

# 10 Ways to Create a SEL Skills-Based Health Classroom



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# SEL Skills-Based Health Classroom

## Responsible Decision Making

### The Decision-Making Process

Step 1	Identify the decision.	Think carefully about a situation and examine your own thoughts and feelings to define the problem to be solved or decision to be made.
Step 2	Brainstorm options.	Make a list of all your options. Do not rule out any ideas, and reserve judgment until after you have identified all options.
Step 3	Identify possible outcomes.	Think about the best- and worst-case scenarios of each option. Choose the best option that aligns with your goals, values, and resources.
Step 4	Make a decision.	Act on your decision and commit to it for a certain amount of time.
Step 5	Reflect on the decision.	Evaluate your decision's effectiveness. If the decision did not solve your problem, repeat the decision-making process and revise as necessary.

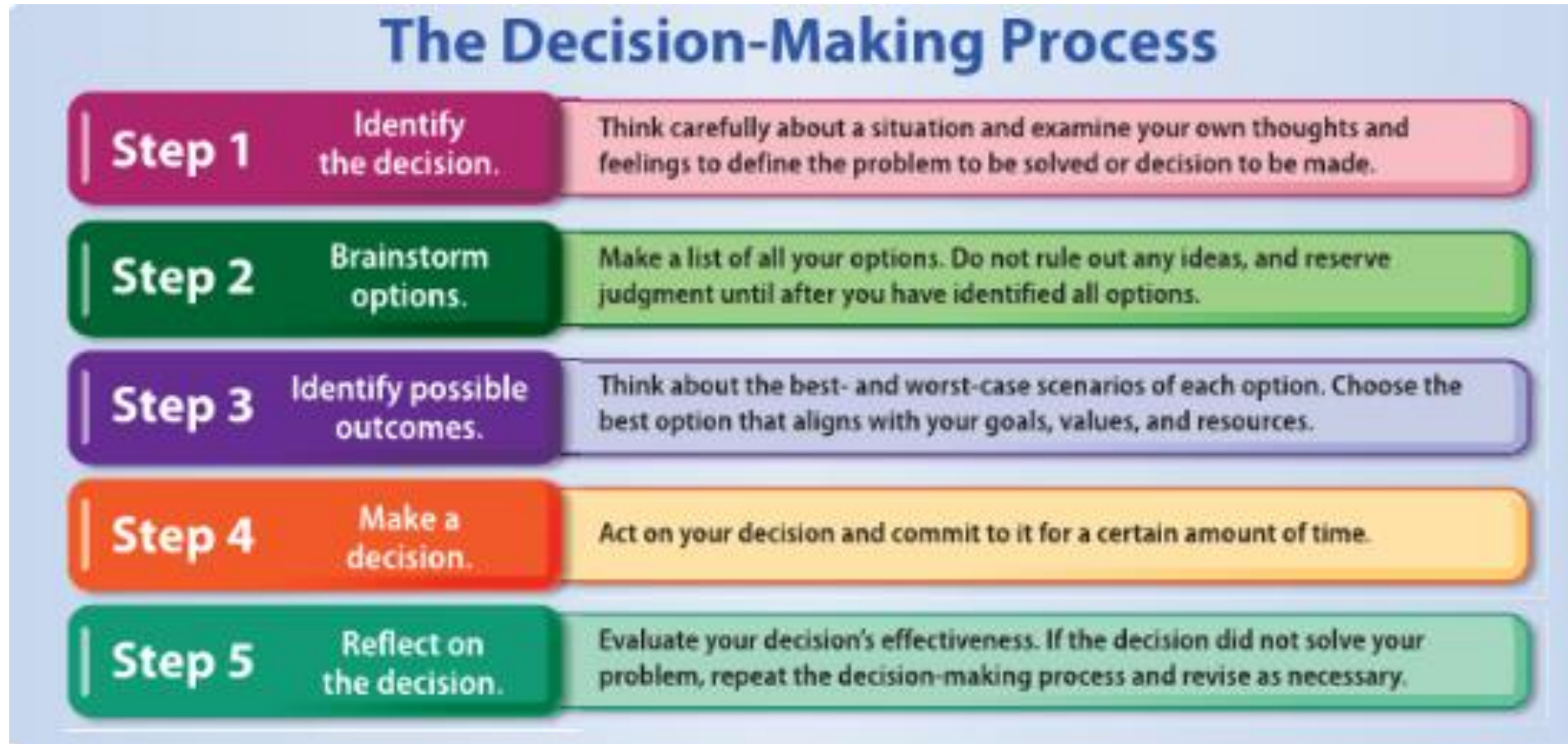
## Positive Relationships



## Self-Management



# Responsible Decision Making







# Decision Making Practice

## Activity G Lesson 1.3

### Making Decisions

Refer to Figure 1.10 in the textbook for guidance in the decision-making process. Choose one of the three scenarios. Use the decision-making process to help the person make a good decision.

<b>Scenario 1</b>	Marcel and Yvette have been together for two months. Marcel is attractive, funny, and makes Yvette feel special. Yvette has a difficult home life. She has been neglected and emotionally abused. Lately, Marcel has been putting down Yvette and showing signs of controlling behavior. Yvette is trying to decide whether to stay in the relationship. She feels as though it is better to have someone rather than no one to love her.
<b>Scenario 2</b>	Aisha is looking forward to high school. While most of her friends are going to Sunnybrook High School, Aisha has the option of going to a magnet health academy. She hopes to one day become a physical therapist. Sunnybrook High School has 3,000 students and after-school sports. Aisha was hoping to run on the track team. The health academy has 400 students and no after-school sports, but she will get more individual attention and opportunities to explore health career choices.
<b>Scenario 3</b>	Raj has a close group of friends that he has been hanging out with since fourth grade. As a seventh grader, Raj enjoys school and is excited about trying out for the basketball team. His friends often talk about how much they hate school and some have begun smoking weed. Raj wonders if he should find a new friend group that has similar interests, even though he still finds comfort in the friends he has had for years.

Scenario I chose: \_\_\_\_\_

**Step 1:** Identify the decision to be made.

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**Step 2:** Brainstorm and list at least two possible options and include the advantages and disadvantages of each option.

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**Step 3:** Think about the pros and cons of each option and select the best option. Explain why you believe this is the best decision the person could make.

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**Step 4:** Describe the steps the person should take to follow through on this decision.

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**Step 5:** Evaluate the decision's effectiveness by explaining the criteria the person should use to determine whether the decision was a good one.

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# Decision Making Practice

Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

## Activity G Lesson 17.3

### What Would You Do?

During adolescence, situations may occur that cause you to feel pressured to join others in risky behaviors. Read the following scenarios and help the teens resist negative pressure and make a good decision by using the first four steps of the decision-making process.

- **Step 1:** Identify the decision. Good decision making starts with identifying the issue or decision to be made.
- **Step 2:** Brainstorm options. This involves identifying all the choices you can make.
- **Step 3:** Identify possible outcomes: Think about the best- and worst-case scenarios of each option. This will help you choose the best option that aligns with your goals, values, and resources.
- **Step 4:** Make a decision. Choose an option to commit to and to act upon.

#### Scenario 1

Sasha and Tyrone have been dating for five months. Sasha told Tyrone early in the relationship that she wanted to wait until marriage to have sexual intercourse. Sasha, however, has never met anyone like Tyrone before. Tyrone is intelligent, caring, and very respectful. Lately, Tyrone has been bringing up the conversation of sex. Sasha still wants to wait, but her feelings are so strong for Tyrone.

**Step 1:** Identify the decision that Sasha has to make.

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**Step 2:** Brainstorm all possible options Sasha can take to find a solution to her decision.

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**Step 3:** Record the best- and worst-case scenarios for each of the options you identified. List the options in the first column. Then list the best- and worst-case scenarios for each one in the second and third columns.

Options	Best-Case Scenarios	Worst-Case Scenarios

(continued)

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With a  
Partner

**Step 4:** Based on the best- and worst-case scenarios for each option, which decision should Sasha make? Defend your answer.

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#### Scenario 2

Brody and a group of friends are hanging out playing basketball on Saturday afternoon. Feeling hungry, Brody's friends dare him to steal snacks from the convenience store. Brody stole once before and got away with it. Walking toward the convenience store, Brody hesitates.

**Step 1:** Identify the decision that Brody has to make.

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**Step 2:** Brainstorm all possible options Brody can take to find a solution to his decision.

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**Step 3:** Record the best- and worst-case scenarios for each of the options you identified. List the options in the first column. Then list the best- and worst-case scenarios for each one in the second and third columns.

Options	Best-Case Scenarios	Worst-Case Scenarios

**Step 4:** Based on the best- and worst-case scenarios for each option, which decision should Brody make? Defend your answer.

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# Decision Making Practice

Independently  
then with a  
Partner

## Chapter

# 2

Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

## Skill Development: Decision-Making Analyzing a Decision

Following is an example of a decision someone made using the decision-making process. For this performance assessment, review the steps this person used to make a decision. Place a star beside steps that were done well and circle areas that need improvement. For each circled item, give suggestions for performing the step better.

### Scenario

Paul is your best friend. In P.E., you noticed some bruises on his back. When you asked him about them, Paul made you promise not to tell anyone if he told you the truth. You promised, and Paul admitted that his dad was angry and hit him.

### 1. Define the Decision or Problem

Identify the decision or problem that needs to be made or solved.

*Paul is getting hit by his dad.*

### 2. Explore Alternatives and Options

Brainstorm all possible alternatives.

*1. Talk to Paul's dad.*

*2. Have Paul come live with you.*

### 3. Consider the Consequences

Evaluate each alternative.

Alternative	Does it align with your values, goals, and resources? How will it affect others?	
	Pros	Cons
1. Talk to Paul's dad.	He'll know that I know what's going on. Something needs to be done.	He could get angrier at Paul. I promised Paul I wouldn't tell.
2.		
3.		
4.		
5.		

### 4. Identify the Best Alternative

After examining the pros and cons for each alternative, rank them from 1 to 5. One should be your best alternative.

Alternatives (Rank from 1 to 5)	Explanation
1. Tell a counselor.	Someone else might be able to help me.
2. Talk to Paul's dad.	I value family, but I'm also worried things will get worse for Paul. I feel guilty not doing anything.
3.	
4.	
5.	

### 5. Decide and Act

Be specific about how you will carry out the decision and will evaluate your progress.

*I'll talk to the counselor tomorrow over lunch.*

### 6. Evaluate and Revise

Answer the following questions to evaluate and revise your decision, if needed.

1. How do you think your decision turned out? Explain.

*Paul got mad at me for breaking my promise.*

2. Did your actions solve or just help with the problem you identified?

*I don't know if it solved the problem. Paul won't talk to me. It might be worse for him if his Dad is angrier now.*

3. What obstacles did you face? Who or what supported you in this decision? How much outside support did you need?

*I had a hard time getting an appointment with the counselor.*

Name \_\_\_\_\_ Date \_\_\_\_\_

4. Do you need to revise your decision in some way? Would you make a different decision next time you are in a similar situation? Explain.

Keep Doing	Revise

5. Whom could you have turned to for advice, to help you determine the best course of action? Why would this person be a good source of advice?

*I didn't need any advice. I knew what to do.*

6. Would you make a different decision next time you are in a similar situation? Why or why not?

(continued)



# Decision Making Practice

## Chapter 2

### Decision-Making Template

Use this template to make a decision using the decision-making process.

#### 1. Define the Decision or Problem

Identify the decision or problem that needs to be made or solved.

#### 2. Explore Alternatives and Options

Brainstorm all possible alternatives.

1.

2.

3.

4.

5.

#### 3. Consider the Consequences

Evaluate each alternative.

Alternative	Does it align with your values, goals, and resources? How will it affect others?	
	Pros	Cons
1.		
2.		
3.		
4.		
5.		

(continued)

#### 4. Identify the Best Alternative

After examining the pros and cons for each alternative, rank them from 1 to 5. One should be your best alternative.

Alternatives (Rank from 1 to 5)	Explanation
1.	
2.	
3.	
4.	
5.	

#### 5. Decide and Act

Be specific about how you will carry out the decision and will evaluate your progress.

#### 6. Evaluate and Revise

Answer the following questions to evaluate and revise your decision, if needed.

1. How do you think your decision turned out? Explain.

(continued)

Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

Did your actions solve or just help with the problem you identified?

What obstacles did you face? Who or what supported you in this decision? How much outside support did you need?

Do you need to revise your decision in some way? What will you keep doing? do differently?

Keep Doing	Revise

Whom could you have turned to for advice, to help you determine the best course of action? Why would this person be a good source of advice?

Would you make a different decision next time you are in a similar situation? Why or why not?

Independently  
or in small  
groups

# Decision Making with Refusal Skills

With a partner

Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

## Activity F Lesson 19.2

### What Would You Do and Say?

Abstinence is a healthy decision adolescents can make regarding sexual activity. Imagine you are choosing to date, but remain abstinent. Refer to Lesson 19.2 of the textbook for guidance in remaining abstinent in a relationship. Read the following scenarios and consider what you would do and say to remain abstinent.

Scenarios	What Would You Do?	What Would You Say?
<p>Your partner sends the following text message to you:</p> <p>Come over. I have a surprise for you.</p> <p>You bike over only to realize the surprise is that the parents are not home and you have the house to yourself. Your partner has dimmed the lights and lit candles.</p>		
<p>Several of your friends and their partners have gathered together to hang out. Without adult supervision, your friends begin drinking alcohol. The alcohol has increased arousal and now they are making out. Your partner offers you some alcohol.</p>		
<p>You have been dating your partner for a year now. You tell your friends you want to do something special for your dating partner. Your friends suggest engaging in sexual intercourse because everyone else has done it.</p>		

Scenarios	What Would You Do?	What Would You Say?
<p>Your partner sends the following text message to you:</p> <p>Come over. I have a surprise for you.</p> <p>You bike over only to realize the surprise is that the parents are not home and you have the house to yourself. Your partner has dimmed the lights and lit candles.</p>		

# Decision Making with Refusal Skills

With a  
partner

Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

## Activity G Lesson 20.2

### Practicing Continuous Abstinence

Knowing how to make responsible decisions concerning sexual activity can be difficult for adolescents. It is important to remember that adolescents are still growing physically and emotionally. Practicing continuous abstinence can help adolescents mature before worrying about sexual relationships.

In order to practice continuous abstinence, it is valuable to practice talking about sexual activities and responding to pressure to engage in sex. Respond to the following pressure lines by saying no respectfully and assertively saying no. Include the benefits of abstinence in your response.

1. Your partner says to you, "We have been together for months. I care about you so much and want us to be able to share this special moment together." What is your response?

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2. Your partner says to you, "Sex is not that big of a deal. Lots of people have sex without getting pregnant." What is your response?

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3. Your partner says to you, "You and I are meant to be together. We will eventually get married, so why wait?" What is your response?

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4. Your partner says to you, "I know you are as curious as I am. It will be fun and exciting." What is your response?

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5. Your partner says to you, "You are the only one for me. If you really love me, you will have sex with me. I will always be here for you." What is your response?

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6. Your partner says to you, "I love you and you love me. What are you waiting for?" What is your response?

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1. Your partner says to you, "We have been together for months. I care about you so much and want us to be able to share this special moment together." What is your response?

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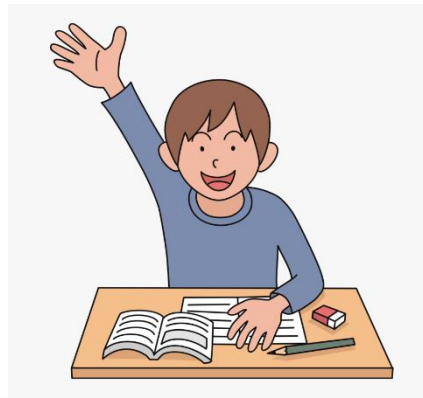
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# Decision Making with Refusal Skills

Next step:

- Teacher will state a pressure line to class allowing all students to practice
- Option: Allow students to pick a pressure line from a bag and direct to a student who volunteers to receive the pressure



# Decision Making with Refusal Skills



Differentiated  
by Learning  
Style

## Desserts (Choose one to complete with a partner)

**Refusal skills practice:** With a partner, write a scenario in which a teen tries to pressure his or her partner to have sexual intercourse. In your scenario, the person being pressured should respond in three different ways clearly communicating “no” and reinforce the benefits of staying abstinent. Practice these three refusal lines with your partner. Turn in your scenario and responses to your teacher.

**Refusal skills practice and performance:** With a partner, write a scenario in which a teen tries to pressure his or her partner to have sexual intercourse. In your scenario, the person being pressured should respond in three different ways clearly communicating “no” and reinforce the benefits of staying abstinent. Practice these three refusal lines with your partner. Demonstrate these refusal lines for the class.

**Refusal skills skit:** With a partner, write a skit in which a teen tries to pressure his or her partner to have sexual intercourse. In your skit, the person being pressured should respond in three different ways clearly communicating “no” and reinforce the benefits of staying abstinent. Practice your skit and perform it for the class. Use props to enhance your performance.

# Decision Making with Parental Support

## Chapter 20

Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

### Parent/Trusted Adult Engagement Assignment: Let's Talk Relationships and Responsible Sexual Decisions

*Let's Talk Relationships and Responsible Sexual Decisions* is a homework assignment designed to help parents or guardians and their children begin or continue the conversation about relevant health-related topics affecting teens and families today and in the future. This homework assignment will focus on relationships and responsible sexual decisions. Complete the activity together and then at the end of the activity, take the pledge to keep talking about important topics.

#### Part 1

Together, read the scenarios below and choose one. Talk about the scenario and answer the discussion question. Work together to create a plan of action in the event you are ever in this situation. Record your response in the space provided.

#### Talk About It

Scenario 1	Scenario 2
You have recently started dating someone. You really like this person; however, you just found out that this person has a reputation for doing things sexually that you do not want to do.	You are in a dating relationship, and your partner is pressuring you to do things sexually. You care about your partner, but you feel uncomfortable and do not want to engage in these behaviors.

#### Discussion Question

What would you do? Create a plan in case you are ever in this situation.

#### Student Writing Assignment and Reflection

Summarize and reflect on the plan discussed.

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#### Part 2

Discuss two of the questions below with your parents, guardian, or another trusted adult. Reflect on your discussion and then complete the writing assignment that follows.

#### Discussion Questions

1. What are the pros and cons of being in a dating relationship right now?
2. What are your family's expectations regarding dating and relationships?
3. What are your expectations of a dating partner? What qualities are you looking for in a dating relationship?
4. What are the benefits of abstinence?
5. What are the consequences of getting involved in a sexual relationship at a young age?
6. Where can you find reliable and accurate information about contraception today or in the future?

#### Student Writing Assignment and Reflection

Write a summary and reflect on the two questions discussed.

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#### Pledge

I commit to having these crucial conversations.

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_



# Campaign: Empowering Others to Make Healthy Decisions

## Small Group Advocacy Campaign

A *campaign* is an organized course of action to achieve a goal. Imagine that you have been chosen to work in a small group to campaign within your school to share a message and raise awareness about a topic. To guide your group through the campaign process, complete the following steps.

### Step 1: Choose a Topic

Before choosing your topic, it is important to identify the needs of your school community. Discuss in your group what is happening within your school community. Based on your conversation, decide on a topic that you are passionate about for your campaign.

Campaign topic:

### Step 2: Do Your Research

Before creating your campaign, it is important to learn about the topic. Refer to your textbook and research accurate, up-to-date, valid sources to learn more about your topic. This information will serve as the foundation of knowledge for your campaign. Record your notes in the space provided. In addition, talk with a teacher, school staff member, or administrator to learn about any current actions being taken at your school to address this issue.

Research notes:

Current actions being taken at school to address this issue:

### Step 3: Create a Campaign Goal

Within your group, identify the specific goal or goals you hope to achieve through your campaign. Respond to the following questions to help you create your campaign goal or goals.

<b>Target Audience</b> Whom are you trying to reach and influence?	
<b>Message</b> What message do you want to convey? The message should be relevant to the audience, catchy, memorable, and easy to understand.	
<b>Why</b> Why is this message important? How will this message benefit the school community?	
<b>Goals</b> What specific goal or goals do you hope to achieve?	

Step 4: Create a Product

As a small group, discuss how you plan to raise awareness for your campaign. Choose one product from the Project Choice Board to serve as your means of communication with your target audience. Include the following in your product:

- Creative slogan or positive message
- Facts and/or statistics on your topic
- Strategies to improve the health issue
- Other relevant information
- Relevant pictures and images to enhance your product (if applicable)

Project Choice Board		
Design a poster	Organize an event at your school	Design a flyer
Create a meaningful presentation	Student choice (get teacher permission)	Create a series of social media posts
Write a blog or article for your school website	Create memes	Create a video public service announcement for the morning announcements

Step 5: Launch Your Campaign

Respond to the following questions to prepare to launch your campaign. Make any necessary adjustments to your campaign plan and product, and then launch your campaign.

<b>Why</b> Why is this the best product option for your campaign?	
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Option:  
Health Fair

<b>What, Who, How</b> What do you need to make your campaign possible?  Whom do you need to make your campaign possible? In addition, define group members' roles within the campaign.  How will you reach your audience?	
<b>Timeline</b> What is your timeline? When do you want to begin and end your campaign?	
<b>Success</b> How will you determine success?	

Step 6: Reflection

After completing your campaign, respond to the following reflection questions as a group to evaluate the effectiveness of your campaign.

1. Were you successful in implementing a meaningful campaign? Provide a detailed response.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Small Group Advocacy Campaign Scale

2. What obstacles did you encounter? How did you overcome these obstacles?

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3. What did you learn from doing this campaign?

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Standard-Based Criteria	1	2	3	4	Teacher Feedback
<b>1 = Limited criteria met; 2 = Criteria mostly met; 3 = Criteria met; 4 = Criteria exceeds expectations</b>					
Chooses a relevant and meaningful campaign topic.					
Records accurate, up-to-date information and current actions being taken at school to learn more about the campaign topic.					
Plans and creates a campaign goal.					
Product includes a positive message, up-to-date, valid facts and/or statistics, strategies to improve the health issue, and other relevant information and images.					
Product shows effort, organization, and correct grammar.					
Plans for and launches the campaign.					
Reflects on the effectiveness of the campaign.					
<b>TOTAL SCORE:</b> _____ out of 28 possible points					
<b>Student Comments</b>					



# Establish and Maintain Positive Relationships



# Peer Relationships: Setting Expectations & Goals

## REAL WORLD Health Skills

**Set Goals** If you had the opportunity to form a brand-new, healthy friendship, describe what your friend would be like. What type of person would you want as a friend? What characteristics would you prefer in a friend? What would you bring to the friendship? Think about a friendship you have now. How are the perfect friendship you described and your real friendship different? What changes could you make to your real friendship to make it healthier? Set two SMART goals that could help you make this relationship stronger.

# Peer Relationships: Learning from Peers

Activity H Lesson 15.3

## Peer Relationship Survey

Peer relationships are very important during your middle school years. To learn more about peer relationships, use the questions in the table to survey five of your friends or acquaintances to find out about their thoughts and feelings on peer relationships, especially with close friends. Record their responses as you administer the survey. After the survey, analyze the responses and complete the survey reflection questions.

Survey Questions	
What is the most important quality you look for in a close friend?	
Person 1	
Person 2	
Person 3	
Person 4	
Person 5	
What one word describes how a close friend makes you feel?	
Person 1	
Person 2	
Person 3	
Person 4	
Person 5	
How could a close friend continue to strengthen a friendship with you?	
Person 1	
Person 2	
Person 3	
Person 4	
Person 5	

(continued)

Survey Questions	
What could a close friend do or say to disappoint you or damage the friendship?	
Person 1	
Person 2	
Person 3	
Person 4	
Person 5	

### Survey Reflection Questions

1. Examine the answers for each question. Which results did you find most interesting or most surprising? Provide details in your response.

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2. Based on your survey data and personal experience with friendships, what did you learn from surveying your friends or acquaintances? Are there ways you could better strengthen your friendships? Write a reflection.

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# Peer Relationships: Developing Healthy Friendships

Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

## Lesson 14.3 Activity E



### Giving Friendship Advice

Imagine you are the first person to welcome Jessica, a new student at your school. For this activity, share with Jessica five tips for making new friends and five strategies for developing healthy friendships. Then, assess your own skills in developing and maintaining healthy friendships.

Tips for Making New Friends
1.
2.
3.
4.
5.

Strategies for Developing Healthy Friendships
6.
7.
8.
9.
10.

11. Assess your own skills in developing and maintaining healthy friendships. What do you do well? What could you do better?


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Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

## Lesson 14.3 Activity F



### Rewrite the Story

As you read the following scenarios, identify mistakes the teen makes that could interfere with the development of healthy friendships. Then, rewrite the stories by changing these mistakes and adding strategies to build and maintain healthy friendships.

Nikita has a very full schedule. Between school, swim team, and band, Nikita feels like she hardly has enough time to sleep, let alone spend time with friends. She chats with her friends between activities, but feels like she cannot keep up with the group chats. Each night, Nikita eats dinner, watches TV for a few hours, finishes her homework, and is off to bed.

1. What mistakes does Nikita make that may interfere with developing healthy friendships?


2. Rewrite the scenario with additional strategies for building and maintaining healthy friendships.


Joe has always had a difficult time expressing himself. When he notices his friend, Emmanuel, spending time with new friends more than with him, he asks, "So that's how it's gonna be, huh? I'm nothing to you now?" Confused, Emmanuel tries to talk to Joe. Feeling wronged, Joe does not explain himself. Now, Emmanuel spends more time with his other friends than ever.

3. What mistakes does Joe make that may interfere with developing healthy friendships?


4. Rewrite the scenario with additional strategies for building and maintaining healthy friendships.


# Peer Relationships: Practice Acts of Kindness

## Hands-On Activity

Brainstorm acts of kindness that your friends and peers would enjoy receiving. These do not have to be big acts of kindness. In relationships, little things can make the biggest difference. List at least five acts of kindness you could realistically do and then do them. After completing these acts, write a few paragraphs summarizing how they positively impacted your friendships and peer relationships.

Option:  
Provide picture  
evidence

# Peer Relationships: Empathy

## Chapter 5

### Case Study Assessment: Communicating with Others

Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

Read the following case study. Then complete the activity that follows.

You are watching your two friends James and Darshan talk. You notice that Darshan seems upset, but James is not noticing. He seems to be distracted. The conversation goes like this:

**Darshan:** I'm so bummed. My dad's moving out this weekend and getting an apartment. I'll have to split my time between there and home.

**James:** *(looking at his phone)* Oh, that's bad.

**Darshan:** I hate this so much. I don't want them to separate.

**James:** It happens all the time. It's no big deal.

**Darshan:** It's a big deal to me.

**James:** *(doesn't say anything, but looks at his phone)*

**Darshan:** The holidays are going to be such a bummer.

**James:** You'll be good. You'll get to celebrate twice.

#### Activity: Communicate with Others

Analyze the above case study. What are four things James could do differently to show more empathy toward his friend?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Now, finish the script, showing what you would do in this situation to show empathy and communicate effectively.

# Peer Relationships: Showing Support

## Chapter

# 7

Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

## Skill Development: Interpersonal Communication Showing Support

Divide up into groups of three students and assign partners the letters *A*, *B*, and *C*. Read the following script and fill in what you might say to your friend. Then, practice the script aloud. The first time you practice, have person *A* be the friend in trouble, person *B* the supportive friend, and person *C* the observer. The observer should use the *Skill Development: Interpersonal Communication: Showing Support Peer Evaluation* rubric to assess how person *B* did and then share the evaluation with person *B*. The next time, person *B* will be the friend in trouble, person *C* will be the supportive friend, and person *A* will do the observing. Rotate again so everyone tries each role. Then, answer the questions that follow.

<b>Troubled friend:</b> I am so sick of feeling so horrible. This is never going to end.
<b>Supportive friend:</b>    
<b>Troubled friend:</b> I know it's wrong, but I don't have a choice. It's the only answer.
<b>Supportive friend:</b>    
<b>Troubled friend:</b> You are a good friend, but you can't make this better. You must be sick of me.
<b>Supportive friend:</b>    
<b>Troubled friend:</b> You can't tell anyone. I'll be so mad at you if you do!
<b>Supportive friend:</b>    
<b>Troubled friend:</b> My mom has some pills I'm sure I could get if I wanted to. I just can't keep doing this.
<b>Supportive friend:</b>    

Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

1. Was it more difficult to be the person in trouble or the supportive friend? Why do you think so? Discuss with your group.

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2. Which part of the rubric do you feel most confident in performing? Which criteria do you find most difficult to master? Did the person who assessed you agree with your thoughts?

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# Peer Relationships: Showing Support

## Skill Development: Interpersonal Communication Showing Support Peer Evaluation

The following rating scale shows an evaluation of your task performance. It indicates your level of achievement in each area of the rubric.

### Criteria:

#### 1. Category 1: Body Language: Confident Posture

Kept shoulders back and faced person	<input type="checkbox"/> Always (3)	<input type="checkbox"/> Sometimes (2)	<input type="checkbox"/> Rarely (1)	<input type="checkbox"/> Never (0)
Was free of nervous mannerisms	<input type="checkbox"/> Always (3)	<input type="checkbox"/> Sometimes (2)	<input type="checkbox"/> Rarely (1)	<input type="checkbox"/> Never (0)
Showed respect for personal space/"bubble"	<input type="checkbox"/> Always (3)	<input type="checkbox"/> Sometimes (2)	<input type="checkbox"/> Rarely (1)	<input type="checkbox"/> Never (0)

#### 2. Category 2: Body Language: Direct Eye Contact

Looked into the other person's eyes without staring or getting in the person's face	<input type="checkbox"/> Always (3)	<input type="checkbox"/> Sometimes (2)	<input type="checkbox"/> Rarely (1)	<input type="checkbox"/> Never (0)
Maintained direct eye contact	<input type="checkbox"/> Always (3)	<input type="checkbox"/> Sometimes (2)	<input type="checkbox"/> Rarely (1)	<input type="checkbox"/> Never (0)

#### 3. Category 3: Listening/Showing Support

Clearly expressed support for the person	<input type="checkbox"/> Always (3)	<input type="checkbox"/> Sometimes (2)	<input type="checkbox"/> Rarely (1)	<input type="checkbox"/> Never (0)
Encouraged the person by giving feedback, such as "yes" or "uh-huh"	<input type="checkbox"/> Always (3)	<input type="checkbox"/> Sometimes (2)	<input type="checkbox"/> Rarely (1)	<input type="checkbox"/> Never (0)

Paraphrased to be clear on what the person was saying	<input type="checkbox"/> Always (3)	<input type="checkbox"/> Sometimes (2)	<input type="checkbox"/> Rarely (1)	<input type="checkbox"/> Never (0)
Did not share personal experiences	<input type="checkbox"/> Always (3)	<input type="checkbox"/> Sometimes (2)	<input type="checkbox"/> Rarely (1)	<input type="checkbox"/> Never (0)
Offered possible solutions, if appropriate, but was not directive	<input type="checkbox"/> Always (3)	<input type="checkbox"/> Sometimes (2)	<input type="checkbox"/> Rarely (1)	<input type="checkbox"/> Never (0)
Did not judge person or the person's feelings	<input type="checkbox"/> Always (3)	<input type="checkbox"/> Sometimes (2)	<input type="checkbox"/> Rarely (1)	<input type="checkbox"/> Never (0)
Was direct and concise, not too wordy	<input type="checkbox"/> Always (3)	<input type="checkbox"/> Sometimes (2)	<input type="checkbox"/> Rarely (1)	<input type="checkbox"/> Never (0)

### Final Score

Exceeding	Proficient	Developing	Beginning
Received all 3s or mostly 3s and no more than two 2s.	Received all 3s and 2s.	Received mostly 3s and 2s, with no more than two 1s.	Received more than two 1s or any 0s.

### Feedback

# Family Relationships: Resolving Conflict

## Activity E Lesson 15.2

### What Would You Do?

It is normal for siblings to argue and fight at times. Keeping these relationships healthy, however, can lead to greater satisfaction in the future. Read the following scenarios about siblings in conflict and decide how they can positively respond to conflict to encourage a healthy relationship. Review the strategies outlined on page 494 in the textbook and use several different strategies to respond to the situations.

Scenarios	What Would You Do?
Jasmine and Aiden are arguing over who will empty the dishwasher. Aiden claims that he emptied it last time, while Jasmine argues that she had to do an extra chore of washing dishes.	
Trey is mad at Austin for telling on him for getting in trouble at school today. Now, Trey is in trouble at home, too. Trey is furious and begins yelling at Austin.	
Caleb and Knox wear the same size shoes and clothes, so they often share. At school today, Caleb borrowed Knox's shoes without asking and wore them playing football in the mud. Knox is annoyed and frustrated with Caleb.	
Aysia has invited a small group of friends over to hang out. Her older sister, Tyasia, joins the conversation. Tyasia seizes the opportunity to tell an embarrassing story about Aysia. Aysia is so angry and frustrated that her sister would embarrass her.	
Both Darren and Juanita are exhausted from the school day and overwhelmed with homework. Both need to use the only computer in the house to work on a project. They begin to argue over who will use it first.	

With a partner

Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

### Lesson 14.2 Activity C



### Resolving Family Conflicts

The following scenarios describe conflicts between teens and members of their families. After reading each scenario, offer each teen your advice for resolving the conflict. Use the strategies discussed in Lesson 14.2.

Drew and his younger brother, Mike, are only a year apart. Last month, Mike got his driver's license and now he wants to use the car all the time. The two brothers are constantly fighting over who gets to drive the car. Since he is the oldest, Drew thinks he should be able to use the car more often than Mike. Their parents are sick of the fighting and have threatened to take the car away from both of them.

1. What advice would you give Drew and Mike about resolving their conflict?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Olivia's younger sister, Chloe, has been getting on her nerves lately. Chloe comes into Olivia's room without knocking and she keeps wearing Olivia's clothes without asking. Yesterday, Olivia wanted to wear her favorite sweater, but she could not because Chloe had worn it and spilled spaghetti sauce all down the front.

2. What advice would you give Olivia and Chloe about resolving their conflict?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Isaac is pushing his parents to give him a later curfew. He has to be home by 10:00 p.m. on weekends, but all of his friends stay out until 10:30. Isaac does not understand why his parents will not extend his curfew—especially since it is only by a half hour. Every weekend night he goes out, he feels angry with his parents.

3. What advice would you give Isaac and his parents about resolving their conflict?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Yvette's grandparents always tell her to put her cell phone away at the dinner table. Yvette cannot understand why they get so upset—it does not take her long to send a text message or two between bites. It seems like she is always fighting with her grandparents about how much time she spends on her phone. Sometimes her grandparents even take her phone away.

4. What advice would you give Yvette and her grandparents about resolving their conflict?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Family Relationships: Effective Communication

Chapter

14

Name \_\_\_\_\_

Date \_\_\_\_\_

Period \_\_\_\_\_

Skill Development: Interpersonal Communication

Family Communication

Read the scenario below. Then, follow the directions for each part of this activity.

Kyle's parents insist that he is in bed with the lights out at 10:00 p.m. Now that he is in high school, Kyle thinks he should be able to decide when he goes to sleep, especially on weekends. He is trustworthy and gets good grades.

Part 1

Think about what could happen if Kyle uses each communication style to handle the situation. Fill in the chart below with your thoughts. You learned about each communication style in Chapter 3.

Communication Style	What Might Happen
Passive	
Aggressive	
Passive-aggressive	
Assertive	

Part 2

Help Kyle plan how to talk with his parents using an assertive communication style. Fill in the chart below with Kyle's plan. Then, answer the questions that follow.

Component	Plan
When Kyle will talk with them	
What Kyle will say	
Why the situation is a problem (use an I-statement)	
How Kyle would like to solve the problem	

1. Why would assertive communication be more effective than the other communication styles in reaching Kyle's goal?
2. If this situation applied to you personally, do you think your parents would agree to change the rule? Why or why not?

# Healthy Relationships with Parental Support

## Chapter 15

Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

### Parent/Trusted Adult Engagement Assignment: Let's Talk Relationships

*Let's Talk Relationships* is a homework assignment designed to help parents or guardians and their children begin or continue the conversation about relevant health-related topics affecting teens and families today and in the future. This homework assignment will focus on promoting healthy relationships among family members, with friends, and within current or future dating relationships. Complete the activity together and then at the end of the activity, take the pledge to keep talking about important topics.

#### Part 1

Together, read the scenarios below and choose one. Talk about the scenario and answer the discussion question. Work together to create a plan of action in the event you are ever in this situation. Then, complete the student writing assignment. Record your response in the space provided.

#### Talk About It

Scenario 1	Scenario 2
You completely disagree with a family rule or expectation, and the weight of frustration is bearing down on you. As a result of this tension, you are becoming more and more distant from your family.	Your friend group is beginning to experiment with risky behaviors. You find comfort in your friends, but disagree with their behaviors and the pressure they are putting on you.

#### Discussion Question

What would you do? Create a plan in case you are ever in this situation.

#### Student Writing Assignment and Reflection

Summarize and reflect on the plan discussed.

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#### Part 2

Discuss two of the questions below with your parents, guardian, or another trusted adult. Reflect on your discussion and then complete the writing assignment that follows.

#### Discussion Questions

1. What are some common issues or conflicts within family relationships? How can these conflicts be respectfully resolved?
2. What are some common issues young people experience in finding a friend group with similar values? What are you looking for in a friend group?
3. How can you respond to negative peer pressure from classmates or your own friend group?
4. What are your family's expectations regarding dating and relationships?
5. What are the pros and cons of being in a dating relationship during your middle school years? What are the qualities of a healthy versus an unhealthy dating relationship?
6. What are your expectations of a dating partner? What qualities are you looking for in a dating relationship?

#### Student Writing Assignment and Reflection

Write a summary and reflect on the two questions discussed.

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#### Pledge

I commit to having these crucial conversations.

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_



## Activity K Lesson 15.4

**Set expectations**

Sincerely,

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# Self-Management



# Managing Emotions: “I” Statements

## Turning “You” Statements into “I” Statements

**“You make me so mad!”**

- “I feel angry...”
- “I don’t like it when...”

**“It’s none of your business.”**

- “I do not feel comfortable...”
- “I would appreciate privacy...”

**“You broke your promise.”**

- “I feel like...”
- “I am upset that...”

### Hands-On Activity

With a partner, change the following You-Statements to I-Statements. Reference Figure 5.11 to help. Then, identify healthy and positive methods someone can use to accept and express emotions in these situations. See Figure 5.10 for ideas.

- You are arguing with your sibling and say, “You always think you are better than me.”
- You disagree with your parent and say, “You are so unfair. You don’t even listen to me.”
- You feel sad and a friend tries to comfort you. You say, “You don’t know how I feel. You are always happy.”

# Managing Emotions: “I” Statements

With a partner

## Activity B Lesson 15.1

### Being Assertive in a Relationship

The best communication style for building healthy relationships is assertive communication. Assertive communication allows you to express your feelings, needs, and goals as well as make yourself known in a respectful manner. Effective assertive communication uses I-statements to express feelings and desires. Refer to Figures 15.7 and 15.8 in the textbook to review assertive communication and the use of I-statements. Respond to the following scenarios in a respectful, assertive way using I-statements.

Scenarios	Assertive Communication with I-Statements
Your best friend made the middle school track and field team and you did not.	
A group of your closest friends are having a sleepover and you are not invited.	
Looking over your test, you notice that your teacher made a mistake in grading.	
Your dating partner pressures you to lie to your parents to hang out.	

Your friend posts a picture of you on social media that is embarrassing.	
After a long and exhausting day at school, your parents ask you to do a list of chores.	
Since your older sibling started dating, you feel ignored and lonely.	
This volleyball season, you feel like your parents are putting a lot of pressure on you to excel, which is creating stress and anxiety.	
Your best friend's mom offers to drive you home. She just finished drinking her third beer.	



# Managing Emotions: “I” Statements

Differentiated by  
Learning Style

## Desserts

(Choose one to complete with a partner)

**I-statements practice:** With a partner, write a scenario in which one person feels angry within a friendship. In your scenario, the person should clearly express this emotion using two I-statements. Reference Figure 4.9 in the text for help creating I-statements. Practice saying the two I-statements with your partner. Turn in your scenario and I-statements to the teacher.

**I-statements practice and performance:** With a partner, write a scenario in which one person feels angry within a friendship. In your scenario, the person should clearly express this emotion using two I-statements. Reference Figure 4.9 in the text for help creating I-statements. Practice saying the two I-statements with your partner. Turn in your scenario and I-statements to the teacher. Demonstrate your I-statements for the class.

**I-statements skit:** With a partner, write a skit in which one person feels angry within a friendship. In your skit, the person should clearly express this emotion using two I-statements. Reference Figure 4.9 in the text for help creating I-statements. Practice your skit and perform it for the class. Use props to enhance your performance.

# Managing Emotions: Building Resilience

## Chapter 5

Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

### Skill Development: Practicing Health-Enhancing Behaviors Building Resilience

Three characteristics of a person with resilience are the ability to embrace change, practice self-compassion and take responsibility. To practice these characteristics, fill in the chart below. Provide realistic negative responses to the situations and convert them into positive responses and strategies. Some examples have been provided for you. After completing the chart, answer the questions that follow.

Situation	Negative Response	Positive Response	Strategy
My dad lost his job, and now we have to sell our home.	<i>I don't want to move. I'm so angry!</i>	<i>Moving will force me to get rid of the junk I've been storing up all these years.</i>	<i>Embrace change</i>
My teacher hates me so she grades me unfairly.	<i>There's no way I can get a good grade in this class.</i>		<i>Take responsibility</i>
I really messed up when I shared my friend's secret.			<i>Self-compassion</i>
My partner broke up with me.			
I had to go to a different high school than my friends.	<i>It's so unfair!</i>		

Situation	Negative Response	Positive Response	Strategy
I didn't pass my driving test because I got the hardest evaluator.			
I got cut from the baseball team.	<i>That coach just has his favorites, and I'm not one of them.</i>		
My mom has a new boyfriend with three kids of his own.	<i>Great. More complications in my life!</i>		
I had to get braces and I hate the way they look.			
I got in huge trouble for sneaking out with my friends.	<i>They dared me to do it, and I couldn't be the only one not to sneak out.</i>		

1. Describe a situation where you were faced with a change that made you unhappy. After some time had passed, were you able to see anything positive come out of the situation? Why or why not?

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2. Describe a situation where you might have benefitted from showing self-compassion. Did you give compassion to yourself? Why or why not?

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3. Describe a situation where you might have benefitted from taking responsibility. Was it difficult to take responsibility? Why or why not?

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4. Of the three strategies in this activity (embrace change, practice self-compassion, and take responsibility), which do you do best? worst? Why do you think so? How could getting better at one of the strategies improve your resilience?

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# Managing Emotions: Positive Self Talk

## Chapter 5

Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

### Skill Development: Practicing Health-Enhancing Behaviors A Positive Attitude

Sometimes it is difficult to have a positive attitude. For this activity, read the following examples of negative self-talk. Respond to each example in a positive way.

I hate math.  
I'm failing, and  
there's nothing I  
can do about it.



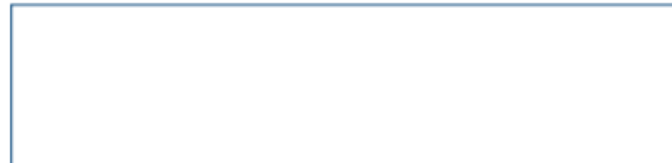
I didn't make the  
soccer team. I'm  
clearly not meant  
to be an athlete.



I'm not popular.  
I'm not  
good-looking  
enough to have  
a lot of friends.



I'm going to be  
short forever  
and I hate it.



My parents  
don't have much  
money. I have to  
have a part-time  
job to help.



# Managing Emotions with Parental Support

## Chapter 4

Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

### Parent/Trusted Adult Engagement Assignment: Let's Talk Self-Esteem and Emotions

*Let's Talk Self-Esteem and Emotions* is a homework assignment designed to help parents or guardians and their children begin or continue the conversation about relevant health-related topics affecting teens and families today and in the future. This homework assignment will focus on developing self-esteem and controlling negative emotions. Complete the activity together and then at the end of the activity, take the pledge to keep talking about important topics.

#### Part 1

Together, read the scenarios below and choose one. Talk about the scenario and answer the discussion question. Work together to create a plan of action in the event you are ever in this situation. Then, complete the student writing assignment. Record your response in the space provided.

#### Talk About It

Scenario 1	Scenario 2
Your body feels like it is constantly changing and never looks the way you want it to. At school, in your neighborhood, and on television, everyone seems to be confident except for you. You know you are supposed to love yourself the way you are, but what if you want more? At times, you feel like you are not good enough the way you are. Lately, these insecurities are weighing you down.	Lately, you have felt very stressed. This stress is causing you to feel angry, frustrated, and at times, sad. These negative emotions feel overwhelming. As a result, you are spending more time alone and less time laughing and enjoying life.

#### Discussion Question

What would you do? Create a plan in case you are ever in this situation.

#### Student Writing Assignment and Reflection

Summarize and reflect on the plan discussed.

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(continued)

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Chapter 4 Teacher's Resources

Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

### Parent/Trusted Adult Engagement Assignment: Let's Talk Self-Esteem and Emotions (continued)

#### Part 2

Discuss two of the questions below with your parents, guardian, or other trusted adult. Reflect on your discussion and then complete the writing assignment that follows.

#### Discussion Questions

1. What normal physical and emotional changes occur during the teen years? How do these changes affect self-esteem?
2. How can you develop high self-esteem?
3. What do the normal emotions of sadness, anger, and loneliness feel like? How can you manage and control them?
4. What creates stress in your life? What are positive ways you can cope with these stressors?

#### Student Writing Assignment and Reflection

Write a summary and reflect on the two questions discussed.

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#### Pledge

I commit to having these crucial conversations.

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

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Chapter 4 Teacher's Resources



# Managing Emotions: Responding to Stress

## Chapter

# 6

## Parent/Trusted Adult Engagement Assignment Responding to Stress

In this activity, you will work together with a parent, guardian, or other trusted adult to learn about ways of responding to stress. Begin by recording the name and age of the adult with whom you choose to have this conversation. Then, follow the instructions to complete each part of the activity.

Name of adult: \_\_\_\_\_

Age of adult: \_\_\_\_\_

### Part 1: Identifying Responses

When faced with a stressful situation, you can respond in several ways. One way to remember your options when handling stress is to think of the four As: avoid, alter, accept, and adapt. Some examples of how to use these As are below.

Strategy	Examples
<b>Avoid</b>	<ul style="list-style-type: none"><li>• Control what you can in your situation</li><li>• Stay away from things that bother you</li><li>• Say no when you need to</li><li>• Prioritize your tasks</li></ul>
<b>Alter</b>	<ul style="list-style-type: none"><li>• Respectfully ask others to alter their behavior (and be willing to do the same)</li><li>• Express your feelings</li><li>• Manage time</li><li>• Set and communicate boundaries</li></ul>
<b>Accept</b>	<ul style="list-style-type: none"><li>• Talk through your feelings</li><li>• Forgive others</li><li>• Use positive self-talk</li><li>• Learn and change in response to mistakes</li></ul>
<b>Adapt</b>	<ul style="list-style-type: none"><li>• Adjust standards, as needed</li><li>• Notice and change negative thoughts</li><li>• Think about situations positively</li><li>• Repeat an encouraging phrase</li><li>• Practice gratitude</li><li>• Remember the big picture</li></ul>

Source: Mayo Clinic

With your trusted adult, review the situations below and choose three you would like to work through together. For each situation, determine if it would be best to avoid, alter, accept, or adapt to the stress. Include an example of how you might use the strategy and explain why it is the best option.

1. You are stressed about the amount of homework you have, and your grades are falling.
2. You have just broken up with the love of your life and feel stressed that you have to see the person daily at school.
3. Your best friends have started drinking, and you are worried they will get you in trouble.
4. You want to get into your dream school, so you are taking advanced classes and trying to get all As, but you feel stressed.
5. You just do not feel like you fit in. You stress about what you look like and whether your peers accept you.

6. You have a family member who is being treated for cancer. You are so stressed you cannot concentrate and have trouble sleeping.

Number of Situation	Best Strategy (Avoid, Alter, Accept, or Adapt)	Example of Using the Strategy	Why Is This the Best Option?

### Part 2: Discussion

Discuss the following questions with your parent, guardian, or other trusted adult. Record your answers in the space provided.

1. Which situation was the most difficult for you and your trusted adult to determine how to respond? Why?

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2. Did working through these situations together help you see options you might not have considered? Why or why not?

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3. What is a stressful situation you have experienced, and how did you handle it?

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4. What has it been like to talk with me about this?

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### Reflection

Write a two- or three-sentence reflection summarizing your thoughts and feelings about the discussion. What did you learn?

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### Pledge

I commit to having these crucial conversations.

Parent/Trusted Adult Signature \_\_\_\_\_ Date \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

# Managing Healthy Food Decisions

## Chapter

# 8

## Skill Development: Goal Setting Food Challenge

Are you up for a challenge? For this activity, you are going to challenge yourself for five days to improve your diet in one particular way. For example, you could refrain from eating added sugars, caffeine, high-fructose corn syrup, or late-night snacks. You could eat  $2\frac{1}{4}$  cups of vegetables each day or replace refined grains with whole grains for an entire week. You can choose a challenge that will be most beneficial to your health based on your current eating habits.

To begin, write a short-term SMART goal you would like to achieve. Your SMART goal should relate to improving your diet.

<b>S</b>	What is your short-term SMART goal?
<b>M</b>	How is this goal measurable? How will you know when you have achieved it?
<b>A</b>	List three action steps you can take to achieve this goal. Each action step should be measurable.
<b>R</b>	How is this goal relevant to you?
<b>T</b>	How many days will you take to achieve this goal?

Put your goal into action over the next five days. Each day, answer the reflection questions below to monitor how you are achieving your goal. For this assignment, you will need to turn in five days of reflection.

### Day 1 Reflection

Were you successful in sticking to your goal today?	
How did you feel at the end of the day? Why do you think you felt this way?	
How hard was it for you to stick to your goal today? Why?	
Was anyone a positive influence on you sticking to your goal? Was anyone a negative influence?	
Do you think you can get used to the change you are making? Why or why not?	

Option:  
Provide picture  
evidence

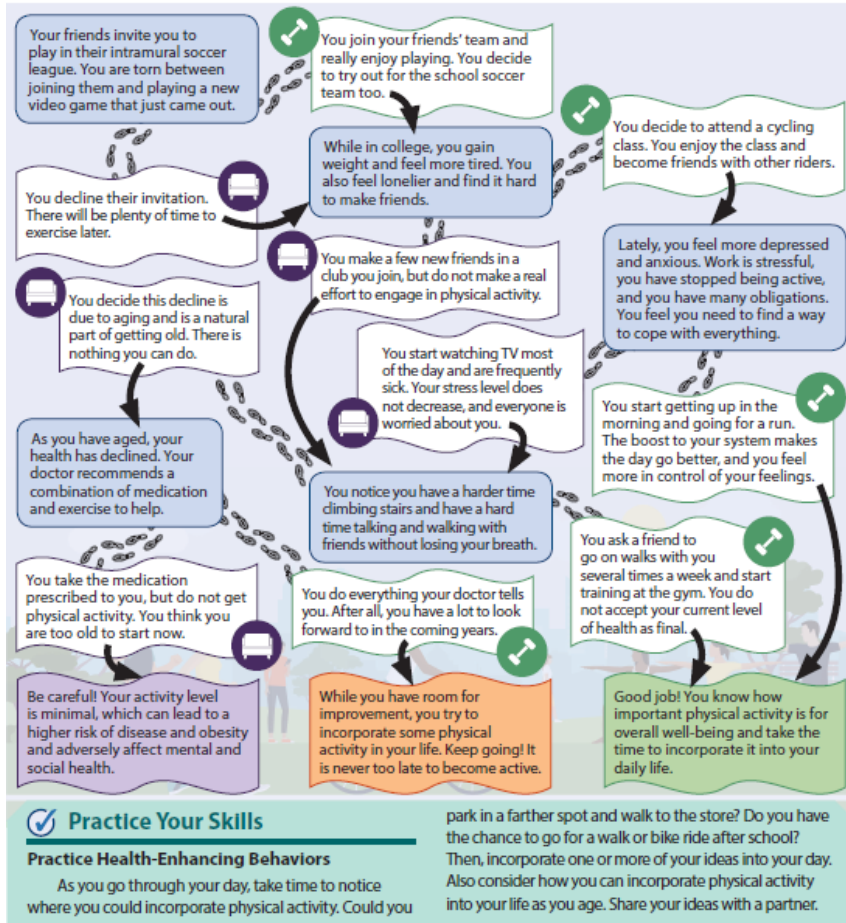
# Managing Exercise and Physical Activity

## Health Across the Life Span

### Steps to a Healthier Life

Physical activity is important for all aspects of your health. Whether you run, bike, dance, swim, or do some other form of activity, you are taking steps to be healthy. Staying active throughout your life can be difficult, as new responsibilities and obstacles arise.

Making the healthiest choices you can will allow you to stay moving and improve your health. Follow the paths below by making choices for each situation to see the consequences of your choices and how healthy your future could be.



Option:  
Provide picture  
evidence



### Practice Your Skills

#### Practice Health-Enhancing Behaviors

As you go through your day, take time to notice where you could incorporate physical activity. Could you

park in a farther spot and walk to the store? Do you have the chance to go for a walk or bike ride after school? Then, incorporate one or more of your ideas into your day. Also consider how you can incorporate physical activity into your life as you age. Share your ideas with a partner.

# Wellness Action Plan template

## Wellness Action Plan

Changing a behavior or starting a new behavior takes time and intentional effort. The purpose of this project is to create and implement a plan to change a health behavior or implement a new health behavior.

You will be graded on your behavior change attempt, your wellness action plan, and your description of the experience during and after the wellness action plan. You will not be graded on your success, or lack of success, with your wellness action plan.

### Step 1: Identify the Behavior

In the space provided, record the behavior you would like to change, or the new behavior you would like to start.

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## Step 2: Learn About the Behavior

Before beginning your wellness action plan, it is important to learn about the behavior. Refer to your textbook and research accurate, up-to-date, valid sources to learn more about the behavior. Focus your learning on the steps that you can take to reach your goal. This information will serve as the foundation of knowledge to help you create your wellness action plan. Record your notes in the space provided and cite your valid sources. In addition, talk with a parent, guardian, or trusted adult to gain greater insight and additional information on steps that you can take to reach your goal.

Steps I Can Take to Reach My Goal

### Step 3: Planning for Change

Respond to the following questions to begin planning for your wellness action plan.

Why do you want to change this behavior?	
Develop a SMART goal.	
How will you involve your family and friends?	
What obstacles or problems could you encounter? How do you plan to overcome these obstacles?	
How will you measure and evaluate your success?	

### Step 4: Wellness Action Plan (Week 1)

Develop an action plan for accomplishing your goal. Identify what steps you will take to reach your goal. Begin your wellness action plan. Each day, chart your progress. Give yourself a smiley face or a check mark on the days that you complete the action step. In addition, write a journal entry each day reflecting on your progress, successes, failures, obstacles, and thoughts and feelings related to the behavior.

**My SMART goal:**

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Wellness Action Plan

Steps I Can Take to Reach My Goal	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7

Journal Entries

Day 1	Day 2	Day 3
Day 4	Day 5	Day 6
Day 7		

Step 4: Wellness Action Plan (Week 2)

Reflect on your progress from week 1. Make changes to your wellness action plan to fit your personal needs and progress toward your goal. Add new action steps, or make modifications to your current action steps, if needed. Continue to chart your progress each day. Give yourself a smiley face or a check mark on the days that you complete the action step. In addition, write a journal entry each day reflecting on your progress, successes, failures, obstacles, and thoughts and feelings related to the behavior.

Wellness Action Plan

Steps I Can Take to Reach My Goal	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7

Journal Entries

Day 1	Day 2	Day 3
Day 4	Day 5	Day 6
Day 7		

Step 5: Reflection

Describe your experience of trying to accomplish your goal. This should summarize your daily journal entries and your weekly progress within your wellness action plan.

Describe what this experience taught you about yourself. Consider your successes, failures, and emotions throughout the week.

Discuss what you learned about making a healthy behavior change. Do you plan on continuing this behavior? Why or why not?

Wellness Action Plan Assessment Scale

Standard-Based Criteria	1	2	3	4	Teacher Feedback
1 = Limited criteria met; 2 = Criteria mostly met; 3 = Criteria met; 4 = Criteria exceeds expectations					
Identifies the behavior to change, or the new behavior to start. The behavior should be personal and meaningful.					
Records steps that can be taken to reach the goal from accurate, up-to-date, valid sources.					
Accurately and thoughtfully responds to questions to begin planning and developing the wellness action plan.					
Develops an action plan by identifying what steps will need to be taken to reach the goal.					
Implements the wellness action plan for one week, including charting progress and writing a journal entry each day.					
Implements the wellness action plan for a second week, including charting progress and writing a journal entry each day. Changes and modifications to action steps were made as needed.					
Provides thorough and thoughtful reflection on the wellness action plan.					
TOTAL SCORE: _____ out of 28 possible points					
Student Comments					

# 10 Ways to Create a SEL Skills-Based Health Classroom

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