

# SKILLS ON A RING

# Middle School Activities

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 middle 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 (and in some cases, suggested pre-assessment ideas) that reinforce the skill standard and sub-skills of that standard. Each activity in this booklet has a number of stars in the top right corner of the description, designating the materials needed.

## Key for SOAR Materials:

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Activity that requires one SOAR set per class

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Activity that requires at least 5 SOAR sets per class

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Activity that requires a SOAR set per student

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.



# PREVENTION AND CONTROL OF DISEASE ACTIVITIES

## Standard 2- Analyze Influences

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1. Ask students to brainstorm factors that may influence personal hygiene practices.
2. Have students write their responses on a Post-It Note (one response per post it note).
3. Display the “Internal” and “External” SOAR card on the board (with space between).
4. Have students place a Post-It Note under “Internal” if it is an internal influence or “External” if it is an external influence.

Prompt:

\_\_\_\_\_ (external/internal) influences my personal hygiene practices because \_\_\_\_\_.

## Standard 3- Accessing Valid and Reliable Resources

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1. In groups, students create a T-chart with the “Valid” SOAR card as one header and the “Invalid” SOAR card as the other. Provide students with cards or post-it notes that include the resources below. When working to prevent and care for diseases, which of these are valid and reliable? Classify on the T-chart:
  - Resources:
  - Pediatrician
  - Parents
  - An older sibling
  - A SnapChat friend
  - A TikTok video
  - School nurse
  - The Centers for Disease Control and Prevention
2. After students classify the resources as valid and invalid, have students discuss as a group why they made the selection.
3. For their next task, have students classify each of the resources as “Reliable” and “Unreliable”.
4. Reflect: Out of these resources, which would be the best (valid and reliable) to use when working to prevent and care for diseases?

Prompt:

Valid (information /services/products) means \_\_\_\_\_.

I know a source is valid and reliable because \_\_\_\_\_.

# PREVENTION AND CONTROL OF DISEASE ACTIVITIES

## Standard 4- Interpersonal Communication

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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.

Prompt:

If I say no, \_\_\_\_\_. If I say yes, \_\_\_\_\_.

## Standard 5- Decision Making

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1. Place the “Everyday” SOAR card up on one side of the classroom and the “Thoughtful” SOAR on the other side of the classroom.
2. As you review each example with the class, prompt the students to go to the “Everyday” side if it is an everyday decision or “Thoughtful” side if it is a thoughtful decision.

Prompt:

A thoughtful decision to minimize my risk of non-communicable disease is \_\_\_\_\_.

## Standard 6- Goal Setting

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1. Ask students to create goals to improve personal health practices such as washing their hands or sneezing in their elbow in order 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:

I want to improve my \_\_\_\_\_ personal health practice in order to help prevent the spread of communicable disease.

# PREVENTION AND CONTROL OF DISEASE ACTIVITIES

## Standard 7- Self-Management

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### *Pre-Assessment Idea:*

Find a few images, memes, or video clips that shows people reducing their risk of disease, or not reducing their risk. I.e., sneezing without covering mouth, putting a Band-Aid over a cut, or washing their hands.

1. In groups, ask students to discuss and hold up the “Strategy” SOAR if it is a strategy that might prevent disease. If it’s not a strategy that helps, for example, sneezing without covering mouth, have the groups discuss how it can be a strategy that helps prevents disease. s

### Prompt:

To improve my health, I am going to learn to \_\_\_\_\_ because \_\_\_\_\_.

## Standard 8- Advocacy

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1. Hand out the 6 SOAR cards for Advocacy for Self to groups of students. Each group discusses what the 6 words mean to them in relation to prevention and control of disease. For example, for obstacle, the group might share with the other groups that sometimes it’s hard to get enough sleep each night to help keep your immune system healthy to minimize catching something.

### Prompt:

I think advocating for my own health is a great option because \_\_\_\_\_.

# PROMOTION OF ENVIRONMENTAL HEALTH ACTIVITIES

## Standard 2- Analyze Influences

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1. In a small group ask students to review pictures and advertisements that show the impact of climate change.
2. Prompt the group to discuss and 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.

Prompt:

Advertisements around climate change influence how I value \_\_\_\_\_ because \_\_\_\_\_.

## Standard 3- Accessing Valid and Reliable Resources

\*

1. Post the following SOAR cards around the room: Valid Resource, Invalid Resource, Reliable Resource, and Unreliable Resource.
2. Ask student to pick one of the cards to stand by. As student get into groups, have them discuss the meaning of the card and an example of what the card means related to environmental health. For example, a Valid Resource might be a .gov site or the EPA.

Prompt:

This advice, help, or information would impact my physical health by \_\_\_\_\_.

## Standard 4- Interpersonal Communication

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1. Ask students to review quotes like these by environmentalists.
2. As they read through the quotes, have them hold up one of the sub-skills of communication they hear or see in the quote. For example: inclusion, compromise, collaboration, teamwork, contribution.

Prompt:

\_\_\_\_\_ is important in communicating about the environment because \_\_\_\_\_

# PROMOTION OF ENVIRONMENTAL HEALTH ACTIVITIES

## Standard 5- Decision Making

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1. Ask students to brainstorm examples of decisions teens can make around breathing clean air into their lungs.
2. Ask volunteers to present their examples to the class. Prompt the other students to hold up “Individual” SOAR if the decision can be made individually for a student their age, without help of others.

Prompt:

The decision to breathe cleaner air into my lungs connects to my health because \_\_\_\_\_ .

## Standard 6- Goal Setting

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1. Ask students to set a SMART goal related to recycling at school or at home.
2. In a small group, ask students to present their goals to each other.
3. As a student shares within the group, the other students in the group hold up the “Specific” SOAR card if the goal is specific and “Relevant” SOAR if the goal is relevant.

Prompt:

This goal is important/relevant to me because \_\_\_\_\_.

# PROMOTION OF ENVIRONMENTAL HEALTH ACTIVITIES

## Standard 7- Self-Management

\*\*\*

*Pre-Assessment Idea:*

In a small group have students brainstorm strategies that reduce or prevent asthma triggers at school.

1. 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 be more responsible for \_\_\_\_\_, I am going to make sure I \_\_\_\_\_ because \_\_\_\_\_.

## Standard 8- Advocacy

\*\*

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.

Have students place the following SOAR cards in front of the group as they write their letter to ensure they cover the following in their letter:

- Solution
- Conviction
- Support for Position
- Health Enhancing Position
- Audience Awareness

Prompt:

We need support from \_\_\_\_\_ to \_\_\_\_\_.

# PROMOTION OF HEALTHY EATING ACTIVITIES

## Standard 2- Analyze Influences

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*Pre-Assessment Idea:*

In a group, ask students to identify factors that influence food choices for:

- Individuals
- Families
- Athletes
- Individuals with a Medical Condition

1. Ask each group to present one factor for each category. As students are presenting, prompt the other students to hold up “Internal” SOAR if it is an internal influence or “External” SOAR if it is an external influence.

Prompt:

Social norms influence my food choices by \_\_\_\_\_.

## Standard 3- Accessing Valid and Reliable Resources

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1. Show pictures of nutritional information such as food labels, advertisements, and sponsored content.
2. In groups students to hold up “Valid” SOAR if it is a valid resource or “Invalid” SOAR if it is an invalid resource.

Prompt:

I can trust information around nutritional information that has \_\_\_\_\_ because \_\_\_\_\_.

# PROMOTION OF HEALTHY EATING ACTIVITIES

## Standard 4- Interpersonal Communication

\*\*\*

1. Ask students to create role plays that demonstrate effective peer resistance skills to avoid less nutrient-rich food choices.
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 avoiding or reducing less nutrient-rich food choices.

Prompt:

Negotiation means \_\_\_\_\_.

## Standard 5- Decision Making

\*

1. Read through several scenarios about teens and their food and drink choices.
2. Place the “More Healthy” SOAR on one side of the room and “Less Healthy” SOAR on the other. Students move to the “More Healthy” side of the room if it is a nutrient-rich food or drink option and move to the “Less Healthy” SOAR if it is a less nutrient-rich food or drink option.

Prompt:

A thoughtful decision I will need to make soon around my food or drink options is \_\_\_\_\_.

## 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 improve their water consumption.
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:

Important checkpoints in reaching this goal to improve water consumption are \_\_\_\_\_.

# PROMOTION OF HEALTHY EATING ACTIVITIES

## Standard 7- Self-Management

\*\*\*

1. Ask students to brainstorm examples of decisions teens might make to change their personal food choices.
2. Ask students to present their examples to a partner. Prompt the other students to hold up “Improve” SOAR if teens are likely to make that decision to improve their personal food choices on their own or “Barrier” SOAR if there are barriers that impact access to that decision to improve their food choices.

Prompt:

Other health practices or strategies that I could add to improve my food choices are \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

## Standard 8- Advocacy

\*\*\*

1. Ask students to create a # (hashtag) message that would persuade peers to make a positive food or beverage choice and a message that would encourage students to make a negative food or beverage choice.
2. As students listen to each other’s hashtags, prompt them to hold up “Appropriate” SOAR if it persuades teens to make a positive food or drink option or “Inappropriate” SOAR if it persuades teens to make a negative food or drink option.

Prompt:

When asking for support from \_\_\_\_\_, I should use \_\_\_\_\_ strategy because \_\_\_\_\_.

# PROMOTION OF SOCIAL, EMOTIONAL & MENTAL HEALTH ACTIVITIES

## Standard 2- Analyze Influences

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

- Family
- Culture
- School
- Community
- Media
- Technology
- Peers

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.

Prompt:

Factors that influence my mental and emotional health are \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ because \_\_\_\_\_.

## Standard 3- Accessing Valid and Reliable Resources

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1. Read a list of roles/titles to your students. As you read through the list, have student hold up their "Reliable" SOAR if they 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.

Use examples such as:

- School Counselor
- Peer
- Family member
- Therapist
- Neighbor

Prompt:

When dealing with \_\_\_\_\_, it’s important to seek valid (information/services/ products) because \_\_\_\_\_.

# PROMOTION OF SOCIAL, EMOTIONAL & MENTAL HEALTH ACTIVITIES

## Standard 4- Interpersonal Communication

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### *Pre-Assessment Idea:*

Show videos from movies or shows or create scenarios that demonstrate aggressive and assertive ways to ask for assistance to improve personal mental and emotional health.

1. 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.

### Prompt:

Effective communication is important because \_\_\_\_\_.

## Standard 5- Decision Making

\*\*

1. In groups, ask students to brainstorm examples of decisions teens make to support their mental or emotional health.
2. Ask students to present their examples to the class. Have the other groups hold up “Individual” SOAR if the decision can be made individually/not with the help of others.

### Prompt:

Decisions I can make individually around my own mental health are \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

# PROMOTION OF SOCIAL, EMOTIONAL & MENTAL HEALTH ACTIVITIES

## Standard 6- Goal Setting

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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:

A challenge faced in striving for the SMART goal was to maintain positive mental or emotional health is \_\_\_\_\_.

## Standard 7- Self-Management

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

Prompt:

\_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ are health practices or strategies I could use to improve my mental and emotional health.

## Standard 8- Advocacy

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1. Ask students to work in a group to create messages for a target audience that advocate for depression awareness 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.

Prompt:

I believe \_\_\_\_\_ needs to happen in the community.

# PROMOTION OF PHYSICAL ACTIVITY ACTIVITIES

## Standard 2- Analyze Influences

\*\*

*Pre-Assessment Idea:*

In a group, ask students to brainstorm reasons a teen would choose to engage or not engage in physical activity.

1. As groups are sharing examples, ask other groups to hold up “Internal” SOAR if it is an internal influence or “External” SOAR if it is an external influence.

Prompt:

My school could start \_\_\_\_\_ to support my physical health better.

## Standard 3- Accessing Valid and Reliable Resources

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1. Place both of the “Valid” and “Reliable” SOAR Ask students to research physical activity products or equipment on-line 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 product or equipment requires the individual to read the instructions in order to use it safely.

Prompt:

It is important that (information/services/ products) related to my physical health has \_\_\_\_\_ because \_\_\_\_\_.

# PROMOTION OF PHYSICAL ACTIVITY ACTIVITIES

## Standard 4- Interpersonal Communication

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1. Ask students to create a role play asking for and receiving assistance in accessing equipment necessary to safely engage in 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 in their role play, 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:

When listening to someone, I should to \_\_\_\_\_ show that I am listening to them

## Standard 5- Decision Making

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1. Place all of the Decision-Making SOARs around the room. Break students up into stations, each group by a SOAR card. Ask students to brainstorm what comes to mind related to physical activity when they look at the card at their station. Have them report out. You can have groups rotate around to different stations.

Prompt:

If I decide to \_\_\_\_\_, then \_\_\_\_\_ (will happen).

## 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.

Prompt:

I can improve the health practice of improving my physical activity level by \_\_\_\_\_.

# PROMOTION OF PHYSICAL ACTIVITY ACTIVITIES

## Standard 7- Self-Management

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1. Ask students to make a 60-minutes a day physical activity commitment 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 the “Strategy” SOAR if it describes how they will achieve their commitment to being active.

Prompt:

To be physically active for 60 minutes a day I am going to make sure I \_\_\_\_\_ because \_\_\_\_\_.

## Standard 8- Advocacy

\*\*\*

1. Ask students to work in a group to record a PSA for YouTube for individuals, families, and schools to be physically active.
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:

To address \_\_\_\_\_, we must \_\_\_\_\_.

# PROMOTION OF SEXUAL HEALTH ACTIVITIES

## Standard 2- Analyze Influences

\*\*\*

1. Ask students to brainstorm examples of factors that influence more healthy and less healthy relationships.
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.

Prompt:

Media and technology can influence healthy and unhealthy relationships when \_\_\_\_\_.

## Standard 3- Accessing Valid and Reliable Resources

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1. Ask groups of students to brainstorm resources and people that might be valid and reliable for students around healthy relationships.
2. As the groups share, ask other groups 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:

If \_\_\_\_\_ (happens) in my relationship, I will need to seek out additional help and information because \_\_\_\_\_.

## Standard 4- Interpersonal Communication

\*\*\*

1. Show students videos of teenagers demonstrating the use of verbal and nonverbal communication skills to promote healthy relationships.
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 promote healthy relationships.

Prompt:

Nodding and having appropriate facial expressions shows \_\_\_\_\_ when I am listening to someone.

# PROMOTION OF SEXUAL HEALTH ACTIVITIES

## Standard 5- Decision Making

\*\*\*

*Pre-Assessment Idea:*

Ask students to brainstorm decisions students make that could either assist or interfere with their ability to communicate personal boundaries.

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:

\_\_\_\_\_ might happen after I communicate my personal boundaries.

## Standard 6- Goal Setting

\*\*

1. In groups, ask students to read through several goal examples around communicating personal boundaries.
2. Ask groups to discuss and to hold up “Challenge” SOAR if the goal had challenges that were not addressed that could interfere with a teenager communicating their personal boundaries, or “Success” SOAR if the goal identified specific actions someone would take to achieve it.

Prompt:

The individuals did/did not reach their SMART goal to communicate personal boundaries by \_\_\_\_\_.

# PROMOTION OF SEXUAL HEALTH ACTIVITIES

## Standard 7- Self-Management

\*\*\*

1. Ask students to brainstorm ways to treat themselves and others with dignity and respect, regarding gender, gender identity, and sexual orientation.
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 will improve or maintain the health of self and others.

Prompt:

Other possible ways to demonstrate this health practice are \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

## Standard 8- Advocacy

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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:

After investigating this challenge, I think \_\_\_\_\_ is the best solution.

# SUBSTANCE USE PREVENTION ACTIVITIES

## Standard 2- Analyze Influences

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1. Ask students to write down factors that influence alcohol- and other substance-related practices and behaviors in a carousel activity
  - At home
  - At school
  - In the community
2. Present each category and ask students to hold up “Internal” SOAR if it is an internal influence or “External” SOAR if it is an external influence.

Prompt:

My culture influences my substance related practices because \_\_\_\_\_.

My family influences my substance related practices because \_\_\_\_\_.

## Standard 3- Accessing Valid and Reliable Resources

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*Pre-Assessment Idea:*

Put “Valid” SOAR and “Invalid” SOAR up on walls across from each other in the classroom.

1. Place students in groups and hand out advertisements for losing weight.
2. Ask students to move to the side of the room they think the ad fits best- “Valid” SOAR if it is a valid resource or “Invalid” SOAR if it is an invalid resource.

Prompt:

When analyzing advertisements for diet products, one situation that requires valid and reliable (information/services/ products) is \_\_\_\_\_ 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 riding in a motor vehicle with a driver who is under the influence of alcohol or other substance.
2. Ask one student volunteer in each group to read their scenario aloud. Prompt the other students in the group to point to “Refusal Strategy” SOAR if they believe the role play demonstrates a refusal strategy to avoid getting in a car with someone under the influence.

Prompt:

I feel uncomfortable when you \_\_\_\_\_. Will you please \_\_\_\_\_ in the future?

## Standard 5- Decision Making

\*\*

1. In groups, ask students to brainstorm decisions teens may need to make related to alcohol and other substance-use.
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. Have them hold up “Impulsive” SOAR if the decision might have negative consequences.

Prompt:

\_\_\_\_\_ could happen if I \_\_\_\_\_.

## Standard 6- Goal Setting

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1. Read scenarios or review video/movie clips of people using a goal-setting process to be alcohol-free.
2. Prompt students to hold up “Monitor Progress” SOAR if the person in the scenario or video/movie is in the progress stage of their goal setting or “Success” SOAR if the person has successfully completed their goal.

Prompt:

To achieve the goal to be alcohol-free, the individuals must \_\_\_\_\_, \_\_\_\_\_, and/or \_\_\_\_\_.

# SUBSTANCE USE PREVENTION ACTIVITIES

## Standard 7- Self-Management

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1. Ask students to describe how they can self-manage using over the counter and prescription substances only as prescribed or intended.
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 only use over the counter and prescription substances as prescribed or intended.

Prompt:

The best steps for me to use OTC and Rx medicine properly are \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

## Standard 8- Advocacy

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1. Ask students to create a billboard that persuades peers not to vape.
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 avoiding vape products.
3. Have students hold up “Overcome” SOAR if the billboard provides an action plan to overcome the obstacle.

Prompt:

This challenge required advocacy because \_\_\_\_\_.

# UNINTENTIONAL INJURY PREVENTION ACTIVITIES

## Standard 2- Analyze Influences

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1. Read aloud different strategies to be safe and avoid injury while riding a bike or a skateboard. For example:
  - Wear a helmet.
  - Check the equipment.
  - Ride with a friend
  - Stretch before physical activity.
  - Determine why you will use this form of transportation.
2. 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:

\_\_\_\_\_ is a healthy influence to be safe and avoid injury because \_\_\_\_\_. \_\_\_\_\_ is not a healthy influence to be safe and avoid injury because \_\_\_\_\_.

## Standard 3- Accessing Valid and Reliable Resources

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1. Ask students to brainstorm a list of trusted adults and professionals in the community who can help promote safety and injury prevention.
2. Ask students to present and ask the other students to hold up “Reliable” SOAR if it is a reliable resource.

Prompt:

In my community, my “go-to” resources are \_\_\_\_\_.

# UNINTENTIONAL INJURY PREVENTION ACTIVITIES

## Standard 4- Interpersonal Communication

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1. Ask students to brainstorm activities teens might engage in that may put them at risk for unintentional injury.
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.

Prompt:

\_\_\_\_\_ is a tough situation for me because \_\_\_\_\_. If I say no, \_\_\_\_\_. If I say yes, \_\_\_\_\_.

## Standard 5- Decision Making

\*\*

1. Have students brainstorm decisions they can make around water safety in groups.
2. Have students present their examples. As students present, have the other groups hold up “More Healthy” SOAR if the decision avoids injury.

Prompt:

After weighing my options, I decided to \_\_\_\_\_ because \_\_\_\_\_.

## Standard 6- Goal Setting

\*\*

*Pre-Assessment Idea:*

Ask students to set a personal SMART goal to avoid or reduce injury.

1. In small groups, have students present their goals.
2. 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:

My SMART goal to avoid or reduce injury is important for my health because \_\_\_\_\_.

# UNINTENTIONAL INJURY PREVENTION ACTIVITIES

## Standard 7- Self-Management

\*\*\*

1. Ask students to brainstorm ways they can commit to practicing safety and injury prevention.
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:

To improve my health around safety and injury prevention, I am going to learn to \_\_\_\_\_ because \_\_\_\_\_.

## Standard 8- Advocacy

\*\*

Say the following statements and have students discuss in groups whether the Advocacy example is Advocacy for Self or Advocacy for Others:

- Neighborhood friends have a lemonade stand raising money for local volunteer firefighters.
- Your friend tells her mom not to put up roof holiday decorations without another adult there.
- You grab your little brother’s hand to cross the street.
- A friend asks his parents to buy him a helmet for skateboarding.

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

Prompt:

I will be able to handle \_\_\_\_\_ on my own, but I will need support with \_\_\_\_\_ because \_\_\_\_\_.

# VIOLENCE PREVENTION ACTIVITIES

## Standard 2- Analyze Influences

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1. Ask students to brainstorm influences that might 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.

Prompt:

Understanding influences in my life that might make me angry is important because \_\_\_\_\_.

## Standard 3- Accessing Valid and Reliable Resources

\*\*

1. Share a variety of national and community resources where students can access help for dating violence.
2. As they review, have them point out if that resource is “Valid” or “Reliable”.

Prompt:

Using \_\_\_\_\_, I found additional information about \_\_\_\_\_.

## Standard 4- Interpersonal Communication

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*Pre-Assessment Idea:*

Read through several scenarios to the entire class that demonstrate aggressive and assertive ways to respond to conflict.

1. In order to gauge understanding of the terms aggressive and assertive, as you read through the scenarios, 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).

Prompt:

If \_\_\_\_\_ (is happening), I must be aware of \_\_\_\_\_ when communicating.

# VIOLENCE PREVENTION ACTIVITIES

## Standard 5- Decision Making

\*\*\*

1. Ask students to brainstorm decisions to avoid violence or dangerous situations.
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.

Prompt:

I made the decision to avoid violence or dangerous situations because \_\_\_\_\_.

## Standard 6- Goal Setting

\*\*\*

1. Ask students to create goals to maintain or improve personal health practices for managing their anger to avoid conflict.
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.

Prompt:

I can improve the health practice of managing my anger to avoid conflict by \_\_\_\_\_.

# VIOLENCE PREVENTION ACTIVITIES

## Standard 7- Self-Management

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1. Ask students to brainstorm safe and positive hallway behaviors.
2. Ask students to present their examples to a small group. Have students in the group hold up “Responsibility” SOAR if the example describes a healthy and safe hallway behavior.

Prompt:

Responsible hallway behavior means \_\_\_\_\_.

## Standard 8- Advocacy

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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.

Prompt:

I believe in \_\_\_\_\_ because \_\_\_\_\_.