

A Risk and Protective Factor Sculpture

This activity is taken from from the Guiding Good Choices parenting program by Hawkins and Catalano (2002).

We are going to be talking about risk and protective factors later today. I wanted to start with an activity to see how they interact.

- Obtain volunteers for each protective factor
 - Adolescent, parent, grandparent, coach, minister, friend
- Have form a circle of protection around the adolescent joining hands
- Obtain volunteers for risk factors
 - convenience store operator, other friend, brother, school board president
- Instruct people representing risk factors to try to “get to” our adolescents through the circle of protection without causing any bodily injury. After a minute or so, help participants debrief what they saw or heard happening.
- _____ is pretty well protective here. We could form a group of parents to tell the convenience store operators they’ve had enough and will not allow the sale of alcohol to minors. They will picket the store, etc.
- Bring person into circle too
- Feedback

Reference

Hawkins, D., J., Catalano, R. F. (2002) *Guiding good choices workshop leader’s guide*. Channing Bete Company.

INTRO

To understand how protective factors and risk factors interact, I’d like to invite you to participate in what we call the “sculpture.” You don’t need to do anything other than read the card I give you. I will direct the activity.

ADOLESCENT:

I am _____, an adolescent. I really want to stay out of trouble. I truly am trying to do well in school. I want to be more successful than many of the adults in my life. Basically, you could say I am a pretty good kid.

(Target)

PARENT

I am _____'s parent. I am a single parent and trying to do my best. I am very supportive of my child. I want my child to do well in school, stay out of trouble and do more with his/her life than I have been able to do. Supporting my child alone hasn't been easy. I work long hours. My child gets home several hours before I get home from work. I really love my child.

(Protective Factor)

GRANDPARENT:

I am _____'s grandparent. Every day after school my grandchild comes to my house until his/her parent gets home. We have negotiated a plan for homework, chores and support each day. We are working very hard to make this time productive and safe for my grandchild.

(Protective Factor)

COACH:

I am _____'s basketball coach. I am so pleased because she/he has made the JV team. I think this young person has real potential. I spend a lot of time helping him/her to develop skills and confidence. I also am supportive of academic and personal development.

(Protective Factor)

MINISTER/PRIEST/RABBI/BISHOP/ SHAMAN

I love to work with young people. I want young folks to find ways to contribute to the community. I provide guidance and support for them to remain drug-free and to achieve success in school. I want _____ to develop goals for himself/herself as well as to make important contributions to the community. I want him/her to find peace.

(Protective Factor)

FRIEND:

I am _____'s best friend. I am also trying to do well in school. I want to be very successful. We support one another and encourage and help one another. We study together and always have great fun.

(Protective Factor)

CONVENIENCE STORE OPERATOR

I operate a local convenience store in _____'s neighborhood. I have to admit that some of my best business is in alcohol sales. Although I know it is against the law, I sell to anyone. Business is business. I know my business could be harmed by selling to minors, it helps bring in money and I know what it was like to be their age.

(Risk Factor)

FRIEND:

I am also a friend of _____. I like him/her a lot but think she/he tries to be “teacher’s pet” and too good. Last week I tried marijuana. All the cool kids smoke it. I think _____ would like it if I could only get him/her to try it.

(Risk Factor)

SCHOOL SUPERINTENDENT:

We have school policies about drug use by students....but no one really knows exactly what they are. As school superintendent, it is my job to enforce policies. I usually do so.....but recently, our high school team would have lost a chance to go to state if I hadn't stepped in and excused the drug use by our star quarterback. By the way, we won!!!

(Risk Factor)

SIBLING

Ok, I am the rebel in the family. I have some pretty special friends who along with me are making good money receiving and selling stolen property. My parent found out about it and there has been a lot of yelling and arguing going on at home. I don't get it. I am making good money. Why is it anyone else's business?

(Risk Factor)

CUSTODIAN:

I see these kids at our school every day. I know what kind of mischief they can get into. I've been here long enough to know the parents of these kids. I try to keep an eye open and talk to them every chance I get. I want them to feel important. I watch for those who are somewhat disenfranchised. I like these kids.

(Protective Factor)

LOCAL NEWS EDITOR:

News is news is news. But I know what sells. My job is to make sure everyone knows what is happening in the community. When I put good news on the front page, papers don't sell. When I put something that shows blood, or has to do with guns... well, paper sales increase. Why do I need to be concerned about kids in my community if I am just doing my job?

(Risk Factor)

SENIOR STUDENT:

I am about to graduate. I really dislike the punk freshmen at our school. My friends and I love setting them up for jokes... on them. You might call me a bully. I call myself a big man on campus. If they can't take it, so what? They really are nothing to me... or anyone else for that matter.

(Risk Factor)