Reconnecting Youth:
A Peer Group Approach to Building Life Skills

RY CLASSROOM MATERIALS
Descriptions and Costs

A:	*PO Box 20343*
	Seattle, WA 98122
T:	425-861-1177
F:	888-352-2819
E:	info@reconnectingyouth.com
W:	www.reconnectingyouth.com

RY Classroom Materials
Descriptions and Costs

Table of Contents

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RY CURRICULUM MATERIALS
Descriptions and Costs*

1. *Reconnecting Youth* Curriculum

Reference	Eggert, L., & Nicholas, L. J. (2004). *Reconnecting Youth: A peer group approach to building life skills* (2nd ed.). Bloomington, IN: Solution Tree.
Cost	$299.95 + Shipping/Handling Bulk order discounts available. See Purchase Order Form for details.
Order	*Available for purchase through RY & CAST Programs, LLC.* Purchase Order Form 425-861-1177 info@reconnectingyouth.com

Contents

A. Five spiral-bound lesson plan books:
- Module 1: Getting Started
- Module 2: Self-Esteem Enhancement
- Module 3: Decision Making
- Module 4: Personal Control
- Module 5: Interpersonal Communication

B. One spiral-bound RY Student Workbook

Reconnecting Youth **Curriculum**

Description

A. The *Reconnecting Youth* **Curriculum** (boxed set) includes lesson plans for the semester-long class, divided into five modules or units. The RY program is outlined in detail in the five modules of the *Reconnecting Youth* curriculum, which emphasize the "need for" and "how to" of implementation fidelity.

Curriculum Overview

The semester-long RY class is presented in **five modules**, introducing skills from simplest to most complex. The skills are necessary for students to strengthen their protective factors. Within each module, detailed lesson plans outline the rationale, skills training activities, sample teacher scripts, group strategies, time estimates and teaching materials. Lessons are designed to address several different learning styles and counteract the notion that "school is boring."

- **Module 1: Getting Started. The First 10 Days** of RY are critical for developing trust between the RY facilitator and students and between students in the group. This is also a critical time for motivating students to adopt the program goals and support their peers in working toward goal attainment. The importance of a positive peer culture and skills training to being successful in RY is taught as the content and classroom processes are introduced.

- **Module 2:** Through the lessons in the **Self-Esteem Enhancement** module, RY students are introduced to how self-esteem affects daily life and interpersonal relationships. They learn how to enhance the self-esteem of group members and what boosts their own self-esteem. The skills learned and practiced in this module form the groundwork for skills training that follows.

- **Module 3:** The **Decision Making** skills learned in this module focus on how to make planned decisions as opposed to acting impulsively or emotionally. Planned decisions are highlighted as contributing to personal power, control, improved moods and goal attainment. Students learn to break large goals into mini-steps toward goals and how to use a simple decision-making model.

- **Module 4:** The **Personal Control** module focuses on training youth how to manage their typical responses to stress, anger and depression. Students learn to identify what triggers their moods and to develop personal strategies for healthy coping. The importance of adult and peer support and choosing fun, healthy activities to gain control over moods is emphasized.

- **Module 5:** Although students learn effective ways of expressing themselves throughout the entire RY curriculum, the **Interpersonal Communication** module offers advanced skills for communicating that will lead to greater personal control and positive goal attainment. Negotiating with teachers, giving and receiving help, and resolving conflicts with teachers and parents are the challenges that require the use of effective interpersonal communication skills taught in this module.

B. Each student in the group uses their own **RY Student Workbook**. It contains written exercises, sample and practice worksheets, role play scripts, contracts for practicing skills outside of group, make-up assignments, and monitoring tools for each of the program goals. The workbooks have five sections (Getting Started, Self-Esteem Enhancement, Decision Making, Personal Control, and Interpersonal Communication) complementing the 5 RY modules in content and organization. See **2. *Reconnecting Youth* Student Workbook** (below) for further information.

Module Organization	The lesson plans in each of the four core life skills training modules (following Getting Started) are organized into four sequential parts:

1. **Focus Sessions** motivate the students, provide key information central to the Module, and present self-assessment opportunities.

2. **Skills Building Sessions** progress from simple to complex skills in each Module and standardize skill acquisition in the RY class.

3. **Skills Application Sessions** provide lessons for practicing and applying the basic skills to the three program goals of increasing school achievement, drug-use control, and mood management.

4. **Special Skills Training Sessions** are essential to enhancing and promoting skills competence and acquisition. These sessions are presented after students have completed the basic skills building sessions and include:

   - **Booster Sessions** which use fun activities to reinforce or extend key concepts and skills.

   - **Review Sessions** which ensure that students understand essential concepts and skills.

   - **Extension Sessions** which provide a structured way to evaluate students' progress in one area.

Lesson Plan Organization	*Reconnecting Youth* lesson plans include four major elements:

1. **Overview**: includes a descriptive summary of the session, as well as lists that describe the session's concepts and skills, and identifies the preparations, materials, and Student Workbook pages needed to present the session.

2. **Anatomy Page**: a one-page overview that identifies the essential "talking points" and group strategies to use when delivering a session. The anatomy page also provides time estimates for the main parts of each session.

3. **Session Plan**: formatted in two columns to facilitate at-a-glance delivery of the session material. Each session includes headings, scripted text, "stage" directions and guidance, and time estimates.

4. **Teaching Materials:** RY sessions typically end with materials that will help teachers/facilitators present the session. There are several kinds of teaching materials, including posters, worksheets, role-play scripts, and activitiy pages.

2. *Reconnecting Youth* Student Workbook

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Reference	Eggert, L., & Nicholas, L. J. (2004). *Reconnecting Youth: Student workbook* (2nd ed.). Bloomington, IN: Solution Tree.
Cost	$29.95 + Shipping/Handling Bulk order discounts available. See Purchase Order Form for details.
Order	*Available for purchase through* RY & CAST Programs, LLC. Purchase Order Form 425-861-1177 info@reconnectingyouth.com

Contents	Six labeled sections that correlate with the RY Curriculum Modules (plus monitoring tools which are used daily throughout the semester-long class):

- **Getting Started**
- **Monitoring Tools**
- **Self-Esteem**
- **Decision Making**
- **Personal Control**
- **Interpersonal Communication**
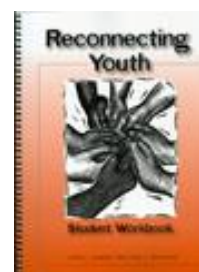
RY **Student Workbook**

Description	The *Reconnecting Youth* **Student Workbook** complements the RY Curriculum (above) in content and organization. Each of the five RY modules has a section within the Student Workbook. Monitoring Tools for the entire semester are also included. All of the monitoring tools are introduced during the first 2 weeks of class and are used every day throughout the semester. The Student Workbook contains over 200 pages of activities, examples and worksheets that correspond with the teacher's daily lessons. RY Student Workbooks are consumable, so each RY student needs their own Workbook each semester. Worksheets should remain in the workbook to provide students with a record of their progress through the curriculum. Teachers lock Workbooks and other identifiable classroom materials in a secure classroom location between RY classes to maintain RY student privacy and confidentiality.

Student Workbook Organization	Workbook sections include the following features:

- **Module Introduction**: Short, lively, stories to engage student interest.
- **Overview worksheets**: These initial worksheets introduce and define the Module topic and describe how it will benefit the students.
- **Skills worksheets**: These worksheets invite students to explore and practice new concepts and skills.
- **Sample and practice worksheets**: These worksheets always appear in pairs. The first is a completed sample to model how students will complete their own worksheets. The second is a blank version, which students complete with an example from their own lives. RY teachers/facilitators can also use these blank practice sheets to provide another example for students.
- **Role play information and scripts**: Many of the role plays students participate in are scripted in the workbook. These help students apply RY skills and concepts to real life situations outside of the RY group.

- **Contract to practice**: Most sessions end with the students completing contracts to practice a skill in their life before the next RY session. Occasionally, their contract to practice (also called "Lifework") is verbal or handled in another way that does not require a worksheet.

3. *Reconnecting Youth* Getting Started (Module 1)

Reference	Eggert, L., & Nicholas, L. J. (2004). *Reconnecting Youth: Module 1- Getting started* (2nd ed.). Bloomington, IN: Solution Tree.
Cost	$74.95 + Shipping/Handling Bulk order discounts available. See Purchase Order Form for details.
Order	*Available for purchase through RY & CAST Programs, LLC.* Purchase Order Form 425-861-1177 info@reconnectingyouth.com
Contents	**Module 1:** *Getting Started* is divided into four essential sections: • **Part 1. Introduction to Reconnecting Youth** • **Part 2. Implementing Reconnecting Youth** • **Part 3. Additional Resources** • **Part 4. The First 10 Days**
Description	**Part 1. Introduction to Reconnecting Youth** includes the research base, prevention model and history of the Reconnecting Youth Program. A curriculum overview chapter provides information on the content and organization of the curriculum and class sessions. Research findings are presented in detail regarding the efficacy of the RY program. Much of this section may be reproduced to aid your efforts in seeking support or funding for RY. **Part 2. Implementing Reconnecting Youth** discusses the essential elements of administrative support and leadership, and how to identify and invite appropriate RY students, as well as select RY teachers/facilitators for training. The importance of evaluation planning and the use of tools for outcome and process evaluation are outlined. **Part 3. Additional Resources** is comprised of three appendices: • Appendix A: Social Activities and School Bonding • Appendix B: School Crisis Response Plan • Appendix C: RY Implementation Checklist **Part 4: The First 10 Days** of RY are critical for developing trust between the RY teacher/facilitator and each of the students and among the students in the group. This is also a critical time for motivating students to adopt the program goals and support their peers in working toward goal attainment. The importance of developing a positive peer culture and of engaging in skills training to achieving success in RY is addressed as the content and classroom processes are introduced.

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RY CLASSROOM MATERIALS
Descriptions and Costs*

1. *Reconnecting Youth* First 10 Days Agenda Posters

Cost	$150 + Shipping/Handling
Order	*Available for purchase through [RY & CAST Programs, LLC.](#)* [Purchase Order Form](#) 425-861-1177 info@reconnectingyouth.com

Contents

Ten colorful posters contain the "anatomy" for the first 10 RY sessions and serve as an Agenda for each lesson:

- **Session 1: Welcome to RY!**
- **Session 2: Creating Group Rules**
- **Session 3: Identifying and Practicing Helpful Feedback**
- **Session 4: Setting and Monitoring Attendance Goals**
- **Session 5: A Checklist for Improving School Achievement**
- **Session 6: Understanding and Monitoring Moods**
- **Session 7: Evaluating Drug-Use and Non-Use Decisions**
- **Session 8: Monitoring Drug-Use and Non-Use Decisions**
- **Session 9: Setting Program Goals for School Smarts**
- **Session 10: Setting Program Goals for Mood Management and Drug-Use Control**
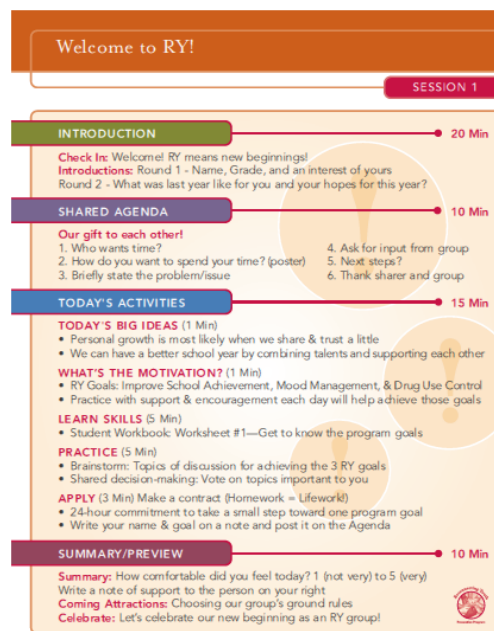
Session 1 *Reconnecting Youth* Agenda Poster

Description

RY teachers/facilitators are encouraged to provide an "agenda" for each lesson.   A daily agenda fosters a sense of security and boundaries—essential for these students, especially. Most importantly, it provides a "cognitive road map" of what's been done, where you are as a group, and what will happen before the session ends. These brightly colored, professionally-designed First 10 Days Agenda Posters kick-start the learning, both for the teacher and the students.

Each poster is19.5 x 26.5 inches and contains enough information to keep students engaged and teachers on track. Watermark icons highlight the purpose or skills of each lesson and background and heading colors vary each day, while the anatomy sections remain the same. Time estimates provide handy direction for teacher progression through the entire lesson.

2. *Reconnecting Youth* Classroom Posters

Cost	$80/set + Shipping/Handling
	Program Goal Posters (3) may be purchased separately for $39.99/set + FREE S/H
Order	*Available for purchase through RY & CAST Programs, LLC.* Purchase Order Form 425-861-1177 info@reconnectingyouth.com
Contents	Eight colorful posters contain the "anatomy" for the first 10 RY sessions and serve as an Agenda for each lesson:

- **Program Goal Posters (3): School Achievement, Drug Use Control, Mood Management**

- **Goals should be…Specific, Desirable, Achievable**

- **Pairs Practice**

- **RY Attendance (laminated)**

- **How are you doing?**

- **Shared Agenda: How do you want to spend your time?**

Description	To keep students engaged in interesting, well-prepared lessons, RY teachers/facilitators are encouraged to use numerous Classroom Posters as teaching aides. These visuals, charts and props serve to clarify meaning and promote learning. Professionally designed and created by the program developers, these classroom materials encourage student learning by motivating, stimulating and promoting their engagement. All of these Classroom Posters stay up in the classroom throughout the entire RY class so they can be referred to throughout the semester.

Program Goals Posters (3)

RY students conceive their own personal goals based on the three RY Program Goals, which are to:

- **Increase School Achievement**
- **Increase Drug Use Control**
- **Increase Mood Management**

School Achievement Program Goal Poster

RY teachers/facilitators are encouraged to post visual reminders of the RY goals at all times in their classroom setting. Accordingly, these three (11" x 13") **Program Goals Posters** should be used from day one, so that students will become comfortable seeing the RY goals on a regular basis.

Goals should be...Poster

Goal-setting is an essential process in RY. In the first 2 weeks of RY class, students are taught that good goals have three components: they are desirable, specific, and achievable. This (11" x 13") **Goals should be... Poster** is hung in the classroom throughout the entire semester.

Goals Poster

Pairs Practice Poster

Practicing life skills happens every day in RY. Practice often takes the form of a "role play" in which students practice how they will use a new skill in response to a real life situation. A practice partner, usually another student, pretends to be a real-life barrier to successfully using the new skill.
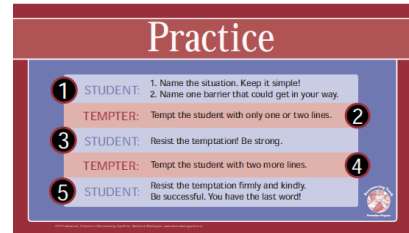

Practice Poster

This (11" x 13") **Pairs Practice Poster** provides a visual reminder of the steps in a typical practice and RY teachers/facilitators are encouraged to post it in a prominent location in the classroom.

Weekly Attendance Chart

This teaching aide replicates the attendance chart introduced to RY students during Session 2 of the curriculum, "Creating Group Rules" (in the Getting Started Module, p. GS-230).
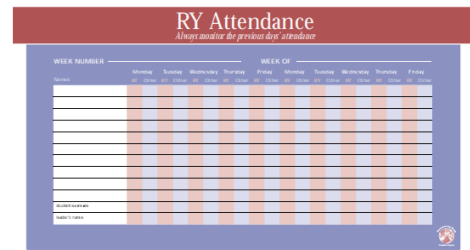
Weekly Attendance Chart

From that day forward, RY students are asked to publicly monitor their attendance (in "RY" and in all "other" classes) on this (22.5" x 13") **Weekly Attendance Chart**, which is laminated for repeat use and extended to show two weeks at a time.

How Are You Doing? Poster

The **How Are You Doing? Poster** is just one example of a tool used to help students publicly monitor their progress toward the RY program goals. This (11" x 13") teaching aide allows a quick visual assessment of goals as students glance at it in the classroom.

How Are You Doing? Poster

Shared Agenda Poster

Shared Agenda is a designated time during each RY class meeting for discussing individual or group problems and promoting everyone's issues as important. In order to facilitate yet limit disclosure, as well as promote the value of both giving and receiving support during Shared Agenda, there are procedures that guide this process.
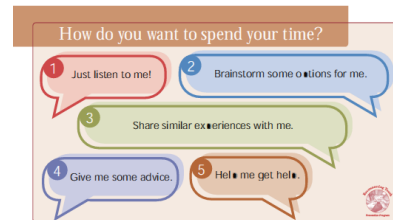
Shared Agenda Poster

The (11" x 13") **Shared Agenda Poster** is a teaching aide for one of these important procedures. That is, when a student asks to have the time to share, he/she is directed to this poster and asked what kind of support they would like from the group (i.e., "How Do You Want To Spend Your Time?"). This process allows the students to practice asking for specific support and to provide only the support that is requested. RY teachers/facilitators are encouraged to hang this poster from the first day of class.

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SUPERVISION AND SUPPORT MATERIALS
Descriptions and Costs

* Prices and availability subject to change. Please check www.reconnectingyouth.com for current prices.

1. _Reconnecting Youth_ Leader Behavior Posters

Cost	$49.99/set + FREE Shipping/Handling

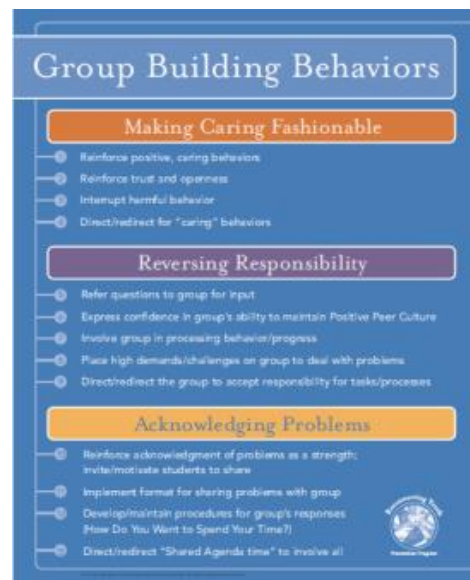|	
Order	_Available for purchase through_ [RY & CAST Programs, LLC.](#) [Purchase Order Form](#) 425-861-1177 info@reconnectingyouth.com

Description RY teachers/facilitators are responsible for developing a learning environment that is supportive, safe and caring, one in which students can practice new skills without fear of embarrassment or failure. To create an environment in which RY students receive the support necessary to learn and practice new skills, and support others in this daily endeavor, RY teacher/facilitators must incorporate Group Building Behaviors and Life Skills Training Behaviors, making them an integral part of their repertoire in each session.

Discussion, self-assessment, goal setting and practice can all be derived from the use of **Leader Behavior Posters**, designed for use in supervision meetings to remind and re-engage RY teachers/facilitators in the use of these essential behaviors:

- **Group Building Behaviors**
- **Life Skills Training Behaviors**

Group Building Behaviors Poster

The expected group building behaviors are listed on this **Group Building Behaviors Poster**, a large teaching aide (19.5" x 26.5") that can be read from across the room. The RY Coordinator or teaching team uses this poster throughout the program: to teach facilitators the concepts of fostering a positive peer group, to point out examples of these behaviors in their own work and to observe and code practice teaching sessions.
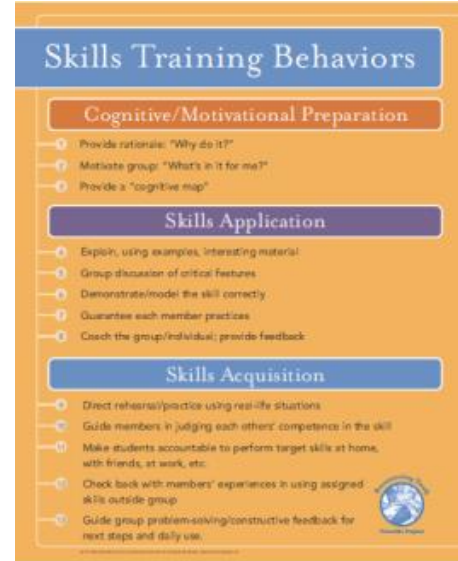

Group Building Behaviors Poster

Life Skills Training Behaviors Poster

Life skills training is integrated with group work in RY to enhance the achievement of program goals. While group work provides the necessary environment for RY, key behavior changes would be unlikely without the personal and social skills training in each lesson. It is the RY teacher/facilitator's responsibility to use each of the behaviors listed on the **Life Skills Training Behaviors Poster** during each lesson.

The RY Coordinator or teaching team uses this poster throughout the program: to teach the concepts of fostering a positive peer group, to point out examples of these behaviors in their own work and to observe and code practice teaching sessions. The Life Skills Training Behaviors are listed on this teaching aide, a large poster (19.5" x 26.5") that can be read from across the room.

Life Skills Training Behaviors Poster