SMART Leaders & FAN Club

Skills Mastery and Resistance Training

SMART LEADERS

Part of the SMART Moves collection of resources
SKILLS MASTERY AND RESISTANCE TRAINING

SMART Leaders
A Peer Leader/Booster Program
for Stay SMART Graduates

FAN Club
A Parent Involvement Program
for SMART Moves

BOYS & GIRLS CLUBS OF AMERICA

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LIVE HEALTHY
HEALTHY LIFESTYLES
EMPOWERING YOUNG PEOPLE TO MAKE HEALTHFUL CHOICES
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OF AMERICA

SMART Leaders & FAN Club
Skills Mastery and Resistance Training

Components of SMART Moves
Boys & Girls Clubs of America's Alcohol, Tobacco, Other Drugs and Teen Pregnancy Prevention Program

Manual 3

SMART Leaders
A Peer Leader/Booster Program for Stay SMART

The Family Advocacy Network (FAN Club)
A Parent Involvement Program for SMART Moves

The SMART Leaders and FAN Club programs were developed by The Pennsylvania State University through grants from the Center for Substance Abuse Prevention. These program materials are made available through a collaboration among Boys & Girls Clubs of America, the Center for Substance Abuse Prevention and The Pennsylvania State University.

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The **SMART Leaders** peer leader/booster program and the **Fan Club** parent involvement program (offered in combination with **Start SMART** and **Stay SMART**) have been identified by the Center for Substance Abuse Prevention (CSAP) as model programs shown to be effective through rigorous scientific evaluations. The programs appear in the National Registry of Effective Prevention Programs, and they have received Exemplary Substance Abuse Prevention Program Awards.

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BOYS & GIRLS CLUBS
OF AMERICA

MEMO

Date: November 2010

To: SMART Leaders Program Coordinators

From: Judith J. Pickens, M. Ed., Senior Vice President, Program & Youth Development Services

Subject: **SMART Leaders Resource Addendum**

Boys & Girls Clubs of America's SMART Leaders program was developed in collaboration with Tena L. St. Pierre, Ph.D. and D. Lynne Kaltreider, M.Ed. at The Pennsylvania State University in response to the need for a program to keep youth involved in the SMART Moves program after completing the Stay SMART module. This evidence-based program serves as a two-year peer leader/booster program for teens ages 16-18.

The SMART Leaders program has been implemented for years in Clubs worldwide. In an effort to meet a rising demand for SMART Leaders, BGCA has reviewed the contents of this guide. The vast majority of the information and resources contained in the manual remain relevant and continue to resonate with teens. However, there are a few video-based resources previously recommended to use in conjunction with SMART Leaders II (Section 3) that are no longer available.

This addendum serves to inform Clubs of previewed substitutions for the videos that are no longer available to purchase. If you have difficulty acquiring appropriate educational videos, you may instead choose to run small-group discussions with the SMART Leaders group on the topic areas (alcohol, other drugs and sexual activity) using the discussion questions provided. The important thing is to reinforce skills and knowledge the SMART Leaders learned in previous SMART Moves programs. **Prior to the beginning of each session, Club staff should set aside time to review the materials thoroughly** and adapt the discussion questions as needed using the framework provided.

With questions, please contact Tiffany Henderson, Director, Health & Life Skills, at (404) 487-5827 or thenderson@bgca.org, or Bridgette Redmond, Assistant Director, Health & Life Skills, at (404) 487-5947or bredmond@bgca.org.

Resources No Longer Available/ Previewed Substitutions

SMART Leaders, Section II, Page 111

Resource No Longer Available:

"The Choice is Yours"
Addiction Research Foundation
33 Russell Street
Toronto, Ontario
Canada M5S 2S1

Recommended Substitution:

"Inside Dope"

Source:
Media International
800-477-7575

Website:
www.mediainternational.com/inside_dope.htm

Price:
$ 89.95 per video

Summary:
A collection of substance abuse videos for middle school and high school youth. The marijuana video tells the truth about serotonin and this gateway drug. Our cocaine video shows the end game of this seductive drug. The inhalants video shows how common household cleaners are killing kids. The crack video shows how the thrill can put you on the street. Our speed video is blunt about the ruined families and lives it leaves behind. The LSD video is a cold reminder that this 60s drug of choice is back and destroying lives. And our Ecstasy video blows away the myth that Ecstasy is not a natural high – it's a mind destroyer. All videos are 15 minutes in length and come with lesson plans and ready-to-use homework projects that help teens think critically.

Resources No Longer Available/ Previewed Substitutions

SMART Leaders, Section II, Page 127

Resource No Longer Available:

"It Only Takes Once"
Intermedia, Inc.
1700 Westlake Ave N.
Suite 724
Seattle, WA 98109

Recommended Substitution:

"Sex Smart for Teen – Volume 1: Abstinence"

Source:
Intermedia, Inc.
1818 Westlake Ave. N.
Suite 408
Seattle, WA 98109
(800) 553-1655

Website:
http://intermedia-inc.com

Price:
$199.95

Summary:
This new, culturally relevant three-volume video set will help you add impact and accuracy to your sex education program. Using a respectful, positive and humorous tone, this hip series helps you get through to today's teens, inspiring them to make healthy choices. "Volume 1: Abstinence" effectively covers sensitive subjects like saying no and having 'the talk' with parents. (Note: Contains graphic images.)

Topics include:

- What Is Abstinence?...Why Choose Abstinence?
- Virginity...Renewed Virginity
- Media Messages...Self-esteem
- Peer Pressure...Smart Dating Ideas
- Drugs and Alcohol...Communication...Refusal Skills

Resources No Longer Available/ Previewed Substitutions

SMART Leaders, Section II, Page 131

Resource No Longer Available:

"No Time Soon"
Select Media
60 Warren Street
5th Floor
New York, NY 10007

Recommended Substitution:

"The Truth About Sex"

Source:
Select Media, Inc.
270 Lafayette Street, Suite 809
New York, NY 10012
(800) 707-6334

Website:
www.selectmedia.org

Price:
$135

Summary:
"The Truth About Sex" forces teens to face the hard-hitting realities of having sex too young, including unwanted pregnancies and STDs. Two teens discuss the struggles of becoming parents at a young age, while another couple faces the possibility that they could be pregnant. A group of teenagers tour a microbiology lab, where hundreds of cases of sexually transmitted diseases are diagnosed each year, and they participate in a mock AIDS test. Lisa, a 33-year-old heterosexual woman shares her story about having full-blown AIDS.

Foreword

For than 25 years, Boys & Girls Clubs of America's **SMART** (Skills Mastery And Resistance Training) **Moves** prevention program has received nationwide acclaim. It has been an invaluable tool in the effort to help young people avoid four of the most immediate threats to their well-being: alcohol, tobacco, other drugs and teen pregnancy. Based upon solid research and best practices from prevention specialists, the program enjoys tremendous popularity among youth and staff alike. **SMART Moves** has become a mainstay in the prevention efforts of communities across the country.

The **SMART Moves** prevention program has been scientifically evaluated and its results documented. We know that **SMART Moves** works by exposing young people to protective factors that promote positive behaviors, health, well-being and personal success. With these protective factors, young people have the tools to overcome the many challenges they face today.

Through collaboration with The Pennsylvania State University and the Center for Substance Abuse Prevention (CSAP), we are able to provide **SMART Leaders** and the **Family Advocacy Network (FAN Club)** in the **SMART Moves** program materials. Developed by Tena L. St. Pierre and D. Lynne Kaltreider of The Pennsylvania State University with CSAP support, these programs have been rigorously evaluated in combination with the **Start SMART** and **Stay SMART** components of **SMART Moves**. Evaluation results have shown the programs to be effective in building adolescents' resistance to alcohol, tobacco and illicit drug use; creating drug-free peer leaders and strengthening family bonds.

SMART Leaders is a two-year booster program for teens who have completed **Stay SMART**. The **FAN Club** provides leadership, educational and social activities, and individual support for parents and caregivers of SMART Moves program participants ages 10-17.

We have a rare opportunity to not only have a positive impact on our youth, but through them, on generations to come. Indeed, youth are the raw material from which future generations are built. As a society, we have no greater resource than our children. **SMART Moves** exemplifies programs with true generation-changing potential. The activities and messages of the SMART Moves program are designed to protect young people from the social perils that endanger their well-being. Lessons learned by youth in the program, their parents and their communities will be passed on in limitless ways. This can be our greatest legacy.

Roxanne Spillett
President

Acknowledgements

The authors gratefully acknowledge the Boys & Girls Clubs that took party in the national evaluations of the **SMART Leaders** peer leader/booster program, and the **Family Advocacy Network (FAN Club)**, offered in combination with the **Start SMART** and **Stay SMART** prevention programs for youth. Special recognition goes to the Club directors for their commitment and perseverance in the conducting quality programs and adhering to project guidelines.

The Boys & Girls Clubs that participated in the projects are:

Boys & Girls Club of Bethlehem, Penn.
Boys & Girls Clubs of Broward Country, Fla.
Boys & Girls Clubs of Greater Cincinnati, Ohio
Boys & Girls Clubs of Greater Milwaukee, Wis.
Boys & Girls Clubs of Greater Tampa, Fla.
Boys & Girls Clubs of LaHabra/Brea, Calif.
Boys & Girls Clubs of North Little Rock, Ark.
Boys & Girls Clubs of Providence, R.I.
Boys & Girls Clubs of Western Pennsylvania
El Dorado Boys & Girls Club, Ariz.
H. Fletcher Brown Boys & Girls Club, Dela.
Jamestown Boys & Girls Clubs, N.Y.
Regenstrief Boys & Girls Club, Inc., Ind.
Town Boys & Girls Club, Inc., N.Y.

We thank Dr. Melvin M. Mark for his expertise as the methodologist in both projects and Dr. Kathryn J. Aikin, who made important contributions to the program evaluation. We also thank Dr. Gilbert J. Botvin for being a consultant when we developed the **SMART Leaders** booster program and Dr. John D. Swisher for his assistance in the early stages of conceptualizing that project. Thanks also go to Richard Walters for his contribution to the development of Session IV of the **SMART Leaders I** program and to Dr. Patrick Wardell, Dr. Sheldon Gelman, and Mr. Walters for their contributions to the trainings held for the Boys & Girls Clubs staff.

The projects were conducted with administrative and clerical support provided by the staff of the Institute for Policy Research and Evaluation at The Pennsylvania State University. Offering critical support were Greta O'Toole, Mary Jane Johnson, Sally Crandall, Angela Narehood, Jan Walther, Michelle Aungst, Patricia Doroschenko, Cindy Musser, and Tammi Aumiller.

We gratefully acknowledge the Center for Substance Abuse Prevention (CSAP) for funding the grants that made possible the development and evaluation of the **SMART Leaders** and **FAN Club** programs.

A Peer Leader/Booster Program for Stay SMART
A Component of the SMART Moves Program

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Section 1: Introduction

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Welcome to SMART Leaders!

Why SMART Leaders was developed

SMART Leaders is a booster program for **Stay SMART**, a component of Boys & Girls Clubs of America's **SMART Moves** alcohol, tobacco, other drugs, and teen pregnancy prevention program. **SMART Leaders is designed to be offered to youth who complete Stay SMART.** The Boys & Girls Clubs that pilot-tested **SMART Moves** expressed a need for a program that would keep their teens involved in **SMART Moves** after **Stay SMART**, reinforce skills and knowledge youth learned in **Stay SMART**, and prepare teens as leaders to help their peers resist using alcohol, tobacco, and other drugs (ATODs), and postpone sexual activity. In response to that need, Tena L. St. Pierre, Ph.D., and D. Lynne Kaltreider, M.Ed., at The Pennsylvania State University developed the **SMART Leaders** peer leader/booster program as part of a 3-year study funded by the Center for Substance Abuse Prevention (CSAP), within the U.S. Department of Health and Human Services. **SMART Leaders** has undergone rigorous scientific program evaluations in Boys & Girls Clubs across the country and has shown positive effects.[1] The program is available as a component of the **SMART Moves** program through a collaborative effort among The Pennsylvania State University, Boys & Girls Clubs of America, and CSAP.

SMART Leaders is a 2-year peer leader/booster program. The first-year program, **SMART Leaders I**, is a 5-session small-group program followed by a prevention involvement component in which the **SMART Leaders** youth participate as peer leaders and positive role models in prevention-related and other general activities in the organization. The second-year program, **SMART Leaders II**, is a flexible video-based and/or small group discussion program plus involvement component for youth who have completed **SMART Leaders I**.

Both **SMART Leaders** and **Stay SMART** are based on the personal and social competence approach to prevention, an approach shown to be effective in numerous evaluation studies.[2] This approach suggests that youth drug use is influenced by peers, parents, and the media. Youth will

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[1] Positive program effects were found for the 3-year sequence of **Stay SMART**, **SMART Leaders I**, and **SMART Leaders II**, for **Stay SMART** alone, and for the 3-year sequence of **Start SMART**, **Stay SMART**, and **SMART Leaders I** offered in combination with the **FAN Club**. See Tena L. St. Pierre, D. Lynne Kaltreider, Melvin M. Mark, and Kathryn J. Aikin, "Drug Prevention in a Community Setting: A Longitudinal Study of the Relative Effectiveness of a Three-year Primary Prevention Program in Boys & Girls Clubs Across the Nation," *American Journal of Community Psychology*, Vol. 20, No. 6, 1992; Tena L. St. Pierre, Melvin M. Mark, D. Lynne Kaltreider, and Kathryn J. Aikin, "A 27-Month Evaluation of a Sexual Activity Prevention Program in Boys & Girls Clubs Across the Nation," *Family Relations*, Vol. 44, January 1995; Tena L. St. Pierre, Melvin M. Mark, D. Lynne Kaltreider, and Kathryn J. Aikin, "Involving Parents of High-Risk Youth in Drug Prevention: A Three-Year Longitudinal Study in Boys & Girls Clubs," *Journal of Early Adolescence*, Vol. 17, No. 1, February 1997.

[2] **SMART Leaders** and **Stay SMART** were adapted from Gilbert J. Botvin's *Life Skills Training*, a drug prevention curriculum that has been extensively evaluated in diverse settings with positive results.

be better able to resist these social influences if they develop skills for coping with offers to use drugs, if they have knowledge, attitudes, and appropriate expectations concerning the use of ATODs, and if they have high personal efficacy and self-esteem that enables them to apply their skills and knowledge in their everyday lives.

The first three **SMART Moves** prevention program components listed below were developed for youth by Boys & Girls Clubs of America. **SMART Leaders I and II**, developed by St. Pierre and Kaltreider at The Pennsylvania State University, are peer leader/booster programs designed to reinforce skills and knowledge youth learn in **Stay SMART** and to prepare teens to help their peers resist drugs and early sexual activity.

- **SMART Kids** for children ages 6–9
- **Start SMART** for preteens ages 10–12
- **Stay SMART** for teens ages 13–15
- **SMART Leaders I** for teens who complete **Stay SMART**
- **SMART Leaders II** for teens who complete **SMART Leaders I**

SMART Moves also includes:

- **SMART Parents**, a 4-session skills development program for parents
- The **Family Advocacy Network (FAN Club)**, a parent involvement program for parents and caregivers of **SMART Moves** participants
- **Be SMART**, a 6-session in-service and training program for all staff and volunteers of Boys & Girls Club or other organizations that will offer a **SMART Moves** program.

Who can use this manual?

Although **SMART Leaders** was conducted and evaluated in Boys & Girls Clubs (as a peer leader/booster program following other specific components of **SMART Moves**—e.g., the **Stay SMART, SMART Leaders I, SMART Leaders II** sequence; and the **Start SMART, Stay SMART, SMART Leaders I** sequence), it is appropriate for other youth-serving organizations that want to prevent young people from ATOD use and early sexual activity. However, an organization wishing to conduct **SMART Moves** must collaborate with a Boys & Girls Club if one is available in or near their community and is able to participate. In addition, the **SMART Leaders** booster program needs to be implemented in sequence with other components of **SMART Moves**.

Training

Training is highly recommended for organizations wishing to implement any of the **SMART Moves** programs. As part of the collaboration among The Pennsylvania State University, Boys & Girls Clubs of America, and CSAP, training to conduct the **SMART Leaders** program and the **Family Advocacy Network (FAN Club)** program is available through Boys & Girls Clubs of America as part of its **SMART Moves** training. For more information, contact:

Boys & Girls Clubs of America
1275 Peachtree Street NE
Atlanta, GA 30309-3506
Tel. (404) 487-5700
Fax: (404) 487-5789

Evaluation

If you want to evaluate the **SMART Leaders** program, refer to **SMART Evaluation** in the **SMART Moves** manual 1.

An Overview of the SMART Leaders Peer Leader/Booster Program

What are the primary goals of SMART Leaders?

Like the other components of **SMART Moves**, the primary goal of **SMART Leaders** is to provide young people with the knowledge, skills, self-esteem, and peer support to help them

- alcohol, tobacco, and other drugs (ATODs)
- avoid involvement in other drug-related activities, such as drunk driving or drug trafficking
- postpone sexual activity.

In addition, **SMART Leaders** has some program-specific goals.

- To help participants be **SMART Leaders**, to be positive role models in their organizations
- To prepare participants to help conduct the **SMART Moves** program for their younger peers
- To prepare participants to help their peers resist pressures to use ATODs and to engage in early sexual activity
- To reinforce knowledge and skills learned in **Stay SMART**
- To meet developmental needs as the teens grow older
- To keep teens involved in prevention activities
- To create an overall environment with drug-free norms

What are the main messages?

SMART Leaders promotes the same messages that Boys & Girls Clubs of America has identified for **Stay SMART**:

- **Teens should not be involved in ATOD use.** Besides being illegal for teens, these drugs are potentially harmful to bodies and minds that are still developing. "Responsible use" is not an option. Also, young people have a responsibility to keep their communities safe by refusing to participate in the drug trade and refusing to let friends drive while under the influence of alcohol or other drugs.

- **Teens should postpone sexual involvement as long as possible** because that is the best way for them to avoid the risks of pregnancy and sexually transmitted diseases. **SMART Leaders** does not provide contraceptive information. (Program staff may refer youth who are already sexually active to outside agencies. They also may offer additional programs to meet their needs, with the approval of parents and Board members.)

In addition, the **SMART Leaders** program conveys a third message.

- **Teens can be peer leaders and positive role models** to help other youth resist pressures to use ATODs and to become involved in early sexual activity.

Why Use This Approach?—The Rationale for SMART Leaders

Presented as a peer leader program, the **SMART Leaders** booster program offers the extra benefit of preparing youth to assume leadership roles in the organization in helping their peers resist ATODs and early sexual activity. Therefore, teens learn to be peer leaders while experiencing booster sessions.

- This approach enhances prevention program experiences for younger program participants *and* for teens in **SMART Leaders** for the following reasons.
  - Youth may gain more from a program led by their peers.
  - Teens who are peer leaders continue to learn while teaching others.
  - Teens involved in leadership roles continue to stay involved.
  - Teens who are peer leaders feel a greater sense of self-worth.
  - Youth participating in **SMART Leaders** experience a booster program that is ongoing and continuous due to its two components: small-group sessions followed by an involvement component that provides an opportunity to work as a **SMART Leader** in the prevention program activities of the organization.
- This approach helps the organization carry out its overall prevention program.
  - The **SMART Leaders** program will generate a pool of peer leaders who can assume leadership roles in advocating positive behaviors, modeling the social skills learned in the **SMART Leaders** program, assisting with other components of the **SMART Moves** program, and helping their peers resist ATODs and early sexual activity.

- The **SMART Leaders** program distinguishes the teens as special; this and other tangible incentives of the program should make it easier to recruit and retain **SMART Leaders** through the entire program.

Key Features of the SMART Leaders Program

What SMART Leaders provides

- A review of accurate information about the health consequences and prevalence of ATOD use by youth and adults
- A review and reinforcement of the consequences of early sexual activity
- Reinforcement of the importance of a positive self-image as well as training in how to improve self-image to lead to good decision making
- Practice with coping skills to ease the stresses of adolescence
- A review of how the media can create stress for teens and how teens can resist media influences to use ATODs and to engage in sexual activity
- A review of and practice using assertiveness skills to resist pressures to use ATODs and to be sexually active
- Training for being positive role models to help peers resist pressures to use ATODs and to engage in early sexual activity
- A positive peer group where young people can get mutual reinforcement for healthy choices about drugs and sexuality
- Opportunities for **SMART Leaders** to be peer leaders with their younger peers

Who participates?

SMART Leaders is designed for teens who have completed **Stay SMART**, which is aimed at youth ages 13–15. Generally, the teens entering **SMART Leaders** will be 14–16 years old. (For maximum program effects, offer **SMART Leaders** to teens in the 4-year sequence of **Start SMART, Stay SMART, SMART Leaders I,** and **SMART Leaders II**.)

What is the format?

The format is the same as that used by Boys & Girls Clubs of America for **Start SMART** and **Stay SMART**, thus making it easy for group leaders to use the **SMART Leaders** curriculum.

The **SMART Leaders I** curriculum consists of 5 sessions, 60–90 minutes each. Sessions typically are held weekly on a specific day and at a regular time.

- The typical group has 10 to 15 members, including girls and boys.
- Youth participate in small-group discussions, games, roleplays, and rehearsal of skills.
- Sessions are led by an adult facilitator.
- A number of the activities in the **SMART Leaders I** program have been adapted from **Start SMART** and **Stay SMART**. These adaptations are noted in the curriculum.

Sessions are followed by a prevention involvement component in which **SMART Leaders** participate as peer leaders in other components of the **SMART Moves** program and in other activities within the organization.

SMART Leaders II, the second year of the 2-year program, also includes small-group sessions and an involvement component. However, the number, content, and structure of sessions are more flexible.

What resources are needed?

In addition to the **SMART Leaders I** and **SMART Leaders II** curricula found in this manual and the other **SMART Moves** program manuals, you will need:

- Support of the organization's leadership, from the Board of Directors to staff
- A program facilitator to administer, coordinate, and implement the program
- Preparation time for facilitator(s)
- Training for the facilitators
- A small budget (or donations) for supplies, refreshments, incentives and awards, and supplemental activities, such as field trips

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Section 2: SMART Leaders I

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Session I—Orientation to the SMART Leaders I Program

Session Objective: Participants will gain an understanding of the **SMART Leaders I** program and review information on alcohol, tobacco, and other drugs (ATODs), and early sexual activity.

Notes for Group Facilitators

It is important to set the tone to make participants feel "special" and understand their responsibility as positive role models for their peers and younger youth in the organization. The **SMART Leaders I** program is a peer leader/booster program offered only to youth who have completed **Stay SMART**.

Tell the participants that they will have a very important role as peer leaders. By being positive role models, they will be helping other youth resist pressures to use ATODs and to become involved in early sexual activity.

Be sure to set the date and time for the next **SMART Leaders I** session at the end of Session I.

Preparation Needed

✓ Decide whether you will determine the consequences when participants break the agreed-upon rules (Activity I-1), or whether you will let the group decide.

✓ Develop an incentive system within your budget that will be enticing to participants. (You may decide to use a point system that leads to a reward for such things as punctuality, attendance, appropriate behavior, and positive contributions to sessions. You may decide on a coupon system, or some other strategy.)

✓ Think about a possible end-of-program group reward that the teens will choose and that will motivate them to continue participating in the program. Take time **prior** to the group discussion with teens to determine what kinds of rewards are feasible (in terms of time, money, appropriateness, etc.) so that you can provide the youth with guidelines in selecting their reward.

☆**Optional Activity:** If you are using pretest and posttest questionnaires to evaluate your program, distribute the pretest questionnaire and have participants complete it before you begin the **SMART Leaders I** program. See **SMART Evaluation** in **SMART Moves** manual 1 for further information.

✓ Assemble materials:

- ☐ Newsprint and markers
- ☐ Coupons or any supporting materials like charts to explain the incentive system (see above)
- ☐ Prevention Baseball questions
- ☐ Bases for Prevention Baseball (optional)

Activity I-1: SMART Leaders I—What's It All About?

Objective: Participants will learn what **SMART Leaders I** is all about and will establish rules for the group sessions.

Time: 10 minutes

Materials: ✓ Newsprint and markers

Leader's Note: Remind the group each week that the **SMART Leaders I** program will provide them with skills to help themselves and others resist pressures to use ATODs and to become involved in early sexual activity.

Introduce the SMART Leaders I program

Tell participants that over the next five weeks, they will take part in a program called **SMART Leaders I**. The **SMART Leaders I** program will help them review information and skills to deal with some major problems facing young people today: pressures to use ATODs and to become sexually active. The **SMART Leaders I** program also will help them become peer leaders who can help other girls and boys make good decisions.

Develop list of group rules

Point out that just like **Start SMART** and **Stay SMART**, **SMART Leaders I** needs to have rules so that everyone feels comfortable and enjoys participating. Ask participants to suggest some rules for **SMART Leaders I**. List them on newsprint. (Suggest the following rules if members don't.)

- No one is forced to participate, although everyone is encouraged to do so.
- Members should take turns speaking (one at a time) so that everyone gets a chance to be heard.
- Everyone has the right to speak without being put down.
- What is said in the group session by other members is confidential and stays in the group.

Decide as a group which rules will apply to **SMART Leaders I** sessions.

Activity I-2: Overview of the SMART Leaders I Program

Objective: Participants will learn about the various components of **SMART Leaders I**.

Time: 15 minutes

Materials:
- ✓ Newsprint and markers
- ✓ List of five sessions on newsprint

Provide an overview of the program

Tell participants that **SMART Leaders I** is a very special program offered only to youth who have completed **Stay SMART**. The program consists of:

1. five small-group **sessions**
2. **opportunities** to be "leaders" around the Club/organization
3. potential **rewards** for participating in the program

Name the five sessions (on newsprint)

Explain that the five **SMART Leaders I** sessions cover things they are familiar with from **Stay SMART**. In **SMART Leaders I**, they will learn about these topics in more depth so that they can be leaders in helping other youth resist pressures to use ATODs and to engage in early sexual activity.

1. Orientation to the **SMART Leaders I** program
2. Improving Self-Image
3. Learning to Cope with Stress
4. Resisting Media Pressures
5. Being Assertive in Pressure Situations

Describe possible involvement activities

One difference between being in **Stay SMART** and **SMART Leaders I** is that teens in **SMART Leaders I** get involved as peer leaders and positive role models in their organization through a prevention involvement component of **SMART Leaders** that follows the five sessions.

Describe possible involvement activities (cont.)

Ask participants to brainstorm some positive involvement activities. Activities could include:

- Being a positive role model
- Encouraging other youth to participate in the **SMART Moves** program
- Assisting with the **SMART Moves** program (recruitment, roleplays, field trips, refreshments, etc.)
- Helping with various organization and community events
- Assisting with fundraising events
- Helping younger children in the gamesroom or gym
- Helping with other Club activities.

Discuss potential rewards

Examples of potential rewards for program completers:

- trips
- special privileges (late nights, overnights, open gym, extra court time, extra pool times, videos, etc.)
- gift certificates
- paid summer employment as junior staff in the organization

Explain the incentive system

Tell the group that you will use an incentive system to promote good attendance, behavior, etc. at the sessions. Describe the system, and make sure everyone understands how it works.

Select a group reward

Discuss and vote on an "end-of-program" reward that will be available to **SMART Leaders** who complete at least four of the five **SMART Leader I** sessions and participate in involvement activities. **It is important to let the program participants have input into this decision, and it is critical to follow through once the reward is agreed upon by you and the group!**

Activity I-3: Prevention Baseball[1]

Objective: Participants will review facts about the consequences and prevalence of ATODs and early sexual activity.

Time: 35 minutes or more

Materials:
- ✓ Newsprint and markers
- ✓ Diagram of a baseball diamond or bases (optional)
- ✓ Prevention Baseball questions and answers

Leader's Note: Variations, such as Prevention Football, Prevention Basketball, or Prevention Relay Races, can be substituted here.

Introduce the activity

Tell participants that they will review what they learned in **Stay SMART** about ATODs and sexual activity by playing Prevention Baseball. (Some may remember the activity from **Start SMART**.)

Draw a diagram of a baseball diamond and scoreboard on newsprint or lay out bases so participants can move around during the game. (Chairs can be substituted for bases.) Divide the group into two teams: the "home team" and the "visiting team."

Go over the directions and scoring

Beginning with the visiting team, each player gets a turn at bat to answer a question. The player begins by requesting a single, double, triple, or home run question. Single questions are the easiest, and home runs are the most difficult.

If the player answers the question correctly, place an "X" on the appropriate base on the baseball diamond, or have the player occupy the base. Continue with the next player on the visiting team, keeping score until three outs (or just one out to keep the youth more involved) are made, and it is the home team's turn at bat. (An out is made when a player answers a question incorrectly.) DO NOT give the correct answer the first time, but use the same question later. If a question is answered incorrectly a second time, give the correct response.

Play the game

The team with the most runs, after an agreed-upon number of innings, wins.

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[1] Many of the questions in this activity were taken directly from Prevention Baseball in **Start SMART**. Questions on sexual activity came from the **Stay SMART** curriculum; other questions were added by the authors.

Questions and Answers for Prevention Baseball (single) (for Session I, Activity 3)

1. What is the addicting drug in tobacco? **(Nicotine)**
2. True or false: Sniffing glue (or paint or aerosols) is not very dangerous if you only do it once in a while. **(False; one-time use can kill you.)**
3. True or false: Approximately 50% of all deaths in automobile accidents involve alcohol. **(True)**
4. True or false: If they are used properly, medicines are "good" drugs. **(True)**
5. Name two drugs that can be helpful to people. **(Aspirin; antibiotics; asthma medication; insulin; etc.)**
6. Do drugs affect people physically, mentally, or both? **(Both)**
7. True or false: Alcohol is one of the "safer" drugs because it cannot cause death. **(False)**
8. What drug causes the most deaths in the U.S.? **(Alcohol)**
9. True or false: Cigarette smoke damages the air sacs in the lungs, making it more difficult to breathe. **(True)**
10. State two things that might make a smoker unattractive to other people. **(Bad breath; teeth or hands get yellow; clothes and hair smell like smoke)**
11. True or false: It is harder to learn and remember things when you are using marijuana. **(True)**
12. Define "peer pressure." **(Pressure or influence put on you by people your own age)**
13. Which of these drinks contain alcohol? Ginger *ale*, root *beer*, *wine* coolers? **(Wine coolers)**
14. Name a very strong kind of cocaine. **(Crack)**
15. What can happen if you drink too much alcohol too fast? **(You can die; you can pass out; etc.)**
16. True or false: A bottle of wine cooler has the same amount of alcohol as a can of beer. **(True)**
17. True or false: Mixing alcohol with any other drug can be dangerous. **(True)**

18. True or false: Smoking cigarettes at an early age makes it much harder to stop when older. **(True)**

19. True or false: Crack is a new drug. **(False; crack is a different form of cocaine.)**

20. True or false: There is no cure for HIV/AIDS. **(True)**

21. True or false: LSD is a plant you smoke. **(False)**

22. True or false: Peers are people your own age. **(True)**

23. True or false: Friends always expect you to act like them. **(False)**

24. True or false: Many ads use sex to sell their products. **(True)**

25. True or false: Ads often portray and promote false images of what it is to be a man or a woman. **(True)**

26. True or false: Alcohol is not a drug. **(False)**

27. True or false: Marijuana comes from a plant. **(True)**

28. True or false: Pressures from the group to which we belong often influence our decisions. **(True)**

29. What is a marijuana cigarette called? **(Joint)**

30. True or false: In real life, it is always easy to stand up to peer pressure and say no. **(False)**

31. True or false: Smoking cigarettes makes people look more grown up and sexy. **(False)**

32. True or false: Most kids in junior high smoke cigarettes. **(False)**

33. True or false: Most kids in junior high use drugs. **(False)**

34. True or false: Most kids in junior high drink alcohol. **(False)**

35. True or false: Most kids in junior high are having sex. **(False)**

36. True or false: Television and advertising portray cigarettes as glamorous and cool. **(True)**

37. True or false: Television and advertising portray drinking alcohol as cool. **(True)**

38. True or false: Teenage parents are less likely to finish high school and therefore less likely to get a high paying job. **(True)**

39. True or false: Birth defects occur more frequently among young teenage mothers because their reproductive system may not be fully matured. **(True)**

40. True or false: Teens who don't have sex very often won't get pregnant. **(False; there is a risk of pregnancy every time a couple has sex.)**

41. True or false: You can't become pregnant if you have sex during your period. **(False)**

42. True or false: You can't get pregnant if you have sex standing up. **(False)**

43. True or false: A girl can get pregnant the first time she has sex. **(True)**

44. True or false: Only gay people get HIV/AIDS. **(False)**

45. True or false: Only drug users ge HIV/AIDS. **(False)**

46. True or false: Marijuana has no lingering side effects. **(False; tiredness and blurred memory can last several days.)**

47. True or false: Cocaine and crack are addictive. **(True)**

48. True or false: Shooting up puts you at risk for HIV/AIDS. **(True)**

49. True or false: Children of alcoholics have a greater chance of becoming alcoholics than children whose parents are not alcoholics. **(True)**

50. True or false: A person can't be an alcoholic if they only drink beer. **(False)**

51. True or false: A person can't be an alcoholic if they are under the age of 21. **(False)**

52. True or false: Name the only 100% effective way to avoid getting pregnant. **(Say no to sex)**

53. True or false: You can gets HIV/AIDS from cocaine. **(False)**

54. True or false: Chewing tobacco is a safe substitute for smoking cigarettes. **(False; it can cause cancer of the mouth and esophagus.)**

55. True or false: Breathing the cigarette smoke of others can be hazardous to nonsmokers. **(True)**

56. True or false: Driving skills are impaired for at least 4 to 6 hours after smoking a single marijuana cigarette. **(True)**

57. True or false: People can stop smoking cigarettes any time they want. **(False; people become addicted to nicotine.)**

58. True or false: Smoking cigarettes can interfere with athletic performance. **(True; athletes who smoke may experience shortness of breath.)**

59. What is the number one reason for female high school dropouts? **(Pregnancy)**

60. Name three drugs that are illegal for young people to buy or use. **(Alcohol; cigarettes; marijuana; cocaine)**

61. Name two consequences of drinking alcohol. **(Bad breath; headache; getting angry; unable to drive safely; throwing up; etc.)**

Questions for Prevention Baseball (double)

1. Some drugs, like cocaine or "speed" ("meth"), are called stimulants. Does that mean they speed up or slow down your heartbeat and your breathing? **(Speed them up)**

2. What does it mean to be dependent on a drug? **(A person can't stop taking a drug without help, even if the person wants to; they feel sick or bad when they stop taking a drug.)**

3. Nicotine is the second most commonly used drug in the U.S. What is the first? **(Alcohol)**

4. True or false: A person can sober up by drinking coffee. **(False; this will just keep a drunk wide-awake.)**

5. True or false: If you feel cold, drinking alcohol will warm you up. **(False)**

6. Which of the following beverages contain alcohol: whiskey; wine coolers; beer? **(All three)**

7. True or false: Sniffing glue can cause damage to the liver, kidneys, or brain. **(True)**

8. True or false: If you chew tobacco (use spit tobacco) instead of smoking, you avoid the health problems. **(False; you can get mouth and throat cancers.)**

9. True or false: The legal age for drinking alcoholic beverages is 21 in the United States. **(True)**

10. True or false: Due to bodily differences, girls are likely to get drunk quicker than boys on the same amount of alcohol. **(True)**

11. True or false: Alcohol and other drugs can interfere with a young person's physical development. **(True)**

12. True or false: There is a cure for lung cancer. **(False)**

13. True or false: Alcohol has pretty much the same effect on everybody. **(False)**

14. True or false: A youth can become dependent on alcohol in three to six months, or less. **(True)**

15. True or false: Alcoholics can stop drinking any time they want to. **(False)**

16. Why do doctors tell women not to drink alcohol when they are pregnant? **(Can cause birth defects in the baby; the baby can have mental or physical problems; causes Fetal Alcohol Syndrome.)**

17. What usually happens when a teenage driver is caught driving under the influence of alcohol or marijuana? **(They lose their driver's license; get arrested; their parents get called.)**

18. Why do companies advertise? **(To influence you to buy a product.)**

19. Name two drugs that could cause a person to do dangerous or dumb things that they would not do otherwise. **(Alcohol; marijuana; crack/cocaine; speed/meth; LSD; etc.)**

20. Alcoholics are people with a disease called _____. **(Alcoholism)**

21. Give one physical change that occurs only in boys during puberty. **(Answers are numerous.)**

22. Give one physical change that occurs only in girls during puberty. **(Answers are numerous.)**

23. True or false: Youth can experience changes in their body any time between ages 9 and 18. **(True)**

24. What do you call the stage of life at which a child physically becomes an adult? **(Puberty)**

25. Give two slang names for marijuana. **(*Mary Jane *Weed *Hash *Pot *Grass *Dubie *Joint)**

26. Summarize the Surgeon General's warning on cigarette ads. **(Smoking can be dangerous to your health.)**

27. Name two consequences of early sexual involvement. **(Answers are numerous.)**

28. State two immediate consequences of smoking marijuana. **(Increased heart rate; higher blood pressure; lower body temperature; red eyes)**

29. State two consequences of drinking alcohol. **(Poor coordination; blurred vision; slow reflexes; bad breath; slurred speech)**

30. What are two effects of marijuana that make it dangerous for drivers? **(Slow reflexes; distorted depth perception; impaired decision-making ability)**

31. Like the common cold virus, the HIV/AIDS virus travels in the air. **(False; blood and semen carry the AIDS virus.)**

32. What does DUI stand for? **(Driving Under the Influence)**

33. What form of alcoholic beverage contains the highest percentage of alcohol ounce for ounce? **(Distilled or "hard" liquor)**

34. True or false: If you know what you're doing, you can use illegal drugs safely. **(False; you have no idea exactly what is in the drugs you get.)**

35. Name two gateway drugs. **(Tobacco, alcohol, marijuana)**

36. True or false: A person who sticks to drinking beer won't get addicted to alcohol. **(False)**

37. Name two immediate consequences of smoking cigarettes—things that can happen to a first-time smoker or a person who hasn't been smoking very long. **(Heart beats faster; bad breath; coughing; feel dizzy; costs money; etc.)**

Questions for Prevention Baseball (triple)

1. What does it mean when we say a person is "physically dependent on a drug?" **(The person is addicted to the drug; the person will feel physically ill if they quit using it.)**

2. How does cigarette smoke affect nonsmokers? **(Red eyes; coughing; headache; nausea; difficulty in breathing; asthma or other lung diseases)**

3. How long does it take for the effects of an average drink of alcohol to wear off? **(1 hour)**

4. True or false: Marijuana affects your immune system and makes it easier for bacteria to infect your body. **(True)**

5. Give two reasons why people react differently to the same amount of alcohol. **(Difference in their weight; how used they are to drinking; history of drinking; how much food is in their system; mood; whether they are male or female)**

6. What are the withdrawal symptoms for heavy alcohol drinkers? **(Delirium tremors; hallucinations; shaking; sweating)**

7. True or false: You won't get high *as* quickly if you drink "light" beer instead of regular beer. **(False)**

8. True or false: Alcoholics can stop drinking anytime they want. **(False)**

9. True or false: Alcoholism is a disease that needs to be treated. **(True)**

10. Name all three gateway drugs. **(Marijuana, alcohol, tobacco)**

11. Define "gateway drugs." **(The drugs that young people use first and then can "open the gates" to other drug use later on.)**

12. Give one physical change that occurs in both boys and girls during puberty. **(Appearance of body hair)**

13. What is the definition of a consequence? **(A result of something you do)**

14. True or false: Crack is made from marijuana. **(False)**

15. Give three examples of how you would say "No" to your friends/peers.

16. True or false: There are different types of alcohol in beer, wine, and hard liquor. **(False)**

17. Give an example of being aggressive.

18. Give an example of being assertive.

19. The common name for the substance in cigarettes that causes cancer is _____. **(Tar)**

20. Give two reasons for not drinking alcohol. **(Dislike the taste; illegal; bad for your body)**

21. Give three reasons why people use drugs. **(To fit in; look older; forget problems; relax peer pressure; get high)**

22. List three behavioral or physical signs of drug use. **(Neglect of personal appearance; red eyes; sleepiness; loss of interest in school or activities; moodiness; isolation from family or friends)**

23. Needing more of a drug to feel high is called _____. **(Tolerance)**

24. Explain the difference between physical and psychological dependency. **(In physical dependency, the body needs the drug. Psychological dependency is a habit.)**

25. Abuse of a drug means: A: Taking too much of a drug, B: Using an illegal drug, C: Taking a drug for the wrong reason, D: All of the above. **(Answer D. All of the above)**

26. The device that police use to test the amount of alcohol in a driver's blood is called a _____. **(Breathalyser)**

27. True or false: A can of beer, a 1.5-ounce shot of whiskey, and a glass of wine have the same amount of alcohol. **(True)**

Questions for Prevention Baseball (home run)

1. Give the definition of "drug." **(A non-food, chemical substance that causes a change in the body, the mind, or the way someone behaves.)**

2. What is the difference between drunkenness and alcoholism? **(Drunkenness is a temporary physical condition—it goes away after the alcohol wears off; alcoholism is a disease.)**

3. Describe what it means to develop a tolerance to a drug. **(The body gets used to the drug, so that the person needs larger and larger doses to get the same effects.)**

4. Give some examples of physical withdrawal symptoms that people get when they stop taking a drug they're addicted to. **(Headache; irritability; sweating; stomach cramps; shaking; etc.)**

5. How long does it take for alcohol to reach the brain? **(Less than one minute)**

6. True or false: Marijuana can remain in the body for a month after it is used. **(True)**

7. How might cigarette smoking by a pregnant woman affect her unborn child? **(The baby might be born smaller.)**

8. How many different poisonous substances are found in tobacco? A: One—nicotine, B: About 20, C: About 50, D: About 200 **(Answer D. About 200)**

9. Some drugs, like alcohol, are depressants. Others, like cocaine, are stimulants. What is the difference between a stimulant and a depressant? **(Stimulants speed up the body's functions—like heartbeat; depressants slow them down.)**

10. What is Fetal Alcohol Syndrome and how can it be prevented? **(It is a group of birth defects caused by alcohol being consumed by the pregnant woman. It can be prevented by having the pregnant woman avoid alcohol.)**

11. What percentage of adults are considered heavy drinkers? **(10–12%)**

Session II—Improving Self-Image

Session Objective: Participants will review the importance of a positive self-image and will practice ways to improve their self-image.

Notes for Group Facilitators

A key focus of the **SMART Leaders I** prevention program is to help participants make good decisions, particularly decisions involving ATOD use, and early sexual activity.

Generally speaking, good decisions are made by people who feel good about themselves. This is called having a positive self-image or high self-esteem. Our self-image is formed from our experiences and from the reactions of people important to us. Because experiences and opinions can change, so can our self-image.

Boys and girls can better reach their full potential by developing:

- **A sense of belonging**—the feeling that they have a place where they fit in and are accepted.
- **A sense of competence**—the feeling that there is something they can do and do well.
- **A sense of usefulness**—the feeling that they can do something of value for other people.
- **A sense of power or influence**—the feeling that they have a chance to be heard and influence the decisions, that they can make a difference by having control over what is going on around them.[2]

People with these four qualities usually feel positive about themselves. This session of **SMART Leaders I** helps participants enhance how they feel about themselves so that they are better able to resist ATOD use and early sexual activity.

In this session, participants will be introduced to an activity called "Proud and Loud." It involves youth coming to each of the remaining **SMART Leaders I** sessions prepared to tell the group about one thing they are proud of that they did during the week.

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[2] This is Boys & Girls Clubs of America's Positive Youth Development Strategy. **SMART Moves**, including **SMART Leaders I and II**, is entirely consistent with this strategy.

Preparation Needed

✓ Assemble materials:

- ☐ Newsprint and markers
- ☐ Copies of the handouts:
  - Handout II-2-1: What Do I Like About Me?
  - Handout II-2-2: Taking the First Step
- ☐ Pencils

Note: The two handouts in this session were taken from "I Like Being Me: Self-Esteem," *Teacher's Guide*, Sunburst Communications, Pleasantville, NY, and are used with the company's permission.

Activity II-1: Review of Session I

Objective: Participants will recall what they learned in the previous session.

Time: 5 minutes

Materials: ✓ Newsprint and markers

Leader's Note: Remind the group that the **SMART Leaders I** program will provide them with skills to help themselves and others resist pressures to use ATODs and to become involved in early sexual activity.

Recap last session

Ask participants to recall what they learned in the first **SMART Leaders I** session, "Orientation to the **SMART Leaders I** Program."

Summarize their responses, and include these main points on newsprint:

- **SMART Leaders I** is a special program for youth who have completed **Stay SMART**.
- The **SMART Leaders I** program will provide participants with skills to help them resist pressures to use ATODs and to become involved in early sexual activity.
- Participants will learn to be peer leaders to help other youth resist these pressures.
- **SMART Leaders I** has five sessions and involvement activities, and an end-of-program reward.
- **SMART Leaders I** has rules. (Go over them.)
- There are serious negative consequences to teen ATOD use and sexual activity.
- Most young people do not use ATODs.

Activity II-2: Improving Self-Image

Objective: Participants will link a positive self-image, making good decisions, and being **SMART Leaders**

Time: 50 minutes

Materials:
- ✓ List of two discussion questions on newsprint
- ✓ Newsprint and markers
- ✓ Copies of handouts: What Do I Like About Me? (II-2-1); Taking the First Step (II-2-2)
- ✓ Pencils

Introduce and discuss concept of self-image

Ask participants to remember the definition of self-image that they learned in Stay SMART:

Self-image is the mental picture we have of ourselves.

Discuss (briefly) with the group the two questions you put on newsprint:

1. What is a positive self-image? (Answers will vary, but one definition could be: "Feeling good about yourself.")

2. Do you think having a positive self-image helps you make good decisions? (Tell participants that good decisions are usually made by people who feel good about themselves, that having a positive self-image can help teens handle peer pressure.)

Tell the group that developing a positive self-image is greatly influenced by the reactions of important people in our lives. Sometimes teens put one another down because they feel threatened by a change in the way another teen views himself or herself. Negative messages from others can make a teen have a negative self-image. Teens suffering from a negative self-image make the problem worse by telling themselves, "I don't care," or "I can't help it; it's just the way I am." On the other hand, words of encouragement and praise from others can help produce a more positive self-image.

Tell participants that during this session they will review some simple ways to improve self-image.

Discuss how others influence self-image

Discussion questions:

1. Who are some of the people who contribute to a person's self-image? (Possible answers include: parents, friends, and teachers.)

2. How do these different people influence the way a person views himself or herself? (They can make you feel good about yourself; they can make you feel embarrassed or ashamed; they can make you want to try harder to do something well.)

3. Can you think of any examples that show how someone else said something that affected *your* sense of self-image?

4. What other things affect your self-image? Possible answers include:

    - skills and talents (grades in school, being good at sports, playing an instrument)
    - appearance and health (clothing, physical appearance)
    - how much money you have
    - your behavior
    - recognition that you get (awards, prizes, compliments)
    - the media (images of people in magazines, TV)
    - where you come from (your school, your neighborhood, your family)
    - people you hang around with

Complete Handout II-2-1

Have participants complete Handout II-2-1: What Do I Like About Me? Then discuss, asking the group to share their responses.

Review ways to improve self-image (from Stay SMART)

Ways to Develop a Better Self-Image

1. Recognize when our self-image is being hurt by things beyond our control or things that shouldn't really matter (such as our height or the amount of money our parents have).

2. Learn to do better in the situations that make us feel negative about ourselves (such as practicing how to dance or studying harder).

3. Learn to focus on things we can do well (helping others by volunteering; being polite).

Giving/receiving compliments as a way to improve self-image

Ask each participant to compliment the person on their left. Youth often feel uncomfortable giving and receiving compliments. After going around once, ask the group:

1. Why do compliments make some people uncomfortable?

2. Do you think people with a positive self-image have trouble accepting compliments?

Discuss other things you can compliment a person about in addition to those the group already offered. Then ask each participant to compliment the person on their right.

Complete Handout II-2-2

Have participants complete Handout II-2-2: Taking the First Step. Then discuss, asking the group to share their responses.

Go over key messages

Make the following summary points:

- You can improve your self-image by being hopeful and optimistic, and by "creating successes one small step at a time."

- Learn to think positively about yourself and **not** to accept negative messages from others.

- Remember: having a positive self-image will help you make wise decisions, which in turn will help you be positive role models for others.

- Having a positive self-image will help you help others resist ATODs and early sexual activity.

Handout II-2-1
What Do I Like About Me?

Mark an X under your answer for each item:

I'm happy with . . .	Very Happy	Somewhat Happy	Not Very Happy	Not At All Happy
my hair	_____	_____	_____	_____
my looks	_____	_____	_____	_____
my smile	_____	_____	_____	_____
my honesty	_____	_____	_____	_____
my grades	_____	_____	_____	_____
my fairness	_____	_____	_____	_____
my neatness	_____	_____	_____	_____
my writing ability	_____	_____	_____	_____
my musical ability	_____	_____	_____	_____
my sports ability	_____	_____	_____	_____
my study habits	_____	_____	_____	_____
the way I get along with my family	_____	_____	_____	_____
the amount of energy I have	_____	_____	_____	_____
how much I help others	_____	_____	_____	_____
my friendliness	_____	_____	_____	_____
the number of friends I have	_____	_____	_____	_____
the kinds of friends I have	_____	_____	_____	_____

Look over your list. Did you mark a lot of things in the **Very Happy** column? You probably feel pretty good about yourself. Not so many? Look at the things you are **NOT** so happy with. Try to be objective. Are you just putting yourself down? Or are these things you'd like to change? Pick one item and decide on one small step that would help you begin to feel better about yourself.

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Handout II-2-2
Taking the First Step

Are there some things you'd like to do, but you don't even try because you're sure you can't? List some of those things.

_____

_____

_____

Now think about the items on this list and decide which *two* are most important to you. Circle those two. Evaluate your feelings about these two items by answering these questions:

What makes me think "I can't?"

1. _____
2. _____

If I *don't try*, what might I gain? What might I lose? How would I feel?

1. _____
2. _____

If I *try and fail*, what might I gain? What might I lose? How would I feel?

1. _____
2. _____

If I *try and succeed*, what might I gain? What might I lose? How would I feel?

1. _____
2. _____

A lot of people say, "Trying is what counts." What do you think? Is either of the items you chose above worth trying? Both? What might be some steps you could take toward trying to achieve one or both?

1. _____

_____

2. _____

_____

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Activity II-3: Proud and Loud

Objective: Participants will share some of their successful experiences as a way to improve their self-image.

Time: 10 minutes

Discuss things youth can be proud of

Tell the **SMART Leaders** that one way to build a positive self-image is to practice being positive about themselves, to take those small steps toward the things they want to accomplish, and they will find they are proud of their accomplishments.

Ask the group to think of things to be proud of. Make a list on newsprint. (Examples include: helping friends and family, doing homework, respecting others, doing volunteer work, keeping yourself neat and clean, refusing ATODs and early sexual activity, and standing up for someone who is being teased.)

Explain "Proud and Loud"

Tell members that beginning with the next **SMART Leaders I** session, each of them will be asked to volunteer something they did the previous week that they are proud of.

Encourage everyone to come up with one thing, no matter how trivial they think it might be.

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Session III—Learning to Cope with Stress

Session Objective: Participants will learn to cope better with situations that produce stress in their everyday lives.

Notes for Group Facilitators

As participants learned in **Stay SMART**, the teenage years can cause a lot of stress. Parents and teachers may seem to expect too much. Their friends pressure them to do all kinds of things, including possibly smoking, drinking alcohol, experimenting with other drugs, and becoming sexually active. Ads tell them they need to look a certain way or do a certain thing to be accepted. Some teens are not sure whether they should stay in school or drop out and try to get a job. If they drop out, what kind of job would they get? Teens are faced with many decisions, and often they're not sure who can help. Can grown-ups who call them "moody" and "impossible" possibly understand the pressures they face? All of these pressures can lead to stress.

It is important to help participants understand that *everyone* experiences stress. Stress comes from feeling pressured. Stress can lead people into making poor decisions. One goal of **SMART Leaders I** is to help youth learn how to make wise decisions. Therefore, it's very important for **SMART Leaders I** to learn to deal with stress.

This session will focus on stress and some ways youth can deal with it.

Preparation Needed

✓ Identify a participant ahead of time to do a roleplay in Activity 5. It will be helpful to have this youth practice the two ways (negative and positive) that will be used in the roleplay.

✓ Assemble materials:

- ☐ Newsprint and markers
- ☐ Different sized boxes or books
- ☐ 3x5 index cards
- ☐ Scotch tape
- ☐ Responses for the roleplay in Activity 5

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Activity III-1: Review of Session II

Objective: Participants will recall what they learned in the previous session.

Time: 5 minutes

Materials: ✓ Newsprint and markers

Leader's Note: Remind the group that the **SMART Leaders I** program will provide them with skills to help themselves and others resist pressures to use ATODs and to become involved in early sexual activity.

"Proud and Loud" (optional)

Begin the session by asking each participant to share one thing they did since the last session that they are proud of.

Recap last session

Ask participants to recall what they learned in the last **SMART Leaders I** session, "Improving Self-Image."

Summarize their responses, and include these main points on newsprint:

- You can improve your self-image by being optimistic and hopeful, and by creating successes, one small step at a time.
- Learn to think positively about yourself and **not** to accept negative messages from others.
- Having a positive self-image will help you make wise decisions, which in turn will help you as **SMART Leaders** be positive role models for others.
- Having a positive self-image will help you help others resist ATODs and early sexual activity.

Activity III-2: The Pile-Up of Stress[3]

Objective: To demonstrate visually how stress can be overwhelming.

Time: 10 minutes

Materials:
- ✓ Newsprint and markers
- ✓ Different sized boxes or books
- ✓ 3x5 index cards
- ✓ Scotch tape

Introduce the session

Explain to participants that the teenage years can cause a lot of stress. Parents and teachers expect a lot. Their friends pressure them to do things. Ads tell them how to look or behave to be accepted. All of these pressures can cause stress.

Define stress

Ask the group to define stress. Put the group definition (or the one below) on newsprint:

Stress is "feeling nervous, uptight, uneasy, or apprehensive."
Stress is the body's response to demands and pressures.

Conduct the stress activity

Divide the participants into two groups and get a volunteer in each group. Have each group brainstorm about the people, places, things, etc., that cause stress in their lives. Have someone in each group write each type of stress on a 3x5 card. Then tape a 3x5 card to each box (or book).

Begin piling the boxes (books) one at a time in a random, haphazard manner in the arms of the first volunteer, while commenting on the type of stress written on the 3x5 card. Make the pile unbalanced, almost impossible to control. (If everything doesn't fall apart, say, "Now you decide to start smoking or drinking or using other drugs," and make everything fall out of the hands of the volunteer.)

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[3] This activity was contributed by Richard Walters of the Jamestown Boys & Girls Club in Jamestown, NY.

Conduct the stress activity (cont.)

Then take the other volunteer, and with the help of the other members of that group, suggest ways to handle the different forms of stress listed on the boxes. Assist by piling the boxes in an orderly, controlled way in the arms of the second volunteer to insure success in balancing life's demands.

For example, if the stress is "feeling hyper before a test," suggest positive thinking as a way to handle that stress: "Tell yourself, 'I understand the material and I will do well.'" If the stress is "worrying about asking someone for a date," suggest mental rehearsal: "Close your eyes and picture asking that person out, and the answer is yes."

Activity III-3: Physical Effects of Stress

Objective: Members will identify the physical symptoms of stress.

Time: 5 minutes

Materials: ✓ Newsprint and marker

Identify the physical signs of stress (on newsprint)

Ask the group what the physical signs of stress can be. List them on newsprint. Include the following:

heart beats faster	sweating
twitching	tightening of muscles
back pains	nausea
forgetfulness	trouble breathing
shortness of breath	allergy attacks
trouble sleeping	headaches
loss of energy	aggressiveness
crying spells	asthma attacks

Relate stress to use of ATODs

Make the point that even though some people believe that using ATODs will reduce their stress, this is NOT TRUE. Using alcohol, cigarettes, marijuana, and other drugs is *not* a solution for stress. In fact, using these substances may actually *increase stress.*

Compare the symptoms of stress with the effects of ATODs

Have the group think back to what they learned in **Stay SMART** about the symptoms of using ATODs.

Alcohol:	vomiting, headaches, loss of memory
Cigarettes:	increased heart rate and increased blood pressure, decreased breathing capacity
Marijuana:	heart beats faster and harder, hands shake, tiredness, depression

Help members see that the effects of using various drugs are similar to the physical signs of stress.

Activity III-4: Ways Teens Deal with Stress

Objective: Discuss how teens deal with stress.

Time: 5 minutes

Materials: ✓ Newsprint and marker

Discuss how teens deal with stress

Point out that people cope with stress in lots of different ways.

Ask the group to remember back to **Stay SMART** and the three techniques they learned about to help young people deal with stress. List these techniques on newsprint as the members mention them (or from the list below). Include the following:

- Deep breathing
- Relaxation exercise
- Mental rehearsal (practicing a situation)

Ask the group if *they* ever use any of these techniques to help them deal with situations that make them feel uptight or uneasy.

- If they did use any of these techniques, how well did they work?
- If they didn't use them, why not?

Point out that in this **SMART Leaders I** session, they will learn about two other techniques (physical exercise and positive thinking), and they will review the mental rehearsal technique.

Tell the participants that every one of them has participated in physical exercise at the Boys & Girls Club or in some other setting and that physical exercise is a very effective way of reducing stress.

Activity III-5: The Power of Positive Thinking

Objective: Participants will see a roleplay that illustrates how positive thinking can reduce stress.

Time: 10 minutes

Materials:
- ✓ A participant who has rehearsed this activity before the session.
- ✓ A list of the positive and negative responses for the roleplay.

Remind teens of their role as SMART Leaders I

Point out to the group that as **SMART Leaders**, they can help other teens reduce their stress. Therefore, it is important for them to be familiar with techniques that have been proven effective.

Tell participants that many people worry and focus on the negative. Instead of thinking about things going right, they worry about things going wrong. They spend so much time thinking negative thoughts that they may even do as badly as they think they will.

Point out that a useful way to help reduce stress is to stop negative thinking and start positive thinking. Whenever they find themselves thinking negative thoughts (worrying), they need to say "Stop!" and then think *positive* thoughts.

Roleplay situation

Use a roleplay to illustrate this technique. (Adapt the situation if necessary to fit your group.)

Situation: Feeling nervous at a party with some of the school's most popular kids.

Thoughts: Ask the volunteer to read these aloud:

1. I hope I don't act stupid.
2. I want them to like me.
3. I'll probably say and do the wrong thing, and everyone at the party will think I'm a jerk.
4. They'll tell their friends, and then everybody will think I'm a jerk.
5. No one will like me, and my social life will be ruined.
6. I'll be a reject.

Discuss first roleplay

Ask the group whether these thoughts are positive or negative. (All of them are negative except #2.)

Develop positive responses

After a short discussion, ask participants to come up with positive thoughts for the same situation. (List these responses on newsprint.) Provide some examples if necessary:

1. I'm a little nervous meeting new people, but I'll be okay.
2. I'll just relax and be myself.
3. I've done okay before.
4. I can only do my best; I can't do more than that.
5. If for some reason things don't go as well as I'd like, it won't be the end of the world.

Redo roleplay

Then ask the same volunteer to re-create the situation using positive thoughts.

Discuss second roleplay

Discuss the difference in outlooks demonstrated in this activity. **Point out that you can't think positive and negative thoughts at the same time.** It's impossible! The trick is to replace negative thoughts with positive thoughts. It is important to learn to build yourself up.

Point out how all of the things that they are learning in **SMART Leaders I** each week relate to each other:

- Thinking positive thoughts reduces stress.
- Thinking positive thoughts helps improve self-image.
- Having a positive self-image helps you make good decisions.
- Making good decisions is a mark of a **SMART Leader**.

Activity III-6: Imagining Your Success[4]

Objective: Participants will practice the technique of mental rehearsal.

Time: 10 minutes

Materials:
- ✓ Candles (optional)
- ✓ Soothing music

Leader's Note: Choose another topic appropriate for your group if the one suggested below won't work well. Examples: succeeding in a pressure sports situation, coping with living in a difficult environment.

Introduce concept of mental rehearsal

Tell participants that another technique that takes practice, but can be really effective in reducing stress, is *mental rehearsal* of a situation. This means imagining yourself in an important situation feeling completely relaxed and confident, then mentally practicing what you will do and how you will deal with all the possible things that could happen.

Tell the group you would like them to "walk-through" a mental rehearsal of asking someone out.

Explain that you will be telling them to go through each step of the process. Even if this seems silly, it is important to walk through each little detail to become more confident about handling that situation well in the future.

Demonstrate mental rehearsal

Turn the lights down low (or turn off the lights and use candles), turn on music, and ask the group to close their eyes and do each step as you read it to them:

Relax your whole body.
Imagine yourself looking up the person's phone number.
Relax and imagine yourself looking up the person's phone number and feeling calm and confident.
Imagine yourself dialing the number.
Relax and imagine yourself dialing the number and feeling calm and confident.

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[4] Adapted from Stay SMART.

Demonstrate mental rehearsal (cont.)

Imagine yourself listening to the phone ringing and waiting for someone to answer.
Relax and imagine yourself calmly and confidently listening to the phone ring.
Imagine the phone being answered.
Relax and imagine yourself being calm and confident as the phone is picked up.
Relax and imagine yourself calmly and confidently asking the person out on a date.
Relax your whole body, and imagine yourself lying on the beach on a peaceful sunny day.

Tell the group that some people avoid stress by avoiding situations that cause them stress. This is *not* a very effective strategy. It is important to face up to difficult (stressful) situations. The best way for a person to learn to handle new situations or to find out what they are really capable of doing is to *try*.

Go over key messages

- Stress is feeling nervous, uneasy, or uptight.
- Many situations produce stress.
- Teens are subjected to a lot of stress.
- Techniques are available for coping with stress.
- Practicing these techniques will help teens use them effectively when needed.
- **SMART Leaders** can help other youth learn strategies to cope with pressures to use ATODs and to engage in early sexual activity.

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Session IV—Resisting Media Pressures

Session Objective: Participants will become more aware of how the media can create stress for teens and how as **SMART Leaders**, they can resist media influences to use ATODs and to engage in early sexual activity.

Notes for Group Facilitators

During this **SMART Leaders I** session, participants will examine both the positive and negative influences of the media on teens. They will learn that the media causes stress for teens by sending messages that they need to look a certain way or do a certain thing to be accepted. Analyzing media messages will help participants become more aware of how the media manipulates them. Once they are aware, they will be better able to resist fake messages. Participants also will learn that the media sends mixed messages, which can create confusion, pressure, and stress for young people.

Preparation Needed

This session takes more preparation than the other SMART Leaders I sessions. Allow adequate time to prepare.

✓ Before the session, select the resource materials for Activities IV-1, IV-2, and IV-3.

✓ Assemble materials:

- ☐ Newsprint and markers
- ☐ List of advertising slogans (for Activity IV-2)
- ☐ Sheets on flipchart (newsprint) with blanks for slogans to be solved (for Activity IV-2)
- ☐ Magazine/newspaper ads or recorded TV ads that illustrate different advertising strategies **OR** magazines from which participants can cut out ads (for Activity IV-3)
- ☐ List of discussion questions on newsprint (for Activity IV-3)
- ☐ Copies of Handout IV-3-1: Advertising Techniques (for Activity IV-3)
- ☐ TV/VCR/DVD player
- ☐ A variety of music videos that illustrate positive, negative, social, and interpretive messages (for Activity IV-4)
- ☐ List of discussion questions on newsprint (for Activity IV-4)

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Activity IV-1: Review of Session III

Objective: Participants will recall what they learned in the previous session.

Time: 5 minutes

Materials: ✓ Newsprint and markers

Leader's Note: Remind the group that the **SMART Leaders I** program will provide them with skills to help themselves and others resist pressures to use ATODs and to become involved in early sexual activity.

"Proud and Loud" (optional)

Begin the session by asking each participant to share one thing they did since the last session that they are proud of.

Recap last session

Ask participants to recall what they learned in the last **SMART Leaders I** session, "Learning to Cope with Stress."

Summarize their responses, and include these main points on newsprint:

- Stress is feeling nervous, uneasy, or uptight.
- Many situations produce stress.
- Teens are subjected to a lot of stress.
- Techniques are available for coping with stress.
  - Deep breathing
  - Relaxation
  - Positive thinking
  - Mental rehearsal
  - Physical exercise
- Practicing these techniques will help teens use them effectively when needed.
- **SMART Leaders** can help other youth learn strategies to cope with pressures to use ATODs and to engage in early sexual activity.

Activity IV-2: Solve the Slogan

Objective: Participants will learn how advertising slogans are part of their daily lives.

Time: 15 minutes

Materials:
- ✓ Newsprint and markers
- ✓ Sheets on flipchart with blanks for slogans to be solved

Leader's Note: You can expand this activity by adding other rounds where (1) you read a slogan to the teams and let the members guess the product, or (2) each team is given time to come up with additional advertising slogans for extra points.

Define media (on newsprint)

Media is a form of communication. Different types of media that participants encounter every day include:

TV	movies	videos	radio
CDs	newspapers	magazines	billboards

Tell members that teens see about 1,000 commercial messages each week on TV alone! Many teens, including some of the **SMART Leaders**, are "walking advertisements" for name-brand shoes, jeans, makeup, etc. Have the youth identify some of the name-brand products *they* are advertising.

Explain Solve the Slogan game

Point out that advertising slogans have become part of our everyday thinking process. The next activity will prove that. This activity is modeled after the popular TV game show, "Wheel of Fortune." The purpose of the game is to guess a slogan, each letter of which is represented by a blank line on the newsprint. (Example: for the Nike slogan, "Just Do It," you would put _ _ _ _ - _ _ - _ _ on the newsprint.) Possible categories for slogans include food, beverages, cars, tobacco products, alcoholic beverages, clothing, or political or organizational slogans.

Create two teams of **SMART Leaders**. Have members take turns guessing the letters of the various words in the slogans you have selected. A team keeps its turn until someone guesses a letter (or phrase) incorrectly. Then the other team gets its turn. A team gets 25 points for solving a slogan. Choose from the slogans provided, or select your own (since slogans become outdated).

Advertising Slogans
(for Session IV, Activity 2)

Fast Food

"Hot Eats, Cool Treats."	Dairy Queen
"Something fresh is always brewin' here."	Dunkin Donuts
"Did somebody say _____?"	McDonalds
"Have it your way."	Burger King
"Head for the Border."	Taco Bell
"The way a sandwich should be."	Subway

Food Products

"Choosy moms choose _____."	JIF
"Breakfast of Champions."	Wheaties
"Betcha can't eat just one."	Lay's Potato Chips
"Breathe friendly."	Tic Tac
"Mmmmm Mmmmm Good."	Campbell's Soup
"The flavor you love lasts longer than ever."	Extra
"Gimme a Break."	Kit Kat
"There's no Wrong Way to Eat a _____."	Reese's Peanut Butter Cup
"Made From the Best Stuff on Earth."	Snapple
"Once you pop . . . you can't stop."	Pringles
"Taste the Rainbow."	Skittles
"Icy cool flavor, icy cool breath."	Winterfresh
"Big on Chocolate—Not on Fat!"	Three Musketeers

Nonalcoholic Beverages

"Generation Next."	Pepsi
"Always _____."	Coca-Cola
"The Foam goes straight to your head."	MUG Root Beer
"Obey your Thirst."	Sprite
"Do the DEW."	Mountain Dew
"Where's *your* mustache?"	Milk
"Got Milk?"	Milk

Advertising Slogans
(for Session IV, Activity 2 cont.)

Alcohol-based Beverages	
"Tap the Rockies."	Coors Light
"Head for the Mountains."	Busch Beer
Tobacco Products	
"Come to Marlboro Country."	Marlboro
"Tis a woman thing."	Virginia Slims
"What you're looking for."	Camel
"B KOOL."	Kool
Beauty Products	
"Before you dress."	Caress
"For beauty that's already there."	Dove
"Because you're worth it."	L'Oreal
"Easy. Breezy. Beautiful."	Cover Girl
"Wash away germs, not the softness."	Softsoap
"The Best a Man Can Get."	Gillette
"Strong enough for a man, but pH balanced for a woman."	Secret
"Style that's perfectly you."	Vidal Sassoon
"Because life is touching."	Jergens Skincare
"A totally organic experience."	Clairol Herbal Essences
"Maybe she's born with it. Maybe it's _____."	Maybelline
"For hair so healthy, it shines."	Pantene
Medications	
"Clear headed, clear through your day."	Tavist-D
"Relief that goes right to your head."	Advil
"Always complete. From A to Zinc."	Centrum

Advertising Slogans
(for Session IV, Activity 2 cont.)

Cars and Trucks	
"Driving Excitement."	Pontiac
"A different kind of company. A different kind of car."	Saturn
"Everyday."	Toyota
"The cars more Americans trust."	Chevrolet
"Drivers wanted."	Volkswagen
"Have you driven a _____ lately?"	Ford
Credit Card Companies	
"It pays to discover."	Discover
"It's everywhere you want to be."	Visa
"Don't leave home without it."	American Express
Computer Products	
"Solutions for a Small Planet."	IBM
"The computer the world comes home to."	Packard Bell
"Get N or get out."	Nintendo 64
"Where do you want to go today?"	Microsoft
Stores	
"Come see the softer side of _____."	Sears
"Quality Glasses in About an Hour."	Lens Crafters
"I love your style."	JC Penney
"You've got questions. We've got answers."	Radio Shack
"Save every way. Save every day."	Hills
Miscellaneous Companies	
"It's all within your reach."	AT&T
"Come fly the friendly skies."	United Airlines
"Just Do It."	Nike
"A diamond is forever."	DeBeers
"The world on time."	Federal Express

Advertising Slogans
(for Session IV, Activity 2 cont.)

Miscellaneous Companies (cont.)

"Feel the Power."	NFL
"Be all that you can be."	U.S. Army
"Full speed ahead."	U.S. Navy

Miscellaneous Products

"It's what's for dinner."	Beef
"It keeps going and going and . . ."	Energizer
"Nothing tops the copper top."	Duracell
"Give us a week, we'll take off the weight."	Slimfast
"Jeans that take you places."	Arizona Jeans
"Don't dust without it."	Pledge
"Nice Pants."	Dockers
"Tap water, transformed."	Brita

Activity IV-3: Advertising: What is the Real Message?

Objective: Participants will analyze advertising messages.

Time: 15 minutes

Materials:

- ✓ Recordings of various commercials
- ✓ Variety of magazines or magazine ads
- ✓ List of five discussion questions on newsprint
- ✓ Copies of handout: Advertising Techniques (IV-3-1)

Review Handout IV-3-1

Distribute and review Handout IV-3-1, "Advertising Techniques," to help participants understand the strategies that advertisers use.

Discuss ads

Have participants look at each of the ads you have selected OR have them select their own. Take one ad at a time. Discuss each ad in relation to the following questions:

1. Did you like this ad? Why or why not?
2. What does this ad promise you, and how does it do it? (Refer back to the handout.)
3. How does the ad make the people look?
4. How does this ad show men and women relating to each other?
5. Does the ad tempt you to buy the product? Why?

Go over key messages

- TV and magazine ads indirectly pressure viewers into believing that beauty, romance, good times, or popularity will result from using their product. There is pressure to be beautiful, have romance, have a good time or be popular, and buy the product to get these things.

Go over key messages (cont.)

- TV sends mixed messages. It often tells us that it is okay to drink and take drugs. We see beer and wine ads and/or TV programs showing people drinking alcohol, smoking cigarettes, or using other drugs. At the same time, TV runs public service announcements (PSAs) telling young people NOT to do these things. Sometimes the same actors star in both the ads and the PSAs. These mixed messages create confusion, pressure, and stress for young people.

Handout IV-3-1
Advertising Techniques

Technique	Explanation
1. The basic ad	This is the simplest message. The ad just tells people to buy the product and, if they have seen and heard the ad often enough, they may purchase it the next time they shop.
2. Eye appeal	The ad suggests how good something tastes (for example, alcohol, cigarettes) by showing people enjoying it. Often, a clever perspective will be used to make the product look larger, longer, thinner, smaller.
3. Happy family appeal	A mother in the ad assures mothers in the viewing audience, "Your family will be happy and healthy if you buy. . . ." Or, "If you want to show how much you love your wife, give her. . . ."
4. Experts say	A golfer should know about golf balls, a chef is an expert on food. People usually trust experts. When the American Dental Society said that Crest Toothpaste helps prevent tooth decay, Crest became the best-selling toothpaste in the country. Sometimes the ad will use "fake" experts—an actor who plays a doctor on TV to advertise headache medicine, for example.
5. Famous people say	When famous people say they like a product, viewers or readers may choose to follow their example. A sports star knows more about that sport than we do, but does she or he know more about cereal or cologne?
6. Everybody likes	The message is "Get on the bandwagon . . . Our product is so popular, you should like it too . . . Don't be left out!" Crowds of people are shown smiling as they use the product.
7. Snob appeal	This technique caters to people's desire to be, or at least feel or look, rich. "Don't your guests deserve the best?" The ad tries to make us feel that we'll be better than "the average person" if we use this product. Our friends will be impressed if we serve the expensive stuff, not the bargain brand.

Technique	Explanation
8. Youth appeal	Many ads are aimed at the youth market and at older people who want to look and feel young. Not only do young people buy a lot of things; they often persuade their parents to purchase particular products or brands.
9. Symbols	A symbol is a quick way to convey a message. By now, we all associate the Golden Arches with McDonald's fast food. The NIKE Swoosh has become so familiar that some NIKE ads feature few, if any, words or pictures.
10. New and improved	To attract attention to an already established product, an ad may focus on some new, often nonessential feature, like a differently shaped package.
11. The humble approach	Another way to sell is to admit the company or product is not the best or biggest. The AVIS Rent-a-Car ads used to say, "We're only No. 2, so we try harder." The claim is that the company offers better service because it is trying to win customers.
12. Statistics	Take a survey to find out how many people like the product, then use those figures to persuade other people to try your product. Numbers often impress: "Four out of five people choose. . . ."
13. Concern for public good	"We don't pollute the air." "We keep kids from dropping out of school." "We're investing in our country's future." The message is that people should have faith in the product of a company that is obviously civic-minded.
14. Sex appeal	A romantic message is often used in ads for cosmetics, mouthwashes, clothing, and toothpaste. The ads suggest that people will be more attractive or more popular if they use your product: "Give your mouth sex appeal."
15. Humor	Some funny commercials have become famous. The whole "Got milk?" campaign of the dairy industry, with its milk-mustached celebrities gracing magazine ads and TV commercials depicting hell as a milk-free environment, is a good example. Such comic ads often give a product nationwide recognition.

Source: **Stay SMART**.

Activity IV-4: Interpreting Music Videos

Objective: Participants will learn how music and music videos can have both positive and negative influences.

Time: 30 minutes

Materials:
- ✓ Newsprint and markers
- ✓ Several music videos recorded prior to the session. (Try to get one music video with a positive message, one with a negative message, and perhaps one whose message is open to interpretation.)
- ✓ List of six discussion questions on newsprint

Leader's Note: Instead of picking out the music videos, you can ask the participants to choose music videos (and songs) to encourage more participant involvement.

Discuss music videos in general

Tell participants that music videos are another type of media that is particularly influential with teens.

Music videos can be ***positive*** forces for teens. Mention the many benefit concerts that musicians perform each year (to raise money to fight HIV/AIDS, for example).

Music videos also can carry ***negative*** messages that can influence the ways teens look at the world. The videos can cause stress because they influence teens to behave according to the video's negative message.

Show music videos and discuss each one separately

Show each of the music videos and then discuss the questions listed on newsprint:

1. Did you like this video? Why or why not?
2. What was the video's message?
3. How was the video trying to make you feel?
4. What visual effects or specific lyrics were used to persuade you to feel a certain way?

Show music videos and discuss each one separately (cont.)

5. How were the people portrayed?

6. What are some other music videos that convey a social message, a positive message, or a negative message?

Identify the message of the videos

As a group, figure out the "message" of each music video that you watched:

- ☐ Social message—deals with a social issue like child or domestic abuse, violence, HIV/AIDS, etc.
- ☐ Positive message—portrays a good life, pro-social behavior, love and support among people.
- ☐ Negative message—women as sex objects, violence, using drugs.
- ☐ Interpretive—message not entirely clear, could be interpreted different ways.

Go over key messages

- The media causes stress for teens by sending messages that they need to look a certain way or do a certain thing to be accepted.
- In addition, TV sends mixed messages, which can create confusion, pressure, and stress for young people.
- Analyzing media messages helps **SMART Leaders** become aware of how the media is manipulating them.
- Becoming aware of media manipulation helps **SMART Leaders** resist inappropriate or confusing messages. (This, incidentally, helps the **SMART Leaders** reduce their stress, the topic of Session III.)

Session V—Being Assertive in Pressure Situations

Session Objective: Participants will review and practice assertiveness skills to resist pressure situations, including pressure to use ATODs or to become sexually active.

Notes for Group Facilitators

Tell the **SMART Leaders** that this session reviews skills they learned in **Stay SMART** on being assertive. We know that teens are subjected to all kinds of stress. **SMART Leaders** can apply assertiveness skills to situations where they are being pressured to drink alcohol, use tobacco or other drugs, or engage in sexual activity. The skills they develop as **SMART Leaders** also will help them help other youth resist pressures to engage in these activities.

Preparation Needed

This session involves a lot of roleplaying. Prepare for the roleplays ahead of time. Copy the situations onto index cards and provide props (e.g., telephone, basketball, etc.). This conveys to the participants that the roleplaying is an important PLANNED part of the session.

✓ Assemble materials:

- ☐ Newsprint and markers
- ☐ 3x5 cards with roleplay situations written out
- ☐ Handout V-4-1: Ways to Refuse
- ☐ Props for roleplays
- ☐ Copies of **SMART Leaders I** Participant Reaction Form (found in **SMART Evaluation** in **SMART Moves** manual 1)

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Activity V-1: Review of Session IV

Objective: Participants will recall what they learned in the previous session.

Time: 5 minutes

Materials: ✓ Newsprint and markers

Leader's Note: Remind the group that the **SMART Leaders I** program will provide them with skills to help themselves and others resist pressures to use ATODs and to become involved in early sexual activity.

"Proud and Loud" (optional)

Begin the session by asking each participant to share one thing they did since the last session that they are proud of.

Recap last session

Ask participants to recall what they learned in the last **SMART Leaders I** session, "Resisting Media Pressures."

Summarize their responses, and include these main points on newsprint:

- The media causes stress for teens by sending messages that they need to look a certain way or do a certain thing to be accepted.
- In addition, TV sends mixed messages, which can create confusion, pressure, and stress for young people.
- Analyzing media messages helps **SMART Leaders** become aware of how the media is manipulating them.
- Becoming aware of media manipulation helps **SMART Leaders** resist inappropriate or confusing messages. (This, incidentally, helps the **SMART Leaders** reduce their stress, the topic of Session III.)

Activity V-2: Asserting Yourself in Pressure Situations

Objective: Participants will review and practice ways to be assertive.

Time: 25 minutes

Materials: ✓ Newsprint and markers

Define assertiveness

Ask the group whether they have ever been pressured by their friends to do something they didn't want to do. Discuss how it feels when someone is pressuring you.

Put the following definition of assertiveness on newsprint:

> *Assertiveness is saying what you really mean and standing up for your own rights without denying the rights of others.*

Give examples of pressure situations

Acknowledge that participants may sometimes find themselves in situations where it is hard to be honest and open or to stand up for their rights.

In this session, participants will be reviewing some techniques for using assertiveness skills to get out of pressure situations. These are skills they can use as **SMART Leaders** to help themselves and other youth.

Give some examples and ask for participants' reactions. (Handout V-4-1 provides examples of what to say.)

1. A friend wants to copy your homework. What would you say?

2. You're with some friends and they offer you a cigarette. What would you say?

Give examples of pressure situations (cont.)

Ask participants what they think are the benefits of being assertive:

- feeling better about yourself
- better chance of getting what you want
- greater feeling of control over your life
- greater ability to stand up for your own rights so people don't take advantage of you
- respect and admiration from other teens

When assertiveness is dangerous

Remind participants that in certain situations, it can be dangerous to be assertive. These situations include when the other person has a weapon, is very angry, and/or is high on drugs or is drunk.

However, in most situations with their peers or boyfriend/girlfriend, knowing how to be assertive is a valuable skill.

Activity V-3: Nonverbal Skills—How to Say It

Objective: Participants will learn the importance of nonverbal assertiveness skills.

Time: 5 minutes

Materials: ✓ Newsprint and markers

Discuss two components of being assertive

Tell participants that there are two parts to being assertive:

1. Knowing **what** to say.
2. Knowing **how** to say it.

It is not only **what** you say but **how** you say it that is important.

Demonstrate to the group saying "no thanks" in a passive mumbling fashion and then say "no thanks" clearly and assertively.

To be effective and get your point across, it is necessary to remember **both** parts.

How to say it

This activity will review **how** to say it assertively. The components of **how** to say it include:

■ Loudness of voice	Speak clearly; don't whisper or mumble.
■ Eye contact	Look directly at the person you're talking to; don't stare at the floor or ceiling or look around.
■ Facial expression	Look serious; don't look scared or bored.
■ Body positions	Stand or sit up straight; don't slouch, shuffle your feet, or chew your nails.
■ Distance	Make sure you're not too far away.

How to say it (cont.)

Emphasize the importance of being assertive when refusing offers to use ATODs or be sexually active. Remind the participants to:

- Stand up straight.
- Speak loudly and clearly.
- Look the offeror straight in the eye.
- Sound like you mean what you're saying.

Tell participants they will get a chance to practice their nonverbal skills later in the session.

Activity V-4: Learning What to Say

Objective: Participants will learn what to say in pressure situations involving ATODs and sex.

Time: 10 minutes

Materials:
- ✓ Newsprint and markers
- ✓ Copies of Handout V-4-1: Ways to Refuse

Distribute Handout V-4-1

Hand participants the list of things to say or do in pressure situations related to drinking alcohol, using tobacco or other drugs, or having sex.

Suggest several pressure situations, like being offered marijuana or beer, and say, "What do you say when . . . ?" Have them select an answer from the handout.

Handout V-4-1
Ways to Refuse

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

Ways to Refuse	Examples
1. **No, Thanks**	"Would you like a cigarette?" **"No, thanks."**
2. **Give a Reason**	"Just let me kiss you." **"No, it's not right."**
3. **Repeat Yourself** (Repeat the same phrase over and over)	"Would you like a cigarette?" **"No, thanks."** "Oh, come on!" **"No, thanks."** "Just try it, chicken!" **"No, thanks."**
4. **Walk Away**	"Would you like to smoke some marijuana?" **Say "No, thanks" and walk away while you're saying it.**
5. **Avoid the Situation**	When you're invited to the home of a friend and no one else is going to be home but the two of you, if you feel uncomfortable about that, **don't go**. When you're invited to a party where you know everyone will be drinking, **don't go**.
6. **Ignore Them**	"Hey, how about a beer?" or "Hey, how about a ride in my father's car?" **Just ignore the person.**
7. **Change the Subject**	"I really think you're beautiful. I'd like to kiss you." **"Thanks for the compliment, but how about we go get some pizza?"**
8. **Reverse the Pressure**	"If you were my friend, you'd smoke a joint with me." **"If you were my friend, you wouldn't ask."**

Ways to Refuse	Examples
9. Propose an Alternative	"Bring some beer to the party." **"I'll bring some soda. I'd rather not bring beer."**
10. Strength in Numbers	**Become part of a group of peers with the same values and interests as you. It's easier to refuse to do things if your friends agree with and support your position than it is to say no alone. Choose friends who feel the same way you do about what's right or wrong.** **But remember: only YOU know what's best for you. No matter what, stick to your own principles.**

Source: **Start SMART.**

Activity V-5: Say It Like You Mean It

Objective: Participants will roleplay situations where teens experience pressure to use ATODs, have sex, etc.

Time: 15 minutes

Materials:
- ✓ Props for the roleplays
- ✓ Index cards with selected roleplay situations written out

Leader's Note: You can select from the roleplays listed in this session or have participants develop their own. If you have them develop their own, assign a topic so that you get some ATOD-related roleplays, some sex-related roleplays, and some general situations.

"Tag Team Roleplays" may enhance this activity. When a roleplayer runs out of ideas, he or she "tags" someone else. The person who is "tagged" then moves into the roleplay part and keeps it going. Members can volunteer to be tagged by raising their hands.

Be sure to critique the roleplays as you go along so that participants understand whether they are being effective.

Introduce roleplay activity

Tell participants that this activity uses the techniques of roleplaying to help them practice *what* to say and *how* to say it to be assertive in pressure situations. These are skills they can use as **SMART Leaders** to help other young people.

Sample scenarios for roleplays

Select from the following roleplays or ask teens to create their own. Do as many as possible without spending too much time on any one roleplay. Ask for volunteers and give them a few minutes to practice the roleplays. After each roleplay, get feedback from the "audience."

ATOD-related roleplays

1. You're at a party and practically all the people you're with are drinking alcohol. Some of them pressure you to join them. You'd prefer not to.

(continued)

Sample scenarios for roleplays (cont.)

ATOD-related roleplays (cont.)

2. You're hanging around with a group of kids you know and someone offers you a cigarette.

3. Your parents are out, and several of your friends come over to your house; some want to raid your parents' liquor supply.

4. You're on a date with someone you just met, and he or she takes out a joint and wants to smoke it with you.

5. Some of your friends are in the bedroom. One says, "Hey, want to snort some coke?" Others say, "Wow, that's cool." Someone turns to you and says, "You're not chicken, are you?"

6. You're in a large group outside the school, and it seems as though everyone is smoking marijuana. You feel out of place. Your friends ask you if you want a toke.

7. You go out to lunch with some kids from school. People in the surrounding booths are smoking. Someone in your group starts passing a pack of cigarettes around.

8. You go to meet your friend at his house before the two of you leave for a concert. He says, "Hey, do me a favor. I have no pockets. Hold this for me." He gives you some marijuana joints.

9. Your parents have gone out for the evening, and you are alone. The doorbell rings, and five of your friends show up with beer and chips. You feel funny about letting them in without your parents' permission, and you think of all the things that could go wrong.

10. After a basketball game, some of your teammates start to drink beer. One of them opens up a can and hands it to you.

11. Your mother has gone to the hospital to visit a sick friend. Teresa drops by in her boyfriend's car and invites you for a ride. She's acting really silly, and you think you smell alcohol on her breath.

Sample scenarios for roleplays (cont.)

Sex-related roleplays

1. You and your boyfriend Tony have just arrived at his house. The phone is ringing. It's his mother calling to say she won't be home for a couple of hours. Tony turns to you, puts his arm around you, and says, "We have two whole hours alone, let's take advantage of it."

2. John, Tom, and Bob are teasing you because you're still a virgin. You're going out tonight with your girlfriend, and your friends are letting you know they expect you to have sex with her. They tell you they want to hear all about it tomorrow.

3. You and Pam are on your third date. Pam assumes that you're going to have sex with her, but you don't want to. She thinks you're being silly. "Everyone's doing it," she insists. "I thought you were a real man."

General roleplays

1. Your friends are going out to "party" but you feel like staying home. They come to your house to pick you up. Someone in the group says, "Staying home? What are you, some kind of a jerk?"

2. You're in line at the movies with your girlfriend, and the defensive back from the high school football team cuts in line ahead of you.

3. You spent two hours completing a difficult homework assignment. The next morning a friend asks to copy the homework.

4. You buy a new stereo. The second day you have it, the tape player won't work. This is the third time you have bought something from this store that didn't work.

(continued)

Sample scenarios for roleplays (cont.)

General roleplays (cont.)

5. Your friend asks you to sit where it will be easy for him/her to copy your answers on the math test.

6. A friend asks you to distract the salesclerk so he/she can shoplift an item.

7. Some of your friends are talking about skipping school. Everyone is saying, "Our parents will never find out."

Source: Many of these roleplays were taken from the **Start SMART** and **Stay SMART** programs.

Go over key messages

Conclude the activity by pointing out that standing up for yourself can:

- help you feel better about yourself
- give you a better chance of getting what you want
- help keep you from being taken advantage of
- help you make good decisions

Activity V-6: Concluding the SMART Leaders I Sessions

Objective: Members will complete Participant Reaction Forms and receive congratulations for completing the five **SMART Leaders I** sessions.

Time: 5 minutes

Materials:
- ✓ Copies of the **SMART Leaders I** Participant Reaction Form (found in **SMART Evaluation** in **SMART Moves** manual 1)
- ✓ Pencils

Review the group's accomplishment

Tell members that they have finished the five sessions of **SMART Leaders I**. Have them applaud themselves for this accomplishment.

Announce Celebration Party

Set a date for a Celebration Party, which will include a review of potential involvement activities for **SMART Leaders I**.

Remind group of reward

Remind the SMART Leaders that once they have participated in involvement activities, they will be eligible for the end-of-program reward that the group decided upon in Session I. Announce a date for receiving this reward.

Complete Participant Reaction Forms

Distribute **SMART Leader I** Participant Reaction Forms, and then collect them when completed.

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Suggestions for Organizing the SMART Leaders I Celebration Party

Introduction

Tell participants that this is a celebration for completing the **SMART Leaders I** sessions. Congratulate them for doing a fine job in the small-group sessions.

Review the involvement component

Review what is expected of **SMART Leaders** in the involvement component. Tell participants that when the involvement component is completed, they will have earned the end-of-program reward they selected as a group during the first session of **SMART Leaders I**.

Explain that the involvement component of **SMART Leaders I** consists of doing a variety of activities related to the **SMART Moves** prevention program. (You and the **SMART Leaders** can decide the number of weeks to include for involvement activities.) Review the possible involvement activities they brainstormed in Session I. The mechanics of this involvement component are explained on the page, "How the Involvement Component Works." Go over that sheet with the group so that they understand the process.

Many possible activities are listed on the "**SMART Leaders I** Involvement Activities" handout. **SMART Leaders** can select activities from that list or they can create their own. If they plan to do an activity in a **SMART Moves** small-group session, they need to discuss their involvement with the group leader. If they create their own activity, they should check it out with you before they do it.

Establish a date for participants to complete their involvement activities. Also, plan a graduation for the youth who have completed the **SMART Leaders I** sessions and involvement component activities. At that time, you can remind the **SMART Leaders** that they are eligible for **SMART Leaders II** in the coming year.

☆ **Optional Activity:** If you are using pretest and posttest questionnaires to evaluate your program, distribute the posttest questionnaire and have participants complete it after they have finished the involvement component and before the graduation is held and the reward distributed.

How the Involvement Component Works

Leader's Note: The handout, "**SMART Leaders I** Involvement Activities," contains a variety of involvement activities teens can do individually or as a group to participate in the involvement component of **SMART Leaders I**.

Tell participants that some **SMART Leaders** prefer doing activities on their own, like helping lead a **Stay SMART** session or listening to a friend talk about their problems. Some **SMART Leaders** enjoy doing group activities, like a drug carnival or a community drug walk. Other **SMART Leaders** prefer doing a mixture of individual and group activities. **Use the approach appropriate for your group of SMART Leaders.**

The following procedures can be used to record the involvement activities completed by the **SMART Leaders**, no matter which approach (individual, group, or mixed) they select for the involvement component.

1. Distribute and discuss the "**SMART Leaders I** Involvement Activities" handout, which lists examples of various activities participants may choose for their involvement.

2. Have the **SMART Leaders** select their involvement activities and discuss them with you before they conduct the activities.

3. Decide/announce how many activities each **SMART Leader** needs to complete to be eligible for the end-of-program reward.

4. Whenever a **SMART Leader** completes an activity, record the following information on the "**SMART Leaders** Involvement Activities Form" for that teen:

   - ☐ a brief description of the activity
   - ☐ the date the activity was completed
   - ☐ a rating of how well the activity was done

5. The **SMART Leaders** are responsible for letting you know when they have completed an activity so that you can record it on their activities form.

Handout for SMART Leaders I
SMART Leaders I Involvement Activities

Leader's Note: Activities can be done in groups. They may be easier, more creative, and more fun that way!

Examples of Involvement Activities

1. Behave as a positive role model (encourage other youth to participate in the **SMART Moves** prevention program and generate enthusiasm about the program).
2. Conduct an activity in a **SMART Moves** small-group prevention program (**SMART Kids, Start SMART, Stay SMART**).
3. Create an icebreaker for a **SMART Moves** small-group program.
4. Write a roleplay for a **SMART Moves** small-group program.
5. Conduct a roleplay in a **SMART Moves** small-group program.
6. Assist with a Club-wide/community event.
7. Conduct a prevention activity at home with your family. (Examples: play Prevention Baseball; analyze a music video on TV; figure out the messages ads use to get you to buy.)
8. Organize and/or conduct a Parents' Night at the Club.
9. Help lead a **SMART Moves** small-group session.
10. Lead an entire **SMART Moves** small-group session.
11. Create an activity of your own, and okay it with your group leader before you do it.
12. Help with fundraising events in the organization.
13. Help the younger children in the gamesroom or gym.
14. Help supervise a field trip.
15. Assist with an Annual Awards program.
16. Assist with other Club activities.

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SMART Leaders I Involvement Activities Form
(to be completed by the group leader)

Leader's Note: Prepare one of these forms for each **SMART Leader**. Record each time they perform an involvement activity, and rate their performance if you observe it.

Name of Member:	**Group Leader:**	
Brief Description	**Date**	**Rating (F,G,E)**
1.		
2.		
3.		
4.		
5.		
6.		

* F = Fair, G = Good, E = Excellent

7.		
8.		
9.		
10.		

* F = Fair, G = Good, E = Excellent

Below, please rate the overall quality of the **SMART Leader's** involvement using a scale of 1 to 5:

1 = Poor
2 = Fair
3 = Average
4 = Good
5 = Excellent

a) Overall, how *well* did they do the activities? _____ (1 to 5)

b) How *enthusiastic* were they in doing these activities? _____ (1 to 5)

_____
Group Leader's Name Date

Section 3: SMART Leaders II

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Session I—Orientation to the SMART Leaders II Program

Session Objective: Participants will gain an understanding of the **SMART Leaders II** program.

Notes for Group Facilitators

SMART Leaders II is a flexible program that continues to reinforce the skills and knowledge teens learned through the previous prevention programs and keeps youth involved in prevention activities in the organization. It prepares the teens to help lead **SMART Moves** (including **SMART Leaders I**) sessions for their younger peers, and to participate in and help lead other prevention-related and general activities in the organization.

SMART Leaders II consists of an orientation plus three small-group sessions followed by an involvement component in which the **SMART Leaders** participate as peer leaders in prevention activities in the organization. However, the number, content, and structure of sessions are flexible. Video-based sessions were implemented in the original version of **SMART Leaders II** that was part of the national evaluation of the program. If you wish to follow that model, you will need to select educational videos on prevention-related topics, such as alcohol, other drugs (including tobacco), and teen sexual activity, and develop a session based on each video. Structured sessions built around a video facilitate discussion and learning.

Immediately following Session I is a page titled, "Suggested Format for **SMART Leaders II** Small-group Video-based Sessions." This suggested format is a guide to help you structure the video-based sessions using videos that you select as appropriate to reinforce the knowledge and skills previously learned in the prevention program. Immediately following the suggested format for video-based sessions are some examples of video-based sessions used in the original national evaluation of the **SMART Leaders II** program. They are in the categories of alcohol (Session II), other drugs (Session III), and sexual activity (Session IV). Complete contact information (full address, phone number, and cost to purchase) for these particular videos is provided with the appropriate session. Most companies also allow you to rent or preview these videos.

If you have difficulty acquiring appropriate educational videos on each of the three topics, you may choose to run small-group discussions with the **SMART Leaders** on each of the topics of alcohol, other drugs (including tobacco), and sex. The important thing is to reinforce skills and knowledge the **SMART Leaders** learned in previous **SMART Moves** programs. The involvement component can be virtually the same as that presented in the **SMART Leaders I** program, but with additional responsibility for these older **SMART Leaders**.

It is important to help the **SMART Leaders** realize that this is an "advanced" program that is offered only to teens who have completed the **SMART Leaders I** program.

Tell youth in **SMART Leaders II** that they will continue to have a very important role as peer leaders in the organization. This includes being peer leaders to the new group of teens in **SMART Leaders I**, who will go through the same program they completed last year. **SMART Leaders II** teens will help other youth resist pressures to use ATODs and to become involved in early sexual activity.

At the end of Session I, be sure to set the date and time for the next **SMART Leaders II** session.

Preparation Needed

✓ Develop an incentive system within your budget that will be enticing to participants. (You may decide to use a point system that leads to a reward for things such as punctuality, attendance, appropriate behavior, and positive contributions at sessions. You may decide on a coupon system, or some other strategy.) You may want to keep the same incentive system used for the **SMART Leaders I** program or develop something different.

✓ Think about a possible end-of-program group reward. Take time **prior** to the group discussion with teens to determine what kinds of rewards are feasible (in terms of time, money, appropriateness, etc.) so that you can provide the youth with guidelines in selecting their reward. You may want to build on the reward the group got for completing **SMART Leaders I**.

✓ Assemble materials:

- ☐ Newsprint and markers
- ☐ Coupons or any supporting materials like charts to explain the incentive system (see above)

☆**Optional Activity:** If you are using pretest and posttest questionnaires to evaluate your program, distribute the pretest questionnaire and have participants complete it before you begin the **SMART Leaders II** program. See **SMART Evaluation** in **SMART Moves** manual 1 for further information.

Activity I-1: SMART Leaders II—What's It All About?

Objective: Participants will learn what **SMART Leaders II** is all about and will establish rules for the group sessions.

Time: 5 minutes

Materials: ✓ Newsprint and markers

Leader's Note: Remind the group each week that the **SMART Leaders II** program will provide them with skills to help themselves and others resist pressures to use ATODs and to become involved in early sexual activity.

Introduce the SMART Leaders II program

Remind participants they are eligible to participate in **SMART Leaders II** because they have completed the **SMART Leaders I** program. The **SMART Leaders II** program will help them review information and skills to deal with some major problems facing young people today: pressure to use ATODs and to be sexually active. The **SMART Leaders II** program also will help them continue as peer leaders who can help other girls and boys make good decisions.

Develop list of group rules

Point out that just like **Start SMART, Stay SMART**, and **SMART Leaders I, SMART Leaders II** needs to have rules so that everyone feels comfortable and enjoys participating. Ask participants to suggest some rules for **SMART Leaders II**. List them on newsprint. (Suggest the following rules if members don't.)

- No one is forced to participate, although everyone is encouraged to do so.
- Members should take turns speaking (one at a time) so that everyone gets a chance to be heard.
- Everyone has the right to speak without being put down.
- What is said in the group session by other members is confidential and stays in the group.

Decide as a group which rules will apply to **SMART Leaders II** sessions.

Activity I-2: Overview of the SMART Leaders II Program

Objective: Participants will learn about the components of **SMART Leaders II**.

Time: 15 minutes

Materials:
- ✓ Newsprint and markers
- ✓ List of three sessions on newsprint

Provide an overview of the program

Tell participants that **SMART Leaders II** is a very special program offered only to youth who have completed **SMART Leaders I**. The program consists of:

1. three small-group **sessions built around videos** (or group discussions)
2. involvement **opportunities** to be "leaders" around the Club/organization
3. potential **rewards** for participating in the program

Name the three sessions (on newsprint)

Explain that beginning with the next session, each of the **SMART Leaders II** sessions will involve watching a video on alcohol, other drugs (including tobacco), or sex, and then discussing it (or having a group discussion if you are not using videos).

Describe possible involvement activities

Like youth in **SMART Leaders I**, teens in **SMART Leaders II** will get involved as peer leaders and positive role models in their organization through a prevention involvement component of the program. Like last year in **SMART Leaders I**, ask participants to brainstorm some possible involvement activities. Activities could include:

- Being a positive role model
- Encouraging other youth to participate in the **SMART Moves** program
- Assisting with the **SMART Moves** program (recruitment, roleplays, field trips, refreshments, etc.)

Describe possible involvement activities (cont.)

- Helping with various organization and community events
- Assisting with fundraising events
- Helping younger youth in the gamesroom or gym
- Helping with other Club activities

Discuss potential rewards

Examples of potential rewards for program completers:

- trips
- special privileges (late nights, overnights, open gym, extra court time, extra pool times, videos, etc.)
- gift certificates
- paid summer employment as junior staff in the organization

Explain the incentive system

Tell the group that you will use an incentive system to promote good attendance, behavior, etc., at the sessions. Describe the system, and make sure everyone understands how it works.

Select a group reward

Discuss and vote on an "end-of-program" reward that will be available to teens who complete at least two of the three **SMART Leaders II** sessions and participate in involvement activities. **It is important to let the program participants have input into this decision, and it is critical to follow through once the reward is agreed upon by you and the group!**

Suggested Format for SMART Leaders II Small-group Video-based Sessions

Objective: By watching the video and doing the related activities, participants will understand specific objectives related to the video.

Time: Will depend on the length of the video

Materials:
- ✓ Video
- ✓ A list of discussion questions (provided in the Discussion Guide usually included with educational videos)
- ✓ Copies of any handouts provided in the Discussion Guide
- ✓ A list of roleplays related to the subject of this session

Leader's Notes: Remind the group that the **SMART Leaders II** program will provide them with skills to help themselves and others resist pressures to use ATODs and to become involved in early sexual activity.

If the teens show an interest in a particular topic, you may want to offer an additional session(s) on this topic. Many videos are now available. Most can be rented or purchased.

Introduce the topic	Introduce the topic of the video. Give some background information on this topic, or review from **SMART Leaders I**. (Often the video's Discussion Guide will provide some background information, such as statistics on drug use by young people.)
Show the video and discuss	Show the video, and then discuss it using a list of discussion questions developed prior to the session. (Often the Discussion Guide will provide appropriate questions specifically related to the content of the video.)
Do roleplays	It is important to include some roleplays in each session of **SMART Leaders II** since roleplaying enables the teens to practice the skills they will need to be peer leaders. As in the **SMART Leaders I** program, having props makes the roleplays more realistic and more interesting to the teens.
Go over key messages	Make appropriate summary points.

Session II—Alcohol

Session Objective: Participants will become aware of the consequences of alcohol use by teens and how, as **SMART Leaders**, they need to resist pressures to use alcohol.

Notes for Group Facilitators

During this **SMART Leaders II** session, participants will watch a video on alcohol use by teens, and they will do various activities related to this topic.

Peer pressure has gotten a bad reputation. Many kids have started drinking alcohol because of their belief that "everybody drinks" and they don't want to be left out. However, "peer pressure" can become a positive force in the fight against teen drinking and drinking and driving.

As adults, there's only so much we can do to keep young people from using alcohol and from driving after they have been drinking. One approach we can use is to shift the focus to teaching them *how to help their friends*. That means they need to be able to answer some fundamental questions: How many drinks does it take to impair your driving skills? Why is it dangerous to drink and drive? How long does it take to sober up after drinking?

Preparation Needed

✓ Before the session, preview the video you have selected and review the session materials.

✓ Keep in mind that the purpose of the program is not to "preach" an anti-drinking message, but to help teens learn how to help their friends and other teens. Keep the focus on their feelings about drinking and driving, how to use peer pressure in a positive way, and the consequences of alcohol use.

✓ Check out the legal facts about drinking and driving in your state. In New York, for example, any driver, including minors, can be convicted under the state's drinking and driving laws. In New York, the penalty for a conviction of driving while intoxicated (DUI) is a fine of at least $350 and loss of driver's license for 6 months.

✓ Find out about local counseling programs, treatment centers, and anti-drinking and driving groups in your community. You might check, for example, whether the local schools have a SADD (Students Against Drunk Driving) chapter. The SADD program relies on a parent–teenager contract that states that the teen can call his/her parents for a ride home rather than risk dying from driving drunk or riding with a drunk driver.

✓ Assemble materials:

- ☐ TV/VCR/DVD player
- ☐ Educational video on topic of teen alcohol use
- ☐ Newsprint and markers

Sources

"Drinking and Driving." *Youth Awareness Theater Study Guide*. Chautauqua County, NY: Council on Alcoholism.

"Kevin's Story." *Discussion Guide*. Washington, DC: Durrin Productions, Inc.

"Me and My Friends and Our Booze." *Teacher's Guide*. Toronto, Canada: Addiction Research Foundation.

"The Invisible Line." *Teacher/Leader Guide*. Wilmette, IL: Gerald T. Rogers Productions, Inc.

"What Everyone Should Know About Drinking & Driving." *Leader's Guide*. South Deerfield, MA: Channing L. Bete Co., Inc.

Category: Alcohol

Title: "Kevin's Story" (19 minutes)

Source: Durrin Productions, Inc.
4926 Sedgwick Street, NW
Washington, DC 20016-2326
(800) 536-6843
(202) 237-6738 (fax)

Price: $199 (Each spring, in connection with Nationwide Insurance's "Prom Promise" Program, the purchase price is $99.)

Objectives: By watching "Kevin's Story" and doing the related activities in this session, participants will:

1. Become aware of the tragic consequences of drinking and driving.
2. Explore their attitudes toward drinking and driving.
3. Recognize that as **SMART Leaders**, they can use positive peer pressure to help other youth avoid becoming involved with drinking and driving.

Time: 1–1½ hours

Summary: Kevin Tunell is a typical high school senior; his grades are average, he plays sports in school and enjoys parties. While driving home from a party where he had been drinking, Kevin has an accident that kills a high school senior girl.

The judge sentences Kevin to talk about his accident to groups of young people for one year. This film is his 19-minute speech to a high school audience, and is designed to help young audiences understand just how tragic drinking and driving can be, and the enormous impact killing someone can have on a teenager.

Note: Portions of this write-up (including the summary and some discussion questions) were taken from "Kevin's Story," *Study Guide*, Durrin Productions, Inc., and are used with the company's permission.

Introduce the video

Begin the session by telling participants that the video they are about to see deals with teen drinking and driving. It is designed to help them understand the tragic consequences that can result from driving under the influence of alcohol. Tell the **SMART Leaders** that after watching the video, the group will discuss the issues raised in it.

Point out the following facts:

- More teenagers die in alcohol-related traffic accidents than from any other cause.
- Although 16- to 24-year-olds comprise 20 percent of the licensed drivers in the country, they are involved in 42 percent of all fatal alcohol-related crashes.
- Almost 60 percent of the fatally injured teenage drivers between the ages of 15 and 19 are found to have alcohol in their blood system, with 40 percent at legally intoxicated levels.
- Each year about 8,000 young people are killed, and 4 to 5 times more are injured in alcohol-related traffic accidents.

Show the video

Start the discussion by asking the group whether they can relate to Kevin and his experience

1. Why is it dangerous to drink and drive?
2. What percentage of highway deaths are alcohol-related?
   - ☐ About 50 percent
3. Have you ever been in a situation where you observed someone who had been drinking and believed they could drive?
4. How can you tell whether someone is capable of driving if they've been drinking?
   - ☐ You can't always tell because you may not know how many drinks that person has had, and *even one drink can impair driving skills.*

Start the discussion by asking the group whether they can relate to Kevin and his experience (cont.)

5. How does alcohol affect your driving skills?

   - ☐ lessens concentration
   - ☐ causes visual problems (blurred vision, double vision)
   - ☐ slows reaction time
   - ☐ interferes with judgment

6. What is the best (ONLY) way to sober up after drinking?

   - ☐ Time; approximately 1–1½ hours per drink

Peer pressure influences teens to drink, and to drink and drive

1. Did peer pressure affect Kevin? His friends?
2. What are some ways to overcome peer pressure to drink? (What are some ways to refuse alcohol?)

   - ☐ Is there anything else to drink besides alcohol?
   - ☐ I don't like the way I feel when I've been drinking.
   - ☐ No thanks, I'm driving later.
   - ☐ I'm cutting down on my calories.
   - ☐ I don't like the taste of alcohol.
   - ☐ I really don't want to.
   - ☐ I have to study later.
   - ☐ I'm in training.

3. What responsibilities do you have with regard to your own alcohol consumption?
4. What reasons do you use or have you used for refusing alcohol?
5. What can you do if people do not accept your decision to refuse a drink?

Ways SMART Leaders can avoid drinking and driving situations for themselves and their friends

1. What could Kevin and his friends have done to avoid the accident he caused? Would doing these things really work?
2. What kinds of drinking and driving prevention programs exist in your community?

Ways SMART Leaders can avoid drinking and driving situations for themselves and their friends (cont.)

3. What can you do to avoid these situations?

   - ☐ Serve nonalcoholic beverages when you have a party.
   - ☐ Choose a designated driver who agrees not to drink.
   - ☐ Take a cab or bus, or stay overnight if you've been drinking.
   - ☐ Don't drive after drinking, and don't ride with anyone who's been drinking.

Ask teens to imagine what would happen if they were arrested for drinking and driving

1. Who else might be affected?
2. How would this affect your life? Your parents?
3. How would you feel if you injured someone while drinking and driving? What would you say to the family of the person you injured?
4. How would your life be affected if you had a conviction or fine because of drinking and driving?

Administer the Myth Quiz

Tell the **SMART Leaders** that a number of *myths* are related to the use of alcohol. Go over the following myths.

1. Lots of coffee will make you sober up very quickly. (**Myth.** The **fact** is that nothing can speed up the process of getting sober. It takes time, approximately 1–1½ hours per drink.)
2. Always wait half an hour before driving if you have been drinking. (**Myth.** The **fact** is that half an hour is not long enough to sober up after drinking.)
3. The best ways to sober up are to take a cold shower, drink lots of coffee, or walk in the fresh air. (**Myth.** The **fact** is that nothing will sober you up except time.)
4. As long as you're not considered legally intoxicated, you won't need to worry about having a car accident. (**Myth.** The **fact** is that even one drink can impair your driving.)

Administer the Myth Quiz (cont.)

5. As long as you don't *feel* drunk, you can drive a car. (**Myth.** The **fact** is that even one drink can impair your driving skills. Waiting until you feel drunk to avoid driving is extremely dangerous.)

Ask the group if they can think of any other "myths" related to the use of alcohol. Discuss them.

Have participants roleplay some related situations

1. A 17-year-old teen has been convicted of driving while intoxicated (DUI), but isn't worried about it. He/she says that they'll just catch rides to parties. This person's friend is concerned and believes the DUI offender is taking a serious matter too lightly.

2. At a party, three to five teens are at different levels of drunkenness. A 15-year-old has not been drinking at all. A very drunk teenager plans to drive home. Two other teens, including the nondrinker, need rides from this person.

3. A teen drunk driver, parents, and friend wait at a hospital for word about the condition of a woman whose car the drunk teen hit while driving in the wrong lane. He is only bruised and has a broken rib. It is four hours after the accident.

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Session III—Other Drugs

Session Objective: Participants will become aware of the consequences of drug use by teens and how as **SMART Leaders**, they need to resist pressures to use drugs.

Notes for Group Facilitators

During this **SMART Leaders II** session, participants will watch a video on drug use by teens, and they will do various activities related to this topic.

Peer pressure has gotten a bad reputation. Many kids have started experimenting with drugs because of their belief that "everybody is doing it" and they don't want to be left out. As adults, there's only so much we can do to keep kids off drugs. One important way we can help is by teaching them how to help their friends. That means being able to answer some fundamental questions: What exactly is drug addiction, and how can it hurt me and my friends? Why does it happen to some people and not to others? How can I tell if my friend needs help? How am I and other friends enabling this person to continue using drugs? What is the best way to help?

Drugs can hurt everyone—the user as well as all the people who care about him or her. Once kids learn how to stand up to their friends, "peer pressure" can become a positive force in the fight against drugs.

Preparation Needed

✓ Before the session, preview the video you have selected and review the session materials.

✓ Keep in mind that the purpose of the program is not to "preach" an anti-drug message, but to help teens learn how to help their friends and other teens. Keep the focus on their feelings about drug use, how to use peer pressure in a positive way, and the consequences of drug use.

✓ Assemble materials:

- ☐ TV/VCR/DVD player
- ☐ Educational video on topic of teen drug use
- ☐ Newsprint and markers
- ☐ Copies of **SMART Leaders II** Participant Reaction Form (found in **SMART Evaluation** in **SMART Moves** manual 1)

Sources

"Teen Substance Abuse." *Youth Awareness Theater Study Guide.* Chatauqua County, NY: Council on Alcoholism.

"The Invisible Line." *Teacher/Leader Guide*, written by Barbara Terman. Skokie, IL: Gerald T. Rogers Production, Inc.

Category: Drugs

Title: "The Invisible Line" (31 minutes)

Source: Gerald T. Rogers Productions, Inc.
P.O. Box 580
Wilmete, IL 60091
(800) 227-9100
(847) 256-6334 (fax)

Price: $195

Objectives: By watching "The Invisible Line" and doing the related activities in this session, members will:

1. Realize that helping a friend who is on drugs is very difficult, but it's important to try.
2. Learn to recognize some of the signs of drug abuse.
3. Learn constructive ways to help their friends get the help they need.
4. Recognize that as **SMART Leaders**, they can use positive peer pressure to help other Club members resist pressures to use drugs and alcohol.

Time: 1–1½ hours

Summary: Sixteen year-old Matt Mason is angry and frustrated. His older brother Jason died three weeks ago from a drug overdose, yet no one will talk about it. His parents say he died of a "heart condition." Jason's friends seem reluctant to talk to Matt.

Matt is haunted by questions about his brother's death: Why didn't anyone stop Jason? Is there anything they could have done to prevent his death?

Through a flashback, we see Matt confronting Jason in the early stages of his drug use. Popular, self-assured Jason has no trouble convincing his younger brother that the "tiny hits" of cocaine he is doing will not hurt him.

In the present, Matt visits his brother's friends, looking for answers.

Finally, Matt visits Tommy Maloney in a drug treatment center. Tommy has been admitted under direction of a judge. He explains to Matt that Jason's lying and denial of the problem are a symptom of addiction.

Matt wants to know how people become addicted. Jason was a good person, intelligent, strong, and popular. Why did he become an addict?

Addiction sneaks up on you, Tommy explains. No one starts out thinking they're going to become an addict; everyone thinks they can control their drug use. Tommy and Jason, like many kids, started out by drinking beer and wine at parties. They liked the feeling and thought it was harmless.

Next came pot, which helped them feel better when things were bad. Being high felt good, and soon they were experimenting with different drugs, always looking for a better high.

Some kids reach a point where they realize that the drawbacks of drugs outweigh the rewards. They decide they want to quit—and they do.

Others just can't quit. Even scientists and researchers don't understand exactly how or why some people become addicted. No one can predict for sure who will cross "the invisible line" that separates the casual user from the problem user. But once the line is crossed, the user can't go back on his own.

Addiction is a disease, Tommy explains, and one that can happen to anyone. Jason died before he could seek help. With support and a proper recovery program, Tommy can live a happy life without drugs.

A final flashback shows the last moments of Jason's life. With Tommy and two other friends, he sits in a bedroom at the party, smoking cocaine. But something goes horribly wrong. The drug interferes with the rhythm of his heart. Jason collapses . . . and dies.

After Matt leaves the treatment center, he talks out loud to his departed brother: "What did we have to do to save your life, Jason? We all knew we should do something, but we weren't strong enough. We just didn't know how."

Note: Portions of this write-up (including the summary and some discussion questions) were taken from "The Invisible Line," *Teacher/Leader Guide*, Gerald T. Rogers Productions, Inc., and are used with the company's permission.

Introduce the video

Begin the session by telling members that the video they are about to see is emotional and dramatic. It is designed to make viewers feel what it is like to lose a relative or a friend to drugs. Tell **SMART Leaders** that after watching the video, the group will discuss the issues raised in the video, as well as additional facts about drugs and resources for learning more.

Show the video

Start the discussion by asking the group whether they can relate to Matt and Jason and their experiences

Start by paraphrasing the following:

Some of you may have or will experiment with drugs at some time. Hopefully, you won't develop a drug addiction or suffer any permanent damage.

But that doesn't mean it can't happen to you or someone you care about. No one can predict who will become addicted. It happens to smart kids, careful kids—it can happen to anyone who fools around with drugs.

If it happens to someone you care about, you *must* do something. They don't get straight on their own. Did you notice in the video that not one of Jason's friends said, "It was none of my business, I'm glad I didn't get involved"?

Jason's friends were frustrated because they didn't know how to help him. The questions we are going to discuss are designed to help you figure out how to help a friend in trouble. It's not easy. In fact, it's very difficult, because denying there's a problem is one of the facts of life about drugs. If you care about somebody, you can't just sit back and watch them play Russian roulette with drugs.

Ask the group what addiction is

Addiction is crossing an "invisible line" where you can't quit on your own. Discuss this concept. If the line is invisible, how can people tell when they've crossed it, or when someone else has?

Denial is a prime symptom of addiction. Addicts lie to their friends, their families, and even themselves about their drug use. Discuss denial and how to handle it. How do you know when someone you trust is lying? If they say they're all right and you think they're not, what should you do? Where does your responsibility begin and end?

Ask participants who's to blame for the drug problem

Everyone seems to be looking for answers to the drug problem. Where did the problem come from in the first place? Discuss how each of the following might be "blamed" for the problems America has with alcohol and other drugs, bringing up the points listed under each. Help the group understand the complexity of the issue.

1. Is it our *society* in general?

   Widespread use of alcohol—especially by adults who condemn the use of illegal drugs by young people.

   Instant gratification and the "quick-fix" mentality where a drink or drug will make the pain go away and make everything okay.

   The medical/drug industries, where doctors widely prescribe mood-altering drugs, such as tranquilizers.

2. Is it *peer pressure*?

   This is an old favorite of parents and teachers, but is it true?

   How does peer pressure work? How does it make you feel?

3. Is it the *media*?

   Is drug use the "problem-of-the-month" and soon to be forgotten?

   Do politicians use the drug problem as a vote-getter?

   Do the media exaggerate the problem?

   Is the problem characterized realistically on TV and in movies?

   Is it glamorized?

4. Are *individuals* to blame?

   Are people who get into trouble with drugs weak or unlucky?

   Does this attitude help people deny they may have a problem?

   Do you believe addiction is a sign of weakness?

   Do you think it runs in families? Is it genetic or hereditary?

   What role do self-esteem and responsibility play in drug addiction?

Ask participants who's to blame for the drug problem (cont.)

Are addictions harmful? Can you describe the difference between "hard" and "soft" addictions?

What is enabling (or killing with kindness)?

In the video, Tommy mentions "enabling" when an addict's friends and family enable him to continue using drugs. Explain enabling to the group and discuss the topics below:

1. What are some ways people enable addicts? Examples include telling people the addict is "sick" when he's really stoned or hung over, making excuses for him, hiding the evidence from others, and giving them "the benefit of the doubt" in the face of damning evidence.

2. Why do people engage in enabling? Discuss the following:

   - Because they don't want to believe there's a problem
   - Because they care about the addict
   - Because they're hopeful the condition will improve
   - To avoid embarrassment

3. How does the enabler contribute to the problem?

How can one person's addiction hurt others?

"I'm not hurting anyone but myself." It's a favorite rationalization of addicts, but it's just not true. Discuss the following ways that non-users can be hurt by addiction:

- The pain of watching someone you care about ruin his or her life
- Sharing the financial burden of a drug or alcohol problem
- Caring for health problems brought on by the addiction
- The emotional pain—feeling helpless, frustrated, frightened, angry
- Legal risks. If the addict uses or carries illegal drugs in your car or house you could get in trouble, too

Ways drugs can hurt your friends and how SMART Leaders can help

These two topics are covered in handouts 1 and 2.

Administer the Myth Quiz

There are a number of myths about addiction that hurt both the addict and his or her family and friends. Read the following statements to the group and ask whether the statement is a myth or a fact.

1. Some drugs are not addictive. (**Myth.** The **fact** is that there are people addicted to all mood-altering drugs. Some, like "crack" and heroin, might take just a few uses to become addicting.)

2. Only "bad" or morally weak people become addicted to drugs and alcohol. (**Myth.** The **fact** is that addiction is a disease and no one can predict for sure who will become addicted. Anyone who uses drugs or alcohol can be at risk.)

3. If you know what you're doing you can use illegal drugs safely. (**Myth.** This is the myth that killed Jason. He denied his addiction and convinced even himself that his use of coke was just "recreational." The **fact** is that even if you're not an addict, you have no way of knowing exactly what's in the drugs you get.)

4. An addict has to want to get help before he can begin recovery. (**Myth.** The **fact** is that Jason died before he "wanted to get help." If the addict doesn't seek help, get him into treatment any way you can. Once he's in treatment, he'll understand it's the right thing to do.)

5. An addict has to "hit bottom" before he can begin recovery. (**Myth.** The **fact** is that "bottom" for Jason was death. The best time to seek treatment is **immediately**.)

Ask the group if they can think of any other addiction-related myths. Discuss them.

Handout 1
How Drugs Can Hurt My Friends

Most drug users convince themselves that what happened to Jason won't happen to them. But even if drugs don't kill your friends, there are any number of other ways their lives can be made miserable.

The following statistics are from a survey conducted by 800-COCAINE, the national cocaine information hotline. If you're concerned about a friend, or if you're trying to make decisions about your own drug use, take a look at the risks listed below (and this isn't all of them, by any means). It *can* happen to you and to people you know.

Physical

In general, kids become addicted faster than adults. While adults use cocaine an average of 4 to 4½ years before becoming addicted, the average time span for teenagers is 15½ months from first use to addiction.

Cocaine can kill by causing heart attacks, stroke, or seizures. Chronic use leads to a number of physical ailments, including malnutrition, dental problems, chronic hoarseness, constant cold-like symptoms, and vision distortion.

Other cocaine-related physical problems, and the percentages of users who suffer them, include:

seizures with loss of consciousness (7%)
chest congestion (65%)
auto accidents (13%)
chronic cough (40%)

Emotional

Emotional symptoms of cocaine addiction can include jitteriness, anxiety, depression, insomnia, delusions, and more. Cocaine can trigger mental illness, which can lead to criminal or self-destructive behavior. Specific emotional problems and their rate of occurrence include:

severe depression (85%)
memory lapses (40%)
suicide attempts (18%)
irritability (78%)
loss of sexual desire (58%)
paranoia (65%)
violent behavior (31%)

Social

One of the first signs that a friend is having trouble with coke is when he or she loses interest in friends and activities that they once enjoyed. Cocaine also is a major source of problems in school, including:

disciplinary problems (48%)
failing grades (69%)
expulsion (30%)

Financial

A drug habit is expensive. How do teenagers support their habits?

42% surveyed sold drugs (see penalties for trafficking, below).
62% used money from part-time jobs, lunch money, etc., to buy coke.
Both young men and young women became dehumanized by cocaine, trading sex for drugs.

Legal

Specific penalties vary from state to state, but cocaine is illegal **everywhere** in this country. The **first** time you are convicted for possession of even small amounts of cocaine, you can be sentenced to as much as **15 or 20 years** in prison in some states.

Trafficking in cocaine is a felony with mandatory punishment. If you are caught with sufficient coke to indicate you intend to sell it (the amount varies, according to state laws), the judge **must** sentence you for a specific period without the possibility of parole.

Source: "The Invisible Line," Teacher/Leader Guide, written by Barbara Terman, Gerald T. Rogers Production, Skokie, IL.

Handout 2
How Can I Help?

What can **you** do to help a friend who has a problem with drugs? It may be one of the most difficult things you've ever done, but remember, you just might save his or her life. Some points to keep in mind:

1. **Stop enabling.** Is there anything you're doing that makes it easier for your friend to continue using drugs? Don't cover up or make excuses to your friend's teachers or parents. Don't help him find drugs or lend him money for drugs. Don't try to shield him from the consequences of his drug use; let him take the blame, suffer the consequences, clean up after himself.

2. **Don't make your friend promise to quit.** The goal is not to make him stop taking drugs, but to get him into treatment. Demanding promises and good behavior just makes your friend lie and cover up even more. If he's addicted, he *can't* quit on his own.

3. **Get through the denial.** Denying there is a problem is a central part of any addiction. Remember, the problem is always worse than it seems. Your friend is putting a lot of energy into trying to make things seem normal. He will probably try to make you feel as if **you're** the one with a problem. If there is evidence of a problem, then you can be sure that there is a problem. Investigate! Get to the bottom of it.

4. **Be ready to put up with abuse.** Nobody likes to be told he's addicted or an alcoholic. Your friend will probably accuse you of nagging, butting in, preaching, not trusting him, and a number of other things—that's a symptom of addiction. You may feel frustrated and think, "What's the use? He's not even my friend anymore." It's extremely tough to keep caring about someone who tells you to get lost and quit bothering him, but remember, you're fighting an addiction that has a powerful hold on your friend.

5. **Offer long-term support.** Once your friend admits there's a problem and seeks treatment there's still a lot of work to be done. Addiction isn't just the addict's problem; it affects family, school, and industry. You can't change your friend's family or school situation, but you can do some things to make his recovery from addiction easier:

   Avoid places with your friend where others will be using drugs.
   Encourage an interest in non-drug activities like sports and hobbies.
   Help him rebuild friendships he may have dropped.
   Don't associate with people who use drugs.
   Emphasize drug-free ways of having fun, relaxing, and finding meaning and purpose in life.

Source: "The Invisible Line," Teacher/Leader Guide, written by Barbara Terman, Gerald T. Rogers Production, Skokie, IL.

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Category: Drugs

Title: "The Choice is Yours" (30 minutes)

Source: **NOTE: This source is no longer available. Please refer to the recommended substitution provided on the enclosed memo preceding the Foreword of this guide.**

Price: $100

Objectives: By watching "The Choice is Yours" and doing the related activities in this session, participants will:

1. Become aware of the consequences of substance abuse.
2. Understand how these consequences affect the user now and in the future.
3. Learn the risks to the drug user's physical and mental health.
4. Recognize that as **SMART Leaders**, they can use positive peer pressure to help other Club members resist pressures to use substances.

Time: 1–1½ hours

Summary: **Cocaine and crack segment.** Features a young woman who discusses her heavy use of almost every drug, including heroine, speed, pot, acid, and cocaine. Of all the drugs she used, she says that cocaine was like the devil. It was slow in the beginning and it hypnotized her into thinking she was in control. But it took her on a ride that was the worst thing she has ever experienced.

She talks about how she didn't want to become a drug addict in the beginning. She wanted to belong and be part of the group. But actually taking the drug makes you more outside the group than in the beginning because of the total feeling of isolation. She said she was so controlled by the drug that all she could think about was getting more of it. It was so expensive that at one time she was using $1,000 worth of cocaine a day. Any person, including teenagers in school who use the drug, will end up turning to crime to get the money. People steal from stores and their parents, they steal cars, and they may turn to prostitution to get the money to support their drug use.

In summary she says, "It's not worth the hell of what happens to you after the fun stops." You'll end up in one of three places once you start this drug: jail, a mental institution, or dead. "If you start at a really early age, you'll die at a really early age."

Summary: **Drug use and crime segment.** This segment features a young man who started using drugs at 14. He had problems at home with the breakup of his parents' marriage. He started stealing to support his habit, and it snowballed to the point that he finally stole a car.

When the video was filmed, Paul had quit drugs; he had a job and a new life. However, he still was liable to get three years in jail for stealing a car and nearly killing several people. He says he will always live in fear of the many enemies he has made.

He says all of his problems are because of drugs. He's lost everything. He lost his girlfriend and his friends, and he alienated his family—he threw everything away because of drugs.

Summary: **Cannabis (marijuana) segment.** The young woman in this segment started smoking cannabis at 14. She wanted to be accepted in school. She made a lot of friends with drugs, but her solution became her problem and at 17 she became an addict. She talks about how these people turned out not to be her friends. Most of them were there just for a good time, and no one missed her if she wasn't around.

She finally admitted herself to a rehabilitation center, and now at 20, she is off drugs. She discusses what damage she has done to herself. She has a severe memory loss. She suffered a lot and now realizes it wasn't worth it. She tells young people that you can't grow when you're on drugs. You can't develop the confidence you need. Make friends you can depend on, you can help them, and they can help you. Be unique in your own way.

Summary: **Inhalant Abuse.** Solvent sniffing is frequently used by children and teens because it is cheap and easy to hide. It gives intense joy or euphoria and a feeling of floating or being separated from the world. Perceptions are altered, and the person feels indestructible. These confused perceptions can cause damage to the person and to others.

Long-term and heavy use can lead to brain damage, loss of ability to reason, loss of memory, and tremors.

Putting inhalants into a bag or jar can cause the user to fall asleep while inhaling, which can lead to suffocation. Other deaths have been caused by "sudden sniffing death." Sudden excitement and stress right after sniffing can lead to death.

Summary: **Alcohol Segment.** The featured male is a recovering alcoholic who started drinking at 15. Alcohol was the answer when things were uncomfortable for him or when he was bored. He loved to party. Eventually he started drinking every day and began losing enjoyment in the simple things in life.

He talks about how he planned his life around alcohol. If he wasn't drinking he was planning when he would drink or was recovering from the night before. He discusses how drinking took away all of his motivation. He wanted a house and to be successful in the business world, and he fooled himself into thinking those things were just around the corner.

At 23 Steve realized he had become an alcoholic. With support from a self-help group, he has been dry for almost a year. However, he says that people's attitudes toward him have changed. He is no longer a proven commodity as a human being. He is a recovering alcoholic, and people don't trust him. They are not sure they can rely on him. He now has to prove himself to others.

Steve encourages young people to talk to people about problems, people like parents, sister or brother, a teacher. Alcohol is not the solution to problems. It does not solve anything—things just get worse. Also, you can't grow emotionally and you can't take on responsibility. He says that if you need alcohol to have fun, you have a problem already. You can have fun without it. Be cautious, be careful, and analyze your motives for drinking.

Summary: **Conclusion Segment.** You can enjoy life and cope with its difficulties without using drugs and alcohol. Remember:

- You are not alone in your fears and confusion. These are a normal part of growing up.
- Don't bottle up your emotions. Share your problems and fears with someone you trust—parents, friends, a doctor, or professional counselor. They know what you are going through and you will feel better just talking to someone.
- Don't let yourself be pressured into doing something you haven't decided to do. Make up an excuse, joke it off, or, better yet, just say no.

Introduce the video

Begin the session by telling members that the video they are about to see is about various types of drug use. The segments include cocaine and crack, drug use and crime, cannabis, inhalant abuse, and alcohol. The tape is designed to make viewers aware of the consequences of substance abuse, how these consequences can affect the user now and in the future, and the risks to the user's physical and mental health. Tell the **SMART Leaders** that after each segment of the video you will discuss what they saw.

Show the video

Questions on cocaine and crack segment

1. Why do you think people start using cocaine even when they know it is dangerous?
2. Why did the young woman in the silhouette use drugs?
3. How does drug use lead to other problems?

Questions on drug use and crime segment

1. Why do you think Paul started using drugs?
2. How did his drug use lead to crime?
3. What were the costs for Paul, now and in the future?

Questions on cannabis (marijuana) segment

1. Why did Allison start smoking pot?
2. Were Allison's friends able to help her when she realized she had a very bad drug problem?
3. What did Allison tell others that she learned from her experience?

Questions on inhalant abuse segment

1. How do kids start solvent sniffing?
2. What are the possible consequences?

Questions on alcohol segment

1. Why did Steve start drinking?
2. How did people's attitudes towards Steve change?
3. What does Steve recommend to young people?

Administer the Myth Quiz

There are a number of myths about addiction that hurt both the addict and his or her family and friends. Read the following statements to the group and ask whether the statement is a myth or a fact.

1. Some drugs are not addictive. (**Myth.** The **fact** is that there are people addicted to all mood-altering drugs. Some, like "crack" and heroin, might just take a few uses to become addicting.)

2. Only "bad" or morally weak people become addicted to drugs and alcohol. (**Myth.** The **fact** is that addiction is a disease and no one can predict for sure who will become addicted. Anyone who uses drugs or alcohol can be at risk.)

3. If you know what you're doing you can use illegal drugs safely. (**Myth.** This myth can kill. The woman in the silhouette talked about the three things that will happen to a person on cocaine. One of them was death.)

4. An addict has to want to get help before he can begin recovery. (**Myth.** The **fact** is that a person may die before he "wants to get help." If the addict doesn't seek help, get him into treatment any way you can. Once he's in treatment, he'll understand it's the right thing to do.)

5. An addict has to "hit bottom" before he can begin recovery. (**Myth.** The **fact** is that "bottom" may be death. The best time to seek treatment is **immediately**.)

Ask the group if they can think of any other addiction-related myths. Discuss them.

Have participants roleplay some related situations

1. The parents of a teenager have found marijuana and speed in their son's/daughter's room. They have noticed him/her acting moodier than usual, losing interest in school and friends, etc. They are more worried than mad and confront their son/daughter so they can help, not merely to punish.

Have participants roleplay some related situations (cont.)

2. A teenage girl talks to her boyfriend to try to convince him to get help for his drinking problem. For the month that they have been dating, she knew that he drank at parties (she would drink, too) but didn't realize the seriousness of the problem until she saw him sneak a drink from his school locker. He is popular and always seems "together."

Distribute and discuss handouts 1, 2, 3, and 4

After viewing all the segments of the tape and discussing each briefly, tell the group that they are going to discuss how they can help themselves, their friends, and other Club members make choices that will keep them out of the situations they just saw.

1. What are the three things the narrator at the end of the tape asked them to remember? (Ask the question before distributing handout 1.)

2. What do you think addiction is?

   Addiction sometimes is referred to as crossing an "invisible line" where you can't quit on your own. Discuss this concept. If the line is invisible, how can people tell when they've crossed it, or when someone else has?

   Denial is a prime symptom of addiction. Addicts lie to their friends, their families, and even themselves about their drug use. Discuss denial and how to handle it. How do you know when someone you trust is lying? If they say they're all right and you think they're not, what should you do? Where does your responsibility begin and end?

3. How can drugs hurt your friends, and how can you help?

   These topics are covered in handouts 2, 3, and 4 included with this session.

Handout 1
Some Things to Remember

You can have fun and deal with life's difficulties without using drugs and alcohol.

Remember:

1. If you are confused and have some fears, you are not alone. These are a normal part of growing up.

2. Don't bottle up your emotions. Share your problems and fears with someone you trust—parents, friends, a doctor, or a professional counselor. They know what you are going through and you will feel better just talking to someone.

3. Don't let yourself be pressured into doing something you haven't decided to do. Make up an excuse, joke it off, or, better yet, just say no.

Source: "The Choice is Yours" video.

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Handout 2
How Drugs Can Hurt My Friends

Most drug users convince themselves that what happened to others won't happen to them. But even if drugs don't kill your friends, there are any number of other ways their lives can be made miserable.

The following statistics are from a survey conducted by 800-COCAINE, the national cocaine information hotline. If you're concerned about a friend, or if you're trying to make decisions about your own drug use, take a look at the risks listed below (and this isn't all of them, by any means). It *can* happen to you and to people you know.

Physical

In general, kids become addicted faster than adults. While adults use cocaine an average of 4 to 4½ years before becoming addicted, the average time span for teenagers is 15½ months from first use to addiction.

Cocaine can kill by causing heart attacks, stroke, or seizures. Chronic use leads to a number of physical ailments, including malnutrition, dental problems, chronic hoarseness, constant cold-like symptoms, and vision distortion.

Other cocaine-related physical problems, and the percentages of users who suffer them, include:

seizures with loss of consciousness (7%)
chest congestion (65%)
auto accidents (13%)
chronic cough (40%)

Emotional

Emotional symptoms of cocaine addiction can include jitteriness, anxiety, depression, insomnia, delusions, and more. Cocaine can trigger mental illness, which can lead to criminal or self-destructive behavior. Specific emotional problems and their rate of occurrence include:

severe depression (85%)
memory lapses (40%)
suicide attempts (18%)
irritability (78%)
loss of sexual desire (58%)
paranoia (65%)
violent behavior (31%)

Social

One of the first signs that a friend is having trouble with coke is when he or she loses interest in friends and activities that they once enjoyed. Cocaine also is a major source of problems in school, including:

disciplinary problems (48%)
failing grades (69%)
expulsion (30%)

Financial

A drug habit is expensive. How do teenagers support their habits?

42% surveyed sold drugs (see penalties for trafficking, below).
62% used money from part-time jobs, lunch money, etc., to buy coke.
Both young men and young women became dehumanized by cocaine, trading sex for drugs.

Legal

Specific penalties vary from state to state, but cocaine is illegal **everywhere** in this country. The **first** time you are convicted for possession of even small amounts of cocaine, you can be sentenced to as much as **15 or 20 years** in prison in some states.

Trafficking in cocaine is a felony with mandatory punishment. If you are caught with sufficient coke to indicate you intend to sell it (the amount varies, according to state laws), the judge **must** sentence you for a specific period without the possibility of parole.

Source: "The Invisible Line," Teacher/Leader Guide, written by Barbara Terman, Gerald T. Rogers Production, Skokie, IL.

Handout 3
Signs and Symptoms of Drug Abuse

The following is a list of things to look for if you suspect that someone is abusing drugs (including alcohol). The word *substance* is used in place of alcohol and other drugs.

Substance Use—	frequent use and intoxication hiding substance supply using substance in the morning and/or at school
Physical Changes—	neglects personal appearance eating habits change chronic red eyes or sleepy alertness changed from day to day breath smell, dilated eyes, staggering
School—	chronic tardiness, excessive absence, leaving class early lower achievement over a period of time loss of interest in school activities apathy (not caring) about school often grounded or hassled at home
Behavior Changes—	change of friends extreme moodiness involvements in arguments, fights, thefts, or other illegal behavior avoiding contact with people concerned about him/her spend less time at home avoids talking about chemical use with adults, brags about it with peers
Attitude Changes—	withdrawn or acting out (trouble-making) increased isolation from family chemical becomes only important thing—"partying" is only goal extreme negativism denial remorse—promise to change low motivation argumentative and hostile when criticized

Four checks for whether there is abuse:

School—absenteeism, tardiness, homework, etc.
Family—how often grounded, hassled
Friends—who are they hanging out with, changes
Law—D.U.I., shoplifting, selling drugs, etc.

Some of the symptoms above might be indicative of other emotional problems if drug use is not the cause. Drug use is often a symptom of trouble somewhere in the young person's life.

Why?—Teens have many problems to deal with. Substances may seem to be a solution, a way to make things go away. But, they only make things worse.

If drug use began as an escape, abuse and addiction could happen more quickly because the young person is using substances more often to cope with problems. Being cool is another reason for starting.

Options—There are other ways of dealing with problems and having a good time. Talking and sharing activities with friends is one. If you spend much time alone, find activities that you like to do (reading, journal writing, etc.).

How to help a young person with a problem—Remember, if there is a problem they will deny it and resist help. Don't tackle the problem alone. Ask a trusted adult for advice (teacher, minister, human service agency, parent, etc.).

If you confront the person, do so in a *positive* way, do not lecture or judge. Be *specific* about why you are concerned ("The other day you failed a test because you were high in class and have skipped so many classes."). Be *ready* with several sources of where the person can get help (go with them to an appointment, etc.). Be supporting. Remind them that if they are out of control, it is the drug's fault, not theirs. *Encourage* them to seek help.

Find out what sources of help are available in your area.

Source: "Teen Substance Abuse." *Youth Awareness Theater Study Guide*. Chautauqua County, NY: Council on Alcoholism.

Handout 4
How Can I Help?

What can **you** do to help a friend who has a problem with drugs? It may be one of the most difficult things you've ever done, but remember, you just might save his or her life. Some points to keep in mind:

1. **Stop enabling.** Is there anything you're doing that makes it easier for your friend to continue using drugs? Don't cover up or make excuses to your friend's teachers or parents. Don't help him find drugs or lend him money for drugs. Don't try to shield him from the consequences of his drug use; let him take the blame, suffer the consequences, clean up after himself.

2. **Don't make your friend promise to quit.** The goal is not to make him stop taking drugs, but to get him into treatment. Demanding promises and good behavior just makes your friend lie and cover up even more. If he's addicted, he *can't* quit on his own.

3. **Get through the denial.** Denying there is a problem is a central part of any addiction. Remember, the problem is always worse than it seems. Your friend is putting a lot of energy into trying to make things seem normal. He will probably try to make you feel as if **you're** the one with a problem. If there is evidence of a problem, then you can be sure that there is a problem. Investigate! Get to the bottom of it.

4. **Be ready to put up with abuse.** Nobody likes to be told he's addicted or an alcoholic. Your friend will probably accuse you of nagging, butting in, preaching, not trusting him, and a number of other things—that's a symptom of addiction. You may feel frustrated and think, "What's the use? He's not even my friend anymore." It's extremely tough to keep caring about someone who tells you to get lost and quit bothering him, but remember, you're fighting an addiction that has a powerful hold on your friend.

5. **Offer long-term support.** Once your friend admits there's a problem and seeks treatment there's still a lot of work to be done. Addiction isn't just the addict's problem; it affects family, school, and industry. You can't change your friend's family or school situation, but you can do some things to make his recovery from addiction easier:

   Avoid places with your friend where others will be using drugs.
   Encourage an interest in non-drug activities like sports and hobbies.
   Help him rebuild friendships he may have dropped.
   Don't associate with people who use drugs.
   Emphasize drug-free ways of having fun, relaxing, and finding meaning and purpose in life.

Source: "The Invisible Line," Teacher/Leader Guide, written by Barbara Terman, Gerald T. Rogers Production, Skokie, IL.

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Session IV—Sex

Session Objective: Participants will become aware of the consequences of early sexual activity by teens and how as **SMART Leaders**, they need to resist pressures to be sexually active.

Notes for Group Facilitators

During this **SMART Leaders II** session, participants will watch and discuss a video on sexual activity by teens, and they will do various activities related to this topic.

Peer pressure has gotten a bad reputation. Many kids have become sexually active because of their belief that "everybody is doing it" and they don't want to be left out. However, "peer pressure" can become a positive force in the fight against pregnancy and sexually transmitted diseases. Their friends can choose abstinence, and they can support and encourage each other to make that choice.

As adults, there's only so much we can do to keep kids from being sexually active. One important approach we can use is to shift the focus to teaching them *how to help their friends*. That means they need to be able to answer some fundamental questions: What are the choices to be made related to being sexually active? What are the consequences of sexual activity, and how can they affect me and my friends? Can I refuse to have sex and still be "cool"? The other approach is to present abstinence as a real and effective option for teens.

Preparation Needed

✓ Before the session, preview the video you have selected and review the session materials.

✓ Keep in mind that the purpose of the program is to help teens learn how to help their friends and other teens. Keep the focus on their feelings about sexual activity, how to use peer pressure in a positive way, and the consequences of sexual activity for teens.

✓ Assemble materials:

- ☐ TV/VCR/DVD player
- ☐ Educational video on topic of teenage sexual activity
- ☐ Newsprint and markers

Sources

"Teen Pregnancy." *Youth Awareness Theater Study Guide*. Chautauqua County, NY: Council on Alcoholism.

"Saying NO: A Few Words to Young Women About Sex." *Study Guide*. Evanston, IL: Perennial Education, Inc.

"A Matter of Respect." *Study Guide*. GSA: National Audiovisual Center.

"It Only Takes Once." *Discussion Guide*. Seattle, WA: Intermedia.

Category: Sex

Title: "It Only Takes Once"

Source: **NOTE: This source is no longer available. Please refer to the recommended substitution provided on the enclosed memo preceding the Foreword of this guide.**

Price: $99

Objectives: By watching "It Only Takes Once," and doing the related activities in this session, participants will:

1. Become more aware of sexual abstinence as a real and effective option for teens.
2. Examine some of the implications of teen pregnancy and the impact a pregnancy would have on their future.
3. Recognize that as **SMART Leaders**, they can promote positive peer pressure to help other teens resist pressures to become involved in early sexual activity.

Time: 1–1½ hours

Summary: The film's central character (the narrator) is a teenager who "knows what's happening." She begins by saying, "I don't want no baby, you don't want no baby." She describes several teens who are afraid they are pregnant. The video shows a couple with a baby discussing how they got into the situation, and several other teens talk about how they got pregnant or got their girlfriends pregnant.

Cabrini Green Jackson (the narrator) emphasizes that there is only one guarantee against pregnancy, and that is not to do it. "Saying NO" is her method of birth control. The film promotes abstinence as a very real and effective option for teens. The film addresses the decisions teens need to make if they are going to be sexually active, and Cabrini gives some basic information about birth control options. (Also available are a version with no mention of birth control and a version in Spanish.)

Note: Portions of this write-up (including the summary and some discussion questions) were taken from "It Takes Only Once," *Study Guide*, Intermedia, and are used with the company's permission.

Introduce the video

Begin the session by telling members that the video they are about to see deals with preventing teen pregnancy. It combines humor with serious stories of teens who had to "grow up real fast." It is designed to help them understand the consequences of teen pregnancy. Tell the **SMART Leaders** that after the video, the group will discuss the issues raised in it.

Point out the following facts:

- Approximately one out of every ten young women between the ages of 15 and 19 become pregnant each year; four out of five of them are not married.
- Teen parents take on enormous responsibilities, both emotional and financial.
- Only half of girls who give birth before age 18 complete high school.
- The children of teenage mothers have high rates of illness, birth defects, and earlier deaths.

Show the video

Start the discussion by asking the group whether they can relate to Cabrini (the narrator) and what she says

1. Why do you think the film is called "It Only Takes Once"?
2. Do you know any teen parents? How has the pregnancy and parenting changed their lives?

Peer pressure influences teens to have sex

1. How important is peer pressure in teens' decisions to have sex?
2. After seeing the film, do you think "everybody's doing it"? Why do you think teens often believe that "everybody's doing it"?

Ways SMART Leaders can avoid this situation for themselves and their friends

1. What advice do the teen parents in the film give to other teens? How easy is it to "say NO" to someone you care about when they want to have sex with you?
2. If someone (male or female) has already had sex, does that mean they have to do it again, even if they don't feel right about it or have changed their mind? Why might someone change their mind?
3. Do you think most teens talk about birth control with their partners before having sex? Why or why not?
4. What responsibilities does the male have in a sexual relationship? The female?

Ask teens to imagine what would happen if they got pregnant or got someone pregnant

1. All the teen parents in the film said becoming pregnant made them grow up fast and that they really can't be "regular teenagers" anymore. What do you think they mean?
2. Do you think getting pregnant is a good way to get revenge on parents? To get attention? To keep a boyfriend?
3. If a friend told you she was pregnant (or his girlfriend was pregnant), how would you react?
4. How can a teen pregnancy affect a teen's plans and goals? Do you think most teens have plans and goals for the future? Why or why not?

Administer the Myth Quiz

Tell the **SMART Leaders** that there are a number of *myths* related to sexual activity. Go over the following myths. (The item marked with an asterisk [*] is optional since it mentions birth control.)

1. You can't get pregnant the first time you have sexual intercourse. (**Myth.** The **fact** is that a female can get pregnant anytime she has sexual intercourse.)
2. Parenthood is a responsibility that can really change your life. (**Fact**)

Administer the Myth Quiz (cont.)

3. Being a father makes you a man. (**Myth.** The **fact** is that as the Reverend Jesse Jackson says, "You are not a man just because you make a baby. You're a man because you raise a baby and provide for a baby.")

4. The only 100 percent safe way to avoid pregnancy is not to have sex. (**Fact.** Some methods of birth control, like condoms, diaphragm, and the pill, are generally effective in preventing pregnancies, but none of these methods is 100 percent effective.)

5. Sexual intercourse can spread diseases, including HIV/AIDS. **(Fact)**

6. Girls who haven't started their periods yet can't get pregnant. (**Myth.** The **fact** is a girl is able to get pregnant several weeks before her first period.)

7. A girl can't get pregnant during her period. (**Myth.** The **fact** is that pregnancy is more likely to occur at a certain time in the menstrual cycle, but no time is totally "safe" because an egg can be released by the ovaries at any time.)

Ask the group if they can think of any other "myths" related to sexual activity. Discuss them.

Have participants roleplay some related situations

1. A 15-year-old girl tells her best friend she is pregnant. Then she tells her boyfriend, the father of the baby.

2. Two 16-year-old girls talk about whether or not to have sex with their boyfriends. One decides not to, the other decides she might. Then their boyfriends talk to each other about wanting to have sex with their girlfriends. One boy is concerned about the possibility of pregnancy, the other thinks that it won't happen if it's the first time.

3. Two teenage parents talk about what life is like for them now that they have a baby. They are not married. Both feel kind of trapped and think they are losing out on good times with their friends. A friend stops by to visit, but the friendship has changed.

Category: Sex

Title: "No Time Soon" (16 minutes)

Source: **NOTE: This source is no longer available. Please refer to the recommended substitution provided on the enclosed memo preceding the Foreword of this guide.**

Price: $195

Objectives: By watching "No Time Soon" and doing the related activities in this session, participants will:

1. Increase their awareness of male responsibility in sexual activity.
2. Examine some myths about sex.
3. Look at some of the difficult decisions confronting teens when it comes to sex.
4. Recognize that as **SMART Leaders II**, they can promote positive peer pressure to help other Club members resist pressures to become involved in early sexual activity.

Time: 1–1½ hours

Summary: Vince and Arty do not want to be fathers "no time soon." These two inner-city teenagers candidly discuss mistaken ideas teens often have about sex, the importance of a caring relationship, male responsibility in birth control, and how fathering a child does not make you a man, but can actually get in the way of attaining life goals.

Note: Portions of this write-up (including the summary and some discussion questions) were taken from "No Time Soon," *Study Guide*, Select Media, New York, NY, and are used with the company's permission.

Introduce the video

Begin the session by telling members that the video they are about to see deals with teenage sex, relationships, responsibilities in birth control, and parenting. It is designed to help them understand the dynamics of teen sex and some consequences of teen pregnancy. Tell the **SMART Leaders** that after the video, the group will discuss the issues raised in the video, as well as additional facts about being sexually active.

Show the video

Start the discussion by asking the group whether they can relate to Vince and Arty

1. Why do you think the video is called "No Time Soon"?
2. How did Vince and Arty feel about their own fathers as parents? Why?

Peer pressure influences teens to have sex

1. How important is peer pressure in teens' decisions to have sex?

Ways SMART Leaders can avoid this situation for themselves and their friends

1. What advice do Vince and Arty give to teen viewers? How easy is it to "say NO" to someone you care about when they want to have sex with you?
2. If someone (male or female) has already had sex, does that mean they have to do it again, even if they don't feel right about it or have changed their mind? Why might someone change their mind?
3. Do you think most teens talk about birth control with their partners before having sex? Why or why not?
4. What responsibilities does the male have in a sexual relationship? Should guys worry about birth control?

Ask teens to imagine what would happen if they got pregnant or got someone pregnant

1. Do you know any teen parents? How has the pregnancy and parenting changed their lives?
2. How can a teen pregnancy affect a teen's plans and goals? Do you think most teens have plans and goals for the future? Why or why not?
3. If a friend told you she was pregnant (or his girlfriend was pregnant), how would you react?

Administer the Myth Quiz

Tell the **SMART Leaders** that there are a number of *myths* related to sexual activity. Go over the following myths. (The item marked with an asterisk [*] is optional since it mentions birth control.)

1. You can't get pregnant the first time you have sexual intercourse. (**Myth.** The **fact** is that a female can get pregnant anytime she has sexual intercourse.)
2. Parenthood is a responsibility that can really change your life. (**Fact**)
3. Being a father makes you a man. (**Myth.** The **fact** is that as the Reverend Jesse Jackson says, "You are not a man just because you make a baby. You're a man because you raise a baby and provide for a baby.")

*4. The only 100 percent safe way to avoid pregnancy is not to have sex. (**Fact.** Some methods of birth control, like condoms, diaphragm, and the pill, are generally effective in preventing pregnancies, but none of these methods is 100 percent effective.)

5. Sexual intercourse can spread diseases, including HIV/AIDS. **(Fact)**
6. Girls who haven't started their periods yet can't get pregnant. (**Myth.** The **fact** is a girl is able to get pregnant several weeks before her first period.)

Administer the Myth Quiz (cont.)

7. A girl can't get pregnant during her period. (**Myth.** The **fact** is that pregnancy is more likely to occur at a certain time in the menstrual cycle, but no time is totally "safe" because an egg can be released by the ovaries at any time.)

Have participants roleplay some related situations

1. A 15-year-old girl tells her best friend she is pregnant. Then she tells her boyfriend, the father of the baby.

2. Two 16-year-old girls talk about whether or not to have sex with their boyfriends. One decides not to, the other decides she might. Then their boyfriends talk to each other about wanting to have sex with their girlfriends. One boy is concerned about the possibility of pregnancy, the other thinks that it won't happen if it's the first time.

3. Two teenage parents talk about what life is like for them now that they have a baby. They are not married. Both feel kind of trapped and think they are losing out on good times with their friends. A friend stops by to visit, but the friendship has changed.

Activity: Concluding the SMART Leaders II Sessions

Objective: Members will complete Participant Reaction Forms and receive congratulations for completing the three (or more) **SMART Leaders II** sessions.

Time: 5 minutes

Materials:
- ✓ Copies of the **SMART Leaders II** Participant Reaction Form (found in **SMART Evaluation** in **SMART Moves** manual 1)
- ✓ Pencils

Review group's accomplishment

Tell members that they have finished the three (or more) sessions of **SMART Leaders II**. Have them applaud themselves for this accomplishment.

Announce Celebration Party

Set a date for a Celebration Party, which will include a review of potential involvement activities for **SMART Leaders II**.

Remind group of reward

Remind the SMART Leaders II that once they have participated in involvement activities, they have earned the end-of-program reward that the group decided upon in Session 1. Announce a date for receiving this reward.

Complete Participant Reaction Forms

Distribute **SMART Leaders II** Participant Reaction Forms, and then collect them when completed.

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Suggestions for Organizing the SMART Leaders II Celebration Party

Introduction

Tell participants that this is a celebration for completing the **SMART Leaders** sessions. Congratulate them for doing a fine job in the small-group sessions.

Review the involvement component

Review what is expected of **SMART Leaders** in the involvement component. Tell participants that when the involvement component is completed, they will have earned the end-of-program reward they selected as a group during the first session of **SMART Leaders II**.

Explain that, like **SMART Leaders I**, the involvement component of **SMART Leaders II** consists of doing a variety of activities related to the **SMART Moves** prevention program. (You and the **SMART Leaders** can decide the number of weeks to include for involvement activities.) Review the possible involvement activities they brainstormed in Session 1. The mechanics of this involvement component are explained on the page, "How the Involvement Component Works." Review that sheet with the group so that they remember the process.

Many possible activities are listed on the "**SMART Leaders II** Involvement Activities." **SMART Leaders** can select activities from that list, or they can create their own. If they plan to do an activity in a **SMART Moves** small-group session (including a session in **SMART Leaders I**), they need to discuss their involvement with the group leader. If they create their own activity, they should check it out with you before they do it.

Establish a date for participants to complete their involvement activities. Also, plan a graduation for the youth who have completed the **SMART Leaders** sessions and involvement activity component. It's important to publicly recognize their multi-year prevention program involvement and the important role they play in the prevention program.

☆ **Optional Activity:** If you are using pretest and posttest questionnaires to evaluate your program, distribute the posttest questionnaire and have participants complete it after they have finished the involvement component and before the graduation is held and the reward distributed.

How the Involvement Component Works

Leader's Note: The handout, "**SMART Leaders II** Involvement Activities," contains a variety of involvement activities teens can do individually or as a group to participate in the involvement component of **SMART Leaders II**.

Tell participants that some **SMART Leaders** prefer doing activities on their own, like helping lead a **Stay SMART** session or listening to a friend talk about their problems. Some **SMART Leaders** enjoy doing group activities, like a drug carnival or a community drug walk. Other **SMART Leaders** prefer doing a mixture of individual and group activities. **Use the approach appropriate for your group of SMART Leaders.**

The following procedures can be used to record the involvement activities completed by the **SMART Leaders II**, no matter which approach (individual, group, or mixed) they select for the involvement component.

1. Distribute and discuss the "**SMART Leaders II** Involvement Activities" handout, which lists examples of various activities participants may choose for their involvement.

2. Have the **SMART Leaders** select their involvement activities and discuss them with you before they conduct the activities.

3. Decide/announce how many activities each **SMART Leader** needs to complete to be eligible for the end-of-program reward.

4. Whenever a **SMART Leader** completes an activity, record the following information on the **SMART Leaders II** Involvement Activities Form for that teen:

   - ☐ a brief description of the activity
   - ☐ the date the activity was completed
   - ☐ a rating of how well the activity was done

5. The **SMART Leaders** are responsible for letting you know when they have completed an activity so that you can record it on their activities form.

Handout for SMART Leaders II
SMART Leaders II Involvement Activities

Note: Activities can be done in groups. They may be easier, more creative, and more fun that way!

Examples of Involvement Activities

1. Behave as a positive role model (encourage other youth to participate in the **SMART Moves** prevention program and generate enthusiasm about the program).

2. Conduct an activity in a **SMART Moves** small-group prevention program (**SMART Kids, Start SMART, Stay SMART, SMART Leaders I**).

3. Create an icebreaker for a **SMART Moves** small-group program.

4. Write a roleplay for a **SMART Moves** small-group program.

5. Conduct a roleplay in a **SMART Moves** small-group program.

6. Assist with a Club-wide/community event.

7. Conduct a prevention activity at home with your family. (Examples: play Prevention Baseball; analyze a music video on TV; figure out the messages ads use to get you to buy)

8. Organize and/or conduct a Parent's Night at the Club.

9. Assist in leading a **SMART Moves** small-group session.

10. Lead an entire **SMART Moves** small-group session.

11. Create an activity of your own, and okay it with your group leader before you do it.

12. Help with fundraising events in the organization.

13. Help the younger children in the gamesroom or gym.

14. Help supervise a field trip.

15. Assist with an Annual Awards program.

16. Assist with other Club activities.

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SMART Leaders II Involvement Activities Form
(to be completed by the group leader)

Leader's Note: Prepare one of these forms for each **SMART Leader**. Record each time they perform an involvement activity, and rate their performance if you observe it.

Name of Member: **Group Leader:**

Brief Description	Date	Rating (F,G,E)
1.		
2.		
3.		
4.		
5.		
6.		

* F = Fair, G = Good, E = Excellent

7.		
8.		
9.		
10.		

* F = Fair, G = Good, E = Excellent

Below, please rate the overall quality of the **SMART Leader's** involvement using a scale of 1 to 5:

1 = Poor
2 = Fair
3 = Average
4 = Good
5 = Excellent

a) Overall, how *well* did they do the activities? _____ (1 to 5)

b) How *enthusiastic* were they in doing these activities? _____ (1 to 5)

_____
Group Leader's Name Date

Section 4: Recruitment and Retention of Youth in SMART Moves Prevention Programs

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Recruitment Strategy for SMART Leaders I

Leader's Note: Youth who have completed the **Stay SMART** prevention program are eligible for the **SMART Leaders I** program. The same strategy can be used to recruit for the **SMART Leaders II** program after youth have completed **SMART Leaders I**.

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1. Develop a flyer announcing the **SMART Leaders I** prevention program (include dates for the five sessions).

2. Mail flyer to all youth eligible for **SMART Leaders I**.

3. Telephone each family about the program, asking their permission for the youth to participate in the **SMART Leaders I** program, and inviting the youth to a **SMART Leaders I** Kick-off Party.

4. Mail parent permission letter on organization stationery, asking parents for signed permission for their child to participate in the **SMART Leaders I** program and reminding youth of the **SMART Leaders I** party.

   (Follow up with home visits to families not returning the signed parent permission form, taking additional forms with you. HAVE ALL SIGNED PARENT PERMISSION FORMS BEFORE THE FIRST SESSION.)

5. Hold the **SMART Leaders I** Kick-off Party. Include refreshments and games, and give the teens a pep talk about the program. Emphasize that they will be **SMART Leaders** who can help other youth resist pressures to use ATODs and early sexual activity.

6. Conduct the five **SMART Leaders I** sessions.

7. Hold the **SMART Leaders I** Celebration Party after completion of sessions.

8. Conduct the **SMART Leaders I** involvement component.

9. Hold a **SMART Leaders I** graduation.

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SMART Moves Parents/Guardians Notice and Consent Form

Your child has expressed an interest in participating in the _____ Boys & Girls Club **SMART Moves** program. **SMART Moves** is Boys & Girls Clubs of America's nationally acclaimed prevention program educating youth about alcohol, tobacco, and other drugs, teen sexual involvement, and HIV/AIDS. Please keep in mind that our programs do the following:

- Only discuss topics relevant to your child's stage of development. For example, we will not discuss the risks of early sexual involvement with 7-year-olds.
- Only teach the facts about alcohol, tobacco, and other drugs and the risks of teen sexual involvement and HIV/AIDS. We do not discuss our personal theories or beliefs.
- Teach kids how to avoid negative peer pressure (refusal skills training).
- Do not advocate birth control or talk about abortion.

In addition, because of grant funding requirements for the **SMART Moves** program, it may be necessary that we administer pre- and post-tests, an anonymous questionnaire about a child's personal background, and, in some cases, keep progress notes on participants. These items may be necessary in order for our funding sources to evaluate the success of our program. Naturally, all of the above information will be kept **strictly confidential**.

If you have any questions about the **SMART Moves** curriculum and how your child will be involved, please attend our **SMART Moves** program orientation for parents/community members, scheduled for *date/time/location*. If you have any questions, suggestions, or concerns, please contact *staff responsible for program* at *telephone number*.

_____ I DO give permission for my child to participate in the **SMART Moves** program.

_____ I DO NOT give my permission for my child to participate in the **SMART Moves** program.

NOTE: It is vital that your child return this letter in order to participate in the program.

Child's Name	Age	Boys & Girls Club (or program site)
Your Name Printed	Your Signature	Date

Source: SMART Resources

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Strategies for Working with SMART Moves Program Youth

1. Include refreshments with **SMART Moves** program sessions, celebration parties, and graduations.

2. Constantly recognize the program youth (in the Club AND in their schools). Call kids up in front of other members. Help them feel good about themselves.

3. Have lunch with program youth at their schools.

4. Build in the responsibility factor. Develop a game plan for recognition and responsibility. Let youth help plan activities and determine incentives and rewards.

5. Be flexible. Address the mood of participants at the outset of each session. If they're not ready to get into the prevention session, find out what is on their minds and deal with that first.

6. Schedule **SMART Moves** sessions in conjunction with other staff to avoid potential conflicts in scheduling. If something big is going on in the organization, the youth will not be attentive.

7. Help youth understand that "winning is being able to GIVE."

8. Provide short-term, medium-term, and long-term goals. Youth need some immediate gratification, as well as something to look forward to.

9. Recognize that ultimatums can backfire. Don't threaten what you won't deliver.

10. Use "I" messages; youth get enough "you" messages from others.

    An "I-message" consists of three essential parts:
    - ☐ a brief, clear description of a specific behavior
    - ☐ the resulting feelings experienced because of the specific behavior
    - ☐ a brief, clear description of the tangible impact the behavior has had

11. Consider holding **SMART Moves** sessions at a time when the organization is closed (a quieter atmosphere may reduce discipline problems). Or extend the organization's hours a bit for extra "free" time for program youth after sessions.

12. Contact the principal of the school and teachers on behalf of program youth.

Retention Strategies

1. Develop a **SMART Moves** letter (like a sports letter) to identify with the group. Or have group t-shirts or hats.

2. Give a button a week.

3. Hold an orientation for parents for the **SMART Moves** programs. Let parents know the purpose of these programs and that it is "more than fun." Parents are less likely to "ground" the child from sessions as a disciplinary action.

4. Provide a discount card that will enable participants to get into movies for half price, receive discounts at various stores, etc. Show program youth that the community is proud of them.

5. Offer free trip(s) for completing the various **SMART Moves** programs.

6. Sleepovers can be enticing and also a good way to do makeup sessions.

7. Get in touch with parents when a youth misses a session. Understand the reason WHY the child isn't attending.

8. Appeal to group loyalty.

Incentives for Attendance

1. Keep a chart in the room where you hold sessions. Give a gold star for a session, silver for a makeup, and nothing if missed.

2. Feed youth in order of their arrival at the session (this encourages punctuality).

3. Ask youth what they want as incentives.

4. Put the name of each youth in a hat for each session. Have a drawing for a bike (for example) at the end of the sessions.

Makeup Sessions

1. An all-night party works well. Be sure to invite *all* program participants, including those who do not need makeups.