of America’s guidelines and designed to create an environment in which the situations that create opportunities for child abuse and neglect are minimal.

### DEFY Youth Interaction Guidelines

1. **Two-deep leadership.** Two certified adult volunteers must be present at all times during DEFY events.
2. **No one-on-one contact.** One-on-one contact between adults and children is not permitted. In situations that require one adult to have contact with one child, the contact must be done in sight of other children and certified volunteers. No unobserved contact between a single adult and a child is allowed.
3. **Respect of privacy.** Volunteers must respect the privacy of children using restrooms, changing, and bathing. Adults also must protect their own privacy.
4. **Separate accommodations.** Volunteers and children must not bunk together in private. Open barracks are acceptable only if there is no one-on-one contact.
5. **Risk assessments.** A physical risk assessment is required for DEFY program activities.
6. **No secret organizations.** All aspects of the DEFY program are open to parents and legal guardians. No secret organizations are allowed.



7. **Appropriate attire.** Proper clothing is required for activities at a DEFY camp. Nude bathing is not allowed.
8. **Constructive discipline.** Discipline must be constructive. No corporal punishment is allowed.
9. **Hazing prohibited.** No physical hazing or initiations are allowed.

## The Three R's of Child Abuse Prevention

During the execution of the DEFY program, children should be reminded periodically of the three R's of child abuse prevention:

1. **Recognize.** Know the indicators of child abuse and recognize them when they occur.
2. **Resist.** Emphasize to children that they should resist going to places alone with adults when they are uncomfortable and that they should scream or flee when they find themselves in a vulnerable situation with an adult or older child.
3. **Report.** Children should be made to feel comfortable reporting abuse, and adults should recognize their duty to report.

## Recognizing Child Abuse

### Indicators of Abused Children

#### Physical abuse

- Has unexplained or frequent bruises, burns, cuts, or broken bones.
- Fears parents or other adults.
- Does not want to go home.
- Cowers when an adult approaches.
- Says that he or she has been hurt by an adult.

- Inflicts pain on self or others.
- Acts withdrawn or lacks self-esteem/self-confidence.
- Is frightened by sudden movement or loud noises.
- Exhibits excessive fear of punishment.
- Avoids the abusive person.
- Acts out abuse on dolls.

#### Sexual abuse

- Has torn, stained, or bloody undergarments.
- Has bruises or bleeding around the genitalia.
- Has pain walking or sitting.
- Scratches the genital area.
- Talks of sexual activity or "secrets."
- Has premature sexual knowledge.
- Touches genitalia or breasts.
- Fears specific places like bedroom or bathroom (place where abuse occurred).
- Has trouble sleeping and fears "monsters" that come in the night.

#### Emotional abuse

- Has lagging physical development.
- Has speech disorders.
- Has low self-esteem.
- Has difficulty getting along with peers.
- Is overly attached to staff.
- Acts out abuse on a doll.



### Neglect

- Is inappropriately dressed.
- Is always hungry.
- Has dirty, frayed, or torn clothes.

### Indicators of Abusive Adults

An abusive adult may

- Belittle a child when dropping off or picking up.
- Treat children in a negative manner.
- Routinely miss picking up child or miss appointments.
- Seem indifferent to a child's needs.
- Abuse alcohol or drugs.
- Refuse to discuss problems concerning the child.
- Admit to past abuse. (If a parent or guardian admits to acts of past child abuse, you must report it in accordance with the section below, "Reporting Child Abuse.")

In a youth program the indicators may include

- A child refusing to be supervised by a particular staff member.

- A child being apprehensive or showing fear toward a particular staff member.
- A staff member disappearing for prolonged periods alone with a child.
- A staff member speaking negatively about children.
- A child repeatedly crying when a staff member is present.

### Reporting Child Abuse

Reporting suspected child abuse by a DEFY volunteer is simple:

1. Remove the suspected person from contact with the children immediately and report the incident to the camp director or program coordinator, who notifies the appropriate authorities. Keep the suspected person away from children until law enforcement authorities have cleared the individual of any possible wrongdoing.
2. Prepare an oral or written report and submit it to the appropriate authorities.



# Parent/Guardian Handbook

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Community Capacity Development Office  
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2005

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# Acceptance Confirmation

Dear \_\_\_\_\_,

I am happy to inform you that \_\_\_\_\_ has been accepted into the Drug Education for Youth (DEFY) program. The DEFY program encourages youth to develop life skills such as physical fitness, self-esteem, drug prevention, and goal setting. DEFY is a yearlong program that begins with [an 8-day/a 5-day] summer camp experience (Phase I). Following the summer camp, the second part (Phase II) of DEFY continues into the school year. During the school year, your child will be paired with an adult mentor and will participate in workshops and special events.

I would like to invite you to attend a mandatory orientation for parents or guardians of youth selected to participate in DEFY. During the orientation, you will learn all about the DEFY program and have an opportunity to meet the staff and ask questions about DEFY. The orientation will be held on

Date: \_\_\_\_\_ Time: \_\_\_\_\_

The *Parent/Guardian Handbook* provides you with information on DEFY and will answer some of your questions before the orientation. This *Handbook* includes forms that must be completed to ensure your child's safety while participating in DEFY. The forms are

- Youth Participant Application.
- General Consent form.
- Youth Health Information/Certification of Good Health/Permission To Treat form.
- Sunrise/Sunset Pickup/Dropoff form.
- Behavior Contract for DEFY Youth.

Please complete all forms and bring them with you to the orientation. If you have questions about the forms or do not know how to answer some of the questions, please bring your questions and all the forms with you to the orientation. We will be happy to answer all your questions and assist you in completing the forms.

The DEFY staff look forward to seeing you at the orientation. If you have any questions or need additional information prior to the orientation, or if you are unable to attend the orientation, please call me at \_\_\_\_\_.

Sincerely,

\_\_\_\_\_  
DEFY Program Coordinator

---

# What Is the DEFY Program?

Positive values and relationships, concern for others, good health, a good education, and a steady job—these are things we would like our youth to have. Unfortunately, though, youth today face many obstacles to reaching these goals, including the use of alcohol and other drugs.

The Department of the Navy has created an innovative program—Drug Education for Youth (DEFY)—for 9- to 12-year-olds. The U.S. Department of Justice (DOJ), via a unique partnership with the Department of the Navy, offers the DEFY program through the Executive Office for Weed and Seed (EOWS) to U.S. Attorneys with Weed and Seed programs within their jurisdictions. DEFY is designed to reinforce positive values at a young age and teach important life skills that will help youth resist drug use and grow up to be happy, healthy, productive adults.

## How Is DEFY Structured?

DEFY has two phases. In **Phase I**, youth attend summer camp at a military base, college campus, or community setting. Over the course of several days, they learn important skills such as setting goals, avoiding violent conflicts, and refusing drugs offered by a friend. Some of the camps last 8 days (nonresidential programs) and youth return home at the end of each day. Others are 5-day residential programs in which youth sleep overnight at the camp. In all programs, military personnel help out by serving as teachers, staff, and role models. These DEFY staff are volunteers—adults who enjoy being with young people and who truly care about helping youth achieve a bright future.

DEFY uses a variety of activities to develop the whole person: body, mind, and spirit. For example, in Phase I, youth attend **special classes** on the following topics:

- Substance abuse prevention.
- Self-esteem.
- Setting goals.
- Developing healthy, positive relationships.
- Conflict resolution.
- Citizenship.
- Gang awareness/deglamorization.
- Hygiene, nutrition, safety, and first aid.

Each day, youth also take part in **physical activities** like swimming. They even go on **field trips** to fun, interesting places—such as a fire station or a Navy ship—that reinforce the classroom learning. By the time camp ends, youth have identified one or more realistic goals they can achieve during the following school year.

The DEFY program doesn't end with the end of the camp experience. During Phase II (when youth return to school) your child will be placed in a mentor cluster. A mentor cluster is a group of several mentors who work with a small group of children. Mentors are recruited from a variety of sources, including the military, law enforcement agencies, private corporations, and the community. Over the school year, youth and mentors will work together to accomplish the youth's individual goals.

## What Are the Goals of DEFY?

The goals of DEFY are to

- Improve the youth's positive self-image through increased self-esteem, self-confidence, optimism, and responsibility.
- Improve the youth's interpersonal skills needed to interact successfully with peers, parents and guardians, and authority figures; avoid and manage conflicts and violence; and participate in and contribute to positive individual and group relationships.
- Improve the youth's growth through goal setting, developing leadership and team skills, communicating, accepting challenges, and helping others.
- Improve the youth's lifestyle through physical activities, nutrition, safety, and hygiene.
- Improve the youth's awareness of the harmful effects of alcohol and other drugs, including tobacco, and increase competency in refusal and avoidance.
- Improve the youth's awareness of peer pressure to join dangerous street gangs and encourage membership in appropriate youth organizations.

## General Information

### Parent/Guardian Orientation

You will be required to attend a parent/guardian orientation before your child begins the DEFY program. The time, date, and location of the parent/guardian orientation is included on the acceptance confirmation and the Parent/Guardian Fact Sheet. At this orientation, you will have a chance to meet DEFY staff and have your questions about the program answered.

## Mandatory Forms

This *Parent/Guardian Handbook* contains several forms that must be completed prior to the beginning of the Phase I camp. You must fill out these forms to ensure the health and safety of your child and DEFY staff, to help staff get to know the campers better, and to ensure that you are aware of the DEFY Youth Rules of Conduct. DEFY staff will review your completed DEFY registration forms. Please bring them with you to orientation.

- **Youth Participant Application:** The completed Youth Participant Application is the beginning of the screening and selection process for participation in DEFY. In addition to the usual application information, the form allows youth applicants to share personal preference information with the reviewer. A parent/guardian authorization to participate statement is also part of the application form.
- **General Consent:** This form records the consent necessary to allow DEFY youth to participate in the program (which includes physical fitness activities) and to be photographed or otherwise interviewed for public affairs purposes. By signing this form, you acknowledge your responsibility to attend the parent/guardian orientation.
- **Youth Health Information/Certification of Good Health/Permission To Treat:** This form provides DEFY staff with important information about your child's health, including physical condition, allergies, medical conditions and history, and medication that your child takes on a daily basis. By signing this form you also give permission to treat your child should it become necessary.
- **Sunrise/Sunset Pickup/Dropoff:** Youth may be picked up and dropped off at two types of locations: the DEFY campsite or a designated location in the community. For either

location, you are required to complete the enclosed Sunrise/Sunset Pickup/Dropoff authorization form. To ensure the safety of each youth, **DEFY staff will only release your child to an authorized person listed on this form.** You will be notified of the exact times and locations during orientation.

- **Behavior Contract for DEFY Youth:** This form is included to let you see the “contract” DEFY staff make with youth should disciplinary problems occur. This form is completed by the youth with a staff member and identifies any behavioral problem, what rules have been broken, and the effects of the youth’s actions. To resolve disciplinary problems, staff and youth work together to develop reasonable solutions and identify what will result when the youth corrects the behavior. This contract also serves to notify the youth of what could happen should the behavior problems occur again.

### Cost

There is no fee to youth participating in the DEFY program.

### Camp Location and Hours

Specific information about the camp is provided on the Parent/Guardian Fact Sheet.

### Attendance

Youth must attend camp for the full day, every day. Except in the case of emergencies, youth who are absent will not be allowed to complete the program.

### Camp Attire

Youth should wear appropriate clean clothes—shirts, shorts or pants, tennis shoes, and socks. When they arrive, staff will provide youth with special DEFY camp attire (provided free of charge), as specified in the Parent/Guardian Fact Sheet. If your youth is attending a residential camp, a list of clothing items that he or

she will need to pack is included with the Parent/Guardian Fact Sheet.

### Safety

For safety and security, youth may not bring jewelry, expensive watches, games, pagers, cell phones, toy weapons, or electronic equipment (radios, TVs, etc.) to camp. We also ask youth not to bring food—they won’t need it!

### Medicine

DEFY staff need to know if your child needs to take any medication during camp hours. On the Youth Health Information form, please tell us the medicine your child needs to take and when he or she needs to take it. The medication must be provided in the original packaging with the original directions. DEFY staff are allowed to accept only the amount of medication that will be needed for camp.

### Meals

We will provide healthy food to your child during the time he or she is at camp; no money for food is required.

### Emergencies

We will notify you of any emergencies immediately. You have information on how to contact the camp in the Parent/Guardian Fact Sheet.

### Information Telephone Number

If you have any questions about any of the information in the **Parent/Guardian Handbook**, please call the program coordinator. The telephone number is included on the Parent/Guardian Fact Sheet.

### The Adult-Youth Relationship

Establishing a positive mentor-mentee relationship is important to the success of DEFY, particularly Phase II. Being a DEFY volunteer or mentor can be rewarding and exhilarating, challenging, and sometimes frustrating. The

following are guidelines to help in fostering a positive mentor-mentee relationship.

## DEFY Rules of Conduct

DEFY has developed rules of conduct for adult staff as well as for youth. Both adults and youth must agree to follow the rules of conduct. These rules were developed to create a safe environment for youth that is conducive to their achieving DEFY goals.

### Staff Rules of Conduct

- *Tobacco or alcohol:* Tobacco and alcohol use, or evidence of their use, cannot take place in the presence of the youth.
- *Attendance:* All staff are required to attend designated staff meetings and to be present for all activities as instructed by the program coordinator.
- *Profanity:* Use of profanity by staff is prohibited.
- *Military protocol:* Sites may determine to use military rank or first name (Sgt. Bill, Lt. Mary). Sites may require Mrs., Ms., Miss, and Mr. Military etiquette/protocol should be used while on military base/facilities. Sites can determine the manner in which youth addresses staff.
- *Youth conflict:* DEFY staff must use methods outlined in chapter XI of the *Program Management Guide* to regulate youth conduct.
- *One-on-one contact is prohibited:* Staff and mentors must have two or more youth in their presence at all times.
- *Emergency preparedness:* All DEFY staff must read and know the procedures outlined in the site's Emergency Action Plan. A sample is provided in appendix B of the *Program Implementation Manual*.
- *Release of youth:* Only individuals whose names appear on the Sunrise/Sunset Pickup/Dropoff form are allowed to pick up or drop off youth.
- *Money, gifts, or loans to youth:* Staff may not give or lend money to DEFY participants or borrow money from youth. The camp director must clear all gifts to youth. Youth expressing financial or material needs must be referred to the camp director or program coordinator.
- *Mandatory reporting:* DEFY staff must know and comply with Federal and State laws and regulations regarding mandatory reporting requirements for suspected drug use/sale or suspected child abuse.

### Youth Rules of Conduct

- Youth must practice good listening skills.
  - Staff call the name of the person who speaks.
  - When a youth's name is called, everyone else must be silent.
  - When a team leader or other DEFY staff member is speaking, everyone must be silent.
- Youth must attend all Phase II sessions unless otherwise excused because of emergency and/or illness. Parents or guardians must notify camp in the event of a youth's absence.
- Youth must call each other by their names, touch no one, and follow directions.
- Youth must be in their seats 2 minutes before the start of an activity and remind others of the rule.
- Youth must prepare snacks and meals and clean up after meals and activities.



- Youth must follow staff directions.
- Youth must bring to camp only items provided by the camp director for classroom activities and appropriate swimming clothing. Only approved prescription medications are allowed. The following items will be confiscated and returned at the end of camp: jewelry, expensive watches, games, toy guns/knives, cameras, radios, pagers, cell phones, and food items. Tobacco, alcohol, drugs, and gang-related material are forbidden.
- Youth must wear only the DEFY uniform—a DEFY shirt, DEFY hat, shorts, socks, and tennis shoes.
- When youth leave the premises, an adult staff member must accompany them. Youth can be released only to parents or guardians. Youth must be supervised at all times.
- Staff must be notified immediately of injuries, sickness, or personal problems.

### Rules of Conduct for Residential Phase I DEFY Camp

Youth in the residential Phase I of the DEFY program must comply with the rules above, plus the following rules:

- Youth must wake and turn lights out at the designated times.
- After lights out, youth can only leave the residential area accompanied by two adult DEFY staff members.
- Youth must make their beds in the morning, pick up trash, put away clothing, etc.

### You Can Help

There are many things that you can do to help your child get the most out of the DEFY experience.

During Phase I, you can make sure that your child

- Arrives at the DEFY pickup and dropoff sites on time.
- Is wearing the appropriate clothes.
- Brings only designated items to camp.
- Understands and accepts the Rules of Conduct that he or she will be asked to sign to participate in the program.

Also, you can help by becoming familiar with the DEFY goals (listed on page 4) and stressing these goals in home activities.

During Phase II, you can help by continuing to reinforce DEFY goals during the school year and by supporting the mentor-youth relationship. For example, you can make sure your child is dressed appropriately and is on time when the mentor comes to pick up your child.

You are welcome to observe DEFY activities at any time during Phases I and II. You also are welcome to bring a camera and take pictures. Please note that special rules apply to cameras and photos at some military locations. If applicable, these are noted on the Parent/Guardian Fact Sheet.

### DEFY Completion Ceremonies

We urge you to attend the special ceremonies that will be held at the end of each phase of DEFY. These ceremonies will be a fun and exciting way to celebrate your child's success in the DEFY program. We will give you more details about when and where the ceremonies will be held as the events draw nearer.

# Rules of Conduct for Youth Agreement

While I am in the DEFY program,

- I will be courteous to and respectful of staff and other youth.
- I will be a good listener:
  - One person speaks at a time. I will raise my hand to speak.
  - When a youth is called on, I will listen.
  - When an adult is speaking, I will listen.
- I will attend and be active in the entire DEFY program and will graduate from camp. I can be absent only in an emergency. My parent or guardian must call the camp in advance when I am going to be absent.
- When chosen as the leader, I will treat my teammates with respect.
- I will not join in name calling, hitting, or disobedience. I will not use profanity.
- I will be on time and help others to be on time.
- I will help prepare snacks and meals and clean up after meals. I will help DEFY adults set up events and clean up after them.
- I will obey DEFY staff members.
- I will bring only DEFY items to camp. I will not bring jewelry, expensive watches, games, toy guns or knives, cameras, radios, pagers, cell phones, candy, or food to camp.
- I will not bring to camp or use tobacco, alcohol, or drugs. Required medicine must be approved by the DEFY program coordinator.
- I will come each day with the proper DEFY clothes and gear. I will not write on my clothing or gear with a marker, pen, or pencil.
- I will stay with DEFY staff at all times. I will not leave the camp without an adult DEFY staff member or my parent or guardian.
- I will notify staff immediately of injury, sickness, or personal problems.

(continued)

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The following additional rules apply for youth attending overnight camp:

- I will follow the rules for lights out in the evening and morning wake-up.
- I will not leave the sleeping area after lights out without an adult DEFY staff member.
- I will make my bed in the morning and keep my room neat.

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I understand that some actions will not be tolerated because they are harmful or against the law. Therefore, I understand that I can be sent home from the DEFY program for

- Bringing weapons, alcohol, tobacco, or other drugs.
- Dangerous actions.
- Fighting.
- Being unable to obey any of the other Rules of Conduct.

The DEFY program coordinator will tell my parent or guardian of my dismissal. I will be kept under DEFY staff supervision until I can be picked up by or delivered to my parent or guardian.

Name of youth: \_\_\_\_\_

Date: \_\_\_\_\_

Youth's signature: \_\_\_\_\_

Parent's signature: \_\_\_\_\_



## Parent/Guardian Fact Sheet

Time/date/location of DEFY camp: \_\_\_\_\_

● Program coordinator's name/telephone number: \_\_\_\_\_

● Emergency contact: \_\_\_\_\_

● Morning pickup time and location: \_\_\_\_\_

● Afternoon dropoff time and location: \_\_\_\_\_

● Items your child should pack (for residential camps only): \_\_\_\_\_

\_\_\_\_\_

Time/date/location of parent/guardian DEFY orientation: \_\_\_\_\_

● Forms to bring: \_\_\_\_\_

● Program coordinator's name/telephone number: \_\_\_\_\_

Time/date/location of Phase I commencement: \_\_\_\_\_

● Program coordinator's name/telephone number: \_\_\_\_\_

● Special DEFY camp attire and items provided at no cost: \_\_\_\_\_

\_\_\_\_\_

● Special rules about cameras, getting on/off site to visit, etc.: \_\_\_\_\_

\_\_\_\_\_



## DEFY Fact Sheet

### DEFY Program Description

#### The DEFY Mission

*DEFY is a catalyst for increasing community participation and commitment to youth. DEFY helps 9- to 12-year-olds develop character, leadership, and confidence to engage in positive, healthy lifestyles as drug-free citizens.*

#### DEFY Program Goals

DEFY is a unique, comprehensive, and multiphased program that reduces risk and strengthens protective factors that research has directly linked to adolescent alcohol and drug abuse, school failure, delinquency, and violence. DEFY strengthens the ability and resolve of its young graduates to resist the pressures to become involved with illegal drugs and gangs that many of them will eventually experience. Simply stated, DEFY has three goals:

1. **Develop** relationships between youth and positive adult role models.
2. **Deliver** life-skills training.
3. **Deter** drug use and gang involvement.

#### DEFY Program Components

DEFY consists of four integrated components that together provide a yearlong experience for 9-to 12-year-old youth:

1. **Camp—Phase I:** A nonresidential or residential summer camp that kicks off the DEFY program.
2. **Mentoring—Phase II:** A 10-month mentoring program in which DEFY youth are matched with an adult mentor for the school year.
3. **Parent involvement:** Throughout, and on completion of, the DEFY program, DEFY program coordinators, camp directors, team leaders, and mentors actively encourage parents and guardians to become involved in supporting their children's commitment to a positive, drug-free lifestyle.
4. **Outplacement:** All DEFY graduates receive support and are encouraged to enroll and actively participate in an appropriate followup program in their school or community.



## Youth Participant Application

**I. To be completed by parent or guardian**

Today's Date: \_\_\_\_\_

Participant's Name: \_\_\_\_\_  
Last First MI Date of Birth: \_\_\_\_\_

Participant's Address: \_\_\_\_\_  
\_\_\_\_\_

Name of Participant's School: \_\_\_\_\_ Grade (Fall 2000): \_\_\_\_\_

Mother's Name: \_\_\_\_\_

Mother's Address: \_\_\_\_\_

Mother's Day Phone: (\_\_\_\_\_) \_\_\_\_\_ Evening Phone: (\_\_\_\_\_) \_\_\_\_\_

Father's Name: \_\_\_\_\_

Father's Address: \_\_\_\_\_

Father's Day Phone: (\_\_\_\_\_) \_\_\_\_\_ Evening Phone: (\_\_\_\_\_) \_\_\_\_\_

Legal Guardian's Name: \_\_\_\_\_

Legal Guardian's Address: \_\_\_\_\_

Legal Guardian's Day Phone: (\_\_\_\_\_) \_\_\_\_\_ Evening Phone: (\_\_\_\_\_) \_\_\_\_\_

This form was completed with assistance from a translator (circle one): Yes No

I permit my child to participate in the DEFY program.

\_\_\_\_\_  
Name of Parent/Guardian

\_\_\_\_\_  
Signature of Parent/Guardian

## Youth Participant Application (continued)

### II. To be completed by the participant

My name is: \_\_\_\_\_

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I like to be called: \_\_\_\_\_

Let me tell you about myself:

These are the people who live with me at home:

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These are the chores that I do around my home:

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These are the afterschool activities that I am involved in:

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These are the community and church/synagogue groups that I am involved in:

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(continued)

## Youth Participant Application (continued)

- These are my favorite subjects at school:

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- This is what I think I will learn in the DEFY program:

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- This is why I want to participate in the DEFY program:

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- This is what I like best about myself:

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- This is what I like best about other people:

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## General Consent Form

I hereby give permission for the youth applicant named below to participate in the Drug Education for Youth (DEFY) program at \_\_\_\_\_ from \_\_\_\_\_ to \_\_\_\_\_.  
(DEFY Program Site) (Date) (Date)

As a condition of his/her acceptance into the DEFY program I hereby certify that

1. I am the parent/legal guardian of the youth applicant named below.
2. I understand that the program may involve rigorous physical, recreational, and outdoor activities as well as field trips that may include travel via public and private transportation. These activities will include, but are not limited to, \_\_\_\_\_  
\_\_\_\_\_

I fully understand and accept the risks involved in the activities and transportation scheduled for DEFY.

3. I understand that public affairs personnel and other media representatives (radio, television, etc.) may be present during DEFY-sponsored activities. I hereby give permission to the DEFY program to copyright, use, release, and publish any sound recording, picture, or video image of my child taken during these DEFY-sponsored activities for any lawful purpose.
4. It is my responsibility to attend the scheduled DEFY parent/guardian orientation to learn about program activities involving my child. I understand that I am responsible for understanding program activities and preparing my child to participate in them.

I have read and understand this authorization consent form. I agree to all terms and conditions contained herein. My child, listed below, has my permission to fully participate in all DEFY program activities and field trips and to travel on public and private transportation provided by the DEFY program to and from activities and field trips.

\_\_\_\_\_  
Youth Applicant's Name

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date



# Youth Health Information/Certification of Good Health/ Permission To Treat Form

Please provide all requested information so that DEFY can help ensure the safety of your child.

Child's Doctor: \_\_\_\_\_ Phone: \_\_\_\_\_

Please attach a copy of the child's insurance card, Medicaid medical card, or applicable military identification.

### Physical Information

Child's eye color: \_\_\_\_\_ Hair color: \_\_\_\_\_ Height: \_\_\_\_\_ Weight: \_\_\_\_\_

My child's health is (circle one):    Excellent    Good    Fair    Poor

### Physical Condition

Please note conditions that may limit your child's participation in physical activities and symptoms that may help us identify problems.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Allergies

Food Allergies: \_\_\_\_\_

Symptoms: \_\_\_\_\_

Drug Allergies: \_\_\_\_\_

Symptoms: \_\_\_\_\_

Insect Allergies: \_\_\_\_\_

Symptoms: \_\_\_\_\_

Other Allergies: \_\_\_\_\_

Symptoms: \_\_\_\_\_

### Conditions

Separation Anxiety/Homesickness: \_\_\_\_\_

Asthma (Symptoms): \_\_\_\_\_

(continued)

## Youth Health Information/Certification of Good Health/ Permission To Treat Form (continued)

- Diabetes (Symptoms): \_\_\_\_\_
- Seizures (Symptoms): \_\_\_\_\_
- ADD/ADHD (Symptoms): \_\_\_\_\_
- Other (Symptoms): \_\_\_\_\_

**Residential Camps Only**

- Sleeping Problems/Conditions: \_\_\_\_\_  
Symptoms: \_\_\_\_\_
- Bedwetting: \_\_\_\_\_
- Nightmares: \_\_\_\_\_
- Sleepwalking: \_\_\_\_\_

Please list all medications your child takes regularly, even if he or she has discontinued the medication for the summer:

Name of Medication	Dosage	Purpose of Medication

In the event that my child is injured or should become seriously ill while participating in the DEFY program, I hereby give full authorization for all medical treatment and care to correct the injury or to treat the illness of my child. This treatment may include transporting my child to a medical facility should the need arise. I understand that all reasonable efforts will be made to notify me immediately and that it is my responsibility to provide phone numbers where I can be reached while my child is in the DEFY program.

**Over-the-Counter Medications**

I (parent/guardian) hereby give permission for DEFY medical personnel to administer the following over-the-counter medications if it is deemed necessary. Dosages will be administered according to directions on the bottle unless a physician directs otherwise. My child is not allergic to any of the following medicines:

- |   |   |
|---|---|
| Aspirin/Tylenol® or equivalent (headache)   | Imodium A-D® or equivalent (diarrhea)               |
| Pepto Bismol® or equivalent (upset stomach) | Calamine lotion/Cortaid® or equivalent (poison ivy) |

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

(continued)

## **Youth Health Information/Certification of Good Health/ Permission To Treat Form (continued)**

### **Privacy Act Statement**

This statement is provided in compliance with the provisions of the Privacy Act of 1974 (Public Law 93–579), which requires that Federal agencies inform individuals who are requested to furnish personal information about themselves of certain facts regarding the information requested.

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1. Principal purposes: To provide immediate medical care to your child while he or she is involved in the DEFY program.
2. Disclosure is voluntary: If you do not provide the requested information, required screenings may not be conducted and you may not be eligible to participate in DEFY.

I certify that my child is in good health and suffers from no disabilities or conditions that would prevent him or her from effectively and fully participating in the DEFY program.

The information provided above is complete and accurate.

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date



## Sunrise/Sunset Pickup/Dropoff Form

I authorize the following individuals to pick up and/or drop off \_\_\_\_\_  
(Name of Child)

Name	Address	Telephone Number	Relationship to Parent/Guardian

I understand that my child will **only** be released to individuals named above and that identification may be required. **My child will not be released to any other individual without my written consent.**

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date





## Behavior Contract for DEFY Youth

Name of Youth: \_\_\_\_\_

1. I have read the **Rules of Conduct for DEFY Youth** with my team leader; \_\_\_\_\_

2. The **problem** I am having is \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. I have broken the following **rule**: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. The **effects** of breaking this rule are (Ask: What happens to the youth? What happens to the team? What happens to the leaders?) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. My team leader and I agreed to try this **solution**: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. The **consequences** of my actions if I correct my behavior are \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. If I do not correct my behavior; \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Date: \_\_\_\_\_

\_\_\_\_\_  
Signature of Youth

\_\_\_\_\_  
Signature of Staff Member

