

startSMART

A Component of BGCA's SMART Moves Program

For Youth Ages 10 to 12 Years



GREAT FUTURES START HERE.



**BOYS & GIRLS CLUBS
OF AMERICA**

Skills Mastery and Resistance Training



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Introductory Unit

Get SMART

Goal

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

Facilitator Notes

- In order to develop a firm foundation for healthy choices about alcohol, tobacco, drugs, teen pregnancy prevention and other risky behaviors, pre-teens need to continue 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 to the group and describe their role in the program. Ask peer leaders to say something about themselves and explain why they want to participate in this capacity.

Approximate Time

To be determined by facilitator

Materials

- Newsprint and markers
- Paper
- Magazines
- Scissors
- Glue sticks
- Stapler
- Pre-Tests
- Participants' journals and pens/pencils

Before You Begin

- Prepare a piece of newsprint with the heading, "Start SMART 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. Distribute journals to members. Explain how they will be used. You might say: *During the Start SMART 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.

2. Explain to members how the journals will be “housed.”
3. Have members respond in their journals to the essential question. Elicit a few answers from the group. (Responses might include: parents, name, birthday, birth place, skills, friends, physical features, personal traits, hobbies, talents.)
4. Tell members they will be participating in an activity later in the session that illustrates how they are special. First, they will be creating the “Start SMART Code” (or ground rules) for the group’s time in the program.
5. Explain to the group that there are certain rules that need to be followed so that everyone feels comfortable and enjoys participating. These are mutual obligations, meaning that everyone involved in the group will be bound by them.
6. 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.
7. If members have trouble coming up with ideas, have peer leaders offer suggestions. Record all answers on the “Start SMART Code” newsprint, adding any other items that you feel are needed. List should include the following:
 - * Allow everyone the right to speak without being put down or laughed at during the Start SMART sessions.
 - * Take turns speaking (one at a time), so that everyone has a chance to talk and be heard.
 - * Treat others the way you would like to be treated.
 - * Keep everything said by other participants in the group sessions confidential and within the group (no exceptions).
8. Keep the “Start SMART Code” posted for the duration of the program and remind members of the guidelines whenever appropriate.
9. Provide an overview of Start SMART. Explain that the sessions will address:
 - * Ways to be self-confident and make positive decisions, decisions that are best for youth;
 - * Alcohol, tobacco and other drugs like marijuana, the drugs youth often try first (sometimes called gateway drugs because they can “open the gate” to other drug use);
 - * The changes boys and girls experience during puberty; and
 - * What it means to be a friend.
10. Explain the schedule, how many sessions there will be and any attendance requirements needed to qualify for the closing ceremony or awards.
11. Emphasize that Start SMART is fun. The program involves lots of group activities and discussions, not lectures.

Ice-breaker

- Have participants and peer leaders form a circle and join them. Pick one of the following questions and ask members to think about how they would answer it:
 - * *If you could make straight A's in any subject what would it be?*
 - * *What is your favorite "healthy" food?*
 - * *If you won the lottery, what would you do with it?*
 - * *You have been assigned the perfect volunteer project, what is it?*
 - * *Your dream has come true, what is it?*
- When everyone (including you) has thought of something, have volunteers introduce themselves and tell the group their answers to the question. Explain that each person should provide an introduction and an answer, and then try to repeat the names and answers of the people before him or her, working backward. For example, responding to the "straight A's" question:
 - * *My name is Tasha, and I'd make straight A's in Biology.*
 - * *My name is Jay, and kiwi is my favorite "healthy" food; Tasha would make straight A's in Biology.*
 - * *My name is David, and I'd buy my mom a new house; Jay's favorite "healthy" food is kiwi; Tasha would make straight A's in Biology.*

Main Activity

1. Ask members to create "All About Me," a book about themselves, including:
 - * a self-portrait;
 - * drawings of family members;
 - * lists and drawings of things they like to do;
 - * drawings or magazine photos of favorite foods, 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 book. Bind each book by stapling the pages together. (Peer leaders can help youth with ideas and with stapling the pages.)
3. Ask each member to share his or her "All About Me" book with the group. Explain that each book is different because each person is unique.
4. Set aside a special shelf in the meeting room or elsewhere in the Club for members' books.
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.

Start SMART Pre-Test: Instructions for Facilitators

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 (optional).
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.

START SMART 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
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For office use only

TOTAL NUMBER CORRECT _____

(only tabulate correct answers for questions 8-22)

True or False?

8. Engaging in risky behaviors can ruin your life.
True False
9. The legal age to drink alcoholic beverages is age 18.
True False
10. A young girl cannot get pregnant until she is a teenager.
True False
11. Smoking can cause cancer, lung disease and heart disease.
True False
12. More teens are in treatment for marijuana dependency than any other illegal drug.
True False

START SMART PRE-TEST

continued

Multiple Choice

13. Which of the following is NOT a gateway drug:
a) Methamphetamines b) Tobacco c) Marijuana d) None of the above
14. An example of assertive behavior is:
a) Direct eye contact b) Good posture c) Firm voice d) All of the above
15. The only 100% way to avoid teenage pregnancy and HIV transmission is:
a) Abstinence b) Condoms c) Wait until you're older d) None of the above
16. All of the following are reasons young people might start using drugs EXCEPT:
a) Stress b) It costs a lot c) To look "cool" d) They think it's safe
17. A possible consequence of underage drinking is:
a) School problems b) Arrest c) Sickness d) All of the above

Survey

18. Young people can become addicted to meth after just one use.
Strongly Agree Agree Disagree Strongly Disagree
19. When misused prescription drugs can be harmful and addictive.
Strongly Agree Agree Disagree Strongly Disagree
20. Smoking cigarettes does not cause you to have more friends.
Strongly Agree Agree Disagree Strongly Disagree
21. I can encourage other people to avoid using drugs or alcohol.
Strongly Agree Agree Disagree Strongly Disagree
22. When I get upset, I can make myself feel better in a healthy way.
Strongly Agree Agree Disagree Strongly Disagree

Unit I

My Community Is My Home

Session 1: What Is a Community?

Activity Type

Brainstorming, Circle-Diagram Activity, Mapping Activity

Goal

This session will encourage youth to reflect on the world outside their families and homes. They will become aware of the characteristics and boundaries of their communities or neighborhoods and how they fit into them. They will see the limitations of their activities and the possibilities for expanding them by taking advantage of the opportunities they discover. Participants will come away with the understanding that communities are an important resource and support.

Essential Questions

Why is being part of a community important to me? What opportunities does a community offer me?

Approximate Time

One hour

Materials

- Newsprint and markers
- Colored markers (thick and fine-point)
- Colored pencils and Cray-Pas®
- Poster board (one for each participant)
- Construction paper
- Participants' journals and pens/pencils

Before You Begin

- Make a list of important places and things and the paths and roads leading to them in preparation for modeling the mapping activity.
- Write the following question on newsprint: "What is a community?"

Warm-up/Log-in

1. Engage youth in brainstorming the elements that define a community – such as a playground, school, firehouse, police station and street corner. Record the group's ideas on newsprint.
2. Distribute a sheet of newsprint to each participant. Ask members to draw a circle with the word “family” in the middle. Ask them to draw arrows pointing outside the circle and label or draw pictures of places in their communities that are familiar to them.
3. Ask youth to think of examples of safe places and list them on the newsprint (for example, school, the Club, a friend or relative's house or the handball court).

Main Activity

1. Model the mapping activity by drawing a map of your community on newsprint in the front of the room.
2. Have youth write a list of places and things in their communities.
3. Give each member a piece of poster board. Have markers, pencils, Cray-Pas® and construction paper easily accessible to all youth.
4. Explain to youth that they will be creating maps of their communities by drawing pictures of places and things and the roads and pathways that show how to get to them. Encourage them to include places where activities occur, areas that are important to them, areas where they like to be and areas they don't like to be.
5. Ask peer leaders to walk around the room assisting participants and posing questions that will spark ideas for including more details in their maps. For example, peer leaders might ask: *Where do you go most often? What place makes your community special? Is there an area you try to avoid in your community?*
6. Ask youth to include the safe places they identified in the warm-up activity.
7. Invite volunteers to present their community maps to the group and, by comparing and contrasting them, identify elements in their communities that are positive and those that are negative (for example, a particular street corner where drugs are being sold or a park where kids drink beer and smoke). Ask youth also to share the safe places they included on their community maps.
8. Encourage members to ask questions and comment on the presentations. If possible, collect the maps as a reference point for the next session.

Wrap-up/Reflection

- From the maps and group comments, youth should become aware of places they feel safe going to and places they wish to avoid. Participants will reflect in their journals about the places they go in their own communities and those places they avoid. Remind them about the safe places they identified earlier.
- Ask members to reflect in their journals on the question: *What are resources in my community that can help me be healthy, happy and reach my goals?* Have several volunteers share their answers. You may wish to begin to compile a list of community resources that you can add to throughout the program.

OPTIONAL ACTIVITY

Participants might indicate their vision for the future of the community. Using color-coded markers, they could add to their maps places and things the community needs or that might improve the community.

You may also wish to invite a guest speaker from the local community-planning or improvement board to discuss community-improvement projects going on in the Club neighborhood. (See SMART Moves Facilitator's Guide to find guidelines for preparing for a guest speaker.)

Unit II

Am I Making the Right Choices?

Session 1: I Go Some Places and Avoid Others

Activity Type

Text-Rendering Activity

Goal

Youth will become aware of places they can go to develop healthy minds and bodies and places they need to avoid in order to protect themselves from harm or engagement in dangerous activities. They will understand the importance of the social-support network including extended family, school and other institutions.

Essential Question

What areas in my community should I avoid in order to be safe and avoid influences that might have a negative effect on me?

Approximate Time

45 minutes to one hour

Materials

- Copies of *The Uncertain Gang Member*
- Participants' journals and pens/pencils

Before You Begin

- Have peer leaders arrange chairs in a circle formation.
- Ask peer leaders to post the community maps (created during the last session) on the walls.

Warm-up/Log-in

1. Ask youth to review their journals and maps to determine the places they would avoid going in their community.
2. Invite volunteers to share their reasons they would not go to these places.

Main Activity

1. Explain to members that they will be engaged in a "text-rendering" (speak-out) activity. They will be reading an article written by 17-year old Joshua Febres, who made some wrong decisions but was able to turn his life around.
2. Ask participants to read the selection. They can read it independently or use a round-robin approach, taking turns reading the text aloud.
3. Ask participants to review Joshua's words and select the paragraph that seemed to "speak" to them.
4. Instruct members to select a sentence or phrase from the paragraph (either underline or write it down in their journals) that is most important for them.

5. To conduct the text-rendering activity, ask participants to sit in a circle and begin a sequence of readings of the sentences or phrases they have selected. You may have to begin the process by reading your own selection first. Tell participants that repetition is fine, and the readings should proceed seamlessly from one person to the next as he or she is moved to share with the group.
6. When the process is complete, begin a discussion with some guiding questions such as: *What ideas or feelings stood out the most? What brought about the turn-around in Joshua?*

Wrap-up/Reflection

- Ask youth to reflect in their journals about the decision-making process Joshua went through in order to bring about the change in his life. You might ask: *What actions will he take in the future to avoid the problems he faced in the past? What actions might you take to avoid similar problems?* Invite several volunteers to share their responses.
- Lead a discussion with youth about how they themselves can be both proactive and responsive in making positive decisions about their well-being and futures.

Unit II, Session 1

THE UNCERTAIN GANG MEMBER¹



Joshua Febres, 17, a senior at the Bronx Lab School, missed most of his sophomore year after pleading guilty to robbery and assault charges. He said he had been selling drugs since age 13 and had joined the Crips, whose members were working nearby corners. “It was rough chilling in the streets 24/7, my mom not knowing where I’m at, you know, getting high, hustling,” he said of that time.

After months at a Daytop rehabilitation program upstate, Joshua returned home to probation and to school, determined to graduate and stay clear of drugs. He serves as a peer mediator, called on by teachers to resolve disputes among students. He remains a member of the gang, but no longer wears his Crips beads or flag.

Joshua lives near Corona Park with his parents, two older brothers, a cousin and five foster children cared for by his mother. His mother and father both work for the M.T.A. Joshua said he hopes to go to Tidewater Community College in Virginia Beach, in part to get away from the chaos of his life and his neighborhood.

“The first day back to school, I was looking at the teachers like, ‘I’m a senior.’ You know, I made it this far and it feels real good. A lot of kids when they see that I’m almost on track for graduation they’re like, ‘you know, if you can do it, you know, everyone else can do it,’ and they be like, ‘Yo, you’re cool.’”

When I was younger, before they built all of these houses on my block, it was a junk-house there, and that was like my playground. Oh man, that was everything for me. My first kiss was there, in that junkyard is when I first smoked weed, when I first touched a cigarette, when I first seen a gun.

I was selling coke. It was hard, it was sad. I did serve a lady, she came in the building with her daughter, her young daughter. Left her right there in the staircase, got her work, did her drug and left with her daughter. And that right there, just like, ‘Whoa,’ you know, like, it hurts. And I felt like I was the main wrong one because I was the one dealing her the work. But when I see my brother was making money – he had clothes, he had sneakers – I was like, ‘I want clothes and sneakers, too.’ So I thought of it like ‘by any means necessary,’ you know.

The other place that I hustled on it was Crips there. Whenever I was short, they would show me love. They did a lot for me so I felt like I owed it back to them. After I joined, I found out knowledge and history about them. Basically, Community Revolution in Progress – you know, a change. I felt that that was something I could rely on, that was something I could connect with, and that was something for me.

I got arrested back in January of 2006 for robbery and assault. Just hearing my mother cry constantly, my family, all of that playing over and over in my head while I was upstate just kind of made me change how I looked at things and who I wanted to be in the future.

Junior year I went back to my school, and after the first quarter I was getting grades that they’ve never seen me get, I was getting grades that I haven’t seen myself get since fourth grade. To this day, I’m Crip, but I kind of just decided to not go so hard with it and not always want to be flossing it. But it’s definitely a conflict, me trying to do the right thing and avoid doing the wrong thing.”

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Unit II

Am I Making the Right Choices?

Session 2: I Am Able to Make Choices

Activity Type

Discussion, Film-Analysis Activity

Goal

Through the use of film analysis of scenes from well-known movies, this session encourages youth to discover options and consequences in making choices in their own lives. Members will gain an understanding of the characteristics necessary to make good choices and come away with decision-making skills that can be applied to real-life situations.

Essential Question

How can I learn to make good choices?

Facilitator Notes

The movie excerpts included in this session are only suggestions. It is more important that the clips be appropriate for Club members and get them thinking than it is to use the suggested clips. For example, you may wish to substitute excerpts from a recent, age-appropriate movie currently available to rent, purchase, or borrow from your Club or local library. Some facilitators have used an entire film to teach this session, creating guiding questions that correspond to scenes from the film. Be sure to choose excerpts or a film that clearly illustrates characters making choices.

Materials

- Newsprint and markers
- Computer with Internet access
- Movie clips or excerpts (visit www.wingclips.com, a website for downloading movie clips by title for free)
- *Where the Wild Things Are* trailer (search "Where the Wild Things Are" for the trailer or movie)
- *Ratatouille* trailer (Search "Ratatouille" for the trailer or movie, in which a young rat helps a struggling chef make great food at a fine French restaurant without being seen)
- *The Tale of Desperaux* clip, "A Friendship is Born" (after he tells Roscuro the story of the princess, they become friends and unite together to rescue her)
- *The Rosa Parks Story* clip, "The Arrest" (the unforgettable event that sparked the Civil Rights Movement and brought it to life)
- Copies of *Seven Steps to Consider in Making Good Choices*
- Participants' journals and pens/pencils

Before You Begin

- Write “Seven Steps to Consider in Making Good Choices” on newsprint to hang in the front of the room.
- Write the names of the film clips (or film) to be shown on newsprint and hang in the front of the room.

Warm-up/log in

1. Introduce the session by telling youth that they will be learning about making choices. They will be looking at options and the consequences of those options.
2. Tell participants that they will be watching clips of various films (or one film) with which they may be familiar. In each case, the main characters make decisions that have an impact on their lives and/or the lives of others around them. Refer to the film(s) listed and ask how many have seen them.
3. Distribute copies of *Seven Steps to Consider in Making Good Choices*. Review the steps with members to provide background before showing the film clips.

Main Activity

1. For each film excerpt, show the clip and engage youth in discussion about the situation/ decision being made in each clip. Members may call out the answers as you discuss each excerpt. (Note: If you are choosing other clips or showing an entire film, process the clips and scenes from the film in the same way. Ask guiding questions to make important points about making positive decisions.) As you ask questions, encourage youth to:
 - * Describe the situation and the decisions to be made.
 - * Identify the qualities or characteristics the characters need to make choices.
2. Show the trailer from *Where the Wild Things Are* and remind members of the dialogue from the scene in the trailer in which Carol is carrying Max to show him his plan for the fort and the city.
 - * Process the scene by asking youth: *What is the significance of Max's decision to build the fort and the city?* (Answers should resemble the following: Max is dealing with loneliness and frustration as illustrated by the destruction of his ice fort at the beginning of the film. He uses his imagination/creativity to escape into the world of the Wild Things and eventually harnesses their energy to fulfill Carol's plan of building the fort and the city. The main characteristics include: imagination, creativity and resourcefulness.)
3. Show the *Ratatouille* trailer of the young rat, Remy, making the decision to help the struggling chef make great food at a fine French restaurant without being seen.
 - * Process the scene by asking youth: *How was Remy able to make a decision that ultimately changed the course of his life?* (Answers should resemble the following: Remy must persevere against others who would dissuade him from achieving his dream. He convinces Linguini, the assistant cook, that he can help him make great food. The main characteristics include: perseverance, powers of persuasion and teamwork to achieve a common goal.)
4. Show *The Tale of Desperaux* film clip “A Friendship is Born.”
 - * Process the scene by asking members: *How did Desperaux enlist the help of Roscuro to save the princess?* (Answers should resemble the following: He establishes a friendship with Roscuro and tells him many stories about knights, dragons and fair maidens that

illustrate loyalty, honor and courage. Because Desperaux is so convincing, Roscuro pledges his devotion to help him save the princess. The main characteristics include: the ability to enlist and inspire others to help solve a problem, storytelling skills.)

5. Show the film clip "The Arrest" from *The Rosa Parks Story*.

- * Process the scene by asking youth the following questions: *What do the expressions on her face tell us about the choice she has to make? What does she remember about the words her grandfather tells her?* (Answers should resemble the following: Rosa is in a tense situation as she thinks about her options. She can remain seated and get arrested, or move to the back of the bus without a fuss. Her grandfather tells her, "You are as good as anybody else, black, white or green stripes." The main characteristics include: the courage to stand up for one's beliefs, even though it is not the popular choice; the strength to go against the "rules" of the community to fight against injustice, the ability to apply good advice to difficult situations and determination.)

Wrap-up/Reflection

- Ask youth to respond in their journals to the following: *Think of a time in your own life when you had to make a difficult decision. What was the situation? What were your options? What personal characteristics did you draw upon? What were the results of your decision? It can also be one you are currently facing.*
- Refer again to the *Seven Steps to Consider in Making Good Choices* discussed at the beginning of the session, so youth may refer to the various steps.
- Divide the large group into pairs. Explain to members that learning to make decisions is a skill that can be learned and practiced. In this next activity, youth will learn and practice the seven steps.
- Tell youth to read their entries to their partners and try to fit them into the seven steps on the handout. When all pairs are done, ask for one or two volunteers to model the process of applying the seven steps.
- Lead a discussion with the group. Emphasize the point that knowing how to make a good decision helps us reach our goals.

OPTIONAL ACTIVITY

Show excerpts from *Stand and Deliver*, a 1988 film about a dedicated high school teacher in Los Angeles and his students, who make the conscious decision to rise to his expectations and their own. You may also wish to show a film created by Chinese middle-school students (with English subtitles) called *Making Good Choices*, available on YouTube (www.youtube.com/watch?v=sUTodfN9kV4).

Unit II, Session 2

SEVEN STEPS TO CONSIDER IN MAKING GOOD CHOICES

Making a good decision is easier when you know how to go about it. Learning to make a decision is an important skill.

Here are some basic steps to follow the next time you are facing an important decision.



Unit II

Am I Making the Right Choices?

Session 3: Media Literacy

Activity Type

Brainstorming, Ad Creation Activity

Goal

Members will learn to uncover the strategies advertisers use and understand the influence the media has on them. They will attain the skills to resist inappropriate pressures. As youth create their own ads and slogans, they will begin to understand the positive and negative roles media play in their lives.

Essential Quote

Don't believe everything you read. (Anonymous)

Approximate Time

One hour

Materials

- Newsprint and markers
- Collection of magazines with color photos and ads
- Scissors
- Colored pencils
- Glue sticks
- Heavy card stock or poster board
- Masking tape
- Copies of *Common Advertising Techniques*
- Participants' journals and pens/pencils

Before You Begin

- Write the following words in bold letters at the top of a sheet of newsprint: "TV, Movies, Newspapers"
- Gather specific examples of each of the five common advertising techniques from magazines or, if you have access to a DVD player or computer, recorded television ads.

Warm-up/Log-in

1. Instruct youth to take out their journals to begin reflecting on the essential quote.
2. Have a peer leader post the newsprint with the three words at the front of the room. Ask youth to brainstorm what these words have in common.
3. Affirm all responses, but in particular, look for the word "media." Explain that these are all

forms of “media.” Write the definition: “Media is any type of communication that reaches or influences large numbers of people.”

4. Ask youth to brainstorm other forms of media (such as radio, billboards, magazines, CDs and the Internet).
5. Begin a discussion about whether youth believe the media to be a positive or negative influence, or both. You might say, *The media can stereotype male and female behaviors. A stereotype is a set of beliefs about what a certain group of people is like. The media can also portray the use of drugs or alcohol by sports stars and celebrities as glamorous.*
6. Discuss with members how the use of these stereotypes makes them feel.
7. Ask youth if there are any celebrities or other people in the media who are role models who don't use drugs or who influence them in positive ways.

Main Activity

1. Tell participants that ads are another form of media that have a strong impact on young people. Ask youth if they have ever bought a product or talked their parents into buying a product because of a commercial or an ad. Ask: *How or why did the commercial make you want the product? Did it live up to its promise?*
2. To show how powerful advertising can be, go around the room asking youth to hum or sing the jingle or say the slogan of a particular product without saying the product's name and see if the other members can identify it. You or a peer leader can begin this exercise by singing or humming popular examples for participants.
3. Ask peer leaders to distribute copies of *Common Advertising Techniques*. Illustrate each of the techniques on the list with the examples you have located. Ask peer leaders to pass around the examples, making sure that each member has an opportunity to review each technique.
4. Explain that members will work in pairs to create their own ads using at least two of these techniques. They may make a print ad or slogan using the markers, magazines or other materials available – or they may act out a television commercial. You may allow youth to do this for any product or you may choose one specific item, such as sneakers or cereal, and compare the different techniques youth employ.
5. After 15 minutes, invite members to present their work to the large group, and ask other members to identify the techniques used. Award a prize, by way of group vote, to the pair that created the most persuasive ad or slogan.

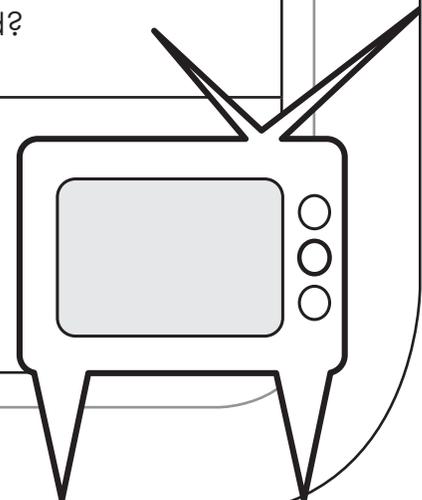
Wrap-up/Reflection

- Conclude by making the point that advertisers spend enormous amounts of money creating ads to influence people to buy products. They promise, in one way or another, that their product makes people attractive, sexy, popular, cool and fun to be around. They try to sell the products by selling the image. These images can influence the way people think about themselves and make them question their choices and their conception of what is beautiful or smart or cool.
- Ask youth to think of a particular image from television, a movie or an ad of any kind that made them question choices they made (for example, the way they dress, the things they do, the food they eat, the friends they hang around with). Ask them to reflect on this image in their journals. Ask: *Was it a positive influence or a negative one? How so?*
- Ask members to reflect in their journals on what changes in their buying habits will occur as a result of what they learned in this session.
- **IMPORTANT: To prepare for the next session, ask youth to bring in one of their personal baby photos, if possible.**

Unit II, Session 3

COMMON ADVERTISING TECHNIQUES

<p>Famous People Say</p>	<p>Entertainers or famous athletes say they use a product. What will happen to you if you use the same product?</p>
<p>Snob Appeal</p>	<p>Showing rich or successful people with the product, or saying the product costs more but is worth it. What connection are you supposed to make?</p>
<p>Having Fun</p>	<p>Showing people enjoying themselves. What is the message you're supposed to get about the product?</p>
<p>Sex Appeal</p>	<p>Showing a beautiful woman or a handsome man using the product; showing couples intimately involved. What is actually being sold?</p>
<p>Comparison</p>	<p>Comparing the product and saying it's better than a competing brand. Which would you want?</p>



Unit III

When I Grow Up

Session 1: How Am I Different from My Baby Picture? / What Changes Am I Going Through?

Activity Type

Compare-and-Contrast Activity, Gender Differences, Challenges and Coping Skills Charting Activity

Goal

This session will encourage youth to think about the physical, emotional and social changes they undergo as they develop and grow. They will learn coping skills and strategies for dealing with the changes as they experience them.

Essential Questions

What changes have I gone through since I was a baby/toddler? What changes will I experience as I develop and grow?

Approximate Time

One hour

Materials

- Baby pictures of participants requested in the last session (if this is not feasible, use magazine photos of babies and toddlers)
- Your own baby picture
- Newsprint and markers
- Masking tape
- Copies of *Changes During Puberty*
- *Changes During Puberty (Answers)*
- Large labeled diagrams of male and female reproductive organs (to post on the wall)
- Participants' journals and pens/pencils

Before You Begin

- It is **strongly** recommended that you invite a guest speaker from the local health center/ clinic to come to the Club to speak to youth about this topic. (See Facilitator's Guide to find guidelines for preparing for a guest speaker.)
- Prepare newsprint with the heading: "Challenges/Coping Skills and Strategies," with a line drawn down the middle.
- Have the labeled diagrams of male and female reproductive organs ready, but do not post them prior to the session.
- Remind peer leaders to walk around the room and assist youth as needed during the warm-up and main activity.

Warm-up/Log-in

1. Tell youth that they are going to do a “compare-and-contrast” activity. Ask them to open their journals, write the headings “then” and “now” at the top of a blank page and then draw a line down the middle.
2. Ask members to look at the baby pictures they have brought (or the photos you have supplied from magazines) and imagine all the things they could not do when they were little. Instruct them to write these entries under the “then” column (for example, “limited vocabulary,” “short legs,” or “helpless”). Under the “now” column, instruct youth to write what they are able to do now (for example, “large vocabulary,” “long legs,” or “helpful”).

Main Activity

1. Tell youth that it is important for them to understand how and why their bodies are changing now. On the newsprint, write the word “puberty” with the following definition: “Puberty is the time between childhood and adulthood when girls and boys experience various physical and emotional changes.”
2. Explain that puberty is a stage of life everyone experiences – some sooner, some later. The more youth understand these changes, the more comfortable and confident they will feel about them.
3. Divide the large group into pairs, and ask peer leaders to distribute a copy of *Changes During Puberty* to each pair.
4. Instruct youth to work together to fill in the answers.
5. Define any of the words members are not familiar with, and have pairs take turns giving the answers they came up with.
6. Explain to the group that the physical changes are all part of the process of preparing the body for reproduction, the process by which humans produce babies. Post the diagrams of male and female reproductive organs so members can move about the room and begin to familiarize themselves with the terms.

Wrap-up/Reflection

- Ask youth to respond in their journals to the question: *What are the top five most difficult things about adolescence and puberty?* Invite volunteers to share their answers and record them on the “Challenges” side of the newsprint.
- Once you have completed the “Challenges” side, ask youth to come up with ideas for coping skills to address these challenges. You may need to help them along with your own suggestions. The final list should resemble:

CHALLENGES

- * Going to a different school
- * Harder schoolwork, more pressure to get good grades
- * Feeling moody and irritable
- * More conflict with parents, parents don't understand
- * Need more money for clothes and entertainment
- * Feel pressure from friends, peers or older teens to get involved in alcohol, drugs or sex
- * Parents expect more help at home (with chores, babysitting, earning money)
- * Anxious about dating
- * Life is more dangerous, more exposed to gangs and street violence

COPING SKILLS/STRATEGIES

- * Exercise and sports
- * Reading
- * Meditation, relaxation exercises
- * Studying more, getting a tutor, practicing
- * Talking to someone about it – friends, a trusted teacher, a family member
- * Getting professional help, joining support groups or clubs at school
- * Journaling
- * Listening to music
- * Art activities and hobbies
- * Volunteering
- * Coming to the Boys & Girls Club

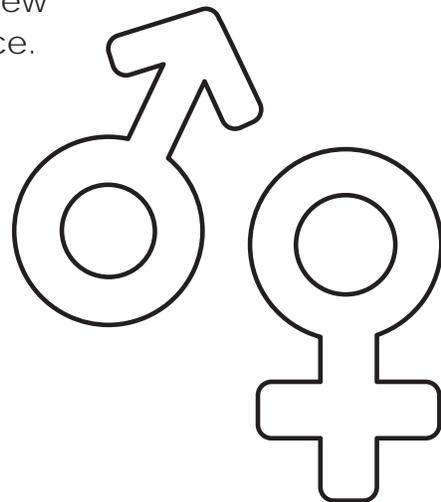
- Mention that there are some unhealthy ways of dealing with stress, like using alcohol or drugs. These are actually a way of *avoiding* the situation.
- Reinforce the following concepts:
 - * We are responsible for our health and happiness.
 - * Stress is the number one reason kids do drugs.
 - * Engaging in risky behaviors can ruin our lives.
- If time permits, or for a take-home activity, have youth come up with a list: "Top Five Best Things about Adolescence and Puberty." The list may include:
 - * Going to a different school, a better school
 - * More interesting schoolwork
 - * More freedom to do things without adult supervision
 - * Allowed to stay out later
 - * Interested in girls/boys
 - * Can get a job/earn more money
 - * Not treated like a kid anymore
 - * Can go on dates
 - * Stronger, more meaningful friendships
 - * Discovering and developing talents

Unit III, Session 1

**CHANGES DURING
PUBERTY**

If you think the change is one that happens to males only, write an "M" in the space. Write an "F" if you think it happens only to females, and a "B" if you think the change happens to both males and females.

- _____ 1. More hormones are produced.
- _____ 2. The body grows taller and bigger.
- _____ 3. Body hair begins to grow.
- _____ 4. Breasts start to develop.
- _____ 5. Individuals sweat more.
- _____ 6. Shoulders widen and neck thickens.
- _____ 7. Reproductive organs begin to function.
- _____ 8. Nocturnal emissions ("wet dreams") are common.
- _____ 9. Menstruation begins.
- _____ 10. Different feelings and moods are common.
- _____ 11. Individuals have sexual thoughts and feelings.
- _____ 12. Individuals experience new feelings of independence.
- _____ 13. Interests and friendships change.
- _____ 14. Hips widen.
- _____ 15. Voice sounds deeper.
- _____ 16. Acne appears.



Unit III, Session 1

**CHANGES DURING
PUBERTY**

(ANSWERS FOR FACILITATORS)

If you think the change is one that happens to males only, write an "M" in the space. Write an "F" if you think it happens only to females, and a "B" if you think the change happens to both males and females.

- B 1. More hormones are produced.
- B 2. The body grows taller and bigger.
- B 3. Body hair begins to grow.
- F 4. Breasts start to develop.
- B 5. Individuals sweat more.
- M 6. Shoulders widen and neck thickens.
- B 7. Reproductive organs begin to function.
- M 8. Nocturnal emissions ("wet dreams") are common.
- F 9. Menstruation begins.
- B 10. Different feelings and moods are common.
- B 11. Individuals have sexual thoughts and feelings.
- B 12. Individuals experience new feelings of independence.
- B 13. Interests and friendships change.
- F 14. Hips widen.
- M 15. Voice sounds deeper.
- B 16. Acne appears.

Unit III

When I Grow Up

Session 2: What Kind of Person Do I Hope to Become? / Who Do I Admire and Why?

Activity Type

Pantomime, Round-Robin Reading Activity, Role-Model Activity, Art Project

Goal

This session will encourage members to think about role models and people in their own community, as well as others they know and admire. They will learn to appreciate the positive characteristics of people in their own community and incorporate them into their expectations of themselves.

Essential Question

What are the characteristics of a good role model?

Approximate Time

45 minutes to one hour

Facilitator Notes

You may wish to substitute another role-model activity in place of the excerpt from *Derek Jeter's All Star Manual: 10 Life Lessons*. Because you know Club members best, choose an activity that is most fitting for them.

Materials

- Newsprint and markers
- Copies of *Role-Model Worksheet*
- Colored markers (thick and fine-point)
- Colored pencils
- Heavy card stock, cut into bookmark-sized strips approximately 8.5" x 2" inches (each 8.5" x 11" standard sheet makes five bookmarks)
- Hole-punch
- Colored yarn, twine or other durable string cut into seven-inch pieces
- Participants' journals and pens/pencils

Before You Begin

- Create a set of handouts from *Derek Jeter's All Star Manual: 10 Life Lessons*, short stop for the New York Yankees. This book is available in print from your local library or bookstore or you can download the excerpt from the website: www.derekjeter.com (click on the "KIDS" then "All Star Manual." Select "Life Lesson 3: Finding Role Models").
- Using the hole-punch, punch a hole one inch from the top in the center of each bookmark strip.
- Make your own bookmark so that youth can see an example of a finished product.

- If possible, find a local photo, copy or craft shop that does lamination. Be sure to collect members' finished projects without the twine or yarn attached if you are planning to have them laminated. (Perhaps a local business will offer a discount for BGCA members.) Either way, the bookmarks will be durable enough to be used for months and months.

Warm-up/Log-in

1. Tell participants that they are going to be talking about people in their community who have had an influence on their lives. Ask them to write in their journals the names of one or two people they admire.
2. Invite volunteers to act out in pantomime "Who am I?" (For example, a veterinarian, a firefighter, a police officer, a teacher, an older brother or sister.) Ask other members of the group to guess who they are.

Main Activity

1. Tell youth they will be reading an excerpt from *Derek Jeter's All Star Manual: 10 Life Lessons* called "Finding Role Models, the Bull Pen is Deep." Do a round-robin reading of this excerpt.
2. Discuss reasons Jeter suggests choosing heroes carefully, not to be fooled by glitz and glamour.
3. Ask peer leaders to distribute newsprint and markers to each participant. Have youth list on newsprint 10 role models and why they admire them.
4. Invite volunteers to present their choices and reasons to the group.
5. Begin the bookmark project by having peer leaders distribute the markers/pencils and the strips of hole-punched, card stock to each member. (Have extra strips on hand in case youth need to re-do their work or if, time permitting, they wish to make a second bookmark.)
6. Explain to youth that they are going to do an art project. They will create a decorated bookmark to keep for themselves. It will list six or seven qualities of their role model(s) that inspire them most deeply. This bookmark can be used again and again to remind them of their own goals and dreams.
7. Instruct members to write a list of six or seven qualities of their role models they would most like to emulate (for example, to be liked, to strive to be equal, etc.). They can use a combination of qualities gathered from two or more role models or simply the qualities of one role model.
8. Distribute copies of the *Role-Model Worksheet* so youth can make their lists before creating the bookmarks.
9. Instruct youth to write the words on both sides of the bookmark, using a dark marker so that the words stand out. The rest of the bookmark is then illustrated or decorated with colored markers and/or pencils.
10. Show members the bookmark you have made so they have an idea of what the final project will look like.
11. After youth have completed their bookmarks, peer leaders can then walk around the room helping them tie the pieces of twine or yarn to the hole at the top. They should be careful not to tie it too tightly as this may cause the card stock to rip. (If you choose to

have the bookmarks laminated in your local craft, photo or copy shop, you will tie the twine or yarn afterwards, after having re-punched a hole in the same spot through the lamination.)

Wrap-up/Reflection

- Ask members to reflect on the question: *Who do I want to become?* Encourage them to use the characteristics discussed throughout the session to describe who they aspire to become. Ask for a few volunteers to share their responses.

Unit IV

Understanding Healthy Relationships

Session 1: What Is Friendship?

Activity Type

Brainstorming Activity

Goal

Members will learn the importance of friendship and what constitutes a good friend. Through a brainstorming exercise, they learn the difference between a platonic and a romantic relationship. In addition, participants will learn how they can be better friends.

Essential Quote

True friends are like diamonds, precious and rare. False friends are like leaves, found everywhere. (Unknown)

Approximate Time

One hour

Materials

- Newsprint and markers
- A copy of the movie *Shrek* (rented at your local video store or library or borrowed from a friend)
- Tape
- Colored markers
- Index cards (5" x 7")
- Participants' journals and pens/pencils

Before You Begin

- Prepare the copy of *Shrek* to show the following scene to youth: scene 16, which begins at 1:11:24 on the counter and lasts for three minutes.

Warm-up/Log-in

1. Instruct youth to have a seat and begin reflecting on the day's essential quote in their journals.
2. Show the three-minute clip from the movie *Shrek*.
3. Discuss the clip. Ask: *How do Shrek and Donkey demonstrate that they are true friends?* You might list the particular skills that both Shrek and the donkey employ in maintaining their friendship (for example, keeping confidences, listening, understanding, forgiving, supporting, sharing, respecting limits).
4. Ask youth if there are any ways that Shrek or Donkey behave in this scene that are not indicative of friendly behavior. How does this clip show that maintaining friendship can sometimes require hard work?

5. Ask members who have already seen this movie who Fiona is. Ask them how she is a different kind of friend than Donkey is to Shrek.
6. Using the newsprint, draw a line down the middle of the paper. On one side, at the top, write "Platonic." On the other side, write "Romantic."
7. Ask participants to brainstorm the differences between these two kinds of friendships/relationships. A platonic friendship is a relationship between two people that lacks romance or sexual activity. A romantic relationship is a relationship where two people feel connected through emotions and physical intimacy.

Main Activity

1. Give youth five minutes to write in their journals as many adjectives as they can think of that describe a true friend. Ask them to choose attributes that they personally look for in a friend. Ask: *What are the skills necessary to maintain a friendship?* (Answers may include: good listening, sharing, keeping confidences, honesty, offering help.)
2. Ask peer leaders to distribute tape, markers and index cards and ask youth to write three or four adjectives that best describe themselves. Suggest that they write the words in large, bold lettering at the top of the card. Tell members to ask another member to tape the index card to their back. (Peer leaders can also help youth tape their cards to their backs.)
3. Once all members have the index cards taped to their backs, tell youth to take their original list of adjectives to describe a true friend and walk around the room, finding members with those same adjectives (or very similar ones) listed on their backs. If they find a match, they should write their own name on the index card of that member. Remind youth to be careful as they need to write gently so as not to puncture the card or injure the individual. (As members walk around, it is natural for them to become chatty and excited. Ask peer leaders to circulate to keep the activity moving forward and ensure that youth stay focused on finding matches.)
4. Once everyone has had a chance to see all of the other participants' index cards, have them take a seat and ask: *Do you have any names of other members on your index card? How many times did you write your own name on someone else's index card?*
5. Explain to youth that when they were younger, they probably made friends with kids in their neighborhood or with the children of their parents' friends. Now that they are older and more independent, they have more freedom and more opportunities to make their own choices about who they would like as friends.
6. Ask youth if they ever feel that they need to put on an act in order to get another person interested in them or to make a particular group of kids think they are cool.

Wrap-up/Reflection

- Ask members to respond in their journals to the following questions:
 - * *How have you been a true friend in the past?*
 - * *Are there any attributes of a true friend you would like develop more fully?*
 - * *Are there any skills that you need to work on in order to be a better friend?*

Unit IV

Understanding Healthy Relationships

Session 2: Peer Pressure / How Do My Friends Affect Me? / What Do I Do When My Friends Want Me to Take Risks?

Activity Type

Role-Play Activity

Goal

This session will address the fact that adolescents are more likely than adults to engage in risky behavior because they are more susceptible to friends and peer pressure. Members will learn resistance skills that will help them deal with real-life pressure from friends and peers. They will learn to differentiate between passive, assertive and aggressive behaviors and gain confidence in their ability to use assertive responses in real-life situations instead of passive or aggressive responses.

Essential Question

How can I respond to my friends or my peers when they want me to engage in risky behavior?

Approximate Time

One hour

Materials

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

Before You Begin

- Prepare for the demonstration role play (described in process notes for the Main Activity).
- Prepare newsprint with the following definitions:
 - * **Passive Behavior:** giving in or giving up; withdrawal; denial of one's feelings or opinions, allowing others to choose for you. Body language for passive behavior includes: hesitation, downcast eyes, poor posture, soft speech.
 - * **Assertive Behavior:** standing up for one's rights, using logic or reason; listening to and respecting the ideas of others; open, direct self-expression of thoughts and feelings. Body language for assertive behavior includes: direct eye contact, good posture, firm, even voice level.
 - * **Aggressive Behavior:** using intimidating or openly threatening body language; overreacting emotionally; putting down others. Body language for aggressive behavior includes: glaring eyes, hand-waving, threatening gestures, quick or loud speech.

Warm-up/Log-in

1. Introduce the session by telling youth that they will be demonstrating different responses to friends or peers who want them to take part in risky behavior.
2. Review the characteristics of responses on the newsprint hanging at the front of the room and ask youth to write them in their journals.

Main Activity

1. Explain to members that they will be engaged in a role-playing/improvisation activity in which they will be given the characters and the plot line, but that they will be expected to come up with the dialog and body language that corresponds to the characters they will be playing.
2. Demonstrate for the group by role playing (along with a peer leader) a situation that illustrates responses corresponding to the three examples listed on the newsprint. For example: ask a member to play the role of the clerk at a music store where you bought a CD that doesn't work properly. Your responses to the situation are as follows:
 - * Put it in the closet and buy another.
 - * Walk up to the clerk, shaking your fist, and say: *What right have you got to sell me junk like this?*
 - * Walk up to the clerk calmly, and say: *I bought this CD yesterday, and it doesn't work. I would like my money back.*
3. Have youth identify the types of responses you demonstrated.
4. Tell participants they will now be participating in an activity in which they will role play a situation they might face in real life.
5. Explain that each group consists of four characters: the perpetrator of the action and the three others who will be responding in one of the three ways outlined on the newsprint and in their journals. Participants can choose their roles and come up with their own dialogue and body language for the presentation of the scene before the entire group.
6. Divide the group into smaller teams of four and ask peer leaders to distribute copies of *Resistance Role-play Scenarios*. Tell members they will have 10 minutes to prepare the role play and then take their seats for the presentation. (Peer leaders can walk around giving ideas and feedback to groups as they are creating and practicing their scenarios.)
7. After each presentation, ask group members to identify the responses and discuss the positive and negative consequences of each.

Wrap-up/Reflection

- Members should briefly discuss the situations that were presented to them and then write a reflection in their journals about situations they have faced where they have felt pressure from friends or peers to engage in risky behavior. Ask: *Which type of behavior would you choose for the particular situation?* Invite a few volunteers to share their answers with the group.

Unit IV, Session 2

RESISTANCE ROLE-PLAY SCENARIOS

1 SCENARIO

Four friends are at a party. One of them convinces the other three to go outside because he has swiped a six-pack of beer from the refrigerator. He wants to share his beer with them.

2 SCENARIO

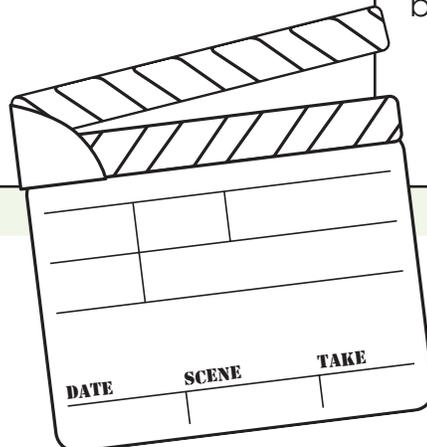
On the playground an older kid is picking on a classmate who is crying and asking for his hat back. Three friends of the classmate observe the action.

3 SCENARIO

Four classmates are at the shopping mall. One of them says that she just has to have a new sweater but doesn't have any money to pay for it. She plans to slip it in her backpack if the others will cover for her.

4 SCENARIO

Three friends are doing homework in the bedroom of a fourth friend. He sneaks down to the basement and comes back with a bottle of cleaning fluid. He encourages the other three to try "huffing" it. He says it's all right to get high on it because, after all, you can buy it at the supermarket.



Unit IV

Understanding Healthy Relationships

Session 3: Avoiding and Managing Sexual Pressure

Activity Type

Discussion, Matching Activity, Role-Play Activity

Goal

Members will discuss sexual pressure, understand why young people wait or don't wait to become sexually involved and identify the risks of sexual involvement. Participants will understand that the same decision-making and resistance skills they learned in previous sessions can be applied to sexual pressure. Members will reflect on changes in their personal attitudes and behaviors pertaining to sexual pressure.

Essential Question

How do I manage sexual pressure?

Approximate Time

45 minutes to one hour

Facilitator Notes

This session contains a great deal of content and several activities. You may wish to allot more time to the session or break it up over two Club meetings. Since every group is different, and you know Club members best, do what makes sense for your group.

Materials

- *Reasons Young People Wait or Don't Wait to Get Sexually Involved* resource
- Newsprint and markers
- Index cards (5" x 7")
- Tape
- Bag, box or hat to hold index cards
- Copies of *Sexual-Pressure Scenarios*
- Participants' journals and pens/pencils

Before You Begin

- On the index cards, write all of the "reasons" from the *Reasons Young People Wait or Don't Wait to Get Sexually Involved* resource, or cut up the page and tape the reasons onto the index cards. Make sure to write or tape all the reasons from each list and mix them up and place them into the bag, box or hat.
- Prepare two pieces of newsprint with the following headings: "Reasons Young People Wait to Get Sexually Involved" and "Reasons Young People Get Sexually Involved Right Away." Post these on the walls at the front of the room.
- Have peer leaders rehearse role plays prior to the activity.

- Keep in mind that someone in your group may have had sex as a result of rape or sexual abuse by a relative or stranger. Therefore, avoid giving the impression that if a young person has had sex, he or she must have chosen it.
- **Important! To protect confidentiality during the discussions, do not ask about members' own sexual behavior or let them use names when talking about other young people.**

Warm-up/Log-in

1. Remind the group that in earlier sessions they learned about different kinds of pressure and how to respond to it. Explain that they are now going to think about and discuss the pressure to get involved in sexual behavior. (At this age, young people differ greatly in their knowledge and experience of pressures to get involved in sexual behavior, as well as their interest in dating and sex. As facilitator, you need to be sensitive to these differences and guide the discussion accordingly. For some youth, getting sexually involved may mean hugging and kissing; for others it may mean heavy petting or sexual intercourse.)
2. Ask youth to respond in their journals to the following question: *What does dating mean to you?*
3. Invite volunteers to share their answers. Lead a discussion about dating. Use the following discussion points: (You may need to describe what "dating" meant when you were a teenager and identify what terms are current these days.)
 - * Ask: *Do many young people your age "go out"? Do they go places together? Do they get together mostly in groups?*
 - * Emphasize that many people their age do not date and there is nothing wrong if a person isn't interested in dating yet. Point out that some teenagers are not interested in dating until they are 16 or 17 years old.
 - * Ask: *What do you think is a good age for a young person to start dating?*
 - * Emphasize that it is perfectly normal to put off dating, but they will probably become interested in it sooner or later.
 - * Mention that one thing that happens when people start to date is that they often begin to feel more pressure to get involved in sexual behavior.
4. Ask the group the following questions:
 - * *Do young people your age get pressured to become sexually involved?*
 - * *Do girls get pressured by boys to do things they don't want to do?*
 - * *Do girls get pressured by other girls to do things they don't want to do?*
 - * *Do boys get pressured by girls to do things they don't want to do?*
 - * *Do boys get pressured by other boys to do things they don't want to do?*
5. Discuss the above types of pressure. Ask what kinds of situations could happen in the future. Explain to participants that even if they've never been pressured to do something sexually, most young people feel pressure sooner or later, especially when they become teenagers.
6. Point out that young people can use the same resistance and decision-making process to make choices about sex as they use to make other decisions.

Main Activity

1. Explain to the group that some young people wait to get sexually involved while others get involved right away. Tell youth that they will be engaged in a "Pin the Card on the Newsprint" game (a variation of "Pin the Tail on the Donkey"), that will teach them about the reasons pre-teens wait or don't wait to get sexually involved. Explain that this will help them learn to make positive choices for themselves.
2. Divide the group in half to form two teams.
3. Tell youth that the object of the game is to get as many points as they can by matching what is written on the index cards to the correct category written on the newsprint.
4. Explain that on each card is a reason pre-teens either wait or don't wait to get sexually involved. They must figure out which list the reason/card belongs under.
5. There are 25 reasons in all. Take one of the cards yourself (or have a peer leader do this), read it aloud and model the first match. There will be 24 cards left, 12 for each team. If a team gets the right match they earn a point. If they do not, correct the match and let the other team pick a new card. This way, both teams have the chance to earn a total of 12 points.
6. One by one, each member of a team will pick a card from the box, read it aloud to the group and decide whether it goes on the "Wait" or "Don't Wait" sheet of newsprint. (Have peer leaders assist with taping the cards to the newsprint and keeping score.)
7. When all cards have been read and matched, declare a winner. Celebrate the winning team's victory in whatever way is appropriate for your Club.
8. Reconvene the group and discuss the two lists. After reviewing the lists, ask youth: *Do you think it's better for a person your age to wait to become sexually involved? Or is it okay to get involved right now?* Discuss their reasons.
9. In the discussion, make sure to emphasize the following:
 - * Getting involved with sex can have bad consequences, including pregnancy and catching a sexually transmitted disease, such as herpes or the HIV virus that causes AIDS.
 - * Remind them that even young girls who aren't teenagers yet can get pregnant.
 - * Not "everyone is doing it." Stress that many young people their age do not get sexually involved with anyone. Many teenagers also wait until they're older to have sexual relationships.
 - * Getting involved with sex doesn't make you a grown-up. Being grown up means making good decisions about what is best for you and having the courage to stick to them.
 - * It is normal for young people to start having sexual feelings and become more curious about sex as their bodies mature. But getting sexually involved with another person at a young age is not okay.
 - * If a young person has become sexually involved, it is never too late to stop. Many pre-teens and teens who have begun to get sexually involved have made a conscious decision to refrain from sexual activity until they are much older.
10. Ask youth:
 - * *Do you think it is right to pressure someone else to do something sexual that she or he doesn't want to do – to kiss or hug or something more?*

- * *What if a person likes you a lot? Is it okay to use that to get him or her to do something he or she doesn't want to do, that isn't best for him or her?*
11. Point out that it is never okay to pressure another person to do something that is not in his or her own best interest. It is never okay to pressure a person to do something sexual or to get involved in the use of alcohol, tobacco or other drugs.
 12. Remind participants that they learned resistance skills in earlier sessions. Review these with the group (see page 32). Tell youth that they can use these same skills to resist sexual pressure. List the skills on newsprint so youth can refer to them.
 13. Tell them that they will be watching peer leaders role playing scenarios in which teens are being sexually pressured.
 14. Distribute copies of *Sexual-Pressure Scenarios* to all members, so they can understand the scenarios they are about to see.
 15. Have peer leaders act out the role plays (which they have rehearsed ahead of time), using the resistance skills taught in earlier sessions.
 16. At the end of each role play, be sure to ask the group the following questions:
 - * *What was good about the role play?*
 - * *Were the actors passive, assertive or aggressive? In what way?*
 - * *Which techniques for saying "no" were used?*
 - * *Would these techniques work in real life? Why? Why not?*
 - * *How might the situation have been handled differently?*
 - * *What might have been the consequences of this scenario if the peer leader hadn't refused?*
 17. Emphasize the need to stand up for one's self and remind participants that good friends don't pressure friends.

Wrap-up/Reflection

- Ask youth to respond in their journals to the following questions: *What about today's session surprised you the most? What are one or two of the most important things you learned today? What might you do differently as a result of today's session?*
- Ask for volunteers to share their responses.
- Ask youth to come up with a slogan for the day. (For example: Stand up for yourself! Good friends don't pressure friends.)

Unit IV, Session 3

REASONS YOUNG PEOPLE WAIT OR DON'T WAIT

TO BECOME SEXUALLY INVOLVED

Reasons Young People Wait to Get Sexually Involved

- They're too young; they're not ready.
- They're not interested.
- They don't want to get pregnant or get someone pregnant.
- They don't want to get HIV/AIDS
- They want to wait until they're married.
- They would get a bad reputation.
- Their boyfriend or girlfriend doesn't want to.
- It's against their religious beliefs.
- It could ruin their future plans.
- It would disappoint their parents.
- They would feel guilty.
- They haven't found the right person.



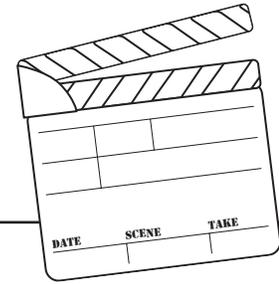
Reasons Young People Get Sexually Involved Right Away

- They think everyone is doing it.
- They want to feel loved.
- They want to be popular.
- Their boyfriend or girlfriend is pushing them.
- Their friends are pushing them.
- They want to feel grown up.
- They're curious about what it's like.
- They want to keep a boyfriend or girlfriend.
- They want to get pregnant.
- They feel lonely.
- It would feel good.
- They want to hurt or get back at someone.
- They want to show someone how much they care about him/her.

Unit IV, Session 3

SEXUAL-PRESSURE SCENARIOS

Stand up for yourself! Friends don't pressure friends.



SCENARIO 1

Terri thinks Robert is cute. She passes him a note in class telling him that she likes him and wants him to come to her home that evening when her parents are gone. The note is intercepted and read by Tony, another boy in class, before passing it on to Robert. When Robert receives the note, he is embarrassed because he does not feel that way about Terri. At recess, Tony and a couple of other guys pressure Robert to go to Terri's home that evening.

SCENARIO 2

Jennifer and Jessica are riding their bikes to the park. A couple of boys they have never seen before come alongside them on their bikes. The boys ask if they can tag along and the girls say yes. After an hour of talking and laughing in the park, the boys excuse themselves for a minute. They return and invite the girls to their secret hangout to make out. Jennifer wants to go, but Jessica thinks it's a bad idea.

SCENARIO 3

Some friends go to a party where there are prescription drugs. The parents are not home. Carla, a girl who Brian likes, is there. It is apparent that Carla has taken some pills. She comes toward Brian, offers him some pills and tells him she wants him to go into one of the bedrooms with her.

Brian's friends encourage him to take Carla up on her offer.

SCENARIO 4

Sandy is having a sleepover in the lower level of her home. Her parents are upstairs in their bedroom. The girls are having a great time, when there is a knock on the window.

It is Sandy's boyfriend Brad and a couple of his friends. It's late and Sandy's parents are asleep. Brad says he and his friends want to come in.

SCENARIO 5

Taylor's girlfriend has just dumped him. He's feeling depressed and calls his friend Jade to cheer him up. She invites him over. Jade and Taylor go to the tree house to talk. During the conversation, Taylor begins coming on to Jade. He tries to kiss her and tells her that he thinks they would make a good couple. Jade is confused.

Unit V

How Drugs and Alcohol Can Harm Me

Session 1: What Do I Know About Gateway Drugs and Other Drugs?

Activity Type

Definition Activity, Acrostic Activity, Game-Show Activity

Goal

After creating an acrostic to brainstorm what members think of when they think of drugs, they will learn the difference between “good” drugs and “bad” drugs. Members will be introduced to the concepts of drug dependence, learn basic facts about the gateway drugs – alcohol, tobacco and marijuana – and broaden their perceptions of these drugs and the consequences of using them.

Essential Quote

Take care of your body; it's the only place you have to live. (Jim Rohn)

Approximate Time

One hour

Facilitator Notes

- This session contains a great deal of content and several activities. You may wish to allot more time to the session or break it up over two Club meetings. Because every group is different and you know your Club members best, do what makes sense for your group.
- Keep in mind that some youth 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.

Materials

- Newsprint and markers
- A stopwatch or timer
- A bell or a whistle
- Copies of *Alcohol, Tobacco and Other Drugs Basic Facts Game Show*
- Four or five copies (for you and peer leaders) of *Alcohol, Tobacco and Other Drugs Basic Facts Game Show (Answers)*
- Participants' journals and pens/pencils

Before You Begin

- Referring to *Alcohol, Tobacco and Other Drugs Basic Facts Game Show (Answers)*, write each of the 24 fill-in-the-blanks on a separate sheet of paper. Make sure they are numbered and large enough so that the teams (who are all sitting in the back of the room) are able to read them.
- Prepare three sheets of newsprint by numbering each with the numbers 1 to 24, giving as much space as possible for youth to write in their answers to the fill-in-the-blanks.
- Prepare two sheets of newsprint with the headings, "What I KNOW about drugs" and "What I WANT TO KNOW about drugs."
- Be sure you have enough peer leaders present to assist with the set-up and running of the game show.

Warm-up/Log-in

1. Instruct youth to respond in their journals to the day's essential quote.
2. Ask youth to create a mind map or acrostic in their journals using the word "drugs." Instruct them to use any word that comes to mind. For example, D(angerous), R(eal), U(seful), etc. The letters are written down vertically and members can decorate their acrostics using the markers, if time permits. (Peer leaders can walk around the room helping youth come up with words, if necessary.)
3. Instruct members to share their acrostics with each other.
4. Post the sheet of newsprint with the heading "What I KNOW about drugs" and another with "What I WANT TO KNOW about drugs."
5. Ask youth to come up and write something on each of the newsprint sheets.
6. Explain that a drug is any non-food substance that causes a change in the body, the mind or the way someone behaves.
7. Where there are applicable answers and specific vocabulary that members have provided on the sheets, begin a discussion about the difference between "good" drugs and "bad" drugs. You might take a sheet of newspaper print and draw two columns, one labeled "Good Drugs" and the other "Bad Drugs." Ask youth to provide examples of each.
8. Explain that "good" drugs might include penicillin or another antibiotic for an ear infection, aspirin for a fever or headache or cough drops for a sore throat. "Good" drugs may also include insulin for a diabetic, decongestants (cold medicine) and asthma inhalers. "Bad" drugs might include cigarettes or cigars (bad for lungs and heart) and alcohol (changes the way a person thinks or acts; many people are killed by drunk drivers). "Bad" drugs also include drugs that are illegal, such as marijuana, cocaine, heroin and crystal meth.
9. Point out that tobacco and alcohol are drugs even though many people may not call them that. Explain that there are different forms of tobacco (cigarettes, cigars, pipe tobacco, chewing tobacco) and alcohol (wine, beer, malt liquor and whiskey).
10. Ask: *Can a good drug, one that is intended to help people, ever turn into a bad drug?* (Answer: Yes, good drugs have to be used very carefully, according to instructions. Many drugs, such as tranquilizers or sleeping pills, can easily turn into "bad" drugs if they are misused, if a person mixes them with other drugs or takes too much of the drug.)

11. Explain that when young people take too much of a drug or use drugs to get “high,” they may develop other difficulties. They don’t learn the skills needed to face problems or how to cope with their feelings. In time, getting high becomes the only way they know to deal with uncomfortable feelings.

Main Activity

1. Instruct youth to close their eyes and think of something they really like to do, something they do often – for example, texting a friend, reading magazines or playing a particular sport. Have them picture the specific activity or food that they love. Have them concentrate on how much they enjoy it. Tell them that for the duration of the Start SMART program (however many weeks), they have to give up that favorite activity.
2. Once youth react to this, tell them that they will not actually have to give up anything, but that you just wanted to make a point. If the thought of going without something that they weren’t physically dependant on felt so bad, can they imagine how difficult it is for people dependant on cigarettes, alcohol or other drugs to give up their habits? Explain that addiction is not something that is easy to control.
3. Explain to members that they are now going to participate in a game show.
4. Create three teams and have peer leaders help move the chairs into three sections, allowing for a pathway from which each team can have a member run up to the front to write an answer on an answer sheet posted on the wall.
5. Instruct each team to sit together in the back of the room.
6. Ask peer leaders to post the three pieces of newsprint (pre-numbered with the numbers 1 to 24) at the front of the room directly in line with each team. Place markers in front of each of these three newsprint sheets.
7. Ask peer leaders to distribute copies of *Alcohol, Tobacco and Other Drugs Basic Facts Game Show* to each member.
8. Explain to youth that they will be competing in a game show where the object of the game is to find the correct answer to a fill-in-the-blank. Once you show them (or post) the fill-in-the-blank, they will need to figure out the best possible answer among themselves and send a “runner” up to the front to write the answer on the newsprint – all within 45 seconds.
9. Read the guidelines for the game show to be sure youth understand the rules.
10. Give them one minute to come up with a team name.
11. Be sure peer leaders are sitting close enough to see the answers on all three sheets; they will be judging which team’s runner writes the correct answer first and keeping score. In case of a tie, each team gets credit for the answer.
12. Show the first fill-in-the-blank. You may choose to post it right in the middle wall in the front of the room.
13. Keep a timer handy and have a bell to ring or a whistle to blow after 45 seconds have elapsed.
14. Keep the energy level high by playing the role of a game-show host. Refer to the teams by their selected names and encourage them to participate.
15. After all 24 fill-in-the-blanks have been completed, peer leaders can tally the scores and announce the winning team.

16. Congratulate all three teams on their cooperation and participation (prizes are optional).
17. Wind down the activity by inviting all members back to the front of the room and asking them why tobacco, alcohol and marijuana are considered gateway drugs. Explain that these drugs are referred to as gateway drugs because they may “open the gate” for other drug involvement. Ask youth if there are any cases in which they know this to be true.

Wrap-up/Reflection

- Ask youth to use their journals to write any piece of information on drugs that they learned about in this session that surprised them. Tell them to explain why. Ask for volunteers to share their reflections.

OPTIONAL ACTIVITY

Prevention Baseball is a fun, interactive activity that enables participants to review facts about drugs and the consequences of drug use. Youth are engaged to advance bases as they answer true/false or multiple-choice questions correctly, ranging in difficulty. Further instructions and sample questions can be found on the SMART Moves online community.

Unit V, Session 1

ALCOHOL, TOBACCO AND OTHER DRUGS BASIC FACTS GAME SHOW

1. Your team will quietly discuss and choose an answer from the list below. Your team has 45 seconds after each fill-in-the-blank question is posted.
2. Your "runner" will carefully run up to the front of the room and write the team's agreed-upon answer next to the appropriate corresponding number on your team's answer sheet.
3. Peer leaders will not count an answer as correct until the "runner" is sitting back with his or her group.
4. Teams will lose one point for each incorrect answer. If your answer is incorrect and no other team has written down the correct answer yet, another member of your team may run up and write in another answer.
5. Correct answers are worth two points.
6. The role of the "runner" is rotated among the group members so that everyone gets at least one chance to run up to the front.

Choose from the following list of answers. Note that a few of the answers may be used more than once. Some answers are never used. And while some answers may fit a given fill-in-the-blank question, there is only one that makes the best possible answer.

a can of beer

marijuana

18

chewing tobacco

crack

sudden death

dependent or addicted

gateway drugs

shiny hair

drugs

19

drive a car

chew gum

one try

worse

21

smoke cigarettes

misused

think and remember

disease

infectious diseases

crystal and ice

nicotine

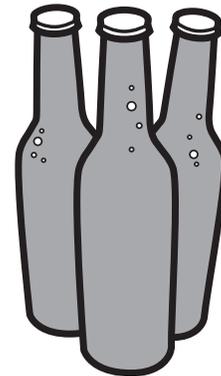
alcohol

bad breath and stained teeth

impossible

a toothache

read a book



Unit V, Session 1

ALCOHOL, TOBACCO AND OTHER DRUGS BASIC FACTS GAME SHOW

(ANSWERS FOR FACILITATORS)

1. Beer contains _____. **alcohol**
2. It is illegal for anyone under the age of ____ to buy cigarettes. **18***
3. The most commonly abused drug in the U.S. is _____. **alcohol**
4. The drug in tobacco (cigarettes, cigars, chewing tobacco, pipes) that causes addiction is _____. **nicotine**
5. People who can't stop taking a drug and need help are _____. **dependent or addicted**
6. Alcoholism is a _____. **disease**
7. Cancer of the lips, mouth or tongue can be caused not just by smoking cigarettes, but by _____. **chewing tobacco**
8. _____ is a deadly form of cocaine. **crack**
9. Many people who _____ feel short of breath and have a lot of colds. **smoke cigarettes**
10. Using marijuana makes it hard to _____. **think and remember**
11. Common street names for meth are _____ and _____. **crystal and ice**
12. Prescription drugs can be harmful if _____. **misused**
13. It is illegal to buy alcohol if you are under _____. **21***
14. _____ are substances that change the way your body or mind works and especially the way you feel. **drugs**
15. A person can die of drinking too much _____. **alcohol**
16. The first drugs most often used by young people are called _____. **gateway drugs**
17. A wine cooler contains about the same amount of alcohol as _____. **a can of beer**
18. The most commonly abused illicit drug in the U.S. is _____.² **marijuana**
19. Sniffing or huffing products like glue or paint even one time can cause _____. **sudden death**
20. People who share needles to inject drugs are at risk of getting _____. **infectious diseases**
21. Some effects of smoking, such as _____, can make a person less attractive to others. **bad breath and stained teeth**
22. It is dangerous to _____ while under the influence of alcohol or marijuana. **drive a car**
23. Predicting how a specific person will react to an illegal drug is _____. **impossible**
24. Using drugs can make a person's problems _____. **worse**
25. Young people can become addictive to methamphetamines after just _____. **one try**

* Laws around age limits are subject to change. Make sure this answer is correct for your state and community.

² Institute for Social Research, "Monitoring the Future: National Results on Adolescent Drug Use – Overview of Key Findings, 2010," The University of Michigan, www.monitoringthefuture.org/pubs/monographs/mff-overview2010.pdf, Accessed March 17, 2011.

Unit V

How Drugs and Alcohol Can Harm Me

Session 2: What Are Some Facts and Myths About Underage Drinking?

Activity Type

Brainstorming Activity, Cooperative-Learning Activity

Goal

Members will learn the basic facts and myths about alcohol, become aware of the consequences of under-age drinking and reflect on how this could impact their own lives.

Essential Quote

All of our dreams can come true. (Walt Disney)

Approximate Time

One hour

Materials

- Newsprint and markers
- Copies of *What Do You Know About Alcohol?*
- Copies of *Seventh-graders Drink Before Boarding School Bus*

Before You Begin

- Have peer leaders help set up the room so that youth are sitting in a circle.
- Prepare a sheet of newsprint with the heading, "Consequences of Underage Drinking"
- Participants' journals and pens/pencils

Warm-up/Log-in

1. Instruct members to respond in their journals to the day's essential quote.
2. Ask peer leaders to distribute *What Do You Know About Alcohol?*, and ask youth to circle "True" or "False" next to each statement.
3. Review the answers, focusing on the reasons most teenagers choose not to drink. Ask participants to consider the reasons they personally would not drink alcohol before the age of 21.

Main Activity

1. Ask peer leaders to distribute copies of the *Star Tribune* article and give youth 10 to 12 minutes to read it to themselves, or have peer leaders read it aloud while members follow along.
2. Ask youth what they thought about the punishments these seventh-graders had to face for their actions. Ask: *Could drinking alcohol have led to even more serious consequences?*

3. Referring to the article and the *What Do You Know About Alcohol?* quiz, ask youth to come to the front of the room, one at a time, and write a possible consequence of underage drinking on the "Consequences of Underage Drinking" newsprint.
4. Write either "PH" (for physical), "PSY" (for psychological) or "LE" (for legal) next to one example of each of these categories from the list generated by youth.
5. Ask participants if they can figure out what these distinctions might be. Explain what each one means: "PH" stands for "physical" (something that can harm the body); "PSY" is "psychological" (something that can harm the brain/mind/ personality/emotions/ behavior) and "LE" stands for "legal" (something against the law/can mean punishment of community service or even prison).
6. Review the remaining consequences on the newsprint and ask youth which category each one falls under, marking the letters "PH," "PSY" or "LE" where appropriate.
7. Discuss these consequences of underage drinking and ask members to write a letter to one of the seventh-graders mentioned in the article. Ask them to give advice to the member they have chosen and to include their opinion of that person's behavior. You might suggest that they inform youth in the article of all the ways they may be harming themselves. Let youth know that these letters are a way to express themselves and will not really be mailed out. Peer leaders can walk around giving help to participants where needed.
8. Ask for volunteers to share their letters with the group.

Wrap-up/Reflection

- Ask members to respond in their journals to the following questions: *What did you find most surprising about today's session? What might you do or think differently after today's session?*
- Ask for a few volunteers to share their answers. Lead a brief discussion that reinforces the notion that we are responsible for our health and well-being and achieving our goals, and that engaging in underage drinking can stand in the way of our future happiness and success.

OPTIONAL ACTIVITY

Create a similar game, "What do you know about tobacco?" You can easily find materials for questions and answers on a number of websites, including the Centers for Disease Control and Prevention, www.cdc.gov, and the National Institutes for Health, www.nih.gov.

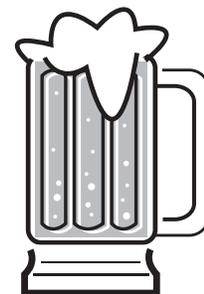
Unit V, Session 2

**WHAT DO YOU KNOW
ABOUT ALCOHOL?**

Test yourself. Circle either “True” or “False” next to each statement below. Add up the number of correct answers to see if you are a:

- Champion:** 12 to 15 correct – Congratulations, you are mastering the facts!
- Master:** 8 to 11 correct – Way to go! You have a good grasp of the facts.
- Novice:** 0 to 7 correct – You are on your way! Continue to learn the facts.

1. Heavy alcohol use has no risk of any long-lasting effects on the body. TRUE or FALSE
2. It takes alcohol less than one minute to reach the brain. TRUE or FALSE
3. A can of beer, a 1.5 ounce shot of whiskey and a glass of wine have the same amount of alcohol. TRUE or FALSE
4. Alcohol and other drugs can interfere with a young person's physical development. TRUE or FALSE
5. Most young people in junior high school (middle school) use alcohol. TRUE or FALSE
6. A person who sticks to drinking beer will not become addicted to alcohol. TRUE or FALSE
7. A can of beer has the same effect on an adult as it does on a younger, smaller person. TRUE or FALSE
8. Drinking a lot of alcohol at once can lead to a coma or even death. TRUE or FALSE.
9. Alcohol can make your senses, such as vision, work better. TRUE or FALSE
10. Mixing alcohol with any other drug can be especially dangerous. TRUE or FALSE
11. Alcohol is not a drug. TRUE or FALSE
12. Drinking alcohol can affect your emotions. TRUE or FALSE
13. Due to physical differences, girls are likely to get drunk more quickly than boys when consuming the same amount of alcohol. TRUE or FALSE
14. Using alcohol could cause a person to do dangerous or dumb things that they would not do otherwise. TRUE or FALSE
15. The legal age for drinking alcoholic beverages is 21. TRUE or FALSE



Unit V, Session 2

WHAT DO YOU KNOW ABOUT ALCOHOL?

(ANSWERS FOR FACILITATORS)

Test yourself. Circle either “True” or “False” next to each statement below. Add up the number of correct answers to see if you are a:

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Unit V, Session 2

SEVENTH-GRADERS DRINK BEFORE BOARDING SCHOOL BUS³

By Paul Levy, *Star Tribune*, July 19, 2008



In yet another disturbing case of alcohol use among young people, two Spring Lake Park students – who apparently had been drinking before boarding their school bus – were taken by ambulance from Westwood Middle School to a Fridley hospital.

This time, the drinkers were seventh-graders. The two Spring Lake Park students, who apparently had been drinking before boarding their school bus Thursday morning, were taken by ambulance from Westwood Middle School to a Fridley hospital, school officials said Friday.

It was yet another disturbing case of alcohol use among youths. Those cases include a recent string of binge-drinking deaths of college-age Minnesotans. One of the Westwood students became ill and needed assistance getting off the bus, according to a letter sent to Westwood Middle School families, although Joel Young, the school's assistant principal, said the boy was removed from the bus.

School staff called 911 immediately, and the boy remained hospitalized overnight, Principal Paula Hoff said. Hoff said she was told by the boy's mother that he was to be released Friday from Unity Hospital. Hospital officials, citing privacy issues, declined to comment. Later Thursday morning, the other student was determined to be in need of medical services and was also hospitalized, according to the letter sent Thursday to Westwood Middle School families. Hoff said she wasn't aware that the other student was hospitalized overnight.

Westwood Middle School officials had yet to discuss possible disciplinary action concerning participants by the end of Friday's school day, Hoff said. "We're not at that point," she said. "Right now, we're more concerned with health issues." "We don't know how it [alcohol] was consumed," Hoff said. "There was nothing on the bus. The bus driver responded wonderfully. It was not done on the bus."

Alcohol Is Easy To Get

Experts lament that drinking among children of middle-school age can no longer be considered out of the ordinary. Approximately eight percent of seventh-graders and 17 percent of eighth-graders reported engaging in binge drinking during a 12-month period that preceded the release of a 2005 study reported by the *American Journal of Public Health*.

"The kids we see tell us it is surprisingly easy for an eighth-grader or seventh-grader to get access to alcohol, and they have a perception that it isn't very harmful," said Jim Steinhagen, executive director of the youth continuum program at Hazelden, the Center City-based organization known for its world-class chemical-health treatment centers. "By the time they are 18, kids will see 100,000 beer or alcohol commercials that glamorize drinking," Steinhagen said. "Even as they get older, teenagers don't realize how lethal alcohol consumption can be to developing brains."

Last week, 42 Eden Prairie High School students were questioned and 13 were disciplined after Internet photos appeared to show students partying with alcohol. In the fall, three 14-year-old girls and one 15-year-old girl were cited for drinking vodka during class at St. Paul's Highland Park Senior High.

Two weeks ago, Brian Threet, 20, who was about to re-enroll at St. Cloud State University, died of a suspected drinking binge, the latest in a mounting toll of alcohol-related deaths among college-age Minnesotans. In mid-December, Winona State student Jenna Foellmi's body was found in an off-campus apartment in what police called a "classic case of binge drinking."

Police also said alcohol played a role in the death of Rissa Amen-Reif, 22, of Eden Prairie, who was struck and killed by a car in Mankato in November. And in October, Amanda Jax, a former pre-nursing student at Minnesota State University, Mankato, died of acute alcohol poisoning after celebrating her 21st birthday.

Jolts of Energy

Some youngsters have added a new twist to drinking: Kids are now supplementing their alcohol consumption with high-caffeine energy drinks, which they believe will allow them to drink more and perform at a higher energy level, Steinhagen said.

On Friday, representatives from the First Student bus company that serves the Spring Lake Park district did not return phone calls from the *Star Tribune*.

³ Paul Levy, "Seventh-Graders Drink Before Boarding School Bus," *Star Tribune*, July 19, 2008 (Minneapolis, MN: The Star Tribune Media Company, 2008). Reprinted with permission.

Unit V

How Drugs and Alcohol Can Harm Me

Session 3: How Do I Develop Resistance to Peer Pressure and Learn to Say “No” to Alcohol and Other Drugs?

Activity Type

Discussion, Role-Play Activity, Improvisation Activity

Goal

Members will learn to recognize the spoken and hidden kinds of peer pressure that could influence them to become involved in unhealthy activities. They will understand how to say “no” to different kinds of negative peer pressure. Members will learn peer resistance skills.

Essential Quote

A little consideration, a little thought for others, makes all the difference. (Winnie the Pooh)

Approximate Time

One hour

Materials

- Newsprint and markers
- Six copies of *Peer-Pressure “Bag of Tricks”*
- Six bags labeled “Peer Pressure Tricks”
- Copies of *Peer-Pressure Scenarios*
- Copies of *Know Your “Nos”*
- Participants’ journals and pens/pencils

Before You Begin

- Ask peer leaders to cut apart tricks from *Peer-Pressure “Bag of Tricks”* to make six sets of each.

Warm-up/Log-in

1. Instruct youth to respond in their journals to the day’s essential quote.
2. Ask members: What do you think of when you think of peer pressure?
3. On a sheet of newsprint, write the following definitions:
 - * “Pressure is a force or an influence that cannot be avoided.”
 - * “Peer Pressure is the feeling that someone your own age is pushing you toward making a certain choice, good or bad.”
4. Point out that there are two kinds of peer pressure, spoken and hidden.

5. Explain that spoken pressure occurs when a person asks you directly to do something, or says things to you that push you toward a certain choice. Write this definition on the newsprint.
6. Ask youth to share examples of spoken pressure or give an example yourself. You might say: *An example of spoken pressure is when a friend tells you they will no longer be your friend if you don't smoke a cigarette with them.*
7. Explain that hidden pressure is indirect and occurs when nothing is actually said to you, but because you see others doing something you feel pressured to do the same. Write this definition on the newsprint.
8. Ask for examples and explain, using members' examples if possible, that for both kinds of peer pressure, various "tricks" are used to try and influence you to do something.

Main Activity

1. Divide the group up into six teams, and ask peer leaders to give each team a bag of "Peer Pressure Tricks." Ask them to remove the strips of paper inside, read aloud each one of the tricks and think of a time when that trick was used on them. Ask them to share experiences with these pressures with the group. Discuss how these tricks being played on them made them feel.
2. Ask youth to hold onto the bag of tricks because they will return to it later.
3. Explain that everyone has the right to resist and to walk away from pressure. How we use our words and body language is important if we want our message to be an effective one.
4. Distribute copies of the *Know Your "Nos"* handout. Demonstrate each of the assertive "no" behaviors and ask members to take turns in their groups demonstrating each behavior.
5. Distribute a copy of the *Peer-Pressure Scenarios* handout to each group and assign each group a different scenario. Tell youth that they will have 10 minutes to read and prepare for role playing the scene, using one or all of their group members. (Ask peer leaders to walk around helping the groups work on their scenarios.)
6. Each group will come to the front of the room one at a time and role play their scenario. The other teams will have one minute to take out the tricks from the "Bag of Tricks," agree which trick is being used and wave it in the air. The first group to wave the correct trick is the winner for that round.
7. After each group performs their scenario and a winning group is declared, a member of the group at the front will do an improvisation using the assertive "No" Behaviors to respond to the pressure. Members place the strips of paper back in the bag until it's time to take them out after the next group has completed their scenario.
8. Continue with each group's scenario role-play and Assertive "No" improvisation until all groups have had a turn. Ask a peer leader to keep a tally of each groups' correct answers. The group that waved the correct trick the most number of times is declared the winner.

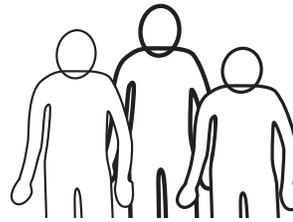
Wrap-up/Reflection

- Ask youth to write in their journals about an experience they have had with peer pressure and to respond to the following questions: *Is there anything you would do differently if that situation, or one like it, came up again today? What techniques for dealing with peer pressure did you learn today?*



Unit V, Session 3

**PEER-PRESSURE
"BAG OF TRICKS"⁴**



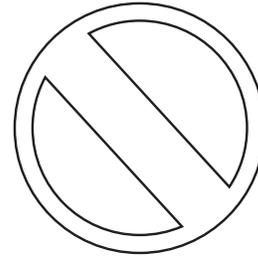
Make six copies of this handout and cut apart (assuming you have 24 to 30 participants). Place sets of "tricks" in small bags. You will need one bag for each group for maximum participation. Label the bags "Peer-Pressure Tricks."

<p>Spoken pressure REJECTION Threatening to leave someone out or end a friendship</p>	<p>Spoken pressure PUT DOWN Insulting someone or calling them names to make them feel bad</p>
<p>Spoken pressure REASONING Giving reasons to do something or why it would be okay to do it</p>	<p>Hidden/Unspoken pressure THE HUDDLE A group stands together talking or laughing, maybe looking at something you can't see, with their backs toward others.</p>
<p>Hidden/Unspoken pressure THE "LOOK" Kids who think they're cool give a look that means: "We're cool and you're not."</p>	<p>Hidden/Unspoken pressure THE EXAMPLE Popular kids simply buy or wear or do something, and, because they set an example, others want to follow.</p>

⁴ Adapted from "Peer Pressure: Peer Pressure Bag of Tricks," National Institute on Alcohol Abuse and Alcoholism, www.thecoolspot.gov.

Unit V, Session 3**KNOW YOUR "NOS"⁵****Assertive "No" Behaviors**

- * Stand up straight.
- * Make and hold eye contact.
- * Speak in a firm voice.
- * Use a quick and polite tone of voice.
- * Use definite words of choice, such as "No, I don't want to" or "No, thanks" or just "No."
- * Walk away – do not stalk or run away.
- * Repeat the refusal as often as needed and claim the right not to say why.

**Most Effective "No"**

Why is the assertive "No" more effective? Compared with the other "Nos," it's harder to argue with someone who simply says, "No thanks, I don't want to" in a firm and polite way. If someone asks why, you don't have to give a reason. You can politely say, "I just don't want to" as many times as needed. If the pressure persists, you can return the challenge by saying, "I thought you were my friend," or "I don't drink, and if you're my friend, you won't keep asking me." You can walk away assertively as well.

⁵ Adapted from Teacher and Volunteer Corner, "Role-Playing Lesson: Know your Nos," National Institute of Alcohol Abuse and Alcoholism, www.thecoolspot.gov.

Unit V, Session 3

**PEER-PRESSURE
SCENARIOS⁶****1
SCENARIO**

Constantine enters the room and notices on the board that there is a test that day. "Oh no! My mom is going to be so mad if I flunk this test! I completely forgot to study." One friend hears Constantine, and responds, "Don't worry, we'll pass you the answers. No problem!" Constantine responds, "No, my mom would really be mad if I got caught." Another friend replies, "Don't worry, you won't get caught! We do this all the time."

**2
SCENARIO**

Sophia enters a party at a friend's house and sees most of the popular kids standing close together in the living room, with their backs to her. She walks closer and sees that all of them are very excited about drinking beer. She has never tried it and does not want to. But the kids are all talking very enthusiastically about it, as if this is the coolest thing to do. The boy she likes sees her and smiles. He is standing with a beer in his hand. Sophia smiles back, and, trying to act cool, she goes over to him.

**3
SCENARIO**

Carmen and Jamar enter the school dance. They stand alone in the corner for what seems like the longest time. The group of popular students all seem so cool to Carmen and Jamar. Their group is all dressed similarly, but Carmen's outfit is different. It is pretty, but not the latest trend. Jamar is wearing an outfit that used to belong to his older brother. Carmen and Jamar eventually approach the popular group. But when they do, Carmen notices one girl look her up and down, roll her eyes and turn to talk to her friend. Jamar notices that another boy looks him up and down and nudges his friend when he sees him coming closer. Jamar looks at Carmen and says, "You know, I think we should just stick to ourselves."

4 SCENARIO

Molly's mom dropped her off at the mall to do some shopping. Molly is walking through the mall when she sees a group of popular girls. They are the girls that Molly has been hoping to become friends with. As she approaches, she notices that the girls are giggling and are barely able to stand up straight; they look as if they are going to fall over at any moment. Denisha, the group's ringleader, sees Molly and asks if she wants to join them and take one of the prescription pills another girl has taken from her mother's drawer. Although Denisha's speech is slurred and she has trouble focusing on Molly's eyes, she assures her the pill is safe and that the other girls have each taken one too. She tells Molly that it's only one small pill and that there is nothing to be afraid of.

5 SCENARIO

As students are entering the classroom, they notice there is a substitute teacher. They excitedly tell the others. The late bell rings and Naima sits down but the other three or four students do not. Ms. Miller tells the students, "Please be seated for morning announcements." The students ignore her. Ms. Miller approaches each student and quietly asks each to sit down. They do, but one looks at Naima and calls her "teacher's pet." She quietly ignores it. Next, the three or four students begin throwing little paper wads at each other. One student notices that Naima has not joined in on the misbehavior. "Come on, Naima, what's wrong? Are you chicken? Bock, Bock! Come on, prove it!"

6 SCENARIO

Two classmates, who Maalik has always liked, are standing by their lockers in between classes talking about how much fun they are going to have stealing whiskey from one of their parent's liquor cabinet later that day. They tell Maalik he should come over and hang out and party with them. Maalik just stands there as if frozen. When the boys see the worry in his face, one of them says, "Man, if you don't come, you're a wuss and you can forget ever hanging out with us."

Unit VI

Crossing the Line = Consequences

Session 1: What Is HIV/AIDS?

Activity Type

Brainstorming, Poster-making Activity⁷

Goal

Members will learn about HIV/AIDS and create and present posters about the topic. They will reflect on their personal attitudes and behaviors toward this topic.

Essential Questions

What do I know about HIV/AIDS? What do I want to know about HIV/AIDS?

Facilitator Notes

Be sensitive to the possibility that some Club members may be infected with HIV, or may have a family member who is infected.

Approximate Time

45 minutes to one hour

Materials

- Newsprint and markers
- Up-to-date pamphlets or fact sheets on HIV/AIDS
- Magazine or public-service ads related to health issues
- Colored markers
- Participants' journals and pens/pencils

Before You Begin

- Collect or purchase up-to-date pamphlets or fact sheets about HIV/AIDS. Check that materials match the group's reading level. Fact sheets are available from the Centers for Disease Control and Prevention (www.cdc.gov/std/healthcomm/fact_sheets.htm), the American Red Cross (www.redcross.org), and the American Social Health Association (www.ashastd.org/news/news_factsheets.cfm). Easy-to-read pamphlets also can be purchased from ETR Associates at pub.etr.org.
- Collect magazine or public-service ads related to health issues or obtain posters from your local health department to illustrate to youth effective poster design.
- Write on a sheet of newsprint the five general areas of information to be covered in the posters:
 - * "Transmission"
 - * "Symptoms"
 - * "Treatment"
 - * "Prevention"
 - * "Responsibility"

Warm-up/Log-in

1. Ask youth to respond in their journals to the essential question. Ask for a few volunteers to share their responses and record their responses on newsprint.
2. Tell youth that they will be learning about HIV/AIDS. Say that you hope that all they want to know will be covered in this session. Emphasize that it is important for youth to know about this topic in order to protect themselves and stay healthy.

Main Activity

1. Explain to youth that there is a lot of information and research about HIV/AIDS, and sometimes it may seem overwhelming for people to know enough to protect themselves from infection. The good news is that there are really only five general areas of information that people need to know to protect themselves from HIV/AIDS. These areas are:
 - * **Transmission:** How does HIV pass from one person to another?
 - * **Symptoms:** How can people tell if they have HIV/AIDS?
 - * **Treatment:** How is HIV/AIDS treated? Is it curable? What happens if it goes untreated?
 - * **Prevention:** How can someone prevent himself/herself from getting HIV?
 - * **Responsibility:** What should people do if they find out they are infected with HIV?
2. Tell youth they'll work in small groups to make a poster about HIV/AIDS. Using pamphlets and/or fact sheets, they will make a poster that answers questions about each general area of information. Tell youth that they should design the poster as though it would be for a bus ad or a billboard.
3. Set parameters for the explicitness of the posters to reflect the maturity of your audience and the standards of the Club.
4. Have the group form five small teams. (Assign a peer leader to work with each team.)
5. Assign each group a category for their poster. Have peer leaders distribute newsprint, markers and the appropriate pamphlet or fact sheet to each group.
6. Give the groups 15 minutes to make the posters. Instruct them to write all the information in a legible and attractive manner.
7. When they are finished, invite each group to briefly share its posters and answers to the questions about transmission, symptoms, treatment, prevention and responsibility.
8. After all groups have presented, review how HIV is transmitted. (Note: Stress that HIV may also be transmitted by exchange of contaminated needles.)
9. Stress that abstinence from sexual activity and drug abuse is the only 100-percent sure way of avoiding HIV.

Wrap-up/Reflection

- Ask youth to respond in their journals to the following question: *What are one or two of the most important things you learned today?* Ask for volunteers to share their responses with the group.

⁷ Adapted from Learning Activities, "Teaching about Sexually Transmitted Infections," Resource Center for Adolescent Pregnancy Prevention, ETR Associates, www.etr.org/recapp/.

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.)

Start SMART Post-Test: Instructions for Facilitators

1. Explain to participants:
 - * *Now that we have completed the 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 (optional).
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!

START SMART 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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For office use only

TOTAL NUMBER CORRECT ____
 (only tabulate correct answers for questions 8-22)

True/False

8. Engaging in risky behaviors can ruin your life.
True False
9. The legal age to drink alcoholic beverages is age 18.
True False
10. A young girl cannot get pregnant until she is a teenager.
True False
11. Smoking can cause cancer, lung disease and heart disease.
True False
12. More teens are in treatment for marijuana dependency than any other illegal drug.
True False

START SMART POST-TEST

Multiple Choice

13. Which of the following is NOT a gateway drug:
 a) Methamphetamines b) Tobacco c) Marijuana d) None of the above
14. An example of assertive behavior is:
 a) Direct eye contact b) Good posture c) Firm voice d) All of the above
15. The only 100% way to avoid teenage pregnancy and HIV transmission is:
 a) Abstinence b) Condoms c) Wait until you're older d) None of the above
16. All of the following are reasons young people might start using drugs EXCEPT:
 a) Stress b) It costs a lot c) To look "cool" d) They think it's safe
17. A possible consequence of underage drinking is:
 a) School problems b) Arrest c) Sickness d) All of the above

Survey

18. Young people can become addicted to meth after just one use.
 Strongly Agree Agree Disagree Strongly Disagree
19. When misused prescription drugs can be harmful and addictive.
 Strongly Agree Agree Disagree Strongly Disagree
20. Smoking cigarettes does not cause you to have more friends.
 Strongly Agree Agree Disagree Strongly Disagree
21. I can encourage other people to avoid using drugs or alcohol.
 Strongly Agree Agree Disagree Strongly Disagree
22. When I get upset, I can make myself feel better in a healthy way.
 Strongly Agree Agree Disagree Strongly Disagree

Program Quality

23. I like coming to Start SMART.
 Strongly Agree Agree Disagree Strongly Disagree
24. I like the way members act toward each other in the Start SMART program.
 Strongly Agree Agree Disagree Strongly Disagree
25. Adult leaders in the Start SMART program care about me.
 Strongly Agree Agree Disagree Strongly Disagree

Glossary of Terms: Start SMART (Ages 10 to 12 Years)

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

Assertive behavior – standing up for one's rights; open, direct self-expression of thoughts and feelings

Attributes – qualities or characteristics of a person

Binge drinking – the consumption of dangerously large quantities of alcoholic beverages in one sitting

Community – a group of people living in a particular local area

Consequence – the effect, result, or outcome of something occurring earlier

Coping skills – the methods a person uses to deal with stress or difficult situations

Crips – large street gang originally from Los Angeles, Calif.

Decision-making process – the steps one takes in making choices

Disciplinary action – punishment

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

Drug dependency – an escalated stage of drug use where the user thinks they need the drug to survive

Gateway drugs – drugs that may open the door for other drug involvement

Getting high – taking drugs and altering one's mind and behavior

High caffeine energy drink – soft drinks advertised as providing energy to improve physical activity

Hustling – trying energetically to sell something or get something, usually an illegal item

Inhalant – a broad range of drugs in the forms of gases, aerosols or solvents that are breathed in and absorbed through the lungs

Literacy – a person's knowledge of a particular subject or field

Media – any type of communication that reaches or influences large groups of people

Option – the power or right of choosing

Passive behavior – giving in or giving up; withdrawal; denial of one's feelings or opinions

Peer pressure – the feeling someone your own age is pushing you toward making a certain choice

Perpetrator – a person who commits a bad deed that can cause harm

Perseverance – steady persistence in a course of action in spite of difficulties

Platonic friendship – relationship between two people without romance or sexual activity

Puberty – time between childhood and adulthood when boys and girls experience physical and emotional changes in their bodies

Reconvene – to call or come together again

Reproduction – process by which humans produce babies

Resistance – the action of opposing something you disapprove or disagree with

Role model – a person you know or know about and admire

Romantic relationship – two people feel connected through emotions and physical activity

Scenario – sequence or series of possible events

Stress – a physical, chemical, or emotional factor that causes bodily or mental tension; the body's response to changing circumstances, demands or pressure

Underage drinking – consuming alcoholic beverages before the legal age of 21

GREAT FUTURES START **HERE.**



BOYS & GIRLS CLUBS
OF AMERICA

