

SMARTmoves

A Skills Mastery and Resistance Training Program

A Facilitator's Guide

SMART Kids
(Ages 6 to 9 Years)

Start SMART
(Ages 10 to 12 Years)

Stay SMART
(Ages 13 to 15 Years)



GREAT FUTURES START HERE.



**BOYS & GIRLS CLUBS
OF AMERICA**

Skills Mastery and Resistance Training



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Foreword



Boys & Girls Clubs of America (BGCA) is pleased to release the newly revised SMART Moves program!

The SMART (Skills Mastery and Resistance Training) Moves prevention program has received nationwide acclaim. SMART Moves is one of BGCA's cornerstone programs. This program helps young people learn about and avoid some of the most immediate threats to their well-being: alcohol, tobacco, other drugs and teen pregnancy.

The facts state the need for a program like this:

- Every day, approximately 4,000 youth ages 12 to 17 try their first cigarette. Some 2,000 youth ages 12 to 17 abuse a prescription drug for the first time.
- Before the age of 13, 25.6 percent of youth report having their first drink of alcohol.
- Each year, there are approximately 19 million new STD infections, and almost half of them are among youth ages 15 to 24.
- Pregnancy is one of the primary reasons female students drop out of high school.

The SMART Moves program is designed to teach children and teens – through fun, high-yield activities – how to abstain from, avoid and resist engaging in risky behaviors. Each component – SMART Kids (ages 6-9); Start SMART (ages 10-12); Stay SMART (ages 13-15) – addresses age-appropriate issues and provides information and skills needed for youth to adopt the attitudes and behaviors necessary to lead healthy, fulfilling lives.

SMART Moves' comprehensive strategy helps young people better navigate the challenging path from childhood to adulthood. This newly revised curriculum includes updated information about substance abuse and premature sexual activity, new and dynamic themes, and expanded lists of resources – all presented in an easy-to-deliver and user-friendly format.

In this new millennium, it is more critical than ever to have a positive impact on our youth, and through them, on generations to come. As a society, we have no greater resource than our children. The activities and messages of the SMART Moves program are designed to enable young people, especially those who need us most, to reach their full potential as productive, caring, responsible citizens. We are confident that the youth and teens who participate in this program will be armed with the crucial knowledge needed to have a great future.

A handwritten signature in black ink that reads "Roxanne Spillett". The signature is fluid and cursive.

Roxanne Spillett
President and CEO
Boys & Girls Clubs of America

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Introduction

Boys & Girls Clubs of America (BGCA) has a solid track record of creating programs that nurture young people's self-esteem by instilling in them a sense of belonging, usefulness, influence and competence. Clubs do this daily by providing young people with one-on-one relationships with caring adult professionals and well-rounded programming that is fun and age appropriate.

The SMART (Skills Mastery and Resistance Training) Moves program is one such program that has a proven history of success. SMART Moves is a nationally acclaimed prevention program originally developed in the 1980s with help from prevention specialists and Clubs around the country. Since then, the program has been implemented in thousands of Clubs nationwide. This version incorporates the latest information and approaches that BGCA has learned about effective prevention.

The SMART Moves program consists of three modules:

- SMART Kids (Ages 6 to 9 Years)
- Start SMART (Ages 10 to 12 Years)
- Stay SMART (Ages 13 to 15 Years)

SMART Moves provides:

- Self-awareness activities to develop respect for one's own body, ability to handle feelings and healthy habits;
- Activities to develop the ability to interact and work in groups;
- Practice in decision-making, problem solving and goal setting;
- Age-appropriate information about alcohol, tobacco and other drugs; and
- Training in refusal techniques useful for avoiding risky situations.

Implementing this program in accord with BGCA's Formula for Impact, a research-based theory of change that describes how individual Clubs and the Movement as a whole will increase our impact – *exponentially* – on the young people of America. Each element of our Formula for Impact incorporates research into the ways that young people grow and thrive, as well as analysis of the best practices and traditions of highly effective Clubs.

Our Formula for Impact begins with the young people in Clubs. It calls for us to consistently provide the most powerful Club Experience possible – by implementing the Five Key Elements for Positive Youth Development, offering high-yield activities and providing targeted programs – all of which we know help youth achieve priority outcomes.¹

Five Key Elements for Positive Youth Development

Through extensive research, BGCA has identified certain elements that make it possible for Clubs to assure positive developmental experiences for Club youth.

- **A Safe, Positive Environment:** Club staff, facilities, program offerings and age-appropriate settings create stability, consistency and a sense of physical and emotional safety for members. The Club provides structure and clearly defines acceptable behaviors.
- **Fun:** Clubs generate fun for members. Members develop a strong sense of belonging through connections they establish with staff and peers. Staff members make the Club feel like home, fostering a family atmosphere and creating a sense of ownership for members.
- **Supportive Relationships:** Club youth develop meaningful relationships with peers and adults. Staff members actively cultivate such relationships to ensure that every member feels connected to one or more adults and peers. Staff members demonstrate warmth, caring, appreciation, acceptance and proper guidance in their interactions with members.
- **Opportunities and Expectations:** Club youth acquire physical, social, technological, artistic and life skills. Clubs encourage members to develop moral character and behave ethically. Staff members establish and reinforce high expectations and help young people do well in school and pursue a post-secondary education.
- **Recognition:** Clubs recognize and affirm young people's self-worth and accomplishments. Staff members encourage youth and provide positive reinforcement as they make improvements and experience successes. The Club showcases young people's achievements.

Also, because we also know that attending the Club more frequently and over a greater length of time makes young people more likely to achieve positive outcomes, we must pursue strategies to increase attendance, program participation and member retention.²

Through participation in the SMART Moves program, one of BGCA's targeted programs, members will be exposed to various activities designed to hone their decision-making and critical-thinking skills, as well as learn how to avoid and/or resist alcohol, tobacco, other drugs and premature sexual behavior. By giving youth practical applications for learning how to lead a healthy lifestyle, this program positively impacts youth and puts them on the path to a great future.

The SMART Moves Experience

Young people today face a new world of challenges and opportunities. SMART Moves is an effective and unique way for Boys & Girls Clubs to help prepare youth to meet these challenges. It is a creative, fun learning experience that provides girls and boys aged 6 to 15 with the knowledge and skills they need to grow into confident, healthy young adults.

The overriding premise of SMART Moves is to address each age group with an age-appropriate approach to help members establish who they are. The questions they will examine are the following: Who am I? What do I want to become? What goals do I want to achieve? The approach is a holistic one designed to encompass the whole child. In addressing the physical, cognitive, emotional and social needs and changes in human development in the different age groups, SMART Moves fosters deeper self-awareness and self-confidence in members. It also provides tools to help youth overcome the obstacles that might impede their development in leading successful lives and achieving their goals.

The focus of the sessions is on strengthening positive development and opportunities and putting members in a better position to deal with negative aspects they might encounter, such as peer pressure, experimenting with drugs or engaging in early sexual activity.

Primary Goals of the SMART Moves Components

The primary goal of SMART Kids (ages 6 to 9 years) is to provide youth with the knowledge, skills and self-esteem to help them:

- Make healthy choices and practice healthy behaviors.
- Avoid risky behaviors and situations, including involvement with alcohol, tobacco and other drugs.

The primary messages of SMART Kids are:

- Our bodies are priceless and allow us to accomplish our dreams.
- Young people should avoid risky behaviors and situations, including involvement with alcohol, tobacco and other drugs.

The primary goal of Start SMART (ages 10 to 12 years) is to provide young people with the knowledge, skills, self-esteem and peer support to help them:

- Make healthy choices and practice responsible behaviors.
- Avoid using alcohol, tobacco and other drugs.
- Postpone sexual activity and practice abstinence first.

The primary messages of Start SMART are:

- Preteens should not be involved in the use of alcohol, tobacco and other drugs. Besides being illegal, these substances are potentially harmful to bodies and minds that are still developing. “Responsible use” is not an option.

Preteens should postpone sexual involvement and practice abstinence first because that is the best way for young people to avoid the risks of pregnancy and STIs (sexually transmitted diseases).

The primary goal of Stay SMART (ages 13 to 15 years) is to provide young people with the knowledge, skills, self-esteem and peer support to help them:

- Make healthy choices and practice responsible behaviors.
- Avoid using alcohol, tobacco and other drugs.
- Postpone sexual activity.

The primary messages of Stay SMART are:

- Teens, ages 13 to 15, should not be involved in the use of alcohol, tobacco and other drugs. Besides being illegal for teens, these substances are potentially harmful to bodies and minds that are still developing. “Responsible use” is not an option.
- Teenagers should postpone sexual involvement as long as possible because that is the best way for them to avoid the risks of pregnancy and sexually transmitted diseases. Youth who are already sexually active can be encouraged to practice abstinence again. For those who do not practice abstinence, the program offers accurate information to allow youth to protect themselves from pregnancy and STIs.

Implementing SMART Moves

BGCA recommends that each age-appropriate **module** (SMART Kids, Start SMART and Stay SMART) is implemented in its entirety, in sequence, as each session builds upon knowledge and discussion from the previous session. Each module consists of a set of **sessions**, 45 minutes to one hour long. Sessions are grouped into **units**. Sessions are typically conducted once a week, but Clubs may vary their schedules to conduct one or more in the course of one week. Sessions are designed to be led either by an adult facilitator and/or peer leaders. If peer leaders are leading a session, an adult must also always be present.

Each module has an Introductory and a Concluding Unit, to be used to:

- Provide an orientation to the Club members.
- Administer the Pre-Tests and Post-Tests that will help evaluate the program.
- Engage members in an age-appropriate ice-breaker that will also serve as a self-esteem building activity.

Each session includes the following:

- A *Warm-up/Log-in* is designed to elicit facts, feelings and opinions related to the topic as well as set the tone for the session.
- An *Interactive Activity* is designed to impart important information and develop communication and other interpersonal skills through games, role plays and cooperative learning.
- A *Wrap-up/Reflection* is designed to reinforce the main ideas and goals of the session.

Each session begins with an essential question or thought-provoking quote that directs the activities and ties them together in the wrap-up. All components of the sessions – including Warm-up/Log-in, Main Activity, and Wrap-up/Reflections – are youth-oriented and experiential to ensure that members fully engage in the various activities. The only exceptions are activities with content that requires facts and information as background for progression of the sessions. In this case, staff will facilitate the presentation of the information through a variety of methods, including brainstorming, handouts and fact sheets, charting and creating lists. Members then use the information and apply it to a variety of engaging activities.

All group members will keep a **journal** during the program. Members will need their journals at each session. The journal will be used to respond to the Warm-up/Log-in questions or quotes and Wrap-up/Reflection questions during each session. Younger members will have the choice to either draw or write in response to questions. In between sessions, journals should be locked and secured. All members will keep their journals at the end of the program, so they can come away with a collection of their thoughts from the program. The purpose of the journal is not to evaluate the program, but rather to give each member a collection of their insights, feelings and reactions to the various topics, themes and content of the program.

While it is recommended that Clubs implement all units and sessions within the age-appropriate modules, there are also ways that Clubs can enhance the SMART Moves program for participants. For example, you can supplement the units and sessions with guest speakers, age-appropriate videos and field trips. In addition, a group leader or facilitator can create additional sessions or activities for the group by using the methods and strategies described in this Facilitator's Guide. This flexible, "accordion" style module enables each Club to tailor the program to the needs of its members.

SMART Moves Encourages Collaboration

SMART Moves is not intended to operate in isolation. BGCA recognizes that young people become involved in risky behaviors for many reasons. Especially for high-risk youth, it will take many different organizations and individuals working together to create healthy environments and encourage healthy choices. Therefore, we encourage SMART Moves staff to form a prevention team that involves other Club staff, outside agencies, parents and community groups. Some of these may include your local school system, the local health department, Planned Parenthood™ (or similar agency), the mayor's office and the American Red Cross.

Evaluating the SMART Moves Program

In each SMART Moves program module, a participant Pre- and Post-Test is included. As previously stated, the Pre-Test should be administered at the beginning of the program during the Introductory Unit; the Post-Test should be administered at the end of the program during the Concluding Unit. These tests are designed to provide facilitators and Club staff with a way to gauge changes in attitude and knowledge over the course of the program, and to improve program implementation in the future.

For those Clubs who wish to engage in a more formal and detailed evaluation of the SMART Moves program, BGCA has also created a companion guide for evaluating the SMART Moves program – the SMART Moves Evaluation Guide. This guide provides a common framework for Clubs to use in evaluating SMART Kids, Start SMART and Stay SMART. The evaluation framework will enable organizations across the Boys & Girls Club Movement to assess the impact of their work and will facilitate our ability to collectively communicate the impact of SMART Moves to current and future stakeholders. This guide can be accessed through the SMART Moves Online Community, which is available through www.bgca.net; you can also directly go to this URL: <http://groups2.bgca.net/sites/PYDS/HealthandLifeskills/SMARTMovesProgram/Pages/default.aspx> (you will need your BGCA.net username and password to log in).

Please note: Before engaging in any type of formal evaluation of the SMART Moves program, please refer to the SMART Moves Evaluation Guide, which details the types of resources, staffing, procedures and tools needed to conduct an evaluation with fidelity. BGCA has provided the means for Clubs to conduct evaluations up to a certain level of rigor. If you do wish to conduct a formal, third-party evaluation of your program, please contact the SMART Moves staff at BGCA for more information before moving forward.

Tips for the SMART Moves Leader

- Ideally, each module (SMART Kids, Start SMART and Stay SMART) should be implemented in its entirety for participants to receive the full benefit. However, each session also can be presented as a stand-alone lesson. When implementing the full module, it will help members to **review** the prior lesson before beginning the next session. This will take extra time – anywhere from five to 15 minutes – depending on the nature of the previous session. There are several ways to review.
 - * You can ask several pointed questions about the main ideas from the last session to see if members remember the important points. If they do not, you can remind them.
 - * You can ask a more open-ended question such as: *Who can tell me what we learned in the last session?* You can debrief with them.
 - * Another option is to have a list of key points/facts on chart paper as they come into the room and simply go over these with them.
- Peer leaders are very important. Let them help with sessions whenever they can. They can help facilitate role plays and encourage group members to participate in the program and in individual activities. They will add excitement for the younger members. For more information, review the Peer Leader Training section in the Appendix of this guide.
- Be sensitive to individual differences. For instance, participants who are shy may need encouragement to get involved. Youth with disabilities might need special accommodations, but do not draw extra attention to their issues.
- Be aware of the varying reading levels of all members, especially the 6-to-9-year olds. In a number of the activities, peer leaders can play an important role in moving the activity along smoothly for non-readers or struggling readers.
- As a part of some activities, participants are asked to write their responses on a handout. If this proves to be a problem, work with verbal responses.
- Encourage discussion. Allow participants to talk about their own life experiences and feelings. Encourage participants to talk to and look at their peers when responding to questions or making comments, not just the facilitator.
- Praise participants' contributions to the discussion, with comments like, "Good idea," "Right," "YES!" and nodding in agreement.
- Establishing routines is extremely important for all age groups, especially for the younger members. Members feel more at ease when they know what to expect. Research shows that young people fare better in structured environments that still allow room for independent thinking, creativity and self expression. Activities such as Circle Time or the Warm-up/Log-in response to the essential quotes and questions provide a consistent routine while allowing for creative response.
- In role play situations, use the examples as models. If necessary, change the language or setting to be more appropriate for Club members. Adapt the situations/names to the cultural make-up of your group. Create other role play situations based on real-life experiences. You or the peer leaders may want to do initial demonstrations of role plays to

encourage group members to participate in role playing exercises. You can enhance role plays with simple props such as a hat, a microphone, a backpack or eyeglasses.

- In role plays, it is important to set up stage rules before having members perform. For example, there should be no physical contact or violence; always have the “actors” communicate with each other before the role plays and debrief afterwards. Avoid having adults or older peer leaders act as the aggressor in sexual pressure role plays. The goal is to ensure that participants safely enter and exit the imagined world.
- Use guest speakers. Be sure guests understand the philosophy and objectives of the program so they can make an informative and fun presentation. Avoid having former addicts as speakers. Their testimonials often glamorize problems in the minds of impressionable youth, who then assume drug problems can be easily overcome. For more information, review the information about Preparing for a Guest Speaker on page 23 of this guide.
- Be a good listener. Listen to what is said and what is not. The subject matter discussed in SMART Moves may provoke participants to bring up very personal, emotional concerns such as a substance-abusing parent or experiences of sexual abuse. Know and follow your Club policies relating to member confidentiality and to disclosure and reporting procedures regarding child abuse and neglect.
- Do not encourage participants to say things that might make them uncomfortable or reveal private matters in the group. Tell members not to use actual names of friends. For instance, when asking about experiences with drugs or alcohol, ask what has happened to “people your age,” “friends” or “your peers” rather than what has happened to “you.”
- Do not attempt to solve complex personal issues in the small group. You are in a key position to make an intervention in a child’s life, but follow through with a private meeting. Refer youth to resources you have checked on and whose services you feel confident about. Know your state’s laws, as well as BGCA’s policy on mandatory reporting, in case members disclose applicable information (e.g., abuse). The U.S. Department of Health and Human Services, Administration for Children & Families’ website gives a summary of all states’ policies on mandatory reporting. Visit www.childwelfare.gov/systemwide/laws_policies.
- When pairing members or creating small groups for activities, make sure to change the pairs and mix of the groups so that eventually all members have the opportunity to work with each other. However, certain activities call for varying levels of ability (reading, problem solving) or maturity. Keep this in mind when forming groups.
- Use incentives/prizes whenever appropriate. Inexpensive items such as colorful stickers, pencils, and party-favor type toys will go a long way. Also very effective are certificates of merit (easily created on the computer), pizza parties, “member of the week,” gift cards or coupons from local stores. Often, retailers will donate these.
- Keep it up-to-date and relevant! Make sure data about drug use and teen pregnancy is current. In addition, all articles, media, CDs, DVDs, songs, examples of pop culture and language should be relevant and appropriate for your members. The program provides current data, examples of lyrics, articles and suggestions regarding drug facts and role play scenarios, but you know your members and may need to substitute more up-to-date or relevant material in some sessions.

- Regardless of how you enhance the program, however, remember that continuity of leadership is important. For best results, keep the same program facilitator involved throughout all sessions.

Keep It Fun!

- Plan a special kick-off event for participants. For example, hold a party, take a trip or plan some other special event.
- Involve SMART Moves participants in special activities. Have a pizza party after a session, hold an overnight or retreat or plan a Club-wide event.
- Plan a recognition night after participants have completed the last session. Invite parents, other Club members, staff and local personalities to the festivities. Hand out *Certificates of Completion*. Create your own or use the templates provided in the Appendix of this guide.

Using Peer Leaders

Why Peer Leaders Are Important

The use of peer leaders is very important. This approach enhances the SMART Moves experience for younger program participants as well as for peer leaders for many reasons:

- Youth may gain more from a program led by their peers.
- Teens who act as peer leaders continue to learn while teaching others.
- Teens involved in leadership roles continue to stay involved.
- Teens who are peer leaders feel a greater sense of self-worth.

Let peer leaders help with sessions whenever they can. They can help facilitate role plays and encourage group members to participate in the program and in individual activities. They will add excitement for younger members. Peer leaders must:

- be 14- to 18-year-olds;
- be recognized and respected as leaders and positive role models by younger members or other young people;
- be reliable and trustworthy;
- be highly motivated;
- be willing to commit two to three hours per week to the program (depending on module and schedule);
- be drug- and alcohol-free;
- be non-smoking;
- have parents' permission to participate; and
- have a letter of reference from employer, teacher or other adult who can speak to their character.

Consider involving Keystone Club members, Sports Club members or other teen leaders from your Club. But don't be hesitant to look elsewhere if your Club does not have enough suitable or interested candidates. Schools and staff of other youth-serving organizations may be able to recommend outstanding young people who would welcome the opportunity to do community service and develop new skills. Many schools require students to complete community service hours in order to graduate.

Another option is to pay peer leaders for their involvement. You might consider creating a "career path," which would advance from a Stay SMART graduate, to peer leader trainee, to paid peer leader.

Training Peer Leaders

It is essential that peer leaders be trained before they assist in sessions. Use the Peer Leader Training section in the Appendix of this guide for training strategies and guidelines.

Getting Started

What Resources Are Needed?

To get started, you will need the following resources:

- support from your board, your Executive Director/Chief Professional Officer and the staff of the Club(s) or other locations where you will offer the program;
- a program coordinator to schedule the SMART Moves sessions on the Club calendar;
- a program facilitator to run the sessions (this can also be the program coordinator);
- trained peer leaders who are somewhat older than the participants;
- training for other Club staff and volunteers who may be asked to help implement the program;
- signed permission letters from the parents/guardians of the participants since the nature of this program touches on sensitive topic areas (see the Sample Letter to Caregivers in the Appendix of this guide);
- adequate preparation time for facilitators and peer leaders; and
- a small budget (or donations) for journals, supplies, refreshments, incentives and awards and supplemental activities such as field trips.

Setting up the Introductory Unit

- Each module begins with an Introductory Unit designed specifically for each age group that will set the tone and culture for the SMART Moves program. You will find suggested introductory activities in SMART Kids, Start SMART and Stay SMART.
- The goal of the Introductory Unit is to create a safe place for members to come and feel good about themselves. A place where they know they will be listened to and respected, and where their personal thoughts, opinions and information will be kept confidential.
- It is during this session that you will:
 - * Administer the Pre-Test, which will help evaluate the effectiveness of the program. (See the SMART Moves Evaluation Guide for more information about the Pre- and Post-Tests, and about conducting more formal evaluations of the SMART Moves program.)
 - * Engage members in an age-appropriate ice-breaker that will also serve as a self-esteem building activity.
 - * Provide an orientation for the Club members.

Methods and Strategies for Creating Your Own Activities

Why Create Additional Activities?

In addition to the core and optional activities presented in the modules, you may wish to expand on or enhance a topic or session by creating an activity that meets the specific needs of your group. Some of these methods and strategies have been used in the core module to cover a specific topic. These same strategies and methods can be used for a variety of different topics and themes.

The following pages will introduce 10 methods commonly used when designing activities for youth. Realize that all of the following methods and strategies are, ideally, part of a session that would begin and end in the same manner as the rest of the sessions (a Circle Time, a Warm-up/Log-in to introduce the session and a Wrap-up/Reflection to end the session).

1. Cooperative Learning

General cooperative-learning activity

A *cooperative-learning* activity is one that requires members of a small learning group to take on roles/tasks that, collectively, produce a particular outcome. The success of the group depends upon everyone's participation. Usually, evidence of the group's work is shared with the entire group. This puts the responsibility on members, rather than on the facilitator. The facilitator's role is like that of a coach; members are more constructive.

Each group will hold a discussion based on a topic of your choosing. Topics may be a variety of things (for example, a question or set of questions, a magazine article, a poem, a quote, or piece of art). Sometimes it is appropriate to give groups newsprint and markers to use in their presentations.

- Tell members they will be participating in a cooperative-learning activity. Divide the large group into teams of three or four.
- Tell members each group must assign a reader (if necessary), a recorder, a reporter and a timekeeper.
 - * The reader will read aloud the text, set of questions or present the piece of art.
 - * The recorder will take notes during the small-group discussion time.
 - * The reporter will present the group's findings to the large group.
 - * The timekeeper will keep the group on track, ensuring that the group completes all of the tasks that they have been assigned.
- Give members an exact amount of time to hold the discussion. The amount of time you allot will vary, depending on the topic they have been given to discuss and asked to do. They will then present their findings to the large group. The reporter from each group will present his or her group's findings as you record the answers.
- Lastly, facilitate a large-group discussion on the relevant points you wish members to come away with. Present a wrap-up activity.

Specific cooperative-learning activity

A “Jigsaw” is a specific cooperative-learning activity in which each member is a member of a team and becomes an expert on one aspect of the material to be studied. Each member of the team meets with members from the other teams assigned the same aspect of the material, and together they master the material and become experts on that particular aspect. Each specialist returns to the home team to teach the material to their group members. In the same manner, other members of the home team have also become experts on the various aspects of the material and teach them to the all members of their home team.

This method allows each member to develop a deeper command of the material than if he or she had taken on all of the aspects individually. As a result of the presentations to the home team, members can clarify their own grasp of the material and correct any misunderstandings. Finally, this method facilitates interaction among members, and they learn to value each other as contributors.

- Tell members they will be participating in a cooperative-learning activity.
- Choose a topic that can be divided into three or four parts. (e.g., gateway drugs)
- Tell members they will be participating in a “Jigsaw,” which will allow each one of them to become an expert on one aspect of the topic.
- Each member will receive information on that specific aspect and then join members of the other home teams who have been assigned the same aspect. Together, they will become experts on that aspect. The experts on each aspect prepare a short presentation and decide how to teach it to the home team. They can use diagrams, posters, or graphic organizers to inform the home group.
- Members return to the home base and take turns sharing the specialized knowledge to the rest of the group. Members can take notes in their journals and chart or organize the information on a graphic organizer.
- Facilitate a large-group discussion to help members integrate and understand the material.

2. Pair and Share

A leader can use the *pair and share* strategy in a variety of different settings and subjects. Often, it is easier for a member to talk in front of a larger group if he or she is part of a team. Divide the group into pairs of members. Assign a task or question to each pair. Allow an appropriate amount of time to complete the task or answer the question. Give a two-to-five-minute warning that time will be called. Allow each team to decide who will present to the larger group.

When time is called, ask for volunteers to share their findings with the group. If appropriate, have all teams share. Otherwise, wrap up the sharing session with an appropriate reflection/wrap-up activity.

When used as an ice-breaker, pairs of members will tell their partner about themselves. When it is time to share with the large group, each member will “introduce” the other to the large group.

3. "Fishbowl"

A *fishbowl* is a way to teach the qualities of accountable talk or good communication. The activity includes an inner circle of talkers who are in a "fishbowl," being closely watched by an outer circle of observers.

The qualities of good communication

Members will identify, practice, and reflect upon the qualities of a good discussion. Emphasis is on speaking and listening. It is possible to use any text or text set that will elicit a variety of thoughts, opinions, and questions from members.

In order for members to identify the qualities of a good discussion, it is useful for them to observe an actual discussion. They might observe an exemplary one, perhaps led by some capable members or a group of teachers, from which they can easily identify those qualities that make it work. However, even a messy, unfocused discussion can provide a teachable moment. Often, the qualities of a good discussion are even more evident in their absence. Either way, have group members observe a discussion and ask them: What made this discussion work or not work?

When the model discussion is over, have members share their answers and compile a chart entitled "Qualities of a Good Discussion." If members cannot come up with a complete list, provide the qualities for them. The chart should resemble the following:

Qualities of a Good Discussion

- Use appropriate body language/eye contact.
- Do not interrupt each other and listen to the speaker.
- Offer opinions, thoughts, and insights about the text.
 - Back up statements by referring to the text.
 - Ask questions to clarify issues.
- Restate the message that he/she has heard and add on something new.
 - Agree to disagree.

Assign half of the group to move into the "inner circle" and the other half into the "outer circle." Distribute to all members a copy of the *Fishbowl Checklist* (a sample is located in the Appendix of this guide) and point out that the qualities on this form very much resemble the ones that they came up with. Explain that the entire group will be reading a text that the inner circle will then discuss, trying to keep in mind those qualities on the *Fishbowl Checklist*. A member of the outer circle will be assigned to a member of the inner circle, and will keep track of everything his/her partner says, in order to provide feedback later. Assign inner/outer circle partners, and instruct members to begin the reading.

When the group has finished the reading, the inner circle should begin the discussion, while the outer circle watches carefully and notes their partners' contributions on the *Fishbowl Checklist*.

After the discussion, partners should meet to discuss what the inner circle member did well, what he or she might work on next time.

Members of the inner circle should set a discussion goal for next time, based upon the feedback from their partner's *Fishbowl* form. (For example, ask more questions to move the conversation along, don't interrupt, participate more often.)

Additional suggestions

You might inform members that they will be alternating roles, so that members of today's outer circle will make up tomorrow's inner circle, and vice versa. Remember that this is a way of improving your members' discussion skills. Once they have mastered the skills on this *Fishbowl Checklist*, you can add new and more challenging ones (for example, "seeks mutual points of view when trying to resolve difficult issues or makes connections to other texts that we've read this year").

4. Improv and Role Play

Storytelling through improv and role play

Storytelling is another means through which members can learn and share information and ideas. In his 1966 acceptance speech for England's Carnegie Medal for Children's Literature, Phillip Pullman describes its effectiveness in a nutshell, "Thou shalt not is soon forgotten but once upon a time will last forever." Just saying "no" is less effective than stories that help members make a personal connection to a problem or journey. Stories are also able to paint a clearer picture about the way we might need to change the way we think and do things. The use of stories to introduce and reinforce specific themes – storybooks for the younger members, stories, memoirs and articles for the older members – also is a powerful and effective way to foster skills, behaviors and attitudes in all participants. In addition to actually reading stories to members or having them read stories themselves, there are two closely connected strategies that can be helpful in working with youth. The first is improv, the second is role play.

Improvisation

According to Greg Atkins in *Improv Handbook for the Actor*, improv is "storytelling on your feet." This means creating in the moment a response to one's immediate environment and feelings. It can also be seen as spontaneous group storytelling in which several players will try to build a story with little or no prior knowledge of the direction of other participants.

The results of improv pieces performed by members can bring about ideas, new perspectives and new ways to behave.

Depending on the session topic, the facilitator will make up scenarios that include who the characters are and where the action takes place. The facilitator can posit a conflict or allow the players, with the help of the audience, to develop the conflict, the plot and the solution.

- Tell youth that they will be taking part in a storytelling/acting activity. They will all get to be actors, but they will be creating their own characters and dialogue as they develop the story.
- Divide the group of actors into teams of three or four, depending on the number of characters in the scenarios. (For example, four friends are in an apartment where there are no adults present. The conflict may involve huffing fumes, drinking alcohol, taking prescription drugs or smoking cigarettes.)
- Each group will have five minutes to assign characters and come up with a conflict or develop one already given. They may also ask for suggestions from the audience as they develop the scenario. Each group will have five minutes of performance time.
- After all the groups have performed, facilitate a discussion about the solutions the various groups have come up with to solve the conflict engendered in the plot.

Role Play

Role play is a more structured form of storytelling. It requires the changing of one's behavior to assume another persona. It originated in the 1920s by a psychiatrist who surmised that patients gained more from exploring the problem than by talking about it. Today, it is used to develop social skills, communication skills and interpersonal skills, especially resistance skills. Participants assume roles of characters and determine actions of characters based on their characterizations. They rehearse situations in preparation for a future performance.

- Depending on the session, the facilitator will develop structured scenarios with defined characters and a theme.
- One example might be:
 - * Gina has just moved and doesn't know very many people at her new school. When she stops by the girls' bathroom at the end of the day, she finds four girls from her class in there smoking. Leila, one of the most popular girls, offers her a cigarette.
- Each group will have five minutes to assume the attitude and posture of each character and to develop the dialogue in preparation for the presentation. After each presentation, the audience will give feedback to the actors and the development of the problem and the solution.

5. Text Rendering

Text rendering is a process that allows youth to gain an understanding of the text by breaking it down to get at essential meanings. Text rendering allows members to create their own understandings. Members make their own choices regarding the important portions of the text, which they can then share with the group without fear of being laughed at. Text rendering works well with poetry, chapters from novels, short stories and scenes from plays. It can also be used with newspaper articles that allow youth to talk about current issues in a structured format.

When members engage critically with the text, they can make powerful connections to themselves and the outside world. It may influence their decisions and provide avenues for further thinking and analyses. The activity is fun and engaging when the text is appropriately provocative or somewhat controversial. Essential to the success of the activity is to find a text that youth feel passionately about, is relevant to their world, brings out strong opinions and provokes questions or gives answers.

- Depending upon the session, you choose a text (article or excerpt) relevant to the theme being addressed.
- Tell members that they will be participating in a "choose and speak out" activity.
- Members should sit in a circle facing one another.
- They will read the text independently or in a round-robin approach.
- With highlighter (or pencil) in hand, each member will select a paragraph that is most meaningful to them – one that "speaks" to them. If the paragraph is more than four sentences long, have members choose a sentence or two from the paragraph. If the paragraph is three sentences or fewer, have them share the entire paragraph with the group, one at a time. Assure them that repetition is not a problem.
- If you wish to use a poem or group of poems related to a particular theme, have members choose a line or phrase from a stanza. Have them share the line or phrase with the group. Again, repetition is not a problem.

- Instruct members that they do not have to share in any particular order. The sharing should move seamlessly from one member to another, as they are moved to share.
- Facilitate a large-group discussion about the ideas and feelings that stood out the most. Members may then write in their journals those points they want to remember.

6. Socratic Seminar

The *Socratic Seminar* is a distinctive questioning method through which members can explore and evaluate ideas, issues and values in a particular text or work of art (e.g., prose, poetry, painting or photograph.)

It is based on the Socratic theory that questions – not answers – are the driving force in thinking. Socrates engaged his members in dialogue by responding to questions with questions instead of answers. Socratic Seminar questions must be open-ended (no “yes” or “no” answers). Therefore, begin questions with “why?” or “how?” For example: How can an idea or value in the text or work of art be constructive? How can they be destructive?

There are four essential elements to a successful seminar:

- a *text* that stimulates thoughtful dialogue;
- a good *opening question* that leads the participants back to the text;
- a *leader* (either facilitator or member) who keeps the discussion focused on the exploration of the text by asking follow-up questions and clarifying positions; and
- a *group of participants* who listen, share ideas in response to the ideas and questions of others, and search for evidence in the text to support their ideas.

The steps for getting started include the following:

- Tell members that they will examine a text that will present different viewpoints.
- In contrast to a debate or discussion, they will engage in a dialogue that produces no single right answer. Instead, the dialogue leads to a greater understanding of ideas in the text by expecting that other members' reflections will improve one's own thinking. The idea behind the Socratic approach is that many perspectives lead to greater understanding.
- Members are given the following set of guidelines:
 - * Sit in a circle allowing eye contact among all participants.
 - * Remember to focus and refer to the text in expressing ideas or comments.
 - * Invite others into the dialogue.
 - * Listen to and build on one another's comments.
 - * Refrain from raising hands.
- Members will read the text, and the facilitator or peer leader will write the seminar open-ended question or questions so that everyone can see it/them (e.g., “What are feelings and desires? How can they be constructive? How can they be destructive?”). The dialogue begins.

- As facilitator, you are part of the seminar and can refer to a list of prepared questions that can be used to move the dialogue along when it comes to a standstill. The list can be posted as a reference tool for members as well.
 - * *Do you agree/disagree with the statement?*
 - * *What is the cause/effect of this?*
 - * *Do we all understand what is being said?*
- It is important to encourage members to think aloud and to exchange ideas openly. They will be motivated to explore important issues through shared inquiry.
- Post-seminar activities should be designed to help members make personal connections, build on insights gained during the seminar and apply the connections to their own lives. (For example, write a poem or lyrics, or journal reflection to follow up on two points made earlier in the discussion.)

7. Graphic Organizers

Graphic organizers are visual learning techniques that help members organize large amounts of information. Organizers also help members see how ideas are connected and how concepts can be connected to prior knowledge. Some examples are cluster diagrams that bring similar things together, charts or frames for putting different ideas into different categories, Venn diagrams for comparing things that are the same or different, story maps for organizing elements of stories and KWL charts for processing knowledge (see diagrams on the following pages).

The use of these organizers for visual learning enables members to clarify thoughts, organize and analyze information, integrate new knowledge and think critically.

KWL Chart

The KWL (know – want – learn) chart strategy helps members activate prior knowledge about a topic and helps them determine their purpose for gaining more information about it. Members are told that they will focus on three questions as they begin their exploration of the given topic. For instance, drugs would be a topic that would work well using the KWL strategy.

Members are each given an individual chart, or the group could put together a group wall chart. On the chart are three headings:

- What I Know
- What I Want to Learn
- What We Learned (and still want to learn)

STEP 1: Members begin to brainstorm what they know about drugs.

STEP 2: Members think about what they want to learn.

STEP 3: After the lesson, members record on their charts what they have learned from their exploration of the topic and raise questions about what they still need to learn about the topic.

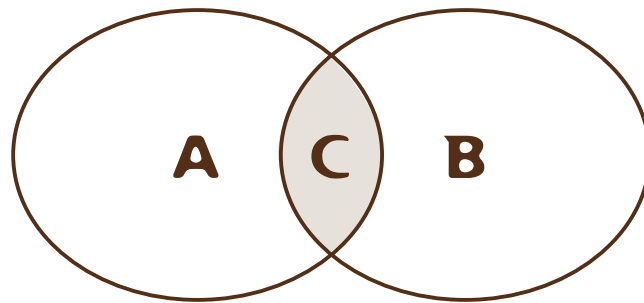
Finally, members can share the results of the knowledge gained and pose and discuss the questions they still want answered.

KWL Chart		
What I know about...	What I want to know about...	What I learned and still want to learn about...

Following are more examples of graphic organizers.

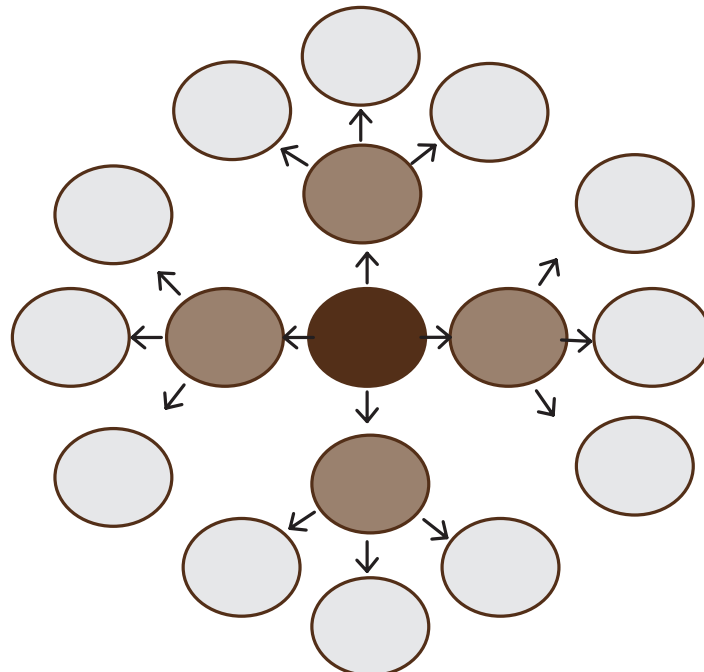
Venn Diagram

The Venn Diagram is a graphic organizer that allows members to compare and contrast two different things to understand how they are alike and different. It is made up of two or more overlapping circles. Although it is often used in mathematics to show relationships between sets, and in language arts instruction, the Venn Diagram is also useful for examining similarities and differences in any number of themes, topics, discussions, reflections, characters, stories or poems. This approach enables members to organize similarities and differences visually.



Cluster Diagram

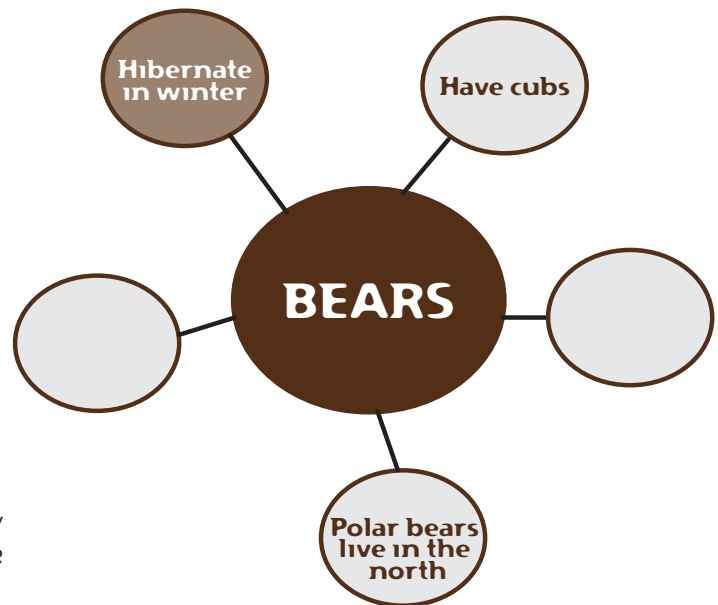
Clustering is a nonlinear activity that generates ideas, images and feelings around a stimulus word. As members cluster, their thoughts tumble out, enlarging their word bank for writing and often enabling them to see patterns in their ideas. Clustering may be a group or an individual activity.



Webbing

Making a picture like a big spider web helps your members decide what part of a big topic is something that interests them or is related in some significant way. Start in the middle of a piece of newsprint, or on a dry wipe board with a circle, and put your topic inside the circle. Use "bears" as an example.

As members think of things they know about bears, add them in little circles around the large, middle bear circle. Connect the little circles to the large, middle "bear" circle with straight lines. Use this to lead a discussion, introduce a topic or visually support a line of questioning. The "bear" example might look like this:



Comparison/Contrast

Comparison and contrast is used to show similarities and differences. The key questions are: What is being compared? How are they similar? How are they different?

	Name 1	Name 2
Attribute 1		
Attribute 2		
Attribute 3		

8. Mini-Lessons³

A *mini-lesson* is a short lesson that teaches a skill or concept that members can relate to a larger lesson. It can serve as a lead-in to just about any subject area and can be as short as five minutes or as long as 15 minutes. The four parts of the mini-lesson are as follows:

1. introduction;
2. teacher modeling;
3. member modeling; and
4. guided practice.

The advantage of the mini-lesson is that it is a flexible plan for developing strategy lessons using explicit or direct teaching in a limited amount of time. This encourages participation of members and minimizes the role of the teacher. This allows members to practice valuable skills on a regular basis without spending time on drill and worksheets. Mini-lessons also create interest and generate questions.

Depending on the session, the facilitator will choose a particular strategy to explore the theme and relate it to members' prior knowledge (for example, mapping my community). The facilitator then shows the member how to think about and use the strategy based on his or her own knowledge (with the facilitator mapping his or her own community). The facilitator then asks members to try the strategy and link it to the work on the topic of the session. Members map their own communities.

Finally individual members or groups of members present the results of their work to the entire group (e.g., presentation of maps). Members reflect on the strategy (mapping) and its connection to understanding the topic or the session.

9. Storyboarding

Storyboarding is a technique generally used in advertising, filmmaking and animation. It is a sequence of visual sketches to help organize the main events of a story in the order in which they appear. Descriptive notes and text can also be included. Storyboarding is a fun and useful teaching tool because it allows members to express their ideas and thoughts in pictorial form. It is also useful when facilitators wish to encourage participation and sharing of ideas as members present their work and explain it to the large group upon completion.

- A sheet with several empty boxes lined up in a row, horizontally or vertically, and room for notes underneath each box (if notes are desired) is created as a template. Younger members will need larger boxes across the page, and, indeed, any age group may use a single sheet per box if time and resources permit.
- The goal is to help members focus on and choose the important points of their story and express them in visual form.
- Members may create narratives, commercials, public service announcements or memories they would like to share – all relating to the goals and topic of a particular session. For example, in a session on peer pressure, members may create a storyboard recounting the various ways to tactfully assert themselves in a given situation.

Images and drawings need not be elaborate. Getting the main idea across, even using stick figures and other simple designs, is sufficient. Of course, more detailed storyboarding projects could include the use of colored markers and pencils. Finally, members present their work by posting the sheet or sheets in chronological order along the wall. They relate the story (or ad, or memory, etc.) as it proceeds from one box to the next.

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10. Using Informal Assessment and Reflection Strategies

If you are creating your own activity, there are a number of ways you can assess the success of the lesson that are quick, simple and informal. The purpose of using one of these strategies is twofold.

1. To ensure members got the main points or messages you wanted them to take away.
 2. To ascertain how members can apply the information or skills to their own lives.
- **Shout out** – Each person calls out one sentence or one word that answers any of the following questions (a member may always opt to pass).
 - * *What was the most important thing you learned today?*
 - * *Give one word that describes how you are feeling after this activity.*
 - * *What is the next step you will take regarding this . . . ?*
 - * *What surprised you the most today?*
 - * *Name one new thing you learned about yourself today.*
 - **Journal entry** – This is the same as the “Shout-out,” but members respond by either writing or drawing in their journals.
 - **Chart and share** – Either pairs or small groups of members use newsprint and markers to present the answers to one or more questions relating to the activity. Pairs or groups present to the larger group.
 - **Pop quiz** – Members are asked questions about the topic. You can make it more fun by using a game show approach and awarding points. Divide the group in half and use a simple one- or 10-point-per-correct answer point system. This doesn't have to be more than 10 to 15 minutes.

Preparing for a Guest Speaker

Guest speakers can be a valuable enhancement to any learning environment because they can provide expertise on a particular topic, demonstrate or show things that the regular instructor cannot, answer questions that the regular instructor cannot and make career connections to a topic or field.

Where to Find Guest Speakers

You can find guest speakers just about anywhere. If your group is learning about topics related to drugs, alcohol and preventing teen pregnancy, the local health department, visiting nurse service or local chapter of Planned Parenthood are some places to start. In addition, local colleges and universities may have a number of offices and departments that do outreach in the community. However, sometimes the perfect guest speaker may be a friend of yours in the community, a relative, your own doctor or healthcare professional or a parent of a Club member.

If you wish to bring in a speaker to talk about careers, the possibilities are endless. Begin with your own contacts and then ask friends and acquaintances. Often, employees and managers from local companies are happy to come talk about their careers. The caregivers of Club members may also serve in this capacity.

The success of the guest speaker experience depends largely on how well you prepare members and the speaker. The following guidelines ensure that all parties involved know what to expect and are fully prepared for a rich experience.

1. Let members know well in advance that a guest speaker will be coming.
2. Take time to work with members on preparing questions for the guest speaker prior to the visit. Have each member prepare one question on an index card for the day the speaker visits.
3. You could use a *KWL chart* (see page 18 on Graphic Organizers) to prepare youth for the speaker. This will also help the guest give a more tailored speech on the day of his or her visit.
4. If possible, provide some light refreshments for the speaker and members. This will emphasize the special nature of the day.
5. Prepare the speaker by sending a letter that explains what he or she can expect (see the Appendix of this guide for a sample letter to request speakers).
6. Have members write a thank-you note to the speaker for the visit. One letter signed by all or individual letters are both fine. Either way, make sure to thank the speaker!

Appendix

Glossary of Terms

Additional Resources

Peer Leader Training Guide

Sample Letter to Caregivers

Sample Letter to Request Guest Speakers

Sample Certificates of Completion

Glossary of Terms

SMART Kids (Ages 6 to 9 Years)

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

Appropriate – suitable, fitting, the right thing

Assertiveness – standing up for what you believe, having a confident manner

Circle Time – a time when participants sit in a circle, designed to promote feeling of inclusion and togetherness and a spirit of cooperation

Classified ad – an advertisement that allows individuals to sell products and services

Communication – the exchange of information, the art of using words that allows us to interact with people

Contribution – something that is given that adds to a larger whole

Coping strategies – ways to deal with stress or difficult situations

Decision – making up your mind about something

Differences – things that are not alike

Discussion – exchange of views on some topic

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

Feedback – response to a question, an inquiry, presentation or experiment

Goal – something a person wishes for and works to accomplish

Inappropriate – not suitable, not fitting, not the right thing

Negative feelings – upsetting or uncomfortable feelings

Peer pressure – when a friend tries to get you to do something

Personal ad – similar to classified ad but personal in nature, includes description and interests

Problem – something that is hard to figure out or solve

Public service announcement – an ad for something that helps the community

Resist – refuse or say no to something, disagree

Scenario – sequence or series of possible events

Similarities – things that are alike

Storyboard – a group of pictures that present the main ideas of a story in the order in which they happen

Trustworthy – dependable, reliable

Yoga – a form of exercise that helps us relax

Start SMART (Ages 10 to 12 Years)

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

Attributes – qualities or characteristics of a person

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

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

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

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

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

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

Disciplinary action – punishment

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

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

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

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

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

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

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

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

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

Option – the power or right of choosing

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

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

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

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

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

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

Reconvene – to call or come together again

Reproduction – process by which humans produce babies

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

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

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

Scenario – sequence or series of possible events

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

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

Stay SMART (Ages 13 to 15 Years)

Abstaining – choosing not to participate; not engaging in sexual intercourse

Abstinence – avoiding sexual intercourse with another person

Adolescence – the state or process of growing up; the period of life from the beginning of puberty to full maturity

Adversity – adverse or unfortunate event; difficult experience

AIDS – a disease of the human immune system caused by the human immunodeficiency virus (HIV)

Aspire – to hope to become

Assertiveness – the act of standing up for one's rights; open, direct expression of thoughts and feelings

Assessing relationships – forming an opinion about the characteristics of the relationship

Best practices – techniques or methods that have proven reliable

Birth control – a regimen of one or more actions, devices, or medications followed in order to deliberately prevent or reduce the likelihood of a woman becoming pregnant or giving birth.

Bisexual – a person who is sexually attracted to both sexes

Brainstorm – to collect ideas and encourage creativity from a group about a subject

Bullying – an action by an overbearing person that threatens a smaller or weaker person

Collage – a work of art made by pasting diverse elements on a surface; diverse elements on a surface

Condoms – a sheath placed over the erect penis before penetration, preventing pregnancy by blocking the passage of sperm

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

Consumerism – continual expansion of one's wants and needs for goods and services

Contraception – the deliberate prevention of conception or impregnation by any of various drugs, techniques or devices; birth control

Coping techniques – ways to deal with stress or difficult situations

Delaying tactics – ways to put off dealing with uncomfortable situations

Depo-Provera – form of birth control using injections every three months to prevent ovulation

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

Drugs – non-food substances that cause a change in the body, the mind or the way someone behaves

Ejaculate – to eject or discharge abruptly, especially to discharge (semen) in orgasm.

Entice – to tempt; attract

Expert – someone with specialized knowledge of a field

Eye appeal – something that is attractive visually

Fertility – the ability to become pregnant through normal sexual activity

Gateway drugs – drugs that may open the gate to other drug involvement

Goal setting – writing down things one wants to achieve in life

Humble – to be modest; not brag about yourself

Imply – to suggest rather than say plainly; to express or indicate indirectly

Limits – boundaries beyond which you will not go

Media literacy – knowledge about communication that reaches or influences many people

Media messages – information or opinion communicated in the media

Meditation – practicing concentrated focus upon a sound, object, visualization, the breath or movement in order to increase awareness of the present moment, reduce stress, promote relaxation and enhance personal growth

Myth – fictitious story, person, or thing

Options – the power or right of choosing

Oral contraceptives – pills that prevent ovulation; birth control pills

Ovulation – the release of the ripe egg from the ovary

Peer influence – the feeling that someone your age is pushing you to make a certain choice

Personal inventory – making a list of one's traits, interests, hopes and dreams for the future

Psychology – the particular ways in which an individual or group thinks or behaves; subtle tactical action or argument used to manipulate or influence another; the study of the human psyche

Puberty – the period of becoming capable of reproducing sexually that is brought on by the production of sex hormones and the maturing of the sex organs (such as the testes and ovaries) and is marked by the development of secondary sex characteristics (such as male facial hair growth and female breast development) and by the occurrence of the first menstruation in the female.

Public good – something that is positive for many people; something that is in the best interest of the community

Randomly – no particular plan, purpose or pattern

Reflect – to think seriously and carefully

Resist – to say “no” to something; refuse; disagree

Sexuality – all the feelings, thoughts and behaviors of being female or male

Skits – mini-plays

Spectrum – a broad sequence or range of related qualities, ideas or activities

Spermicide – a substance that kills sperm, inserted vaginally prior to intercourse to prevent pregnancy

Statistics – a collection of numerical data

STI/STD – sexually transmitted infection/sexually transmitted disease

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

Symbol – something that represents something else; something real that stands for or suggests another thing that cannot in itself be pictured or shown

Additional Resources		Facilitators	Members	Parents
Resource	Description			
www.cdc.gov/tobacco/tips4youth.htm	Centers For Disease Control/Prevention (CDC) Tips for Youth Program	○	○	○
www.cancer.org	American Cancer Society Information also available in Spanish	○	○	○
www.justice.gov/dea	U.S. Drug Enforcement Agency	○	○	○
Stayteen.org (from The National Campaign to Prevent Teen and Unplanned Pregnancy)	Information for teens about relationships, sexuality, abstinence, birth control		○	
Kidshealth.org	Abstinence-focused site with information about general teen health		○	○
Thecoolspot.org (Government sponsored site)	Drug information and peer pressure resistance exercises		○	
Thenationalcampaign.org/parents	Help for parents on talking to teens about relationships	○		○
Theantidrug.com	Extensive advice and drug information for parents	○		○
Plannedparenthood.org/teen-talk	Comprehensive info on teen sexuality, birth control and other topics		○	○
Childrennow.org	Facts and figures, tips and techniques about talking to kids about drugs, sex, relationships HIV/AIDS, etc.	○		○
ETR.org/recap	Major resource for adolescent pregnancy prevention	○		○
Puberty101.com	Comprehensive site on teen sexuality, drugs, psychological issues	○	○	○
www.wingclips.com	Inspirational movie clips	○		○
<i>It's So Amazing – A Book about Eggs, Sperm, Birth, Babies and Families</i> by Robie Harris	For ages 7 and up – information and illustrations		○	
<i>It's Perfectly Normal – Changing Bodies, Growing Up, Sex and Sexual Health</i> by Robie Harris	For ages 10 and up – information and illustrations		○	
<i>Too Old for This, Too Young for That!-Your Survival Guide for the Middle-School Years</i> by Harriet Mosatche, Ph.D. and Karen Unger, M.A.	Growing up, life skills, relationships and physical changes in early adolescence		○	
<i>Yes, Your Teen is Crazy! – Loving Your Kid Without Losing Your Mind</i> by Michael Bradley, Ed.D.	A guide to understanding adolescent behavior and extensive parenting strategies			○
<i>Yes, Your Parents Are Crazy! – A Teen Survival Guide</i> by Michael Bradley, Ed.D.	Teen guide to dealing with their bodies, school, relationships with friends and family, etc.		○	
<i>“What’s Happening to My Body?” – Book for Boys</i> or <i>Book for Girls</i> by Lynda Madaras	Explicit information and illustrations about anatomy, puberty and sexuality	○	○	○
<i>Meditation in a New York Minute – Super Calm for the Super Busy</i> , Mark Thornton	Simple techniques for relaxing and meditating for adults and older teens	○		○

Resource	Description	Facilitators	Members	Parents
Buzzed: The Straight Facts About the Most Used and Abused Drugs from Alcohol to Ecstasy by Cynthia Kuhn	Authoritative resource guide to drugs and their effects on the body and brain	o		o
The Berenstain Bears – Forget Their Manners by Stan Berenstain	Picture book about manners (for ages 4-9)	o	o	o
Incredible You! – 10 Ways to Let Greatness Shine Through by Wayne Dyer	Popular book about self esteem	o	o	o
Have You Filled a Bucket Today? A Guide to Daily Happiness for Kids by Carol McCloud	Popular book about self esteem	o	o	o
The Monster Health Book: A Guide to Eating Healthy, Being Active & Feeling Great for Monsters & Kids by Edward Miller	Comprehensive, fun guide (for ages 7-11)	o	o	o
Oliver Button is a Sissy by Tomie dePaola	Story about a boy who copes with bullying (for ages 4-9)	o	o	o
I AM a Lovable Me! Affirmations for Children by Sharon R. Penchina and Stuart Hoffman	Poetic affirmations illustrated (for ages 4-8)	o	o	o
The Hundred Dresses by Eleanor Estes	Story about friendship and bullying (for ages 8-12)	o	o	
The Quiltmaker’s Gift by Jeff Brumbeau	Beautifully illustrated story about generosity (for ages 6 -12)	o	o	o
aadac4kids.com/ the facts/	Drug facts and fun exercises (for ages 8-12)	o	o	o
ncadi.samhsa.gov/ (U.S. Dept. of Health & Human Services – Alcohol & Drug Information)	Comprehensive site offering information and publications (for all ages)	o	o	o
drugfree.org (From Partnership for a Drug-Free America)	Parent “Toolkit” and “Guide to Teen Brain” -Advice for parents of children pre-school age to college	o		o
nutrition explorations.org	Nutrition information for parents/teachers and games (for ages 7-13)	o	o	o
mypyramid.gov/kids/	Nutrition information, materials and games (for all ages)	o	o	o
brainpop.com/health/ and brainpopjr.com/health/	Animated lessons and activities for wide variety of health topics	o	o	
Chicken Sunday by Patricia Polacco	Story about celebrating heritages (for ages 6-9)	o	o	o
Derek Jeter’s All Star Manual	Book that includes 10 life lessons about making the right choices	o	o	o
Alicia Keys’ Tears for Water , Song-book of Poems and Lyrics	Poems and lyrics	o	o	o
Life Skills , Grades 6-12 by Sandra McTavish	Health activities for success and well-being	o		

Peer Leader Training Guide

Objective

Teen participants will develop the skills needed to be effective peer leaders.

Preparation

Review the "Facilitator's Resource: Background Information on Role playing" (see Activity 4 in this session) in advance so that you will be prepared to give appropriate feedback and encouragement as peer leaders practice role playing techniques.

Materials

- Newsprint and markers
- SMART Kids, Start SMART and Stay SMART modules
- "Ways to Refuse" handout (p.41)
- "Facilitator's Resource: Background Information on Role Playing" (p. 40)

Note for Facilitators

This session is designed to help peer leaders learn the skills that will enable them to be an effective and useful part of the SMART Moves program. Participants learn brainstorming and role playing skills and discuss the pros and cons of acting as role models for younger Club members.

Activity 1: Program Orientation: What Do You Do?

Objective

Peer leaders will get acquainted with the content of the SMART Kids, Start SMART and Stay SMART programs and identify their roles.

Time

30 minutes

Materials

- Newsprint and markers
- SMART Kids, Start SMART and Stay SMART modules

Note for Facilitators

Consider listing a few of the main points about the modules on newsprint in advance. You also may want to let group members take a closer look at the modules during a break or after the session.

Review program contents	<p>Remind the group that SMART Moves has modules for three different age groups: SMART Kids for youth ages 6 to 9 years, Start SMART for preteens ages 10 to 12 years and Stay SMART for teens ages 13 to 15 years.</p> <p>Explain that SMART Kids (the curriculum for younger members) lays the groundwork for Start SMART and Stay SMART, by focusing on the following:</p> <ul style="list-style-type: none">• self-awareness, healthy habits and respect for the body;• skills such as respecting and getting along with others, solving problems and planning ahead; and• awareness of risky situations and products, including tobacco, alcohol and other drugs <p>Start SMART and Stay SMART (the preteen and teen programs) go on to cover the following:</p> <ul style="list-style-type: none">• the three main gateway drugs: tobacco, alcohol and marijuana, and some information on other drugs (you may have to explain “gateway drugs” if peer leaders are unfamiliar with the term);• puberty and reproduction;• the peer pressure young people feel and ways to resist this pressure;• media images and influences on young people;• decision-making skills; and• ways to refuse alcohol, tobacco, other drugs or sexual activity. <p>Stay SMART (the teenage program) will also cover the following:</p> <ul style="list-style-type: none">• relationships, stress management and communication skills; and• life planning and male and female responsibility.
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**Discuss
the role
of peer
leaders**

Explain that each portion of the curriculum has been designed with a role for peer leaders. Ask participants what they think being a peer leader means. List their ideas on newsprint. Make sure that the following ideas are included:

- acting as a role model for Club members;
- encouraging Club members to participate in the program;
- demonstrating ways to resist the pressures to use alcohol and other drugs, or to become sexually involved;
- encouraging Club members to role play;
- being enthusiastic about the program and helping keep Club members enthusiastic; and
- having fun!

Assure them that they will be trained in the skills needed to help run the SMART Moves groups and that an adult facilitator will always be available to work with them.

Activity 2: Dos and Don'ts of Leading a Group

Objective

Peer leaders will identify effective ways of leading a group.

Time

20 minutes

Materials

- Newsprint and markers

Brainstorm Dos and Don'ts

Ask participants to brainstorm the “dos and don'ts” of leading a group. What are the positive and negative things they need to be aware of to help a group run effectively? List their ideas on newsprint. Be sure the following are included:

<p>DO</p> <ul style="list-style-type: none">Be understanding.Be a mediator.Be interesting.Be serious.Be honest and open.Be prepared for each session.	<p>DON'T</p> <ul style="list-style-type: none">Be a distraction.Make jokes.Laugh inappropriately.Lecture.Be argumentative.Be domineering.
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Encourage peer leaders to follow these guidelines when helping to facilitate the program sessions. Remind them that how they act will set the tone for the group.

Activity 3: Brainstorming Similarities

Objective

Peer leaders will 1) brainstorm the reasons some young people use alcohol and other drugs and the reasons they become sexually involved; and 2) discuss the similarities in motivation.

Time

20 to 25 minutes

Materials

Newsprint and markers

<p>Explain brainstorming</p>	<p>Begin by pointing out that the technique of brainstorming does the following:</p> <ul style="list-style-type: none"> * It is a way to allow everyone to express his or her ideas. * It is nonjudgmental. * It generates many ideas in a short time. * It does not require that group members explain their contributions.
<p>Discuss why young people use alcohol and other drugs</p>	<p>Have peer leaders brainstorm reasons some young people use alcohol and other drugs. Write their responses on newsprint, making sure the list contains the following:</p> <ul style="list-style-type: none"> * curiosity * to feel good * to fit in * peer pressure * advertising and media pressure
<p>Discuss why young people get sexually involved</p>	<p>When this list is complete, have leaders brainstorm the reasons some young people get sexually involved. Write these responses on a second sheet of newsprint, making sure the list contains the following:</p> <ul style="list-style-type: none"> * curiosity * to feel good * to fit in * peer pressure * advertising and media pressure <p>Post both sheets and have leaders compare the lists. Point out the similarities between the two lists.</p>
<p>Discuss how SMART Moves responds</p>	<p>Explain to peer leaders that the SMART Moves modules will address those motivations that are the same for the various problem areas. Point out that, for younger members, the issues are external peer/social pressures and internal pressures to fit in. For older members, the issues can be more complex. In both cases, the programs try to help members resist the pressures to use alcohol and other drugs, as well as to avoid premature sexual activity.</p>
<p>Discuss helping SMART Moves groups brainstorm</p>	<p>Tell leaders that the brainstorming technique they just experienced is used throughout the SMART Moves curriculum. Ask how, as peer leaders, they might help an adult facilitator with brainstorming or discussion activities in the small groups. If necessary, suggest that peer leaders can do the following:</p> <ul style="list-style-type: none"> * Explain what brainstorming is. * Ask the brainstorming questions. * List member responses on newsprint. <p>Ask peer leaders which part(s) of the brainstorming technique they would feel comfortable doing.</p>

Activity 4: The Pressure is On

Objective

Peer leaders will learn and practice the various levels of pressure used to encourage young people to engage in alcohol use, tobacco use, drug use or other unacceptable behavior.

Time

30 minutes

Materials

- Newsprint, prepared with levels of pressure (see below; omit the examples)
- Markers
- "Ways to Refuse" handout (p. 41)
- "Facilitator's Resource: Background Information on Role Playing" (p. 40)

Note for Facilitators

Review the "Facilitator's Resource: Background Information on Role Playing" in advance so that you will be prepared to give feedback and encouragement to peer leaders as they practice role playing techniques.

Define peer Pressure	<p>Remind participants that young people often feel pressure from their friends to engage in high-risk behaviors related to alcohol, tobacco, other drugs and sexual activity. Write the following on newsprint:</p> <p>"Peer pressure is influence put on us by people our own age."</p>											
Review levels of pressure	<p>Explain to peer leaders that four common types of pressure are covered in the curriculum. Then show the prepared newsprint with the different levels of pressure and give examples of each one.</p> <table border="1" data-bbox="505 1262 1459 1856"> <thead> <tr> <th data-bbox="505 1262 980 1318">LEVELS OF PRESSURE</th> <th data-bbox="980 1262 1459 1318">EXAMPLES</th> </tr> </thead> <tbody> <tr> <td data-bbox="505 1318 980 1402"> Friendly: A simple offer </td> <td data-bbox="980 1318 1459 1402"> "Would you like a cigarette?" </td> </tr> <tr> <td data-bbox="505 1402 980 1514"> Teasing: People make fun of you and call you names if you refuse </td> <td data-bbox="980 1402 1459 1514"> "Are you chicken?" or "What a baby!" </td> </tr> <tr> <td data-bbox="505 1514 980 1675"> Hot: People use physical or psychological threats </td> <td data-bbox="980 1514 1459 1675"> "If you don't take this joint, I'm going to beat you up!" or "I won't be your friend anymore." </td> </tr> <tr> <td data-bbox="505 1675 980 1856"> Indirect: People pressure you even though they may not make a direct offer </td> <td data-bbox="980 1675 1459 1856"> "Hey, why don't you come to my party? There's going to be a lot of beer there, and all our friends are coming." </td> </tr> </tbody> </table>		LEVELS OF PRESSURE	EXAMPLES	Friendly: A simple offer	"Would you like a cigarette?"	Teasing: People make fun of you and call you names if you refuse	"Are you chicken?" or "What a baby!"	Hot: People use physical or psychological threats	"If you don't take this joint, I'm going to beat you up!" or "I won't be your friend anymore."	Indirect: People pressure you even though they may not make a direct offer	"Hey, why don't you come to my party? There's going to be a lot of beer there, and all our friends are coming."
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Discuss ways to Refuse	Distribute copies of the "Ways to Refuse" handout to each peer leader. Review and demonstrate each way of saying "no." Ask peer leaders which ways might work best for each level of pressure.
Practice role playing	Explain to leaders that in their Start SMART (preteen) groups, they will be asked to "role play," or act out, these refusal techniques. Have two leaders come to the front of the group to practice. One should offer a drug and the other should refuse, using the role playing technique just described by the facilitator. Repeat the exercise using another example, such as an offer of alcohol or pressure to become sexually involved.

Facilitator's Resource

Background Information on Role Playing

Role playing serves two major purposes in the SMART Moves program:

- It gives group members the opportunity to practice refusal skills and to become adept at resisting peer pressures to try alcohol, tobacco and other drugs or to become sexually active.
- It allows group members to practice the social skills that will reduce their motivation to use alcohol, tobacco and other drugs or to engage in sexual activity.

Peer leaders model and facilitate role plays to reinforce the program's messages for younger members.

When practicing role plays with peer leaders, do the following:

- Talk about their behavior (their tone of voice, stance and body language). For example: "You stood up straight and said 'no' in a very strong way."
- Be specific. Peer leaders need to know what is right about what they are doing. For example: "You said what we want members to say and looked right at the other person when you refused to go along with his/her suggestions."
- Talk about what the peer leader did well. Don't dwell on mistakes. For example: "You did a great job of getting the message across. Speaking a little louder to the group might make your role play even better."

Remind peer leaders that they're modeling the appropriate behavior being taught to members. Members will look up to peer leaders as examples of what is expected.

You may want to ask the following questions after a role play:

- * *What was good about this role play?*
- * *Would this work in real life? Why, or why not?*
- * *Would you have handled this situation differently? If so, how?*
- * *What might the consequences of this situation be?*

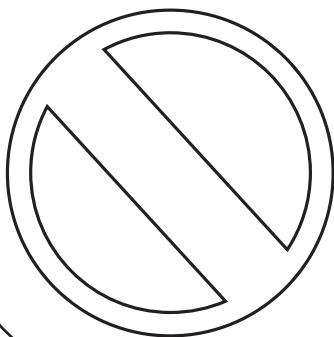
To make role plays more like real-life situations, you may want to have some props on hand to set up the scene. Be imaginative. Also, asking the group to create the situation will make it more relevant to them. Most of all, role plays should be an enjoyable learning experience for peer leaders - one that will permit them to convey their enthusiasm to Club members.

WAYS TO REFUSE

There are many different way of refusing to go along with the pressure to use alcohol, tobacco, other drugs or to do other things you don't want to do.

Ways to Refuse	Examples
1. Say "No, thanks"	"Would you like a cigarette?" "No, thanks."
2. Give a reason	"Just let me kiss you." "No, it's not right."
3. Repeat yourself (repeat the same phrase over and over)	"Would you like a cigarette?" "No, thanks." "Oh, come on!" "No, thanks." "Just try it, chicken!" "No, thanks." "Would you like to smoke some marijuana?" Say, "No, thanks," and walk away while you're saying it.
4. Walk away	When you're invited to the home of a friend and no one else is going to be home but the two of you, if you feel uncomfortable about that, don't go. When you're invited to a party where you know everyone will be drinking, don't go.
5. Avoid the situation	"Hey, how about a beer!" Avoid situations in which you'll be asked to do things you don't want to do.
6. Ignore them	"Hey, how about a ride in my father's car!" Just ignore the person.
7. Change the subject	"I really think you're beautiful. I'd like to kiss you." "Thanks for the compliment, but how about we go get some pizza?"
8. Reverse the pressure	"If you were my friend, you'd smoke a joint with me." "If you were my friend, you wouldn't ask."
9. Propose an alternative	"Bring some beer to the party." "I'll bring some soda. I'd rather not bring beer."
10. Strength in numbers	Become part of a group of peers with the same values and interests as you. It's easier to refuse to do things if your friends agree with and support your position than it is to say "no" alone. Choose friends who feel the same way you do about what's right or wrong.

But remember – only you know what's best for you. No matter what, stick to your own principles.



Activity 5: Practicing Role Playing

Objective

Peer leaders will practice the technique of role playing.

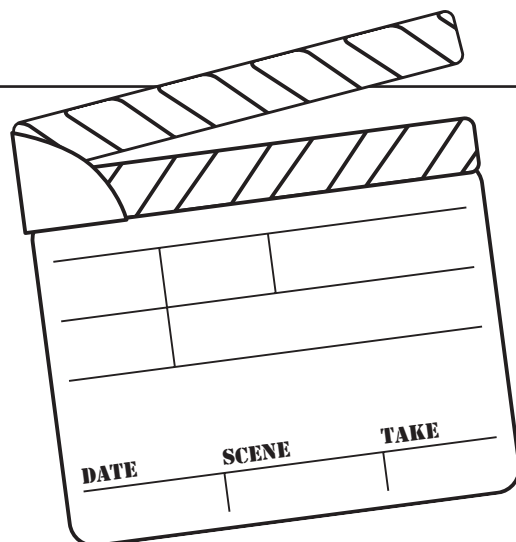
Time

20 minutes

Materials

None

<p>Practice role play scenario</p>	<p>Explain that most role plays begin with an open-ended story based on a realistic problem. Depending on the SMART Moves activity, group members might be given a situation to act out or be asked to come up with one on their own.</p> <p>Ask for two volunteers. Then read the following role-play situation to the group:</p> <p>Scenario: Your parents are away, and you have a friend visiting. He or she suggests that you both try a little of the liquor in the house. What do you do or say?</p> <p>One volunteer should play the visitor, the other should play the person who has been left home alone. Have them begin. After three to five minutes, stop.</p>
<p>Discuss the role play</p>	<p>Ask volunteers how they felt doing the role play. Then have group members comment on whether the situation looked and sounded real.</p>
<p>Brainstorm pressure situations</p>	<p>Have participants brainstorm some pressure situations that young people may encounter concerning alcohol, tobacco, other drugs or premature sexual activity. Ask for volunteers to role play the situations that the group has described.</p> <p>Conclude the activity by explaining that before small-group sessions that involve role plays, peer leaders will meet with the facilitator in order to prepare all exercises.</p>



Activity 6: What's Your Concern?

Objective

Participants will identify the pros and cons of being a peer leader.

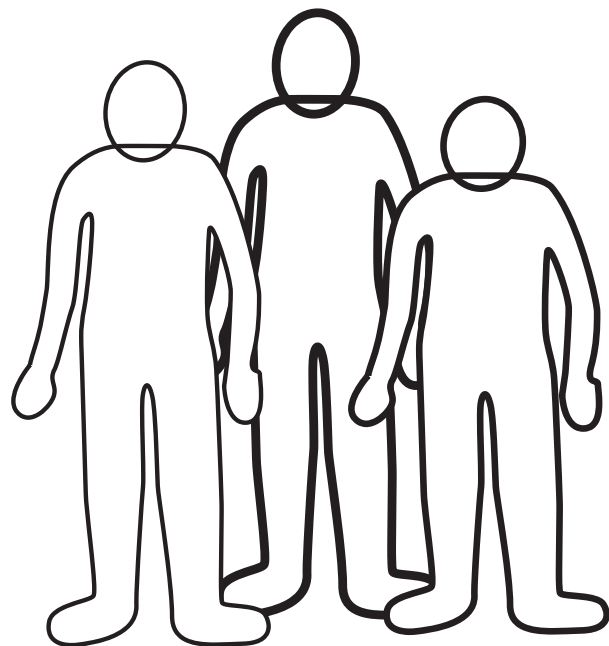
Time

20 minutes

Materials

Newsprint and markers

Discuss pros and cons of being a peer leader	<p>Tell the group that being a peer leader and role model entails responsibilities. As peer leaders, they will receive a lot of recognition, and they may also feel pressures from peers to "give it up."</p> <p>Have participants discuss the pros and cons of being a peer leader. Point out that it requires courage to take a stand on something you believe in. That's the whole purpose of SMART Moves.</p> <p>Assure peer leaders that you and they will be meeting regularly and that any questions and concerns they have will be answered. Set the time for your next meeting before concluding the session.</p>
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Sample Letter to Caregivers

How to use this template: This letter is intended to seek permission from parents, guardians and other caregivers for their children to participate in the SMART Moves program and to encourage their support of your endeavors. Re-type the following copy, filling in the information in parentheses with your Club's information, print it out on Club letterhead and distribute to member's caregivers.

(Your name)
(Club name)
(Street address)
(City, State ZIP)

Dear (Caregiver name):

The (Insert your Club's name here) will soon be implementing the SMART Moves program, and we would like your permission for (member's name) to participate. The SMART (Skills Mastery and Resistance Training) Moves program is a prevention and education program designed to address problems such as drug and alcohol abuse and premature sexual activity. This program is broken into three age-appropriate modules: SMART Kids (ages 6 to 9), Start SMART (ages 10 to 12) and Stay SMART (ages 13 to 15).

As you know, young people today are faced with so many messages – in the media, from their peers and in the world around them – encouraging them to engage in unhealthy behaviors. The program is designed to teach youth ages 6 to 15 how to say “no” by involving them in relevant discussions and activities to learn resistance and refusal skills, as well as how to develop assertiveness, strengthen decision-making skills and analyze media and peer influences. The ultimate goal is to promote abstinence from substance abuse and premature sexual activity through the practice of responsible behavior.

Please note that (member's name) may wish to talk to you about some of the topics we'll address, including: decision-making and problem-solving; drugs, alcohol and tobacco abuse; adolescence and puberty; relationships, intimacy and sexuality; peer pressure, bullying and media literacy; and family and community. As this program can discuss sensitive subject matter, including sexual content, please let me know if you would like to review the appropriate program guide in advance.

Please sign below where indicated, and return this letter to me by (insert date) to secure your child's place in this important program. Should you have any questions, I can be contacted at the number below. We thank you for your time and your support.

Sincerely,

(Your name here)
(Your phone number here)

_____ has my permission to participate in SMART Moves program at
(Insert your Club's name here).

Signed: _____ Dated: _____

Sample Letter to Request Guest Speakers

How to use this template: You may have staff or volunteers with expertise in several areas addressed in the SMART Moves program, but it will greatly enhance the program's effectiveness if you recruit volunteers and guest speakers from fields such as health care, substance abuse prevention or pregnancy prevention. These individuals can help youth deepen their understanding of important information and, at the same time, introduce them to career possibilities. Complete this template and send it to targeted community representatives in order to recruit volunteers and guest speakers who can share their valuable knowledge with your members. Adapt this letter as needed; be sure to send the letter on your Club's letterhead. Follow-up with potential guest speakers as appropriate.

(Your name)

(Club name)

(Street address)

(City, ST ZIP)

(Date)

(Recipient name)

(Title)

(Company name)

(Street address)

(City, ST ZIP)

Dear *(Recipient name)*:

(Club name) is delighted to announce our participation in an afterschool prevention and education program called SMART Moves (Skills Mastery and Resistance Training). The SMART Moves program was created by Boys & Girls Clubs of America to address problems such as drug and alcohol abuse and premature sexual activity among youth.

As you know, young people today are faced with so many messages – in the media, from their peers and in the world around them – encouraging them to engage in unhealthy behaviors. SMART Moves is designed to teach youth ages 6 to 15 how to say “no” by involving them in discussion and role-playing, practicing resistance and refusal skills, developing assertiveness, strengthening decision-making skills and analyzing media and peer influences. The ultimate goal is to promote abstinence from substance abuse and premature sexual activity through the practice of responsible behavior.

We would greatly appreciate it if you or any of your colleagues could take part in our program, to share your expertise and perspective with our members. We will be happy to accommodate your schedule to the best of our abilities. For example, if you or a colleague wishes to act as a volunteer when we conduct the SMART Moves activities, we will be meeting on *(day of the week)* from *(hour to hour)*, starting on *(start date)* and ending on *(end date)*. Or, if you'd like to come visit us as a guest speaker for an hour, please let us know which of those dates would work best with your schedule.

Lastly, if you have an idea for a field trip in which our members could visit you at *(place of employment)*, we will make our best effort to facilitate such a visit. In addition to promoting

Sample Letter to Request Guest Speakers (continued)

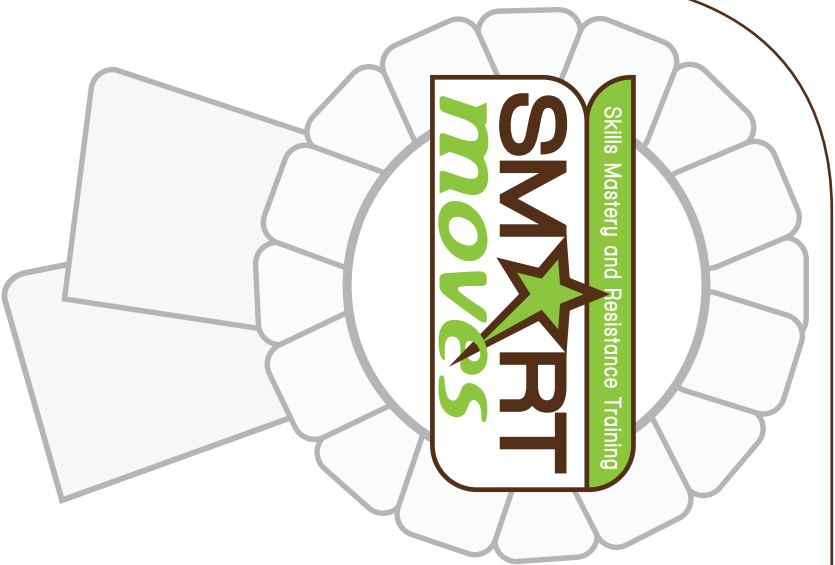
responsible choices and behaviors, we also place a high value on career development, and it would be wonderful for our members to learn more about opportunities in your field.

Please contact us at *(Club's phone number)* or *(e-mail address)*, at your convenience. Thank you and we look forward to hearing from you!

Sincerely,

(Your name)

(Your title)

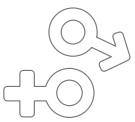
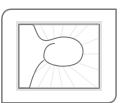
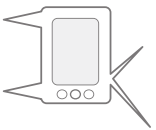


CERTIFICATE OF COMPLETION

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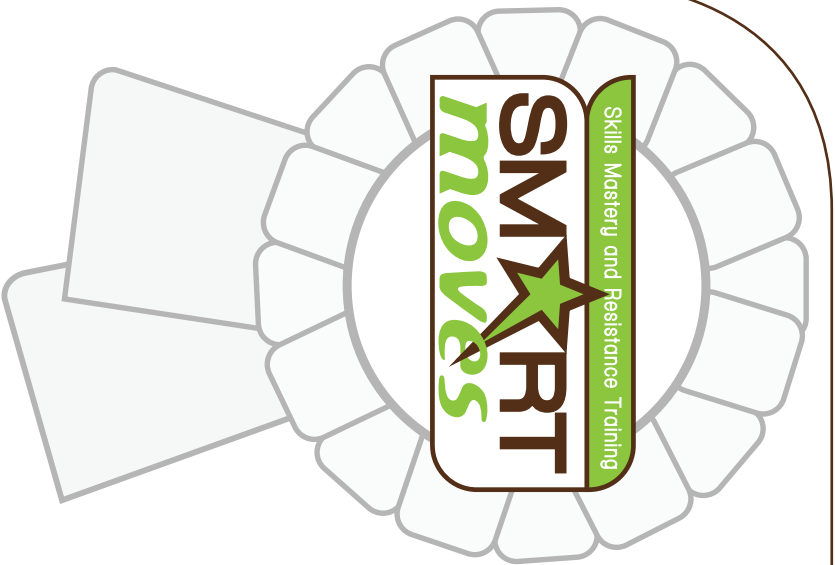
has successfully completed
SMART Kids of the
SMART Moves program.

GREAT FUTURES START HERE.



Date

Signature

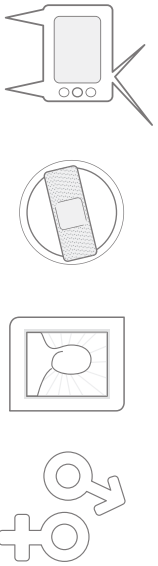


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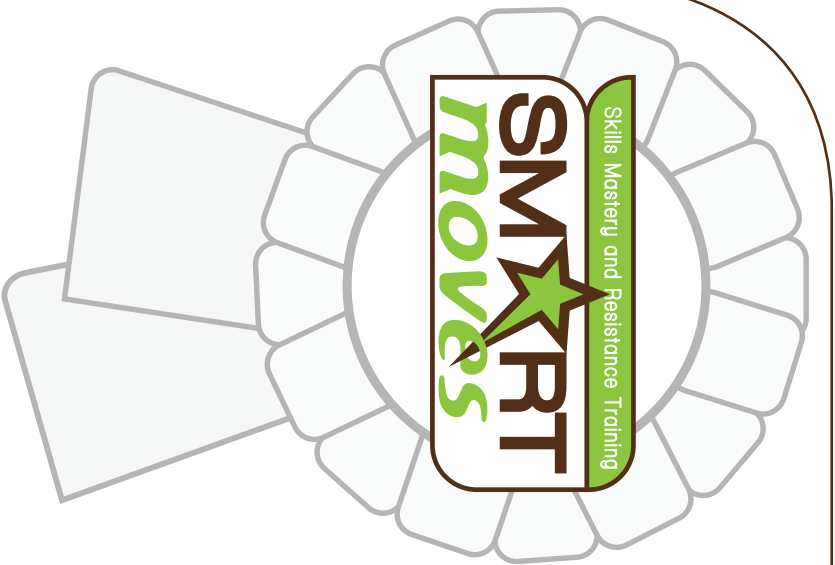
This certifies that

has successfully completed
Start SMART of the
SMART Moves program.

GREAT FUTURES START HERE.



_____ Date _____ Signature _____

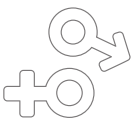
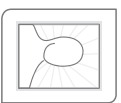
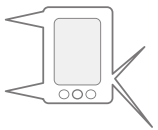


CERTIFICATE OF COMPLETION

This certifies that

has successfully completed
Stay SMART of the
SMART Moves program.

GREAT FUTURES START HERE.



Date

Signature

Endnotes

¹ *Five Key Elements for Positive Youth Development*: BGCA worked with the nationally recognized Search Institute to review relevant research and study highly effective Clubs. Through Club visits and interviews with managers, program staff, teens and community leaders, the five key elements that determine the level of impact a Club makes on the development of young people were identified. *High-yield activities*: The research of Dr. Reginald Clark has demonstrated that high-achieving students spend more time engaged in activities that reinforce the skills and knowledge they learn in school. “Enhancing the Educational Achievement of At-Risk Youth,” an evaluation of BGCA’s national education strategy, Project Learn, confirms the effectiveness of using such high-yield activities in Boys & Girls Clubs. *Targeted programs*: BGCA offers many national programs that are designed to help young people achieve our priority outcomes of academic success, good character and citizenship, and healthy lifestyles. Many of BGCA’s targeted programs have been evaluated for their effectiveness. Some of BGCA’s targeted programs have also been deemed “evidence based” by the federal government.

² “Making Every Day Count: Boys & Girls Clubs’ Role in Promoting Positive Outcomes for Teens.” Public/Private Ventures, 2009. This national, longitudinal study links participation in the Club to young people’s positive and healthy development in our three priority outcome areas.

³ Adapted from *The Art of Teaching Reading* by Lucy McCormick Calkins (Boston: Allyn and Bacon, 2001).

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