### 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.

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<tr>
<th>Yes</th>
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- Define self-image.
  *Self-image is the beliefs and attitudes we have of ourselves.*

- Discuss how self-image is formed.
  *Self-image is formed through what others think of us and past experiences.*
  *We tend to act like the person we believe ourselves to be.*
  *Identify that individuals have many self-images.*

- Identify ways to increase self-image.
  *We can develop a more positive self-image by doing better in situations.*

- Identify something that makes you proud.
  *Become aware of past successes or accomplishments.*

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.

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- *How I See Myself*  (Worksheet 1)
- *Taking Stock*  (Worksheet 2)
- Setting and Achieving Personal Goals
- Self-Improvement Project
- *Recording My Progress*  (Worksheet 3)
- Session Summary
LifeSkills Training 1

3) Please estimate the percentage of time you spent using each of the teaching techniques listed below. (Total should equal 100% of class)

   _______% Lecture   _______% Discussion
   _______% Demonstration   _______% Practice

4) How much time was devoted to teaching this session?________________________

5) Rate on a scale from 1 (low) to 5 (high) how well students responded to this session:  ① ② ③ ④ ⑤

   General Comments: __________________________________________________________

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Implementation Checklist

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<thead>
<tr>
<th>Objective</th>
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<tr>
<td>• Identify everyday decisions.</td>
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<td>* Decisions are made everyday with or without much thought and effort.</td>
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<tr>
<td>* People influence our decisions.</td>
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<td>• Describe how important and/or difficult decisions are made.</td>
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<td>• Identify a process for making decisions.</td>
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<tr>
<td>• Demonstrate how decisions are influenced by group members.</td>
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<tr>
<td>* Group pressures influence our decisions.</td>
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<tr>
<td>• Discuss reasons why people are influenced by group members.</td>
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<tr>
<td>* People want to be accepted by the group and not be an outcast.</td>
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</table>

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.

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<thead>
<tr>
<th>Topic</th>
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<tr>
<td>• Everyday Decisions (Worksheet 4)</td>
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<td>• The 3 Cs of Effective Decision Making.</td>
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<td>• Scripted Practice- Putting the 3 Cs Into Practice (Worksheet 5)</td>
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<tr>
<td>• Unscripted Practice- My Decision Making Planner (Worksheet 6)</td>
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<tr>
<td>• Group Conformity Experiment</td>
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<td>• Session Summary</td>
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LifeSkills Training 1

3) Please estimate the percentage of time you spent using each of the teaching techniques listed below.

4) (Total should equal 100% of class)

   ______% Lecture          ______% Discussion

   ______% Demonstration   ______% Practice

4) How much time was devoted to teaching this session? __________________________

5) Rate on a scale from 1 (low) to 5 (high) how well students responded to this session:  ① ② ③ ④ ⑤

General Comments: ________________________________________________________________

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Implementation Checklist

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

- Identify that the majority of teenagers and adults are not cigarette smokers.
  The majority of people are non-smokers.
- Discuss reasons young people have for smoking or not smoking.
  There are many reasons for not smoking.
- Discuss realities of what cigarettes can and cannot do.
  Cigarettes are not magical as advertisers would like us to believe.
- Discuss the immediate and long-term effects of cigarette smoking.
  Cigarette smoking is a major disease risk factor.
  Survival for tobacco-related disease is poor.
  Smoking causes bad breath, smelly clothes, and stained teeth.
- Describe the process of becoming a smoker.
  There is a pattern in smoking that people usually follow which leads to a habit.
  It is difficult for regular smokers to quit because they are addicted.
- Identify that smoking is becoming less socially acceptable.
  Fewer people smoke today than ever before.
  More adults are giving up smoking.
- Discuss non-smokers’ rights.
  Sidestream smoke is potentially hazardous to non-smokers.
  Non-smokers are becoming more assertive in their objections.

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.

- Who’s Using Drugs  (Worksheet 7)
- Smoking Prevalence (estimates and class vote)
- Smoking: Myths and Realities
- The Cost of Smoking
- Smoking and your Body
LifeSkills Training 1

- My Reasons for Not Smoking  (Worksheet 8)  □  □
- Session Summary  □  □

3) Please estimate the percentage of time you spent using each of the teaching techniques listed below. (Total should equal 100% of class)

    ______% Lecture          ______% Discussion
    ______% Demonstration   ______% Practice

4) How much time was devoted to teaching this session? _______________________

5) Rate on a scale from 1 (low) to 5 (high) how well students responded to this session:  ①  ②  ③  ④  ⑤

General Comments: ____________________________________________________________

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Implementation Checklist

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

- Describe the effects of elevated heart rates on the body.
  *An elevated heart rate puts an extra strain on the heart.*

- Physical endurance is decreased.

- Identify situations that can change heart rates.

- Heart rate fluctuates throughout the day.

- Physical exercise, emotions and relaxation all affect heart rate.

- Discuss the purpose and procedure of the pulse meter.
  *A pulse meter measures changes in heart rate.*

- Discuss the purpose and procedure of the tremor test.
  *The tremor test measures how relaxed a person is.*

- Discuss the reason for the difference in pulse rates before and after smoking.

- Smoking increases the body’s heart rate.

- The carbon monoxide and nicotine in cigarettes cause this effect.

- Discuss the reasons for the difference in hand steadiness before and after smoking.
  *Smoking decreases hand steadiness.*

- The nicotine in cigarettes acts as a stimulant.

- Smoking makes a person more nervous.

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.

- Long-term effects of smoking

- How to Take Someone’s Pulse (Home Smoking Experiment)

- Class Experiment 1

- Class Experiment 2

- Smoking Word Puzzle

- Session Summary
LifeSkills Training 1

3) Please estimate the percentage of time you spent using each of the teaching techniques listed below. (Total should equal 100% of class)

   % Lecture   % Discussion
   % Demonstration % Practice

4) How much time was devoted to teaching this session? ______________________

5) Rate on a scale from 1 (low) to 5 (high) how well students responded to this session: 1 2 3 4 5

General Comments: ____________________________________________

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# Implementation Checklist

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

- Recognize alcohol as a drug which slows down brain/nervous system functioning.
  - Alcohol is absorbed into the blood stream and travels to the brain.
  - Alcohol is a depressant.
- Recognize that while many people drink, most do so occasionally and in moderation.
  - Many people (30%) don’t drink at all.
  - There are several different types of drinking.
  - Some types of drinking are considered acceptable such as social or ritual.
  - Other types of drinking are dangerous and destructive.
- Discuss reasons why people do or do not drink.
- Identify the realities of what alcohol can and cannot do.
  - Alcohol can not make a person strong, smart, cute, sexy, or powerful.

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.

- The behavioral effects of alcohol
- The reasons why some people become problem drinkers
- *My Reasons for Not Drinking* (Worksheet 9)
- Session Summary
LifeSkills Training 1

3) Please estimate the percentage of time you spent using each of the teaching techniques listed below. (Total should equal 100% of class)

   _______% Lecture          _______% Discussion
   _______% Demonstration     _______% Practice

4) How much time was devoted to teaching this session? ________________________

5) Rate on a scale from 1 (low) to 5 (high) how well students responded to this session:  1  2  3  4  5

General Comments: ________________________________________________________________
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Implementation Checklist

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

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

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

- Prevalence of Marijuana Use (estimates and class vote)
  □ Yes □ No
- Pros and Cons of Smoking Marijuana (class discussion)
  □ Yes □ No
- Marijuana and Other Drugs
  □ Yes □ No
- My Reasons for Not Smoking Marijuana (Worksheet 10)
  □ Yes □ No
- Session Summary
  □ Yes □ No
3) Please estimate the percentage of time you spent using each of the teaching techniques listed below. (Total should equal 100% of class)

_______% Lecture _______% Discussion

_______% Demonstration _______% Practice

4) How much time was devoted to teaching this session?

5) Rate on a scale from 1 (low) to 5 (high) how well students responded to this session: ① ② ③ ④ ⑤

General Comments: _________________________________________________________________
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Implementation Checklist

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

- Discuss the purpose of advertising.
  - The purpose of advertising is to sell products. ☐ ☐
  - Many advertisers exaggerate the claims of a product to make it more appealing. ☐ ☐
  - Some advertisers may even be deliberately deceptive. ☐ ☐
  - There are different forms of advertising. ☐ ☐
- Identify common advertising techniques.
  - Advertisers are so effective in manipulating us that we are unaware of it. ☐ ☐
- Identify and analyze cigarette and alcohol ads.
- Discuss alternative ways of responding to cigarette and alcohol ads.
  - Advertisers try to make us believe cigarettes and alcohol will improve our lives. ☐ ☐

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.

- Practice Analyzing Ads (Worksheet 11) ☐ ☐
- Practice Analyzing Tobacco and Alcohol Ads (Worksheet 12) ☐ ☐
- Counter arguments to Tobacco and Alcohol Ads ☐ ☐
- Session Summary ☐ ☐
LifeSkills Training 1

3) Please estimate the percentage of time you spent using each of the teaching techniques listed below. (Total should equal 100% of class)

   ______% Lecture                ______% Discussion
   ______% Demonstration          ______% Practice

4) How much time was devoted to teaching this session? __________________________

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Implementation Checklist

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

- Define media.
  Media are movies, TV shows, music and other forms of public communication.

- Identify that the media influence behavior.
  Seeing characters smoke and drink in movies, TV shows and other media can influence us to believe these behaviors are attractive and appropriate.
  Media characters show us ways to respond and interact.
  Discuss what we learn when we see our role models act violently.
  Violent role models teach that might makes right, that violence is the best way to get what you want, and that violence solves problems quickly and effectively.

- Identify that homicides and other forms of violent behavior are not as common as many people think.
  Homicides and other forms of violent behavior are not as common as many people think.

- Identify that the media distort our ideas about violence.

- Identify that the media create attractive images as models for violent behavior.
  Popular characters are usually shown as powerful, respected and attractive to others.
  The media influences us by creating attractive characters to identify with. They serve as our role models, the kind of people most of us would like to be like.

- Identify the reasons for media violence.
  Images of violence produce strong emotions like shock and fright which can be thrilling to experience.
  Violence is popular.
  Movies and TV produce profit from showing violence.

- Discuss violent imagery in games and music.
  Some video and computer games and some popular music present violent images which distort reality.

- Discuss the harmful effects of media violence.
  Many studies show that children who watch a great deal of media violence are more aggressive and violent, even when they grow up, than children who watch less.
LifeSkills Training 1

- Discuss ways to resist media influence.  

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.

- Watching TV (Worksheet 13)  
- Reality Checks (Worksheet 14)  
- Session Summary

3) Please estimate the percentage of time you spent using each of the teaching techniques listed below. (Total should equal 100% of class)

   _______ % Lecture  
   _______ % Discussion  
   _______ % Demonstration  
   _______ % Practice

4) How much time was devoted to teaching this session? ____________________________

5) Rate on a scale from 1 (low) to 5 (high) how well students responded to this session:  

   1 2 3 4 5

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<thead>
<tr>
<th>Objective</th>
<th>Yes</th>
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<tbody>
<tr>
<td>Define anxiety.</td>
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<tr>
<td>Identify physical symptoms of nervousness.</td>
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<tr>
<td><em>Anxiety produces physical changes in the body.</em></td>
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<tr>
<td>Discuss common situations which produce nervousness.</td>
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<td><em>There are many situations which produce anxiety in people.</em></td>
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<tr>
<td>Discuss alternative ways of dealing with anxiety-inducing situations.</td>
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<td><em>People deal with anxiety in different ways.</em></td>
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<tr>
<td>Demonstrate the techniques for coping with anxiety.</td>
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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.

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<thead>
<tr>
<th>Topic</th>
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<tbody>
<tr>
<td>Anxiety Experiment</td>
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<tr>
<td>Identification of Anxiety Signs</td>
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<tr>
<td><em>Situations Making Me Feel Nervous</em> (Worksheet 15)</td>
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<tr>
<td><em>Rating How Anxious You Feel</em> (Worksheet 16)</td>
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<tr>
<td>How To Decrease Your Anxiety: Demonstration of Techniques</td>
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<tr>
<td><em>Relaxation Tape</em></td>
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<td>Session Summary</td>
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LifeSkills Training 1

3) Please estimate the percentage of time you spent using each of the teaching techniques listed below. (Total should equal 100% of class)

        ______ % Lecture          ______ % Discussion
        ______ % Demonstration    ______ % Practice

4) How much time was devoted to teaching this session? __________________________

5) Rate on a scale from 1 (low) to 5 (high) how well students responded to this session:   ①  ②  ③  ④  ⑤

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Implementation Checklist

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

- Experience anger.
- Define anger.
  * Anger is a strong feeling of displeasure mixed with an urge to fight back.
  * Anger is a normal emotion.
  * By itself, anger is neither good nor bad.
  * Expressing anger can be healthy, but losing control is not.
- Identify physical symptoms of anger.
  * Like anxiety, anger produces physical changes in the body, such as an increased heart rate, tightened muscles, a rush of blood to the head, etc.
- Discuss common situations which provoke anger.
  * People feel angry when they lose or can’t get something important to them, something they want or need.
  * We can experience differing degrees of anger, ranging from mild irritation and annoyance to intense fury and rage.
  * People deal with anger-provoking situations in various ways.
- Discuss reasons for keeping anger under control.
  * Getting what you really want is usually easier if you keep your anger under control.
  * Letting anger get out of control can escalate conflict.
- Discuss ways to control anger.
- Practice techniques for controlling anger.

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.

- What Really Bugs Me (Worksheet 17)
- Practice Techniques for Controlling Anger
- Session Summary
3) Please estimate the percentage of time you spent using each of the teaching techniques listed below. (Total should equal 100% of class)

________% Lecture ________% Discussion

________% Demonstration ________% Practice

4) How much time was devoted to teaching this session? ___________________________

5) Rate on a scale from 1 (low) to 5 (high) how well students responded to this session:  ① ② ③ ④ ⑤

General Comments: _______________________________________________________________

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Implementation Checklist

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

- Define communication.
  * Effective communication exists when two people interpret a message the same way.
- Discuss verbal and nonverbal communication.
  * We often communicate a message which differs from the one we intend to send.
  * Unconscious feelings may be manifested through nonverbal behavior.
  * It is important to be conscious of our message.
- Define misunderstandings.
- Discuss how misunderstandings develop.
- Discuss how misunderstandings can be avoided.
- Asking questions, being specific, and paraphrasing can clarify an ambiguous message.

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.

- Telephone Game
- Communication Activities (Teacher’s Manual. P. 14.4-14.5)
- Looking at Recent Misunderstandings (Worksheet 18)
- Skills For Avoiding Misunderstandings
- Practice Applying Communication Skills (Worksheet 19)
- The Value of Asking Questions Activity (Teacher’s Manual, Appendix 1)
- Session Summary
LifeSkills Training 1

3) Please estimate the percentage of time you spent using each of the teaching techniques listed below. (Total should equal 100% of class)

   ______% Lecture           ______% Discussion
   ______% Demonstration     ______% Practice

4) How much time was devoted to teaching this session? _______________________

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- Recognize that many people feel shy or uncomfortable in social situations.
- Discuss how shyness can be overcome.
- Shyness can be overcome by “acting” and improving social skills.
- Mental rehearsal and deep breathing can help reduce anxiety about social contacts.
- Practice making social contacts.
- Practice giving and receiving compliments.
- Practice initiating, sustaining, and ending conversations.

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.

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- Getting Over Being Shy
- Conversational Skills Activity: “Tennis Ball Toss” (Teacher’s Manual, p.13-7)
- Developing Social Skills Scripts (Worksheet 20)
- Session Summary
3) Please estimate the percentage of time you spent using each of the teaching techniques listed below. (Total should equal 100% of class)

   ______%  Lecture          ______%  Discussion
   ______%  Demonstration   ______%  Practice

4) How much time was devoted to teaching this session? __________________________

5) Rate on a scale from 1 (low) to 5 (high) how well students responded to this session:  ①  ②  ③  ④  ⑤

General Comments:  _____________________________________________________________________
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Implementation Checklist

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

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

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.

- Social Activities (Worksheet 21) [Yes/No]
- Group Brainstorming of Social Activities [Yes/No]
- Develop and Rate “Social Scripts” for Asking Someone Out [Yes/No]
- Student Practice of Asking Someone Out and Being Asked Out [Yes/No]
- Session Summary [Yes/No]
3) Please estimate the percentage of time you spent using each of the teaching techniques listed below. (Total should equal 100% of class)

   ______% Lecture          ______% Discussion
   ______% Demonstration    ______% Practice

4) How much time was devoted to teaching this session? __________________________

5) Rate on a scale from 1 (low) to 5 (high) how well students responded to this session:  ①  ②  ③  ④  ⑤

General Comments:  ____________________________________________________________

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Implementation Checklist

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

- Identify common situations where people often fail to be assertive. [ ] [ ]
- There are a number of benefits to be gained from being assertive. [ ] [ ]
- Identify and practice verbal assertive skills. [ ] [ ]
- Identify and practice nonverbal assertive skills. [ ] [ ]
- Assertiveness can be acquired by practicing the skills covered in this session. [ ] [ ]
- Discuss alternatives for dealing with situations that involve peer pressure. [ ] [ ]
   *There are many different ways of saying no.*

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.

- *Handling Difficult Situations* (Worksheet 22) [ ] [ ]
- Define Passive, Aggressive and Assertiveness [ ] [ ]
- Identify Reasons for Not Being Assertive [ ] [ ]
- Identify Benefits of Being Assertive [ ] [ ]
- Identify and List “High Risk” Situations [ ] [ ]
- Practice Ways of Saying No [ ] [ ]
- *Assertive Action Plan* (Worksheet 23) [ ] [ ]
- Session Summary [ ] [ ]
LifeSkills Training 1

3) Please estimate the percentage of time you spent using each of the teaching techniques listed below. (Total should equal 100% of class)

   _______% Lecture       _______% Discussion

   _______% Demonstration   _______% Practice

4) How much time was devoted to teaching this session?________________________

5) Rate on a scale from 1 (low) to 5 (high) how well students responded to this session: ① ② ③ ④ ⑤

General Comments: __________________________________________________________
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Implementation Checklist

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

- Identify negotiation as the preferred method for resolving conflicts.

  Negotiation changes conflict to cooperation. Instead of fighting face-to-face, two people try to solve a problem side by side. They create a win-win situation in which both sides get what they want.

- Review techniques for controlling anger, assertiveness, communication skills and decision-making skills and apply them to conflict situations.

  The other person can’t read minds. Since he or she needs to know how you feel and what your reasons are, you must speak out clearly and state them, using “I” instead of “you”.

  Consider the other person’s point of view. He or she may be angry and may expect a fight. Surprise him or her, listen.

  Respect and acknowledge the other person’s point of view. Say that this is especially important when responding to people in authority-teachers, parents, the police. Say, you may not agree, but you need to acknowledge that you hear what is being said.

- Recognize that negotiation and problem-solving skills can resolve conflicts.

- Demonstrate success in resolving conflicts.

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.

- Results of reactions to conflict

- Behavioral Rehearsal

- Session Summary
3) Please estimate the percentage of time you spent using each of the teaching techniques listed below. (Total should equal 100% of class)

______% Lecture  ________% Discussion

______% Demonstration  ________% Practice

4) How much time was devoted to teaching this session? ________________________________

5) Rate on a scale from 1 (low) to 5 (high) how well students responded to this session:  ①  ②  ③  ④  ⑤

General Comments: _______________________________________________________________
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