

SMARTkids

A Component of BGCA's SMART Moves Program

For Youth Ages 6 to 9 Years



GREAT FUTURES START HERE.



**BOYS & GIRLS CLUBS
OF AMERICA**

Skills Mastery and Resistance Training



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SMART Moves Program
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Introductory Unit

Get SMART

Goal

Participants will receive a brief orientation to SMART Kids, establish the SMART Kids Code and become more aware of their own value as individuals and the uniqueness of others around them.

Facilitator Notes

- To provide a firm foundation for healthy choices about drugs and other risky behaviors, youth need to develop a sense of confidence in themselves and their ability to master their environment. Accepting themselves and recognizing their own value is an essential part of this process.
- Begin keeping track of member participation by using the Attendance Record (included in the SMART Moves Evaluation Guide).
- Introduce peer leaders in this session and explain their role in the program.

Approximate Time

- To be determined by facilitator

Materials

- Newsprint and markers
- Paper
- Magazines
- Scissors
- Glue sticks
- Stapler
- Unbreakable hand mirror
- CD player
- CD of popular music (something Club-appropriate that members will enjoy)
- Pre-Tests
- Participants' journals and pens/pencils

Before You Begin

- Prepare newsprint with the heading "SMART Kids Code."
- Make sure there are enough peer leaders to assist with this activity.

Essential Question

What are some of the things that make each of us special?

Warm-up/Log-in

1. Tell group members that, over the next several weeks, they are going to be learning ways

to take care of themselves. They will learn about families, healthy habits, making strong decisions, being a good friend and much more!

2. Distribute journals to members and explain how they will be used. You might say: *During the SMART Kids program, we are going to be using journals. A journal is a special book you will fill with your thoughts, feelings, opinions and even drawings. At the beginning and end of each session, you will be asked to write or draw something in your journal in response to a special question or statement that gets us all thinking about the main ideas of the day. Whatever you write or draw in your journal is for your eyes only. If you wish to share it with a friend, a peer leader or with Club staff, you may, but you do not have to. At the end of the program, the journal is yours to keep. My hope is that you will treasure it and perhaps go back to it and read it in the future.*
3. Explain to members how the journals will be “housed.”
4. Have members respond in their journals to the essential question. Younger members may either draw or write a response. Peer leaders may help with this.
5. Elicit a few responses from the group. (Answers may include: parents, name, birthday, birth place, skills, friends, physical features, personal traits, hobbies or talents.)
6. Tell members that they will be participating in an activity later in the session that illustrates how they are special. First, they will be creating the “SMART Kids Code” (or ground rules) for the group’s time in the program.
7. Ask the group: *What guidelines or rules do you think we should follow in order to learn together and have fun?* Remind youth that all members need to treat each other with respect.
8. If members have trouble coming up with ideas, have peer leaders offer suggestions. Record all responses on the “SMART Kids Code” newsprint, adding any other items you feel are needed. List should include the following:
 - * Allow everyone the right to speak without being put down or laughed at during the SMART Kids sessions.
 - * Take turns speaking (one at a time), so that everyone has a chance to talk.
 - * Treat others the way you would like to be treated.
 - * Have fun!
9. Keep the “SMART Kids Code” posted for the duration of the program and remind members of the guidelines whenever appropriate.

Ice-breaker

- Have members and peer leaders sit in a circle. Play Club-appropriate music while members pass around the unbreakable hand mirror. When the music stops, the girl or boy with the mirror looks into it and says, “My name is _____, and I am special because _____,” filling in the blank. The game proceeds until every participant has had a turn.
- Either you or a peer leader can model this for members before they begin.
- Challenge youth to remember other members’ names and reasons they are special. Repeat this until all youth in the circle have had both a turn to recall another’s name/ special quality and a chance to be “recalled.”

Main Activity

1. Ask members to create an “All About Me,” party invitation including:
 - * A self-portrait;
 - * Birth date and birth place;
 - * Lists and drawings of favorite foods;
 - * Lists and drawings of favorite things they like to do;
 - * Lists and drawings of favorite toys, books and people; and
 - * Drawings to show any other reasons they are special.
2. Once the pages are finished, have each member create a special cover for his or her party invitation. (Peer leaders can assist youth with ideas.)
3. Ask each member to share his or her “All About Me” party invitation with the group. Explain that each invitation is different because each person is unique.
4. Set aside a special shelf in the meeting room or elsewhere in the Club for members’ party invites.
5. Administer the Pre-Test. (See the SMART Moves Evaluation Guide for guidelines on administering the Pre-Test. Time will be determined by individual Clubs.)
6. Explain to members that by taking a pre-test survey now – and another, similar one after they have completed the program – they help local Clubs and BGCA better understand exactly what they have gained from participating in the program and how the program can be made even better.

SMART Kids Pre-Test : Facilitator Instructions

1. Explain to participants:
 - * *Before we begin this program, we are going to ask you to take a test. The test asks you questions about yourself and your opinions about things that are important to young people your age.*
 - * *Your answers will be kept private. No one will know what you write.*
 - * *Please answer the questions truthfully. The answers you give are very important and will help us make this program better.*
 - * *If you have any questions, please raise your hand.*
2. Respond to any questions participants might have about this process.
3. Read the questions out loud.
4. Remind participants to fill in their ID numbers on the survey.
5. When the surveys are completed, collect them and file them in a safe place for later coding and matching.



SMART KIDS PRE-TEST

ID# _____ = the first letter of your first name + the first letter of your last name + your birthday (month/day/year)

Tell us about yourself:

1. I am ____ years old
2. I am a: Boy Girl
3. I am:

<input type="radio"/> Latino/Hispanic	<input type="radio"/> White
<input type="radio"/> Asian/Pacific Islander	<input type="radio"/> Native American
<input type="radio"/> African-American	<input type="radio"/> Bi-racial/Multiracial/Mixed Heritage
<input type="radio"/> Other _____	
4. I am in the ____ grade.
5. I have been a member of this Club for:

<input type="radio"/> Less than a year	<input type="radio"/> More than 3 years
<input type="radio"/> 1 to 2 years	<input type="radio"/> I am not a member
<input type="radio"/> 2 to 3 years	
6. I come to the Club:

<input type="radio"/> Once a week or less	<input type="radio"/> 4 or more times a week
<input type="radio"/> 2 or 3 times a week	
7. I have other family members who come to the Club.

<input type="radio"/> Yes	<input type="radio"/> No
---------------------------	--------------------------

For office use only

TOTAL NUMBER CORRECT _____
(only tabulate correct answers for questions 8-19)

True or False?

8. Alcohol is illegal for children.
True False
9. Cigarettes, cigars, snuff and chewing tobacco can hurt your lungs.
True False
10. It is okay for your friend to give you medicine.
True False
11. The drug contained in the tobacco plant is caffeine.
True False

SMART KIDS PRE-TEST

continued

Multiple Choice

12. All of the examples below are "good" medicines or drugs EXCEPT:
a) Aspirin b) Antibiotics c) Alcohol d) Heart medicine
13. Which of the following are effects from smoking cigarettes:
a) Stained teeth b) Hard to breathe c) Skin wrinkles d) All of the above
14. Which of the following is a way to say "NO!":
a) Close your eyes b) Get away c) Say "Yes!" d) None of the above
15. All of these substances contain nicotine EXCEPT:
a) Cigarettes b) Beer c) Snuff d) Chewing Tobacco

Survey

16. Children who use drugs are more likely to do bad in school.
Agree Not Sure Don't Agree
17. I am responsible for making my own decisions and choices when I am with friends.
Agree Not Sure Don't Agree
18. It is not safe to use any product you can buy from a drug store.
Agree Not Sure Don't Agree
19. It is not OK for children to try an alcoholic drink one time.
Agree Not Sure Don't Agree

Unit I

We Are Family

Session 1: All About Being in a Family

Activity Type

Brainstorming, Art, Sharing Activity

Goal

In this session, youth will reflect on their families and on the concept of family, in general. They will listen to a story and be encouraged to think about their own role in their families and how family members help and care for one another. They will be guided to think about special contributions each family member makes to the family. Participants will come away with the understanding that there are all kinds of families and the knowledge that being part of a family is valuable.

Essential Question

Why is my family important to me?

Approximate Time

- 45 minutes to one hour

Materials

- Newsprint and markers
- Colored markers (thick and fine-point)
- Scissors
- Glue sticks
- A roll of colorful ribbon to attach to awards
- Copies of *Family Contribution Chart*
- Copies of *Fantastic Family Member Award* (including extra copies in case youth want to create more than one award each)
- A story book about families (examples, which can be found at the library or local bookstore, include: *The Family Book*, Todd Parr; *Abuela*, Arthur Dorros; *Nana Upstairs & Nana Downstairs*, Tomie dePaola; *Families are Different*, Nina Pellegrini; *All Kinds of Families*, Mary Ann Hoberman; *All Families Are Special*, Norma Simon; *The Families Book: True Stories about Real Kids and the People They Live with and Love*, Stephen J. Carrera)
- Participants' journals and pen/pencils

Before You Begin

- Ask peer leaders to clear an area of the room for "Circle Time," where you will conduct the Warm-up/Log-in.
- Ask a peer leader to hang a sheet of newsprint in the front of the room, within reach of the circle, with the headings: "What is a family? What does family really mean?"
- Cut ribbon into short pieces to attach to awards.

Warm-up/Log-in

1. Invite members to bring their journals to "Circle Time."
2. Ask youth to write in their journals responses to the essential question: *Why is my family important to me?* Make sure you say the question aloud for any non-readers. They may write or draw their responses. (Youth may wish to simply draw a picture of their family members.)
3. After a few minutes, ask for volunteers to share what they have drawn or written.
4. Ask members what their responses had in common and record their answers on the newsprint with the heading, "What is a family? What does family really mean?" Tell participants that you will come back to this after they have heard a story.

Main Activity

1. Before you begin reading aloud from the book you have chosen, instruct youth to listen to the story and think about whether there is anything else they hear in the story that they would add to their image of family.
2. After the reading, ask youth what their opinion of the story is and if they now have anything to add to the definition of family. Explain to youth, using examples from the book, where possible, that there are many different kinds of families and that no one type of family is better than another.
3. Point out that the basic ingredients in each family are respect, love and caring for each other.
4. Say that families may be comprised of caregivers, parents, close friends, children and/or grand-parents. There are many possibilities. Sometimes, when parents don't live together, a child can even have two families or they might consider that their family extends to more than one household.
5. Invite youth who wish to share by asking: *What are some things you and your family members do together?*
6. Ask youth: *Does everyone in the family have responsibilities? What are your responsibilities in your family?*
7. Ask peer leaders to distribute the *Family Contribution Chart*.
8. Explain that a contribution is what somebody gives or does as their share of work or service to a group.
9. Ask youth to think about the particular contributions or responsibilities each of their family members makes to the family. Tell members to complete the charts. Non-writers may draw pictures to illustrate the contributions. (Peer leaders may assist youth with drawing and/or writing.)
10. Divide the large group into pairs and explain to youth that they are going to play "Guess what contribution/responsibility I am acting out." Explain that each member of the pair will take turns acting out silently (as in charades) or aloud an activity that they have listed on their chart. The other member tries to guess what activity it is. (For example, washing the dishes, taking out the garbage, driving, cooking, feeding a baby, playing the piano, reading aloud, building a kite or sewing a costume.)

Wrap-up/Reflection

- Have a brief discussion about how family members help and take care of one another. Ask youth to think about a time when a family member did something extra special for them or for someone else in their family.
- Ask peer leaders to distribute copies of the *Fantastic Family Member Award*. Explain that youth are going to give somebody in their own family this award (if time permits, they may make more than one award). Members can fill out the award and write and/or illustrate the reason the family member deserves it. (Peer leaders can assist those who need help in writing out the awards.)
- Instruct peer leaders to attach pre-cut ribbons to each award.

Optional Activity

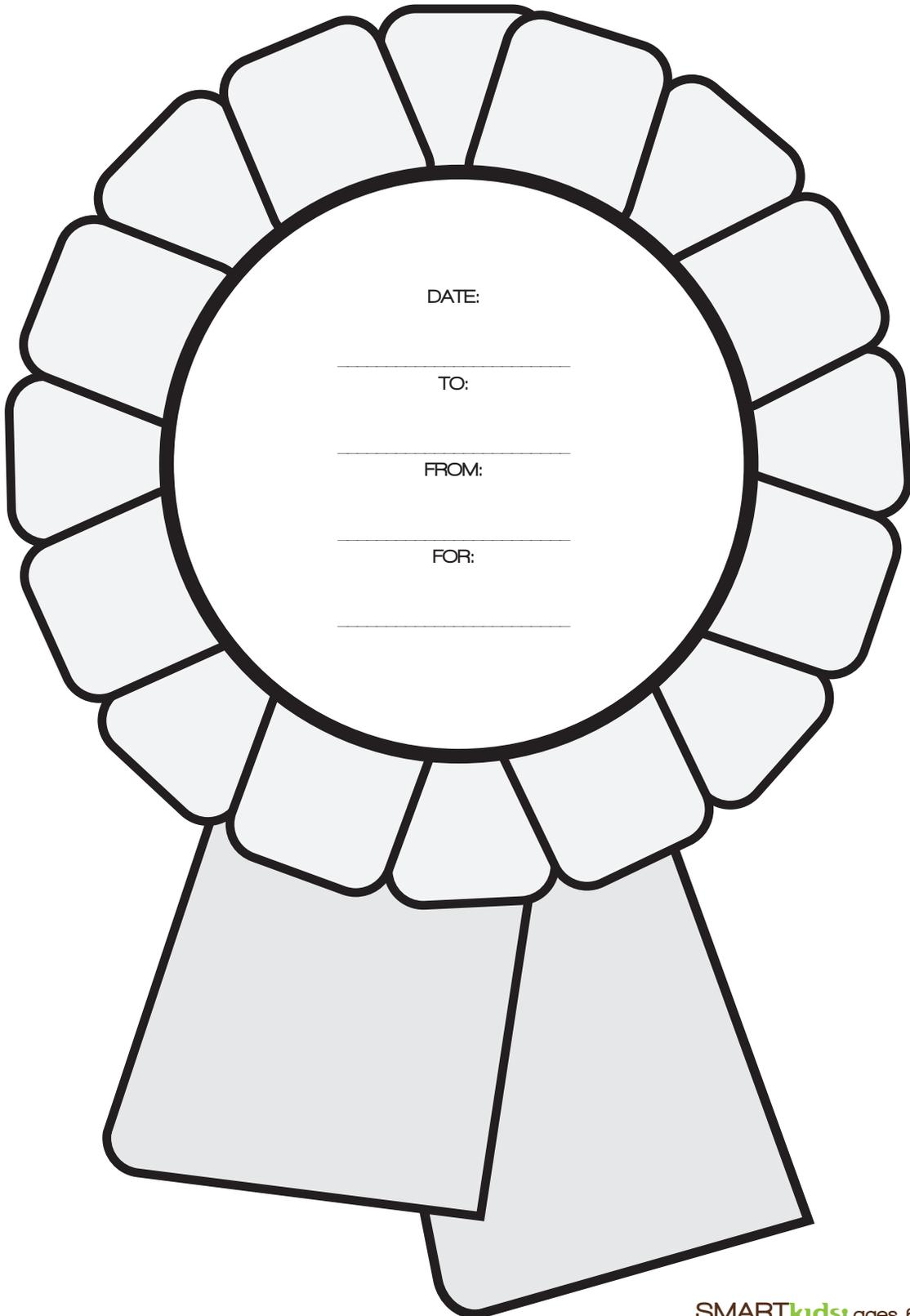
Show a DVD that illustrates how different members of the animal kingdom exist as families (herds, dens, schools and pods). After showing the DVD, discuss with youth the fact that all families serve similar purposes—such as survival, feeding, safety, shelter or educating. Ask the group: *How are we, as humans, alike and different from animal families? What makes human families special?* Suggested DVDs include:

- *Growing Up Wilderness* by Animal Planet
- *Nature's Great Events: The Family Life of Animals, The Wonders of Life's Beginnings* by Readers Digest
- *Just the Facts: Families in the Wild* by Lions Films

As an alternative, show a DVD that portrays families from all over the world. Ask youth how the families are alike and different, encouraging a discussion about the differences in culture, and how all families strive to do the same things for their children. One DVD to try is *Families of the World (2000) Series* (Master Communications, Inc.), which includes segments on families from Puerto Rico, Ghana, Egypt, Brazil, China, Russia, the U.S. and other countries.

Unit 1, Session 1

FANTASTIC FAMILY MEMBER AWARD



Unit 1, Session 1

FAMILY CONTRIBUTION CHART

Name of Family Member	Contribution/Responsibility



Unit II

True Friendships

Session 1: We Are All Special / I Respect Myself and Others

Activity Type

Brainstorming, Personal-Ad Activity

Goal

Participants will become more sensitive to the similarities and differences between and among people. They will gain an understanding that everyone is special in his or her own way. Members also will understand what it takes to be a good friend, and they will reflect on how they are good friends.

Essential Questions

How are we alike? How are we different? What makes a good friend?

Approximate Time

45 minutes to one hour

Materials

- Newsprint and markers
- Tape
- Crayons
- Examples of personal ads
- Ruled paper
- Blank art paper
- Participants' journals and pens/pencils

Before You Begin

- Ask peer leaders to clear an area of the room for "Circle Time," where you will conduct the Warm-up/Log-in.
- Gather examples of personal ads that illustrate how to list one's good qualities when looking for a friend (make sure ads are appropriate for this age group).

Warm-up/Log-in

1. Invite youth to bring their journals to "Circle Time."
2. Ask youth to write or draw in their journals a response to the essential questions: *How are we alike? How are we different?* Invite volunteers to share their responses with the group, and record their ideas on newsprint. Answers should resemble the following:
 - * **Alike:** We all breathe air, need food, clothing and shelter, have bodies we need to take care of, go to school, etc.
 - * **Different:** We have different foods, religions, ethnicities, skin colors, ways of dressing or languages.

3. Make the point that we are all special, even though we are alike and different in many ways. We can be good friends regardless of any differences. Everyone is special in his or her own way.
4. Ask youth: *What makes a good friend?* Record their answers on the newsprint. List should resemble:
 - * Is kind to others
 - * Shares his or her things
 - * Waits his or her turn
 - * Says nice things
 - * Is trustworthy (can keep a secret)
 - * Respects others
 - * Uses good manners (says "please" and "thank you")
 - * Is a good listener
 - * Is dependable
 - * Is a happy person
 - * Is fun and likes to do fun things
5. Review the list to make sure members understand all the qualities. Ask youth: *Do you possess these traits? Do you think you are a good friend? Why or why not?*

Main Activity

1. Tell youth that they will be creating a personal ad to advertise themselves as a possible friend. Explain what a personal ad is. The ad should describe them and include the characteristics they feel they have in order to attract a good friend. They can draw a picture of themselves to go along with the ad. If necessary, create a drawing ahead of time as a model.
2. Show or read examples that illustrate how these ads typically are worded. Tell members that they can use titles for their ads such as, "Wanted: Best Friend" or "Need a Good Friend?" or "Boy/Girl Looking for a Friend." Give an example:

LOOKING FOR A FRIEND?

Seven-year-old girl willing to be a good friend. Likes to play soccer, listen to music and draw. Good at keeping secrets, very loyal, kind and loves to laugh.

If interested, contact Shayna at Boys & Girls Clubs of America.

3. Distribute the ruled paper, blank art paper and crayons. (Have peer leaders assist with this part of the activity, especially youth who need help with writing.)
4. When ads are complete, invite volunteers to share their work and explain why they would make a good friend. Ask other youth why they might be inclined to answer one of their peer's ads.

Wrap-up/Reflection

- Ask youth to write or draw in their journals a response to the following question: *What makes you a good friend? What might you need to work on to be a better friend?* Encourage a few volunteers to share their responses with the large group.

Unit II

True Friendships

Session 2: Good Communication Makes For Good Friendships / Accountable Talk

Activity Type

Charting Activity, Fishbowl Activity

Goal

Participants will become skilled at communicating effectively and politely. They will understand that speaking and listening is an important part of being a good friend.

Essential Questions

What is good communication? How does speaking and listening help me be a better friend and communicator?

Approximate Time

45 minutes to one hour

Materials

- Newsprint and markers
- Tape
- A short story about a moral or behavioral issue to read aloud for the fishbowl activity (something that will spark lively discussion and elicit opinions from youth, such as *The Berenstain Bears* series or a favorite fairy tale such as *the Tortoise and the Hare*)
- Copies of *Fishbowl Checklist*
- Participants' journals and pens/pencils

Before You Begin

- Ask peer leaders to clear an area of the room for "Circle Time," where you will conduct the Warm-up/Log-in.
- Before the activity, set up enough chairs for all members in two circles: an inner and an outer circle. Half the number of chairs will form the inner circle and half the number of chairs will form the outer circle. (If there are 16 youth in the group, for example, eight chairs should form the inner circle and eight chairs should form the outer circle.)

Warm-up/Log-in

1. Invite youth to bring their journals to "Circle Time."
2. Tell participants that they will be learning about communication and how it helps them be better friends. If necessary, define "discussion" and "communication."
3. Ask youth: *Have you ever overheard people speaking rudely to each other or interrupting? Has anyone ever interrupted you? How did it make you feel?*
4. Ask youth what guidelines they would give someone about being a polite speaker. Ask: *What makes for a good discussion?* Record their answers on newsprint with the heading,

“Qualities of a Good Discussion.” (Note: For this age group, members may come up with only one or two items. You can add to the list as necessary. For the fishbowl activity, you will use three of the qualities.)

5. List should resemble:
 - * Speak one at a time and do not interrupt
 - * Make good eye contact
 - * Use good body language
 - * Stick to the topic
 - * Ask good questions
 - * Add to another's words and ideas
6. Review the list with the group, modeling the qualities or asking volunteers to model them for the group.

Main Activity

1. Tell youth that they will engage in an activity called a “fishbowl.”
2. Assign half of the group to move into the inner circle and the other half to the outer circle. Distribute copies of the *Fishbowl Checklist*, and point out that the three items on this form are from the list they developed of qualities that make a good discussion.
3. Explain that the entire group will listen to a story that the inner circle will then discuss, trying to keep in mind those qualities on the *Fishbowl Checklist*.
4. Assign one member of the outer circle to each member in the inner circle. Each member on the outer circle will keep track of everything his or her partner says, in order to provide feedback later.
5. Read the story to the group, or have a peer leader read aloud. Once the story has been read, tell members of the inner circle to begin the discussion. Remind members of the outer circle to pay close attention to their partners' actions. Read the instructions on the checklist to make sure the outer-circle members understand what they have to do.
6. Have youth begin, and allow five to seven minutes for the discussion. Don't be surprised if, at first, no one speaks. Allow the silence to remain, and soon someone will begin. Realize that this activity may be very new for many participants, and they may feel somewhat uncomfortable.
7. When time is called, have members of the outer circle give feedback on their partners' performance. Compliment and offer encouragement where appropriate. Congratulate them on the discussion and on their observations.
8. If time allows, switch the inner-circle and outer-circle members so that the outer-circle members can hold a discussion and be observed. If not, this can be an optional activity in a later session. You may add more qualities to the checklist to make the activity more challenging.

Wrap-up/Reflection

- Explain to youth that they have just learned and practiced the different qualities that make up a good discussion. Ask youth: *Which of these qualities are you good at?* and *Which do you need to work on?* Invite youth to respond to the question in their journals. They may choose to write or draw their responses. Invite a few volunteers to share their responses with the large group.

OPTIONAL ACTIVITY

Take youth to the Club library. Have youth become “friend detectives.” Instruct them to look for examples of good friendships in books, magazines and other media. In addition, they can look for examples at home or outside the Club, when watching TV or observing their families, neighbors or school community. Invite participants to share examples with the group. If possible, take participants to the public library.

Unit II, Session 2

FISHBOWL CHECKLIST

Place a check in the box every time your partner in the inner circle does one of the things on the list below:

He or she **interrupts** another speaker

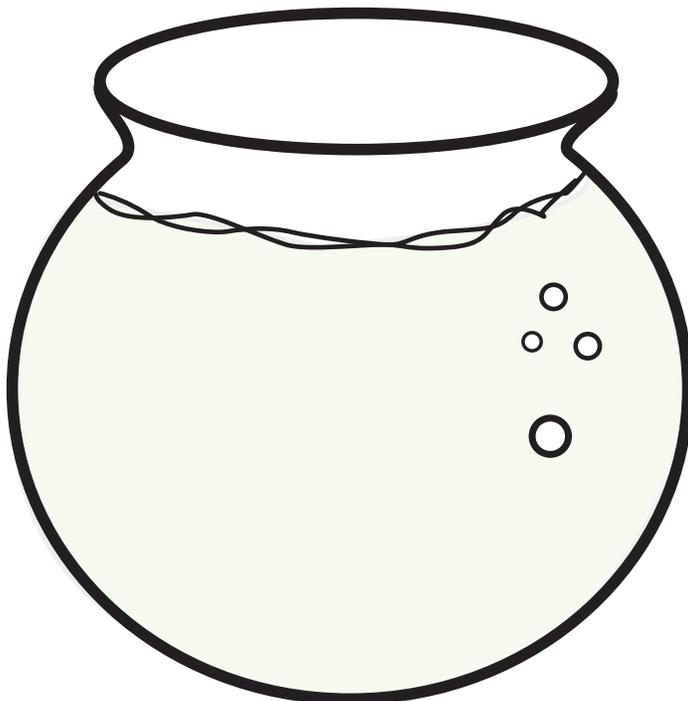
<input type="checkbox"/>									
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

Makes good **eye contact**

<input type="checkbox"/>									
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Uses good **body language**

<input type="checkbox"/>									
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Unit III

Taking Care of Me

Session 1: My Important Body / Healthy Goals

Activity Type

Cooperative Learning, Goal-Setting Activity

Goal

In this session, youth will begin to understand that their bodies are important and they can do specific things to take care of themselves. Participants also will learn the concept of goals and goal setting and understand that keeping healthy is a good goal.

Essential Question

Why is it so important to take care of our bodies?

Approximate Time

45 minutes to one hour

Materials

- Newsprint and markers
- Large sheets or rolls of paper
- Magazines
- Scissors
- Glue sticks
- Masking tape
- Participants' journals and pens/pencils

Before You Begin

- Ask peer leaders to clear an area of the room for "Circle Time," where you will conduct the Warm-up/Log-in.
- Hang a sheet of newsprint in the front of the room, within reach of the circle, with the heading: "We Take Care of Our Bodies."
- Make sure you have enough peer leaders to help with this activity.

Warm-up/Log-in

1. Invite youth to bring their journals to "Circle Time."
2. Ask group members to respond in their journals to the question, *What are some of the ways I take care of my body?* Make sure you say the question aloud for any non-readers. They may either write or draw their responses. (Peer leaders should walk around to see if any member needs assistance.)
3. After a few minutes, ask for volunteers to share what they drew/wrote.
4. Record participants' responses on the newsprint. Add to the list if youth do not come up with enough ideas. Categories should include: nutritious eating, fitness, hygiene and safety.

5. Lead a discussion about why it is important to take care of our bodies. Make sure to mention the following points:
 - * *This is the only body we get and we have to make it last a long time.*
 - * *We are all special and our bodies are the “houses” we live in.*
 - * *As we get older, we are the ones responsible for taking care of our bodies.*
6. Point out the four categories that describe the different ways we can take care of ourselves – nutritious eating, fitness, hygiene and safety. Tell youth they are going to create life-sized “healthy habits” posters using outlines of their bodies.

Main Activity

1. Ask youth to work in pairs, so they can trace each other on the large sheets of paper. Participants will need to lie down on the sheets of paper on the floor while their partners trace them. (Peer leaders can assist as needed.)
2. Ask peer leaders to distribute large sheets of paper, magazines, scissors and glue.
3. Invite youth to search the magazines and cut out pictures of the following:
 - * Nutritious foods
 - * Fitness activities
 - * Good hygiene or grooming practices
 - * Safety habits
4. Ask them also to search for photos that depict the opposite ideas: non-nutritious foods, bad habits, laziness and sloppy grooming.
5. Instruct youth to glue the healthy pictures inside the outline of the body and the unhealthy pictures outside the outline.
6. When youth are finished, tape the posters around the room and invite volunteers to explain why they chose the pictures they did and why they placed them where they did.

Wrap-up/Reflection

- Read the following statements to the group:
 - * *Tyrone wants to have healthy teeth . . . no more cavities!*
 - * *Gabriella wants to learn to play soccer.*
 - * *Manny wants to be a firefighter when he grows up.*
- Ask the group how these statements are alike. (All the people want something.)
- Ask: *Will they get these things without trying, or do they have to do something?* (They have to do something. For example, Tyrone must brush his teeth and eat fewer sweets.)
- Write the word “goal” on the newsprint. Explain that a goal is something a person works at to accomplish; it doesn’t just happen.
- Ask: *Is keeping your body healthy a good goal?* (Yes. Mention the healthy habits they just talked about to keep their bodies healthy.)
- Invite youth to write or draw in their journals three goals for staying healthy.
- Ask for volunteers to share their responses.

Unit III

Taking Care of Me

Session 2: I Know About Medicines

Activity Type

Brainstorming, Musical Chairs Activity

Goal

Participants will become aware of the difference between appropriate and inappropriate use of medicine. They will gain the understanding that they must protect their bodies from the inappropriate use of medicine. This session reinforces the idea that we are responsible for our own health and well-being.

Essential Questions

What is medicine? When is it okay to take medicine? Who can give me medicine?

Approximate Time

45 minutes to one hour

Materials

- Newsprint and markers
- Tape
- Copies of *Health Helpers*
- Posters or photos of different kinds of medicines, preferably in color (pediatricians' offices, pharmaceutical companies or the local health department may have posters or materials you can obtain; you also might try using ads from parenting and health magazines)
- Chairs (enough for all youth)
- Labels
- CD player
- CD with age-appropriate music
- Participants' journals and pens/pencils

Before You Begin

- Ask peer leaders to clear an area of the room for "Circle Time," where you will conduct the Warm-up/Log-in.
- Ask a peer leader to hang two large sheets of newsprint in the front of the room. On one, write "How Doctors Use Medicine." On the second, write "Who Can Give Me Medicine?"
- Make labels for each chair with the name of a food, drug, medicine or harmful substance. (For example: "chicken soup, vaccine, orange, cough syrup, cigarettes, beer, heart medicine, milk or oatmeal")

Warm-up/Log-in

1. Invite youth to bring their journals to "Circle Time."
2. Ask members to write or draw in their journals a response to the following question: *What is medicine?* Invite volunteers to share their responses with the group. Answers should resemble the following: Medicines are drugs that are good for us. We take them when we are sick.
3. If you have a poster or photos of different kinds of medicines, show them to the group at this point and leave them hanging on the wall.
4. Ask youth: *How do doctors use medicine?* Record their responses on the newsprint and add to them as needed. Point out that there are four categories:
 - * To prevent disease (vaccines, vitamins, etc.)
 - * To stop pain or discomfort (aspirin, Novocain, cortisone cream for itchy skin, allergy medicine, etc.)
 - * To cure disease and infections (antibiotics in pill form or shots)
 - * To correct chemical or other imbalances in the body (insulin, heart medicine, water pills, etc.)
5. Ask youth: *Who can give you medicine?* Record their responses on the newsprint. List should include: doctor, parents, adult family members, caretakers, nurses and appropriate healthcare professionals.
6. Distribute copies of *Health Helpers*. Ask members to complete the handout. Review the correct answers with them.

Main Activity

1. Ask youth: *What could make a helpful drug harmful?* Write participants' responses on the newsprint and add to them as needed. List should include: using too much, not following the directions, mixing with other medications, taking medicine that isn't yours, not having adult supervision or using medicine that is too old.
2. If one of the participants brings up an example of street drugs, point out that some drugs are not medicines. Some drugs can harm our bodies and minds; people can get arrested for selling them and giving them to young people. Let members know that they will learn more about these later in the program.
3. Tell youth they will be playing a game similar to musical chairs. Direct participants to the labeled chairs you set up ahead of time.
4. Have youth circle the chairs as you play music. Stop the music and ask members take a seat.
5. Ask two or three members to answer the following questions about the terms on their chairs. (If necessary, have peer leaders help with reading.)
 - * *Is this item ever safe for you to use?*
 - * *Could this item hurt you if used improperly? How?*
 - * *Who could tell you to use this item? A friend? A doctor? A nurse? A parent?*
6. Repeat the activity until all the labels have been used.

Wrap-up/Reflection

- Ask members to write or draw in their journals a response to the following question: *What was the most surprising thing you learned today?* Invite a few volunteers to share their responses with the large group.

OPTIONAL ACTIVITY

Invite a guest speaker – such as a doctor, nurse or pharmacist – to talk about medicines and how they can help us and how they can harm us if not taken properly. If possible, have the speaker bring actual vials, bottles, injections or creams to show youth. (See the Facilitator's Guide to find guidelines for preparing for a guest speaker.)

Unit III, Session 2

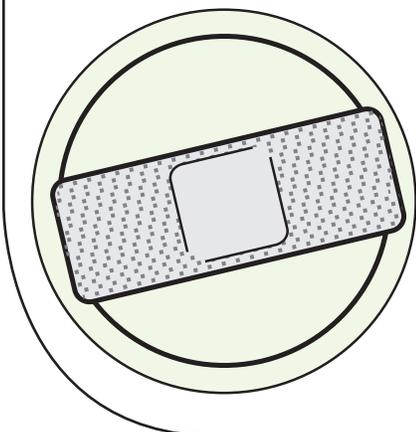
HEALTH HELPERS

Read the list of medicines below. Circle the people who are allowed to give each item to you. Sometimes you may circle two or three people. Cross out the people who should not give that medicine to you.

In the first example, you would not take a headache pill if your friend gave it to you. It would be okay from either a doctor or your parent. Do the rest of them on your own.

Name _____ Date _____

	Your doctor	Your parents	Your friend
Headache medicine			
Band-aid			
Vitamins			
Cough drop			
Glass of water			
Needle			
Chicken soup			



Discuss these questions:

Why did you circle the people you did?

Why did you cross out the people you did?

Why can a doctor give you things your parents cannot give?

Unit IV

How Drugs and Alcohol Can Harm Me

Session 1: What Are Drugs and Alcohol?/Good and Bad Drugs/Tobacco, Alcohol and Other Drugs Can Hurt My Body

Activity Type

Brainstorming, Cooperative-Learning Activity

Goal

In this session, members will gain accurate and age-appropriate information about alcohol, tobacco and other drugs. They will learn about the harmful effects of these substances on their bodies, and they will learn how to make wise decisions about use and misuse of these substances.

Essential Questions

What are drugs? How can they harm my body?

Approximate Time

One hour

Materials

- Newsprint and markers
- Masking tape
- Copies of *Good Drug/Bad Drug* puzzles
- Copies of *Facts About Alcohol and Cigarettes*
- Copies of *Effects of Cigarette Smoking on a Person* (optional)
- Participants' journals and pens/pencils

Before You Begin

- Ask peer leaders to clear an area of the room for "Circle Time" where you will conduct the Warm-up/Log-in.
- Cut out puzzle pieces for *Good Drug/Bad Drug* puzzles.
- Have enough peer leaders to help with assembling puzzles and reading handouts, if necessary.
- Keep in mind that some members may be exposed to alcohol or other drug abuse at home. It is important to avoid condemning people who are dependent on drugs and to make clear that such people can get help even though it is very hard for them to quit.

Warm-up/Log-in

1. As members enter the room, invite them to bring their journals to "Circle Time."
2. Ask members to respond in their journals to the following question: *What are drugs?* They may write or draw their responses.
3. After a few minutes, invite volunteers to share and record their responses on the newsprint. Youth may come close to the correct answer, but you will have to provide the following definition for them: *In this program, a drug means tobacco, alcohol, all illegal substances and any medicine that is abused.* Circle the definition so members are clear that this is what defines the term "drug."
4. Tell members that there are good and bad drugs. Explain the differences between medicine and drugs.
 - * *Medicines are the kind of drugs that are good for us; we take them when we are sick.*
 - * *Some other drugs are not medicines. They can harm our bodies and minds. People can get arrested for using or selling them or letting young people have them.*
5. Provide each youth with a puzzle piece for either the Good Drug or Bad Drug puzzle. Have youth with a "good drug" puzzle piece find other members with "good drug" puzzle pieces and vice versa. Have peer leaders rotate around the room to help youth when needed. Remind them of the earlier session in which they learned all about medicines. (If there are more youth than puzzle pieces you may use more than two puzzles, and if there are less youth you may assign two or more pieces to each youth)
6. Once all similar pieces are found, have youth assemble the puzzles.
7. Define or explain any terms participants do not understand.
8. Reinforce the concept that bad drugs can harm the body. They can make us sick, cause us to act silly and stop us from doing our best in school, at home, in sports and playing with our friends. If misused, good drugs can turn into bad drugs. One example is a prescription drug. Explain that this is a drug a doctor gives us when we're sick to make us better, but if someone else takes our medicine, it can be very bad for them and make them sick.

Main Activity

1. Tell members that they will now be taking a closer look at how alcohol and cigarettes (one kind of tobacco) can harm them.
2. Ask a peer leader to distribute the *Facts About Alcohol and Cigarettes* handout. Remember to have peer leaders help non-readers with this activity.
3. Complete the questions on the handout with members.

Wrap-up/Reflection

- Ask members to write about or illustrate in their journals one way alcohol can harm the body and one way cigarettes can hurt us.
- Lead a discussion about how important it is to make healthy choices for ourselves. Refer back to the session on medicines when members played musical chairs. Reinforce the idea that bad drugs are harmful and we should never take them, even if a friend, classmate or stranger tells us to do so.

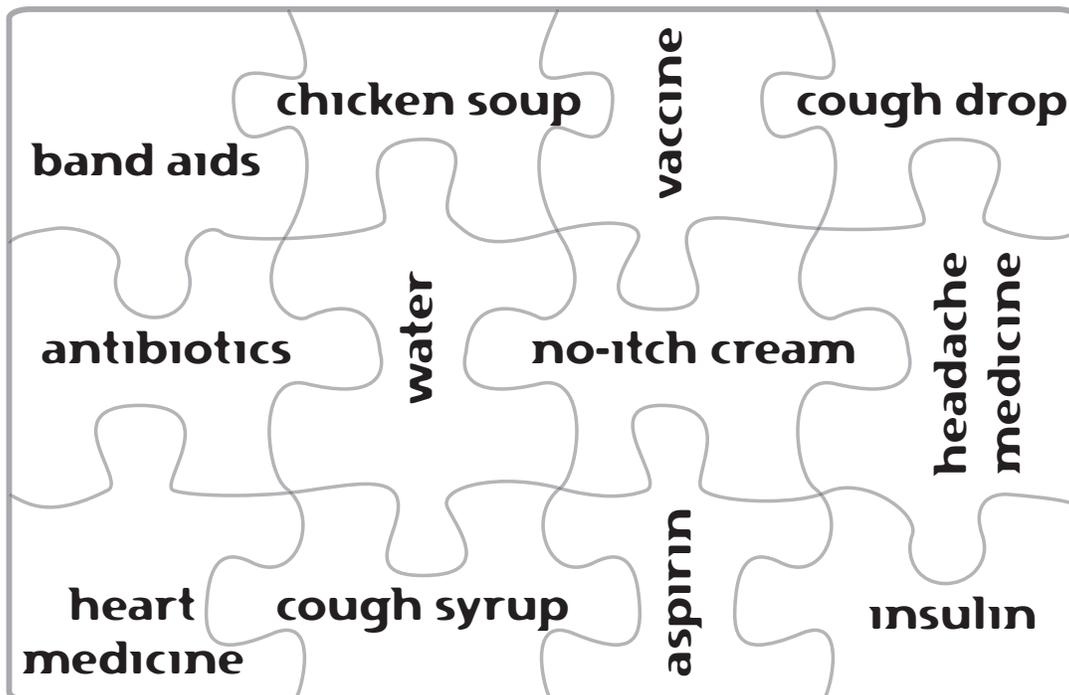
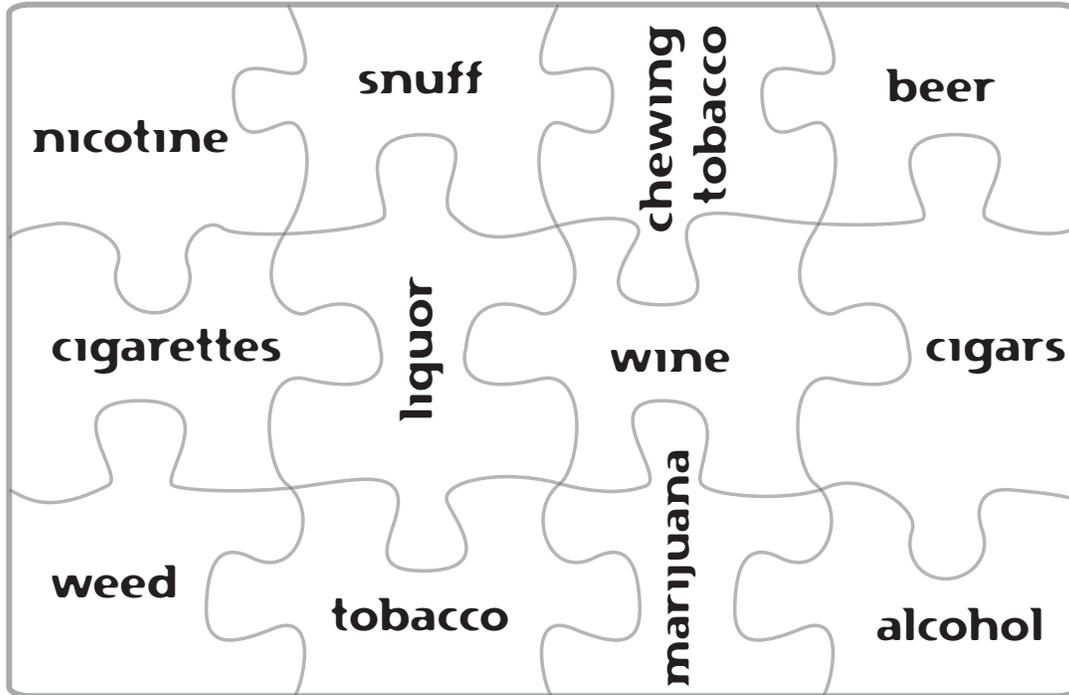
OPTIONAL ACTIVITY

Explain what a public service announcement or ad is. Bring in examples to show youth. Have members complete the *Effects of Cigarette Smoking on a Person* handout. Allow members to color them and hang them around the Club as public service announcements.

Collect cigarette and/or alcohol ads to show to members. Point out the Surgeon General's warnings on each ad. Explain to the group that the U.S. Surgeon General serves as America's doctor by providing information about how to improve health and reduce the risk of illness or injury. Read the warnings and explain what they mean. Explain to the group that companies advertise products so that people will buy them and the companies will make money. However, some products they sell are not healthy.

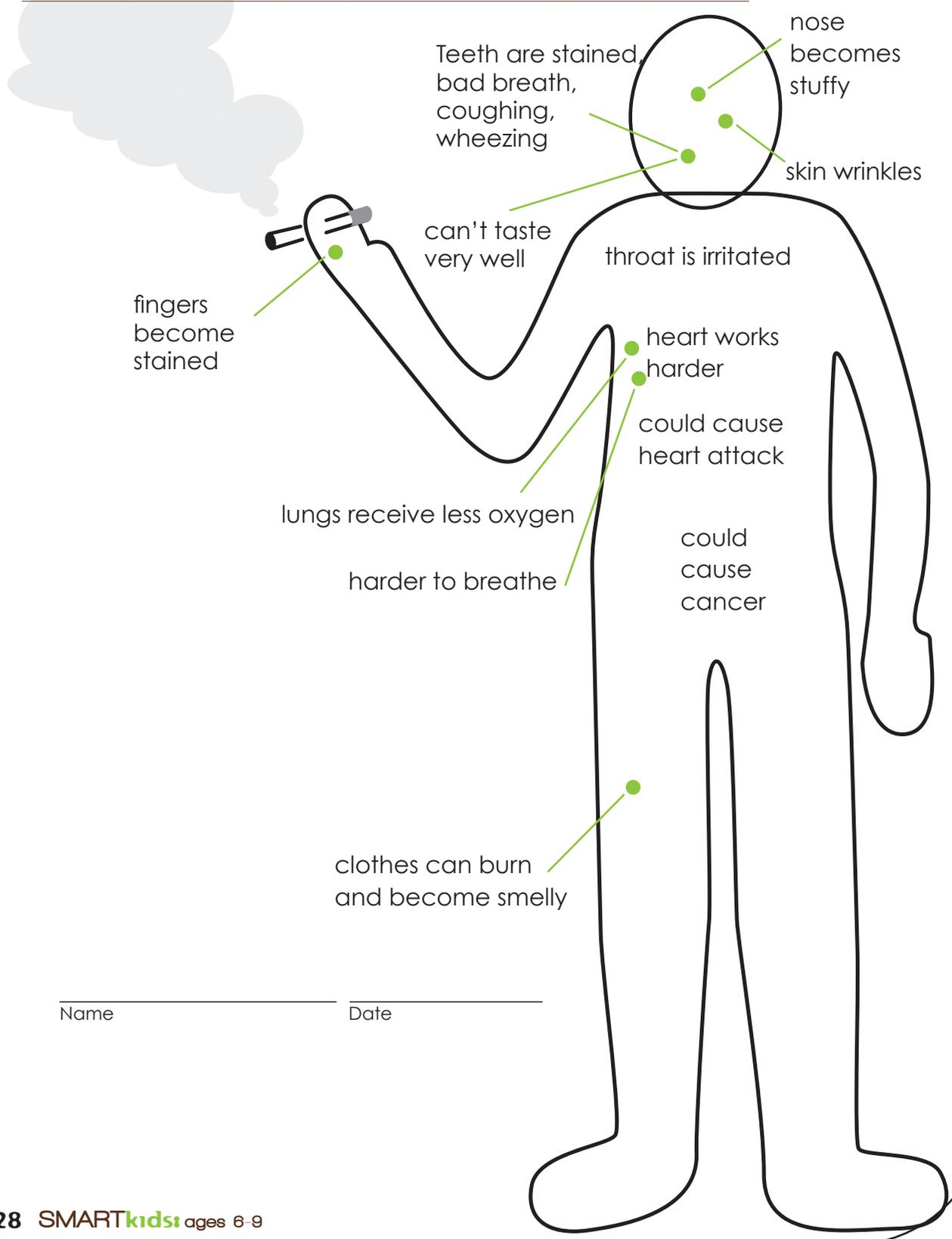
Unit IV, Session I

GOOD DRUG / BAD DRUG PUZZLES



Unit IV, Session 1

EFFECTS OF CIGARETTE SMOKING ON A PERSON



Name _____ Date _____

Unit IV, Session 1

FACTS ABOUT ALCOHOL AND CIGARETTES

Name _____ Date _____

Complete these sentences about alcohol:

WORD BANK: harmful, alcohol, drug, illegal

Alcohol is _____ for children.

Beer, wine, and liquor all contain _____.

Alcohol is a _____.

Alcohol products are _____ for children.

Complete these sentences about tobacco:

WORD BANK: illegal, tobacco, healthy, nicotine

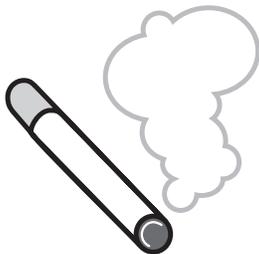
Cigarettes, snuff and chewing tobacco all contain _____.

Tobacco products are not _____ for anyone.

The drug contained in the tobacco plant _____.

Tobacco products are _____ for children.

Alcohol and tobacco cause many problems. Draw an arrow from the problem to the drug that causes it. Some of the problems are caused by both alcohol and tobacco.



Burns you
 Is addictive
 Is expensive
 Makes you dizzy
 Hurts your heart
 Makes you sleepy
 Upsets your stomach
 Makes you gain weight
 Makes your breath smell
 Hurts your teeth and gums
 Hurts your lungs and causes coughing



Unit V

Making Good Decisions

Session 1: I Make Decisions and Solve Problems Every Day / What Would You Do?

Activity Type

Cooperative-Learning Activity, Brainstorming, Sharing Activity

Goal

Youth will gain an understanding of the difference between decision-making and problem-solving. They will learn three steps to solving problems and will develop confidence in their own decision-making and problem-solving abilities.

Essential Questions

What is the difference between a decision and a problem? What are things we can decide for ourselves? How can we solve problems?

Approximate Time

One hour

Materials

- Newsprint and markers
- Index cards (5" x 7")
- A hat or bag to hold index cards
- Cape and wand (optional)
- Participants' journals and pens/pencils

Before You Begin

- Ask peer leaders to clear an area of the room for "Circle Time," where you will conduct the Warm-up/Log-in.
- Prepare a piece of newsprint with the "Steps for Solving Problems."
- Write simple problems on index cards (for example, "you forgot to bring your lunch," "you heard that a good friend said you were stupid," "your friend fell off his or her bike and is hurt" or "you have trouble finishing your homework").

Warm-up/Log-in

1. Invite youth to bring their journals to "Circle Time."
2. Ask members to write or draw a response to the following question: *What is a decision? What is a problem?* Ask for volunteers to share their responses with the group, and record their ideas on newsprint. Answers should resemble the following:
 - * **Decision:** making up your mind about something
 - * **Problem:** something you worry about, something that causes trouble or something that is hard to figure out or solve

3. Ask youth: *What are some things you can decide for yourself?* Ask them to draw a picture of something they can decide for themselves in their journals. Choose several volunteers to share their drawings with the group.
4. Ask: *What are some things you can't decide for yourself?* Answers should include: our bedtime, where we live, whether or not we do our homework or what time to come home from a friend's house. Allow members to call out answers.
5. Ask: *Do people sometimes make bad decisions, and, if so, can people change their minds?* Allow members to answer aloud and lead a discussion about decision-making. Point out that we all have to make decisions every day and we do our best to make the right choices. Explain that, in addition to making decisions, we are all faced with problems in our lives. Ask for volunteers to give examples of problems they may be facing or have recently faced.
6. Make the point that there are some problems that can be avoided (getting hurt crossing the street, forgetting your homework or getting sick from eating too much candy). Emphasize that we can make good decisions in order to avoid some problems. But, sometimes, we cannot avoid problems. In this case, there are steps we can take to help us solve problems.

Main Activity

1. Display the newsprint with "Steps for Solving Problems" and explain that there are three steps to help in making decisions and solving problems:

Steps for Solving Problems

1. **LIST** all the things you could do.
 2. **COMPARE** your choices. Some will have better consequences than others!
 3. **CHOOSE** the one that's best!
2. Tell youth they will now become problem solving magicians! Explain that you have written simple problems on the index cards and they will be selecting a card and using the three steps to solve the problem.
 3. Instruct youth to work in pairs. Allow each pair to select one problem, discuss how they would solve it and present their solution back to the large group. (Have peer leaders assist with reading and coaching when necessary.)
 4. When time is called, invite members to present their problems with solutions using optional props. If some solutions are inappropriate, tweak the solutions by asking the presenters or other members if they might have chosen a different solution and, if so, how the outcome might have been better.
 5. Congratulate participants on being great problem solvers.

Wrap-up/Reflection

- Ask members to write or draw in their journals a response to the following questions: *How do you feel about your ability to make decisions and solve problems? What might you do differently after today's session?* Encourage a few volunteers to share their responses with the large group.

Unit V

Making Good Decisions

Session 2: I Stand Up for Myself

Activity Type

Brainstorming, Resistance Role-Play Activity

Goal

Members will learn assertiveness techniques that will enable them to stand up for themselves, gain confidence in their ability to resist negative forces in their lives and realize that these skills take lots of practice.

Essential Questions

Should we do everything people tell us to do? What is peer pressure?

Approximate Time

One hour

Materials

- Newsprint and markers
- Poster paper
- Colored markers and crayons
- Copies of *Resistance Role-Play Scenarios*
- Participants' journals and pens/pencils

Before You Begin

- Ask peer leaders to clear an area of the room for "Circle Time" where you will conduct the Warm-up/Log-in.
- Prepare a piece of newsprint with "Four Ways to Say 'NO!'"

Warm-up/Log-in

1. Invite youth to bring their journals to "Circle Time."
2. Ask members to write or draw in their journals a response to the following question: *What would you do if a friend asked you to do something unhealthy, unsafe, illegal or even mean to another child?* (For example, go to an unsafe place, play with matches, swim without adult supervision, take someone else's medicine or steal something.)
3. Invite volunteers to share their responses with the group. Record their suggestions on newsprint. List should resemble the following:
 - * Refuse, say "no!"
 - * Suggest a different activity.
 - * Remind friends of the rules.
 - * Ask an adult if it's okay.
 - * Don't play with children who do harmful or dangerous things.

4. Define the terms “resist,” “resistance” and “peer pressure.”
 - * **Resist:** refuse, say “no” to something or disagree
 - * **Resistance:** the act of refusing, saying “no”
 - * **Peer pressure:** when a friend tries to get you to do something
5. Explain that it’s called negative or bad peer pressure when a friend or classmate tries to get you to do something you wouldn’t normally do. Tell members that the list they just created consists of ways to resist peer pressure.
6. Tell members that they will be creating mini-posters using these resistance tips.

Main Activity

1. Ask a peer leader to distribute the poster paper, markers and crayons. Have members illustrate or document the various tips.
2. When time is called, have a few volunteers share their work. (Hang the posters in the Club, if possible.) Congratulate them on being resistance masters!
3. Remind youth that one of the ways to resist peer pressure is to refuse, say “NO!” Tell them that there are four ways to say “no.” Display the newsprint with “Four Ways to Say ‘NO!’”



4. Review the four approaches with the group. Have peer leaders model the four ways to say “no,” using the following situation:
 - * You and some friends are playing soccer at the Club. Everyone is getting tired when Chris says, “Hey! Let’s sneak into the pool!”
5. Have peer leaders model the following:
 - * **Change the subject:** “Ha ha, you just don’t want to finish the game. Come on, let’s finish.”
 - * **Stand up for yourself:** “No way, I’m not going to do it. I don’t like that!”
 - * **Get away:** “Wow! Look at the time! I’ve got to get home for dinner!”
 - * **Get help:** Peer leader asks a staff member they like and trust to help.
6. Divide the large group into four or five small teams (it may be helpful to divide youth by age/maturity) and distribute copies of *Resistance Role-Play Scenarios*. Instruct group members to role play the scenarios described on the handout. Assign scenarios that are age-appropriate, and have a peer leader work with each of the small groups.

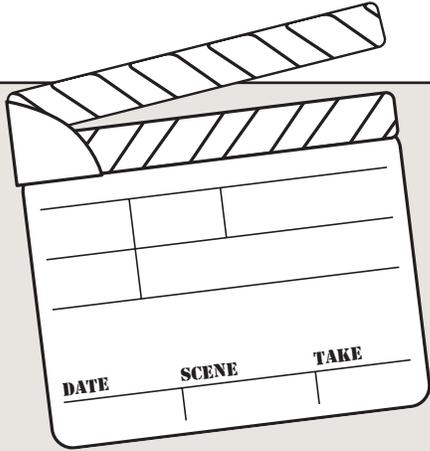
Wrap-up/Reflection

- Ask members to write or draw in their journals a response to the following questions: *How do you feel about your ability to say “no” to friends or classmates who pressure you to do bad things? What might you do differently after today’s session?* Have a few volunteers share their responses with the large group.

Unit V, Session 2

RESISTANCE ROLE-PLAY SCENARIOS

Read the scenario assigned to your group. Act out what your group thinks is the best way to handle the situation. Refer to the “Four Ways to Say ‘NO!’” chart.

<p style="text-align: center;">1 SCENARIO</p> <p>You and your friends are in a store. One of your friends sees an expensive, small toy and suggests that each of you steal one.</p>	<p style="text-align: center;">2 SCENARIO</p> <p>You and your friends find a bag in the street with something in it that looks like drugs. Chanda wants to hide it somewhere. She thinks you could sell it to some older kid and make some money.</p>
<p style="text-align: center;">3 SCENARIO</p> <p>A bunch of you are at a Michael's house after school. Michael's mother leaves for a few minutes to go to the store. Michael goes into the medicine cabinet and wants to try some pills the doctor gave his mom.</p>	<p style="text-align: center;">4 SCENARIO</p> <p>Tasha forgot to do her homework and now she wants you to let her copy yours.</p>
<p style="text-align: center;">5 SCENARIO</p> <p>You and two classmates are at school. Lunch is over and you are walking back to your classroom. Dave suggests that you go to the gym to run around instead of going back to class.</p>	

Unit VI

Growing Up

Session 1: Talking About Feelings

Activity Type

Storybook Reading, Pantomime, Storyboarding

Goal

In this session, members will explore different emotions and learn how to identify and express these feelings. They will come away with the understanding that it is normal and expected for all of us to feel a range of emotions.

Essential Question

How do you express your feelings?

Approximate Time

One hour

Materials

- Newsprint and markers
- Masking tape
- Magazines and newspaper photos of people/emotions
- Large, white construction paper (11"x17" is ideal)
- Colored markers
- Participants' journals and pens/pencils

Before You Begin

- Have peer leaders clear an area of the room for "Circle Time," where you will conduct the Warm-up/Log-in.
- Ask a peer leader to hang a sheet of newsprint in the front of the room with the heading "Feelings."
- Identify and cut out photos from magazines and newspapers of various people displaying different emotions.
- Consider using a story to enhance this session (particularly the storyboarding), such as *Feelings* by Alik.

Warm-up/Log-in

1. As members enter the room, invite them to bring their journals to "Circle Time."
2. Begin the session by asking members to write or draw in their journals how they are feeling at that exact moment. Be sure to explain that you want to know about their feelings and not whether or not they are hungry or have a cold. (If you give examples of what they might write, be sure to give a wide variety of emotions as members tend to replicate the facilitator's examples. Another option would be to ask peer leaders to model what you are looking for by answering it themselves. You can prepare them in advance.)

3. After a few minutes, ask for volunteers to read or describe their entries. After members read or describe their entries, record the emotions they talk about on the newsprint. Write the emotions you hear expressed, explicitly and implicitly, into a noun form such as "happiness," "frustration," "pride," "worry," "jealousy," "anger" or "peacefulness."
4. After all volunteers have had a turn to share, ask members what other feelings a person might have and add them to the list. Fill in any other common emotions that may not have been included.

Main Activity

1. Explain to members that today's session will focus on feelings and how members can identify them and express them.
2. Lead the group in a discussion about the feelings you have listed. Ask members if feelings are good or bad. You might say: *Feelings can be positive and make you feel good or they can be negative and upsetting, but there is no "right" and "wrong" when it comes to feelings. They are what they are.*
3. Ask members: *Can you tell how someone is feeling by the way they act? Is it good to show your feelings?*
4. Show members the pictures you have cut out and ask the following questions:
 - * *Can you identify the emotion the person is showing on his or her face or by body language? (Note that there can be several right answers for each image.)*
 - * *What was it about the image that made you choose that emotion?*
 - * *Why is it good to show your feelings?*
 - * *Is there ever a time when you should keep your feelings to yourself?*
5. Divide the group into teams of four or five members each. Taking turns, one member from each group will choose a feeling and then demonstrate that feeling in the way they walk. The other group members will try to guess which emotion they are expressing. Before beginning, either you or a peer leader can demonstrate an emotion. (For instance, for "anger," you might walk with your fists clenched and pound your feet into the ground.) Remind members just to show the emotions with their bodies and the way they walk and not with their faces, if possible. Peer leaders can walk around making sure members are on task.
6. After the activity, distribute markers and sheets of large white paper and explain to the group that they are going to make a storyboard about a feeling or feelings. You might say, *A storyboard is a sequence of images that presents the main events of a story in the order in which they happen.*
7. Model storyboarding for the group. On the newsprint, draw a series of boxes along the paper. Think of a situation such as, *This is a story about a mouse who is lost.* Elicit ideas about the story, and call on members to tell you the story one at a time as you sketch figures depicting their words from one box to the next. Do this for four or five boxes until participants grasp the general idea of storyboarding. It is not necessary for members to write descriptions beneath their drawings, although older members might wish to add this when they are finished.

8. Instruct youth to create a story about feelings by drawing pictures in boxes they make along their sheet held horizontally. (You also can use smaller sheets of paper and have each page represent a separate box of the storyboard.) Members may choose to focus on one emotion or a few.
9. When members have completed their storyboards, ask peer leaders to tape them around the room.

Wrap-up/Reflection

- Invite members to come up, one by one, and present their storyboard to the group. Congratulate them on their work, finding something particular to each member's work to compliment them on. For example, you might say: *Your story really shows a wide range of emotions* or *You've really demonstrated how anger can affect someone* or *Your illustrations are very detailed and interesting to look at.*
- Ask members which feelings they focused on through their storyboards: *Did you choose positive or negative feelings or both? How did you express these feelings in your pictures?* (For example, did they use hugs, tears or smiles?)

OPTIONAL ACTIVITY

Read aloud Dr. Seuss' *Many Colored Days*. Talk with participants about how colors make them feel. Ask members to create their own pop-up book about emotions. Alternatively, members may wish to create poems or dances that express emotions.

Unit VI

Growing Up

Session 2: How Can I Help Myself?

Activity Type

Brainstorming, Pantomime, Meditation and Relaxation Activity

Goal

In this session, members will explore negative feelings and play a pantomime game to help identify different emotions. They will learn coping strategies with a focus on deep breathing and relaxation techniques.

Essential Question

How do I deal with negative feelings?

Approximate Time

45 minutes to one hour

Materials

- Newsprint and markers
- CD player (or other means for playing music)
- CD with soothing music such as Mozart's *Minuets*; Pachelbel's *Canon*; Vivaldi's *Four Seasons*; Enya's *A Day without Rain*; Yanni's *In My Time* or any other music designed for yoga or meditation
- Participants' journals and pens/pencils

Before You Begin

- Have peer leaders clear an area of the room for "Circle Time," where you will conduct the Warm-up/Log-in.
- Ask a peer leader to hang a sheet of newsprint in the front of the room, within reach of the circle, with the heading: "Feelings: Which are the most difficult for you?"
- Have the music playing as members enter the room.

Warm-up/Log-in

1. Indicate with your finger to your lips that there should be no talking or noise of any kind as members have a seat for "Circle Time." Be sure to smile, though, so members realize that this is part of an activity.
2. Whisper softly for members to bring their journals with them to "Circle Time."
3. Sit with members in the circle and wait for a moment or two so that the whole group is sitting silently listening to the music.
4. Tell youth you are going to go around the circle asking each to say, in a word or two, how the music and the silence makes them feel.
5. Ask them to write or draw about the experience in their journals.

6. Before beginning the main activity, turn off the music and let members know that they will be exploring the effects of music again later in the session.

Main Activity

1. Remind members about the previous session when they talked about many different kinds of feelings. Ask which feelings they would consider negative ones (these can be very upsetting or simply uncomfortable feelings) and write those on the newsprint under the heading, "Feelings: Which are the most difficult for you?"
2. After you have compiled a list of negative emotions and feelings, say that the group is going to play a game called "Guess Which Feeling!" Ask for volunteers to come up to the front and pantomime (act without talking or making noise) a negative feeling on the list. (You or a peer leader can model an example. For example, for "worry," you could pace back and forth and have a distressed expression on your face.) Youth try to guess which feeling the member is acting out from the list.
3. After the game, begin a discussion with youth about ways they have learned to deal with these negative feelings.
4. On another sheet of newsprint, record ideas that youth come up with for helping themselves with difficult feelings.
5. Point out that everyone deals with negative feelings in their lives. These feelings can certainly be tough to manage. Being able to figure out what exactly the feeling is and naming it is the first step in helping to cope with it.
6. In addition to what members have listed about ways they deal with and release negative feelings, add the following tips to the newsprint:
 - * Remember that whatever you are feeling, you are not alone.
 - * Talk about it. Go to an adult you trust and say what is bothering you. Adults can offer help because they have much more experience than children.
 - * Write about it or do an art project. Expressing yourself can often help you get rid of the worst part of what you are feeling.
 - * Get involved in another activity that makes you feel good. Moving your body around by dancing, playing sports or listening to your favorite music are often very effective ways to help you feel better. Yoga is another way to help you feel better. (There are many books and DVDs in the library teaching basic yoga for kids.)
 - * Try to be patient with yourself; things usually improve.

Wrap-up/Reflection

- Tell members that negative emotions and the fast pace of our world these days can make us feel stressed and upset. Let them know that now you are going to share with them a positive way for them to relax and feel better. Tell them that it is called a relaxation exercise, similar to meditation.
- Ask members to lie down on the floor (and have them close their eyes, if they feel comfortable). Play the music once again. In a very soft voice, ask members to take a deep, long and slow breath in through their noses. Instruct them to hold it for a moment and then slowly release the air, again through their noses. (Some members might have a bit of difficulty using their noses. It's fine for them to breathe through their mouths.) Make sure peer leaders model by participating in the meditation themselves.

- Speak very slowly and calmly to the group, guiding them through the exercise. You might say: *Breathe in* (pause a second), *breathe out* (pause a second). *Relax*. Have them practice this three or four times, then take the group through a relaxing visualization. You might say: *Now you are floating gently through the air, very, very gently . . . just like a leaf blowing in the breeze. Breathe in* (pause), *breathe out* (pause). *Relax*.
- Let youth know that you will give them a couple of minutes to practice the slow breathing on their own. Tell them that it is very normal to become distracted by their own thoughts and feelings and by other outside sounds but that the important thing is they keep coming back to their breathing. Focusing on their breath is what helps them relax the most.
- After a couple of minutes, tell members to slowly open their eyes and begin very gently to move their bodies around, one limb at a time. Ask them to sit up and describe how they feel. Suggest that this is one way to feel better when they are upset or stressed out.
- Ask them to think of other ways they might make themselves feel better when they are upset or stressed. Have members share their answers. (Responses might include: exercise, play music, draw, sing, take part in other hobbies, read a good book, look for humor, etc.)

OPTIONAL ACTIVITY

Invite a guest speaker to come and talk to the group about how they deal with stress and negative emotions. Speakers can include an athlete, such as a runner, or someone who plays music to cope with challenges. Parents or friends can be a great resource. (See Facilitator's Guide to find guidelines for preparing for a guest speaker.)

Concluding Unit

Staying SMART

Post-Test

Administer the Post-Test. (See the SMART Moves Evaluation Guide for guidelines on administering the Post-Test. Time will be determined by individual Clubs.)

SMART Kids Post-Test: Instructions for Facilitators

1. Explain to participants:
 - * Now that we have completed this program, we are going to ask you to take a test. The test asks you questions about yourself and your opinions about things that are important to young people your age.
 - * Your answers will be kept private. No one will know what you write.
 - * Please answer the questions truthfully. The answers you give are very important and will help us make this program better.
 - * If you have any questions, please raise your hand.
2. Respond to any questions participants might have about this process.
3. Read the questions out loud.
4. Remind participants to fill in their ID numbers on the survey.
5. When the surveys are completed, collect them and file them in a safe place for later coding and matching.

Celebrate!



SMART KIDS POST-TEST

ID# _____ = the first letter of your first name + the first letter of your last name + your birthday (month/day/year)

Tell us about yourself:

1. I am ____ years old
2. I am a: Boy Girl
3. I am:

<input type="radio"/> Latino/Hispanic	<input type="radio"/> White
<input type="radio"/> Asian/Pacific Islander	<input type="radio"/> Native American
<input type="radio"/> African-American	<input type="radio"/> Bi-racial/Multiracial/Mixed Heritage
<input type="radio"/> Other _____	
4. I am in the ____ grade.
5. I have been a member of this Club for:

<input type="radio"/> Less than a year	<input type="radio"/> More than 3 years
<input type="radio"/> 1 to 2 years	<input type="radio"/> I am not a member
<input type="radio"/> 2 to 3 years	
6. I come to the Club:

<input type="radio"/> Once a week or less	<input type="radio"/> 4 or more times a week
<input type="radio"/> 2 or 3 times a week	
7. I have other family members who come to the Club.

<input type="radio"/> Yes	<input type="radio"/> No
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TOTAL NUMBER CORRECT _____
(only tabulate correct answers for questions 8-19)

True or False?

8. Alcohol is illegal for children.
True False
9. Cigarettes, cigars, snuff and chewing tobacco can hurt your lungs.
True False
10. It is okay for your friend to give you medicine.
True False
11. The drug contained in the tobacco plant is caffeine.
True False

SMART KIDS POST-TEST

continued

Multiple Choice

12. All of the examples below are good medicines or drugs EXCEPT:
a) Aspirin b) Antibiotics c) Alcohol d) Heart medicine
13. Which of the following are effects from smoking cigarettes:
a) Stained teeth b) Hard to breathe c) Skin wrinkles d) All of the above
14. Which of the following is a way to say "NO!"
a) Close your eyes b) Get away c) Say "Yes!" d) None of the above
15. All of these substances contain nicotine EXCEPT:
a) Cigarettes b) Beer c) Snuff d) Chewing Tobacco

Survey

16. Children who use drugs are more likely to do bad in school.
Agree Not Sure Don't Agree
17. I am responsible for making my own decisions and choices when I am with friends.
Agree Not Sure Don't Agree
18. It is not safe to use any product you can buy from a drug store.
Agree Not Sure Don't Agree
19. It is not OK for children to try an alcoholic drink one time.
Agree Not Sure Don't Agree

Glossary of Terms: SMART Kids (Ages 6 to 9 Years)

This glossary is for helping youth who may need further clarification of these terms.

Appropriate – suitable, fitting, the right thing

Assertiveness – standing up for what you believe, having a confident manner

Circle Time – a time when participants sit in a circle, designed to promote feeling of inclusion and togetherness and a spirit of cooperation

Classified ad – an advertisement that allows individuals to sell products and services

Communication – the exchange of information, the art of using words that allows us to interact with people

Contribution – something that is given that adds to a larger whole

Coping strategies – ways to deal with stress or difficult situations

Decision – making up your mind about something

Differences – things that are not alike

Discussion – exchange of views on some topic

Drug – any non-food substance that causes a change in the body, the mind or the way someone behaves

Feedback – response to a question, an inquiry, presentation or experiment

Goal – something a person wishes for and works to accomplish

Inappropriate – not suitable, not fitting, not the right thing

Negative feelings – upsetting or uncomfortable feelings

Peer pressure – when a friend tries to get you to do something

Personal ad – similar to classified ad but personal in nature, includes description and interests

Problem – something that is hard to figure out or solve

Public service announcement – an ad for something that helps the community

Resist – refuse or say no to something, disagree

Scenario – sequence or series of possible events

Similarities – things that are alike

Storyboard – a group of pictures that present the main ideas of a story in the order in which they happen

Trustworthy – dependable, reliable

Yoga – a form of exercise that helps us relax

GREAT FUTURES START **HERE.**



BOYS & GIRLS CLUBS
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