

Prevention Program Instructions

ANSWER KEY

1 C	10 C	19 A
2 D	11 B	20 A
3 B	12 E	21 A
4 A	13 C	22 D
5 D	14 D	23 ACD
6 B	15 A	24 C
7 A	16 D	25 D
8 D	17 C	26 D
9 D	18 D	

INVENTORY

- 1 Character Building Activities Book
- 1 Parent Network & Information Handbook
- 1 Refusal Skills Card
- 1 Letter to Children w/Post Card
- 1 Master questionnaire = given before training = quantitative measurement tool
- 1 Master Test = given after training
- 1 Program Instruction Sheet w/ Answer Key
- 1 Return Envelope for Comments

STEP 1

Inventory & review materials, hand out pre-training test (questionnaire) allow time to complete, exchange papers count correct answers.

STEP 2

Collect Questionnaire's after grading for quantitative evaluation against post test results to determine material's effectiveness.

STEP 3

Inform students that they will be receiving resistive skills education throughout the workbook you now are handing out, once they thumb through, have them follow along as you begin by reading pages #1, 2, 3 aloud (introduction).

STEP 4 (pgs 4,5,6 & 7)

Inform students that reading aloud will be shared by the class (emphasize team-work) each taking a turn after the other (round robin). You as the facilitator should read the larger paragraphs through the test. Periodically stop to discuss, clarify or elaborate on ideas, facts, objections, concerns or enlightening moments, as they present themselves (open forum).

STEP 5 (pg 8)

Let class jointly find all hidden words in search diagram, lightens atmosphere, initiates accomplishing goals through team-work, begins introduction to value based work vocabulary.

This material is free at www.magicbullets.com <<http://www.magicbullets.com>>

STEP 6 (pgs 9 & 10)

Individual goal setting exercise. You may offer suggestions or allow individual introspection (quiet time) this is designed to draw out self appraisal, initiates self awareness and initial inner compass alignment practice.

STEP 7 (pg 11)

Instruct each person to read one statement (line) aloud, going around the room (round robin) until the ways to avoid or say no have been read aloud, you may stop at anytime to elaborate, clarify concerns, insights, or misunderstandings, etc.) Make sure they raise their hands before speaking, maintain order!

STEP 8

- (pg 12) Facilitator to read entire page aloud.
- (pg 13) (Round Robin Style) Read aloud by class members.
- (pg 14) Facilitator to read top paragraph, emphasizing, Recognize, Reverse & Refuse techniques, Round Robin remainder of page.
- (pg 15) You may Round Robin or state this is for later reference.

STEP 9 (pgs 16, 17 & 18)

This section highlights leadership principles and facilitates planning, review with students and encourages off campus implementation (this will encourage parent participation).

- (pg 19) Encourages students to envision themselves in principle centered leadership roles.

STEP 10

(pgs 20, 21, 22 & 23)

This section explains stress, stress recognition and management practices. Also structures immediate and long-term goal setting to effectively implement procedures which keep stress from becoming dis-stress.

STEP 11 (pgs 24-35)

Definition workshop is designed to introduce and imprint into memory the meanings of the words that are the basis to quality character traits, there are also three negative words included for definition purposes which encourage them to recognize negative characteristics as well.

The Character construction paragraph encourages the student to start building this character that everyone keeps talking about, this is the base of the pyramid, you have added to the foundation of character development.

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