Modifying a Manual for a Skill Development Training Program

Delivered to At-Risk Children

by

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A Thesis Submitted to the School of Community Services in partial fulfillment of the requirements for the Honours Bachelor of Behavioural Psychology

St. Lawrence College
Kingston, Ontario
Canada.
December 2017

The procedures in this staff training manual are meant to be used by agency staff, as part of the broader services they provide, or under supervision of agency staff.
Dedication
I would like to dedicate this thesis to my family. Without your endless love and support, the process of chasing the dream would not be so rewarding.
Abstract
During a placement with Rev. Norm Johnston Youth Residence (Lanark, Leeds ‘n Grenville Inc.) (RNJ Youth Services), a research gap, that there were no skill development training programs for children between the ages of eight and 12, was identified and a manual, targeting older youth, was modified to fill this gap. This modified manual included an outline of an eight-week skill development training program, along with the required materials needed to run the group. Modifications to this manual included reducing the amount of reading and writing required by participants, and adding more discussion, visuals, and treatment principals from cognitive behavioural therapy, and behavioural skills training. It was designed for building skills in communication, decision-making, goal setting, emotions and coping, friendship, bullying and peer pressure, cyber safety, respect, and family. Tools such as a pre and post-test, and a Likert scale, have been provided in the manual to measure the program outcome and effectiveness. It is recommended that this manual be tested on the age group in order to determine the effectiveness of the manual.
Acknowledgements

There are so many to thank in regards to my thesis journey. It truly takes a village.

Caelah Devlin – Thank you does not seem like enough. Your unwavering support and motivation are second to none. I am forever grateful for your assistance and push for me to create the best work I could. My experience working along side of you could not have been better. Thank you.

Sarah McCue & Rachel Burns – Your attention to detail, work ethic, and respect for the behavioural psychology program is admirable. Thank you for a great deal of support during both my field placement, and the thesis writing process. I would not have been able to put something like this together without the knowledge, laughs, and candy you both shared with me. Thank you.

RNJ Youth Services – I am extremely lucky to have found a place that was so welcoming, and open-minded. Without this opportunity, I would never have found my true passion for working with youth. Thank you for allowing me to work with all of you in areas that are so impactful.

Friends and Family – It takes a great deal of love, support, tears, and laughter to complete the thesis process. Whether you have two legs or four, thank you all for standing by me during this process. I could not have done it without all of you.

The Kids – Thank you to the amazing individuals that I had the chance to work with during my fourth year field placement. The amount of talent in each one of these individuals amazes me. I am so grateful to have had the opportunity to meet and work with each one of you.
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Chapter I: Introduction

Children At-Risk

According to Allen & Superle (2014), police reported that seven percent of Canada’s population of youth between the ages of 12 and 17 had been accused of committing a criminal code violation in 2014; this excluded traffic related violations, but included a majority of offences involving theft, mischief, and common assault. It is possible that different factors increase the likelihood of a child or youth committing a crime. Potter and Jenson (2003) determined that the average age of over 20% of their sample was approximately 15 years old. The sample that Potter and Jensen evaluated targeted youth detainees with comorbid mental health and substance use issues. They reported that they were experiencing severe depression and psychoticism symptoms, as well as higher levels of substance abuse, than the average youth population. It was also found that youth being detained experienced a severe increase in both mental health concerns, and substance abuse (Potter and Jenson, 2003). Therefore, it may seem that mental health factors play a significant role in the life of a child or youth that has committed a crime. From this, it could be argued that identifying common areas of concern, that children and youth at-risk for conflict with the law are facing, could assist with structuring appropriate treatments to both address, and prevent these factors from contributing to the probability of a child or youth offending.

Importance of Early Intervention for At-Risk Youth

There is a growing importance for prevention and early intervention programs to target at-risk youth according to Welsh and Farrington (2007). This involves providing children and youth that are at-risk with programs prior to the start of delinquent and criminal behaviours (Welsh and Farrington, 2007). By preventing these delinquent behaviours, it helps to counter the potential for criminal behavior to occur later on in an individual’s life (Greenwood, 2008). This leads Greenwood (2008) to state that this reduces both the amount of criminals, and the amount of victims within society. Welsh and Farrington (2007), state that skill-training programs for children are among the most effective ways to prevent delinquent behaviours, as well as offending later on in life. Greenwood (2008) believes that certain community-based programs are able to divert youth that are offending for the first time from having any future encounters with the justice system. Welsh and Farrington (2007) go on to acknowledge the importance of community-based programs and their influence in preventing delinquent behaviour. However, these programs need to be further evaluated to determine just how effective they are (Welsh and Farrington, 2007). Lack of concrete literature on community-based programs could be seen as a gap in the research, which would warrant further investigation.

Behavioural Skills Training (BST)

Kelso, Miltenberger, Waters, Egemo-Helm, & Bagne (2007), have shown that using BST on a younger population, has had successful results in teaching skills. They found that the BST condition of the study significantly outperformed the controlled condition that only used verbal instruction. BST has other factors that can make it appropriate and efficient for different situations. Singh et al. (2017), found that their BST intervention required minimal exposure in order to produce an increase in the behaviour being measured. With this being said, Bellini, Peters, Benner, and Hopf (as cited in Nuernberger, Ringdahl, Vargo, Crumpecker, & Gunnarsson, 2013) identify that in regards to the children with autism in their study, very few are receiving a sufficient amount of social skills programming. BST has been examined and
found successful for teaching children comprehension skills (Singh et al., 2017), to reinforce school safety measures (Dickson, & Vargo, 2017), and other safety skills/prevention techniques (Himle, Miltenberger, Flessner, & Gatheridge, 2004). Therefore BST may be an appropriate means to successfully teach socials skills to at-risk children. With all information being considered, further research for using BST on children is needed to determine if it is a successful method to use on this age group, and on different populations, such as at-risk children.

The program manual discussed herein is an adaptation of a 10-week skill development program. It focuses on increasing skills in communication, decision-making, goal setting, emotions and coping, friendship, bullying and peer pressure, cyber safety, family, and respect. The purpose of modifying this manual is to provide staff with a manual that incorporates the BST approach to implement an eight week, adapted skill development program for at-risk children between the ages of eight and 12. This manual can be used for participants between the ages of eight and 12 that have been referred by Rev. Norm Johnston Youth Residence (Lanark, Leeds ‘n Grenville Inc.) (RNJ Youth Services). Making modifications to this manual, such as adding BST strategies, revising definitions and delivery to be more age appropriate, and reducing the amount of writing required, may assist the agency with the delivery of future programs to a younger population, while still upholding an acceptable level of skill acquisition. This may also address service delivery gaps within programs for at-risk children.
Chapter II – Literature Review

At-Risk Youth Behaviours
Youth exhibit many different behaviours over the course of their child and adolescent years. These behaviours may be influenced by different factors, both genetic and environmental. The combinations of genetic and environmental factors are two very large contributors to juvenile and at-risk youth criminal behaviour (Taşkıran, Mutluer, Tufan & Semerci, 2017). Along with this, many young offenders are living with two or more psychiatric disorders (Lader, Singleton, & Meltzer, 2003). These psychiatric disorders are commonly conduct disorder, oppositional defiant disorders, as well as attention deficit hyperactivity disorder (ADHD), anxiety disorder, and substance and alcohol use disorders (Taşkıran, et al., 2017). It is also notable that Taşkıran, et al. (2017) state that conduct problems are often the beginning to antisocial behaviours. ADHD also typically includes difficulties with impulse control, decision making, considering consequences, risk taking behaviours, as well as other concerning behaviours such as poor judgement (Taşkıran, et al., 2017). ADHD and conduct disorder, in particular, individuals with conduct disorder have unemotional and callous attributes (Taşkıran, et al., 2017). Adding to this, Fox, Perez, Cass, Baglivio, & Epps (2015), point out that experiencing and/or witnessing emotional, physical, and/or sexual trauma can increase the likelihood of developing multiple mental health disorders, such as depression, anxiety, conduct disorder, and substance abuse. It was found that the more trauma a child experiences, the greater the risk of them offending severely, and chronically later on in their life (Fox, et al., 2015). Taşkıran, Mutluer, Tufan & Semerci (2017) detail in their paper that prevention programs for these children are crucial. Cuellar, Markowitz, & Libby (2004), further this notion with their study, finding that mental health services may have been a contributor to reducing crime of the targeted youth in their study. Determining what program and treatment methods will work for this population is necessary in order to properly address the unique needs of children and youth in conflict with the law. It is possible that conducting a skill development training program to target these characteristics, may assist with reducing juvenile crime and delinquency, however further programming and evidence is needed to fully support this theory.

Skill Development Needs for At-Risk Children
Skill deficits can impact a multitude of populations in a variety of ways. When discussing the needs and skills that the majority of at-risk children do not fully acquire, such as communication skills, decision-making skills, or family and relationship skills to list a few, it is important to consider the possibility that the skills they are lacking may be a contributor to their involvement with delinquency. There are many different risk factors, such as mental health concerns and substance abuse (Potter & Jenson, 2003). van der Laan, Veenstra, Bogaerts, Verhulst, & Ormel, J. (2010) identify other risk factors such as, temperament, impulsivity, risk taking, and insecurity as typical risk factors that delinquent youth face. Van der Laan, et al. (2010) recommended addressing these risks with preadolescents. This was shown to reduce the likelihood of delinquency occurring. It was found that risk factors increased the likelihood of adolescent delinquency, and some promotive factors, such as low parental overprotection, decreased the likelihood of delinquency (Van der Laan, et al. 2010). A study conducted by Pihet, Combremont, Suter, & Stephan (2012), determined that deficits regarding emotional control were associated with youth that had committed a minor offense. Kimonis et al. (2008) determined that callous-unemotional traits are commonly linked with delinquency. Bennett & Kerig, 2014 differentiate primary and acquired callous-unemotional traits, by saying that
primary callous-unemotional traits are genetically based, versus acquired callous-unemotional traits, which result from environmental factors. Furthermore, adolescents that were in detention, and experiencing acquired callous-unemotional traits, compared to primary callous-unemotional traits, reported more difficulty with accepting their emotions, and noted that they generally numbed these emotions as a result (Bennett & Kerig, 2014). This may suggest that there are deficits with their emotional and coping skills within this population. There is a large amount of research addressing the emotional deficits that at-risk youth and children are lacking; however, proven programs and treatments to assist with this skill shortfall appear to be limited.

Another area of concern in the at-risk children and youth population is friendship and peer pressure. Pleydon, & Schner (2001), found that the female delinquent groups in their study had a higher level of peer pressure. Pleydon, & Schner (2001), speculate that the cause of this may be a result of environmental factors and attitudes (i.e. likely to break laws) towards law breaking and other behaviours. Another notable fact may be that female adolescents are more likely to give in to peer pressure than the male adolescent population (Pleydon, & Schner, 2001). It may also be important to note that the delinquent groups had less communication in their peer group verses non-delinquent groups. What makes peer pressure such a great concern is the amount of time the majority of this population spends with their peers. Vásquez and Zimmerman (2014), were able to determine that in comparison to a non-delinquent population, delinquent populations spend more time with peers. From this, it can be inferred that the at-risk child and youth population may be exposed to peer pressure within their peer groups for longer periods of time. Another area of interest within the peer groups of this population may be how the actions of peers impact the at-risk children and youth. Brendgen, Vitaro, & Bukowski, (2000), found that when adolescents had deviant friends, they had more delinquent behaviours than those non-deviant friends. In this study, they acknowledge the possibility that peer pressure from deviant friends may contribute to delinquent behaviours. It is also interesting to note that Brendgen, Vitaro, & Bukowski, (2000), established that adolescents with deviant friends and adolescents without friends at all were both linked to higher levels of depression. Therefore, it is critical to focus on building positive social skills and friendship skills as opposed to avoiding friendship all together. This will help the population to build healthy relationships with not only peers, but also family members and others in the community.

Family is another important factor to consider. Jensen and Whiteman (2014), identified a direct link between negative parenting, as well as less favourable parenting and high levels of delinquency. Less Favourable parenting is considered to be when one child is less favoured over their siblings in reference to Jensen and Whiteman (2014). Teaching family skills may prevent or aid in these relationships, which could effect delinquency levels for children.

An additional skill for not only at-risk children, but children in general, to learn is cyber safety. Learning how to conduct oneself online can assist with cyber bullying protection and cyber bullying reduction. Landoll, La Greca, Lai, Chan & Herge (2015), highlight the rising concern of cyber victimization within the adolescent population. From their research, they identified a multitude of negative outcomes from cyber victimization such as depression and social anxiety. These factors have already been identified as common for this population, according to Taşkıran, et al. (2017). Therefore, it is suggested that interventions to target bullying and peer victimization should also include specifics on cyber victimization (Landoll et al., 2015). This is because cyber bullying can cause the same negative outcomes as physical bullying (Litwiller & Brausch, 2013). These negative outcomes include; risk of suicide, substance use, and violent behaviour as reported in Litwiller and Brausch (2013). It is suspected
that these behaviours provide youth with the potential for law conflict and delinquency, therefore it is an important area to address and provide education on.

Goal setting is a beneficial skill to learn and practice. Determining how to set specific goals that are positive and realistic, while still providing a challenge and something to strive for is a skill set that may be a valuable skill to be taught and practiced. A study conducted by McDonald and Trost (2015) found that student in sixth to eighth grade were able to increase their aerobic fitness by 79 percent by setting goals that were specific, measurable, attainable, realistic, and time based. This shows that proper goal setting can be a beneficial attribute to learn. A concern that was identified by Carroll, Gordon, Haynes, & Houghton (2013), was the kind of goals that the delinquent groups from their study had. Most were centered on delinquent activities verses academics and interpersonal goals. To contribute to these findings, Carroll, Hattie, Durkin & Houghton (2001), determined that the goals set by delinquent adolescents in their study, were non-conforming or not prosocial in comparison to the participants that were not at-risk. Carroll, Gordon, Haynes, & Houghton (2013), also found that high levels of self-efficacy produced higher levels of motivation and performance when trying to achieve academic and interpersonal goals. Sadly, the delinquent group in the study was found to have lower self-efficacy in comparison to the other groups, which in turn, showed lower levels of commitment and motivation to complete academic and interpersonal goals (Carroll, Gordon, Haynes, & Houghton, 2013). They go on to identify that there are challenges with presenting feedback on these goals, in a manner that at-risk populations will take into consideration.

In order to teach these skills and reduce the deficits surrounding them, a manual directly addressing these areas in a group format may be helpful. Crean, (2012) was able to determine that participation in different activities may reduce delinquent behaviours. Crean (2012) also found that adding elements of creativity and participation to these activities is important to the reduction of delinquency. It was also identified that having a breadth of activities to participate in was the most successful way to reduce delinquency, while increasing the decision-making skills of the youth (Crean, 2012). With increased decision-making skills comes more reductions in delinquent behaviours and activity (Crean, 2012).

By including a wide variety of topics that are crucial for the at-risk child population to engage in, provides them with some of the variety that Crean (2012) refers to. It also educates them and gives them to opportunity to acquire different life skills in a participative manner. Furthermore, the manual that this thesis is based on has been adapted for teaching skills provides this population with a supportive and caring adult as a role model and facilitator. This is beneficial to reducing delinquency according to Crean (2012). Therefore, the manual should be an asset to an agency that is working with this population, as it may reduce the service gaps that have been identified.

Cognitive Behavioural Intervention (CBT)

CBT treatments are a typical treatment to use on children to address anxiety and anxiety disorders, with solid empirical evidence supporting it (Maddox, Miyazaki & White, 2016). Spence, Donovan & Brechman-Toussaint (2000) found that CBT used with social skills training provided children with reduced social anxiety, and increased social skills for children with social phobias. Taşkıran, Mutluer, Tufan & Semerci (2017), state that anxiety disorder is one of the most common disorders to be present with young offenders. Fox, Perez, Cass, Baglivio, & Epps (2015), provide information from their study, showing children and youth that experience trauma can be at a greater risk to offend, than children or youth that have not experienced trauma. It has been found that using CBT with a trauma focus can greatly improve several aspects of mental
health in children that have experienced trauma (Jensen et al., 2014). This is relevant because of the research that proves many at-risk children and youth experience mental health disorders, and comorbid disorders as identified by Lader, Singleton, & Meltzer (2003). It may also be important to note that the participants in a study conducted by Jensen et al. (2014) had experienced multiple traumas, and were demonstrating numerous psychological symptoms. The specialized CBT treatment with a trauma focus indicated that it could be an effective treatment method for a vast range of symptoms that traumatized youth experience, verses the usual method of care a therapist would use on a case by case basis (Jensen et al., 2014). With ADHD being a common disorder found in at risk- youth (Taskiran et al.), CBT used within a group of participants ages seven to 14 was found to improve certain symptoms common to ADHD; such as empathy, assertiveness and self-control (Coelho, et al. 2017). Working memory, as well as attention, was also analyzed by Coelho, et al. (2017), and provided them with findings that the treatment alone was not sufficient for improving these areas. From the literature, there is an identified potential for CBT to be used on youth offender populations and at-risk youth population. Although further research is needed to support if this is an effective treatment method for this population, using these methods in a manual to conduct a skills training group shows promise to provide positive results for its participants. Pairing additional treatments, such as Behavioural Skills Training (BST) in a manual for at-risk children may be beneficial for increasing both working memory and attention.

**Behavioural Skills Training (BST)**

BST uses simulations, role plays and feedback to teach skills (Miltenberger, 2012). Using BST in group settings provides extra advantages to participants as there are opportunities to watch and rehearse skills, verses receiving verbal instructions alone (Miltenberger, 2012; Kelso, Miltenberger, Waters, Egemo-Helm, & Bagne, 2007). It is an effective teaching method that has been widely used with people that have deficits with social skills or individuals that display aggression (Miltenberger, 2012). Stocco, Thompson, Hart, & Soriano (2017), also found BST to be beneficial for improving interviewing skills in a college student population. Their participants were able to enhance multiple skills for interviewing according to both the university staff, and the participants themselves. This can be related to the at-risk child population, as many interviewing skills involve social skills and dealing with people. This is something that the at-risk population lacks. Therefore, by showing BST is an effective way to teach interviewing skills, it is inferring that it can be helpful with teaching social skills. On another occasion, Webster-Stratton, Reid, & Hammond (2001), used a training model that could be considered comparable to behavioural skills training on children with conduct problems. Participants were given a model that involved using positive social skills. They viewed modelling through the use of a video tape’s of various stressful situations, and how children coped with them. From there, participants were able to discuss different approaches, and implement the chosen response on hypothetical situations to determine what would work well for a particular situation (Webster-Stratton, Reid, & Hammond, 2001). This provided the participants with a criterion that is very similar to what Miltenberger (2012) describes BST to be. In an article developed by Himle and Miltenberger (2004), they highlight the importance of feedback delivery. They advise using two types of feedback, depending on the answers that are received. Generous praise can be used to address a skill done correctly. It should be descriptive of what was done correctly, and be a motivation for the child to perform the skill correctly again (Himle & Miltenberger, 2004). Himle and Miltenberger (2004), go on to address how to deliver corrective feedback for when a
skill is not performed as it should be. They advise the instructor to start with praising the child for their effort, and identifying anything that was performed correctly, then providing feedback on what was not done properly. This is done by identifying the incomplete or incorrect steps of their answer, and explaining the importance of these steps (Himle & Miltenberger, 2004). It may be beneficial to entertain the idea of using BST to present this feedback to at-risk children populations in order to construct a successful outcome. Webster-Stratton, Reid, & Hammond (2001), found that this program was successful with improving child conduct concerns, such as aggressive behaviours, and cognitive social strategies to solve problems.

It could be inferred, that shaping is a part of the process BST uses. Shaping is reinforcing approximations of behaviour and is an established behaviour change tactic (Miltenberger, 2012). By having a participant perform a specific skill until they have achieved mastery criteria and providing praise for correct performances, it could be inferred that shaping is a part of the processes BST uses. It may be helpful to identify this, because shaping behaviour has been a successful teaching method in many areas, such as to reduce fears and maladaptive thoughts in people, as well as teaching social skills (Lindsay, Paulus & Nairne, 2007). Shaping uses successive approximations to teach or modify behaviour (Lindsay, Paulus & Nairne, 2007), which is similar to the method of feedback used in BST. This may be a part of why BST has been so successful. It employs the already established and successful practice of shaping. In addition to this, BST has been shown to generalize across settings. Sawyer, Crosland, Miltenberger & Rone (2015), were able to demonstrate generalization of parenting skills, from a training setting to a home setting in their study. This suggests that BST skills are transferable to more than just one setting.

It is notable that BST has been primarily researched for teaching safety skills to typically developing children, and for children with developmental delays or autism. Therefore further research is needed to determine the effects BST has on an at-risk child and youth population, and if it would generalize to multiple settings outside of the treatment setting. This is an important area for further research for at-risk children and youth, as there seems to be an identifiable gap in this area.

**Pre and Posttest Measures**

The main use of the pretest-posttest measurement design, is to compare and measure changes that have occurred due to experimental treatments (Dimitrov & Rumrill, 2003). Dimitrov & Rumrill (2003), go on to credit pre and posttest measures as a popular form of measurement for obtaining research results in the psychology community. This is because of it’s ability to compare and measure change that has resulted from treatments. This could be considered a manageable and informative measurement tool for an agency to use in order to identify the effects of a skill development training manual, and the impact it has on skill building in at-risk children. It would help to identify if the manual was able to change or improve certain skills that are being taught over the course of each lesson.

**Likert Scales and Participant Satisfaction**

Jamieson (2004), states that Likert scales are generally used to measure beliefs and demeanor of individuals through a variety of questions or statements that can be rated. It provides people with a variety of responses to each question/statement (Jamieson, 2004). This may be why Mellor & Moore (2014), have found that lately Likert scales are being used more and more on children for research projects. Their study determined that wording your Likert
scale with vocabulary that reflect regularity of behaviours, or thoughts occurring, is the easiest form when using them with children. A study conducted by Ankuta & Abeles (1993), found that client satisfaction was dependent on success of treatment. Other studies have had similar results. Bennett et al. (2015), used a Likert scale during their weight loss study and found that participants in their study lost more weight if they perceived their primary care provider helpful and felt satisfied as a participant. Therefore, if the treatment was very effective, the participant satisfaction was higher than those whose treatment was less effective. This helps to demonstrate the importance of participant satisfaction. This tool is helpful in distinguishing strengths and weaknesses within the manual, and program that participants have identified. This way, small modifications, such as delivery style, could be made to help facilitate skill development in the at-risk youth population. In the context of this study, a Likert scale is being designed to measure participant satisfaction.

At-risk children and youth are experiencing multiple behaviours and disorders. A program manual delivered using a BST approach, designed to address the needs of at-risk children and youth and develop their skills using CBT, would be beneficial for the population. Measuring the skills gained from this manual and the delivery approach would be recommended as there are gaps in research for this age group. Using pre and posttest measures as well as a Likert scale on this population may assist in determining if the skill development-training manual is a suitable service to deliver to the at-risk youth, and child population, between the ages of eight and 12.
Chapter III: Methodology

Participants
This manual is designed to be a resource to assist staff with facilitating a skill development training program, in a group format, at an agency location. It was developed to be used by the facilitator of the group. The manual was designed, and modified, to be used on children between the ages of 8 and 12. The manual is a modification of the manual Youth Know-How Group Program Curriculum for Ages 8-12 (Hicks, 2017). The children had been referred to the group by programs such as the intersections program, extra judicial measures or a sanctions program. However, the referral process was not limited to these programs as long as the child was at-risk for conflict with the law or at risk for delinquency.

Children that were referred to the program, would have been demonstrating skill deficits in one or more of the following areas: communication, decision-making, goal setting, peer pressure bullying, family, respect, emotions and coping or cyber safety.

Staff members working with the at-risk children population, delivered the program with the assistance of the manual. A typical setting to conduct the program in would be in a large room of the agency, with tables and chairs facing a whiteboard. Participants and volunteers should sit in a “U” formation around the table to ensure everyone is facing the front where the white board is located, and the facilitator is standing. The ratio would be one community volunteer for every two participants. It is recommended that the group does not exceed 10 participants at one time, and there is a minimum 6 participants.

Design
The manual’s modifications were completed as part of a 14-week placement for an applied thesis in the Honours Bachelor of Behavioural Psychology Program offered by St. Lawrence College. The original manual included the topics of communication, decision-making, goal setting, emotions and coping, peer pressure and friendship, bullying, family, respect, and cyber safety to be delivered over the course of eight weeks. The modifications included making the manual’s content more suitable for the age bracket of eight to 12. These modifications involved adding more interactive activities, simpler explanations, and reducing the amount of writing and facilitator talking periods. The modifications also brought the addition of using age appropriate behavioural skills training (BST), and cognitive behavioural therapy (CBT) practices to assist with teaching and building on the skills being developed.

The manual was designed for facilitators to deliver to at-risk children with the support of community volunteers. It has been separated into lesson-based sections, and some additional resources available at the back of the manual. Each section includes a detailed agenda of the lesson that is being taught, and the materials needed for each teaching session. Additional activities are also provided as alternatives or additions to activities, or alternate activities to better suit individual group needs. The agenda includes information on all activities, and a detailed explanation on how they should be delivered, using a BST and CBT approach. All the necessary materials to conduct the program are included in the manual hard copy, as well as a digital copy for convenience.

Setting
Sessions should take place in a room large enough to accommodate 10 participants and at least five community volunteers. The space should include tables, chairs, and a white board, but little to no other furniture in the room. A fridge for snack storage is ideal but not mandatory.
Participants and community volunteers should be seated in equally split groups at the tables and be able to face the white board as well as the facilitator. Participants should be seated between community volunteers to allow the volunteers to assist the participants with ease. Tables should provide participants with enough room to colour, write, and complete other activities.

Measures
The modifications made to this manual have not been measured as unexpected circumstances prevented any data collection if a group were to have run\(^1\). However, program efficacy is important to measure in order to identify if the group is teaching the highlighted skills in an adequate manner. To determine whether the group is successful in this, a pre and posttest was created to assess what was learned by each participant. The RNJ Group Pre-and-Post-Test (Appendix B) should be given to participants after the introduction of each group, before beginning the lesson topic, and again on the conclusion of that teaching lesson. This is to assess if the answers the participants chose, changed from pretest to posttest, based on what they may have learned in the session. Another measure that was developed to assess the overall program was a Likert scale. The Group Rating Scale (Appendix C) was specifically designed to assess participant satisfaction of the program that the manual is based on. This scale asks the participant’s questions based on overall program satisfaction, with the ratings ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). This measurement tool should be given at the end of the last session.

Informed consent and confidentiality was not addressed, as it was not needed for the creation/modification of this manual. The agency should follow the policies they have in place for consent and confidentiality when offering this group.

Procedures
The manual (Appendix A) includes four main sections. The first section is an introduction and a table of contents for the manual. This also includes a program description and rationale for revising the manual.

The second section of the facilitator’s manual is composed of the eight lessons that the group covers. These sub-sections include lesson planning on communication, decision-making, goal setting, emotions and coping, friendship and peer pressure, bullying, respect, family, cyber safety, and graduation. In the second section just referenced, all of the activities included in each lesson can be found behind the lesson agenda. Alternate activities are also available here. In the lesson planning portion of the manual, the program facilitators can find instruction on how to deliver each lesson using BST and CBT. BST and CBT are built in to all lessons, to enable facilitators to deliver the manual as it is written.

The third section included in the manual contains, blank copies of the journals that the participants complete at the end of each session, and the note template that the participants use to keep track of important information given in each lesson.

The fourth and final section of the facilitator’s manual includes a list of trivia questions for the final lesson, graduation certificates to represent completion of the program, the questions for each week of the RNJ Group Pre-and-Post-Test (Appendix B), and the Group Rating Scale (Appendix C) to be presented to participants at the end of the final session.

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\(^1\) A college strike prevented collection of consent from participants to use group data in this study.
Chapter IV: Results

The final adapted version of the skill development program manual can be located in Appendix A. This manual was designed to allow the implementation of the skill development program in full. The manual gives a detailed description of all lessons and how they should be delivered by the facilitator, as well as any additional materials needed to run the program.
Chapter V: Discussion

Summary

During a fourth year thesis placement at RNJ Youth Services, the staff identified a gap in services for younger children between the ages of eight and 12. Specifically, group programming to offer skill development training for children was not offered by the agency. Their programs focused on children and youth 13 years old and up. Therefore, modifying an existing skill development-training manual for a younger age group was warranted to meet the needs of the agency. Additionally, needs and gaps in the literature were identified for this age group.

Children in conflict with the law seem to be in need of services and assistance with a multitude of mental health concerns, as well as skills to deal with daily life. These skill deficits included communication, decision-making, and emotional control. When looking into CBT, the research has shown that it is a successful treatment for children and youth with ADHD, trauma, and anxiety among other risk factors that have been identified by Fox, Perez, Cass, Baglivio, & Epps (2015), as well as Taşkıran, et al. (2017). This suggests that it could be successfully used in the skill development training manual; however, gaps in the research prevent any firm evidence of this. BST has been proven to assist with increasing social skill deficits, as well as aggression. The gap that pertains to this in regards to the manual modifications was the factor that there is very limited research on using BST for children. By incorporating CBT and BST in this manual, it would be an opportunity to determine if CBT and BST are effective treatments to use on children in the at-risk population. Along with this, reducing the amount of reading and writing required to participate in these programs, and incorporating BST and CBT principals as well as more activities and discussions into the program, it made it a more age appropriate program for children between the ages of eight and 12.

Strengths

To start, the program itself is a time effective way to provide children with the necessary skills needed in day to day living. It uses plain language and engaging activities to educate participants about different skills, while allowing them to make their own informed decisions about what is being taught. It targets researched deficits within the at-risk children and youth populations, with the overall goal being to reduce criminal behaviours, and law conflicts. It does this by creating a safe and confidential space for children to come and learn, while providing them with a community connection through both the group facilitator, and the community volunteers.

In terms of treatments, it effectively incorporates CBT and BST properties, which have been repeatedly proven to be effective methods. This adds evidence-based value to the program, and how it is being delivered.

With respect to the manual itself, the strongest asset it retains, is that the CBT and BST principles are built directly into the agenda, and instructions for the group. Therefore, the facilitator does not need to have extensive knowledge in these areas, or be required to do additional preparation to properly deliver the lessons. This makes the manual an efficient tool to use for facilitators.

Additionally, the manual follows a very organized layout and structure, with all materials needed listed at the beginning of each session. It also provides the facilitator with all the necessary handouts, activity materials, and any additional resources they may need to successfully deliver the sessions. The language used within the manual is designed to be simple and straightforward to provide the facilitator with a seamless delivery method.
Finally, the manual provides both the facilitator and the participants with flexibility to accommodate the individual needs of everyone. It does this by providing the facilitator with different delivery options and timing, as to cater to the participants, the agency, or the facilitator themselves. This makes the manual a diverse material that can be used on a multitude of populations.

**Limitations**

With strengths, also come limitations. In regards to the program, one limitation is that the treatments that are incorporated in the content have not been directly used or researched on the age group of the at-risk children population being looked at. Therefore, it is not known whether these treatments will be as successful as they were intended to be. This leads into the next limitation of the manual’s program, which is that the manual has not been directly used on the population yet. It has only been designed with at-risk children in mind, and considered. Consequently, it has not been determined whether the content is age appropriate, or if the modifications will adequately teach the population the skills it is intended to develop.

Another limitation could be the length of the program in terms of the how long each session is, and the overall period of time that the program runs for. The weekly sessions may include too much information for the amount of time that is allotted. When discussing the overall length of the program, eight week programs may be too large of a period for a child, or their guardian, to commit to. Additionally, that means the agency must run a program with community volunteers for an eight-week period. This could be considered a large period of time for both the agency, and the community volunteers to commit to.

**Multilevel Challenges**

Multilevel challenges refer to challenges that are encountered at the client, program, organizational, and societal level. Each level carries the same barriers, but these barriers affect each level differently. The following analysis is a breakdown of the difficulties faced within each level that had an impact on this thesis.

Beginning with the client level, the timing of a group was a challenging aspect to work with. Due to the age of the group participants, it is typical for them to attend school everyday. Therefore, finding a time after school is a necessary requirement for participants in the group. However, an after school time can also be problematic as they must rely on someone to provide them with transportation, once again due to their age. This creates the possibility of missing some sessions, or being late to a session, therefore losing out on content presented in the program. Other factors that must be considered when looking into the timing of the group include, making sure that it is long enough to cover all the content, while considering dinner times, and avoiding making the session too long, causing participants to become overtired. Not taking these factors into account could reduce the effectiveness of the program.

When assessing the program level, a large factor to consider, is program content, and the length of each group session. There is a certain amount of content that needs to be covered in each session. Rushing through this content would be detrimental to how the program is received, but spending too much time on certain areas provides an opportunity for participants to lose focus and miss material. The program is also designed for everyone to be learning at the same pace, which creates a barrier for those who have arrived late to a session, or have missed a session. This can reduce how effective the program is at teaching the skills that it is teaching.
Delivering program content, so that it is received correctly is a difficult barrier that is made up of a multitude of factors.

When viewing the program challenges from an organizational level, there are a variety of barriers regarding timing that effect how the program is delivered. To start, because the group is delivered after school hours, it also means that it is likely to be delivered after working hours. Therefore, the organization must provide additional compensation to a group facilitator for additional hours worked, or they must rearrange their workday as to include a regular day’s hours beginning and ending later than their usual day. This inhibits preparation for the group being run, and for the staff to perform their other duties within the workplace.

The societal level also brings barriers in regards to timing. Due to the fact that the manual modifications have not been tested, it may not be seen as a priority to run the group, as it costs money and time. It is possible that people will not want to give eight weeks of their time for a program that is not proven. Having eight weeks of programming is a long period of time to participate, or run something untested, therefore has no success to show. Society as a whole prefers to have evidence of success before they invest both their time and money into something. Therefore, a pilot eight week program could be difficult to launch.

**Recommendations for Future Research**

The greatest recommendation for future research in regards to the skill development training manual would be that it should be tested on actual participants, as it has not yet been done. It is also recommended to examine at how both CBT and BST properties directly affect the program in terms of the participants and the facilitator. Furthermore, additional treatment strategies could be explored to compliment CBT and BST properties. Another recommendation for future research is to identify whether parents/guardians have noticed any significant changes in their child regarding skill development and behaviour decrease as a result of the program.

Additionally, it may be interesting conduct a longitudinal study with participants in a few years to determine the impact of the group over a period of time and if they have had any altercations with police, or the law. This would help to determine if the program is teaching the right skills, correctly, to assist these children with becoming law abiding adults.

**Contributions to the Behavioural Psychology Field**

Identifying if empirically proven treatment methods can be used of different populations offers a contribution to the behavioural psychology field. It provides opportunity for further research in unexplored areas, and can validate treatments in new areas and populations, which is significant. It also provides an opportunity for further research, on a population and topic that has minimal research. This can advance treatment options and professions in the field.
References
Hicks, S. (2017). *Youth Know-How Group Program Curriculum for Ages 8-12*. Unpublished manuscript, School of Community Services, St. Lawrence College, Kingston, Canada.


Nuernberger, J. E., Ringdahl, J. E., Vargo, K. K., Crumpecker, A.C., & Gunnarsson, K. F. (2013). Using a behavioral skills training package to teach conversation skills to young


A Facilitation Manual for a Skill-Development Training Program Modified for Children at-Risk of conflicts with the Law.

(For Children Between the Ages of 8 and 12)

A skill-development training manual modified from the Youth Know-How Group Program by Shannon Hicks (Honours Bachelor of Behavioural Psychology Graduate)

2018
Abigail Flexman
Section One

Introduction

This manual is to be used as a facilitator’s guide to conducting a nine-week skill-development training program. It is a resource that has been modified to be used by the staff at RNJ Youth Services, on children between the ages of eight and 12. This manual may be effective for children experiencing deficits in; communication, decision-making, goal setting, emotions and coping, friendship, Bullying and peer pressure, cyber safety, respect, and family. It is recommended that the group has a minimum of 6, and a maximum of ten participants in order to run in an effective way. A minimum of one community volunteer for every 2 participants is advised to ensure efficiency within group settings. Further changes or modifications to the program’s format are up to the digression of the group facilitator.
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Program Description
The skill-development training program is a nine-week program that focuses on a variety of skills that are useful in daily living. These skills are presented in ways that are designed to better engage a younger audience, and increase the amount of information that participants retain. Behavioural Skills Training (BST), and Cognitive Behavioural Therapy (CBT) techniques have been incorporated into each lesson to assist with information retention, and engagement. The manual has been organized into four sections. To find a detailed description of each section, please refer to the table of contents. Measures such as a pre and posttest, and a Likert scale, have been included to assist the agency with determining program effectiveness, and likability. These can be found in section four of this manual. The manual provides a detailed agenda, with activities and topics. Along with this, it provides facilitators with alternative activities, and additional activities to better accommodate different groups of participants. All activity sheets can be found in the manual; however, additional materials may be needed for certain activities. A list of the materials needed for each lesson can be found in section two, at the beginning of each lesson. Time should be allotted at the end of each session to debrief with community volunteers once group participants have left. This is when the community volunteers can express any concerns or highlights from the group session to the facilitator(s), and conduct their wall of fame nominations.
Rationale

This manual is a revision of the Youth Know-How group program that was previously created for RNJ Youth Services. The purpose of revising this manual was to better accommodate a younger age group needing to develop certain skills. Revisions included reducing the amount of reading and writing, while adding more interactive activities to each lesson. These activities include BST and CBT properties to assist with learning the material being covered.
Section Two
Lesson One – Communication (95-110 Minutes)

**Agenda:**
Welcome
Evaluations
Go Over Agenda and Goal of Lesson.
Introduction & Warm up
Introduction to Community Volunteers
Review of Program & Expectations
Positives/Thankfuls
Introduction to Communication
Verbal & Nonverbal Communication
Break (10-15 minutes)
The Three “C’s” of Communication
Drawing Exercise
Journals
Wall of Fame Explanation & Nominations
Evaluations & Closing

**Materials Needed:**
Paper and Drawing utensils
Participant Name Tags
Agenda on Board or Chart Paper
Handouts (If You Were Worksheet)
Evaluation forms (Pre & Post Test)
Picture of a House, and a Stick Person
Journals
Lesson One – Communication

<table>
<thead>
<tr>
<th>5 Min</th>
<th>Welcome, Evaluations, Agenda</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Welcome youth to the group, orient them to the space if needed, and hand out the Pre-test. Go over the agenda for the day, and read the goal of the lesson. Go over and sign confidentiality forms.</td>
</tr>
</tbody>
</table>

**Goal:** To learn how people communicate and how to communicate well with others.

<table>
<thead>
<tr>
<th>10 Min</th>
<th>Introductions and Warm Up</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>If You were…. (Handout available for participants)</td>
</tr>
<tr>
<td></td>
<td>Pair up group participants and ask them to answer 3 questions. Then have them introduce their partner to the group and share their findings.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>5 Min</th>
<th>Introduction to Volunteers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Point out the volunteers in the room and identify why they’re here.</td>
</tr>
<tr>
<td></td>
<td>• Not paid to be here</td>
</tr>
<tr>
<td></td>
<td>• Here because they care about young people and want to help you get the most out of this program</td>
</tr>
<tr>
<td></td>
<td>• Not here to judge or criticize you</td>
</tr>
<tr>
<td></td>
<td>• Volunteers do not know why you’re here</td>
</tr>
<tr>
<td></td>
<td>• Everything is confidential – volunteers will not share what they hear in this room outside of it</td>
</tr>
<tr>
<td></td>
<td>• Define and discuss confidentiality – expectation: youth do the same (do not share what they hear at program outside of program). If something is said that indicates that you or others are in danger however, then that must be reported (confidentiality is signed at intake of participants so this is a review for them).</td>
</tr>
</tbody>
</table>
Encourage participants to give the program a chance and to try and get the most out of it.

<table>
<thead>
<tr>
<th>5 Min</th>
<th><strong>Review of Program and Expectations</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ask youth for suggestions of what is and what is not acceptable. Create a list of expectations on a piece of chart paper that you can hang for each session. By being here you agree to follow the expectations. Have table coaches review the expectations with their groups.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5 Min</th>
<th><strong>Positives / Thankfuls</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Every week youth and volunteers share one thing they are thankful for or something they are feeling really positive or good about. Group facilitator can demonstrate.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>5 Min</th>
<th><strong>Introduction to Communication</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Discuss and write the answers to these questions on the board. What is communication? Why do we communicate? Share definition of communication with group.</td>
</tr>
</tbody>
</table>

**Communication:** A process by which information is exchanged between individuals through a common system of symbols, signs or behaviours.

What do we mean by a system of communication?
- Symbols e.g. letters, numbers, words
- Signs e.g. street signs, labels
- Behaviour e.g. gestures, facial expressions, body language

<table>
<thead>
<tr>
<th>10-15 Min</th>
<th><strong>Verbal and Non-verbal Communication</strong></th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Discuss with the group the difference between these two types of communication. Write answers on the board.</td>
</tr>
</tbody>
</table>


**Verbal**: talking, using words and sentences

**Non-verbal**: no talking or noise

**ROLE PLAY: Body Language Messages**: Lead coaches will role play to following scenarios and get participants to identify what each scenarios body language is representing:
- Sighing when talking to someone.
- Talking with a shaky, trembling voice.
- Sitting upright on the edge of a chair.
- Shaking your head when you are listening to someone.
- Avoiding eye contact with someone.
- Leaning forward when sitting opposite to someone.
- Glaring at someone.
- Looking with a big smile.
- Fiddling with objects while talking.
- Leaning against a wall when talking.

*Make sure to give participants praise (i.e. “Great answer!”) when they give you the correct answers*

If Participants feel comfortable, they can try to role-play some different types of body language.

---

**10 – 15 Min**

**BREAK**

**10 Min**

**The Three “C”s of Communication**
Go over the Three C’s of Communication. Can write some of this on the board or chart paper.

There are some things that can go wrong with verbal communication. Sometimes we don’t understand what someone is trying to communicate, or other people do not understand what we are trying to communicate.
What might be going wrong when others or ourselves do not understand what we are trying to say?

Three “C”s

Clear – Put in plain language. Am I being clear about what I’m trying to say? Does the other person know what my goal is? Does the other person know what person or event or thing I’m talking about? Does the other person have to guess what I’m saying or am I being clear (do they have to ‘read between the lines’?)

Concise – To the point, be specific. Have I said what I want to communicate simply? Have I said more than I need to? Did I make my point or was it lost? Am I saying too much at once?

Complete – State all of the information needed. Am I leaving anything out? Did I include all of the information they need to understand?

Facilitator could come up with their own examples for communications that are not clear, concise, or complete, or do some behavioural rehearsals to demonstrate.

Have participants identify what is wrong with the demonstration, and discuss how it can be fixed using the three C’s.

10 Min Drawing Exercise
To illustrate what we have learned about communication, have everyone pair up.

Face-to-Face (nonverbal and verbal communication)
One youth will be the communicator and the other will be the drawer. Hand out pictures (Use House) to groups face down. Only the communicator for the first task gets to see the picture. Instruct them to hide the picture (under the table for example).
The communicator has to describe to the drawer the image they have. They are face to face so they can use any communication they want, but they must not show the picture to their partner. When complete, the communicator can reveal the image.

**Back-to-Back (verbal communication only)**
After the face-to-face exercise, the youth can switch roles. This time, the drawer sits at the table, while the other has their back turned to them. Hand out another image (*Stick Person Image*), again instructing communicators to not show the image to the drawer (and for drawers to not peek!). This time the communicator can only use verbal communication to describe the image they have to the drawer. After they’re finished drawing, communicators can reveal the image.

Ask the pairs to share how they did on each task. Was one more difficult or easier? Did you use the three “C”s? By comparing the drawing and original picture, can you identify any breakdowns in communication, or parts of the picture that could have been communicated more clearly?

**Pictures for this activity:** Facilitator can draw or print out their own pictures (participants may like cartoon characters, or could go for something easily identified like a house or a car).

<table>
<thead>
<tr>
<th>5 Min</th>
<th>Journals</th>
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<tr>
<td></td>
<td>Hand out journals to participants. Ask them to write their first name on the cover. Explain that the group facilitator will only see journals. Have table coaches assist their groups in completing these (if needed).</td>
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<table>
<thead>
<tr>
<th>5 Min</th>
<th>Wall of Fame Nominations</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>At the end of each week’s journal page, youth can nominate a table coach or volunteer for a Wall of Fame. Participants will also</td>
</tr>
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</table>
be nominated every week by their table coaches to be put on the Wall of Fame. At the beginning of each session the Wall of Fames are handed out to be put on the Wall of Fame.

<table>
<thead>
<tr>
<th></th>
<th>5 Min</th>
<th>Evaluations</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Hand the Post-test out for participants to complete.</td>
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<tr>
<th></th>
<th>5 Min</th>
<th>Closing remarks</th>
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<tr>
<td></td>
<td></td>
<td>End on a positive note. Thank the youth for their participation. Ask them if we met our session goal and see if there are any questions. When they're done journals and evaluations, they can remove their name tag and are free to go!</td>
</tr>
</tbody>
</table>
Lesson One Activities (1)

*Modified from Youth Know-How Group Program Curriculum for Ages 8-12.*
If You Were...

Pair up group participants, and ask them to answer 3 of the following questions. Then have them introduce their partner to the rest of the group, and share their findings.

1. If you were an animal, what would you be? ________________________________

2. If you were a colour, what colour would you be? __________________________

3. If you were a candy, what kind would you be? ____________________________

4. If you were a grownup, what would your job be? __________________________

5. If you were a vegetable, what kind would you be? __________________________

6. If you were a holiday, which one would you be? ____________________________

7. If you were a fast food, what would you be? ______________________________

8. If you were a musical instrument, which would you be? _____________________

9. If you were a number, which would you be? ______________________________

10. If you were some sports equipment, what would you be? ___________________

This activity is a modification of the “if I were” warm up activity from the choices warm-up handbook.
Lesson One Alternative

Activities (0)
Lesson Two – Decision Making (90-95 Minutes)

**Agenda:**
Welcome
Evaluations
Go Over Agenda and Goal of Lesson.
Warm up
Positives/Thankfuls
Wall of Fame
Recap: Communication
Introduction to Decision Making
The Three Types of Decision Making
Break (10-15 minutes)
Decision Making Graffiti
STAR
Weighing Pros and Cons
Simon Says
Journals
Wall of Fame Nominations
Evaluations & Closing

**Materials Needed:**
Paper and Drawing utensils
Participant Name Tags
Agenda on Board or Chart Paper
Evaluation forms (Pre & Post Test)
Blind Fold
Small Reward for Simon Says Game
Handouts
Journals
Lesson Two – Decision Making

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Min</td>
<td><strong>Welcome, Evaluations, Agenda</strong></td>
</tr>
<tr>
<td></td>
<td>Hand out the Pre-test, go over the agenda for the day, and read the goal of the lesson.</td>
</tr>
<tr>
<td></td>
<td><strong>Goal:</strong> To understand the three types of decisions and how they affect our lives.</td>
</tr>
<tr>
<td>5 Min</td>
<td><strong>Warm Up</strong></td>
</tr>
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<td></td>
<td><strong>Bunches</strong></td>
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<td></td>
<td><em>(From Rebound Choices Warm Up Handbook 2014, P. 3)</em></td>
</tr>
<tr>
<td></td>
<td>Call out different categories and have the participants make &quot;bunches&quot; with others in the room who have the same interest. For example the leader might say &quot;make bunches of favorite colors,&quot; the participants would walk around and stand with others who like the same color as them.</td>
</tr>
<tr>
<td></td>
<td>Other categories might include: favorite animal, school they attend, favorite pizza toppings, favorite Girl Guide cookie flavor, hair color, birthday month, age, etc.</td>
</tr>
<tr>
<td>5 Min</td>
<td><strong>Positives/Thankfuls</strong></td>
</tr>
<tr>
<td>2 Min</td>
<td><strong>Wall of Fame</strong></td>
</tr>
<tr>
<td></td>
<td>Announce wall of fame nominations made the week before for participants and volunteers. These can be written on post it notes or stars and put on the Wall of Fame.</td>
</tr>
<tr>
<td>8 Min</td>
<td><strong>Recap: Communication</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Control Tower</strong> <em>(from Rebound - Choices Program Curriculum, 2014, p. 18)</em></td>
</tr>
<tr>
<td></td>
<td>Ask for two volunteers, one to be the plane and the other to be</td>
</tr>
</tbody>
</table>
the control tower. Have them both step outside the room while the other participants and volunteers arrange themselves around the room as ‘obstacles’. Chairs may also be used as obstacles. The youth playing obstacles shouldn’t move once the plane and control tower come in. The control tower has to direct the plane who has their eyes blind folded to get to the other side of the room. Set a limit for how many times they can collide with obstacles e.g. 3. Once they have hit obstacles 3 times they’re out.

This activity allows youth to review the importance of effective communication.

10 Min Introduction to Decision Making
Going on a Trip
Handout Going on a Trip with Pictures. Tell the group that they are going on a trip. They can pack one suitcase (demonstrate about how big their suitcase would be so they can picture this, or draw the size on the board if available). Ask youth to list or draw the items they want to bring with them inside the suitcase. No answers will be given to any questions they ask about the trip.

Ask them to share what they packed with their groups, then tell them the destination (can be anything, something more unusual would be better for the exercise however e.g. a week in Antarctica).

Ask:
1. How did you decide what to pack?
2. Why did you pack those things?
3. If you had known where you were going for your trip, would you have made better decisions on what to pack?

5 Min The Three Types of Decisions
Explain the three types of decisions to the group. Have them
guess what they mean, and provide examples if they can.

**Automatic:** A decision you make without any thought. There are many things we do everyday without thinking. E.g. covering your mouth when you cough or sneeze, turning on the light when you enter your room.

**Spur of the Moment / “All of a sudden”:** A decision you make without thinking it through completely. This could also be a decision made suddenly. E.g. stopping the car to get ice-cream because you see an ice-cream store, stealing something.

**Deliberate:** A decision you make with a lot of thought. You think through what it is you’re going to do all the way through. E.g. deciding what colour to paint the walls of your room, deciding to get a pet, or deciding what to name a new pet.

---

10 – 15 Min BREAK

10 Min Decision Making Graffiti
Pass out chart paper, each with a different kind of decision written in the center (**automatic, spur of the moment, deliberate**) to the groups. Each group gets a minute to write or draw their examples for the type of decision they have before the papers switch. Every group gets a chance to write on each one. If there are more than three tables other papers can ask one of the following: **What decisions do you make every day?, What are some easy decisions to make?, What are some hard decisions to make?**

5 Min **STAR** (Sarnia Lambton Rebound, 2014, Choices Program Curriculum)
Write on the board, and go over the components of the decision-making STAR with the group. Explain how it can be used to help make better decisions.
Stop: Stopping before making a decision.
Think: Thinking about the outcome that you want. Involves asking questions and weighing the pros and cons.
Act: Acting out your decision.
Result: By stopping and thinking before acting you should get the result you want, or a better result than if you had not stopped and though before acting.

Go around and have each participant repeat what one letter of STAR stands for. Praise them for correct answers (i.e. “That’s right, great listening!”) or provide them with feedback if they are incorrect.

Ask the group what could happen when you do not stop and think before acting.

5 Min  Weighing Pros and Cons
Lead group through the pros and cons of one or two of the following, filling in two columns (Pros, Cons) on the board or on chart paper.
1) Staying in school
2) Going to bed on time e.g. 9 pm on school nights
3) Doing your homework on time
4) Eating healthy
5) (Coach can provide their own as well)

10 Min  Simon Says
Have participants line up in a straight line, and identify a point in the room they have to reach. Simon will give instructions to move forward or backward as well as the usual (hand on head, touch toes etc.) Those that reach the end without getting out get a reward.
Ask the group how the Rebound STAR applies to Simon Says.
- What happened when you moved when Simon did not say so?
- Was this an automatic or a deliberate decision?

5 Min  Journals and Wall of Fame Nominations

5 Min  Evaluations and Closing
Hand the Post-test out for participants to complete.
Lesson Two Activities (1)

*Taken from Youth Know-How Group Program Curriculum for Ages 8-12.*
Going on a Trip to...?
Lesson Two Alternative Activities (0)
Lesson Three – Goal Setting (85-90Minutes)

**Agenda:**
Welcome
Evaluations
Go Over Agenda and Goal of Lesson.
Warm up
Positives/Thankfuls
Wall of Fame
Recap: Decision Making
Introduction to Goals (Types of Goals)
Dixie Cup Colleyball
Break (10-15 minutes)
S.M.A.R.T. Goal Setting
Group Goal Setting
Individual Goal Setting
Journals
Wall of Fame Nominations
Evaluations & Closing

**Materials Needed:**
Paper and Drawing utensils
Participant Name Tags
Agenda on Board or Chart Paper
Evaluation forms (Pre & Post Test)
Famous People Post It’s
Dixie Cups
Goal Sheets
Handouts
Journals
Lesson Three – Goal Setting

5 Min  Welcome, Evaluations, Agenda
Hand out the Pre-test, go over the agenda for the day, and read the goal of the lesson.

Goal: To understand the goal setting process and to learn why goals are important.

5 Min  Warm Up

Famous People
(From Rebound Choices Warm Up Handbook 2014, P. 11)

Prepare names of famous peoples on post it notes (one on each paper) and place one on each group participant’s back. The group tries to guess whose name is pinned on his/her back by asking others around the room yes or no questions.

5 Min  Positives/Thankfuls

2 Min  Wall of Fame
Announce wall of fame nominations made the week before for participants and volunteers. These can be written on post it notes or stars and put on the Wall of Fame.

8 Min  Recap: Decision Making

You Bought a Zoo!
Handout You Bought a Zoo With Animals to table groups for them to complete together. When completed ask group to share how they decided what animals to keep in their zoos and what was difficult about the decision making process.

Ask them what kind of decisions they used to fill the zoo (Automatic, Spur of the moment, Deliberate). Discuss and provide participants with feedback on why you would use a
certain decision type (i.e. “That’s a good thought, why do you think that?”). Praise answers given by participants.

10 Min  **Introduction to Goal Setting (Types of Goals)**
Go over the three kinds of goals with the group, and write them on chart paper. Generate one example of these kinds of goals.

**Short term (1 week)** – bake cookies, study spelling words, practice piano.

**Mid term (1 week to 1 month)** – complete a school project, read a novel, plan a vacation.

**Long term (approximately 1 month to 1 year or longer)** - learn how to swim, saving money for something big, finish 5th grade year of school.

Pass chart paper around and give each table a minute or two to write/draw examples of each goal type before the papers get switched. Each group gets a chance with each paper.

10 Min  **Dixie Cup Volleyball** (Rebound – Choices Program Curriculum, 2014, p. 29)
Give each table group a Dixie cup and have the participants stand up. They are to volley the Dixie cup as a group, but it should not be touched twice in a row by the same person. Go through the following objectives to do one at a time.

#1: Volley the cup 5 times without dropping the cup, without anyone touching it twice in a row. There’s no time limit.

(After a group completes it have them sit and wait for the others to finish)

Ask them if this was easy. Move on to the next objective.

#2: Volley the Dixie cup 30 times without dropping it. Time limit is 2 minutes. Again, no one can touch it twice in a row.
After two minutes are up ask the groups how they did. Ask them if it was frustrating to have a goal they could not achieve. Give them the next objective, which is a bit easier.

#3: Volley the cup 10 times in 3 minutes or with no time limit (up to table coach). Again, no touching cup twice in a row by the same person.

Ask the group how it feels to have accomplished this goal.

Goals that are challenging and achievable are very rewarding when we accomplish them. A goal that is too easy is not as rewarding, but a goal that is too hard can be frustrating.

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<tr>
<th>10 – 15 Min</th>
<th>BREAK</th>
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<tr>
<th>5 Min</th>
<th>S.M.A.R.T. Goal Setting</th>
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Go over the components of S.M.A.R.T Goals with examples

**Simple:** Clear and easy to define  
**Meaningful:** Goal is something important to you  
**Achievable:** It is a reasonable goal for you to achieve.  
**Realistic:** Goal that you can achieve with your resources and time.  
**Timely:** A set time to achieve your goal by.

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<tr>
<th>5 Min</th>
<th>Group Goal Setting</th>
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</table>

Lead facilitator takes group through goal setting on the board. Can be a goal of the coach or of a hypothetical person, or a goal of the group as a whole.

(Outline of what’s on the goal setting sheets)

S.M.A.R.T. Goal Setting Sheet  
Name:  
Simple: What is my goal?  
Meaningful: Why is it important to me?
Achievable: What will I do to reach my goal?
1) 
2) 
3) 
Realistic: Can I reach it? How do I know?
Timely: Date I will reach my goal;
Coach’s Initials:

10 Min  Individual Goal Setting
Have table coaches go over the Goal Setting Tips handout with their groups.

Youth will then fill in their goal-setting sheet with the help of table coaches and facilitator to ensure they use the S.M.A.R.T. goal properties. Have youth select a short term goal, and a midterm goal that they can achieve by the next group and the end of the group sessions.

Goals setting sheets located in the back of journals. Groups will follow up on member’s goals and how they’re doing (including facilitator and table coaches) during the next session and the final session.

Encourage participants to try and find short term goals to achieve each week. These may become a positive/thankful for them depending on the goal and whether or not they have achieved it.

5 Min  Journals and Wall of Fame Nominations

5 Min  Evaluations and Closing
Hand the Post-test out for participants to complete.
Lesson Three Activities (1)

* Taken from Youth Know-How Group Program Curriculum for Ages 8-12.
You Bought a Zoo!
Lesson Three Alternative

Activities (0)
Lesson Four – Emotions and Coping (90-100 Minutes)

**Agenda:**
Welcome  
Evaluations  
Go Over Agenda and Goal of Lesson.  
Warm up  
Positives/Thankfuls  
Wall of Fame  
Recap: Goal Setting  
Introduction to Emotions  
Emotionless Robot  
Break (10-15 minutes)  
Recognizing Anger  
Coping Strategies (Jelly Bean Activity & Blowing up Your Anger)  
Journals  
Wall of Fame Nominations  
Evaluations & Closing

**Materials Needed:**
Paper and Drawing utensils  
Participant Name Tags  
Agenda on Board or Chart Paper  
Evaluation forms (Pre & Post Test)  
Index Cards with Celebrity Couples/Partners  
Handouts  
Balloons  
Jelly Beans  
Journals
Lesson Four – Emotions and Coping

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<tr>
<th>5 Min</th>
<th>Welcome, Evaluations, Agenda</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Hand out the Pre-test, go over the agenda for the day, and read the goal of the lesson.</td>
</tr>
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</table>

**Goal:** To identify and understand our emotions, and develop strategies to help us cope.

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<thead>
<tr>
<th>5-10 Min</th>
<th>Warm Up</th>
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<tr>
<td></td>
<td>My Other Half</td>
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<td></td>
<td>Make a list of famous couples that the group will identify with and write the name of one half of the couple on one 3x5 card, and the other half on another card. Give each guest a card, but instruct them to keep their identity a secret. They must try to find their other half by asking people &quot;yes&quot; or &quot;no&quot; questions until he or she finds their other half. Whoever finds their partner first, wins.</td>
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<table>
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<tr>
<th>5 Min</th>
<th>Positives/Thankfuls</th>
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<tr>
<th>2 Min</th>
<th>Wall of Fame</th>
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<tr>
<th>8 Min</th>
<th>Recap: Goal Setting</th>
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<td></td>
<td>Hand out goal setting sheets from the week before. Have facilitator ask each participant (as a group) if they completed their goal for last week. Encourage applause for those who did. Have table coaches discuss how people were able to achieve their goals, or some strategies for completing goals that have not been reached.</td>
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<table>
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<tr>
<th>10 Min</th>
<th>Introduction to Emotions</th>
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<tr>
<td></td>
<td>Hand out <em>Identifying Emotions</em> handout. Have participants fill out <em>Identifying Emotions</em> individually. Table coaches can assist.</td>
</tr>
</tbody>
</table>

Ask for some volunteers to share their faces. Ask the group if anyone had something very different. Encourage group to share, do not discourage differences in the faces they drew. Sometimes
we don’t really show what we’re feeling. That’s also okay.

What are some other ways we express these emotions? Ask participants for suggestions or to demonstrate. Make sure to offer praise when a participant shares (i.e. a high five)

E.g.
Happy: laughing, skipping, dancing
Sad: head in hands
Scared: hiding, running away
Angry: hitting things, clenched fists

10 Min **Emotionless Robot**

Participants will describe their day using a robot voice that does not include emotions. Facilitator should demonstrate this for participants.

1) What would it be like to not have any emotions?
2) Times when emotions/feelings are helpful
3) Times when emotions/feelings hurt you or others

Go over what the groups came up with for these.

Conclude with emphasizing that emotions are neither good nor bad, but either way it is important that we pay attention to them. They provide us with valuable information about others, and ourselves and are an essential part of life.

10 – 15 Min **BREAK**

10 Min **Recognizing Anger**

While emotions are not bad, they can get us into trouble. Sometimes we may have really intense emotions, and when we feel this way we might not make the best decisions.

Ask group and write answers on the board.
What makes you angry?

How do you know when you are getting angry?

What can we do to calm ourselves down when we are angry?

15 Min  Coping Strategies

Jelly Bean Activity
Handout: Jelly Bean Mindfulness exercise.
Give each participant 3 jelly beans. Instruct them to eat the first one. When everyone is done eating, everyone can take a second one, and put it on their tongue. Ask participants to slow the process completely down. Taste it, and let it sit there for as long as they can. Finally, have them take one bite, but no more. Let it sit there again. Ask them if it tastes different now? Now let everyone slowly chew and swallow the jelly bean. Repeat Activity with third jelly bean. See if a participant wants to help lead the activity.

The object objective of this activity is to get participants to focus on only the jelly bean for a few seconds. If they do that, it is getting their mind to focus, which allows them to calm down. By using this food prop you can to slow your thoughts and emotions down. Ask participants what they think of this activity.

Blowing up Your Anger Activity - Practice steady breathing with balloons. Give unfilled balloons out to participants, and take them through blowing up the balloon with slow steady breaths. You could also ask them to imagine something that makes them angry or stressed as they blow up the balloon, then they can try to pop the balloon by sitting or stepping on it, to let the anger go.

5 Min  Journals and Wall of Fame Nominations

5 Min  Evaluations and Closing
Hand the Post-test out for participants to complete.
Lesson Four Activities (2)

*Modified from Youth Know-How Group Program Curriculum for Ages 8-12.*
Identifying emotions handout

Draw what your face looks like when you feel each emotion. Write some words below the face to describe the feeling.

<table>
<thead>
<tr>
<th>HAPPY</th>
<th>SAD</th>
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<tbody>
<tr>
<td><img src="http://clipart-library.com/blank-face.html" alt="Blank Face" /></td>
<td><img src="http://clipart-library.com/blank-face.html" alt="Blank Face" /></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>ANGRY</th>
<th>SCARED</th>
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<tbody>
<tr>
<td><img src="http://clipart-library.com/blank-face.html" alt="Blank Face" /></td>
<td><img src="http://clipart-library.com/blank-face.html" alt="Blank Face" /></td>
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</tbody>
</table>
Jelly Bean Activity

Jellybean Mindfulness Exercise
Sometimes there is a need to calm yourself on the spot. For example, when you are in the middle of class and need to stay there, or sitting in a car. You can’t always walk away, and screaming isn’t always the best thing to do.
So when you need to calm yourself down without anyone around you knowing you are doing so, you can use a food prop to slow your thoughts and emotions down.

Everyone take 3 jellybeans. Eat the first one just for fun! When everyone is done eating, take a second jellybean and put it on your tongue. Don’t bite it or swallow it, slow the process down completely. Taste it. Let it sit there for as long as you can. Finally, take just one bite, but no more than one bite. Let it sit there again. Does it taste different now? Does it have a different texture? Now you can slowly chew and swallow the jellybean.

Did you focus on only the jellybean for the past few seconds? If you did, that is you getting your mind into focus, which allows you to calm down.
Lesson Four Alternative

Activities (0)
Lesson Five – Friendship, Bullying, and Peer Pressure (85-92 Minutes)

**Agenda:**
Welcome
Evaluations
Go Over Agenda and Goal of Lesson.
Warm up
Positives/Thankfuls
Wall of Fame
Recap: Emotions and Coping
Introduction to Friendship
Introduction to Bullying (Weird Wally)
Break (10-15 minutes)
Introduction to Peer Pressure
Refusal Skills
Journals
Wall of Fame Nominations
Evaluations & Closing

**Materials Needed:**
Paper and Drawing utensils
Participant Name Tags
Agenda on Board or Chart Paper
Evaluation forms (Pre & Post Test)
Index cards for Complimentary activity
Weird Wally Outline
Tape
Journals
Lesson Five – Friendship, Bullying, & Peer Pressure

5 Min  Welcome, Evaluations, Agenda
Hand out the Pre-test, go over the agenda for the day, and read the goal of the lesson.

Goal: To identify what makes a good friend, and to understand what peer pressure is and how to handle it.

5 Min  Warm Up

Body Language: Divide the participants into pairs. Start by having participants face their partner and observe them for two or three minutes. The participants turn their backs on one another and change 3 details about how they look. Once this is done, face each other again and try to spot the changes on their partner.

5 Min  Positives/Thankfuls

2 Min  Wall of Fame

5 Min  Recap: Emotions and Coping

Handout blank pieces of paper and markers/pencil crayons to the groups. Instruct them to draw their anger. Give them a couple of minutes to draw it. After drawing their anger, tell them they can rip it up or destroy it anyway they want (crumpling, tearing up, throwing in the trash).

10 Min  Introduction to Friendship
Friendship Activity
Ask group to share what they think makes a good friend or a bad friend.

Put Chart Titles on the board, and have participants put qualities for good and bad friends under the category they belong in.
Qualities will be cut out and put on paper to stick to the board.

<table>
<thead>
<tr>
<th>GOOD FRIEND</th>
<th>BAD FRIEND</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Spends time with you</td>
<td>• Gossips about you</td>
</tr>
<tr>
<td>• You have fun together</td>
<td>• Tells other people your secrets</td>
</tr>
<tr>
<td>• They say nice things about you</td>
<td>• Ignores you</td>
</tr>
<tr>
<td>• Kind, caring</td>
<td>• Calls you names</td>
</tr>
<tr>
<td>• Knows what you like and don’t like</td>
<td>• Threatens to not be your friend anymore</td>
</tr>
<tr>
<td>• Helps you when you need help</td>
<td>• Steals or damages your things</td>
</tr>
<tr>
<td>• Listens to you</td>
<td>• You don’t enjoy spending time together</td>
</tr>
<tr>
<td>• You like the same things</td>
<td>• Lies to you</td>
</tr>
<tr>
<td></td>
<td>• Makes promises they don’t keep</td>
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<td></td>
<td>• Hits/kicks/pushes or otherwise hurts you</td>
</tr>
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</table>

Discuss why participants picked the category for their qualities.

Ask the group,
Why is friendship important?

(examples)
- not lonely
- someone to support you
- have fun
-etc.

15 Min  Introduction to Bullying – Weird Wally

Show participants “Weird Wally”. Once participants have seen him, have them insult/bully him. For each insult, rip off a piece of Weird Wally.
Once he is completely torn, encourage kids to compliment him. For each compliment, start to tape Weird Wally back together.
Here tell participants that bullying can be hurtful, and although they were nice after, Weird Wally will never be the same.

**How does it feel to be bullied? (FEELINGS)**

(e.g. scary, sad, lonely, hurt, disrespected, alone, no one likes you, unsafe)

Take these up and go over the following;

**Bullying**: unwanted aggressive behaviour, usually done over and over again over time by someone stronger or more powerful to someone weaker, who has a hard time defending themselves.

**Types of Bullying**

(can pick these out from their answers to Question 1: What does bullying look like)

1) **Verbal**: hurting others with words (i.e name-calling, threats, and insults/mean word).

Ask for some examples (done respectfully….)

2) **Physical**: putting your hands on someone else to physical hurt them, such as through hitting or pushing them.

3) **Social**: harming someone socially, such as by spreading untrue rumours about them, telling other people to not be friends with them, or excluding someone.

Ask if there are other examples of bullying, such as stealing or damaging another person’s things, or cyber bullying (spreading rumours on the internet, threatening someone over the internet, sending mean text messages, sending embarrassing photos of other people without their permission).

10 – 15 **BREAK**
10 Min  Introduction to Peer Pressure

Ask if anyone knows what peer pressure is. Then explain what it is.

**Peer pressure:** when you are pressured by your friends or peer group to do certain things, have certain values or beliefs, or change to fit in with the group so that they accept you. [http://www.dictionary.com/browse/peer-pressure](http://www.dictionary.com/browse/peer-pressure)

Talk about positives and negative of peer pressure i.e.
- Positive: Finishing your homework early so you can hang out with your friends.
- Negative: Stealing some candy from a store for the popular person in your friend group.

Ask the group for ideas of why they might conform to peer pressure. Things like,
- Wanting to make friends
- Wanting to fit in, not wanting to stand out
- Not wanting to hurt someone’s feelings by saying no
- Fear of being made fun of or bullied.
- Not knowing what you want
- Sometimes we might also conform to peer pressure because we don’t know how to say no.

**Spreading Kindness** – Give a compliment to another facilitator or table coach as a demonstration.

Identify how you tailored your comment to something you really liked about the person, or something you thought they should have recognized.

Have participants give the person next to them a compliment.

Go over some tips for saying no when pressured to do something you don’t want to do. Youth can give their own suggestions as well.

- Listen to your gut/ how you feel. If you feel uncomfortable, say no or get out of the situation.
- Say No- You have a right to say no
- If they won’t take no for an answer, give an excuse
  - My parents would be so mad if they found out!
  - Sorry, I can’t go, family is coming over later
  - I’m not feeling so well, you’ll have to go without me
- Call home- agree on a code phrase with you parents so you don’t have to say out loud that you want to go home e.g. “my ear hurts”
- Get an adult’s help if the situation seems dangerous

Remember that peer pressure affects other people too! Just because you see someone else doing it, doesn’t mean that it’s okay. Be confident in saying no!

Go around to each participant and have him or her say no to something you are peer pressuring him or her into. Each participant must refuse/reject you in a different way. If they are successful, they get a treat.

<table>
<thead>
<tr>
<th>5 Min</th>
<th>Journals and Wall of Fame Nominations</th>
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<tbody>
<tr>
<td>5 Min</td>
<td>Evaluations and Closing</td>
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<tr>
<td></td>
<td>Hand the Post-test out for participants to complete.</td>
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</tbody>
</table>
Lesson Five Activities (0)
Lesson Five Alternative

Activities (0)
Lesson Six – Cyber Safety (85-95 Minutes)

**Agenda:**
Welcome
Evaluations
Go Over Agenda and Goal of Lesson.
Warm up
Positives/Thankfuls
Wall of Fame
Recap: Friendship, Bullying, and Peer Pressure
Introduction to Cyber Safety
Break (10-15 minutes)
Cyber Bullying
Cyber Safety Posters
Journals
Wall of Fame Nominations
Evaluations & Closing

**Materials Needed:**
Paper and Drawing utensils
Participant Name Tags
Agenda on Board or Chart Paper
Evaluation forms (Pre & Post Test)
True/False Popsicle sticks
Coloured Paper
Journals
Lesson Six – Cyber Bullying

<table>
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<tr>
<th>5 Min</th>
<th>Welcome, Evaluations, Agenda</th>
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<td>Hand out the Pre-test, go over the agenda for the day, and read the goal of the lesson.</td>
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**Goal:** Learn of some cyber risks to you and others, and how to use our technologies in a safe and appropriate way.

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<tr>
<th>5 Min</th>
<th>Warm Up</th>
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<td></td>
<td><strong>Sets</strong></td>
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<td>Lead coaches pick two or three participants in the room that have something in common, such as stripes on their shirts, no shoelaces, or the same first letter in their name. Have them stand up. The rest of the group can try to figure out what makes them a &quot;set.&quot;</td>
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<th>5 Min</th>
<th>Positives/Thankfuls</th>
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<th>2 Min</th>
<th>Wall of Fame</th>
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<tr>
<th>7 Min</th>
<th>Recap: Friendship, Peer Pressure, and Bullying Toothpaste Activity</th>
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<tr>
<td></td>
<td>Run a bead of toothpaste across a table. Now ask participants how to put the toothpaste back in the tube. You can even invite a participant up to try and put it back in. Obviously, it can’t be done.</td>
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<td></td>
<td>This is an example of how hurtful words once spoken cannot be taken back. Bullies say hurtful words frequently and need to know the impact that their words have on their victims.</td>
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<tr>
<th>15 Min</th>
<th>Introduction to Cyber Safety</th>
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<td></td>
<td>Ask participants to share what technologies they use and what for. Write these down on the board or on chart paper. Gage their experience and knowledge.</td>
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</table>
Ask,

*What are some devices you use that connect to the internet?* (e.g. cell phones, computers, iPads, game systems)

*Are there social media websites/ apps that you use?* (Facebook, Twitter, Snapchat, YouTube, etc.)

*While we all enjoy using some technologies and internet sites, it is important that we are aware of the possible dangers and risks to our safety so that we may protect ourselves.*

Ask, *what are some dangers or risks you may face online?*

(below are some things the facilitator may want to bring up if the students don’t come up with these)

- While most of the strangers you come across online will not try to hurt you, it is important to be careful, because there are some bad people online who may try to hurt you in some way
- Some people may pretend to be someone else (fake identity or stolen identity, using another person’s profile picture, lying about their age)
- Someone might tell you they’re a famous person when they’re not (fake profiles)
- People might try to sell you stuff you don’t need or trick you into donating money to a cause that’s not real, or take your money instead of sending it to the actual charity (scams for money)
- People could send you inappropriate messages or images that make you uncomfortable
- Some website you visit may give you viruses on your device
- Dangerous people may ask you for personal information
They might act like they’re your friend so that you give them the information they want.  

*It is very important that you never share private or identifying information online.*

*Can anyone give an example of the kind of information you should not share online?*

E.g.
- Your address
- Your phone number or other peoples’ phone numbers
- Your full name
- The name or address of your school

*Ask, What kinds of things are safe to share online?*

*If someone is asking you for personal or identifying information, beware! Ask yourself, why do they need to know that? What could they do with that information? If someone is asking you for this kind of information, tell your parent or an adult you trust.*

*Remember that anyone can easily lie about who they are online.*

*If someone sends you something that they should not be sending you, do not be afraid to tell an adult.*

---

**10 – 15 Min**  
**BREAK**

**10 – 15 Min**  
**Cyber-bullying**

Do the *cyber bullying quiz* from the Life Choices program as a group. Give students popsicle sticks with true or false on the ends to answer as you go through the quiz. Take up the answers as you go through the questions.

Handout the *Cyber bullying tips handouts* to table groups, have table coaches go through the tips with their groups.

You
Can ask questions after they have gone through the tips sheet to see what students have learned from the tips sheet.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Description</th>
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<tbody>
<tr>
<td>15 Min</td>
<td><strong>Cyber Safety Posters</strong></td>
<td>Pass out coloured paper and makers, and have participants create cyber safety posters. Instruct them to put things they know or learned today about how to stay safe online.</td>
</tr>
<tr>
<td>5 Min</td>
<td><strong>Journals and Wall of Fame Nominations</strong></td>
<td></td>
</tr>
<tr>
<td>5 Min</td>
<td><strong>Evaluations and Closing</strong></td>
<td>Hand the Post-test out for participants to complete.</td>
</tr>
</tbody>
</table>
Lesson Six Activities (1)

*Taken from Youth Know-How Group Program Curriculum for Ages 8-12.
Cyber Bullying Quiz: True or False

1. Only two people are involved in a bullying situation - the person who bullies and the person who is bullied.
2. Sending or posting an embarrassing or insulting photo on the Internet is cyber bullying.
3. Cyber bullying can only occur through the Internet.
4. Students who are cyber bullied often don't want to go to school.
5. Showing empathy means donating money to help those who are cyber bullied.
6. One reason people cyber bully others is because they think no one will find out who did it.
7. Everything that is done on a computer is recorded inside it.
8. It's important to save the evidence if you are cyber bullied.
9. A good way to deal with cyber bullying is to retaliate immediately.
10. Social-networking Web sites cannot take any action against someone who is using the site to abuse or insult others.

1. False
2. True
3. False
4. True
5. False
6. True
7. True
8. True
9. False
10. False
Lesson Six Alternative

Activities (0)
Lesson Seven – Respect (95-100 Minutes)

**Agenda:**
Welcome
Evaluations
Go Over Agenda and Goal of Lesson.
Warm up
Positives/Thankfuls
Wall of Fame
Recap: Cyber Safety
Introduction to Respect
Break (10-15 minutes)
Group Activity: Egg/Balloon Toss
I am Unique
I’m Awesome Poster
Journals
Wall of Fame Nominations
Evaluations & Closing

**Materials Needed:**
Paper and Drawing utensils
Participant Name Tags
Agenda on Board or Chart Paper
Evaluation forms (Pre & Post Test)
Index Card
Eggs (Hard and raw) or Balloon
Paper for posters
Journals
Lesson Seven – Respect

5 Min  Welcome, Evaluations, Agenda
Hand out the Pre-test, go over the agenda for the day, and read the goal of the lesson.

**Goal:** To understand the importance of having respect for ourselves as well as others.

5 Min  Warm Up

**Ultimate Rock Paper Scissors** - All participants stand up and face one person close to them. These pairs play a game of Rock, Paper, Scissors (Rock smashes scissors, scissors cut paper, paper covers rock). The loser of each pair stands behind the winner with their hands on the winner's shoulders. These two participants are now one group or chain.

The group seeks out another individual or group and plays another round of Rock, Paper, Scissors. The person in the front of each group is the only one who does the hand movements. The participants of the losing group stand behind the winners with their hands on the winners' shoulders.

The chains of each group get longer and longer as the game repeats itself, until there is only one long chain. The person in the front of the chain is the winner of Ultimate Rock, Paper, Scissors.

5 Min  Positives/Thankfuls

2 Min  Wall of Fame

8 Min  Recap: Cyber Safety

**Red Light / Green Light**
Have the group stand up. Arrange around the room three lights (use coloured paper or write out the colour on paper).
Red light means – stop, this is dangerous.
Yellow light means – be careful, this might be dangerous
Green light means – go ahead, it’s safe.

Tell the group you’re going to read out some situations, and ask them all to move to the light they think is appropriate for each one

**Cyber Situations**
http://readywisconsin.wi.gov/cyber/docs/STOP_THINK_CONNECT_Online_Safety_Quiz.pdf

You receive a friend request on Facebook from someone you don’t know. You accept anyway.

- **RED** – Someone who is your friend on Facebook sees more personal information about you. Do you want a stranger to see everything you share on Facebook? If they’re not really a friend you trust, best to ignore the request

You have to make a new password. You decide to go with abc123.

- **RED** – passwords that are super easy are also super easy for other people to guess. If you don’t want other people signing into your account, make a stronger password

Your password has uppercase, lowercase, numbers, and characters.

- **GREEN** – including these four types of characters makes your password stronger, and your account safer

You get a text from a number you don’t know. They say that they’re your friend Amy, and she asks you to meet her in the park
You receive an email that says if you don’t send it to ten more people you’ll have bad luck for ten years.

- RED – An email can’t give you bad luck, but it could give you or other people viruses. Best to delete and not send to anyone.

Your friend asks you for the password to your Facebook account.

- RED – even if it’s a friend, do not share your password with anyone.

Your friend wants to post a picture online that you don’t really want other people to see. He says it’s okay, he’ll only send it to a few people, and the people you don’t want to see it won’t.

RED – there’s no stopping the other people who receive the picture from posting it where everyone can see. Anything you put online STAYS there in some way. Do not put anything you don’t want other people to see online

10 Min Introduction to Respect
To introduce this topic first ask the group a few questions to gage their understanding.

1) What is respect? What does it mean when you respect others?
2) What is self-respect? What does it mean to respect yourself?

Explain and write on the board what these terms mean with the following definitions;
**Respect:** admiration felt or shown for someone or something that you believe to have good ideas or good qualities (liking someone or showing that you like someone because you think well of them). It’s a way of treating someone or a way of thinking about someone. When you respect someone, you admire them and treat them well.

http://dictionary.cambridge.org/dictionary/english/respect
https://www.vocabulary.com/dictionary/respect

**Self-Respect:** Respect for yourself as well as others. When you value and accept yourself for who you are, and recognize that you are just as worthwhile a person as anyone else, that everyone including yourself deserves respect just for being a human being. You accept who you are right now, including not just your strengths, but also your weaknesses.

http://lin.ca/sites/default/files/attachments/Anti-Bullying%20Activities%20And%20Lesson%20Plans.pdf

Ask group to brainstorm the following (could write these on the board or on chart paper)

1) *What can you do to show respect to (a. your parents/ b. your teacher/ c. other students)*

2) *How can we show respect to ourselves?*

---

**10 – 15 Min**  
**BREAK**

**15 Min** **Group Activity: Egg Toss/ Water Balloon**

Pair up participants and hand each pair an egg. Have some hard-boiled, soft-boiled, and raw. Tell participants to stand a few feet from each other and toss the egg back and fourth one time. If they are successful, tell them to take a step back. Continue this till each
pair’s egg has been dropped.

Demonstrates that when you are disrespectful to others some may “crack” or “explode” right away, while others may have a higher tolerance. This teaches the lesson that you should respect everyone.

15 Min  I Am Unique

Hand out index cards to each participant. Ask them to write somewhere on the card, “I am unique” (spell this out on the board etc.). Tell them to not write their names on the card.

Collect their cards, mix them up, and hand them out again. Even though the cards appear the same, and say the same thing, they also have some differences from each other along with their similarities. Now ask the youth to write on their card a way that they are unique, but tell them again to not write their names. Collect and redistribute the cards again. Ask for some youth to share what’s on their card.

Discuss the importance of recognizing that everyone is unique, and how this related to respect for yourself and others. Part of respecting yourself and others is recognizing that everyone is unique. For everyone to get along and accept each other it is important that we accept our differences. To respect ourselves it is important that we realize that we are not all the same, and that is okay.

10 Min  Self-Respect Activity – “I’m Awesome Poster”

Have the group make posters on why they are awesome.

Encourage them to use things that demonstrate they show respect and self-respect.

Hang the posters up and talk about how everyone will have unique/different posters from everyone else. This shows that people can be awesome in different ways, and still be awesome
and we are all going to like different things about ourselves.

*Have lead coach make an example poster to help participants*

<table>
<thead>
<tr>
<th>5 Min</th>
<th>Journals and Wall of Fame Nominations</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Min</td>
<td>Evaluations and Closing</td>
</tr>
<tr>
<td></td>
<td>Hand the Post-test out for participants to complete.</td>
</tr>
</tbody>
</table>
Lesson Seven Activities (0)
Lesson Seven Alternative Activities (0)
Lesson Eight – Family & Graduation (92-95 Minutes)

**Agenda:**
Welcome
Evaluations
Go Over Agenda and Goal of Lesson.
Warm up
Positives/Thankfuls
Wall of Fame
Goal Setting
Recap: Respect
Introduction to Family
Red Light Green Light
Jeopardy
Award Ceremony
Evaluations
Pizza Party
Closings

**Materials Needed:**
Paper and Drawing utensils
Participant Name Tags
Agenda on Board or Chart Paper
Evaluation forms (Pre & Post Test & Likert Scale)
Stickers
Jeopardy Cards
Certificate of completion
Prizes for Wall of Fame Winners (Table Coach & Participants)
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Min</td>
<td>Welcome, Evaluations, Agenda</td>
<td>Hand out the Pre-test, go over the agenda for the day, and read the goal of the lesson.</td>
</tr>
<tr>
<td></td>
<td>Goal:</td>
<td>To examine family relationships and talk about family strengths and reducing conflict with family members.</td>
</tr>
<tr>
<td>5 Min</td>
<td>Warm Up</td>
<td>Two Truths and a Tale - Each person must make three statements about themselves, one of which isn’t true. (I have two kids, I was born in D.C., I have a motorcycle). The group must guess, or vote on, which statement is the tale.</td>
</tr>
<tr>
<td>5 Min</td>
<td>Positives/Thankfuls</td>
<td></td>
</tr>
<tr>
<td>2 Min</td>
<td>Wall of Fame</td>
<td></td>
</tr>
<tr>
<td>5 Min</td>
<td>Goal Setting</td>
<td>Ask group whether they completed their mid term goals from lesson three. If they have, give the participant a sticker</td>
</tr>
<tr>
<td>5 Min</td>
<td>Recap: Respect</td>
<td>Practicing respect by using manners – Ask each participant to respectfully ask for a piece of candy. Each participant must figure out how to ask in a different way from other participants. Provide participants with an example, and give each participant feedback on their request.</td>
</tr>
<tr>
<td>10 Min</td>
<td>Introduction to Family</td>
<td>Brainstorm and write on the board as a group what makes a family. Ask the group,</td>
</tr>
</tbody>
</table>
What makes a family? Think of what people are in your family.
- By relation
- By marriage
- By adoption
- Parents, siblings, uncles/aunts, grandparents, great grandparents, cousins, step parents and siblings, half siblings etc.

Stress that everyone’s family is different and unique.

Ask,
1) How can people’s families be different from each other?
2) How are families the same? What makes a group of people a family?
3) How do families work together as a system?

10 Min Red Light, Green Light
Have participants line up on one side of the wall. Ask questions that involve respect, communication, and trust to get them from one side of the room to the other. If they have done things that violate respect, communication, and trust, they cannot move forwards. If they have had positive involvement with these things, they get the “green light” to take a step forward.

15 Min Jeopardy
Table groups compete at Jeopardy covering what they have learned in their weeks in the program. If they took notes, or have handouts with them, they can use these to answer the questions. If you have buzzers use these, if not select someone from each group to raise their hand when their team has the answer.

Jeopardy questions can be written on index cards and stuck on the
board.

<table>
<thead>
<tr>
<th>10 Min</th>
<th>Award Ceremony</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Tally wall of fame nominations before session that week. Can have 1st, 2nd, and 3rd place categories for participants. Awards can also be given to table coaches.</td>
</tr>
<tr>
<td></td>
<td>Commemoration of these accomplishments might be written out on stars for them to take home, or a certificate might be printed out.</td>
</tr>
<tr>
<td></td>
<td>Prizes might also be given out to youth from a prize bin (1st place gets first choice from the prize bin).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10 Min</th>
<th>Final Program Evaluations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Have participants complete their post program evaluation.</td>
</tr>
<tr>
<td></td>
<td>Hand the Post-test and the Likert Scale out for participants to complete.</td>
</tr>
</tbody>
</table>

| 15 – 20 Min | Pizza Party |

| Closing |
Lesson Eight Activities (0)
Lesson Eight Alternative

Activities (0)
Section Three
Group Journal

*Modified from Youth Know-How Group Program Curriculum for Ages 8-12.
Youth Know-How

Journal

Name: __________________________
LESSON 1: COMMUNICATION

What would it be like if people could not communicate using words?

The three C’s are… (select one)

a) careful, creative, complete
b) clear, concise, complete
c) cautious, clear, candid

Is there a table coach/staff in the room that you would like to nominate for a Wall of Fame? Please explain why:
LESSON 2: DECISION MAKING

Fill in the components of the decision-making STAR for a decision that you made in the past, or for a decision you’re thinking of making soon:

STOP: ________________________________

THINK: ________________________________

ACT: ________________________________

RESULT: ________________________________

Is there a table coach/staff in the room that you would like to nominate for a Wall of Fame? Please explain why: ________________________________
LESSON 3: GOAL SETTING

What might help you be successful in reaching your goals?

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

What’s a long-term goal you have for the future? Draw it below.

Is there a table coach/staff in the room that you would like to nominate for a Wall of Fame? Please explain why:

_________________________________________________________________
LESSON 4: EMOTIONS AND COPING

List 2 things that make you feel good:
1) 
2) 

List 2 things that make you feel bad:
1) 
2) 

List 1 thing you might do to help yourself cope:

Is there a table coach/staff in the room that you would like to nominate for a Wall of Fame? Please explain why:
Think of a good friend of yours. Write 1 thing that makes them a good friend.

1.

What could you do to support someone who is bullied?

What could you do to stand up to peer pressure?

Draw it here

Is there a table coach/staff in the room that you would like to nominate for a Wall of Fame? Please explain why:
What’s your favourite website or computer game?

What can you do if you see cyber bullying happening?

What is one example of private information that you should NOT share online?

1)

Is there a table coach/staff in the room that you would like to nominate for a Wall of Fame? Please explain why:
LESSON 7: RESPECT

Is there a table coach/staff in the room that you would like to nominate for a **Wall of Fame**? Please explain why:

How can you show respect for your parents?

What’s something you can do to practice self-respect?

From Bill Zimmerman’s new book in progress: *Your Life in Comics for Girls*
Weekly Notes Template

Week #: _________
Section Four
Jeopardy Trivia Questions - *Taken from Youth Know-How Group
Program Curriculum for Ages 8-12.

Communication - 100

- What is the difference between verbal and non-verbal communication?

- Verbal communication involves speaking or using words and sentences. Nonverbal communication does not involve speaking or making noise. E.g. gestures, body language, sign language

Communication - 200

- Why is communication important (provide at least two reasons)?

- (Facilitator evaluates quality of answers given)
Communication - 300

- What is communication (provide definition or explain in own words)

Communication: the process or exchanging information between individuals or places using a common system
- (facilitator evaluates quality of answer)

Communication - 400

- Provide three examples of gestures we use to communicate, and explain what each means.

- (facilitator evaluates quality of answer)
- E.g. waving hello (“Hello”), giving a high five or thumbs up (“Good job!”), shrugging shoulders (“I don’t know”)
Communication - 500

- What are the three C’s of communication?

- Clear, Concise, Complete

Decision Making - 100

- Give an example of an automatic decision you make everyday.

- Automatic decisions are made without any thought.
- (facilitator evaluates quality of answer)
Decision Making - 200

- Give two pros and two cons of staying in school.

- (facilitator evaluates quality of answer)

Decision Making - 300

- You are going on a mystery vacation you know nothing about. You are allowed to ask three questions before you pack your suitcase. What are three questions that would help you decide what to pack?

- (facilitator evaluates quality of answer)
- E.g. “What is the temperature?” “What will I be doing?” “Do I need a swimsuit?” etc.
Decision Making - 400

- What are the three types of decisions we make?

  - Automatic
  - Spur of the moment / All of a sudden
  - Deliberate

Decision Making - 500

- What are the components of STAR / what does the decision making STAR stand for?

  - S – Stop
  - T – Think
  - A – Act
  - R - Result
Goal Setting - 100

- Why is it important to set goals for ourselves?

- (facilitator evaluates quality of answer)

Goal Setting - 200

- Describe how long it takes to accomplish a long term goal and give an example of a long-term goal.

- Long term goal: 1 month to a year or longer
- (facilitator evaluates quality of example)
Goal Setting - 300

- What kind of goal is the most rewarding?
- Hint: remind them of Dixie Cup volleyball, or to think of the ‘difficulty’ of a goal

- Goals that are both challenging and achievable.

Goal Setting - 400

- What does SMART in goal setting stand for?

- Specific
- Meaningful / Measurable
- Action
- Realistic
- Timely
Goal Setting - 500

- What are the three types of goal lengths?

- Short-term
- Mid-term
- Long-term

Emotions & Coping - 100

- List three kinds of emotions.

- (facilitator evaluates answer)
- E.g. happy, sad, scared, lonely, angry, silly etc.
Emotions & Coping - 200

- TRUE or FALSE – Emotions like anger and sadness are only ever bad.

- FALSE – Emotions are not bad, but some of the things we might do when we feel angry or sad might be.

Emotions & Coping - 300

- Describe what coping strategies are.

- Things we can do to help ourselves manage emotions or stress. Things we can do when we are sad or angry to feel better.
Emotions & Coping - 400

- What are three of the physical signs of anger?

- Physical signs of anger - Sweating, heart racing, shaking, making hands into fists, grinding teeth, tense muscles, red in the face, pacing, bouncing leg etc.

Emotions & Coping - 500

- What are three things you can do to reduce anger or distract yourself from being angry?

  (facilitator evaluates quality of response)
  E.g. Taking deep breaths, imaging a pleasant scene, leaving the room, counting to ten, self-talk, listening to music, etc.
Friendship, Bullying & Peer Pressure - 100

- List three reasons why someone might bully someone else.

- E.g. to feel powerful, so others won’t bully them, to be popular, because they get bullied at home, they feel insecure, because other people think it’s funny, to get what they want

Friendship, Bullying & Peer Pressure - 200

- Describe what peer pressure is.

- Peer pressure: being pressured by friends/peers to do certain things, to have certain values or beliefs, or to change to fit in
Friendship, Bullying & Peer Pressure - 300

- What are three things that a bad friend might do?

  - E.g. Hurt you, call you names, gossip about you, threaten you, tells other people your secrets, breaks promises, lies to you, steals or damages your things, etc.

Friendship, Bullying & Peer Pressure - 400

- List the three types of bullying and give an example of each one.

  - Verbal – e.g. calling names, threats,
  - Physical – e.g. hitting, pushing
  - Social – e.g. excluding someone, spreading mean rumors
Friendship, Bullying & Peer Pressure - 500

- Your friend wants you to do something you don’t want to do. What are two ways you might refuse your friend or get out of the situation?

  - Say “No”, Make an excuse, Leave, Get an adult’s help

Respect - 100

- What are two ways you can show respect to your parents / guardians?

  - E.g. looking at them when they speak to you, following the rules they set for you, respecting their personal items and personal space, listening to them when they speak to you, etc.
Respect - 200

- TRUE/FALSE - Self-respect means you only respect yourself, and not anyone else.

- FALSE – Self-respect involves respecting yourself and others. You recognize that everyone deserves some respect for just being a human being.

Respect - 300

- What is one way you can respect yourself?

- (facilitator evaluates quality of answer)
- E.g. taking care of yourself, getting enough sleep, not doing drugs, getting away from people who treat you poorly, being yourself
Respect - 400

- Describe what ‘self-respect’ is.

- (facilitator evaluates quality of answer)

- Self-Respect: Respecting yourself and others. Valuing and accepting yourself for who you are, including not just your strengths, but your weaknesses as well. Recognizing that you are just as worthwhile a person as anyone else.

Respect - 500

- Describe what the word ‘respect’ means.

- Respect: admiration felt or shown for someone or something that you believe to have good qualities or ideas, a way of treating someone you think well of
Family - 100

- List three kinds of relationships you might have in your family.

- E.g. brother, sister, mother, father, step parent, half sibling, cousin, uncle, aunt, niece, nephew, grandparents, great-grandparents

Family - 300

- TRUE/FALSE – All families are the same.

- FALSE – families can be very different from each other, and involve different kinds of relationships
Family - 500

- List two lessons we have covered that would help with resolving family conflict.

- E.g. communication, decision making, emotion and coping, respect

Cyber Safety - 100

- List three devices that can connect to the internet.

- E.g. Computer, cellphone, tablet / iPad, game systems, laptop, Smart board
Cyber Safety - 200

- TRUE/FALSE – ‘password’ is a safe enough password to use

- FALSE – ‘password’ is not a safe password. If you don’t want to be hacked, don’t use ‘password’ as your password

Cyber Safety - 300

- What are three kinds of private information that you should not share online?

- E.g. Your full name, your address, your social security number, the school you go to, your phone number, where you are at any given time, etc.
Cyber Safety - 400

- Explain what cyberbullying is and give an example.

- Cyber bullying: using the internet or communication technologies to bully someone. E.g. sending threats, posting embarrassing photos, hacking into your account, sending hurtful messages, spreading a mean joke about someone to others.

Cyber Safety - 500

- What are two things you should do if you’re being cyber bullied?

- Save the evidence (print or save all messages)
- Tell an adult you trust, show them the messages
- Block the person or people who are bullying you
- Etc.
Graduation Certificate
CERTIFICATE OF COMPLETION

AWARDED TO

[Name]

For Completing The **Youth Know How** Jr. Program!

Awarded this ___ day of __________, 20__

Presenter Name and Title
RNJ Group Pre-and-Post-Test

Group Pre and Post Test

Communication:

1. Is all communication done out loud?
   a. Yes.
   b. No.
   c. I’m not sure.

2. What are the 3 C’s of communication?
   a. Caring, Curious, Complete.
   b. Clear, Clapping, Crying.
   c. Clear, Concise, Complete.
   d. Complete, Careless, Crazy.

Decision Making:

1. What is a deliberate decision?
   a. A decision you made with a lot of thought.
   b. A decision you made without any planning.
   c. A decision you made with no thought.

2. What does “STAR” Stand for?
   a. Start, Think, Accept, Response.
   b. Stop, Think, Act, Result.
   c. Stop, Think, Accept, Redo.

Goal Setting:

1. How long should it take to achieve a short-term goal?
   a. 1 week.
   b. 1 week to 1 month.
   c. About 1 month to 1 year.
   d. More than 1 year.
   e.

2. What are 3 types of goals you could have?
   a. Fast, slow, boring.
   b. Important, kind of important, not important
   c. Short-term, midterm, long term.
   d. There are not different types of goals.
Emotions and Coping:

1. What is **NOT** an emotion?
   a. Happy.
   b. **Hungry**
   c. Sad.
   d. Angry.

2. What is a decision you should not make when you are angry?
   a. Buying a pet.
   b. Fighting with a sibling.
   c. Yelling at a parent.
   d. All of the above.

Friendship, Peer Pressure & Bullying:

1. What are **3** qualities to look for in a friend?
   a. Kind, Tells secrets, Shares.
   b. **Caring, Listens, Helps you.**
   c. Shares, Kind, Mean.
   d. Listens, Judges, Tells secrets.

2. What is peer pressure?
   a. Feeling like you can get your friends to do what you want.
   b. Feeling like you can do what you want and your friends don’t have a say.
   c. Feeling like you have to do something so that your friends like you.
   d. All of the above.

3. What are **3** types of bullying?
   a. **Verbal, Physical, Social.**
   b. Hitting, Kicking, Pushing.
   c. Yelling, Pulling hair, belittling.
   d. There is only one kind of bullying.

Cyber Safety:

1. What is something that you should **NEVER** share online?
   a. What time it is.
   b. Your interests.
   c. The weather.
   d. **Your phone number**
2. A good way to deal with cyber bullying is to fight back immediately.
   a. Yes, if they are mean to me.
   b. Yes, if they have done it before.
   c. No, it is never a good idea.
   d. No, unless you are really upset.

Respect:

1. When you _________ someone, you admire them, and treat them well.
   a. Like.
   b. Respect.
   c. Don’t know.
   d. Appreciate.

2. What is it called when you accept who YOU are right now, including both your strengths and weaknesses?
   a. Self-respect.
   b. Disrespect.
   c. Respect.
   d. Not sure.

Family:

1. What are 3 things that can help you have a great relationship with your parents?
   a. Money, Toys, Video games.
   c. Respect, Communication, Trust.
   d. Respect, Toys, Ignoring.

2. Do all families look the same?
   a. Yes.
   b. No.
   c. I don’t know.
Group Rating Scale

For each of the statements below, please circle the response that best represents how you feel about each individual statement. 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The program was fun for me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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</tr>
</tbody>
</table>
References

Hicks, S. (2017). *Youth Know-How Group Program Curriculum for Ages 8-12*.


Appendix B

Group Pre and Post Test

Communication:

3. Is all communication done out loud?
   a. Yes.
   b. No.
   c. I’m not sure.

4. What are the 3 C’s of communication?
   a. Caring, Curious, Complete.
   b. Clear, Clapping, Crying.
   c. Clear, Concise, Complete.
   d. Complete, Careless, Crazy.

Decision Making:

3. What is a deliberate decision?
   a. A decision you made with a lot of thought.
   b. A decision you made without any planning.
   c. A decision you made with no thought.

4. What does “STAR” Stand for?
   a. Start, Think, Accept, Response.
   b. Stop, Think, Act, Result.
   c. Stop, Think, Accept, Redo.

Goal Setting:

3. How long should it take to achieve a short-term goal?
   a. 1 week.
   b. 1 week to 1 month.
   c. About 1 month to 1 year.
   d. More than 1 year.
   e.

4. What are 3 types of goals you could have?
   a. Fast, slow, boring.
   b. Important, kind of important, not important
   c. Short-term, midterm, long term.
   d. There are not different types of goals.
Emotions and Coping:

3. What is **NOT** an emotion?
   a. Happy.
   b. Hungry.
   c. Sad.
   d. Angry.

4. What is a decision you should not make when you are angry?
   a. Buying a pet.
   b. Fighting with a sibling.
   c. Yelling at a parent.
   d. All of the above.

Friendship, Peer Pressure & Bullying:

3. What are **3** qualities to look for in a friend?
   a. Kind, Tells secrets, Shares.
   b. Caring, Listens, Helps you.
   c. Shares, Kind, Mean.
   d. Listens, Judges, Tells secrets.

4. What is peer pressure?
   a. Feeling like you can get your friends to do what you want.
   b. Feeling like you can do what you want and your friends don’t have a say.
   c. Feeling like you have to do something so that your friends like you.
   d. All of the above.

3. What are **3** types of bullying?
   e. Verbal, Physical, Social.
   f. Hitting, Kicking, Pushing.
   g. Yelling, Pulling hair, belittling.
   h. There is only one kind of bullying.

Cyber Safety:

3. What is something that you should **NEVER** share online?
   a. What time it is.
   b. Your interests.
   c. The weather.
   d. Your phone number.
4. A **good** way to deal with cyber bullying is to fight back immediately.
   a. Yes, if they are mean to me.
   b. Yes, if they have done it before.
   c. **No, it is never a good idea.**
   d. No, unless you are really upset.

Respect:

3. When you _________ someone, you admire them, and treat them well.
   a. Like.
   b. Respect.
   c. Don’t know.
   d. Appreciate.

4. What is it called when you accept who **YOU** are right now, including both your strengths and weaknesses?
   a. Self-respect.
   b. Disrespect.
   c. Respect.
   d. Not sure.

Family:

3. What are 3 things that can help you have a great relationship with your parents?
   a. Money, Toys, Video games.
   c. Respect, Communication, Trust.
   d. Respect, Toys, Ignoring.

4. Do all families look the same?
   a. Yes.
   b. No.
   c. I don’t know.
Appendix C

Group Rating Scale

For each of the statements below, please circle the response that best represents how you feel about each individual statement. 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
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<th>Neutral</th>
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