10 Ways to Create a SEL Skills-Based Health Classroom

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Experts in Today’s Health and Wellness
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Experts in Today’s Health and Wellness
SEL Skills-Based Health Classroom

Responsible Decision Making

Positive Relationships

Self-Management

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.

Experts in Today’s Health and Wellness
Responsible Decision Making

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## Decision Making Practice

With a partner

**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.

**Scenario 1**  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.

**Scenario 2**  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.

**Scenario 3**  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 1 chose:**

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**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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**Experts in Today’s Health and Wellness**
Decision Making Practice

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 better decisions 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.

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

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.

<table>
<thead>
<tr>
<th>Options</th>
<th>Best-Case Scenarios</th>
<th>Worst-Case Scenarios</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(continued)
Decision Making Practice

Chapter 2
Skill Development: Decision-Making
Analyzing a Decision

Independently then with a Partner

Experts in Today’s Health and Wellness
# 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.

### 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.

<table>
<thead>
<tr>
<th>Alternatives (Rank from 1 to 5)</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
</tbody>
</table>

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?

5. Decide and Act

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

Who 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

**Activity F  Lesson 19.2**

**What Would You Do and Say?**

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

<table>
<thead>
<tr>
<th>Scenarios</th>
<th>What Would You Do?</th>
<th>What Would You Say?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your partner sends the following text message to you:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Come over. I have a surprise for you.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Scenarios**

Your partner sends the following text message to you:

```
Come over. I have a surprise for you.
```

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.
Decision Making with Refusal Skills

With a partner

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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 issues and responding to pressure to engage in sex. Respond to the following pressure lines by being respectfully and assertively saying no. Include the benefits of abstinence in your responses.

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?

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?

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?

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?

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?

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

**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.
Chapter 20

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

<table>
<thead>
<tr>
<th>Scenario 1</th>
<th>Scenario 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

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.

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.

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:

**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.

<table>
<thead>
<tr>
<th>Target Audience</th>
<th>Message</th>
<th>Why</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whom are you trying to reach and influence?</td>
<td>What message do you want to convey? The message should be relevant to the audience, catchy, memorable, and easy to understand.</td>
<td>Why is this message important? How will this message benefit the school community?</td>
</tr>
</tbody>
</table>

Goals:

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)

<table>
<thead>
<tr>
<th>Project Choice Board</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design a poster</td>
</tr>
<tr>
<td>Organize an event at your school</td>
</tr>
<tr>
<td>Design a flyer</td>
</tr>
<tr>
<td>Create a meaningful presentation</td>
</tr>
<tr>
<td>Student choice (get teacher permission)</td>
</tr>
<tr>
<td>Create a series of social media posts</td>
</tr>
<tr>
<td>Write a blog or article for your school website</td>
</tr>
<tr>
<td>Create memes</td>
</tr>
<tr>
<td>Create a video post announced evening at a local gathering</td>
</tr>
</tbody>
</table>

Option: Health Fair

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.

Why
Why is this the best product option for your campaign?

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.

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

3. What did you learn from doing this campaign?

<table>
<thead>
<tr>
<th>Standard-Based Criteria</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Teacher Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chooses a relevant and meaningful campaign topic.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Records accurate, up-to-date information and current actions being taken at school to learn more about the campaign topic.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plans and creates a campaign goal.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Product shows effort, organization, and correct grammar.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plans for and launches the campaign.</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflects on the effectiveness of the campaign.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL SCORE:** _____ out of 28 possible points

**Student Comments**
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

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.

<table>
<thead>
<tr>
<th>Survey Questions</th>
<th>Person 1</th>
<th>Person 2</th>
<th>Person 3</th>
<th>Person 4</th>
<th>Person 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the most important quality you look for in a close friend?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What one word describes how a close friend makes you feel?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How could a close friend continue to strengthen a friendship with you?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

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.
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.
## 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 C. 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.

### Troubled Friend

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
<th>Period</th>
</tr>
</thead>
</table>

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

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

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?
# 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
   - Was free of nervous mannerisms
   - Showed respect for personal space "bubble"

2. **Category 2: Body Language: Direct Eye Contact**
   - Looked into the other person's eyes without staring or getting in the person's face
   - Maintained direct eye contact

3. **Category 3: Listening/Showing Support**
   - Clearly expressed support for the person
   - Encouraged the person by giving feedback, such as "yes" or "uh-huh"

### Paraphrased to be clear on what the person was saying

<table>
<thead>
<tr>
<th>Always (3)</th>
<th>Sometimes (2)</th>
<th>Rarely (1)</th>
<th>Never (0)</th>
</tr>
</thead>
</table>

### Did not share personal experiences

<table>
<thead>
<tr>
<th>Always (3)</th>
<th>Sometimes (2)</th>
<th>Rarely (1)</th>
<th>Never (0)</th>
</tr>
</thead>
</table>

### Offered possible solutions, if appropriate, but was not directive

<table>
<thead>
<tr>
<th>Always (3)</th>
<th>Sometimes (2)</th>
<th>Rarely (1)</th>
<th>Never (0)</th>
</tr>
</thead>
</table>

### Did not judge person or the person’s feelings

<table>
<thead>
<tr>
<th>Always (3)</th>
<th>Sometimes (2)</th>
<th>Rarely (1)</th>
<th>Never (0)</th>
</tr>
</thead>
</table>

### Was direct and concise, not too wordy

<table>
<thead>
<tr>
<th>Always (3)</th>
<th>Sometimes (2)</th>
<th>Rarely (1)</th>
<th>Never (0)</th>
</tr>
</thead>
</table>

## Final Score

<table>
<thead>
<tr>
<th>Exceeding</th>
<th>Proficient</th>
<th>Developing</th>
<th>Beginning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Received all 3s or mostly 3s and no more than two 2s.</td>
<td>Received all 3s and 2s, with no more than two 1s.</td>
<td>Received mostly 3s and 2s, with no more than two 1s.</td>
<td>Received more than two 1s or any 0s.</td>
</tr>
</tbody>
</table>

### Feedback

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Experts in Today’s Health and Wellness
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

<table>
<thead>
<tr>
<th>Scenario 1</th>
<th>Scenario 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

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.

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.

Pledge

I commit to having these crucial conversations.

Parent/Guardian Signature ___________________ Date ____________

Student Signature ___________________ Date ____________
## Set Expectations

At some point of time in your life, you may be ready and want to be in a dating relationship. Prior to dating, it is important to set high expectations and clearly communicate your needs in the relationship. To begin to set high expectations and prepare yourself for a dating relationship, consider the following questions:

1. What characteristics or qualities do you want in a dating partner?
2. What are your thoughts and feelings about physical intimacy? What are your boundaries and limits?
3. Are you emotionally prepared to cope if the relationship came to an end?

Reflect on what you really want in a dating relationship. Write a letter to your future partner communicating these expectations. In your letter, include five or more characteristics or qualities you want in this person that would foster a healthy relationship. Describe how you want to be treated and how you would like to spend time together. Keep the letter in a safe place. If you ever feel like you are in an unhealthy dating relationship, read this letter as a reminder of your expectations and the qualities you want in a dating relationship.

### Dear Someone Special:

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<th>Dear Someone Special:</th>
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## Enforcing Your Boundaries

Before you start dating, you should know how you feel about being physically intimate with another person. It is better to know your limits and boundaries before you are in a situation that requires a quick decision. Then, you can communicate these limits and boundaries with your dating partner and enforce your personal boundaries during the relationship.

Imagine that you are in the following scenarios and your boundaries and limits are being threatened. Decide what you would do to enforce these boundaries. Refer to Figure 15.31 in the textbook to review how to enforce boundaries. Then, answer the reflection question.

<table>
<thead>
<tr>
<th>Scenarios</th>
<th>What Would You Do to Enforce Your Boundaries?</th>
</tr>
</thead>
<tbody>
<tr>
<td>While hanging out at the mall, your dating partner reaches out to hold your hand. You feel comfortable until your dating partner pulls you closer and puts an arm around your shoulders.</td>
<td></td>
</tr>
<tr>
<td>Everything seems to be moving so fast. It was just last week that you officially agreed to be more than just friends. You are beginning to feel uncomfortable as your personal limits and boundaries are threatened.</td>
<td></td>
</tr>
<tr>
<td>On several occasions, you have told your dating partner how you feel about your personal boundaries and your dating partner continues to try to persuade you to engage in sexual behaviors with which you are uncomfortable.</td>
<td></td>
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</tbody>
</table>

### Reflection Question

In a healthy dating relationship, you will not feel pressured by your partner to engage in physical intimacy or sexual behaviors that do not feel comfortable. It is possible to maintain a rewarding, fun, healthy romantic relationship without engaging in sexual activity. In your own words, what are other methods dating partners can use to show affection without physical intimacy or sexual activity?
Self-Management

Experts in Today’s Health and Wellness
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

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.

<table>
<thead>
<tr>
<th>Scenarios</th>
<th>Assertive Communication with I-Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your best friend made the middle school track and field team and you did not.</td>
<td>Your friend posts a picture of you on social media that is embarrassing.</td>
</tr>
<tr>
<td>A group of your closest friends are having a sleepover and you are not invited.</td>
<td>After a long and exhausting day at school, your parents ask you to do a list of chores.</td>
</tr>
<tr>
<td>Looking over your test, you notice that your teacher made a mistake in grading.</td>
<td>Since your older sibling started dating, you feel ignored and lonely.</td>
</tr>
<tr>
<td>Your dating partner pressures you to lie to your parents to hang out.</td>
<td>This volleyball season, you feel like your parents are putting a lot of pressure on you to excel, which is creating stress and anxiety.</td>
</tr>
<tr>
<td></td>
<td>Your best friend’s mom offers to drive you home. She just finished drinking her third beer.</td>
</tr>
</tbody>
</table>
**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: Positive Self Talk

Chapter 5
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.

1. I hate math. I'm failing, and there's nothing I can do about it.
   - I'm learning, and it takes time to master math.

2. I didn't make the soccer team. I'm clearly not meant to be an athlete.
   - I'm improving, and my skills will improve with practice.

3. I'm not popular. I'm not good-looking enough to have a lot of friends.
   - I have a unique set of skills, and my friends appreciate me for who I am.

4. I'm going to be short forever and I hate it.
   - My height is something I admire, and it's a part of who I am.

5. My parents don't have much money. I have to have a part-time job to help.
   - I'm grateful for the opportunity to work and learn while helping my family.

Experts in Today’s Health and Wellness
Managing Emotions with Parental Support

Chapter 4

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

<table>
<thead>
<tr>
<th>Scenario 1</th>
<th>Scenario 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your body feels like it is constantly changing and you feel like you cannot keep up. 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.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

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.

Pledge

I commit to having these crucial conversations.

Parent/Guardian Signature: ______________________ Date: ________________

Student Signature: ______________________ Date: ________________
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:

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avoid</td>
<td>Control what you can in your situation&lt;br&gt;Stay away from things that bother you&lt;br&gt;Say no when you need to&lt;br&gt;Prioritize your tasks</td>
</tr>
<tr>
<td>Alter</td>
<td>Respectfully ask others to alter their behavior (and be willing to do the same)&lt;br&gt;Express your feelings&lt;br&gt;Manage time&lt;br&gt;Set and communicate boundaries</td>
</tr>
<tr>
<td>Accept</td>
<td>Talk through your feelings&lt;br&gt;Engage others&lt;br&gt;Use positive self-talk&lt;br&gt;Learn and change in response to mistakes</td>
</tr>
<tr>
<td>Adapt</td>
<td>Adjust standards, as needed&lt;br&gt;Notice and change negative thoughts&lt;br&gt;Think about situations positively&lt;br&gt;Reap an encouraging phrase&lt;br&gt;Practice gratitude&lt;br&gt;Remember the big picture</td>
</tr>
</tbody>
</table>

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.

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?

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

Reflection

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

Pledge

I commit to having these crucial conversations.

Parent/Trusted Adult Signature

Student Signature

Date

Date

G-W Publisher

Experts in Today’s Health and Wellness
Managing Healthy Food Decisions

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 2½ 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.

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

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

Experts in Today’s Health and Wellness
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.

**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.

**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:
Experts in Today’s Health and Wellness

### Wellness Action Plan

<table>
<thead>
<tr>
<th>Steps I Can Take to Reach My Goal</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
<th>Day 6</th>
<th>Day 7</th>
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### 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

<table>
<thead>
<tr>
<th>Steps I Can Take to Reach My Goal</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
<th>Day 6</th>
<th>Day 7</th>
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### 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

<table>
<thead>
<tr>
<th>Standard-Based Criteria</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Teacher Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifies the behavior to change, or the new behavior to start. The behavior should be personal and meaningful.</td>
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<tr>
<td>Records steps that can be taken to reach the goal from accurate, up-to-date, valid sources.</td>
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<tr>
<td>Accurately and thoughtfully responds to questions to begin planning and developing the wellness action plan.</td>
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<tr>
<td>Develops an action plan by identifying what steps will need to be taken to reach the goal.</td>
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<tr>
<td>Implements the wellness action plan for one week, including charting progress and writing a journal entry each day.</td>
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<tr>
<td>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.</td>
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<tr>
<td>Provides thorough and thoughtful reflection on the wellness action plan.</td>
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</table>

TOTAL SCORE: ___ out of 28 possible points

Student Comments
10 Ways to Create a SEL Skills-Based Health Classroom

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