

SELF-IMAGE AND SELF-IMPROVEMENT

Date: _____	Observer Name: _____	
Site (city, state) _____	School: _____	
Instructor(s): _____ <i>(Please indicate if instructor is a substitute)</i>	# of students: _____	
Time LST Started: _____	Time LST Ended: _____	Total time of LST lesson: _____
If interrupted, how much time was taken from the lesson? _____ minutes.		
Did the lesson begin in a prior session? YES NO		If YES, draw a line above the first point made in THIS session

Check “YES” or “NO” to indicate if each teaching point below was covered when the session was taught.

	YES	NO
Definition of Self-Image		
▪ Worksheet 1: How I See Myself		
▪ A few words represent a small part of one’s total self-image		
▪ Self-Image is the beliefs and attitudes we have of ourselves		
▪ Facilitate a discussion about the concept of self-image		
Formation of Self-Image and Self-Image and Behavior		
▪ Self-image is formed through what others think of us and our past experiences, successes, and failures		
▪ We tend to act like the person we believe ourselves to be		
▪ Self-image is important because it affects how good you feel about yourself		
▪ People who have a positive self-image are more likely to be successful and less likely to smoke, drink, use drugs or engage in other unhealthy activities		
▪ Identify that individuals have many self-images		
▪ Facilitate discussions about the formation of self-image and its connection to behavior		
Self-Image Improvement		
▪ It is possible to change and improve your self-image		
▪ One way to improve is to become more aware of our accomplishments		
▪ We shouldn’t generalize about our self-image based on one or two bad experiences		
▪ An important step in improving self-image is to take a realistic look at our strengths and weaknesses		
▪ Facilitate discussion about how to improve self-image		

SELF-IMAGE AND SELF-IMPROVEMENT

	YES	NO
Self Improvement Project		
▪ Worksheet 2: Taking Stock		
▪ Describe and define the four elements of a goal: Realistic, Meaningful, Manageable, and Measurable		
▪ Worksheet 3: Recording My Progress		
▪ Organize and conduct in-class practice of goal setting		
▪ Review tips for achieving goals		
Session Summary		
▪ Summarize the main points of the session		

MAKING DECISIONS

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	YES	NO
Everyday Decisions and Difficult Decisions		
▪ Worksheet 4: Everyday Decisions		
▪ Decisions are made every day. Some are made without much thought and effort while others require more time and consideration		
▪ Decisions we make are influenced by other people		
▪ Introduce the term "influence"		
▪ Facilitate discussion about how everyday and difficult decisions are made		
Making Better Decisions		
▪ Difficult decisions require more thought about possible options and consequences		
▪ Describe and define each step of the 3C's of Effective Decision-Making		
▪ Model the use of the 3C's of Effective Decision-Making		
Decision-Making Practice		
▪ Organize and conduct in-class practice of the 3C's of Effective Decision-Making		
○ Worksheet 5: Scripted practice: Putting the 3C's Into Practice		
○ Worksheet 6: Unscripted practice: My Decision-Making Planner		

MAKING DECISIONS

	YES	NO
Group Pressure and Decision-Making		
▪ Demonstrate how decisions are influenced by group members		
▪ Activity: Group Conformity Experiment		
▪ Discuss how pressures from our peer group can influence our decisions		
▪ Discuss reasons why people are influenced by group members (ex. to be popular, lack of self-confidence, don't want to be an outcast, etc.)		
Session Summary		
▪ Summarize the main points of the session		

SMOKING: MYTHS AND REALITIES

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	YES	NO
Smoking Prevalence		
▪ Activity: Smoking Prevalence (estimates and class vote)		
▪ Worksheet 7: Who's Using Drugs?		
▪ Lead a discussion about the true prevalence of smoking		
▪ The vast majority of teenagers and adults are non-smokers		
Pros and Cons of Tobacco Use		
▪ Tobacco can be used in several different ways: smoking, chewing, snuff		
▪ Activity: Pros and Cons of Tobacco Use		
▪ Lead a discussion about the pros and cons of tobacco use		
▪ Cigarettes are not magical as advertisers would like us to believe		
▪ There are many reasons for not smoking		
Cost of Smoking		
▪ Students compute the cost of smoking cigarettes and consider other ways they could spend the money they save		
Long Range Effects of Smoking		
▪ Introduce the terms "risk factor" and "long range" effects of smoking		
▪ Cigarette smoking is a major risk factor for developing several types of cancer, heart disease, and chronic lung disease		
▪ Survival for tobacco-related disease is poor		
▪ The diseases related to smoking are a major cause of death in the United States every year		

SMOKING: MYTHS AND REALITIES

YES NO

Smoking and Your Body		
▪ Lead a discussion on the effects smoking has on your body (Student Guide, p. 25)		
▪ Identify the short and long term effects of smoking on the body		
▪ Cigarette smoking has unhealthy effects on many parts of the body, some occur immediately while most develop over years		
▪ Smoking causes bad breath, smelly clothes, and stains your teeth		
Process of Becoming a Smoker		
▪ Describe and discuss the 4-steps of becoming addicted to tobacco		
▪ Discuss the difficulty of quitting smoking and other tobacco use		
▪ Discuss the terms “psychologically dependent” and “physically addicted”		
Social Acceptance of Smoking		
▪ Lead a discussion about the social acceptability and popularity of smoking		
▪ Fewer people smoke today than ever before		
▪ More adults are giving up smoking		
Non-Smokers’ Rights		
▪ Lead a discussion about places where people are allowed to smoke		
▪ Non-smokers are becoming more assertive in their objections		
▪ Sidestream smoke is potentially hazardous to non-smokers		
My Reasons for Not Smoking		
▪ Worksheet 8: Students list and share their reasons for not smoking (Student Guide, p. 27)		
Session Summary		
▪ Summarize the main points of the session		

SMOKING AND BIOFEEDBACK

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	YES	NO
The Immediate Effects of Cigarette Smoking		
▪ Review the long-term health consequences of smoking		
▪ Introduce the term “biofeedback”		
▪ Discuss the immediate effects of smoking on heart rate, especially the effects of elevated heart rate on the body (Student Guide, p. 29)		
▪ Review and discuss facts about smoking, exercise, and heart rate (Student Guide, pgs. 30)		
Describe the Effects of Elevated Heart Rates on the Body		
▪ Discuss measuring the heart rate/pulse		
▪ Review how to take someone’s pulse (Student Guide p. 32)		
▪ Conduct resting pulse activity		
▪ Heart rate fluctuates throughout the day and is affected by such things as exercise, emotions, relaxation and cigarette smoking		
▪ Smokers have elevated heart rates due to carbon monoxide and nicotine in cigarettes		
▪ Introduce “carbon monoxide” and “nicotine”		
▪ A constantly elevated heart rate puts extra strain on the heart		
▪ Smoking decreases the length of time one can sustain physical activity (i.e., it decreases endurance)		

SMOKING AND BIOFEEDBACK

YES NO

Tremor Test		
▪ Discuss the purpose and procedure of the tremor test (included in DVD). The tremor test measures hand steadiness and how relaxed a person is.		
▪ Conduct Class Experiment #2: Tremor Test (included in DVD)		
▪ Smoking decreases hand steadiness		
▪ Nicotine acts as a stimulant		
▪ Rather than “calming one down,” smoking makes a person more nervous		
Session Summary		
▪ Summarize the main points of the session		

ALCOHOL: MYTHS AND REALITIES

Date: _____	Observer Name: _____	
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	YES	NO
Alcohol and Its Effects		
▪ Lead a class discussion about what alcohol is and how it works on the body (Student Guide, p. 37)		
▪ Alcohol is a drug contained in beverages such as beer, wine, wine coolers, and hard liquor		
▪ Alcohol is absorbed directly into the blood stream and travels to the brain		
▪ Alcohol is a depressant; define the term "depressant"		
▪ Brainstorm the physical and behavioral effects of alcohol		
▪ Even small doses of alcohol have physical and behavioral effects		
Drinking Prevalence		
▪ Conduct an activity to gather class estimates of the percentage of people who use alcohol and who drink to excess and experience trouble as a result of drinking		
▪ Define the term "abstinence"		
▪ Some types of drinking (ritual or social) are considered acceptable for most adults		
▪ Discuss the consequences of compulsiveness or problem drinking		
▪ Most high school seniors report they would disapprove if a friend drank regularly		
Reasons for Drinking and Not Drinking		
▪ Activity: Discuss reasons why people do or do not drink (Student Guide, p. 38)		
▪ Discuss reasons why some people become problem drinkers		
▪ Identify the realities of what alcohol can and cannot do; alcohol cannot make a person strong, smart, attractive, tough, etc.		

ALCOHOL: MYTHS AND REALITIES

YES NO

Social Acceptance of Drinking		
<ul style="list-style-type: none"> One reason people drink is because they want to be popular or well liked. But, it is possible to do that without drinking. Drinking can actually cause you to be less popular 		
<ul style="list-style-type: none"> Some forms of drinking are not socially acceptable and people will form negative attitudes about you if you drink in one of these ways 		
<ul style="list-style-type: none"> Drinking, particularly heavy drinking or getting drunk, is not a mature or grown-up thing to do 		
Correcting Misconceptions about Alcohol		
<ul style="list-style-type: none"> Discuss and review common myths and realities/misconceptions about alcohol (Student Guide, p. 39; Teacher’s Manual, Appendix 2, p. 5.13) 		
<ul style="list-style-type: none"> Introduce the term “tolerance” (Teacher’s Manual, Appendix, p. 5.12) 		
My Reasons for Not Drinking		
<ul style="list-style-type: none"> Worksheet 10: My Reasons for Not Drinking 		
Session Summary		
<ul style="list-style-type: none"> Summarize the main points of the session 		

MARIJUANA: MYTHS AND REALITIES

Date: _____	Observer Name: _____	
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	YES	NO
Nature of Marijuana		
▪ Lead a discussion about marijuana and define what it is.		
▪ Discuss the effects of THC and define the term “psychoactive”		
Prevalence of Marijuana Use		
▪ Activity: Class Estimates of Prevalence of Marijuana Use		
▪ Fewer people smoke marijuana than we think. It is not something that ‘everybody’ is doing		
▪ Most teenagers believe that regular use of marijuana is risky		
Reasons For and Against Smoking Marijuana		
▪ Activity: Pros and Cons of Smoking Marijuana		
▪ Discuss reasons why teenagers begin smoking marijuana: One of the main reasons people begin smoking marijuana is peer pressure		
▪ Majority of students report their close friends would disapprove if they smoked marijuana		
▪ Marijuana will not help solve problems or guarantee peer acceptance		
▪ It is important to consider consequences of marijuana use and to make an informed decision		
▪ It is important to be able to say “no” to pressure coming from others to use marijuana		
▪ Marijuana will not make you more attractive, appealing, tougher, or grown-up		

MARIJUANA: MYTHS AND REALITIES

	YES	NO
Immediate and Long-Term Effects of Marijuana		
▪ Discuss the immediate effects on the body		
▪ Discuss the effects of low doses and stronger doses of marijuana		
▪ Discuss how increased potency contributes to the risks of regular marijuana use		
▪ Discuss long-term effects on the body’s immune, respiratory, and reproductive systems		
Legal Issues		
▪ Discuss laws concerning the sale and possession of marijuana		
Marijuana and Other Drugs		
▪ Discuss the relationship between the use of marijuana and the use of other dangerous drugs		
▪ Discuss the potential consequences of the early use of marijuana – the likelihood of increased experimentation with other drugs, and potential to become a heavy user		
Session Summary		
▪ Summarize the main points of the session		

ADVERTISING

Date: _____	Observer Name: _____	
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	YES	NO
Purpose of Advertising		
▪ The purpose of advertising is to sell products		
▪ Many advertisers do not just claim facts; they may exaggerate in order to persuade people to buy their product		
▪ Some advertisers might be deliberately deceptive		
Advertising Media		
▪ Advertisements take several different forms (e.g. TV commercials, magazine and newspaper ads, billboards, etc.)		
Advertising Techniques		
▪ Identify and give examples of common advertising techniques (Student Guide, pgs. 48-49)		
▪ Discuss Target Group		
Practice Analyzing Ads		
▪ Worksheet 12: Practice Analyzing Ads		
▪ Review and define the 6 elements of an advertisement: <ul style="list-style-type: none"> ○ Product name: The product brand of name ○ Brief description of advertisement ○ Target Group: The people most likely to buy the product ○ Stated Message: What the ad actually says ○ Implied Message: The hidden message ○ Technique: Method used to persuade the consumer 		
▪ Many advertisers are effective in manipulating us; they make us want their products without us being aware of it		

ADVERTISING

YES NO

Cigarette and Alcohol Ads		
▪ Worksheet 13: Practice Analyzing Tobacco and Alcohol Ads. Model how to analyze an ad		
▪ Discuss alternative ways of responding to cigarette and alcohol ads		
▪ Advertisers try to make us believe cigarettes and alcohol will improve our lives		
Session Summary		
▪ Summarize the main points of the session		

VIOLENCE AND THE MEDIA

Date: _____	Observer Name: _____	
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Instructor(s): _____ <i>(Please indicate if instructor is a substitute)</i>	# of students: _____	
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	YES	NO
Influence of Media		
▪ Define media as movies, TV shows, and other forms of public communication	<input type="checkbox"/>	<input type="checkbox"/>
▪ Advertising often presents smoking and drinking as attractive and appropriate	<input type="checkbox"/>	<input type="checkbox"/>
▪ Seeing characters in movies, TV, and other media that smoke and drink can influence us to believe these behaviors are attractive and appropriate	<input type="checkbox"/>	<input type="checkbox"/>
Prevalence of Violence		
▪ Discuss students' perceptions of prevalence of violence	<input type="checkbox"/>	<input type="checkbox"/>
▪ Homicides and other forms of violent behavior are not as common as many people think	<input type="checkbox"/>	<input type="checkbox"/>
Role Models		
▪ Discuss "role models"	<input type="checkbox"/>	<input type="checkbox"/>
▪ Popular characters are usually shown as powerful, respectful, and attractive to others	<input type="checkbox"/>	<input type="checkbox"/>
▪ Media influences us by creating attractive characters for us to identify with	<input type="checkbox"/>	<input type="checkbox"/>
▪ Media characters show us ways to respond and interact	<input type="checkbox"/>	<input type="checkbox"/>
▪ Discuss what we learn when we see our role models act violently	<input type="checkbox"/>	<input type="checkbox"/>
▪ Violent roles teach "might makes right" and that violence is the best way to get what you want and it solves problems quickly and effectively	<input type="checkbox"/>	<input type="checkbox"/>

VIOLENCE AND THE MEDIA

YES NO

Power of Media		
▪ Discuss why people enjoy watching violence in movies and TV		
▪ Images of violence produce strong emotions like shock and fright which can be thrilling		
▪ Worksheet 14: Watching TV. Gather estimates of how many hours each week are spent watching TV		
▪ Movie and TV producers profit from showing violence		
Other Media		
▪ Discuss violent imagery in games and music		
▪ Some games and some popular music present violent images which distort reality		
Is Media Violence Harmful?		
▪ Discuss ways media violence may be harmful and provide examples		
▪ Many studies show children who watch a lot of media violence are more aggressive and violent, even when they grow up, compared to children who watch less violence		
Resisting False and Distorted Images		
▪ Discuss ways to resist the influence of media		
▪ Worksheet 14: Reality Checks		
▪ Discuss how media images influence self-image		
Session Summary		
▪ Summarize the main points of the session		

COPING WITH ANXIETY

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	YES	NO
Feeling Anxious		
▪ Create the experience of anxiety		
Definition of Anxiety		
▪ Define anxiety as feeling nervous, uptight, uneasy, or apprehensive		
Physical Effects of Nervousness		
▪ Identify the physical symptoms of nervousness		
▪ Anxiety produces physical changes in the body such as an increase in heart rate, sweating, tightening up of muscles, etc.		
Situations Which Cause Anxiety		
▪ There are many situations which produce anxiety in people		
▪ Worksheet 16: Dealing With Anxiety		
▪ Worksheet 17: Rating How Anxious You Feel		
▪ Different situations trigger different reactions in people		
Dealing with Anxiety		
▪ People deal with situations that produce anxiety in different ways		
Techniques for Coping with Anxiety		
▪ Introduce the term "coping"		
▪ Discuss alternative ways of dealing with anxiety inducing situations		
▪ Explain the procedure for and conduct in-class practice of the Deep Breathing technique		
▪ Explain the procedure for the relaxation exercise and conduct in-class practice of the relaxation exercise using the Stress Management Techniques Audio CD		
▪ Explain the procedure for and conduct in-class practice of the Mental Rehearsal technique		

COPING WITH ANXIETY

YES NO

Session Summary		
▪ Summarize the main points of the session		

COPING WITH ANGER

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	YES	NO
Feeling Angry		
▪ Anger Experiment/Experience Anger	<input type="checkbox"/>	<input type="checkbox"/>
Definition of Anger		
▪ Anger is a strong feeling of displeasure mixed with an urge to fight back	<input type="checkbox"/>	<input type="checkbox"/>
▪ Anger is a normal emotion	<input type="checkbox"/>	<input type="checkbox"/>
▪ By itself, anger is neither good nor bad	<input type="checkbox"/>	<input type="checkbox"/>
▪ Expressing anger can be healthy, but losing control is not	<input type="checkbox"/>	<input type="checkbox"/>
Physical Effects of Anger		
▪ Identify noticeable physical effects of anger	<input type="checkbox"/>	<input type="checkbox"/>
▪ Like anxiety, anger produces physical changes in the body such as increased heart rate, tightened muscles, a clenched jaw, reddened cheeks, etc.	<input type="checkbox"/>	<input type="checkbox"/>
▪ Worksheet 18: What Really Bugs Me	<input type="checkbox"/>	<input type="checkbox"/>
▪ Discuss common situations which produce anger and give examples	<input type="checkbox"/>	<input type="checkbox"/>
▪ People feel angry when they lose or can't get something important to them	<input type="checkbox"/>	<input type="checkbox"/>
▪ We can experience differing degrees of anger, ranging from mild irritation and annoyance to intense fury and rage	<input type="checkbox"/>	<input type="checkbox"/>
Reasons for Controlling Anger		
▪ Discuss reasons for keeping anger under control	<input type="checkbox"/>	<input type="checkbox"/>
▪ Getting what you really want is easier if you keep your anger under control	<input type="checkbox"/>	<input type="checkbox"/>
Dealing with Anger and Its Effects		
▪ Ask students to discuss how they and others deal with angry feelings	<input type="checkbox"/>	<input type="checkbox"/>
▪ People deal with anger-provoking situations in various ways: doing nothing, lashing out physically or verbally, refusing to talk, or controlling their anger	<input type="checkbox"/>	<input type="checkbox"/>
▪ Letting anger get out of control can escalate conflict	<input type="checkbox"/>	<input type="checkbox"/>

COPING WITH ANGER

YES NO

Techniques for Controlling Anger		
▪ Discuss ways students control their anger		
▪ Explain and conduct in-class practice of the Warning Light technique		
▪ Explain and conduct in-class practice of the Counting to 10 technique		
▪ Explain, define, and conduct in-class practice of the Self Statements technique		
▪ Explain, define, and conduct in-class practice of the Reframing technique		
Session Summary		
▪ Summarize the main points of the session		

COMMUNICATION SKILLS

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	YES	NO
What is Communication?		
▪ Activity: Telephone Game		
▪ Define communication; effective communication exists between two people when the receiver interprets the message in the same way the sender intended it		
Types of Communication		
▪ Define verbal communication; refers to specific words that we use in our voice inflections (tone of our voice)		
▪ Define non-verbal communication; refers to body language (e.g. mannerisms, facial expressions, body position, etc.)		
▪ Conduct the communication activities		
▪ Frequently we are communicating a message that is somewhat different from the one we intend to send		
▪ Sometimes our unconscious feelings are manifested in the form of non-verbal behavior		
▪ It is important that we are conscious of the messages we are sending		
Avoiding Misunderstandings		
▪ Define "misunderstanding"; misunderstanding is a failure of communication which results when the receiver understands the message differently than it was intended by the sender		
▪ Worksheet 19: Looking at Recent Misunderstandings		
▪ Discuss how misunderstandings develop		
▪ Review the 4 skills for avoiding misunderstandings and give examples of each: sending the same verbal and nonverbal message, asking questions, being specific, paraphrasing		
▪ Discuss how misunderstandings can be avoided, including using the 4 skills		
▪ Worksheet 20: Practice Applying Communication Skills		

COMMUNICATION SKILLS

YES NO

The Value of Asking Questions		
▪ Activity: Value of Asking Questions (Teacher’s Manual, Appendix 1, p. 11.8)		
▪ Asking questions can dramatically improve your understanding of what someone means when they tell you something. It also helps to clarify things that may be difficult to communicate		
Session Summary		
▪ Summarize the main points of the session		

SOCIAL SKILLS A

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	YES	NO
Overcoming Shyness		
▪ Recognize that many people feel shy or uncomfortable in social situations		
▪ Review strategies for Getting Over Being Shy (Student Guide, p. 71)		
○ Learn to act		
○ Start small		
○ Prepare yourself		
▪ Mental rehearsal and deep breathing can help reduce anxiety about social contacts		
Initiating Social Contacts		
▪ Describe methods for and practice initiating social contacts using simple greetings, asking for information, and simple openers		
Giving and Receiving Compliments		
▪ Introduce the term "compliment"		
▪ Lead discussion about why it is sometimes difficult to give and receive compliments		
▪ Review the steps for giving and receiving compliments		
▪ Demonstrate an organized practice of the steps for giving and receiving compliments		

SOCIAL SKILLS A

		YES	NO
Conversational Skills			
▪ Review the steps for initiating, sustaining, and ending conversations (Student Guide, p. 73-74)			
▪ Conduct in-class practice of the steps for initiating, sustaining, and ending conversations. Conversational Skills Activity: "Tennis Ball Toss" or some other method of practice			
▪ Worksheet 21: Developing Social Skills Scripts			
Session Summary			
▪ Summarize the main points of the session			

SOCIAL SKILLS B

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	YES	NO
Attraction		
▪ Worksheet 22: Social Activities, Item 1. Lead a discussion about attributes of people that are attracted to one another in close personal relationships		
▪ Lead a discussion about the role of physical and non-physical qualities in attraction		
▪ People may be attracted to someone for a variety of reasons		
▪ Ideas about physical attractiveness may vary from person to person		
▪ Nonphysical attributes are important components of attraction		
Talking with Someone You are Attracted To		
▪ Lead a discussion about how talking with most people may be different from talking with someone they are attracted to.		
▪ Many people are somewhat uneasy talking to someone they are attracted to or want to make a good impression on		
▪ Good conversation and communication skills apply to close personal relationships		
Social Activities		
▪ Worksheet 22: Social Activities, Item 2. Generate a list of fun, healthy activities to do with others		

SOCIAL SKILLS B

YES NO

Asking Someone Out to Do Something		
▪ Lead a discussion about the best approach for asking someone out to do something		
▪ Worksheet 22: Social Activities, Item 3		
▪ Review and demonstrate the tips for asking someone out to do something		
▪ Conduct in class practice of the tips for asking someone out to do something		
Being Asked Out to Do Something		
▪ Lead a discussion about three ways of responding when asked out to do something: <ul style="list-style-type: none"> ○ Can go ○ Cannot go ○ Do not want to go 		
▪ Review and demonstrate the tips for each type of response when someone asks you to do a social activity		
▪ Conduct in-class practice of the tips for each type of response when someone asks you to do a social activity		
▪ Review and practice the mental rehearsal technique from the Coping With Anxiety session		
Session Summary		
▪ Summarize the main points of the session		

ASSERTIVENESS

Date: _____	Observer Name: _____
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Instructor(s): _____ <i>(Please indicate if instructor is a substitute)</i>	# of students: _____
Time LST Started: _____	Time LST Ended: _____
Total time of LST lesson: _____	
If interrupted, how much time was taken from the lesson? _____ minutes.	
Did the lesson begin in a prior session? YES NO	If YES, draw a line above the first point made in THIS session

Check "YES" or "NO" to indicate if each teaching point below was covered when the session was taught.

	YES	NO
Assertive Situations		
<ul style="list-style-type: none"> ▪ Worksheet 23: Handling Difficult Situations. Lead a discussion identifying common situations where people often fail to be assertive 	<input type="checkbox"/>	<input type="checkbox"/>
Understanding Assertiveness		
<ul style="list-style-type: none"> ▪ Define and lead a discussion about the three ways of responding to difficult situations: passive, aggressive, assertive 	<input type="checkbox"/>	<input type="checkbox"/>
Reasons for Not Being Assertive		
<ul style="list-style-type: none"> ▪ Lead a discussion identifying the reasons for not being assertive 	<input type="checkbox"/>	<input type="checkbox"/>
Benefits of Being Assertive		
<ul style="list-style-type: none"> ▪ Lead a discussion identifying the benefits of being assertive 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Describe the benefits to be gained from being assertive: personal satisfaction, increased likelihood of getting your needs met, increased self-esteem, etc. 	<input type="checkbox"/>	<input type="checkbox"/>
Verbal Assertive Skills		
<ul style="list-style-type: none"> ▪ Review the steps for using the refusal skill of Saying "No" <ul style="list-style-type: none"> ○ Demonstrate the steps ○ Practice the Saying "No" technique ○ Provide feedback and positive reinforcement 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Review the steps for the refusal skill of Making Requests and Asserting Rights <ul style="list-style-type: none"> ○ Demonstrate the steps ○ Practice the Making Requests and Asserting Rights technique ○ Provide feedback and positive reinforcement 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Review the steps for using the refusal skill of Expressing Feelings - Common "I" Statements <ul style="list-style-type: none"> ○ Demonstrate the steps ○ Practice the Expressing Feelings - Common "I" Statements technique ○ Provide feedback and positive reinforcement 	<input type="checkbox"/>	<input type="checkbox"/>

ASSERTIVENESS

	YES	NO
Non-Verbal Assertiveness Skills		
<ul style="list-style-type: none"> ▪ Review the 4 nonverbal assertive skills <ul style="list-style-type: none"> ○ demonstrate the four nonverbal assertive skills ○ conduct in class practice of the four nonverbal assertive skills 		
<ul style="list-style-type: none"> ▪ Provide feedback and positive reinforcement 		
Resisting Peer Pressure to Use Drugs		
<ul style="list-style-type: none"> ▪ Lead a discussion identifying "high risk" situations in which pressured to use drugs 		
<ul style="list-style-type: none"> ▪ Review ways of saying "No" (Student Guide, p. 81) <ul style="list-style-type: none"> ○ demonstrate the Ways of Saying "No" using verbal and non-verbal assertiveness skills ○ conduct in class practice of the Ways of Saying "No" 		
<ul style="list-style-type: none"> ▪ Provide feedback and positive reinforcement 		
<ul style="list-style-type: none"> ▪ Encourage application of skills to real-life situations 		
Developing Action Plans		
<ul style="list-style-type: none"> ▪ Worksheet 24: Assertive Action Plan 		
Session Summary		
<ul style="list-style-type: none"> ▪ Summarize the main points of the session 		

RESOLVING CONFLICTS

Date: _____	Observer Name: _____	
Site (city, state) _____	School: _____	
Instructor(s): _____ <i>(Please indicate if instructor is a substitute)</i>	# of students: _____	
Time LST Started: _____	Time LST Ended: _____	Total time of LST lesson: _____
If interrupted, how much time was taken from the lesson? _____ minutes.		
Did the lesson begin in a prior session? YES NO		If YES, draw a line above the first point made in THIS session

Check "YES" or "NO" to indicate if each teaching point below was covered when the session was taught.

	YES	NO
Choices to Make		
▪ Lead a discussion identifying the three common reactions to complex and possible outcomes on achieving goals and maintaining relationships	<input type="checkbox"/>	<input type="checkbox"/>
▪ Introduce the terms "compromise" and "negotiation"	<input type="checkbox"/>	<input type="checkbox"/>
▪ Negotiation changes conflict to cooperation; two people try to resolve a problem side-by-side. They create a win-win situation in which both sides get what they want	<input type="checkbox"/>	<input type="checkbox"/>
Control Anger in Conflict Situations and Building Consensus		
▪ Review the techniques for controlling anger and apply them to conflict situations	<input type="checkbox"/>	<input type="checkbox"/>
▪ 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"	<input type="checkbox"/>	<input type="checkbox"/>
▪ Consider, respect and acknowledge the other person's point of view. This is especially important when responding to people in authority positions such as teachers, parents, and the police. You may not agree, but you need to acknowledge that you hear what is being said.	<input type="checkbox"/>	<input type="checkbox"/>

RESOLVING CONFLICTS

YES NO

Using the 3 Cs to Solve Problems		
▪ Recognize that decision-making skills and compromise can resolve conflicts		
▪ Review the steps for using the conflict resolution skill of Changing You and Me to We (Student Guide, pgs. 84-85)		
○ Conduct in-class practice of the skill of Changing You and Me to We		
▪ Provide feedback and positive reinforcement for the behavioral rehearsal		
Session Summary		
▪ Summarize the main points of the session		