SKILLS ON A RING
High School Activites

Skills on a Ring (SOAR) is a set of cards on a ring, created by Cairn Guidance that include each of the seven National Health Education Skill Standards and sub-skills related to each standard. Our goal with this product was to create a set of cards or tools that students or groups of students can use to demonstrate understanding of the skill standards and sub-skills related to them.

This booklet offers over 100 high school activities aligned to content within a comprehensive health education course and the seven National Health Education Skill Standards. The booklet is organized by content area:

- Prevention and Control of Disease
- Promotion of Environmental Health
- Promotion of Healthy Eating
- Promotion of Social, Emotional and Mental Health
- Promotion of Physical Activity
- Promotion of Sexual Health
- Substance Use Prevention
- Unintentional Injury Prevention
- Violence Prevention

Within the content areas, there are suggested activities that reinforce the skill standard and sub-skills of that standard.

These activities are meant to be used with our Skills on a Ring product. Here is more information on purchasing the Skills on a Ring.

cairn
The path to healthy schools.

PREVENTION AND CONTROL OF DISEASE ACTIVITIES

Standard 2- Analyze Influences

1. Ask students to brainstorm factors that may influence engagement of less healthy personal health and wellness.
2. Ask students to present their examples. As students present, prompt students to hold up "Internal" SOAR if it is an internal influence or "External" SOAR if it is an external influence.

Extend:
Have students classify influences as controllable or uncontrollable.
Have students identify ways they can change the controllable influences.

OR – the activity can be combined with the "extend" into a graph like that on the right.

Prompt:
_____ is a large influence in my life because _____.
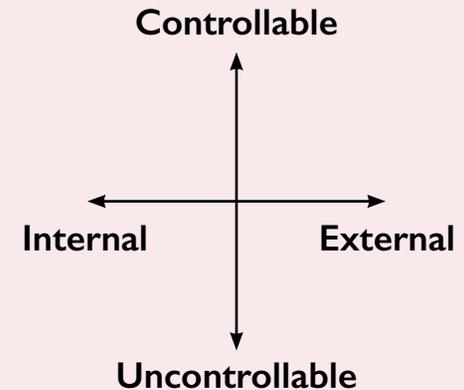
Controllable

Internal   **External**

Uncontrollable

PREVENTION AND CONTROL OF DISEASE ACTIVITIES

Standard 3- Accessing Valid and Reliable Resources

1. Share this list below with students visually. As you say each one, prompt students to hold up "Valid" SOAR if it is a valid resource or "Invalid" SOAR if it is an invalid resource. Discuss why.

COVID Resources:
- Your pediatrician
- A 15-year-old
- A Snapchat by a friend
- The Centers for Disease Control & Prevention

OR

1. Have students create a T-Chart with the "Valid" SOAR card as one header and the "Invalid" SOAR card as the other. Provide students will the following list of resources one may use when working to prevent and care for diseases:

Resources:

- Pediatrician
- Parents
- A 15-year-old
- A Snap Chat friend
- A TikTok video
- School nurse
- The Centers for Disease Control & Prevention

2. After students classify the resources as valid and invalid, have students discuss as a group why they made the selection.

Extend:
Have students classify each of the resources as "Reliable" and "Unreliable".

Reflect: Out of these resources, which would be the best (valid and reliable) to use when working to prevent and care for diseases?

Prompt:
I know information/a product/service is valid because _____.

PREVENTION AND CONTROL OF DISEASE ACTIVITIES

Standard 4- Interpersonal Communication

1. Ask students to demonstrate effective use of peer resistance skills to avoid or reduce practices that prevent the spread of communicable diseases in a role play.
2. As students are demonstrating both pressure and refusal lines, prompt the other students to hold up "Persuasion" SOAR if it is a persuasion statement or "I-Statement" SOAR if it is an effective refusal I-Statement.

OR

Have students comment on the following SOAR characteristics of interpersonal communication:

- Nodding
- Eye contact
- Facial expressions

- Posture
- Hand gestures
- Tone

- Inflection
- Speed
- Volume

Prompt:
I feel uncomfortable when you _____. Will you please _____ in the future?

Standard 5- Decision Making

1. On a Padlet (or this could be done on a word cloud to emphasize the number of students doing each activity), ask students to give examples of decisions teens may make to minimize their risk of non-communicable diseases such as diabetes or cancer.
2. As you review each example, prompt the other students to hold up "Everyday" SOAR if it is an everyday decision, "Thoughtful" SOAR if it is a thoughtful decision, or "Impulsive" SOAR if it is an impulsive decision.

Prompt:
The decision being made is an example of a _____ decision because _____.

PREVENTION AND CONTROL OF DISEASE ACTIVITIES

Standard 6- Goal Setting

1. Ask students to create goals to improve personal health practices such as not sharing your drink or water bottle to prevent the spread of communicable disease.
2. Ask students to present their examples to the class. Prompt the other students to hold up "Specific" SOAR if the goal is specific and "Relevant" SOAR if the goal is relevant to the prevention of spreading communicable disease.

Prompt:
This goal is relevant to me because _____.

Standard 7- Self-Management

1. Ask students to complete a T-chart and provide examples of ways to prevent the spread of communicable disease at home and in the community. Headers within T-chart may include: "Ways Communicable Diseases Spread" and "Ways to Prevent the Spread of Communicable Diseases".
2. Ask students to present their examples to the class. Prompt the other students to hold up "Strategy" SOAR if it is a strategy that a person their age might accomplish on their own, or "Barrier" SOAR if a student cannot accomplish the decision on their own and might need adult support.

Prompt:
I chose to demonstrate the health practice _____because _____.

PREVENTION AND CONTROL OF DISEASE ACTIVITIES

Standard 8- Advocacy

1. Ask students to create a T-Shirt slogan that persuades others to make positive personal health and wellness choices that prevent communicable and non-communicable disease.
2. Ask students to present their examples to the class. Prompt the other students to hold up "Support for Position" SOAR if the slogan provides a strong stance supported by evidence.

Prompt:
I know that _____ would make a positive impact for the community because _____.

PROMOTION OF ENVIRONMENTAL HEALTH ACTIVITIES

Standard 2- Analyze Influences

1. In a small group ask students to review pictures and advertisements that show the impact of global warming.
2. Prompt students to hold up "Internal " SOAR if they feel the picture or advertisement is an internal influence or "External" SOAR if they feel the picture or advertisement is an example of an external influence.

OR

1. An "Internal" and "External" SOAR card (one per group) is in the middle of the table. One student will flip over a picture/advertisement that shows the impact of global warming (and other various environmental health factors) and everyone will try to slap "Internal" or "External" the fastest.
2. Then, the student explains why they feel the picture or advertisement is an internal or external influence. The group will vote if they agree/disagree. If they agree, the student will then keep the picture/advertisement. Goal is to win the most photos.

Extend:
Have students classify influences as controllable or uncontrollable.

Prompt:
Understanding the power of influences is important because _____.

Standard 3- Accessing Valid and Reliable Resources

1. In a small group ask students to analyze information that addresses hazardous waste.
2. As students are analyzing the information, prompt the group to hold up "Valid" SOAR if it is a valid resource of information or "Invalid" SOAR if it is an invalid resource of information. Ask students to explain their reasoning.

Prompt:
Because the resource has _____, it provides valid information because _____.

PROMOTION OF ENVIRONMENTAL HEALTH ACTIVITIES

Standard 4- Interpersonal Communication

1. Ask students to read through examples of situations where groups advocated against deforestation.
2. As students are reading through the examples, prompt them to hold up "Contribution" SOAR if they feel the group or a team member contributed positively to the environment.

Prompt:
Someone who _____ helps their team achieve its goal because _____.

Standard 5- Decision Making

1. Ask students to brainstorm examples of decisions teens can make to decrease the use of plastic materials.
2. Ask students to present their examples to the class. Prompt the other students to hold up "Individual" SOAR if the decision can be made individually and not with the help of others.

Extend:
For the examples of decisions that were not an "Individual" decision, have students determine who they should make the decision with.

Prompt:
This decision can be handled by the individual because _____.

_____ is a type of decision I should make with another person or a group of people.

PROMOTION OF ENVIRONMENTAL HEALTH ACTIVITIES

Standard 6- Goal Setting

1. Ask students to set a SMART goal related to using sun protection.
2. In a small group, ask students to present their goals.
3. Prompt students in the small group to hold up "Specific" SOAR if the goal is specific and "Relevant" SOAR if the goal is relevant.

Prompt:
By _____ (date), I will _____ (specific, measurable outcome) _____ (because).

Standard 7- Self-Management

1. In a small group have students brainstorm strategies that reduce allergens or air pollution.
2. Ask students to present their examples. Prompt the other students to hold up "Strategy" SOAR if it demonstrates a behavior that will improve or maintain the health of self and others.

Prompt:
To improve my health, I will demonstrate my ability to _____ because _____.

Standard 8- Advocacy

1. In groups, ask students to write an advocacy letter to the school board encouraging their school to become a green-clean school, meaning the school will only use environmentally friendly and breathable-safe cleaning products.
2. Ask students to read their letter to the class. Prompt the other students to hold up "Audience-Awareness" SOAR if it appropriately speaks to the School Board and "Evidence" SOAR if it provides positive evidence that supports the cause.

Prompt:
To gain support from _____, I will be sure to use _____ (persuasive technique).

PROMOTION OF HEALTHY EATING ACTIVITIES

Standard 2- Analyze Influences

1. In a group, ask students to identify factors that influence more healthy and less healthy food choices.
2. Ask each group to present one healthier and one less healthy factor. As students are presenting, prompt the other groups to hold up "Internal" SOAR if it is an internal influence or "External" SOAR if it is an external influence.

Prompt:
_____ influences my daily food choices.

_____ is an _____ (internal/external) influence, but it is less healthy. I can modify this influence to be more healthy by _____.

Standard 3- Accessing Valid and Reliable Resources

1. Have students research on-line nutrition information products and services.
2. Ask students to present their examples to the class. Prompt the students to hold up "Valid" SOAR if it is a valid resource or "Invalid" SOAR if it is an invalid resource.

OR

1. Have students research fad diets and food trends including claims made about what the diet/trend will do to one's body. Have students create a simple one pager of information.
2. Next, have students research whether the claims are "Valid" or "Invalid" and place their SOAR card on the one pager and display it during a gallery walk of all other students' diets/trends.

Prompt:
The resource features _____, which means _____.

PROMOTION OF HEALTHY EATING ACTIVITIES

Standard 4- Interpersonal Communication

1. Ask students to create role plays that demonstrate effective communication skills to resist less nutrient-rich foods and improve personal food choices and healthy eating behaviors.
2. As students are demonstrating both pressure and negotiation lines, prompt the other students to hold up "Refusal Strategy" SOAR if it is a refusal statement or "Compromise" SOAR if it is an effective compromise in resisting less nutrient-rich foods, and improving personal food choices and healthy eating behaviors.

Prompt:
It is very important to me that we _____.

Standard 5- Decision Making

1. Read through several scenarios about teens and their food and drink choices.
2. Prompt students to hold up "More Healthy" SOAR if it is a nutrient-rich food or drink option or "Less Healthy" SOAR if it is a less nutrient-rich food or drink option.

OR

On a T-chart, have students classify the choices as "More Healthy" if it is a nutrient-rich food or drink option or "Less Healthy" if it is a less nutrient-rich food or drink option.

Extend:
Have students suggest an alternative for the "Less Healthy" food or drink options.

OR

1. Have students brainstorm "Impulsive" decisions they make with their food and drink choices.
2. Then, have students classify the choices as "More Healthy" if it is a nutrient-rich option or "Less Healthy" if it is a less nutrient-rich food or drink option.

Prompt:
After weighing my options, I have decided to _____. This is a healthier option for me and my future self because _____.

PROMOTION OF HEALTHY EATING ACTIVITIES

Standard 6- Goal Setting

1. As a class, or in small groups, create or read a scenario of a student setting a SMART goal to decrease added sugar during the day.
2. As they read or hear a scenario, prompt the students to hold up "Progress" SOAR if the character is in the progress stage of their goal setting or "Celebrate" if the student is in the celebration phase.

Prompt:
I am (on track/off track) to meet my goal because _____.
I can stay on track by _____. OR I can get back on track by _____.

Standard 7- Self-Management

1. Ask students to brainstorm examples of decisions teens might make to change their personal food choices to reduce or prevent health risks.
2. Ask students to present their examples to the class. Prompt the other students to hold up "Improve" SOAR if teens are likely to reduce or prevent health risks on their own or "Barrier" SOAR if there are barriers that impact access to that decision to reduce or prevent health risks.

Prompt:
In order to make _____ a habit, I am going to _____.

PROMOTION OF HEALTHY EATING ACTIVITIES

Standard 8- Advocacy

1. Ask students to create a # message that would persuade schools to provide healthy snacks on campus so peers can make positive food or beverage choices.
2. As students listen to each other's hashtag, prompt them to hold up "Appropriate" SOAR if the # message persuades schools to provide healthy snacks on campus so peers can make positive food or beverage choices.

OR

1. Provide students with a checklist with the following SOAR categories:

- Appropriate
- Issue
- Solution

- Health-Enhancing Position
- Conviction
- Passion

- Audience-Awareness
- Evidence

2. Have students evaluate their classmates' hashtags and whether or not they meet the SOAR card criteria.

Prompt:
I should advocate for _____. from _____ because _____.

PROMOTION OF SOCIAL, EMOTIONAL & MENTAL HEALTH ACTIVITIES

Standard 2- Analyze Influences

1. In a carousel activity, ask students to write down factors that impact healthy and unhealthy mental and emotional health practices and behaviors for:

   - Family
   - Culture
   - School

   - Community
   - Media
   - Technology

   - Peers

2. Present each category and prompt students to hold up "Internal" SOAR if it is an internal influence or "External" SOAR if it is an external influence.

OR

1. In a carousel activity, ask students to write down factors on post it notes (1 post it note per factor) that impact healthy and (same text prompt as above)
2. Then, have students classify, using their SOAR cards, if it is an internal influence or external influence. Have students justify their classifications.

Prompt:
_____ is an example of _____ (influence), which is an important influence to understand because _____.

PROMOTION OF SOCIAL, EMOTIONAL & MENTAL HEALTH ACTIVITIES

Standard 3- Accessing Valid and Reliable Resources

1. Tell students, "I am going to read through a list of people. As I read through the list, hold up your "Reliable" SOAR if you believe they are a reliable professional mental and emotional health resource for disordered eating."
2. Discuss each one and have them defend why they answered the way they did. Note: Be sure to be inclusive and open minded with the students' justification. For example: one student's neighbor may be unreliable while another may be reliable.

Use examples such as:

- School Counselor
- Peer

- Family member
- Therapist

- Neighbor

Prompt:
A barrier to accessing _____ may be _____.

A reliable source of information for me to go to for promotion of social, emotional, and mental health is: _____.

PROMOTION OF SOCIAL, EMOTIONAL & MENTAL HEALTH ACTIVITIES

Standard 4- Interpersonal Communication

1. Show videos from movies or shows or create scenarios that demonstrate aggressive and assertive ways to ask for assistance to avoid engaging in mentally and emotionally unhealthy behaviors.
2. As students review, prompt them to hold up "Aggressive" SOAR if the scenario demonstrates an aggressive way of asking for assistance or "Assertive" SOAR if the scenario demonstrates an assertive way of asking for assistance.

Extend:
Have students rewrite or roleplay the scenarios or movies/clips that demonstrate "Aggressive" ways of asking for assistance into "Assertive" ways of asking for assistance.

Prompt:
_____ is asking me to _____ , and they are _____.

Standard 5- Decision Making

1. Ask students to brainstorm examples of decisions teens make while dealing with interpersonal conflict or managing emotional stress.
2. Ask students to present their examples to the class. Have the other students hold up "More Healthy" SOAR if it is a healthy decision or "Less Healthy" SOAR if it is an unhealthy decision.

OR

1. Have students classify whether it is a "Thoughtful" decision or "Impulsive" decision.

Extend:
Have students brainstorm "Consequences" to the decisions and rank them as "More Healthy" or "Less Healthy". Challenge students to see if a correlation exists between impulsive decisions being less healthy and thoughtful decisions being more healthy.

Prompt:
I have decided to _____because _____ .

PROMOTION OF SOCIAL, EMOTIONAL & MENTAL HEALTH ACTIVITIES

Standard 6- Goal Setting

1. Provide students with examples of barriers to achieving a goal to improve or maintain positive mental and emotional health.
2. As students read through the examples, ask students to hold up "Success" SOAR if they feel that this barrier may be overcome without assistance or "Challenge" SOAR if they feel that this barrier cannot be overcome without assistance by an adult, external support or resource.

Prompt:
An unforeseen barrier has been _____. Therefore, I am adapting by _____.

Standard 7- Self-Management

1. In a small group, have students brainstorm ways to enhance our mental and emotional health.
2. Ask students to present their examples to the class. Have the other students hold up "Responsibility" SOAR if the example describes a way they can personally take care of their own mental and emotional health.

Prompt:
By thinking about _____ (responsibility), I am preparing for _____.

PROMOTION OF SOCIAL, EMOTIONAL & MENTAL HEALTH ACTIVITIES

Standard 8- Advocacy

1. Ask students to work in a group to create messages for a target audience that advocate for accurate health information for depression and suicide prevention for individuals, schools, and communities.
2. Ask students to present their messages. Ask the other students to hold up "Audience Awareness" SOAR if they can identify who the target audience is, and "Support for Position" SOAR if their messages are supported with accurate information about the benefits.

OR

1. Have one side of the room labeled "Issue", the middle labeled as "Evidence", and one side of the room labeled "Solution". When students present their messages, have students walk to the "Issue" side of the room when the message is stating the issue that needs to be addressed. Then have students walk to the middle where "Evidence" is listed when the evidence is being presented. Then have students walk to the "Solution" side of the room when the solution is being declared.

Prompt:
I think to reach the ultimate goal of _____, we need to start with _____ (solution) because _____.

PROMOTION OF PHYSICAL ACTIVITY ACTIVITIES

Standard 2- Analyze Influences

1. In a group, ask students to brainstorm reasons a teen would choose to engage or not engage in physical activity.
2. As students are sharing examples, ask other students to hold up "Internal" SOAR if it is an internal influence or "External" SOAR if it is an external influence.

Extend:
Have students identify ways to remove or block the barriers/influences on why a teen would choose to not engage in physical activity.

Prompt:
_____ (influence) can promote_____ in individuals by _____.

Standard 3- Accessing Valid and Reliable Resources

1. Ask students to research physical activity information and services and create a collage of images on a Google Slide.
2. Have students present their collages to the class. Have students in the audience hold up "Valid" SOAR if the physical activity information and services are valid.

Prompt:
I could look for more information about this product at _____.

Standard 4- Interpersonal Communication

1. Ask students to create a role play asking for assistance to improve their physical activity. Students should include the skills of using active listening and summarizing the speaker.
2. As students are demonstrating how to ask and receive assistance, ask the other students to hold up "Active Listening" SOAR when they see active listening and "Summarize the Speaker" SOAR when they hear summarizing.

Prompt:
Active listening is important because _____.

PROMOTION OF PHYSICAL ACTIVITY ACTIVITIES

Standard 5- Decision Making

1. Ask students to predict potential short term and long-term consequences (or "outcomes") of alternatives to decisions related to physical activity.
2. Then, have students determine which outcomes are negative "consequences" and which outcomes are positive "consequences".
3. Finally, ask students to present their examples. Ask other students to hold up "More Healthy" SOAR if the alternative decision is more healthy or "Less Healthy" SOAR if the alternative decision is less healthy.

Prompt:
Consequences that might happen next after this decision are _____, _____, and _____.

Standard 6- Goal Setting

1. In small groups, ask students to develop a SMART goal to be physically active.
2. As the groups share, have the other students hold up "Specific" SOAR if the goal is specific, "Measurable" SOAR if the goal is measurable, "Attainable" SOAR if the goal is attainable, and "Relevant" SOAR if the goal is relevant, and "Time-Phased SOAR if the goal is time-phased.

OR

1. In small groups, ask students to develop a SMART goal to be physically active. Provide students with poster paper and have the SOAR cards arranged vertically down the left side: "Specific", "Measurable", "Attainable", "Relevant", and "Time-Phased". Students will then write each component of the SMART goal next to the SOAR card.

Prompt:
_____ (component of SMART Goal) helps to _____ because _____.

PROMOTION OF PHYSICAL ACTIVITY ACTIVITIES

Standard 7- Self Management

1. Ask students to make a commitment to improve the physical activity of oneself and others and explain how they will achieve their commitment.
2. Ask students to present their commitment to a partner. As they present, their partner can hold up, "Strategy" SOAR if it describes how they will achieve their commitment to being active.

OR

Provide students with a checklist with the following SOAR categories:

- Improve
- Skill
- Strategy
- Practice

Have students evaluate their classmates' commitments and whether or not they meet the SOAR card criteria.

Prompt:
The responsibility of _____ connects to the health practice _____.

Standard 8- Advocacy

1. Ask students to work in a group to record a PSA for YouTube to promote the physical activity of others.
2. Show the PSA's.. Ask students to hold up "Health Enhancing Position" SOAR if the PSA promotes physical activity and "Support for Position" SOAR if the PSA is supported with accurate information about the benefits.

Prompt:
Now is the time to take action by _____ to fix the issue of _____.

PROMOTION OF SEXUAL HEALTH ACTIVITIES

Standard 2- Analyze Influences

1. Ask students to brainstorm examples of factors that influence sexual health beliefs, relationships, and behaviors.
2. Have students present their examples. As students present, ask the other students to hold up "Internal" SOAR if it is an internal influence or "External" SOAR if it is an external influence.

OR

Have students create a continuum ranking each of the examples as internal or external AND positive or negative:

Prompt:
The influence of _____ impacts people's behavior that influence their sexual health beliefs, relationships, and behaviors by _____.

Positive

Internal ← → **External**

Negative
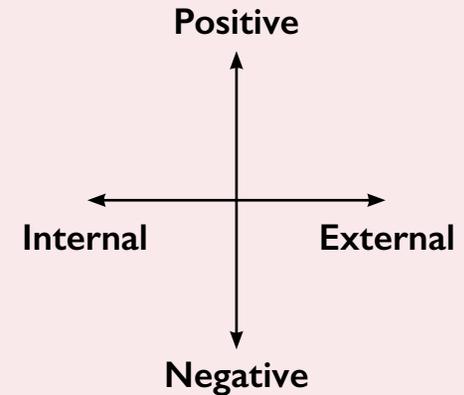
Standard 3- Accessing Valid and Reliable Resources

1. Hand out examples of both resources for information and individuals of support for sexual and reproductive healthcare products and services. Include pamphlets, social media campaigns, TikTok video screenshots, etc.
2. Ask students to present their example to the class. Ask students to hold up "Valid" SOAR if the example is a valid resource of information or "Reliable" if it is a reliable source of support.

Prompt:
We found out _____ by going to _____ (source).

PROMOTION OF SEXUAL HEALTH ACTIVITIES

Standard 4- Interpersonal Communication

1. Show students videos of teenagers demonstrating the use of verbal and nonverbal communication skills to give or receive consent between partners.
2. As students are watching the videos, prompt them to hold up "Verbal" SOAR when they see verbal communication skills and "Nonverbal" SOAR when they see nonverbal communication skills to give or receive consent between partners.

OR

1. Label the sides of the room as "Verbal" or "Nonverbal". As students are watching the videos, when they see verbal communication skills, have students move to the "Verbal" side of the room and when they see nonverbal communication skills, have students move to the "nonverbal" side of the room.

Extend:
Have students comment on the following SOAR characteristics of nonverbal interpersonal communication:

- Nodding
- Eye contact
- Facial expressions
- Posture
- Hand gestures

Prompt:
When listening to someone, I should _____ to show that I am listening to them.

Standard 5- Decision Making

Pre-Assessment Idea:
Ask students to brainstorm decisions students make related to healthy relationships and sexual and reproductive health.

1. Ask students to present their examples. As students present, prompt other students to hold up "Thoughtful" SOAR if the situation requires a thoughtful decision, "Everyday" SOAR if the decision does not have a long-lasting impact, or "Impulsive" SOAR if the decision can have negative consequences.

Prompt:
The decision being made is an example of a _____ decision because _____.

PROMOTION OF SEXUAL HEALTH ACTIVITIES

Standard 6- Goal Setting

1. Ask students to read through several goal examples around avoiding or reducing the risk of pregnancy and transmission of HIV and other STI's.
2. Ask students to hold up "Challenge" SOAR if the goal had challenges that were not addressed that could interfere with a teenager avoiding or reducing the risk of pregnancy and transmission of HIV and other STI's, or "Success" SOAR if the goal identified specific actions someone would take to achieve it.

Extend:
Have students address the challenges students identified to make the goal a SMART goal.

Prompt:
This SMART goal supports my long-term health plan by _____.

Standard 7- Self-Management

1. Ask students to brainstorm practices or behaviors that reduce or prevent sexual risk behaviors.
2. Ask students to present their examples. As students present, have students in the audience hold up "Strategy" SOAR if it demonstrates a strategy that can reduce or prevent sexual risk behaviors.

OR

1. Have students create a thought web identifying various practices or behaviors that reduce or prevent sexual risk behaviors. Students will make connections between the various practices or behaviors that relate to the SOAR cards of "Responsibility", "Strategy" and "Barrier".

Prompt:
My selected health practice _____, allows me to demonstrate _____.

PROMOTION OF SEXUAL HEALTH ACTIVITIES

Standard 8- Advocacy

1. Ask students to create an advocacy campaign addressing the need for school policies and programs that promote healthy relationships and a safe and inclusive environment for all, while also providing possible options for positive change.
2. Ask students to present their campaign to the class. Ask other students to hold up "Issue" SOAR if the campaign identifies a challenge or obstacle, and "Solution" SOAR if the campaign provides an action plan for how positive change can occur.

Prompt:
_____ is causing _____(challenge/obstacle) for _____ (community).

SUBSTANCE USE PREVENTION ACTIVITIES

Standard 2- Analyze Influences

Pre-Assessment Idea
Ask students to brainstorm factors that could influence alcohol- and other substance-related practices and behaviors related to:

- peers
- social norms
- media and technology
- laws

1. Ask students to share with a partner. As students present, ask their partner to hold up "Internal" SOAR if it is an internal influence or "External" SOAR if it is an external influence.

OR

1. Give students two minutes to brainstorm factors that could influence teens to use alcohol- and other substance-related products.
2. Next, pair students together and give 2 more minutes for students to continue adding to their lists. Prompt students to think on the lines of the following influences:

- personal values/beliefs
- peers
- family/culture
- heredity
- social norms
- media and technology
- laws
- school and community

3. Finally, have students tally the number of "Internal" or "External" influences.

Reflect:
Have students reflect on the factors that influence teens to use alcohol- and other substance-related products. Are most internal or external?

Extend:
Have students determine whether each factor is a positive or negative influence on their own decision to use alcohol- and other substance-related products.

Prompt:
_____is an example of how media/technology influences alcohol and other substance related practices by _____.

SUBSTANCE USE PREVENTION ACTIVITIES

Standard 3- Accessing Valid and Reliable Resources

1. Ask students to analyze alcohol and other substance use treatment services.
2. Ask students to hold up "Reliable" SOAR if it is a valid resource or "Unreliable" SOAR if it is an invalid resource.

OR

1. Ask students to brainstorm and write down a list of things they have heard/learned about alcohol, tobacco, and other drugs from various sources (encourage students to identify from a variety of sources). For example: My friend told me that if you drink "liquor before beer, you're in the clear" and one won't get a hangover.
2. Next, have students classify each of their statements as a "Reliable" resource or an "Unreliable" resource.

Extend:
Have students use a valid & reliable source to fact check their statements.

Prompt:
I know this resource is reliable because_____.

SUBSTANCE USE PREVENTION ACTIVITIES

Standard 4- Interpersonal Communication

1. In small groups, ask students to read through role play scenarios that demonstrate teens communicating with a friend to avoid taking someone else's prescription medication.
2. Ask one student volunteer in each group to read their scenario aloud. Prompt other students hold up "Refusal Strategy" SOAR if they believe the role play demonstrates a refusal strategy to avoid taking someone else's prescription medication.

OR

1. Provide students with a checklist with the following SOAR categories:
   - I-Statement
   - Refusal Strategy
   - Assertive

2. Have students evaluate the effectiveness of the role play scenarios and whether or not they meet the SOAR card criteria while teens are communicating with a friend to avoid taking someone else's prescription medication.
3. Then, if the SOAR criteria do not meet the requirements, have students rewrite the scenario to include an "I-Statement", "Refusal Strategy", and/or "Assertive" communication.

Prompt:
_____ is a bad idea because _____.

Standard 5- Decision Making

1. Ask students to brainstorm alternative decisions teens may need to make to be alcohol and other substance-use free.
2. Have students in the small group hold up "Individual" SOAR if the decision can be made individually and not with the help of others or "Impulsive" SOAR if the alternative decision can have negative consequences.

OR

1. Using a venn diagram, classify each decision as "Impulsive" and/or "Thoughtful". Then, have students highlight the decisions that can be made "Individually".

Prompt:
In this situation, some decisions I need to make are _____.

SUBSTANCE USE PREVENTION ACTIVITIES

Standard 6- Goal Setting

1. Read scenarios or review video/movie clips of people using a goal-setting process to quit using alcohol or other substances.
2. Prompt students to hold up "Monitor Progress" SOAR if the person they hear about, or view is in the progress stage of their goal setting or "Success" if the person has successfully completed their goal.

Extend:
Have students identify what still needs to happen for the person to successfully complete their goal and identify any "Challenges" that may come up while working towards completing their goal.

Prompt:
I have identified _____ as a barrier for me to reach my goal. I plan to _____ to overcome this barrier.

Standard 7- Self-Management

1. Ask students to make a commitment to avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other substances. Then, ask students to identify "Barriers" that can make it challenging for the student to keep their commitment.
2. Ask students to share with a partner. As students present, ask their partner to hold up "Strategy" SOAR if their commitment describes how they will avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other substances.

Extend:
Have students identify "Strategies" to keeping their commitment.

Prompt:
I chose to demonstrate the health practice _____ because _____.

SUBSTANCE USE PREVENTION ACTIVITIES

Standard 8- Advocacy

1. Ask students to create a billboard that persuades peers not to drive while under the influence of alcohol or other substances.
2. Ask students to present their billboard to a small group. Prompt students to hold up "Obstacle" SOAR if the campaign identifies a challenge or obstacle individuals may face to not drive while under the influence of alcohol or other substances
3. and "Overcome" SOAR if the billboard provides an action plan to overcome the obstacle.

Prompt:
The steps that need to be taken to accomplish this solution are _____, _____, and _____.

UNINTENTIONAL INJURY PREVENTION ACTIVITIES

Standard 2- Analyze Influences

Read aloud different strategies to be safe and riding in or driving a motor vehicle. For example:

- Check the equipment.
- Decrease distractions.

- Wear a seatbelt.
- Be observant of potential threats or risks.

As you read each statement, have students go to the side of the room where the "Internal" SOAR or "External" SOAR is posted (opposite sides). They move to the side of the room depending on if they think that strategy might be internally influenced or externally influenced.

Prompt:
Engaging in _____health risk behavior can lead to _____.

Standard 3- Accessing Valid and Reliable Resources

1. Ask students to brainstorm a list of trusted adults and professionals in the community who can help promote information around accidental drug overdose.
2. Ask students to present and ask the other students to hold up "Reliable" SOAR if it is a reliable resource.

OR

1. Have students look through the school, community, and online for safety/warning labels and signs and create a collage of "Reliable" and "Unreliable" messages.

Prompt:
I do not have access to _____. However, I do have access to _____.

UNINTENTIONAL INJURY PREVENTION ACTIVITIES

Standard 4- Interpersonal Communication

1. Ask students to brainstorm activities teens might engage in that may put them at risk for drowning.
2. Ask students to present their examples. As students present, ask other students to hold up "Social Pressure" SOAR if the example identifies an activity that a teen is more likely to engage in due to a form of social pressure.
3. Then, have students come up with a "Refusal Strategy", including an "I Statement" to not engage in the social pressure related to activities to put someone at risk for drowning.

Prompt:
_____ said/did _____, which made me realize they were pressuring me to _____.

Standard 5- Decision Making

1. Have students brainstorm decisions they can make around water safety.
2. Have students present their examples. As students present, have students in the audience hold up "More Healthy" SOAR if the decision avoids injury.
3. Have students identify "Consequences" to the "Less Healthy" examples and ways to make the "Less Healthy" examples more healthy.

Prompt:
If I decide to _____, then _____ could happen.

UNINTENTIONAL INJURY PREVENTION ACTIVITIES

Standard 6- Goal Setting

1. Ask students to set a personal SMART goal to avoid motor vehicle accidents.
2. In small groups, have students present their goals.
3. Have students in the small group hold up "Specific" SOAR if the goal is specific, "Measurable" SOAR if the goal is measurable, "Attainable" SOAR if the goal is attainable, and "Relevant" SOAR if the goal is relevant and "Time-Phased" SOAR if the goal is time-phased.

Prompt:
A SMART Goal should have_____ because _____.

Standard 7- Self-Management

1. Ask students to brainstorm ways they can commit to practicing safety and injury prevention:
   - at home
   - in a car
   - in the community

2. Have students present their examples to the class. Have students in the audience hold up "Improve" SOAR if the commitment improves the health of self or others safety and injury prevention and "Practice" SOAR if commitment demonstrates support for practicing safety and injury prevention.

Prompt:
Mastering this health practice helps me prepare for future responsibilities by _____, _____, and _____.

UNINTENTIONAL INJURY PREVENTION ACTIVITIES

Standard 8- Advocacy

1. Say the following statements and have students discuss in group whether the Advocacy example is Advocacy for Self or Advocacy for Others:
   - You learn to swim at the YMCA.
   - A family member checks the smoke and carbon monoxide detector every holiday.
   - Your neighbor uses the handrail while climbing up and down the stairs to their front door.
   - You make sure you maintain the speed limit while driving through your neighborhood.
   - •A friend asks his parents to buy him safety gear for his sports team.

1. Have students in the small group hold up "Advocacy for Self" SOAR if the example identifies advocating for self or "Advocacy for Others" SOAR id an example for Advocacy for others.

OR

1. Have students create a Venn diagram with "Advocacy for Self" as one category and "Advocacy for Others" as another category and have students classify the advocacy examples.

Prompt:
This challenge requires _____ (self/others) advocacy because _____.

VIOLENCE PREVENTION ACTIVITIES

Standard 2- Analyze Influences

1. Ask students to brainstorm influences that might (or "can") make someone their age angry.
2. Ask students to present their examples. As students present, have other students hold up "Internal" SOAR if it is an internal influence or "External" SOAR if it is an external influence.

OR

1. Have students brainstorm influences that can make someone their age angry. Then, have students rank the influences from most positive to most negative on a continuum. Finally, have students use the "Internal" and "External" SOAR to classify each influence whether it is an internal influence or an eternal influence. Ask students to reflect on whether their internal influences are mostly positive or negative and if their external influences are mostly positive or negative.

Prompt:
_____ is a large influence in my life because _____.
_____ is a small influence in my life because _____.

Standard 3- Accessing Valid and Reliable Resources

1. Ask students to brainstorm community resources and individuals where they can access help for sexual assault or violence.

OR

1. Same prompt but for anger management
2. Ask students to present their examples. As students present, have other students "Valid" SOAR if it is a valid resource or "Reliable" SOAR if it is a reliable resource.

Prompt:
A reliable resource is _____. I know this is a reliable resource because _____.

VIOLENCE PREVENTION ACTIVITIES

Standard 4- Interpersonal Communication

1. Show several examples, including pictures and video, to the entire class that demonstrates aggressive and assertive ways to respond during protests.
2. In order to gauge understanding of the terms aggressive and assertive, as you show the examples to the class, ask students to discuss in small groups if they think the scenario demonstrates an aggressive way of responding to conflict (have one student hold up "Aggressive" SOAR) or if they think the scenario demonstrates an assertive way of responding to conflict (have one student hold up "Assertive" SOAR).

OR

1. Have students create a T-chart with "Aggressive" as one category and "Assertive" as the other category. As you show the examples, have students make note of various examples one can demonstrate an aggressive way of responding to conflict or examples one can demonstrate assertive ways of responding to conflict.

Prompt:
_____is asking me to _____, and they are _____.

VIOLENCE PREVENTION ACTIVITIES

Standard 5- Decision Making

1. Ask students to brainstorm decisions to avoid violence or dangerous situations while out in public, while riding in a car, and while around others who are using substances.
2. Ask students to present their examples. As students present, ask other students to hold up "Thoughtful" SOAR if the situation requires a thoughtful decision, "Everyday" SOAR if the decision doesn't have a long-lasting impact, or "Impulsive" SOAR if the decision can have negative consequences.

OR

1. Label three corners of the classroom with one of each: "Thoughtful", "Everyday", and "Impulsive". Ask students to present their examples. As students present, ask other students to determine if it's a "Thoughtful" decision, "Everyday" decision, or an "Impulsive" decision. Have students go to the designated corner of the room and share their rationale.

Prompt:
I believe this decision needs a more thoughtful/responsible decision-making process because _____.

Standard 6- Goal Setting

1. Ask students to create goals to reduce or decrease the amount of violence in the community.
2. Ask a few students to present their examples to the class. Have other students hold up "Specific" SOAR if the goal is specific and "Relevant" SOAR if the goal is relevant to the improvement or maintenance for managing their anger.

Extend:
For the goals that are not "Specific" or "Relevant", have the students provide suggestions of ways to make them more specific and more relevant.

Prompt:
Without _____ (component of SMART Goal), a goal _____ because _____.

OR

When a goal is specific and relevant a goal is more effective because _____.
Ask students to brainstorm safe and positive behaviors while out in the community.

VIOLENCE PREVENTION ACTIVITIES

Standard 7- Self-Management

1. Ask students to present their examples to a small group. Have students in the group hold up "Responsibility" SOAR if the example describes a safe and positive behavior while out in the community.

Prompt:
When it comes to health, responsibility means _____.

Standard 8- Advocacy

1. In small groups, ask students to create an Instagram Post encouraging their friends to promote kindness and minimize violence and hate.
2. Ask students to present their simulated (or real) posts to the class. Ask students listening to hold up "Health Enhancing Position" SOAR if the post promotes kindness in the community and "Support for Position" SOAR if the post is supported with accurate information on ways to promote kindness and minimize violence or hate.

OR

1. Provide students with a checklist with the following SOAR categories:
   - Appropriate
   - Issue
   - Solution
   - Health
   - Enhancing-Position
   - Conviction
   - Passion
   - Audience-Awareness
   - Evidence

2. Have students evaluate their classmates' social media posts and whether they meet the SOAR card criteria.

Prompt:
I need _____ resources to accomplish my solution.