

Level 1 Grade 6: Unit 1: Self-Image and Self-Improvement

Georgia Health Education Performance Standard								LifeSkills Training Program Unit
HE 6.1	HE 6.2	HE 6.3	HE 6.4	HE 6.5	HE 6.6	HE 6.7	HE 6.8	Self-image and Self-Improvement
✓	✓				✓			▪ Names adjectives describing themselves in different settings
✓	✓				✓			▪ Constructs a definition of "self-image"
✓	✓				✓			▪ Describes how self-image is formed and the influences on self-image
✓	✓							▪ Defines the terms "beliefs" and "attitudes"
✓	✓	✓			✓	✓		▪ Lists activities and behaviors that increase self-image
✓	✓				✓	✓		▪ Explains the connection between one's self-image and behavior
✓	✓				✓	✓		▪ Performs a self-assessment to identify personal strengths and challenges
✓	✓				✓	✓	✓	▪ Identifies a personal behavior or characteristic to change or improve
✓	✓	✓			✓	✓	✓	▪ Learns and applies the four components of goal-setting to a self-improvement project
✓	✓	✓			✓	✓	✓	▪ Explores tips for achieving personal behavior changes
✓	✓				✓	✓		▪ Monitors self for attainment of goal steps over a designated time period

Level 1 Grade 6: Unit 2: Making Decisions

Georgia Health Education Performance Standard								<i>LifeSkills Training</i> Program Unit
HE 6.1	HE 6.2	HE 6.3	HE 6.4	HE 6.5	HE 6.6	HE 6.7	HE 6.8	Making Decisions
✓	✓			✓			✓	<ul style="list-style-type: none"> ▪ Defines the terms "decision" and "influence"
✓	✓			✓				<ul style="list-style-type: none"> ▪ Conducts an experiment in group conformity
				✓				<ul style="list-style-type: none"> • Defines the term "pressure"
✓	✓			✓			✓	<ul style="list-style-type: none"> ▪ Defines the term "persuasive tactics" and names tactics that are used for influence
✓	✓			✓				<ul style="list-style-type: none"> ▪ Identifies causes and effects of conformity
✓	✓			✓		✓		<ul style="list-style-type: none"> ▪ Brainstorms common decisions made at school, at home, and with friends and identifies the influences for each
				✓		✓		<ul style="list-style-type: none"> ▪ Distinguishes between everyday decisions and difficult decisions
	✓	✓		✓	✓	✓		<ul style="list-style-type: none"> ▪ Practices the 3 Cs of Effective Decision-Making model using scripted and unscripted scenarios
✓	✓	✓	✓	✓	✓	✓	✓	<ul style="list-style-type: none"> ▪ Applies the 3 Cs of Effective Decision-Making to health practices and choices

Level 1 Grade 6: Unit 3: Smoking: Myths and Realities

Georgia Health Education Performance Standard								LifeSkills Training Program Unit
HE 6.1	HE 6.2	HE 6.3	HE 6.4	HE 6.5	HE 6.6	HE 6.7	HE 6.8	Smoking: Myths and Realities
✓	✓	✓		✓	✓			<ul style="list-style-type: none"> ▪ Evaluates common myths and misconceptions about the use of cigarettes and other forms of tobacco
	✓	✓		✓				<ul style="list-style-type: none"> ▪ Identifies that the majority of teenagers and adults are not cigarette smokers
✓	✓			✓				<ul style="list-style-type: none"> ▪ Discusses reasons young people have for smoking or not smoking
✓				✓		✓		<ul style="list-style-type: none"> ▪ Discusses the immediate and long-term effects of cigarette smoking and tobacco use
✓	✓			✓				<ul style="list-style-type: none"> ▪ Describes the process of becoming a smoker
✓	✓			✓		✓		<ul style="list-style-type: none"> ▪ Identifies that smoking is becoming less socially acceptable
		✓		✓				<ul style="list-style-type: none"> ▪ Calculates the cost of smoking over periods of time and Identifies healthy alternatives for spending money
✓				✓			✓	<ul style="list-style-type: none"> ▪ Discusses non-smokers' rights and sidestream smoke
✓				✓	✓	✓	✓	<ul style="list-style-type: none"> ▪ States a personal reason for not smoking and shares with peers

Level 1 Grade 6: Unit 4: Smoking and Biofeedback

Georgia Health Education Performance Standard								LifeSkills Training Program Unit
HE 6.1	HE 6.2	HE 6.3	HE 6.4	HE 6.5	HE 6.6	HE 6.7	HE 6.8	Smoking and Biofeedback
✓		✓		✓		✓	✓	<ul style="list-style-type: none"> Examines facts about the immediate and long term physiological effects of smoking
✓		✓		✓		✓	✓	<ul style="list-style-type: none"> Describes the effects of elevated heart rates on the body
✓		✓		✓		✓		<ul style="list-style-type: none"> Learns the skill of pulse-taking and describes its importance in monitoring personal health
✓		✓		✓		✓		<ul style="list-style-type: none"> Identifies situations that can change heart rates
✓		✓		✓		✓		<ul style="list-style-type: none"> Discusses the reasons for the difference in pulse rates before and after smoking a cigarette
✓		✓		✓		✓		<ul style="list-style-type: none"> Identifies the chemicals in tobacco that contribute to physiological effects

Level 1 Grade 6: Unit 5: Alcohol: Myths and Realities

Georgia Health Education Performance Standard								LifeSkills Training Program Unit
HE 6.1	HE 6.2	HE 6.3	HE 6.4	HE 6.5	HE 6.6	HE 6.7	HE 6.8	Alcohol: Myths and Realities
✓		✓	✓	✓		✓	✓	<ul style="list-style-type: none"> Acquires information to counter common myths and misconceptions about alcohol
✓		✓		✓		✓		<ul style="list-style-type: none"> Recognizes that alcohol is a depressant--a drug that slows down the functioning of the brain and nervous system
✓	✓			✓	✓	✓		<ul style="list-style-type: none"> Recognizes that while many people drink, most adults drink only occasionally and in moderation
✓	✓	✓		✓	✓	✓		<ul style="list-style-type: none"> Examines the descriptors for four types of drinking--abstinence, experimentation, social/ritual, and problem/compulsive
✓	✓	✓	✓	✓	✓	✓		<ul style="list-style-type: none"> Describes the social acceptability of each type of drinking behavior and links to consequences for the individual and society
✓	✓	✓		✓	✓	✓	✓	<ul style="list-style-type: none"> Discusses reasons why people do or do not drink and distinguishes myths and realities about the effects of alcohol use
✓		✓		✓	✓	✓	✓	<ul style="list-style-type: none"> States a personal reason for not drinking and shares with peers

Level 1 Grades 6: Unit 6: Marijuana Myths and Realities

Georgia Health Education Performance Standard								LifeSkills Training Program Unit
HE 6.1	HE 6.2	HE 6.3	HE 6.4	HE 6.5	HE 6.6	HE 6.7	HE 6.8	Marijuana: Myths and Realities
✓	✓	✓	✓	✓	✓	✓	✓	▪ Describes what marijuana is
✓	✓	✓		✓	✓	✓	✓	▪ Discusses the immediate and long-term effects of marijuana on the body
✓	✓			✓	✓	✓	✓	▪ Discusses the reasons why some teenagers use marijuana
✓		✓		✓	✓	✓	✓	▪ Discusses the realities of what marijuana can and cannot do
✓	✓	✓	✓	✓	✓	✓	✓	▪ Acquires information to counter common myths and misconceptions about marijuana
✓	✓	✓		✓	✓	✓	✓	▪ Discusses the legal status of marijuana
✓	✓		✓	✓	✓	✓	✓	▪ Identifies cultural beliefs about marijuana and draws conclusions about the effect of culture on personal choices
✓			✓	✓	✓	✓	✓	▪ States a personal reason for not using marijuana and shares with peers

Level 1 Grade 6: Unit 7: Advertising

Georgia Health Education Performance Standard								LifeSkills Training Program Unit
HE 6.1	HE 6.2	HE 6.3	HE 6.4	HE 6.5	HE 6.6	HE 6.7	HE 6.8	Advertising
✓	✓	✓		✓			✓	<ul style="list-style-type: none"> Discusses the purpose of advertising
	✓	✓	✓	✓			✓	<ul style="list-style-type: none"> Understands that advertisers may use exaggeration or deception in their claims of products' features to persuade consumers
	✓	✓	✓	✓			✓	<ul style="list-style-type: none"> Identifies common advertising techniques
	✓						✓	<ul style="list-style-type: none"> Identifies the forms that advertising takes
	✓			✓			✓	<ul style="list-style-type: none"> Defines the parts of an advertisement: product name, target group, stated message, implied message, and techniques
	✓			✓			✓	<ul style="list-style-type: none"> Practices analyzing general ads
	✓				✓		✓	<ul style="list-style-type: none"> Practices analyzing cigarette and alcohol ads
	✓	✓	✓		✓	✓	✓	<ul style="list-style-type: none"> Discusses alternative ways of responding to cigarette and alcohol ads and develops counterarguments based on the realities of the effects of tobacco and alcohol

Level 1 Grade 6: Unit 8: Violence in the Media

Georgia Health Education Performance Standard								<i>LifeSkills Training Program Unit</i>
HE 6.1	HE 6.2	HE 6.3	HE 6.4	HE 6.5	HE 6.6	HE 6.7	HE 6.8	Violence in the Media
✓		✓						▪ Defines the term "media"
✓	✓	✓		✓		✓	✓	▪ Identifies that the media influence behavior, our self-image, and beliefs about culture
✓	✓	✓				✓		▪ Identifies that homicides and other forms of violent behavior are not as common as many people think
✓	✓	✓		✓			✓	▪ Identifies that the media portray violent behavior as attractive
✓	✓	✓		✓				▪ Identifies the reasons people are attracted to violence in the media
✓	✓	✓		✓			✓	▪ Analyzes a television show or movie to identify incidences and frequency of violence and use of substances by characters in the show
✓	✓	✓		✓	✓	✓	✓	▪ Analyzes personal exposure to media violence
✓	✓	✓	✓	✓	✓		✓	▪ Discusses violent imagery in games and music
✓	✓	✓	✓	✓	✓		✓	▪ Discusses the harmful effects of media violence
✓	✓	✓	✓	✓	✓	✓	✓	▪ Generates personal strategies for reducing exposure to media violence

Level 1 Grade 6: Unit 9: Coping with Anxiety

Georgia Health Education Performance Standard								LifeSkills Training Program Unit
HE 6.1	HE 6.2	HE 6.3	HE 6.4	HE 6.5	HE 6.6	HE 6.7	HE 6.8	Coping with Anxiety
✓								<ul style="list-style-type: none"> Defines the terms "anxiety" and "coping"
✓		✓		✓	✓			<ul style="list-style-type: none"> Identifies physical "symptoms" of nervousness
✓	✓		✓	✓	✓			<ul style="list-style-type: none"> Discusses common situations that produce nervousness
✓	✓		✓		✓		✓	<ul style="list-style-type: none"> Discusses alternative ways of dealing with anxiety-inducing situations
✓	✓	✓	✓	✓		✓		<ul style="list-style-type: none"> Distinguishes healthy and unhealthy coping strategies
✓		✓	✓	✓	✓	✓	✓	<ul style="list-style-type: none"> Learns and practices the steps for three anxiety reduction techniques: <ul style="list-style-type: none"> Deep breathing Body relaxation Mental rehearsal
✓	✓		✓	✓	✓	✓	✓	<ul style="list-style-type: none"> Describes the benefits of managing anxiety

Level 1 Grade 6: Unit 10: Coping with Anger

Georgia Health Education Performance Standard								LifeSkills Training Program Unit
HE 6.1	HE 6.2	HE 6.3	HE 6.4	HE 6.5	HE 6.6	HE 6.7	HE 6.8	Coping with Anger
✓								▪ Defines the term “anger”
✓				✓		✓		▪ Identifies physical "symptoms" of anger
✓	✓		✓	✓	✓	✓	✓	▪ Identifies common situations that provoke anger and identifies personal anger triggers
✓	✓		✓	✓		✓		▪ Understands that different people respond to anger triggers in different ways
✓	✓	✓	✓	✓	✓	✓	✓	▪ Describes reasons and states benefits for keeping anger under control
✓			✓	✓	✓	✓		▪ Identifies healthy and unhealthy responses to situations that provoke anger
✓	✓	✓	✓	✓	✓	✓	✓	▪ Learns and practices four techniques for managing anger: <ul style="list-style-type: none"> ○ Warning Light ○ Counting to Ten ○ Self-Statements ○ Reframing

Level 1 Grade 6: Unit 11: Communication Skills

Georgia Health Education Performance Standard								<i>LifeSkills Training Program Unit</i>
HE 6.1	HE 6.2	HE 6.3	HE 6.4	HE 6.5	HE 6.6	HE 6.7	HE 6.8	Communication Skills
		✓	✓					▪ Defines the term “communication”
			✓		✓		✓	▪ Describes forms of verbal and non-verbal communication
✓	✓	✓	✓	✓	✓	✓		▪ Identifies the consequences of inconsistency in verbal and non-verbal messages during communication with others
✓	✓	✓	✓	✓		✓	✓	▪ Identifies the causes and effects of misunderstandings
			✓	✓	✓	✓	✓	▪ Generates ideas about how misunderstandings can be avoided
		✓	✓	✓	✓	✓	✓	▪ Learns four skills for avoiding misunderstandings <ul style="list-style-type: none"> ○ Asking questions ○ Being bpecific ○ Paraphrasing ○ Sending the same verbal and nonverbal message
			✓	✓	✓	✓	✓	▪ Practices the four skills for avoiding misunderstandings using scripted and unscripted scenarios

Level 1 Grade 6: Unit 12: Social Skills A

Georgia Health Education Performance Standard								<i>LifeSkills Training</i> Program Unit
HE 6.1	HE 6.2	HE 6.3	HE 6.4	HE 6.5	HE 6.6	HE 6.7	HE 6.8	Social Skills A
✓	✓		✓	✓	✓		✓	<ul style="list-style-type: none"> Recognizes that many people feel shy or uncomfortable in social situations
✓			✓		✓	✓	✓	<ul style="list-style-type: none"> Identifies and practices five strategies for overcoming shyness
✓		✓	✓	✓	✓		✓	<ul style="list-style-type: none"> Considers how techniques for coping with anxiety help reduce experiences of social anxiety and shyness
✓	✓		✓	✓			✓	<ul style="list-style-type: none"> Identifies the challenges of social contacts with new and unknown people vs. the comfort of social interaction with friends
✓			✓	✓	✓	✓	✓	<ul style="list-style-type: none"> Learns and practices the skills for giving and receiving compliments as a strategy to initiate conversations
✓			✓	✓	✓	✓	✓	<ul style="list-style-type: none"> Identifies and practices skills and techniques for initiating, sustaining, and ending conversations
✓			✓	✓	✓	✓	✓	<ul style="list-style-type: none"> Applies verbal and non-verbal communication skills to practicing each stage of a conversation

Level 1 Grade 6: Unit 13: Social Skills B

Georgia Health Education Performance Standard								LifeSkills Training Program Unit
HE 6.1	HE 6.2	HE 6.3	HE 6.4	HE 6.5	HE 6.6	HE 6.7	HE 6.8	Social Skills B
✓	✓		✓	✓	✓		✓	<ul style="list-style-type: none"> Discusses what attributes attract individuals to one another
✓	✓		✓	✓		✓		<ul style="list-style-type: none"> Distinguishes between physical and non-physical attributes that contribute to personal attractiveness
✓	✓		✓	✓	✓	✓		<ul style="list-style-type: none"> Examines the role of physical attraction in developing and maintaining a close personal relationship
✓			✓		✓	✓	✓	<ul style="list-style-type: none"> Applies and practices general social and communication skills to initiate conversations that can help develop close personal relationships
✓	✓		✓	✓	✓	✓	✓	<ul style="list-style-type: none"> Identifies healthy and fun social activities to do with others
✓			✓	✓	✓	✓	✓	<ul style="list-style-type: none"> Learns and practices skills for inviting others to participate in social activities
✓			✓	✓	✓	✓	✓	<ul style="list-style-type: none"> Learns and practices three skills for responding to invitations to participate in social activities

Level 1 Grade 6: Unit 14: Assertiveness

Georgia Health Education Performance Standard								LifeSkills Training Program Unit
HE 6.1	HE 6.2	HE 6.3	HE 6.4	HE 6.5	HE 6.6	HE 6.7	HE 6.8	Assertiveness
✓	✓	✓		✓			✓	<ul style="list-style-type: none"> Identifies common situations where people often fail to be assertive
✓	✓		✓	✓				<ul style="list-style-type: none"> Defines the terms "assertive," "passive," "aggressive," and "persuasion"
✓	✓	✓	✓	✓			✓	<ul style="list-style-type: none"> Identifies persuasive tactics and evaluates personal vulnerability to specific tactics
✓	✓			✓	✓	✓	✓	<ul style="list-style-type: none"> States the benefits of being assertive
✓	✓		✓		✓	✓	✓	<ul style="list-style-type: none"> Learns and practices the techniques and steps for using three verbal assertive skills: <ul style="list-style-type: none"> Saying no Making requests and asserting rights Expressing feelings using "I" statements
✓	✓		✓	✓	✓	✓	✓	<ul style="list-style-type: none"> Learns and practices the techniques for six non-verbal assertive skills
✓	✓	✓		✓	✓	✓	✓	<ul style="list-style-type: none"> Identifies "high risk" situations in which you may feel influence or persuasion to use substances
✓	✓		✓	✓	✓	✓	✓	<ul style="list-style-type: none"> Learn and practice Ways to Say "No" refusal skills for high-risk situations

Level 1 Grade 6: Unit 15: Resolving Conflicts

Georgia Health Education Performance Standard								LifeSkills Training Program Unit
HE 6.1	HE 6.2	HE 6.3	HE 6.4	HE 6.5	HE 6.6	HE 6.7	HE 6.8	Resolving Conflicts
✓	✓	✓	✓	✓	✓	✓		<ul style="list-style-type: none"> States common reactions to conflicts and analyzes the outcome of each on achieving goals and maintaining relationships
✓	✓		✓	✓	✓	✓	✓	<ul style="list-style-type: none"> Reviews techniques for controlling anger, assertiveness, communication skills, and decision-making skills, and applies them to conflict situations
✓			✓	✓	✓	✓	✓	<ul style="list-style-type: none"> Examines the components of the techniques of consensus building and problem solving as conflict resolution techniques
✓			✓	✓	✓	✓	✓	<ul style="list-style-type: none"> Defines the terms “negotiation,” “consensus,” and “win-win”
✓			✓	✓	✓	✓	✓	<ul style="list-style-type: none"> Learns and practices the steps for the conflict resolution technique of Changing You and Me to We