

**SUPPLEMENTAL
EXERCISES**

Seventh Edition

Youth at Risk

**A Prevention Resource for
Counselors, Teachers, and Parents**

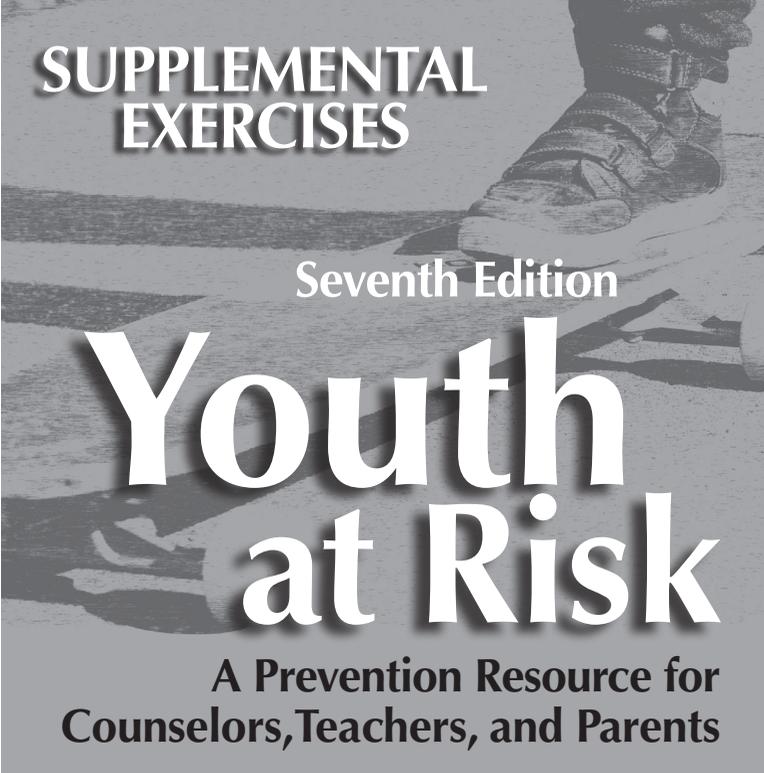
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Note to Instructors

The exercise items to accompany *Youth at Risk: A Prevention Resource for Counselors, Teachers, and Parents* (7th ed.) can be used for the purpose of testing student comprehension and fostering in-depth learning.

Nine exercise items for each chapter are presented in the same order in which the textbook chapters appear. These exercises are composed of discussion, journal, and group exercises.

The discussion and journal exercises can be completed by students on their own, but the group exercises should be completed in a classroom setting. It is the intent and hope of the editors that these exercise questions will be helpful to those utilizing this text.



PART I

Introducing the Problem



Defining Youth at Risk

Discussion Exercises

1. **Your textbook makes the following statement:**

By expanding the at-risk population to include all youth, we open the doors to begin working with this population at a much earlier age, to identify causal factors in an individual's environment that may either encourage or impede the later development of at-risk behaviors, and to develop prevention programs for all youth regardless of age or circumstance.

- What are your thoughts regarding expanding the definition of *at risk* to include all youth regardless of circumstances?
 - Do you agree or disagree? Expand on your thoughts and provide a rationale as to why you agree or disagree. Use journal articles and validated websites (i.e., websites ending in .gov., .org., or .edu) to support your ideas.
2. **Review the current research regarding resilience.** Select one article that discusses issues of resilience and youth at risk. Then choose one case study located within the textbook and discuss how you might apply what you learned in the article relating to resilience to the case study you chose.
3. **Review your own community's prevention strategies targeting youth at risk.** What resources are available? Evaluate whether these resources are adequate for your community. What resources might still be needed? What areas related to services for youth at risk are most lacking?

Journal Exercises

1. **Think back to your own youth and your own experiences.** What behaviors or activities did you engage in that could have put you at risk during your youth? If you did not engage in any behaviors or experiences that could have put you at risk as a youth, what protections did you have in your life that you think might have been protective or preventive for you? Only share what you are comfortable sharing. Only your instructor will see what you have written. If you did engage in behaviors or experiences that could have put you at risk as a youth, what supports in your life did you engage to help you through that period? What have you learned from this reflection that could help you when working with youth at risk?
2. **Youth face a lot of stressors as they are growing up and experience conflicts between conflicting interests of different groups (e.g., family vs. peer group).** Describe a time in your own youth when you felt such a conflict. What was that experience like for you? How did you resolve it? What specific skills did you use to deal with that situation (e.g., problem solving, specific coping strategies)? What were the consequences (good or bad) of how you handled that situation?
3. **Review the characteristics of resilience.** Which of these characteristics do you possess or engage in? Which characteristics would you like to adopt? How do you think those characteristics will help you in your current life?

Group Exercises

1. **Assign the students a jigsaw activity.** Divide the class into five groups. Assign each group an article that further expands on their knowledge regarding youth at risk. Below are some suggestions:

Bianco, M. C. (2017). At-risk youth and attachment-based therapy: Implications for clinical practice. *Canadian Journal of Counseling and Psychotherapy, 51*, 81–96.

Hartwig, E. K. (2017). In the zone: An investigation of the XY-Zone program on developmental assets of at-risk male youth. *Journal of At-Risk Issues, 20*, 1–11.

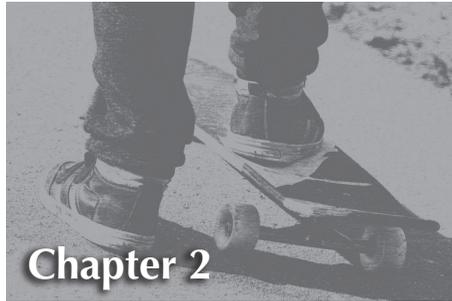
Michael, K., Solenko, L., Yakhnich, L., & Karnieli-Miller, O. (2018). Significant life events as a journey of meaning making and change among at-risk youth. *Journal of Youth Studies, 21*, 441–460. doi:10.1080/13676261.2017.1385748

Panser, D., Castro, J. C., & Lalonde, M. (2016). Mobilities, aesthetics, and civic engagement: Getting at-risk youth to look at their communities. *International Journal of Education Through Art, 12*, 211–255.

Wesely, J. K., Dzoba, N. P., Miller, H. V., & Rasche, C. E. (2017). Mentoring at-risk youth: An examination of strain and mentor response strategies. *American Journal of Criminal Justice, 42*, 198–217. doi:10.1007/s12103-016-9353-7

- Then divide each article into the number of sections that represents the number of students in the group and assign each member of a group one section of the article. Have each student read his or her section of the article.

- Once all students have finished reading their part of the article, have each student discuss the section of the article he or she read with the group members, starting with the student who read the first section and ending with the student who read the last section. Have the group discuss what they learned from their article.
 - Then reconfigure the groups into new groups with one member from each of the previous groups in each new group. Then have each student in the new groups discuss his or her previous group's article with the new group members.
 - Then reconvene the class and hold a general processing session in which they class reflects on what they learned from the articles.
2. **Researchers have studied the adolescent developmental period, which includes but is not limited to such factors as eating disorders, homelessness, sexual behaviors, abuse, affective disorders, substance use and abuse, pregnancy, suicide and suicidal ideation, and violence.** Divide the class into groups and assign one of these factors to each group. Have each group do their own research on their assigned topic using current literature (e.g., literature published within the past 5 years). Then have each group report their findings on their topic to the class.
 3. **Divide the class into groups.** Have each group select someone from their community who works with youth at risk to set up an interview. Have each group design a list of five questions that they would like to have answered in relationship to working with youth at risk. The interview can be conducted in person, via video conferencing (e.g., Skype), or via telephone. Then have the group report back to the class what they learned from their interview.



Prevention: An Overview

Discussion Exercises

1. **Review the defining qualities of prevention found in your textbook.** Select four attributes you think are the most important defining qualities for prevention efforts for youth at risk. Provide an explanation and rationale as to why you think those attributes are most important. Use journal articles and validated websites (i.e., websites ending in .gov., .org., or .edu) to support your ideas.
2. **Review the defining qualities of prevention found in your textbook.** Select four attributes you think are the least important defining qualities for prevention efforts for youth at risk. Provide an explanation and rationale as to why you think those attributes are least important. Use journal articles and validated websites (i.e., websites ending in .gov., .org., or .edu) to support your ideas.
3. **Choose one behavior that could be typical of a youth at risk.** Then discuss one primary prevention, secondary prevention, and tertiary prevention that you think would meet the needs of those youth who engage in those behaviors. You may have to access the research literature via the library to be able to answer this question. Discuss the specific elements of your chosen preventions that you think would be most beneficial to those youth at risk who engage in those behaviors.

Journal Exercises

1. **Think back to your own youth and experiences.** Think about or imagine a behavior that might have tempted you as a youth. Think about your own disposition as a youth and what supports you had available to you during that time. Think about what barriers you might also have had during that time. If you were an adult reaching out to help you when you were a youth,

what kind of an approach would you take? How could a peer or an adult have best reached out to you? How might you use that knowledge to reach another youth who might be similar to your young self?

2. **Reflect on your current life.** What are your current stressors? Use the DECIDE model to work through an issue you are currently having. What was the experience of working through the DECIDE model like for you? Was the model helpful? Why or why not? As you go into the helping profession, would you recommend this model to others? Why or why not?

3. **Your textbook states,**

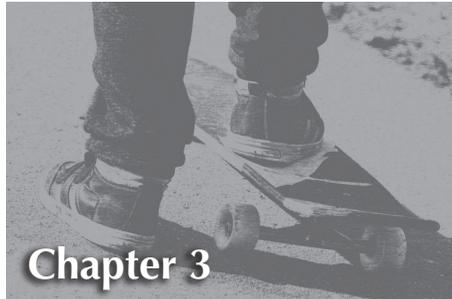
Self-assessment involves learning to evaluate one's own behaviors against a standard that has personal meaning to determine whether the behavior is adequate.

- When working in the helping profession, you will be asked to self-assess quite a bit. What is the standard against which you currently assess yourself? What are the attributes of this standard? What is expected of you as an individual according to this standard? Explain why this standard has meaning or importance to you. How or when do you engage in self-monitoring to determine whether you are meeting that standard?

Group Exercises

1. **Divide students into groups.** Have each group research a prevention effort aimed at youth at risk. Have each group report on the following:
 - a. The specific population the prevention targets (e.g., children, adolescents, young adults)
 - b. The specific system in which the prevention is provided (e.g., individual, family, school, or community)
 - c. The specific issue the prevention targets (e.g., truancy, unsafe sex, drug and alcohol abuse)
 - d. The specific goals of the prevention
 - e. The specific activities of the prevention
 - f. The specific positive behaviors the prevention effort develops
 - g. What the research has shown in terms of the effectiveness of the prevention
 - Have students report their findings back to the larger group.
2. **Divide the students into groups.** Have each group research an issue known to be associated with youth at risk (e.g., drug and alcohol abuse, unsafe sex, truancy, early pregnancy). Have each group develop ideas for a prevention effort. Have each group discuss the following:
 - a. The specific population their prevention would target (e.g., children, adolescents, young adults)
 - b. The specific system in which they would present their intervention (e.g., individual, family, school, or community)

- c. The specific issue the prevention would target (e.g., truancy, unsafe sex, drug and alcohol abuse)
 - d. The specific goals of the prevention
 - e. The specific activities of the prevention
 - f. The specific positive behaviors their prevention efforts would help youth at risk to develop
3. **Divide students into groups.** Have each group choose one stressor that is commonly found among youth at risk. Have each group research what types of coping strategies would be useful to develop in these youth to help them successfully deal with that stressor. Have each group report their findings to the class.



Resilience: Individual, Family, School, and Community Perspectives

Discussion Exercises

1. **Your textbook states that there is a great amount of diversity within the resilience literature, and the author of this chapter offers his own definition of resilience.** Explore the research literature on resilience. Read the many different definitions of resilience. Which definition most captures your own understanding of resilience or its process? Thoroughly explain why that definition resonates most with you.
2. **Your textbook states,**
More often than not, resilience entails having a positive relationship with a caring teacher or an adult mentor.
 - Describe at least one adult person you had in your life as a youth who was a positive support and role model for you. What impact did this individual (or individuals) have on your positive development? What specific acts or behaviors did this individual do that were most beneficial to you or resonated with you?
3. **Werner and Smith (1992) asserted that the protective factors within the individual, family, and community have a more profound impact on the lives of youth than risk factors.** Discuss the specific protective factors that were salient for you as a youth. How did these protective factors buffer you from stress or trauma? Describe a stressful time in your own life in which these protective factors made a positive difference in your life.

Journal Exercises

1. **Resilience is a self-righting capacity fostered transactionally in the presence of certain environmental supports.** Analyze and explore the environmental supports that were available to you during your own youth. How did these supports aid you and help to buffer you? What supports did you need to which you did not have access? During which stage of your development would you consider yourself to have had the most resilience? During which stage of your development would you consider yourself to have had the least resilience? Knowing what you know now, after reading this chapter, what would you have wanted to have changed about either yourself or your environment that might have better fostered your own resilience as a youth?
2. **Your textbook states,**
Resilience is a relational self-righting process that can be strengthened by individuals and supported in just social systems.
 - Explore and explain your own self-righting processes. Describe a time in your life when you either engaged in such a self-righting process or could have engaged in a self-righting process. What was the outcome of your process, or what could have potentially been the outcome of your process had you used one?
3. **One of the effective practices that counselors can use, as identified by your textbook authors, is to help clients tap strengths within themselves.** What strengths do you currently possess that help you during times of stress or trauma? What strengths did you possess as a youth that helped you get through a difficult time?

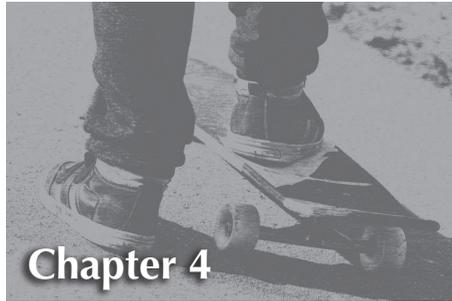
Group Exercises

1. **Divide students into groups.** Have each group research what opportunities there are to engage with youth in their community. Then have each group brainstorm and create an activity or identify an existing activity in which they could engage to be an ally to youth in some capacity. Have each group report back to the class their findings or ideas.
2. **Divide students into groups.** Have each group brainstorm the types of activities in which the group could engage that could help foster the emotional competence of youth. Have each group report back to the class their findings or ideas.
3. **Divide students into groups.** Have each group research their community and identify at least one structural inequity that negatively impacts their community's youth. Which youth are most adversely impacted by this structural inequity? What does the community need to do to overcome this structural inequity? Have each group report back to the class their findings or ideas.



PART II

Examining the Causes



The Impact of Dysfunctional Family Dynamics on Children and Adolescents

Discussion Exercises

1. **Your textbook discusses the specific family factors that can cause family dysfunction and put youth at risk: at-risk adults who are parenting, parental conflict in the marriage, family denial, the parentification of the children, and the serious illness or disability of a family member.** Pick one causal factor that interests you. Then review the research literature and discuss your findings for this causal factor.
2. **Your textbook discusses the fact that metropolitan status and living in a rural area can be a causal factor in child maltreatment.** In fact, your textbook presents statistics that demonstrate that children living in rural areas suffer more than twice the rate of child maltreatment compared to their urban counterparts. Review the literature on child maltreatment and metropolitan and rural statuses. Then discuss your thoughts on why rural children are more at risk.
3. **Your textbook advises counselors to use culturally appropriate approaches with their clients, such as Szapocznik's brief structural family therapy.** Furthermore, the textbook states that an effective counselor selects interventions that privilege the client's worldview over his or her own. Pick one culture with which you are not familiar and review that culture's worldview. Culture can involve ethnicity, socioeconomic status, sexual

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orientation, gender, and so on. What challenges do you think you might have in privileging the worldview of a client from that culture over your own? How might you overcome those challenges?

Journal Exercises

1. **Pianta and Walsh (1996) defined the term *at-risk status* as the likelihood that a given youth will attain a specific outcome given certain conditions.** Ample evidence exists that family dynamics play a major role in problem behaviors in youth. Reflect on the dynamics within your own family of origin. What were the functional aspects of your family's dynamics when you were growing up? What role did those dynamics serve for you as you developed as a youth? Do you identify any dysfunctional dynamics that might have had a negative impact on you? Only share what you feel comfortable sharing. Only your instructor will read what you have written. What changes would you have wanted to see in your own family to improve those dynamics?
2. **You are probably taking this class as part of the requirement for your degree.** You may have varied interests in terms of the population you wish to work with after graduation, and this may or may not include working with youth at risk. In this exercise, however, imagine you will be working with youth at risk in your future. Explore the different opportunities you might have for doing so, and discuss which opportunities are most appealing to you.
3. **The deleterious effects of social media use on youth have been widely reported.** Discuss your own thoughts about the pros and cons of youth using social media. What are some positive aspects related to social media for youth? What are some negative aspects about social media for youth? If you had children, or if you do have children, would you restrict their use of social media? Use journal articles and validated websites (i.e., websites ending in .gov., .org., or .edu) to support your ideas.

Group Exercises

1. **Divide the class into groups.** Have each group research the specific family factors that can contribute to youth being at risk: at-risk adults who are parenting, parental conflict in the marriage, family denial, the parentification of the children, and the serious illness or disability of a family member. Then have each group lead a deeper discussion regarding their research on their causal factor.
2. **Assign the students a jigsaw activity.** Divide the class into five groups. Assign each group an article that further expands on their knowledge regarding intervention and prevention efforts for families and youth at risk. Below are some suggestions:

Boustani, M. M., Frazier, S. L., Hartley, C., Meinzer, M., & Hedemann, E. (2015). Perceived benefits and proposed solutions for teen pregnancy: Qualitative interviews with youth care workers. *American Journal of Orthopsychiatry, 85*, 80–92.

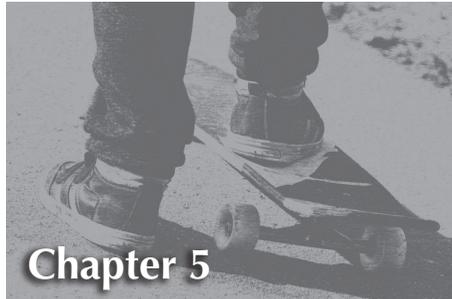
Martin, D., & Martin, M. (2000). Understanding dysfunctional and functional family behaviors for the at-risk adolescent. *Adolescence, 35*, 785–792.

Narayan, A. J., Kalstabakken, A. W., Labella, M. H., Nerenberg, L. S., Monn, A. R., & Masten, A. S. (2017). Intergenerational continuity of adverse childhood experiences in homeless families: Unpacking exposure to maltreatment versus family dysfunction. *American Journal of Orthopsychiatry, 87*, 3–15.

Schreler, A., McCoy, K., Flood, M. F., Wilcox, B. L., & Hansen, D. J. (2018). Understanding perceptions of child maltreatment risk: A qualitative study of Early Head Start home visitors. *Children and Youth Services Review, 88*, 416–425.

Wallstrom, R., Persson, R. S., & Salzman-Erikson, M. (2016). Working with children in families with parental substance abuse. *Journal of Psychosocial Nursing and Mental Health Services, 54*, 38–44.

- Then divide each article into the number of sections that represents the number of students in the group and assign each member of a group one section of the article. Have each student read his or her section of the article.
 - Once all students have finished reading their part of the article, have each student discuss the section of the article he or she read with the group members, starting with the student who read the first section and ending with the student who read the last section. Have the group discuss what they learned from their article.
 - Then reconfigure the groups into new groups with one member from each of the previous groups in each new group. Then have each student in the new groups discuss his or her previous group's article with the new group members.
 - Then reconvene the class and hold a general processing session in which they class reflects on what they learned from the articles.
3. **Break the class into smaller groups.** Show the following YouTube video showing a *Saturday Night Live* skit about a dysfunctional family: <https://www.youtube.com/watch?v=NFh95Np2ZfY>. Then ask each group to process the clip and discuss the family dynamics they witnessed in the sketch. What risk factors were evident in the clip for this family? What interventions would the group provide for this family?



“Will I Ever Measure Up?” Problems of Self-Esteem

Discussion Exercises

1. **Discuss your own levels of collective and contingent self-esteem.** Which groups are you a member of that provide you with a positive self-concept? What external standards and expectations salient for you to uphold impact your level of self-esteem?
2. **Discuss your own levels of implicit and explicit self-esteem and your self-esteem lability.** In what ways do you feel the need to present yourself positively to others? In these presentations to others, what factors are most important to you in terms of how you present yourself? How do you want others to see you? What are your reactions to everyday stressors and positive occurrences? How do you think these reactions impact your overall level of self-esteem?
3. **This chapter of your textbook discusses several approaches to prevention to help youth from developing low self-esteem.** However, it does not go into detail about how to intervene with a youth who already has low self-esteem. Explore the research literature on this topic and discuss one potential intervention you might use to help a youth with low self-esteem. What about this intervention most resonates with you? What do you think the potential impact might be for such a youth?

Journal Exercises

1. **Low self-esteem is a critical factor in at-risk behavior.** A review of the literature supports the belief that negative self-esteem affects behavior in negative or destructive ways. Evaluate your own level of self-esteem during a period of time in your youth. In what ways do you think your level of

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self-esteem impacted your own behavior? This effect could have been either positive or negative. Provide specific examples, but only share what you feel comfortable sharing. Only your instructor will read what you have written.

2. **Evaluate your current levels of global and selective self-esteem.** On a scale from 1 = *low* to 10 = *high*, how would you rate yourself? What factors do you give weight to that form your assessment? Are you satisfied with how you have rated yourself? If not, what might you do to change your level of self-esteem? How do you think your level of self-esteem impacts your interaction with others or affects your behavior?
3. **Your textbook states,**
Parental, individual, social, psychological, physical, environmental, and cultural influences affect self-esteem.
 - What do you think are the factors, experiences, and relationships that have influenced your own level of self-esteem? Are you satisfied with your level of self-esteem? If not, what is your plan to change it?

Group Exercises

1. **We know that societal norms are increasingly influenced by mass media.** We also know that social media has an inordinate influence on both selective and global self-esteem. Break students into groups. Have each group do a literature review and discuss their findings regarding the impact that media and social media have had on societal norms. In what ways have societal norms changed since the advent of social media? What have been the negative and positive effects of these changes? How does the group think these changes have impacted the self-esteem of youth? Have each group report back to the class on their findings.
2. **Break the class into groups.** Have each group research the literature on prevention and intervention approaches to help youth develop positive self-esteem. Have each group pick one approach and research that approach in more depth. Then have each group present a plan as to how they might implement that approach with one of the case studies depicted in their textbook.
3. **Break students into groups.** Have each group pick one case study depicted in the textbook. Then have each group investigate the various community programs that are available within their community. The textbook lists several programs that may or may not be in the students' community: Boys & Girls Clubs of America, YMCA Achievers programs, YMCA Leaders Clubs, Big Brothers Big Sisters of America, YMCA Youth Development Services, YMCA Achievement Gap programs, Boys & Girls Club CareerLaunch, and Step Up.
 - After the group reviews the community programs available in their area, have them choose one program that they would recommend to the youth in the case study they chose. Then have each group provide their rationale for their choice. In what way would their chosen community program help that specific youth? What does the group think the resulting outcome might be for that youth? Then have a larger class discussion in which each group can share their thoughts and perceptions.



Identifying and Preventing Mood Disorders in Children and Adolescents

Discussion Exercises

1. **Review the cases of Anna and Robert in Chapter 6.** Assume that Anna has depression and Robert has bipolar disorder. Pick either Anna or Robert and research that disorder. Discuss (a) common expressions of the disorder for Anna's and Robert's age group (i.e., In what ways does this disorder typically manifest?) and (b) supports or interventions that Anna's or Robert's parents, teachers, and peers could use to help them. Discuss different supports and interventions from those discussed in the chapter.
2. **Choose one of the following mood disorders:**
 - a. Bipolar I disorder
 - b. Bipolar II disorder
 - c. Cyclothymic disorder
 - d. Disruptive mood dysregulation disorder
 - e. Major depressive disorder
 - f. Persistent depressive disorder
 - g. Premenstrual dysphoric disorder
 - h. Separation anxiety disorder
 - i. Selective mutism
 - j. Specific phobia
 - k. Social anxiety disorder

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- l. Panic disorder
- m. Agoraphobia
- n. Generalized anxiety disorder
 - Research and discuss inherent cultural differences in terms of (a) the prevalence of the disorder, (b) how the disorder manifests in different cultures, (c) barriers to treatment for particular cultural groups, (d) specific supports used for this disorder in certain cultures more so than other cultures, (e) the most common reasons why people do not seek treatment for the disorder, and (f) the most common stereotypes about this disorder.
3. **Choose one of the disorders listed in Activity 2 above.** Then find three online resources for individuals who suffer from this disorder. Explain why you think your chosen online resources are reliable and credible. How did your resources help you better understand this disorder? What one new thing did you learn about this disorder from one of your three identified resources?

Journal Exercises

1. **Reflect on your experiences and emotions during your own childhood.** What events in your own life caused you either negative or positive emotions? In terms of any negative emotions, what emotion predominated for you? How did you handle these feelings? What supports did you receive to help you during these times of negative emotion? What would you do differently if could experience those events and emotions again?
2. **Reflect on the people you have known from school, church, community activities, sports, family, relatives, or friends.** Have you known someone who struggled with a mood disorder? How did the disorder manifest and make itself known to you and others? How do you think the disorder impacted the person who had it? How did other people treat the person who had the disorder?
3. **Over the course of the semester, keep a thought/emotion journal.** When you note emotions that are particularly strong, write them down in your journal. Then explain the context of what you were doing when you felt that emotion. Next write down what your thoughts were when you were feeling the emotion. In your final entry at the end of the semester, reflect on what you learned from this activity about yourself, your moods, and how your context and thoughts help to shape your emotions. For more details on how and why to create a thought/emotion journal, go to <https://www.wikihow.com/Create-a-Thoughts-Journal>.

Group Exercises

1. **Divide students into groups.** Assign each group one mood disorder to research to gain a deeper understanding of the disorder. Have them answer the following:
 - a. What is the prevalence of this disorder within the youth and adolescent population, between ethnicities, and by gender?
 - b. Are there any cultural differences in or implications of the disorder?
 - c. What are the diagnostic features of the disorder?
 - d. What is the mean age of onset?
 - e. What are the risk factors and prognosis?
 - f. What other disorders should be ruled out when assessing for the studied disorder?
 - g. What other disorders are often comorbid with the studied disorder?
 - h. What are three of the most common forms of treatment for the disorder?
 - Have each group give a presentation and inform the class about the disorder they researched.
2. **Go to <http://truecenterpublishing.com/tcp/moodplay.html> for instructions about mood role plays.** Have the class follow the directions for the role-play activity. After the class has completed the activity, process what students learned in the larger group.
3. **Show an episode of *Winnie the Pooh* and then divide the class into groups.** Episodes can be found at www.youtube.com (search for “Winnie the Pooh”). Have each group give their ideas for the diagnosis of each of the characters from *Winnie the Pooh*. If you want to focus just on mood disorders, have the class provide diagnoses for Piglet, Eeyore, and Kanga.¹ Once each group has finished, reconvene the class back into the larger group. Have each group provide their diagnoses for each character. Then have students discuss what characteristics they noted in the character that aligned with the diagnosis they gave the character.

¹An answer key follows on page 24.

Group Exercise 3 Answer Key

Pooh = impulse control disorder

Piglet = anxiety disorder

Roo = autism

Tigger = attention-deficit/hyperactivity disorder

Eeyore = major depressive disorder

Rabbit = obsessive-compulsive disorder

Kanga = social anxiety disorder

Owl = dyslexia



Stress and Trauma: Coping in Today's Society

Discussion Exercises

1. **Research the types of preventions, interventions, and resources that can be used to help people struggling with stress.** Then discuss one prevention, one intervention, and one resource that resonated with you that you could use to either help yourself or help another person. What resonated with you about the prevention, intervention, and resource that you chose?
2. **Review the interventions discussed in your textbook.** Choose one that appeals to you and research it in more detail. Discuss the tenets of the intervention and how it would specifically help an individual who is experiencing stress. Finally, choose one of the chapter's case studies and apply your intervention to that case. Explain specifically how the intervention would help the person(s) described in the case.
3. **Review the various mindfulness practices that are available to help people mitigate stress.** Choose one practice and use it for 1 week. Then describe what that experience was like for you. What benefits did you derive from that practice? Will you continue to engage in this practice? Why or why not?

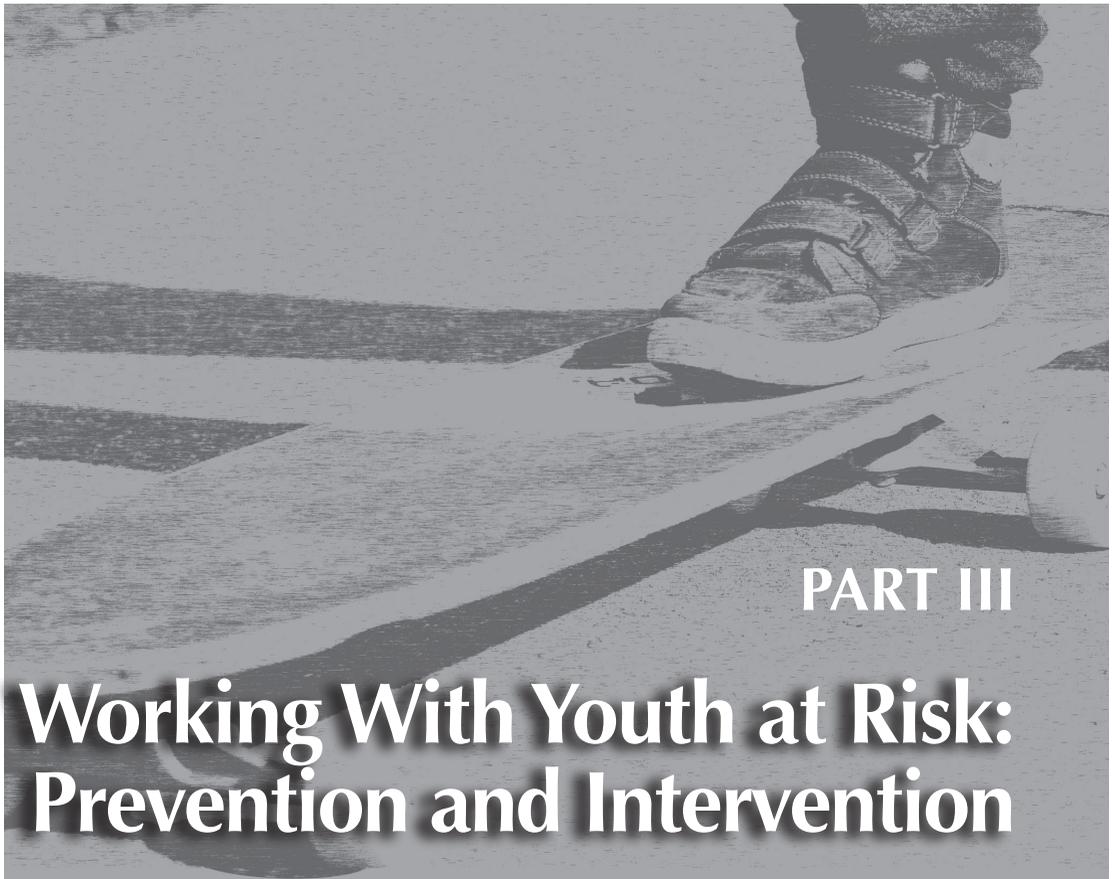
Journal Exercises

1. **Describe a time in your life when you felt stress.** What was the catalyst for this stress? How did this stress impact your body, thoughts, and emotions? How did you resolve the feelings of stress? What resources did you rely on to help you mitigate those feelings of stress? If you were in the same situation, facing the same level of stress, would you do anything differently now than what you did then? Why or why not?

2. **Review the causal factors of stress in your textbook chapter.** Which of the causal factors have you experienced or do you currently experience? How do these factors increase your chances of experiencing stress? Research the possible ways that you could reduce or eliminate each causal factor you identified. If there is no possible way to reduce or eliminate a factor (e.g., having experienced trauma), identify from the research literature one coping mechanism you can use to help mitigate the effect of that factor.
3. **Review the causal factors of stress in your textbook chapter.** Which of the causal factors have you experienced or do you currently experience? Then review the list of protective factors in your textbook. Which protective factors do you experience? How can you use these protective factors to help you avoid stress?

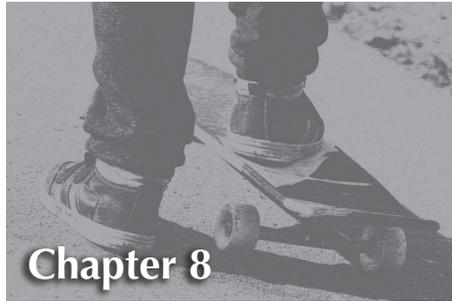
Group Exercises

1. **Divide the class into groups.** Make sure that the number of groups can be evenly divided by 3. Then assign each group one of the following topics:
 - a. Stimulus-oriented views of stress
 - b. Response-oriented views of stress
 - c. Stress as a transaction between person and environment
 - Have each group research the different views of stress and then report back to the class regarding the following:
 - a. What are the main tenets of the viewpoint?
 - b. How does stress manifest according to this viewpoint?
 - c. How can stress be mitigated according to this viewpoint?
 - Then bring the class back together in a larger group and discuss the similarities and differences among these three viewpoints related to stress.
2. **Divide the class into groups.** Have each group research the types of resources that are available in their community to help people overcome, avoid, or mitigate stress. Have each group select one resource to explore in more depth. Have each group report their findings to the class.
3. **Divide the class into groups.** Have each group choose one of the following topics to research:
 - a. Immersion experiences
 - b. Technological resources
 - c. Mentoring and support
 - d. Mindfulness practices
 - e. Culturally and contextually relevant interventions
 - Then have each group choose one intervention under their topic that they want to research in more detail. Make sure there are no overlapping topics between the groups (e.g., that two or more groups did not choose the same mindfulness practice to research). Have each group research their intervention and then report back to the class on their findings.



PART III

Working With Youth at Risk: Prevention and Intervention



Chapter 8

“Who Am I?” Unique Issues for Multiracial Youth

Discussion Exercises

1. **Discuss your own intersectionality to the extent you feel comfortable.** How do you identify in terms of gender, ethnicity, sexual orientation, region of origin, religion or spirituality, socioeconomic status, and any other cultural variables you choose to disclose? Then explain how you think your various cultural identities impact how you view the world. Which parts of your identity are most prone to enjoying privilege? In what ways? Which parts of your identity are most likely to experience oppression? In what ways? Finally, reflect on what you learned from this self-exploration of your own identity.
2. **Discuss your experiences of how your parents have passed down your own family’s culture to you.** What are the key cultural rituals in which your family engages? After reading or hearing your classmates’ accounting of their own families, highlight the similarities and differences between you and your peers. Then reflect on what you have learned about this experience.
3. **Identify your various identities keeping the concept of intersectionality in mind.** Then discuss your own self-esteem and feelings about being a member of these various groups.

Journal Exercises

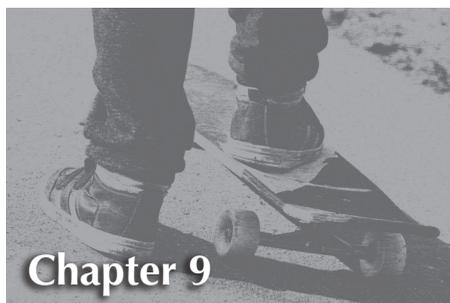
1. **Reflect on how your own ethnicity and society’s definition of your heritage have shaped you both positively and negatively.** In what ways have others oppressed you because of your ethnicity? In what ways have you enjoyed privilege because of your ethnicity?

2. **Racial identity refers to a collective identity based on perceived membership in a group that shares cultural traditions and racial group membership.** Identify your ethnic group and discuss the cultural traditions that you share with your group. Are there any traditions, beliefs, rituals, values, roles, rules, or family practices in which your ethnic group traditionally engages but you do not practice? In what ways are you similar to the larger identified group, and in what ways are you different? What are the biggest stereotypes that others hold regarding your ethnic group?
3. **Your textbook states,**
Because the cultural context of the U.S. school system continues to reflect that of the Caucasian middle class, behaviors that are adaptive according to a child's culture may appear maladaptive within the school context.
 - Taking this quote into consideration in your answer, reflect on your own educational experience. How did your school environment impact you either positively or negatively?

Group Exercises

1. **Have students self-identify their ethnicity or the ethnicity with which they most strongly identify.** Have each student write down the specific beliefs, values, rules, roles, and family practices of his or her identified ethnic culture. Then group students into subgroups based on their chosen ethnicity. Have each group discuss the most salient aspects of the ethnic culture with which they most identify. Then have them compare their lists of specific beliefs, values, rules, roles, and family practices of the identified ethnic culture. Do their lists match? If not, have students discuss the differences and their thoughts as to why their lists differ. (*Note: If this exercise is not feasible for your classroom's demographics, then divide students into groups and assign each group a different ethnic group. Have each group research the assignment ethnic group's beliefs, values, rules, roles, and family practices. Then have students report their findings to the class.*)
2. **Go to <https://edge.psu.edu/workshops/mc/power/privilegewalk.shtml>** and download the instructions for the Privilege Walk. Follow the instructions and lead your class through this exercise. After asking the questions in the exercise, process the experience with the class.
 - a. What was this experience like for you?
 - b. What surprised you about your own walk?
 - c. What did not surprise you?
 - d. What overarching emotions did you experience while engaging in this exercise?
 - e. What did you like about this exercise?
 - f. What did you not like about this exercise?
 - g. What did you learn about oppression and privilege from this exercise?

3. **Divide students into groups.** Have half of each group research the characteristics of collectivist cultures and the other half of each group research the characteristics of individualist cultures. Then have each group discuss how these two types of worldviews differ in terms of family characteristics, values, beliefs, and goals.



The Secret and All-Consuming Obsessions: Eating Disorders

Discussion Exercises

1. **Review the various methods of preventing eating disorders discussed in your textbook.** Choose one that you would like to know more about. Research that prevention method. Discuss the implementation process for that prevention and identify whether it is a prevention for individuals, for families, or provided by the school or community. Then share your thoughts on the strengths and weaknesses of the prevention method. Finally, explore the research literature at your library. Has any research been conducted on the effectiveness of your chosen prevention? If so, what were the main findings?
2. **Review the various methods of intervening with eating disorders discussed in your textbook.** Choose one that you would like to know more about. Research that intervention method. Discuss the implementation process for that intervention and identify whether it is an intervention for individuals, for families, or provided by the school or community. Then share your thoughts on the strengths and weaknesses of the intervention method. Finally, explore the research literature at your library. Has any research been conducted on the effectiveness of your chosen intervention? If so, what were the main findings?
3. **Discuss your thoughts and perceptions of what characteristics exemplify the ideal-looking man and woman.** In your opinion, what traits and characteristics does an ideal-looking person possess? Explore your choices. What factors or influences do you think shape your perception of what is ideal? What does it mean to not be ideal?

Journal Exercises

1. Review the *Huffington Post* article “14 Habits of People With a Healthy Relationship to Food” at https://www.huffingtonpost.com/2014/04/17/healthy-relationship-to-food-habits_n_5107037.html. Then explore and evaluate your own relationship with food. Are any areas mentioned in the article troublesome for you in terms of having a healthy relationship with food? What would you like to change regarding this area(s)? In which areas do you think you have a healthy relationship with food? What did you learn about yourself from doing this self-evaluation?

2. Your textbook states,

The very thin body often promoted as ideal for women is naturally possessed by only 5% of American women . . . By age 6, girls especially start to express concerns about their own weight or shape, and 40% to 60% of elementary school girls (ages 6–12) are concerned about their weight or about becoming too fat.

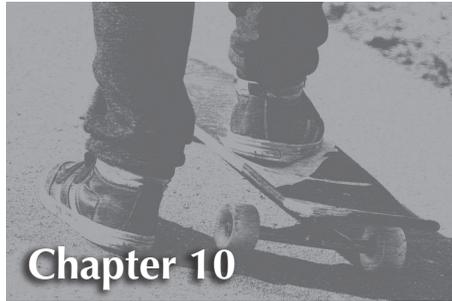
- Explore and assess your own thoughts about your body. What messages do you tell yourself in relationship to your weight? How do these messages influence when or how you consume food? After reading this chapter, do you think the messages you tell yourself regarding your weight and food consumption are healthy? Why or why not? What changes would you make regarding the messages you tell yourself?
3. Download the document *Body Image: Information & Interactive Activities* from <http://westernhealth.nl.ca/uploads/Addictions%20Prevention%20and%20Mental%20Health%20Promotion/Body%20Image%20Tool%20Kit%202012.pdf>. Then go to the self-assessment under Activity 2 (p. 7). Fill out the assessment. How did you score? What did you learn from using this self-assessment about how you feel about your body image? What changes would you like to make in terms of how you view your body?

Group Exercises

1. Divide the class into groups. Assign each group one of the following eating disorders to research in more depth:
 - a. Pica
 - b. Avoidant restrictive food intake disorder
 - c. Anorexia nervosa
 - d. Bulimia nervosa
 - e. Binge-eating disorder
 - f. Purging disorder
 - g. Night eating syndrome
 - h. Diabulimia
 - i. Drunkorexia

Have the groups research the following:

- a. What is the prevalence of this disorder within the youth and adolescent population, between ethnicities, and by gender?
 - b. Are there any cultural differences in or implications of the disorder?
 - c. What are the diagnostic features of the disorder?
 - d. What is the mean age of onset?
 - e. What are the risk factors and prognosis?
 - f. What other disorders should be ruled out when assessing for the studied disorder?
 - g. What other disorders are often comorbid with the studied disorder?
 - h. What are three of the most common forms of treatment for the disorder?
2. **Break the class into groups.** Have each group choose a country whose experience with eating disorders they want to research. What is the prevalence of eating disorders within the chosen country? What does the literature state about the chosen country's view regarding body image? Have each group report back to the class about their findings.
3. **Have students each bring a magazine to class. Then break the class into smaller groups.** Provide each group with a blank sheet of paper and scissors. Ask half of the groups to create a collage with pictures that portray men and women in a negative way. Ask the other groups to create a collage with pictures that depict men and women in a positive way. Once the groups have finished their collages, have each group share their collage. Then lead a group discussion to compare and contrast the different messages given by the images in the collage. What role do the media and social media have in shaping our perceptions?



“I Don’t Want to Live”: The Adolescent at Risk for Suicidal Behavior

Discussion Exercises

1. **Review the various methods of prevention and intervention for suicidal ideation discussed in your textbook.** Choose one that you would like to know more about. Research that prevention method. Discuss the implementation process for that prevention and identify whether it is a prevention for individuals, for families, or provided by the school or community. Then share your thoughts on the strengths and weaknesses of the prevention method. Finally, explore the research literature at your library. Has any research been conducted on the effectiveness of your chosen prevention? If so, what were the main findings?
2. **Review the list of myths about suicide in the chapter.** Which myths surprised you? Which myths did you believe were based on fact?
3. **What youth age group has the highest risk for suicide?** What risk factors are most prevalent for this age group? Why do you think this age group is most at risk? Use journal articles and validated websites (i.e., websites ending in .gov., .org., or .edu) to support your ideas.

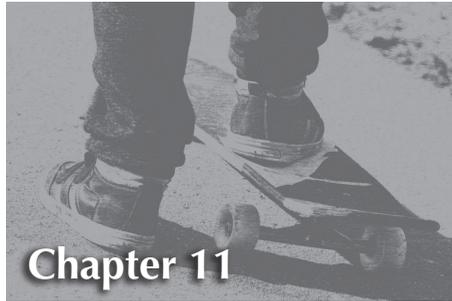
Journal Exercises

1. **Explore the list of risk factors for suicide in the chapter. Analyze your own risk prevalence.** Only share what you are comfortable sharing. Only your instructor will see what you have written. Do you possess any of the risk factors listed? If so, what changes would you want to make to lower your own risk of suicide? If not, what factors do you attribute as being preventive for you?

2. **Explore the list of protective factors for suicide in the chapter.** Analyze which protective factors are salient for you. In what ways can you further develop your protective factors?
3. **One of the ways in which mental health professionals assess for risk for suicide lethality is to ask questions about a person's intent, plan, method, and immediacy (i.e., how soon the person plans to attempt suicide).** Another good question to ask a person you think might be having suicidal thoughts is what their reasons are for living. List and discuss your own reasons for living. Then reflect on what the experience of having to list your own reasons for living was like for you. How could you facilitate this process for someone else?

Group Exercises

1. **Divide the class into groups.** Have each group design a pamphlet they can share with others related to suicide information and prevention. The pamphlet could contain the following:
 - a. Facts about suicide
 - b. Statistics about suicide
 - c. Myths about suicide
 - d. Coping mechanisms
 - e. Warning signs
 - f. Community or national resources, such as suicide hotlines
 - Have each group make enough copies of their pamphlet to share with their classmates. Encourage students to pass out these pamphlets to friends, neighbors, family, or coworkers they are concerned about.
2. **(This activity requires having a bag of candy.) Stand at the front of the class.** Then provide a series of statements to which students need to respond "risk factor," "protective factor," "warning sign," "suicide fact," or "suicide myth." When students answer correctly, toss or give them a piece of candy. Once you have read your list, hold a class discussion regarding the importance of knowing suicide warning signs and understanding facts versus myths regarding this important topic.
3. **Divide the class into groups.** Assign each group one of the following:
 - a. Individual
 - b. Family
 - c. School
 - d. Community
 - Then have each group explore and research what supports, interventions, and preventions are available in their community that target their specific category. Have the groups report their results to the rest of the class.



A Future in Jeopardy: Sexuality Issues in Adolescence

Discussion Exercises

1. **In what ways do you think social media has impacted adolescent sexuality and sexual practices?** Use journal articles and validated websites (i.e., websites ending in .gov., .org., or .edu) to support your ideas.
2. **When you were an adolescent, what were the norms of your peer group around adolescent sexuality and sexual practices?** How do the norms of your generation compare to those of the current generation of adolescents? Use journal articles and validated websites (i.e., websites ending in .gov., .org., or .edu) to support your ideas.
3. **Pick one of the following subtopics from this chapter: teen pregnancy; rape, date rape, and sexual exploitation of minors; or AIDS and other sexually transmitted diseases.** Then pick an area of intervention: individual, family, school, or community. Research interventions and other resources that are available on your topic and population. Discuss your findings.

Journal Exercises

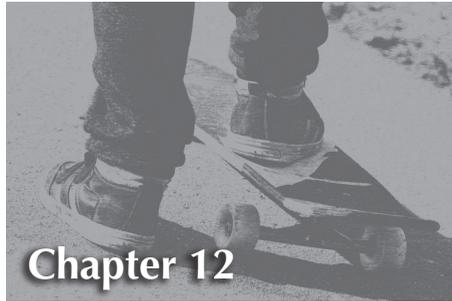
1. **Think back to your own youth and your own experiences.** What were your attitudes about sex? How did your peers at the time influence your thoughts and perceptions around sex?
2. **What is your first memory of sex, or when did you first become aware of sex?** How old were you? How did this awareness or occurrence happen? Only share what you feel comfortable sharing. Only your instructor will

read what you have written. Are your memories positive or negative? If you could have this awareness or experience over again, what would you want to be different about it?

3. **Think back to when you were an adolescent or youth.** Then explore the list of risk factors for the subcategories in this chapter: teen pregnancy; rape, date rape, and sexual exploitation of minors; and AIDS and other sexually transmitted diseases. Did any of the risk factors apply to you? Only share what you feel comfortable sharing. Only your instructor will read this. You can also just simply say yes without identifying the specific risk factors. What would your adult self say now to your adolescent self if you could go back in a time machine and have a conversation with yourself? Would you tell your adolescent self to do anything differently?

Group Exercises

1. **Download *Catching On: Teaching and Learning Activities* from <https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/social/physed/catchingonteach.pdf>.** Turn to the activity called Take Up a Position on page 20. Follow the instructions to engage your students in this activity.
2. **Break the class into groups.** Assign each group one of the following subtopics to research in more depth:
 - a. Teen pregnancy
 - b. Adolescent rape
 - c. Adolescent date rape
 - d. Sexual exploitation of minors
 - e. Adolescent AIDS and other sexually transmitted diseases
 - Have each group research and present their findings to the class on the following:
 - a. What is the prevalence of occurrence?
 - b. Are there any cultural differences in prevalence in terms of gender, ethnicity, socioeconomic status, religious affiliation, region of residence, age, and so on?
 - c. Are there any differences in how this issue manifests in different cultures?
 - d. Are there any barriers to treatment or getting help for particular cultural groups?
 - e. Are specific supports used for this issue better for specific cultures more so than other cultures?
 - f. What are the most common reasons why people do not seek treatment or help for the issue?
 - g. What are some of the most common stereotypes around this issue?



I Am Somebody: Gang Membership

Discussion Exercises

1. Your textbook states,

To date, there is “no single, universally accepted definition of a gang or a gang member” (Howell, 2012, p. 53).

- Review the current and past research literature on gangs and gang activity. Choose three definitions researchers have used to describe gangs and gang members. Then compare and contrast these definitions. Which definition most resonates with your own perceptions of gang and gang members? How so?

2. Your textbook states,

Associating with a gang is typically a survival mechanism for youth embedded in complex systems of marginalized experiences in their homes, schools, and communities from personal or indirect exposure to physical or verbal trauma, poverty, or the criminalization of youth of color.

- Explore resources in your community that could be used as supports for potential youth gang members. Choose one and discuss it in more depth in terms of the following:
 - a. What is the specific resource?
 - b. How can it be accessed by youth?
 - c. Why do you think it would be a good resource for a youth who is at risk for gang activity?
 - d. In what specific ways would the resource mitigate a risk factor for gang activity?

3. **Reflect on your community's risk for gang activity.** Does your community have gangs? If so, research what methods your community is using to deal with the gang issue. If not, research the factors that you think are protecting your community from gang activity.

Journal Exercises

1. **Watch the YouTube video "10 Most Dangerous Gangs on Earth" at <https://www.youtube.com/watch?v=vG0kSuYfDWA>.** It is 11:11 minutes long. After viewing the video, comment on the following:
 - a. What did you learn about gangs and gang activity that surprised you?
 - b. What perceptions do you hold of gangs that were supported by this video?
 - c. Had you heard about any of the gangs mentioned? If so, in what context?
2. **Think back to your own youth and your own experiences.** Were you ever at risk for gang activity? What did you do in terms of that risk? Only share what you are comfortable sharing. Only your instructor will read what you have written. If you were never at risk for gang activity, to which protective factors do you attribute that? Be specific and thorough in your discussion.
3. **Watch the YouTube Video "Life Facing Bars: A Gang Prevention Documentary" at https://www.google.com/search?q=Life+Facing+Bars%3A+A+Gang+Prevention+Documentary&rlz=1C1GGRV_enUS751US752&oq=Life+Facing+Bars%3A+A+Gang+Prevention+Documentary&aqs=chrome..69i57j69i61.1391j0j4&sourceid=chrome&ie=UTF-8.** It is 37:42 minutes long. What myths were dispelled in this video about gangs and gang activity? What information was confirmed for you via this video? What did you learn from watching this video that you think will be useful to you should you work with youth at risk? What are your thoughts regarding whether this video would be an effective prevention for youth at risk?

Group Exercises

1. **Assign the students a jigsaw activity.** Divide the class into five groups. Assign each group an article that further expands on their knowledge regarding school adolescent gangs and gang members. Below are some suggestions:

Barbieri, N., Clipper, S. J., & Vasquez, A. G. (2016). Adolescent gang membership and differences in ethnic identity, esteem, and efficacy. *Deviant Behavior, 37*, 1429–1442. doi:10.1080/01639625.2016.1185870

Descormiers, K., & Corrado, R. R. (2016). The right to belong: Individual motives and youth gang initiation rights. *Deviant Behavior, 37*, 1341–1359. doi:10.1080/01639625.2016.1177390

Gilman, A. B., Hill, K. G., & Hawkins, J. D. (2014). Long-term consequences of adolescent gang membership for adult functioning. *American Journal of Public Health, 104*, 938–945.

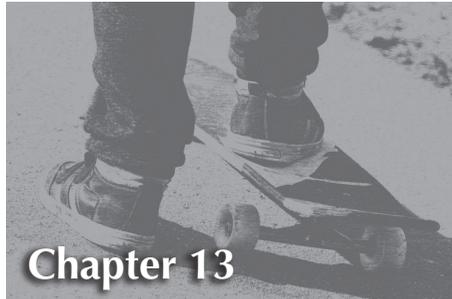
Hennigan, K. M., Maxson, C. L., Sloane, D. C., Kolnick, K. A., & Vindel, F. (2012). Identifying high-risk youth for secondary gang prevention. *Journal of Crime and Justice*, 37, 104–128.

Lenzi, M., Sharkey, J., Vieno, A., Mayworm, A., Dougherty, D., & Nylund-Gibson, K. (2015). Adolescent gang involvement: The role of individual, family, peer, and school factors in a multilevel perspective. *Aggressive Behavior*, 41, 386–397. doi:10.1002/ab.21562

- Then divide each article into the number of sections that represents the number of students in the group and assign each member of a group one section of the article. Have each student read his or her section of the article.
 - Once all students have finished reading their part of the article, have each student discuss the section of the article he or she read with the group members, starting with the student who read the first section and ending with the student who read the last section. Have the group discuss what they learned from their article.
 - Then reconfigure the groups into new groups with one member from each of the previous groups in each new group. Then have each student in the new groups discuss his or her previous group's article with the new group members.
 - Then reconvene the class and hold a general processing session in which they class reflects on what they learned from the articles.
2. **Either assign the class to watch the YouTube video “National Geographic: Crips vs Bloods” at home or show it in class (<https://www.youtube.com/watch?v=Raz98rNNMe8>).** It is 42:10 minutes long. After students have watched the video, process the following with the class:
- a. What surprised students about gang activity in the United States?
 - b. What did not surprise students about gang activity in the United States?
 - c. Have any students had experience with gang activity either as a gang member or as a victim of a gang? (*Note: Caution students to only disclose what they feel comfortable disclosing and remind them that the information discussed in the classroom should stay in the classroom and not be shared with anyone not in the classroom.*)
 - d. As potential future counselors, what information did students glean from this video that they think could help them in working with a youth at risk for gang activity?
3. **Divide students into groups.** Have each group research a prevention effort aimed at youth at risk for gang activity. Have each group report to the larger group on the following:
- a. What specific population does the prevention target (e.g., children, adolescents, young adults)?
 - b. In which specific system is the prevention provided (e.g., individual, family, school, or community)?

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- c. What specific issue does the prevention target?
- d. What are the specific goals of the prevention?
- e. What are the specific activities of the prevention?
- f. What specific positive behaviors does the prevention effort develop?
- g. What has the research shown in terms of the effectiveness of the prevention?



“It Takes a Village”: Advocating for Sexual Minority Youth

Discussion Exercises

1. Download the exercise *Early Learning About LGB People* from the University of Southern California LGBT Resource Center (<https://lgbtrc.usc.edu/files/2015/05/Early-Learning-about-LGBT-People.pdf>) and answer the questions under the heading “Facilitator Questions.”
2. In the film *Love, Simon*, which is about 17-year-old Simon Spier and his process of coming out, Simon makes the following statement: “It doesn’t seem fair that only gay people have to come out. Why is straight the default?” What are your thoughts regarding Simon’s statement?

Resource: GLSEN. (n.d.). *Love, Simon: A GLSEN discussion guide*. Retrieved from <https://www.glsen.org/article/love-simon-glsen-discussion-guide-students-and-youth-groups>

3. **As counselors, we are expected to advocate for individuals who suffer from oppression.** Research and examine ways in which you could be an advocate and an ally for LGBTQQI people. Describe in full one opportunity in which you could take on this role. Explain why you think engaging in your chosen activity would be beneficial for the LGBTQQI community.

Journal Exercises

1. **How old were you when you were first aware that you were sexually attracted to another individual?** What was that experience like for you? Did you tell anyone? Why or why not? What influenced you to either tell another person of your attraction or not tell another person?

2. **Download the exercise *Dealing With Homophobia* from the University of Southern California LGBT Resource Center (<https://lgbtrc.usc.edu/files/2015/05/Dealing-with-Homophobia.pdf>) and answer the questions asked.** What did you learn about yourself and your perceptions of individuals who are LGBTQQI from this exercise? How will you use this information to be a better counselor?

3. **Your textbook states,**

More than half of states permit employment discrimination based on sexual orientation.

- Research your state’s laws pertaining to LGBTQQI rights. What is your state’s overall stance regarding LGBTQQI people? Do you agree or disagree with your state’s position on people who are LGBTQQI? Why or why not?

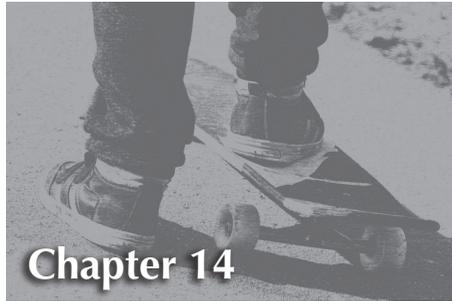
Group Exercises

1. **Download the activity *Early Learning About LGB People* from the University of Southern California LGBT Resource Center (<https://lgbtrc.usc.edu/files/2015/05/Early-Learning-about-LGBT-People.pdf>).** Follow the guidelines for the activity. Use the facilitator questions provided or use your own.

2. **Human beings are naturally inquisitive and curious. We often ask questions of others without thought.** Not every LGBTQQI student has come out or feels comfortable discussing his or her sexuality. The following activity will highlight the difficulty some people experience when trying to answer questions without revealing their sexual orientation. Divide students into dyads. Have each student discuss the last date he or she went out on (long-term partnered students can describe either a date with their current partner prior to becoming partnered or the last date night the couple experienced). The caveat is that the student must describe the date without revealing the gender of his or her date. After each student has taken a turn doing this, reconvene the group and process what this experience was like. What insight did students gain via this exercise? How will this experience shape students’ future behavior when discussing their own or others’ sexuality or sexual orientation?

Resource: LGBT Resource Center. (n.d.). *Educational activities*. Retrieved from <https://lgbtrc.usc.edu/education/activities/>

3. **Download the activity *That’s Gay* from the University of Southern California LGBT Resource Center (<https://lgbtrc.usc.edu/files/2015/05/Thats-Gay.pdf>).** Break students into dyads and have each dyad fill out the questionnaire. Once each dyad has had an opportunity to complete the questionnaire, either give them the answers or put the answers up on a screen for students to view. The answer sheet can be retrieved from <https://lgbtrc.usc.edu/files/2015/05/Answers.pdf>. Then reconvene the class and process the experience. What was it like for students to do this activity? What did they learn that was new information for them?



Death in the Classroom: Violence in Schools

Discussion Exercises

1. Read the article “Cyber Bullying and Social Media” at <https://www.hastac.org/blogs/bahatiakili/2017/12/02/cyber-bullying-and-social-media>. At the end of the article is a link to the video “How to Beat Cyberbullies” (https://www.youtube.com/watch?v=Jwu_7IqWh8Y). It is 5:07 minutes long. Watch the video. Then discuss your thoughts and perceptions regarding the use of social media in relationship to bullying and school violence. How does online bullying differ from physical face-to-face bullying? How does social media challenge our ability to provide intervention and prevention to those who are being bullied?
2. **The school rampage shooter typology includes three categories: traumatized, psychotic, and psychopathic.** Using five sources (journal articles; testimonials; websites ending in .gov., .org., or .edu), research these three typologies. Do not just rely on websites for your research. Then discuss the similarities and differences among these types regarding the following:
 - a. Psychological factors
 - a. Social factors
 - b. Family dynamics
 - c. Family history of firearm use
 - d. Peer influence
 - Then note the common trends in your findings.

3. **Research your own community's prevention efforts regarding school violence.** What resources and supports are available? Do you think the prevention efforts of your community are sufficient? Why or why not? What other supports or resources do you think are lacking?

Journal Exercises

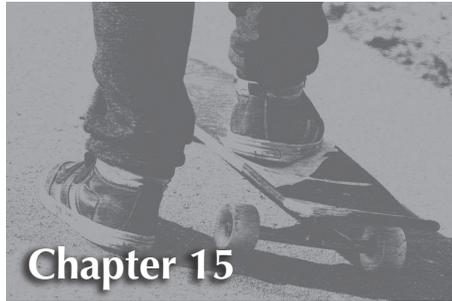
1. **Think back to when you were in elementary, middle, or high school.** Were you ever the victim of a bully? If so, what was that experience like for you? What resources did you use to cope with being bullied? What important adults did you seek out for help with that experience? If you were never bullied, did you know someone who was? What emotions did you experience when seeing that person being bullied? Were you ever a bully? If so, what was the context behind your bullying? What would your adult self say now to your adolescent self if you could go back in a time machine and have a conversation with yourself? Would you tell your adolescent self to do anything differently?
2. **Think of a youth or adolescent you know.** If this youth confessed to you that he or she was either the victim or the perpetrator of bullying, what would you do or say? How would you help the victim or try to defuse the acts of the perpetrator?
3. **Pretend you are on Facebook or Twitter and you see a post regarding an acquaintance, but not someone with whom you are especially close.** As you read the post, you notice that some really embarrassing, hurtful things are being said to and about that person. What is your reaction? What would you do? Would you act in some way to stand up for the person, or would you ignore it? Explain your thoughts and provide reasons for your choices.

Group Exercises

1. **Assign the students a jigsaw activity.** Divide the class into five groups. Assign each group an article that further expands on their knowledge regarding school violence. Below are some suggestions:
 - da Silva, M., & da Silva, A. G. (2018). Teachers and students: The engendering of school violence. *Psychology of Violence, 7*, 181–191.
 - Elkins, R. L., King, K., Nabors, L., & Vidourek, R. (2017). Steroid use and school violence, school violent victimization, and suicidal ideation among adolescents. *Journal of School Violence, 16*, 339–410.
 - Kim, J., Lee, J. S., & Oh, S. (2017). A path model of school violence perpetration: Introducing online game addiction as a new risk factor. *Journal of Interpersonal Violence, 32*, 3205–3225.
 - Leeneskie, E., & Block, S. (2017). School violence: The role of parental and community involvement. *Journal of School Violence, 16*, 426–444.
 - Lindstrom Johnston, S., Waasdorp, T. E., Cash, A. H., Debnam, K. J., Milam, A. J., & Bradshaw, C. P. (2017). Assessing the association between observed school disorganization and school violence: Implications for school climate interventions. *Psychology of Violence, 7*, 181–191. doi:10.1037/vio0000045

- Then divide each article into the number of sections that represents the number of students in the group and assign each member of a group one section of the article. Have each student read his or her section of the article.
 - Once all students have finished reading their part of the article, have each student discuss the section of the article he or she read with the group members, starting with the student who read the first section and ending with the student who read the last section. Have the group discuss what they learned from their article.
 - Then reconfigure the groups into new groups with one member from each of the previous groups in each new group. Then have each student in the new groups discuss his or her previous group's article with the new group members.
 - Then reconvene the class and hold a general processing session in which they class reflects on what they learned from the articles.
2. **Divide students into groups.** Assign each group one of the following school shootings in the United States:
- a. Santa Fe High School, 2018
 - b. Marjory Stoneman Douglas High School, 2018
 - c. Sandy Hook Elementary School, 2012
 - d. Virginia Tech University, 2007
 - e. Columbine High School, 1999
- Have each group research the following:
 - a. The specifics of the event
 - b. The reported circumstances leading up to the event
 - c. The community response to the event
 - d. The interventions used after the event
 - e. Any known preventions used at these schools
 - Have each group report to the class their findings. Then hold a discussion about similarities and differences among these events. What has changed in prevention and intervention since Columbine? What still needs to be improved? What are the similarities and differences in school violence among the different educational settings (elementary school, high school, and university)?
3. **Have students each bring a magazine to class.** Then break the class into smaller groups. Provide each group with a blank sheet of paper and scissors. Ask the groups to create a collage with pictures that portray violence in some way. Once the groups have finished their collages have each group share their collage. Then lead a group discussion to compare and contrast the different messages given by the images in the collages. What role do the media and social media have in advertising violence? What kind of violence is depicted in the media? How do you think violence depicted in the media and in video games influences school violence?

4. **Go to the website Defusing School Violence (<https://www.tolerance.org/classroom-resources/tolerance-lessons/defusing-school-violence>).** Download the materials and lead your students in this exercise. Use the process guide in this activity. A final process question could be “How has this exercise changed your perspective regarding school violence and ways of inspiring positive change?”



“Escaping Reality”: Adolescent Substance Abuse

Discussion Exercises

1. **Review your own community’s prevention strategies targeting youth at risk for substance abuse.** What resources are available? Evaluate whether you think these resources are adequate for your community. What resources might still be needed?
2. **Review two magazines and review the internet.** Look for pictures that depict the use of substances. How are substances depicted by the media? What are your thoughts and opinions regarding the pictures you found? For example, how are people in these pictures dressed? Are they attractive or unattractive? Are they engaged in a fun activity or in something that would be unpleasant? What are your thoughts about the amount of impact the positive depiction of the use of certain substances might have on your community and your community’s youth?
3. **What do you tell your own children about drugs and alcohol use (or what would you tell your own children if you do not currently have any)?**

Journal Exercises

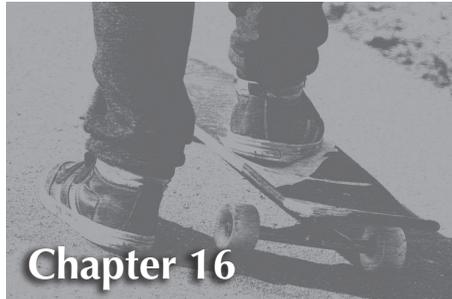
1. **Did you ever try substances, including alcohol, when you were a youth or an adolescent?** If so, what did you try? Only share what you are comfortable sharing. Only your instructor will read what you have written. What was that experience like? What led you to try that (or those) particular substance(s)? Were there any consequences for indulging in a substance(s)? If so, what were they?

2. **Have you ever struggled with an addiction?** This could be as benign as being addicted to coffee. Only share what you are comfortable sharing. Only your instructor will read what you have written. What was your addiction experience like? Did you seek help for it? If so, what resources did you use to try to overcome the addition? Were you successful?
3. **What are your thoughts about the legalization of marijuana, and potentially other drugs, for recreational use?** Provide empirical support for your viewpoint using at least five sources (e.g., journal articles; testimonials; websites ending in .gov., .org., or .edu). Do not just rely on websites for your research.

Group Exercises

1. **Divide the class into two groups.** Have the class engage in a debate regarding the legalization of recreational marijuana. Assign one group to argue in favor of it and one group to oppose it. Once each group has had an opportunity to present their argument, allow each group to counterargue their opponents' points. At the conclusion of this process, ask students what they learned from the debate. What were the strongest arguments both for and against the legalization of marijuana for recreational use?
2. **Divide the class into groups.** Have each group research the types of resources that are available in their community to help youth who are struggling with an addiction. Assign each group to specifically research one of the following:
 - a. Individual
 - b. Family
 - c. School
 - d. Community
 - Have each group select one resource that they will explore in more depth. Have each group report their findings to the class.
3. **Divide the class into groups.** Either assign or have students pick one of the following substances to research in more depth:
 - a. Nicotine
 - b. Alcohol
 - c. Marijuana
 - d. Inhalants
 - e. Ecstasy
 - f. Methamphetamine
 - g. Opioids and other prescription drugs
 - h. Designer drugs

- Have students research the following:
 - a. The impact on the user’s physical body and whether there are any differences between ethnicities regarding how a substance impacts the body (e.g., members of some ethnicities process alcohol differently from members of other ethnicities)
 - b. The impact on the user’s psychological health
 - c. The risk of addiction
 - d. The short-term and long-term effects of the substance
- Have each group report their findings to the class.



Nowhere to Turn: The Young Face of Homelessness

Discussion Exercises

1. **Using the research literature and validated websites (e.g., those ending in .gov., .edu., or .org), investigate the potential factors that contribute to African American and Latino populations having higher rates of homelessness than other ethnicities.** Then research one prevention effort that could be undertaken in your community with African Americans or Latinos. Report your findings.
2. **Using the research literature and validated websites (e.g., those ending in .gov., .edu., or .org), investigate the potential factors that contribute to rural populations having higher rates of homelessness than urban populations.** Then research one prevention effort that could be undertaken in your nearest rural community. Report your findings.
3. **One prevention effort your textbook discusses for families is to prevent eviction.** Using the research literature and validated websites (e.g., those ending in .gov., .edu., or .org) investigate potential ways of preventing eviction that could be undertaken in your community.

Journal Exercises

1. **Imagine you suddenly became homeless.** What would be your plan for how to get shelter and other forms of help? Explore your community and find resources you could use if such an occurrence happened. Then reflect on what you learned from this experience.

2. **Imagine you were told by authorities that you had only 10 minutes to vacate your home and you could take with you only items that you could physically carry.** What would you take? Why? What value do you think those items would have in terms of your survival?

Resource: Homeless awareness professional development: Exercises menu. (n.d.). Retrieved from <https://naehcy.org/wp-content/uploads/2018/01/Homeless-Awareness-PD-Activities.pdf>

3. **Evaluate your own risk of homelessness.** When doing your evaluation, consider the following factors:
 - a. Is your dwelling vulnerable to a natural disaster, such as fire, flood, hurricane, tornado, earthquake, and so on?
 - b. Is your current employment in an area that could one day become obsolete because of new technology?
 - c. What is your genetic or health risk for a serious illness or disease?
 - d. Would your current job be at risk during a severe economic downturn?
 - e. How many wage earners live in your household?
 - f. How are your current finances? If you were to suddenly lose your employment, how many months could you sustain yourself with the money you currently have?
 - g. What is the ratio of your income to your housing costs?
 - h. Do you struggle with any addictions?
 - i. What is your current insurance coverage for health care? Could you survive a catastrophic accident or illness?
 - j. Do you have friends or relatives who would take you in if you were suddenly homeless?
 - Only share what you feel comfortable sharing. Only your instructor will read what you have written. After you evaluate your vulnerability or risk for homelessness, reflect on what this process was like for you. What did you learn about yourself? Is there anything you would change about what you are doing?

Resource: Homeless awareness professional development: Exercises menu. (n.d.). Retrieved from <https://naehcy.org/wp-content/uploads/2018/01/Homeless-Awareness-PD-Activities.pdf>

Group Exercises

1. **Have students go to [playspend.org](https://www.playspend.org) and play the game on homelessness.** Then process the activity with your students.
 - a. What did they learn about the reality of being poor that they did not know before this exercise?
 - b. How did it feel to have to make critical choices in terms of housing, getting food stamps, living on a low income, and deciding on food choices and sources?
 - c. What else could they have done that was not in the [playspend.org](https://www.playspend.org) scenario?

Resource: *Homeless awareness professional development: Exercises menu*. (n.d.). Retrieved from <https://naehcy.org/wp-content/uploads/2018/01/Homeless-Awareness-PD-Activities.pdf>

2. **Divide students into groups.** Have each group imagine they have a job that earns a six-figure income. Then have each group brainstorm a list of 10 priorities that would be important for them to have in their lives (e.g., nice clothing, a nice car, insurance, no addictions). Have them rank their priorities from most important to least important. Once each group has done this, have each group reevaluate their list of priorities from the perspective of being a homeless youth. Again, have them rank their priorities from most important to least important.
 - Once each group has finished, hold a classroom discussion. What was similar and different about the lists of priorities? Why did students make the choices they did? What factors influenced their decisions?

Resource: *Homeless awareness professional development: Exercises menu*. (n.d.). Retrieved from <https://naehcy.org/wp-content/uploads/2018/01/Homeless-Awareness-PD-Activities.pdf>

3. **Assign the students a jigsaw activity.** Divide the class into five groups. Assign each group an article that further expands on their knowledge regarding youth at risk for homelessness. Below are some suggestions:

Black, E. B., Fedyszyn, I. E., Mildred, H., Perkin, R., Lough, R., Brann, P., & Ritter, C. (2018). Homeless youth: Barriers and facilitators for service referrals. *Evaluation and Program Planning*, 68, 7–12. doi:10.1016/j.evalprogplan.2018.02.009

Chelvakumar, G., Ford, N., Kapa, H. M., Lange, H. L. H., McRee, A. L., & Bonny, A. (2017). Healthcare barriers and utilization among adolescents and young adults accessing services for homeless and runaway youth. *Journal of Community Health*, 42, 437–443. doi:10.1007/s10900-016-0274-7

Craddock, J. B., Rice, E., Rhoades, H., & Winetrobe, H. (2016). Are parental relationships always protective? A social network analysis of Black, Latino, and White homeless youth and sexual risk-taking behaviors. *Prevention Science*, 17, 914–924. doi:10.1007/s11121-016-0684-x

Rhoades, H., Winterobe, H., & Rice, E. (2015). Pet ownership among homeless youth: Associations with mental health, service utilization, and housing status. *Child Psychiatry and Human Development*, 46, 237–244. doi:10.1007/s10578-014-0463-5

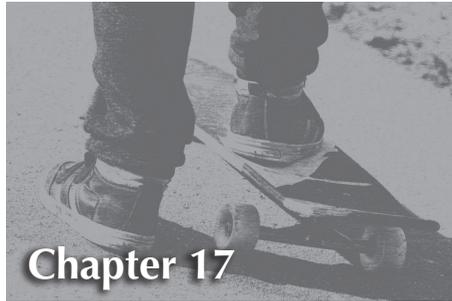
Slesnick, N., Feng, X., Guo, X., Brakenhoff, B., Carmona, J., Muran, A., . . . McRee, A. L. (2016). A test of outreach and drop-in linkage versus shelter linkage for connecting homeless youth to services. *Prevention Science*, 17, 450–460. doi:10.1007/s11121-015-0630-3

- Then divide each article into the number of sections that represents the number of students in the group and assign each member of a group one section of the article. Have each student read his or her section of the article.
- Once all students have finished reading their part of the article, have each student discuss the section of the article he or she read with the group members, starting with the student who read the first section

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and ending with the student who read the last section. Have the group discuss what they learned from their article.

- Then reconfigure the groups into new groups with one member from each of the previous groups in each new group. Then have each student in the new groups discuss his or her previous group's article with the new group members.
- Then reconvene the class and hold a general processing session in which they class reflects on what they learned from the articles.



“Do I Belong Here?” School Dropout

Discussion Exercises

1. **Research the interventions and resources that are available in your community for youth at risk for dropping out of school.** Choose one and apply it to the case study of Kathy in the chapter. Why did you choose this particular intervention for Kathy? Why do you think it would be effective?
2. **Using the research literature and validated websites (e.g., those ending in .gov., .edu., or .org), investigate the potential factors that contribute to (a) American Indians/Alaska Natives; (b) students with disabilities; or (c) lesbian, gay, bisexual, transgender, and queer youth having higher school dropout rates than other youth.** Then choose one of these groups and research one prevention effort that could be undertaken in a community (or in your community) with your chosen group. Discuss your findings.
3. **Research your own community’s resources for helping youth at risk for dropping out of school.** List three resources you found for the individual, family, school, and community levels. Were you easily able to find three such resources for each level? In your opinion, which were the strongest resources that you found? What level of support (i.e., individual, family, school, and community) had the most resources? Why do you think that is?

Journal Exercises

1. **Research your own state’s compulsory attendance laws.** What are the legal consequences for parents whose child is not in school? Do you agree with this law and its penalties? Why or why not? How would you change the law if it were up to you?

2. **Over the course of your life, have you ever known anyone who dropped out of school?** If so, what happened to that person? Do you know how that person is doing now? If you could have reached out to that person at the time he or she decided to leave school, what would you have said? How was that person treated by family and peers after leaving school?
3. **Pretend you are the parent of a child who is contemplating dropping out of school.** What arguments would you use in your discussion with your child? Support your reasoning by using journal articles and information from reputable websites (i.e., those ending in .org., .gov., or .edu).

Group Exercises

1. **Divide the class into groups.** Have each group research the options in their community regarding interventions, preventions, and resources used to help students who either are contemplating dropping out of school or have dropped out of school. Assign each group to one of the following categories:
 - a. Individual
 - b. Family
 - c. School
 - d. Community
 - Have each group report their findings to the class. Then hold a class discussion evaluating the quality and quantity of the resources for the community. Are these resources sufficient? Why or why not? What other supports need to be added?
2. **Your textbook states,**

The national high school graduation rate in 2016 was at an all-time high of 84.1%.

 - Dropout rates have been declining for 16- to 24-year-olds; for both males and females; and for Hispanic, Black, and White youth. Divide students into groups and have each group review the literature and reputable websites (i.e., those ending in .gov., .org., or .edu) for factors that seem to influence these statistics. What do researchers, educators, organizations, and the government think is causing the dropout rate to decline? Then have students report their findings to the class.
3. **Divide the class into groups.** Assign each group to explore in more detail the following factors that can cause a student to drop out:
 - a. Academic factors
 - b. Family socioeconomic status
 - c. School engagement
 - d. Student mental health
 - Then list one intervention and one prevention that is being used to help with each group's assigned factor. Have each group report their findings to the class.



A Nation at Risk: Bullying Among Children and Adolescents

Discussion Exercises

1. **Watch one of the following movies (or another of your choice) that depicts bullying:** *A Christmas Story, Wreck-It Ralph, Napoleon Dynamite, ParaNorman, Mean Girls, Carrie, The Karate Kid, A Girl Like Her, Heathers, The New Guy, To Save a Life, Mean Creek.*

Then discuss the following:

- a. How was bullying depicted in the movie?
 - b. How was bullying resolved in the movie?
 - c. Do you think the resolution of bullying in the movie was realistic? Why or why not?
 - d. If you were the person being bullied in the movie, what would you do?
 - e. If you were the parent of the person being bullied in the movie, what would you do?
2. **Imagine you are a counselor and you are going into a school classroom to give a talk about bullying.** Develop a 30-minute presentation you could give to middle school children. Then discuss your rationale regarding the content you chose to highlight.
 3. **Some people say that bullies lack empathy for their victims.** Can empathy be taught? Why or why not? How do you think teaching empathy to children would impact school bullying? Use journal articles and validated websites (i.e., websites ending in .gov., .org., or .edu) to support your ideas. Find one activity you could engage in with a child to help teach empathy.

Find a child (e.g., your own child, a sibling, a niece or nephew, a neighbor's child). With the permission of the parents, teach your lesson to the child. Then reflect on what that experience was like for you.

Journal Exercises

1. **Think back to your own youth and your own experiences.** Have you ever said anything to someone that you wished you had not said? Describe that experience. Only share what you are comfortable sharing. Only your instructor will read what you have written. When did you realize that you wished you had not said what you said? What did you do about it? How did you feel when you came to the realization that you should not have said your words? Did you make amends to the person to whom you said those words? If so, how did that person react? If not, why did you not try to make amends? What, if anything, would you do differently if you had the opportunity to have that experience again?
2. **Do you possess empathy for others?** Most people do, but some do not. Think back to your own youth and your own experiences. To what events do you attribute your own development of empathy or lack thereof?
3. **Think back to your own youth and your own experiences.** Have you ever witnessed another person being bullied? What happened during that episode? How did witnessing another person being bullied make you feel? Did you do anything in relationship to what you witnessed? Why or why not? If you could have that experience again, would you do anything differently?

Group Exercises

1. **Divide the class into groups.** Assign each group one of the following topics:
 - a. Boys & Girls Clubs of America
 - b. It Gets Better Project
 - c. The Trevor Project
 - d. Olweus Bullying Prevention Program
 - e. Steps to Respect/Second Step
 - f. Bully Busters
 - Have each group research their assigned program and then have them report to the class on the following:
 - a. The main tenets of the program
 - b. The age range of youth at whom the intervention is targeted
 - c. The audience at whom the intervention is targeted: individual, family, school, or community
 - d. The availability of that intervention in the students' community
 - e. Students' perceptions of the pros and cons of the program

2. **Current research indicates that prevalence rates of bullying are on the decline despite media representation.** Divide students into groups and have each group review the literature and reputable websites (i.e., those ending in .gov., .org., or .edu) for factors that seem to influence this. What do researchers, educators, organizations, and the government think is causing the dropout rate to decline? Then have students report their findings to the class.
3. **Ask for a volunteer from the class to come up to do an exercise.** Have a pre-prepared sheet of paper you can tack onto the wall in front of the class that has a solid line down the middle of it about the width of a pencil lead. Hand the volunteer a tube of toothpaste. Ask the volunteer to cover up the line completely with the toothpaste. After the volunteer has done this, hand the volunteer a toothpick. Ask the volunteer to place as much of the toothpaste as he or she can back into the tube of toothpaste. Of course, very little, if any, of the toothpaste will go back into the tube. After the demonstration, process with students what they think the demonstration represented. If students cannot conceptualize the purpose of the demonstration, explain that the object was to visually represent the fact that hurtful words can never be taken back. The effect on the recipient can be harmful and lead to lowered self-esteem, among other things.

Resource: Great anti bullying activities and lesson plans. (n.d.). Retrieved from <http://bullyproofclassroom.com/great-anti-bullying-activities>

