

Instructional Steps	Script and Detailed Directions
<p>Apply communication skills to help someone.</p>	<p><i>Let's see how some of the skills we have learned can help Annie.</i></p> <p><i>If you had been Annie's friend, what could you have done to help her?</i></p> <p>Answers: be an empathic listener, tell an adult about what you noticed, share your concern with Annie in an I-statement</p> <p><i>If you were going to say something to Annie, what would it be?</i></p> <p><i>Think for a moment. Then, I'll call on someone to share his or her idea.</i></p> <div data-bbox="568 546 657 640" style="text-align: center;">  </div> <p style="text-align: center;">Display the poster, "I-Statements" for student reference.</p> <p>Answers: Use empathic listening and I-statements, such as:</p> <ul style="list-style-type: none"> • I'm worried. Sitting alone and not joining friends isn't like you. Can I do something to help? • I haven't seen you around lately. I miss you. What's up? <p>As students make suggestions, clarify the use of I-statements and expressions of caring.</p>
<p>Apply refusal skills using video scenarios.</p>	<p><i>Let's shift to refusal skills. I have a couple of video scenarios to share with you. In each segment, trouble is brewing and someone needs to refuse to get involved in a disrespectful situation. After each scenario, I will call on some of you to tell me what you would say or do to refuse.</i></p> <div data-bbox="568 1081 657 1176" style="text-align: center;">  </div> <p style="text-align: center;">These scenarios are taken from professionally produced videos. We do not recommend that you create your own media for practicing this skill. It would require some students to demonstrate pressuring another student to do something unacceptable or disrespectful.</p> <p>Provide any assessment tools you plan to use and explain the criteria for assessment.</p> <div data-bbox="479 1365 552 1449" style="text-align: center;">  </div> <p>Show Video Scenario #7. In this segment, one student is pressuring another to cheat on a series of tests.</p> <p>Randomly call on students to practice refusal skills.</p> <p>Show Video Scenario #8. This scene involves a group of students who are playing a trick on another student.</p> <p>Ask students to imagine that the group of students in the video ask the girl to help them play the joke on a girl who is coming to the party. How could she refuse?</p> <p>Randomly call on students to practice refusal skills.</p>

Closure: Review the six ways people have control. Explain how to decide when getting help is the best choice. Provide the “Health News Break! Taking Control.” Preview the next lesson.

3 minutes

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<p>Review the six ways people have control. Use the sixth PowerPoint or transparency in the series, “You Have Control.”</p>  <p>Explain how to decide when getting help is the best choice. Use the series of PowerPoints or transparencies, “Know When to Get Help.”</p> 	<p><i>Each of us has a lot of control over the choices we make. We’ve talked today about six ways we have control.</i></p> <p>Display the sixth PowerPoint or transparency in the series, “You Have Control.”</p> <p><i>One of these six ways often gets overlooked: getting help. Asking for help isn’t always easy, but it is often the best choice. Here is a simple way to help you decide when it is the best choice.</i></p> <p>Display the series of PowerPoints or transparencies, “Know When to Get Help.”</p> <p><i>Think about a stoplight. We all hope life is smooth and we can move forward easily. The light is green.</i></p> <p><i>Then something happens that gets your attention. Your stress level increases and your emotions are stronger. The light is yellow. Be cautious. Use your skills to be sure you will be emotionally and physically safe. Work your way back to a green light.</i></p> <p><i>And, sometimes something upsetting and potentially harmful happens to you or someone else. That’s when you need to stop what you are doing and get help. If Annie (who was stuck feeling sad and depressed) didn’t reach out for help, she might have stayed depressed or done something to hurt herself or others. Getting help was the best choice.</i></p>
<p>Provide the “Health News Break!” Taking Control.”</p> 	<p>Provide the “Health News Break!” for students to take home.</p> <p><i>This is an important “Health News Break!” Please take it home and review it with a parent or another trusted adult. It explains what we have talked about today. And, there is an important section on getting help. Take time to fill in the chart that lists people or organizations you know who offer help.</i></p> <p><i>Remember to review the student handout “Think Ahead...Avoid Dangerous Situations,” with a parent or other trusted adult to see if he or she agrees with the ten you selected as most important for you to remember.</i></p>
<p>Preview the next lesson.</p>	<p><i>In our next health lesson, we’ll take a closer look at another situation where you should stop and get help.</i></p>