

Level 3 Grade 8: Unit 1: Drug Abuse: Causes and Effects

Georgia Health Education Performance Standard								<i>LifeSkills Training</i> Program Unit
HE 8.1	HE 8.2	HE 8.3	HE 8.4	HE 8.5	HE 8.6	HE 8.7	HE 8.8	Drug Abuse: Causes and Effects
✓		✓		✓		✓	✓	<ul style="list-style-type: none"> ▪ Understands the problem of drug abuse
✓	✓	✓	✓	✓		✓	✓	<ul style="list-style-type: none"> ▪ Considers reasons why people use drugs
✓	✓	✓		✓		✓		<ul style="list-style-type: none"> ▪ Describes how drug abuse begins and explores the concept of gateway drugs
✓		✓		✓		✓		<ul style="list-style-type: none"> ▪ Reviews the steps leading to drug abuse
✓	✓			✓		✓	✓	<ul style="list-style-type: none"> ▪ Examines the factors that are associated with a person’s risk for becoming a drug user/abuser
✓	✓	✓		✓	✓	✓		<ul style="list-style-type: none"> ▪ Performs a self-assessment to determine personal risk levels for drug use and abuse.
✓				✓	✓	✓	✓	<ul style="list-style-type: none"> ▪ Understand that individuals with high risk factors can take steps to lower their risk behavior
✓		✓	✓	✓	✓	✓		<ul style="list-style-type: none"> ▪ Reviews strategies for lowering risk factors for using and abusing drugs

Level 3 Grade 8: Unit 2: Making Decisions

Georgia Health Education Performance Standard								<i>LifeSkills Training</i> Program Unit
HE 8.1	HE 8.2	HE 8.3	HE 8.4	HE 8.5	HE 8.6	HE 8.7	HE 8.8	Making Decisions
✓		✓	✓	✓		✓		<ul style="list-style-type: none"> ▪ Identifies how decision-making is related to problem solving
✓	✓			✓		✓	✓	<ul style="list-style-type: none"> ▪ Identifies factors that influence personal decision-making
✓	✓		✓	✓	✓	✓		<ul style="list-style-type: none"> ▪ Defines the term “impulsivity” and examines its effects on decision-making
✓			✓	✓	✓	✓		<ul style="list-style-type: none"> ▪ Understands the importance of taking time to make decisions carefully
✓		✓		✓	✓	✓	✓	<ul style="list-style-type: none"> ▪ Reviews and practices the steps in the 3 Cs of Effective Decision-Making

Level 3 Grade 8: Unit 3: Media Influences

Georgia Health Education Performance Standard								<i>LifeSkills Training</i> Program Unit
HE 8.1	HE 8.2	HE 8.3	HE 8.4	HE 8.5	HE 8.6	HE 8.7	HE 8.8	Media Influences
✓	✓	✓					✓	<ul style="list-style-type: none"> ▪ Identifies how media influence health behaviors, especially drug use
✓	✓	✓	✓			✓	✓	<ul style="list-style-type: none"> ▪ Describes that the media affect both thoughts and behaviors
✓	✓	✓	✓			✓	✓	<ul style="list-style-type: none"> ▪ Identifies the media as a powerful tool of communication that uses both words and images
✓	✓	✓				✓	✓	<ul style="list-style-type: none"> ▪ Recognizes that advertisers spend billions of dollars to influence consumer thoughts and behaviors
✓	✓	✓		✓		✓	✓	<ul style="list-style-type: none"> ▪ Considers the positive and negative influences of the media
✓	✓	✓		✓	✓	✓	✓	<ul style="list-style-type: none"> ▪ Identifies techniques that the media use to influence people to use drugs <ul style="list-style-type: none"> ○ Presenting information about effects ○ Portraying drug use as cool or glamorous ○ Showing role models or celebrities using drugs
✓	✓	✓		✓	✓	✓	✓	<ul style="list-style-type: none"> ▪ Reviews strategies for critical analysis and resistance of media influences to engage in unhealthy behaviors such as drug use

Level 3 Grade 8: Unit 4: Coping with Anxiety

Georgia Health Education Performance Standard								<i>LifeSkills Training</i> Program Unit
HE 8.1	HE 8.2	HE 8.3	HE 8.4	HE 8.5	HE 8.6	HE 8.7	HE 8.8	Coping with Anxiety
✓	✓	✓	✓			✓		<ul style="list-style-type: none"> ▪ Conducts an anxiety self-assessment to identify anxiety triggers and degrees of response to anxiety
✓			✓	✓		✓		<ul style="list-style-type: none"> ▪ Understands the importance of reducing physical symptoms of anxiety in order to then manage the thoughts and feelings that have triggered anxiety
✓	✓	✓	✓	✓		✓		<ul style="list-style-type: none"> ▪ Understands the importance of understanding personal anxiety triggers in order to better cope
✓		✓	✓		✓	✓	✓	<ul style="list-style-type: none"> ▪ Reviews and practices the steps and procedures for five anxiety-reduction techniques: <ul style="list-style-type: none"> ○ Relaxation exercise ○ Deep breathing ○ Preparation and practice ○ Mental rehearsal ○ Positive thinking

Level 3 Grade 8: Unit 5: Social Skills

Georgia Health Education Performance Standard								LifeSkills Training Program Unit
HE 8.1	HE 8.2	HE 8.3	HE 8.4	HE 8.5	HE 8.6	HE 8.7	HE 8.8	Social Skills
✓	✓	✓	✓	✓		✓		<ul style="list-style-type: none"> ▪ Describes the importance of having good social skills in order to create satisfying personal relationships
✓	✓	✓	✓			✓		<ul style="list-style-type: none"> ▪ Considers the consequences of poor social skills on personal physical, emotional, and mental health
✓			✓		✓	✓		<ul style="list-style-type: none"> ▪ Conducts a self-assessment of personal levels of comfort with different types of social skills
✓			✓		✓	✓		<ul style="list-style-type: none"> ▪ Recognizes the value of practicing different types of social skills to increase self-confidence
✓	✓		✓		✓	✓	✓	<ul style="list-style-type: none"> ▪ Reviews and practices techniques and strategies for initiating greetings and brief exchanges
✓			✓	✓	✓	✓	✓	<ul style="list-style-type: none"> ▪ Reviews and practices verbal and non-verbal conversational techniques and strategies for: <ul style="list-style-type: none"> ○ Initiating conversations ○ Sustaining conversations ○ Ending conversations
✓	✓		✓	✓	✓	✓	✓	<ul style="list-style-type: none"> ▪ Defines and compares and contrasts the attributes of superficial and deep conversations
✓	✓		✓	✓	✓	✓	✓	<ul style="list-style-type: none"> ▪ Identifies types of relationships where superficial or deep conversations are appropriate
✓			✓	✓	✓	✓	✓	<ul style="list-style-type: none"> ▪ Reviews and practices techniques for conducting deep conversations

Level 3 Grade 8: Unit 6: Assertiveness

Georgia Health Education Performance Standard								LifeSkills Training Program Unit
HE 8.1	HE 8.2	HE 8.3	HE 8.4	HE 8.5	HE 8.6	HE 8.7	HE 8.8	Assertiveness
✓	✓	✓					✓	<ul style="list-style-type: none"> ▪ States reasons why people fail to stand up for themselves
✓			✓				✓	<ul style="list-style-type: none"> ▪ Defines and describes the attributes of assertive and aggressive responses
✓	✓		✓	✓	✓		✓	<ul style="list-style-type: none"> ▪ Generates the benefits of being assertive
✓			✓	✓	✓	✓	✓	<ul style="list-style-type: none"> ▪ Reviews and practices verbal assertive skills <ul style="list-style-type: none"> ○ Saying “no” ○ Making requests and expressing rights ○ Expressing feelings and opinions

Level 3 Grade 8: Unit 7: Resolving Conflicts

Georgia Health Education Performance Standard								<i>LifeSkills Training</i> Program Unit
HE 8.1	HE 8.2	HE 8.3	HE 8.4	HE 8.5	HE 8.6	HE 8.7	HE 8.8	Resolving Conflicts
✓			✓			✓		<ul style="list-style-type: none"> ▪ Defines the term “conflict resolution”
✓	✓		✓	✓	✓	✓	✓	<ul style="list-style-type: none"> ▪ Conducts a self-assessment to identify personal conflict resolution style
✓			✓	✓		✓	✓	<ul style="list-style-type: none"> ▪ Identifies the three different ways to resolve conflicts and considers the benefits and challenges of each method: <ul style="list-style-type: none"> ○ Confrontation ○ Avoidance ○ Problem solving
✓			✓	✓		✓	✓	<ul style="list-style-type: none"> ▪ Generates examples of the types of conflicts that are common among teens
✓			✓	✓	✓	✓		<ul style="list-style-type: none"> ▪ Reviews and practices six steps for successful conflict resolution
✓								<ul style="list-style-type: none"> ▪ Defines the term “compromise”
✓			✓	✓	✓	✓	✓	<ul style="list-style-type: none"> ▪ Reviews the steps for the technique of compromise
✓			✓	✓	✓	✓	✓	<ul style="list-style-type: none"> ▪ Practices techniques for conflict resolution using problem solving and compromise
✓			✓	✓	✓	✓	✓	<ul style="list-style-type: none"> ▪ Describes how skills in decision making, anxiety reduction, anger control, communication, and assertiveness are key strategies for resolving conflicts

Level 3 Grade 8: Unit 8: Resisting Peer Pressure

Georgia Health Education Performance Standard								<i>LifeSkills Training</i> Program Unit
HE 8.1	HE 8.2	HE 8.3	HE 8.4	HE 8.5	HE 8.6	HE 8.7	HE 8.8	Resisting Peer Pressure
✓	✓			✓		✓	✓	<ul style="list-style-type: none"> Describes situations involving peer pressure
✓	✓			✓		✓	✓	<ul style="list-style-type: none"> Generates reasons why young people find it hard to resist peer pressure
✓	✓		✓	✓	✓	✓	✓	<ul style="list-style-type: none"> Investigates common tactics used to pressure people
✓	✓		✓	✓	✓	✓	✓	<ul style="list-style-type: none"> Identifies how assertiveness skills can be used to resist peer pressure
✓	✓		✓	✓	✓	✓	✓	<ul style="list-style-type: none"> Examines guidelines on the verbal and non-verbal components of what to say when subject to peer pressure to use drugs
✓	✓		✓	✓	✓	✓	✓	<ul style="list-style-type: none"> Examines scripts of ways to respond to peer pressure by saying “no”
✓	✓		✓	✓	✓	✓	✓	<ul style="list-style-type: none"> Practices scripts for saying “no” to respond to peer pressure