

# Training Faculties to Use Prevention Dimensions in a Caring Classroom

**CARE**

**CARE ABOUT MYSELF**

I have a right to care about myself.

I have a responsibility to make smart choices when I care about myself.

**CARE ABOUT OTHERS**

I have a right to be in an environment where I feel safe.

I have the responsibility to help ensure others are treated with kindness.

**CARE ABOUT COMMUNITY**

I have a right to live in a healthy and safe community.

I have a responsibility to contribute to the health and safety of my community.

**PD UTAH**

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These worksheets, handouts, PowerPoints, and video files are available on the accompanying flash drive and will soon be available online.

## Worksheets (PDF)

I Am Part of a Bigger Picture

## Suggested Resources (for facilitators)

### PowerPoint

Trainer's PowerPoint

### Handouts (PDF)

Social Development Theory

## Risk & Protective Factors

Assets

Full-page bug pictures

Half-page bug pictures

Quarter-page bug pictures

## Videos (Sorted by order of use; numbers are video time length.)

### Introduction to Training

Introduction (1:24)

Overview of Prevention (3:46)

Power of PD (3:08)

Things Change (2:37)

Risk and Protective Factors (2:29)

Social Development Theory (3:28)

Evaluation (5:41)

Affirmations (3:24)

Quilt-Block (3:45)

Integration (0:40)

Thank You (1:30)

### Lesson 2 – Bugs and Rocks

King Tut Shuffle (1:52)

Bugs Introduction (0:48)

Bug Fixes (0:45)

Bugs in Class (4:20)

Rocks in Class (2:59)

### Lesson 3 – Be a Builder

Builder Introduction (0:42)

Learn About Bullying (4:30)

Rumors (1:27)

Fox Hollow Elementary (4:40)

IALAC (2:53)

Builder Booklet (1:40)

### Introduction to PD Lessons

Lesson Overview (1:24)

3 Cs (2:53)

Increasing Your Value (1:24)

### Lesson 4 & 5 – I STOP'D/WE STOP'D

Stop & Think (0:55)

Refusal Skills (8:08)

Huff and Puff (4:48)

### Lesson 1 – Feelings

Emotions (1:40)

Labels (1:54)

Relaxation Lesson (3:13)

Anger Lesson (2:16)



# Welcome

Thank you for being a part of a wonderful group of passionate people who believe that educating the “whole child” means providing important skills in both the academic and life skill domains. Prevention Dimensions provides resources to teach those life skills that will help a child become an optimally functioning individual.

Prevention Dimensions is a wonderful, innovative and evidence-based curriculum that supports the Utah Board of Education’s goals of civic and character education. PD lessons can be used to enhance national campaigns of suicide prevention, substance abuse prevention and self-care. PD is easily integrated into various Utah State Office of Education core disciplines such as health, social studies and literature. PD has been shown to:

- Increase social competency skills,
- Increase protective factors, and
- Enhance academic performance.

The contents of this manual, accompanied by the included media, provide resources for you to facilitate trainings with small and large groups of people who are interested in learning how to use Prevention Dimensions in the classroom.

This booklet is divided into modules. Each module may be used independently or as a part of a logical flow in presenting Prevention Dimensions. Each module contains links to various media files on the flash drive. Feel free to use the media links as part of your presentation, or just review them for yourself to get an idea of how you would like to present the material. Training time for each module is 20-30 minutes.

Be flexible and interactive with the teachers you train. Everyone has terrific ideas about how to help students

Welcome





navigate the tests of life. There may be suggestions on how to overcome some roadblocks (such as time, mandates, and schedules) that would hinder a teacher from teaching life skills in the classroom. Sharing with grade-level teams and other faculty members will enhance the classroom experience for both students and teachers.

Feel free to use or not use the video segments. Ensure that the content is accurately presented but make this presentation your own and present in your own style.

Before starting each training session, please ensure you have done the following:

- Read all the relevant PD lessons for the training.
- Give yourself plenty of lead-time to secure materials for each participant. Materials are available from the Utah State Office of Education (801-538-7500).
- Ensure that you know how to clearly explain the activity or game.
- Ensure computers and other media equipment are working properly before the training begins.
- Arrange the room so that all trainees can see the trainer, and, as much as possible, see all other trainees.
- Greet each participant with eye contact and a cheerful greeting.
- Ensure each trainee is comfortable in the training environment.

Enjoy the process of helping others learn about Prevention Dimensions and the difference using these lessons can make to develop optimal functioning individuals and a positive classroom culture.

We appreciate you and wish you success.

Welcome





# Introduction to Training

Featuring Verne Larsen

Materials needed in this module:

- Binder for each participant
- Lesson plans appropriate to the grade level
- Music for each participant
- Prevention Dimensions Foundation CD
- Posters for each participant
- Classroom videos for third and fifth grades
- Workbooks for fourth grade
  
- Handouts for each participant:
  - \* Social Development Theory
  - \* Assets
  - \* Risk and Protective Factors
  - \* I Am Part of a Bigger Picture
  
- SHARP data for local area (this Student Health and Risk Prevention data is available online or from your local substance abuse authority).

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## Strategy 1: Introduction to PD

- Play the video: “Introduction.”
- Review the information in the video:
  - \* Understand prevention science and the “WHY” of Prevention Dimensions (PD) as a foundation of prevention.
  - \* Explain how prevention and life skills education help create optimally functioning individuals.
  - \* Learn how to use PD, and be committed to using PD in schools.
  - \* Experience and personalize various parts of the PD resource lessons, including games, activities, music and discussions.



- \* Be able to train others to use the PD lessons in the classroom.
  - \* Understand various challenges and barriers related to PD implementation, and develop ways of overcoming them.
  - Discuss with the group how teachers can combine academic achievement and social competence to create an optimally functioning individual. You may wish to use one of your favorite discussion-building activities to facilitate this discussion.
- 

### Strategy 2: Overview of Prevention

- Play the video: “Overview of Prevention.”
  - Review the information in the video:
    - \* See the overview of Prevention Dimensions as a foundation of prevention.
    - \* Understand how PD is a universal prevention effort that addresses a variety of social issues, such as:
      - Substance abuse,
      - Gangs,
      - Bullying,
      - Suicide, and
      - Child sexual abuse.
    - \* Learn that PD is congruent with the Utah State Office of Education’s Health Core Standards and Objectives.
    - \* Understand how PD helps create a positive school culture that is conducive to learning and has a positive impact on a student’s academic achievement.
    - \* Recognize that PD can assist with a student’s important social/emotional learning skills.
- 





## Strategy 3: The Power of Prevention Dimensions

- Play the video: “Power of PD.”
    - \* Visit with the group about positive student outcomes in your school because of a teacher using Prevention Dimensions.
    - \* What could you do to use the power of Prevention Dimensions in your own classroom?
- 

## Strategy 4: Things Change

- Play the video: “Things Change.”
  - Review the information in the video:
    - \* Explain the history and development of Prevention Dimensions.
    - \* Discuss that things change over time, and revisions need to be made.
- 

## Strategy 5: Distribute materials

- Give the materials to participants.
  - Explain that they will explore the materials in more detail later on.
- 

## Strategy 6: Risk and Protective Factors

- Play the video: “Risk and Protective Factors.”
    - \* Talk about prevention guidelines.
    - \* Use the handout “Risk and Protective Factors” to discuss how these factors affect your school.
    - \* Start the “Risk and Protection” game described on page 17 with just risk factors.
    - \* Play the game again adding protective factors.
- 

## Strategy 7: Social Development Theory

- Play the video: “Social Development Theory.”
- Use the “Social Development Theory” handout to explore how this works in your classroom.



- Distribute the “Assets” handout.
    - \* Explain and discuss assets.
    - \* Personalize a discussion of how each participant can become an asset builder.
- 



### **Strategy 8: Evaluation**

- Play the video: “Evaluation.”
  - Discuss any part of the video that is of interest to the participants.
    - \* Early prevention implementation
    - \* National Registry of Effective Prevention Programs (NREPP)
    - \* Experimental control group study
    - \* Latest information
    - \* Plug in your local SHARP data
- 

### **Strategy 9: Affirmations**

- Play the video: “Affirmations.”
  - Have a conversation about what the participants learned from this introduction to the PD training. You may wish to use a quick review game. (See page 16 for some ideas.)
- 

### **Strategy 10: I am part of a bigger picture**

- Play the video: “Quilt-Block.”
- Complete the worksheet “I Am Part of a Bigger Picture.”
  - \* The quilt-blocks are blank so that participants can brainstorm their own resources and fill in contact information.
  - \* There is an “I Am Part of A Bigger Picture Suggested Resources” page on the flash drive that the facilitator can use to offer suggestions.
- Play the video: “Integration.”
  - \* Discuss how teachers could integrate PD life lessons into their classes.
- Play the video: “Thank You.”





# Prevention Dimensions Introduction to Lessons

All participants should bring the materials that they received in the last session (i.e., binders, lessons, music).

## Strategy 1: Overview

- Play the video: “Lesson Overview.”
- Review the information mentioned in the video:
  - \* Prevention Dimensions colors are red (from Red Ribbon Week traditions about healthy self, especially the healthy choice to avoid alcohol, tobacco and other drugs) and purple (from the color of royalty and treating others with respect and dignity).
  - \* The first few pages of the binder list various school board members, PD committee members, a short history of Prevention Dimensions, and other explanatory material.
  - \* Talk about the Mascot – “PD” the Woolly Mammoth.
  - \* Prevention Dimensions has two variations of the PD logo. The logo at the top of this page is used mostly by primary grades; the logo at the bottom of this page is used by elementary and secondary students.

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## Strategy 2: The 3 Cs

- Play the video: “3 Cs.”
- Show the 3 Cs poster. Use the front cover of this booklet if you don’t have an actual poster.
  - \* Talk about rights and responsibilities.
    - A “right” is a freedom that is protected, such as the right to free speech and/or to attend school.





- A “responsibility” is a duty or something you should do, such as expressing your opinion or doing your homework.
  - \* Care about self.
    - I have the **right** to care about myself.
    - I have the **responsibility** to make smart choices when I care about myself.
  - \* Care about others.
    - I have a **right** to be in an environment where I feel safe.
    - I have the **responsibility** to ensure others are treated with kindness.
  - \* Care about the community.
    - I have the **right** to live in a healthy and safe community.
    - I have the **responsibility** to contribute to the health and safety of my community.
- 

### Strategy 3: Lesson formatting

- Give teachers about 15 minutes to read the first few lessons in their manual. Ask them to make mental notes about content, formatting, length and ease of understanding.
- Use the following questions to start a discussion about the lessons.
  - \* What did you notice about the lessons?
  - \* How was the formatting of the lessons helpful?
  - \* What parts of the content do you already use in the classroom?
  - \* How could using these three principles help people improve their own lives and the lives of others?
- Play the video: “Increasing Your Value.”





# Prevention Dimensions

## Lesson 1

Feelings, Don't Laugh at Me, "I" Messages

Materials needed for this module:

- Video equipment
  - Review previous lesson and training
  - PD Trainer's CD
  - Steve James music CDs
  - PD Foundation CD
  - Prepared strategy from a PD lesson 1 (any grade)
- 

### Strategy 1: Introduction

- Play the video: "Emotions."
  - Model a part of either a primary grade (grades K, 1 or 2) or an upper grade lesson. Many trainers use an activity from one of the lessons and then talk about what the activity can teach.
  - Have trainees read through their own grade's lesson 1 from their own binder. Talk about the reading by using any of the following prompts or some of your own:
    - \* What was the lesson about?
    - \* How did the activities in the lesson help teach the concept?
    - \* What other activities might you suggest?
- 

### Strategy 2: Using Peer Leadership Teams

- \* Play the video: "Labels"
- \* Discuss how the video could be used in the classroom.



- \* Discuss high school *Peer Leadership Teams* (PLT) or whatever they are called in your area. Find out how to invite them to your schools.
- 



# ∞ PD Lesson 1 – Feelings



### Strategy 3: Music of Prevention Dimensions

- Explain the power of music through jingle recognition.
    - \* Start singing or saying any current or past jingle and have the group complete it. Some popular jingles might include:
      - “I am stuck on Band-Aids, ‘cause...”
      - “Like a good neighbor...”
      - “Plop, plop, fizz, fizz...”
      - “Tony the Tiger says, ‘They’re...’”
      - “The choice is yours...”
    - \* Have the group start a jingle and see how easy it is to remember and complete it.
    - \* If you wish, use the alphabet on page 21 to further explore the power of advertising.
    - \* Talk about how deeply jingles are embedded in our minds.
  - The PD Steering Committee introduced music into Prevention Dimensions to help students easily remember core ideas.
  - Demonstrate and listen to any of the PD music.
    - \* This music is on the PD Foundation CD:
      - Mr. Rogers, “Feelings” (Kindergarten)
      - “Don’t Laugh at Me” (various versions)
    - \* Steve James music
- 

### Strategy 4: Classroom demonstrations

- Play the video: “Relaxation Lesson.”
- Play the video: “Anger Lesson.”
- Discuss further insights or questions.



# Prevention Dimensions

## Lesson 2

Bugs or Rocks

Materials needed for this module:

- Video equipment
- PD Trainer's CD
- PD Foundations disc or other source of the "King Tut Shuffle"
- Prepared strategy from a PD lesson 2 (any grade)
- Optional: Use the bug pictures on page 22
- 

### Strategy 1: Review

- Talk about successes and frustrations of teaching Prevention Dimensions lesson #1 to a class.
    - \* What experiences did teachers have?
    - \* How did students react to the lesson?
    - \* What learning and insights were gained by teachers and students?
  - Review the power of music by learning the "King Tut Shuffle" together. (A video of the "King Tut Shuffle" is available on the "PD Foundations disc" as well as the media disk accompanying this training booklet.)
- 

### Strategy 2: Bugs Introduction

- Play the video: "Bugs Introduction."
- Use a strategy from any lesson in either the primary or elementary grades to model a learning objective from lesson 2. You will need to read the lessons and choose something that will fit the group you are working with.





- Initiate a group discussion by asking these or other essential questions.
    - \* How can not dealing with things that bug me lead to the use of alcohol, tobacco or other drugs (ATOD)?
  - Play the video: “Bug Fixes.”
    - \* How could an inability to effectively deal with “bugs” lead to use of other negative behaviors?
    - \* How does developing life skills keep me away from ATOD and other negative behaviors?
    - \* How can the use of ATOD increase my bug load?
    - \* What are effective “bug eliminators”?
    - \* How can Helpful Heroes help eliminate “bugs”? (A primary grade strategy)
    - \* How does changing perspective of a situation help eliminate “bugs”? (An elementary grade strategy)
- 

### Strategy 3: Classroom Demonstrations

- Play the video: “Bugs in Class.”
- Play the video: “Rocks in Class.”
- Discuss further insights or questions.





# Prevention Dimensions

## Lesson 3

Builders and Breakers

Materials needed for this module:

- Game of “Saboteur” (on page 23)
- A stack of Jenga-style blocks or about 20 small paper cups for each group of 6-10 participants.
- Video equipment

### Strategy 1: Review

- Talk about successes and frustrations of teaching Prevention Dimensions lesson 2 to a class.
  - What experiences did teachers have?
  - How did students react to the lesson?
  - What learning and insights were gained by teachers and students?
- 

### Strategy 2: Builders and Breakers

- Play the video: “Builder Introduction.”
  - Play the video: “Learn About Bullying.”
  - Share thoughts and comments about the videos.
- 

### Strategy 3: Lesson 3 Overview and Demonstrations

- Have each teacher independently read and review lesson 3 in his or her own Prevention Dimensions binder.
- Use a strategy from any lesson in the primary or elementary grades to model a learning objective from lesson #3.
- Play a game of “Saboteur” (see page 23).







# 12 PD Lesson 3 – Builders



## Strategy 4: Using Peer Leadership Teams

- Play the video: “Rumors.”
  - Discuss these essential questions:
    - \* What behaviors get in the way of being a builder?
    - \* What ideas come to mind on how to create a classroom of builders and not breakers?
    - \* What strategies would work best in my classroom to help students be builders, not breakers?
    - \* How can we use the 3 Cs to help students remember to be builders?
- 

## Strategy 5: Classroom Demonstration

- Play the video: “Fox Hollow Elementary.”
- Play the video: “IALAC.”
- Play the video: “Builder Booklet.”
  - \* Discuss how your school could use this lesson to be better builders.
  - \* What programs, media or other resources could your school use to enhance this lesson?



# Prevention Dimensions

## Lessons 4 and 5

I STOP'D and We STOP'D

Materials needed for this module:

- Video equipment
- “Stop and Think” signs
- Trainer’s CD
- We STOP'D machine game (on page 20)

### Strategy 1: Stop and Think

- Play some “Flash Thinking” games (see page 19).  
As an option, view the “Stop & Think” video.
    - \* Explain that we must often stop and think before answering a question or doing something out of habit. (Use the “Stop and Think” signs on page 24.)
    - \* Failure to have an adequate decision making model can often lead to unhealthy or unwise actions.
- 

### Strategy 2: Lesson Review

- Have teachers review their own PD lessons 4 and 5 in their own PD binders.
- 

### Strategy 3: I STOP'D

- Explain each step of the I STOP'D model:
  - \* Use the pictures in the lesson to emphasize the I STOP'D steps.
  - \* Reinforce the “S” step of I STOP with the Chill Drill.
  - \* Show the “Chill Drill” slides on the “Trainer’s PowerPoint.”
  - \* Play and learn the music “Chill.”





### Strategy 4: We STOP'D

- Explain that “We STOP'D” is the same as “I STOP'D,” except that it is used for groups rather than individuals.
  - Have the training group play a group game that requires planning and thinking. Consciously use the “We STOP'D process to succeed at the game.
    - \* Look online for a quick group game that requires group thinking and planning. (A great source is the TV show “Minute to Win It.”) Just search online and use an appropriate game for your group or class. There is a simple group game called “Machine” on page 20.
    - \* Discuss the We STOP'D activity using the following prompts:
      - What happened in our group when we first played this game?
      - What parts of We STOP'D did we use to improve our game strategy?
      - Where does this kind of strategizing occur in other situations?
      - How can we get past the roadblocks that often stop us from teaching prevention in the classroom?
- 

### Strategy 5: Classroom Demonstration

- Play the video: “Refusal Skills.”
- Play the video: “Huff and Puff.”
  - \* Discuss how your school could use this lesson to be better problem solvers.
  - \* What programs, media or other resources could your school use to enhance this lesson?



# Prevention Dimensions Further Training and Motivation Ideas

Materials needed for this module:

- Video equipment
- Other materials as needed

Explore and model other lesson strategies from various grade levels. Many trainers assign a strategy to individual trainees to teach the group.

- Huff and Puff (Kindergarten, Lesson 17)
- Feelings Wheel (Grade 1, Lesson 6)
- Everybody Who (Grade 1, Lesson 7)
- Marshmallow Towers (Grade 2, Lesson 11)
- Yarn Webs (Grade 2, Lesson 14)
- Coat of Arms (Grade 3, Lesson 9)
- Straw Breathing (Grade 3, Lesson 15)
- Goal Setting (Grade 4, Lesson 7)
- Tobacco on Trial (Grade 4, Lessons 12-17)
- Frogman (Grade 5, Lesson 8)
- Wheel of Misfortune (Grade 5, Lesson 8)
- Two Truths and a Lie (Grade 6, Lesson 1)
- Liver Overload (Grade 6, Lesson 6)

Other Ideas

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# Lesson Review Ideas

This page describes a few activities for review and reflection.



## Review Activities

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### Roses and Thorns

Ask the participants to imagine a rose with thorns. Thorns represent the difficult parts of the lessons or things about the training or lesson that didn't go so well. Roses represent pleasant and insightful parts of the lesson or parts of the training that were very helpful.

You could also do this as “Wowzers and Bowzers” or any other contrasting imagery.

### PD News

Craft the training or lesson into a short newscast. Tell the other class members about the important parts of the training. Include both upsets and insights.

Some people do this as an “alien in the room” event. Assign a class member to be the visiting “alien” who is trying to understand what is happening in the room. The other class members inform the alien, in plain and simple language, what the training is all about.

### Pat Around

All the participants sit in a circle and place their hands on the table. On signal from the facilitator, everyone spreads their arms apart and places their hands on the other side of the hands on either side of them.

The designated leader of the group taps or pats the table with the right of left hand. Play moves around the table in order of **hands**, from hand to hand. If a person makes a mistake and taps out of turn, he/she must say something he/she learned today.



# Risk and Protection Game

“Risk and Protection” is a group game suitable for most groups, and gives participants a basic idea of risk and protective factors.

Materials needed:

- A piece of paper for each player
- A pencil or other writing instrument

Discuss risk and protective factors with the group.

A protective factor is a measure of safety set in place in order to protect youth, parents or teachers from a specific risk. A protective factor can be a parent, teacher, friend, or program, such as a basketball team run by a coach who has the best interests of students in mind.

Conversely, a risk factor is just the opposite: an influence that may push a youth toward engaging in the problem behavior that he/she is already at risk for.

Discuss various risk factors with the group. Some risk factors might include the following:

Poverty	Family conflict	Learning difficulties
Substance abuse	Negative peers	Hostility and aggression
Low expectations	Poor social skills	Academic failure

Discuss various protective factors with the group. Some protective factors might include the following:

Social skills	Flexibility	Caring community
Positive peers	Parental monitoring	Being media literate
High expectations	Meaningful involvement	Sense of trust



Each person decides to write a risk factor or a protective factor on his/her paper.

One person is chosen to stand in the center of the group and is labeled “it.”

The members of the group who wrote a risk factor on their papers wad up paper and, on signal, throw the wadded paper toward the person in the middle. In other words, “Hit the It.”

Discuss what happened –

- How many papers hit the “it”?
- How does it feel to be so exposed?
- How could “it” defend himself/herself from so many risk factors?

Play the game again.

- Return the risk factor papers to class members.
- Have members who wrote protective factors on their papers to stand around the “it” holding the protective factor papers.
- Risk factor papers are again thrown toward “it.”
- Protective factor members deflect the risk factors.

Discuss what happened.

- How many papers hit the “it”?
- How does it feel to be so protected?
- How can protective factors reduce the hazards of risk factors?

# Risk and Protection Game

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# Flash Thinking Activities

Say the word “white” ten times very quickly.

- What do cows drink?

Spell the word “pots” three times. (The facilitator says “pots” after each spelling.)

- What do you do at a green light?

Spell the word “joke” three times with laughter in your voice. (The facilitator says, “joke” after each spelling.)

- What is the white part of an egg called?

Say the number “three” three times.

- How many animals of each kind did Moses take on the ark?

Hold up a penny and a nickle. Say, “I have three children. The first is named Penny; the second is named Nicholas. What is the name of the the third child?”

- Participants will try to associate the coins with the names of the children. Actually, the third child is named “Mike.”

Say the word “roast” (like something you might have for Sunday dinner) five times.

- What do you put in a toaster?





# We STOP'D Machine



## We STOP'D Machine

20



This activity is a group game that will require participants to think of new and better ways to improve efficiency and effectiveness. Ask participants to be conscious of the We STOP'D model. (We have the power to choose and change; Stop what we are doing; Think about other Options; Pick one of those new behaviors; Do it).

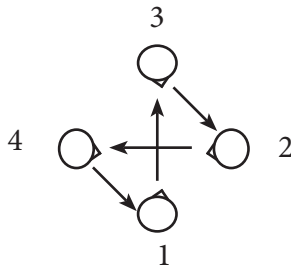
Each group has four participants seated in a circle facing inward.

Each person has a wad of paper or other soft object to toss or pass.

Count off around the circle: “1, 2, 3, 4.”

- 1 throws his/her paper to 3.
- 3 throws his/her paper to 2.
- 2 throws his/her paper to 4.
- 4 throws his/her paper to 1.

The goal is to create the most efficient and effective “paper tossing machine” possible.





# Advertising Works

This activity illustrates how easy the brain remembers trivial information that is continually presented to it using patterns and repetition.

Many of these logos are decades old and are instantly recognized by millions of people.

See how many you can identify.

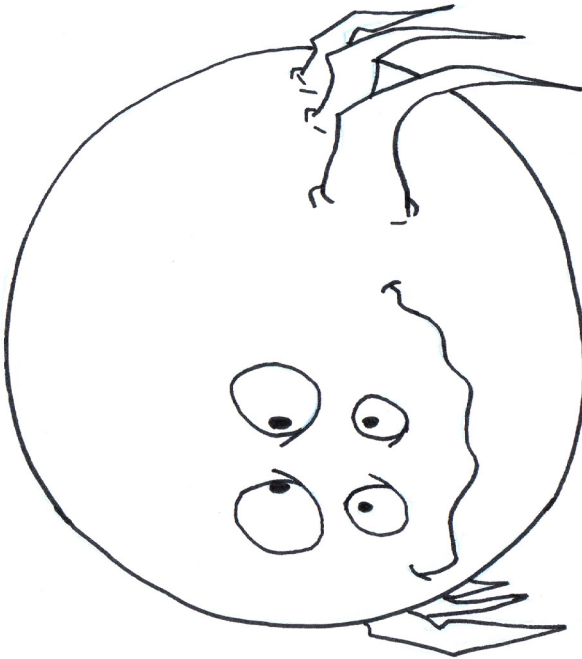
## Advertising Works

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# Bugs

Use these bugs for examples in a “Bug” lesson, or copy some bugs from one of the Prevention Dimensions grade lesson books.





# Saboteur

Materials needed:

- A stack of Jenga-style blocks or about 20 cups for each group

This game is designed to give participants prompts in a discussion about builders and breakers.

Begin with groups of 5-10 participants.

Instruct all the participants to close their eyes while you secretly touch one person per group to be a “super secret saboteur.”

After the selection is made, have everyone open his or her eyes. Instruct the class that the job of the saboteur is to destroy the work of the group. However, he/she must do this secretly and not in an open manner. The saboteur must not be detected, and goes about his/her work in a very clandestine, secret, spy-like manner.

Each group is given five minutes to build the tallest tower possible with the blocks or cups.

Discussion questions might include:

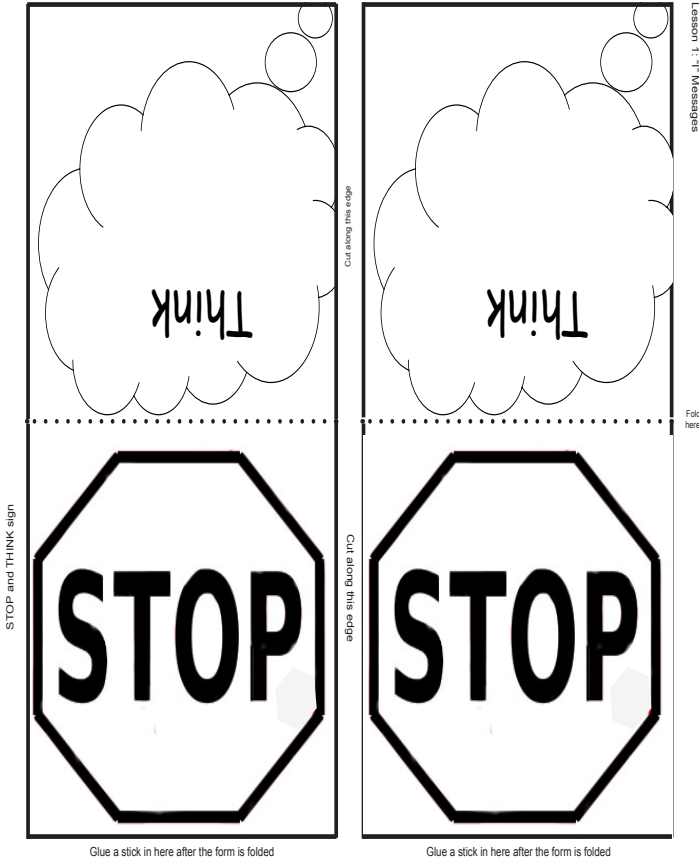
- What happened?
- Who do you think is the saboteur in your group?
- What do you feel like when someone destroys what you are working to build?
- What did it feel like to be a saboteur?
- When else does this kind of thing happen?
- How can we handle situations in which people seem to want to ruin what others have built?
- What could you do if you see people “breaking” and not “building”?



# Stop and Think



This activity page comes from the Prevention Dimensions first grade binder.



This template can be used for creating a sign. Have students color the "Stop" sign and the "Think" sign. Cut out the rectangle including both signs. Fold the rectangle in half so "Stop" is on one side and "Think" is on the other. Put a tongue depressor or Popsicle stick in between the signs and paste them together. Students can use the sign to show they are stopping and thinking. There is another version of this template on page 51.





## References of Research and Evidence for Prevention Dimensions and Other Social Development Programs

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