

**Mikva Challenge  
Teen Health Council**

**2009**

*Presents:*

# **Untold Truths**

*Lessons on Teen Health*

**PSA Workshop Instruction Manual**

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## **MIKVA CHALLENGE TEEN HEALTH COUNCIL:**

### **HOW YOUNG LEADERS CAN USE THE MEDIA TO POSITIVELY INFLUENCE YOUTH HEALTH DECISIONS**

#### **What is the Mikva Teen Health Council?**

The Mikva Challenge created the Teen Health Council in the summer of 2008 with the support of Commissioner Terry Mason to give youth a voice at the decision-making table, especially concerning policy decisions that significantly impact young people and their communities. Since then, the Mikva Teen Health Council has been researching, debating and reporting on health policies that significantly impact youth on issues pertaining to nutrition, mental and sexual health. The Teen Health Council has 15 members, all high school students, representing communities from all over Chicago.

#### **What issues did the Teen Health Council Work On This Summer?**

In May of 2009, after discovering some alarming statistics about risky behaviors of young people relating to drug use, and sexual, and nutritional health decisions, Mikva's Teen Health Council tried to figure out the root causes behind the shocking data. For example, why do Chicago youth have the highest Chlamydia rate of any big city in the country? During the health council's research, the youth discovered that media messages have a powerful and often negative effect on young people's daily health decisions. When the youth leaders learned of the connection between poor teen health decisions and negative media messages, the youth decided that other Chicago Public Schools students and youth in general need to receive health lessons that question and challenge the media's influence on their health choices.

This summer, in an effort to create ways for young people to use the media to positively influence the health decisions of their peers, the Mikva Teen Health Council created three videos using some of the commercial techniques that advertisers frequently employ such as comedy, fear, desire for social belonging, in

hopes awakening young people to negative media messages and to spark young people to think differently about their health choices.

The Mikva Teen Health Council also developed comprehensive, 90 minute workshops to accompany each video. The youth leaders and Mikva staff hope that teachers will use these educational tools to spur discussion of these serious health issues in their classrooms. The youth leaders also hope to raise awareness of these problems in the media and to lobby various radio and TV stations to put more positive and informative messages regarding teen health in their programming and newscasts.

# Teen Nutritional Health

Nutritional health problems are a rising issue affecting youth in modern American society. A lack of exercise combined with poor eating habits puts youth at risk for severe health problems later in life. Media messages also contribute to these risks. One of the leading problems concerning youth nutrition is the staggering growth in the rates of childhood and adolescent obesity. Teens should be aware of how health and fitness impact their lives now and in the future. This lesson takes a look at both personal and media influences on teen health and presents strategies for making positive choices regarding diet and nutrition.

**Objectives:** Students will be able to...

1. Determine the role of media messages in selling food and nutrition to adolescents.
2. Gain awareness of the risks of obesity both in the short term and long term.
3. Make positive decisions regarding diet

**Agenda:**

Activity	Instructions begin on page...	Time:
Mood Check-in/Warm-up Question	1	10 min.
Brand Name Game	2	20 min.
Cookies and Apple Juice	3	30 min.
Make Healthy Choices Video and Discussion	4	20 min.
Closing	4	10 min.
<b>Total</b>		<b>90 min.</b>

## Activity Title: Mood Check-in/Warm-up Question

**Time to Complete:** 10 minutes

**Materials Needed:** none

**Overview:** An icebreaking activity where students share their current mood level and answer a question pertaining to the workshop topic.

**Energy Level:** low

**Activity Instructions:**

1. Each student will share with the entire group their current mood level on a scale of 1-10. The higher the number, the higher the current mood level.
2. In addition to sharing out the current mood level, each student will answer the question, "What is your favorite food to eat and why?"

## Activity Title: Brand Name Game

**Time to Complete:** 15 minutes to play, 5 minutes to debrief

**Materials Needed:** Brand Name/Slogan Creation Guide (**Sample 1 in Appendix**), note cards, 1 roll of tape per team, 1 pen per team, 1 stopwatch per team

**Overview:** Students will look at how prevalent media messages are in their lives in regards to food and diet.

**Energy Level:** medium

### Activity Instructions:

- **SETUP**

1. Prior to the workshop, the facilitator should write out or type up the brand names and slogans from the Brand Name/Slogan Creation Guide onto 3 X 5 note cards. One set per team.
2. Divide the cards into a deck of slogan cards and brand name cards.
3. The facilitator should tape the slogan cards to the wall.
4. The facilitator should break students up into teams.
5. Each team should be assigned a deck of brand name cards, a pen, and a roll of tape
6. One member of each team should be assigned the role of timekeeper and is given the stopwatch.

- **Game Instructions**

1. When the facilitator announces “go”, each team will try to match the brand name with its slogan on the wall.
2. When the team finds the matching pair, they must tape the two cards together on the wall.
3. In addition to matching the correct brand name and slogan, the team must fill in the missing word on each slogan card.
4. When the team finishes matching the cards, the timekeeper will record their time. Penalties will be assigned for mismatched cards or incorrect words being written into the blanks. For each mismatched card or incorrect slogan, the team will be penalized by adding one second to their time.
5. The team with the shortest time following the addition of penalties for incorrect answers is the winner.

- **Debrief-**Following the game, the facilitator should lead a discussion on the purpose of the activity. The facilitator may use some of the following questions to spark discussion:

1. Which slogans were the easiest to match with their brand name? Which ones were the hardest? Why?
2. Think about where you have seen these slogans before. List specific places that you encounter these messages. (e.g. billboards, radio, television, Internet)
3. Which slogans do you hear most often and what type of product does that company sell?
4. Do you think these slogans are catchy? Why do you think companies design them to be easy to remember?
5. What information about the product do these slogans leave out?
6. The average teenager watches **20,000** 30-second commercials each year. What affect do you think this has on what teens buy?
7. What if teens watched 20,000 commercials about making healthy eating and life choices, what impact would that have on young people?

## Activity Title: Cookies and Apple Juice

**Time to Complete:** 20 minutes to play, 10 minutes to debrief

**Materials Needed:** Food Card Creation Guide (**Sample 2 in Appendix**), note cards, blindfolds, stopwatch

**Overview:** Students will learn to make positive choices regarding diet by selecting food items that are balanced and healthy.

**Energy Level:** medium

### Activity Instructions:

- **SETUP**

**NOTE:** This game is best played in a large room, preferably a gym or stage where multiple sets of partners can play at the same time.

1. Prior to the workshop, the facilitator should write out or type up the different food items from the Food Card Creation Guide onto 3 X 5 note cards. One set per pair of students.
2. Arrange the cards on the ground in a grid with space between the cards so that a student can walk through the spaces between the cards.
3. The facilitator should break students up into pairs.
4. Each pair should be given a blindfold.

- **Game Instructions**

1. The facilitator should explain that in each pair one person must wear the blindfold and the other person is the caller.
2. When the announcer announces “go”, the caller will instruct their blindfolded partner to move around the grid using only directional clues, such as right, left, up, or down. The caller may also tell the student to pick up a card off the ground.
3. Each team of two students will have three minutes to pick up as many food cards they think they will need in order to hit all the food groups. Each team must pick up **6 ounces of grains, 3 cups of vegetables, 2 cups of fruit, 3 cups of dairy, 5 ounces of meat or beans, and avoid the junk food cards.**
4. After the three minutes have elapsed, the groups will tally up how many servings they have from each food group they have collected.
5. Each pair gets one point if they correctly collected the right amount of food within that food group and lose points if they picked up too many junk food cards.
6. The team with the most points wins.

- **Debrief-**Following the game, the facilitator should lead a discussion on the purpose of the activity. The facilitator may use some of the following questions to spark discussion:

1. Did you enjoy this game? Why or why not?
2. What was difficult about playing this game?
3. What was the purpose of this game?
4. Why is it important to eat foods from a variety of food groups?
5. Do you think teens know how to determine what are healthy eating habits and what are not healthy eating habits?
6. Why do some teens make unhealthy eating decisions?
7. Is it easy or hard to eat healthy foods? Why do you eat the foods that you do?
8. Do the food options at your school allow you to eat balanced and healthy meals?

<b>Activity Title: Make Healthy Choices-Video and Discussion</b>		
<b>Time to Complete:</b> 20 minutes	<b>Materials Needed:</b> DVD with nutrition PSA, television with DVD player or laptop with projector and speakers	
<b>Overview:</b> By watching a video on the risks of obesity, students will discuss the health problems associated with unhealthy eating.		<b>Energy Level:</b> low

**Activity Instructions:**

1. The facilitator will play the nutritional health public service announcement created by Mikva Teen Health Council students.
2. Following the video, the facilitator will lead the group in a discussion of the video using the following questions:
  - a. What do you think triggers obesity in early childhood and teenagers?
  - b. What was the message that the video was trying to share with its audience?
  - c. What were some of the risks associated with unhealthy eating mentioned in the video?
  - d. What determines if foods are healthy or unhealthy for you?
  - e. What are ways to prevent obesity?
  - f. Do teens consider long-term effects of what they eat? Why or why not?
  - g. What are ways that you can combat obesity in your school or neighborhood? Is there a project students could do at your school to help raise awareness and educate peers?

<b>Activity Title: Closing</b>		
<b>Time to Complete:</b> 10 minutes	<b>Materials Needed:</b> butcher paper, markers	
<b>Overview:</b> Students will have the opportunity to debrief the workshop and share one piece of information they learned.		<b>Energy Level:</b> low

**Activity Instructions:**

1. On two sheets of butcher paper, the facilitator will write “What is one thing that I learned today about nutritional health” and on the other “What is one thing I can do to change my eating habits for the better?”
2. Students may take a marker and write their responses to the question on the butcher paper.
3. Those who are willing to share their responses may do so.

# Appendix

## Sample 1: Brand Name Creation Guide

Below is a list of brand name and slogans that can be used in the Brand Name Game. On a 3 X 5 card write out the slogan or brand name. For the slogan cards, the underlined term should be removed for the students to fill in during the course of the game. The facilitator may use the following brands and slogans or come up with additional ones.

<b>Brand Name</b>	<b>Slogan</b>
McDonald's	I'm <u>Lovin'</u> It
Taco Bell	Think Outside the <u>Bun</u>
Burger King	Have it Your <u>Way</u>
KFC	<u>Finger</u> Lickin' Good
Pizza Hut	Gather 'Round the Good <u>Stuff</u>
Subway	Eat <u>Fresh</u>
Popeye's	Louisiana, <u>Fast!</u>
Wendy's	Do What Tastes <u>Right</u>
Quizno's	MMM... <u>Toasty</u>
Campbell's Soup	MMM...MMM... <u>GOOD</u>
Papa John's Pizza	Better <u>Ingredients</u> , Better Pizza
Frosted Flakes	They're <u>Great</u>
Wheaties	<u>Breakfast</u> of Champions
Dunkin' Donuts	America Runs on <u>Dunkin'</u>
White Castle	What You <u>Crave</u>
Coca-Cola	Open <u>Happiness</u>
Sprite	<u>Obey</u> Your Thirst
Mountain Dew	Do the <u>Dew</u>
M&M's	Melts in Your <u>Mouth</u> , Not In Your <u>Hand</u>
Butterfinger	Nobody Better Lay a Finger on My <u>Butterfinger</u>

## Sample 2: Food Card Creation Guide

Below is a list of foods and their serving amount for the Cookies and Apple Juice Game. On a 3 X 5 card write out the name of the food on one side and its serving amount on the other side. The facilitator can use a color coded system to categorize all the food items from the same food group.

<b>Food Item</b>	<b>Serving</b>	<b>Food Group</b>
Grapes	½ cup	Fruit
Apple Juice	1 cup	Fruit
Banana	1 cup	Fruit
Orange Juice	1 cup	Fruit
Watermelon Slice	½ cup	Fruit
Tomatoes	½ cup	Vegetables
Romaine Lettuce	1 cup	Vegetables
Spinach	1 cup	Vegetables
Carrot Sticks	½ cup	Vegetables
Cucumber Slices	½ cup	Vegetables
Carton of Chocolate Milk	1 cup	Dairy
Carton of Skim Milk	1 cup	Dairy
String Cheese	½ cup	Dairy
Strawberry Yogurt	1 cup	Dairy
Cottage Cheese	½ cup	Dairy
Sliced Deli Turkey	1 ounce	Meat and Beans
Peanut Butter	1 ounce	Meat and Beans
Hamburger Patty	2 ounces	Meat and Beans
Chicken Breast	2 ounces	Meat and Beans
Refried Black Beans	1 ounce	Meat and Beans
Pancakes	2 ounces	Grains
Breakfast Cereal	1 ounce	Grains
Toast	1 ounce	Grains
Pasta	2 ounces	Grains
Rice	2 ounces	Grains
Pork Rinds	Lose ½ point if collected	Junk Food
Ice Cream	Lose ½ point if collected	Junk Food
Cookies	Lose ½ point if collected	Junk Food
Snicker's	Lose ½ point if collected	Junk Food
Can of Pop	Lose ½ point if collected	Junk Food

# Teen Sexual Health

There remains a lack of attention concerning teenage sexual health. Despite the risks of unprotected sex, there are serious gaps in knowledge in what teens know about in using protection and getting tested for a sexually transmitted infection (STI). This lesson takes a look at how personal factors and media messages affect teen sexual knowledge specifically in the area of access to protection and STIs. Using youth voices in this video, this lesson is important because we want to instill courage in teens to get tested and use protection. It is expected that teens use this lesson to learn where to get protection, how to use it and how important it is to use it. Also, it is expected that people learn that teen problems are important and, that if given the chance, teens have the power to deal with these problems. Last but not least, teens should learn the consequences of not using protection, from STI's to pregnancy.

**Objectives:** Students will be able to...

4. Gain awareness of issues regarding teen sexual health
5. Gain awareness of how media messages impact their health
6. Determine the things in their lives over which they have control
7. Gain awareness of the importance of using protection

**Agenda:**

Activity	Instructions begin on page...	Time:
C.I.A. (Concern, Influence, Affects)	1	25 min.
STD Minefield	2	20 min.
Finish the Ad	3	25 min.
No Glove, No Love	4	20 min.
<b>Total</b>		<b>90 min.</b>

<b>Activity Title: C.I.A. (Concern, Influence, Affects)</b>		
<b>Time to Complete:</b> 25 minutes	<b>Materials Needed:</b> Tape, Statement List ( <b>Sample 1 in Appendix</b> )	
<b>Overview:</b> Using a life-sized Venn Diagram, students will consider the areas of influence and concern in their life in regards to sexual health.		<b>Energy Level:</b> low

**Activity Instructions:**

- **SETUP**
  1. Create three large circles in the shape of a Venn Diagram on the floor, with enough room for your students to fit the circles.
  2. Give students an overview of the circle of concern, circle of influence, and circle of elements that affect them (define your terms)
- **Instructions**
  1. Ask the class if anyone can name a community problem they are concerned about. Then ask anyone if they can name a community problem they have influence over. Finally, ask the students to name a community problem that affects them. This will hopefully help them get a sense of how these ideas apply to their lives, and how they are similar or different. Then explain that the circles on the floor represent their circle of concern, their circle of influence, and the circle of things that my affect their lives.
  2. Explain that you will read a list of things that people are concerned about, that people can influence, or things that may affect people. If they are concerned, and believe they can influence it, they should stand in the piece of the circles that overlap those two things; if they are concerned but cannot influence it they should get in the circle only marked concerned. If a statement if read that they feel they can influence, they have concern about, and affects them, instruct them to stand in the center of the entire diagram. If a sentence is read that they feel does not affect them, they are not concerned about, and they have no influence over, then instruct them to stand completely outside of the diagram.
  3. Read the following statements (see appendix) and have students move to the circle that they feel most applies to their life. Remind students to look around once they have moved to one space or another and notice where other people are.
  4. After each sentence is read and the students choose their location, select a few students and ask them why they choose the circle(s) they did.
- **Debrief-**Following the game, the facilitator should lead a discussion on the purpose of the activity. The facilitator may use some of the following questions to spark discussion:
  1. Which circle were you most often in? Which were you least in?
  2. How many people never went into one circle? Which one?
  3. How many people struggled to decide where they stood?
  4. What was hard about the decision?

5. Was anything surprising to you about how you chose?
6. Did you change your answers based on where your peers stood?
7. Did this activity bring up issues that you had never considered? If so, which ones?
8. What did you learn about your circle of concern? About your circle of influence?  
About the circle of elements that affects you?
9. How do the media portray safe sex?
10. At what point do you think teens should learn about safe sex?
11. What is one thing you might do differently because of this exercise?
12. Do you think youth have the power to change unsafe practices of their peers?
13. Do you think youth have the power to change media images of sexual behavior? If so, how? If not, why?

## Activity Title: STD Minefield

**Time to Complete:** 20 minutes

**Materials Needed:** 25 blank sheets of paper, STD List (**Sample 2 in Appendix**), stopwatch, pens or markers, ball

**Overview:** Students will become more aware of the different kinds of STDs and the possible consequences of unprotected sex.

**Energy Level:** high

### Activity Instructions:

- **SETUP**

1. Label the 25 sheets of paper. On the back corner of 9 sheets, write a different STD from the list in Sample 2 in the Appendix. On the back corner of 10 sheets, write "Treatment for Bacterial STD." Leave 6 blank or mark them "Safe".
2. Arrange the 25 sheets on the floor in a 5 x 5 grid face down.
3. Explain to the students the difference between a bacterial and viral STD.

- **Game Instructions**

1. Students have to get across the grid by using at least 8 spaces to do so. They have to hold a ball (or any object if a ball is not available) while they cross the grid. The ball represents their health/life that they need to keep safe. The students will be timed and the fastest time wins.
2. Arrange students in three teams. One representative from their team will try to get across the grid. The game can be repeated as desired, if their teammate does not make it across still holding the ball or in order to get a faster time.
3. Every time the students steps on a sheet of paper they will flip over the corner to discover if they have contracted an STD, found a treatment, or are safe.
4. If the students steps on an STD sheet, they must lose a limb of their choice. If they choose to lose an arm, they will put it behind their back. If they choose to lose a leg, they will have to hop on one leg. They must keep hold of the ball (their health/life) as they cross and lose limbs.
5. If the students steps on a "Treatment" sheet and they lost a limb from stepping on a sheet that listed a bacterial infection, they can use that limb again. If they lost a limb from a viral infection, they still cannot use that limb even after stepping on a "Treatment" sheet.

- **Debrief-**Following the game, the facilitator should lead a discussion on the purpose of the activity. The facilitator may use some of the following questions to spark discussion:

1. What were the different STD's that were listed on the grid? Were you familiar with all of them? Which ones were bacterial and which ones were viral? Which ones responded to treatment?
2. Would you buy a \$100 ticket if there was a 1 in 4 chance you would win the Lotto of 1 million dollars? Do you think 1 in 4 are good chances of winning?
3. What if I told you 1 in 4 sexually active teens have an STD – do you still identify that as good chances of contracting an STD?
4. How can you fight against these types of odd? What steps can be taken to prevent the contraction of an STD?

## Activity Title: Finish the Ad

**Time to Complete:** 25 minutes

**Materials Needed:** Magazines (1 for every 2 students), scissors, pens, paper

**Overview:** Students will realize that ads often play off of sexual desires, but do not tell the full story of the actions and the consequences. By allowing the students to create a tale of what happens one day after the ad stops the activity enables the students to acquire a critical eye of the media.

**Energy Level:** low

### Activity Instructions:

- **SETUP**
  1. Break up the class into pairs of two
  2. Distribute the magazines to each pair of students
  3. Distribute the pens, paper and scissors adequately
- **Instructions:**
  1. Instruct each pair to find an ad in the magazine that captures a moment that portrays a relationship, flirtation, sexuality, typical gender roles, etc. Once they do so, tell the students to describe what is happening in the advertisement, telling the story of the people in the ad. They should continue their story to include what happens one day after the scene in the ad. For example, if it is a beer ad that shows a man and a woman at a bar, the students would tell the story of what happens when they leave the bar.
  2. Have each group present their story and have them tell why they think their story happens.
- **Debrief-**Following the game, the facilitator should lead a discussion on the purpose of the activity. The facilitator may use some of the following questions to spark discussion:
  1. What common themes did you notice about your stories?
  2. How did you come up with the stories you did?
  3. Does the media use sex to sell? What are some examples?
  4. If your story involved any sexual activities, did your characters use protection? Did the use of protection cross your mind when you created your story? If not, why do you think that is? If it did, does the media often tell the type of story you did?
  5. Does the media prepare you to deal with the repercussions of the actions it encourages you to do?
  6. What story does the media tell you about sexual behavior? What norms about sex does the media create? Did your story continue similar themes?

<b>Activity Title: No Glove, No Love</b>		
<b>Time to Complete:</b> 20 minutes	<b>Materials Needed:</b> No Glove, No Love PSA, DVD Player, Television	
<b>Overview:</b> Students will realize the importance of using protection and how teens can make positive decisions regarding sexual health.		<b>Energy Level:</b> low

**Activity Instructions:**

3. The facilitator will play the No Glove, No Love public service announcement created by Mikva Teen Health Council students.
4. Following the video, the facilitator will lead the group in a discussion of the video using the following questions:
  - a. What do you think is the overall message of the video?
  - b. Have you heard this message before?
  - c. In what ways can STDs affect your life?
  - d. When do you think is the right time for kids to start learning about how to use protection?
  - e. Do you know of resources where teens can go for condoms? If yes, what are they?
  - f. Why do you think some teens don't know how to use protection?
  - g. How do adults influence teenage sexual behaviors?
  - h. How do you think media affects teen sexual health?
  - i. Do you think there are positive forms of media? If yes, what are they? If no, why?
  - j. How does the media portray condom use?
  - k. Do you think teens care about using protection?
  - l. What do you think causes teens to have unprotected sex?
  - m. What, if any, are the pros and cons of using protection?
  - n. Why do you think some people have problems breaking unhealthy habits?
  - o. How can we as a group influence others to use protection?

# Appendix

## Sample 1: C.I.A. Statement List

Below is a list of statements that can be read out to the group during the C.I.A. activity. For each statement, students should decide whether this is something that concerns them, affects them, has an influence on them, or a combination of all three.

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## Sample 2: STD List

Below is a list of STDs that can be used for the STD Minefield activity. The facilitator can write or type these STDs on one side of the sheets of paper that will be used as mines in the game.

- HIV/AIDS \*
- Chlamydia
- Gonorrhea
- HPV \*
- Syphilis
- Herpes
- Genital Warts
- Hepatitis \*
- Crabs

**\*denotes Viruses that cannot be cured if a student steps on the “Treatment” sheet**

# Teen Mental Health

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Adolescence can be a particularly stressful period in life. Many competing influences and factors cause teens to deal with a variety of health problems ranging from anxiety to depression. Teens can choose among a variety of means to cope with their stress, but some of these options for dealing with stress are not always positive and healthy. This lesson takes a look at a variety of factors that contribute to stress in adolescence and how to prevent teens from using unhealthy means of coping with stress, with specific attention paid to teen drug use and abuse.

**Objectives:** Students will be able to...

8. Recognize the impact of the media in their everyday lives
9. Gain awareness of the hazards of drug use as a means of coping with stress
10. Identify stressors in life and gain awareness of positive means of coping with stress

**Agenda:**

Activity	Instructions begin on page...	Time:
I'm Seeking Common Ground	1	15 min.
Who Are They?	2	15 min.
Stand and Declare	3	25 min.
Don't Lose Yourself Video Discussion	3	15 min.
Get Out of It	4	20 min.
<b>Total</b>		<b>90 min.</b>

<b>Activity Title: I'm Seeking Common Ground</b>		
<b>Time to Complete:</b> 15 minutes	<b>Materials Needed:</b> chairs (enough for all but one of the students in the group)	
<b>Overview:</b> An icebreaking activity where students share common experiences		<b>Energy Level:</b> high

**Activity Instructions:**

- **Setup**
  1. Students should arrange chairs into a circle facing the inside. Each student should have a chair to sit in, except for one student who will stand in the middle of the circle.
- **Game Instructions**
  1. The student in the middle is the caller and will announce the following "I am seeking common ground with people who \_\_\_\_." The blank can be filled with any trait, possession, or experience that the student can share with others in the group. For instance, the caller can say "I am seeking common ground with people who enjoy action movies."
  2. When the caller announces the topic, those who share the same commonality must get up and find a new seat. They may not sit in their old seat or in the seat directly next to it.
  3. The student who remains in the middle without a chair becomes the caller for the next round.

<b>Activity Title: Who Are They</b>		
<b>Time to Complete:</b> 15 minutes	<b>Materials Needed:</b> projector, PowerPoint slides with pictures of celebrities and politicians (or just photos if no projector is available), laptop, screen, pens and paper	
<b>Overview:</b> A thought experiment that gets students thinking about how the media affects them.		<b>Energy Level:</b> low

**Activity Instructions:**

- **Setup**
  1. The facilitator should set up the projector prior to the session.
- **Game Instructions**
  1. The facilitator will show the first slide of 10 politicians. These images should be of local, state, and national figures such as the President, senators, representatives, and local elected officials. Each student should look at the images and try to write down as many people that they recognize from the first slide.
  2. The facilitator should ask the group how many images people could identify and see who was able to identify the most people.
  3. After a couple of minutes, the facilitator should switch to the celebrities slide. Once again, students will have to write down the names of the individuals that they recognize on the slide.
  4. The facilitator should ask the group how many images people could identify and see who was able to identify the most people.
  5. Students will then compare on which slide they were able to recognize the greatest number of people.
- **Debrief-**Following the game, the facilitator should lead a discussion on the purpose of the activity. The facilitator may use some of the following questions to spark discussion:
  1. Who were the easiest people to identify? On which slide was it easier to identify people?
  2. Why was it easier to identify certain people?
  3. What does this activity say about the role of television, music, and movies in the everyday lives of teens?
  4. How does the media affect your life and lifestyle choices.

<b>Activity Title: Stand and Declare</b>		
<b>Time to Complete:</b> 25 minutes	<b>Materials Needed:</b> 4 sheets of butcher paper that read “Strongly Agree”, “Agree”, “Disagree”, or “Strongly Disagree”, statement list ( <b>Sample 1 in Appendix</b> )	
<b>Overview:</b> Students will take a position and defend it in regards to a variety of statements dealing with teenage stress and well-being.		<b>Energy Level:</b> medium

**Activity Instructions:**

- **Setup**
  1. The facilitator should place a poster in each corner of the room.
- **Instructions**
  1. Students will be instructed that they will have to listen to a variety of statements. When they hear the statement they should go to the corner that best aligns with how they feel about the statement: strongly agree, agree, etc.
  2. Have students discuss amongst themselves why they chose the number they did. Each corner then can report out to the larger group. If any student moves to a different corner, have the student explain their decision to move.
  3. The facilitator can continue debate in whichever way best suits the group.
- **Debrief**-Following the game, the facilitator should lead a discussion on the purpose of the activity. The facilitator may use some of the following questions to spark discussion:
  1. What do you think influences you to think they way you did about the statements?
  2. Was it hard to make a choice about the corner to go to or were the decisions easy?
  3. Did you learn anything about yourself or your classmates while doing this exercise?
  4. How will you use what you discussed today in the future?

## Activity Title: Don't Lose Yourself Video Activity

**Time to Complete:** 15 minutes

**Materials Needed:** DVD player, television, Don't Lose Yourself PSA, copies of "Untitled" poem (**Sample 3 in Appendix**)

**Overview:** Students will be able to discuss the effects of drug use on relationships and its negative effects as a means of coping with stress

**Energy Level:** low

### Activity Instructions:

- **Setup**
  1. The facilitator should set up the television to play the Don't Lose Yourself PSA created by the Mikva Teen Health Council students.
- **Instructions**
  1. Students should view the public service announcement entitled *Don't Lose Yourself*.
  2. After watching the PSA, the facilitator should distribute the poem "Untitled" to the students and have them listen to the recorded poem on the DVD.
- **Debrief**-Following the video and reading the poem, the facilitator should lead a discussion on the purpose of the activity. The facilitator may use some of the following questions to spark discussion:
  1. What's happening in the video?
  2. Why do you think the girl is using drugs?
  3. Why do you think the most important people in her life are disappearing?
  4. How is drug use usually portrayed in the media? How does this differ from reality?
  5. Does stress cause drug abuse?
  6. What are some potential problems using drugs as a means of coping with stress?
  7. What are some more positive ways of dealing with stress?

## Activity Title: Get Out of It

**Time to Complete:** 20 minutes

**Materials Needed:** Stressors and Copes List (Sample 2 in Appendix), 3 X 5 note cards, blindfolds

**Overview:** Students will understand what factors cause stress and positive ways of coping with stress

**Energy Level:** medium

### Activity Instructions:

- **Setup**
  1. The room should be cleared of desks and chairs as much as possible.
  2. A starting line and a finish line should be marked on the floor, and the stressor cards and coping cards should be placed on the floor between the start and finish lines.
  3. The group should be divided into teams of 2.
- **Game Instructions**
  1. One student should be the guide and the other person should receive the blindfold. The object of the game is to have the guide navigate their blindfolded partner through the minefield avoiding the stressors and picking up the coping cards.
  2. The teams will have three minutes to plan their strategy before they have to go through the course.
  3. The guide will stand at the finish line and give directions to the partner.
  4. A variation of the game can be played that gives the teams a time limit to see who can navigate the minefield the fastest.
- **Debrief-**Following the video and reading the poem, the facilitator should lead a discussion on the purpose of the activity. The facilitator may use some of the following questions to spark discussion:
  1. How much did you trust your partner at the start of the activity (on a scale of 1-10)?
  2. How much did you trust your partner at the end of the activity?
  3. What is the difference between going alone and having a partner?
  4. Is it better to deal with problems alone or with outside help?
  5. What does coping with stress mean?
  6. What are some other ways to cope with stress?
  7. What ingredients are needed when trusting and working with someone else?
  8. What did your partner do to help you feel safe and secure?
  9. Do you think teens who go through stress feel safe and secure?
  10. What could your partner have done to make you feel safe and secure?
  11. What communication strategies worked best in this game?
  12. How can you help your peers communicate their fears, and problems better?

# Appendix

## Sample 1: Stand and Declare Statement List

Below is a statement list for the Stand and Declare activity. The facilitator may choose from this list or design additional follow-up statements that can be used in the activity.

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## Sample 2: Get Out of It Copes and Stressors

Below is a list of ways of coping with stress and stressors that can be written or typed onto 3 X 5 cards for the Get Out of It game.

<b><u>Methods of Coping</u></b>	<b><u>Stressors</u></b>
Talking to Family	Pressure to use alcohol
Talking to Friends	Pressure to do drugs
Exercise and Sports	Grades
Listen to and Play Music	Fights
Yoga and Relaxation Exercises	Relationships
Counseling	Death of a family member or friend
Talking to favorite teacher or counselor	Getting hurt or sick
	Pressure to have sex
	Loss of a part-time job

### Sample 3: *Untitled* by Jorge Pule

Sweating crying back at home, the D-at school she looks inside her hands, she sees herself imprisoned put there by stress.

She opened her eyes and heard the whispers in the wind

Just take that puff!

Inhaling her worst mistake yet, she moves on only to see her best friend fade before her eyes, startled.

Her heart hurts like a group of guys grabbed and attacked it.

Her mind discombobulated like a plane crash. She hastily sucks in the THC once more.

Exhaling the loss of her friend she walks desperately.

Looking for that light that always kept her comfort, which she can't see and feel anymore.

Smoking again and again lost in herself, running to her boyfriend

She forgets about everything else for a moment, bringing out the marijuana, a boyfriend she has no more.

Her lungs pump harder like if it was fighting for every breath, here heart beating hastily like it ran a marathon.

She looks for a solution through inhaling that weed, she only gets more fragile, how can this be?

She goes to the place where she calls home, finds her mother washing dishes passionately, quietly with a smile on her face.

That soon enough changed faster than a roller coaster because her baby is smoking pot. She cries a river that drowns her having a harder time to breathe because her mother has faded away.

She has lost all that is her and smokes that puff once more.

A tear rolls off her eye and she sees herself again

Having countless memories simultaneously, ripping herself to shreds.

She drops marijuana

She becomes ashes in the wind.

'What doesn't kill you makes you stronger'

"Don't Lose yourself because you have people that care about you."

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