

Stop the Hurt

NHES Standard 4 Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

NHES Standard 8 Students will demonstrate the ability to advocate for personal, family, and community health.

Teaching Objectives

- Understand common causes of conflict.
- Use effective communication strategies to prevent and/or resolve conflicts.

Teaching Strategies

- Divide the class into groups and give each group paper, one marker, and a piece of poster board.
- Have students complete steps 1 through 3. Remind students to develop specific steps that the victim could use in each abusive situation.
- Ask each group to present their posters to the class.
- Have students reflect on the ideas presented by the groups in class. Either individually or in a group, have students identify specific ways to prevent abuse in their classrooms or their community.

Assessment

Using a rubric, student work should provide comprehensive evidence of the following criteria to achieve the highest score.

- ✓ Demonstrate healthful behaviors, habits, and/or techniques.
- ✓ Identify protective behaviors (e.g., first-aid techniques, safety steps, or strategies to avoid/manage unhealthy or dangerous situations.
- ✓ List steps in correct order.

Hands-On **HEALTH**

Activity Stop the Hurt

Every few seconds a person is sexually, physically, or emotionally abused. This activity will help you understand the consequences of abuse as well as the steps you can take to stop the hurt.

What You'll Need

- notebook paper
- markers
- poster board

What You'll Do

Step 1

Brainstorm all the behaviors, actions, or situations that you believe to be sexually, physically, or emotionally abusive (for example, racial slurs, rumors, or unwanted touching). Write each behavior on notebook paper.

Step 2

Discuss with your group each situation, placing them in sequential order from most hurtful to least hurtful.

Step 3

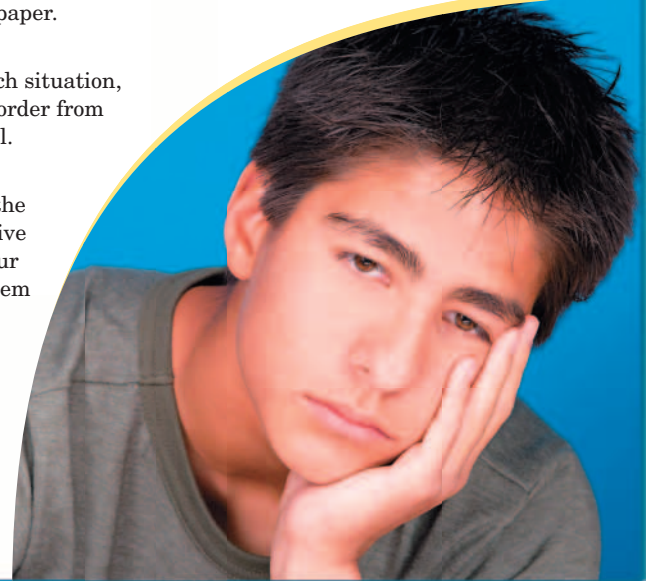
Develop specific steps that the victim can use in each abusive situation. Write them on your poster board and present them to your class. (For example: Using "I" messages and reporting the behavior.)

Apply and Conclude

Identify steps you can take to prevent physical, mental, and sexual abuse in your school and community.

Checklist: Self-Management Skills

- ✓ Demonstrate healthful behaviors, habits, and techniques
- ✓ Identify protective behaviors (such as first-aid techniques, safety steps, or strategies) to avoid and manage unhealthy or dangerous situations
- ✓ List steps in correct order



Writing Strategy

Script Ask students to write a script for a skit that uses many of the strategies for avoiding date rape listed in Lesson 4. Have students imagine a situation in which a teen finds herself in a dating relationship in which she doesn't trust her partner and takes steps

to avoid date rape. Encourage students to include the communication skills they've learned, including the use of "I" messages, a respectful tone of voice, and assertive body language. They should also try to include refusal skills in the script.