

 **HEALTH!**
ROCKS!
INSPIRED TO BE SUBSTANCE FREE



Intermediate Level



HEALTH![®]
ROCKS!
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2019 Revision

University of Nebraska-Lincoln

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Helping communities collaborate and support a non-formal tobacco-free education program for youth ages 12 to 14.

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INTRODUCTION

HEALTH ROCKS![®]

INTRODUCTION

WHAT IS *HEALTH ROCKS!*[®]?

HOW TO USE THIS CURRICULUM

PLANNING GUIDE

INTRODUCTION

WHAT IS *HEALTH ROCKS!*[®]

Health Rocks![®] is a series of leader curricula for a healthy living program aimed at 8 to 14 year olds with the goal of bringing youth, families and communities across the United States together to reduce tobacco, alcohol, and drug use by youth. This intermediate guide provides information and activities **targeted at 12 to 14 year olds.**

This is the second in a series of two leaders' curricula. It is not necessary to have taken part in the beginning *Health Rocks!*[®] to use this intermediate guide. The first level was written for youth ages 8 to 12. This intermediate guide highlights activities and interests for the 12 to 14 year age group. It builds on what was learned in the beginning level *Health Rocks!*[®] so youth who have already participated will continue to learn, develop, and adopt new skills by taking part in this second level of *Health Rocks!*[®].

4-H has worked for decades to help youth develop skills that serve them for life. Some of these skills – such as communicating with others, relating to change and responsible decision-making – help youth develop internal strength to resist risky behaviors. A healthy living program built upon the strong foundations of life skill development and decision-making results in a program that truly reduces tobacco, alcohol, and drug use by youth.

Youth who have personal social skills and competencies are more resistant to substance abuse. Ultimately, we want youth to make knowledgeable decisions about tobacco, alcohol, and other drug use and to understand the consequences of their choices. By understanding the facts, youth are more likely to make healthy decisions and less likely to be influenced by peer pressure, the media and other emotional factors.

DRUGS

Reference to drugs includes those drugs not permitted by law (illegal) and lawful drugs (prescription or over-the-counter) which are obtained or used illegally unless otherwise specified.

PROGRAM GOALS:

- Reduce youth smoking and tobacco use.
- Help youth build life skills which lead to healthy living choices with special emphasis on youth smoking and tobacco use prevention.
- Help youth understand influences and health consequences of tobacco, drug, and alcohol use to make healthy choices.
- Engage youth and adults in partnership to develop and implement community strategies that promote healthy lifestyle choices.
- Build positive, enduring relationships, with youth involved as full partners through widely varying “communities of interest” to address youth risk behaviors.

IMPLICATIONS FOR THE *HEALTH ROCKS!*[®] PROGRAM

Chances are at least some of the 12 to 14 year olds you will be working with in this program have tried tobacco, alcohol, or some type of drug. Participants in this age range are definitely at a time of deciding whether to experiment with substances. It is important to understand that the actual use of these substances among 5th to 8th graders is actually very low. Many may have family members who use tobacco products, drink alcohol, use illegal drugs, or misuse prescription or over-the-counter drugs.

Youth in this age range are changing from elementary to middle or junior high school. They are facing new and challenging social and academic situations. It may also be during this time that they are more frequently exposed to drugs, especially alcohol and cigarettes. Helping them develop the know-how and skills to resist these substances can protect them from engaging in the use of these substances. Youth are good by nature and need strong support to develop healthy lives.

YOUTH AND RISK

Youth often engage in behaviors that threaten their development. The Centers for Disease Control and Prevention (CDC) developed the Youth Risk Behavior Surveillance System (YRBSS) to monitor priority health risk behaviors that contribute to the leading causes of death, disability, and social problems among youth and adults in the United States. These behaviors, often established during childhood and early adolescence, include:

- Tobacco use.
- Unhealthy dietary behaviors.
- Inadequate physical activity.
- Alcohol and other drug use.
- Sexual behaviors that contribute to unintended pregnancy and sexually transmitted diseases, including HIV infection.
- Behaviors that contribute to unintentional injuries and violence.¹

The focus of this curriculum is tobacco, alcohol, and other drugs. However, other factors are included. It is important that youth realize they have a lot to lose by engaging in risky behaviors. Youth who are focused on future goals and supported by life skills and decision-making abilities are less likely to sabotage their health and future.

¹ Centers for Disease Control and Prevention. (2018, March 22). *Youth risk behavior surveillance system (YRBSS)*. Retrieved from <https://www.cdc.gov/healthyyouth/data/yrbs/index.htm>

HOW TO USE THIS CURRICULUM

TEENS AS VOLUNTEER LEADERS

Health Rocks![®] is designed to be taught by teens (ages 15 and over) and adults working as partners. “Teens as Volunteer Leaders” is a proven model for involving teens in delivering curriculum and programs to youth. This cross-age approach is highly effective in building leadership and life skills in youth who participate in the program. Youth respond well to teen instructors who provide a positive role model. This can be especially beneficial when talking about issues such as tobacco, alcohol, and other drug use.²

In fact, in leadership situations, studies show that:

- Teens connect better with youth.
- Teens bring fresh ideas to your program.
- Teens provide honest feedback (often better than adult staff).
- As role models, teens provide youth something to aspire to, and help maintain their involvement.
- Teens are often proficient in technology skills.
- Teens are often current with trends.
- Teens are often able to recruit additional teens.³

In addition to benefiting program participants, teen leaders benefit from working in partnership with caring adults. This partnership allows teen leaders to explore and try out new roles and new skills in a safe environment.

LEADER TRAINING

Appendix D provides a sample **Training Outline** for use with teen and adult partners implementing *Health Rocks!*[®]. By participating in organized training, teen and adult facilitators are able to experience activities and practice skills prior to working with participants. This will also allow for an assessment of teaching strengths along with feedback on areas which may need improvement or better coordination between partners.

2 Rutgers, the State University of New Jersey. (2018, January 3). *Staffing with teenagers and teens as cross-age teachers*. Retrieved from <http://urban4hscience.rutgers.edu/practices/staffing/teens.html>

3 Oregon State University Extension Service. (2016). *YA4H! Youth advocates for health*. Retrieved from <http://oregon.4h.oregonstate.edu/projects/ya4-h/curriculum/recruit>

It is important to establish participation ground rules during training and with youth during implementation. Participants need to be comfortable expressing themselves in a judgement-free and supportive environment.

Appendix E provides some teaching tips that may enhance the teen and adult partnership and help them build on their teaching strengths.

TARGET AUDIENCE

Health Rocks![®] is designed to be used in a variety of educational settings and in a variety of different ways. Materials can be used in 4-H Clubs, after-school settings, in classrooms, during day or residential camps or with special interest groups. The recommended age is 12 to 14 years old. However, this age range is just a guideline. Some participants may be older but may function at a younger developmental level. They are ideal participants for *Health Rocks!*[®] activities, and learning experiences can be easily adapted to meet the needs of specific groups.

Please refer to the policies and procedures at your university, school, or organization regarding informed parental consent before implementing this curriculum.

It is extremely important for teens and adults teaching the program to have an understanding of how youth think, feel, and act. In addition to chronological age, youth also have a physical, mental, emotional, and social age. These different developmental ages mean that development and ability to perform tasks will vary. While some youth may perform ahead of others in some aspects, they may be behind in others.

The following chart describes the Characteristics of Youth Grades 7-9.

AGES & STAGES: CHARACTERISTICS OF YOUTH GRADES 7-9⁴

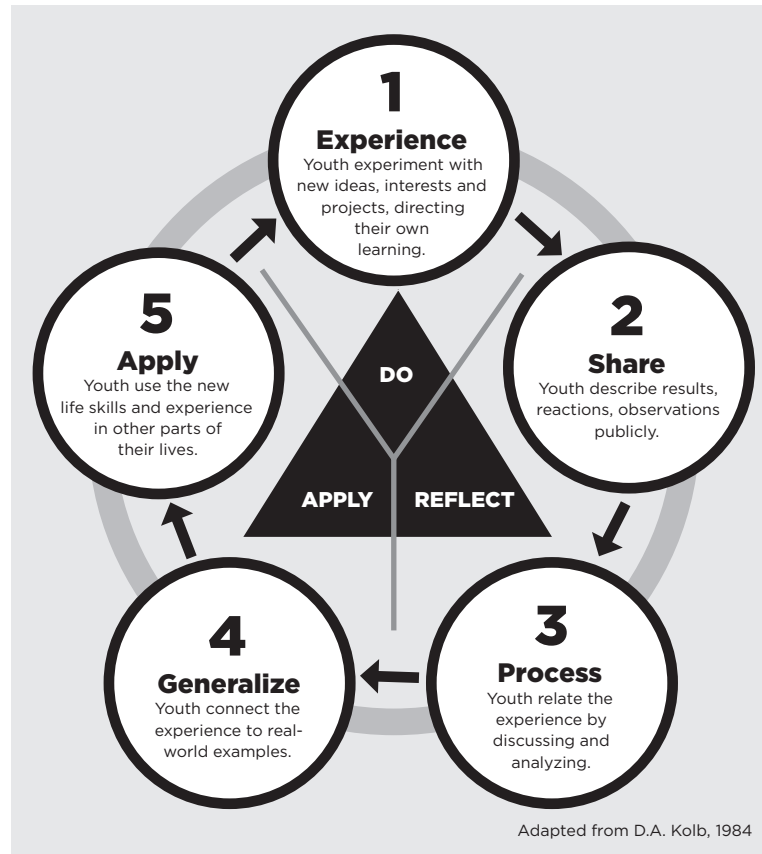
CHARACTERISTICS	IMPLICATIONS FOR PROGRAMMING
<p>Physical Often have a growth spurt that can cause clumsiness until coordination catches up with the growth. Most girls are more developed than boys. Distinguishing physical features such as large feet, ears, or nose may be a source of worry. Increase in appetite.</p>	<p>Avoid activities that cause youth to compare their physical characteristics to others. Offer projects that require more coordination.</p>
<p>Social Participation in youth organizations may decline. A feeling of dependence on the rules and regulations specified by adults continues, even though they may protest. Peer group pressure increases. Crushes are common. Interest in the opposite sex is often shown contrary to behavior...pushing, hair pulling, etc.</p>	<p>Provide some activities that include both genders, but still offer same gender activities. Provide opportunities for the group to determine the rules.</p>
<p>Emotional Worry and/or shame associated with body development. A strong emotional attachment to an older youth or an adult may be evident. Keen interest in their own bodies, especially sex and sex processes.</p>	<p>Provide lots of opportunities to succeed. Avoid comparing performance with others. Provide opportunities to work with other youth and adults.</p>
<p>Intellectual Growing capacity to reason and think abstractly, although manipulation of concrete objects is often enjoyed. Ability to persist until desired result is achieved. Avoid tasks beyond their ability. Can take more responsibility in planning and evaluating their work. Vocabulary may be equal to an adult; however, reading interests are different.</p>	<p>Provide more complex tasks. Projects that require more reading and analysis can be offered. Allow them to evaluate their own work. Avoid tasks that are beyond their abilities.</p>

4 Oregon State University Extension Service. (2016). *YA4H! Youth advocates for health*. Retrieved from http://oregon.4h.oregonstate.edu/sites/default/files/about/pyd/handout_ages_and_stages_of_youth.pdf

EXPERIENTIAL LEARNING

Hands-on learning experiences have long been recognized as an effective way to help youth of all ages to learn. *Health Rocks!*[®] is designed using experiential learning to actively engage learners while encouraging them to think for themselves, work hard, and ultimately learn more. The Experiential Learning Model is presented below:

EXPERIENTIAL LEARNING MODEL⁵



EXPERIENCE – Describe the activity you will have participants do. Encourage them to think about what they might see or what might happen. Then, let participants experience the activity; perform or do it.

SHARE – Ask questions about the activity and the experience after they have completed it. Participants describe the results and their reactions.

PROCESS – Ask questions about something that was important about the experience. Participants analyze the experience and reflect upon the results.

⁵ Kolb, D. (1984). *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs, New Jersey.

GENERALIZE – Apply the results to real-world examples. Ask questions to help participants connect subject matter to life skills and the bigger world.

APPLY – Help participants apply what they have learned to their lives. Give them opportunities to practice these new skills or use new information.

INTERMEDIATE GUIDE ORGANIZATION

Health Rocks![®] is divided into three sections:

- All About Me
- What Influences Me
- Taking it Beyond Me

These sections are designed to help participants build on their knowledge of tobacco, alcohol, and other drugs, and how they make decisions related to these substances. It also helps participants look at self-awareness and how self-esteem and stress can affect those decisions. The curriculum addresses outside influences on behavior choices such as family, peer pressure, and the media. It highlights communication skills with a focus on learning refusal skills. Finally, the curriculum moves participants to a larger perspective by focusing on helping others make healthy choices and empowering family and community to become involved in the movement.

While activities can be used individually, you may find it helpful to use them in sequence as the topics build on one another. Each chapter begins with an **Overview** that provides background information. You can supplement with information from resources listed in Appendix B. Throughout this curriculum, national data about tobacco, alcohol, and drug use are given. While current when this curriculum was written, you may want to check current data and statistics. Because local data and statistics are very powerful, you may also want to include references to this information when talking with youth. Sources of information are included in **Resources** (Appendix B) or may be acquired from your state health department. A **Glossary** (Appendix C) contains familiar and unfamiliar words or terms with definitions as they relate to the curriculum.

A **Learn It, Live It!** resource list of expanded learning experiences is located at the end of each chapter. It is important that youth to be given more opportunities to expand on what they have learned in the *Health Rocks!*[®] curriculum and meet individual group requirements. This list of innovative, hand-on experiences is offered at the end of each chapter as a follow up to expand the learning experiences of participants either as a group or individually. **Learn It, Live It!** expanded learning experiences may be an option for youth who are absent from class. Research shows that youth learn effectively through hands-on experiences. As a result, try to incorporate as much experiential

learning as possible to promote positive development in youth. *When youth complete activities outside of the Health Rocks!® classroom, encourage them to complete a Learn It, Live It! Reflection Sheet and return it to the next class. The Learn It, Live It! Reflection Sheet is included with the supplemental curriculum materials.* Reviewing these activities will strengthen the learning in *Health Rocks!®*.

A **Summing Up** and *Health Rocks!® Check up!* evaluation are also located at the end of each chapter. **Summing Up** restates the highlights of the chapter and can be sent home with participants. The *Health Rocks!® Check up!* acts as an evaluation to help reinforce what you have been teaching and helps see if participants have gained knowledge.

There is a **Retrospective Impact Evaluation** (Appendix A) at the end of the guide. It is designed to be completed after all sessions. It will measure what the participants learned from the time the program started until the end.

INVOLVING FAMILIES AND COMMUNITIES

Youth experience risk and protective factors across the domains of individual, family, peer, school, and community. In other words, these “worlds” work together to either protect or pressure them as to tobacco, alcohol, drugs, and other risks.⁶

Several studies indicate that parents play an important role in prevention. Since youth learn the majority of social skills at home, it makes sense that the quality of family relationships influences whether youth use tobacco, alcohol, or other drugs. For these reasons, it is important to involve families in *Health Rocks!®* at every opportunity.

The community also plays a big role in the development of youth. It is important that families and communities rally together to provide appropriate support for the development of life skills and decision-making in future citizens and leaders. Within each section of this curriculum are activities targeted toward family and community involvement. Partnering with other community organizations in the delivery of *Health Rocks!®* can provide community-wide resources and support.

6 National Institute on Drug Abuse. (2014, January). Principles of adolescent substance use disorder treatment: A research-based guide. Retrieved from <https://www.drugabuse.gov/publications/principles-adolescent-substance-use-disorder-treatment-research-based-guide/introduction>

SETTING THE STAGE FOR PROGRAMMING WITH ESSENTIAL ELEMENTS⁷

To create the most positive environment for *Health Rocks!*[®], it is important to set the stage for positive youth development and learning. Here are some important things that should be in place to help youth acquire the skills and abilities they need:

Belonging

A Positive Relationship With a Caring Adult. This caring adult can be an instructor, mentor, or other volunteer. Such relationships provide warmth, closeness, caring, support, and good communication.

An Emotionally and Physically Safe Environment. The program should protect participants from physical or emotional harm. Such environments have clear and consistent rules, structure, continuity, and predictability.

An Inclusive Environment. Your program should be marked by a sense of belonging for all who attend, encouraging and supporting participants with positive and specific feedback. Healthy groups celebrate the success of all and take pride in the collective effort.

Mastery

Opportunities for Mastery. Everyone who participates in *Health Rocks!*[®] should feel good about their abilities and skills. Mastery is the building of social, emotional, physical, and intellectual skills, and then having opportunities to demonstrate proficiency. Mastery is developed over time, with repetition.

Opportunities to Experience Engagement in Learning. Your program can help youth understand the subject area and develop understanding. An engaged learner has a higher degree of self-motivation and a large capacity to create.

Independence

Opportunities to See Oneself as an Active Participant in the Future. Participants should be able to envision a future and see their role within it. Your program should help youth develop a sense of hope and a clear vision about the future.

Opportunities for Self-Determination. Youth should become independent, empowered, and develop a sense of self-worth. They need to develop a personal sense of influence over their lives and exercise their potential to become self-directed teens and adults.

⁷ United States Department of Agriculture National Institute of Food and Agriculture. (2016, July 21). *Essential elements of 4-H*. Retrieved from <https://nifa.usda.gov/resource/essential-elements-4-h>

Generosity

Opportunities to Value and Practice Service to Others. *Health Rocks!*[®] can help youth provide service to others, which helps them gain exposure to the larger community. Service to others helps them develop positive ethics and values.

LIFE SKILLS

Life skills are the abilities that assist us in leading productive and satisfying lives and help us function well in the environments in which we live.

In the *Health Rocks!*[®] curriculum, there are a number of life skills that are taught. These are similar to life skills that are addressed in other 4-H programs. They include:

- Information gathering
- Analyzing information
- Critical thinking
- Decision-making
- Goal setting
- Planning/organizing
- Problem solving
- Consequences of actions
- Communication
- Concern for others
- Contributions to group effort
- Healthy life choices
- Managing feelings
- Personal safety
- Responsible citizenship
- Self-responsibility
- Sharing
- Social responsibility
- Social skills
- Stress management
- Teamwork
- Using scientific methods

The activities in *Health Rocks!*[®] help participants develop these life skills. Each activity identifies the major life skills being met.

NATIONAL HEALTH EDUCATION STANDARDS⁸

These standards were developed by the Joint Committee on National Health Education Standards sponsored by the American Cancer Society. They provide program goals for all grade levels. Each activity in this curriculum identifies the health education standard being addressed.

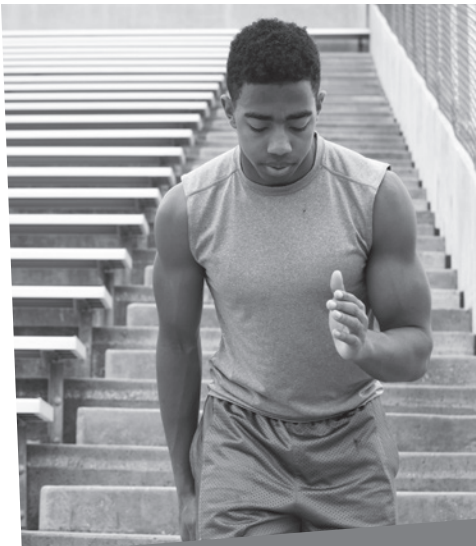
STANDARD	OUTCOME
1	Students will comprehend concepts related to health promotion and disease prevention to enhance health.
2	Students will analyze the influence of family, peers, culture, media, technology, and other factors in health behaviors.
3	Students will demonstrate the ability to access valid information and products and services to enhance health.
4	Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
5	Students will demonstrate the ability to use decision-making skills to enhance health.
6	Students will demonstrate the ability to use goal-setting skills to enhance health.
7	Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
8	Students will demonstrate the ability to advocate for personal, family, and community health.

⁸ Centers for Disease Control and Prevention. (2016, August 18). National health education standards. Retrieved from <https://www.cdc.gov/healthyschools/sher/standards/index.htm>

PLANNING GUIDE

Introductory Lesson: Why *Health Rocks!*[®]?

- Youth will discover why healthy minds and healthy bodies are necessary for future success.
- Life Skills: healthy lifestyle choices, critical thinking, self-responsibility
- National Health Education Standard: 1
- 30 minutes



SECTION 1: ALL ABOUT ME

Chapter 1: Building Healthy Relationships

Activity 1A: Trust Me!

- Youth will identify actions of trustworthy individuals and develop trust between *Health Rocks!*[®] participants and program facilitators.
- Life Skills: Accepting Differences, Nurturing Relationships, Social Skills
- National Health Education Standard: 2
- 45 minutes

Activity 1B: Wanted: A Good Friend

- Youth will discover qualities of a good friend and evaluate the health of current friendships.
- Life Skills: Accepting Differences, Nurturing Relationships, Social Skills
- National Health Education Standard: 2
- 45 minutes

Activity 1C: Where Can I Go for Help?

- Youth will identify situations where youth may need help and identify adults to go to for help.
- Life Skills: Self-responsibility, Personal Safety, Conflict Resolution, Nurturing Relationships
- National Health Education Standard: 8
- 45 minutes

Activity 1D: Who Can I Help?

- Youth will develop mentor/mentee relationships with youth.
- Life Skills: Empathy, Concern for Others, Nurturing Relationships, Accepting Differences, Communication, Social Skills, Leadership
- National Health Education Standard: 8
- 45 minutes

SECTION 1: ALL ABOUT ME***Chapter 2: Keeping Healthy*****Activity 2A: Did You Know?**

- Youth will learn actual numbers of peers (youth statistics) who are using drugs illegally, learn about the health and cosmetic effects of using drugs, and describe specific health risks associated with using tobacco, alcohol, and other drugs.
- Life Skills: Healthy Lifestyle Choices, Critical Thinking, Analyzing Information, Teamwork
- National Health Education Standard: 1
- 30-45 minutes

Activity 2B: The Cycle of Addiction

- Youth will gain a deeper understanding of the power of addictions and experience how addictions might feel.
- Life Skills: Healthy Lifestyle Choices, Critical Thinking, Self-Responsibility
- National Health Education Standard: 1
- 30 minutes

Activity 2C: Is It Worth the Risk?

- Youth will learn about the health and cosmetic effects of using drugs, describe specific health risks associated with using tobacco, alcohol, or other drugs, and experience how smoking affects lung capacity, and experience how addictions might feel.
- Life Skills: Healthy Lifestyle Choices, Critical Thinking, Problem Solving
- National Health Education Standard: 1
- 30-45 minutes

Activity 2D: What About the Other Risks?

- Youth will describe risks other than health associated with using tobacco, alcohol, or other drugs and describe benefits other than health associated with not using tobacco, alcohol, or other drugs.
- Life Skills: Healthy Lifestyle Choices, Decision-Making, Personal Safety
- National Health Education Standard: 1
- 30-45 minutes

Activity 2E: Can You Ever Have Too Much?

- Youth will learn about the health and cosmetic effects of using drugs, describe specific health risks associated with using tobacco, alcohol, or other drugs, and gain a deeper understanding of the power of addictions.
- Life Skills: Healthy Lifestyle Choices, Critical Thinking, Personal Safety
- National Health Education Standard: 1
- 30-45 minutes

Activity 2F: Mixed Up Messages!

- Youth will learn about the health and effects of using drugs focusing on the brain, simulate how drugs can alter the messages sent to the brain and identify potential consequences of drug use.
- Life Skills: Healthy Lifestyle Choices, Critical Thinking, Personal Safety
- National Health Education Standard: 1
- 30-60 minutes

SECTION 1: ALL ABOUT ME***Chapter 3: Self-Confidence and Stress*****Activity 3A: I Can DO It!**

- Youth will better understand self-efficacy and how it affects choices regarding healthy behaviors, understand the effect that self-efficacy has on attitudes and motivation, and gain and use skills that build and maintain self-efficacy.
- Life Skills: Healthy Lifestyle Choices, Self-Responsibility, Self-Motivation
- National Health Education Standard: 1
- 30-45 minutes

Activity 3B: Be My Hero

- Youth will better understand self-efficacy, how it affects choices regarding healthy behaviors, and gain and use skills that build as well as maintain self-efficacy.
- Life Skills: Healthy Lifestyle Choices, Self-Esteem, Self-Responsibility
- National Health Education Standard: 1
- 30-45 minutes

Activity 3C: All Stressed Out!

- Youth will identify sources of stress and learn ways to manage stress positively.
- Life Skills: Healthy Lifestyle Choices, Self-Responsibility, Stress Management
- National Health Education Standard: 2
- 45 minutes

Activity 3D: Be a Stress Buster

- Youth will learn ways to manage stress positively and implement options for relieving stress.
- Life Skills: Healthy Lifestyle Choices, Self-Responsibility, Stress Management
- National Health Education Standard: 2
- 45 minutes

SECTION 1: ALL ABOUT ME

Chapter 4: It's My Choice**Activity 4A: Who's Making the Decision?**

- Youth will learn the decision-making steps and identify options when a decision needs to be made.
- Life Skills: Decision-Making, Problem Solving
- National Health Education Standard: 5
- 30-45 minutes

Activity 4B: Making Informed Decisions

- Youth will learn the decision-making steps, identify options when a decision needs to be made, and use decision-making skills.
- Life Skills: Decision-Making, Problem Solving, Critical Thinking
- National Health Education Standard: 5
- 30-45 minutes

Activity 4C: Decisions, Decisions, Decisions

- Youth will identify options when a decision needs to be made, compare and contrast electronic and traditional cigarettes, determine the importance of utilizing facts in decision-making, share knowledge of e-cigarettes and decision-making with other students, predict consequences of each option, choose the healthy option when making a decision, and use decision-making skills.
- Life Skills: Decision-Making, Problem Solving
- National Health Education Standard: 5
- 45-60 minutes

Activity 4D: Being SMART About Goals!

- Youth will choose the healthy option when making a decision and use decision-making skills.
- Life Skills: Decision-Making, Problem Solving, Goal Setting
- National Health Education Standard: 5
- 30-45 minutes

SECTION 2: WHAT INFLUENCES ME?

Chapter 5: Who Says It's Normal?

Activity 5A: Which Way Do I Go?

- Youth will understand the way family, peers, and culture influence their decisions.
- Life Skills: Self-Responsibility, Healthy Lifestyle Choices
- National Health Education Standard: 2
- 30-45 minutes

Activity 5B: Circles of Influence

- Youth will understand the way family, peers, and culture influence their decisions.
- Life Skills: Self-Responsibility, Healthy Lifestyle Choices
- National Health Education Standard: 2
- 30-45 minutes

Activity 5C: What Do I Believe?

- Youth will understand how values and beliefs influence choices.
- Life Skills: Self-Responsibility, Healthy Lifestyle Choices, Character
- National Health Education Standard: 2
- 25-30 minutes

SECTION 2: WHAT INFLUENCES ME?

Chapter 6: Learning the Skills

Activity 6A: That's How I Feel

- Youth will increase awareness of why people use tobacco, alcohol, and other drugs, identify and describe how family and peers influence choices, and identify how emotions affect decision-making.
- Life Skills: Decision-Making, Managing Feelings, Self-Discipline
- National Health Education Standard: 5
- 30-45 minutes

Activity 6B: Learning to Say "NO!"

- Youth will demonstrate verbal and nonverbal refusal skills to avoid tobacco, alcohol and other drugs.
- Life Skills: Communication, Self-Discipline, Decision-Making
- National Health Education Standard: 4
- 30-45 minutes

Activity 6C: Let's Do It Again!

- Youth will demonstrate verbal and non-verbal refusal skills to avoid tobacco, alcohol, and other drugs.
- Life Skills: Communication, Self-Discipline, Personal Safety
- National Health Education Standard: 4
- 30-45 minutes

SECTION 2: WHAT INFLUENCES ME?

Chapter 7: Media & Technology Messages

Activity 7A: Who's In Control?

- Youth will identify and share ways that media influences healthy behaviors and how media and technology influence thoughts, feelings and healthy choices.
- Life Skills: Critical thinking, Managing Feelings, Personal Safety
- National Health Education Standard: 2
- 45-60 minutes

Activity 7B: Don't Be Influenced

- Youth will identify and share ways that media influences healthy behaviors and how media and technology influence thoughts, feelings, and healthy choices.
- Life Skills: Critical thinking, Managing Feelings, Personal Safety
- National Health Education Standard: 2
- 30-45 minutes

Activity 7C: It's More Than Just the Advertising

- Youth will identify and share ways that media influences healthy behaviors and how media and technology influence thoughts, feelings, and healthy choices.
- Life Skills: Critical Thinking, Managing Feelings, Personal Safety
- National Health Education Standard: 2
- 45-60 minutes

Activity 7D: You Be the Advertiser

- Youth will demonstrate and practice skills leading to media literacy.
- Life Skills: Communication, Planning/Organizing, Teamwork
- National Health Education Standard: 2
- 45-60 minutes

SECTION 3: TAKING IT BEYOND ME

Chapter 8: Watch for the Signs

Activity 8A: Watch for the Signs

- Youth will recognize the signs and symptoms of tobacco, alcohol, or other drug use.
- Life Skills: Concern for Others, Communication
- National Health Education Standard: 4
- 45-60 minutes

Activity 8B: What Do I Do?

- Youth will practice skills necessary to help someone who might be using tobacco, alcohol, or other drugs.
- Life Skills: Concern for Others, Communication
- National Health Education Standard: 4
- 45-60 minutes

SECTION 3: TAKING IT BEYOND ME

Chapter 9: Communicating Healthy Messages**Activity 9A: Sharing What I Know**

- Youth will promote healthy choices related to tobacco, alcohol, and other drugs, encourage others to adopt healthy behaviors related to tobacco, alcohol, and other drugs, and demonstrate how to influence others with a positive message about tobacco, alcohol, and other drugs.
- Life Skills: Community Service/Volunteering, Responsible Citizenship, Planning/Organizing
- National Health Education Standard: 8
- 45-60 minutes

INTRODUCTORY LESSON:

WHY HEALTH ROCKS![®]?

Objectives:

Participants will:

- Discover why healthy minds and healthy bodies are necessary for future success.

Life Skills Learned:

- Healthy Lifestyle Choices
- Critical Thinking
- Self-responsibility

National Health Education Standard 1:

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Time Needed:

30 minutes

Materials Needed:

- Props for charades (toy stethoscope, clipboard, safari hat, lab coat, etc.)
- Cardstock - One per participant
- Markers/Crayons/Colored Pencils - For student use.
- **SAMPLE CAREERS Handout**
- Craft supplies for **DREAM CAREER Poster**

DRUGS

Reference to drugs includes those drugs not permitted by law (illegal) and lawful drugs (prescription or over-the-counter) which are obtained or used illegally unless otherwise specified.

Connecting to Tobacco, Alcohol, and Drug Use

The goal of this curriculum is to bring youth, families, and communities together to reduce tobacco, alcohol, and drug use by youth. Assisting students in developing the tools necessary to say no to drugs and alcohol is critical. This lesson acts as an introduction to the *Health Rocks!*[®] curriculum with the purpose of assisting youth in envisioning successful futures in a particular career field. Helping youth see themselves as active participants in the future supports positive youth development. The use of tobacco, alcohol, and illegal drugs can negatively impact a youth's future.

EXPERIENCE THE ACTIVITY

STEP 1.

Before students enter the room, utilize the props to dress up like the career you envisioned when you were young! Be creative, as youth are more likely to engage in creative thinking when adults model participation. Have youth guess the career you envisioned as a youth!

STEP 2.

If you are not familiar with the students, use this step to get to know the group better. Pass out a piece of cardstock to each student and a supply of markers/crayons/colored pencils. Ask youth to fold the cardstock in half, either the long or short way to make a table-tent card. On one side of the card, ask the students to write their first name on cardstock. Next, ask youth to draw, using pictures or words, a hobby that they enjoy, **and** a career that they might be interested in learning more about in the future.

STEP 3.

Ask youth to share their names and drawings as they are comfortable. Ask the following questions of the group.

SHARE & PROCESS:

- What new thing(s) did you learn about your classmates?
- What career options did you learn about from your classmates?
- What did you enjoy about sharing information with others?
- How did this activity help you become acquainted with your classmates?
- How could you use this activity when building relationships with others?

STEP 4.

Pass out charade cards to youth. Give youth five minutes to come up with actions, props, and costumes to act out their selected charade cards. As youth guess each charade card, pause and ask the following questions:

STEP 5.

SHARE:

- What would be interesting about this career?
- Are you interested in this career? If so, why?
- What educational requirements are necessary for this career?
- What type of skills and knowledge are needed to be successful for this career?

STEP 6.

Pass out poster paper to youth. Utilizing crafting supplies, have youth create a poster advertising the career they are interested in as an adult. If youth are unsure, have them create a poster based on one of the sample careers used in charades. Have youth present their posters and hang them up in the classroom.

PROCESS:

- What careers did your classmates identify?
- What surprised you about the career you and others selected?
- How were your careers similar/different from your classmates?
- Why would it be important to have a career?

EASE OF TEACHING TIP:

Create a sample career poster so that youth are aware of your expectations.

STEP 7.

- State to students: Each of you have had the chance to think about the kind of life you would like and the career you would choose. You are ready to start a healthy living program called, *Health Rocks!*[®] The goal of this program is to help you develop the skills to live a healthy life, free of tobacco, alcohol, and drugs. Let's consider how tobacco, alcohol, or drugs might impact your career choices and your ability to perform a career you might choose.

PROCESS:

- How would using tobacco, alcohol, or drugs affect your ability to perform this career?
- Would using tobacco, alcohol, or drugs while being employed in this career be okay? Explain.
- How might using tobacco, alcohol, or drugs change your career path? How would this make you feel?
- What feelings do you have about participating in a program where you can learn about healthy decisions?

GENERALIZE AND APPLY:

- Can using tobacco, alcohol, or drugs just one time negatively impact your future career? Why or why not?
- What happens if you are caught using tobacco, drugs, or alcohol as a youth?
- What happens if you are caught using tobacco, drugs, or alcohol as an adult?
- Can you get fired from a job for using tobacco, drugs, or alcohol?
- When a person becomes addicted to tobacco, alcohol, or drugs, how might this limit their future career choices?
- Using tobacco, drugs, or alcohol can make you feel sick, confused, and tired. Explain how it might feel having to go to work feeling, sick, confused, or tired. Explain how it might affect how well you were able to do your job if you went to work feeling sick, confused, or tired.

STEP 8.

REFLECTION:

In the *Health Rocks!*[®] program, you will be developing skills and abilities to make healthy decisions about being drug, alcohol, and tobacco free for a healthy mind and body. Having a healthy mind and body is important when selecting a career for the future.

- How can using tobacco, alcohol, or drugs negatively affect your health and future career?
- What do you think might be the future outcomes of participating in a healthy living program?

STEP 9.

Discuss the “**Family Corner**” and “**Community Corner**” with participants. Encourage them to do one or both. If they choose to work as a group, help them follow through.

- **Family Corner:** Talk to your parents about your future career interests. Ask them if they are allowed to use tobacco, drugs, or alcohol at work.
- **Community Corner:** Create a list of businesses with drug-free signs posted. Report these at your next *Health Rocks!*[®] meeting.

1 United States Department of Agriculture National Institute of Food and Agriculture. (2016, July 21). *Essential elements of 4-H*. Retrieved from <https://nifa.usda.gov/resource/essential-elements-4-h>

OVERVIEW CHAPTER 1:

BUILDING HEALTHY RELATIONSHIPS

Who can I trust?

Building healthy relationships with trustworthy individuals is key in aiding youth to make healthy decisions. In fact, peer influence is one of the key indicators to predicting behavior in youth.¹ Thus, it is very important that youth learn the important characteristics necessary to build healthy relationships and the best places and methods to make long-lasting, trustworthy friends.

Meeting New Friends

Making friends seems like an innate process. Frequently, youth simply hang out with individuals who are available. The park, school, playground, community center, and faith based organizations all seem like natural places to meet new friends. However, in today's day and age the online environment is the most common place for youth to meet friends, with Facebook and Instagram being the most popular online locale to meet new people². In fact, 57% of youth have met a new friend online³. With this advent of budding online friendships, it is important that youth know how to identify trustworthy individuals for friendship and guidance.

Peer Influences and Decision-Making

Current research shows that adolescents are likely to spend more time with their peers than with their parents⁴. As a result, it is very important that today's youth are associating and making friends with the other youth who are making good choices. After developing trust in good people, identifying characteristics of good friends, and finding adults to turn to in times of need, youth will be better prepared to handle the challenges of tobacco, drug, and alcohol pressures.

1 Hoorn, J., Dijk, E., Meuwese, R., Rieffe, C., & Crone, E. A. (2016). Peer influence on prosocial behavior in adolescence. *Journal of Research on Adolescence*, 26(1), 90-100.

2 Lenhart, A. (2016, August 6). Teens, technology, and friendships. Pew Research Center. Retrieved from <http://www.pewinternet.org/2015/08/06/teens-technology-and-friendships/>

3 Smith, A. R., Rosenbaum, G. M., Botdorf, M. A., Steinberg, L., & Chein, J. M. (2018). Peers influence adolescent reward processing, but not response inhibition. *Cognitive, Affective, & Behavioral Neuroscience*, 18(2), 284-295.

4 Bowers, E. P., Geldhof, G. J., Johnson, S. K., Hilliard, L. J., Hershberg, R. M., Lerner, J. V., & Lerner, R. M. (Eds.). (2015). *Promoting positive youth development: Lessons from the 4-H study*. Springer.

Where Do I Belong?

The need for positive peer influence is just one of the essential components of positive youth development. Additionally, youth need to feel like they are part of something, like a member of a community⁵. *Health Rocks!* programming provides avenues to build healthy relationships with youth while supplying resources to make healthy decisions.

Goal

Participants will develop the skills to create healthy, trusting relationships.

Objectives

Participants will:

- Determine the importance of developing healthy relationships.
- Develop trust between *Health Rocks!* participants and program facilitators.
- Identify how and where to make good friends.
- Identify adults to go to for help.
- Develop mentor/mentee relationships with younger youth.

NOTE: Refer to the Glossary (Appendix C) for definitions of unfamiliar words or terms.

DRUGS

Reference to drugs includes those drugs not permitted by law (illegal) and lawful drugs (prescription or over-the-counter) which are obtained or used illegally unless otherwise specified.

5 Bowers, E. P., Geldhof, G. J., Johnson, S. K., Hilliard, L. J., Hershberg, R. M., Lerner, J. V., & Lerner, R. M. (Eds.). (2015). *Promoting positive youth development: Lessons from the 4-H study*. Springer.



SECTION 1:

ALL ABOUT ME

1

CHAPTER 1:

BUILDING HEALTHY RELATIONSHIPS

OVERVIEW:

BUILDING HEALTHY RELATIONSHIPS

ACTIVITY 1A: TRUST ME!

45 minutes - Youth will identify actions of trustworthy individuals and develop trust between *Health Rocks!* participants and program facilitators.

ACTIVITY 1B: WANTED: A GOOD FRIEND

45 minutes - Youth will discover qualities of a good friend and evaluate the health of current friendships.

ACTIVITY 1C: WHERE CAN I GO FOR HELP?

45 minutes - Youth will identify situations where they may need help and identify adults to go to for help.

ACTIVITY 1D: WHO CAN I HELP?

45 minutes - Youth will develop mentor/mentee relationships with younger youth.

ACTIVITY 1A: TRUST ME!

Objectives:

Participants will:

- Identify actions of trustworthy individuals.
- Develop trust between *Health Rocks!* participants and program facilitators.

Life Skills Learned:

- Accepting Differences
- Nurturing Relationships
- Social Skills

National Health Education Standard 2:

Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Time Needed:

45 minutes

Materials Needed:

- Karaoke/Sing-Along Materials (microphone, tambourine, drum sticks, inflatable guitar, etc.)
- Dry Erase Board or Flipchart and Markers

DRUGS

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Connecting to Tobacco, Alcohol, and Drug Use

Trustworthy, positive relationships are key when encouraging or reinforcing healthy behaviors, including the avoidance of drugs and alcohol.⁶ Additionally, in order for students to listen to, understand, and adopt positive behaviors presented in *Health Rocks!*, trust needs to be formed among facilitators and youth. If trust is formed, youth are more likely to adopt and practice the lessons taught in *Health Rocks!*.

6 U.S. Department of Health and Human Services. (2018, February 7). Healthy friendships in adolescence. Retrieved from <https://www.hhs.gov/ash/oah/adolescent-development/healthy-relationships/healthy-friendships/index.html>

**EASE OF
TEACHING TIP:**

Preview each song to ensure the appropriateness of content. If you are unsure, have the group select a new song.

Consider generating a list of pre-approved songs for the youth to choose from.

**EASE OF
TEACHING TIP:**

Teens may be hesitant to perform in front of the group. Instead of instructing the students to do an appropriate song, they could use the same topic and perform a skit.

EXPERIENCE THE ACTIVITY

STEP 1.

Divide students into groups of three to four youth. Explain that each group is forming a lip sync band! Have groups develop band names and select one song per group from memory or YouTube that they would like to “perform” for the entire group. Hand out props to groups and have groups practice their selections. Each group member must have a role.

STEP 2.

Performance time! Select the order of groups by drawing band names out of a hat. As the facilitator, announce each group with enthusiasm and have each student introduce themselves in the microphone by saying their name and one good personal quality they contain. At the conclusion of each performance, show appreciation by initiating clapping and praise.

STEP 3.

SHARE:

- How did your group organize your lip sync band?
- What went well with your group? What challenges did you have?
- How did you feel when your group was organizing the performance?
- How did you feel doing the performance?

STEP 4.

At the end of the performances, ask students, “What is TRUST?” Solicit responses from the group. Tell students that trust is the solid belief in the reliability, honesty, ability, or strength of someone or something. Relate trust to performing in a band in front of an audience.

PROCESS:

- Why was trust important when you were working with your band members?
- How was trust important when your band was performing in front of the audience?
- How would you have felt if trust was lacking between your band and the audience?

STEP 5.

Talk to youth about the nature of *Health Rocks!* and meeting schedule, and that some topics discussed will be easy and fun while others will be serious and more challenging. These more challenging topics may make youth feel vulnerable and not as likely to share their thoughts. Trust will be an important part of developing a successful *Health Rocks!* group!

**EASE OF
TEACHING TIP:**

If youth are not yet comfortable stating a personal quality about themselves, you might ask them to state a personal quality in one of their friends that they admire.

STEP 6.

Tell the groups that they will join back together as one large group and form one big lip sync band! As a group, they need to select a band name representing *Health Rocks!* and choose one song to lip sync to, with each youth participating in some way. Approve the song for appropriateness and give the group time to practice.

STEP 7.

Introduce the name of the band and have each youth introduce themselves again by saying their name and one quality that makes them trustworthy. Have the band perform and give praise once they have completed. Ask the participants to describe what it looks like to have trust between band members.

STEP 8.

SHARE:

- What were some of the trust qualities listed by your peers?
- How did band members show trust with each other during the lip sync?
- Why is it important to have trust among your band members?
- Why is it important to be trustworthy?
- Why is it important to surround yourself with trustworthy friends?

STEP 9:

PROCESS:

- Why is it important to build trust among those with whom you work and play in life?
- What is a consequence of being friends or working with someone who is untrustworthy?
- Without naming names, who around you is untrustworthy?
- What will you do when faced with a situation that isn't trustworthy?

GENERALIZE AND APPLY:

- How can you surround yourself with trustworthy people?
- How does surrounding yourself with trustworthy people help you in avoiding unhealthy choices?
- What types of actions should we follow in our *Health Rocks!* group to demonstrate trust? (List on dry erase board or flipchart.)

STEP 10.

REFLECTION:

- What is a synonym for trust?
- In this group, what can you do to show you can be trusted?
- What are two characteristics of a trustworthy person?

STEP 11.

Discuss the “**Family Corner**” and “**Community Corner**” with participants. Encourage them to do one or both. If they choose to do something as a group, help them follow through.

- **Family Corner:** Take turns going around the room. Have each family member list one situation in which they have been trustworthy. What actions or qualities made them act in a trustworthy manner?
- **Community Corner:** Have youth create a social media post displaying and describing trustworthy actions. Have your school/organization post it to Instagram, Facebook, and Twitter.

ACTIVITY 1B:

WANTED: A GOOD FRIEND

Objectives:

Participants will:

- Discover qualities of a good friend.
- Evaluate the health of current friendships.

Life Skills Learned:

- Accepting Differences
- Nurturing Relationships
- Social Skills

National Health Education Standard 2:

Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Time Needed:

45 minutes

Materials Needed:

- Dry erase board or flip chart and markers
- **QUALITIES OF A GOOD FRIEND Handout**
- **WANT AD FOR A GOOD FRIEND Handout**
- Paper for want ads
- Tape or glue
- Pencils/pens
- Markers/crayons/colored pencils

DRUGS

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Connecting to Tobacco, Alcohol, and Drug Use

Youth are heavily influenced by their circle of friends. In many situations, youth look to peers for guidance when choosing to participate in an activity. These peer influences may lead youth down a good path of maturity and responsibility, leading them to become active in positive experiences such as community service or after-school clubs. On the other hand, negative peer influences may lead youth down a destructive path of tobacco, drug, and alcohol abuse. Continuing to build trust between peer participants and facilitators in the *Health Rocks!* program is important to the adoption and practice of the lessons taught in the curriculum.

EXPERIENCE THE ACTIVITY

STEP 1.

Have students introduce themselves to each other by taking turns shaking each other's hands saying their names, and identifying one good quality they display. For example, "My name is Kara and I'm a good listener."

EASE OF TEACHING TIP:

Learning to shake hands is a leadership skill and supports positive youth development. Before conducting the activity, provide examples of best practices when shaking hands when making introductions.

STEP 2.

Write the word "Friend" on the board or flipchart paper. Ask students to brainstorm the definition of "Friend" by using one-word adjectives (Kind, Funny, etc.).

STEP 3.

When finished brainstorming, pass out the handout titled, **QUALITIES OF A GOOD FRIEND**. Visit with students about the importance of integrity, congeniality, and a caring attitude when being a good friend and when making new friends. Conduct a guided discussion with students detailing the qualities that are associated with integrity, congeniality, and a caring attitude. For example, to be a person of integrity, one must be trustworthy and honest. Continue with guided discussion using the **QUALITIES OF A GOOD FRIEND** student handout as a reference. Check for understanding by asking youth to clarify the qualities of a good friend.

STEP 4.

SHARE AND PROCESS:

- What are some of the common/most prominent words you generated?
- What did you notice about the similarities and differences between the list you generated and the list provided on the **QUALITIES OF A GOOD FRIEND Handout**?
- How would you describe a healthy friendship?

STEP 5.

As students start to understand the components of a healthy friendship, share with them that it is important to have healthy friendships with peers. Building healthy friendships requires an understanding of each other and an understanding that healthy friendships are a choice everyone has. Healthy friendships can help support youth when they need to make important choices in their lives such as those around drugs, tobacco, and alcohol. A great way for youth to learn about healthy friendships is to discuss real life examples that youth their age may encounter.

Listed below are examples of healthy and unhealthy friendships. Designate one side of the room as "Healthy Friendship" and another side "Unhealthy Friendship". As you read each situation below, instruct the students to move to the side of the room each represents. After

each example is read, briefly discuss why the example represents a healthy or unhealthy friendship. Refer back to **QUALITIES OF A GOOD FRIEND Handout**

Examples:

- You are taking a walk with your friend. You accidentally trip on crack in the sidewalk. Your friend makes fun of you.
- You have worked hard and recently found out that you made the club volleyball/football team. Your friend is very excited for you and suggests the two of you go out for ice cream to celebrate.
- You hear a rumor about someone in your 4-H club smoking cigarettes. Another student gossips about the situation.
- You are being pressured to try vaping. Another student uses humor to diffuse the situation in your group and takes the pressure off you.
- You are uncomfortable at party where alcohol is being served. A friend ignores your feelings.

STEP 6.

SHARE AND PROCESS:

- How could you tell if a friendship was healthy or unhealthy?
- What was the most difficult part when deciding if the example was a healthy or unhealthy friendship?
- How quickly were you able to see the differences in healthy and unhealthy friendships?

STEP 7.

Youth have had the chance to apply the qualities of a good friend to real life situations. Using what the youth know about healthy friendships and the qualities of a good friend, youth will create a “want ad” for a good friend. Pass out the **WANT AD FOR A GOOD FRIEND handout**. Read through the handout with students. The goal is for each student to complete their own **WANT AD FOR A GOOD FRIEND handout** containing the following information:

- Three qualities of a good friend that you are looking for
- Three personal qualities that you possess that make you a good friend
- Two activities you like to do
- A picture to catch the reader’s eye

Remind the students to use the **QUALITIES OF A GOOD FRIEND handout** as a reference.

STEP 8.

Once completed, students will hang up their “*Want Ads for a Good Friend*” on the wall. Create a “Want Ads” heading to tape to the top of the display. The goal of this step is for the end product to look like the want ads section of a newspaper! Have students walk around reading others’ want ads.

EXAMPLE WANT AD FOR A GOOD FRIEND:



I am a twelve-year-old girl who is looking for a friend who is also in seventh grade. I am a kind, funny, and smart person who enjoys math and playing volleyball. My friend should be funny, honest, and a good listener.

STEP 9.

SHARE:

- What friendship characteristics do you see on your classmates' want ad posters?
- What characteristics do you think make a good friend?
- What characteristics do you think do not make good friends?
- What does it mean to be a good friend?

PROCESS:

- How does it feel when you are around someone who is a good friend and someone who is not a good friend?
- When thinking about friendship, what happens when someone is trustworthy, kind, and responsible?
- When thinking about friendship, what happens when someone is not trustworthy, kind, or responsible?
- What kind of a friend do you want to be? Why?

GENERALIZE AND APPLY:

- What qualities do you have that make you a good friend?
- What have you done that demonstrates you are a good friend?
- What might you do to be a good friend to someone in your *Health Rocks!* class?
- What could you do or say when someone is not being a good friend?
- How does a good friend help you make the right decisions in life?
- How does a good friend help you avoid risky behaviors?
- How did creating your "want ad" help you decide what kind of friend you want to be?

STEP 10.

REFLECTION:

- What is a synonym for a friend?
- In your circle of friends, think about the people demonstrating the qualities of a good friend? Share what qualities that person has that makes them a good friend.
- What are some examples of people not demonstrating the qualities of a good friend?

STEP 11.

Discuss the “**Family Corner**” and “**Community Corner**” with participants. Encourage them to do one or both. If they choose to do something as a group, help them follow through.

- **Family Corner:** Have family members answer your “want ad” by talking about their own good qualities and what they like to do. Are some of the qualities of a good friend that your family thought of the same as what you thought of in your small group? Talk about the qualities of being a good friend as being similar to qualities of being a good family member.
- **Community Corner:** Write an article about being a good friend. Post this story to a social media site, with adult permission.

ACTIVITY 1C:

WHERE CAN I GO FOR HELP?

Objectives:

Participants will:

- Identify situations where youth may need help.
- Identify adults to go to for help.

Life Skills Learned:

- Self-responsibility
- Personal Safety
- Conflict Resolution
- Nurturing Relationships

National Health Education Standard 8:

Students will demonstrate the ability to advocate for personal, family, and community health.

Time Needed:

45 minutes

Materials Needed:

- **PLAYING CARDS Handout**
- Pens/pencils
- Scissors
- Small ball to toss

DRUGS

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Connecting to Tobacco, Alcohol, and Drug Use

Youth need to develop the self-awareness necessary to identify when they need help and who to turn to when in need. Developing a support system made up of trustworthy individuals is key in developing this self-responsibility. With this support system in place, when faced with drug and alcohol pressures, youth can more easily say no and develop a healthy lifestyle. To further your knowledge, you may choose to utilize the *YA4-H! Youth Advocates for Health* curriculum for more information and additional resources in building healthy relationships.⁷

7 Arnold, M. E. & Gifford, L. N. (Eds.). (2014). *YA4-H! Youth Advocates for Health -- Building Successful Youth-Adult Partnerships*. Oregon State University Public Health Extension: Corvallis OR.

**EASE OF
TEACHING TIP:**

For a variety of reasons, youth may be unable to turn to a parent or guardian for help with a difficult matter. As a *Health Rocks!* Facilitator, assist the youth in obtaining the appropriate resources for help. Visit the Department of Health and Human Services webpage at <https://www.hhs.gov/ash/oah/resources-and-training/find-services/index.html> for helpful resources on different health topics.

**EASE OF
TEACHING TIP:**

The ball toss method is helpful to engage each participant in the discussion. Move the students into a circle. When a youth has the ball tossed to them, it is their turn to share. When the youth has completed their share and discussion has ceased, the youth will toss the ball to another participant who will share on their turn. The process continues until all have shared or time is called.

EXPERIENCE THE ACTIVITY

STEP 1.

Ask students to raise their hands if they have ever needed help from someone. Explain to students that everyone needs help from time to time. Help may be needed to accomplish a task or solve a problem. These problems might be small or large. Provide students with examples of situations where one might need adult assistance (riding a bike, starting a garden, solving a math equation, fixing a broken arm, facilitating an argument, avoiding drugs, etc.).

Students will form a circle and toss a ball from person to person across the circle. As the student catches the ball, ask that they share a time when they received adult assistance in a positive way. Make sure that each student has the opportunity to both toss and catch the ball and then share the time when they received assistance.

STEP 2.

Ask students to think of four situations where they might need help from an adult. Have them take turns writing their responses on the dry erase board or flipchart. Ask that they leave enough space in between each item for STEP 5.

STEP 3.

Explain the concept of selecting the best players for your support team. Say, “When playing cards, which cards would you like in your hand? In many card games, the Ace, King, Queen, Jack, and other high numbers are the cards that would be the most helpful! In real life, you need the best team of adults to help you with your problems! Who is your ACE?” Ask students for examples for who is the ACE on your support team. Record answers on the flip chart or white board.

STEP 4.

Pass out the **PLAYING CARDS Handout**, one per youth. Direct each youth to write down the name of a different helpful adult who can help them in a time of need. They will write one name on each of the playing cards. When names have been recorded, youth will cut out each playing card.

STEP 5.

Using the situations recorded on the flip chart from STEP 2, youth will then match the helpful adult playing card to the situation on the flip chart. Instruct youth to stick their helpful adults next to a problem or situation based on which adult might be most helpful in each situation.

STEP 6.

Using the ball toss method, youth will share and discuss why they matched certain adults with certain problems.

**EASE OF
TEACHING TIP:**

If your group has access to an outside basketball hoop and basketball, have youth form a semi-circle around a basketball hoop. Each student will attempt to shoot a basket as they share a time when they received adult assistance in a positive way. Youth securing the rebound will be the next to share.

STEP 7.

SHARE:

- What are some of the problems you might face?
- Who did you select to be on your hand of cards?
- In your life, when have you asked for help in the past?
Who did you ask?

PROCESS:

- Why did you select the helpful adults to be a part of your hand of cards--your support system?
- What qualities do these adults possess that make them a helpful member of your support system?
- Will your problems be clearer and easier to solve with the help from a trusted adult? Why or why not?
- Why would a trusted mentor be important in helping you make healthy choices about alcohol, tobacco, and drug abstinence?

GENERALIZE AND APPLY:

- How can you help your friends to develop a supportive team?
- Why might it be difficult asking someone for help?
- Where can you find a helpful adult?
- What might you do if the adults in your home cannot help with a problem?

STEP 8.

REFLECTION:

- What are two characteristics of an adult on your support team?
- Who will you ask for help in solving a problem?

STEP 9.

Discuss the “**Family Corner**” and “**Community Corner**” with participants. Encourage them to do one or both. If they choose to do something as a group, help them follow through.

- **Family Corner:** With your family, play a simple card game like Memory. When a match is made, state one person who is on your support team.
- **Community Corner:** Create “Who’s On My Team?” posters to advocate for adult/youth problem solving relationships. With the help of a trusted adult, hang the posters in local businesses.

ACTIVITY 1D: WHO CAN I HELP?

Objectives:

Participants will:

- Develop mentor/mentee relationships with youth.

Life Skills Learned:

- Empathy
- Concern for Others
- Nurturing Relationships
- Accepting Differences
- Communication
- Social Skills
- Leadership

National Health Education Standard 8:

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Time Needed:

45 minutes

Materials Needed:

- Paper
- Pencils/pens
- Dry erase board or flip chart and markers

DRUGS

Reference to drugs includes those drugs not permitted by law (illegal) and lawful drugs (prescription or over-the-counter) which are obtained or used illegally unless otherwise specified.

Connecting to Tobacco, Alcohol, and Drug Use

One important component of building a better future is developing mentorship relationships between youth of different ages. Research shows that older youth reported experiencing development in a range of skill areas such as leadership, confidence, safety, teamwork, and handling the unexpected as a result of working with younger youth⁸. Teens can serve as role models for younger youth, thus providing positive, drug-free experiences for all involved.

⁸ Arnold, M. E., Flesch, J. M., Ashton, C., Black, L., Brody, B., Hosty, M., & Northway, S. (2016). YA4-H! Youth Advocates for Health: Impact of a 4-H Teens-as-Teachers Program. *Journal of Extension*, 54(6), n6.

**EASE OF
TEACHING TIP:**

A *mentor* is a trusted counselor or guide.
A *mentee* is one who is being mentored.⁹

**EASE OF
TEACHING TIP:**

During mentoring activities, make sure all youth are supervised by adults to ensure safe behavior.

**EASE OF
TEACHING TIP:**

After the activity is selected by the group, provide planning steps for the students to use in implementing this mentoring activity, either individually or as a group, as time and/or mentoring opportunities allow.

EXPERIENCE THE ACTIVITY

STEP 1.

Review lesson highlights from the last session to reinforce what participants have learned.

STEP 2.

Ask youth, “What is a mentor? What about a mentee?” Solicit responses from youth. If youth are hesitant to respond, toss around a ball to music. When the music stops, the person with the ball will answer the question. A mentor is a trusted counselor or guide. A mentee is one who is being mentored or guided⁹. Today, we are going to generate ideas and examine ways we can mentor younger youth.

STEP 3.

Next, in groups of two to three, hand out pieces of paper to youth—half sheets will work in this activity. In their groups, youth will think of at least one different way each can mentor a younger youth. Have participants write down one activity per piece of paper. Examples may include reading to an elementary school classroom, playing with younger youth at recess, serving as tutors for younger youth, or teaching a younger youth how to master a new sport skill.

STEP 4.

Once they are finished, have all groups come together and form a circle. Ask youth to crumple their papers used in the previous activity. Start the music. While the music is playing, each youth will toss their crumpled papers to another person in the circle. When the music stops, each youth must have only one piece of crumpled paper. Each youth will then uncrumple their papers and read the different ideas to the group. As a group, select one activity that the students would like to carry out this year as their *Health Rocks!* mentoring activity!

STEP 5.

SHARE:

- What is a mentor? Mentee?
- What are three different activities you brainstormed to mentor younger youth?

PROCESS:

- What qualities should a mentor possess?
- How would you feel to have a mentor?
- Why would a mentor be important in helping a person make healthy choices?
- Explain how you might be a mentor and a mentee.

9 Merriam-Webster. (2018). *Online dictionary*. Retrieved from <https://www.merriam-webster.com/>

GENERALIZE AND APPLY:

- How can you help to protect younger youth?
- Why would older youth be excellent mentors to younger youth?
- How are you able to help younger youth make healthy choices?
- How are you able to help prevent drug use and abuse in younger youth?
- How can you identify a positive mentor for your life?

STEP 6.

REFLECTION:

- What is a mentor?
- Who are individuals who look up to you?

STEP 7.

Following the implementation and completion of the mentoring activities, ask youth the following questions:

SHARE:

- What mentoring activity did you choose?
- How many youth were impacted by your activity?

PROCESS:

- How did your mentoring activity help youth?
- Did you help youth make healthier choices? How?
- What types of skills did you develop by serving as a mentor?
- How did you feel when serving as a mentor?

GENERALIZE AND APPLY:

- How did your leadership skills improve as a result of the mentoring activity?
- How did your confidence improve as a result of the mentoring activity?
- In what ways can you serve as a mentor to younger youth in the future?

STEP 8.

REFLECTION:

- What is a mentor?
- Who can serve as mentors?
- Name three skills or qualities that can be gained by serving as a mentor.

STEP 9.

Discuss the “**Family Corner**” and “**Community Corner**” with participants. Encourage them to do one or both. If they choose to do something as a group, help them follow through.

- **Family Corner:** With your family, talk about positive mentor/mentee relationships. Ask your family if they have a mentor. Share who your mentors are.
- **Community Corner:** Join a mentor/mentee program with younger and older youth. Contact local 4-H clubs, boys and girls clubs, church youth groups, and schools for ideas.

ACTIVITY:

LEARN IT, LIVE IT!

It is important that youth are given opportunities to expand on what they have learned in the *Health Rocks!*[®] curriculum and also to meet the mandatory contact hours for your county or state. Utilize this list to develop extended learning opportunities or absentee work for youth. Research shows that youth learn effectively through hands-on experiences. As a result, try to incorporate as much experiential learning as possible to promote positive development in youth. *If youth complete activities outside of the Health Rocks! classroom, have them complete a **Learn It, Live It! Reflection Sheet**.*

1. POSITIVITY POSTER: Using social media, look up ten different role models from your friends list. Based on their posts, create a poster collage of good role models. Write down characteristics that make them good role models.
2. YOUTUBE SENSATION: Create a YouTube video series for youth on the importance of being an honest, truthful friend.
3. PAYING IT FORWARD: Be a mentor for a younger youth, similar to a Big Brother/Big Sister.
4. MODEL MENTORS: Recognize one trustworthy, honest and caring adult as an Outstanding Mentor of the Month! Write an article about them and post their picture in the local newspaper or on social media. Social media posts should be monitored by the local facilitator or teacher.
5. HELPER HOTLINE: Interview an adult who works as a drug abuse hotline counselor. Summarize their responses and share with your *Health Rocks!*[®] group.
6. LINKING IT TOGETHER: Create friendship chains with a group of younger youth. Have them identify characteristics of a good friend and link those characteristics to form a chain.
7. CARING FOR OTHERS: Create a babysitting kit with *Health Rocks!*[®] activities you can complete while caring for children. These activities should focus on building friendships and identifying trusting adults.
8. LIGHTS! CAMERA! ACTION!: Develop a skit with friends on being a good friend/bad friend. Present the skit at the next *Health Rocks!*[®] meeting.
9. TIE DYED WITH TRUST: Tie dye matching t-shirts for members of your trust team! Wear the matching shirts on a special occasion.
10. FRIENDSHIP TIES: Make friendship bracelets--if you don't know how, check out a YouTube video. Hand out bracelets to friends and tell them why they are a good friend to you.

SUMMING UP

- Trustworthy, positive relationships are key when encouraging or reinforcing healthy behaviors including the avoidance of drugs and alcohol.
- Trust is the solid belief in the reliability, honesty, ability, or strength of someone or something.
- Integrity, congeniality, and a caring attitude are essential when being a good friend and making new friends.
- Youth need a support system made up of individuals they can go to in times of need.
- A *mentor* is a trusted counselor or guide.
- A *mentee* is one who is being mentored.

HEALTH ROCKS![®] CHECK-UP

Directions:

Use these questions to see if participants understood what was being taught. Print a copy without answers for participants to fill out.

1. A mentor is someone to turn to in times of need. True/False
Answer: True
Youth can talk to a mentor when they are struggling with friends or just need good advice.

2. Youth cannot serve as mentors to other youth because they are too young.
Answer: False
Age doesn't matter! Anyone who makes positive life choices and has good character can serve as a mentor.

3. Name three individuals who could serve as a mentor.
Answer: (Any three of the following)
Parents/Youth Group Leaders/Coaches/Older Siblings
Anyone who makes positive life choices and decisions can serve as a mentor!

4. In today's day and age the _____ is the most common place for youth to meet friends.
 - a. playground
 - b. online environment
 - c. mall**Answer: online environment**
In fact, 57% of youth found a new friend online with Instagram and Facebook being the most popular sites.

4. Adolescents start spending more time with their peers than with their parents.
Answer: True
This is a very crucial time for youth to surround themselves with positive role models and healthy peers.

5. Only those youth with problems need mentors.

Answer: False

Anyone, regardless of age or life struggles, can benefit from a mentor!

6. What would you like to share about what you have learned?
7. How might you use what you have learned?