

# SKILLS ON A RING ACTIVITIES

MIDDLE SCHOOL	HIGH SCHOOL
<p><b>Unintentional Injury Prevention/ Advocacy</b></p> <p>Say the following statements and have students discuss in group whether the Advocacy example is Advocacy for Self or Advocacy for Others:</p> <ul style="list-style-type: none"> <li>• Neighborhood friends have a lemonade stand raising money for local volunteer firefighters.</li> <li>• Your friend tells her mom not to put up roof holiday decorations without another adult there.</li> <li>• You grab your little brother’s hand to cross the street.</li> <li>• A friend asks his parents to buy him a helmet for skateboarding.</li> </ul> <p>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.</p> <p><b>Skill Prompt:</b> I will be able to handle _____ on my own, but I will need support with _____ because _____.</p>	<p><b>Prevention and Control of Disease/ Analyzing Influences</b></p> <p>Ask students to brainstorm factors that may influence engagement of less healthy personal health and wellness.</p> <p>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.</p> <p><b>Skill Prompt:</b> _____ is a large influence in my life because _____.</p>
<p><b>Promotion of Sexual Health/Decision Making</b></p> <p>Ask students to brainstorm decisions students make that could either assist or interfere with their ability to communicate personal boundaries.</p> <p>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.</p> <p><b>Skill Prompt:</b> _____ might happen after I communicate my personal boundaries.</p>	<p><b>Promotion of Social, Emotional and Mental Health/Accessing Valid and Reliable Resources</b></p> <p>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.”</p> <p>Discuss each one and have them defend why they answered the way they did.</p> <p>Use examples such as:</p> <ul style="list-style-type: none"> <li>• School Counselor</li> <li>• Peer</li> <li>• Family member</li> <li>• Therapist</li> <li>• Neighbor</li> </ul> <p><b>Skill Prompt:</b> A barrier to accessing _____ may be _____.</p>

