

CBSG® Program - Youth Connection Virtual Activity Guide

Session	Activity	Handout	Suggested Modifications
1. Getting to Know You	Major Message Activity	YC 1:3 Ages: All	Prior to group, print Handout YC 1:3 Instruct participants to write I AM; I CAN; I HAVE; I WILL; I BELIEVE in different areas on a piece of paper. After completing their messages, instruct them to share with the large group. After responses, process.
	Stand Up If	N/A Ages: All	Adapt the Stand Up if list so it best describes current events and relevant backgrounds of the participants. Instruct the participants to Thumbs Up If the statement response is true, click on the <u>thumb up</u> reaction. When the statement is not true, instruct each to click off the <u>thumb up</u> reaction. Adapt each statement to best describe current events and relevant life experiences. <i>(Note: For older participants insert a poll for each statement.)</i> After responses, process.
	Getting to Know You	YC 1:13 Ages: D	Prior to group, print Handout YC 1:13 and cut into strips or use the Handout as your reference. Choose appropriate questions for the age and experiences of the participants. <i>(Note: Modify questions as needed.)</i> Depending on time, ask participants to respond individual or collectively, to each question. After each respond, process.
	Take a Step	N/A Ages: All	Explain we are going to play a game to get to know each other by identifying facts about ourselves. Instruct participants to take a step back from their computer. When a true statement is read, participants will take a step towards the computer. Give time for participants to step back away from the computer following each statement. Discuss similarities and differences of answers and process.

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2. A Celebration of Me	<i>"My Name Is..."</i>	YC 2:4 Ages: All	Prior to group, prepare an example using your name. Be prepared to upload Handout YC 2:4 to the Chat Box or scroll through the document during the group as participants need. After everyone has shared, process.
	<i>Specialty Bag</i>	YC 2:6 Ages: All	Prior to group, print Handout YC 2:6 , cut each word into a strip, and place all the strips into the paper bag. Tell the participants that you are going to draw a word from the bag for them, and they are going to tell one thing about themselves that shows how they are like the word you drew.
	<i>Celebration Shield</i>	YC 2:7 Ages: D	Prior to group, print and show participants Handout YC 2:7 . Or draw examples to share. Instruct each to draw this shield on a piece of paper or to use any shape: square, circle, oval, etc. and divide their shield in to five sections. Instruct participants to write a Major Message in each of the sections: I AM, I CAN, I HAVE, I WILL, I BELIEVE. Instruct them to write words or draw pictures in response to each Major Messages. Instruct them to share their shield with the group. After responses, process.
	<i>Everyone is a Star</i>	YC 2:8 Ages: D	Prior to group, print and show participants Handout YC 2:8 . Instruct each to draw this shield on a piece of paper or to use any shape: square, circle, oval, etc. and divide their shield in to five sections. Instruct participants to write a Major Message in each of the sections: I AM, I CAN, I HAVE, I WILL, I BELIEVE. Instruct them to write words or draw pictures in response to each Major Messages. Instruct them to share their shield with the group. After responses, process.
	<i>Me Burger</i>	YC 2:9 Ages: D	Prior to group, print Handout YC 2:9 for an example to show participants. Instruct participants to select what ingredients they want on their <i>Me Burger</i> and draw them on pieces of paper. Instruct participants to share their burgers once they are completed. After everyone shares, process.

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2. A Celebration of Me (cont.)	<i>Individuality Collage</i>	N/A Ages: E, F	<i>(Note: Based on your judgement, caregiver permission, the ages of the participants and their resources.)</i> Instruct participants to use pictures from magazines, the newspaper, or draw their own pictures or use words to create a Family or Individual Collage on their own time prior to the next meeting time. They will share and process during the next session.

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3.	Feelings	<p><i>A Feeling I Had</i></p> <p><i>Feelings Bag</i></p> <p><i>Feelings Relay</i></p>	<p>YC 3:1 Ages: All</p> <p>YC 3:3 Ages: All</p> <p>N/A Ages: D</p> <p>Prior to group, print Handout YC 3:1 or use a piece of paper to draw a t-chart with the same headings as the Handout. Instruct participants to draw a picture of a comfortable or uncomfortable feeling on a piece of paper, or share using words in the Chat Box. After everyone has shared at least one example, process.</p> <p>Prior to the group, print Handout YC 3:3, cut into strips or use the Handout as a reference. You may want to eliminate feeling words that are inappropriate for your age group. Pick a word out of the bag for each participant. They can either describe a time when they felt that feeling, OR they can act out that feeling and let the group guess what the feeling is. After the activity is completed, process.</p> <p>Divide the group into two teams. <i>(Note: You may want to flip a coin to choose which team starts.)</i> Each team member identifies which team they are on and writes as many feelings in the Chat Box within a one-minute period. <i>(Note: You may want to give each team time (e.g. three minutes) in a Breakout Room to create their list of feelings. The team will choose one member to share their list in the large group.)</i> The team with the most feeling words, wins. Using the lists, discuss “like” and “don’t like” feelings and how to manage “don’t like” feelings in healthy ways. After responses, process.</p>

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3. Feelings (cont.)	Feelings Bottle Game	N/A Ages: E, F	<p>Prior to group, cut out magazine pictures of people representing different ages and ethnic backgrounds, expressing a variety of feelings. Glue the pictures to pieces of paper or cardstock. On slips of paper, write each participant's name. Place them in a paper bag or small container. Select a name, hold up a card and ask the participant to identify the feeling expressed and a time they experienced it. Discuss which feelings were "like" and "don't like" feelings and, how to manage "don't like" feelings in healthy ways. After responses, process.</p>
	Scrambled Feelings	YC 3:6 Ages: E, F	<p>Prior to group, print Handout YC 3:6 to reference. Using the Chat Box, type in the "scrambled" feeling words. Instruct participants to unscramble the words on a piece of paper giving them 15 - 30 seconds before the next scrambled word is typed in the Chat Box. There is no talking during the unscrambling. Once all the words are completed, and if you have the capability, divide participants into groups of 2 or 3 to discuss the correct answers. Send them into Breakout Rooms for three minutes to discuss. Ask for examples of times they have experienced the feelings. After discussion process how feelings are easier to unscramble when others help.</p>

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4. Handling Anger	Anger Alternative	N/A Ages: All	Prior to group, prepare a t-chart with titles to show as an example. Instruct participants to draw their own t-chart on a piece of paper and write in examples to share with the group. Discuss and process answers.
	“Handling Anger” Role Plays	YC 4:6 & YC 4:7 Ages: D or YC 4:7 & YC 4:8 Ages: E, F	Prior to group, print Handout YC 4:6 and cut situations into strips. Randomly choose situations to read aloud or assign the scenarios to participants who want to act them out. <i>(Note: You may choose to type the situations in the Chat Box.)</i> Instruct two participants to act out the role-play situation using what they learned about controlling angry feelings from the Guided Discussion. Use Handout YC 4:7 to define the three steps to practice during the role-plays. Take turns with each pair until everyone has an opportunity to practice handling anger. Once everyone has participated, process. or Prior to group, print Handout YC 4:8 and cut situations into strips. Randomly choose situations to read aloud or assign the scenarios to participants who want to act them out. <i>(Note: You may choose to type the situations in the Chat Box.)</i> Instruct two participants to act out the role-play situation using what they learned about controlling angry feelings from the Guided Discussion. Use Handout YC 4:7 to define the three steps to practice during the role-plays. Take turns with each pair until everyone has an opportunity to practice handling anger. Once everyone has participated, process.
	Expressing Myself Letter	N/A Ages: E, F	Follow the Activity and Processing instructions in the Facilitator’s Manual. Instruct participants to use their paper, pen or pencil, and trashcan to complete their letter. Discuss and process their experiences.

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5. Dreams and Goal Setting	<i>Dream Shoes</i>	YC 5:3 Ages: All	Instruct participants to bring their favorite pair of shoes and show them to the group. Encourage them to imagine where they would go if their shoes could take them anywhere. After everyone has an opportunity to share, process.
	<i>Dream Cakes</i>	YC 5:8 Ages: D	Prior to group, print Handout YC 5:8 and make an example <i>Dream Cake</i> to show participants. Instruct the participants to draw their own cake with big candles on a piece of paper. Read the questions on each candle aloud and instruct participants to write their answers. <i>(Note: You may need to type out answers in the Chat Box for the participants to copy.)</i> Say "I believe you will make your dreams come true!" Type the statement "I believe I will make my dreams come true" in the Chat Box and instruct them to write it on the bottom of their paper. After each shares their cake, process.
	<i>The End of My Rainbow</i>	YC 5:9 Ages: D	Prior to group, print Handout YC 5:9 to show participants. Instruct them to draw what they see on the Handout on a piece of paper. Instruct them to write a dream they have in the "pot of gold." Ask, "What are some steps you need to take to achieve your dream?" Instruct them to write the steps in the arcs of the rainbow. After they share their dream and steps, process.
	<i>Nudge Your Neighbor</i>	N/A Ages: D, E	Instruct participants to answer the questions you type in the Chat Box. Designate a participant, or ask for a volunteer, to answer a question. After a question is answered the person chooses the next person to answer. <i>(Note: Make sure the names of participants are on their screen.)</i> After everyone has an opportunity to answer, process.

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5. Dreams and Goal Setting (cont.)	Let's Take a Trip	YC 5:10 Ages: E, F	<p>Explain the group is going to “take a trip” to Washington DC. The itinerary includes visiting the U.S Capital, The White House, and the Supreme Court. In the Chat Box, list the order of steps and decisions to be made in preparation for the trip, how each step will be taken, and who will be responsible. <i>(Note: The participants can take turns typing each step in the Chat Box or instruct them to use a piece of paper to create a similar Handout YC 5:10.)</i> After the steps are completed, process.</p>
	Short-, Middle-, Long- Term Goals	YC 5:11 Ages: E, F	<p>Explain to the participants what are short-, middle-, and long- term goals. Read aloud Handout YC 5:11 and ask the participants to hold one finger by those goals that are short- term, ask them to hold two fingers for the ones that are middle-term, and three fingers for long-term goals. After they share their answers process the activity.</p>
	College or Job Application	YC 5:12 Ages: F	<p>Prior to group, print Handout YC 5:12 to show participants as an example. Instruct participants to describe their plans after graduating high school. Type, or ask for a volunteer to type, the different plans in the Chat Box. Discuss the steps necessary to reach each goal. Instruct participants to write their own plan on a piece of paper and share it with the group verbally or in the Chat Box. After goals are shared, process.</p>

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6. Making Healthy Choices	<i>Healthy Choice Collage</i>	N/A Ages: All	Using a piece of paper, instruct participants to draw a picture or use words to describe a healthy activity they might choose to do. <i>(Note: You can use the “white board” option through the virtual platform instead of paper.)</i> The participants can also type their ideas on the Chat Box. After everyone has shared, process.
	<i>Making Choices</i>	N/A Ages: All	Instruct participants to list specific problems or situations for people who use alcohol and other drugs in the Chat Box. Read each example aloud and ask for participant replies. Instruct the other participants to offer a healthy choice for dealing with the situation. After everyone has shared, process.
	<i>I Would Never Do That</i>	N/A Ages: D, E	Divide participants into groups of three or four. If you can send them to Breakout Rooms, instruct them to make a list of risky behaviors they would never do (e.g. drink and drive). Instruct participants to report back to large group or write their list in the Chat Box. Read each list aloud and instruct the participants to show with a thumbs up or thumbs down if they would do the behavior. After everyone has shared, process.
	<i>Stress Busters</i>	N/A Ages: E, F	Using the term “stressors,” brainstorm what causes stress in life instructing participants to type their answers in the Chat Box. Ask, “What are ways to handle these stressors?” Discuss positive and negative possibilities. After everyone has shared, process.
	<i>Support When Feeling Stressed</i>	YC 6:12 Ages: F	Follow Activity instructions in Facilitator’s Manual. Instead of role-playing with a partner how to ask for help, instruct participants to type choices in the Chat Box. Discuss which option feels most comfortable to try in the coming week. Once everyone has a turn, process.

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7. Friends	<i>“Being a Friend” Role Plays</i>	YC 7:8 Ages: D	After discussing ways to make friends, brainstorm new ways and instruct participants to write the new ideas on a piece of paper. Using Handout YC 7:8 , read each situation and ask for responses. Participant can “shout out” or “chat out” answers by unmuting or typing answers in the Chat Box. <i>(Additional option: Number the role plays 1-6, divide group into pairs, and instruct participants to choose a number and read aloud the role play. Or each participant can act out a role play with the facilitator.)</i> To process, ask, “What are some things we learned from the role plays?”
	<i>Top Ten Reasons</i>	N/A Ages: E	Follow the instructions in the Facilitator’s Manual’s Activity Section. After everyone shares, process.
	<i>Friendship Resume</i>	N/A Ages: F	Instruct participants to type in the Chat Box qualities they want in friends. Instruct them to type “job” responsibilities for each quality. Next, create a group “resume.” <i>(Note: Ask a volunteer to type answers in the Chat Box.)</i> They must all agree on each item. Discuss and process the resume.
	<i>Map of Friends</i>	YC 7:10 Ages: F	Prior to group, print Handout YC 7:10 to show participants as an example. Instruct them to draw a map of friends on a piece of paper, starting with a medium size circle in the middle and six circles around the outside. Connect each circle with a line. Instruct them to write their name in the middle circle and six names of friends in the additional circles. Then, instruct participants to underline the names of friends who have used alcohol, tobacco, or other drugs. Once they have completed their map, discuss and process.

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<p>8. Resisting Negative Peer Pressure</p>	<p><i>UC - IC</i></p> <p><i>Resisting Negative Peer Pressure Role Plays</i></p>	<p>YC 8:2 Ages: ALL</p> <p>YC 8:3 and 8:4 Ages: D</p> <p>or</p> <p>YC 8:3 and 8:5 Ages: E, F</p>	<p>Follow Activity Instructions in the Facilitator’s Manual. If possible, upload and open Handout YC 8:2 and share the images. Share your screen so participants can view the Handout.</p> <p>Prior to group, print the Handouts YC 8:3 and YC 8:4. Show the “5-B’s” of Saying NO to participants. On Handout YC 8:4 number the role plays 1-10 and have each participant call out a number. Read to the participant the number they called out and have them share a way to <i>Resist Negative Peer Pressure</i> from that situation. After everyone responds to a situation, process.</p> <p>or</p> <p>Prior to group, print the Handouts YC 8:3 and YC 8:5. Show the “5-B’s” of Saying NO to participants. On Handout YC 8:5 number the role plays 1-10 and have each participant call out a number. Read to the participant the number they called out and have them share a way to <i>Resist Negative Peer Pressure</i> from that situation. After everyone responds to a situation, process</p>

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9. Putting It All Together	<i>“Putting it All Together” Jeopardy</i>	YC 9:1 Ages: All	<p><i>(Note: Use Handout YC 9:1 if creating a Jeopardy game board.)</i> Prior to group, locate <i>YC Jeopardy</i> on your USB. Prepare the participants for the “Jeopardy” game by showing the online game board’s five categories: 1) Celebrating Me, 2) Dreams & Goal Setting, 3) Feelings & Anger, 4) Making Healthy Choices, & 5) Friends/Peer Pressure. Show the questions ranging from 100 to 400 points. <i>(Note: Participants can be divided into two teams or remain singular.)</i> Participants or Teams will take turns and call for a Category and a specific question point. After everyone has taken turns and there is a winner, review what they learned throughout group.</p>

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10. Celebration & Commitment	<i>What I Have Learned</i>	YC 10:1 Ages: All	Prior to group, using Handout YC 10:1 , mark each question 1-9 or designate a different color for each. Instruct participants to choose a number or color. Read each question aloud for each participant to “shout out” the answer by unmuting or “chat out” by typing it in the Chat Box. Discuss which session(s) was their favorite(s) and what specifically helped them most. After everyone has an opportunity to answer, process.
	<i>Major Message Activity</i>	YC 10:3 Ages: All	Prior to group, prepare a <i>Major Message Activity</i> by writing your Major Messages (I Am, I Can, I Have, I Will, I Believe) on a piece of paper or print Handout YC 10:3 as an example. Instruct them to write their own messages on a piece of paper and share with the group. After everyone has an opportunity to share, process. <i>(Note: if the Major Message Activity was completed in Session 1, ask participants to compare their messages for changes.)</i>

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Additional Session - Chemical Dependency: A Family Disease	<i>My Personal Statement about Chemical Dependency</i>	N/A Ages: All	Give participants the option of responding to the statements in the Facilitator’s Manual Activity concerning how chemical dependency can affect lives using verbal answers, drawing a picture, or writing a story. Give participants 10 to 15 minutes to complete their choice. Encourage participants to share what they created with the rest of the group. After everyone has an opportunity to share, process.
	<i>Bicycle Ride</i>	YC AS:2 Ages: D	Follow the instructions in the Facilitator’s Manual’s Activity Section. Prior to group, print Handout YC AS:2 to read aloud. After the story, process.
	<i>Think, Feel, And Do</i>	YC AS:3 Ages: D	Prior to group, print Handout YC AS:3 cut out the situations and number the strips. Instruct participants to choose a number. Read aloud the corresponding situation and instruct the participant to respond to the situation using “ <i>Think, Feel, and Do.</i> ” After everyone has an opportunity to answer, process.
	<i>Living Near a Chemical Dump</i>	YC AS:4 Ages: E, F	Prior to group, print Handout YC AS:4 . Read aloud and follow the instructions in the Facilitator’s Manuals Activity Section. After the story, process.
	<i>Living with Chemical Dependency</i>	YC AS:5 Ages: E, F	Prior to group, print Handout YC AS:5 . Read aloud and follow the instructions in the Facilitator’s Manuals Activity Section. After the story, process.
	<i>What Everyone Should Know</i>	YC AS:6 Ages: E, F	Prior to group, print and cut Handout YC AS:6 statements. Number them 1-7. Get as creative as you want and design a poster board, or large sheet of paper, with the Title “ <i>What Everyone Should Know.</i> ” Instruct participants to choose a number between 1 and 7. When a number is called, read the statement aloud. Record these statements on the poster board/large sheet of paper. <i>(Note: participants can type their statements in the Chat Box.)</i> After statements are read & discussed, process.

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Additional Session - “Changes & Challenges in My Life”	Take A Look	YC AS:8 Ages: D, E	<p>Prior to group, print Handout YC AS:8 to show as an example or using a piece of paper, make a t-chart and title it appropriately. Read each situation aloud and instruct participants to first, write in the “I usually” column how they usually cope with the situation. Using the “I could” cope with the situation that “could” be a healthier choice. Instruct them to “shout out” or “chat out” some of the examples they wrote. After everyone shares discuss the healthier choices and process.</p>
	Stressful Situations	YC AS:9 Ages: E, F	<p>Prior to group, print Handout YC AS:9 to use as a reference. Tell the participants you are going to be choosing a situation randomly for them. After it is read aloud, they are to identify whether the situation is something they can or cannot change. Instruct participants to type healthy ways to cope with the “stressful situations” in the Chat Box. Instruct them to also identify and type people who can help them during stressful situations. <i>(Note: Instruct participants to list stressful situations they have experienced and type them in the Chat Box.)</i> After everyone shares, process.</p>
	Who I Am/Who I Will Be	YC AS:10 Ages: E, F	<p>Prior to group, print Handout YC AS:10 to show participants and use as a reference. Instruct participants to draw two columns on a piece of paper, writing the titles “Who I Am” and “I will be”. Instruct participants to write and share their list with the group. <i>(Note: participants can type their answers in the Chat Box.)</i> After sharing and discussing, process.</p>

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<p><i>Additional Session - “Changes & Challenges in My Life” (cont.)</i></p>	<p><i>My Personal Life Stages</i></p>	<p>YC AS:12 Ages: F</p>	<p>Prior to group, print Handout YC AS:12, cut into strips or use the Handout as a reference. Type each question in the Chat Box. Instruct participants to write their answers on a piece of paper using one- or two-word statements. Next to each answer, instruct them to write a “C” next to situations they can change or a “CC” next to answers they cannot change. Discuss ways to cope with the “stressful situations” in healthy ways. Also, instruct them to identify people who can help them when they experience stressful situations. <i>(Note: Instruct participants to write or type in the Chat Box a list of stressful situations they have experienced.)</i> After discussing and sharing, process.</p>