

LESSON PLAN

PART I

Lesson 3 Behaving Positively

Instructor: Academic Instructor

Teaching Method: Informal Lecture

Visual Aids (VA): PowerPoint Presentation

Student Preparation:

Reading Assignment: Leadership Education I: Citizenship, Character and Air Force Tradition, Chapter 2, Lesson 3

Homework Assignment: Instructors may use any or all Student Workbook questions for this lesson as homework or in-class assignment.

Date of Lesson Development/Last Major Revision: 2003/July 2005

PART IA

Lesson Objectives:

1. Know how to make healthful decisions.
2. Know how to set and achieve personal goals.
3. Know how to communicate effectively.

Samples of Behavior/Main Points:

1. Identify the six-step process to arrive at healthful decisions.
2. Describe how decisions affect personal health.
3. Outline the benefits of setting health goals.
4. Explain the five-step goal-setting process to achieve goals.
5. Describe how body language can affect communication.
6. Explain why “I” messages are more effective than “you” messages.
7. Identify ways to improve speaking and listening skills.
8. Explain how to use refusal skills effectively.

PART IB

Strategy: Your cadets are at the stage of their lives in which the decisions they make can affect their health for rest of their lives. Emphasize the importance of good decision-making skills and goal setting. Also stress the importance of good speaking and listening skills that will help them communicate their decisions and goals clearly and effectively.

PowerPoint Presentation: Information points will appear on mouse clicks.

Lesson Outline:

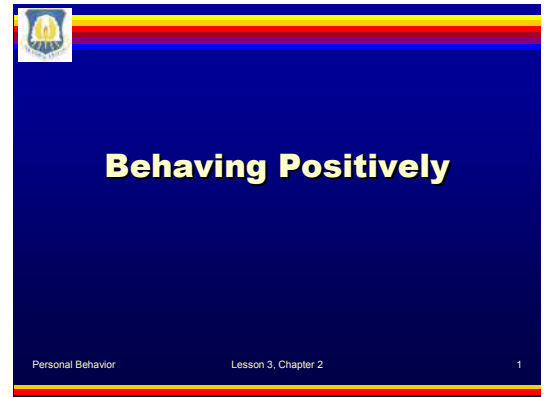
1. Quick Write/Motivation (5 min.)
2. Topics (30 min.)
 - a. How do decision making and goal setting affect health?
 - b. What are the steps in the decision-making process?
 - c. What questions can be asked to help evaluate a decision?
 - d. What is the importance of setting goals?
 - e. What are the steps in the goal-setting process?
 - f. What are the characteristics of good communicators?
 - g. What is the role of body language in interpersonal communication?
 - h. Why is it important to use “I” messages?
 - i. What speaking skills improve communication?
 - j. What listening skills improve communication?
 - k. What is the importance of refusal skills?
 - l. What obstacles prevent clear communication?
3. Health Skills Activity (5 minutes or else use this activity as homework)
 - a. What to Do? What to Do?
4. Hands-On Heath (5 minutes or else use this activity as homework)
 - b. Sending “I” Messages
5. Wrap-up (5 min.)

PART II

INTRODUCTION

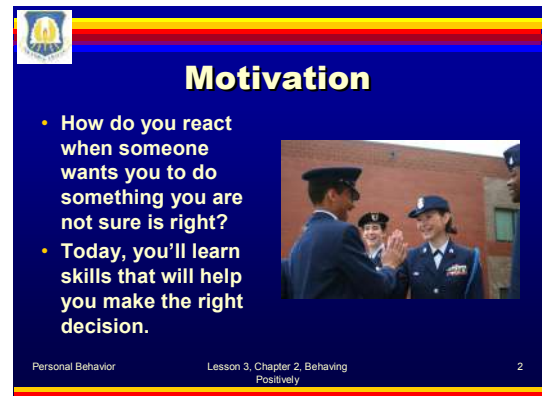
ATTENTION

As a young adult, you will be faced with decisions that can change your life and the lives of others. Knowing how to make decisions, set goals, and communicate effectively will help you make the right choices. This lesson teaches you these skills.



MOTIVATION

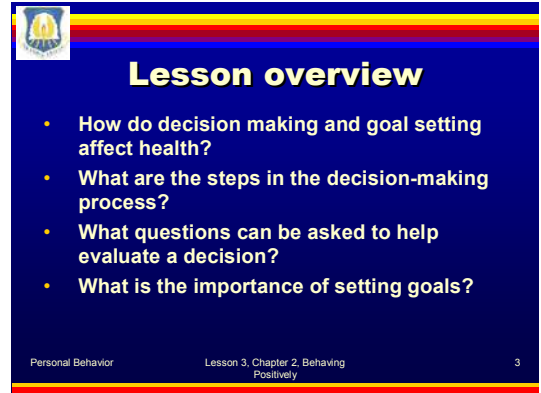
Some of your friends are encouraging you to do something you are not sure is right for you. Do you know how to decide what to do? Do you know how to respond to them? Today, we'll learn about decision-making skills, goal setting, and communication skills. After this lesson, you'll be able to handle these situations with ease.



LESSON OVERVIEW

Today, we'll cover the following topics:

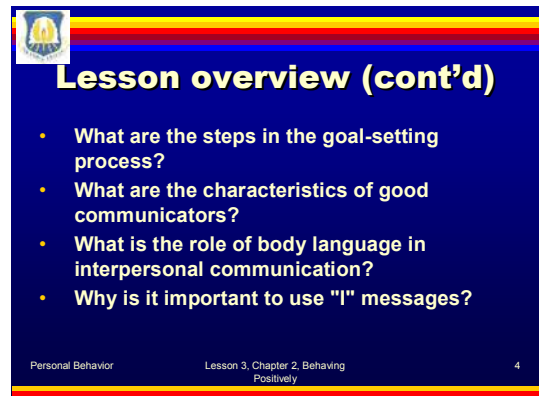
1. How do decision making and goal setting affect health?
2. What are the steps in the decision-making process?
3. What questions can be asked to help evaluate a decision?
4. What is the importance of setting goals?
5. What are the steps in the goal-setting process?
6. What are the characteristics of good communicators?
7. What is the role of body language in interpersonal communication?
8. Why is it important to use "I" messages?
9. What speaking skills improve communication?
10. What listening skills improve communication?
11. What is the importance of refusal skills?
12. What obstacles prevent clear communication?



Lesson overview

- How do decision making and goal setting affect health?
- What are the steps in the decision-making process?
- What questions can be asked to help evaluate a decision?
- What is the importance of setting goals?


Personal Behavior Lesson 3, Chapter 2, Behaving Positively 3



Lesson overview (cont'd)

- What are the steps in the goal-setting process?
- What are the characteristics of good communicators?
- What is the role of body language in interpersonal communication?
- Why is it important to use "I" messages?

Personal Behavior Lesson 3, Chapter 2, Behaving Positively 4



Lesson overview (cont'd)

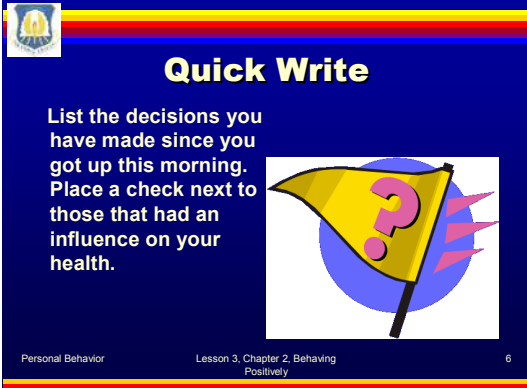
- What speaking skills improve communication?
- What listening skills improve communication?
- What is the importance of refusal skills?
- What obstacles prevent clear communication?

Personal Behavior Lesson 3, Chapter 2, Behaving Positively 5

QUICK WRITE


List the decisions you have made since you got up this morning. Place a check next to those that had an influence on your health.

Ask volunteers to share their lists. On the board, write those decisions that affect health. Discuss with students which decisions are healthy or unhealthy ones.



Quick Write

List the decisions you have made since you got up this morning. Place a check next to those that had an influence on your health.



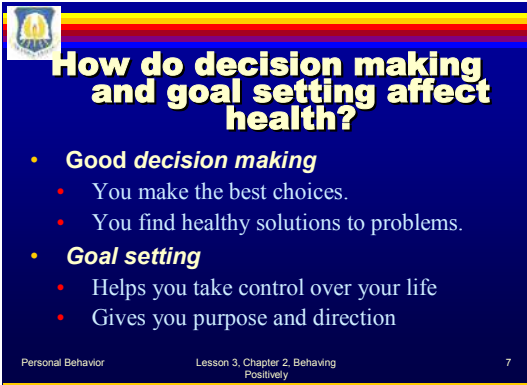
Personal Behavior Lesson 3, Chapter 2, Behaving Positively 6

BODY

PRESENTATION

1. How do decision making and goal setting affect health?

- a. **Good decision making helps you make the best choices and find healthy solutions to problems.**
- b. **Goal setting helps you take control over your life and gives your life purpose and direction.**



How do decision making and goal setting affect health?

- **Good decision making**
 - You make the best choices.
 - You find healthy solutions to problems.
- **Goal setting**
 - Helps you take control over your life
 - Gives you purpose and direction

Personal Behavior Lesson 3, Chapter 2, Behaving Positively 7

- (1) Goals that help you stay physically active and prevent injury will provide health benefits throughout your life.
- (2) People who set and achieve goals feel better about themselves and about their lives.

2. What are the steps in the decision-making process?

- a. **Decision making is the process of making a choice or finding a solution. It involves six steps.**

(1) Step 1 is to identify the situation. What choice do you have to make? How much time do you need?

(2) Step 2 is to list your options.

(3) Step 3 is to think about the outcomes of each option using the following H.E.L.P. criteria.

(a) **H (Healthful)** Will it contribute to your health?

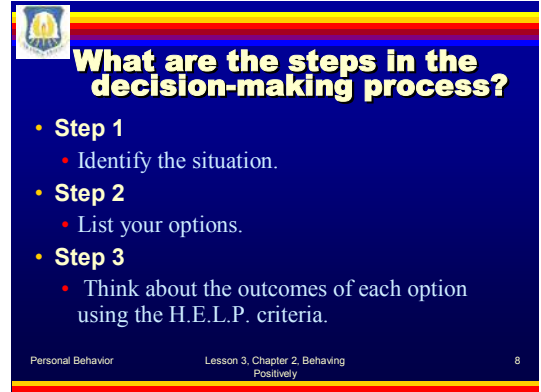
(b) **E (Ethical)** Does it show respect for yourself and others?

(c) **L (Legal)** Is someone your age allowed by law to do this?

(d) **P (Parent Approval)** Would your parents approve?

(4) Step 4 is considering your values and the values of society.

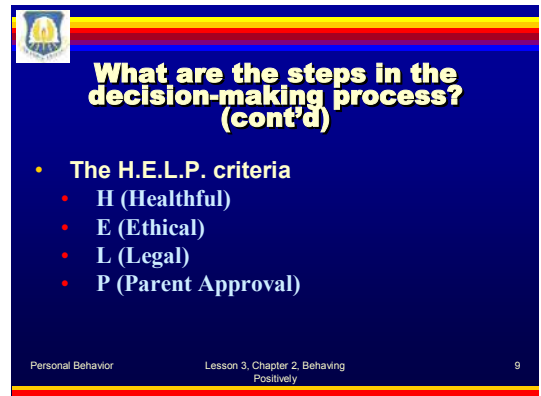
(a) Values are the beliefs and ideals that guide the way a person lives.



What are the steps in the decision-making process?

- **Step 1**
 - Identify the situation.
- **Step 2**
 - List your options.
- **Step 3**
 - Think about the outcomes of each option using the H.E.L.P. criteria.

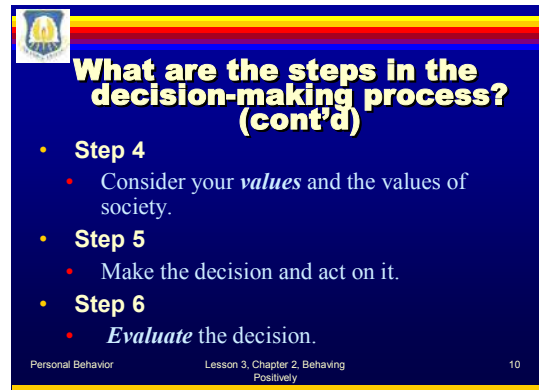
Personal Behavior Lesson 3, Chapter 2, Behaving Positively 8



What are the steps in the decision-making process? (cont'd)

- **The H.E.L.P. criteria**
 - H (Healthful)
 - E (Ethical)
 - L (Legal)
 - P (Parent Approval)

Personal Behavior Lesson 3, Chapter 2, Behaving Positively 9



What are the steps in the decision-making process? (cont'd)

- **Step 4**
 - Consider your *values* and the values of society.
- **Step 5**
 - Make the decision and act on it.
- **Step 6**
 - *Evaluate* the decision.

Personal Behavior Lesson 3, Chapter 2, Behaving Positively 10

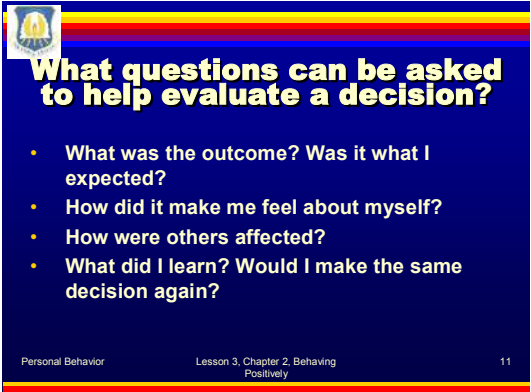
- (b) Respect and trust are core ethical values that are shared by people around the world.

(5) Step 5 is making the decision and acting on it.

(6) Step 6 is evaluating the decision.

3. What questions can be asked to help evaluate a decision?

- a. What was the outcome of my decision? Was it what I expected?**
- b. How did my decision make me feel about myself?**
- c. How did my decision affect others?**
- d. What did I learn? Would I make the same decision again?**



What questions can be asked to help evaluate a decision?

- What was the outcome? Was it what I expected?
- How did it make me feel about myself?
- How were others affected?
- What did I learn? Would I make the same decision again?

Personal Behavior Lesson 3, Chapter 2, Behaving Positively 11

Health Skills Activity

What to Do? What to Do?

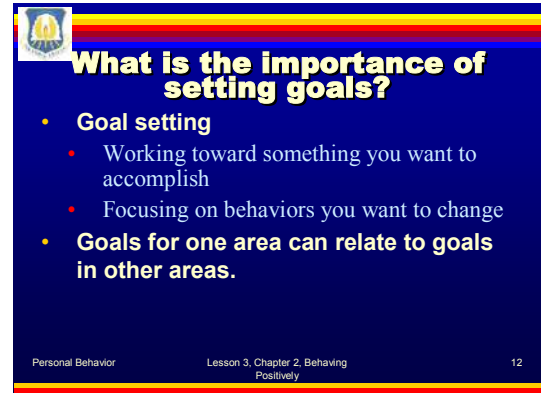
Help students read about Andy's situation, and discuss the steps in his decision-making process:

1. Andy has to decide how to balance swim-team commitments and schoolwork.
2. Andy can quit the swim team or find a way to spend more time on schoolwork.
3. If he quits the team, he will feel less fit and be unlikely to make the local team again. If he spends more time on schoolwork, his grades may improve, but he may have less time to improve his swimming skills.
4. Andy values physical fitness, good grades, and overall health.
5. Let students share their decision for Andy.
6. Students should discuss long- and short-term consequences. Note: Asking questions such as “In six months (or five years), how will Andy know he made a good decision?” will guide students in this step.

4. What is the importance of setting goals?

- a. **Goal setting is the process of working toward something you want to accomplish.**
- b. **Setting goals will help you focus on behaviors you want to change.**
- c. **Goals for one area of your life often lead to the achievement of goals in other areas.**
- d. **Goals help you identify what you want out of life.**
- e. **Goals help you use your time, energy, and other resources wisely.**
- f. **Setting short-term goals can help you accomplish long-term goals.**

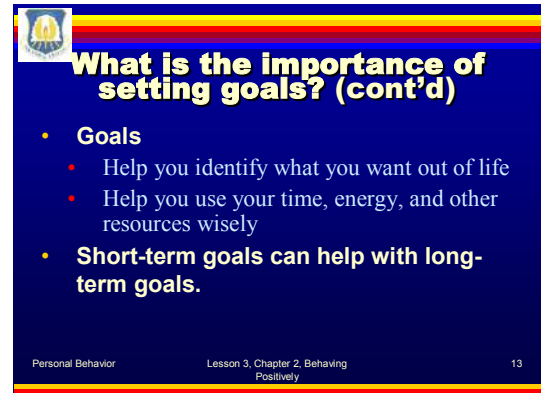
- (1) Short-term goals are those you want to achieve within the next few days or weeks. A short-term goal to run several times a week would be a stepping-stone to a long-term goal to run a 5 K race.
- (2) A long-term goal can take weeks, months, or even years to achieve. A long-term goal such as becoming a professional athlete requires time, planning, and dedication.



What is the importance of setting goals?

- **Goal setting**
 - Working toward something you want to accomplish
 - Focusing on behaviors you want to change
- **Goals for one area can relate to goals in other areas.**

Personal Behavior Lesson 3, Chapter 2, Behaving Positively 12



What is the importance of setting goals? (cont'd)

- **Goals**
 - Help you identify what you want out of life
 - Help you use your time, energy, and other resources wisely
- **Short-term goals can help with long-term goals.**

Personal Behavior Lesson 3, Chapter 2, Behaving Positively 13

5. What are the steps in the goal-setting process?

- a. Identify a specific goal and write it down.
- b. List the steps you will take to reach your goal.

c. Get help and support from others.

d. Set up checkpoints to evaluate your progress.

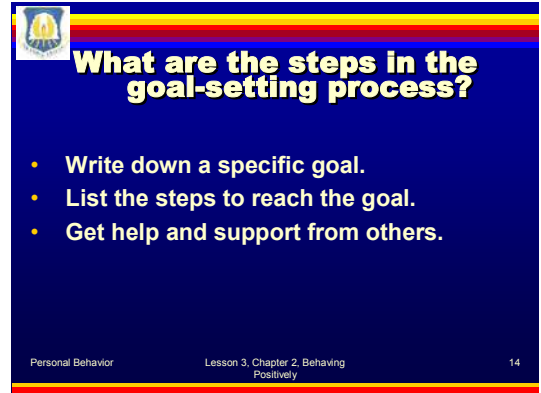
e. Give yourself a reward once you have achieved your goal.

6. What are the characteristics of good communicators?

a. Good communicators can get their message across, listen to what others have to say, and keep lines of communication open.

b. Good communicators have good interpersonal-communication skills.

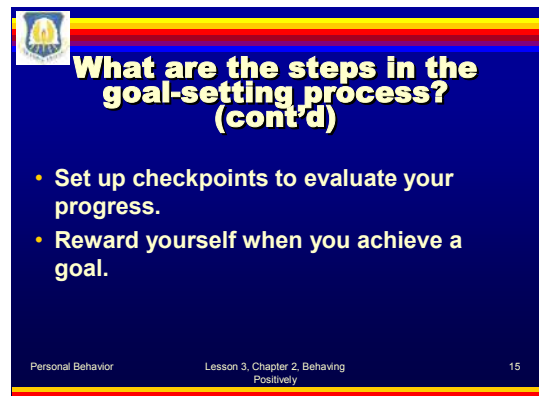
(1) Interpersonal communication involves the exchange of thoughts, feelings, and beliefs between two or more people.



Slide 14: What are the steps in the goal-setting process?

- Write down a specific goal.
- List the steps to reach the goal.
- Get help and support from others.

Personal Behavior Lesson 3, Chapter 2, Behaving Positively 14



Slide 15: What are the steps in the goal-setting process? (cont'd)

- Set up checkpoints to evaluate your progress.
- Reward yourself when you achieve a goal.

Personal Behavior Lesson 3, Chapter 2, Behaving Positively 15



Slide 16: What are the characteristics of good communicators?

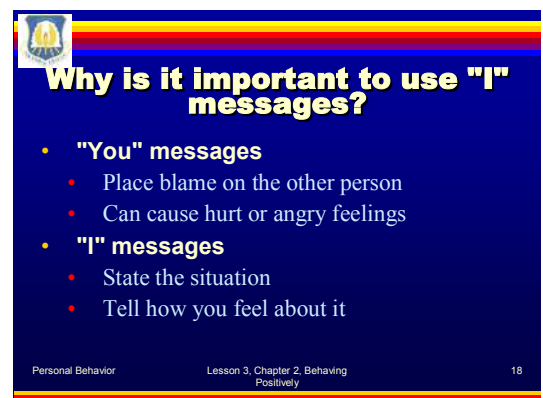
- Good communicators
 - Get their message across
 - Listen to what others have to say
 - Keep lines of communication open
 - Have good *interpersonal communication* skills

Personal Behavior Lesson 3, Chapter 2, Behaving Positively 16

7. What is the role of body language in interpersonal communication?
- a. Your body helps communicate your thoughts and feelings.
 - b. Body language is a form of nonverbal communication.
 - (1) Raised eyebrows might show curiosity, surprise, or interest.
 - (2) Drooping shoulders might show sadness, insecurity, or fear.
 - c. Some forms of body language (smiling) encourage communication; others (frowning) discourage it.
 - d. A mixed message occurs when your words say one thing but your body language says another.
 - (1) If you say you are not angry, but your jaw is clenched, your body is expressing your true feelings.



8. Why is it important to use “I” messages?
- a. “You” messages, such as “You’re never on time,” place blame on the other person and can cause hurt or angry feelings.
 - b. An “I” message states the situation and how you feel about it.



- (1) It offers an explanation for your feelings.
- (2) It states what you need.
- (3) An example of an “I” message is “When you were late for the movie, I felt disappointed. I'd heard that the opening sequence was funny and I didn't want to miss it. Next time we go to the movies, let's make sure we're early so we don't miss anything.”

9. What speaking skills improve communication?

- a. **Use “I” messages. Consider how your words will affect the other person, and express your concerns in terms of your own feelings. You'll be less likely to make others feel defensive.**
- b. **Make clear, simple statements. Stick to the point and be specific. Make sure the other person understands what you're saying.**
- c. **Be honest with thoughts and feelings. Say what you want to say. Be truthful and direct about your values while showing respect for your listener's values.**
- d. **Use appropriate body language. Make sure your facial expressions, gestures, and posture match your message. Use eye contact, or direct visual contact with another person's eyes, to show that you are sincere.**

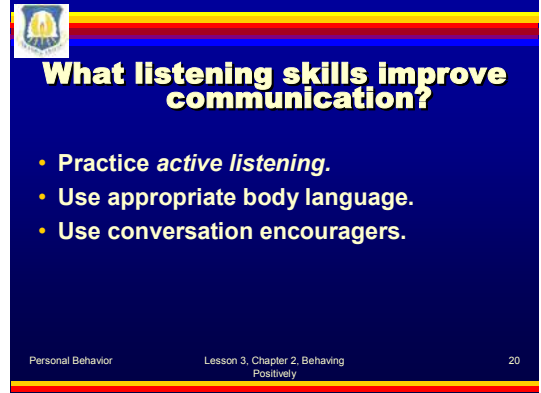


10. What listening skills improve communication?

- a. A speaker's message has meaning only if the listener receives it. Active listening is hearing, thinking about, and responding to the other person's message.
- b. Use appropriate body language. Even if you disagree, stay calm and listen to what the other person has to say. Maintain eye contact, and use facial expressions and gestures that show you are listening.
- c. Use conversation encouragers. Show that you're listening by nodding or asking questions. Say things such as “Really” or “What happened next?” to show that you are paying attention.
- d. Mirror thoughts and feelings. Repeat what the person said as a way of confirming what you heard. Offer feedback when appropriate. Feedback is a response by the listener to what the speaker has said.
- e. Ask questions. After the person has finished speaking, ask questions or add your own comments or opinions.

11. What is the importance of refusal skills?

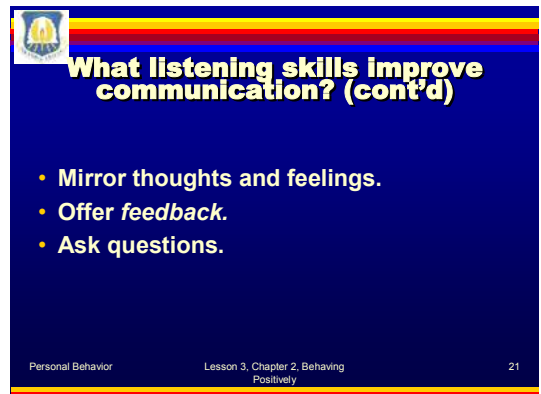
- a. Refusal skills are *communication strategies that help you say no effectively*.
- b. They can be used when friends or acquaintances want you to do something that you do not want to do.



What listening skills improve communication?

- Practice *active listening*.
- Use appropriate body language.
- Use conversation encouragers.

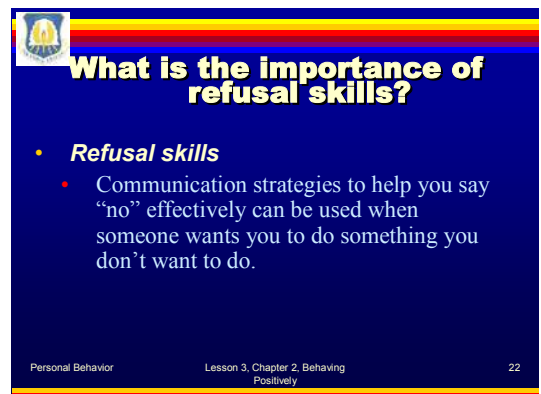
Personal Behavior Lesson 3, Chapter 2, Behaving Positively 20



What listening skills improve communication? (cont'd)

- Mirror thoughts and feelings.
- Offer *feedback*.
- Ask questions.

Personal Behavior Lesson 3, Chapter 2, Behaving Positively 21



What is the importance of refusal skills?

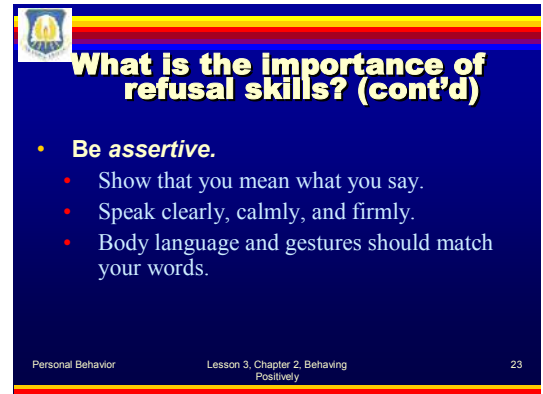
- **Refusal skills**
 - Communication strategies to help you say “no” effectively can be used when someone wants you to do something you don’t want to do.

Personal Behavior Lesson 3, Chapter 2, Behaving Positively 22

c. **Refusal skills let others know that you mean what you say.**

d. **Be assertive when you use refusal skills.**

- (1) Assertive is behaving with confidence and clearly stating your attentions.
- (2) Show with words and actions that you mean what you say.
- (3) Speak clearly and calmly and in a firm tone of voice.
- (4) Be sure that your body language and gestures match your words. Use eye contact, put a serious or neutral look on your face, and stand or sit up straight.
- (5) **NOTE TO INSTRUCTOR:** On student text page 124, paragraph 2, the reference to Figure 2-27 should correctly refer to Figure 2-26.



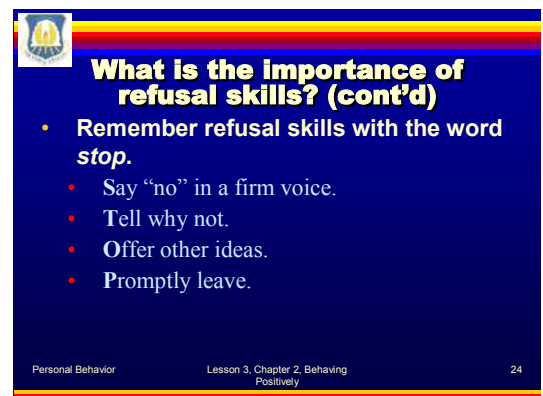
What is the importance of refusal skills? (cont'd)

- **Be assertive.**
 - Show that you mean what you say.
 - Speak clearly, calmly, and firmly.
 - Body language and gestures should match your words.

Personal Behavior Lesson 3, Chapter 2, Behaving Positively 23

e. **An easy way to remember refusal skills is to think of the letters in the word *stop*.**

- (1) Say “no” in a firm voice.
- (2) Tell why not.
- (3) Offer other ideas.
- (4) Promptly leave.



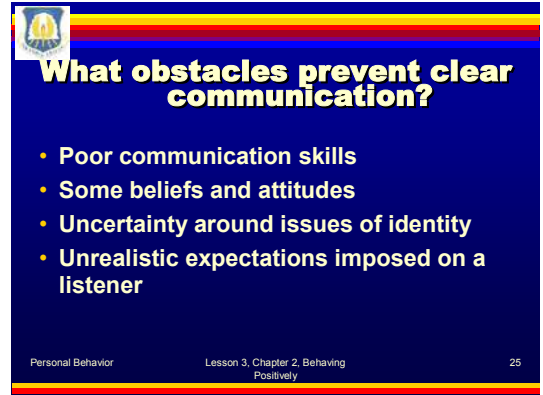
What is the importance of refusal skills? (cont'd)

- **Remember refusal skills with the word *stop*.**
 - Say “no” in a firm voice.
 - Tell why not.
 - Offer other ideas.
 - Promptly leave.

Personal Behavior Lesson 3, Chapter 2, Behaving Positively 24

12. What obstacles prevent clear communication?

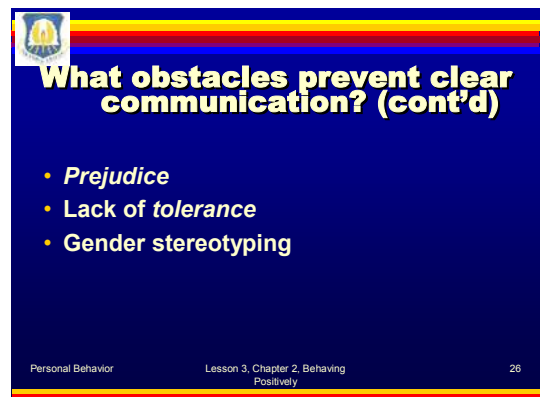
- a. If one person in a relationship has good communication skills, but the other does not, the entire communication process suffers.
- b. A person's beliefs or attitudes can make communication difficult.
- c. Teens are often searching for an identity—a sense of who they are and what their place in the world is. Uncertainty around these issues can complicate the communication process.
- d. Imposing unrealistic expectation on a listener can cause that person to become frustrated or defensive.
- e. A prejudice, or an unfair opinion or judgment of a particular group of people, prevents someone from having an open mind and listening to new information. To counteract this, show tolerance, or the ability to accept others' differences and allow them to be who they are without expressing disapproval.
- f. Gender stereotyping is a type of prejudice that involves having an exaggerated or oversimplified belief about people of a certain gender. Assuming that all males like sports or all females enjoy cooking is an example. Such assumptions make it difficult to communicate effectively.



What obstacles prevent clear communication?

- Poor communication skills
- Some beliefs and attitudes
- Uncertainty around issues of identity
- Unrealistic expectations imposed on a listener

Personal Behavior Lesson 3, Chapter 2, Behaving Positively 25



What obstacles prevent clear communication? (cont'd)

- Prejudice
- Lack of tolerance
- Gender stereotyping

Personal Behavior Lesson 3, Chapter 2, Behaving Positively 26

[begin activity]

Hands-On Health

Sending “I” Messages

Teaching the Activity

As preparation for the activity, present a few “you” messages to the class:

You're always late!
You only think about
yourself!

Help student work together to suggest “I” messages that could be used in place of each.

Have students work with partners to complete the activity.

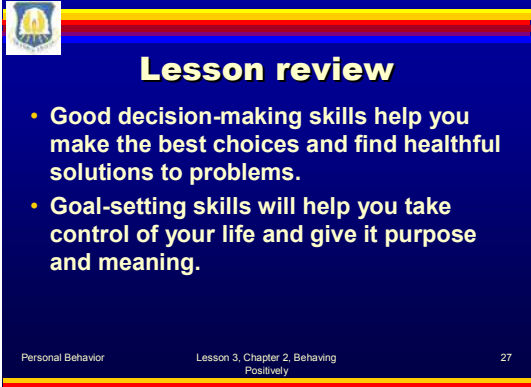
In a class discussion, have volunteers share their responses to the first In Conclusion questions.

Assessment

Have students write their responses to the second In Conclusion question.

REVIEW

- Good decision-making skills help you make the best choices and find healthful solutions to problems.
- Goal-setting skills will help you take control of your life and give it purpose and meaning.

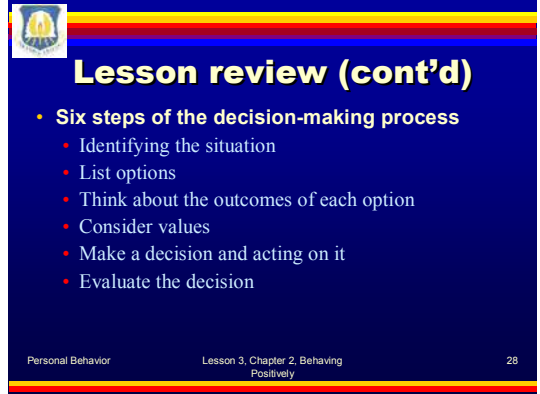


Lesson review

- Good decision-making skills help you make the best choices and find healthful solutions to problems.
- Goal-setting skills will help you take control of your life and give it purpose and meaning.

Personal Behavior Lesson 3, Chapter 2, Behaving Positively 27

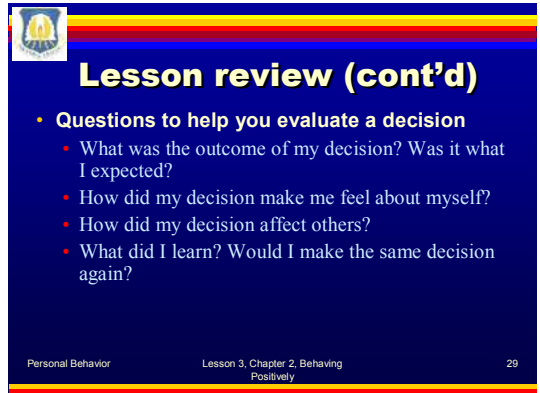
- The six steps of the decision-making process are (1) identify the situation, (2) list your options, (3) think about the outcomes of each option, (4) consider your values and the values of society, (5) make the decision and act on it, and (6) evaluate the decision.
- The questions that can help evaluate a decision are (1) What was the outcome of my decision? Was it what I expected? (2) How did my decision make me feel about myself? (3) How did my decision affect others? and (4) What did I learn? Would I make the same decision again?
- Goal setting is important because it helps you focus on behaviors you want to change and to identify what you want out of life. It also helps you use your time, energy, and other resources wisely.
- The steps in the goal-setting process are (1) identify a specific goal and write it down, (2) list the steps you will take to reach your goal, (3) get help and support from others, (4) set up checkpoints to evaluate your progress, and (5) give yourself a reward once you have achieved your goal.
- Good communicators get their message across, listen to what others have to say, and keep lines of communication open.
- Body language is a form of nonverbal communication that helps communicate your thoughts and feelings.
- “I” messages state a situation and how you feel about it. They do not place blame on another person.



Lesson review (cont'd)

- **Six steps of the decision-making process**
 - Identifying the situation
 - List options
 - Think about the outcomes of each option
 - Consider values
 - Make a decision and acting on it
 - Evaluate the decision

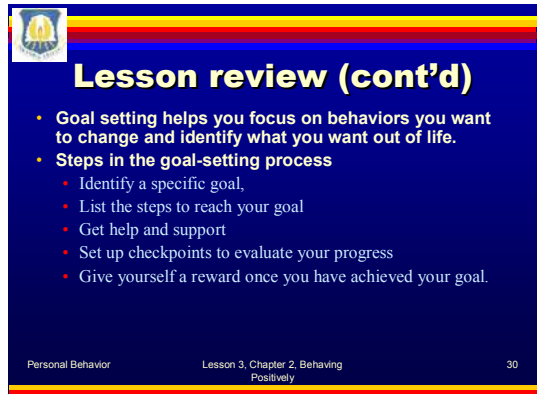
Personal Behavior Lesson 3, Chapter 2, Behaving Positively 28



Lesson review (cont'd)

- **Questions to help you evaluate a decision**
 - What was the outcome of my decision? Was it what I expected?
 - How did my decision make me feel about myself?
 - How did my decision affect others?
 - What did I learn? Would I make the same decision again?

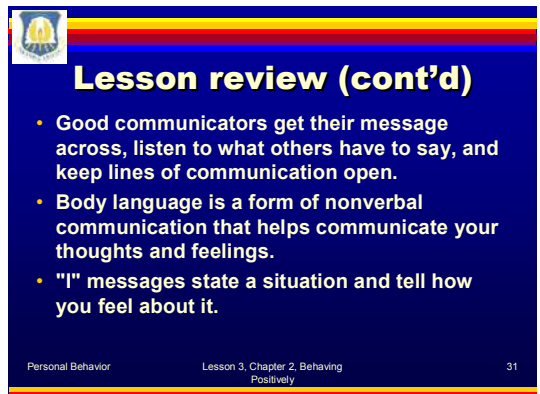
Personal Behavior Lesson 3, Chapter 2, Behaving Positively 29



Lesson review (cont'd)

- **Goal setting helps you focus on behaviors you want to change and identify what you want out of life.**
- **Steps in the goal-setting process**
 - Identify a specific goal,
 - List the steps to reach your goal
 - Get help and support
 - Set up checkpoints to evaluate your progress
 - Give yourself a reward once you have achieved your goal.

Personal Behavior Lesson 3, Chapter 2, Behaving Positively 30

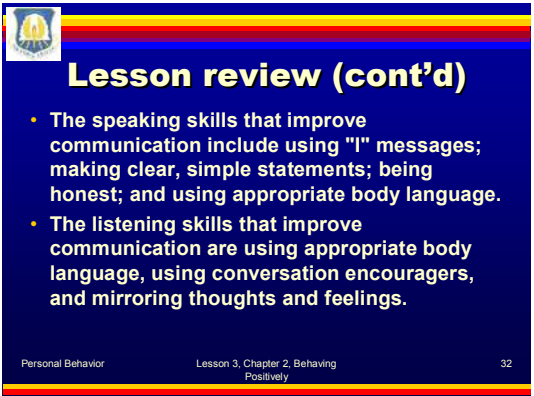


Lesson review (cont'd)

- **Good communicators get their message across, listen to what others have to say, and keep lines of communication open.**
- **Body language is a form of nonverbal communication that helps communicate your thoughts and feelings.**
- **“I” messages state a situation and tell how you feel about it.**

Personal Behavior Lesson 3, Chapter 2, Behaving Positively 31

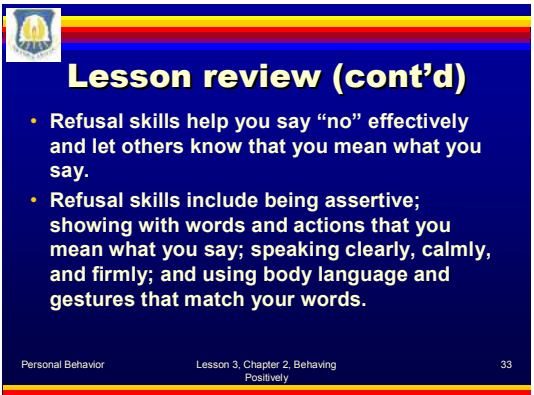
- The speaking skills that improve communication include using “I” messages; making clear, simple statements; being honest with thoughts and feelings; and using appropriate body language.
- The listening skills that improve communication are using appropriate body language, using conversation encouragers, and mirroring thoughts and feelings.
- Refusal skills are important because they help you say “no” effectively and let others know that you mean what you say.
- Refusal skills include being assertive, which is behaving with confidence and clearly stating your attentions; showing with words and actions that you mean what you say; speaking clearly and calmly and in a firm tone of voice; and using body language and gestures that match your words.
- The obstacles that prevent clear communication include a lack of good communication skills, beliefs or attitudes that make communication difficult, uncertainty around issues of identity, imposing unrealistic expectations on a listener, prejudices that prevent an open mind, and gender stereotyping.



Lesson review (cont'd)

- The speaking skills that improve communication include using “I” messages; making clear, simple statements; being honest; and using appropriate body language.
- The listening skills that improve communication are using appropriate body language, using conversation encouragers, and mirroring thoughts and feelings.

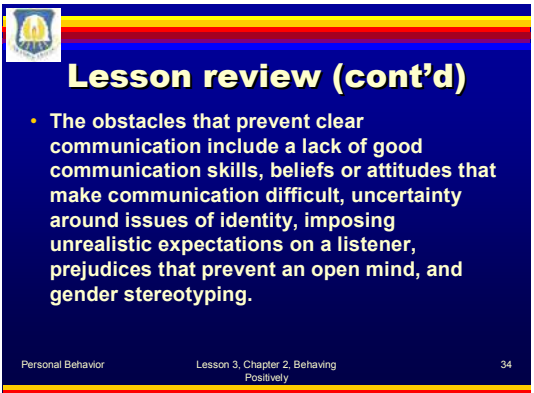
Personal Behavior Lesson 3, Chapter 2, Behaving Positively 32



Lesson review (cont'd)

- Refusal skills help you say “no” effectively and let others know that you mean what you say.
- Refusal skills include being assertive; showing with words and actions that you mean what you say; speaking clearly, calmly, and firmly; and using body language and gestures that match your words.

Personal Behavior Lesson 3, Chapter 2, Behaving Positively 33



Lesson review (cont'd)

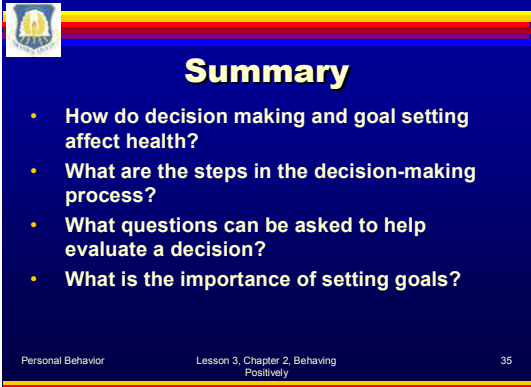
- The obstacles that prevent clear communication include a lack of good communication skills, beliefs or attitudes that make communication difficult, uncertainty around issues of identity, imposing unrealistic expectations on a listener, prejudices that prevent an open mind, and gender stereotyping.

Personal Behavior Lesson 3, Chapter 2, Behaving Positively 34

CONCLUSION

In this lesson, we discussed the following:

1. How do decision making and goal setting affect health?
2. What are the steps in the decision-making process?
3. What questions can be asked to help evaluate a decision?
4. What is the importance of setting goals?
5. What are the steps in the goal-setting process?
6. What are the characteristics of good communicators?
7. What is the role of body language in interpersonal communication?
8. Why is it important to use “I” messages?
9. What speaking skills improve communication?
10. What listening skills improve communication?
11. What is the importance of refusal skills?
12. What obstacles prevent clear communication?



Summary

- How do decision making and goal setting affect health?
- What are the steps in the decision-making process?
- What questions can be asked to help evaluate a decision?
- What is the importance of setting goals?

Personal Behavior Lesson 3, Chapter 2, Behaving Positively 35



Summary (cont'd)

- What are the steps in the goal-setting process?
- What are the characteristics of good communicators?
- What is the role of body language in interpersonal communication?
- Why is it important to use “I” messages?

Personal Behavior Lesson 3, Chapter 2, Behaving Positively 36



Summary (cont'd)

- What speaking skills improve communication?
- What listening skills improve communication?
- What is the importance of refusal skills?
- What obstacles prevent clear communication?


Personal Behavior Lesson 3, Chapter 2, Behaving Positively 37

REMOTIVATION

Remember to use the decision-making, goal-setting, and communication skills you learned in this lesson that next time you encounter a new situation. They will help you make the most healthful choices for yourself and those around you.

CLOSURE

We've learned about how to make decisions, set goals, and communicate effectively. Next, we'll learn about mental and emotional health care.



Next

| | |
|-------|----------------------------------|
| Done— | Behaving positively |
| Next— | Mental and emotional health care |

Personal Behavior Lesson 3, Chapter 2, Behaving Positively 38

Checkpoints

Below are the answers to the questions at the end of Chapter 2, Lesson 3 in the student edition of Leadership Education I: Citizenship, Character and Air Force Tradition. These end-of-lesson questions are not assigned in the lesson plans or student workbooks. The answers are provided here in case you want to assign any of them in your classes, for homework, or if your students ask you about them. The answers are in the same order as the questions on page 126 of the student book.

1. Decision making is the process of making a choice or finding a solution. P 117
2. Step 1 is to identify the situation. Step 2 is to think through your options, and step 3 is to consider the possible outcomes of each option. Step 4 is to consider your values and the values of society. Step 5 is to make your decision and take action. Step 6 occurs when you evaluate the results. P 117–118
3. Answers may vary but should include three of the following: What was the outcome of my decision? Was it what I expected? How did my decision make me feel about myself? How did my decision affect others? What did I learn? Would I make the same decision again? P 118
4. Goals help you focus on behaviors you want to change and identify what you want out of life. They also help you use your time, energy, and other resources wisely. You will most likely have both long-term and short-term goals—short-term goals often help you reach your long-term goals. P 118
5. Answers may vary. Students should show their understanding of the six steps of the decision-making process and should apply them to a decision that they made. P 126
6. Answers may vary. Students should give examples of both short-term and long-term goals for how to improve their level of health. For example, a short-term goal would be to run for 30 minutes, 3 times per week. A long-term goal could be to run in a 5 K race. P 119–120
7. Interpersonal communication involves the exchange of thoughts, feelings, and beliefs between two or more people. P 120
8. Answers may vary. Raising eyebrows, drooping shoulders, smiling and nodding, and frowning and crossing arms are examples of body language. P 121
9. To improve your speaking skills, use “I” messages, make clear and simple statements, be honest with thoughts and feelings, and use appropriate body language. P 122
10. Active listening means hearing, thinking about, and responding to the other person’s message. P 122
11. Answers may vary. Students should show their understanding of good speaking and listening skills. Such skills include using “I” messages, using appropriate body language, making clear and simple statements, and asking questions. P 122

12. Using “You” messages such as “You’re never on time!” places blame on the other person and often causes hurt or angry feelings. Using “I” messages instead is a much more effective way to communicate: “When you were late for the movie, I felt disappointed because I wanted to see the opening scene. Next time, let’s go early so we don’t miss anything.” “I” messages state the situation and how you feel about it, offer an explanation for your feelings, and state what you need. P 122

Applying Health Skills

13. Answers may vary. Students should show their understanding of the six steps of the decision-making process. Students should be able to identify the H.E.L.P. criteria for evaluating their choices. P 117
14. Answers may vary. Students should show their understanding of body language and what kinds of thoughts and feelings are expressed through body language. P 121