



School: \_\_\_\_\_

Teacher: \_\_\_\_\_

Class Period: \_\_\_\_\_

Date: \_\_\_\_\_

**Implementation Checklist**

1) For each major objective and corresponding points to make listed below, please check “yes” or “no” to indicate if it was covered when you taught the session.

- |  | Yes                      | No                       |
|--|--------------------------|--------------------------|
| • Define self-image.<br><i>Self-image is the beliefs and attitudes we have of ourselves.</i>   | <input type="checkbox"/> | <input type="checkbox"/> |
| • Discuss how self-image is formed.<br><i>Self-image is formed through what others think of us and past experiences.<br/>We tend to act like the person we believe ourselves to be.<br/>Identify that individuals have many self-images.</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Identify ways to increase self-image.<br><i>We can develop a more positive self-image by doing better in situations.</i>   | <input type="checkbox"/> | <input type="checkbox"/> |
| • Identify something that makes you proud.<br><i>Become aware of past successes or accomplishments.</i>  | <input type="checkbox"/> | <input type="checkbox"/> |

2) For each of the topics and activities listed below, please check “yes” or “no” to indicate if it was covered when you taught the session.

- |  | Yes                      | No                       |
|--|--------------------------|--------------------------|
| • <i>How I See Myself</i> (Worksheet 1)      | <input type="checkbox"/> | <input type="checkbox"/> |
| • <i>Taking Stock</i> (Worksheet 2)          | <input type="checkbox"/> | <input type="checkbox"/> |
| • Setting and Achieving Personal Goals       | <input type="checkbox"/> | <input type="checkbox"/> |
| • Self-Improvement Project                   | <input type="checkbox"/> | <input type="checkbox"/> |
| • <i>Recording My Progress</i> (Worksheet 3) | <input type="checkbox"/> | <input type="checkbox"/> |
| • Session Summary                            | <input type="checkbox"/> | <input type="checkbox"/> |





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- |   | Yes                      | No                       |
|---|--------------------------|--------------------------|
| • Identify everyday decisions.  | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Decisions are made everyday with or without much thought and effort.</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>People influence our decisions.</i>                                      | <input type="checkbox"/> | <input type="checkbox"/> |
| • Describe how important and/or difficult decisions are made.               | <input type="checkbox"/> | <input type="checkbox"/> |
| • Identify a process for making decisions.                                  | <input type="checkbox"/> | <input type="checkbox"/> |
| • Demonstrate how decisions are influenced by group members.                | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Group pressures influence our decisions.</i>                             | <input type="checkbox"/> | <input type="checkbox"/> |
| • Discuss reasons why people are influenced by group members.               | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>People want to be accepted by the group and not be an outcast.</i>       | <input type="checkbox"/> | <input type="checkbox"/> |

2) For each of the topics and activities listed below, please check “yes” or “no” to indicate if it was covered when you taught the session.

- |  | Yes                      | No                       |
|--|--------------------------|--------------------------|
| • <i>Everyday Decisions</i> (Worksheet 4)                                | <input type="checkbox"/> | <input type="checkbox"/> |
| • <i>The 3 Cs of Effective Decision Making.</i>                          | <input type="checkbox"/> | <input type="checkbox"/> |
| • Scripted Practice- <i>Putting the 3 Cs Into Practice</i> (Worksheet 5) | <input type="checkbox"/> | <input type="checkbox"/> |
| • Unscripted Practice- <i>My Decision Making Planner</i> (Worksheet 6)   | <input type="checkbox"/> | <input type="checkbox"/> |
| • Group Conformity Experiment  | <input type="checkbox"/> | <input type="checkbox"/> |
| • Session Summary  | <input type="checkbox"/> | <input type="checkbox"/> |





## Smoking: Myths and Realities



School: \_\_\_\_\_

Teacher: \_\_\_\_\_

Class Period: \_\_\_\_\_

Date: \_\_\_\_\_

### Implementation Checklist

1) For each major objective and corresponding points to make listed below, please check “yes” or “no” to indicate if it was covered when you taught the session.

- |   | Yes                      | No                       |
|---|--------------------------|--------------------------|
| • Identify that the majority of teenagers and adults are not cigarette smokers.<br><i>The majority of people are non-smokers.</i>       | <input type="checkbox"/> | <input type="checkbox"/> |
| • Discuss reasons young people have for smoking or not smoking.<br><i>There are many reasons for not smoking.</i>                       | <input type="checkbox"/> | <input type="checkbox"/> |
| • Discuss realities of what cigarettes can and cannot do.<br><i>Cigarettes are not magical as advertisers would like us to believe.</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Discuss the immediate and long-term effects of cigarette smoking.<br><i>Cigarette smoking is a major disease risk factor.</i>         | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Survival for tobacco-related disease is poor.</i>  | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Smoking causes bad breath, smelly clothes, and stained teeth.</i>  | <input type="checkbox"/> | <input type="checkbox"/> |
| • Describe the process of becoming a smoker.<br><i>There is a pattern in smoking that people usually follow which leads to a habit.</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>It is difficult for regular smokers to quit because they are addicted.</i>   | <input type="checkbox"/> | <input type="checkbox"/> |
| • Identify that smoking is becoming less socially acceptable.<br><i>Fewer people smoke today than ever before.</i>                      | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>More adults are giving up smoking.</i>   | <input type="checkbox"/> | <input type="checkbox"/> |
| • Discuss non-smokers’ rights.<br><i>Sidestream smoke is potentially hazardous to non-smokers.</i>                                      | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Non-smokers are becoming more assertive in their objections.</i>   | <input type="checkbox"/> | <input type="checkbox"/> |

2) For each of the topics and activities listed below, please check “yes” or “no” to indicate if it was covered when you taught the session.

- |   | Yes                      | No                       |
|---|--------------------------|--------------------------|
| • <i>Who’s Using Drugs</i> (Worksheet 7)        | <input type="checkbox"/> | <input type="checkbox"/> |
| • Smoking Prevalence (estimates and class vote) | <input type="checkbox"/> | <input type="checkbox"/> |
| • Smoking: Myths and Realities                  | <input type="checkbox"/> | <input type="checkbox"/> |
| • The Cost of Smoking                           | <input type="checkbox"/> | <input type="checkbox"/> |
| • Smoking and your Body                         | <input type="checkbox"/> | <input type="checkbox"/> |





School: \_\_\_\_\_

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Class Period: \_\_\_\_\_

Date: \_\_\_\_\_

**Implementation Checklist**

1) For each major objective and corresponding points to make listed below, please check “yes” or “no” to indicate if it was covered when you taught the session.

- |  | Yes                      | No                       |
|--|--------------------------|--------------------------|
| • Describe the effects of elevated heart rates on the body.<br><i>An elevated heart rate puts an extra strain on the heart.</i>    | <input type="checkbox"/> | <input type="checkbox"/> |
| • Physical endurance is decreased.   | <input type="checkbox"/> | <input type="checkbox"/> |
| • Identify situations that can change heart rates.   | <input type="checkbox"/> | <input type="checkbox"/> |
| • Heart rate fluctuates throughout the day.  | <input type="checkbox"/> | <input type="checkbox"/> |
| • Physical exercise, emotions and relaxation all affect heart rate.  | <input type="checkbox"/> | <input type="checkbox"/> |
| • Discuss the purpose and procedure of the pulsemeter.<br><i>A pulsemeter measures changes in heart rate.</i>                      | <input type="checkbox"/> | <input type="checkbox"/> |
| • Discuss the purpose and procedure of the tremor test.<br><i>The tremor test measures how relaxed a person is.</i>                | <input type="checkbox"/> | <input type="checkbox"/> |
| • Discuss the reason for the difference in pulse rates before and after smoking.   | <input type="checkbox"/> | <input type="checkbox"/> |
| • Smoking increases the body’s heart rate.   | <input type="checkbox"/> | <input type="checkbox"/> |
| • The carbon monoxide and nicotine in cigarettes cause this effect.  | <input type="checkbox"/> | <input type="checkbox"/> |
| • Discuss the reasons for the difference in hand steadiness before and after smoking.<br><i>Smoking decreases hand steadiness.</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| • The nicotine in cigarettes acts as a stimulant.  | <input type="checkbox"/> | <input type="checkbox"/> |
| • Smoking makes a person more nervous.   | <input type="checkbox"/> | <input type="checkbox"/> |

2) For each of the topics and activities listed below, please check “yes” or “no” to indicate if it was covered when you taught the session.

- |   | Yes                      | No                       |
|---|--------------------------|--------------------------|
| • Long-term effects of smoking                          | <input type="checkbox"/> | <input type="checkbox"/> |
| • How to Take Someone’s Pulse (Home Smoking Experiment) | <input type="checkbox"/> | <input type="checkbox"/> |
| • Class Experiment 1                                    | <input type="checkbox"/> | <input type="checkbox"/> |
| • Class Experiment 2                                    | <input type="checkbox"/> | <input type="checkbox"/> |
| • <i>Smoking Word Puzzle</i>                            | <input type="checkbox"/> | <input type="checkbox"/> |
| • Session Summary                                       | <input type="checkbox"/> | <input type="checkbox"/> |





**Alcohol: Myths and Realities**



School: \_\_\_\_\_

Teacher: \_\_\_\_\_

Class Period: \_\_\_\_\_

Date: \_\_\_\_\_

**Implementation Checklist**

1) For each major objective and corresponding points to make listed below, please check “yes” or “no” to indicate if it was covered when you taught the session.

- |  | Yes                      | No                       |
|--|--------------------------|--------------------------|
| • Recognize alcohol as a drug which slows down brain/nervous system functioning.     | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Alcohol is absorbed into the blood stream and travels to the brain.</i>           | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Alcohol is a depressant.</i>  | <input type="checkbox"/> | <input type="checkbox"/> |
| • Recognize that while many people drink, most do so occasionally and in moderation. | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Many people (30%) don't drink at all.</i>   | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>There are several different types of drinking.</i>                                | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Some types of drinking are considered acceptable such as social or ritual.</i>    | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Other types of drinking are dangerous and destructive.</i>                        | <input type="checkbox"/> | <input type="checkbox"/> |
| • Discuss reasons why people do or do not drink.                                     | <input type="checkbox"/> | <input type="checkbox"/> |
| • Identify the realities of what alcohol can and cannot do.                          | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Alcohol can not make a person strong, smart, cute, sexy, or powerful.</i>         | <input type="checkbox"/> | <input type="checkbox"/> |

2) For each of the topics and activities listed below, please check “yes” or “no” to indicate if it was covered when you taught the session.

- |   | Yes                      | No                       |
|---|--------------------------|--------------------------|
| • The behavioral effects of alcohol                   | <input type="checkbox"/> | <input type="checkbox"/> |
| • The reasons why some people become problem drinkers | <input type="checkbox"/> | <input type="checkbox"/> |
| • <i>My Reasons for Not Drinking</i> (Worksheet 9)    | <input type="checkbox"/> | <input type="checkbox"/> |
| • Session Summary                                     | <input type="checkbox"/> | <input type="checkbox"/> |





## Marijuana: Myths and Realities



School: \_\_\_\_\_

Teacher: \_\_\_\_\_

Class Period: \_\_\_\_\_

Date: \_\_\_\_\_

### Implementation Checklist

1) For each major objective and corresponding points to make listed below, please check “yes” or “no” to indicate if it was covered when you taught the session.

- |   | Yes                      | No                       |
|---|--------------------------|--------------------------|
| • Describe what marijuana is.<br><i>Marijuana contains the psychoactive ingredient-THC.</i>   | <input type="checkbox"/> | <input type="checkbox"/> |
| • Identify that the vast majority of teens and adults do not smoke marijuana.<br><i>Fewer people smoke marijuana than we think.</i><br><i>It is not something that “everybody” is doing.</i>  | <input type="checkbox"/> | <input type="checkbox"/> |
| • Discuss the reasons why some teenagers use marijuana.<br><i>One of the main reasons people begin to smoke marijuana is peer pressure.</i>   | <input type="checkbox"/> | <input type="checkbox"/> |
| • Discuss the realities of what marijuana can and cannot do.<br><i>Marijuana will not help you cope more effectively with problems.</i><br><i>Marijuana will not make you more attractive, tougher, or grown-up.</i>                      | <input type="checkbox"/> | <input type="checkbox"/> |
| • Discuss the immediate and long-term effects of marijuana on the body.<br><i>Effects of marijuana can be felt immediately and last up to three hours.</i><br><i>Scientific study reveals many long-term effects on the body systems.</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Discuss the legal status of marijuana.<br><i>Marijuana is illegal and possession of it is an offense.</i>   | <input type="checkbox"/> | <input type="checkbox"/> |

2) For each of the topics and activities listed below, please check “yes” or “no” to indicate if it was covered when you taught the session

- |  | Yes                      | No                       |
|--|--------------------------|--------------------------|
| • Prevalence of Marijuana Use ( estimates and class vote)    | <input type="checkbox"/> | <input type="checkbox"/> |
| • Pros and Cons of Smoking Marijuana (class discussion)      | <input type="checkbox"/> | <input type="checkbox"/> |
| • Marijuana and Other Drugs                                  | <input type="checkbox"/> | <input type="checkbox"/> |
| • <i>My Reasons for Not Smoking Marijuana</i> (Worksheet 10) | <input type="checkbox"/> | <input type="checkbox"/> |
| • Session Summary  | <input type="checkbox"/> | <input type="checkbox"/> |





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**Implementation Checklist**

1) For each major objective and corresponding points to make listed below, please check “yes” or “no” to indicate if it was covered when you taught the session.

- |  | Yes                      | No                       |
|--|--------------------------|--------------------------|
| • Discuss the purpose of advertising.  | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>The purpose of advertising is to sell products.</i>                                   | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Many advertisers exaggerate the claims of a product to make it more appealing.</i>    | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Some advertisers may even be deliberately deceptive.</i>                              | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>There are different forms of advertising.</i>   | <input type="checkbox"/> | <input type="checkbox"/> |
| • Identify common advertising techniques.  | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Advertisers are so effective in manipulating us that we are unaware of it.</i>        | <input type="checkbox"/> | <input type="checkbox"/> |
| • Identify and analyze cigarette and alcohol ads.  | <input type="checkbox"/> | <input type="checkbox"/> |
| • Discuss alternative ways of responding to cigarette and alcohol ads.                   | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Advertisers try to make us believe cigarettes and alcohol will improve our lives.</i> | <input type="checkbox"/> | <input type="checkbox"/> |

2) For each of the topics and activities listed below, please check “yes” or “no” to indicate if it was covered when you taught the session.

- |  | Yes                      | No                       |
|--|--------------------------|--------------------------|
| • <i>Practice Analyzing Ads</i> (Worksheet 11)                     | <input type="checkbox"/> | <input type="checkbox"/> |
| • <i>Practice Analyzing Tobacco and Alcohol Ads</i> (Worksheet 12) | <input type="checkbox"/> | <input type="checkbox"/> |
| • Counter arguments to Tobacco and Alcohol Ads                     | <input type="checkbox"/> | <input type="checkbox"/> |
| • Session Summary  | <input type="checkbox"/> | <input type="checkbox"/> |





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- |  | Yes                      | No                       |
|--|--------------------------|--------------------------|
| <ul style="list-style-type: none"> <li>• Define media.<br/><i>Media are movies, TV shows, music and other forms of public communication.</i></li> </ul>  | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> <li>• Identify that the media influence behavior.<br/><i>Seeing characters smoke and drink in movies, TV shows and other media can influence us to believe these behaviors are attractive and appropriate.</i><br/><i>Media characters show us ways to respond and interact.</i><br/><i>Discuss what we learn when we see our role models act violently.</i><br/><i>Violent role models teach that might makes right, that violence is the best way to get what you want, and that violence solves problems quickly and effectively.</i></li> </ul> | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> <li>• Identify that homicides and other forms of violent behavior are not as common as many people think.<br/><i>Homicides and other forms of violent behavior are not as common as many people think.</i></li> </ul>   | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> <li>• Identify that the media distort our ideas about violence.</li> </ul>  | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> <li>• Identify that the media create attractive images as models for violent behavior.<br/><i>Popular characters are usually shown as powerful, respected and attractive to others.</i><br/><i>The media influences us by creating attractive characters to identify with. They serve as our role models, the kind of people most of us would like to be like.</i></li> </ul>   | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> <li>• Identify the reasons for media violence.<br/><i>Images of violence produce strong emotions like shock and fright which can be thrilling to experience.</i><br/><i>Violence is popular.</i><br/><i>Movies and TV produce profit from showing violence.</i></li> </ul>  | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> <li>• Discuss violent imagery in games and music.<br/><i>Some video and computer games and some popular music present violent images which distort reality.</i></li> </ul>  | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> <li>• Discuss the harmful effects of media violence.<br/><i>Many studies show that children who watch a great deal of media violence are more aggressive and violent, even when they grow up, than children who watch less.</i></li> </ul>  | <input type="checkbox"/> | <input type="checkbox"/> |





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- |   | Yes                      | No                       |
|---|--------------------------|--------------------------|
| • Define anxiety.   | <input type="checkbox"/> | <input type="checkbox"/> |
| • Identify physical symptoms of nervousness.<br><i>Anxiety produces physical changes in the body.</i>                         | <input type="checkbox"/> | <input type="checkbox"/> |
| • Discuss common situations which produce nervousness.<br><i>There are many situations which produce anxiety in people.</i>   | <input type="checkbox"/> | <input type="checkbox"/> |
| • Discuss alternative ways of dealing with anxiety-inducing situations.<br><i>People deal with anxiety in different ways.</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Demonstrate the techniques for coping with anxiety.   | <input type="checkbox"/> | <input type="checkbox"/> |

2) For each of the topics and activities listed below, please check “yes” or “no” to indicate if it was covered when you taught the session.

- |   | Yes                      | No                       |
|---|--------------------------|--------------------------|
| • Anxiety Experiment  | <input type="checkbox"/> | <input type="checkbox"/> |
| • Identification of Anxiety Signs                           | <input type="checkbox"/> | <input type="checkbox"/> |
| • <i>Situations Making Me Feel Nervous</i> (Worksheet 15)   | <input type="checkbox"/> | <input type="checkbox"/> |
| • <i>Rating How Anxious You Feel</i> (Worksheet 16)         | <input type="checkbox"/> | <input type="checkbox"/> |
| • How To Decrease Your Anxiety: Demonstration of Techniques | <input type="checkbox"/> | <input type="checkbox"/> |
| • <i>Relaxation Tape</i>                                    | <input type="checkbox"/> | <input type="checkbox"/> |
| • Session Summary   | <input type="checkbox"/> | <input type="checkbox"/> |





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**Implementation Checklist**

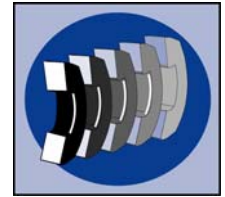
1) For each major objective and corresponding points to make listed below, please check “yes” or “no” to indicate if it was covered when you taught the session.

- |   | Yes                      | No                       |
|---|--------------------------|--------------------------|
| • Experience anger.   | <input type="checkbox"/> | <input type="checkbox"/> |
| • Define anger.   | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Anger is a strong feeling of displeasure mixed with an urge to fight back.</i>   | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Anger is a normal emotion.</i>   | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>By itself, anger is neither good nor bad.</i>  | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Expressing anger can be healthy, but losing control is not.</i>  | <input type="checkbox"/> | <input type="checkbox"/> |
| • Identify physical symptoms of anger.  | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Like anxiety, anger produces physical changes in the body, such as an increased heart rate, tightened muscles, a rush of blood to the head, etc.</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Discuss common situations which provoke anger.  | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>People feel angry when they lose or can't get something important to them, something they want or need.</i>  | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>We can experience differing degrees of anger, ranging from mild irritation and annoyance to intense fury and rage.</i>                               | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>People deal with anger-provoking situations in various ways.</i>   | <input type="checkbox"/> | <input type="checkbox"/> |
| • Discuss reasons for keeping anger under control.  | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Getting what you really want is usually easier if you keep your anger under control.</i>   | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Letting anger get out of control can escalate conflict.</i>  | <input type="checkbox"/> | <input type="checkbox"/> |
| • Discuss ways to control anger.  | <input type="checkbox"/> | <input type="checkbox"/> |
| • Practice techniques for controlling anger.  | <input type="checkbox"/> | <input type="checkbox"/> |

2) For each of the topics and activities listed below, please check “yes” or “no” to indicate if it was covered when you taught the session.

- |   | Yes                      | No                       |
|---|--------------------------|--------------------------|
| • <i>What Really Bugs Me</i> (Worksheet 17) | <input type="checkbox"/> | <input type="checkbox"/> |
| • Practice Techniques for Controlling Anger | <input type="checkbox"/> | <input type="checkbox"/> |
| • Session Summary                           | <input type="checkbox"/> | <input type="checkbox"/> |





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1) For each major objective and corresponding points to make listed below, please check “yes” or “no” to indicate if it was covered when you taught the session.

- |   | Yes                      | No                       |
|---|--------------------------|--------------------------|
| • Define communication.   | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Effective communication exists when two people interpret a message the same way.</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Discuss verbal and nonverbal communication.   | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>We often communicate a message which differs from the one we intend to send.</i>     | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Unconscious feelings may be manifested through nonverbal behavior.</i>               | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>It is important to be conscious of our message.</i>                                  | <input type="checkbox"/> | <input type="checkbox"/> |
| • Define misunderstandings.   | <input type="checkbox"/> | <input type="checkbox"/> |
| • Discuss how misunderstandings develop.  | <input type="checkbox"/> | <input type="checkbox"/> |
| • Discuss how misunderstandings can be avoided.   | <input type="checkbox"/> | <input type="checkbox"/> |
| • Asking questions, being specific, and paraphrasing can clarify an ambiguous message.  | <input type="checkbox"/> | <input type="checkbox"/> |

2) For each of the topics and activities listed below, please check “yes” or “no” to indicate if it was covered when you taught the session.

- |   | Yes                      | No                       |
|---|--------------------------|--------------------------|
| • Telephone Game  | <input type="checkbox"/> | <input type="checkbox"/> |
| • Communication Activities (Teacher’s Manual. P. 14.4-14.5)             | <input type="checkbox"/> | <input type="checkbox"/> |
| • <i>Looking at Recent Misunderstandings</i> (Worksheet 18)             | <input type="checkbox"/> | <input type="checkbox"/> |
| • Skills For Avoiding Misunderstandings                                 | <input type="checkbox"/> | <input type="checkbox"/> |
| • <i>Practice Applying Communication Skills</i> (Worksheet 19)          | <input type="checkbox"/> | <input type="checkbox"/> |
| • The Value of Asking Questions Activity (Teacher’s Manual, Appendix 1) | <input type="checkbox"/> | <input type="checkbox"/> |
| • Session Summary   | <input type="checkbox"/> | <input type="checkbox"/> |





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- |  | Yes                      | No                       |
|--|--------------------------|--------------------------|
| • Recognize that many people feel shy or uncomfortable in social situations.         | <input type="checkbox"/> | <input type="checkbox"/> |
| • Discuss how shyness can be overcome.   | <input type="checkbox"/> | <input type="checkbox"/> |
| • Shyness can be overcome by “acting” and improving social skills.                   | <input type="checkbox"/> | <input type="checkbox"/> |
| • Mental rehearsal and deep breathing can help reduce anxiety about social contacts. | <input type="checkbox"/> | <input type="checkbox"/> |
| • Practice making social contacts.   | <input type="checkbox"/> | <input type="checkbox"/> |
| • Practice giving and receiving compliments.   | <input type="checkbox"/> | <input type="checkbox"/> |
| • Practice initiating, sustaining, and ending conversations.                         | <input type="checkbox"/> | <input type="checkbox"/> |

2) For each of the topics and activities listed below, please check “yes” or “no” to indicate if it was covered when you taught the session.

- |  | Yes                      | No                       |
|--|--------------------------|--------------------------|
| • Getting Over Being Shy   | <input type="checkbox"/> | <input type="checkbox"/> |
| • Conversational Skills Activity: “Tennis Ball Toss” ( Teacher’s Manual, p.13-7) | <input type="checkbox"/> | <input type="checkbox"/> |
| • <i>Developing Social Skills Scripts</i> (Worksheet 20)                         | <input type="checkbox"/> | <input type="checkbox"/> |
| • Session Summary  | <input type="checkbox"/> | <input type="checkbox"/> |





School: \_\_\_\_\_

Teacher: \_\_\_\_\_

Class Period: \_\_\_\_\_

Date: \_\_\_\_\_

**Implementation Checklist**

1) For each major objective and corresponding points to make listed below, please check “yes” or “no” to indicate if it was covered when you taught the session.

- |   | Yes                      | No                       |
|---|--------------------------|--------------------------|
| • Discuss what attributes attract individuals to one another.                   | <input type="checkbox"/> | <input type="checkbox"/> |
| • People may be attracted to someone for a variety of reasons.                  | <input type="checkbox"/> | <input type="checkbox"/> |
| • Discuss the significance of physical appearance in relationships.             | <input type="checkbox"/> | <input type="checkbox"/> |
| • Ideas about physical attractiveness may vary from person to person.           | <input type="checkbox"/> | <input type="checkbox"/> |
| • Non-physical attributes are important components of sexual attraction.        | <input type="checkbox"/> | <input type="checkbox"/> |
| • Apply general social skills to interactions with the opposite sex.            | <input type="checkbox"/> | <input type="checkbox"/> |
| • Many people are somewhat uneasy talking to someone of the opposite sex.       | <input type="checkbox"/> | <input type="checkbox"/> |
| • Good conversation and communication skills apply to the same or opposite sex. | <input type="checkbox"/> | <input type="checkbox"/> |
| • Identify new and different social activities.                                 | <input type="checkbox"/> | <input type="checkbox"/> |
| • Discuss ways to approach others with ideas for social activities.             | <input type="checkbox"/> | <input type="checkbox"/> |
| • Be specific, positive, and direct when asking someone out on a date.          | <input type="checkbox"/> | <input type="checkbox"/> |
| • Discuss ways of responding when asked out.                                    | <input type="checkbox"/> | <input type="checkbox"/> |
| Options include, can go, cannot go, or do not want to go.                       | <input type="checkbox"/> | <input type="checkbox"/> |

2) For each of the topics and activities listed below, please check “yes” or “no” to indicate if it was covered when you taught the session.

- |  | Yes                      | No                       |
|--|--------------------------|--------------------------|
| • <i>Social Activities</i> (Worksheet 21)                    | <input type="checkbox"/> | <input type="checkbox"/> |
| • Group Brainstorming of Social Activities                   | <input type="checkbox"/> | <input type="checkbox"/> |
| • Develop and Rate “Social Scripts” for Asking Someone Out   | <input type="checkbox"/> | <input type="checkbox"/> |
| • Student Practice of Asking Someone Out and Being Asked Out | <input type="checkbox"/> | <input type="checkbox"/> |
| • Session Summary  | <input type="checkbox"/> | <input type="checkbox"/> |





School: \_\_\_\_\_

Teacher: \_\_\_\_\_

Class Period: \_\_\_\_\_

Date: \_\_\_\_\_

**Implementation Checklist**

1) For each major objective and corresponding points to make listed below, please check “yes” or “no” to indicate if it was covered when you taught the session.

- |  | Yes                      | No                       |
|--|--------------------------|--------------------------|
| • Identify common situations where people often fail to be assertive.  | <input type="checkbox"/> | <input type="checkbox"/> |
| • There are a number of benefits to be gained from being assertive.  | <input type="checkbox"/> | <input type="checkbox"/> |
| • Identify and practice verbal assertive skills.   | <input type="checkbox"/> | <input type="checkbox"/> |
| • Identify and practice nonverbal assertive skills.  | <input type="checkbox"/> | <input type="checkbox"/> |
| • Assertiveness can be acquired by practicing the skills covered in this session.  | <input type="checkbox"/> | <input type="checkbox"/> |
| • Discuss alternatives for dealing with situations that involve peer pressure.<br><i>There are many different ways of saying no.</i> | <input type="checkbox"/> | <input type="checkbox"/> |

2) For each of the topics and activities listed below, please check “yes” or “no” to indicate if it was covered when you taught the session.

- |   | Yes                      | No                       |
|---|--------------------------|--------------------------|
| • <i>Handling Difficult Situations</i> (Worksheet 22) | <input type="checkbox"/> | <input type="checkbox"/> |
| • Define Passive, Aggressive and Assertiveness        | <input type="checkbox"/> | <input type="checkbox"/> |
| • Identify Reasons for Not Being Assertive            | <input type="checkbox"/> | <input type="checkbox"/> |
| • Identify Benefits of Being Assertive                | <input type="checkbox"/> | <input type="checkbox"/> |
| • Identify and List “High Risk” Situations            | <input type="checkbox"/> | <input type="checkbox"/> |
| • Practice Ways of Saying No                          | <input type="checkbox"/> | <input type="checkbox"/> |
| • <i>Assertive Action Plan</i> (Worksheet 23)         | <input type="checkbox"/> | <input type="checkbox"/> |
| • Session Summary                                     | <input type="checkbox"/> | <input type="checkbox"/> |





School: \_\_\_\_\_

Teacher: \_\_\_\_\_

Class Period: \_\_\_\_\_

Date: \_\_\_\_\_

**Implementation Checklist**

1) For each major objective and corresponding points to make listed below, please check “yes” or “no” to indicate if it was covered when you taught the session.

- |  | Yes                      | No                       |
|--|--------------------------|--------------------------|
| <ul style="list-style-type: none"> <li>Identify negotiation as the preferred method for resolving conflicts.</li> </ul>  | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Negotiation changes conflict to cooperation. Instead of fighting face-to-face, two people try to solve a problem side by side. They create a win-win situation in which both sides get what they want.</i>  | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> <li>Review techniques for controlling anger, assertiveness, communication skills and decision-making skills and apply them to conflict situations.</li> </ul>   | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>The other person can't read minds. Since he or she needs to know how you feel and what your reasons are, you must speak out clearly and state them, using "I" instead of "you".</i>   | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Consider the other person's point of view. He or she may be angry and may expect a fight. Surprise him or her, listen.</i>  | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Respect and acknowledge the other person's point of view. Say that this is especially important when responding to people in authority-teachers, parents, the police. Say, you may not agree, but you need to acknowledge that you hear what is being said.</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> <li>Recognize that negotiation and problem-solving skills can resolve conflicts.</li> </ul>   | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> <li>Demonstrate success in resolving conflicts.</li> </ul>  | <input type="checkbox"/> | <input type="checkbox"/> |

2) For each of the topics and activities listed below, please check “yes” or “no” to indicate if it was covered when you taught the session.

- |  | Yes                      | No                       |
|--|--------------------------|--------------------------|
| <ul style="list-style-type: none"> <li>Results of reactions to conflict</li> </ul> | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> <li>Behavioral Rehearsal</li> </ul>             | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> <li>Session Summary</li> </ul>                  | <input type="checkbox"/> | <input type="checkbox"/> |

