

Grades 6-8 / 20 minutes / TEACHER PLAN

Speak up during activities

Practice asking an adult for support when an activity or instruction does not feel manageable.

Before class

Student activity page and pencils; no equipment, devices or real-world hazard search required.

Preview the lesson and adapt it to approved school guidance. Use fictional examples; students may pass. Do not collect private student or medical information.

0-3 min / Introduce

Practice asking an adult for support when an activity or instruction does not feel manageable. Say: "We will use imaginary examples. You can point, draw, speak or pass."

3-7 min / Model

Read the first scenario aloud. Invite a response before sharing the answer guide. Model a calm question that asks the appropriate adult for help.

7-15 min / Practice

Use the student activity sheet. Discuss the other scenarios in pairs or as a class. For younger learners, read every prompt aloud and accept a drawing or pointing response.

15-20 min / Close

Use the exit ticket. Reinforce the approved school process relevant to the topic. Do not invite personal incident disclosures during group discussion.

Access & participation

Read aloud, provide processing time and accept spoken, written, drawn or pointing responses. Follow individual accommodations. No public speaking or personal disclosure is required.

Grades 6-8 / STUDENT ACTIVITY

Speak up during activities

Think it through. Choose a helpful next step.

These examples are imaginary. Write, draw or discuss your response. You do not need to share a personal experience. For younger learners: an adult reads the prompts.

01 / During an activity, an imaginary student feels unwell but worries about letting the team down.

What could this person do next?

02 / The instructions are hard to hear, and the group starts moving.

What could this person do next?

03 / A classmate needs an approved adaptation to participate.

What could this person do next?

One thing to take with you

Practice a clear sentence: "I need help with..." Use an imaginary example.

Grades 6-8 / TEACHER ANSWER GUIDE

Talk about the why.

01 / Discussion point

Tell the supervising adult promptly and follow the school's health process. Do not pressure the student to continue or diagnose the problem.

02 / Discussion point

Ask the adult to repeat or demonstrate the instruction before attempting the uncertain activity.

03 / Discussion point

Respect the adaptation. Ask the supervising adult how to include everyone without asking the classmate to explain private health information.

Optional family message

We practiced speaking up when support or clarification is needed. Ask what words could help a student approach a supervising adult.

Reference / scope

Original communication lesson; use school health procedures and individual accommodations.

Discussion and learning only. This is not emergency response training or a substitute for qualified school guidance.