



# RED RIBBON WEEK TOOLKIT

Free to use & adapt year-round

# ACKNOWLEDGEMENT

This toolkit is sponsored by the Utah County Health Department Substance Misuse Prevention Division and the Utah Valley Drug Prevention Coalition (DPC). We acknowledge and thank the contributions of DPC coalition members and community partners. This document may not be modified or altered without express permission from Utah Valley DPC and associated partners and contributors.

Thank you!



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# INTRODUCTION

## History of Red Ribbon Week

In 1985, Drug Enforcement Administration (DEA) Agent Enrique “Kiki” Camarena was kidnapped and murdered while working on an undercover drug investigation in Guadalajara, Mexico. In response, angered parents and youth in communities across the United States began wearing red ribbons as a symbol of their commitment to raise awareness of the violence caused by drugs in America and of their pledge to lead drug-free lives. These ribbons were also worn in honor of Camarena’s sacrifice and service. The National Family Partnership (NFP) organized the first National Red Ribbon Week in 1988. Today, the Red Ribbon serves as a catalyst to mobilize communities to educate youth and encourage participation in prevention activities to keep our youth drug-free. It is estimated that over 80 million people participate in Red Ribbon Week activities across the nation each year.<sup>1</sup>

## Prevention Science

Over the years, improved data collection methods and research have enhanced our understanding of what works and does not work when helping youth live substance-free. The prevention field has learned from past mistakes, which unfortunately caused harm by unintentionally reinforcing favorable drug-use attitudes, behaviors, and norms among youth. Modern prevention strategies focus on positive, healthy behaviors rather than trying to stop dangerous behaviors through fear and manipulation.





## What Works

Drug prevention takes place in every domain of a child's life: community, school, family, and individual/peer. Prevention targeted through these domains connects youth to prosocial activities and builds age-appropriate skills that can be applied when faced with negative pressures and risks around drugs and alcohol. Effective substance prevention for youth utilizes activities that build social competence, self-regulation, developing self-control, emotional awareness, communication, healthy relationships, social problem-solving, and academic support.<sup>2</sup> Citing immediate consequences and focusing on normative education that portrays true use rates and corrects misperceptions are also effective strategies to use with youth. For example, youth tend to be more concerned about social acceptance and immediate consequences than substance use's long-term effects. Citing stained teeth and bad breath is more impactful than the distant threats of lung cancer or death.<sup>3-5</sup>



## What Does Not Work

Youth drug prevention has moved beyond “Just Say No” and “This is Your Brain on Drugs” campaigns. Fear-based activities, one-time events, or assemblies do not help educate young people on the harms of drug use and dangers of addiction. Though these activities may be well-intentioned, prevention research tells us that these types of activities are often ineffective and have the potential to cause harm. For example, increasing fear about substances without providing clear action steps can actually increase use.<sup>6-9</sup>

“Scare tactics use shocking or graphic images and statements to deter people from behaving in ways that will lead to negative outcomes.”<sup>10</sup> The use of these types of tactics or other fear-based messaging may cause youth to question the validity of the information being shared and distrust the provider of the message. This distrust can carry on to other prevention messaging. Youth are more likely to be in denial, make fun, or be skeptical of scare tactic messages. Youth might even avoid thinking about the message in their defense to the feeling of fear.<sup>6-9</sup>

For more resources about what works and what does not work, visit:

- Washington State Department of Social and Health Services - Prevention Tools [dshs.wa.gov/sites/default/files/publications/documents/22-1662.pdf](https://dshs.wa.gov/sites/default/files/publications/documents/22-1662.pdf)
- Prevention Action Alliance - Scare Tactics in Prevention [preventionactionalliance.org/product/scare-tactics-booklet-individual](https://preventionactionalliance.org/product/scare-tactics-booklet-individual)

# TOOLKIT PURPOSE

This toolkit is meant to be a helpful guide when planning Red Ribbon Week activities. In many schools, parents who are members of the Parent Teacher Association (PTA) plan Red Ribbon Week, which is typically held the last week of October. Many people are not familiar with modern prevention science and promote activities that are not helpful in enabling youth to live drug free. This toolkit was designed by prevention specialists in collaboration with various Utah organizations with the hope that communities will use the prevention knowledge from this kit to not only protect youth from drug use and addiction but also more effectively utilize their time and funding.



## How to Use This Toolkit

Included in this kit are ways that adults can engage youth and children in effective drug prevention messaging and activities that are based on modern prevention science and research. The categories target communities, schools, individual, and peer relationships.

Activities are separated by age (elementary, secondary, or both) and include instructions, templates, and resources needed for implementation. You can adjust activities and themes as needed.



# Parent Handout

To send home to parents about upcoming Red Ribbon Week activities.

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Dear Parents,

This week is Red Ribbon Week! At school, students will be participating in activities and discussions that highlight the importance of staying drug free. Many of these activities will have home-based options for families to get involved in drug prevention together. Please keep an eye out for these activities, and use them to talk with your kids about the dangers of drug use and ways they can stay drug free.

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# CATEGORIES

Use these to help plan your Red Ribbon Week activities.



**FAMILY  
BONDING**



**COMMUNITY  
CONNECTION**



**HEALTHY  
RELATIONSHIPS**



**PERSONAL  
DEVELOPMENT &  
RESILIENCE**

# FAMILY BONDING

Strong family ties are a protective factor against problem behaviors for children of all age groups. Research has identified the family as a significant source of protection against drug and alcohol misuse among adolescents.<sup>11-12</sup> Developing healthy family relationships can enhance the ability of parents to communicate prosocial norms to their children, aiding in the prevention of adolescents' antisocial behaviors, such as substance misuse.<sup>13</sup> Additionally, positive attachment to parents is a strong protective factor against illicit drug and alcohol use among adolescents.<sup>13-15</sup>



## ACTIVITY 1

# SCHOOL-HOSTED FAMILY ACTIVITY

**Age Group:** Elementary & Secondary

**Description:** Provide an opportunity for students and parents to bond at a school-hosted activity. At the event, encourage parents to make bonding a core part of their family life.

Things to consider when planning an activity:

- Choose time and date
- Determine budget
- Apply for any necessary permits (e.g., for inflatables or outdoor electricity use)
- Get donations
- Plan activities
- Register vendors
- Advertise the event
- Organize event security, first aid, and restroom access
- Plan for a centralized ticket payment location to minimize money handling. Consider making the event free or minimal cost in order to be accessible to all families

**Implementation Materials:**

- Marketing (posters, flyers, handouts)
- Raffles/prizes
- Booths hosted by local businesses
- Donated food or food vendors

*Continued on next page...*

## ACTIVITY 1 CONTINUED

# SCHOOL-HOSTED FAMILY ACTIVITY

### Alternative Ideas:

- Family Entertainment Discount: Partner with a local business to provide discounts to a local family-friendly venue. Examples could be a trampoline jump, roller skating rink, or art center.
- Concert or Talent Show: Host a concert or talent show at the school that families can attend together.
- Art Walk: Kids submit art which is placed in a gallery. Parents/families are invited to walk through the gallery and see artwork.
- Wildlife Night: Partner with the local zoo/aquarium to have animals brought to the school so families can learn about them.
- Lego Night: Purchase some legos or invite families to bring their own. See who can come up with the most unique creation.
- Family Tailgate Night: Host a tailgate party before a football game, and invite the whole family. Provide food and games families can participate in together (Secondary).
- Family Yoga Night: Have a yoga instructor come to the school and offer a class. Talk to families about the importance of managing stress in healthy ways.
- Family Escape Room: Set up several small escape room challenges at the school. Families can work together to solve problems in the time allotted to escape.
- Family STEM/Science Festival: Bring students and families together to participate in hands-on activities and science experiments. An in-person toolkit can be found here: [pta.org/home/programs/stem/STEM-Families-Bayer-Science-Festivals](https://pta.org/home/programs/stem/STEM-Families-Bayer-Science-Festivals)

## ACTIVITY 2

# FAMILY UNPLUGGED NIGHT

**Age Group:** Elementary & Secondary

**Description:** Spending quality time together as a family can be difficult when screens are in everyone's hands. Encourage students to spend time with their family doing an activity that does not involve screens. Talk about ideas or pass out the Family Unplugged Night flyer. Teachers may choose to have students report on what unplugged activities they did. PTA representatives may choose to highlight students who submit a write-up of how they spend time with their families.



**Implementation Materials:**

- Family Unplugged Night Flyer (see [Appendix 1, Image 1](#))

**Alternative Ideas:**

- Family Outdoor Night: Plan an outdoor activity that families can attend, such as field games.
- Game Night: Host a game night at school where families can play board and card games.



## ACTIVITY 3

# CONVERSATION JAR

**Age Group:** Elementary & Secondary

**Description:** This fun list of questions can get conversations started between parents and children. The questions can be used on their own or printed, cut out, and placed in a cup, bag, or jar. Parents and students can take turns drawing questions and sharing their answers. You can welcome students to report on their experiences during class.

### Implementation Materials:

- Cups/bag/jar
- Paper/Questions
- Scissors
- Conversation Jar Flyer (see *Appendix 1, Image 2*)
  - [parentsempowered.org/wp-content/uploads/2022/05/ConversationJar.pdf](https://parentsempowered.org/wp-content/uploads/2022/05/ConversationJar.pdf)

### Alternative Ideas:

- Chit Chat Cards: Contact Parents Empowered to order “Chit Chat Cards,” conversation starters to use at dinner or print them.
  - Printable Chit Chat Cards - Kids: [parentsempowered.org/wp-content/uploads/2022/08/116934.09\\_DABC\\_\\_Chit-Chat\\_App\\_KidsCards\\_8.5x11-1.pdf](https://parentsempowered.org/wp-content/uploads/2022/08/116934.09_DABC__Chit-Chat_App_KidsCards_8.5x11-1.pdf)
  - Printable Chit Chat Cards - Adults: [parentsempowered.org/wp-content/uploads/2022/05/116934.09\\_DABC\\_Chit-Chat\\_App\\_ParentsCards\\_8.5x11-2.pdf](https://parentsempowered.org/wp-content/uploads/2022/05/116934.09_DABC_Chit-Chat_App_ParentsCards_8.5x11-2.pdf)
- Download an App: Have parents download an app to ask questions with their kids.
  - Family Chat: [apps.apple.com/us/app/family-chat-conversation-topics-for-families/id716343856](https://apps.apple.com/us/app/family-chat-conversation-topics-for-families/id716343856)

## ACTIVITY 4

# FAMILY DINNER

**Age Group:** Elementary & Secondary

**Description:** Eating a meal together is the perfect time to talk and catch up on activities. Children who grow up sharing family meals are more likely to exhibit prosocial behavior as adults, such as sharing, fairness, and respect.<sup>16</sup> One study found that 6th to 12th grade students who ate 5 to 7 family dinners per week had significantly lower odds of engaging in high risk behaviors such as alcohol, drug, tobacco use, depression-suicide, violence, antisocial behavior, and school problems when compared to those who typically ate 0-1 family dinners.<sup>17</sup> With each additional family meal shared each week, adolescents are less likely to show symptoms of depression, less likely to use or misuse drugs, and less likely to engage in delinquent acts.<sup>18</sup>

### Implementation Materials:

- Community Collaborators Toolkit:
  - [fmi.org/docs/default-source/familymeals/community-collaborators.pdf?sfvrsn=d285456e\\_4](https://fmi.org/docs/default-source/familymeals/community-collaborators.pdf?sfvrsn=d285456e_4)



## ACTIVITY 5

# FAMILY CONNECTION DAY

**Age Group:** Elementary & Secondary

**Description:** Encourage your students to dress up like an ancestor or family member on this day. Have them spend a few minutes talking about who they dressed up as and why they chose that person. Is there a story about this person that can be shared? Does this person have qualities your student admires?

### **Alternative Ideas:**

- **Lunch With a Family Member:** Hold a lunch where students can bring a family member (grandparent, parent, sibling, aunt/uncle, or guardian) and share a meal with that person. Have questions or games at the table for interacting and increasing communication (Elementary/Secondary).
- **Family Member Interviews:** Have your students interview a family member and share what they learned in class. Challenge students to talk to a family member they don't know a lot about, or challenge them to find out something new that they did not know. Encourage creativity with their presentation (Elementary/Secondary). Some interview tips and questions can be found here:
  - [americanancestors.org/conducting-family-history-interview](http://americanancestors.org/conducting-family-history-interview)
- **Share a Family Story:** Have your students ask family members to share a story about their family history, an ancestor, or a story about when they were babies. Have students share the story with the class and how family can shape them into who they are today (Elementary/Secondary).
- **Family Member Mobiles:** Have your class create mobiles about their family. They can use pictures or draw their own pictures to represent family history, important family milestones, etc. Let them share their creation (Elementary).

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## ACTIVITY 5 CONTINUED

# FAMILY CONNECTION DAY

### Alternative Ideas:

- Family Tree Activity: Have your class fill out a family tree. As they fill it out, ask them to find out more about the people they don't know. Have them decorate their tree with pictures, or draw pictures of their family (Elementary/Secondary). See *Appendix 1, Image 3* for a family tree template. You are welcome to create your own, but additional options can be found here:
  - [archives.gov/education/family-history](https://www.archives.gov/education/family-history)
  - [familysearch.org/en/blog/family-tree-templates-family-tree-make](https://familysearch.org/en/blog/family-tree-templates-family-tree-make)
- Family Crest Activity: Have students create a family crest (see *Appendix 1, Image 4* for template). They can decorate it with photos or draw pictures of things that are important to their family. Let them be creative with different textures and types of art supplies. Let them share why they decorated their crests the way they did, and what they feel is important to their family (Elementary). Some additional family crest/coat of arms templates can be found here:
  - [branchmuseum.org/wp-content/uploads/2020/05/Family-Coat-of-Arms-Activity.pdf](https://branchmuseum.org/wp-content/uploads/2020/05/Family-Coat-of-Arms-Activity.pdf)
  - [nga.gov/content/dam/ngaweb/Education/learning-resources/lessons-activities/greco-roman-myths/coat-of-arms.pdf](https://nga.gov/content/dam/ngaweb/Education/learning-resources/lessons-activities/greco-roman-myths/coat-of-arms.pdf)
  - [dufferinmuseum.com/wp-content/uploads/Coat-of-Arms-Activity-Pack.pdf](https://dufferinmuseum.com/wp-content/uploads/Coat-of-Arms-Activity-Pack.pdf)
- Family Member Baseball Cards: Have students create baseball cards for each of their family members (see *Appendix 1, Image 5* for template). They can create cards for other members of their family if they are an only child (grandparents, aunts/uncles, etc.). On the baseball cards students can draw or tape a picture of the family member, include biographical information, or add other interesting facts. They can learn more about their family members as they complete this activity. Let them share their cards with the class or in a small group. Once finished, let students take them home to give to their family members. You can use the template provided, or create your own (Elementary).

# COMMUNITY CONNECTION

Raising a child to be a successful, confident adult requires supportive community connections. These connections support both parents and children and are especially important to children from high-risk backgrounds (e.g., chronic poverty, chronic familial discord). Social connectedness is the “subjective psychological bonds that people experience in relation to others, including, for example, a sense of belonging and feeling cared for.”<sup>19</sup> Providing a safe, healthy environment where children can flourish involves social connectedness with a variety of people including family, extended family, teachers, neighbors, coaches, peers, other community members, etc. These relationships and a sense of community can provide familial support throughout key developmental milestones and build strong social networks.<sup>19</sup>



Many communities offer a variety of resources for both individuals and families that encourage and facilitate social/community connections.

Reach out to your local community leaders (e.g., community coalitions, representatives, city government) to learn about your community’s resources and collaboration opportunities.

## ACTIVITY 1

# COMMUNITY WALL

**Age Group:** Elementary & Secondary

**Description:** This activity can help youth feel connected to their community and increase recognition of community bonding. Instruct students to create an art piece (photo, drawing, painting, etc.) of what “community” means to them. Designate a highly visible location with heavy foot traffic (e.g., city or school library, school’s main office, school hallway) where their art can be displayed.

**Implementation Materials:**

- Paper (e.g., colored paper, white printer paper)
- Art materials (e.g., colored pencils, markers, pastels, paint)



## ACTIVITY 2

# THANK-YOU DAY

**Age Group:** Elementary & Secondary

**Description:** Showing appreciation for service workers in the community can help youth feel more connected to their community. Write and deliver thank you cards, thank you flyers, or a thank you poster to express gratitude for community entities/individuals (e.g., police department, fire department, public library, grocery stores). Cards/flyers/posters may be as simple or extravagant as you choose. Students can sign them together or individually. Community workers can be invited into the classroom to receive them and talk about their roles in the community, or you can choose to send them directly to community members. You can also take a photo of this activity and post it on a “Community Wall.”

### Implementation Materials:

- Purchase premade cards or use artistic materials to have students create their own
- See *Appendix 2, Image 1* and *Appendix 2, Image 2* for pre-made options
- You can find other free, pre-made thank you templates online. One option is found here:

[sn2.scholastic.com/pages/promotion/navigationlps/090220.html](http://sn2.scholastic.com/pages/promotion/navigationlps/090220.html)

### Alternative Ideas:

Expressions of gratitude do not need to be limited to delivering thank you cards. Use other ways to thank members of your community such as creating a video, or poster, or inviting them to your classroom for a special celebration.



## ACTIVITY 3

# TIC-TAC-TOE

**Age Group:** Elementary & Secondary

**Description:** Provide interactive opportunities/activities to increase community connectedness among youth. Choose community activities (e.g., trick-or-treating along main street, community Halloween party, touring the police or fire station) to put on tic-tac-toe cards. You can create your own cards or find templates online. Have students complete activities within a given time frame, and they can submit their completed cards to designated staff. You can take photos of the activity to post on a “Community Wall.” You could offer prizes for completion or for those who complete them first as a competition.

**Implementation Materials:**

- Tic-Tac-Toe cards (see *Appendix 2, Image 3* for a blank template that you can use)
- List of community activities

**Alternative Ideas:**

- Community Helpers Bingo: Pass out bingo cards for children to fill out as they see community helpers in their neighborhood. You can create your own cards or use premade cards. Examples found here: [thirtyhandmadedays.com/wp-content/uploads/2020/04/communityhelpersbingo.pdf](http://thirtyhandmadedays.com/wp-content/uploads/2020/04/communityhelpersbingo.pdf)



## ACTIVITY 4

# OUTDOOR MOVIE

**Age Group:** Elementary & Secondary

**Description:** Help youth feel connected to their community and provide opportunities for prosocial involvement by giving them a safe environment for community bonding. Identify suitable locations for an outdoor movie and collaborate with necessary community partners (e.g., parks and recreation, city officials). You can set up booths to educate and share prevention information with attendees. Consider sharing prevention commercials (e.g., Parents Empowered) before the movie, and make announcements about PTA objectives before or after the movie. Be aware that some movies may need prior approval in order to be shown in public.

**Implementation Materials:**

- Movie snacks
- Drug prevention materials/swag (Contact Parents Empowered to obtain media campaign materials or contact your local prevention coordinator at [parentsempowered.org/resources](http://parentsempowered.org/resources))

**Alternative Ideas:**

If a park is unavailable, or if the weather is not conducive for an outdoor movie, consider showing the film in a school auditorium or other suitable location.



## ACTIVITY 5

# COMMUNITY SCAVENGER HUNT

**Age Group:** Elementary & Secondary

**Description:** Help youth feel connected to their community by helping them explore their own community through a scavenger hunt. Make a list of interesting people, places, and things within your community. For example, “Find someone who works for the city and write down their name and job,” “Find a police station and take a photo with an officer,” or “Find a restaurant that serves food from Peru” are possible scavenger hunt tasks. To encourage engagement, students can add ideas to the list. Once your list is done, have students go out into the community (with an adult such as their parent/guardian) to explore. They can look for items as a family, with friends, etc. You can make this into an Amazing Race type of competition with prizes or keep it more relaxed.

### Implementation Materials:

- Create copies of the scavenger hunt tasks on paper, use Google Forms, or use another electronic app such as Goosechase ([goosechase.com](https://goosechase.com)) or Scavify ([scavify.com](https://scavify.com))
- Make sure youth have access to a camera if they are collecting pictures as part of the scavenger hunt
- Prizes if the scavenger hunt is a competition
- Tips and ideas for questions can be found in this resource under “Ideas and Examples”: [scavify.com/blog/city-scamenger-hunt](https://scavify.com/blog/city-scamenger-hunt)



## ACTIVITY 6

# COMMUNITY RESOURCE MAP

**Age Group:** Elementary & Secondary

**Description:** A community resource map is a way to show the locations of resources that can benefit families and community members. It creates a sense of community connection by visually representing the relationships between community members and the features and services available to them in their area. During a parent meeting, faculty meeting, in the classroom, or community meeting, provide a basic map of the area and supplies that people can use to show where various community resources are located. These can be places such as libraries, fire departments, food pantries, community gardens, and locations of other community services or gathering places. Once you map out these resources, you can use the maps to improve your school or community.

### Implementation Materials:

- General map of your community (digital or paper). If you want to create an interactive digital map, Felt ([felt.com/product](https://felt.com/product)) is a good digital interactive mapping program. You could also use Google Maps or other mapping tools
- Art/writing supplies (e.g., paper, pens, colored pencils, crayons), if using a paper map
- List of local resources
- Additional ideas can be found here: [changethegameacademy.org/shortmodulepage/toolkit-1-container/resource-mapping](https://changethegameacademy.org/shortmodulepage/toolkit-1-container/resource-mapping)





# HEALTHY RELATIONSHIPS

Healthy relationships with family, friends, and partners are extremely important for both mental and physical health. Social isolation and loneliness can increase the risk for premature death by 29% and 26%, respectively. Similarly, lack of social connection can increase the risk of premature death from heart disease by 28% and stroke by 32%. Some research has even shown that feelings of isolation can suppress the body's immune system and increase the risk of respiratory infections and general viruses.<sup>20</sup> Unhealthy relationships between family, friends, peers, coworkers, or romantic partners can lead to physical and mental health issues, including “depression, chronic pain, and gastrointestinal disorders”.<sup>21</sup> These symptoms can occur in both children and adults.

Researchers agree that healthy relationships should contain good communication,<sup>22</sup> “trust, satisfaction, love, intimacy, commitment, social support, and boundaries,”<sup>23</sup> and these relationship qualities are “associated with positive overall physical and mental health”.<sup>23</sup> Effective communication includes honesty, respect, trust, understanding, and problem-solving, and is especially important for relationships between parents and their children.<sup>22-23</sup> “A healthy romantic relationship can be defined as one characterized by strong communication and negotiation skills, caregiving behaviors, self-expression, respect, trust, honesty, and fairness.”<sup>21</sup> While it is important for youth to be able to identify what makes relationships unhealthy, it is even more vital for youth to understand what healthy relationships look like and learn healthy relationship-creation skills.<sup>21</sup>



## ACTIVITY 1

# COMPLIMENT DAY

**Age Group:** Elementary & Secondary

**Description:** A compliment has a powerful effect. It can instill confidence in a child or validate someone's hard work. A compliment not only improves the receiver's mood, but it also says something about the giver. Whether we recognize someone's achievement or their appearance, a compliment can go a long way.

Make sure sticky notes are easily accessible to everyone. If anyone has a compliment to give, those compliments are written on a sticky note and then placed on a large poster paper or board. If this is a school-wide activity, you will need a large area. With permission, find a wall that is easily accessible to students and teachers. You can then tape or staple poster paper that covers an entire wall. This area can be called the "Shout Out Board" or "The Compliment Wall." After students receive a compliment, they can write a compliment for someone else. This activity could start at the beginning of the day or the beginning of the week. Encourage people to think about individuals they don't normally spend time with.

Parents/guardians or teachers/staff should be aware of who is getting compliments and who is not. Add compliments for those who may not have any. Remove compliments that may not be appropriate.

**Implementation Materials:**

- Poster board or paper large enough for the number of people you would like to participate (e.g., "Shout Out" wall for a school or poster board for a family)
- Sticky notes

## ACTIVITY 2

# ESTABLISHING & RESPECTING BOUNDARIES

**Age Group:** Secondary

**Description:** Teaching healthy boundaries can begin at a young age, and children can learn that if they are not comfortable with a situation or a request it is okay to say, "I'm not comfortable with that." Children can practice the principles of respecting boundaries when they want to borrow clothing from a sibling and respect the answer "No." Parents provide the example of establishing and respecting boundaries when they stop tickling or wrestling when the child asks them to stop. As children practice giving respect, reading body language to understand mutual interest, and honoring another person's "no," they will understand that boundaries are found in all situations. As children practice establishing and respecting boundaries in small, day-to-day activities, they are preparing themselves for future situations where the consequences are more serious.

For the activity, print "Boundaries Discussion Questions" (see [Appendix 3, Image 1](#)) and have students take them home to their family along with the "Setting Boundaries" (see [Appendix 3, Image 2](#)) and "Tips for Healthy Boundaries" (see [Appendix 3, Image 3](#)) handouts. Parents can initiate meaningful conversations about establishing healthy boundaries while at dinner or another scheduled family time. Allow children to ask questions to encourage more conversation about appropriate boundaries.

**Implementation Materials:**

- Boundaries Discussion Questions
- Setting Boundaries handout
- Tips for Healthy Boundaries handout

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## ACTIVITY 2 CONTINUED

# ESTABLISHING & RESPECTING BOUNDARIES

### Alternative Ideas:

- Learn Together: [SafeSecureKids.org](https://www.safesecurekids.org) offers a variety of activities that parents and children can do together to learn more about boundaries. Additional information and help is available for parents. See this link for specific Learn Together activities: [safesecurekids.org/learn-together](https://www.safesecurekids.org/learn-together)
- Boundaries - Group Activities: Check out this source for group activities that can help teach kids about healthy boundaries (Elementary): [teachingexpertise.com/classroom-ideas/boundaries-group-activity](https://teachingexpertise.com/classroom-ideas/boundaries-group-activity)
- Teaching Kids Healthy Boundaries activity: [educateempowerkids.org/wp-content/uploads/2019/09/Boundaries-2.pdf](https://educateempowerkids.org/wp-content/uploads/2019/09/Boundaries-2.pdf)



## ACTIVITY 3

# BACK-TO-BACK DRAWING

**Age Group:** Elementary & Secondary

**Description:** Good communication is a vital skill needed throughout life. While students' brains are still developing, they can hone their communication skills. Have students split into pairs and sit back-to-back so they cannot see each other. One student will describe an image to the other student, who will draw that image on blank paper. Use more simple drawings for younger groups and more complex images for older age groups. Hand out the prepared images to one person in each pair, do not let the other student see the image. The student with the image cannot say what the image is but will need to describe the image to the student using simple shapes (circle, line, square, etc.) with the goal of having the other student replicate the drawing. They will need to be clear with their words since they cannot see what the person is drawing, nor can they use body language to explain the drawing. The person drawing cannot talk or ask questions. After completing the drawing, or after a set amount of time, stop and compare the two images.

**Discuss:**

- Why doesn't the drawing look like the original picture?
- What was frustrating to the artist, and the instructor?
- What would have made this easier?

Play again but have the students switch roles and use new images. This time, the student who is drawing may ask questions. At the end, take time to discuss how this round went.

- What made this round go better or worse?
- Was it helpful to be able to ask questions and clarify?

Continue the discussion, relating this activity to real life and how many parts of communication are important to convey information clearly.

*Continued on next page...*

## ACTIVITY 3 CONTINUED

# BACK-TO-BACK DRAWING

### Implementation Materials:

- Simple drawings
  - [slco.org/contentassets/63ede82024fa41b885ad13c265121522/eu\\_communicationdrawingtwins.pdf](https://slco.org/contentassets/63ede82024fa41b885ad13c265121522/eu_communicationdrawingtwins.pdf)
- Blank paper
- Pen/pencil

### Alternative Ideas:

Active Listening worksheet: Practice active listening with secondary age groups using this worksheet: [therapistaid.com/worksheets/active-listening](https://therapistaid.com/worksheets/active-listening)



## ACTIVITY 4

# CONFLICT RESOLUTION SKILLS

**Age Group:** Elementary & Secondary

**Description:** Conflict resolution is an essential skill to have to maintain healthy relationships. In this activity, students are provided information on steps they can take to navigate conflict, and they will have the opportunity to practice using conflict resolution skills.

Follow the activity steps below:

1. Provide students with a copy of Four SAFE Skills on page 15:

[healthyxyouth.org/uploads/files/resources/Healthy-Relationships-Toolkit.pdf](https://healthyxyouth.org/uploads/files/resources/Healthy-Relationships-Toolkit.pdf)

1. Discuss the strategies for resolving conflict
2. Choose a conflict resolution scenario and model using the Four SAFE Skills to respond to the scenario
3. Pass out the conflict resolution scenarios and have students break into pairs
4. Instruct students to choose at least two scenarios so that each student has the opportunity to practice using the Four SAFE Skills with their partner

### Implementation Materials:

- Healthy Relationships Toolkit
  - [healthyxyouth.org/uploads/files/resources/Healthy-Relationships-Toolkit.pdf](https://healthyxyouth.org/uploads/files/resources/Healthy-Relationships-Toolkit.pdf)
- Conflict Resolution Scenarios (see *Appendix 3, Image 4*)

### Alternative Ideas:

- American Heart Association - Dealing With Disagreements
  - [acealabama.org/uploads/9/5/5/2/95521332/dealing\\_with\\_disagreements.pdf](https://acealabama.org/uploads/9/5/5/2/95521332/dealing_with_disagreements.pdf)
- Break into small groups and have students from each group pick a relationship conflict they have experienced or are currently experiencing (keep it appropriate). Have the group brainstorm how to solve the conflict. Be sure to have an adult checking in on the conversations to provide additional support and ideas, as needed.

## ACTIVITY 5

# LUNCH BUNCH - NO ONE EATS ALONE

**Age Group:** Elementary & Secondary

**Description:** Promote healthy relationships, inclusion, and social skill building by encouraging students to engage in a simple act of kindness at lunch. For this activity, encourage students to spend lunchtime with new classmates and peers. You can inform students of this initiative by announcing it in classrooms or over the school intercoms. Students can also create “No One Eats Alone” signs to post around the school and lunchroom. It is recommended to invite youth leadership to help lead this activity.

**Alternative Ideas:**

- Lunch Table Games: Place cards and board games on the tables in the lunchroom and encourage students to play with others at their table.





## ACTIVITY 6

# RECESS ACTIVITY - NO ONE PLAYS ALONE

**Age Group:** Elementary

**Description:** Building positive, healthy relationships can happen anywhere, including recess. Encourage students to be aware of others during recess. If they notice anyone alone, invite that person to play. Have a designated place where children can go if they want someone to play with them, like a Buddy Bench or Friendship Bench. Things to consider:

- Announcements/encouragement from PTA/staff/admin
- Invite other children to help lead this activity. Have them help watch for other children looking for a friend
- Create “No One Plays Alone” signs, or have students help create signs
- Designate a place for kids to go (i.e., cone, bench, etc.) when they want a friend to play with
- Plan and facilitate group recess activities and encourage participation

**Implementation Materials:**

- Posters
- Markers



## ACTIVITY 7

# FIND A FRIEND BINGO

**Age Group:** Elementary & Secondary

**Description:** Encourage students to get to know their classmates. Students use a 5x5 “Find a Friend” grid of personal statements such as “has a pet,” “has more than four siblings,” “has traveled to Canada,” and so on. Distribute the bingo sheets and send students to find a peer that meets the criteria in each box. Players can only use their classmates once on their sheet. The game is over when someone gets five in a row or collects a name for every square on the grid. After everyone has completed their grid, you can begin reading out the names of your students so that everyone can get to know each other. You can use the free “Find a Friend” bingo templates in Appendix 3 or you can customize your own online version using the link provided below.

### Implementation Materials:

- Pencil/pen
- Prizes
- “Find a Friend Bingo” Templates (see *Appendix 3, Image 5* and *Appendix 3, Image 6*)
- Other online “Find a Friend Bingo” Templates:
  - [printablee.com/post\\_printable-human-bingo-templates\\_244408](http://printablee.com/post_printable-human-bingo-templates_244408)



## ACTIVITY 8

# REFUSAL SKILLS FOR UNDERAGE DRINKING

**Age Group:** Upper Elementary & Lower Secondary

**Description:** In this activity, students review the Ask, Listen, Learn: Alcohol and the Developing Brain Digital Exploration and consider the refusal strategies used to say “NO” to underage drinking. They collaborate in small groups to react to various scenarios with either a refusal strategy, an acceptance of a positive alternative, or a helpful strategy to keep a friend from making an unhealthy choice. The class assesses the effectiveness of the strategies and discusses how they might be improved to be more successful. This activity should take 45–60 minutes. This activity can be implemented in a family or school setting.

### Implementation Materials:

- Classroom instructions
  - Ask, Listen, Learn:
    - [asklistenlearn.org/wp-content/uploads/responsibility-digex-activity-refusal\\_role\\_play.pdf](https://asklistenlearn.org/wp-content/uploads/responsibility-digex-activity-refusal_role_play.pdf)
    - Health and Opioid Prevention Education - Grade 8, Lesson 2 [health-education-human-services.wright.edu/sites/health-education-human-services.wright.edu/files/page/attachments/HOPECurriculum\\_Grade8\\_Lesson2\\_August2020.pdf](https://health-education-human-services.wright.edu/sites/health-education-human-services.wright.edu/files/page/attachments/HOPECurriculum_Grade8_Lesson2_August2020.pdf)
- Scenarios: These are found on page 5 of the Ask Listen Learn online resource above. Cut out the scenarios into strips
- Paper
- Pencils

## ACTIVITY 9

# GET TO KNOW YOU GAMES

## Bubble Gum "Hellos"

**Age Group:** Elementary & Secondary

**Description:** Each member of a student leadership group is given a bag of bubblegum. Each student passes out multiple pieces to other students during lunch with the idea that each student is expected to keep one and pass the rest on to someone who has not received any yet. The goal is for every student to get one piece of gum by the end of the lunch period along with a "hello" and introduction from another student.

**Implementation Materials:**

- Bubblegum (enough for every student)

## Dicebreakers

**Age Group:** Elementary & Secondary

**Description:** Place dice and Dicebreakers handouts on each table in the lunchroom. Encourage students to take turns rolling the dice and answering the question that matches their roll. You can be creative and think of your own get-to-know-you questions to write on the Dicebreakers handout, enlist your students to think of questions, or use the pre-made handout.

**Implementation Materials:**

- Dice
- Ice breaker Dice Game handouts, the d-icebreakers (see *Appendix 3, Image 7* and *Appendix 3, Image 8*), can also be found online here: [scholastic.com/content/dam/teachers/blogs/genia-connell/migrated-files/dicebreakers.pdf](https://www.scholastic.com/content/dam/teachers/blogs/genia-connell/migrated-files/dicebreakers.pdf)

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## ACTIVITY 9 CONTINUED

# GET TO KNOW YOU GAMES

## Speed Friendshipping

**Age Group:** Secondary

**Description:** Have students split into two groups, grabbing their chairs and making two long lines that face each other. Then ask a question to everyone such as “What’s the last show you binged?” or “What song do you currently have on repeat?” Have the students talk with the person directly in front of them for 30 seconds to a minute, and encourage them to contribute to the discussion equally. When the time is up, have them shake hands, high-five, fist-bump, or give each other a thumbs-up. Then have everyone in one of the lines move down one seat, with the person at the end of the line moving to the other end. Now that each student is face-to-face with a different peer, ask another question and repeat the process. The short time span of this activity will hopefully ease some concerns introverts might have about chatting with their peers—the interactions move quickly, and they do not have to come up with conversation topics.



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## ACTIVITY 9 CONTINUED

# GET TO KNOW YOU GAMES

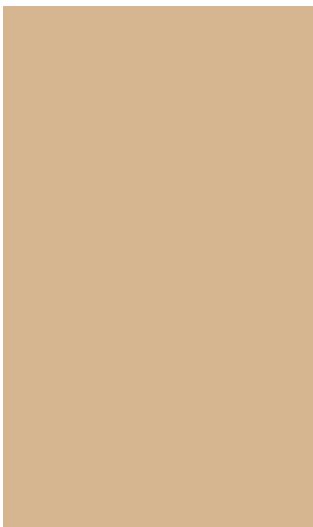
## Class Playlist

**Age Group:** Secondary

**Description:** Have students write their favorite music artists or songs on a whiteboard, chalkboard, poster board, Google Doc, etc. Use these recommendations to make a playlist for their class period. Brainstorming ideas together helps encourage conversation and bonding among students as they share their musical interests and get to know each other. They can also get creative and name their playlist together. The playlist can be assembled using an app such as Spotify, Pandora, YouTube, Amazon Music, or Apple Music. As the school year progresses, students can add new songs or create a new playlist. This playlist can be used during specific work periods (e.g., writing, reading, group work), but keep the volume low to avoid distraction. Provide noise-canceling headphones for students who prefer to work quietly or may have specific learning needs.

### Implementation Materials:

- Music app
- Noise-canceling headphones



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## ACTIVITY 9 CONTINUED

# GET TO KNOW YOU GAMES

## Mix and Mingle

**Age Group:** Elementary & Secondary

**Description:** This activity can be done weekly, biweekly, or as often as you would like. Have your students stand up and find a classmate to get to know better. You can help them find a partner by giving them a prompt such as, “Find someone who is wearing the same color as you.” After each student has found a partner, give them about 2 minutes to talk to each other. Provide a list of questions for the students to ask each other in case students are shy or do not know what to ask. To help make questions more applicable to your class, students can help generate these questions beforehand.

## Classroom Discussion

**Age Group:** Elementary & Secondary

**Description:** Depending on your class routine, set aside about 2-5 minutes at the beginning or end of class for a student-led discussion. Encourage students to take ownership by creating discussion guidelines for the class to abide by. You can schedule discussions twice a week, or as often as your schedule allows. Have students sign up for a day as the discussion facilitator. Put the schedule somewhere visible within the classroom. On discussion days, provide a non-academic prompt for the facilitator. Allow the students to talk among themselves for the allotted time. For students who may not enjoy talking in front of everyone, allow them to have a co-facilitator to help lead the discussion.

# PERSONAL DEVELOPMENT & RESILIENCE

Data from the Student Health and Risk Prevention (SHARP) Survey highlights specific challenges of Utah children including substance use, physical health, safety concerns, antisocial behavior, social and emotional health, etc.<sup>24</sup> These challenges can cause significant stress in their lives. To combat these challenges, reinforce prosocial norms, and reduce negative outcomes, children need opportunities that promote personal development and resilience. Resilience does not mean preventing or avoiding all challenges but “refers to achieving positive outcomes despite challenging or threatening circumstances” and “indicates the possession of several skills, in varying degrees, that help a person cope.”<sup>25</sup> Resilience can also change the way people think about stress, viewing it more as a challenge and opportunity for growth. Sources of resilience include many factors such as personal (e.g., self-esteem, self-efficacy, optimism.), biological, and environmental/systemic (e.g., social support, secure attachment, family stability).<sup>26</sup> Activities can be targeted at these factors to increase resilience and promote personal development in children and youth. As children develop and practice resilience, they will be able to respond effectively as they encounter bigger challenges now and later in life.





## ACTIVITY 1

# THEME DAYS

Themed days offer kids an opportunity to express themselves in fun and creative ways. It also encourages them to engage with peers and teachers, develop a sense of belonging, participate with their classroom/school, and explore their inner and outer selves.

## Wacky Hair Day

**Age Group:** Elementary

**Description:** Encourage kids to wear creative hairstyles to school and teach them healthy ways to manage stress.

**5 Minute Lesson:** Sometimes there are things in life that cannot be controlled. We start to worry more and it makes us feel kind of bad or nervous. That's called stress. Stress is part of everyday life, everybody feels stress! Stress can make us feel wacky, frazzled, wild, and tricky! Stress isn't bad or harmful when we can deal with it in a healthy way. In fact, it's an invitation to learn something new! It's important to learn how to handle those feelings and calm your brain and body down. What are some things you can do when you start feeling like that?

**Note:** Copy "5 Things To Do When You Feel Stressed Out" cards on colorful paper, cut them into individual cards and hand them out to students in the morning or at lunch time. Encourage them to try at least one strategy during that day.

### **Implementation Materials:**

- 5 Things to Do When You Feel Stressed Out cards (see [Appendix 4, Image 1](#))

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## ACTIVITY 1 CONTINUED

# THEME DAYS

## Silly Sock Day

**Age Group:** Elementary

**Description:** Encourage kids to wear silly socks and teach them about walking in someone else's footsteps to develop empathy.

**5 Minute Lesson:** Empathy is when we think about someone else's feelings. Sometimes that is hard to do! You can practice by thinking about how you would feel if you were having the same experience as someone else. Think about how sadness feels to you. For example, when you are sad, what helps you feel better? Maybe you feel better when someone smiles at you or gives you a hug. Or maybe you feel better when you talk to a friend or parent and they listen to you. You can help someone when they are sad by listening to them or giving them a smile or a hug.

## Inside Out Day

**Age Group:** Elementary

**Description:** Encourage kids to wear their clothes inside out and teach them how to identify and talk about their emotions.

**5 Minute Lesson:** Emotions are awesome! They tell us and others how we are feeling. No feelings are bad! All of your feelings are real and it's okay to feel that way. Sometimes you can even feel more than one thing at a time! Have you felt more than one emotion at a time? For example, have you ever been sad that you didn't win a game, AND happy when you saw your friends at the game? Sometimes it's hard to tell what you are feeling. It is good to check in with your feelings everyday. When you are having a hard time, it is important to figure out what is giving you the hard time and then learn how to deal with it. Ignoring your feelings isn't going to help! Let your emotions come from the inside out! When you're feeling big emotions, talk them out!

### **Implementation Materials:**

- Emotion Identification cards (see [Appendix 4, Image 2](#)).

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## ACTIVITY 1 CONTINUED

# THEME DAYS

## PJ Day

**Age Group:** Elementary

**Description:** Encourage kids to wear pajamas to school and have them practice self-care with relaxation techniques.

5 Minute Lesson: It's important to take care of yourself. Your body needs good food to stay healthy, you need to play outside in the fresh air and sunshine to keep your body strong, and you can keep your brain healthy by reading a book, playing a game, or making something. As important as it is to DO all of these things, it's also important to rest! Your body needs to be able to restore itself while you sleep. Your brain also needs to relax in order for it to work its best. When and how do you like to relax? An easy way to relax, especially when you're feeling big emotions or a little stressed out, is to do 5 finger breaths. Stretch out one hand so that you have space between your fingers. With the pointer finger on your other hand, start at the bottom of your thumb. Use your pointer finger to trace up your thumb as you slowly breathe in through your mouth. When you get to the top of your thumb, slowly breathe out of your nose and trace down the other side. Repeat on all your fingers until you have traced your whole hand. You can repeat it as many times as you need to until you feel relaxed.

Note: Practice relaxation with a guided imagery technique or breathing exercises. Have kids share with another person how they relax. Play calm music during lunch to promote relaxed feelings. Teach box breathing, rainbow breathing, or 5 finger breathing. [Upliftkids.org](https://www.Upliftkids.org) has some simple meditations for kids that would be easy to use in the classroom.

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# ACTIVITY 1 CONTINUED

# THEME DAYS

## Hero Day

**Age Group:** Elementary

**Description:** Encourage kids to dress up in their favorite hero costume. The theme for the day is: Be your Own Hero!

**5 Minute Lesson:** Resilience is the skill that helps us respond when we feel nervous, anxious, or worried. Resilience is the ability to overcome hard things. Remember, resilience is not about preventing or avoiding the tough things in life. We need to validate and acknowledge difficult feelings and experiences, then learn to move through them in a productive and effective way. That kind of strength is on the inside and it takes practice, just like practicing any new skill (like playing a sport, drawing, or dancing). By learning how to be resilient on the inside, you can build that strength and become a superhero to yourself and others. You can also ask for help from your own heroes. Even Superman needed help when he was exposed to kryptonite! When we are talking about refusing to do something you don't want to do, like smoking or drinking, you would call upon your superpowers to respond. Think about if someone is trying to get you to do something wrong. What would you do? Can you be brave and stand up to them or walk away?

**Note:** Have students come up with ideas of when they might need to be assertive, or provide these scenarios, and have students practice!



## ACTIVITY 2

# EMOTIONAL LITERACY - WORD WALL

**Age Group:** Elementary

**Description:** Emotional literacy is an important tool to teach children as part of social and personal development. Children learn about all emotions, not just anger, sadness, and happiness. They learn to express their feelings appropriately, how to recognize these feelings within themselves and others, and to respond to the emotions of others. On separate sheets of paper write different emotions (e.g., happy, sad, mad, tired, hungry, excited). Have students think of synonyms of those emotions. Students write those synonyms on sticky notes and take turns to place these sticky notes on the papers with the corresponding emotion. Show photos of people's faces with different emotional expressions, and have students identify what emotion that person is expressing.

### **Implementation Materials:**

- Blank wall, poster board, large sticky poster-size sticky notes
- Sticky notes
- Feelings Wheel (see *Appendix 4, Image 3*),

Source: [intermountainhealthcare.org/-/media/files-sc9/locations/pch/support-services/child-safety/feelings-wheel-v1-pdf.ashx](http://intermountainhealthcare.org/-/media/files-sc9/locations/pch/support-services/child-safety/feelings-wheel-v1-pdf.ashx)

### **Alternative Ideas:**

- Mind, Body, Go: Have students sit or stand in a circle and toss a ball to each other. When a student catches the ball, have the student take a deep breath and say, "My mind feels \_\_\_\_\_ and my body feels\_\_\_\_\_." For example, "My mind feels silly and my foot feels itchy" or "My mind feels happy and my body feels relaxed." This helps them understand and recognize their own emotions and the emotions of those around them.

## ACTIVITY 3

# REFUSAL SKILLS

**Age Group:** Secondary

**Description:** Teach students how to avoid unhealthy situations by teaching refusal skills. Have students think of acronyms for possible refusal skills. One example is the word SLOW:

- **S**uggest an alternative- Have alternative ideas for activities that you feel comfortable doing
- **L**eave the Situation - Have courage to leave. Have a parent or trusted friend know where you are and someone who is willing to be your “out”
- **O**k to say no - Practice different ways to say “No” such as, “No thanks” or “Thanks for thinking of me, but I’ll pass”
- **W**hy - Focus on why you feel uncomfortable participating in the activity or event

Students can create posters, flyers, stickers, etc. with their refusal skill acronyms, then role play to practice them with their peers. Role play for these uncomfortable situations can also help youth prepare for/confront anxious feelings and learn to manage them.

**Implementation Materials:**

- Writing materials (markers, pens, colored pencils, etc.)
- Posters, papers, blank stickers



## ACTIVITY 4

# LEARN NEW HOBBIES

**Age Group:** Elementary & Secondary

**Description:** Provide opportunities for students to learn and/or develop new hobbies and skills. Some ideas include:

- **Brainstorm:** Help students identify new hobbies or skills they wish to develop by doing a brainstorming session. Ideas of new hobbies can be written on the board or on a poster board. Elementary students can draw a picture of the activities they wish to learn, such as a soccer ball, a camera, or a swimming pool
- **Write about it:** Have an essay contest or homework assignment for the kids to write about their favorite hobby or activity. Part of the essay can be a step-by-step, “how-to” section where the kids describe how to perform this activity
- **Show and tell:** Bring an object or picture that represents the hobby or activity you described in your essay
- **30 Day Challenge:** Try a new activity for 30 days
- **Be Brave:** Have kids think of activities they have always wanted to do and write down what fears or apprehensions they may have about starting. Crumple up the piece of paper and put it into a bucket. Then explain how the bucket symbolizes the release of fears or apprehensions. As a class, students can talk about ways to overcome fears and offer solutions or advice

**Implementation Materials:**

- Poster boards
- Colored paper
- Pictures/graphics of hobbies
- Markers



## ACTIVITY 5

# COMPLIMENT CARDS

**Age Group:** Elementary & Secondary

**Description:** Students can make cards, use sticky notes, or use pre-made compliment cards for their peers. You can designate a space to collect the cards, have students post positive notes in designated spaces around the school, or have students secretly deliver them to their peers. This can help students strengthen their interpersonal skills and increase emotional literacy. See [Appendix 4, Image 4](#) for an example of compliment cards you are welcome to use, or you can make or find your own. You can adapt this activity to your students in ways that work best for you and your available resources.

**Implementation Materials:**

- Compliment cards
- Sticky notes
- Poster paper
- Construction paper
- Writing utensils





## ACTIVITY 6

# PRACTICE YOUR RESILIEN-C'S

**Age Group:** Secondary

**Description:** The 7 C's of Resilience ([optionb.org/advice/the-7-cs-of-resilience-in-kids](http://optionb.org/advice/the-7-cs-of-resilience-in-kids)) are evidence-based youth development concepts that can be fostered and encouraged through positive adult mentorship and are shown to help youth develop mental, emotional, physical, and social resiliency skills (some schools may be familiar with the 6 C's, which are very similar.) The 6 C's are Creativity, Critical Thinking, Collaboration, Communication, Citizenship, and Character. These concepts encourage youth to explore their own strengths and abilities through hands-on learning and participation. You can create activities that focus on each concept separately or use the *Adulting 101* sub activity below that utilizes all of them and includes a discussion that ties the activity to the concepts.

**Adulting 101:** This 45-minute activity engages the 6 C's described above. The scenario: Parents have been out of the house and are on their way home. You are having friends over and spilled some food on the carpet, and have to clean it up before they get home. They will be home in 20 minutes! In groups of 3-4, kids will clean up a stain they make by creating a cleaning solution together and cleaning up the stain before time runs out. The activity is followed up with a discussion about their experience and how it connects to the 6 C's.

**Instructions:**

- Place tablecloth on each table for easy cleanup
- Table 1 - Place stain-making materials (e.g., ketchup, mustard, sauce, soda, juice, milk, chocolate, cooking oil, coffee grounds, jam/jelly, permanent marker, dirt)
- Table 2 - Place cleaning materials (e.g., vinegar, Borax, lemon juice, dish soap, toothbrushes, cornstarch, salt, rubbing alcohol, hydrogen peroxide)
- Split class into groups of 3-4 students at tables so everyone has a task to do

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## ACTIVITY 6 CONTINUED

# PRACTICE YOUR RESILIEN-C'S

### Instructions (continued):

- Explain scenario: Parents have been out of the house and are on their way home. You are having friends over and spilled some food on the carpet, and have to clean it up before they get home. They will be home in 20 minutes!
- As the activity progresses, consider adding a time limit if you see groups working faster than expected (e.g., “Parents are coming home sooner than expected and will be home in 5 minutes!”)
- Place “Home-Made Cleaning Solutions for Home and Fabrics” document (see [Appendix 4, Image 5](#)) at each table. They will use this document to create the cleaning recipe
- Give each group a combination of samples that are available: 1 marker, 1-2 carpet samples, 1 wood sample, and 1 clothing sample (can adjust if needed)
- Give each group one plate to put food items on to make their stain(s) and 1 cup of liquid and/or dirt, as needed
- Each group can use bowls to create recipes for their cleaning product(s). No more than 3 different recipes per group
- As a group they will need to clean their samples as best as possible using the cleaning items available. They will need to read the “Home-Made Cleaning Solutions for Home and Fabrics” document to determine which recipe(s) are appropriate for their stain(s), make the recipe(s), and try them. Encourage them to assign roles and work as a team
- Do not help them with the activity, unless there is a safety concern
- After the time is up, have students answer the “Adulting 101 and the 6 C’s of Resilience Debriefing Questions” (see [Appendix 4, Image 6](#))

### Implementation Materials:

- Paper products (e.g., paper plates, bowls, plastic spoons, cups, paper towels)
- Table cloths
- Cleaning supplies (e.g., plastic gloves, rags)
  - Specific items can be found in the Home-Made Cleaning Solutions for Home and Fabrics Document, but you can decide which items you need
- Samples (e.g., carpet, wood, clothing)
  - Check your local home improvement store for flooring samples, and you can use old clothes for clothing samples
- Food items

## ACTIVITY 7

# ATTITUDE FIRST AID KIT

**Age Group:** Elementary & Secondary

**Description:** Students can develop a personal First Aid Kit for their attitude. Resilience is built when you are faced with a challenge and you are able to overcome it. A challenge can be anything from missing a homework assignment or losing a game to much bigger things such as issues with substance misuse, addiction, or abuse. Building an “attitude first aid kit” can help buffer youth against the difficulties in life, helping them to heal and get back on track quicker and easier. Encourage students to compile a small box of things that they keep to remind them of people, places, and things who love, encourage, and uplift them. These can be photos of family and friends, positive notes or cards they have received, quotes that are meaningful to them, reminders of accomplishments, uplifting songs to listen to, etc. It is recommended to put the first aid kit away and bring it out only when it is really needed. If it is out and constantly seen, then they will get used to it and it may not work as well. For elementary children, they can bring items from home and compile the kits at school. Have students write nice notes to one another to add to each other’s kits. For older students, you could present the information and then encourage the students to make one at home or with their family or friends.

Activity idea from Bonnie St John, TEDxtalk: [bonniestjohn.com](http://bonniestjohn.com)

### **Implementation Materials:**

- Small boxes or envelopes
- Pictures (of friends and family)
- Notes/quotes
- Notecards or paper
- Writing supplies (e.g., paper, pens, markers)

# SUBSTANCE USE & PREVENTION

# RESOURCES

## **Ages and Stages of Youth Development**

Ages and Stages refers to common physical, social, emotional, and cognitive characteristics in a young person's development. Youth will develop at different rates, so you may not see the same characteristics in all youth of the same age. Instead, focus on their needs and interests, and use this document as a guide to help you create activities and discussions that can help them practice and develop a particular skill.

[extension.sdstate.edu/sites/default/files/2021-12/P-00228.pdf](https://extension.sdstate.edu/sites/default/files/2021-12/P-00228.pdf)

## **Ask, Listen, Learn**

In 2003, Responsibility.org, alongside a team of educators and organizations specializing in elementary and middle schoolers, developed Ask, Listen, Learn: Kids and Alcohol Don't Mix. Both science and evidence-based, this is a completely FREE online underage drinking prevention program for kids ages 9-13, their parents, and educators with the goal to reduce underage drinking. The information provided throughout the program guides adults with ways to start communicating with kids about alcohol and the developing brain– and how to continue talking to them as part of a lifetime of conversations.

[asklistenlearn.org](https://asklistenlearn.org)

## **Communities That Care (CTC)**

Local coalition-based system that uses a public health approach to prevent community problems such as violence, delinquency, school drop-out, and substance misuse.

[Communitiesthatcare.net](https://Communitiesthatcare.net)



# SUBSTANCE USE & PREVENTION

# RESOURCES

## **Everyday Strong**

Initiative through United Way of Utah County to decrease anxiety and depression in youth. When children feel safe, connected, and confident, they thrive.

[unitedwayuc.org/our-work/everyday-strong/](https://unitedwayuc.org/our-work/everyday-strong/)

## **Growing Up Drug Free: A Parent's Guide to Substance Use Prevention**

This free online booklet was created by the U.S. Department of Justice Drug Enforcement Administration and U.S. Department of Education Office of Safe and Supportive Schools to support parents in teaching their kids how to remain drug free. This toolkit includes tips for talking about substance prevention with kids at all ages.

[oese.ed.gov/files/2022/01/Final-508-Compliant-Online-small.pdf](https://oese.ed.gov/files/2022/01/Final-508-Compliant-Online-small.pdf)

## **Guiding Good Choices**

A family skills-training program for parents and their middle-school aged children. The program is based on the social development model and its primary objectives are to enhance protective parent-child interactions and to reduce child risk for early substance use initiation.

[communitiesthatcare.net/programs/ggc/](https://communitiesthatcare.net/programs/ggc/)

## **Healthy Relationships Toolkit**

This toolkit can be used by youth when learning how to cultivate safe, healthy relationships. The workshop activities and tools provide easy-to-follow instructions that help teach youth how to identify feelings, deal with anger, conflict resolution skills, and how to recognize abuse.

[healthyxyouth.org/uploads/files/resources/Healthy-Relationships-Toolkit.pdf](https://healthyxyouth.org/uploads/files/resources/Healthy-Relationships-Toolkit.pdf)



# SUBSTANCE USE & PREVENTION

# RESOURCES

## **My Life, My Quit**

Developed by National Jewish Health, the country's top respiratory hospital, the My Life, My Quit program offers free and confidential tobacco and vaping prevention/quit services and information geared toward teens. This program offers:

- One-on-one coaching sessions
- Self-help educational materials designed for teens
- Quit support by text message or online chat
- Resources for parents/guardians, educators, healthcare professionals, community organizations
- Free promotional materials

[ut.mylifemyquit.org/index](https://ut.mylifemyquit.org/index)

## **National Family Partnership (NFP)**

NFP has provided drug prevention awareness by sponsoring the National Red Ribbon Campaign since 1985. Their mission is to lead and support the nation's families and communities in nurturing the full potential of healthy, drug free youth. NFP promotes supplies, downloads, activities, and more.

[nfp.org](https://nfp.org)

## **Parents Empowered**

Media and education campaign funded by the Utah Legislature. This campaign is designed to prevent and reduce underage drinking in Utah by providing parents and guardians with information about the harmful effects of alcohol on the developing teen brain and proven skills for preventing underage alcohol use.

[parentsempowered.org](https://parentsempowered.org)



## SUBSTANCE USE & PREVENTION

# RESOURCES

### **See Through the Vape**

Utah vaping prevention and quit resources for parents and teens.

- What is vaping
- Dangers of vaping
- Resources for parents to help teens quit vaping
- Quit support for teens
- Available in English and Spanish

[seethroughthevape.org](http://seethroughthevape.org)

### **Strengthening Families Program**

Evidence-based family skills-training program found to significantly improve parenting skills, family relationships, social competencies, and school performance. This program also reduces problem behaviors, delinquency, and alcohol and drug abuse in children.

[strengtheningfamiliesfoundation.org](http://strengtheningfamiliesfoundation.org)

### **Substance Abuse and Mental Health Services Administration (SAMHSA)**

Agency within the U.S. Department of Health and Human Services that leads public health efforts to advance the nation's behavioral health. SAMHSA's mission is to reduce the impact of substance abuse and mental illness on America's communities.

[Samhsa.gov](http://Samhsa.gov)

### **United States Drug Enforcement Administration (DEA)**

This website lists the DEA's Red Ribbon resources including the history of Red Ribbon Week, videos, printable materials, toolkits, etc.

[dea.gov/redribbon](http://dea.gov/redribbon)

### **Uplift Families**

As one of Utah PTA's partners, this organization strives to strengthen families by connecting parents with vetted programs, resources, and information that help parents acquire the skills necessary to raise loving, responsible children. This website provides articles, tips, and community resources to help families bond.

[Upliftfamilies.org](http://Upliftfamilies.org)

# SUBSTANCE USE & PREVENTION

# RESOURCES

## **Utah County Health Department**

Find substance use prevention resources and services offered by the local health department.

[Health.utahcounty.gov](http://Health.utahcounty.gov)

## **Utah Department of Substance Abuse and Mental Health (DSAMH)**

DSAMH is a department within the Utah Department of Human Services that seeks to strengthen lives by providing individualized services for children, youth, families, and adults to thrive in their homes, schools, workplaces, and communities.

[dsamh.utah.gov](http://dsamh.utah.gov)

## **Utah Parent Teacher Association (PTA) Services**

A “non-profit grassroots child advocacy association made up of parents, teachers, and students.” Affiliate of the National PTA with the mission to advocate for all children.

[utahpta.org/contact-us](http://utahpta.org/contact-us)

## **Utah Prevention Coalition Association (UPCA)**

Connect with your local prevention coalition in Utah to protect your community, promote positive lifestyles, and prevent substance abuse and behavioral health problems.

[Utahprevention.org](http://Utahprevention.org)

## **Way to Quit**

Utah-based tobacco quit service that offers free and confidential tools to help people stop nicotine use. These tools are available 24/7 and include:

- How to quit information/tips
- Quit plans/coaching
- Information for healthcare providers
- Available in English and Spanish

[waytoquit.org](http://waytoquit.org)

## **Youth Connectedness Toolkit**

The purpose of this toolkit is to guide individuals, families, and communities on how to create a culture of connectedness for youth within the home, school, and broader community setting.

[vippp.health.utah.gov/wp-content/uploads/Youth-Connectedness-Toolkit-Final.pdf](http://vippp.health.utah.gov/wp-content/uploads/Youth-Connectedness-Toolkit-Final.pdf)



# PARTNERSHIPS



COMMUNITIES ACTING  
AGAINST SUBSTANCE  
ABUSE  
PAYSON AREA CTC

SAFE  
K:IDS  
UTAH COUNTY



Extension  
UtahStateUniversity



Lehi Cares  
*Communities That Care Coalition*



Nebo  
SCHOOL DISTRICT



ALPINE  
SCHOOL DISTRICT



# CONTACT US

## **Utah Valley Drug Prevention Coalition**

Prevent and reduce alcohol, cannabis, tobacco, and prescription drug misuse among youth living in Utah County.

[utahvalleydpc.org](http://utahvalleydpc.org)

## **Utah Department of Health & Human Services**

Find local prevention services near you.

[dsamh.utah.gov/contact/location-map](http://dsamh.utah.gov/contact/location-map)

## **Utah Prevention Coalition Association (UPCA)**

UPCA collaborates with coalitions across Utah to empower communities to prevent risky behavioral health choices by implementing effective prevention programs, practices, and policies.

[utahprevention.org](http://utahprevention.org)

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# APPENDIX 1

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## Family Bonding Implementation Tools

# IMAGE 1

# FAMILY UNPLUGGED NIGHT

## ACTIVITIES

### OUTDOORS

- Take a drive through the mountains
- Go for a hike (long or short)
- Go camping
- Head to a local lake or pond to relax
- Go for a bike ride
- Go fishing
- Visit a local park
- Go rock climbing
- Have a BBQ and yard games
- Lay out some blankets and stargaze
- Play frisbee
- Take a walk around your neighborhood
- Play basketball, soccer, or kickball
- Go sledding
- Have a bonfire and smores up a canyon
- Have a picnic
- Visit the zoo
- Go swimming

### INDOORS

- Have a board game night
- Check out books from your library
- Make dinner together, a new recipe
- Go roller or ice skating
- Explore a local museum
- Take a fitness class together
- Bake something from scratch
- Have a family talent show
- Bake/deliver cookies for neighbors
- Have a crafts night
- Visit your favorite restaurant
- Plan a future trip together
- Play musical instruments
- Build an indoor fort
- Write kind letters to friends/family
- Visit your local rec center
- Go bowling
- Have a spa night

# IMAGE 2



# Conversation Jar



Encourage family talk with this fun activity.

## Creating a conversation with children is an effective way

to prevent underage drinking. The following activity can be used during family meals to start conversations with children. It's simple. First, print off this sheet from the computer on letter size paper. Cut out the color coded "conversation starter" messages found below. Place these small slips of paper in an old mayonnaise jar in the center of the family dinner table. During the family meal, ask the children to draw slips of paper from the jar. Help the children to enjoy the activity with full family participation in answering the questions. Family dinner will start to become a place of communication for children and their parents.

\*Decorating the mayonnaise jar with colored paper and ribbons can be an excellent way to get the children involved in family activities.

- ✓ 1 Jar with lid (mayonnaise, canning, jelly, etc.)
- ✓ Cloth
- ✓ Cotton Balls
- ✓ Ribbon or Raffi a
- ✓ Glue
- ✓ Decorative paper
- ✓ Scissors
- ✓ Markers
- ✓ Tape



### Conversation Starters

### Sharing Feelings, Dreams and Ideas

### Questions Kids Can Ask Parents

### Questions Parents Can Ask Kids

If you could invite three famous people (present or past) to dinner, who would they be and why?

What was the hardest choice you ever made?

What was your first job? Did you like it?

If you could have any animal as a pet, what would it be?

If you could have anything for dinner in the world, what would you have?

What do you like best about life?

What belief gives you strength?

If you were allowed to stop doing one chore around the house, what would it be?

What is your favorite place in the whole wide world and why?

Tell us about your favorite memory.

Did you have any pets growing up? If yes, what kind of animals were they, and what were their names?

If you could pick a new first name, what would it be?

If you could be on any television show, what would it be?

Tell us one thing that is really important to you.

What was one thing you did when you were a kid that made you the happiest?

What was the very best thing that happened to you today?

What is the best present you've ever received from someone?

Tell us one thing that is nice about yourself.

What was the one thing your parents made you do that you couldn't stand?

If you could add one item to your bedroom, what would it be?

What is the one thing you think they should invent to make your life easier or more enjoyable?

Tell us about something that makes you laugh.

What was one thing you did when you were a kid that made your parents proud of you?

If you had to leave the earth on a space ship and take 4 friends with you, who would you take?

If you were allowed to go anywhere for your next vacation, where would you go and what would you do?

Tell us whom you admire most and why.

What kind of food did you hate as a kid but love now?

What are some of the things you want to do in life that you probably couldn't do as well if you got into drugs and alcohol?

If you had to live somewhere else in the world, where would you live and why?

Tell us one way you want to improve your life.

Do you remember your first bike? How old were you when you got it? Tell us all about the bike.

If you could invite any famous American to spend the weekend with us, who would it be?

If you could have any job in the whole world, what job would it be and why do you think you would love it and do well?

What holds you back from doing what you really want to do?

Did you take family vacations when you were a kid? Where did you go? How did you get there?

If you knew there was no chance to fail, what job would you choose?

If you had three wishes, what would they be?

What is one thing you could do to help our family?

Who was your best friend growing up? Tell us one of your favorite stories about things you did together.

If you could be any animal, what animal would you be?

What would you do if you were President?

Tell us what things make you feel loved.

What was your least favorite subject in school? What was your favorite?

Who is your best friend and why?

If you won a million dollars, what would you do with it?

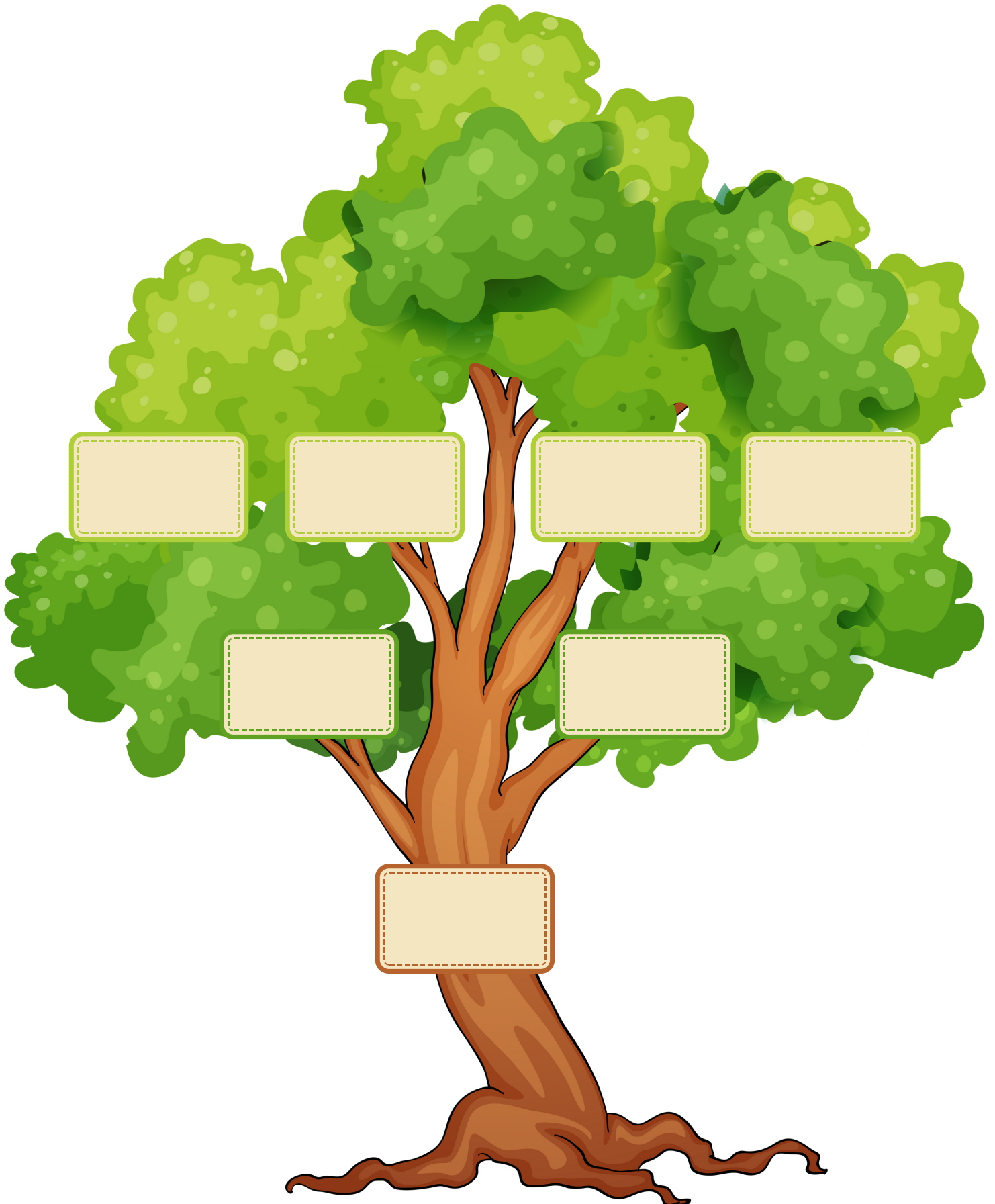
(Fill in the blank) When I feel sad, I need....

When you were my age, what did you want to be when you grew up?

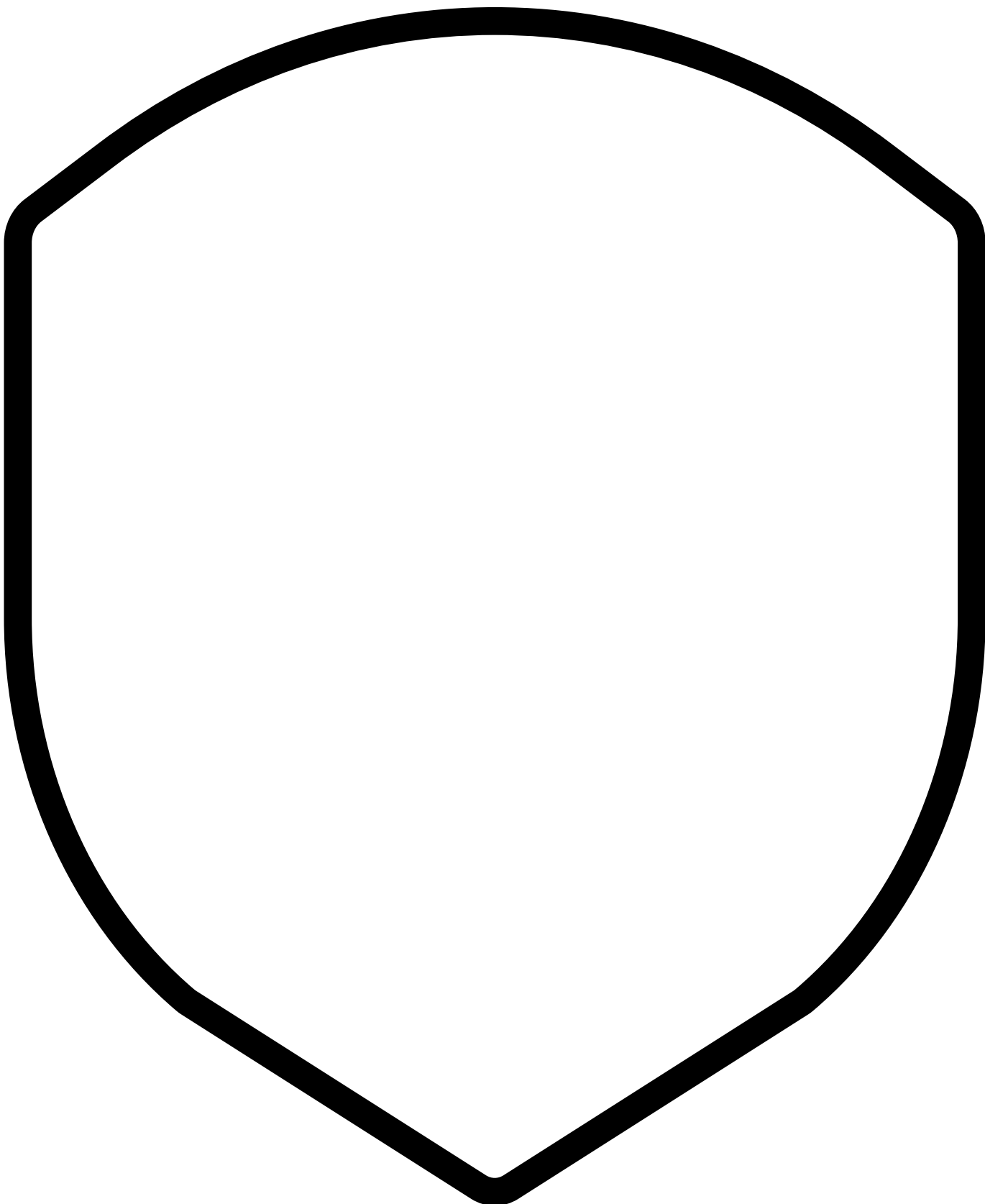
What could you do to make the world a better place?

# IMAGE 3

# My Family Tree

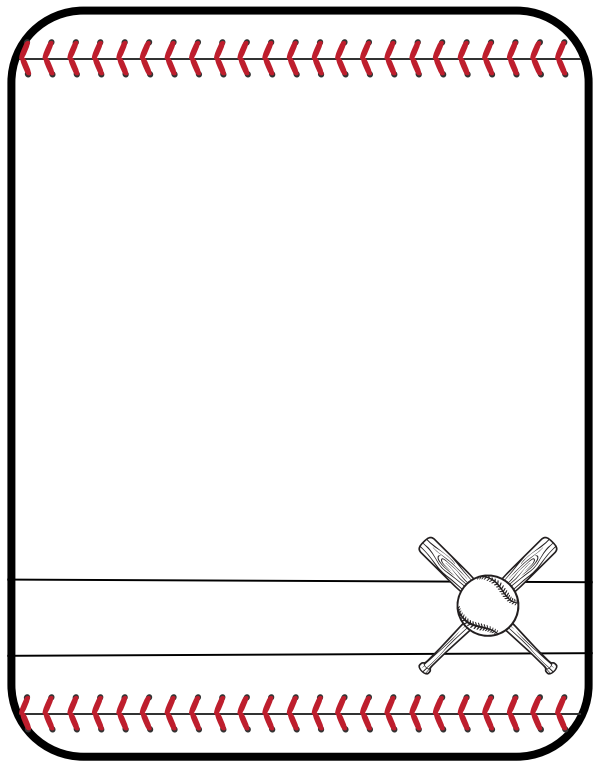
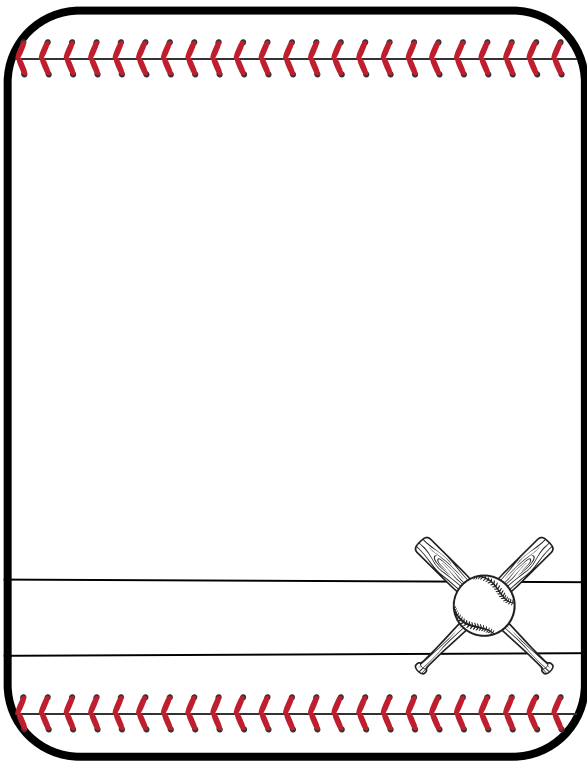
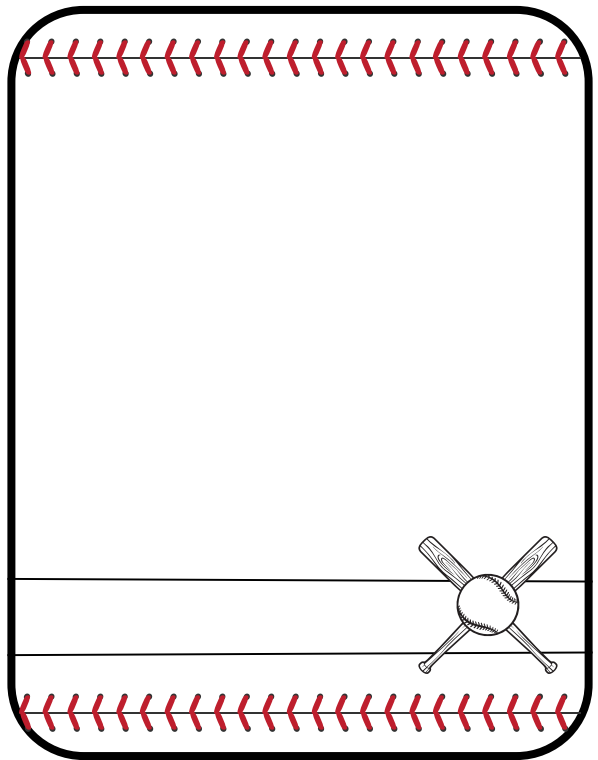
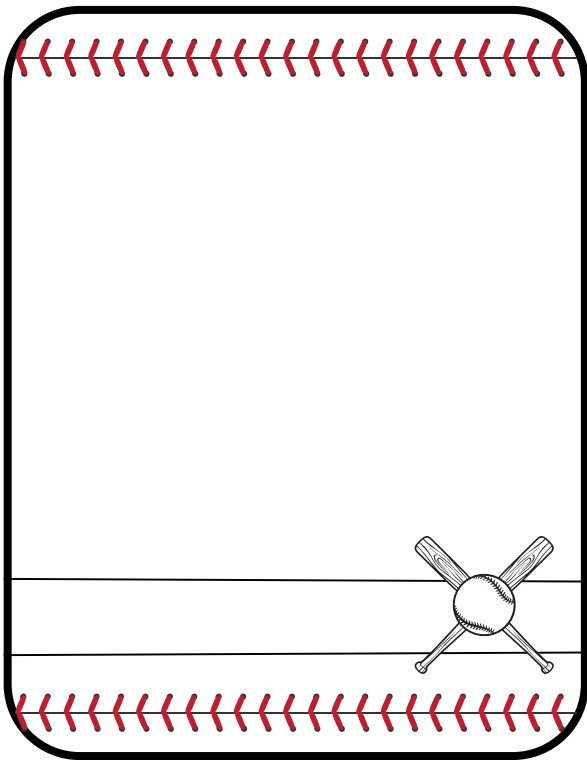


# IMAGE 4



Created by Utah County Health Department

# IMAGE 5





# APPENDIX 2

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Community Connection Implementation Tools



# IMAGE 1

**THANK YOU  
SO MUCH**

**YOU ARE VERY MUCH APPRECIATED!**

# IMAGE 2

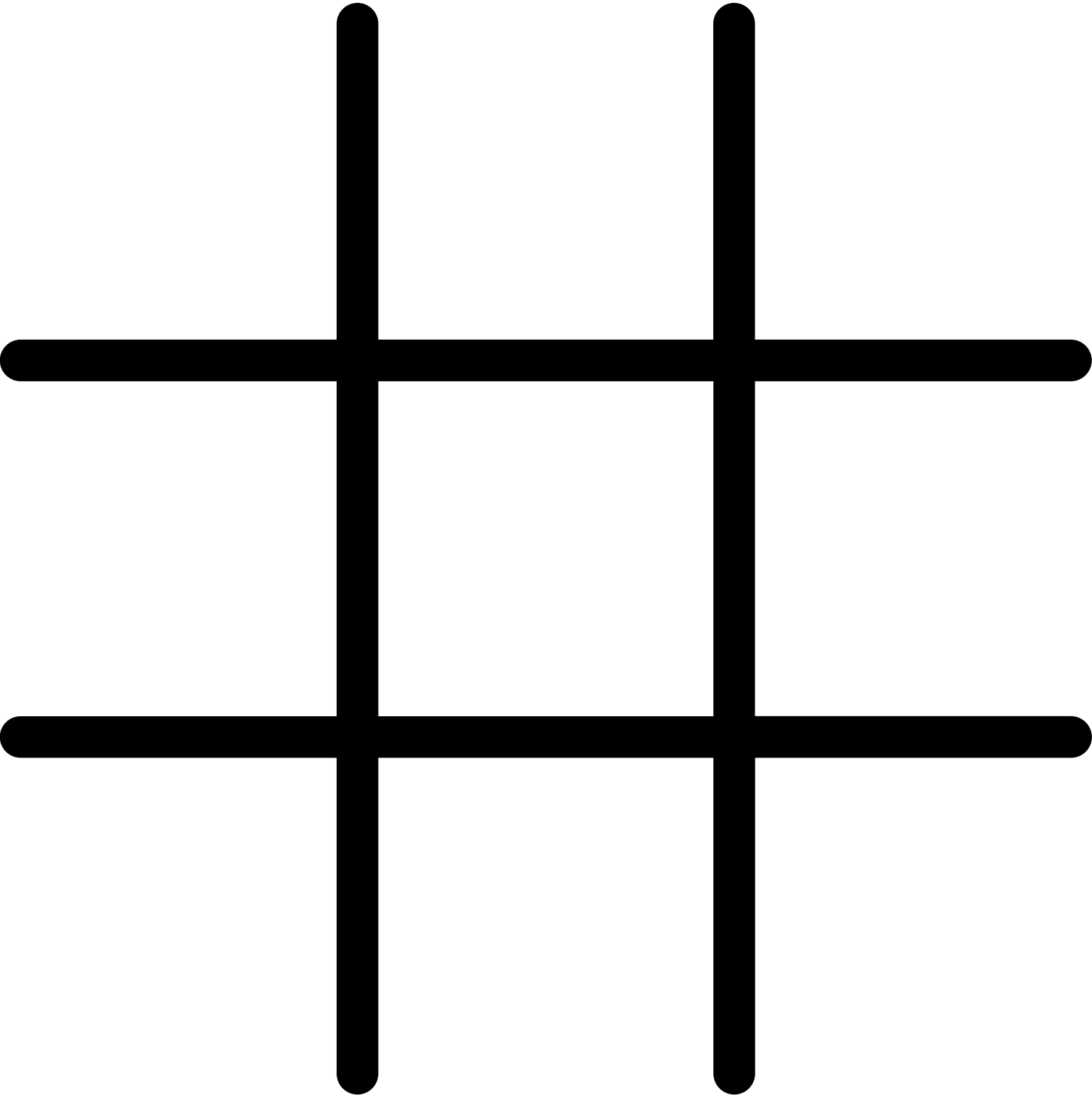


THANK YOU  
SO MUCH

# IMAGE 3

# Community Tic-Tac-Toe

Instructions: Add a community activity to each square. Your goal is to complete three activities in a row (vertical, horizontal, or diagonal).





# APPENDIX 3

---

## Healthy Relationships Implementation Tools

# IMAGE 1



# Boundaries

## Discussion Questions

**1** Personal boundaries are the rules and limits you set within relationships. They tell you what's okay, and what's not okay, in a relationship. Think about two people in your life, and describe the boundaries you have with each one. How are they similar, and how are they different?

---

**2** Values are the things that are most important to you. Ideally, your boundaries will reflect your values. For example, if you value family time, you might set strict boundaries at work. What are your most important values, and how do your boundaries reflect these values?

---

**3** In your opinion, what are the signs of a healthy relationship? What sort of boundaries might you see in a healthy relationship?

---

**4** People who are influential in your life act as models for boundary-setting, whether their boundaries are healthy or unhealthy. Think of someone who has helped shape who you are. What has this person taught you about boundaries, whether intentionally or unintentionally?

---

**5** When someone has rigid boundaries, they are reluctant to ask others for help, protective of personal information, and avoidant of close relationships. What do you think are the pros and cons of rigid boundaries? Describe an area of life where you've had rigid boundaries.

---

**6** When someone has porous boundaries, they overshare personal information, have difficulty saying "no," and are overly concerned with the opinions of others. What do you think are the pros and cons of porous boundaries? Describe an area of life where you've had porous boundaries.

---

**7** In some relationships, healthy boundaries seem to form naturally and easily. In other relationships, however, setting healthy boundaries is difficult. What challenges have you faced when trying to set healthy boundaries, and how did you overcome them (or, how *could* you overcome them)?

# IMAGE 2

# Setting Boundaries



**Personal boundaries** are the limits and rules we set for ourselves within relationships. A person with healthy boundaries can say “no” to others when they want to, but they are also comfortable opening themselves up to intimacy and close relationships.

## Know Your Boundaries

Boundaries should be based on your values, or the things that are important to you. For example, if you value spending time with family, set firm boundaries about working late.

Your boundaries are yours, and yours alone. Many of your boundaries might align with those who are close to you, but others will be unique.

Know your boundaries *before* entering a situation. This will make it less likely you’ll do something you’re not comfortable with.

## What to Say

You always have the right to say “no”. When doing so, express yourself clearly and without ambiguity so there is no doubt about what you want.

“I’m not comfortable with this” “Please don’t do that” “Not at this time”

“I can’t do that for you” “This doesn’t work for me” “I’ve decided not to”

“This is not acceptable” “I’m drawing the line at \_\_\_” “I don’t want to do that”

## What to Do

### Use Confident Body Language

Face the other person, make eye contact, and use a steady tone of voice at an appropriate volume (not too quiet, and not too loud).

### Be Respectful

Avoid yelling, using put-downs, or giving the silent treatment. It’s okay to be firm, but your message will be better received if you are respectful.

### Plan Ahead

Think about what you want to say, and how you will say it, before entering a difficult discussion. This can help you feel more confident about your position.

### Compromise

When appropriate, listen and consider the needs of the other person. You never *have* to compromise, but give-and-take is part of any healthy relationship.

# Setting Boundaries

**Instructions:** Respond to the following practice questions as if you were really in each situation. Think about the language *you* would use to firmly state your boundary.

## ✓ Examples

**Situation:** You notice your roommate has been eating your food in the fridge. You never discussed plans to share food, and don't want them eating what you bought.

**Response:** "I'd like to keep our food separate. If there's something of mine that you want, please ask me before taking it."

**Situation:** Your friend calls you at 11 pm to discuss issues she is having with her boyfriend. You need to wake up at 6 am.

**Response:** "I can tell you're upset. I want to talk to you, but I need to go to bed. Maybe we can talk tomorrow afternoon."

## 🎯 Practice

**Situation:** You invited a friend over for the evening, but now it's getting late. You would like to get ready for bed, but your friend seems unaware of how late it is.

**Response:**

**Situation:** A good friend asks you out on a date. You are not interested in being more than friends. You would like to let them down clearly, but gently.

**Response:**

# Setting Boundaries

**Situation:** You missed several days of work due to a medical condition. When you get back, a coworker asks what happened. You feel this information is personal, and do not want to share.

**Response:**

**Situation:** Your brother asks if you can watch his two young children on Saturday morning. You already have plans.

**Response:**

**Situation:** Your coworker is upset about their recent performance review. They start yelling and slamming their fist on their desk. This is making you very uncomfortable.

**Response:**

**Situation:** A salesperson comes to your door during dinner. You try to politely show disinterest, but they keep giving their sales pitch. You want to get back to dinner.

**Response:**

# IMAGE 3

# Tips for Healthy Boundaries



**Personal boundaries** are the limits and rules we set for ourselves within relationships. A person with healthy boundaries can say “no” to others when they want to, but they are also comfortable opening themselves up to intimacy and close relationships.

## **Know your limits.**

Before becoming involved in a situation, know what’s acceptable to you, and what isn’t. It’s best to be *as specific as possible*, or you might be pulled into the trap of giving just a little bit more, over and over, until you’ve given far too much.

## **Know your values.**

Every person’s limits are different, and they’re often determined by their personal values. For example, if you value family above all else, this might lead to stricter limits on how late you will stay at work, away from family. Know what’s most important to you, and protect it.

## **Listen to your emotions.**

If you notice feelings of discomfort or resentment, don’t bury them. Try to understand what your feelings are telling you. Resentment, for example, can often be traced to feelings of being taken advantage of.

## **Have self-respect.**

If you always give in to others, ask if you are showing as much respect to yourself as you show to others. Boundaries that are too open might be due to misguided attempts to be liked by elevating other people’s needs above one’s own.

## **Have respect for others.**

Be sure that your actions are not self-serving, at the expense of others. Interactions should not be about winning, or taking as much as possible. Instead, consider what’s fair to everyone, given the setting and relationship. You might “win”, but at the cost of a relationship’s long-term health.

## **Be assertive.**

When you know it’s time to set a boundary, don’t be shy. Say “no” respectfully, but without ambiguity. If you can make a compromise while respecting your own boundaries, try it. This is a good way to soften the “no”, while showing respect to everyone involved.

## **Consider the long view.**

Some days you will give more than you take, and other days you will take more than you give. Be willing to take a longer view of relationships, when appropriate. But if you’re *always* the one who’s giving or taking, there might be a problem.

# IMAGE 4



# Conflict Resolution Scenarios

## Elementary

Both you and your classmate want to play with a soccer ball, but there is only one left.	Someone new joined your class and now your best friend is leaving you out.	Your sibling stole the seat you were sitting in when you were only gone for a minute.
Your classmate calls you a mean name.	Your sibling is always messing up your room.	Your friend yells at you in the hallway.
You heard your friend is saying mean things about you behind your back.	Your friend has been telling other kids in your class a secret you told her.	You and your best friend want to watch a movie, but can't agree on what to watch.

## Secondary

You heard your friend is saying mean things about you behind your back.	You and your best friend want to watch a movie, but can't agree on what to watch.	Your friend has been telling other people a secret you told her.
Your friend had a party and didn't invite you.	Your sibling is always messing up your room.	Your friend yells at you in the hallway.
You are playing a game with a friend and they keep telling you what moves to make. You don't like it.	After you give a presentation in class, someone says a sarcastic comment that embarrasses you.	You were planning to meet your friend at the park but they didn't show up. You found out later that they decided to go to the movies with someone else.

# IMAGE 5- ELEMENTARY



# Find a Friend Bingo

Find someone who...



has a pet. Name: Answer:	likes to read. Name: Favorite Book:	has traveled to another state. Name: Answer:	plays a sport. Name: Answer:	likes to draw. Name: Answer:
has a big family. Name: Answer:	plays an instrument. Name: Answer:	is the oldest in their family. Name: Answer:	likes video games. Name: Answer:	is an only child. Name: Answer:
speaks a language other than English. Name: Answer:	has a birthday this month. Name: Answer:	<b>FREE</b>	has an interesting hobby. Name: Answer:	knows what they want to be when they grow up. Name: Answer:
has lived in a different state. Name: Answer:	can tell a good joke. Name: Answer:	has broken a bone. Name: Answer:	likes to cook. Name: Answer:	likes the same food as you. Name: Answer:
knows how to swim. Name: Answer:	is a morning person. Name: Answer:	is a night owl. Name: Answer:	likes the same color as you. Name: Answer:	has visited another country. Name: Answer:

# IMAGE 6- SECONDARY

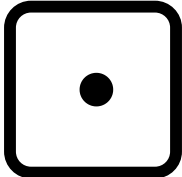
# Find a Friend Bingo

Find someone who...

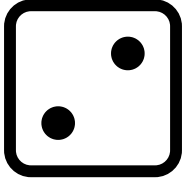
has a pet.  Name: Answer:	likes to read.  Name: Favorite Book:	has traveled to another state.  Name: Answer:	plays a sport.  Name: Answer:	likes to draw.  Name: Answer:
has a big family.  Name: Answer:	plays an instrument.  Name: Answer:	is the oldest in their family.  Name: Answer:	likes video games.  Name: Answer:	is an only child.  Name: Answer:
speaks a language other than English.  Name: Answer:	has a birthday this month.  Name: Answer:	<b>FREE</b>	likes to cook.  Name: Answer:	has broken a bone.  Name: Answer:
has lived in a different state.  Name: Answer:	can tell a good joke.  Name: Answer:	knows what they want to be when they grow up.  Name: Answer:	has an interesting hobby.  Name: Answer:	likes the same food as you.  Name: Answer:
knows how to swim.  Name: Answer:	is a morning person.  Name: Answer:	is a night owl.  Name: Answer:	likes the same color as you.  Name: Answer:	has visited another country.  Name: Answer:

# IMAGE 7

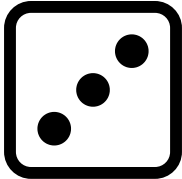
# DICEBREAKERS



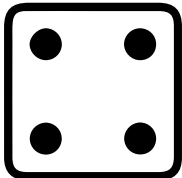
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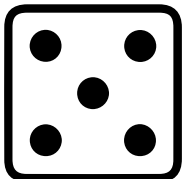
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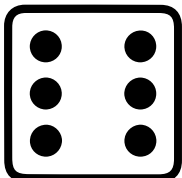
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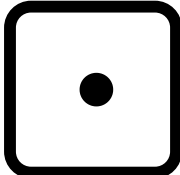


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# IMAGE 8

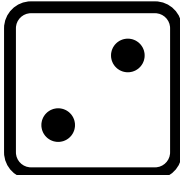


# DICEBREAKERS



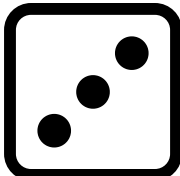
If you could be any animal, what would you be?

---



If you were stranded on an island and could only bring 3 things, what would they be?

---



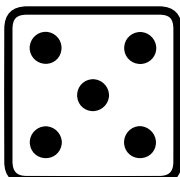
If you could have a super power, what would it be?

---



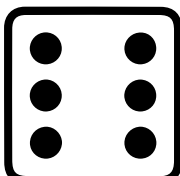
What is your favorite movie and why?

---



If you could eat one type of food for the rest of your life, what would it be?

---



What is one place you have always wanted to visit?

---



# APPENDIX 4

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Personal Development & Resilience  
Implementation Tools

# IMAGE 1

**5 THINGS TO DO WHEN YOU ARE  
FEELING STRESSED OUT**

1. Take a deep breath and let it out slowly
2. Count to ten
3. Talk to a friend about your feelings
4. Go for a walk
5. Listen to music that helps lift your mood

**5 THINGS TO DO WHEN YOU ARE  
FEELING STRESSED OUT**

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4. Go for a walk
5. Listen to music that helps lift your mood

# IMAGE 2



**Happy**

Glad  
Content  
Optimistic  
Joyful  
Delighted  
Pleased

**Sad**

Down  
Dejected  
Depressed  
Heartbroken  
Blue  
Unhappy

**Tender**

Loving  
Sympathetic  
Touching  
Sensitive  
Delicate  
Soft

**Excited**

Energetic  
Eager  
Delighted  
Bouncy  
Animated  
Thrilled

**Angry**

Irritated  
Resentful  
Mad  
Furious  
Vexed  
Cross

**Scared**

Anxious  
Tense  
Frightened  
Terrified  
Afraid  
Startled

**Confused**

Baffled  
Bewildered  
Addled  
Foggy  
Disoriented  
Vague

**Worried**

Agitated  
Anxious  
Restless  
Uneasy  
Concerned  
Troubled

**Surprised**

Astounded  
Shocked  
Astonished  
Aghast  
Flabbergasted  
Stunned

**Satisfied**

Content  
Pleased  
Fulfilled  
Appeased  
Gratified  
Happy

**Loving**

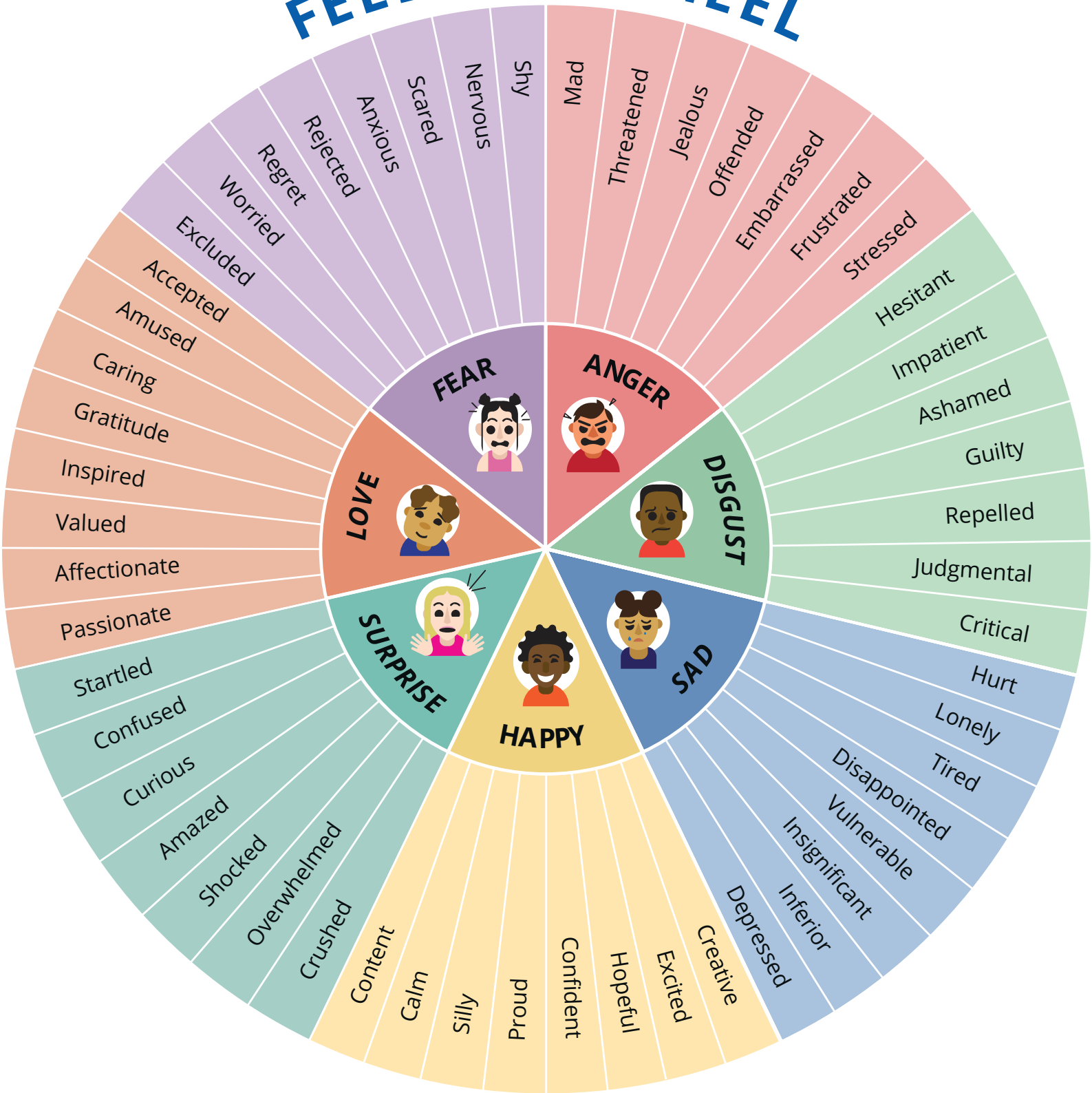
Caring  
Devoted  
Warm  
Tender  
Adoring  
Passionate

**Confident**

Capable  
Self-assured  
Positive  
Poised  
Assertive  
Unfazed

# IMAGE 3

# FEELINGS WHEEL





# IMAGE 4

*You  
are an  
amazing  
kid!*

Thanks  
-For-  
Being  
You!

YOU  
ARE  
awESome

DREAM BIG

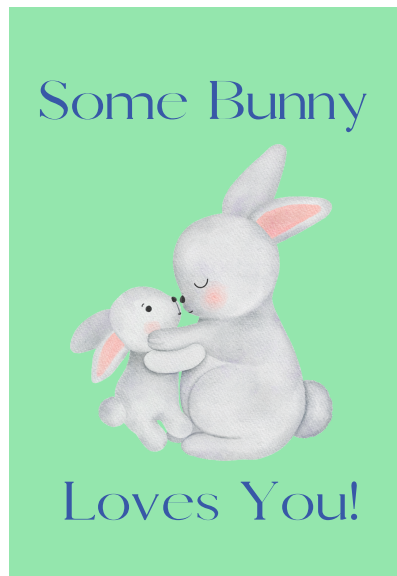
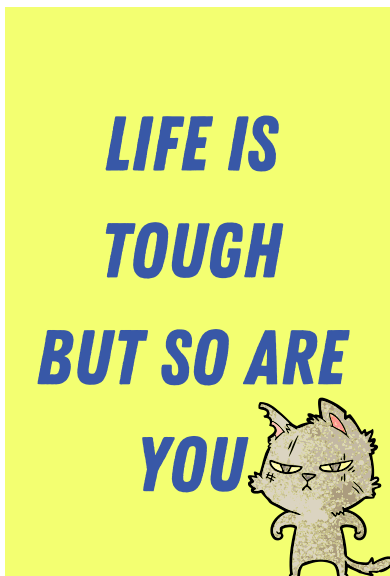
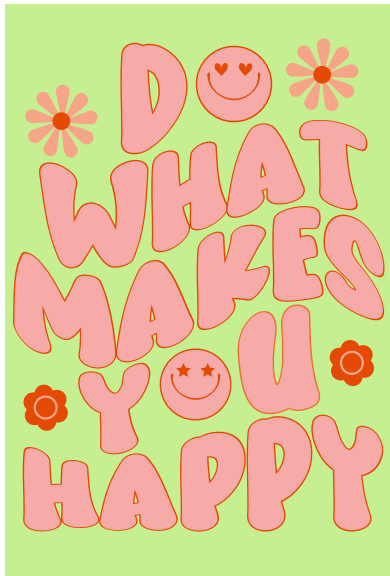
I'M SO PROUD OF YOU

I  
BEleaf  
IN YOU!

You're one in a melon

You are  
Cool!

YOU ARE  
LOVED  
LIKE A LOT



# IMAGE 5

# HOME-MADE CLEANING SOLUTIONS FOR HOME AND FABRICS

## ALL-PURPOSE CLEANER

Mix 1 gallon of hot water with 1/4 cup of white vinegar, or mix 1 teaspoon borax into 1 quart of hot water. Add a squeeze of lemon juice or a splash of vinegar to cut grease. Rinse with water.

## CARPET STAIN REMOVAL

- A mixture of 1 teaspoon of liquid detergent and 1 teaspoon of distilled vinegar in 1 pint of lukewarm water will remove non-oily stains from carpets. Apply it to the stain with a soft brush or towel and rub gently. Rinse with a towel moistened with clean water and blot dry. Repeat this procedure until the stain is gone. Then dry quickly using a fan or hair dryer. This should be done as soon as the stain is discovered. Rub light carpet stains with a mixture of 2 tablespoons salt dissolved in 1/2 cup white vinegar. Let the solution dry, then vacuum.
- For larger or darker stains, add 2 tablespoons borax to the mixture and use in the same way.
- For tough, ground-in dirt and other stains, make a paste of 1 tablespoon vinegar with 1 tablespoon cornstarch, and rub it into the stain using a dry cloth. Let it set for two days, then vacuum.
- For fruit and fruit juice stains, mix 1 tablespoon laundry detergent with 1 1/2 tablespoons white vinegar and combine with two cups of water. Work the solution into the stain and blot.
- For coffee and tea stains, combine equal parts white vinegar and water and blot the stain. Thoroughly dampen the stained area, then rub in some borax. Let the area dry, then vacuum or blot it with a solution of equal parts vinegar and soapy water and let dry. Repeat if necessary. Don't forget to first test this DIY remover on an inconspicuous corner of the rug or on a carpet scrap before applying it to the stain.

## KETCHUP STAINS – MUST BE CLEANED IMMEDIATELY OR IT WILL SET

Spots caused by ketchup can be removed from 100% cotton, cotton polyester, and permanent-press fabrics if they are sponged with distilled vinegar within 24 hours and washed immediately. Sprinkle salt over the carpet spill, let sit for a few minutes, and vacuum. Sponge up any residue and continue salting and vacuuming until the stain is completely gone.

## COLA STAINS

Spots caused by cola and grape juice-based soft drinks can be removed from 100% cotton, cotton polyester, and permanent-press fabrics if done so within 24 hours. Sponge distilled vinegar directly onto the stain and rub away the spots. Then clean according to the directions on the manufacturer's care tag.

## CUTTING GREASE

A few teaspoons of distilled vinegar will help to cut the grease.

## DEODERANT STAINS

Deodorant and anti-perspirants stains may be removed from clothing by lightly rubbing with distilled vinegar and laundering as usual.

## INK AND PERMANENT MARKER STAINS

- Try soaking the spot in rubbing alcohol for a few minutes to remove the ink before putting the garment in the wash.
- Treat an ink stain on a shirt by first wetting it with some white vinegar, then rub in a paste of two parts vinegar to three parts cornstarch. Let the paste thoroughly dry before washing the item.

- Use citrus juice on regular clothing. Citrus juice, such as that from a lemon or lime, can be used to gently remove marker stains from most items of clothing, without fear of bleaching or staining. Apply a little of the freshly squeezed juice directly to the stain and dab with a cotton ball or clean cloth until it disappears.
- For more fragile fabrics, dilute the citrus juice to half strength with water first. Wash the item of clothing immediately.
- Use rubbing alcohol or hairspray to remove stains from carpet. Pour rubbing alcohol into a cleaning cloth. Dab the cloth onto the carpet stain. As with any carpet stain, do not rub or you'll spread the stain and weaken the fibers. Keep dabbing until the stain lifts off.
  - Alternatively, spray a little hairspray on the carpet ink stain and use a clean towel to dab away.
  - Once the stain has been removed (using either of these methods) dampen the carpet with a little water then use a clean towel to blot dry.

### REMOVING OLD FOOD AND DRINK STAINS

Mix one part Dawn or Palmolive dishwashing soap to two parts hydrogen peroxide in a spray bottle, saturate the stained area, rub in well, let sit for as long as you can stand, and wash.

### CHOCOLATE STAINS

Mix one part Dawn or Palmolive dish soap and two parts 3% diluted peroxide or white vinegar to create a stain remover that can be directly applied to the chocolate stain. The soap will remove grease and fat while the peroxide bleaches away any undesirable color. Use a clean white cloth or sponge to work in your stain remover to the affected area. Blot while observing the material for any discoloration. Allow the stain remover to break down the stain for up to 15 minutes if the color stays intact. If the solution produces a difference in color from the rest of your garment, stop immediately.

### MUSTARD STAINS

**Option #1:** Rubbing alcohol, dish soap, water & an absorbent material to lie under the garment.

- Mix a solution of three parts liquid dish soap and one part rubbing alcohol. Put this solution on the stain and allow it to soak for at least 10 minutes, but not too long such that it dries. The alcohol in this solution may make the stain look dark temporarily, but it will rinse out! Rinse the treated area thoroughly with hot water, and then launder.

**Option #2:** White vinegar, water, dish soap & an absorbent material to lie under the garment.

- Mix a half-teaspoon of dish soap, a half-cup of water, and a few drops of white vinegar. Apply the solution to the mustard stain and allow to soak. Rinse well with hot water and launder.

### SOURCES

- [www.rd.com/home/cleaning-organizing/homemade-carpet-stain-removers/](http://www.rd.com/home/cleaning-organizing/homemade-carpet-stain-removers/)
- [food-hacks.wonderhowto.com/how-to/remove-old-food-drink-stains-with-cheap-easy-homemade-solution-0154843/](http://food-hacks.wonderhowto.com/how-to/remove-old-food-drink-stains-with-cheap-easy-homemade-solution-0154843/)
- [winnebago.uwex.edu/2016/03/14/green-cleaning/](http://winnebago.uwex.edu/2016/03/14/green-cleaning/)
- [wikihow.life/Get-Rid-of-Chocolate-Stains](http://wikihow.life/Get-Rid-of-Chocolate-Stains)
- [classicleaners.net/2012/06/06/how-to-remove-a-mustard-stain/](http://classicleaners.net/2012/06/06/how-to-remove-a-mustard-stain/)
- [wikihow.com/Remove-Permanent-Marker](http://wikihow.com/Remove-Permanent-Marker)



# IMAGE 6

## **Adulting 101 and the 6 C's of Resilience Debriefing Questions**

### Creativity

- What are things your teammates did that were exemplary? What qualities did they show that you want to emulate or continue to encourage?

### Critical Thinking

- How did this activity challenge you and your team's abilities? Did you dive right in or devise a plan first?
- Do you think you were successful? Why or why not? How did you measure success?

### Collaboration

- How do you feel you contributed to your team's success?
- What qualities do you have that helped your team succeed?
- What role did each member of your team serve?

### Communication

- Was it harder or easier for you to work with a team?
- How did you communicate with your teammates to ensure the task was done?

### Citizenship

- When working with youth (ex: younger siblings, mentees), how can you foster the growth of these qualities? Or how can you help others improve their resiliency skills?

### Character

- If you had setbacks, how did you deal with them during the activity?

### General Questions

- What have you learned about what it means to be resilient today?
- Which of the 7 Cs do you want to remember and apply into your life?



