SECTION 15: APPENDICES

APPENDIX A
SECTION 1: ICE BREAKERS

APPENDIX B
SECTION 2: PUZZLE ACTIVITY/TABLE TENTS

APPENDIX C
SECTION 2: WORKING WITH 10 TO 15 YEAR OLDS Handout

APPENDIX D
SECTION 3: TEAM BUILDING EVALUATION Worksheet

APPENDIX E
SECTION 4: TREASURE HUNT / TREASURE HUNT Answer Key

APPENDIX F
SECTION 5: REVIEW & REFLECT VARIATIONS

APPENDIX G
SECTION 6: TAKE A DEEP BREATH Activity & Worksheet

APPENDIX H
SECTION 6: FACILITATING EXPERIENTIAL LEARNING EXPERIENCES

APPENDIX I
SECTION 7: GETTING TO KNOW YOUR LEARNING STYLE Worksheet

APPENDIX J
SECTION 7: LEARNING STYLE INDEX Handout

APPENDIX K
SECTION 8: FOOD MEMORY Activity with FOOD SETS 1 & 2

APPENDIX L
SECTION 8: COMPREHENSIVE QUESTIONS Worksheet
SECTION 15: APPENDICES

APPENDIX M
SECTION 9: FACILITATOR/PRESENTER FEEDBACK

APPENDIX N
SECTION 9: CLASS PARTICIPANT FEEDBACK Worksheet

APPENDIX O
SECTION 10: GROUP MANAGEMENT STRATEGIES THAT WORK Handout

APPENDIX P
SECTION 10: GROUP MANAGEMENT ROLE PLAY

APPENDIX Q
SECTION 12: Health Rocks! PLAN OF ACTION Worksheet

APPENDIX R
Grab and Go’s
- Influences on Me
- All About ME
- “I” Statements
- Feeling Good About Myself
APPENDIX A: (SECTION 1)

ICE BREAKERS

If local teams do not know their own members well, consider doing an ice breaker so team members get better acquainted. Then you will want to do an ice breaker for all the teams at the training.

ICE BREAKERS TO USE WITH INDIVIDUAL YOUTH/ADULT TEAMS

□ Non-verbal Introduction
Divide the group into pairs. Taking turns, each member of the pair should communicate to their partner as much about themselves as they can without speaking or writing (drawing pictures is allowed.) For example, they might point to a wedding ring or draw a picture of their house. To make the exercise slightly easier, and to keep the group on time, the facilitator could call out topics and when to change over to a different member of their team.

□ Self Introduction
Each individual needs to complete the paragraph below and then, if they feel comfortable disclosing, may be asked to share answers with the rest of their team.

Hello, my name is __________. I am _____ years old and I am/was a student at ________ High School. My hometown is __________. I always dreamed that someday I would __________. I feel __________ about right now. Something I like to do includes __________. One of the many things I am good at is __________. I did a really interesting thing once and that was __________. My family consists of __________. If I could change one thing about myself it would be __________. Still, I am really glad to be here right now because __________. The one thing I want to be remembered for is __________.

ICE BREAKERS TO USE WITH WHOLE GROUP AT STATE TRAINING

□ Coin Experience
Have everyone take a coin from their pocket (have roll of pennies – just in case). Mingle with those around you telling what you were doing in the year the coin was minted. Examples: What were you doing in 4-H? What is your most memorable moment of that year?

□ Circle of Friends
Form two large circles, one inside the other. Have participants in the inside circle face the participants in the outside circle. Ask the circles to move in opposite directions, continuously and slowly, allowing participants to meet each new person as the circle rotates.
APPENDIX A: (SECTION 1)
ICE BREAKERS

☐ Can You Hear Me Now
Break the group into pairs. Each pair must choose two things: 1) a machine and 2) an animal. They then have to decide who is which. The pairs then divide up on opposite sides of the room. Everyone must close their eyes (if they feel comfortable), and by making only the noise that their character would make, they must find their partner. When they find their partner, they can open their eyes and wait until everyone else is done. Note: When conducting an activity with eyes closed, have the group raise their hands in front of their chests as “bumpers,” and have at least one person (facilitator) acting as the spotter.

OPTIONS FOR DIVIDING GROUPS

☐ Arm Cross
Ask participants to cross their arms over their chest. Those who cross their right arm over their left make one team. Those who cross their left arm over their right make the other team. Amazingly, it almost always works out to about 50% crossing right over left, and 50% crossing left over right.

☐ Finger Cross
Have participants close their eyes and put their hands together so their palms are touching and their fingers are interlocking. Have them open their eyes and look down at their hands. Those with their right thumb on top make one team and those with their left thumb on top make up the other team.
APPENDIX B: (SECTION 2)

PUZZLE ACTIVITY/TABLE TENTS

PHYSICAL TRAITS
10-12 yr olds

Increase in large muscle development

Want “hands on” or active learning experiences

Maturing rates differ between girls/boys

Increase in manual dexterity

Can’t sit still/wiggles

Boundless energy

Increase in small muscle coordination

Rapid growth near end of age level

Improved reaction time

Enjoys team sports

Always hungry
PHYSICAL
10-12 yr olds
APPENDIX B: (SECTION 2)
PUZZLE ACTIVITY/TABLE TENTS

SOCIAL/EMOTIONAL TRAITS
10-12 yr olds
APPENDIX B: (SECTION 2)

PUZZLE ACTIVITY/TABLE TENTS

INTELLECTUAL TRAITS
10-12 yr olds
APPENDIX B: (SECTION 2)
PUZZLE ACTIVITY/TABLE TENTS

INTELLECTUAL
10-12 yr olds
APPENDIX B: (SECTION 2)

PUZZLE ACTIVITY/TABLE TENTS

PHYSICAL TRAITS
13-15 yr olds

- Want to keep body private
- Arms and legs grow quickly
- Appear clumsy
- Concerned about body image
- Greater strength
- Hands and feet grow quickly
- Worry the body is strange
- Wide range of sexual maturity
- Girls ahead of boys
- Rapid changes in appearance
APPENDIX B: (SECTION 2)
PUZZLE ACTIVITY.TABLE TENTS

PHYSICAL
13-15 yr olds
APPENDIX B: (SECTION 2)
PUZZLE ACTIVITY/TABLE TENTS

SOCIAL/EMOTIONAL TRAITS
13-15 yr olds
APPENDIX B: (SECTION 2)
PUZZLE ACTIVITY/TABLE TENTS

SOCIAL/EMOTIONAL
13-15 yr olds
APPENDIX B: (SECTION 2)

PUZZLE ACTIVITY/TABLE TENTS

INTELLECTUAL TRAITS
13-15 yr olds
APPENDIX B: (SECTION 2)
PUZZLE ACTIVITY/TABLE TENTS

INTELLECTUAL
13-15 yr olds
APPENDIX C: (SECTION 2)
WORKING WITH 10 TO 15 YEAR OLDS

Physical Growth
10 – 12 year olds
Children start to move from a “childhood” view of the world to a more adult view of the world. The physical changes and emotional challenges are not as dramatic for boys at this age as they are for girls. Boys tend to mature physically somewhat later than girls. Boys at this age are very competitive; success at sports and social position on the playground are important. Girls advance physically more quickly and may not be emotionally prepared or welcome the changes in their body. They may feel awkward and embarrassed.\textsuperscript{19}

Young people in this age group have boundless energy. There is an increase in large muscle development, manual dexterity, and small muscle coordination.

13 – 15 year olds
Each teenager is an individual with an unique personality and special interests, likes and dislikes. Though all are different, there are specific physical, social, emotional, and intellectual characteristics that teenagers exhibit during adolescence.

A growth spurt occurs at the beginning of adolescence with girls maturing before boys.\textsuperscript{11} Boys reach about 80\% of their height during this time and girls reach 90\% of their height. However, growth patterns vary greatly. Some boys at 13 may still be the size of 11 year olds while others the same age may have grown six inches.

Rapid physical changes are often a source of embarrassment for young teens. Hands and feet grow first which often causes clumsiness. The face a young person is used to seeing in the mirror may be changing due to the more rapid growth of nose and ears and sometimes the appearance of acne. Voice changes and unpredictable menstrual cycles all set up situations with potential for great embarrassment. At the same time, teens developing more slowly may become uneasy about the lack of physical changes.

Teaching Tips
\begin{itemize}
  \item Listen to their fears and worries about their physical development without judging or trivializing.
  \item Plan activities that are not weighted toward physical prowess.
  \item Be patient with grooming behaviors that may seem excessive.
  \item Plan a great range of activities.
  \item Have a location that is secure and enjoyable.
  \item Provide activities that are challenging, but not overwhelming.
\end{itemize}
APPENDIX C: (SECTION 2)
WORKING WITH 10 TO 15 YEAR OLDS

Social Growth
10 -12 year olds
Although youth of this age might have a “best” friend with whom they share activities, they also will begin to have more complicated, competitive, and changeable relationships at school. This is particularly true of girls. Boys seem to be more focused on the details of what they are doing rather than with whom they are doing it. One will see the start of independence. Eleven and twelve year olds start wanting to do things more independently. They do need to stretch their wings.

13 – 15 year olds
Young teens are in the process of moving away from dependence on parents toward eventual independence. They are no longer afraid of being away from parents so will enjoy participating in activities away from home.12

The recognition they sought at earlier stages now shifts at this stage to the seeking of recognition from peers. Groups and clubs provide an opportunity for early teens to feel social acceptance. They are beginning to develop mature friendship skills. 12 to 14 year olds are discovering who they are in relation to members of the opposite sex.13

Teaching Tips
□ Encourage youth to take part in teen councils and planning boards.
□ Involve the group in setting rules for the group or the program.
□ Involve the group in planning field trips away from home.
□ Talk with youth about the public figures they admire.
□ Provide opportunities for teens to interact and feel at ease with members of the opposite sex though planning groups, parties, fund-raising activities, etc.

Emotional Growth
10 – 12 year olds
As this age group becomes more independent, they seem to be less welcoming of the love and care they have been pleased to receive over the past years. This is often a difficult time for some parents to accept.

13 – 15 year olds
Emotions begin the roller coaster ride that characterizes adolescence. Changes in hormones and changes in ways of thinking contribute to these mood swings.14 The early teen years are a time when youth begin to test values as well.15

Teaching Tips
□ Plan activities that do not compare one young person to another. Help teens compare their accomplishments to their own past performance and standards.
Be careful to not use comments that could be interpreted as “put downs” or “in-the-face” behaviors.

Give youth a chance to choose when and if they are “on stage.”

Avoid singling anyone out in front of others for either compliments or criticism.

Provide opportunities to master skills.

Incorporate problem-solving activities where teens can practice their ability to make decisions and think logically.

Give youth the opportunity to think through a variety of different scenarios and the potential consequences of their actions.

**Intellectual Growth**

10 – 12 year olds
Youth vary a great deal in their academic abilities. Their interests are many. Youth often have collections and hobbies, but these may change quickly. This age group prefers to have concrete ideas and judge in absolutes. One way to help them express their feelings is through creative writing. They are more likely to agree to solutions that adults give them.

13 – 15 year olds
Early teens are moving from concrete to abstract thinking and enjoy playing with ideas. They speak in longer sentences, understand multiple levels of meaning, and have increased vocabulary. If a subject is of interest it will be intensely explored. They will be able to play more complex games and to use more complex play in sports activities. Ready-made solutions from adults are often rejected in favor of finding solutions on their own.

**Teaching Tips**

Involve them in planning what the group will do.

Provide opportunities to question ways of doing things in the program and to explore values and beliefs of the organization.

Ask questions to encourage predicting and problem solving. “What if this doesn’t work?” “What could happen if we did this?”

Involve them in finding solutions to problems or issue that arise in the group.

Offer more complex games or involve them in more complex plays in sports.
APPENDIX C: (SECTION 2)
WORKING WITH 10 TO 15 YEAR OLDS

Brainstorm and list activities under each age group that will build up the respective characteristic.

<table>
<thead>
<tr>
<th>CHARACTERISTIC</th>
<th>AGE</th>
<th>10-12 YEAR OLDS</th>
<th>13-15 YEAR OLDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYSICAL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCIAL/EMOTIONAL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>INTELLECTUAL</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What activities could these two age groups do together?

What activities should these two age groups do independently of each other?
APPENDIX D: (SECTION 3)
TEAM BUILDING EVALUATION WORKSHEET

In the first column, list characteristics of a good team. Rate your team’s success on each of the characteristics you list.

<table>
<thead>
<tr>
<th>CHARACTERISTIC</th>
<th>OUTSTANDING</th>
<th>EXCELLENT</th>
<th>GOOD</th>
<th>NEEDS IMPROVEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX E: (SECTION 4)

TREASURE HUNT

Print 2-3 sets of each question. Participants should match their question with others who have the same question. See if they can work together to find the answers in both the Beginning and Intermediate Level curriculums.

* indicates found only in the Intermediate Level curriculum.

The definition of drugs refers only to drugs not permitted by law.

True / False

What are the categories of characteristics for 10 – 15 year olds?
A. Physical
B. Social
C. Emotional
D. Intellectual
E. All of the above

Place the steps of the experiential learning model in the correct order.

___ Apply
___ Process
___ Share
___ Experience
___ Generalize

*Check which factor(s) gives a person a sense of self-efficacy (check all that apply)?
___ Success
___ Modeling
___ Physiological state
___ Dating
___ Trying drugs
APPENDIX E: (SECTION 4)  
TREASURE HUNT

*Cognitive relates to intellectual activity which includes:
A. Ability to think 
B. Ability to reason 
C. Ability to remember 
D. All the above 

Check which of the following are factors in predicting whether you will smoke or drink? (check all that apply)
__ Peers 
__ Parents 
__ Siblings 
__ Neighbors 
__ Laws 
__ Cultural background 
__ Tradition 

*What is the average number of hours youth spend with media?
A. 2 hours a day, 5 days a week 
B. 3 hours a day, 5 days a week and 6 ½ hours on weekends 
C. 6 ½ hours a day, 7 days a week 
D. 10 ½ hours a day, 7 days a week 

What types of resource materials are found on the resource pages of *Health Rocks!*?
A. Books 
B. Articles 
C. Research studies 
D. Internet resource pages 
E. All of the above
**APPENDIX E: (SECTION 4)**

**TREASURE HUNT**

* Which of the following is a definition for bandwagon?
  A. Makes you think of family and taking care of people
  B. Everyone is doing it; it’s the thing to do
  C. Gives simple, direct facts and details
  D. Popular people tell you about the product

Place the following steps of the decision-making process in the correct order.
  ___ Select two or three of the most reasonable options
  ___ Brainstorm possible options or choices
  ___ List positives and negatives of each option
  ___ Select the best possible option

*The definition for a role-model is:
  A. A person admired for their success and good qualities
  B. A person whose behavior in a particular task or responsibility is imitated by others
  C. A person who is always right in every situation
  D. A person who has lots of money and shares how they succeed

*A person should have three different types of goals. They are:
  A. Short-term, long-term, money
  B. Money, travel, education
  C. Short-term, intermediate, and long-term
  D. Today, tomorrow, and a week from now
APPENDIX E: (SECTION 4)

TREASURE HUNT

The definition of consequence is:
A. The reason something occurs or brings about an effect or result
B. What might happen because a certain action is taken
C. Yesterday’s event of a test failure
D. None of the above

*When a person analyzes and evaluates an ad, they should look for which of the following (check all that apply):
   ___ What the ad is selling?
   ___ What do you like about the ad?
   ___ What do you dislike about the ad?
   ___ What marketing technique is being used?
   ___ How is the ad trying to control the consumer?
   ___ Who is the target audience?

There is no concern about youth taking other people’s prescriptions, specifically pain relievers OxyContin® and Vicodin®. True / False

*Marijuana today is how many times stronger than it was in the early 70’s?
   A. No change in the marijuana
   B. 2 times stronger
   C. 5 times stronger
   D. 10 times stronger
APPENDIX E: (SECTION 4)
TREASURE HUNT

MDMA is another name for:
A. Ecstasy
B. Marijuana
C. Mad Dads Against Mad Moms
D. Prescription drugs

What drug is considered a “gateway drug” to alcohol, marijuana, or other drugs?
A. Ecstasy
B. Tobacco
C. Chewing Gum
D. Prescription drugs

What percentage of smokers began smoking in childhood or teenage years?
A. 10 %
B. 30%
C. 60%
D. 90%

The first most common substance used illegally by most 8th graders is:
A. Ecstasy    B. Marijuana    C. Inhalants    D. Tobacco
APPENDIX E: (SECTION 4)

TREASURE HUNT BONUS QUESTIONS

1. Youth serving as volunteers benefit three different groups. Which of these groups do they not benefit?
   A. Youth
   B. Pets
   C. Community
   D. Specific target audiences

2. A person does not need to worry about smokeless tobacco because it has no physical side effects. True / False

3. Each day in the United States, about how many young people between the ages of 12 and 17 start smoking?
   A. 39
   B. 390
   C. 3,900
   D. 39,000

4. There are only three stages of addiction: experimentation, compulsive craving, and withdrawal. True / False

5. Tobacco and alcohol only affect short-term goals; they do not influence long-term goals. True / False

6. Which are current marketing techniques used by companies in advertising (check all that apply)?
   ___ Sentimental
   ___ Bandwagon
   ___ Entertainment
   ___ Information
   ___ Appealing
   ___ Numerical/Scientific claims
   ___ Endorsements
   ___ Lifestyle

7. What fraction of the youth population has a TV in their bedroom?
   A. ¼
   B. ½
   C. ⅔
   D. Everyone has a TV in their bedroom.
APPENDIX E: (SECTION 4)
TREASURE HUNT BONUS QUESTIONS

8. Stress can affect people _______.
   A. Physically
   B. Emotionally
   C. Behaviorally
   D. Cognitively
   E. All of the above

9. Over-the-counter medications that contain dextromethorphan (DXM) are very dangerous when taken for non-medical purposes. True / False

10. Youth with high levels of self-esteem are more likely to be strong and resilient. True / False
APPENDIX E: (SECTION 4)

TREASURE HUNT ANSWER KEY

The definition of drugs refers only to drugs not permitted by law. True / False
ANSWER: False (page 3 Beg., page 3 Int.)

What are the categories of characteristics for 10 to 15 year olds? A. Physical / B. Social / C. Emotional / D. Intellectual / E. All of the above
ANSWER: E (page 6 Beg.; page 7 Int.)

Place the steps of the experiential learning model in the correct order. Apply / Process / Share / Experience / Generalize
ANSWER:
(page 7 Beg.) 5 Apply
(page 8 Int.) 3 Process
2 Share
1 Experience
4 Generalize

Check which factor(s) gives a person a sense of self-efficacy (check all that apply)?
Success / Modeling / Physiological state / Dating / Trying drugs
ANSWER: Success, Modeling & Physiological state (page 50 Int. ONLY)

Cognitive relates to intellectual activity which includes: A. Ability to think / B. Ability to reason / C. Ability to remember / D. All the above
ANSWER: D (page 62 Int. ONLY)
Cognitive relates to intellectual activity which includes the ability to think, reason, and remember.

Check which of the following are factors in predicting whether you will smoke or drink? (Select all that apply) Peers / Parents / Siblings / Neighbors / Laws / Cultural background / Tradition
ANSWER: Select all choices (page 83 Beg.; page 119 Int.)
APPENDIX E: (SECTION 4)

TREASURE HUNT ANSWER KEY

What is the average number of hours youth spend with media? A. 2 hours a day, 5 days a week / B. 3 hours a day, 5 days a week and 6½ hours on weekends / C. 6½ hours a day, 7 days a week / D. 10½ hours a day, 7 days a week
**ANSWER: C** (page 136 Int. ONLY)

What types of resource materials are found on the resource pages of *Health Rocks!*?  
A. Books   B. Articles   C. Research studies   D. Internet resource pages   E. All of the above
**ANSWER: E** (page 137 Beg.; page 187 Int.)

Which of the following is a definition for bandwagon: A. Makes you think of family and taking care of people / B. Everyone is doing it, it’s the thing to do / C. Gives simple, direct facts and details / D. Popular people tell you about the product.
**ANSWER: B** (page 152 Int. ONLY)

Place the following steps of the decision-making process in the correct order. Select two or three of the most reasonable options / Brainstorm possible options or choices / List positives and negatives of each option / Select the best possible option
**ANSWER:**  
(page 60 Beg.)  
(page 73 Int.)
1 **Brainstorm possible options or choices**
2 **Select two or three of the most reasonable options**
3 **List positives and negatives of each option**
4 **Select the best possible option**

The definition for a role-model is: A. A person admired for their success and good qualities / B. A person whose behavior in a particular task or responsibility is imitated by others / C. A person who is always right in every situation / D. A person who has lots of money and shares how they succeed
**ANSWER: B** (page 58 Int. ONLY)

A person should have three different types of goals. They are: A. Short-term, long-term, money / B. Money, travel, education / C. Short-term, intermediate, and long-term / D. Today, tomorrow, and a week from now
**ANSWER: C** (page 88 Int. ONLY)
APPENDIX E: (SECTION 4)

TREASURE HUNT ANSWER KEY

The definition of consequence is: A. The reason something occurs or brings about an effect or result / B. What might happen because a certain action is taken / C. Yesterday’s event of a test failure / D. None of the above
ANSWER: B (page 50 Beg.; pages 40 and 188 Int.)

When a person analyzes and evaluates an ad, they should look for which of the following (check all that apply): What the ad is selling? / What do you like about the ad? / What do you dislike about the ad / What marketing technique is being used? / How is the ad trying to control the consumer? / Who is the target audience?
ANSWER: Select all choices (page 152 Int. ONLY)

There is no concern about youth taking other people’s prescriptions, specifically pain relievers OxyContin® and Vicodin®. True / False
ANSWER: False (page 22 Beg.; page 23 Int.)

Marijuana today is how many times stronger than it was in the early 70’s? A. No change in the marijuana / B. 2 times stronger / C. 5 times stronger / D. 10 times stronger
ANSWER: D (page 23 Int. ONLY)

MDMA is another name for: A. Ecstasy / B. Marijuana / C. Mad Dads Against Mad Moms / D. Prescription drugs
ANSWER: A (page 139 Beg.; page 189 Int.)

What drug is considered a “gateway drug” to alcohol, marijuana, or other drugs? A. Ecstasy / B. Tobacco / C. Chewing Gum / D. Prescription drugs
ANSWER: B (page 21 and 139 Beg.; pages 25 and 189 Int.)

What percentage of smokers began smoking in childhood or teenage years? A. 10 % / B. 30% / C. 60% / D. 90%
ANSWER: D (page 21 Beg.; page 25 Int.)

The first most common substance used first illegally by most 8th graders is: A. Ecstasy / B. Marijuana / C. Inhalants / D. Tobacco
ANSWER: C (page 21 Beg.; page 24 Int.)
APPENDIX E: (SECTION 4)

TREASURE HUNT BONUS ANSWERS

1. Youth serving as volunteers benefit three different groups. Which of these groups do they not benefit? A. Youth / B. Pets / C. Community / D. Specific target audiences
   ANSWER: B

2. A person does not need to worry about smokeless tobacco because it has no physical side effects. True / False
   ANSWER: False

3. Each day in the United States, about how many young people between the ages of 12 and 17 start smoking? A. 39 / B. 390 / C. 3,900 / D. 39,000
   ANSWER: C

4. There are only three stages of addiction: experimentation, compulsive craving, and withdrawal. True / False
   ANSWER: False

5. Tobacco and alcohol only affect short-term goals; they do not influence long-term goals. True / False
   ANSWER: False

6. Which are current marketing techniques used by companies in advertising (select all that apply). Sentimental / Bandwagon / Entertainment / Information / Appealing /
   Numerical/Scientific claims / Endorsements / Lifestyle
   ANSWER: Select all choices

7. What fraction of the youth population has a TV in their bedroom? A. ¼ / B. ½ / C. ⅔ / D. Everyone has a TV in their bedroom.
   ANSWER: C

8. Stress can affect people __. A. Physically / B. Emotionally / C. Behaviorally / D. Cognitively / E. All of the above
   ANSWER: E

9. Over-the-counter medications that contain dextromethorphan (DXM) are very dangerous when taken for non-medical purposes. True / False
   ANSWER: True

10. Youth with high levels of self-esteem are more likely to be strong and resilient. True / False
    ANSWER: True
APPENDIX F: (SECTION 5)

REVIEW AND REFLECT

VARIATIONS

□ Musical Chairs
Participants will place their chair in one large circle with the chairs facing out. *(You may have to surround tables or move some of the furnishings, but everyone should be involved.)* Ask participants to be seated at the beginning of the game. After everyone is seated ask them to stand. The music will start to play and everyone will move clockwise around the chairs in an orderly manner. [Trainer will remove one chair from the circle. This is the only chair that will be removed as no one will be eliminated from the activity.] When the music stops, everyone must find an empty chair and sit in it; only one person per chair. The person left standing will answer a review and reflect question. Example: *Share one valuable piece of information you learned yesterday.*

□ Clusters
All participants move about the room. The leader calls out a number. The group must then make clusters of players to match that number. Whoever doesn’t get into a cluster of the appropriate number is asked a review and reflect question. Variations can be clusters made of players with the same shoe size, the same sock color, the same eye color, etc.

□ Last and First
The participants sit in a circle and decide on a category and time allowance to begin the game. Category examples could include animals, flowers, countries, etc. The first player calls out a word in the chosen category. For example, if the category is animals, he or she might call out 'dog'. The next player then has to take the last letter of that word and name another animal; i.e. 'goat'. The next player might say 'tiger', and so on. If a player cannot think of an animal within the predetermined time allowance, then he or she is asked the review and reflect question.

□ Buzz
For this game to be effective it must be played as quickly as possible. The participants sit in a circle. The first player calls out 'one'; the second player calls out 'two', and so on. When it gets to five, or any multiple of five, instead of calling out the number, the player must say 'buzz'. If the number contains a five but is not a multiple of five, then only half the number is called out. For example, 52 becomes 'buzz two'. If a player forgets to say 'buzz', or hesitates before calling out the number, then he or she is asked the review and reflect question.

□ Fish Bowl
Write a series of review questions on slips of paper. Have each participant draw out one slip and answer the question.
APPENDIX F: (SECTION 5)

REVIEW AND REFLECT

VARIATIONS

☐ Pass IT Around
Before the game starts, cut apart the words below (or write them on separate slips of paper): Left of Orange, The Orange, Right of Orange. The papers are put into a pot/bowl. Have participants get into a circle and select one person to hold the orange. When music is played, participants must pass the orange to the right. As soon as the music stops, participants must stop passing the fruit. One slip of paper will be drawn from the pot and read out loud. The player who has the position as described on the paper will ask another participant a review and reflect question. Examples: If the slip of paper drawn reads Left of Orange, the person to the left of the one holding the orange will ask another participant a review and reflect question. If the slip drawn reads The Orange, the person holding the orange will ask another participant a review and reflect question. Other objects can be used, such as a beach ball, bag, stress ball, etc. to pass around the circle. Be sure to change the slips of paper to correspond.

<table>
<thead>
<tr>
<th>Left of Orange</th>
<th>The Orange</th>
<th>Right of Orange</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX G: (SECTION 6)
TAKE A DEEP BREATH ACTIVITY

Give each participant three straws: an extra-wide straw, a regular straw, and a straw-type coffee stirrer along with the Take a Deep Breath worksheet and pencil. While participants are seated, have them pinch their nose closed so that no air can escape, either while inhaling or exhaling. Have them put the wide straw in their mouth and try to breathe through it for one (1) minute. Each person will record on the worksheet how long they were able to breathe through the wide straw.

Have participants replace the wide straw with a regular straw. Again, ask them to keep their nostrils pinched and try to breathe through the regular straw for one (1) minute. Each person will record how long they were able to breathe through the straw.

Have participants now replace the regular straw with a straw-type coffee stirrer. Again, ask them to keep their nostrils pinched and try to breathe through the straw-type coffee stirrer for one (1) minute. Each person will record how long they were able to breathe through the straw.

Now, ask participants to stand up. Ask them to do jumping jacks for 30 seconds [trainer will demonstrate jumping jacks]. After 30 seconds, have participants stop and be seated.

Now using the extra-wide straw, have participants repeat the experiment. Remember they must pinch their nose closed so that no air can escape, either when inhaling or exhaling. Ask participants to put the extra-wide straw in their mouth and breathe through it for one (1) minute. Each person will record how long they could breathe through the wide straw.

Participants now replace the extra-wide straw with the regular straw. Again ask them to keep their nostrils pinched and try to breathe through the regular straw for one (1) minute. Each participant will record how long they were able to breathe through the straw.

And finally, use the straw-type coffee stirrer. Again, have participants keep their nostrils pinched and try to breathe through the stirrer one (1) minute. Each participant will record how long they were able to breathe through the stirrer.
APPENDIX G: (SECTION 6)
TAKE A DEEP BREATHE WORKSHEET

Record the length of time (number of seconds) you could breathe through the different types of straws.

<table>
<thead>
<tr>
<th>TYPE OF STRAW</th>
<th>LENGTH OF TIME COULD BREATHE (NUMBER OF SECONDS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extra-wide straw</td>
<td>Sitting Down</td>
</tr>
<tr>
<td>Regular-sized straw</td>
<td></td>
</tr>
<tr>
<td>Straw-type stirrer</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX H: (SECTION 6)
FACILITATING EXPERIENTIAL LEARNING EXPERIENCES

□ Experience- Do It
This is the action step. Participants do it without being told or shown how to do it. Leaders need to “sit on their hands” or close their mouths so that participants can experience and discover.

□ Share- What Happened?
Leader helps ensure that participants have a chance to talk and are listened to.

Possible Questions:
- What did you do?
- What was happening?
- What was most fun?
- How did you feel?
- What did you notice about how the group worked?
- What was the easiest?
- What surprised you?

□ Process – What?
Process by discussing, looking at the experience; analyze and reflect.

Possible Questions
- How did you make your decisions?
- Did you help each other? How?
- Did people play different roles in this activity? (e.g. did someone act as the leader?)
- How did you communicate?
- Was anyone frustrated? What did you do?
- What was the most challenging part of this activity? Why? How did you solve it?

□ Generalize – So What?
Participants try to identify how to use what they’ve learned in their own lives.

Possible Questions
- How does this activity or discussion relate to “real life?”
- Why do you think we asked you to do this activity?
- Have you had a similar experience in school, your club, etc.?
- Where have you faced similar challenges?
- Where might this situation occur in the future?
- Why is it important to have plenty of information before making decisions?
- What did you learn about your skills or style?
- What did you learn about your own skills in communicating with others?
- Did you make any mistakes that you can learn from?

☐ **Apply – Now What?**
Facilitator helps them think about how they could use their skills in new situations and apply generalizations they’ve made to specific situations.

**Possible questions:**
- What have you learned about yourself? Others?
- What principles or guidelines can be used in real-life situations?
- What other situations like this have you experienced before?
- In what ways do people help each other learn new things?
- How will you act differently in the future as a result of this experience?
- What are qualities that you think are important in a leader?

APPENDIX I: (SECTION 7)
GETTING TO KNOW YOUR LEARNING STYLE WORKSHEET

Check the statements most like you.

1. I prefer to have routine.
2. I prefer to be presented with broad ideas I can think about and evaluate.
3. I learn best when I am able to touch and feel.
4. I prefer to think things through before making a decision.
5. I prefer the instructor to use graphs, pictures, and diagrams to illustrate lecture points.
6. I like to debate.
7. I prefer to study by myself.
8. I don’t like to be bored.
9. I want all the facts before I make a decision.
10. I like change and variety in daily activities.
11. I prefer standing and moving to sitting.
12. I need time to reflect on all possible options in a situation.
13. I like to watch videos.
15. I want everything spelled out.
16. I prefer working in a team.
17. I like practical down-to-earth information.
18. I like to use my imagination and look for hidden meanings in things.
19. I like to play cards and games with my family and friends.
20. I like to learn by investigating various alternatives in a situation.
21. I prefer instructions to be written.
22. I like to express my thoughts.
23. I prefer knowing all the details.
24. I learn best when materials are colorful and active.
APPENDIX I: (SECTION 7)
GETTING TO KNOW YOUR LEARNING STYLE WORKSHEET

Scoring:

These questions were designed using the eight learning styles. Count the number of check marks you have in each of the categories listed below. Based on your responses, circle the number of questions checked in each style along the continuum.

<table>
<thead>
<tr>
<th>Learning Style</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sensory</td>
<td>1 – 9 – 17</td>
</tr>
<tr>
<td>Intuitive</td>
<td>2 – 10 – 18</td>
</tr>
<tr>
<td>Active</td>
<td>3 – 11 – 19</td>
</tr>
<tr>
<td>Reflective</td>
<td>4 – 12 – 20</td>
</tr>
<tr>
<td>Visual</td>
<td>5 – 13 – 21</td>
</tr>
<tr>
<td>Verbal</td>
<td>6 – 14 – 22</td>
</tr>
<tr>
<td>Sequential</td>
<td>7 – 15 – 23</td>
</tr>
<tr>
<td>Global</td>
<td>8 – 16 – 24</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sensory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intuitive</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Active</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflective</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verbal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sequential</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Global</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX J: (SECTION 7)
LEARNING STYLE INDEX

PERCEPTION

Sensory Learners:
☐ Prefer concrete, practical and procedural information.
Sensory learners look for the facts and like to use their sensory skills to get information. Sensory learners learn best when they understand how the information you are teaching applies to a real life situation and understand why they need to know something. They like repetition and seeing a variety of different examples.

Intuitive Learners
☐ Prefer conceptual, innovative, and theoretical.
Intuitive learners look for the meaning and like to see how concepts link together. They enjoy using their imagination, like theoretical models, and get bored with too many examples. Intuitive learners learn best when there is a lot of variety and they have time to think about how things work.

PROCESSING

Active Learners
☐ Prefer to manipulate objects, do physical experiments, and learn by doing.
Active learners enjoy working in groups to figure out problems. They learn best by touching. They understand directions that they write and will learn best through manipulating objects. They'll learn best by: drawing, playing board games, making dioramas, making models, following instructions to make something, etc.

Reflective Learners
☐ Prefer to think about things before making a decision.
They prefer to gather all of the information they can and have time to “sleep on it.” For reflective learners, collecting information is an important part of the process. There is never “too much” information. Reflective learners learn best by: researching information, looking up facts, and having time to think about what they are learning.
APPENDIX J: (SECTION 7)
LEARNING STYLE INDEX

INPUT

Visual Learners
☐ Prefer graphs, pictures, and diagrams.
Visual learners look for visual representation of information. They will be able to recall what they see and will prefer written instructions. These students are sight readers who enjoy reading silently. Better yet, present information to them with a video. Visual learners will learn by observing and enjoy working with the following: computer graphics, maps, graphs, charts, cartoons, posters, diagrams, graphic organizers, text with a lot of pictures, etc.

Verbal Learners
☐ Prefer to hear or read information.
Verbal learners look for explanations with words. They will be able to recall what they hear and will prefer oral instructions. They learn by listening and speaking. These students enjoy talking and interviewing. Verbal learners enjoy oral reading, choral reading, and listening to recorded books. They learn best by doing the following: interviewing, debating, participating on a panel, giving oral reports, participating in oral discussions of written material, etc.

UNDERSTANDING

Sequential Learners
☐ Prefer to plan and organize work.
Sequential learners focus on details and are logical. They prefer to work individually on activity sheets. Sequential learners learn best when: information is presented in sequential steps, lessons are structured and teacher-directed, goals are clear, requirements are spelled out, etc.

Global Learners
☐ Prefer information to be presented in an interesting manner, using attractive materials.
Global learners are spontaneous and intuitive. They do not like to be bored. They prefer cooperative learning strategies where they learn as a team. Global learners learn best through: choral reading, recorded books, story writing, computer programs, games, group activities, etc.

Understanding the learning styles of your participants can help you become a better teacher and help participants learn the content in a way that works best for them. In working with different learning styles, balance is key. One should not teach too far on any one side of the learning continuum. When you do that, you limit people’s ability to take in new information and make sense of it quickly, accurately, and effectively. Take time to identify how you prefer to learn and how your participants prefer to learn. By understanding various learning styles, you can create a training strategy that incorporates a variety of different techniques that will be acceptable to participants. At times, you may want to challenge your group to move out of the comfort zone. Once you start learning and teaching in new ways you’ll be amazed at how much more participants catch on and how much easier it is to assimilate information and make sense of what is going on.
APPENDIX K: (SECTION 8)

FOOD MEMORY ACTIVITY

Make copies of the two lists of food in the following tables. Mentally divide the room in half giving copies of Set 1 to participants on the left side of the room and copies of Set 2 to participants on the right. Tell participants that the list being distributed contains 20 items you’d like them to remember. Do not share that the lists are categorized differently. Participants will have 1 minute to try and memorize as many items on the list as possible. After the allotted time, participants will turn their paper over. Now make the prediction that all participants on the left side of the room or table (or whichever side you select to get Set 1) will remember more items from the list than the other side. Ask participants to write all the items they can remember from the list on the back side of the paper.

After 2 minutes, ask participants to raise their hand if they wrote down 20 items from the list. Then 19 items, 18, 17, 16 and so on. You will see that the participants that received the categorized list fared better.

The prediction you made about one side doing better than the other came true. Explain to them that the list of food in Set 1 was categorized by food groups and Set 2 was not. The process we used in this situation is called chunking. Chunking means to organize items into familiar manageable units. In chunking, information is re-coded or regrouped so your brain can memorize in meaningful structures or chunks. The chunk capacity of short-term memory has been shown to be in the range of five to nine. When you teach, think about how many pieces of information you give at one time. If there are more than five to nine, participants may have a harder time remembering what they have learned.
## APPENDIX K: (SECTION 8)
### FOOD MEMORY ACTIVITY – SET 1

<table>
<thead>
<tr>
<th>FRUITS</th>
<th>MEATS</th>
<th>VEGETABLES</th>
<th>DESSERTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apples</td>
<td>Beef</td>
<td>Onions</td>
<td>Ice Cream</td>
</tr>
<tr>
<td>Oranges</td>
<td>Chicken</td>
<td>Mushrooms</td>
<td>Cake</td>
</tr>
<tr>
<td>Bananas</td>
<td>Tuna</td>
<td>Peppers</td>
<td>Cookies</td>
</tr>
<tr>
<td>Pineapple</td>
<td>Pork</td>
<td>Cabbage</td>
<td>Cherry Pie</td>
</tr>
<tr>
<td>Strawberries</td>
<td>Lamb</td>
<td>Bean Sprouts</td>
<td>Brownies</td>
</tr>
</tbody>
</table>
## FOOD MEMORY ACTIVITY – SET 2

<table>
<thead>
<tr>
<th>Chicken</th>
<th>Onions</th>
<th>Cherry Pie</th>
<th>Tuna</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bananas</td>
<td>Lamb</td>
<td>Peppers</td>
<td>Cake</td>
</tr>
<tr>
<td>Ice Cream</td>
<td>Apples</td>
<td>Strawberries</td>
<td>Pork</td>
</tr>
<tr>
<td>Cabbage</td>
<td>Pineapple</td>
<td>Cookies</td>
<td>Mushrooms</td>
</tr>
<tr>
<td>Oranges</td>
<td>Beef</td>
<td>Bean Sprouts</td>
<td>Brownies</td>
</tr>
</tbody>
</table>
APPENDIX L: (SECTION 8)
COMPREHENSIVE QUESTIONS WORKSHEET

Share:
1.
2.
3.

Process:
1.
2.
3.

Generalize & Apply:
1.
2.
3.

Reflect:
1.
2.
3.
APPENDIX M: (SECTION 9)
FACILITATOR/PRESENTER FEEDBACK WORKSHEET

Remember, you are to focus on the presentation, not the activity.

1. What worked for you about your presentation?

2. What did you like?

3. What would you do differently next time?

4. One of the things I’ve learned from this teaching opportunity is:
APPENDIX N: (SECTION 9)  
CLASS PARTICIPANT FEEDBACK WORKSHEET

Remember, you are to focus on the presentation, not the activity.

<table>
<thead>
<tr>
<th></th>
<th>Strengths</th>
<th>Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team Work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Styles</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching Methods</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group Management</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX N: (SECTION 9)
CLASS PARTICIPANT FEEDBACK WORKSHEET

*Remember, you are to focus on the presentation, not the activity.*

1. What was the best part of this presentation? Why?

2. What were the easiest parts to understand? Why?

3. Were there things that were difficult to understand? If so, what were they?

4. What is the one thing that the trainers could do differently to make it better?
STRATEGY 1: WORK AS A TEAM
When you work as a team, you send the message to the youth that what you are doing is important to everyone. Working together is more fun and decreases stress.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Group Management-WHY</th>
<th>When that isn’t working right…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Everyone participates.</td>
<td>Keeps the group involved and active.</td>
<td>Invite others in the room to “participate” with you and the youth.</td>
</tr>
<tr>
<td>One team member sets up the next activity while others lead an activity.</td>
<td>No waiting and keeps the flow of the meeting going.</td>
<td>As a team, review what needs to be done to get next activity ready on time.</td>
</tr>
<tr>
<td>Everyone knows their roles for each activity.</td>
<td>Adults and teens have equitable roles and are all involved.</td>
<td>Have a discussion as a team before the meeting to review group management techniques.</td>
</tr>
</tbody>
</table>

STRATEGY 2: USE WRITTEN PLANS
Written plans help you stay on task, minimize wait time, and let others know what is going on. Meetings and activities will flow better when you use written plans. When things do get out of control, you will be better prepared to bring them back where they belong.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Group Management-HOW</th>
<th>When that isn’t working right…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team writes a plan of action for each session.</td>
<td>Everyone on team has input into a plan of action for each session.</td>
<td>As a team review what needs to be done differently.</td>
</tr>
<tr>
<td>Over plan.</td>
<td>Write extra activities and worksheets into the plan in case session goes too fast or some youth work faster than others.</td>
<td>Have an index of activities and worksheets that can be used on the spur of the moment.</td>
</tr>
<tr>
<td>Everyone who is involved in “running the show” should have the plan.</td>
<td>All team members can help keep group involved and active.</td>
<td>If a team member is not involved, work together to be inclusive. If group is not working well, review plan of action.</td>
</tr>
</tbody>
</table>
STRATEGY 3: NEVER MAKE THEM WAIT
Waiting encourages inappropriate behavior. When groups of youth are un-entertained, they will find ways to entertain themselves.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Group Management-HOW</th>
<th>When that isn’t working right…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be prepared.</td>
<td>Be prepared! Be prompt and on time! Be organized!</td>
<td>Arrive at least 30 minutes or more prior to start time to set up room, organize materials, etc.</td>
</tr>
<tr>
<td></td>
<td>Plan so that team members take turns leading sessions so others can prepare for their next session.</td>
<td>Do more pre-planning to help make things run more smoothly.</td>
</tr>
<tr>
<td></td>
<td>All leaders should watch and help where needed.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Practice your session.</td>
<td>May need to practice more.</td>
</tr>
<tr>
<td>Cleanup.</td>
<td>Have a system for getting and putting away supplies.</td>
<td>Have those who have finished early help others.</td>
</tr>
<tr>
<td></td>
<td>Have messy youth start cleaning first.</td>
<td>Make a game out of cleaning.</td>
</tr>
<tr>
<td></td>
<td>Have something for those to do who finish early.</td>
<td>Have a worksheet or activity to keep them busy.</td>
</tr>
<tr>
<td></td>
<td>At the end of the session, have everyone put the room back the way it was when you arrived.</td>
<td>If there is a treat or their ride has arrived, remind them they need to help cleanup first.</td>
</tr>
<tr>
<td></td>
<td>Give complete directions.</td>
<td>Quiet reminders work better than yelling.</td>
</tr>
</tbody>
</table>
STRATEGY 4: USE YOUR VOICE STRATEGICALLY
There are several ways to use your voice strategically so you don’t get stressed and have to resort to yelling.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Group Management-HOW</th>
<th>When that isn’t working right…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never talk above their noise.</td>
<td>Be soft spoken. Start in a normal voice and then quiet down to a whisper.</td>
<td>Pause in your teaching. Keep the silence for 3 to 5 seconds and they will start to quiet down.</td>
</tr>
<tr>
<td></td>
<td>Use non verbal cues to get and gain control.</td>
<td>Let youth know the cue: using a clicker, raising your hand, etc.</td>
</tr>
<tr>
<td>Give complete and clear directions.</td>
<td>Give directions BEFORE passing out any items especially distracting items (i.e. balloons, etc.).</td>
<td>Call the group away from the area and explain what give the directions.</td>
</tr>
<tr>
<td></td>
<td>All directions should end with ACTION on the youth’s part.</td>
<td>Circulate to make sure directions are completely understood by each participant.</td>
</tr>
<tr>
<td></td>
<td>Repeat directions until everyone is done.</td>
<td>Look youth in the eye when talking with them to keep their focus and watch for clarification.</td>
</tr>
<tr>
<td></td>
<td>Provide written and verbal instructions when possible.</td>
<td></td>
</tr>
<tr>
<td>Give messages in different ways.</td>
<td>Use written, verbal, pictorial instructions if necessary.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use the right tone of voice to fit the activity (use quiet voice for a quiet game).</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX O: (SECTION 10)

GROUP MANAGEMENT STRATEGIES THAT WORK

STRATEGY 5: BE A GOOD ROLE MODEL
Being a good role model will make you and the youth feel good about working together.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Group Management-HOW</th>
<th>When that isn’t working right…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be a good role model.</td>
<td>All team leaders must know their jobs-everyone participates.</td>
<td>Keep your cool; the calmer you are, the calmer they will be.</td>
</tr>
<tr>
<td></td>
<td>Use positive language – both verbal and nonverbal.</td>
<td>Use humor.</td>
</tr>
<tr>
<td></td>
<td>When it is time to clean up – you do it too.</td>
<td>Make clean up enjoyable by talking and making it a game.</td>
</tr>
<tr>
<td></td>
<td>Listen to all sides to help youth solve their own issues.</td>
<td>Really listen.</td>
</tr>
<tr>
<td></td>
<td>Choose your “battles” wisely.</td>
<td>Don’t nit-pick!</td>
</tr>
<tr>
<td></td>
<td>Be courteous, enthusiastic, patient!</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Show true team work with everyone – working toward the common goal of fun and learning.</td>
<td>Relaxation (leader may need a time out). Give them some markers and paper and let them do something else while you re-group.</td>
</tr>
</tbody>
</table>

STRATEGY 6: SET GROUND RULES
Setting ground rules at the beginning of the session helps understand expectations of the entire group.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Group Management-HOW</th>
<th>When that isn’t working right…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set ground rules.</td>
<td>At the beginning of the first session, set rules with input from entire group.</td>
<td>Put expectations into positive not negative statements (Leave cell phones at home instead of No cell phones or Be orderly inside building instead of No running.).</td>
</tr>
<tr>
<td></td>
<td>Rules need to be clear and consistent.</td>
<td>Include praise to reinforce positive behavior.</td>
</tr>
<tr>
<td></td>
<td>Use “I” messages to explain behavior you expect.</td>
<td>Example: When I have to stop talking because you are talking, I get very frustrated. Is there some way I could make this more interesting for you or have I done something to make you not want to listen?</td>
</tr>
<tr>
<td></td>
<td>Handle problems calmly and quietly.</td>
<td>Misbehavior should not be rewarded by becoming focus of attention. Monitor activity by moving around and being attentive to all participants.</td>
</tr>
</tbody>
</table>
APPENDIX P: (SECTION 10)
GROUP MANAGEMENT ROLE PLAY
DIFFICULT SITUATION/DIFFICULT PEOPLE

Cut Difficult Situations/Difficult People role plays apart and distribute to teams.

The adult team member takes over and does everything. What would you do?

Even though you said no cell phones someone is still texting under the table. What would you do?

What if a group works faster than you had thought and they are not doing things well. What would you do?

One youth wants to do everything: doesn’t share responsibilities, tells everyone what they should do, etc. He/she is bossy! What would you do?

One of the participants tells you his/her mom uses meth. What would you do?

A participant says “My mom and dad say it’s okay to drink alcohol as long as I am at home.” What would you do?

One youth keeps raising their hand and wants to share lots of information. What would you do?

One participant keeps saying, “This is dumb. Why do we have to do this?” What would you do?

One participant is being totally ignored by the rest of their team and others. What would you do?

“I don’t believe alcohol is a problem with the youth in our community.” How would I use this information? What would you do?
APPENDIX P: (SECTION 12)

HEALTH ROCKS! PLAN OF ACTION WORKSHEET

TEAM NAME: ______________________________________________________________

STATE/COUNTY: __________________________________________________________

TEAM MEMBERS (name/contact information):

_________________________________   _____________________________________

_________________________________   _____________________________________

_________________________________   _____________________________________

_________________________________   _____________________________________

TEAM GOAL:

OBJECTIVE:
APPENDIX Q: (SECTION 12)

**HEALTH ROCKS! PLAN OF ACTION WORKSHEET**

<table>
<thead>
<tr>
<th>STEPS TO ACCOMPLISH OBJECTIVES</th>
<th>RESOURCES NEEDED</th>
<th>INDIVIDUAL RESPONSIBLE</th>
<th>DATE TO BE COMPLETED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The following list of Grab and Go’s can be found at http://my4-h.org

Those marked with an * are samples of the Grab and Go’s provided at the end of this Appendix.

- Who is My Role Model?
- Drug Cost
- Recognizing My Stress
- My Social Life