



Connecting *Botvin LifeSkills® Training* to Alabama Educational Standards (Grades 3-5)

Why align the LST Program with Alabama education standards? Many school districts find that conducting a crosswalk of the goals and objectives of the lessons in the LST program with their educational standards has several benefits:

- Assists in identifying ways to incorporate the LST program into existing curriculum requirements.
- Increases fidelity-based implementation of the program, which increases effectiveness in outcomes to reduce and prevent health risk behavior in elementary, middle, and high school students.
- Encourages faculty and administrative adoption and support for inclusion of prevention education in the overall curriculum rather than viewing it as an add-on or supplemental curriculum that has to be fit into existing requirements.

Within this document, each *Botvin LifeSkills® Training* unit is aligned to the specific knowledge, skills, and behaviors that are required by the education standards for the state of **Alabama**.

Table of Contents

Level One	4
Unit 1: Self-Esteem	4
Unit 2: Decision-Making	5
Unit 3: Smoking Information	5
Unit 4: Advertising	6
Unit 5: Dealing with Stress	6
Unit 6: Communication Skills	7
Unit 7: Social Skills	8
Unit 8: Assertiveness	8
Level Two	10
Unit 1: Self-Esteem	10
Unit 2: Decision-Making	11
Unit 3: Smoking Information	12
Unit 4: Advertising	12
Unit 5: Dealing with Stress	14
Unit 6: Communication Skills	14
Unit 7: Social Skills	15
Unit 8: Assertiveness	16
Level Three.....	17
Unit 1: Self-Esteem	17
Unit 2: Decision-Making	18
Unit 3: Smoking Information	19

Unit 4: Advertising	20
Unit 5: Dealing with Stress	21
Unit 6: Communication Skills	22
Unit 7: Social Skills	22
Unit 8: Assertiveness	23

Level One

Botvin LifeSkills® Training Units for Grades 3/4	Unit Goal	Unit Objectives	Alabama Learning Standards
Unit 1: Self-Esteem	To teach students what self-esteem is and how it is developed. To make students aware of the fact that they can do things well, even though they are young.	Students will: <ol style="list-style-type: none"> 1. Define self-esteem. 2. Identify how self-esteem is developed. 3. Differentiate between good self-esteem and bad self-esteem. Identify things they can do. 	Grade 3: HE.19.3.1.1 Describe the relationship between healthy behaviors and personal health. HE.19.3.7.1 Develop a plan for responsible personal health behavior. HE.19.3.7.2 Describe healthy practices that maintain or improve personal health. Grade 4 HE.19.4.4.1 Demonstrate skills that communicate care, consideration, and respect for self and others. HE.19.4.7.1 Demonstrate a variety of healthy practices and behaviors to maintain and improve personal health.

<p>Unit 2: Decision-Making</p>	<p>To teach students a simple step-by-step process for making decisions.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify how we make choices. 2. Be able to identify the basic process for making decisions. 3. Practice applying the decision-making model to personal choices. 	<p>Grade 3 HE.19.3.5.1 Discuss the consequences of possible choices when making a health decision. HE.19.3.7.1 Develop a plan for responsible personal health behavior. HE.19.3.7.2 Describe healthy practices that maintain or improve personal health.</p> <p>Grade 4 HE.19.4.5.1 Research health-related situations that require a thoughtful decision.</p>
<p>Unit 3: Smoking Information</p>	<p>To weigh the pros and cons of smoking.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify basic facts about the effects of smoking. 2. Discuss reasons why people choose to smoke or not smoke. 	<p>Grade 3 HE.19.3.1.1 Describe the relationship between healthy behaviors and personal health. HE.19.3.1.3 Examine the harmful effects of tobacco, drugs, and alcohol on the body. HE.19.3.5.1 Discuss the consequences of possible choices when making a health decision. HE.19.3.7.1 Develop a plan for responsible personal health behavior. HE.19.3.7.2 Describe healthy practices that maintain or improve personal health.</p> <p>Grade 4 HE.19.4.1.3 Summarize short- term and long-term effects of cigarettes and smokeless tobacco products. HE.19.4.5.1 Research health-related situations that require a thoughtful decision. HE.19.4.7.1 Demonstrate a variety of healthy practices and behaviors to maintain and improve personal health.</p>

<p>Unit 4: Advertising</p>	<p>To develop an awareness of how tobacco advertisers manipulate advertisements to try and entice people to smoke.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Examine advertising and promotional techniques that encourage teenagers to smoke. 2. Create counter-arguments to tobacco advertising that demonstrate the true effects of smoking. 	<p>Grade 3</p> <p>HE.19.3.1.1 Describe the relationship between healthy behaviors and personal health.</p> <p>HE.19.3.1.3 Examine the harmful effects of tobacco, drugs, and alcohol on the body.</p> <p>HE.19.3.2.2 Compare a variety of media messages affecting consumer health decisions.</p> <p>HE.19.3.3.2 Identify sources of accurate information about health products, information, and services.</p> <p>HE.19.3.5.1 Discuss the consequences of possible choices when making a health decision.</p> <p>HE.19.3.8.1 Research public health and environmental laws that protect personal health.</p> <p>Grade 4</p> <p>HE.19.4.1.3 Summarize short- term and long-term effects of cigarettes and smokeless tobacco products.</p> <p>HE.19.4.2.1 Explain the influence of culture on health practices and behaviors.</p> <p>HE.19.4.2.2 Explain how media influence thoughts, feelings, and health behaviors.</p> <p>HE.19.4.3.2 Compare health- related advertisements regarding “truth in advertising.”</p> <p>HE.19.4.5.1 Research health-related situations that require a thoughtful decision.</p> <p>HE.19.4.7.1 Demonstrate a variety of healthy practices and behaviors to maintain and improve personal health.</p>
<p>Unit 5: Dealing with Stress</p>	<p>To teach students to recognize stress and to practice techniques to deal with stress.</p>	<p>Students will:</p>	<p>Grade 3</p> <p>HE.19.3.1.1 Describe the relationship between healthy behaviors and personal health.</p>

		<ol style="list-style-type: none"> 1. Describe stress and the physical sensations that are associated with stress. 2. Identify causes of stress in their lives. <p>Practice deep breathing and stretching to reduce stress and anxiety.</p>	<p>HE.19.3.4.1 Practice skills needed to develop and maintain personal relationships.</p> <p>HE.19.3.4.2 Discuss healthy ways to express needs, wants, and feelings.</p> <p>HE.19.3.5.1 Discuss the consequences of possible choices when making a health decision.</p> <p>HE.19.3.7.1 Develop a plan for responsible personal health behavior.</p> <p>HE.19.3.7.2 Describe healthy practices that maintain or improve personal health.</p> <p>Grade 4</p> <p>HE.19.4.4.1 Demonstrate skills that communicate care, consideration, and respect for self and others.</p> <p>HE.19.4.5.1 Research health-related situations that require a thoughtful decision.</p> <p>HE.19.4.7.1 Demonstrate a variety of healthy practices and behaviors to maintain and improve personal health.</p>
<p>Unit 6: Communication Skills</p>	<p>To teach students how feelings are communicated.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify what communication is. 2. Discuss the importance of communicating their feelings. 3. Practice using body language to express emotions. 	<p>Grade 3</p> <p>HE.19.3.4.1 Practice skills needed to develop and maintain personal relationships.</p> <p>HE.19.3.4.2 Discuss healthy ways to express needs, wants, and feelings.</p> <p>HE.19.3.4.3 Recognize causes of conflicts and apply nonviolent strategies to manage or resolve situations.</p> <p>Grade 4</p> <p>HE.19.4.4.1 Demonstrate skills that communicate care, consideration, and respect for self and others.</p> <p>HE.19.4.4.3 Demonstrate how to avoid conflict and explain when it is necessary for an adult to intervene.</p>

<p>Unit 7: Social Skills</p>	<p>To help students learn ways of building and maintaining friendships.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify what makes a person a friend. 2. Identify characteristics they find important in a friendship. 3. Describe qualities they possess which make them a good friend. 	<p>Grade 3 HE.19.3.2.1 Identify ways that peers can influence healthy and unhealthy behaviors. HE.19.3.4.1 Practice skills needed to develop and maintain personal relationships. HE.19.3.4.2 Discuss healthy ways to express needs, wants, and feelings. HE.19.3.4.3 Recognize causes of conflicts and apply nonviolent strategies to manage or resolve situations.</p> <p>Grade 4 HE.19.4.4.1 Demonstrate skills that communicate care, consideration, and respect for self and others. HE.19.4.4.3 Demonstrate how to avoid conflict and explain when it is necessary for an adult to intervene.</p>
<p>Unit 8: Assertiveness</p>	<p>To teach students refusal skills</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify and discuss 8 different ways to say “no”. 2. Practice at least one way to say “no” in a realistic role-play situation. 	<p>Grade 3 HE.19.3.2.1 Identify ways that peers can influence healthy and unhealthy behaviors. HE.19.3.4.1 Practice skills needed to develop and maintain personal relationships. HE.19.3.4.2 Discuss healthy ways to express needs, wants, and feelings. HE.19.3.4.4 State effective refusal skills to enhance health. HE.19.3.5.1 Discuss the consequences of possible choices when making a health decision. HE.19.3.7.1 Develop a plan for responsible personal health behavior. HE.19.3.7.2 Describe healthy practices that maintain or improve personal health.</p>

			<p>Grade 4</p> <p>HE.19.4.4.1 Demonstrate skills that communicate care, consideration, and respect for self and others.</p> <p>HE.19.4.4.4 Model refusal skills that avoid or reduce health risks.</p> <p>HE.19.4.5.1 Research health-related situations that require a thoughtful decision.</p> <p>HE.19.4.7.1 Demonstrate a variety of healthy practices and behaviors to maintain and improve personal health.</p>
--	--	--	---

Level Two

Botvin LifeSkills® Training Units for Grades 4/5	Unit Goal	Unit Objectives	Alabama Learning Standards
<p>Unit 1: Self-Esteem</p>	<p>To teach students what self-esteem is and how it is developed. To make students aware that they are unique and should feel good about it.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Define self-esteem. 2. Identify how self-esteem is developed. 3. Identify things about themselves that they share and don't share with others. 4. Discuss what makes each child develop into a unique person. 	<p>Grade 4 HE.19.4.4.1 Demonstrate skills that communicate care, consideration, and respect for self and others. HE.19.4.7.1 Demonstrate a variety of healthy practices and behaviors to maintain and improve personal health.</p> <p>Grade 5 HE.19.5.1.1 Draw conclusions about the relationship between healthy behaviors and personal health. HE.19.5.7.1 Implement a variety of healthy practices and behaviors that avoid or reduce health risks.</p>

<p>Unit 2: Decision-Making</p>	<p>To have students identify how their daily decisions are influenced in direct and indirect ways.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Review the basic step-by-step decision-making process learned previously in Level 1. 2. Discuss direct and indirect influences on decision-making. 3. Identify and map factors that influence their decisions. 	<p>Grade 4</p> <p>HE.19.4.2.1 Explain the influence of culture on health practices and behaviors.</p> <p>HE.19.4.2.2 Explain how media influence thoughts, feelings, and health behaviors.</p> <p>HE.19.4.3.1 Locate reliable health resources from home, school, and community.</p> <p>HE.19.4.5.1 Research health-related situations that require a thoughtful decision.</p> <p>HE.19.4.7.1 Demonstrate a variety of healthy practices and behaviors to maintain and improve personal health.</p> <p>Grade 5</p> <p>HE.19.5.1.1 Draw conclusions about the relationship between healthy behaviors and personal health.</p> <p>HE.19.5.2.1 Describe how the school and community can support personal health practices and behaviors.</p> <p>HE.19.5.2.2 Describe ways that technology can influence personal health.</p> <p>HE.19.5.3.1 Collect information about health choices from home, school, and community.</p> <p>HE.19.5.5.1 Predict the potential outcomes of possible options when making a health-related decision.</p> <p>HE.19.5.7.1 Implement a variety of healthy practices and behaviors that avoid or reduce health risks.</p>
---------------------------------------	--	---	---

<p>Unit 3: Smoking Information</p>	<p>To teach students about the consequences of nicotine and tobacco products on their body.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Practice taking their pulse. 2. Compare resting heart rate to a “smoking” heart rate. 3. Discuss the relationship between increased heart rate and cardiovascular disease. 4. Learn about the difference between a healthy lung and a tar-filled lung. 5. Hear an observe what happens to the alveoli when a person smokes. 6. Observe how much tar passes through the lungs of a pack-a-day smoker. 7. Visualize what tar from cigarettes looks like in the lung. 	<p>Grade 4 HE.19.4.1.3 Summarize short- term and long-term effects of cigarettes and smokeless tobacco products. HE.19.4.5.1 Research health-related situations that require a thoughtful decision. HE.19.4.7.1 Demonstrate a variety of healthy practices and behaviors to maintain and improve personal health.</p> <p>Grade 5 HE.19.5.1.1 Draw conclusions about the relationship between healthy behaviors and personal health. HE.19.5.1.3 Research illnesses and diseases associated with the use and abuse of tobacco, drugs, and alcohol. HE.19.5.4.4 Apply risk reduction behaviors to protect self and others from use of alcohol, tobacco, and other drugs. HE.19.5.5.1 Predict the potential outcomes of possible options when making a health-related decision. HE.19.5.7.1 Implement a variety of healthy practices and behaviors that avoid or reduce health risks.</p>
<p>Unit 4: Advertising</p>	<p>To develop an awareness of how tobacco advertisers manipulate advertisements to try and entice people to smoke.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify and discuss 8 different tricks that companies use to try to get people to smoke. 	<p>Grade 4 HE.19.4.1.3 Summarize short- term and long-term effects of cigarettes and smokeless tobacco products. HE.19.4.2.1 Explain the influence of culture on health practices and behaviors.</p>

		<p>2. Analyze cigarette advertisements to determine how tobacco companies attempt to lure people to buy cigarettes.</p>	<p>HE.19.4.2.2 Explain how media influence thoughts, feelings, and health behaviors. HE.19.4.3.2 Compare health-related advertisements regarding “truth in advertising.” HE.19.4.5.1 Research health-related situations that require a thoughtful decision. HE.19.4.7.1 Demonstrate a variety of healthy practices and behaviors to maintain and improve personal health.</p> <p>Grade 5 HE.19.5.1.1 Draw conclusions about the relationship between healthy behaviors and personal health. HE.19.5.2.1 Describe how the school and community can support personal health practices and behaviors. HE.19.5.2.2 Describe ways that technology can influence personal health. HE.19.5.3.1 Collect information about health choices from home, school, and community. HE.19.5.4.4 Apply risk reduction behaviors to protect self and others from use of alcohol, tobacco, and other drugs. HE.19.5.5.1 Predict the potential outcomes of possible options when making a health-related decision. HE.19.5.7.1 Implement a variety of healthy practices and behaviors that avoid or reduce health risks.</p>
--	--	---	--

<p>Unit 5: Dealing with Stress</p>	<p>To identify positive and negative ways to cope with stress.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify positive and negative ways to deal with stress. 2. Discuss how to tell the difference between a positive and negative coping technique. 3. Practice guided imagery and progressive muscle relaxation techniques. 	<p>Grade 4</p> <p>HE.19.4.4.1 Demonstrate skills that communicate care, consideration, and respect for self and others.</p> <p>HE.19.4.5.1 Research health-related situations that require a thoughtful decision.</p> <p>HE.19.4.7.1 Demonstrate a variety of healthy practices and behaviors to maintain and improve personal health.</p> <p>Grade 5</p> <p>HE.19.5.1.1 Draw conclusions about the relationship between healthy behaviors and personal health.</p> <p>HE.19.5.4.4 Apply risk reduction behaviors to protect self and others from use of alcohol, tobacco, and other drugs.</p> <p>HE.19.5.5.1 Predict the potential outcomes of possible options when making a health-related decision.</p> <p>HE.19.5.7.1 Implement a variety of healthy practices and behaviors that avoid or reduce health risks.</p>
<p>Unit 6: Communication Skills</p>	<p>To teach students the importance of communication.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify what communication is. 2. Practice using non-verbal communication skills. 	<p>Grade 4</p> <p>HE.19.4.4.1 Demonstrate skills that communicate care, consideration, and respect for self and others.</p> <p>HE.19.4.4.3 Demonstrate how to avoid conflict and explain when it is necessary for an adult to intervene.</p> <p>Grade 5</p> <p>HE.19.5.4.1 Utilize effective verbal and nonverbal</p>

			communication skills to build and maintain relationships and enhance health.
Unit 7: Social Skills	To help students learn ways to get along with their peers.	<p>Students will:</p> <ol style="list-style-type: none"> 1. Define “peer” and “peer pressure”. 2. Understand that peer pressure can be either positive or negative. 3. Identify ways to deal with negative peer pressure. 4. Identify places to go if they need help dealing with peer pressure. 	<p>Grade 4</p> <p>HE.19.4.4.1 Demonstrate skills that communicate care, consideration, and respect for self and others.</p> <p>HE.19.4.4.3 Demonstrate how to avoid conflict and explain when it is necessary for an adult to intervene.</p> <p>HE.19.4.4.4 Model refusal skills that avoid or reduce health risks.</p> <p>HE.19.4.5.1 Research health-related situations that require a thoughtful decision.</p> <p>HE.19.4.7.1 Demonstrate a variety of healthy practices and behaviors to maintain and improve personal health.</p> <p>Grade 5</p> <p>HE.19.5.1.1 Draw conclusions about the relationship between healthy behaviors and personal health.</p> <p>HE.19.5.2.1 Describe how the school and community can support personal health practices and behaviors.</p> <p>HE.19.5.3.1 Collect information about health choices from home, school, and community.</p> <p>HE.19.5.4.1 Utilize effective verbal and nonverbal communication skills to build and maintain relationships and enhance health.</p> <p>HE.19.5.4.4 Apply risk reduction behaviors to protect self and others from use of alcohol, tobacco, and other drugs.</p> <p>HE.19.5.5.1 Predict the potential outcomes of</p>

			<p>possible options when making a health-related decision.</p> <p>HE.19.5.7.1 Implement a variety of healthy practices and behaviors that avoid or reduce health risks.</p>
<p>Unit 8: Assertiveness</p>	<p>To teach students how to develop assertiveness skills.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify what behaving assertively means. 2. Practice writing, I-messages. 3. Practice being assertive by role-playing situations using I-messages. 	<p>HE.19.4.4.1 Demonstrate skills that communicate care, consideration, and respect for self and others.</p> <p>HE.19.4.4.4 Model refusal skills that avoid or reduce health risks.</p> <p>HE.19.4.5.1 Research health-related situations that require a thoughtful decision.</p> <p>HE.19.4.7.1 Demonstrate a variety of healthy practices and behaviors to maintain and improve personal health.</p> <p>Grade 5</p> <p>HE.19.5.1.1 Draw conclusions about the relationship between healthy behaviors and personal health.</p> <p>HE.19.5.2.1 Describe how the school and community can support personal health practices and behaviors.</p> <p>HE.19.5.3.1 Collect information about health choices from home, school, and community.</p> <p>HE.19.5.4.1 Utilize effective verbal and nonverbal communication skills to build and maintain relationships and enhance health.</p> <p>HE.19.5.4.4 Apply risk reduction behaviors to protect self and others from use of alcohol, tobacco, and other drugs.</p>

			<p>HE.19.5.5.1 Predict the potential outcomes of possible options when making a health-related decision.</p> <p>HE.19.5.7.1 Implement a variety of healthy practices and behaviors that avoid or reduce health risks.</p>
--	--	--	---

Level Three			
<i>Botvin LifeSkills® Training Units for Grades 5/6</i>	Unit Goal	Unit Objectives	Alabama Learning Standards
Unit 1: Self-Esteem	To help students feel better about themselves by looking with a broader perspective at what they have already achieved and at what is possible for them to achieve in the future.	Students will: <ol style="list-style-type: none"> 1. Identify short-term goals they hold for themselves. 2. Identify long-term goals they hold for themselves. 	Grade 5 HE.19.5.1.1 Draw conclusions about the relationship between healthy behaviors and personal health. HE.19.5.6.1 Create a personal health goal and track progress toward its achievement. HE.19.5.6.2 Identify resources in the school that may assist with achieving personal health goals.

		<p>3. Discuss the relationship between risk behaviors and goal achievement.</p>	<p>HE.19.5.7.1 Implement a variety of healthy practices and behaviors that avoid or reduce health risks.</p> <p>Grade 6</p> <p>HE.19.6.1.4 Examine how personal health and wellness are affected positively or negatively by an individual’s surroundings.</p> <p>HE.19.6.2.4 Explain the influence of values and beliefs on individual health practices and behaviors.</p> <p>HE.19.6.6.2 Describe how setting goals to increase time for physical activity and academic study may reduce stress.</p> <p>a. List activities that can improve physical and mental health.</p>
<p>Unit 2: Decision-Making</p>	<p>To teach students how to make decisions in tobacco-related situations.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Review the Stop-Think-Go! Decision-making model. 2. Practice making decisions related to tobacco. 	<p>Grade 5</p> <p>HE.19.5.1.1 Draw conclusions about the relationship between healthy behaviors and personal health.</p> <p>HE.19.5.2.1 Describe how the school and community can support personal health practices and behaviors.</p> <p>HE.19.5.2.2 Describe ways that technology can influence personal health.</p> <p>HE.19.5.3.1 Collect information about health choices from home, school, and community.</p> <p>HE.19.5.4.4 Apply risk reduction behaviors to protect self and others from use of alcohol, tobacco, and other drugs.</p> <p>HE.19.5.5.1 Predict the potential outcomes of possible options when making a health-related decision.</p> <p>HE.19.5.7.1 Implement a variety of healthy practices and behaviors that avoid or reduce health risks.</p>

			<p>Grade 6</p> <p>HE.19.6.2.1 Examine how family and peers influence the health of adolescents.</p> <p>HE.19.6.2.5 Identify how bad health choices result in poor personal health.</p> <p>HE.19.6.5.1 Describe situations that can help hinder making a healthy decision.</p> <p>HE.19.6.5.2 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.</p> <p>HE.19.6.7.1 Critique examples of responsible behaviors that reduce health risks.</p> <p>HE.19.6.7.2 Describe practices to avoid to reduce health risks to self and others.</p>
<p>Unit 3: Smoking Information</p>	<p>To familiarize students with the many different kinds of tobacco products and teach them attitudes, norms and laws about smoking in this country are changing.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Compare the different types of tobacco products. 2. Identify ways that smoking laws are changing. <p>Write new laws related to tobacco use.</p>	<p>Grade 5</p> <p>HE.19.5.1.1 Draw conclusions about the relationship between healthy behaviors and personal health.</p> <p>HE.19.5.1.3 Research illnesses and diseases associated with the use and abuse of tobacco, drugs, and alcohol.</p> <p>HE.19.5.4.4 Apply risk reduction behaviors to protect self and others from use of alcohol, tobacco, and other drugs.</p> <p>HE.19.5.5.1 Predict the potential outcomes of possible options when making a health-related decision.</p> <p>HE.19.5.7.1 Implement a variety of healthy practices and behaviors that avoid or reduce health risks.</p>

			<p>Grade 6</p> <p>HE.19.6.1.4 Examine how personal health and wellness are affected positively or negatively by an individual’s surroundings.</p> <p>HE.19.6.2.4 Explain the influence of values and beliefs on individual health practices and behaviors. Examples: family values, religious beliefs</p> <p>HE.19.6.2.5 Identify how bad health choices result in poor personal health.</p> <p>HE.19.6.7.1 Critique examples of responsible behaviors that reduce health risks.</p> <p>HE.19.6.7.2 Describe practices to avoid to reduce health risks to self and others.</p> <p>HE.19.6.8.1 State a health-enhancing position and support it with accurate information.</p>
<p>Unit 4: Advertising</p>	<p>To create an awareness in students of the many techniques and appeals that advertisers use to get consumers to purchase their products.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Understand that we are all consumers. 2. Understand the purpose of advertising. 3. Be able to recognize the various advertising techniques used to persuade consumers. 4. Be able to define “target markets” and identify how advertisers use them to sell products. 	<p>Grade 5</p> <p>HE.19.5.1.1 Draw conclusions about the relationship between healthy behaviors and personal health.</p> <p>HE.19.5.2.1 Describe how the school and community can support personal health practices and behaviors.</p> <p>HE.19.5.2.2 Describe ways that technology can influence personal health.</p> <p>Grade 6</p> <p>HE.19.6.2.3 Investigate how messages from media influence health behaviors.</p> <p>HE.19.6.3.1 Analyze the validity of a variety of Internet sources for health information.</p> <ol style="list-style-type: none"> a. Identify local resources for reliable health information. <p>HE.19.6.5.2 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.</p>

		<p>5. Create an advertisement for a product utilizing a technique discussed.</p>	<p>HE.19.6.7.1 Critique examples of responsible behaviors that reduce health risks. HE.19.6.7.2 Describe practices to avoid to reduce health risks to self and others. HE.19.6.8.1 State a health-enhancing position and support it with accurate information. HE.19.6.8.2 Identify ways by which health messages can be altered to appeal to different audiences.</p>
<p>Unit 5: Dealing with Stress</p>	<p>To teach students that because stress does not go away, one of the best ways to deal with it is to prevent it.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify specific types of stressors experienced by different age groups throughout life. 2. Compare and contrast types of stressors common to all people. 3. Discuss stress-prevention techniques. 	<p>Grade 5 HE.19.5.1.1 Draw conclusions about the relationship between healthy behaviors and personal health. HE.19.5.4.4 Apply risk reduction behaviors to protect self and others from use of alcohol, tobacco, and other drugs. HE.19.5.5.1 Predict the potential outcomes of possible options when making a health-related decision. HE.19.5.7.1 Implement a variety of healthy practices and behaviors that avoid or reduce health risks.</p> <p>Grade 6 HE.19.6.1.1 Describe the interrelationship between social and emotional health in adolescence. a. Explain how stress can affect personal health. HE.19.6.1.4 Examine how personal health and wellness are affected positively or negatively by an individual’s surroundings. HE.19.6.2.5 Identify how bad health choices result in poor personal health. HE.19.6.5.2 Distinguish between healthy and unhealthy alternatives to health-related issues or problems. HE.19.6.6.1 Assess personal health practices.</p>

			<p>HE.19.6.7.1 Critique examples of responsible behaviors that reduce health risks.</p> <p>HE.19.6.7.2 Describe practices to avoid to reduce health risks to self and others.</p>
<p>Unit 6: Communication Skills</p>	<p>To teach students the importance of communication.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Define communication. 2. Differentiate between active and passive listening. <p>Practice active and passive listening techniques.</p>	<p>Grade 5</p> <p>HE.19.5.4.1 Utilize effective verbal and nonverbal communication skills to build and maintain relationships and enhance health.</p> <p>Grade 6</p> <p>HE.19.6.4.1 Apply effective verbal and nonverbal communication skills to enhance health.</p>
<p>Unit 7: Social Skills</p>	<p>To teach students ways to deal with conflict in a positive way.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify conflict styles and conflict outcomes. <p>Identify behaviors that will lead to different conflict outcomes.</p>	<p>Grade 5</p> <p>HE.19.5.1.1 Draw conclusions about the relationship between healthy behaviors and personal health.</p> <p>HE.19.5.4.1 Utilize effective verbal and nonverbal communication skills to build and maintain relationships and enhance health.</p> <p>HE.19.5.4.4 Apply risk reduction behaviors to protect self and others from use of alcohol, tobacco, and other drugs.</p> <p>HE.19.5.5.1 Predict the potential outcomes of possible options when making a health-related decision.</p> <p>HE.19.5.7.1 Implement a variety of healthy practices and behaviors that avoid or reduce health risks.</p> <p>Grade 6</p> <p>HE.19.6.1.1 Describe the interrelationship between social and emotional health in adolescence</p> <ol style="list-style-type: none"> a. Identify how positive relationships can enhance each dimension of health.

			<p>HE.19.6.4.1 Apply effective verbal and nonverbal communication skills to enhance health.</p> <p>a. Demonstrate appropriate nonverbal communication skills someone could use when upset.</p> <p>HE.19.6.4.3 Determine when and how to utilize different communication strategies to deal with a variety of situations and conflicts</p> <p>HE.19.6.7.1 Critique examples of responsible behaviors that reduce health risks.</p> <p>HE.19.6.7.2 Describe practices to avoid to reduce health risks to self and others.</p>
<p>Unit 8: Assertiveness</p>	<p>To help students learn assertive skills that will enable them to stand up for themselves.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Differentiate between passive, aggressive, and assertive responses. 2. Identify how assertive skills can help a person stand up for themselves. 	<p>Grade 5</p> <p>HE.19.5.1.1 Draw conclusions about the relationship between healthy behaviors and personal health.</p> <p>HE.19.5.2.1 Describe how the school and community can support personal health practices and behaviors.</p> <p>HE.19.5.3.1 Collect information about health choices from home, school, and community.</p> <p>HE.19.5.4.1 Utilize effective verbal and nonverbal communication skills to build and maintain relationships and enhance health.</p> <p>HE.19.5.4.4 Apply risk reduction behaviors to protect self and others from use of alcohol, tobacco, and other drugs.</p> <p>HE.19.5.5.1 Predict the potential outcomes of possible options when making a health-related decision.</p> <p>HE.19.5.7.1 Implement a variety of healthy practices and behaviors that avoid or reduce health risks.</p>

			<p>Grade 6</p> <p>HE.19.6.1.1 Describe the interrelationship between social and emotional health in adolescence</p> <p>a. Identify how positive relationships can enhance each dimension of health.</p> <p>HE.19.6.4.1 Apply effective verbal and nonverbal communication skills to enhance health.</p> <p>a. Demonstrate appropriate nonverbal communication skills someone could use when upset.</p> <p>HE.19.6.4.2 List refusal and negotiation skills to avoid or reduce health risks.</p> <p>HE.19.6.4.3 Determine when and how to utilize different communication strategies to deal with a variety of situations and conflicts</p> <p>HE.19.6.7.1 Critique examples of responsible behaviors that reduce health risks.</p> <p>HE.19.6.7.2 Describe practices to avoid to reduce health risks to self and others.</p>
--	--	--	---