

Title of Lesson

"How to talk to..." Compilation

Anticipatory set

Ask permission to post "How to" sheets around the school when finished. If this cannot be done, find spaces around the room or in the community that are willing to hang the finished resource.

Mental set**Objectives**

- By the end of the lesson, students will be able to evaluate the validity of health information, products, and services.
- By the end of the lesson, students will be able to use resources from home, school, and community that provide valid health information.
- By the end of the lesson, students will be able to determine when professional health services may be required.

Purpose

To have students create a resource that may be helpful for themselves and their peers.

Content Standards

NHES Standard 3: Demonstrate the ability to access valid information, products, and services to enhance health.

Materials

- None necessary

Grade Level

7-12 grade (modify materials to adapt for 3-12)

Time Period

One 45 minute class period

Skill Level

All

How adapted to Diverse Populations

- Hearing Impaired
 - »» For HI students, all materials and directions can be printed and written.
- Visually Impaired
 - »» VI students can be active participants in class discussion. All materials can be read to the student if no Braille or other visual aid is available.
- Emotionally/Behaviorally Impaired
 - »» EI/BI students can become discussion leaders to counter balance their disruptive tendencies.
- Developmentally Impaired
 - »» DI students can be given developmentally appropriate examples of articles and instructions can be modified for easier understanding.
- Physically Impaired
 - »» No modification should be necessary.

Input

Ask students who they might go to if they or someone they know was in an unhealthy relationship. Create a list of safe people they identify. (Examples would include: teachers, counselors, friends, parents, parents of friends, siblings, coaches, mentors, etc.) Remind them that not all of them will feel comfortable with these people, but as a whole, these are good resources to use.

Modeling

Choose one of the resources to work on as a class. (An easy one is “teachers”) Create a “how to talk to... teachers about an unhealthy relationship” list as a class.

Check for Understanding

Ask students to give examples of what to say and how to say it. Ask them why they may word something a certain way or where these conversations could take place. Have all students engage in this discussion.

Guided Practice

Put students into pairs or groups of three. Assign each group a different resource they’ve identified. Each group will need to make a “how to talk to ...” sheet. Remind students to include how to word things, when and where to talk to this resource, etc. Walk around to help students finish this task.

Closure

Take each finished sheet (see INDEPENDENT PRACTICE) and laminate them. Display around the room or school if possible.

Independent Practice

Each member of the group will need to make their own copy of the finished resource sheet. This should look professional and neat (use computer if available). Each finished sheet should be handed in at the end of the class period or at the beginning of the next one if necessary.