

# Connect!

LEARNING ACTIVITIES TO STRENGTHEN ASSETS

# I



## Resistance Skills

WRITTEN AND COMPILED BY:  
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# Introduction

## THE CONNECT! I LEARNING ACTIVITIES TO STRENGTHEN ASSETS

Curriculum is based on strengthening the “Developmental Assets” of Youth. These 40 “Developmental Assets” as identified by the Search Institute of Minneapolis have proven to be crucial building blocks that youth and families need in order to succeed in life.

Throughout the country, organizations and schools recognize that these assets can be built and strengthened in our youth with the quiet revolution termed “mentoring.” A mentor is defined as a “wise and trusted friend; or someone that shows the way.”

In the 1997 Summit on America’s Future, leaders from all across the country hailed mentoring as one of the necessary solutions to help ensure a stable future for America’s Youth. They were supported by research proving that mentoring works. Goals were set to find and enlist two million mentors by the year 2000. That goal has been met!

Volunteer mentors come with a variety of education and experience. Asking mentors to work in a structured program to build or strengthen “Developmental Assets” in youth without prior training, raises serious concerns. In order for meaningful interaction to occur between mentors and youth, a basic asset-related curriculum was needed. **CONNECT! I** was developed out of this need.

**CONNECT! I** is designed to give meaningful interaction during the time mentors spend with their youth. It is designed to be flexible enough to be conducted informally on a one-on-one basis, or it can also be used during family trainings or family activity nights. The activities are designed to help the youth develop life-long competencies based on the “Developmental Assets” model.

From the volunteer/mentor perspective, **CONNECT! I** is a readily available, concrete set of materials and activities that can be prepared and used quickly. **CONNECT! I** will help mentors effectively meet the individual needs of each youth.

# Using This Book: To The Mentor

Each of the Units/chapters in this curriculum is dedicated to one of the “40 Developmental Assets” as identified by the Search Institute. The Individual units or chapters are designed to: 1) identify the asset or quality that you, would like to work on with your youth, 2) give specific instructions for fun, active learning activities, and 3) follow up with concrete discussion questions that will help the youth achieve higher level thinking and processing skills. Each unit is self-contained. Activities can be printed off for use to be used individually by one or several sets of mentors and their youth.

## Goal And Objective Page

Following the title page is a goal and objective page. This page lists the asset or quality, followed by the goal the youth is expected to meet if successfully achieving that quality. Each goal is broken into three concrete objectives for you and your youth to work on. To the right of each objective is a list of activities that can be completed by you and your youth.

## Activity Page

The activity pages are written so that at a quick glance, you can see:

1. Topic of the activity
2. Whether the activity is better as a one-on-one or as a whole group activity  
(This is indicated by the two-people graphic or the group graphic)
3. Time required to complete the activity
4. Necessary materials
5. How to set up the activity
6. Detailed directions to conduct the activity
7. Discussion topics to focus and reinforce the purpose of the activity
8. Specific questions to guide the youth’s thinking and processing

## Checklist Page

Following each set of activity pages, is a Checklist page. After completing the activities, use this page to evaluate the progress your youth is making on a particular asset. Mentally answer the questions. If the youth is not ready to move on to the next objective, additional activity and resource suggestions are included.

## Handouts

At the end of each set of activities there will be a copy of any related activity sheets or handouts to be copied for the youth. Make as many copies of this material as you need for your youth.

# RESISTANCE SKILLS ASSET #35

GOAL: The youth resists negative peer pressure and avoids dangerous situations.

## OBJECTIVES

The youth will:

	PAGE
<b>Know how individual values/ beliefs affect life decisions.</b>	<b>Activity 1</b> Take Your Pick 6
	<b>Activity 2</b> Values/Beliefs Collage 7
<b>Be aware of sources of peer pressure and be able to identify the specific types used in various situations.</b>	<b>Activity 1</b> Pounding You Down 9
	<b>Activity 2</b> Popping Pressure 10
<b>Learn specific skills to resist negative peer pressure.</b>	<b>Activity 1</b> And They All Fall Down 12
	<b>Activity 2</b> Stick To It 13

# Take Your Pick

**GOAL:** The youth resists negative peer pressure and avoids dangerous situations.

## Objective

The youth will know how individual values/beliefs affect decisions they make about their life.

## Materials

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- 3"X 5" cards

## Set Up

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- Write on the 3"X 5" cards things that you think a youth would value. For example: clothes, radio, CD player, car, money, family, friends, religion, school, government, homework, teachers, specific sports, video games etc.

## Activity (45 minutes)

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- Sit on the floor with the youth and put the cards in front of you. Explain that each person will take a turn choosing a card that represents something they are willing to give up or something that is not very important to them. All the people participating in the activity must agree on what that person chooses. If there is a disagreement, you can take a vote and the majority rules. (The goal is for each person to end up with the five most important things to them. Everyone present should participate. Guide the choices a little if needed. Be sure to encourage them to not give up.)

## Discuss

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- Talk about what values and beliefs are. (Using the activity, point out that each person chose what was of worth to them. These are the things which have value to them.)
- Have the youth define a value and a belief and discuss the difference. (Values are something we live our lives by. Beliefs are what we have faith in, or hope is there.)

## Ask

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- Why is it important to have things that we value or are important to us?
- What are the things that you truly value?
- How do the things that you value help you decide what you will do?

# Values/ Beliefs Collage

**GOAL:** The youth resists negative peer pressure and avoids dangerous situations.

## Objective

The youth will know how individual values/beliefs affect decisions they make about their life.

## Materials

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- Old magazines (that can be cut up)
- Scissors
- Butcher paper
- Glue sticks

## Activity (30 minutes)

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- Have the youth make a collage of their values and beliefs. Briefly remind them what a value is and what a belief is. (See Activity 1 “Take Your Pick.”) Let them then take time to look through the magazines and cut out pictures, words, phrases, etc., that represent who they are, what they like, how they see themselves, what they stand for, and what they believe in.
- When everyone is finished, have each person share their ideas and explain: 1) what is in their collage, 2) why they chose it, and 3) why it is important to them.

## Discuss

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- Sometimes we have things that we value or believe in our lives, but we don't talk or think about them all the time. What kinds of things happen in our lives that make us think about what we value or believe? Share some things that have happened to you and tell the youth what it made you realize about your own values and beliefs.

## Ask

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- Why are values important to have?
- What do they consist of?
- How can you tell what others believe in?
- How do others help govern your actions?
- How do values and beliefs help you make decisions?

# Resistance Skills

**GOAL:** The youth resists negative peer pressure and avoids dangerous situations.

After completing activities 1 and 2, is the youth ready to move on?

1. Can the youth verbally identify some of their values?	YES	NO
2. Can the youth verbally identify some of their beliefs?	YES	NO
3. Does the youth recognize that other people have different values and beliefs?	YES	NO
4. Can the youth identify where their values came from?	YES	NO
5. Can the youth verbally express an understanding of how their values affect what they believe?	YES	NO

If you answered “yes” to at least 4 of the 5 questions, you are ready to move on to the follow-up questions. Otherwise, continue with the activities listed below.

## More Activities

- Take the youth to visit with an older person. Have the youth explain what values and beliefs are and let the older person tell him/her some of their values and beliefs and why.

## Follow-Up Questions

- What are some of your most important values? (List in a planner if possible.)
- What is the difference between a value and a belief?
- How or where do we get our values?
- Can our values change?
- How do values help you make correct decisions?



# Pounding You Down

**GOAL:** The youth resists negative peer pressure and avoids dangerous situations.

## Objective

The youth will be aware of sources of peer pressure and be able to identify the specific types used in various situations.

## Materials

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- 6-7 Nails
- Hammer
- Piece of thick wood

## Activity (30 minutes)

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- Hold up a nail and the hammer and explain to the youth that the nail represents them and the hammer represents negative peer pressure. Begin hitting a nail into the piece of wood with the hammer and ask how it applies to them.
- Let the youth pound in a nail and then take it out. You can extend the discussion about the effects of peer pressure and what it can do to peoples' lives, how hard it is to make changes, and what happens when other people talk you into doing things that may be harmful..

## Discuss

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- The more you are hit with peer pressure, the farther down you can go. If you continue letting peer pressure affect you, then eventually you will give in. (Keep pounding the nail.)

## Ask

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- What are some forms of peer pressure that you know about?
- Where does it come from? (Have the youth start listing sources of peer pressure: name calling, friends, etc. For each example they give, hit the nail into the wood. Eventually you could hit the nail all the way into the wood. You may want to help them by offering some of your ideas.)
- Is it hard to say "no" when people keep pressuring you?
- How can you avoid giving in to peer-pressure?
- How do you pull the nail out of the wood?
- How do you pull yourself out of dangerous or harmful situations?

# Popping Pressure

**GOAL:** The youth resists negative peer pressure and avoids dangerous situations.

## Objective

The youth will be aware of sources of peer pressure and be able to identify the specific types used in various situations.

## Materials

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- Balloon
- Vinegar
- Baking soda
- A glass pop bottle
- Paper
- Pencil

## Set Up

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- Pour about 1/2 teaspoon of baking soda inside the balloon, and pour about 1 teaspoon of vinegar in the bottom of the pop bottle. (Try this before you work with the youth to make sure you have the right amount of each so that it will work. You want to have enough so the balloon will inflate, but not explode.)

## Activity (10-15 minutes)

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- Put the balloon over the top of the bottle and shake the balloon so that the baking soda falls down to the vinegar and the reaction occurs. You may need to hold the balloon on the bottle with your hand to keep it from coming off.
- Have the youth make a list of negative peer pressures that he/she has faced.

## Discuss

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As the balloon expands, talk to the youth about peer pressure and how it increases in different situations.

## Ask

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- How is this reaction like peer pressure?
- What are the sources of pressure on the balloon?
- What causes peer pressure?
- What can you do to avoid peer pressure?

# Resistance Skills

**GOAL:** The youth resists negative peer pressure and avoids dangerous situations.

After completing activities 1 and 2, is the youth ready to move on?

1. Does the youth understand what “peer pressure” is?	YES	NO
2. Does the youth recognize different types of peer pressure used on them?	YES	NO
3. Can the youth identify and express some specific peer pressure they have already faced?	YES	NO
4. Can the youth understand and discuss what “dangeroussituations” are for them?	YES	NO
5. Does the youth verbalize a desire to avoid negative peer pressure and dangerous situations?	YES	NO

If you answered “yes” to at least 4 of the 5 questions, you are ready to move on to the follow-up questions. Otherwise, continue with the activities listed below.

## More Activities

- Invite 2 or 3 of the youth’s friends to go with you for a treat. Get them to talk about what other people say or do to them to pressure them.
- Watch a TV sitcom, such as “Boy Meets World” and talk about how the characters are subject to peer pressure.

## Follow-Up Questions

- What are the sources of peer pressure around you?
- What types of negative peer pressure are used in different situations?
- When does peer pressure increase?
- What are some things that others might want you to do?
- How does leaving a situation help us resist peer pressure?
- Why is it important for you to not give in to peer pressure?
- How do you say “no”?
- What can you do to help yourself avoid peer pressure and not do things you really don’t want to do?
- Why is it harder to say “no” after you have given in?

## Additional Resources

- Activities That Teach & More Activities That Teach by Tom Jackson, MEd (Red Rock Publishing, 1993; 1995).

# And They All Fall Down

**GOAL:** The youth resists negative peer pressure and avoids dangerous situations.

## Objective

The youth will learn specific skills to resist negative peer pressure.

## Materials

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- Several boxes of dominoes
- Paper
- Pencil

## Activity (10-15 minutes)

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- Have the youth help you line up the dominoes so they will all fall down in a row when one end is tipped. (Zigzag, waves, etc.). Explain that you will be talking to them about negative peer pressure and ways to avoid it. When the dominoes are in place, have someone start the fall.

## Discuss

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- These dominoes represent negative peer pressure. Many people feel they have to go along with the “flow” or they will be called a “party pooper” etc. Once the dominoes have all fallen, set them up again as they were when you started. This time take a few of the dominoes out of the sequence as they are falling to stop the flow.

## Ask

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- What are some situations that you can list on paper where you might face negative peer pressure?
- What are some ways you can list to help you get out of these situations?
- How was taking a few of the dominoes out like saying “no” to peer pressure?
- How will developing skills to say “no” make you a stronger person?

# Stick To It

**GOAL:** The youth resists negative peer pressure and avoids dangerous situations.

## Objective

The youth will learn specific skills to resist negative peer pressure.

## Materials

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- Magnetic marbles
- Pencil
- Paper

## Activity (10-15 minutes)

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- Tell the youth that you will be talking about negative peer pressure. Line up the magnetic marbles so they form a line. Move them along the table in a snake-like fashion and have the youth apply it to peer-pressure.

## Discuss

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- Talk about some ways of resisting negative peer-pressure. (Illustrate by turning the magnets around so they repel each other instead of being drawn to each other.) Have the youth write down a list of ways to resist negative peer-pressure. Then share and talk about the lists.
- Talk about some experiences where you resisted negative peer pressure. Let the youth do the same.
- Help the youth discover that peer-pressure is like the marbles following each other around (blindly). The marbles don't have control once they are connected. People, like the marbles, want to belong and feel part of a group, but when you are forced to do what everyone else is doing, that is negative peer-pressure.

## Ask

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- How does peer-pressure relate to the marbles?

# Resistance Skills

GOAL: The youth resists negative peer pressure and avoids dangerous situations.

After completing activities 1 and 2, is the youth ready to move on?

1. Can the youth identify types of negative peer pressure?	YES	NO
2. Can the youth list/identify specific situations where he/she may face negative peer pressure?	YES	NO
3. Does the youth commit to saying “no” to dangerous situations?	YES	NO
4. Did the youth list specific ways he/she could resist negative peer pressure?	YES	NO
5. Did the youth verbalize situations where he/she has already resisted negative peer pressure?	YES	NO
6. Does the youth understand how resisting negative peer pressure can make him/her feel more positive and strong?	YES	NO

If you answered “yes” to at least 4 of the 5 questions, you are ready to move on to the follow-up questions. Otherwise, continue with the activities listed below.

## More Activities

- Go kite flying and point out how the kite flies higher with wind blowing against it. Apply this to resistance and peer pressure.
- Obtain D.A.R.E. materials from your local police department. There are some excellent suggestions in this material.
- Go to a pre-school or elementary school. Watch and listen to the children at play. Observe and then talk about how even young children use pressure to get other children to do things they want.

## Follow-Up Questions

- Is it necessary to put yourself in a situation to prove that you are strong?
- Are there times that you might be the person causing negative peer pressure?
- How will you turn negative peer pressure into something positive?
- What will you gain by resisting negative peer pressure?
- How will this help your self-esteem?
- Why shouldn't you use negative peer pressure on others?

## Additional Resources

- Activities that Teach & More Activities That Teach by Tom Jackson, MEd (Red Rock Publishing, 1993; 1995)



Utah's Youth and Families with Promise Program (YFP) is designed to address youth problems through early intervention with at-risk youth, ages 10-14, and their families. YFP is a mentoring program designed to reduce and prevent delinquent behavior. The program addresses three goals:

- 1) improve academic performance
- 2) increase interpersonal competence
- 3) strengthen family bonds.



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