

Truth and Consequences Drug & Alcohol Awareness Conference

Revised 2019



STEP BY STEP
CONFERENCE PLANNING GUIDE



Step by Step Planning Guide

GETTING STARTED...

- Form planning committee and hold initial meeting. The planning committee members will be different for each school. You may want to start with:
 - Physical & Health Education Department Head/teacher(s) to provide leadership for the event if it is part of the Phys-Ed curriculum.
 - A teacher lead if conference will include all students.

***Note: The Culminating Activity relates directly to the EQAO Literacy Test, so workbooks can either be marked by Phys-Ed teachers, or by home room teachers if all.. students participating.**

- Secretary/Support Staff/Parent Volunteer to help with administrative tasks (copying, compilation, resource booking, etc)
 - Public Health Nurse to assist in linking with other community partners
- Schedule subsequent planning committee meetings (you will likely need two more prior to the event, and one wrap-up meeting, especially if this is your first conference)
 - Pick conference dates (one per semester if the conference is part of the Health and Physical Education curriculum; only one if doing all students at once)
Some things to consider:
 - School calendar of events
 - Overall fit with the teaching schedule [mid-semester works well and provides time to build on learning]
 - Availability of T&C Resource Kit
 - Availability of community partners
 - Opening & closing assembly special guests and/or multi-media presentation
 - Book Truth & Consequences Resource Kit from the Simcoe Muskoka District Health Unit by contacting either Health Connection (705-721-7520) or the Substance Use and Injury Prevention Public Health Nurse.

Please Note: It is the responsibility of the borrowing school to return equipment and display materials in the same condition in which they were received. Any breakage or loss must be reported immediately.

PLANNING THE LEARNING CENTRES...

- Assign learning centres to appropriate teaching staff and community partners. Each learning centre description includes examples of who might best facilitate the centre, for example: Police Officers for *Joint Forces*; PHN for *Wheel of Misfortune* and *Are You Under the Influence*; Addiction/Treatment Counsellors for *Who You Gonna Call?* etc.

- Contact each of the community partners/testimonial speaker(s) to invite and confirm their participation. Provide each with copies of the learning centre outline and student worksheets/answer sheets.
(What happens in the learning centres has been carefully planned to meet specific curriculum expectations.)

- Determine appropriate locations for each of the learning centres (eg: classroom, computer lab, library, chapel).
Things to keep in mind when choosing locations:
 - Quick and easy movement from one learning centre to the next
 - The gym is not always the best choice for learning centres as it may need to be kept free for set up of opening and closing assemblies; acoustics are sometimes a problem
 - Alternate locations/arrangements for other scheduled classes
 - Quiet versus noisier centres

- Develop conference schedule (each learning centre should be 25 to 30 minutes) (see Appendix A)

- Book school equipment. Review each learning centre for list of equipment required (ie: TV/DVD player, projector, computers, flip chart, etc.)

- Photocopy student workbooks – one per student, double-sided

- Buy Juicy Fruit Gum (1 stick per student) for Learning Centre #5 “*Who You Gonna Call?*”

- Consider ‘prizes’ for the *Wheel of Misfortune* as teams compete against each other (optional)

ORGANIZING THE ASSEMBLIES...

Remember to book your speakers and/or presentations very early in your planning to ensure availability for your conference dates.

Opening Assembly:

- Helps to set the tone for the day; brings all participants together in one spot. This is an opportune time to discuss expectations for student behavior and that students will be graded on their participation and their workbook.
- Plan activities that engage all students and focuses their attention to the topic of the conference
- Introduce community partners/special guests

Closing Assembly:

- This is a very good time to emphasize the messages of the day and empower students to be their own person, make their own choices. It is also an appropriate time to thank all participants.

Suggestions for Assembly Activities

- A message from a **teacher or local dignitary**
- An **ice-breaker game** (Simon Says)
- **Drama presentation** by fellow students – this is a great opportunity for cross-curricular programming! Encourage drama students to write, act and produce their own play.
- O.P.P. or local police **K-9 Unit** (drug dogs)
- **Youth Speak** – trained youth speakers reflect back on the reasons they made certain choices, ie: not fitting in, family issues, being bullied, low self-esteem, school troubles and other specific experiences that students can relate to. Cost is \$500; will adapt presentation to fit your need. Contact: Una Wright 1-905-967-0604, ext. 500 or www.youthspeak.ca.
- **The Ripple Effect – Alcohol, Drugs and Youth: A documentary exploring the challenges and consequences of decision-making** (30:00). (The Safe Grad/Party Committee of Brantford, Brant, Haldimand & Norfolk, 2005) – explores some of the decision-making dilemmas, challenges and consequences related to substance use that youth and their families face. The stories of injuries and deaths are real. All participants are people whose lives have been changed as the result of impaired decision-making. **Publisher's Note:** This DVD contains some frank discussion on what may be considered controversial subjects. ***Previewing The Ripple Effect in its entirety is strongly recommended.*** You are invited to show all or part of this DVD depending on its suitability for your audience. **Please follow your Board / School policies when deciding whether or not to use this resource.** (DVD included in the Resource Kit – used with permission)

- **The Overtaken Documentary** (2012) (27:38 mins) Depicts the stories of several young adults whose lives are changed due to drugs, specifically prescription pain pills.
<http://www.overtakenlives.org>
(DVD included in the resource kit- used with permission)
- Refer to Learning Centres for updated Information.

COORDINATING STUDENTS...

Recruit/assign senior students

Senior students play a valuable role in the implementation and success of this program.

Younger students look up to the seniors, who can use or enhance their leadership/mentoring skills as group leaders and by assisting the facilitators. Information on these roles is provided (see Appendix B).

We recommend:

- 1 senior student per learning centre
- 1 or 2 senior students per group - more is not better!
- Several students will be needed to assist with set-up the night before, and take-down at the end of the event day

Divide students into 7 groups

THE CONFERENCE ITSELF...

SET-UP

Each learning centre needs to be set-up the day or evening prior to the Conference:

- Backdrop
- Door Sign
- Equipment as outlined in descriptor
- Room arrangement to suit the need of the activity
- Refreshment area for guests & presenters

On the day of the event

- Thanks to your good planning, most of your work is already done!
- Welcome your guests and review details of the day and answer any questions.
- One member of the planning committee should be left unassigned to troubleshoot as needed.

TAKE-DOWN

- Re-pack contents of the Resource Kit, using the checklist for reference

Note: Please re-pack carefully to prolong continued use!

WRAP-UP

- Plan wrap-up meeting
 - Complete internal assessment – what worked, what didn't and make recommendations for next time
 - Assess community partner participation and availability; determine if new/alternate partners should be included next time

Appendix A - Sample of conference agenda, student group schedule and room assignments/learning centres.

Appendix B—Senior Student Roles



Truth & Consequences Drug & Alcohol Awareness Conference Sample

Agenda

8:30 – 8:55 a.m.	Meet and Greet (morning snacks and beverages for presenters and guests)
8:55 – 9:15 a.m.	Students assemble in cafeteria, attendance, welcome, student leaders meet groups, expectations for behavior during learning sessions, introductions to guest speakers
9:15 – 10:00 a.m.	Opening Assembly
10:00 – 1:40 p.m.	First 4 learning centres, as per schedule below
11:40 – 12:20 p.m.	Lunch (provided for presenters/special guests)
12:25 – 1:40 p.m.	Final 3 learning centres, as per schedule below
1:45 – 2:50 p.m.	Closing Assembly

Group Schedule

Group	10:00	10:25	10:50	11:15	11:40	12:25	12:50	1:15
1	136	221	132	139	LUNCH	Stage	Chapel	Library
2	Library	136	221	132	LUNCH	139	Stage	Chapel
3	Chapel	Library	136	221	LUNCH	132	139	Stage
4	Stage	Chapel	Library	136	LUNCH	221	132	139
5	139	Stage	Chapel	Library	LUNCH	136	221	132
6	132	139	Stage	Chapel	LUNCH	Library	136	221
7	221	132	139	Stage	LUNCH	Chapel	Library	136

Room Assignments/Learning Centres

Room 136	Are You Under the Influence (Centre #1)
Library	Joint Forces (Centre #2)
Chapel	The Truth about Consequences (Centre #3)
Stage	Wheel of Misfortune (Centre #4)
Room 139	Who You Gonna Call? (Centre #5)
Room 132	Wreck Your Life (Centre #6)
Room 221	Decisions, Decisions (Centre #7)

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Role of Learning Centre Helpers:

1. You are to meet in the Cafeteria not later than 8:45 a.m.
2. Please introduce yourself to the presenter(s) at the learning centre you have been assigned to for the day.
3. Ask the presenter(s) how you might be of assistance to them and what you can do to help make things run smoothly for the day.
4. As the groups enter, please seat them quickly and quietly so the session can begin promptly.
5. Upon completion of the 7th learning centre, please assist the presenter with any tidying up and then escort the presenter to the gym for the Closing Assembly.

Thank you so much for your leadership and support in running this event.
We couldn't do it without **YOU!**



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Appendix B

Role of Group Leaders:

1. You are to meet in the Cafeteria not later than 8:45 a.m.
2. Please find your group, as posted. Assemble with your group and take attendance on the attendance sheet provided on your clipboard. Hold onto these attendance sheets and they will be collected at the end of the day.
3. Stay with your assigned group and rotate from one centre to the next.
4. Be sure that all members of your group stay together and **do not** allow them to leave the group at any time.
5. Move group members to the next learning centre as quickly as possible. Each session is 25-30 minutes in length **including travel time**. There is no time to waste getting to each centre. Please reinforce with students that they are to move to the centres as quietly as possible as other classes are in session.
6. Keep your schedule with you and refer to it to make sure you know where your next stop is.
7. Each learning centre is identified with a sign on the door. Each session location is also indicated on your schedule.
8. Help out where you can at each learning centre by keeping your group on task and quiet if necessary.
9. There are 3 learning centres to be completed after lunch. Please instruct your group to meet you at the appropriate room indicated on the schedule immediately after lunch.
10. At the completion of the 7th learning centre, please remain in the room until you are notified to move to the gym. You are to escort your group to the gymnasium and are asked to sit with your group on the floor. Please ensure that all group members are with you. The conference will conclude with a special assembly. Enjoy!
11. The presentation will end at approximately 2:45 p.m. At the bell all students will be dismissed from the gymnasium.

Thank you so much for volunteering your time today! Your assistance and leadership are greatly appreciated and have been crucial to the success of this conference.

