



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 drug abuse.	<input type="checkbox"/>	<input type="checkbox"/>
<i>Drug abuse is the compulsive (uncontrolled) use of one or more psychoactive (mind-altering) drugs.</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Frequency, amount, dependence and social attitudes determine drug use or abuse.</i>	<input type="checkbox"/>	<input type="checkbox"/>
• Identify the causes of drug use.	<input type="checkbox"/>	<input type="checkbox"/>
<i>Scientists have discovered that there are many different causes of drug use.</i>	<input type="checkbox"/>	<input type="checkbox"/>
• Identify the social factors promoting drug use.	<input type="checkbox"/>	<input type="checkbox"/>
<i>Most teenagers think using drugs will help them become more popular or look older.</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Some kids use drugs in fear of losing their friends who use drugs.</i>	<input type="checkbox"/>	<input type="checkbox"/>
• Identify the social realities of using drugs.	<input type="checkbox"/>	<input type="checkbox"/>
<i>Using drugs is not an effective way to become more popular.</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Refusing to use drugs will not cause you to lose your friends.</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>People who offer others drugs are not concerned about their well-being.</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>The best way of preventing drug abuse is never to start.</i>	<input type="checkbox"/>	<input type="checkbox"/>
• Describe the addictive process.	<input type="checkbox"/>	<input type="checkbox"/>
<i>Risk of abuse goes up greatly when going from experimental to occasional drug use.</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Use of alcohol and cigarettes often leads to marijuana and other “hard” drugs.</i>	<input type="checkbox"/>	<input type="checkbox"/>
• Recognize that the best way of preventing drug abuse is to never start.	<input type="checkbox"/>	<input type="checkbox"/>
<i>The use of drugs places both an immediate and long-term harm on your body.</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Using drugs leads to health problems, as well as social and legal problems.</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Using drugs increases the risk for accidents or violence.</i>	<input type="checkbox"/>	<input type="checkbox"/>
• Discuss the effects of drug use including the immediate effects of cigarette smoking.	<input type="checkbox"/>	<input type="checkbox"/>
<i>A constantly elevated heart rate puts an extra strain on the heart.</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>The carbon monoxide and nicotine in cigarette smoke causes elevated heart</i>	<input type="checkbox"/>	<input type="checkbox"/>

Life Skills Training 2

rates.

Heart rate fluctuates throughout the day and is affected by such things as physical exercise, emotions and relaxation.

Rather than calming you down, smoking makes you more nervous.

Smoking decreases physical endurance.

- Define violence.

Violence is any act, word or gesture that physically or emotionally harms others, including oneself.

- Identify the causes of violence.

Drinking and drugs are associated with the great majority of violent acts.

Despite what is shown in the media, violence is relatively rare. Most people do not use violence to resolve conflicts.

Most people do not carry weapons.

Most violence arises from everyday conflicts between people who know each other.

- Discuss reasons for avoiding violence.

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 |
|--|--------------------------|--------------------------|
| • Review of Common Causes of Drug Use | <input type="checkbox"/> | <input type="checkbox"/> |
| • <i>Questions Worth Considering</i> (Worksheet 1) | <input type="checkbox"/> | <input type="checkbox"/> |
| • <i>Smoking Experiment Worksheet</i> (Worksheet 2) | <input type="checkbox"/> | <input type="checkbox"/> |
| • Class Experiment: Measuring Pulse Rate and Hand Steadiness | <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 |
|--|--------------------------|--------------------------|
| • Review suggested formula for making decisions. | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>An organized, logical approach is best when making decisions or solving problems.</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Recognize that different people make different decisions in the same situations. | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Different people make different decisions according to their beliefs.</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>What is important to a person may change from situation to situation.</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Analyze decisions or problems to be solved using the decision-making formula. | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Each person should make decisions on their own and not just go along with others.</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Decisions require time and thought and should not be made impulsively.</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Identify common external influences on decision making. | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Group members influence our decisions because no one wants to feel unaccepted.</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Hypocrisy is believing in one thing but doing something else.</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Practice making decisions using the suggested formula. | <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 |
|---|--------------------------|--------------------------|
| • Review The 3 Cs of Effective Decision Making. | <input type="checkbox"/> | <input type="checkbox"/> |
| • <i>Putting the 3 Cs Into Practice</i> (Worksheet 3) | <input type="checkbox"/> | <input type="checkbox"/> |
| • <i>Group Decision-Making Planner</i> (Worksheet 4) | <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 advertising techniques. | <input type="checkbox"/> | <input type="checkbox"/> |
| • Illustrate methods used by media to influence consumer choices. | <input type="checkbox"/> | <input type="checkbox"/> |
| • Identify and analyze techniques used to advertise cigarettes and alcoholic beverages.
<i>Cigarette and alcohol ads falsely portray that their products will make life better.</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Recognize automatic responses to advertisements. | <input type="checkbox"/> | <input type="checkbox"/> |
| • Discuss alternative ways of responding to ads in order to resist ad pressures. | <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>Identifying Advertising Techniques</i> (Worksheet 5) | <input type="checkbox"/> | <input type="checkbox"/> |
| • Show Examples of Different Ad Techniques | <input type="checkbox"/> | <input type="checkbox"/> |
| • <i>Practice Analyzing Tobacco and Alcohol Ads</i> (Worksheet 6) | <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 common situations which produce nervousness. | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Anxiety is a normal part of life which everyone feels at some point in time.</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Anxiety comes from fear of performing poorly and having others judge you.</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>The consequences of not doing well are really less severe than people imagine.</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Discuss the value of preparation as a method of reducing performance anxiety. | <input type="checkbox"/> | <input type="checkbox"/> |
| • Practice anxiety reduction techniques. | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Coping techniques can be used before, during or after a difficult situation.</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Practice techniques and gradually apply them in challenging situations.</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Recognize the value of positive thinking. | <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>Rating How Anxious You Feel</i> (Worksheet 7) | <input type="checkbox"/> | <input type="checkbox"/> |
| • Demonstrate and Practice Relaxation Techniques 1-5 | <input type="checkbox"/> | <input type="checkbox"/> |
| • Session Summary | <input type="checkbox"/> | <input type="checkbox"/> |



School: _____

Teacher: _____

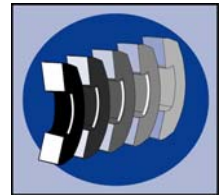
Class Period: _____

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
• Define anger.	<input type="checkbox"/>	<input type="checkbox"/>
<i>Anger is a strong feeling of displeasure with someone or something, combined with an urge to fight back.</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Anger is a normal emotion, by itself neither good nor bad. It is a natural reaction to being threatened or under attack.</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Expressing anger may sometimes be healthy, but losing control is not.</i>	<input type="checkbox"/>	<input type="checkbox"/>
• Review the physical symptoms of anger.	<input type="checkbox"/>	<input type="checkbox"/>
<i>Like anxiety, anger produces physical changes, such as increased heart rate, tight muscles, and a rush of blood to the head.</i>	<input type="checkbox"/>	<input type="checkbox"/>
• Discuss common situations which produce anger.	<input type="checkbox"/>	<input type="checkbox"/>
<i>People become angry when they lose or can't get something they feel is important, which may be anything from personal belongings to respect.</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>The feeling of anger can range from annoyance and mild irritation to rage.</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Some people don't recognize their own anger, but experience it instead as sadness or anxiety.</i>	<input type="checkbox"/>	<input type="checkbox"/>
• Discuss reasons for keeping anger under control.	<input type="checkbox"/>	<input type="checkbox"/>
<i>Both choices-unleashing anger and controlling it-have consequences. It's important to be aware of what they are.</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Possible results of losing control range from hurt feelings and misunderstandings to broken friendships, physical violence, pain, suffering, and trouble with the law.</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>It's usually easier for people to get what they want when they stay in control.</i>	<input type="checkbox"/>	<input type="checkbox"/>
• Review techniques for controlling anger.	<input type="checkbox"/>	<input type="checkbox"/>
• Practice techniques for controlling anger.	<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 |
|--|--------------------------|--------------------------|
| • Practice giving messages which are clear and specific.
<i>Be as specific as possible when sending a message.</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Understand importance of consistency between verbal and non-verbal channels of communication.
<i>Effective communication involves feedback.</i>
<i>Misunderstandings occur when we do not communicate clearly.</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Demonstrate poor vs. good listening behavior. | <input type="checkbox"/> | <input type="checkbox"/> |
| • Describe verbal and non-verbal cues that indicate when someone is actively listening. | <input type="checkbox"/> | <input type="checkbox"/> |
| • Practice paraphrasing as a means of providing feedback and clearing up ambiguities.
<i>Paraphrasing is useful when giving instructions and making sure they are understood.</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 |
|--|--------------------------|--------------------------|
| • Following Directions (Exercise #1) | <input type="checkbox"/> | <input type="checkbox"/> |
| • Verbal/Non-Verbal Cues (Exercise #2) | <input type="checkbox"/> | <input type="checkbox"/> |
| • <i>From Misunderstandings to Understanding</i> (Worksheet 10) | <input type="checkbox"/> | <input type="checkbox"/> |
| • Paraphrasing Exercise (Exercise #3) | <input type="checkbox"/> | <input type="checkbox"/> |
| • <i>Action Plans for Improving My Communications</i> (Worksheet 11) | <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 |
|---|--------------------------|--------------------------|
| • Recognize that many people feel shy.
<i>Many people are shy and uncomfortable in social situations.</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Identify techniques for overcoming shyness.
<i>Shyness can be overcome by learning to “act” as if you weren’t shy.
Anxiety coping techniques can help to reduce anxiety about social contacts.</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Initiate, sustain and end a conversation. | <input type="checkbox"/> | <input type="checkbox"/> |
| • Use basic social skills. | <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 |
|---|--------------------------|--------------------------|
| • Review of Strategies for Overcoming Shyness | <input type="checkbox"/> | <input type="checkbox"/> |
| • Making Contact: Role Playing Exercise | <input type="checkbox"/> | <input type="checkbox"/> |
| • <i>My Own Social Script</i> (Worksheet 12) | <input type="checkbox"/> | <input type="checkbox"/> |
| • <i>Asking the Right Kinds of Questions</i> (Worksheet 13) | <input type="checkbox"/> | <input type="checkbox"/> |
| • <i>Practicing Social Skills</i> (Worksheet 14) | <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 |
|---|--------------------------|--------------------------|
| • Define and discuss the difference between assertiveness and aggressiveness. | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Advantages to being assertive include increased self esteem and personal satisfaction.</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Assertiveness brings an increased sense of control and less anxiety from conflict.</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Identify common situations where people often fail to be 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"/> |
| <i>Assertiveness involves both verbal and non-verbal behavior.</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Using verbal and non-verbal messages together increases likelihood of effective communication.</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>What’s Your Refusal Style?</i> (Worksheet 15) | <input type="checkbox"/> | <input type="checkbox"/> |
| • <i>Practice Saying “No”</i> (Worksheet 16) | <input type="checkbox"/> | <input type="checkbox"/> |
| • Demonstrate Making Requests and Asserting Rights | <input type="checkbox"/> | <input type="checkbox"/> |
| • Demonstrate Expressing your Feelings | <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 |
|--|--------------------------|--------------------------|
| • Review the five major ways to resolve conflicts. | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Resolving a conflict successfully means standing up for oneself and getting at least some of what one wants without damaging another person or ignoring his or her rights.</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Identify the basic steps of conflict resolution. | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Any of the five methods may be effective in certain situations.</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Striking back can lead to violence which escalates until both people are out of control and real damage is done.</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>In really dangerous situations, giving in or walking away may be the most appropriate response. Always using these methods, however, means a person never gets what he or she wants and often causes low self-esteem.</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Where possible, compromise and negotiation are usually the best responses to conflict.</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>The skills and techniques students have been practicing throughout the program can be used to resolve conflicts successfully.</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Aggression can lead to violence.</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Passivity means you don't get what you want and can end up feeling bad about yourself.</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Assertion allows you to keep your self-respect without harming the other person.</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Apply anxiety-reducing and anger-controlling techniques to conflict resolution. | <input type="checkbox"/> | <input type="checkbox"/> |
| • Apply decision-making techniques to conflict resolution. | <input type="checkbox"/> | <input type="checkbox"/> |
| • Apply communication techniques to conflict resolution. | <input type="checkbox"/> | <input type="checkbox"/> |
| • Apply assertiveness techniques to conflict resolution. | <input type="checkbox"/> | <input type="checkbox"/> |
| • Practice resolving conflicts. | <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 and discuss persuasive tactics used to convince people to use drug. | <input type="checkbox"/> | <input type="checkbox"/> |
| • Identify situations where students feel pressured to smoke, drink, or use drugs. | <input type="checkbox"/> | <input type="checkbox"/> |
| • Identify and discuss “lines” people use to convince others to smoke, drink, or use drugs. | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>If an important decision is involved you can use the 3-C decision-making approach.</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Review the “Questions to Ask Yourself” when someone is trying to persuade you.</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Identify and practice techniques for dealing with direct pressure to engage in smoking, drinking, and drug use. | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>There are many different ways of saying no.</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Different people say no in different ways in their own style.</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Sometimes you might have to say “no” more than once.</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Identify situations involving peer pressure to use drugs that warrant an assertive response. | <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>Dealing with Peer Pressure</i> (Worksheet 19) | <input type="checkbox"/> | <input type="checkbox"/> |
| • <i>Persuasive Tactics Exercise</i> (Worksheet 20) | <input type="checkbox"/> | <input type="checkbox"/> |
| • Group Practice Exercise 1 | <input type="checkbox"/> | <input type="checkbox"/> |
| • Group Practice Exercise 2 | <input type="checkbox"/> | <input type="checkbox"/> |
| • <i>Resisting Peer Pressure</i> (Worksheet 21) | <input type="checkbox"/> | <input type="checkbox"/> |
| • <i>Action Plans for Resisting Peer Pressure</i> (Worksheet 22) | <input type="checkbox"/> | <input type="checkbox"/> |
| • Session Summary | <input type="checkbox"/> | <input type="checkbox"/> |

