

Level 2 Grade 7: Unit 1: Drug Abuse and Violence: Causes and Effects

Georgia Health Education Performance Standard								LifeSkills Training Program Unit
HE 7.1	HE 7.2	HE 7.3	HE 7.4	HE 7.5	HE 7.6	HE 7.7	HE 7.8	Drug Abuse and Violence: Causes and Effects
✓		✓				✓		▪ Defines the term “drug abuse”
✓		✓			✓	✓		▪ Generates examples of drugs that are commonly abused
✓		✓		✓	✓	✓		▪ States the differences between drug use and abuse
✓	✓	✓		✓		✓	✓	▪ Identifies the causes of drug use and develops understanding of the complexity of factors in substance use
✓	✓	✓		✓		✓	✓	▪ Examines the initial social causes of and attitudes toward teen drug use
✓		✓		✓		✓	✓	▪ Dispels common myths about the beneficial effects of substance use
✓	✓	✓		✓	✓	✓	✓	▪ Investigates the processes of becoming a drug abuser and of progressing from one drug to another
✓		✓		✓	✓	✓	✓	▪ Discusses the immediate and long-term health effects of drug use on the body
✓	✓	✓		✓	✓	✓	✓	▪ Identifies violence and social and legal problems as outcomes of drug use
✓	✓	✓		✓	✓	✓	✓	▪ Conducts experiments in pulse rate and hand steadiness to demonstrate the immediate effects of tobacco use
✓	✓	✓		✓	✓	✓	✓	▪ Defines the term “violence” and gives examples
✓	✓	✓		✓	✓	✓	✓	▪ Considers the causes of violence and the reasons against engaging in violence

Level 2 Grade 7: Unit 2: Making Decisions

Georgia Health Education Performance Standard								LifeSkills Training Program Unit
HE 7.1	HE 7.2	HE 7.3	HE 7.4	HE 7.5	HE 7.6	HE 7.7	HE 7.8	Making Decisions
✓		✓		✓		✓		<ul style="list-style-type: none"> Reviews and demonstrates the 3 Cs model of effective decision-making
✓		✓		✓		✓		<ul style="list-style-type: none"> Practices using the 3Cs model with scripted and unscripted scenarios
✓	✓		✓	✓	✓	✓	✓	<ul style="list-style-type: none"> Recognizes that people make decisions based on what is important to them, and that what may be important in one situation may not be in another
✓	✓		✓	✓	✓	✓	✓	<ul style="list-style-type: none"> Recognizes the importance of making a decision that is right for oneself
✓	✓	✓	✓	✓	✓	✓	✓	<ul style="list-style-type: none"> Understands that important decisions should not be made impulsively
✓	✓		✓	✓		✓	✓	<ul style="list-style-type: none"> Examines the processes of group decision-making and identifies examples of group decision-making
✓	✓		✓	✓		✓	✓	<ul style="list-style-type: none"> Considers the effects of groups on personal decision-making
✓	✓		✓	✓			✓	<ul style="list-style-type: none"> Defines the term “hypocrisy”

Level 2 Grade 7: Unit 3: Media Influences

Georgia Health Education Performance Standard								<i>LifeSkills Training Program Unit</i>
HE 7.1	HE 7.2	HE 7.3	HE 7.4	HE 7.5	HE 7.6	HE 7.7	HE 7.8	Media Influences
	✓	✓		✓	✓		✓	<ul style="list-style-type: none"> Reviews and discusses common advertising techniques
✓	✓	✓		✓	✓		✓	<ul style="list-style-type: none"> Defines the term “target market”
✓	✓	✓		✓			✓	<ul style="list-style-type: none"> Understands that advertisers employ techniques to target consumers
✓	✓	✓		✓			✓	<ul style="list-style-type: none"> Examines the components of an advertisement
✓	✓	✓		✓	✓	✓	✓	<ul style="list-style-type: none"> Analyzes tobacco and alcohol advertisements by indentifying the target market, advertising technique, and stated and implied messages
✓	✓	✓		✓	✓	✓	✓	<ul style="list-style-type: none"> Recognizes that advertisements often distort or manipulate the facts/benefits about a product
✓	✓	✓	✓	✓	✓	✓	✓	<ul style="list-style-type: none"> Develops and practices strategies for resisting common advertising techniques

Level 2 Grade 7: Unit 4: Coping With Anxiety

Georgia Health Education Performance Standard								LifeSkills Training Program Unit
HE 7.1	HE 7.2	HE 7.3	HE 7.4	HE 7.5	HE 7.6	HE 7.7	HE 7.8	Coping with Anxiety
✓						✓		<ul style="list-style-type: none"> ▪ Defines the term “anxiety”
✓	✓	✓				✓		<ul style="list-style-type: none"> ▪ Identifies the physical symptoms of anxiety
✓	✓		✓			✓		<ul style="list-style-type: none"> ▪ Identifies common situations that cause anxiety
✓						✓		<ul style="list-style-type: none"> ▪ Understands that anxiety is a normal part of life
✓	✓		✓	✓		✓		<ul style="list-style-type: none"> ▪ Identifies the major reason for anxiety in most people is the fear of not doing well in a particular situation
✓		✓			✓	✓		<ul style="list-style-type: none"> ▪ Recognizes that the consequences of not doing well are considerably less severe than what is imagined
✓	✓		✓	✓	✓	✓	✓	<ul style="list-style-type: none"> ▪ Recognizes that the inability to manage anxiety can result in avoiding situations that may actually be good experience and help people to grow
✓		✓		✓	✓	✓		<ul style="list-style-type: none"> ▪ Reviews and practices five anxiety-reduction techniques <ul style="list-style-type: none"> ○ Relaxation exercise ○ Preparation and practice ○ Mental rehearsal ○ Deep breathing ○ Positive thinking

Level 2 Grade 7: Unit 5: Coping with Anger

Georgia Health Education Performance Standard								<i>LifeSkills Training Program Unit</i>
HE 7.1	HE 7.2	HE 7.3	HE 7.4	HE 7.5	HE 7.6	HE 7.7	HE 7.8	Coping with Anger
✓				✓	✓			▪ Defines the term “anger”
✓		✓		✓	✓	✓		▪ Identifies the physical symptoms of anger
✓	✓	✓	✓	✓	✓	✓	✓	▪ Identifies common situations that cause anger
✓			✓	✓	✓	✓		▪ Understands that anger is a normal part of life
✓			✓	✓	✓	✓		▪ Identifies that there are degrees of anger ranging from mild annoyance to rage
✓	✓	✓	✓	✓	✓	✓	✓	▪ State the reasons for and against controlling anger
✓	✓	✓	✓	✓	✓	✓	✓	▪ Recognizes that the benefits of controlling anger far outweigh the consequences of letting anger get out of control
✓	✓		✓	✓	✓	✓	✓	▪ Review the procedure for and practice three anger reduction techniques: <ul style="list-style-type: none"> ○ The Warning Light ○ Self-Statements ○ Reframing

Level 2 Grade 7: Unit 6: Communication Skills

Georgia Health Education Performance Standard								LifeSkills Training Program Unit
HE 7.1	HE 7.2	HE 7.3	HE 7.4	HE 7.5	HE 7.6	HE 7.7	HE 7.8	Communication Skills
✓	✓		✓			✓		<ul style="list-style-type: none"> Examine different types of verbal and non-verbal communication
✓	✓		✓			✓		<ul style="list-style-type: none"> Recognize that the majority of our communication is non-verbal
✓	✓	✓	✓	✓	✓	✓	✓	<ul style="list-style-type: none"> Understand that effective communication contains two skills: sending and receiving a message
✓			✓			✓	✓	<ul style="list-style-type: none"> Defines sending and receiving skills
✓			✓			✓	✓	<ul style="list-style-type: none"> Practices sending skills using scripted and unscripted scenarios
✓			✓			✓	✓	<ul style="list-style-type: none"> Practices receiving skills using scripted and unscripted scenarios
✓			✓	✓		✓	✓	<ul style="list-style-type: none"> Reviews and practices the components for the verbal skill of active listening and verbal cues
✓			✓	✓		✓	✓	<ul style="list-style-type: none"> Reviews and practices the components of the non-verbal skills for active listening and non-verbal cues
✓	✓		✓	✓		✓	✓	<ul style="list-style-type: none"> Defines the term “feedback” and recognizes feedback as a critical component of effective communication
✓			✓	✓	✓	✓	✓	<ul style="list-style-type: none"> Defines the term “misunderstanding”
✓			✓	✓	✓	✓	✓	<ul style="list-style-type: none"> Reviews and practices four skills for avoiding misunderstandings <ul style="list-style-type: none"> Consistent verbal and non-verbal messages Asking questions Being specific Paraphrasing

Level 2 Grade 7: Unit 7: Social Skills

HE 7.1	HE 7.2	HE 7.3	HE 7.4	HE 7.5	HE 7.6	HE 7.7	HE 7.8	Social Skills
✓	✓	✓	✓	✓		✓	✓	<ul style="list-style-type: none"> Recognizes that many people feel shy in social situations
✓	✓		✓	✓	✓	✓		<ul style="list-style-type: none"> Reviews and practices strategies for overcoming shyness
✓			✓	✓	✓	✓		<ul style="list-style-type: none"> Develops an individual social script for overcoming shyness
✓	✓		✓	✓	✓	✓	✓	<ul style="list-style-type: none"> Examines how techniques for coping with anxiety can be used to overcome shyness
✓			✓	✓	✓	✓	✓	<ul style="list-style-type: none"> Generates and practices strategies for meeting new people
✓			✓	✓	✓	✓	✓	<ul style="list-style-type: none"> Learns and practices the skills for giving and receiving compliments
✓		✓	✓	✓	✓	✓	✓	<ul style="list-style-type: none"> Reviews and practices the three parts of a conversation: <ul style="list-style-type: none"> Initiating Sustaining Ending
✓		✓	✓	✓	✓	✓	✓	<ul style="list-style-type: none"> Defines and reviews the value of “open-ended” questions in conversational skills
✓		✓	✓	✓	✓	✓	✓	<ul style="list-style-type: none"> Practices the three parts of a conversation with peers

Level 2 Grade 7: Unit 8: Assertiveness

Georgia Health Education Performance Standard								LifeSkills Training Program Unit
HE 7.1	HE 7.2	HE 7.3	HE 7.4	HE 7.5	HE 7.6	HE 7.7	HE 7.8	Assertiveness
✓	✓	✓				✓	✓	<ul style="list-style-type: none"> Conducts a self-assessment to determine individual refusal style
✓		✓			✓	✓	✓	<ul style="list-style-type: none"> Defines the terms “assertive,” “aggressive,” and “passive”
✓	✓			✓	✓	✓	✓	<ul style="list-style-type: none"> Generates benefits of being assertive
✓	✓		✓	✓		✓	✓	<ul style="list-style-type: none"> Generates examples of common situations where assertiveness is called for
✓			✓	✓		✓		<ul style="list-style-type: none"> Learns the steps for and practices three verbal assertive skills: <ul style="list-style-type: none"> Saying “no” Making requests and asserting rights Expressing feelings
✓			✓	✓	✓	✓		<ul style="list-style-type: none"> Learns and practices the skills for non-verbal assertive skills
✓			✓	✓	✓	✓		<ul style="list-style-type: none"> Reviews and practices the three parts of a conversation: <ul style="list-style-type: none"> Initiating Sustaining Ending
✓			✓	✓	✓	✓	✓	<ul style="list-style-type: none"> Defines and reviews the value of “open-ended” questions in conversational skills
✓			✓	✓	✓	✓	✓	<ul style="list-style-type: none"> Understands that assertiveness is most effective when using verbal and non-verbal skills together

Level 2 Grade 7: Unit 9: Resolving Conflicts

Georgia Health Education Performance Standard								LifeSkills Training Program Unit
HE 7.1	HE 7.2	HE 7.3	HE 7.4	HE 7.5	HE 7.6	HE 7.7	HE 7.8	Resolving Conflicts
✓	✓		✓	✓	✓	✓	✓	<ul style="list-style-type: none"> Understands that successful conflict resolution means standing up for oneself while recognizing the rights of others
✓			✓	✓	✓	✓	✓	<ul style="list-style-type: none"> Examines healthy and unhealthy methods of conflict resolution
✓			✓	✓		✓	✓	<ul style="list-style-type: none"> Defines the terms “compromise” and “negotiation”
✓			✓	✓	✓	✓	✓	<ul style="list-style-type: none"> Compares and contrasts the effectiveness and outcomes of different methods for resolving conflicts
✓			✓	✓	✓	✓	✓	<ul style="list-style-type: none"> Reviews and practices six steps for successful conflict resolution: <ul style="list-style-type: none"> Stay cool Cool off your opponent Listen Stand up for yourself Show respect Solve the problem
✓	✓		✓	✓	✓	✓	✓	<ul style="list-style-type: none"> Identifies how skills such as verbal and non-verbal communication and coping with anger support conflict resolution

Level 2 Grade 7: Unit 10: Resisting Peer Pressure

Georgia Health Education Performance Standard								LifeSkills Training Program Unit
HE 7.1	HE 7.2	HE 7.3	HE 7.4	HE 7.5	HE 7.6	HE 7.7	HE 7.8	Resisting Peer Pressure
✓	✓	✓		✓		✓	✓	<ul style="list-style-type: none"> Examines the role of groups in exerting pressure to do things not in one's best interests
✓	✓	✓		✓		✓	✓	<ul style="list-style-type: none"> Identifies and discusses persuasive tactics that are used to convince people to engage in behaviors such as drug use
✓	✓		✓	✓		✓	✓	<ul style="list-style-type: none"> Identifies the reasons why it may be difficult to resist group influence and persuasion
✓	✓		✓	✓		✓	✓	<ul style="list-style-type: none"> Recognizes how to use the 3 Cs model of effective decision-making to resist influence and persuasion from groups
✓	✓		✓	✓	✓	✓		<ul style="list-style-type: none"> Identifies high-risk situations where people may be pressured to use drugs
✓	✓		✓	✓	✓	✓	✓	<ul style="list-style-type: none"> Reviews and practices the steps for the Saying "no" technique to offers to use drugs in group pressure situations, using scripted and unscripted scenarios