



**PALs**  
**Year at a Glance (YAG)**



First Semester		Second Semester	
1 <sup>st</sup> Nine Weeks –		3 <sup>rd</sup> Nine Weeks –	
<b>TEKS</b>	<p><b>Group Building:</b> the student is taught to understand the importance of the group dynamic and how to maintain a good working relationship with peers. The student is expected to:</p> <ol style="list-style-type: none"> <li>a. Contribute to the establishment of norms regarding conduct within the group</li> <li>b. Maintain confidentiality and trust of other members</li> <li>c. Participate willingly in group activities</li> <li>d. Be inclusive, encourage other group members to participate in activities, making them feel valued and appreciated</li> <li>e. Keep a positive, open attitude and express support and acceptance of others</li> </ol> <p>Use constructive techniques in resolving conflict</p> <p><b>Leadership Skills:</b> the student learns how to take ownership of their PAL® class and within their campus.</p> <p>The student is expected to:</p> <ol style="list-style-type: none"> <li>a. Take initiative in activities and within their relationships with peers</li> <li>b. Be responsible, understanding that they are role models, make good decisions</li> <li>c. Keep everyone on track in discussion and act as a resource to the students they mentor and to the campus as a whole</li> <li>d. Model a healthy lifestyle</li> <li>e. Change the idea of Peer Pressure to mean something positive, encourage peers to do the best they can and make good decisions</li> <li>f. Recognize behavior that indicates trouble or concern and refer to appropriate place</li> <li>g. Initiate and maintain friendly relationship with persons not necessarily in their social group</li> </ol>	<b>TEKS</b>	<p><b>Service Learning:</b> assessing community needs and students strengths. Matching up skills and becoming more invested in your school and community. The student is expected to:</p> <ol style="list-style-type: none"> <li>a. Assess needs in the community and apply their skills where possible</li> <li>b. Participate actively in the community</li> <li>c. Know what the resources are within their community and be able to refer people to those resources</li> <li>d. Model healthy life choices</li> <li>e. Encourage peers to make healthy choices</li> </ol> <p><b>Knowledge of Prevention Issues:</b> Students learn the risks associated with substance abuse and learn to recognize the early warning signs. The student is expected to:</p> <ol style="list-style-type: none"> <li>a. Maintain confidentiality unless the students sharing is putting themselves or others in danger</li> <li>b. Know the referral resources within the school and community in case they are needed</li> <li>c. Have refusal skills and know how to teach others how to use them</li> <li>d. Model a healthy and appropriate lifestyle</li> <li>e. Understand the risks involved with substance abuse</li> </ol>



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**Communication Techniques:** the student learns how to communicate in a way that facilitates discussion, trust and open lines of communication.

The student is expected to:

- a. Understand the basic principles of verbal and nonverbal communication
- b. Articulate their ideas, feelings and intentions clearly
- c. Use active listening skills (attending, empathizing etc.).
- d. Respond in a facilitative way (questioning, clarifying, summarizing, etc.)
- e. Communicate in a diverse situation (meeting new students, conversing with students from different countries and cultures, etc.)
- f. Restrict judgment and maintain confidentiality
- g. Welcome constructive feedback



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2 <sup>nd</sup> Nine Weeks –	4 <sup>th</sup> Nine Weeks –
<p><b>TEKS</b></p> <p><b>Problem Solving/Decision-Making Skills:</b> the students are taught to take a conflict apart and solve it in steps, be conscientious of alternative opinions and be sure not to alienate members of the group. The student is expected to:</p> <ul style="list-style-type: none"> <li>a. Identify Problem, defining controversies as problem-solving situations in which differences need to be clarified</li> <li>b. Brainstorm alternatives- be critical of ideas, focusing on the problem and not the person</li> <li>c. Take the point of view or perspective of other members to understand and consider alternatives to their position               <ul style="list-style-type: none"> <li>c. Predict Consequences</li> <li>d. Carry out Action Plan</li> <li>e. Evaluate results</li> </ul> </li> </ul> <p><b>Self-Awareness/Esteem Skills:</b> In order to model good behavior, a student must understand who they are as individuals, and be able to foster a positive self-concept. This helps them refuse negative influence and make healthy decisions. The student is expected to:</p> <ul style="list-style-type: none"> <li>a. Live and demonstrate appropriate characteristics and skills</li> <li>b. Be proud of their good choices, show peers that you can still be fun and drug free</li> <li>c. Understand the importance of self-worth</li> <li>d. Be willing to improve and take suggestions</li> <li>e. Make good choices even if it means standing alone</li> <li>f. Initiate and maintain friendly relationship with persons not necessarily in their social group</li> </ul> <p><b>Risk and Protective Factors:</b> increasing the students involvement in the school, helps to foster and create relationships, increases the students resources within the community and makes the school and community environment more positive. The student is expected to:</p> <ul style="list-style-type: none"> <li>a. Help assess community needs and become more involved where appropriate</li> </ul>	<p><b>TEKS</b></p> <p><b>Practice/Review/Plan:</b></p> <p>In these final weeks the students will participate in a variety of activities that test their knowledge and practices.</p> <p>We'd review and practice in small groups - large groups. As well, practice at our feeder schools.</p> <p>There would be discussion about our future and interviews for the new group of PALs.</p>



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- b. Be willing to work outside of their comfort zones
- c. Know how to say no to negative peer pressure

**Cultural Competency:** Peers adopt an outreach approach making contact with other students they do not know, and who may be different than them, to offer assistance.

The student is expected to:

- a. Take initiative in making new students feel comfortable
- b. Keep an open mind and try to understand different perspectives
- c. Understand that all people are different, appreciate those differences and understand the similarities
- d. Be aware of prejudices and withhold judgment
- e. Make all people feel comfortable sharing their ideas and perspectives