Health Rocks!

Guidebook

For

Afterschool

In-School

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**Introduction to Health Rocks!**

*Health Rocks! is a series of leaders’ curricula for a healthy living program aimed at 8-14 year olds, with the goal of bringing youth, families, and communities across the United States together to reduce tobacco, alcohol, and other drug use by youth.*

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

**Health Rocks! Guidebook Series**
The *Health Rocks! Guidebook series* was created to support *Health Rocks!* implementation efforts. It is intended to serve as a tool to supplement the Health Rocks! Beginner and Intermediate curricula with teaching tips, additional topic specific lessons, example syllabi, as well as best practices for implementation, evaluation, and partnership development.

**Lesson Adaptation in Afterschool Setting**
In the afterschool *Health Rocks!* setting, youth are more relaxed than an in-school setting. Incorporating activity and movement into the lessons will better capture and hold their attention. The following adaptations provide **additional modifications for lessons** in the Beginning and Intermediate level *Health Rocks!* books.

**Lesson Adaptation in an In-School Setting**
In an in-school *Health Rocks!* setting, the curricula is incorporated into the school day. Lessons may be more formalized to fit the space constraints of the school and will follow a more structured format, depending on the school site. *Health Rocks!* can happen in schools in a variety of ways. Several example syllabi are included for educators to find a length of program that best fits their classroom needs. Examples of how this might look include:

- as one unit of a health class
- integrated into an existing class
- as part of a semester long class
- taught by older youth as part of their school day
- taught by teachers
- taught by other trained *Health Rocks!* staff or team members
Lesson Adaptation in Camp Settings

*Health Rocks!* in a camp setting can be tailored to fit your camp. It can happen in day camps or residential camps. Many of the lessons and activities require minimal modifications to fit an active camp atmosphere. They can be incorporated into camp specific activities such as campfires, craft time, or even cabin time.

*Health Rocks!* in camp settings can also be integrated as part of a larger healthy living themed camp. In this guidebook, *Health Rocks!* lessons are organized by session, with each session focusing on a different topic within the curriculum. Selected lessons are from both Beginning and Intermediate level curricula to accommodate a mixed age group.
The table below shares several current drug trends and facts about each drug or method for abusing the drug. This is not an all-encompassing list, and is constantly changing. Add any additional local drug trends into the blank boxes below.

<table>
<thead>
<tr>
<th>New Drug Trends and Facts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Drunk Gummy Bears</strong></td>
</tr>
<tr>
<td>Looks Like</td>
</tr>
<tr>
<td>How It’s Used/Abused</td>
</tr>
<tr>
<td>Dangerous Because</td>
</tr>
<tr>
<td>Important To Know</td>
</tr>
<tr>
<td>Looks Like</td>
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<tr>
<td>------------</td>
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<td></td>
</tr>
</tbody>
</table>

| How It’s Used/Abused | Assortment of drugs thrown in a bucket or on a table. Teens grab handfuls to take with them. | Swallowing 1 tablespoon of cinnamon without water. | Alcohol is turned into "smoke" or vapor. Can be done by dropping a carbon dioxide pill into container with alcohol, pouring alcohol over dry ice or pumping pressurized air into a bottle of liquor. Vapor is then inhaled. |

| Dangerous Because | Teens don’t know what drugs they are taking and/or mixing, potentially taking lethal combinations and doses. | Cinnamon coats and dries the mouth and throat, causing gagging, vomiting, coughing, choking and throat irritation. | Alcohol is absorbed directly into bloodstream. Instant intoxication can occur. Youth often don’t know how much they have consumed. Alcohol vapors can also damage the lungs. |

| Important to Know | Using the phrase “Skittles Party” makes it less obvious to adults. | People with asthma or other respiratory conditions are at greater risk of having this result in shortness of breath and trouble breathing. | Youth believe they can get drunk without the caloric intake. They also believe it’s not illegal to inhale it because they are not drinking it. |
Implementing *Health Rocks!* in Afterschool
**Best Practices for Implementation in Afterschool**

*Health Rocks!* has been utilized across the United States since 2010, reaching over 250,000 youth. Stemming from the experiences of successful *Health Rocks!* programs, below is a collection of best practices for locally implementing *Health Rocks!* in afterschool. Many of these suggestions can be used to assist in starting a new program or can be incorporated into existing programs.

✓ **Delivery Mode**
  - Partner with other organizations (YMCA, Girls Inc., Parks and Recreation, Boys & Girls Clubs, Scouts, church youth groups, current partner groups, etc.)
  - Utilize existing afterschool programs

✓ **Reaching 10 hours of teaching contact**
  - Incorporate into existing afterschool curriculum
  - Provide incentives ONLY after total hours, including evaluation, are completed

✓ **Incorporating youth and adults as partners**
  - Eliminate excuses for not participating
  - Offer programming when students are available to teach

✓ **Promotion and Marketing**
  - Utilize available marketing pieces
  - Church bulletins, organizations newsletters
  - Email/Websites
  - Direct contact with youth organizations
  - Pull-up banners, table throws, Health Rocks! badges
  - Youth interviews
  - Media packets – i.e. press release, brochure, impact report

✓ **Incentives**
  - Kits to instructors with lesson materials
  - Provide food/snacks
  - Money to afterschool program for reaching certain number of youth
  - Equipment for instructors
  - For students – t-shirt/tote/something they want

✓ **Partner Inclusion**
  - Share key webinars
  - Provide necessary training
  - Recognition at celebration events
  - Maintain regular (not intrusive) contact

✓ **Partner Accountability**
  - Mini-grants – half of money comes at beginning, half at end
  - Memorandums of Understanding (examples can be found on my4-H.org)
  - Frequent contact
  - Identify partner benefits
  - Create a schedule that each partner/organization agrees on (serves as a guide for the program and an unofficial MOU)
  - Provide a course outline including objectives, etc.
<table>
<thead>
<tr>
<th>Week</th>
<th>Lesson</th>
<th>Time</th>
<th>Objectives</th>
<th>Life Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Is That A Fact Beginner 1A</td>
<td>30 min</td>
<td>• Learn actual numbers of peers who are using any drug illegally.</td>
<td>healthy life choices</td>
</tr>
<tr>
<td>2</td>
<td>Is It Legal or Illegal? Beginner 1B</td>
<td>30 min</td>
<td>• Identify harmful versus helpful drugs and legal versus illegal drugs.</td>
<td>healthy life choices</td>
</tr>
<tr>
<td>3</td>
<td>Take A Deep Breath Beginner 1C</td>
<td>30 min</td>
<td>• Learn about the health and cosmetic effects of using drugs.</td>
<td>healthy life choices</td>
</tr>
<tr>
<td>4</td>
<td>Running Free Beginner 1E</td>
<td>30 min</td>
<td>• Understand about addictions. • Experience how addictions might feel.</td>
<td>healthy life choices</td>
</tr>
<tr>
<td>5</td>
<td>Making Informed Decisions Intermediate 3B</td>
<td>30-45 min</td>
<td>• Learn decision-making steps. • Identify options when a decision needs to be made. • Use decision-making skills.</td>
<td>decision making, problem solving</td>
</tr>
<tr>
<td>6</td>
<td>Let Your Head Rule Beginner 2C</td>
<td>45 min</td>
<td>• Use decision making skills and identify how emotions affect decision making</td>
<td>decision making</td>
</tr>
<tr>
<td>7</td>
<td>Will It Make a Difference? Intermediate 3D</td>
<td>30-45 min</td>
<td>• Choose the healthy option when making a decision. • Use decision-making skills.</td>
<td>decision making, problem solving, goal setting</td>
</tr>
<tr>
<td>8</td>
<td>Be My Hero Intermediate 2B</td>
<td>30-45 min</td>
<td>• Understand self-efficacy and how it affects choices regarding healthy behaviors. • Gain and use skills that build and maintain self-efficacy.</td>
<td>healthy life choices, self-esteem, self-efficacy</td>
</tr>
<tr>
<td>9</td>
<td>Keeping It All Together Beginner 3A</td>
<td>30 min</td>
<td>• Identify sources of stress in their lives.</td>
<td>stress management</td>
</tr>
<tr>
<td>10</td>
<td>The Chains That Bind Beginner 3B</td>
<td>45-60 min</td>
<td>• Identify sources of stress in their lives. • Learn ways to manage stress positively. • Implement options for relieving stress. • Help others overcome stress in healthy ways.</td>
<td>stress management</td>
</tr>
<tr>
<td>11</td>
<td>Be A Stress Buster Intermediate 2D</td>
<td>30-45 min</td>
<td>• Learn ways to manage stress positively. • Implement options for relieving stress.</td>
<td>healthy life choices, self-responsibility, stress management</td>
</tr>
<tr>
<td>12</td>
<td>How to Say “NO” and Learning to Say “NO” Beginner 4C/Intermediate 5B</td>
<td>45 min</td>
<td>• Demonstrate verbal and non-verbal refusal skills to avoid tobacco, alcohol, and drugs.</td>
<td>communication, social skills</td>
</tr>
<tr>
<td>13</td>
<td>It’s More Than Just the Advertising Intermediate 6C</td>
<td>45-60 min</td>
<td>• Identify and share ways that media influences healthy behaviors. • Identify how media and technology influence thoughts, feelings, and healthy choices.</td>
<td>critical thinking, managing feelings</td>
</tr>
<tr>
<td>14</td>
<td>Watch For The Signs Intermediate, 7A</td>
<td>45-60 min</td>
<td>• Recognize the signs and symptoms of tobacco, alcohol, or other drug use.</td>
<td>concern for others</td>
</tr>
<tr>
<td>15</td>
<td>What do I do? Intermediate, 7B</td>
<td>45-60 min</td>
<td>• Practice skills necessary to help someone who might be using tobacco, alcohol, or other drugs.</td>
<td>concern for others, communication</td>
</tr>
<tr>
<td>16</td>
<td>HR! Celebration Beginner, 6C</td>
<td>45-60 min</td>
<td>• Celebrate their commitment to make healthy choices related to tobacco, alcohol, and drugs • Encourage others to adopt healthy choices related to tobacco, alcohol and drugs.</td>
<td>sharing, healthy life choices</td>
</tr>
</tbody>
</table>
All supplies listed are those needed in addition to any printouts from the *Health Rocks!* curriculum CD.

- Tape
- Chalkboard or flipchart
- Chalk or markers
- Pens or pencils
- Extra-wide straws - one per participant
- Regular size straws - one per participant
- Straw-type coffee stirrer - one per participant
- Clock or watch with second hand
- Poster board or butcher paper
- Bandanas or cloth to tie legs together – one for each pair of participants
- Large balloon for each group of 3-5 participants
- Round 9” balloons – at least 5 per participant
- Small balloons – 2 per participant
- Permanent makers
- 1-2 reams plain paper
- Varying lengths and colors of construction paper strips – at least 10 per participant
- Glue stick
- Crayons or makers
- 3-4 different bags you can’t see through (ex. a gift bag, a large grocery bag, a plastic shopping bag, and a canvas bag)
- Items of various weights for each bag (ex. juice box, dollar bill, pad of sticky notes, heavy book)
- 3” x 5” index cards – 7 per participant
- Funnel (several if possible)
- Rice, cornmeal, or fine sand for filling balloons
- Newspaper
- Stress ball (already made)
- Computer with internet (if possible)
- Bowl, box, hat, or container to draw cards from
- Computer with PowerPoint and LDC projector (if available)
- Construction paper of many colors
- Scissors
- Large poster boards – several for group
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<td>1</td>
<td>Is That A Fact? Beginner 1A</td>
<td>30 min</td>
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<td>30 min</td>
<td>• Learn about the health and cosmetic effects of using drugs.</td>
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</tr>
<tr>
<td>4</td>
<td>Running Free Beginner 1E</td>
<td>30 min</td>
<td>• Understand about addictions.</td>
<td>healthy life choices</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Experience how addictions might feel.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Should I or Shouldn’t I? Beginner 2A</td>
<td>45 min</td>
<td>• Learn decision-making steps.</td>
<td>decision making, problem solving</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Identify options when a decision needs to be made.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Let Your Head Rule Beginner 2C</td>
<td>45 min</td>
<td>• Use decision making skills and identify how emotions affect decision making</td>
<td>decision making</td>
</tr>
<tr>
<td>7</td>
<td>Putting It All Together Beginner 2D</td>
<td>45 min</td>
<td>• Use decision-making skills.</td>
<td>decision making, critical thinking, problem solving</td>
</tr>
<tr>
<td>8</td>
<td>Keeping it All Together Beginner 3A</td>
<td>30 min</td>
<td>• Identify sources of stress in their lives.</td>
<td>stress management</td>
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<td>9</td>
<td>The Chains That Bind Beginner 3B</td>
<td>60 min</td>
<td>• Identify sources of stress in their lives.</td>
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<td></td>
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<td></td>
<td>• Learn ways to manage stress positively.</td>
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<td>• Implement options for relieving stress.</td>
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<td></td>
<td></td>
<td>• Help others overcome stress in healthy ways.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>How To Say “NO” Beginner 4C</td>
<td>45 min</td>
<td>• Demonstrate verbal and non-verbal refusal skills to avoid tobacco, alcohol, and drugs.</td>
<td>communication, social skills</td>
</tr>
<tr>
<td>11</td>
<td>The Choices That Matter Beginner 4D</td>
<td>45 min</td>
<td>• Identify and describe how family, peers, and others influence choices.</td>
<td>consequences of actions, healthy life choices</td>
</tr>
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<td></td>
<td>• Identify good and bad choices and the consequences associated with those choices.</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Messages In Our Community Beginner 5A</td>
<td>45 min</td>
<td>• Identify and share ways that media influences healthy behaviors.</td>
<td>critical thinking, social responsibility information gathering</td>
</tr>
<tr>
<td>13</td>
<td>Lights! Camera! Action! Beginner 5C</td>
<td>60 min</td>
<td>• Demonstrate and express opposing or anti-messages about tobacco, alcohol and drugs</td>
<td>planning/organizing, teamwork</td>
</tr>
<tr>
<td>14</td>
<td>HR! Celebration Beginner, 6C</td>
<td>60 min</td>
<td>• Celebrate their commitment to make healthy choices related to tobacco, alcohol, and drugs</td>
<td>sharing, healthy life choices</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Encourage others to adopt healthy choices related to tobacco, alcohol and drugs.</td>
<td></td>
</tr>
</tbody>
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- Chalkboard or flipchart
- Chalk or markers
- Pens or pencils
- Extra-wide straws - one per participant
- Regular size straws - one per participant
- Straw-type coffee stirrer - one per participant
- Clock or watch with second hand
- Poster board or butcher paper
- Bandanas or cloth to tie legs together – one for each pair of participants
- Colored dot stickers
- Large balloon for each group of 3-5 participants
- Round 9” balloons – 2-4 per participant
- Permanent makers
- 1-2 reams plain paper
- Varying lengths and colors of construction paper strips – at least 10 per participant
- Glue sticks
- Crayons, colored pencils, or makers
- Game pieces – one per participant (coins, beans, scraps of paper etc.)
- Magazines, newspapers, any print media that might contain information related to tobacco, alcohol, or drugs
- Video camera (optional)
- Construction paper of many colors
- Scissors
- Large poster boards – several for group
<table>
<thead>
<tr>
<th>Week</th>
<th>Lesson</th>
<th>Time</th>
<th>Objectives</th>
<th>Life Skills</th>
</tr>
</thead>
</table>
| 1    | Did You Know?              | 45 min | • Learn actual numbers of peers who are using any drug illegally.  
• Learn the health and cosmetic effects of using drugs.  
• Describe specific health risks associated with using. | healthy life choices, analyzing information, teamwork |
| 2    | The Cycle of Addiction     | 30 min | • Understand about addictions.  
• Experience how addictions might feel. | healthy life choices, analyzing information, self-responsibility, |
| 3    | Is It Worth the Risk?      | 45 min | • Learn about the health and cosmetic effects of using drugs.  
• Describe specific health risk associated with using tobacco, alcohol or other drugs.  
• Experience how smoking affects lung capacity. | healthy life choices, consequences of actions, using scientific method |
| 4    | I Can Do It                | 45 min | • Understand self-efficacy and how it affects choices regarding healthy behaviors.  
• Understand the effect that self-efficacy has on attitudes and motivation.  
• Gain and use skills that build and maintain self-efficacy. | healthy life choices, self-responsibility, self-motivation |
| 5    | All Stressed Out!          | 45 min | • Identify sources of stress in their lives.  
• Learn ways to manage stress positively. | healthy life choices, self-responsibility, stress management |
| 6    | Be a Stress Buster         | 45 min | • Learn ways to manage stress positively.  
• Implement options for relieving stress. | healthy life choices, self-responsibility, stress management |
| 7    | Making Informed Decisions  | 45 min | • Learn decision-making steps.  
• Identify options when a decision needs to be made.  
• Use decision-making skills. | decision making, problem solving |
| 8    | Will It Make a Difference? | 45 min | • Choose the healthy option when making a decision.  
• Use decision-making skills. | decision making, problem solving, goal setting |
| 9    | Who Says It's Normal       | 45 min | • Understand the way family, peers, and culture influence their decisions. | self-responsibility, healthy life choices |
| 10   | Learning to Say “NO”       | 45 min | • Demonstrate verbal and non-verbal refusal skills to avoid tobacco, alcohol, and drugs. | communication, resistance, self-discipline |
| 11   | It's More Than Just The    | 60 min | • Identify and share ways that media influences healthy behaviors.  
• Identify how media and technology influence thoughts, feelings, and healthy choices. | critical thinking, managing feelings |
|      | Advertising                |      |                                                                                                                                          |                                                  |
| 12   | Watch For The Signs        | 60 min | • Recognize the signs and symptoms of tobacco, alcohol, or other drug use. | concern for others, communication |
| 13   | Sharing What I Know        | 60 min | • Promote healthy choices; encourage others to adopt healthy behaviors; demonstrate how to influence others with a positive message about tobacco, alcohol, and other drugs. | sharing, healthy life choices |
All supplies listed are those needed in addition to any printouts from the Health Rocks! curriculum CD.

- Tape
- Chalkboard or flipchart
- Chalk or markers
- Large bag of potato chips (or another snack food such as chocolate or tortilla chips)
- Pens or pencils
- Paper plates – at least 2 per participant
- String or yarn
- Paper punch
- Glass measuring cup
- Jar of molasses
- Cotton swabs
- Paper towels
- Stopwatch or clock with second hand
- Radio or TV (optional)
- Small balloons – at least three per participant
- Permanent makers
- 1-2 reams plain paper
- Crayons, colored pencils, or makers
- 3-4 different bags you can’t see through (ex. a gift bag, a large grocery bag, a plastic shopping bag, and a canvas bag)
- Items of various weights for each bag (ex. juice box, dollar bill, pad of sticky notes, heavy book)
- 3”x 5” index cards – 5 per participant
- Funnel (several if possible)
- Rice, cornmeal, or fine sand for filling balloons
- Newspaper
- Stress ball (already made)
- Computer with internet (if possible)
- Bowl, box, hat, or container to draw cards from
- Computer with PowerPoint and LDC projector (if available)
- Scissors
Implementing *Health Rocks!* In-School
Best Practices for Implementation in an In-School Setting

*Health Rocks!* has been utilized across the United States since 2010, reaching over 250,000 youth. Stemming from the experiences of successful Health Rocks! programs, below is a collection of best practices for locally implementing *Health Rocks!* in an in-school setting. Many of these suggestions can be used to assist in starting a new program or can be incorporated into existing programs.

✓ **Delivery Mode**
  - Partner with specific teachers (health, PE, homeroom, etc.)
  - Offer as the school’s alcohol, tobacco, and drug prevention program
  - Incorporate into the school curriculum through the district or state level

✓ **Reaching 10 hours of teaching contact**
  - Incorporate into existing curriculum
  - Provide incentives to teachers ONLY after total hours, including evaluation, are completed

✓ **Incorporating youth and adults as partners**
  - Eliminate excuses for not participating
  - Utilize high school youth to teach during school hours as part of another class
  - Offer community service hours for high school or college aged youth who teach

✓ **Promotion and Marketing**
  - Back-to-school nights
  - School newsletters, websites, social media
  - Administrator/teacher email
  - Direct contact with school administration
  - Pull-up banners, table throws, Health Rocks! badges
  - Youth interviews
  - Media packets – i.e. press release, brochure, impact report
  - In-school competitions to showcase student learning

✓ **Incentives**
  - Kits to teachers with lesson materials
  - For students – small prizes at conclusion of program (key-chains, stickers, stress balls, badges, etc.)

✓ **Partner Inclusion**
  - Share key webinars
  - Provide necessary training during in-service hours
  - Offer continuing education hours for teachers completing training
  - Recognition at celebration events
  - Maintain regular (not intrusive) contact
  - Communicate impacts and successes with administration

✓ **Partner Accountability**
  - Mini-grants – half of money comes at beginning, half at end
  - Memorandums of Understanding (examples can be found on my4-H.org)
  - Frequent contact with teachers and administrators
  - Identify school benefits
  - Create a schedule that each partner/organization agrees on (serves as a guide for the program and an unofficial MOU)
  - Provide a course outline including specific lessons, objectives, etc.
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<tbody>
<tr>
<td>1</td>
<td>Is That A Fact? Beginner 1A</td>
<td>30 min</td>
<td>• Learn actual numbers of peers who are using any drug illegally.</td>
<td>healthy life choices</td>
</tr>
<tr>
<td></td>
<td>Is It Legal or Illegal? Beginner 1B</td>
<td>30 min</td>
<td>• Identify harmful versus helpful drugs and legal versus illegal drugs.</td>
<td>healthy life choices</td>
</tr>
<tr>
<td>2</td>
<td>Take A Deep Breath Beginner 1C</td>
<td>30 min</td>
<td>• Learn about the health and cosmetic effects of using drugs.</td>
<td>healthy life choices</td>
</tr>
<tr>
<td>3</td>
<td>Should I or Shouldn’t I? Beginner 2A</td>
<td>45 min</td>
<td>• Learn decision-making steps. • Identify options when a decision needs to be made.</td>
<td>decision making, problem solving</td>
</tr>
<tr>
<td></td>
<td>Don’t Get Dragged Down Beginner 2B</td>
<td>30 min (begin at step 5)</td>
<td>• Predict consequences of each option • Choose healthy options when making a decision.</td>
<td>problem solving decision making</td>
</tr>
<tr>
<td>4</td>
<td>The Chains That Bind Beginner 3B</td>
<td>45-60 min</td>
<td>• Identify sources of stress in their lives. • Learn ways to manage stress positively. • Implement options for relieving stress. • Help others overcome stress in healthy ways.</td>
<td>stress management</td>
</tr>
<tr>
<td>5</td>
<td>Circle of Friends Beginner 4A</td>
<td>45 min</td>
<td>• Increase their awareness of why people use tobacco, alcohol and drugs.</td>
<td>social skills, healthy life choices</td>
</tr>
<tr>
<td></td>
<td>How To Say “NO” Beginner 4C</td>
<td>30 min</td>
<td>• Demonstrate verbal and non-verbal refusal skills to avoid tobacco, alcohol, and drugs.</td>
<td>communication, social skills</td>
</tr>
<tr>
<td>6</td>
<td>The Choices That Matter Beginner 4D</td>
<td>45 min</td>
<td>• Identify and describe how family, peers, and others influence choices. • Identify good and bad choices and the consequences associated with those choices.</td>
<td>consequences of actions, healthy life choices</td>
</tr>
<tr>
<td>7</td>
<td>Messages In Our Community Beginner 5A</td>
<td>45 min</td>
<td>• Identify and share ways that media influences healthy behaviors.</td>
<td>critical thinking, social responsibility information gathering</td>
</tr>
<tr>
<td>8</td>
<td>What are the Messages in My Community? Beginner 5B</td>
<td>45 min</td>
<td>• Identify how media and technology influence thoughts, feelings, and healthy choices.</td>
<td>communication, critical thinking</td>
</tr>
<tr>
<td>9</td>
<td>Lights! Camera! Action! Beginner 5C</td>
<td>60 min</td>
<td>• Demonstrate and express opposing or anti-messages about tobacco, alcohol and drugs</td>
<td>planning/organizing, teamwork</td>
</tr>
<tr>
<td>10</td>
<td>Sharing it with the Community Beginner 6A</td>
<td>45 min (may vary depending on activity selected)</td>
<td>• Promote healthy choices related to tobacco, alcohol, and drugs. • Encourage others to adopt healthy behaviors related to tobacco, alcohol, and drugs.</td>
<td>responsible citizenship social responsibility teamwork concern for others</td>
</tr>
</tbody>
</table>
Beginner Level Supply List: 2-Week Unit

All supplies listed are those needed in addition to any printouts from the Health Rocks! curriculum CD.

Tape
Flipchart or chalkboard
Markers or chalk
Pencils
Crayons or markers
Glue sticks
Colored dot stickers
Yarn or string
Extra-wide straws - one per participant
Regular size straws - one per participant
Straw-type coffee stirrer - one per participant
Clock or watch with second hand
Poster board or butcher paper
Plain paper - 1-2 reams
Card stock – 1 ream
Varying lengths and colors of construction paper strips – at least 10 per participant
Wire clothes hanger
Paper punch
Medium round balloons – one per participant
Game board pieces (coins, beans, scraps of paper, etc.) - one for each participant
Magazines, newspapers or other print media containing information related to tobacco, alcohol, or drugs
Scissors
Video camera to record commercials (optional)
Computer to produce PowerPoint commercial or ad (optional)
<table>
<thead>
<tr>
<th>Week</th>
<th>Lesson</th>
<th>Time</th>
<th>Objectives</th>
<th>Life Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Is That A Fact? Beginner 1A</td>
<td>30 min</td>
<td>• Learn actual numbers of peers who are using any drug illegally.</td>
<td>healthy life choices</td>
</tr>
<tr>
<td></td>
<td>Is It Legal or Illegal? Beginner 1B</td>
<td>30 min</td>
<td>• Identify harmful versus helpful drugs and legal versus illegal drugs.</td>
<td>healthy life choices</td>
</tr>
<tr>
<td></td>
<td>Take A Deep Breath Beginner 1C</td>
<td>30 min</td>
<td>• Learn about the health and cosmetic effects of using drugs.</td>
<td>healthy life choices</td>
</tr>
<tr>
<td>2</td>
<td>Should I or Shouldn’t I? Beginner 2A</td>
<td>45 min</td>
<td>• Learn decision-making steps. • Identify options when a decision needs to be made.</td>
<td>decision making, problem solving</td>
</tr>
<tr>
<td></td>
<td>Don’t Get Dragged Down Beginner 2B</td>
<td>60 min</td>
<td>• Predict consequences of each option • Choose healthy options when making a decision.</td>
<td>problem solving, decision making</td>
</tr>
<tr>
<td></td>
<td>Let Your Head Rule Beginner 2C</td>
<td>45 min</td>
<td>• Use decision-making skills. • Identify how emotions affect decision making.</td>
<td>critical thinking, managing feelings, decision making</td>
</tr>
<tr>
<td>3</td>
<td>Keeping it All Together Beginner 3A</td>
<td>30 min</td>
<td>• Identify sources of stress in their lives.</td>
<td>stress management, concern for others, teamwork</td>
</tr>
<tr>
<td></td>
<td>The Chains That Bind Beginner 3B</td>
<td>45-60 min</td>
<td>• Identify sources of stress in their lives. • Learn ways to manage stress positively. • Implement options for relieving stress. • Help others overcome stress in healthy ways.</td>
<td>stress management</td>
</tr>
<tr>
<td>4</td>
<td>Circle of Friends Beginner 4A</td>
<td>45 min</td>
<td>• Increase their awareness of why people use tobacco, alcohol and drugs.</td>
<td>social skills, healthy life choices</td>
</tr>
<tr>
<td></td>
<td>How To Say “NO” Beginner 4C</td>
<td>30 min</td>
<td>• Demonstrate verbal and non-verbal refusal skills to avoid tobacco, alcohol, and drugs.</td>
<td>communication, social skills</td>
</tr>
<tr>
<td></td>
<td>The Choices That Matter Beginner 4D</td>
<td>45 min</td>
<td>• Identify and describe how family, peers, and others influence choices. • Identify good and bad choices and the consequences associated with those choices.</td>
<td>consequences of actions, healthy life choices</td>
</tr>
<tr>
<td>5</td>
<td>Messages In Our Community Beginner 5A</td>
<td>45 min</td>
<td>• Identify and share ways that media influences healthy behaviors.</td>
<td>critical thinking, social responsibility, information gathering</td>
</tr>
<tr>
<td></td>
<td>What are the Messages in My Community? Beginner 5B</td>
<td>45 min</td>
<td>• Identify how media and technology influence thoughts, feelings, and healthy choices.</td>
<td>communication, critical thinking</td>
</tr>
<tr>
<td></td>
<td>Lights! Camera! Action! Beginner 5C</td>
<td>60 min</td>
<td>• Demonstrate and express opposing or anti-messages about tobacco, alcohol and drugs</td>
<td>planning/organizing, teamwork</td>
</tr>
<tr>
<td>6</td>
<td>Sharing it with the Community Beginner 6A</td>
<td>varies based on activity selected</td>
<td>• Promote healthy choices related to tobacco, alcohol, and drugs. • Encourage others to adopt healthy behaviors related to tobacco, alcohol, and drugs.</td>
<td>responsible citizenship, social responsibility, teamwork, concern for others</td>
</tr>
</tbody>
</table>
All supplies listed are those needed in addition to any printouts from the *Health Rocks!* curriculum CD.

Tape  
Flipchart or chalkboard  
Markers or chalk  
Pencils  
Crayons or markers  
Permanent markers  
Glue sticks  
Colored dot stickers  
Yarn or string  
Extra-wide straws - one per participant  
Regular size straws - one per participant  
Straw-type coffee stirrer - one per participant  
Clock or watch with second hand  
Poster board or butcher paper  
Construction paper  
Plain paper - 1-2 reams  
Card stock – 1 ream  
Varying lengths and colors of construction paper strips – at least 10 per participant  
Wire clothes hangers- one per participant  
Paper punch  
Large round balloons – At least 3 per participant  
Medium round balloons – 2-4 per participant  
Game board pieces (coins, beans, scraps of paper, etc.) - one for each participant  
Magazines, newspapers or other print media containing information related to tobacco, alcohol, or drugs  
Scissors  
Video camera to record commercials (optional)  
Computer to produce PowerPoint commercial or ad (optional)
<table>
<thead>
<tr>
<th>Week</th>
<th>Lesson</th>
<th>Time</th>
<th>Objectives</th>
<th>Life Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Is That A Fact? Beginner 1A</td>
<td>30 min</td>
<td>• Learn actual numbers of peers who are using any drug illegally.</td>
<td>healthy life choices</td>
</tr>
<tr>
<td></td>
<td>Is It Legal or Illegal? Beginner 1B</td>
<td>30 min</td>
<td>• Identify harmful versus helpful drugs and legal versus illegal drugs.</td>
<td>healthy life choices</td>
</tr>
<tr>
<td>2</td>
<td>Take A Deep Breath Beginner 1C</td>
<td>30 min</td>
<td>• Learn about the health and cosmetic effects of using drugs.</td>
<td>healthy life choices</td>
</tr>
<tr>
<td></td>
<td>Running Free Beginner 1E</td>
<td>30 min</td>
<td>• Understand addictions.</td>
<td>healthy life choices</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Experience how addictions might feel.</td>
<td>analyzing information</td>
</tr>
<tr>
<td>3</td>
<td>Should I or Shouldn’t I? Beginner 2A</td>
<td>45 min</td>
<td>• Learn decision-making steps.</td>
<td>decision making</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Identify options when a decision needs to be made.</td>
<td>problem solving</td>
</tr>
<tr>
<td>4</td>
<td>Don’t Get Dragged Down Beginner 2B</td>
<td>60 min</td>
<td>• Predict consequences of each option</td>
<td>problem solving</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Choose healthy options when making a decision.</td>
<td>decision making</td>
</tr>
<tr>
<td>5</td>
<td>Let Your Head Rule Beginner 2C</td>
<td>45 min</td>
<td>• Use decision-making skills.</td>
<td>critical thinking</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Use decision-making skills.</td>
<td>managing feelings</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Identify how emotions affect decision making.</td>
<td>decision making</td>
</tr>
<tr>
<td>6</td>
<td>Putting it All Together Beginner 2D</td>
<td>45 min</td>
<td>• Use decision-making skills.</td>
<td>critical thinking</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Identify how emotions affect decision making.</td>
<td>decision making</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Use decision-making skills.</td>
<td>problem solving</td>
</tr>
<tr>
<td>7</td>
<td>Keeping it All Together</td>
<td>30 min</td>
<td>• Identify sources of stress in their lives.</td>
<td>stress management</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>concern for others</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>teamwork</td>
</tr>
<tr>
<td>8</td>
<td>The Chains That Bind Beginner 3B</td>
<td>45-60 min</td>
<td>• Identify sources of stress in their lives.</td>
<td>stress management</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Learn ways to manage stress positively.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Implement options for relieving stress.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Help others overcome stress in healthy ways.</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Circle of Friends Beginner 4A</td>
<td>45 min</td>
<td>• Increase their awareness of why people use tobacco, alcohol and drugs.</td>
<td>social skills</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>healthy life choices</td>
</tr>
<tr>
<td></td>
<td>How To Say “NO” Beginner 4C</td>
<td>30 min</td>
<td>• Demonstrate verbal and non-verbal refusal skills to avoid tobacco, alcohol, and drugs.</td>
<td>communication, social skills</td>
</tr>
<tr>
<td>10</td>
<td>The Choices That Matter Beginner 4D</td>
<td>45 min</td>
<td>• Identify and describe how family, peers, and others influence choices.</td>
<td>consequences of actions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Identify good and bad choices and the consequences associated with those choices.</td>
<td>healthy life choices</td>
</tr>
<tr>
<td>11</td>
<td>Messages In Our Community Beginner 5A</td>
<td>45 min</td>
<td>• Identify and share ways that media influences healthy behaviors.</td>
<td>critical thinking</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>social responsibility</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>information gathering</td>
</tr>
<tr>
<td>12</td>
<td>What are the Messages in My Community? Beginner 5B</td>
<td>45 min</td>
<td>• Identify how media and technology influence thoughts, feelings, and healthy choices.</td>
<td>communication, critical thinking</td>
</tr>
<tr>
<td>13</td>
<td>Lights! Camera! Action! Beginner 5C</td>
<td>60 min</td>
<td>• Demonstrate and express opposing or anti-messages about tobacco, alcohol and drugs.</td>
<td>planning/organizing, teamwork</td>
</tr>
<tr>
<td>14</td>
<td>Sharing it with the Community Beginner 6A</td>
<td>may vary based on activity selected</td>
<td>• Promote healthy choices related to tobacco, alcohol, and drugs.</td>
<td>responsible citizenship,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Encourage others to adopt healthy behaviors related to tobacco, alcohol, and drugs.</td>
<td>social responsibility,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>teamwork, concern for others</td>
</tr>
<tr>
<td>15</td>
<td>The Best I Can Be Beginner 6B</td>
<td>45 min</td>
<td>• Pledge to adopt a personal drug-free life.</td>
<td>self-responsibility, goal setting,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>planning/organizing</td>
</tr>
</tbody>
</table>
Beginner Level Supply List: Semester (15 week) Unit

All supplies listed are those needed in addition to any printouts from the Health Rocks! curriculum CD.

Tape
Flipchart or chalkboard
Markers or chalk
Pencils
Crayons or markers
Permanent markers
Glue sticks
Colored dot stickers
Yarn or string
Extra-wide straws - one per participant
Regular size straws - one per participant
Straw-type coffee stirrer - one per participant
Clock or watch with second hand
Poster board or butcher paper
Construction paper
Plain paper - 1-2 reams
Card stock – 1 ream
Varying lengths and colors of construction paper strips – at least 10 per participant
Bandanas or cloth (one for each pair of participants
Wire clothes hangers
Paper punch
Large round balloons – At least 3 per participant
Medium round balloons – 2-4 per participant
Game board pieces (coins, beans, scraps of paper, etc.) - one for each participant
Magazines, newspapers or other print media containing information related to tobacco, alcohol, or drugs
Scissors
Video camera to record commercials (optional)
Computer to produce PowerPoint commercial or ad (optional)
<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson</th>
<th>Time</th>
<th>Objectives</th>
<th>Life Skills</th>
</tr>
</thead>
</table>
| 1   | Did You Know?  
*Intermediate 1A* | 45 min | - Learn actual numbers of peers who are using any drug illegally.  
- Learn the health and cosmetic effects of using drugs.  
- Describe specific health risks associated with using. | healthy life choices, analyzing information, teamwork |
| 2   | Is It Worth the Risk?  
*Intermediate 1C* | 45 min | - Learn about the health and cosmetic effects of using drugs.  
- Describe specific health risk associated with using tobacco, alcohol or other drugs.  
- Experience how smoking affects lung capacity. | healthy life choices, consequences of actions, using scientific method |
| 3   | I Can Do It  
*Intermediate 2A* | 45 min | - Understand self-efficacy and how it affects choices regarding healthy behaviors.  
- Understand the effect that self-efficacy has on attitudes and motivation.  
- Gain and use skills that build and maintain self-efficacy. | healthy life choices, self-responsibility, self-motivation |
| 4   | All Stressed Out!  
*Intermediate 2C* | 45 min | - Identify sources of stress in their lives.  
- Learn ways to manage stress positively. | healthy life choices, self-responsibility, stress management |
| 5   | Who’s Making the Decisions  
*Intermediate 3A* | 45 min | - Learn decision-making steps.  
- Identify options when a decision needs to be made. | decision making, problem solving |
| 6   | Decisions, Decisions, Decisions  
*Intermediate 3C* | 45 min | - Identify options when a decision needs to be made.  
- Predict consequences of each option.  
- Choose the healthy option when making a decision.  
- Use decision-making skills. | decision making, problem solving |
| 7   | Which Way Do I Go?  
*Intermediate 4A* | 30 min | - Understand the way family, peers, and culture influence their decisions. | self-responsibility, healthy life choices |
| 8   | What Do I Believe?  
*Intermediate 4C* | 30 min | - Understand the way family, peers, and culture influence their decisions. | self-responsibility, healthy life choices |
| 9   | It’s More Than Just The Advertising  
*Intermediate 6C* | 60 min | - Identify and share ways that media influences healthy behaviors.  
- Identify how media and technology influence thoughts, feelings, and healthy choices. | critical thinking, managing feelings |
| 10  | Watch For The Signs  
*Intermediate, 7A* | 60 min | - Recognize the signs and symptoms of tobacco, alcohol, or other drug use. | concern for others, communication |
| 11  | Sharing What I Know  
*Intermediate 8A* | 60 min | - Promote healthy choices; encourage others to adopt healthy behaviors; demonstrate how to influence others with a positive message about tobacco, alcohol, and other drugs. | sharing, healthy life choices |
All supplies listed are those needed in addition to any printouts from the *Health Rocks!* curriculum CD.

- Chalkboard or flipchart
- Chalk or markers
- Pencils or pens
- Tape
- Crayons, colored pencils, colored markers
- Scissors
- Glass measuring cup
- Jar of molasses
- Cotton swabs
- Paper towels
- 1-2 Reams plain paper
- Stopwatch or clock with second hand
- Radio or TV (optional)
- Small balloons – 1 per participant
- Green, yellow, and red sticker dots
- Bowl, box, hat, or container to draw from
- Poster board – one piece for every 2-3 participants
- Large soda straws (optional)
- Beach ball or big balloon
- Computer with internet (if possible)
<table>
<thead>
<tr>
<th>Week</th>
<th>Lesson</th>
<th>Time</th>
<th>Objectives</th>
<th>Life Skills</th>
</tr>
</thead>
</table>
| 1    | Did You Know? Intermediate 1A | 45 min | • Learn actual numbers of peers who are using any drug illegally.  
• Learn the health and cosmetic effects of using drugs.  
• Describe specific health risks associated with using. | healthy life choices, analyzing information, teamwork |
|      | The Cycle of Addiction Intermediate 1B | 30 min | • Understand about addictions.  
• Experience how addictions might feel. | healthy life choices, analyzing information, self-responsibility, |
|      | Is It Worth the Risk? Intermediate 1C | 45 min | • Learn about the health and cosmetic effects of using drugs.  
• Describe specific health risk associated with using tobacco, alcohol or other drugs.  
• Experience how smoking affects lung capacity. | healthy life choices, consequences of actions, using scientific method |
| 2    | I Can Do It Intermediate 2A | 45 min | • Understand self-efficacy and how it affects choices regarding healthy behaviors.  
• Understand the effect that self-efficacy has on attitudes and motivation.  
• Gain and use skills that build and maintain self-efficacy. | healthy life choices, self-responsibility, self-motivation |
|      | All Stressed Out! Intermediate 2C | 45 min | • Identify sources of stress in their lives.  
• Learn ways to manage stress positively. | healthy life choices, self-responsibility, stress management |
|      | Be a Stress Buster Intermediate 2D | 45 min | • Learn ways to manage stress positively.  
• Implement options for relieving stress. | healthy life choices, self-responsibility, stress management |
| 3    | Who’s Making the Decisions Intermediate 3A | 45 min | • Learn decision-making steps.  
• Identify options when a decision needs to be made. | decision making, problem solving |
|      | Decisions, Decisions, Decisions Intermediate 3C | 45 min | • Identify options when a decision needs to be made.  
• Predict consequences of each option.  
• Choose the healthy option when making a decision.  
• Use decision-making skills. | decision making, problem solving |
|      | Will It Make a Difference? Intermediate 3D | 45 min | • Choose the healthy option when making a decision.  
• Use decision-making skills. | decision making, problem solving, goal setting |
| 4    | Which Way do I Go? Intermediate 4A | 30 min | • Understand the way family, peers, and culture influence their decisions. | self-responsibility, healthy life choices |
|      | What Do I Believe? Intermediate 4C | 30 min | • Understand the way family, peers, and culture influence their decisions. | self-responsibility, healthy life choices |
|      | That’s How I Feel Intermediate 5A | 30 min | • Increase awareness of why people use tobacco, alcohol, and other drugs.  
• Identify and describe how family and peers influence choices.  
• Identify how emotions affect decision making | decision making, managing feelings, resistance |
<p>|      | Learning to Say “NO” Intermediate 5B | 30 min | • Demonstrate verbal and non-verbal refusal skills to avoid tobacco, alcohol, and drugs. | communication, resistance, self-discipline |</p>
<table>
<thead>
<tr>
<th></th>
<th>Activity</th>
<th>Grade</th>
<th>Duration</th>
<th>Objectives</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Who’s in Control? Intermediate 6A</td>
<td></td>
<td>45 min</td>
<td>• Identify and share ways that media influences healthy behaviors.</td>
<td>critical thinking, managing feelings, resistance</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Identify how media and technology influence thoughts, feelings, and healthy choices.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>It’s More Than Just The Advertising Intermediate 6C</td>
<td></td>
<td>60 min</td>
<td>• Identify and share ways that media influences healthy behaviors.</td>
<td>critical thinking, managing feelings</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Identify how media and technology influence thoughts, feelings, and healthy choices.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>You Be the Advertiser Intermediate 6D</td>
<td></td>
<td>45 min</td>
<td>• Demonstrate and practice skills leading to media literacy.</td>
<td>communication, planning/organizing, teamwork.</td>
</tr>
<tr>
<td>6</td>
<td>Watch For The Signs Intermediate, 7A</td>
<td></td>
<td>60 min</td>
<td>• Recognize the signs and symptoms of tobacco, alcohol, or other drug use.</td>
<td>concern for others, communication</td>
</tr>
<tr>
<td>6</td>
<td>Sharing What I Know Intermediate 8A</td>
<td></td>
<td>60 min</td>
<td>• Promote healthy choices.</td>
<td>sharing, healthy life choices</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Encourage others to adopt healthy behaviors.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Demonstrate how to influence others with a positive message about tobacco, alcohol, and other drugs.</td>
<td></td>
</tr>
</tbody>
</table>
Intermediate Level Supply List: Half-Semester (5-6 week) Unit

All supplies listed are those needed in addition to any printouts from the Health Rocks! curriculum CD.

- Chalkboard or flipchart
- Chalk or markers
- Bag of potato chips (or other snack food such as chocolate or tortilla chips)
- Pencils or pens
- Tape
- Paper plates (8” or 9”) - at least 2 per participant
- Crayons, colored pencils, colored markers
- String or yarn
- Scissors
- Paper punch
- Glass measuring cup
- Jar of molasses
- Cotton swabs
- Paper towels
- 1-2 Reams plain paper
- Stopwatch or clock with second hand
- Radio or TV (optional)
- Small balloons – 3 per participant
- Funnel (several if available)
- Rice, cornmeal, or fine sand for filling balloons
- Newspaper
- Permanent markers
- Stress balls - already made
- Green, yellow, and red sticker dots
- Bowl, box, hat, or container to draw from
- 3”x 5” index cards – 5 per participant
- Magazine and newspaper advertisements
- Computers with internet access (if possible)
- Poster board – one piece for every 2-3 participants
- Large soda straws (optional)
- Beach ball or big balloon
<table>
<thead>
<tr>
<th>Week</th>
<th>Lesson</th>
<th>Time</th>
<th>Objectives</th>
<th>Life Skills</th>
</tr>
</thead>
</table>
| 1    | Did You Know? Intermediate 1A | 30 min | • Learn actual numbers of peers who are using any drug illegally.  
• Learn the health and cosmetic effects of using drugs.  
• Describe specific health risks associated with using. | healthy life choices, analyzing information, teamwork |
|      | The Cycle of Addiction Intermediate 1B | 30 min | • Understand about addictions.  
• Experience how addictions might feel. | healthy life choices, analyzing information, self-responsibility, |
| 2    | Is It Worth the Risk? Intermediate 1C | 45 min | • Learn about the health and cosmetic effects of using drugs.  
• Describe specific health risk associated with using tobacco, alcohol or other drugs.  
• Experience how smoking affects lung capacity. | healthy life choices, consequences of actions, using scientific method |
| 3    | I Can Do It Intermediate 2A | 30 min | • Understand self-efficacy and how it affects choices regarding healthy behaviors.  
• Understand the effect that self-efficacy has on attitudes and motivation.  
• Gain and use skills that build and maintain self-efficacy. | healthy life choices, self-responsibility, self-motivation |
|      | Be My Hero Intermediate 2B | 30 min | • Understand self-efficacy and how it affects choices regarding healthy behaviors.  
• Gain and use skills that build and maintain self-efficacy. | healthy life choices, self-esteems, self-efficacy |
| 4    | All Stressed Out! Intermediate 2C | 30 min | • Identify sources of stress in their lives.  
• Learn ways to manage stress positively. | healthy life choices, self-responsibility, stress management |
|      | Be a Stress Buster Intermediate 2D | 30 min | • Learn ways to manage stress positively.  
• Implement options for relieving stress. | healthy life choices, self-responsibility, stress management |
| 5    | Who’s Making the Decisions Intermediate 3A | 45 min | • Learn decision-making steps.  
• Identify options when a decision needs to be made. | decision making, problem solving |
| 6    | Making Informed Decisions Intermediate 3B | 45 min | • Learn the decision-making steps.  
• Identify options when a decision needs to be made.  
• Use decision-making skills. | decision-making, problem solving, information gathering |
| 7    | Decisions, Decisions, Decisions Intermediate 3C | 45 min | • Identify options when a decision needs to be made.  
• Predict consequences of each option.  
• Choose the healthy option when making a decision.  
• Use decision-making skills. | decision making, problem solving |
| 8    | Will It Make a Difference? Intermediate 3D | 45 min | • Choose the healthy option when making a decision.  
• Use decision-making skills. | decision making, problem solving, goal setting |
<p>| 9    | Which Way do I Go? Intermediate 4A | 30 min | • Understand the way family, peers, and culture influence their decisions. | self-responsibility, healthy life choices |
|      | What Do I Believe? Intermediate 4C | 30 min | • Understand the way family, peers, and culture influence their decisions. | self-responsibility, healthy life choices |</p>
<table>
<thead>
<tr>
<th></th>
<th>Title</th>
<th>Duration</th>
<th>Objectives</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>That’s How I Feel&lt;br&gt;Intermediate 5A</td>
<td>30 min</td>
<td>• Increase awareness of why people use tobacco, alcohol, and other drugs.</td>
<td>decision making, managing feelings, resistance</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Identify and describe how family and peers influence choices.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Identify how emotions affect decision making</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Learning to Say “NO”&lt;br&gt;Intermediate 5B</td>
<td>30 min</td>
<td>• Demonstrate verbal and non-verbal refusal skills to avoid tobacco, alcohol, and drugs.</td>
<td>communication, resistance, self-discipline</td>
</tr>
<tr>
<td>12</td>
<td>Who’s in Control?&lt;br&gt;Intermediate 6A</td>
<td>45 min</td>
<td>• Identify and share ways that media influences healthy behaviors.</td>
<td>critical thinking, managing feelings, resistance</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Identify how media and technology influence thoughts, feelings, and healthy choices.</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>It’s More Than Just The Advertising&lt;br&gt;Intermediate 6C</td>
<td>60 min</td>
<td>• Identify and share ways that media influences healthy behaviors.</td>
<td>critical thinking, managing feelings</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Identify how media and technology influence thoughts, feelings, and healthy choices.</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>You Be the Advertiser&lt;br&gt;Intermediate 6D</td>
<td>45 min</td>
<td>• Demonstrate and practice skills leading to media literacy.</td>
<td>communication, planning/organizing, teamwork.</td>
</tr>
<tr>
<td>15</td>
<td>Sharing What I Know&lt;br&gt;Intermediate 8A</td>
<td>60 min</td>
<td>• Promote healthy choices.</td>
<td>sharing, healthy life choices</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Encourage others to adopt healthy behaviors.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Demonstrate how to influence others with a positive message about tobacco, alcohol, and other drugs.</td>
<td></td>
</tr>
</tbody>
</table>
Intermediate Level Supply List: Semester (15 week) Unit

All supplies listed are those needed in addition to any printouts from the *Health Rocks!* curriculum CD.

- Chalkboard or flipchart
- Chalk or markers
- Bag of potato chips (or other snack food such as chocolate or tortilla chips)
- Pencils or pens
- Tape
- Paper plates (8” or 9”) - at least 2 per participant
- Crayons, colored pencils, colored markers
- String or yarn
- Scissors
- Paper punch
- Glass measuring cup
- Jar of molasses
- Cotton swabs
- Paper towels
- 1-2 Reams plain paper
- Stopwatch or clock with second hand
- Radio or TV (optional)
- Small balloons – 3 per participant
- Funnel (several if available)
- Rice, cornmeal, or fine sand for filling balloons
- Newspaper
- Permanent markers
- Stress balls - already made
- Green, yellow, and red sticker dots
- 3-4 different bags you can’t see through (ex. a gift bag, a large grocery bag, a plastic shopping bag, and a canvas bag)
- Items of various weights for each bag (ex. juice box, dollar bill, pad of sticky notes, heavy book)
- Bowl, box, hat, or container to draw from
- 3”x 5” index cards – at least 6 per participant
- Magazine and newspaper advertisements
- Computers with internet access (if possible)
- Poster board – one piece for every 2-3 participants
- Large soda straws (optional)
- Beach ball or big balloon
Implementing Health Rocks! in Camps
Health Rocks! has been utilized across the United States since 2010, reaching over 250,000 youth. Stemming from the experiences of successful Health Rocks! programs, below is a collection of best practices for locally implementing Health Rocks! in afterschool. Many of these suggestions can be used to assist in starting a new program or can be incorporated into existing programs.

✓ **Delivery Mode**
  - Partner with other healthy living themed camps
  - Utilize existing camping programs

✓ **Reaching 10 hours of teaching contact**
  - Incorporate into existing camp activities
  - Build in small segments of lessons throughout traditional camp activities
  - Provide incentives ONLY after total hours, including evaluation, are completed

✓ **Incorporating youth and adults as partners**
  - Allow camp staff to take responsibility for sessions
  - Permit camp staff put their own spin on lessons to increase interest and buy-in of the program

✓ **Promotion and Marketing**
  - Utilize available camp marketing pieces
  - Email/Websites
  - Direct contact with youth camping programs
  - Pull-up banners, table throws, Health Rocks! badges
  - Provide specific Health Rocks! in camps program outline to camp directors
  - T-shirts to camp directors and staff to wear during camp

✓ **Incentives**
  - Funding to purchase supplies for lesson materials
  - Money to camping programs for reaching certain number of youth
  - Equipment for camping sites
  - For campers – fun camp themed items

✓ **Partner Inclusion**
  - Provide necessary training
  - Work with camp directors to prepare necessary resources to help make Health Rocks! work in camps (i.e. lesson modifications)
  - Recognition at celebration events
  - Maintain regular (not intrusive) contact

✓ **Partner Accountability**
  - Mini-grants – half of money comes at beginning, half following camp completion
  - Memorandums of Understanding (examples can be found on my4-H.org)
  - Frequent contact
  - Identify partner benefits
  - Provide a course outline including objectives, etc.
### 3-Day Camp Syllabus – Beginning and Intermediate Levels (ages 8-14)

<table>
<thead>
<tr>
<th>Daily Session/Topic</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session 1</strong></td>
<td>Did You Know? Intermediate 1A</td>
<td>Take A Deep Breath Beginner 1C</td>
<td>Running Free Beginner 1E</td>
</tr>
<tr>
<td>Keeping Healthy</td>
<td>45 minutes</td>
<td>45 minutes</td>
<td>45 minutes</td>
</tr>
<tr>
<td><strong>Session 2</strong></td>
<td>I Can Do It! Intermediate 2A</td>
<td>Keeping it All Together Beginner 3A</td>
<td>Be a Stress Buster Intermediate 2D</td>
</tr>
<tr>
<td>Me &amp; My Stress</td>
<td>45 minutes</td>
<td>45 minutes</td>
<td>45 minutes</td>
</tr>
<tr>
<td><strong>Session 3</strong></td>
<td>Should I or Shouldn’t I? Beginning 2A</td>
<td>Making Informed Decisions Intermediate 3B</td>
<td>Don’t Get Dragged Down Beginning 2B</td>
</tr>
<tr>
<td>It’s My Choice</td>
<td>45 minutes</td>
<td>45 minutes</td>
<td>45 minutes</td>
</tr>
<tr>
<td><strong>Session 4</strong></td>
<td>Circle of Friends Beginning 4A</td>
<td>How to Say “NO!” Beginning 4C</td>
<td>The Choices That Matter Beginning 4D</td>
</tr>
<tr>
<td>What Influences Me?</td>
<td>45 minutes</td>
<td>45 minutes</td>
<td>45 minutes</td>
</tr>
<tr>
<td><strong>Session 5</strong></td>
<td>Watch for the Signs Intermediate 7A</td>
<td>You Be the Advertiser Intermediate 6D</td>
<td>The Best I Can Be Beginning 6B</td>
</tr>
<tr>
<td>Taking it Beyond Me</td>
<td>60 minutes</td>
<td>60 minutes</td>
<td>60 minutes</td>
</tr>
<tr>
<td><strong>Campfire Activities</strong></td>
<td>Top 10 Reasons to Say NO!</td>
<td>Say NO! Skits</td>
<td>Drug Free Pledges</td>
</tr>
</tbody>
</table>

### 3-Day Camp Supply List

The following list of supplies is in addition to any printed handouts from the Health Rocks! Beginning and Intermediate CD’s. If lesson modifications are made, the supply list may change.

- Flipchart
- Markers
- Pencils
- Stopwatch
- Small balloons – 2 per participant
- Large round balloon – 1 for each group of 3-5 participants
- Round 9” balloons – 2-4 per participant
- Colored sticker dots
- Funnel
- Rice, cornmeal, or fine sand for filling balloons
- Newspaper
- Permanent markers
- 3-4 different bags you can’t see through (ex. a gift bag, a large grocery bag, a plastic shopping bag, and a canvas bag)
- Items of various weights for each bag (ex. juice box, dollar bill, pad of sticky notes, heavy book)
- Bowl, box, hat, or container to draw from
Extra-wide straws - one per participant
Regular size straws - one per participant
Straw-type coffee stirrer - one per participant
Poster board or butcher paper
Tape
Glue sticks
Bandanas or cloth to tie legs together – one for each pair of participants
Wire clothes hangers for each participant
Yarn or string
1-2 reams of plain white paper
1 ream card stock
Crayons or markers
Paper punch
Game board pieces (coins, beans, scraps of paper, etc.) - one for each participant
### 5-Day Camp Syllabus – Beginning and Intermediate Levels (ages 8-14)

<table>
<thead>
<tr>
<th>Daily Session/Topic</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session 1</strong></td>
<td><strong>Keeping Healthy</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Day 1</strong></td>
<td><strong>Did You Know?</strong></td>
<td><strong>Take A Deep Breath</strong></td>
<td><strong>Running Free</strong></td>
<td><strong>Is it Worth The Risk?</strong></td>
<td><strong>It’s Risky Business</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Intermediate 1A</strong></td>
<td><strong>Beginner 1C</strong></td>
<td><strong>Beginner 1E</strong></td>
<td><strong>Intermediate 1C</strong></td>
<td><strong>Intermediate 1D</strong></td>
</tr>
<tr>
<td></td>
<td>45 minutes</td>
<td>45 minutes</td>
<td>45 minutes</td>
<td>45 minutes</td>
<td>45 minutes</td>
</tr>
<tr>
<td><strong>Day 2</strong></td>
<td><strong>I Can Do It!</strong></td>
<td><strong>Keeping it All Together</strong></td>
<td><strong>Be a Stress Buster</strong></td>
<td><strong>The Chains That Bind</strong></td>
<td><strong>Be My Hero</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Intermediate 2A</strong></td>
<td><strong>Beginning 3A</strong></td>
<td><strong>Intermediate 2D</strong></td>
<td><strong>Beginning 3B</strong></td>
<td><strong>Intermediate 2B</strong></td>
</tr>
<tr>
<td></td>
<td>45 minutes</td>
<td>45 minutes</td>
<td>45 minutes</td>
<td>45 minutes</td>
<td>45 minutes</td>
</tr>
<tr>
<td><strong>Day 3</strong></td>
<td><strong>Should I or Shouldn’t I?</strong></td>
<td><strong>Making Informed Decisions</strong></td>
<td><strong>Don’t Get Dragged Down</strong></td>
<td><strong>Let Your Head Rule</strong></td>
<td><strong>Will it Make a Difference?</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Beginning 2A</strong></td>
<td><strong>Intermediate 3B</strong></td>
<td><strong>Beginning 2B</strong></td>
<td><strong>Beginning 2C</strong></td>
<td><strong>Intermediate 3D</strong></td>
</tr>
<tr>
<td></td>
<td>45 minutes</td>
<td>45 minutes</td>
<td>45 minutes</td>
<td>45 minutes</td>
<td>45 minutes</td>
</tr>
<tr>
<td><strong>Day 4</strong></td>
<td><strong>Circle of Friends</strong></td>
<td><strong>How to Say “NO!”</strong></td>
<td><strong>The Choices That Matter</strong></td>
<td><strong>Who’s in Control?</strong></td>
<td><strong>It’s More Than Just the</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Beginning 4A</strong></td>
<td><strong>Beginning 4C</strong></td>
<td><strong>Beginning 4D</strong></td>
<td><strong>Intermediate 6A</strong></td>
<td><strong>Advertising</strong></td>
</tr>
<tr>
<td></td>
<td>45 minutes</td>
<td>45 minutes</td>
<td>45 minutes</td>
<td>45 minutes</td>
<td><strong>Intermediate 6C</strong></td>
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<tr>
<td><strong>Day 5</strong></td>
<td><strong>Watch for the Signs</strong></td>
<td><strong>What Do I Do?</strong></td>
<td><strong>You Be the Advertiser</strong></td>
<td><strong>The Best I Can Be</strong></td>
<td><strong>Celebrating</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Intermediate 7A</strong></td>
<td><strong>Intermediate 7B</strong></td>
<td><strong>Intermediate 6D</strong></td>
<td><strong>Beginning 6B</strong></td>
<td><strong>Health Rocks!</strong></td>
</tr>
<tr>
<td></td>
<td>60 minutes</td>
<td>60 minutes</td>
<td>60 minutes</td>
<td>60 minutes</td>
<td><strong>Beginning 6C</strong></td>
</tr>
<tr>
<td><strong>Campfire Activities</strong></td>
<td><strong>Top 10 Reasons to Say NO!</strong></td>
<td><strong>Say NO! Skits</strong></td>
<td><strong>Let’s Make A Deal-Health Rocks! Style</strong></td>
<td><strong>Break the Chains- Stress Busters</strong></td>
<td><strong>Drug Free Pledges</strong></td>
</tr>
<tr>
<td></td>
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</tr>
</tbody>
</table>

### 5-Day Camp Supply List

The following list of supplies is in addition to any printed handouts from the Health Rocks! Beginning and Intermediate CD’s. If lesson modifications are made, the supply list may change.

- Flipchart
- Markers
- Pencils
- Stopwatch
- Small balloons – at least 3 per participant
- Large round balloon – 1 for each group of 3-5 participants
- Round 9” balloons – 2-4 per participant
- Colored sticker dots
- Funnel
- Rice, cornmeal, or fine sand for filling balloons
Newspaper
Permanent markers
3-4 different bags you can’t see through (ex. a gift bag, a large grocery bag, a plastic shopping bag, and a canvas bag)
Items of various weights for each bag (ex. juice box, dollar bill, pad of sticky notes, heavy book)
Bowl, box, hat, or container to draw from
Extra-wide straws - one per participant
Regular size straws - one per participant
Straw-type coffee stirrer - one per participant
Poster board or butcher paper
Tape
Glue sticks
Bandanas or cloth to tie legs together – one for each pair of participants
Wire clothes hangers for each participant
Yarn or string
1-2 reams of plain white paper
1 ream card stock
Crayons or markers
Paper punch
Game board pieces (coins, beans, scraps of paper, etc.) - one for each participant
Glass measuring cup
Jar of molasses
Cotton swabs
Paper plates
Paper towels
3”x 5” cards – at least 6 per participant
Magazine and newspaper advertisements
Varying lengths and colors of construction paper strips – at least 10 per participant
Construction paper or regular paper of many different colors to make “Helping Hands”
Scissors
Large poster boards – several for the entire group
Lesson Modifications

Simple modifications can be made to existing Health Rocks! lessons to make them more conducive to a variety of settings. In the following section, each lesson from the Health Rocks! Beginning Level manual is highlighted with tips and adaptations for conducting the program in afterschool. Each activity should be used in conjunction with the lessons within the Health Rocks! Beginning Manual.

BEGINNING LEVEL

Chapter 1: Keeping Healthy

Activity 1 A: Is That A Fact?

- Get youth out of their seats and have them stand under FACT or ASSUMPTION signs is a great way to get them out of their seats.
- If space is an issue, youth can do thumbs up or thumbs down.
- Give youth several tokens to place on FACT or ASSUMPTION
- More examples of FACTS and ASSUMPTIONS
  - Each part of our brain has a specific and important job to do. FACT
  - Some drugs can change the brain in ways that last long after the person has stopped taking drugs. FACT
  - Some drugs may affect the user’s ability to feel pleasure. FACT
  - Alcohol can help relieve stress. ASSUMPTION
  - Smokeless tobacco is not as harmful as cigarettes because you are not inhaling. ASSUMPTION
  - My friend had two drinks, and nothing happened, so I can have two drinks too. ASSUMPTION
- Use number signs from 1-10 taped to the wall and have participants stand under the number they have selected. Have them look around to see where most of the participants are standing.
• If the group is small, have 10 items such as balls, bottles, cans, etc. to represent the 10 volunteers. Do this as one large group or 10 items per smaller group. Come to a group decision about how to divide the items. Example: If they feel 7 out of 10 people smoke, the items would be divided into 7 and 3.
• Instead of creating a skit, individuals or groups can draw a comic strip to demonstrate their learning for the day.

**Activity 1 B: Is It Legal or Is It Illegal?**
*Page 28*

• Instead of writing each drug on the flipchart or chalkboard, have participants tape them or use magnets on the board or paper under the respective heading. Move cards to new categories as needed.
• If technology is available, such as clickers, utilize them during this activity to categorize drugs as **LEGAL** or **ILLEGAL**.
• Youth can write effects of using illegal drugs on slips of paper to share or on sticky notes and post. This could also be a way to preview responses. Examples can also be discussed and shared in small groups.

**Activity 1 C: Take A Deep Breath**
*Page 31*

• The straw activity is an excellent afterschool activity.
• As a way to make the lesson more personal for each participant, ask them to share activities they enjoy doing that require them to move. Examples: sports, playing outside, interactive video games.
• To make timing more fun, use a big timer, music, or countdown the time.
• Prevent distractions by picking up straws after each use. Complete both tests using the big straw and then discard.
• While handing out or picking up straws, have students hypothesize how they will feel using the next straw in both situations. Have them share with a neighbor.
• Make movement fun! Instead of walking around, have them run in place, have a dance party, etc. Use some of the activities they shared at the beginning of the lesson.
• When discussing how smoking would affect daily activities, use the examples participants shared at the beginning of the lesson.

**CONSEQUENCES:**
• With a large group, break participants into small groups with multiple body outlines.
• ALWAYS double check with the site/organization before using cigarettes as a demonstration in this activity. Also, check local regulations and smoke detectors and plan accordingly.
• Post BRAINSTORMING rules for all participants to see.
• Write Short Term Risks and Long Term Risks on flipchart paper or a chalkboard. Participants can write brainstorming ideas on sticky notes and post under each topic.
• Before beginning the soda bottle experiment, have youth hypothesize what will happen in the bottle right away and then again in 20 minutes.
• Show pictures or have youth draw pictures of what lungs look like after smoking. If actual models are available, use them to show youth actual long-term effects.

• To add a competitive component, team youth up and run in a relay race format.
• Instead of attaching the legs of participants, have them carry or drag a heavy object when they run, such as a stack of books, a sack of sand, or a bag of sugar.
• Relate the ability breathe with activities that interest the youth in the group. Other examples besides sports include: singing, dancing, playing an instrument, playing outside at recess.
Supplemental Lesson & Activities for Chapter 1

The following lesson is an additional lesson developed by the University of Georgia Health Rocks! Team Members. It can be completed as part of the Beginning Level Chapter 1 session. It is suggested to use this lesson in conjunction with Beginner Level lesson 1D: It’s Risky Business.

Don’t Croak from Smoke!


Objectives:
Participants will:
  o Learn about the dangers of secondhand smoke.
  o Learn about the dangers of thirdhand smoke.
  o Be able to identify both secondhand smoke and thirdhand smoke.
  o Identify the harmful ingredients that are in a cigarette.
  o Recognize that harmful chemicals can be in the air we breathe (in homes and workplace) although it’s not visible.
  o Encourage youth not to smoke.
  o Encourage those that are smoking, to quit.
  o Be aware of the health risks associated with smoking.

Life Skills Learned:
  o Healthy Life Choices
  o Personal Safety
  o Consequences of Actions
  o Self Responsibility

National Health Education Standard 1:
Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Time Needed:
30-45 minutes (Longer if combined with lesson 1D from beginner book “It’s Risky Business”).

Materials Needed:
  o Water color paint
  o White crayon or wax pencil
  o White blank paper
  o Cigarette Model
  o Computer with internet access to view thirdhand smoke video
  o Handouts
    1. “What’s in a cigarette?”
    2. “10 Things You Didn’t Know About Smoking”
    3. “10 More Things You Didn’t Know About Smoking”
    4. “Secondhand Smoke” – Crossword Puzzle
    5. Solutions Puzzle (answer key for crossword puzzle)
Connecting to Tobacco, Alcohol, and Other Drugs
If youth are encountered with a choice of experimenting with tobacco, more than likely they will ignore the long term impact of what it will do to their life in the future. Youth need to understand there are substances that are dangerous to their health that they are exposed to without seeing them – especially second and third hand smoke. Youth need to understand that not only do these dangers cause them harm but those around them as well and they don’t disappear with time but instead become more toxic.

EXPERIENCE THE ACTIVITY:

STEP 1.
Review lesson highlights on Tobacco from last session to reinforce what youth have learned.

STEP 2.
How many of you know how many ingredients are in a cigarette? Let them guess.

There are approximately 600 ingredients in cigarettes. When burned, they create more than 4,000 chemicals. At least 50 of these chemicals are known to cause cancer, and many are toxic.

Many of these chemicals are also found in other products, but these products have warning labels. While the public is warned about the danger of the poisons in these products, there is no such warning for the toxins in tobacco smoke.

Here are some chemicals in tobacco smoke, and other uses they are known for:

Distribute Hand out: “What’s In A Cigarette?” Many of these chemicals are on your hand out sheet.

Optional: (If you have a cigarette model, show participants as you go over handout)

- Acetone – found in nail polish remover
- Acetic Acid – an ingredient in hair dye
- Ammonia – a common household cleaner
- Arsenic – used in rat poison
- Benzene – found in rubber cement
- Butane – used in lighter fluid
- Cadmium – active component in battery acid
- Carbon Monoxide – released in car exhaust fumes
- Formaldehyde – embalming fluid
- Hexamine – found in barbecue lighter fluid
- Lead – used in batteries
- Naphthalene – an ingredient in moth balls
- Methanol – a main component in rocket fuel
- Nicotine – used as insecticide
- Tar – material for paving roads
- Toluene - used to manufacture paint

Ask participants “Do you think smokers realize what toxic chemicals they are inhaling when they smoke?”
STEP 3.
Ask participants “What Is Secondhand Smoke (SHS)?”. Wait for answers. Then explain SHS is a mixture of 2 forms of smoke that come from burning tobacco:

- **Side stream smoke** – smoke from the lighted end of a cigarette, pipe, or cigar
- **Mainstream smoke** – the smoke exhaled by a smoker

Explain that even though we think of these as the same, they aren’t. **Side stream smoke** has higher concentrations of cancer-causing agents (carcinogens) than mainstream smoke. And, it has smaller particles than mainstream smoke, which make their way into the lungs and the body’s cells more easily.

When non-smokers are exposed to SHS it is called *involuntary smoking* or *passive smoking*. Non-smokers who breathe in SHS take in nicotine and toxic chemicals by the same route smokers do. The more SHS you breathe, the higher the level of these harmful chemicals in your body.

Ask participants if they have ever thought about all the different chemicals they are breathing when they are around a smoker and just how harmful they may be not only to themselves but others that are in the room as well? Explain that making your home smoke free is one of the most important things you can do for the health of your family. Think about it…we spend more time at home than anywhere else.

STEP 4.
Activity: Distribute Crossword Puzzle “Secondhand Smoke”. Allow about 5 minutes to complete and then compare answers with answer key. Briefly discuss the answers.

STEP 5.
(You will need internet access with laptop and projector for this next activity)
*We just talked about secondhand smoke. Can anyone tell me what is third hand smoke?*
Let’s watch this video that was recently featured on Maryland channel 7, ABC news…(allow 2.20 minutes for video)
http://www.wjla.com/articles/2012/03/dangers-of-third-hand-smoke-74256.html

(Script from news story)

Simply put, thirdhand smoke is the nicotine residue that clings to surfaces and never leaves. It's typically hidden, but not always.

Experts say secondhand smoke is six to 12 times more toxic than smoke directly inhaled by a smoker. And according to a recent study, thirdhand smoke could be even more harmful because the longer nicotine toxins linger, the more time they have to form new carcinogenic chemicals that can be inhaled or ingested.

Toddlers are especially at risk because “They're crawling along floors, they're ingesting dust and they're putting other objects in their mouths which could be contaminated with third hand smoke.” Emerging research shows these toxins are deeply embedded surfaces in homes and cars where someone has smoked.

Another study on thirdhand smoke shows that those who live in multi-unit housing are the most at risk because just one smoker in one unit can contaminate the entire building through the ventilation system. The most alarming part is that people are exposed to without even realizing it.
STEP 6.
“Now You See It, Now You Don’t”

Distribute white crayons or wax pencils to each participant. Then have participants take out a clean sheet of paper. Have each student write the message “Smoking Kills” with their white crayon. They will not be able to see what they just wrote. Next have each participant come to the leader where the water color paint is and paint across their message. Now their message will appear! Explain that this is a simple illustration of hidden dangers. Discuss the fact that just because you can’t see something doesn’t mean that it’s not there.

Share:
- Briefly review secondhand Smoke.
- Briefly review thirdhand Smoke.
- What is the difference between the two?
- How did the activity with the white crayon relate to thirdhand Smoke?

Process:
- How would you feel if you were a smoker and just learned about all the chemicals you are putting in to your body when you smoke?
- What about the dangers you are causing to the others around you? (if you were a smoker.)
- As a result of this lesson, are you able to understand better how cigarettes can cause cancer?

Generalize and Apply:
- How would cigarette smoking in the workplace affect others?
- How would you feel about someone smoking in the car with you?
- What would you say to a family member that is a smoker?
- Do the statistics on smoking and cancer affect your views on smoking?

Reflection:
- What have you learned about secondhand smoke? Thirdhand smoke?
- How does smoking affect you?
- What are some carcinogens found in cigarettes?

STEP 7.
Discuss the “Family Corner and “Community Corner” with participants. Encourage them to do one or both. If they choose to do something as a group, help them follow through.

Family Corner: Do the “What’s in a Cigarette” activity and go over harmful ingredients. Discuss each ingredient as to how it relates to household items. After discussion, see how many you can name from memory.

Community Corner: View the video and do the activity “Now you see it, now you don’t” with other youth from school, church or other places where youth are present.
Chapter 2: You Choose!

Activity 2 A: Should I Or Shouldn’t I?

- Instead of telling youth the steps to decision-making, cut each step out separately (each group should have all 5 steps). Divide the youth into groups; have each group identify and place the decision-making steps in order, and discuss their results.
- Instead of a talking stick, use a small, soft ball youth can roll or toss to one another to speak.
- For selecting the top five options have youth spread out so they don't see what others are selecting, influencing their decision.
- Have props for the skit to make it more fun (a can, wigs, hats, etc.).
- After all the groups perform their skits, talk about general consequences for each of their options.

Activity 2 B: Don’t Get Dragged Down

- Ask for volunteers to write their definition of consequence on the flipchart/chalkboard.
- Do a short example together of listing positive and negative consequences of a silly decision i.e. if they should wear their pajama bottoms to school or to wear their swimsuit outside in the winter.

Activity 2 C: Let Your Head Rule

This is a great activity to get the kids up and moving!

- For each emotion or feeling, select someone to explain what it means, and share examples of situations when we might feel that emotion.
- To start off the activity, do a fun example. (i.e. you just won the state championship, you aced a test you studied hard for, you got a new puppy)
- Sit or stand in a circle when discussing how youth felt with the decisions to provide a more comforting environment to share.

Activity 2 D: Putting It All Together

- Ask participants to list the decision-making steps or use a game to review each step.
- Complete a situation decision making example together on a flipchart/chalkboard so youth have a clear understanding of the assignment.
- Make the assignment more active by having groups come up with a skit, ad, poster, or song to help them remember the decision-making process.
Chapter 3: Dealing with Difficult Situations

Activity 3 A: Keeping it all Together

- For larger groups, fewer balloons can be used.
- For younger youth or large groups, balloons can be blown up and tied prior to the activity.

Activity 3 B: The Chains That Bind

- Youth can make their own lists of words or feelings about stress, or write words on sticky notes and place them around the word “stress” on the board.
- Ask students if stress is good, bad, or both. Share examples of both good and bad stress, as well as what both types can do to us.
  - Good stress: preparing for a piano recital, practicing for a big game, studying for a test.
  - Bad stress: studying last minute for a test, friends who are fighting, a sick family member.
- Instead of breaking one chain link at a time, wait until the participants have shared, combine the chains, and have the group run through and break the chain.
- Adapting the game “Red Rover” can be used as a more active lesson. Youth stand linked in two teams facing each other. One by one, a youth shares a stressor and the group shares tips to cut down on the stress. The youth with the stressor then runs through the arms of the facing team to break the stress.

Chapter 4: Oh, the Pressures!

Activity 4 A: Circle of Friends

- Props are really fun for role playing, even if you just use items already in the area.
- After role playing, have participants brainstorm ways to handle each situation positively without giving into pressures.
- Instead of role playing, youth can draw a cartoon to illustrate the role. Hang all cartoons in a “gallery” and make it a guessing game.

Activity 4 B: My Power Players

- As a reminder, write the definition of “influence” on the board (using power or non-physical force, putting pressure on, or encouraging). List examples of people who might influence youth and write them on the board as well.
• For the influence situation activity, make a rectangular box on the ground with masking tape (or chalk, if outside) and divide it into different people groups. Place the people group cards on a chair near the section. When a situation card is drawn, youth will stand in the box instead of under a sign.

**Activity 4 C: How to Say “No”**

• Before practicing in groups, older youth can demonstrate a situation for younger youth to show them how the activity works.
• Have participants share the NO! method they like best. This way, when faced with a situation, they will feel comfortable saying no in real life situations.
• Tell youth that by saying no they are standing up for their beliefs and will be a role model for others around them, and maybe those trying to pressure them.
• One more option for practicing “NO!” is to have youth draw a picture of a “NO!” situation. Hang posters up where all youth can see them.

**Activity 4 D: The Choices that Matter**

• With a smaller group, make a human game board outside or in a large area by using chalk, tape, or even hula hoops. Have players be the game pieces and move along the board. You, as the instructor, can draw cards for each player.
• If two people land on the same space, use situation cards from activity 4C and read it out aloud. The two people that are on the same space take a turn saying “No!” using any of the eight methods they learned. The rest of the players decide who was more convincing. That player can then move forward two spaces.

**Chapter 5: Technology & Media Messages**

**Activity 5 A: Messages In Our Community**

• Ask teens and parents to collect magazines and send them to the session.
• Youth can work in groups to investigate the ads.
• If technology is available, show youth examples of advertising used online.
• If weather permits take youth for a walk outside. Have them count the number of advertisements they see.

**Activity 5 B: What Are The Messages in My Community?**

• If technology is available (computers, tablets, digital cameras), make a digital scrapbook by taking photos of the ads.
• For larger groups, break into groups of 4-5 and assign each group to make a scrapbook.
Activity 5 C: Lights! Camera! Action!

- If you know of other anti-smoking ads, show these as well.
- To save time, and better direct students’ decision making process, assign them specific topics such as cigarettes, smokeless tobacco, beer, wine, marijuana, inhalants, etc. to each group.
- Have all supplies available to groups on a supply table to save time.
- Utilize technology if available! Groups can use a video camera to film a commercial, or use the computer to create a poster or PowerPoint presentation.
- If time allows divide the activity into two sessions or after 30 minutes get up and play a game (like freeze tag).
- When groups are working on their anti-message, play upbeat music in the background.
- Turn the activity in a competition and have other students vote on their favorite. Break the ads into categories such as commercial, poster, billboard, jingle, etc.

Chapter 6: Taking it Beyond Me

Activity 6 A: Sharing It with the Community

- Add or delete any items from the list of Possible Community Activities to best fit your community.
- If time, ask youth to brainstorm other possibilities as well.
- Remind youth to use the skills and knowledge they have learned from earlier activities.

Activity 6 B: The Best I Can Be

- To make the goal sheets more exciting, have youth add a personal flair.
- Youth can also make goal collage boards using magazines, newspapers, or other cut-out pieces. Everything they cut-out should be related to or representative of their goal.
- Write “goal” and “commitment” on the board or flipchart paper for participants to look at while writing/creating.
- During the celebration planning, play background music that is fun and exciting.
- Keep the group on track by circling the room. Let them have fun, but keep them realistic about the celebration decisions.
- Once an overall theme is decided upon, assign smaller group tasks. Utilize teen leaders as the leaders of each small group.
- Make a flyer inviting families, or even the community, to the celebration. Add an RSVP so you know how many to expect.
Activity 6 C: Celebrating Health Rocks!

- For the review, have each participant share their favorite or the most fascinating thing they learned during Health Rocks!
- Get everyone involved and play Health Rocks! Did You Know? Drug Challenge (available on the Health Rocks! Intermediate Level CD)
Simple modifications can be made to existing *Health Rocks!* lessons to make them more conducive to the afterschool setting. In the following section, each lesson from the *Health Rocks!* Beginning Level Manual is highlighted with tips and adaptations for conducting the program in afterschool. Each activity should be used in conjunction with the lessons within the *Health Rocks!* Intermediate Manual.

### Chapter 1: Keeping Healthy

**Activity 1 A: Did You Know?**

- Make the game even more fun with team names, music, and a scoreboard.
- Encourage teamwork by allowing team members to work together to answer questions.
- Another “prize” for the winning team might include judging drug, alcohol, or tobacco-themed songs or skits done by the other teams.

**Activity 1 B: The Cycle of Addiction**

- Youth can use other creative ways to illustrate the stages of addiction. Have a variety of art supplies such as clay, construction paper, paints, or poster board available and ask youth to come up with their own *Downward Spiral* models.
- Discuss other types of addictions as well. These might include gambling, shopping, exercise, etc. Link the concept of addictions to something with which youth can relate.

**Activity 1 C: Is It Worth the Risk?**

- Instead of putting the molasses into a measuring cup, put it in a ziplock bag. Then drop the cotton ball in the bag and pass it around. This will prevent the molasses from getting everywhere.
- If you have access to other visual aids related to the effects of drugs, alcohol, and tobacco, this is a great lesson to show them.
- As another distraction during the word memory activity, have half of the group play a game in the same room, such as walking tag or the human knot. Then switch groups so both get to experience the activity.
- Below are two additional activities to illustrate the effects of mind-altering substances:
- **Under the Influence Ball Toss**
  - Arrange youth in a circle and have them play catch with a soft, rubber playground ball. After a couple tosses, pick a youth and help them spin around 10 times quickly.
  - Immediately have the other participants throw the ball to him/her softly and note the results.
  - Repeat this with several other youth. Follow up the spinning by having the dizzy youth try to throw the ball accurately to another youth.

- **Under the Influence Name Game**
  - Arrange youth in a circle with a flipchart or chalkboard nearby.
  - Choose one student to write their names (or another fun phrase) on the board. Then have them spin around 10 times quickly and write the exact same thing.
  - Have the group compare the writing and discuss how these simulations mirror the effects of mind-altering substances.

### Activity 1 D: What About the Other Risks?

- Groups can work together to answer the **I GOT CAUGHT** questions and then act out each **I GOT CAUGHT** situation in front of the group.
- Instead of using handouts, groups can write **I GOT CAUGHT** answers on a large poster board to display around the room.

### Chapter 2: Self-Awareness: Me and My Stress

- **Activity 2 A: I Can Do It!**
  - When completing the dot activity, youth can pair up into groups to try to solve the puzzle. This can also be done once some youth have discovered how to complete the puzzle.
  - Have youth think about something they are good at and ask them how they got good at it. If someone in the group has a special talent, they could show the group.
Activity 2 B: Be My Hero

- Begin the lesson by showing pictures of well-known people and ask what makes them a role model or a hero. Have them break into small groups to talk about it.
- Invite local community members or older youth to the session to discuss who their role models are and what it means to be a role model.
- Youth can write a letter to their role model or hero. In the letter, share why they selected them, what they admire about them, and some of the words they selected to describe them.

Activity 2 C: All Stressed Out!

- For the “What’s Causing My Stress?” activity, give each youth a stack of post-it notes. Have them write one item that causes them stress per sticky note. Hang numbers or flipchart paper around the room representing their level of stress, 1 being little stress, to 5 being lots of stress. Youth can then go around the room and place their sticky note under the level of stress caused by each item. Ex. If the youth writes down “homework” and it causes them lots of stress, they would then put that sticky note under the number 5.
- Youth can draw pictures of what a stressed out person looks like when stress gets to be too much.
- Share some of your own stressors and how you feel when you get too stressed.

Activity 2 D: Be a Stress Buster

- Listen to fun, up-beat music to make the activity more entertaining.
- Rice also works well for filling the balloons.
- To prevent balloons from breaking, double up the balloons. To do this, once the first balloon is tied, cut the very top off of a second balloon and stretch over the first balloon.
- With larger groups, split the group in half to complete the balloon filling. Have the other group do an activity around positive ways to reduce stress. Have the group form a circle. Use an inflated beach ball and have the groups toss it to each other. The person who catches it has to share one way to positively reduce stress.
- Break into small groups and give each group the STRESS BUSTERS Handout, flipchart page, and a marker. Instruct groups to draw a line down the middle of the paper. On one side of the paper, write down ways to manage stress NEGATIVELY. On the opposite side, write down ways to manage stress POSITIVELY. Groups can share one-two items from each side of their lists.
Chapter 3: It’s My Choice

Activity 3 A: Who’s Making the Decisions?

- Get participants up and moving during the WHO GETS TO MAKE THE DECISION activity by hanging sheets of paper around the room. At the top of each sheet write the options for who makes the decision from the handout (I decide, parents decide, both, someone else helps). To decide who makes the decision, youth can write the decision to be made on a sticky note or other pieces of paper. Stick or tape the decision on the sheet that best matches who makes the decision. Youth can also add other decisions that may not be listed on the handout. Discuss the sheets as a large group, or have small groups discuss one sheet each.
- Share personal examples of decisions you have had to make recently.
- Another method for gathering options is to give each youth a piece of paper and tell them they have 1 minute to write down one option. After time is expired, share the items as a large group.
- In Step 11, small groups can also present using role play, a song, reading, poster, or other appropriate alternative.
- Have students act out different scenarios of choices that they make.

Activity 3 B: Making Informed Decisions

- When reviewing the decision making steps, turn this into a game by cutting the DECISION MAKING Poster into strips with each strip containing a separate step. Give five youth a strip of paper containing one of the steps and tell the group to put the steps in order without talking. This can also be done in small groups, each group with at least 5 people, and their own set of decision-making steps strips.
- Another way to do the TEST VERSUS MOVIE OPTION is to hang the decision cards around the room. Each participant can then stand under the card that has the decision they would make. After each TEST VERSUS MOVIE information card is read, youth move to the option they would choose.

Activity 3 C: Decisions, Decisions, Decisions

- Allow groups to work in different locations around the room.
- Play music during group work time.
- If technology is available, groups can create a video of their role play or a poster on the computer.
- Write the parts of **SMART** goal on the board or flipchart paper so youth can remember each part.
- Share one of your personal goals and break it down into the parts of a **SMART** goal to model writing a **SMART** goal.
- Another fun activity to reinforce goal setting is to create a dream or vision board. Using ½ sheet of poster board, markers, and magazine clippings, participants can create a poster with graphics and words that relate to their goals.

**Activity 4 A: Which Way Do I Go?**

- For Step 4, break into small groups and give each group 1-2 **WHAT’S THE NORM** Cards, saving the drug, alcohol, and tobacco related cards for later in the activity and have them list the norms for that scenario as a group. After a short period of time, have groups stand up to present their group’s thoughts. As a large group, present the drug, alcohol, and tobacco related norm cards. Discuss these as a group.
- If you have access to more local statistics, use these instead of the national figures.
- It is also possible to present the local and national averages, and compare the two. Discuss why they might be higher or lower in your area.
- During this activity have the students record their guesses so that they can compare them to the actual statistics.
- Go online and research the current state trends of not only alcohol but other drugs as well and if possible, the county’s trends.

**Activity 4 B: Circles of Influence**

- Add a fun element by having hats or other costume accessories to fit each role.
- Clarify the activity by drawing the “Circles of Influence Map” on a poster or chalkboard for youth to see.
- Tip: Remind name tags to move in and out of levels as they feel depending how much they think it influences youth.
Activity 4 C: What Do I Believe?

- As the leader, be ready to begin the discussion in Step 3 with your own example of a statement you answered “yes” or “no.”
- Get creative when assigning belief statements to youth. Have youth draw slips out of a hat; use numbered Popsicle sticks; or randomly assign numbers.
- Instead of youth standing in front of the group, they can share and defend as partners or in small groups.
- In Step 9, another variation of the activity: one team gets smaller straws and the other gets larger straws to blow the balloon. Discuss what each straw represents. The larger straws represent a greater influence, which has more power in persuading you (moving the balloon.)

Chapter 4 Bonus Activity

- This activity gives youth a way to visualize their personal beliefs, goals, values, and role models. These are all pieces that make up who they are.
- Explain that a coat of arms was used during the Middle Ages to represent a family and what that family was proud of. It was a way for the family to “brag” about themselves.
- In this activity, youth will create their own coat of arms to “show off” their own beliefs.
- Print out the blank coat of arms for each student. Also have markers, crayons, or colored pencils available. Have the youth develop their coat of arms based off of the example provided.
- Create one ahead of time as an example.
Draw or Write Goals
Short term
Long term
Career

Draw things important to you
Example: faith, family, sports, grades

Role Models/Heroes
Why?

Come up with a slogan that describes how you want to live your life
Chapter 5: Learning the Skills

Activity 5 A: That’s How I Feel

- Complete one example of “How Does it Make Me Feel” as a group on a sheet of flipchart paper.
- Following Step 4, small groups can role play situations they came up with while demonstrating different feelings they may have in that situation.

Activity 5 B: Learning to Say “NO!”

- Break the group into smaller groups and assign each team a way to say no. Have teams role play the scenario with each “no.”
- Instead of groups filling out the worksheet, have them create a comic strip with situations related to tobacco, alcohol, or other drugs.

Activity 5 C: Let’s Do It Again!

- To reinforce the importance of non-verbal communication, complete the following activity with youth following Step 6:
  - Play a clip from an appropriate TV show with the sound muted.
  - Ask youth what they think the actors are talking about. What feelings are they portraying? How can you tell?
  - Unmute the show and replay it. How close were their guesses?
  - Discuss the importance of nonverbal communication and how it can change the message we receive.

Adapted from: VolunteerIN 4-H Toolkit for Success, “Communicating Effectively” from Purdue Extension, Purdue University

- Youth can create “Just Say NO!” commercials.
  - Using the scenarios youth came up with, youth can create a short video demonstrating how to say no.
  - If equipment is available, allow youth to record their own videos or have one person film all the videos.
  - Play the videos for parents, classmates, or other groups.
  - If no video equipment is available, have youth create another type of ad or marketing piece, such as a billboard, magazine ad, or public service announcement.
Chapter 6: Media & Technology Messages

Activity 6 A: Who’s in Control

- Prior to this lesson, scan the room and look for potential advertisements. If necessary, plant specific items around the room with visible brand names.
- Have 1-2 people record items on paper or the white board as they are called out.
- Show several examples of advertisements showcasing each marketing technique in order to give youth a better idea of each technique.
- Youth can also bring in their favorite magazines from which to choose advertisements.
- If computers are available, youth can find ads on their favorite websites to critique.

Activity 6 B: Don’t Be Influenced

- Instead of ads from the Super Bowl, 4-5 alternative ads can be used. Many specific brands’ commercials can be found on YouTube. Select 4-5 appropriate ads prior to the lesson.
- Replay the top-ranked ad before asking questions to refresh their memory.
- Before beginning Step 8, youth can discuss any drug prevention ads they have seen or even any ads they have seen or heard trying to persuade them to try drugs.

Activity 6 C: It’s More than Just the Advertising

- Prior to the lesson, ask youth which artists/groups/actors are popular. Do your homework and be prepared to discuss with youth each person or group they bring up.
- Ask teen leaders to provide lyrics for popular songs to use in Step 5.
- Be sure to discuss what appropriate lyrics are to avoid any inappropriate lyrics coming up.
- Have a list of popular movie titles available in case groups are struggling to come up with a title.

Activity 6 D: You Be the Advertiser

- Provide a props table for groups with items and accessories for their commercials such as hats, buckets, pillows, etc.
- Have youth come up with their own outrageous ad ideas.
- Youth can develop their own anti-drug marketing campaign using social media. Teams can come up with articles, tweets, status updates, and pictures to post over the course of one week. Remind them to think about their audience, how they are trying to influence their audience, the techniques they will use, and the action they want their audience to take.
Chapter 7: Stepping Up to Help

Activity 7 A: Watch for the Signs

- Instead of playing charades, this activity can also be turned into Pictionary, with teams drawing out the signs and symptoms cards.

- Create a matching game with the symptoms and list of drugs. Write each symptom at the top of a sheet of paper and hang them all around the room. Give each youth several sticky notes. Provide a list of drugs at the front of the room. Tell youth to write one drug on each sticky note and place it on the symptom sheet they feel it would go with.

Activity 7 B: What Do I Do?

- If using the paper version of “The Story of Jon”, walk youth through each step.

- In Step 6, use one of the steps as an example of what groups are to do. Talk through it as a large group before breaking into smaller groups.

- Complete the activity in Steps 6-8, as a think-pair-share activity. Give each individual youth a step. Have them think individually about what they would need to know and do for that step. After several minutes, have them pair up with a partner and share their thoughts.

- To put the steps in order, have seven people stand at the front of the room, each holding one of the steps. Have the rest of the group tell them in which order to stand. Discuss their reasoning for putting the steps in that order.

- Youth can also role play and practice discussing tough topics with friends or adults.
  - Create a scenario such as this one: You notice your friend acting strange. He/she has started hanging out more with another group of friends and less with you. One day you see your friend drive away from school with something that looks like a cigarette in hand. What do you do? What might you say to your friend? What might you say to an adult?
  - Assign each youth a role such as friend or adult.
  - Give them time to practice.
Chapter 8: Communicating Healthy Messages

Activity 8 A: Sharing What You Know

• During the brainstorming in Step 3, give youth sticky notes and allow them to write down ideas to hand in as well.
• After writing all topics for everyone to see, eliminate any that may not be feasible in your community.
• Get you to think about events or activities that may have been done previously in the community.
• Also encourage youth to think of any other organizations within the community who may be interested in partnering to complete a community wide event.
• If some youth are not participating, assign everyone a specific role.
• If the group is large enough, you may consider conducting two smaller activities.
• Utilize the “Activity Planning” worksheet to help youth understand the importance of planning.
• Contact local news or media outlets, or submit press releases and pictures showcasing the service activity as well as the overall program.
• Following the event or activity, plan a celebration congratulating the youth on completing the program.
Health Rocks! Program Evaluation

Your participation in this survey is voluntary. It will take about 15-20 minutes. Part I asks about your experience with Health Rocks!. Part II will ask you about how you feel about the training. Part III will ask you to share anything else you would like to tell us about your Health Rocks! experience. Part IV will ask for some information about you (e.g., age, gender, etc.). Because we do not ask for your name, no one will know what your answers are.

I. The following survey is on a 4-point scale. Read each statement and circle the number that best represents your knowledge or experience:

1) After the training - at the present time after having completed Health Rocks! training.
2) Before the training - before your participation in Health Rocks! training.

<table>
<thead>
<tr>
<th>strongly disagree</th>
<th>disagree</th>
<th>agree</th>
<th>strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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</table>

<table>
<thead>
<tr>
<th>I know that</th>
<th>After the training</th>
<th>Before the training</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Once you start smoking, it is hard to stop.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>2. Using drugs can ruin my relationship with my family and friends.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>3. People who use drugs sometimes see or hear things that are not really there.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>4. People who smoke can die from lung cancer.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>5. If a friend wanted to try drugs, I can talk them out of it.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>6. When I feel stressed I am able to talk about it with people I trust.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>7. I am able to say “no” if others offered me cigarettes.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>8. I don’t have to drink or smoke even if some other young people do it.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>9. It is important for me to stay focused on learning at school.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>10. I need to think about how my choices will affect my future.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>11. I have goals for myself.</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
</tbody>
</table>
I know that

<table>
<thead>
<tr>
<th></th>
<th>After the training</th>
<th>Before the training</th>
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</thead>
<tbody>
<tr>
<td>12.</td>
<td>I feel good about myself.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>13.</td>
<td>I would help other kids like me to stay away from alcohol or other drugs.</td>
<td>1 2 3 4</td>
</tr>
</tbody>
</table>

II. Please read each statement and circle the number that best represents your experience and satisfaction.

<table>
<thead>
<tr>
<th></th>
<th>strongly disagree</th>
<th>disagree</th>
<th>agree</th>
<th>strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>2</td>
<td>3 4</td>
<td>1 2 3 4</td>
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<tr>
<td>2</td>
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<td>1 2 3 4</td>
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<tr>
<td>3</td>
<td>1</td>
<td>2</td>
<td>3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>2</td>
<td>3 4</td>
<td>1 2 3 4</td>
</tr>
</tbody>
</table>

1. The training was interesting.
2. The staff members were friendly.
3. I learned a lot during the training.
4. I actively participated in training activities.

III. Place a check (√) next to the answer that describes you.

1. You are a:   _____ Girl   _____ Boy
2. How old are you: _____
3. Grade:   _____ 3rd or lower
            _____ 4th
            _____ 5th
            _____ 6th
            _____ 7th
            _____ 8th
            _____ 9th
            _____ 10th or higher
4. Race:   _____ Caucasian
           _____ African American/Black
           _____ Native American
           _____ Asian
           _____ Multi-Racial
           _____ Unknown
5. Ethnicity:   _____ Hispanic/Latino   _____ Not Hispanic/Latino
6. Size of your town/city (your best guess or ask program staff if you are not sure):
   _____ Urban (population over 50,000)
   _____ Suburban (population 10,000 – 50,000)
   _____ Rural (population less than 10,000)
7. Where did you participate in the *Health Rocks!* training?

   State ______    County ________________

8. About how many hours of *Health Rocks!* training have you completed? ________

9. How many activities have you completed? ______ number of activities

IV. Please share additional comments and thoughts regarding your *Health Rocks!* experience in the space provided.
Evaluation provides a clear picture of the knowledge youth gain from the Health Rocks! program. In order to receive this valuable information, evaluations should be delivered. Below is a list of best practices to aid in evaluation facilitation.

The evaluation can be found at the end of this manual or in Appendix A of both the Beginner and Intermediate Health Rocks! curricula.

- **Getting evaluation surveys back**
  - Communicate importance of evaluation
  - Share ways to use the data (e.g., to fulfill reporting, presentations to stakeholders)
  - Encourage program staff to complete evaluation requirements
  - Incorporate evaluation surveys as part of the lessons
  - Build in time during refreshments
  - Track attendance to know which youth completed 10 hours
  - Provide assistance to youth (individually or as a group) to complete the survey (i.e., adults read each survey question)
  - Use a variety of methods (paper-pencil, computer, iPads) based on accessibility of tools and age of youth
  - When administering survey, participants cover pre-column and complete post-column, then cover post-column and complete pre-column

- **Tracking monthly reach**
  - Plan who will monitor reach and who will submit numbers and evaluations to the administrative team
This is just a sampling of resources available to those planning a prevention program for youth. Web site addresses were current at the time of publication. Please check validity before providing any to youth or parents.

**American Cancer Society**
Phone (800) ACS-2345 or TTY 1-866-228-4327
Available online at [www.cancer.org](http://www.cancer.org)

**American Lung Association**
Phone (800) 586-4872
Available online at [www.lungusa.org](http://www.lungusa.org)

**Indian Health Service**
Available online at [www.ihs.gov](http://www.ihs.gov)

**Monitoring the Future study results available at:**
[www.monitoringthefuture.org](http://www.monitoringthefuture.org)

**National Council on Alcoholism and Drug Dependence, Inc.**
12 West 21 Street, New York, NY 10010
Phone (212) 206-6770
Available online at [www.ncadd.org](http://www.ncadd.org)

**National Institute for Drug Abuse**
Available online at [www.nida.nih.gov](http://www.nida.nih.gov)

**Office on Smoking and Health. National Center for Chronic Disease Prevention and Health Promotion**
Centers for Disease Control and Prevention
4770 Buford Highway N.E., Atlanta, GA 30341-3717
Phone (770) 488-5705
- Tobacco information available online at [www.cdc.gov/tobacco](http://www.cdc.gov/tobacco)
- Youth information available online at [http://www.cdc.gov/HealthyYouth/partners/funded/yrbs.htm](http://www.cdc.gov/HealthyYouth/partners/funded/yrbs.htm)
- State system available at apps.nccd.cdc.gov/statesystem/

**U.S. National Library of Medicine**
8600 Rockville Pike, Bethesda, MD 20894
Addiction – ongoing dependence on a drug or other substance that is likely to have a damaging effect or be harmful to the user.

Adolescence – transitional period or passage between puberty and adulthood in human development; process or state of growing to maturity.

Alcohol – depressant which can be addictive; drug of choice among youth.

Autonomy – self-governing or self-directing.

Binging – to do something or consume something in an unrestrained or uncontrolled way.

Brainstorming – group problem-solving technique that involves spur-of-the-moment contributions of ideas from all members of the group.

Carcinogens – substances that cause cancer.

Cause – reason for an action or result.

Center for Disease Control & Prevention (CDC) – government agency that promotes health and quality of life by preventing and controlling disease, injury, and disability.

Chronological Age – number of years a person has lived.

Club Drugs – drugs that are widely used and easily available at teen dance club parties/raves such as Ecstasy, Ketamine, Rohypnol, and GHB.

Crack Cocaine – highly addictive stimulant that directly affects the brain.

Commitment – agreement or pledge to do something in the future.

Compulsive Craving – uncontrollable, irresistible need for a substance such as drugs.

Consequences – something produced by a cause; something that occurs as a result of something else.

Cosmetic – surface appearance; done or made for the sake of appearance.

Critical thinking – studying new concepts or ideas, thinking and talking about what you are learning.

Crystal Meth – commonly called ice or glass because of its appearance; large crystal form of methamphetamine.

Dependence – psychologically or physiologically needing a drug after a prolonged period of use.
DXM (dextromethorphan) – cough-suppressing ingredient in over-the-counter (OTC) cold and cough medications; a synthetic drug that chemically is similar to morphine.

Ecstasy (MDMA) – synthetic drug used for its mood-enhancing and hallucinogenic properties.

Emotions – state of feeling.

Empathy – understanding or being sensitive to another’s feelings, thoughts, or attitudes.

Empowered – provide with means or opportunity; make something possible, enable.

Ethics – moral principles.

Experimentation – to use a substance just to see what it is like.

Fact – reality or truth.

Gateway drug – drug used first by youth with progression onto other more potent drugs. Tobacco is often considered a “gateway drug” to alcohol, marijuana, or other drugs.

Goal – specific statement telling what is to be achieved or accomplished.

Hallucinations – seeing images that have no reality after using hallucinogenic drugs such as LSD.

Heroin – illegal, highly addictive narcotic.

Hydrocodone – found in prescription narcotic drugs.

Illegal – prohibited by law.

Influence – act of using power or non physical force; putting pressure on, or encouraging.

Inhalants – chemicals intended for household use, easily obtained — includes nail polish remover, spray paint, correction fluid, gasoline, hair spray, air freshener, plus more — which are breathed in and absorbed through the lungs.

Life Domains – various areas/components surrounding/influencing one’s life.

Long-term – occurring over or involving a relatively long period of time.

LSD – most potent hallucinogen made from lysergic acid.

Lung Capacity – amount of fresh oxygen that can be exchanged for toxic materials in the lungs. Smoking causes damage to the lungs reducing the lung capacity.

Marijuana – most frequently used illegal drug in the world; refers to the leaves and flowering buds of the hemp plant.
**Media Literacy** – learning and being able to access, analyze, evaluate, and create messages in a wide variety of media methods, categories, and forms.

**Methamphetamine** – highly addictive synthetic stimulant that affects the central nervous system.

**Nicotine** – highly addictive drug that is both a stimulant and sedative to the central nervous system, found in tobacco.

**Non-verbal** – communication without words or sounds; facial expressions, gestures, posture, etc.

**Norm** – what everyone else is doing or typical behavior of the group; actions by the majority.

**OTC** – over-the-counter drugs or medicines sold without needing a prescription.

**OxyContin®** – prescription painkiller.

**Peers** – people of the same age or class as another.

**Peer Pressure** – social pressure by members of one's peer group to take certain action, adopt certain values, or conform in order to be accepted.

**Perceived Risk** – some action one thinks may be dangerous.

**Priorities** – main concern or first choice.

**Recreational/Social Use** – use of a substance that makes one feel good, think they are having fun and fitting in, so leads to using it more often.

**Risk-taking** – looking for excitement, thrill seeking.

**Role Model** – someone worthy of imitation.

**Sedative** – calming, soothing.

**Self-Awareness** – aware of one’s feelings and behaviors.

**Self-Confidence** – realistic belief in one’s own ability.

**Self-Discipline** – training oneself to act according to rules.

**Self-Efficacy** – personal judgment of one’s own ability to succeed in reaching a specific goal.

**Self-Esteem** – realistic respect for oneself.

**Short-term** – occurring over or involving a relatively short period of time possibly immediately.
**Snuff/Chew/Smokeless Tobacco** – form of tobacco that is not smoked, can cause cancer in the mouth, and contains nicotine.

**Social Norms** – [see Norm] practices and beliefs commonly accepted in a community.

**Steroids** – drugs used by athletes to enhance performance by promoting muscle growth.

**Stress** – physical, chemical, or emotional factor that causes bodily or mental tension.

**Tobacco** – leaves of cultivated tobacco prepared for use in smoking, chewing or as snuff.

**Tolerance** – state in which body needs more of a substance because it requires more to get the same effect.

**Values** – items of importance.

**Vicodin®** – prescription drug containing hydrocodone; has an analgesic potency similar or greater than oral morphine.

**Withdrawal** – changes that occur when drug use stops.
Prior to the meeting:
- Get prepared.
- Review the materials to be taught.
- Make sure the space you will be using works for the activity.
- Practice teaching to a friend or family member or in front of a mirror.
- Have all materials and supplies necessary and ready to go. Pay attention to the details.
- Be organized and ready to go.
- Do your homework and anticipate questions that might be asked.
- Don’t be afraid to say you don’t know but will find out.
- Have extra activities in case some don’t take as long as planned.
- Be willing to try new ideas.

During the meeting:
- Set or have the group develop ground rules. Post them at every meeting.
- Know your goals and objectives. Teach to those.
- Include all learners in sharing.
- Practice good communication skills by listening, speaking loud enough, maintaining eye contact, smiling, and being aware yours as well as the learners’ body language. Avoid demeaning remarks even if thought to be in fun.
- Treat all learners with respect by being sensitive to their background, culture, special needs, skill levels, and abilities.
- Allow learners time to answer questions that are asked. Wait for several seconds before moving on or answering the question.
- Keep the pace by building on energy of class.
- Be concise and focus on the task at hand.
- Be responsive to learner’s questions and needs.
- Circulate around the room when in smaller groups to see if help is needed.
- Recognize learners for meaningful input and reward their successes.
- Create an atmosphere that is open and positive.
- Use realistic and understandable examples.
- Hold high but realistic expectations.
- Be enthusiastic and HAVE FUN!

Following the meeting:
- Be there for anyone having questions.
- Make sure all youth have left before you leave.
- Follow-up on items you said you would.
- Encourage youth to do the Family and Community Corner activities if possible and then share at the next meeting.
- Complete any reports or evaluations as required.
- Evaluate how it went and make adjustments as necessary.