

Connect!

LEARNING ACTIVITIES TO STRENGTHEN ASSETS

II



Restraint

WRITTEN AND COMPILED BY:
KATHLEEN RIGGS & JAMES MARSHALL



Authors

KATHLEEN RIGGS, MS, CFCS USU Extension Professor/FCS & 4-H Youth

JAMES MARSHALL Associate Professor of Family Life at University of
Arkansas Cooperative Extension Service

Acknowledgements

RILEY HOWARD	Technical Editor; USU Extension Iron County Office Manager
SARA SCHWARTZ	Technical Editor; USU Extension Iron County Office Program Assistant
CAROL ANN DOWNS	YFP Program Accountant
KEVIN KESLER	USU Extension Faculty; Educational Consultant; YFP State Director
CRAIG DART	YFP State Mentoring Specialist
YFP SITES	Testing and Evaluating the Curriculum
IRON COUNTY LIC	Original YFP Program Development and Support
UTAH STATE UNIVERSITY	YFP Administration and Support
STATE OF UTAH	YFP Funding and Support
USDA	YFP Funding and Support
OJJDP	YFP Funding and Support

Copyright 2015 Utah State University

Kathleen Riggs: (435)586-8132; kathleen.riggs@usu.edu
Ellen Serfustini: (435) 636-3236; ellen.serfustini@usu.edu

Permission to copy and distribute this material for non-commercial, educational purposes is hereby granted.

Introduction

THE CONNECT! II LEARNING ACTIVITIES TO STRENGTHEN ASSETS

Curriculum is centered around 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 2,000,000 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! II...** was developed out of this necessity. **CONNECT! II...** is a supplement of activities that apply to additional developmental assets from The Search Institute.

CONNECT! II... 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 with a small group of mentors and mentees, 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** and **II...** provide readily available materials and activities that can be prepared and used quickly. **CONNECT! I** and **II...** 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 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
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 are related activity sheets or handouts. Make as many copies of this material as you need.

RESTRAINT

ASSET #31B

GOAL: The youth believe it is important not to be sexually active or to use alcohol or drugs.

OBJECTIVES

The youth will:

		PAGE
Understand how restraint shows respect for themselves and others.	Activity 1 What is Restraint?	6
	Activity 2 What Behaviors Show a Lack of Restraint?	8
Explore ways that self-respect is tied to personal values, self-control and the ability to set and achieve goals.	Activity 1 Who I Want to Be	10
	Activity 2 Staying on the Path to Success	11
Review the relationship between making choices and the consequences that follow as they relate to health and restraint.	Activity 1 Navigating the Course	14
	Activity 2 All Is Not as It Appears	15

What is Restraint?

GOAL: The youth believe it is important not to be sexually active or to use alcohol or drugs.

Objective

The youth will understand how restraint shows respect for him or her and others.

Materials

- How Do You Define Restraint? Worksheet
- Dictionary
- Pencil/pen

Activity (30-40 minutes)

- Give each youth a copy of the worksheet titled “How Do You Define Restraint?” Have the youth circle the words that represent types of behavior that involve restraint. Together with the youth, look up the meaning of each of these words using a dictionary. Then using their own words, have the youth write a definition of each of these words next to the word on the worksheet.

Discuss

- Talk about how our behavior often affects other people. For example, a decision or action on our part might be like throwing a rock into a calm pond. Our action has a ripple effect that eventually reaches every part of the pond. Talk about some times when it might be beneficial to practice restraint e.g., drinking, using drugs, sexual activity. Review with your youth some situations that would provide opportunities to practice restraint in each of these areas with other people, e.g., with your friends, with parents or other family members, with teachers, with yourself, neighbors, etc. Some situations in each of these areas may include: peer pressure to cheat, steal, be dishonest, or break the law in some way, etc.

Ask

- What determines whether or not you decide to practice restraint in each of these situations? (You may touch on family/personal values, goals, facts/knowledge, religion, moral sense, etc.)

How Do You Define Restraint?

Circle each behavior that involves some type of restraint. Look up the dictionary definition of each of the circled words. (Note: If you are unfamiliar with a word, you should look it up in the dictionary first to decide if it should be circled or not.) Discuss how it applies to you as a young person and then write your own definition of the word out to the side. Are there other words you would add to the list?

Honesty

Stealing

Modesty

Cheating

Impoliteness

Respect

Lying

Decency

Integrity

Self-control

Sexual morality

Loyalty

Excessive drinking

Perseverance

Temperance

Over-eating

Vulgarity

Courtesy

What Behaviors Show a Lack of Restraint?

GOAL: The youth believe it is important not to be sexually active or to use alcohol or drugs.

Objective

The youth will understand how restraint shows respect for self and others.

Materials

- How Do You Define Restraint? Worksheet
- Dictionary
- Pencil/pen

Activity (30-40 minutes)

- Use the same copy of the worksheet titled "How Do You Define Restraint?" Have the youth review the un-circled words and look up any they do not recognize or know the meaning of in a dictionary.

Discuss

- Talk about how it might affect other people and your relationship with them if you engaged in the negative behaviors, impoliteness and lying.

Ask

- How would engaging in these behaviors show a lack of respect for yourself and/or others?
- What changes could be made to turn these behaviors into positive behaviors that show restraint and respect for yourself and others?

Restraint

GOAL: The youth believe it is important not to be sexually active or to use alcohol or drugs.

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

1. Did the youth define the behaviors that indicate restraint?	YES	NO
2. Can the youth identify and define behaviors that are examples of restraint?	YES	NO
3. Did the youth identify and define behaviors that indicate a lack of restraint?	YES	NO
4. Did the youth adequately explain how a lack of restraint might negatively affect people and relationships?	YES	NO
5. Did the youth discuss ways to change negative behaviors into positive behaviors that show restraint and respect for self and others?	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

- More activities on these topics are available from the Josephson Institute of Ethics and their “Character Counts” resources, especially, Responsibility & Respect. Go to <https://charactercounts.org/> to register and have free access to their materials related to the Six Pillars of Character.

Follow-Up Questions

- Which behaviors representing restraint would you say you are good at doing?
- How can a lack of restraint negatively impact your life?
- To be a good friend, what areas of restraint do you feel most strongly about applying to your own life? (Review the worksheet used above.)

Who I Want To Be

GOAL: The youth believe it is important not to be sexually active or to use alcohol or drugs.

Objective

The youth will explore ways that self-control is tied to personal values, self-control and the ability to set and achieve goals.

Materials

- Paper and pen/pencil OR
- Magazines and scissors, glue OR
- Internet access with printer and paper; scissors, glue

Activity (30-40 minutes)

- Have the youth write a description of how they see themselves 5 years from now. As an alternative, have the youth make a collage on a poster board out of several pictures from magazines or downloaded from the Internet. Ask the youth: What will you want to be doing? What kind of job will you have? Will you be in school? Why or why not? Where will you live? What kind of transportation will you have?

Discuss

- Have the youth talk about what they are doing now to prepare to be the person they wish to be in 5 years after turning 18 and/or finishing high school.

Ask

- What changes may need to be made in order to reach your goals?
- What values do you have or will you need to have in order to reach your goals? (Refer back to the “Planning and Decision Making” asset lesson plan to review goal setting. The lesson plan on “Resistance Skills” also helps youth to identify their values and beliefs.)

Staying on the Path to Success

GOAL: The youth believe it is important not to be sexually active or to use alcohol or drugs.

Objective

The youth will explore ways that self-control is tied to personal values, self-respect and the ability to set and achieve goals.

Materials

- 10-20 sheets of paper (letter or legal size) - use two different colors
- Marker
- Tape

Activity (20-30 minutes)

- Go to an available room where the distance from one wall to another is approximately 15-25 feet. Using the paper and marker provided, have the youth write down one long-term goal (1-5 years from now) they have in large letters. The goal could be related to their future career, a vacation they want to take, or even something like buying a car. Have the youth tape their goal to the wall on one side of the room and then have them stand on the opposite wall, facing their goal.
- Have the youth identify and write on separate pieces of paper the things they think may prevent them from achieving their goal. Spread those suggestions out on the floor between the youth and their goal on the opposite wall. Ask them to imagine that these items are covering the entire floor and that they represent a hot lava field.
- Next, have the youth identify and write on several different colored sheets of paper the stepping stones, or short-term goals which will allow them to achieve their long-term goal. NOTE: They have to identify enough stepping stones that will allow them to achieve their long-term goal. They will need enough stepping stones to allow them to walk safely across the lava field and reach the other side.

Staying on the Path to Success Continued...

Discuss

- Explain that thinking ahead and concentrating on what we want to accomplish a year from now or several years from now can help us make good decisions to keep us on the right path toward reaching our goals. Learning to break the goals down into smaller or short-term goals can make the goals more realistic and help avoid becoming discouraged.

Ask

- Do you ever wonder about your ability to accomplish the goals you set? Why or why not?
- What do you believe are the biggest obstacles for you to overcome to reach the goal you identified today?
- Do you believe the list of short-term goals is adequate to help you stay on track to reach your larger goal?
- Are the short-term goals specific enough?
- Who/what will you need to help you along the way to overcome possible obstacles?

Restraint

GOAL: The youth believe it is important not to be sexually active or to use alcohol or drugs.

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

1. Did the youth put together a description or picture representing what they want to be in 5 years?	YES	NO
2. Did the youth discuss possible changes that might need to take place to reach his/her goals?	YES	NO
3. Did the youth set one or more long-term goals?	YES	NO
4. Did the youth identify the smaller steps necessary to achieve the long-term goal?	YES	NO
5. Did the youth discuss some of the possible obstacles that may stand in the way of them achieving their goal?	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

- Several states have curricula and activities online related to the topic of “Self-Discipline.” Check websites for the specific State Office of Education as well as 4-H Curricula.

Follow-Up Questions

- How does the way you spend your time now affect the person you want to be in 5 years?
- What steps can you take now to improve your chances of being successful in school, in a future career, etc.?
- How will setting specific short-term goals help you achieve your long-term goals?
- How will you avoid or overcome potential obstacles standing in the way of your goals/dreams?

Navigating the Course

GOAL: The youth believe it is important not to be sexually active or to use alcohol or drugs.

Objective

The youth will review the relationship between making choices and the consequences that follow as they relate to health and restraint.

Materials

- A map of surrounding states (regional map) or USA
- Picture of airplane cockpit, (optional) see http://www.photovault.com/Link/Technology/Aviation_InteriorsAircraft/AircraftCockpits.html

Activity (15 minutes)

- Share the following story/scenario with the youth:
 - Airplane pilots are required to file a flight plan before they are permitted to enter the runway and take off. The flight plan commits the pilot to a designated route and lets people at both ends of the journey know the route the pilot plans to travel from point A to point B.
- After take-off, the pilot then uses a sophisticated instrument panel to help him/her stay on course and reach the designated destination. However, what if the pilot took off and chose to simply depend on what he could see through the windshield to get him to his destination rather than using the instruments?

Discuss

- What could happen to us if we don't have a flight plan in our own lives or if we don't have specific goals?
- What if we have a plan and perhaps even resources (parents, teachers, good friends, etc.) but choose to make decisions on our own without any additional help?
- What might the results be? What can we do to make certain our life stays on course and goes, in the direction we want it to?

Ask

- What might happen if the pilot thought he was headed from Salt Lake City to Denver but he got off course a couple of degrees because of occasional cloud cover blocking his view?

All Is Not As It Appears

GOAL: The youth believe it is important not to be sexually active or to use alcohol or drugs.

Objective

The youth will review the relationship between making choices and the consequences that follow as they relate to health and restraint.

Materials

- Two clear identical drinking glasses; one filled with clear, red fruit punch or juice, one glass filled with water and colored with red food coloring.

Activity (15 minutes)

- In advance, prepare two glasses of punch. One glass will actually be filled with red fruit punch and the second glass will be filled with water and red food coloring so it appears to be fruit punch. Have the youth choose one of the glasses without explaining the differences between the two. After a choice is made...

Discuss

- While we are free to make choices, it is important to learn the facts and ask people we trust for help and information along the way because we may not be able to make a good decision based solely on appearances. Once we commit to a choice, we must also face the consequence. For example, it may look “cool” to take drugs, drink alcohol or have sex but we are not always free to choose the consequences of participating in those activities. Accidental overdose, addiction, automobile accidents, pregnancy, or Sexually Transmitted Diseases are real possibilities.
- Turn the situation around and discuss the benefits of NOT taking drugs, drinking alcohol, or having sex as a teen.

Ask

- Ask the youth if they are sure that is the glass they really want? Why?
- Explain to the youth what you have done to the two glasses and then ask, can you tell which glass is the sweet tasting punch and which one is just colored water? How do you know?
- How will you find out without having a potentially negative experience if you taste the wrong punch?

Restraint

GOAL: The youth believe it is important not to be sexually active or to use alcohol or drugs.

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

1. Does the youth understand the importance of mapping out a plan to help them achieve their goals?	YES	NO
2. Can the youth discuss briefly the possible consequences of not having a plan to help them reach their goals?	YES	NO
3. Is the youth willing to take responsibility for the choices he/she makes?	YES	NO
4. Does the youth understand that choices have consequences attached to them that he/she may have no control over?	YES	NO
5. Did the youth discuss the benefits of getting all the information they can before making certain choices?	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

- Rent or borrow a Global Positioning System unit and show how it works to map the way to a designated location. A GPS unit has been programmed to find specific locations and is the best electronic map available. It is based on current roads and highways that have been traveled and carefully mapped out. How is a GPS unit similar to a parent or trusted adult?
- Interview him or her respected member of the community like a teacher, doctor, attorney, pharmacist, athlete, etc. Design questions to ask about how he/she decided on a career and what it took to get to where he/she is today. Is there anything he/she would change or do differently to arrive at his/her current career destination?

Restraint Continued...

Follow-Up Questions

- What resources are available to you to help you make a plan for your future?
- What will determine the success or failure of your plan?
- How can you avoid making choices that will be a roadblock to your future plans?

Additional Resources

- Several books recommended for youth by the State Office of Education include:
 - The Book of Virtues—Bennett
 - Eddie, Incorporated—Naylor
 - Sign of the Beaver—Speare
 - Island of the Blue Dolphins—O'Dell
 - A Likely Place—Fox
 - My Side of the Mountain—George
- Movie suggestions:
 - The Rookie (2002) - Disney, PG
 - Miracle (2004), PG
 - Iron Will (1994) - Disney, PG
 - Pay It Forward (2000) - Warner Brothers, PG-13
 - Stand & Deliver (1988) - Warner Brothers, PG
 - Wild Hearts Can't Be Broken (1991) - Disney, G



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.



The Youth and Families with Promise program is associated with the 4-H program in connection with Utah State University Extension. Utah State University Extension does not discriminate on the basis of race, color, national origin, gender, religion, age, disability, political beliefs, sexual orientation, or marital or family status in employment or program delivery.



This project was supported in part by grants No. 2000-JG-FX-K001 and No. 2012-JU-FX-0022 both awarded by the Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs.

The opinions, findings, and conclusions or recommendations expressed in this publication are those of the authors and do not necessarily reflect the views of the Department of Justice.



This material is based upon the work supported by the Cooperative State Research, Education, and Extension Service, US Department of Agriculture, and the Utah State University Extension Service, under special project number 99-EYAR-1-0559.4-H MENTORING Youth and Families with Promise.