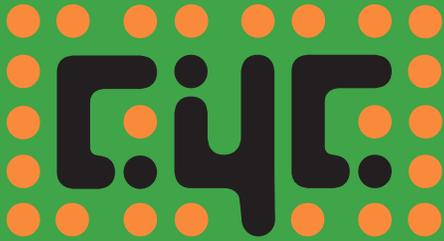


LAKE PLACID/WILMINGTON



CONNECTING YOUTH AND COMMUNITIES

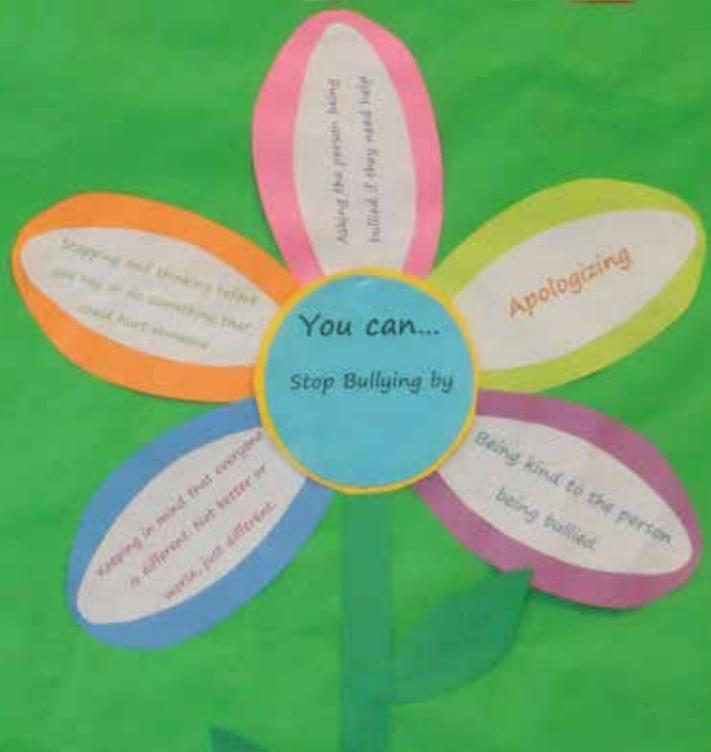
CYC MAGAZINE

June 2015 Connectingyouth.com

INSIDE:

Summer Family Fun!
Recommended Reads
Elementary Focus
Talk About Bullying

**BULLYING IS A
REPETITIVE
ACT THAT
OCCURS OVER
TIME.**



Notes from Tina:

We would love to hear from you about this magazine. What works for you and what suggestions you have for us. As you can see we are evolving and your input would be so very appreciated.

The CYC Magazine is a free quarterly publication and is mailed to families of the Lake Placid Central School District and provided free of charge to other schools, offices, libraries, coffee shops, etc. around Lake Placid and Wilmington. Funds for this project come from the Drug Free Communities Grant and the STOP Act Grant. Just let us know if you would like to be included on our distribution list, or would like to place an ad with us.

We are always looking for freelance articles, or topics you would like to see. Let us hear from you.

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From the **President**



Mary Dietrich

I always have mixed feelings when graduation draws near. While I celebrate the graduates' successful accomplishment of a key milestone in their lives, I also am sad to see them move on. That is especially true this year when five of our CYC youth leaders, Nina Armstrong, Ryan Damp, Glenice Gallagher, Erin

Skufca, and Nzoni Thompson, graduate. Their contributions, leadership, and innovative ideas have lifted CYC to new heights and they will be missed.

Throughout their tenure with CYC they attended a national youth leadership conference, organized and presented a local leadership forum for students in grades 8 – 10, and developed a long-term strategic plan to combat underage alcohol and drug use. Their efforts have led to the establishment of a strong foundation that future students will be able to build on. This was all accomplished while successfully completing rigorous academic courses and participating in many extra curricular activities.

All five will be attending college next year. Nina is attending Harvard University, Ryan is headed to Ohio State University, Glenice is off to St. Lawrence University, Erin is on her way to the University of Idaho, and Nzoni is attending the University of New Hampshire. While we will miss their presence we wish them all the best as they begin a new, very exciting chapter in their lives and are positive that they will emerge as leaders at their schools.

Mary Dietrich, Coalition President
email: marydietrich@verizon.net

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Brought to you by

LAKE PLACID/WILMINGTON



CONNECTING YOUTH AND COMMUNITIES

Summer Family Fun

June will fly by and we wanted to give you ideas of local things you can do with your family. Plan now to have the best summer ever. After our long hard winter we all deserve it!



Gardening! Such a short growing season but it is so satisfying to grow your own vegetables. Here is my grandson with our carrot harvest from last year. I always save something from the summer harvest to serve during the Thanksgiving meal.

My blueberry bushes are old and produce lots of berries. My apple trees are new and I am lucky to get a couple of apples. My son and husband built me raised beds. They make gardening so much easier, we wish we had invested in them much earlier.

If you do not have the land, there are many veggies that do very well in a container! My cucumbers love a big pot. Last year I did potatoes in a bag for the first year and was very happy. Consider joining the community garden in Lake Placid or checking into the new garden at the Youth Center in Wilmington. Good luck with your garden.

Hiking! Imagine living inside a national park. The Adirondack Park was created in 1892 by the State of New York amid concerns for the water and timber resources of the region. Today the Park is the largest publicly protected area in the contiguous United States, greater in size than Yellowstone, Everglades, Glacier, and Grand Canyon National Park combined. The boundary of the Park encompasses approximately 6 million acres, nearly half of which belongs to all the people of New York State and is constitutionally protected to remain “forever wild” forest preserve. The remaining half of the Park is private land which includes settlements, farms, timber lands, businesses, homes, and camps.

So take advantage of our heritage and explore this park that we call home. It is a shame that people come from other countries and are more familiar with our trails and mountains than us “locals”!

Swimming and Boating:

Included in the Park are over 3,000 lakes and 30,000 miles of rivers and streams. Lots of fishing opportunities!

Fishing: Each year, hundreds of thousands of New Yorkers head out to the state’s numerous lakes, ponds, rivers and streams in hopes of catching some fish.

Many anglers may be unaware, however, that a number of the fish they catch were probably raised in one of NY State’s Dept of Environmental Conservation (DEC) fish hatcheries. Hatcheries are informative and fun to visit any time of the year.

Visit Adirondack: 103 Fish Hatchery Road, Saranac Lake (Off Rte. 30, one mile south of Lake Clear). Hours: 9am-4pm April 1 - Dec 30. The major species there is land-locked salmon.

Region 5 offers diverse open water fishing experiences from early spring to late fall. Trout and salmon season starts on the streams in early April and moves to the lakes and ponds as ice-out progresses through April and May. The month of May also sees the opening of the walleye and pike seasons.



Summer brings the start of bass season and excellent fishing for largemouth and smallmouth bass. And of course, there are many opportunities to catch panfish such as perch and sunfish throughout the year.

Looking for a particular trout? Find Brook Trout in the West Branch of the Ausable River, Bartlet Pond, Beaver, Brook, Big Brown, Brook, Big Cherry Patch Pond, Black Pond, Ray Brook Pond, Tom Peck Pond, Upper Cascade Lake, White Brook, and Winch Ponds.

Rainbow and Lake Trout can be found in Lake Placid and Mirror Lake. If you are looking for Brown Trout head to the West Branch of the Ausable River, Chubb River, Long Pond, Connery Pond or Owen Pond.



Camping: Many Adirondack families have found the joys and peace of camping. Whether you are the get away for a weekend in a tent, overnight in the back yard or own an RV and visit the DEC Camp Grounds, much enjoyment can be had by getting away from it all. The mesmerizing campfires combined with sweet gooey marshmallows cooked over the fire cannot be matched and are something that will be remembered always. There is something about the air while camping that makes everything taste better.

Day Trips: The winter felt long and isolating but this summer explore the world around us in each direction:

To the North: Montreal is a fun city to observe people. You now need your passport or pass card or if you are under 16 a birth certificate with a raised seal, but it is still worth the two hour drive to feel like you are in a very different country.

A bit closer North if you haven't been to the Wild Center, why not? The Wild Center is a new kind of museum designed by the same company that designed the Air & Space Museum in Washington, DC. It has live exhibits and live animals. There are high definition films that let you explore different places, times and ideas.

To the East: Burlington with its lively Church Street and ECHO Lake Aquarium and Science Center are good places to visit and travelling over Lake Champlain by Ferry Boat is always fun. Don't miss the factory tours at Ben & Jerry's and the Vermont Teddy Bear Factory.

To the West: Adirondack Museum in Blue Mountain, NY features exhibits dedicated to the region's natural & cultural history, including hands-on areas for kids.

To the South: Fort Ticonderoga

- To get the full experience, you should plan to stay at least 3-4 hours for your visit.
- Fort Ticonderoga includes 2000 acres of landscape including the restored fortification, museum exhibitions, interpretive spaces and historic trades, Carillon Battlefield, King's Garden and outlying gardens, Lake Champlain Shoreline and the Heroic Corn Maze areas. Outlying areas include Mount Defiance.

Going to be in the Albany area? Visit the New York State Museum. It is free and offers approximately 12 new exhibitions each year on a wide range of subjects. Exhibitions are often developed with their own extensive collections or traveled from renowned museums across the country.

Closer to home, there are water slides in the Glens Falls areas. Railroads on Parade in Pottersville. Natural beauty at Ausable Chasm and High Falls Gorge. Fun for all ages at Adirondack Carousel and Santa's Workshop.



E-A-S-Y P-E-N-D-A-N-T-S

By Lauren McGovern, School Counselor at North Country School

Here is a simple jewelry project that's perfect for birthday parties, family reunions, or any occasion. You'll need these items:

- 1.) Wooden Scrabble tiles
- 2.) Acrylic paint
- 3.) Pendant bails
- 4.) Epoxy or other sturdy glue
- 5.) Magazines and newspapers
- 6.) Clear nail polish



First, flip the Scrabble tile over so you have a smooth surface to paint. Second, paint the tile in whatever color you wish and set aside to dry. Once ready, add words or images from newspapers and magazines. Let the mini-collage dry and then glue a pendant bail (I use the large-sized Aanraku jewelry bails) and add a layer of clear nail polish or clear, glossy Sculpey glaze to finish your piece! Allow the epoxy (I use E6000 jewelry adhesive) to dry overnight and then the piece is ready to string.



Glow in the Dark Party ring toss Also like the idea of putting 1-5 glow sticks in a beach ball for volleyball or just to throw around the campfire

Make your own wrapping paper using car tracks in paint!



WARNING

It's **ILLEGAL...**

- To provide alcohol to a person under age 21.
- For a minor to use a fake ID.



CYC Students carry out Sticker Shock Campaign.

Finally, on May 2nd we had a sunny Saturday. Still some dedicated students came to the Main Street Stewarts to carry out their long planned Sticker Shock Campaign.

This activity aims to reduce underage drinking by limiting youth access to alcohol. The goal is to educate adults who might provide alcohol to youth about the law that prohibits providing alcohol to minors. Youth placed their specially

designed warning stickers on beer packages at the Main Street Stewarts

Besides designing the sticker, youth met with store managers for permission and finally came together to get to put their stickers on beer packages. Thank you to Stewarts!





From our cover: The Main Office Bulletin Board at the Lake Placid Middle/High School.

The petals indicate:

You can stop bullying by:

- Apologizing
- Being Kind to the person being bullied.
- Keeping in mind that everyone is different. Not better or worse, just different.
- Asking the person being bullied if they need help.
- Stopping and thinking before you say or do something that could hurt someone.

Is it Bullying?

1. Two 7th grade boys who have been best friends since first grade get into a big fight when one boy calls the other stupid.
2. A group of high school students ignore a new student who seems to have poor social skills.
3. A student goes home and complains to her parents that she has been bullied all day because “Sally” is mad at her and has everyone else mad at her now.
4. Whenever Jack sees Sam he will kick “Sam’s” chair as he walks by because Sam is gay. Jack has been doing this repeatedly for the last couple of weeks.
5. “Jay” loves to tease “Bill” by calling him names. He often has the whole class laughing at Bill.

Answers:

1. This is not bullying. The first boy was guilty of taunting which led to the fight.
2. This is not bullying. While it would be nice to see a new student being welcomed into the community, the students are not intending to hurt him.
3. This is probably not bullying. It is very common in middle school particularly for friendship groups to change. Students struggle to find where they fit in.
4. This is actually harrassment and punishable by law.
5. This might be bullying, particularly if Jay is older or bigger than Bill. Since it is a repeated behavior, Bill is likely to be protected by school policies.

See How to Talk About Bullying on Page 20 in this issue.

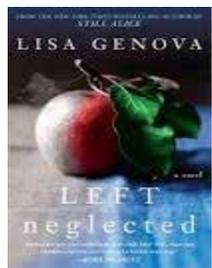
EARTH DAY 2015. BPA FREE WATER BOTTLES FOR EVERY ONE!



Summer Reading Recommendations

Kristin Boslet recommends two books for high school or adult readers:

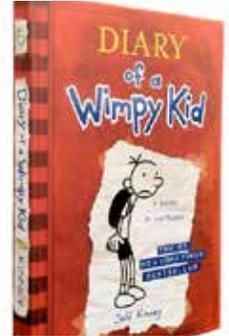
Me Before You by Jojo Moyes: Before Louisa met Will, her plans didn't reach beyond their tiny English town. Will, when he wasn't closing multimillion-dollar deals, blew off steam scaling mountains, leaping from planes, and enjoying exquisite women--until an accident left him paralyzed and seriously depressed. When his mother hires Lou to keep his spirits up, he meets her awkward overtures with caustic contempt, but she's tenacious and oddly endearing. Their fondness grows into something deeper, gaining urgency when she realizes his determination to end his life, and her efforts to convince him of its value throw her own bland ambitions into question. Plumbing morally complex depths with comedy and compassion, Jojo Moyes elevates the story of Lou and Will from what could have been a maudlin weepie into a tragic love story, with a catharsis that will wring out your heart and leave you feeling fearless.



Left Neglected by Lisa Genova: First-person narrator Sarah Nickerson is a 37-year old, overachieving multitasker with a Harvard MBA and a demanding job. Her husband, Bob, works at a struggling tech start up and shares in the upbringing of their three young children in an affluent suburb. Then there's a car accident and a traumatic brain injury leaves Sarah with "Left Neglect", a lack of awareness of anything to her left, including the left side of her own body. The one person who can help is Sarah's mother, Helen, yet their relationship is rocky. As Sarah's struggles parallel those of her 7 - year old son, Charlie, just diagnosed with ADHD, there is healing of body, mind, and mother-daughter relationship and acceptance that "Normal is overrated". NEUROSCIENTIST GENOVA (STILL ALICE, 2009) ONCE AGAIN PERSONALIZES AN ACTUAL DISABLING BRAIN CONDITION TO CREATE IRRESISTIBLY READABLE AND MOVING FICTION.

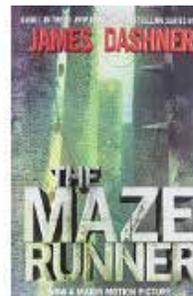
Jane Livermore's recommendation for 3rd Graders:

Diary of a Wimpy Kid by Jeff Kinney: It's a new school year, and Greg Heffley finds himself thrust into middle school, where undersized weaklings share the hallways with kids who are taller, meaner, and already shaving. The hazards of growing up before you're ready are uniquely revealed through words and drawings as he records them in his diary.



In book one of this debut series, Greg is happy to have Rowley, his sidekick, along for the ride. But when Rowley's star starts to rise, Greg tries to use his best friend's newfound popularity to his own advantage, kicking off a chain of events that will test their friendship in hilarious fashion.

Patti McConvey's recommendation for Middle School



The Maze Runner Series by James Dashner: When Thomas wakes up in the lift, the only thing he can remember is his first name. His memory is blank. But he's not alone. When the lift's doors open, Thomas finds himself surrounded by kids who welcome him to the Glade—a large, open expanse surrounded by stone walls. Just like Thomas, the Gladers don't know why or how they got to the Glade. All they know is that every morning the stone doors to the maze that surrounds them have opened. Every night they've closed tight. And every 30 days a new boy has been delivered in the lift. Thomas was expected. But the next day, a girl is sent up—the first girl to ever arrive in the Glade. And more surprising yet is the message she delivers. Thomas might be more important than he could ever guess. If only he could unlock the dark secrets buried within his mind.

She also recommends James Patterson's middle school books for this age group.

ANIMAL/INSECT/ETC. FACTS:

It's possible to lead a cow upstairs...but not downstairs.

Dogs have four toes on their hind feet, and five on their front feet.

The ant can lift 50 times its own weight, can pull 30 times its own weight and always falls over on its right side when intoxicated.

A cockroach will live nine days without it's head, before it starves to death.

Butterflies taste with their feet.

Elephants are the only mamals that can't jump.

Starfish don't have brains.

Polar bears are left handed.

A duck's quack doesn't echo, and no one knows why.

An ostrich's eye is bigger that it's brain.

The longest recorded flight of a chicken is thirteen seconds.

The fingerprints of koala bears are virtually indistinguishable from those of humans, so much so that they could be confused at a crime scene.

Snails can sleep for 3 years without eating

Porcupines float in water.

Many hamsters only blink one eye at a time.

A pregnant goldfish is called a twit.

A male emperor moth can smell a female emperor moth up to 7 miles away.

A giraffe can clean its ears with its 21-inch tongue!

40 DEVELOPMENTAL ASSETS

40 Developmental Assets are essential qualities of life that help young people thrive, do well in school, and avoid risky behavior.

CYC Magazine utilizes the 40 Developmental Assets Framework to guide the work we do in promoting positive youth development. The 40 Assets model was developed by the Minneapolis-based Search Institute based on extensive research. Just as we are coached to diversify our financial assets so that all our eggs are not in one basket, the strength that the 40 Assets model can build in our youth comes through diversity. In a nutshell, the more of the 40 Assets youth possess, the more likely they are to exhibit positive behaviors and attitudes (such as good health and school success) and the less likely they are to exhibit risky behaviors (such as drug use and promiscuity). It's that simple: if we want to empower and protect our children, building the 40 Assets in our youth is a great way to start.

Look over the list of Assets on the following page and think about what Assets may be lacking in our community and what Assets you can help build in our young people. Do what you can do with the knowledge that even through helping build one asset in one child, you are increasing the chances that child will grow up safe and successful.

assets in action



EXTERNAL ASSETS

SUPPORT

1. Family Support: Family life provides high levels of love and support.
2. Positive family communication: Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parent(s).
3. Other adult relationships: Young person receives support from three or more nonparent adults.
4. Caring neighborhood: Young person experiences caring neighbors.
5. Caring school climate: School provides a caring, encouraging environment.
6. Parent involvement in school: Parent(s) are actively involved in helping young person succeed in school.

EMPOWERMENT

7. Community values youth: Young person perceives that adults in the community value youth.
8. Youth as resources: Young people are given useful roles in the community.
9. Service to others: Young person serves in the community one hour or more per week.
10. Safety: Youth feels safe at home, at school, and in the neighborhood.

BOUNDARIES & EXPECTATIONS

11. Family boundaries: Family has clear rules and consequences and monitors the young person's whereabouts.
12. School boundaries: School provides clear rules and consequences.
13. Neighborhood boundaries: Neighbors take responsibility for monitoring young people's behavior.
14. Adult role models: Parent(s) and other adults model positive, responsible behavior.
15. Positive peer influence: Young person's best friends model responsible behavior.
16. High expectations: Both parent(s) and teachers encourage the young person to do well.

CONSTRUCTIVE USE OF TIME

17. Creative activities: Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.
18. Youth programs: Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.
19. Religious community: Young person spends one or more hours per week in activities in a religious institution.
20. Time at home: Young person is out with friends "with nothing special to do" two or fewer nights per week.

If you or your child would like to submit a picture that represents one of the 40 Developmental Assets, please email tinatteam@roadrunner.com with a picture and the number of the asset the picture represents.

INTERNAL ASSETS

COMMITMENT TO LEARNING

- 21. Achievement motivation: Young person is motivated to do well in school.
- 22. School engagement: Young person is actively engaged in learning.
- 23. Homework: Young person reports doing at least one hour of homework every school day.
- 24. Bonding to school: Young person cares about her or his school.
- 25. Reading for pleasure: Young person reads for pleasure three or more hours per week.

POSITIVE VALUES

- 26. Caring: Young person places high value on helping other people.
- 27. Equality and social justice: Young person places high value on promoting equality and reducing hunger and poverty.
- 28. Integrity: Young person acts on convictions and stands up for her or his beliefs.
- 29. Honesty: Young person "tells the truth even when it is not easy".
- 30. Responsibility: Young person accepts and takes personal responsibility.
- 31. Restraint: Young person believes it is important not to be sexually active or to use alcohol or other drugs.

SOCIAL COMPETENCIES

- 32. Planning and decision making: Young person knows how to plan ahead and make choices.
- 33. Interpersonal competence: Young person has empathy, sensitivity, and friendship skills.
- 34. Cultural competence: Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
- 35. Resistance skills: Young person can resist negative peer pressure and dangerous situations.
- 36. Peaceful conflict resolution: Young person seeks to resolve conflict nonviolently.

POSITIVE IDENTITY

- 37. Personal power: Young person feels he or she has control over "things that happen to me".
- 38. Self-esteem: Young person reports having a high self-esteem.
- 39. Sense of purpose: Young person reports that "my life has a purpose".
- 40. Positive view of personal future: Young person is optimistic about her or his personal future.



FACES IN THE CROWD

Check out who's standing out in our community.



Ava Boyea, St. Agnes School

Ava is 5 years old and is in the Pre-K class at St. Agnes School. Ava enjoys school and her favorite thing to do is play with all the toys, especially the dolls and the doll house. Ava's favorite thing about summer is all the different summer foods with her favorite being all the corn she gets to eat. This year over summer break Ava will be having a great time as she heads to Florida.

Bryley Reed, Lake Placid Elementary School

Bryley is 11 years of age and is a 5th grader in Mrs. Maiorca's class. Bryley's favorite thing about school is that she gets to learn new things every day. She feels it's a place that you can go to (like another home) to hang out after your work is done. Bryley's favorite thing about summer is that it is finally warm out, she gets a break from school and she gets to hang out with her friends. Besides hanging out with her friends and hitting the beach this summer, Bryley will be going to camp for at least a week – maybe more.



Nick Saulpaugh, Lake Placid High School



Nicholas is 18 years of age and is currently in the 11th grade. His favorite things about school are the sporting events, the musicals and being able to see his friends every day. Nicholas' favorite thing about summer is meeting new people from different places along with going to the beach and enjoying the sun.

This summer he will be playing music on Main Street, working at Pirate's Cove mini-golf, hiking and multiple camping trips are planned. Nicholas has a number of hobbies and things he really enjoys doing including: Music, slack-lining, running, acting/performing and long boarding.

Catherine Bemis, St. Agnes School

I am the principal of St. Agnes School. I came to teaching by way of the fine arts. I received my undergraduate degree in sculpture from the Rhode Island School of Design and I went on to pursue my master's degree in teaching from Columbia University's Teacher's College. I specialize in early childhood education and a few years ago I went back to school to get a degree in K-12 building administration, again from Teacher's College at Columbia University. I grew up in Washington DC, enjoyed a brief stint as a toy designer, and landed in the Adirondacks in 2006 with my husband who grew up in Long Lake.



I am extremely fortunate to be among the few able to say that I love my job and that it brings me joy every day. Teaching and being a part of a school allows me to support students and families daily as they grow. There are few things better than scaffolding the creation of an environment that makes learning a positive, joyful experience! I feel success in the energy of the students as they bounce down the halls and the excitement exuding from every classroom where students are learning.

I TOOK A PHOTO OF MY FRIEND THAT I WANT TO SHARE...NOW WHAT?

1. IS IT A GOOD PHOTO? YES NO

Be proud of the photos that you share with others! Only show people the best of the best.

2. WOULD MY FRIEND AGREE? YES NO

Play nice. You wouldn't want your friend to broadcast a bad photo of you, would you?

3. COULD IT GET MY FRIEND INTO TROUBLE?

YES NO

Don't post any photos that might come back to haunt you or your friends. You never know who will see them.

4. IS IT GOING TO CAUSE DRAMA?

YES NO

Then it's not worth posting. Really.

SO MY FRIEND IS OKAY WITH IT, BUT HOW MIGHT IT AFFECT ME?

5. AM I AWARE THAT ANYONE CAN SHARE IT?

YES NO

Well, it's true. Anything you post online can be saved, copied, and shared with a large invisible audience.

6. WOULD I BE OKAY WITH MY GRANDMA SEEING IT?

YES NO

If you think it will make your grandma blush, then there's a good chance somebody else will find it inappropriate, too.

7. A YEAR FROM NOW, WILL I FEEL GOOD ABOUT MAKING THIS PUBLIC?

YES NO

Hold off if you're having doubts. Your future self will thank you.

CONGRATULATIONS! YOU CLEARLY SELF-REFLECT BEFORE YOU SELF-REVEAL ONLINE, SO...

GO AHEAD! SHARE & ENJOY!



BY THE NUMBERS

Wild Walk by the Numbers

3,640

Pounds of bird food projected annually for Feeder Alley



or the weight of 145,600 chickadees

6,000

Number of volts for bear proof fencing to keep bears from knocking over feeders
...the same as a big charge from 10 electric eels zapping all at once

84

Tons of steel used to fabricate the 27 Tree Towers that hold Wild Walk
...that's 14 orca whales

15,240

Number of feet of bridges on Wild Walk



...Not human feet, flying squirrel feet.

45

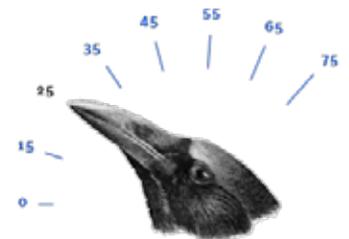
Height in feet an average adult's eyes will be at highest point
... that's Michael Jordan standing on his head 7 times.

72

Number of known wild bird species that come to the Wild Walk site.
That's 19 more bird species here than all the mammal species that call the Adirondacks home

65

Minutes ACF* from the top of Wild Walk to the furthest mountain summit visible.
*As the crow flies, which is about 25 miles per hour.



3,000,000

Estimated number of wing flaps taken by blackpoll warblers on their fall migration.
That's about the number of steps needed to walk from here to Miami

50

Years between designer Chip Reay's work on IBM Pavilion for 1964 World's Fair, and the completion of Wild Walk





Dispose of your unneeded and unused medications responsibly:

This includes expired prescriptions, new unused prescriptions, over the counter medications, etc.

Place your medications in a ziplock bag and bring to the State Trooper Barracks in RayBrook.

Put them in the special mail box. Officers regularly take contents to the State Lab in Albany where they are destroyed.

Note: The only inventory taken is the total number of bags being removed from the box and being transported and two officers sign off together. At no time are the bags opened or inventoried, no names or medications are noted. This is a completely confidential service provided to protect our environment and to keep medications from getting into the hands of people who should not have access to them.

How to Talk About Bullying

Parents, school staff, and other caring adults have a role to play in preventing bullying. They can:

- Help kids understand bullying. Talk about what bullying is and how to stand up to it safely. Tell kids bullying is unacceptable. Make sure kids know how to get help.
- Keep the lines of communication open. Check in with kids often. Listen to them. Know their friends, ask about school, and understand their concerns.
- Encourage kids to do what they love. Special activities, interests, and hobbies can boost confidence, help kids make friends, and protect them from bullying behavior.
- Model how to treat others with kindness and respect.

Help Kids Understand Bullying

Kids who know what bullying is can better identify it. They can talk about bullying if it happens to them or others. Kids need to know ways to safely stand up to bullying and how to get help.

- Encourage kids to speak to a trusted adult if they are bullied or see others being bullied. The adult can give comfort, support, and advice, even if they can't solve the problem directly. Encourage the child to report bullying if it happens.
- Talk about how to stand up to kids who bully. Give tips, like using humor and saying "stop" directly and confidently. Talk about what to do if those actions don't work, like walking away.
- Talk about strategies for staying safe, such as staying near adults or groups of other kids.
- Urge them to help kids who are bullied by showing kindness or getting help.
- Watch the short webisodes and discuss them with kids.

Keep the Lines of Communication Open

Research tells us that children really do look to parents and caregivers for advice and help on tough decisions. Sometimes spending 15 minutes a day talking can reassure kids that they can talk to their parents if they have a problem. Start conversations about daily life and feelings with questions like these:

- What was one good thing that happened today? Any bad things?
- What is lunch time like at your school? Who do you sit with? What do you talk about?
- What is it like to ride the school bus?
- What are you good at? What would do you like best about yourself?

Talking about bullying directly is an important step in understanding how the issue might be affecting kids. There are no right or wrong answers to these questions, but it is important to encourage kids to answer them honestly. Assure kids that they are not alone in addressing any problems that arise. Start conversations about bullying with questions like these:

- What does "bullying" mean to you?
- Describe what kids who bully are like. Why do you think people bully?
- Who are the adults you trust most when it comes to things like bullying?
- Have you ever felt scared to go to school because you were afraid of bullying? What ways have you tried to change it?
- What do you think parents can do to help stop bullying?
- Have you or your friends left other kids out on purpose? Do you think that was bullying? Why or why not?
- What do you usually do when you see bullying going on?
- Do you ever see kids at your school being bullied by other kids? How does it make you feel?
- Have you ever tried to help someone who is being bullied? What happened? What would you do if it happens again?

Get more ideas for talking with children about life and about bullying. If concerns come up, be sure to respond.

There are simple ways that parents and caregivers can keep up-to-date with kids' lives.

- Read class newsletters and school flyers. Talk about them at home.
- Check the school website
- Go to school events
- Greet the bus driver
- Meet teachers and counselors at "Back to School" night or reach out by email
- Share phone numbers with other kids' parents

Get more resources and ideas at stopbullying.gov.

We want to be
involved..



TALK TO US

www.connectingyouth.com



Big Green Shin Dig

On April 24th, the Lake Placid Environmental Club hosted the first Big Green Shin-dig, hopefully what will turn into an annual event. The event went off without a hitch with a performance by The Greenbeans, followed by a brief presentation by Dr. Curt Stager followed by a performance by Annie in the Water. Students and adults gathered together around the fire to enjoy Fair Trade coffee from Glenice Gallagher's senior project and pancakes with syrup from Kiefer Casler's senior project whilst listening to the music that was part of Cody Barry's senior project. Short films created by Briana Roy that featured local athletes and students promoting climate activism were shown. The event was to raise awareness about climate change in a fun and engaging way; anyone that was there can tell you, it was fun indeed. Ina Bukva and Nick Saulpaugh also deserve recognition for the design of posters and music portions of the event, respectively. The event was funded in part by a mini grant from the Lake Placid/Wilmington Connecting Youth and Communities Coalition. Mrs. Morgan said "Thank you again for the support of the CYC as none of this would have been accomplished without your generous donations."



The participation of other students in the planning and setup of the event made it possible. Special thanks goes to; Miles Lussi, who was in charge of the bonfire; Nzoni Thompson, who managed the waste from the event; and Pat Kane, Ryan Damp, Birk Albert and Henry McGrew who all helped move wood into position for Miles.



Connecting Youth and Communities Online

TOOLS FOR PARENTS

HERE'S WHAT YOU'LL FIND:



CYC'S SOCIAL NETWORKING SITES

Share Your experiences Online!



Social media offers great opportunities to share the stories of special events. We invite you to let others and your communities know what's happening by sharing information through our social media sites. Post photos, videos, blogs or quick updates and follow what others are uploading. Remember to use the hashtag when tweeting about CYC:

LPWCYC @ConnectingYouth

The Lake Placid/Wilmington Connecting Youth and Communities Coalition

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