

Building Blocks for a Healthy Future



<Insert Date>

<Insert Organization>

Presented by the Substance Abuse and Mental Health Services Administration's
Center for Substance Abuse Prevention



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AGENDA

| | |
|------------|--|
| 8:00 a.m. | Continental Breakfast and Registration |
| 8:30 a.m. | Introductions and Icebreaker |
| 9:25 a.m. | Concept and Breakout: Risk and protective factors through case studies |
| 10:35 a.m. | Break |
| 10:50 a.m. | Concept and Breakout: <i>Building Blocks</i> materials |
| 12:25 p.m. | Lunch |
| 1:25 p.m. | Concept and Breakout: <i>Building Blocks</i> materials, cont'd |
| 2:25 p.m. | Concept and Breakout: Action plans |
| 2:55 p.m. | Break |
| 3:05 p.m. | Concept and Breakout: Action plans, cont'd |
| 3:35 p.m. | Q & A |
| 4:05 p.m. | Evaluations and Goodbye |

POWERPOINT PRESENTATION

BUILDING BLOCKS FOR A HEALTHY FUTURE

Building Blocks for a Healthy Future

Discover, Learn, and Explore

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BUILDING BLOCKS FOR A HEALTHY FUTURE

Introductions

-<Presenter 1's name>
<Presenter 1's organization>

-<Presenter 2's name>
<Presenter 2's organization>

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BUILDING BLOCKS FOR A HEALTHY FUTURE

Background

- Developed by HHS/SAMHSA/CSAP
- SAMHSA's vision: "A life in the community for everyone"
- SAMHSA's mission: "Building resilience and facilitating recovery"
- CSAP's mission: "To bring effective substance abuse prevention to every community, nationwide"

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SAMHSA's Strategic Prevention Framework

- Matrix priority programs include substance abuse prevention and children and families
- Improve accountability, capacity, and effectiveness—ACE

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Building Blocks and the SAMHSA Strategic Prevention Framework

- Get communities involved in prevention
- Are based on risk and protective factors
- Allow target audiences to help reduce risk factors and to promote protective factors
- Adhere to the five-step logic orientation for meaningful prevention results

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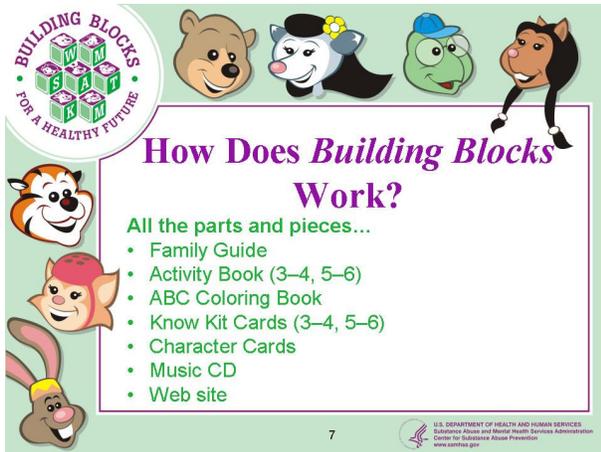
Introducing... Building Blocks

Helps children...

- Express their feelings and thoughts through good communication
- Form healthy, lifelong habits and attitudes
- Learn the difference between healthy and unhealthy activities
- Practice making decisions, gain confidence, and improve self-esteem

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How Does *Building Blocks* Work?

All the parts and pieces...

- Family Guide
- Activity Book (3–4, 5–6)
- ABC Coloring Book
- Know Kit Cards (3–4, 5–6)
- Character Cards
- Music CD
- Web site

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Building Blocks Web Site

www.bblocks.samhsa.gov

- Site features fun activities and new ideas that parents and caregivers can use with children
- Join the *Building Blocks* Bulletin to get regular e-mail updates!

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Goals

- Educate parents and caregivers about the basics of risk and protective factors
- Assist parents and caregivers with ways to reduce risk factors
- Reinforce skills that will enable caregivers to better nurture and protect their children in order to reduce substance abuse and to promote healthy lifestyles

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Today's Objectives

Participants will...

- Examine risk and protective factors
- Focus on prevention for young children
- Explore *Building Blocks* materials
- Discover and share ways to use the materials
- Create action plans

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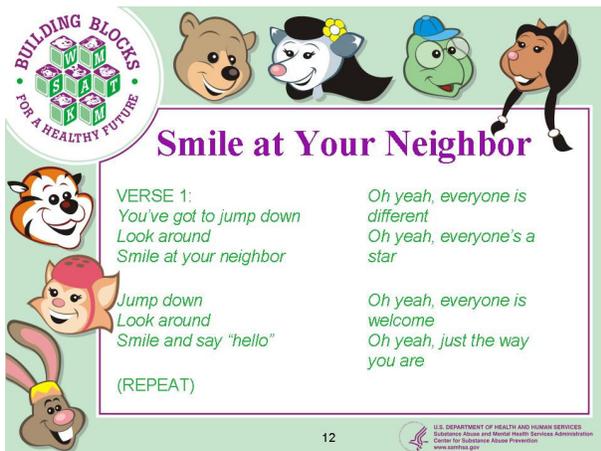



The Friends

- Wally Bear
- Ali Rabbit
- Mee Possum
- Thurgood Turtle
- Miguel Tiger
- Sandy Squirrel
- Kristi Kitty

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Smile at Your Neighbor

VERSE 1:
*You've got to jump down
 Look around
 Smile at your neighbor*

*Oh yeah, everyone is different
 Oh yeah, everyone's a star*

*Jump down
 Look around
 Smile and say "hello"*

*Oh yeah, everyone is welcome
 Oh yeah, just the way you are*

(REPEAT)

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Smile at Your Neighbor

VERSE 2:
 You've got to spin down
 Look around
 Smile at your neighbor

Spin down
 Look around
 Smile and say "hello"

(REPEAT)

*Oh yeah, everyone is different
 Oh yeah, everyone's a star*

*Oh yeah, everyone is welcome
 Oh yeah, just the way you are*

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Smile at Your Neighbor

CHORUS:
 Look around the room
 And what do I see?
 Beautiful faces smiling
 Back at me

*Look around the room
 And what do I know?
 Lots of colors in the
 Human rainbow*

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Smile at Your Neighbor

VERSE 3:
 You've got to jump down
 Look around
 Smile at your neighbor

Jump down
 Look around
 Smile and say "hello"

(REPEAT)

*Oh yeah, everyone is different
 Oh yeah, everyone's a star*

*Oh yeah, everyone is welcome
 Oh yeah, just the way you are*

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Smile at Your Neighbor

VERSE 4:
 You've got to twist down
 Look around
 Smile at your neighbor

*Oh yeah, everyone is different
 Oh yeah, everyone's a star*

*Twist down
 Look around
 Smile and say "hello"*

*Oh yeah, everyone is welcome
 Oh yeah, just the way you are*

(REPEAT)

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Smile at Your Neighbor

CHORUS:
 Look around the room
 And what do I see?
 Beautiful faces smiling
 Back at me

*Look around the room
 And what do I know?
 Lots of colors in the
 Human rainbow*

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Smile at Your Neighbor

VERSE 5:
 You've got to jump down
 Look around
 Smile at your neighbor

*Oh yeah, everyone is different
 Oh yeah, everyone's a star*

*Jump down
 Look around
 Smile and say "hello"*

*Oh yeah, everyone is welcome
 Oh yeah, just the way you are*

(REPEAT)

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Basics of Prevention

Build...

- Resiliency
- Confidence
- Self-esteem

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Case Studies

Communities

- Goldendale
- Mountain Lakes
- Ryder
- South Metropolis

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Color-Coded Community Profiles

- Overview
- Schools
- Housing
- Crime
- Recreation
- High-risk behavior

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Community Assignment

- Read the checklists of risk and protective factors
- Read your community profile to find and highlight risk and protective factors
- Identify examples to illustrate specific risk and protective factors
- Assign a group reporter and recorder

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Risk Factors

- Do you find the highest risk factors in your community profile to be within the community, family, school, or individual/peer?
- What specific things within this community may contribute to increased risk for young people?

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Protective Factors

- In your community profile, do the most positive, protective programs and services serve the community, family, school, or individual/peer?
- What are the strongest elements contributing to increased protection?

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National Institute on Drug Abuse (NIDA) Prevention Research

- Enhance protective factors
- Reverse or reduce risk factors

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Building Blocks and NIDA's "Must List"

- Build life skills, strengthen personal attitudes, and increase social competency
- Use developmentally appropriate interactive methods
- Give parents and caregivers appropriate skills
- Focus on the family
- Provide age-specific and culturally sensitive material

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Building Blocks: Precepts

- Good talking, good listening
- Time with your kids
- Living with rules
- Walk the walk
- Kids with kids
- Show and tell

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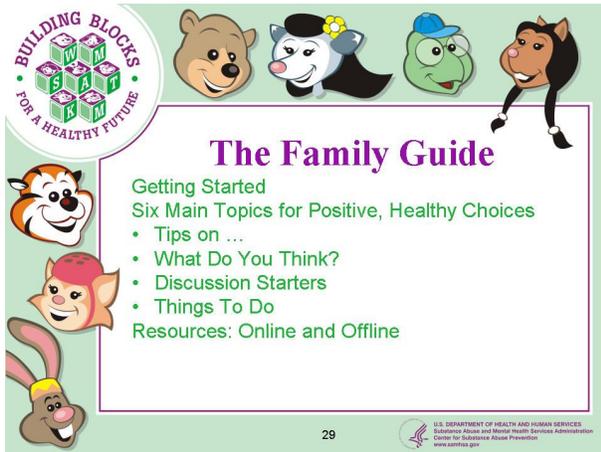


Target 3-6

- Children as young as age 3 may be exposed to, or are aware of, the use of alcohol, tobacco, and illegal drugs, whether in their personal lives or through the media.
- Physical, emotional, and social behaviors become habits at an early age.
- Setting up a pattern of early interaction and parental involvement provides future benefits for students academically and socially.

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The Family Guide

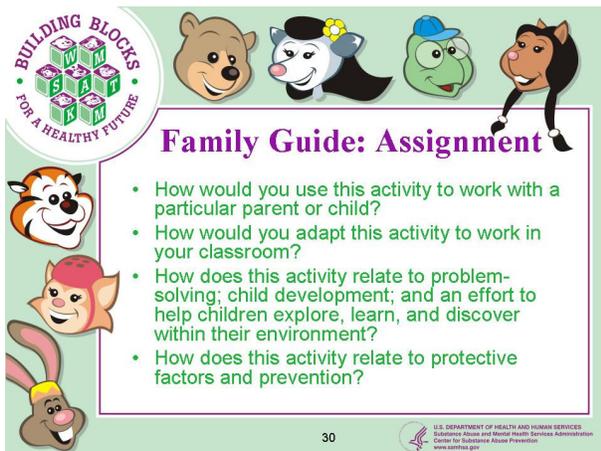
Getting Started
Six Main Topics for Positive, Healthy Choices

- Tips on ...
- What Do You Think?
- Discussion Starters
- Things To Do

Resources: Online and Offline

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Family Guide: Assignment

- How would you use this activity to work with a particular parent or child?
- How would you adapt this activity to work in your classroom?
- How does this activity relate to problem-solving; child development; and an effort to help children explore, learn, and discover within their environment?
- How does this activity relate to protective factors and prevention?

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Head Start Child Outcomes Framework

Curriculum Matrix

| Domain | Element | Building Blocks Product |
|--------|---------|-------------------------|
| | | |

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National Standards K-1

- English Language Arts
- Mathematics
- Science
- Social Studies
- Arts Education

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Lesson Plan Outline

- What will you teach?
- What do you need?
- Whom will you teach?
- What will you do?
- How does it fit into your overall planning?

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Take Action

- Parents
- Faculty in your school
- Other schools
- Community leaders

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Get the Word Out

- Who are the media in your community and how do you contact them?
- What is your message and how can you make it of local interest?
- How do you reach out through the media?

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Stay in Touch!

- Order materials through SAMHSA's National Clearinghouse for Alcohol and Drug Information at **1-800-729-6686** or online at **www.bblocks.samhsa.gov**.
- Join the listserv at **bblocks@shs.net** for e-mail updates.

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CASE STUDY: GOLDENDALE COMMUNITY

Goldendale is a suburb of a major metropolitan city. Historically, it has been middle class and conservative. Over the past 10 years, as families became more affluent, they moved from the cities into the suburbs and the Goldendale community has become more diverse. This change has not been easy for Goldendale. Long-time residents blame the newcomers for all of the town's problems. Instead of celebrating diversity, each cultural group is isolated in neighborhoods of cultural homogeneity.

SCHOOLS

The schools' challenges reflect community tension. As the town is separated into cultural and ethnic neighborhoods, so are the schools. Potential for violence is high. Several fights have broken out.

Recently, some students have brought weapons to school. Early stages of gang activity have become evident as students adopt the colors and clothing of nationally known gangs. Some parents send their children to private schools because of the declining grade point averages and increasing violence.

Teachers are trying to cope with the changes, too. English is the second language for many students. ESL classes have been added, and teachers struggle to incorporate students with low English proficiency into math, social studies, and science classes. Traditional teaching methods are not working.

The school district is a positive force in the community and works to respond to students' needs. Although the dropout rate is 25 percent, this rate is significantly less than in similar districts. Teachers receive in-service diversity training. School administrators enforce policies against school violence fairly. They also hold assemblies celebrating cultural diversity and encourage student involvement in setting school policies. District administrators work with interested community members to address issues of race and equity and to increase parental involvement in education.

HOUSING

Goldendale is made up primarily of single-family dwellings, duplexes, and a few fourplexes. It is a charming though modest town. Many long-time residents have moved, selling to agencies that turn their homes into rental units. Those who have stayed resent the decline in property values. Most of Goldendale's residents have worked long and hard to be able to leave the city and make a new life for their children. They are proud of their new community and what they have been able to accomplish. In order to afford to live there, many have moved their entire extended family under one roof.

CRIME

Crime has not been a major problem for Goldendale. However, over the past 5 years, gang-related activity and hate crimes have increased, as have burglaries. The local government has taken a "get tough on crime" stance, which many people think is enforced differentially.

RECREATION

Young people have a variety of recreational opportunities—community sports, movies, and school clubs. Each ethnic neighborhood has many celebratory occasions for youth.

HIGH-RISK BEHAVIOR

Teen pregnancy rates are rising. School surveys indicate 47 percent of high school seniors are sexually active. They also show a 20 percent increase in teen parents in the last 5 years. This has created intense controversy; some community members want the schools to increase sexual education and make contraception available.

School surveys show 58 percent of high school seniors regularly use alcohol, marijuana, or other drugs. Use patterns differ significantly between and among cultural groups.

Some members of the community are reluctant to become involved with substance abuse prevention and treatment services. They don't believe these services are designed for them. They also fear if they expose their problems, the social service worker will punish them (e.g., take away their child, label the family to the school, etc.). They fear acknowledging and addressing abuse issues will increase existing negative stereotypes and the stigmatizing will lead to neighborhood decline.

CASE STUDY: MOUNTAIN LAKES COMMUNITY

Mountain Lakes, an affluent suburb of a large metro area, is a beautiful town with well-kept parks, streets, and homes. Most people feel fortunate to live there. Citizens provide a wide range of services: volunteer firefighters, recreation supervisors, town planning committees, etc.

SCHOOLS

Schools are the defining characteristic of the community. Families move there because the school system has been rated one of the best in the State. Parents volunteer in the schools, supervising field trips, helping in the classroom, and organizing school levy campaigns.

Students enjoy a wide range of opportunities: athletics, school newspaper, language clubs, debating society, and tutoring younger students. In middle and high school, student government plays an integral role in formulating school policies. The administration and community expect teachers to take an active interest in their studies. Many teachers supervise extracurricular activities, requiring them to be at school before and after regular hours. Others run regularly scheduled tutoring sessions.

The dropout rate (7 percent) is the lowest in the State, and many students go on to college. However, very few programs are available for students who aren't college bound. Students are pressured to succeed. In a recent survey, middle and high school students have said their biggest problems are pressure for good grades, depression, and drugs; 20 percent say they dislike school. Recently, teachers have noticed that elementary students are displaying anxiety reactions when they do not do well on a school assignment.

HOUSING

Mountain Lakes has one of the highest housing costs in the State. Housing values and taxes have been soaring over the past few years. Neighbors are discreetly competitive: "More and bigger is better." Families do participate in school or community activities, but keep their private lives separate. An unspoken rule in many homes, "What's said and done here, stays here," isolates families from one another.

Soaring housing prices means fewer families with children can afford to live there. So, the school district faces a declining enrollment. One out of four elementary schools has been closed.

CRIME

Burglaries have risen by 15 percent in the past year, most attributed to teens. There also has been a rise in break-ins where nothing is taken, but the houses are severely vandalized. But, the largest change has been in the number of reported child abuse cases. Physical child abuse rates have risen by 30 percent in the last 2 years.

RECREATION

Mountain Lakes children have a lot of money. They frequent the three malls; shopping is their favorite activity. Many students have after-school or weekend jobs, so they have limited time to take advantage of recreational activities. Most recreational activities center around the schools. Athletic events—basketball, football, swimming, etc.—bring large crowds.

HIGH-RISK BEHAVIOR

Student surveys show alcohol and other drugs are readily available in the middle and high schools. After most athletic events, there is a beer party for students where a wide assortment of drugs is available. The town accepts that “kids will be kids” and looks the other way. Sometimes, beer parties are sponsored and supervised by a student’s parents. The adults consume a high rate of alcohol. Although hard liquor sales are down, wine sales have increased significantly. Several alcohol retailers knowingly or inadvertently sell to minors.

Lately, the town has become concerned that its young are growing up too quickly. Early sexual activity is thought to be rising.

CASE STUDY: RYDER COMMUNITY

Ryder is rural and blue-collar. Most of its residents have lived there all of their lives and are proud of their community. The center of town is the timber mill. It employs most of the workers. Recently, the economy has changed and many workers have been laid off. The current unemployment rate is 9.2 percent compared to a State average of 5.6 percent.

Facing hard economic times, the community has responded by pulling together, due to the efforts of a few families. There is a conscious and consistent effort to help those who lost their jobs.

SCHOOLS

Ryder has two elementary schools, a middle school, and a high school. Most of the teachers have been there a long time. Some of them taught their current students' parents. The district has a difficult time attracting new teachers because of financial problems and isolation.

In Ryder, the most important aspect of school is whether the football team won the last game. Residents value sports over academics. The dropout rate is approximately 44 percent. Student test scores are substantially below the average. Until recently, adults didn't see the need for an education. The mill didn't require a diploma.

Recently, several mothers joined together to "do something about the schools." They don't want their children to grow up to be unemployed and without marketable skills. After meeting with the superintendent and getting permission to use the high school gym, these mothers began an after-school study program for middle and high school students who have dropped out. A volunteer teacher helps with the academics, while the mothers monitor student behavior and progress. These mothers let parents know how well their children are doing.

HOUSING

Housing prices are declining rapidly. People who want or need to sell their homes are taking a loss. Rumor says the mill eventually will close down and make Ryder a ghost town.

After the mill laid off so many people, several community leaders met with the mayor. Together, including children, they have been going to the State capitol to lobby for State help. Every Sunday after church, children write letters to their legislators and other public officials.

CRIME

Ryder has a high rate of vandalism and burglary. Juvenile arrest rates have increased 30 percent in the last 5 years. Recently, there has been a string of arsons and an increase in reported child abuse cases.

RECREATION

Approximately 25 miles from the nearest urban center, Ryder has no large malls, 1 small theater, and 15 taverns. Kids "hang out" at one of two fast food restaurants or "party" in the gulch. Every house has a TV and VCR. Often, kids gather at one of the houses to play video games or watch TV.

The church provides recreation for many: Bible study, quilting bees, picnics, and "family video night." When Ryder fell on hard times, the church took leadership in helping troubled families. Volunteers run a soup kitchen, organize family activities, visit the sick and depressed, and run youth activities. The church also sponsors classes for adults and children to learn how to cope

with the layoffs. Children learn how to take on extra responsibility and help their parents. Parents learn how to support one another and not take their frustration out on their children.

HIGH-RISK BEHAVIOR

The primary drug of choice is alcohol. There is an extremely high rate of adult alcohol abuse and alcoholism. As unemployment soars, so does alcohol consumption. Many parents tacitly approve of teen drinking, especially for boys. In some ways, it is seen as a rite of passage. Parents “partied in the gulch” and expect their kids to do the same.

Parents are becoming concerned about the amount of sexual activity that takes place at the gulch. Recently, there has been a significant increase in teen pregnancies.

CASE STUDY: SOUTH METROPOLIS COMMUNITY

South Metropolis is an economically poor section of a large urban area. The city of Metropolis has grown. South Metropolis has become increasingly crowded and is seen as unsafe and unkempt. Many families move to South Metropolis, but few want to stay for long.

Residents are sensitive to how those outside of their community view them. They fear that if they acknowledge and address the community's problems, it will increase negative stereotypes. They are concerned that this stigma could lead to further community decline.

SCHOOLS

The schools experience high rates of student withdrawal and new entries throughout the school year. Over the past few years, the average grade point has fallen. Retention rates have increased, too, and standardized tests have indicated low achievement. The school board believes these problems are caused by the large numbers of students entering and leaving in the middle of the year.

To help new students, the South Metropolis School District has set up a student mentoring program and cross-age tutoring program. Each new student is introduced to a same-grade peer mentor. The mentor helps the new student get to know the school and the area and make new friends. Each student also is introduced to a tutor in a higher grade. This student is on hand to help with homework and help the student adjust to school.

Dropout rates are close to 50 percent. Violence is common in the junior and senior high schools. The Board hired security guards recently to patrol the halls to increase student and teacher safety.

HOUSING

Many government subsidized housing complexes and apartment buildings were constructed in the 1960s. The community grew and developers built low cost and, often, low quality complexes throughout the area. Home ownership rates are low; rental turnover is extremely high. Now, a community group is working with the Department of Housing and Urban Development (HUD) to establish resident ownership and control of a federally subsidized complex.

CRIME

Crime always has been a problem here. However, it is becoming more dangerous as street gangs multiply. Drive-by shootings, drug dealing, and gang warfare permeate the area. Recently, a church has organized a group of concerned parents to "take back the streets." They are organizing block watches, recruiting former gang members to talk to elementary-aged children, and working with the police to get better protection. They hope they will be able to work with the schools to offer recreational activities in the evening.

RECREATION

South Metropolis has few recreational opportunities for youth. Most kids do not have the money for activities. Frightened by the potential for violence, schools and community groups do not open their facilities to community youth.

Community churches work together to develop and offer "Rite of Passage" groups for young people. In these groups, adults teach young people what it means to be a contributing member of

the community. They take an interest in guiding personal development. These groups are increasingly popular with junior high school students.

HIGH-RISK BEHAVIOR

South Metropolis has a large portion of teen parents. Many of these teens live with their parent(s). The school has started a teen health clinic and opened a daycare center for its students' children. The area also has a large and growing number of liquor stores, bars, and taverns. Local government tried to decrease sales by taxing liquor, but the proposal did not pass the legislature, and alcohol taxation remains low.

Concerned about teen alcohol and drug use, the school district surveyed students' attitudes on alcohol and drugs. The results indicated that most students don't think drug and/or alcohol use is harmful. According to the survey, 67 percent of high school seniors are regular users. Many young people experiment with drugs and alcohol in elementary and junior high school.

Many South Metropolis citizens see themselves as victims of forces beyond their control. They see the drug problem as part of the larger picture of racial and cultural genocide. Because of the brutal realities, the community has a high tolerance for emotional pain, including the pain of addiction.

RISK FACTORS

| Area | Factor | Cite Example |
|-------------------|--|--------------|
| Community | People keep to themselves and don't want to get involved. | |
| | Adults look the other way when kids engage in risky behavior. | |
| | People don't stay in this community very long. | |
| | There are a lot of people without jobs in this community. | |
| Family | There is an unusually large number of reported child abuse cases. | |
| | Most adult social occasions involve substantial alcohol or drug use. | |
| | Most parents expect their teens to drink and/or have sex before they finish high school. | |
| | Parents are so busy, they often don't know where their children are or with whom they are spending their time. | |
| Schools | Drugs and alcohol are readily available at school. | |
| | Except for special education, schools have no programs for students struggling with school. | |
| | This district has an unusually high dropout and/or failure rate. | |
| | This district has an exceptionally high mobility rate in its student population. | |
| Individual | Most young people over age 13 believe that it is okay for kids to drink or smoke or to use marijuana. | |
| | Kids exhibit signs of early sexual preoccupation and activity. | |
| | There are not a lot of fun and legal things for kids to do. | |
| | Kids prove they are "cool" by cutting class, shoplifting, and breaking rules. | |

PROTECTIVE FACTORS

| Area | Factor | Cite Example |
|-------------------|---|--------------|
| Community | This is a good community to raise a family. | |
| | This is a stable community. Most of the residents have been here for several years. Young people stay here after they graduate from school. | |
| | There is a wide variety of community activities for young people. | |
| | There is an active anti-crime and anti-drugs community group(s) that sponsors community education programs, drug-free activities, etc. | |
| Family | Most families have rules, which they consistently and fairly enforce against kids skipping school, using alcohol and illegal drugs, and having sex. | |
| | Most parents actively help their children with homework, athletic skills, problem solving, etc. | |
| | In this community, you see many families doing fun things together on the weekends. | |
| | Many parents attend their children’s recitals, school plays, back-to-school nights, concerts, etc. | |
| Schools | The district has clear rules about student behavior that are fairly and consistently enforced. | |
| | Students can be involved in a wide range of activities, such as athletics, an art club, etc. | |
| | There are many formal and informal student recognition activities. | |
| | Students who are having difficulties—academic or social—can get the extra help necessary for them to be successful. | |
| Individual | The majority of young people believe that it is important to graduate from high school. | |
| | Drug-free activities are popular and well attended. | |
| | There is an active peer helper group in the middle and high schools. | |

LESSON PLAN OUTLINE

Work with your group to complete the following lesson plan outline. You'll need the *Building Blocks* kit material and the curriculum matrixes.

Be creative. Adapt, adopt, and add to. You may use suggestions from any one or more items from the kit. Or, you may develop a unique game based on the music, the cards, or the ABC Coloring Book.

Be prepared to share your group's lesson plan ideas, including how you developed the idea.

- What will you teach? (Domain and element [standard] addressed)

- What do you need? (Materials)

- Whom will you teach? (Students who will most benefit from this lesson)

- What will you do? (Procedure)
(Consider introduction/directions, participation, and closure.)

- How does this lesson plan tie into your overall planning?

ACTION PLAN

| | Parents | Faculty in Your School | Other Schools | Community Leaders |
|---------------------------------------|----------------|-----------------------------------|--------------------------|------------------------------|
| Within the Week | | | | |
| Within the Month | | | | |
| Within the School Year | | | | |

GET THE WORD OUT—MEDIA OUTREACH

| Who are the media in your community? | Why is <i>Building Blocks</i> relevant to your community? | How do you reach out to the media? |
|--|--|--|
| <ul style="list-style-type: none"> ▪ Local newspapers, television, and radio reporters who cover family/youth, health, and community news. ▪ Editors at associations, faith communities, and school newsletters/newspapers. ▪ Hosts and producers of local television and radio news/talk shows. ▪ Public service and advertising directors at television and radio stations, newspapers, and local magazines. | <ul style="list-style-type: none"> ▪ What are the risk and protective factors in your community? ▪ Find substance abuse statistics for young people in your community. ▪ Who are the experts in your community on health and substance abuse? ▪ Are there programs available to educate parents of young children? Are the programs working? | <ul style="list-style-type: none"> ▪ A media tour of your school as teachers and parents put <i>Building Blocks</i> to work. ▪ A press release about this workshop and how it will impact your curriculum this fall. ▪ A school meeting with local experts leading a roundtable discussion on your community's profile of risk and protective factors and how <i>Building Blocks</i> can have an impact on the future. ▪ An Eating Healthy Family Fun Fair where vendors and community groups prepare healthy foods and disseminate healthy recipes. ▪ Public service announcements (PSAs) that make use of the catchy tunes and lyrics of the music CD. Remember, there's no copyright on this government- |
| <p>Notes and Ideas</p> | | |
| | | |

SAMPLE NEWS RELEASE

IMMEDIATE RELEASE

FOR MORE INFORMATION

Date: _____

Contact: _____

Local Head Start Gets a National Voice

On _____, teachers, parents and administrators from _____ Head Start attended a one-day workshop presented by the Substance Abuse and Mental Health Services Administration's Center for Substance Abuse and Prevention (CSAP).

This workshop introduced *Building Blocks for a Healthy Future*, a national program intended to educate parents and caregivers of children ages 3 to 6 about the basics of prevention and to assist in developing "risk-resistant" children.

Participants had a crash course in risk and protective factors that affect every community's ability to provide a healthy, nurturing environment for young people. Then, they learned to apply the lessons of *Building Blocks* to their own classroom settings.

According to _____, anyone who is involved with children ages 3 to 6—parents, caregivers, teachers, community groups—should use these materials at home, at school or in community centers. The materials appeal to a broad range of learning styles and cultural norms.

And, although we don't see 3- to 6-year-olds abusing illegal substances, they already are exposed to the use of alcohol, tobacco and illegal drugs, whether in their personal lives or through the media.

Educational research shows that parental involvement in children's activities benefits students academically and socially at every age. *Building Blocks* helps you set aside special time together with children while they're young to develop a habit that likely will continue as children grow.

Building Blocks, a government-funded project, is free to everyone. Find out more information at <http://www.bblocks.samhsa.gov> or call 1-800-729-6686 to order the entire kit.

PUBLIC SERVICE ANNOUNCEMENTS (PSAs)

PSAs are an excellent way to get the word out to the public. For maximum impact, you should have known personalities record your message.

1. If you're planning an Eating Healthy Family Fun Fair, a PSA can let your community know.

(30 sec.)

(Start with a snippet from "Healthy Snacks.")

"I need good food to keep me in the saddle.

I need good food to send me on my way.

Good food

Yippee ki yo ki ayyyyyyyyy."

You and your family can find healthy eating tips and tidbits at _____'s Eating Healthy Family Fun Fair on (day and time) at (location).

Come join Wally Bear and Friends and me, _____, to learn how to eat healthy. Call _____ for more information.

"Yippee ki yo ki ayyyyyyyyy."

2. If you're planning a good-parenting event, a PSA can be your invitation.

(30 sec.)

Kids don't come with an instruction manual, but we've got good-parenting tips and free materials for you and your preschooler. Our local parenting guru, _____, will be there to answer questions.

Come join Wally Bear and Friends on (day and time) at (location). Call _____ for more information.

(Play a snippet of "Smile at Your Neighbor.")

"Oh yeah, everyone is different.

Oh yeah, everyone's a star.

Oh yeah, everyone is welcome.

Oh yeah, just the way you are."

GET ON THE EDITORIAL PAGE

How To Arrange an Editorial Board Meeting

You probably have read newspaper editorials in which a publication endorses a politician running for public office. The decision to endorse a politician usually is made after the editorial board has had a chance to meet with all of the major candidates.

An editorial board is a group of staff writers and editors who meet several times a week to discuss hot issues in the community. Sometimes you can make an appointment to meet with a publication's editorial board to persuade them to write an editorial about a particular subject.

If an issue is important to the community and has public policy implications, the editorial board will decide what position the newspaper should take and write an opinion editorial (op-ed) expressing the publication's opinion. The op-eds usually appear on the left-hand side of the newspaper's editorial page, next to "guest" op-eds from community leaders and letters-to-the-editor.

Once you have scheduled an appointment with an editorial board, the following tips will help you prepare for your meeting.

- Be ready to tell the board what you want up front by communicating your message clearly.
- Bring press kits, clippings, brochures, fact sheets, and other background materials that describe your program or the issue you want to discuss.
- Create talking points in advance and stick to them.
- Bring a small group to the meeting representing a mix of professionals, family members, or other staff. Limit the size of your group to three or four people.
- Prepare a draft op-ed to leave with the newspaper as an "idea approach."

If you are successful, the editorial board will write the editorial for you and include your key messages.

How To Write an Opinion-Editorial

Another way to get editorial page coverage is to write the op-ed yourself. "Guest" op-eds from community leaders or experts on a particular issue appear on editorial pages, usually positioned to the right of the editorials written by the newspaper.

It is common for prominent, respected leaders in the community to have their own op-eds or letters published. For example, those who are involved in substance abuse prevention or treatment, program administration, or the like are uniquely positioned to write op-eds and letters-to-the-editor, simply because their job titles and educational backgrounds qualify them as experts in their fields. Sometimes, with cooperation from prominent figures, your organization can draft an op-ed that will appear in their name.

When writing an op-ed, state your position up front, support it with reliable research and statistics, and exude a great deal of confidence in your point of view. Op-eds tend to focus on issues of great importance to the broader community, such as community health and safety, pending legislation, and public policy concerns. Generally, keep an op-ed to 750 to 1,000 words (3 to 4 double-spaced pages). An op-ed for your newspaper's Sunday section may run longer (up to 1,500 words).

How To Write a Letter-to-the-Editor

A final way to get editorial page coverage is by submitting a letter-to-the-editor. Every day, newspapers and magazines across the Nation receive hundreds—even thousands—of letters from people who have something to say about issues that affect the community. Unfortunately, only a handful of letters actually will get published.

Every publication has its own policies about which letters the editor will print. For example, many newspapers require that letters be written in response to an article that appeared in a recent edition. Other newspapers have strict guidelines regarding the length of letters.

If you are thinking about writing a letter-to-the-editor, the first thing you need to do is learn about that publication's policies. You may have to call the publication to find out about its editorial requirements.

Once you are familiar with a publication's rules, you are ready to write a letter. Here are some tips on how to write a powerful, effective letter-to-the-editor.

- *Link to an article printed in the paper.* If your letter is not responding directly to a news or feature article the paper has printed, it is unlikely to get printed. Quote the article or at least refer to it by title and date.
- *State your point up front.* Editors only will publish letters that start with a powerful or creative thesis.
- *Stick to the point.* Many letters are rejected because the writer gets off the subject or tries to make too many points.
- *Keep it simple and concise.* Powerful points are best presented in short sentences. Also, the shorter your letter, the more likely it is to be published. Write the letter as if you were trying to explain a problem to someone who knows nothing about your topic, such as a family member, teenager, or good friend.
- *Use research and statistics to support your position.* Reliable research and recent statistics add validity, strength, and substance to a letter-to-the-editor. Make sure you cite your sources.
- *Write with confidence and authority.* State your point forcefully. If it appears that you are not well-informed, or if your letter lacks conviction, most likely it will not get printed.
- *Sign your name, and include your address and telephone number.* Someone from the publication's editorial staff probably will contact you to verify that you wrote the letter.

After you have written your letter, mail or deliver it to the appropriate section editor.

HEAD START CHILD OUTCOMES

| Domain | Element | BUILDING BLOCKS PRODUCT | | | | | |
|----------------------|---------------------------------|--|--|---|--|-------------------|---|
| | | Family Guide | Know Kit Cards | Activity Book | CD | ABC Coloring Book | Character Cards |
| Language Development | Listening and Understanding | All "Discussion Starters" All "Good Talking, Good Listening" (5-9) "Kids With Kids" (31-32) "Show and Tell" (35-37) | All Ages 3-4 and Ages 5-6 | Ages 3-4: Smile at Your Neighbor; Watching and Waiting Ages 5-6: Healthy Snacks; Watching and Waiting | All Songs | | All |
| | Speaking and Communicating | All "Discussion Starters" All "Good Talking, Good Listening" "Kids With Kids" (31-32) "Show and Tell" (35-37) | All Ages 3-4 and Ages 5-6 | Ages 3-4: Power Positive; I Feel Many Different Ways; Goodbye Ages 5-6: Power Positive; I Feel Many Different Ways | "I Feel Many Different Ways" | | All |
| Literacy | Phonological Awareness | | Ages 3-4 Friends: Wally | Ages 3-4: The Lion and the Mouse (The Golden Rule) Ages 5-6: Weather Wise; Goodbye | All Songs | All | |
| Literacy (cont'd) | Book Knowledge and Appreciation | "Good Talking, Good Listening" — Story Train (9) "Walk the Walk" — Family Role Models, Model Reading (25-26) | Ages 3-4 Self: Sandy Feelings: Kristi, Mee, Ali Family: Sandy Friends: Sandy Ages 5-6 Self: Miguel Feelings: Thurgood World: Sandy Friends: Wally, Ali, Sandy | Ages 3-4: The Lion and the Mouse (The Golden Rule) Ages 5-6: I Feel Many Different Ways | "Healthy Snacks" "Weather Wise" "The Lion and the Mouse" | All | Sandy Squirrel Kristi Kitty Thurgood Turtle |

| Domain | Element | BUILDING BLOCKS PRODUCT | | | | | |
|----------------------|-------------------------------|---|---|--|------------------------------|-------------------|--|
| | | Family Guide | Know Kit Cards | Activity Book | CD | ABC Coloring Book | Character Cards |
| | Print Awareness and Concepts | <p>“Time With Your Kids”—Cook Together (15)</p> <p>“Living With Rules”—Setting Rules (21)</p> <p>“Show and Tell”—Here I Am. Where Are You? (37)</p> | <p>Ages 3-4 Body: Mee, Ali Family: Miguel</p> <p>Ages 5-6 Body: Ali Friends: Sandy</p> | <p>Ages 3-4: Smile at Your Neighbor; The Lion and the Mouse (The Golden Rule)</p> <p>Ages 5-6: I Feel Many Different Ways; Weather Wise; Goodbye</p> | All Songs | All | |
| Literacy (cont'd) | Early Writing | <p>“Good Talking, Good Listening” — Paper Plate Feelings (9)</p> <p>“Living With Rules”—Setting Rules (21)</p> | <p>Ages 3-4 Body: Mee</p> <p>Ages 5-6 Self: Miguel Feelings: Wally World: Thurgood, Sandy Family: Mee Friends: Sandy, Mee</p> | <p>Ages 3-4: Power Positive; I Feel Many Different Ways</p> <p>Ages 5-6: I Feel Many Different Ways; Healthy Snacks; Watching and Waiting</p> | | | <p>Thurgood Turtle</p> <p>Ali Rabbit</p> <p>Wally Bear</p> |
| | Alphabet Knowledge | | | Ages 5-6: Weather Wise; Goodbye | | All | All |
| Mathematics | Numbers and Operations | <p>“Show and Tell”—If It’s ____ O’Clock, I Must Be _____. (38)</p> | <p>Ages 3-4 Self: Kristi</p> <p>Ages 5-6 World: Miguel, Sandy</p> | <p>Ages 3-4: Watching and Waiting</p> <p>Ages 5-6: Power Positive; Watching and Waiting; Weather Wise; The Lion and the Mouse</p> | | | |
| | Geometry and Spatial Sense | | <p>Ages 3-4 Friends: Sandy</p> <p>Ages 5-6 Family: Ali</p> | <p>Ages 3-4: Smile at Your Neighbor</p> <p>Ages 5-6: Moving in a Circle</p> | “Moving in a Circle” | | |
| Mathematics (cont'd) | Patterns and Measurement | <p>“Time With Your Kids”—Cooking Together (15)</p> | <p>Ages 3-4 Self: Kristi, Mee Family: Thurgood Friends: Wally</p> | <p>Ages 5-6: Power Positive; Watching and Waiting</p> | “I Feel Many Different Ways” | | |
| Science | Scientific Skills and Methods | <p>“Good Talking, Good Listening” — Travel Dreams (9)</p> <p>“Time With Your Kids”—Cooking Together (15)</p> | <p>Ages 3-4 World: Miguel</p> <p>Ages 5-6 World: Sandy</p> | <p>Ages 3-4: Watching and Waiting</p> <p>Ages 5-6: Power Positive; Watching and Waiting</p> | | | Miguel Tiger |

| Domain | Element | BUILDING BLOCKS PRODUCT | | | | | |
|-------------------------|----------------------|---|--|--|--|-------------------|--------------------------------|
| | | Family Guide | Know Kit Cards | Activity Book | CD | ABC Coloring Book | Character Cards |
| | Scientific Knowledge | “Show and Tell”—If It’s _____ O’Clock, I Must Be _____ (38) | Ages 3-4 Body: Mee, Ali World: Miguel Ages 5-6 Body: Wally, Ali, Kristi, Sandy World: Sandy | Ages 3-4: Healthy Snacks; Watching and Waiting; Weather Wise Ages 5-6: Power Positive; Watching and Waiting | “Healthy Snacks” “Moving in a Circle” “Weather Wise” | | All (especially Miguel Tiger) |
| Creative Arts | Music | | | | All | | Kristi Kitty Ali Rabbit |
| Creative Arts (cont’d.) | Art | “Good Talking, Good Listening” — Me Bags, Paper Plate Feelings, Travel Dreams (8-9) “Living With Rules”—Setting Rules (21) “Walk the Walk” — Family Role Models, Make a Role Model (25, 26) “Kids With Kids” — Practice With Puppets (31) “Show and Tell” — Get To Know Your Child’s Feelings, Here I Am. Where Are You? (36, 37) | Ages 3-4 Self: Thurgood Feelings: Kristi, Ali, Miguel Family: Mee Friends: Ali, Thurgood, Sandy Ages 5-6 Body: Sandy Self: Kristi Feelings: Wally, Miguel World: Miguel, Sandy Family: Kristi, Thurgood Friends: Ali, Sandy | Ages 3-4: Power Positive; I Feel Many Different Ways; Healthy Snacks; Moving in a Circle Ages 5-6: Smile at Your Neighbor; Healthy Snacks; Watching and Waiting | | All | Mee Possum |
| | Movement | | Ages 3-4 World: Miguel Friends: Wally Ages 5-6 Self: Mee | Ages 3-4: Moving in a Circle Ages 5-6: Power Positive; Moving in a Circle | “Smile at Your Neighbor” “Power Positive” “Moving in a Circle” | | Mee Possum Miguel Tiger |

| Domain | Element | BUILDING BLOCKS PRODUCT | | | | | |
|--|---------------|---|---|---|----|--|-----------------|
| | | Family Guide | Know Kit Cards | Activity Book | CD | ABC Coloring Book | Character Cards |
| Creative Arts (cont'd.) | Dramatic Play | "Kids With Kids" — Practice With Puppets (31) | Ages 3-4 Self: Sandy Feelings: Kristi, Mee World: Sandy, Miguel Ages 5-6 Self: Mee, Miguel Friends: Wally, Ali | | | | |
| Social and Emotional Development | Self-Concept | All "Discussion Starters" "Good Talking, Good Listening" — Me Bags, Paper Plate Feelings (8) All "Living With Rules" (17-22) "Walk the Walk" — Family Role Models, Make a Role Model (25, 26) "Show and Tell" — Get To Know Your Child's Feelings, Who Are Your Friends? (36) | Ages 3-4 Self: All Feelings: All Family: Mee, Sandy, Miguel Friends: Wally, Thurgood Ages 5-6 Self: Mee, Sandy, Kristi Feelings: All Family: All Friends: Ali, Sandy | Ages 3-4: Smile at Your Neighbor; Power Positive; I Feel Many Different Ways; Goodbye Ages 5-6: Smile at Your Neighbor; Power Positive; I Feel Many Different Ways | | "Healthy Start" "Smile at Your Neighbor" "Power Positive" "I Feel Many Different Ways" | All |
| Social and Emotional Development (cont'd) | Self-Control | "Good Talking, Good Listening" — Paper Plate Feelings (8) "Time With Your Kids"—Family Meetings, Volunteer as a Family (14, 16) All "Living With Rules" (17-22) All "Kids With Kids" (27-32) "Show and Tell" — Get To Know Your Child's Feelings (36) | Ages 3-4 Feelings: All Friends: Wally, Thurgood, Ali Ages 5-6 Self: Sandy Feelings: All Friends: All | Ages 3-4: I Feel Many Different Ways; The Lion and the Mouse (The Golden Rule) Ages 5-6: I Feel Many Different Ways; The Lion and the Mouse (The Golden Rule) | | "Smile at Your Neighbor" "Power Positive" "I Feel Many Different Ways" "The Lion and the Mouse" | All |

| Domain | Element | BUILDING BLOCKS PRODUCT | | | | | |
|---|---------------------------------------|---|---|---|---|-------------------|-----------------|
| | | Family Guide | Know Kit Cards | Activity Book | CD | ABC Coloring Book | Character Cards |
| | Cooperation | <p>All "Kids With Kids" (27-32)</p> <p>"Show and Tell" — Who Are Your Friends? (36)</p> | <p>Ages 3-4 Self: Sandy Friends: Wally, Thurgood, Ali</p> <p>Ages 5-6 Self: Sandy Feelings: Mee Friends: All</p> | <p>Ages 3-4: Smile at Your Neighbor; I Feel Many Different Ways; The Lion and the Mouse (The Golden Rule)</p> <p>Ages 5-6: Smile at Your Neighbor; I Feel Many Different Ways; The Lion and the Mouse (The Golden Rule)</p> | <p>"Smile at Your Neighbor"</p> <p>"The Lion and the Mouse"</p> | | All |
| Social and Emotional Development (cont'd) | Social Relationships | <p>"Time With Your Kids"—Family Meetings, Volunteer as a Family (14, 16)</p> <p>All "Living With Rules" (17-22) All "Kids With Kids" (27-32)</p> <p>"Show and Tell" — Who Are Your Friends? (36)</p> | <p>Ages 3-4 Family: All Friends: All</p> <p>Ages 5-6 Self: Sandy Feelings: Wally Family: Kristi, Thurgood, Mee Friends: All</p> | <p>Ages 3-4: Smile at Your Neighbor; The Lion and the Mouse (The Golden Rule)</p> <p>Ages 5-6: Smile at Your Neighbor; Weather Wise; The Lion and the Mouse (The Golden Rule)</p> | <p>"Smile at Your Neighbor"</p> <p>"Weather Wise"</p> <p>"The Lion and the Mouse"</p> | | All |
| | Knowledge of Families and Communities | <p>"Good Talking, Good Listening" — Travel Dreams (9)</p> <p>"Time With Your Kids"—Family Meetings, Cook Together, Volunteer as a Family (14-16)</p> <p>"Walk the Walk"—Family Role Models, Make a Role Model (25, 26)</p> <p>"Show and Tell" — Who Are Your Friends?, Here I Am. Where Are You? (37)</p> | <p>Ages 3-4 World: All Family: All Friends: Thurgood</p> <p>Ages 5-6 World: All Family: All Friends: Sandy</p> | <p>Ages 3-4: Smile at Your Neighbor; The Lion and the Mouse (The Golden Rule)</p> <p>Ages 5-6: Smile at Your Neighbor; The Lion and the Mouse (The Golden Rule)</p> | <p>"Smile at Your Neighbor"</p> <p>"The Lion and the Mouse"</p> | | All |

| Domain | Element | BUILDING BLOCKS PRODUCT | | | | | |
|--|--|--|---|--|-----|----------------------------|--|
| | | Family Guide | Know Kit Cards | Activity Book | CD | ABC Coloring Book | Character Cards |
| Approaches to Learning | Initiative and Curiosity Reasoning and Problem Solving | All (Note: Throughout the Family Guide, you will find a variety of tasks and activities that deal with making independent choices, reasoning, and problem solving; developing flexibility, imagination, inventiveness, and concentration; and improving and increasing interactions with peers and adults.) | All Ages 3-4 and Ages 5-6 (Note: Know Kit Cards provide a variety of tasks and activities that deal with making independent choices, reasoning, and problem solving; developing flexibility, imagination, inventiveness, and concentration; and improving and increasing interactions with peers and adults.) | Ages 3-4: Healthy Snacks, Watching and Waiting, Weather Wise Ages 5-6: Power Positive, Healthy Snacks, Watching and Waiting, The Lion and the Mouse | All | Engagement and Persistence | All (Note: All characters demonstrate initiative and curiosity, engagement and persistence, reasoning, and problem solving—each in his or her own way.) |
| Physical Health and Development | Fine Motor Skills | | All Ages 3-4 and Ages 5-6 (Note: Know Kit Cards provide a variety of tasks and activities that ask students to use tools in creative writing and art projects.) | All Ages 3-4 and Ages 5-6: (Note: Students use a variety of writing and art tools in creative writing and art projects.) | | All | |
| Physical Health and Development (cont'd) | Gross Motor Skills | | Ages 3-4 Friends: Wally Ages 5-6 Body: Kristi | Ages 3-4: Moving in a Circle Ages 5-6: Power Positive, Moving in a Circle | All | | |
| | Health Status and Practices | “Time With Your Kids”—Cook Together (15) “Living With Rules”—Setting Rules (21) | Ages 3-4 Body: All World: Sandy, Kristi Ages 5-6 Body: All World: Thurgood, Sandy | Ages 3-4: Healthy Snacks, Moving in a Circle, Weather Wise Ages 5-6: Healthy Snacks, Power Positive, Moving in a Circle, Weather Wise | All | | All |

NATIONAL STANDARDS CONNECTIONS TO ***BUILDING BLOCKS: K-1***

| Domain | Standard | BUILDING BLOCKS PRODUCT | | | | | |
|---------------------------------------|-----------------------------|--|--|--|--|-------------------|---|
| | | Family Guide | Know Kit Cards | Activity Book | CD | ABC Coloring Book | Character Cards |
| English Language Arts | #4, 12 Spoken Communication | All "Discussion Starters" All "Good Talking, Good Listening" (5-9) "Kids With Kids" (31-32) "Show and Tell" (35-37) | All Ages 3-4 and Ages 5-6 | Ages 3-4: Smile at Your Neighbor; Power Positive; I Feel Many Different Ways; Goodbye Ages 5-6: I Feel Many Different Ways; Healthy Snacks; The Lion and the Mouse (The Golden Rule); Goodbye | All Songs | | All |
| | #1, 3 Reading Skills | "Time With Your Kids"—Cook Together (15) "Living With Rules"—Setting Rules (21) "Show and Tell"—Here I Am. Where Are You? (37) | Ages 3-4 Body: Mee, Ali Family: Miguel Friends: Wally Ages 5-6 Body: Ali Friends: Sandy | Ages 3-4: Smile at Your Neighbor; The Lion and the Mouse (The Golden Rule) Ages 5-6: I Feel Many Different Ways; Weather Wise; Goodbye | All Songs | All | All |
| English Language Arts (cont'd) | #2, 3 Reading Appreciation | "Good Talking, Good Listening" — Story Train (9) "Walk the Walk" —Family Role Models, Model Reading (25-26) | Ages 3-4 Self: Sandy Feelings: Kristi, Mee, Ali Family: Sandy Friends: Sandy Ages 5-6 Self: Miguel Feelings: Thurgood World: Sandy Friends: Wally, Ali, Sandy | Ages 3-4: The Lion and the Mouse (The Golden Rule) Ages 5-6: I Feel Many Different Ways | "Healthy Snacks" "Weather Wise" "The Lion and the Mouse" | All | Sandy Squirrel Kristi Kitty Thurgood Turtle |

| Domain | Standard | BUILDING BLOCKS PRODUCT | | | | | |
|-------------|-----------------------------------|--|---|--|------------------------------|-------------------|--|
| | | Family Guide | Know Kit Cards | Activity Book | CD | ABC Coloring Book | Character Cards |
| | #4, 5, 6, 12 Writing | <p>“Good Talking, Good Listening” — Paper Plate Feelings (9)</p> <p>“Time With Your Kids”—Cook Together (15)</p> <p>“Living With Rules”—Setting Rules (21)</p> <p>“Show and Tell”—Here I Am. Where Are You? (37)</p> | <p>Ages 3-4 Body: Mee, Ali Family: Miguel</p> <p>Ages 5-6 Body: Ali Self: Miguel Feelings: Wally World: Thurgood, Sandy Family: Mee Friends: Sandy, Mee</p> | <p>Ages 3-4: Smile at Your Neighbor; Power Positive; I Feel Many Different Ways; The Lion and the Mouse (The Golden Rule)</p> <p>Ages 5-6: I Feel Many Different Ways; Healthy Snacks; Watching and Waiting; Weather Wise; Goodbye</p> | | | <p>Thurgood Turtle</p> <p>Ali Rabbit</p> <p>Wally Bear</p> |
| Mathematics | #6, 7 Number Sense and Operations | <p>“Show and Tell”—If It’s _____ O’Clock, I Must Be _____. (38)</p> | <p>Ages 3-4 Self: Kristi</p> <p>Ages 5-6 World: Miguel, Sandy</p> | <p>Ages 3-4: Watching and Waiting</p> <p>Ages 5-6: Power Positive; Watching and Waiting; Weather Wise; The Lion and the Mouse</p> | | | |
| | #9 Geometry and Spatial Sense | | <p>Ages 3-4 Friends: Sandy</p> <p>Ages 5-6 Family: Ali</p> | <p>Ages 3-4: Smile at Your Neighbor</p> <p>Ages 5-6: Moving in a Circle</p> | “Moving in a Circle” | | |
| | #10, 13 Measurement and Patterns | <p>“Time With Your Kids”—Cooking Together (15)</p> | <p>Ages 3-4 Self: Kristi, Mee Family: Thurgood Friends: Wally</p> | <p>Ages 5-6: Power Positive; Watching and Waiting</p> | “I Feel Many Different Ways” | | |
| Science | Science as Inquiry | <p>“Good Talking, Good Listening” — Travel Dreams (9)</p> <p>“Time With Your Kids”—Cooking Together (15)</p> | <p>Ages 3-4 World: Miguel</p> <p>Ages 5-6 World: Sandy</p> | <p>Ages 3-4: Watching and Waiting</p> <p>Ages 5-6: Power Positive; Watching and Waiting</p> | | | Miguel Tiger |

| Domain | Standard | BUILDING BLOCKS PRODUCT | | | | | |
|------------------|---|---|--|--|------------------|-------------------|----------------------------|
| | | Family Guide | Know Kit Cards | Activity Book | CD | ABC Coloring Book | Character Cards |
| | Physical Science | "Time With Your Kids"—Cooking Together (15) | | Ages 5-6: Power Positive | | | |
| Science (cont'd) | Life Science | | Ages 3-4 Self: Kristi World: Miguel Family: Thurgood | Ages 3-4: Watching and Waiting Ages 5-6: Watching and Waiting | "Healthy Snacks" | | |
| | Earth and Space Science | | Ages 5-6 World: Sandy | Ages 3-4: Weather Wise Ages 5-6: Weather Wise | "Weather Wise" | | |
| | Science in Personal and Social Perspectives (Personal Health) | "Time With Your Kids"—Cooking Together (15) "Living With Rules"—Setting Rules (21) | Ages 3-4 Body: All World: Sandy, Kristi Ages 5-6 Body: All World: Thurgood, Sandy | Ages 3-4: Healthy Snacks, Moving in a Circle, Weather Wise Ages 5-6: Healthy Snacks, Power Positive, Moving in a Circle, Weather Wise | All | | All |
| Arts Education | Music | | | | All | | Kristi Kitty Ali Rabbit |

| Domain | Standard | BUILDING BLOCKS PRODUCT | | | | | |
|----------------------------|-------------|---|---|---|---|---------------------------------------|-----------------|
| | | Family Guide | Know Kit Cards | Activity Book | CD | ABC Coloring Book | Character Cards |
| Arts Education (cont'd) | Visual Arts | <p>“Good Talking, Good Listening” — Me Bags, Paper Plate Feelings, Travel Dreams (8-9)</p> <p>“Living With Rules”— Setting Rules (21)</p> <p>“Walk the Walk” —Family Role Models, Make a Role Model (25, 26)</p> <p>“Kids With Kids” — Practice With Puppets (31)</p> <p>“Show and Tell” —Get To Know Your Child’s Feelings, Here I Am. Where Are You? (36, 37)</p> | <p>Ages 3-4 Self: Thurgood Feelings: Kristi, Ali, Miguel Family: Mee Friends: Ali, Thurgood, Sandy</p> <p>Ages 5-6 Body: Sandy Self: Kristi Feelings: Wally, Miguel World: Miguel, Sandy Family: Kristi, Thurgood Friends: Ali, Sandy</p> | <p>Ages 3-4: Power Positive; I Feel Many Different Ways; Healthy Snacks; Moving in a Circle</p> <p>Ages 5-6: Smile at Your Neighbor; Healthy Snacks; Watching and Waiting</p> | | All | Mee Possum |
| | Dance | | <p>Ages 3-4 World: Miguel Friends: Wally</p> <p>Ages 5-6 Self: Mee</p> | <p>Ages 3-4: Moving in a Circle</p> <p>Ages 5-6: Power Positive; Moving in a Circle</p> | <p>“Smile at Your Neighbor”</p> <p>“Power Positive”</p> <p>“Moving in a Circle”</p> | <p>Mee Possum</p> <p>Miguel Tiger</p> | |
| | Theater | <p>“Kids With Kids” — Practice With Puppets (31)</p> | <p>Ages 3-4 Self: Sandy Feelings: Kristi, Mee World: Sandy, Miguel</p> <p>Ages 5-6 Self: Mee, Miguel Friends: Wally, Ali</p> | | | | |

| Domain | Standard | BUILDING BLOCKS PRODUCT | | | | | |
|----------------------------|-------------------------------------|--|--|--|--|-------------------|-----------------|
| | | Family Guide | Know Kit Cards | Activity Book | CD | ABC Coloring Book | Character Cards |
| Social Studies (cont'd) | People, Places, and Environments | <p>“Good Talking, Good Listening”—Travel Dreams (9)</p> <p>“Show and Tell”—Here I Am. Where Are You? (37)</p> | <p>Ages 3-4 World: Kristi</p> <p>Ages 5-6 World: Sandy</p> | <p>Ages 3-4: Weather Wise</p> <p>Ages 5-6: Weather Wise</p> | “Weather Wise” | | |
| | Individual Development and Identity | <p>All “Discussion Starters”</p> <p>“Good Talking, Good Listening” — Me Bags, Paper Plate Feelings (8)</p> <p>All “Walk the Walk” (23-26)</p> <p>“Show and Tell”—Get To Know Your Child’s Feelings, Who Are Your Friends? (36)</p> | <p>Ages 3-4 Self: All Feelings: All Family: All Friends: Wally, Thurgood</p> <p>Ages 5-6 Self: Mee, Sandy, Kristi Feelings: All Family: All Friends: All</p> | <p>Ages 3-4: Smile at Your Neighbor; Power Positive; I Feel Many Different Ways; Goodbye</p> <p>Ages 5-6: Smile at Your Neighbor; Power Positive; I Feel Many Different Ways</p> | <p>“Healthy Start”</p> <p>“Smile at Your Neighbor”</p> <p>“Power Positive”</p> <p>“I Feel Many Different Ways”</p> <p>“The Lion and the Mouse”</p> | | All |
| | Power, Authority, and Governance | <p>“Time With Your Kids”—Regular Family Meetings</p> <p>All “Living With Rules”</p> | <p>Ages 3-4 Friends: Wally Family: Mee</p> | <p>Ages 3-4: The Lion and the Mouse</p> <p>Ages 5-6: The Lion and the Mouse</p> | “The Lion and the Mouse” | | |

EVALUATION FORM

Building Blocks for a Healthy Future 1-Day Training Evaluation

<insert date here>

| | Strongly Agree | Agree | No Opinion | Disagree | Strongly Disagree |
|--|----------------|-------|------------|----------|-------------------|
| 1. The training was valuable and provided needed information/skills. | | | | | |
| 2. The training was well structured and conducted. | | | | | |
| 3. The training was interactive. | | | | | |
| 4. The training facilitators were knowledgeable. | | | | | |
| 5. The materials and handouts were helpful. | | | | | |
| 6. I would definitely use this product. | | | | | |

| | Excellent | Very Good | Good | Fair | Poor |
|--|-----------|-----------|------|------|------|
| How would you rate the training overall? | | | | | |

1. Which one of the following describes your affiliation? (*Check one*)
 - Teacher Other (*Specify*)_____
 - Parent

2. How many years (either full-time or part-time) have you been involved with **<insert organization name>**? (*Check one*)
 - Less than 5 years
 - 5 to 9 years
 - 10 to 15 years

Additional Comments/Suggestions:

Thank you for your cooperation.