



## Connecting *Botvin LifeSkills® Training* to Alabama Educational Standards (Grades 6-8)

**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**.

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## LEVEL ONE

<b><i>Botvin LifeSkills® Training Units for Grades 6/7</i></b>	<b>Unit Goal</b>	<b>Unit Objectives</b>	<b>Alabama Learning Standard(s)</b>
<p><b>Unit 1: Self-Image and Self-Improvement</b></p>	<p>To teach students about developing a strong and healthy self-image and its effect on how we act and feel.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Define self-image.</li> <li>2. Discuss how self-image is formed.</li> <li>3. Identify ways to increase self-image.</li> <li>4. Identify something that makes them proud.</li> </ol>	<p>Grade 6  <b>HE.19.6.1.4</b> Examine how personal health and wellness are affected positively or negatively by an individual’s surroundings.  <b>HE.19.6.2.4</b> Explain the influence of values and beliefs on individual health practices and behaviors.  <b>HE.19.6.6.2</b> Describe how setting goals to increase time for physical activity and academic study may reduce stress.            a. List activities that can improve physical and mental health.</p> <p>Grade 7  <b>HE.19.7.1.1</b> Summarize the interrelationship of emotional, social, and physical health.            a. Determine how peers may affect the six dimensions of health.  <b>HE.19.7.6.1</b> Assess current personal health practices and set a goal to adopt, maintain, or improve one or more health practices.</p>

			<p><b>HE.19.7.6.2</b> Describe changing abilities, priorities, and responsibilities that impact personal health goals.</p> <p><b>HE.19.7.7.1</b> State the importance of assuming responsibility for personal health behaviors and avoiding risky behaviors.</p> <p><b>HE.19.7.7.2</b> Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.</p>
<p>Unit 2 Making Decisions</p>	<p>To introduce to students a more complex decision-making process and provide practice in independent decision-making.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Demonstrate how decisions are influenced by group pressure.</li> <li>2. Discuss reasons why people are influenced by group members.</li> <li>3. Identify everyday decisions.</li> <li>4. Describe how important decisions are made.</li> <li>5. Identify a process for making decisions.</li> </ol>	<p>Grade 6</p> <p><b>HE.19.6.2.1</b> Examine how family and peers influence the health of adolescents.</p> <p><b>HE.19.6.2.5</b> Identify how bad health choices result in poor personal health.</p> <p><b>HE.19.6.5.1</b> Describe situations that can help or hinder making a healthy decision.</p> <p><b>HE.19.6.5.2</b> Distinguish between healthy and unhealthy alternatives to health-related issues or problems.</p> <p><b>HE.19.6.7.1</b> Critique examples of responsible behaviors that reduce health risks.</p> <p><b>HE.19.6.7.2</b> Describe practices to avoid to reduce health risks to self and others.</p> <p>Grade 7</p> <p><b>HE.19.7.1.1</b> Summarize the interrelationship of emotional, social, and physical health.</p> <p>a. Determine how peers may affect the six dimensions of health.</p> <p><b>HE.19.7.2.1</b> Describe how family values and behaviors influence the health of adolescents.</p> <p><b>HE.19.7.5.1</b> Distinguish when a self-decision should be made or if help should be sought from a responsible adult.</p> <p>a. Determine when it is necessary to ask for assistance when making a health choice.</p> <p><b>HE.19.7.5.2</b> Analyze healthy alternatives over unhealthy alternatives when making decisions.</p> <p><b>HE.19.7.7.1</b> State the importance of assuming responsibility for personal health behaviors and avoiding risky behaviors.</p>

			<b>HE.19.7.7.2</b> Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
Unit 3: Smoking: Myths and Realities	Students will be able to dispel myths surrounding tobacco use using statistics and help students understand the rights of nonsmokers.	Students will: <ol style="list-style-type: none"> <li>1. Identify that the majority of teenagers and adults are not cigarette smokers.</li> <li>2. Discuss reasons young people have for smoking or not smoking.</li> <li>3. Discuss realities of what cigarettes can and cannot do.</li> <li>4. Discuss the immediate and long-term effects of cigarette of smoking.</li> <li>5. Describe the process of becoming a smoker.</li> <li>6. Identify that smoking is becoming less socially acceptable.</li> <li>7. Discuss nonsmokers' rights.</li> </ol>	<p>Grade 6</p> <p><b>HE.19.6.1.4</b> Examine how personal health and wellness are affected positively or negatively by an individual's surroundings.</p> <p><b>HE.19.6.2.4</b> Explain the influence of values and beliefs on individual health practices and behaviors.</p> <p><b>HE.19.6.2.5</b> Identify how bad health choices result in poor personal health.</p> <p><b>HE.19.6.7.1</b> Critique examples of responsible behaviors that reduce health risks.</p> <p><b>HE.19.6.7.2</b> Describe practices to avoid to reduce health risks to self and others.</p> <p><b>HE.19.6.8.1</b> State a health-enhancing position and support it with accurate information.</p> <p>Grade 7</p> <p><b>HE.19.7.1.1</b> Summarize the interrelationship of emotional, social, and physical health.</p> <p><b>HE.19.7.1.2</b> Predict the risk of injury or illness if engaging in unhealthy behaviors.</p> <p>a. Give examples of dangers associated with the use of alcohol, tobacco or other drugs.</p> <p><b>HE.19.7.1.3</b> Determine barriers to practicing healthy behaviors.</p> <p><b>HE.19.7.1.4</b> Predict the consequences of engaging in unhealthy behaviors.</p> <p><b>HE.19.7.2.1</b> Describe how family values and behaviors influence the health of adolescents.</p> <p><b>HE.19.7.2.2</b> Explain how communities can affect personal health practices and behaviors.</p> <p><b>HE.19.7.2.5</b> Discuss how risky choices influence the likelihood of unhealthy behaviors, including tobacco use</p>

			<p>increasing the risk of using other drugs and peer pressure to consume alcohol.</p> <p><b>HE.19.7.5.2</b> Analyze healthy alternatives over unhealthy alternatives when making decisions.</p> <p><b>HE.19.7.7.1</b> State the importance of assuming responsibility for personal health behaviors and avoiding risky behaviors.</p> <p><b>HE.19.7.7.2</b> Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.</p>
<p><b>Unit 4: Smoking and Biofeedback</b></p>	<p>Students will explore the immediate effects of tobacco on the body.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Describe the effects of elevated heart rates on the body.</li> <li>2. Identify situations that can change heart rates.</li> <li>3. Discuss the purpose and procedure of the pulse meter.</li> <li>4. Discuss the purpose and procedure of the tremor test.</li> <li>5. Discuss the reasons for the difference in pulse rates before and after smoking a cigarette.</li> <li>6. Discuss the reasons for the difference in hand steadiness before and after smoking a cigarette.</li> </ol>	<p>Grade 6</p> <p><b>HE.19.6.1.4</b> Examine how personal health and wellness are affected positively or negatively by an individual’s surroundings.</p> <p><b>HE.19.6.2.4</b> Explain the influence of values and beliefs on individual health practices and behaviors.</p> <p><b>HE.19.6.2.5</b> Identify how bad health choices result in poor personal health.</p> <p><b>HE.19.6.7.1</b> Critique examples of responsible behaviors that reduce health risks.</p> <p><b>HE.19.6.7.2</b> Describe practices to avoid to reduce health risks to self and others.</p> <p><b>HE.19.6.8.1</b> State a health-enhancing position and support it with accurate information.</p> <p>Grade 7</p> <p><b>HE.19.7.1.1</b> Summarize the interrelationship of emotional, social, and physical health.</p> <p><b>HE.19.7.1.2</b> Predict the risk of injury or illness if engaging in unhealthy behaviors.</p> <p>a. Give examples of dangers associated with the use of alcohol, tobacco or other drugs.</p> <p><b>HE.19.7.1.3</b> Determine barriers to practicing healthy behaviors.</p> <p><b>HE.19.7.1.4</b> Predict the consequences of engaging in unhealthy behaviors.</p>

			<p><b>HE.19.7.2.1</b> Describe how family values and behaviors influence the health of adolescents.</p> <p><b>HE.19.7.2.2</b> Explain how communities can affect personal health practices and behaviors.</p> <p><b>HE.19.7.2.5</b> Discuss how risky choices influence the likelihood of unhealthy behaviors, including tobacco use increasing the risk of using other drugs and peer pressure to consume alcohol.</p> <p><b>HE.19.7.5.2</b> Analyze healthy alternatives over unhealthy alternatives when making decisions.</p> <p><b>HE.19.7.7.1</b> State the importance of assuming responsibility for personal health behaviors and avoiding risky behaviors.</p> <p><b>HE.19.7.7.2</b> Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.</p>
<p>Unit 5: Alcohol: Myths and Realities</p>	<p>Students will understand what alcohol does to the body and explore why many people don't drink.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Recognize that alcohol is a drug which slows down the functioning of the brain and nervous system.</li> <li>2. Recognize that although many people drink, most adults drink only occasionally and in moderation.</li> <li>3. Discuss reasons why people do or do not drink.</li> <li>4. Identify the realities of what alcohol can and cannot do.</li> </ol>	<p>Grade 6</p> <p><b>HE.19.6.1.4</b> Examine how personal health and wellness are affected positively or negatively by an individual's surroundings.</p> <p><b>HE.19.6.2.4</b> Explain the influence of values and beliefs on individual health practices and behaviors.</p> <p><b>HE.19.6.2.5</b> Identify how bad health choices result in poor personal health.</p> <p><b>HE.19.6.7.1</b> Critique examples of responsible behaviors that reduce health risks.</p> <p><b>HE.19.6.7.2</b> Describe practices to avoid to reduce health risks to self and others.</p> <p><b>HE.19.6.8.1</b> State a health-enhancing position and support it with accurate information.</p> <p>Grade 7</p> <p><b>HE.19.7.1.1</b> Summarize the interrelationship of emotional, social, and physical health.</p> <p><b>HE.19.7.1.2</b> Predict the risk of injury or illness if engaging in unhealthy behaviors.</p>

			<p>a. Give examples of dangers associated with the use of alcohol, tobacco or other drugs.</p> <p><b>HE.19.7.1.3</b> Determine barriers to practicing healthy behaviors.</p> <p><b>HE.19.7.1.4</b> Predict the consequences of engaging in unhealthy behaviors.</p> <p><b>HE.19.7.2.1</b> Describe how family values and behaviors influence the health of adolescents.</p> <p><b>HE.19.7.2.2</b> Explain how communities can affect personal health practices and behaviors.</p> <p><b>HE.19.7.2.5</b> Discuss how risky choices influence the likelihood of unhealthy behaviors, including tobacco use increasing the risk of using other drugs and peer pressure to consume alcohol.</p> <p><b>HE.19.7.5.2</b> Analyze healthy alternatives over unhealthy alternatives when making decisions.</p> <p><b>HE.19.7.7.1</b> State the importance of assuming responsibility for personal health behaviors and avoiding risky behaviors.</p> <p><b>HE.19.7.7.2</b> Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.</p>
<p><b>Unit 6: Marijuana: Myths and Realities</b></p>	<p>Students will learn about the immediate and long-term effects of marijuana on behavior and the body.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Describe what marijuana is.</li> <li>2. Identify that the vast majority of teenagers and adults do not smoke marijuana.</li> <li>3. Discuss the reasons some teenagers use marijuana.</li> </ol>	<p>Grade 6</p> <p><b>HE.19.6.1.4</b> Examine how personal health and wellness are affected positively or negatively by an individual’s surroundings.</p> <p><b>HE.19.6.2.4</b> Explain the influence of values and beliefs on individual health practices and behaviors.</p> <p><b>HE.19.6.2.5</b> Identify how bad health choices result in poor personal health.</p> <p><b>HE.19.6.7.1</b> Critique examples of responsible behaviors that reduce health risks.</p> <p><b>HE.19.6.7.2</b> Describe practices to avoid to reduce health risks to self and others.</p> <p><b>HE.19.6.8.1</b> State a health-enhancing position and support it with accurate information.</p>

		<ol style="list-style-type: none"> <li>4. Discuss the realities of what marijuana can and cannot do.</li> <li>5. Discuss the immediate and long-term effects of marijuana on the body.</li> <li>6. Discuss the legal status of marijuana.</li> </ol>	<p>Grade 7</p> <p><b>HE.19.7.1.1</b> Summarize the interrelationship of emotional, social, and physical health.</p> <p><b>HE.19.7.1.2</b> Predict the risk of injury or illness if engaging in unhealthy behaviors.</p> <p>a. Give examples of dangers associated with the use of alcohol, tobacco or other drugs.</p> <p><b>HE.19.7.1.3</b> Determine barriers to practicing healthy behaviors.</p> <p><b>HE.19.7.1.4</b> Predict the consequences of engaging in unhealthy behaviors.</p> <p><b>HE.19.7.2.1</b> Describe how family values and behaviors influence the health of adolescents.</p> <p><b>HE.19.7.2.2</b> Explain how communities can affect personal health practices and behaviors.</p> <p><b>HE.19.7.2.5</b> Discuss how risky choices influence the likelihood of unhealthy behaviors, including tobacco use increasing the risk of using other drugs and peer pressure to consume alcohol.</p> <p><b>HE.19.7.5.2</b> Analyze healthy alternatives over unhealthy alternatives when making decisions.</p> <p><b>HE.19.7.7.1</b> State the importance of assuming responsibility for personal health behaviors and avoiding risky behaviors.</p> <p><b>HE.19.7.7.2</b> Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.</p>
<p>Unit 7: Advertising</p>	<p>Students will understand how ads are created and designed to target particular groups of consumers and how to analyze advertisements so resist their allure.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Discuss the purpose of advertising.</li> <li>2. Identify common advertising techniques.</li> <li>3. Identify and analyze cigarette and alcohol advertisements.</li> </ol>	<p>Grade 6</p> <p><b>HE.19.6.2.3</b> Investigate how messages from media influence health behaviors.</p> <p><b>HE.19.6.3.1</b> Analyze the validity of a variety of Internet sources for health information.</p> <p>a. Identify local resources for reliable health information.</p> <p><b>HE.19.6.5.2</b> Distinguish between healthy and unhealthy alternatives to health-related issues or problems.</p> <p><b>HE.19.6.7.1</b> Critique examples of responsible behaviors that reduce health risks.</p>

		<p>4. Discuss alternative ways of responding to cigarette and alcohol ads.</p>	<p><b>HE.19.6.7.2</b> Describe practices to avoid to reduce health risks to self and others.  <b>HE.19.6.8.1</b> State a health-enhancing position and support it with accurate information.</p> <p>Grade 7  <b>HE.19.7.2.3</b> Describe how the media can send mixed messages about health.  <b>HE.19.7.3.1</b> Distinguish between facts and myths of health information.  <b>HE.19.7.3.2</b> Demonstrate the ability to locate valid school and community health resources.  <b>HE.19.7.5.2</b> Analyze healthy alternatives over unhealthy alternatives when making decisions.  <b>HE.19.7.7.1</b> State the importance of assuming responsibility for personal health behaviors and avoiding risky behaviors.  <b>HE.19.7.7.2</b> Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.  <b>HE.19.7.8.2</b> Describe which advertising appeals are being used in various advertisements.</p>
<p>Unit 8: Violence and the Media</p>	<p>Students will learn how to identify and resist distorted violent images as presented by the media.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Define media.</li> <li>2. Identify that the media influence behavior.</li> <li>3. Identify that violent behavior is not as common as many people think.</li> <li>4. Identify that the media distort our ideas about violence.</li> </ol>	<p>Grade 6  <b>HE.19.6.2.3</b> Investigate how messages from media influence health behaviors.  <b>HE.19.6.3.1</b> Analyze the validity of a variety of Internet sources for health information.  a. Identify local resources for reliable health information.  <b>HE.19.6.5.2</b> Distinguish between healthy and unhealthy alternatives to health-related issues or problems.  <b>HE.19.6.7.1</b> Critique examples of responsible behaviors that reduce health risks.  <b>HE.19.6.7.2</b> Describe practices to avoid to reduce health risks to self and others.  <b>HE.19.6.8.1</b> State a health-enhancing position and support it with accurate information.</p>

		<ol style="list-style-type: none"> <li>5. Identify that the media create attractive images as models for violent behavior.</li> <li>6. Identify the reasons for media violence.</li> <li>7. Discuss violent imagery in video games and music.</li> <li>8. Discuss the harmful effects of media violence.</li> <li>9. Discuss ways to resist media influence.</li> </ol>	<p>Grade 7</p> <p><b>HE.19.7.2.3</b> Describe how the media can send mixed messages about health.</p> <p><b>HE.19.7.3.1</b> Distinguish between facts and myths of health information.</p> <p><b>HE.19.7.3.2</b> Demonstrate the ability to locate valid school and community health resources.</p> <p><b>HE.19.7.5.2</b> Analyze healthy alternatives over unhealthy alternatives when making decisions.</p> <p><b>HE.19.7.7.1</b> State the importance of assuming responsibility for personal health behaviors and avoiding risky behaviors.</p> <p><b>HE.19.7.7.2</b> Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.</p> <p><b>HE.19.7.8.2</b> Describe which advertising appeals are being used in various advertisements.</p>
<p>Unit 9: Coping with Anxiety</p>	<p>Help students learn to recognize symptoms of anxiety and then gives them the tools to effectively cope with it.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Define anxiety.</li> <li>2. Identify physical symptoms of nervousness.</li> <li>3. Discuss common situations which produce nervousness.</li> <li>4. Discuss alternative ways of dealing with anxiety-inducing situations.</li> <li>5. Demonstrate the techniques for coping with anxiety (relaxation</li> </ol>	<p>Grade 6</p> <p><b>HE.19.6.1.1</b> Describe the interrelationship between social and emotional health in adolescence.</p> <p>a. Explain how stress can affect personal health.</p> <p><b>HE.19.6.1.4</b> Examine how personal health and wellness are affected positively or negatively by an individual’s surroundings.</p> <p><b>HE.19.6.2.5</b> Identify how bad health choices result in poor personal health.</p> <p><b>HE.19.6.5.2</b> Distinguish between healthy and unhealthy alternatives to health-related issues or problems.</p> <p><b>HE.19.6.6.1</b> Assess personal health practices.</p> <p><b>HE.19.6.7.1</b> Critique examples of responsible behaviors that reduce health risks.</p> <p><b>HE.19.6.7.2</b> Describe practices to avoid to reduce health risks to self and others.</p>

		exercise, mental rehearsal, deep breathing).	<p>Grade 7</p> <p><b>HE.19.7.1.1</b> Summarize the interrelationship of emotional, social, and physical health.</p> <p><b>HE.19.7.1.2</b> Predict the risk of injury or illness if engaging in unhealthy behaviors.</p> <p><b>HE.19.7.1.3</b> Determine barriers to practicing healthy behaviors.</p> <p><b>HE.19.7.1.4</b> Predict the consequences of engaging in unhealthy behaviors.</p> <p><b>HE.19.7.5.2</b> Analyze healthy alternatives over unhealthy alternatives when making decisions.</p> <p><b>HE.19.7.7.1</b> State the importance of assuming responsibility for personal health behaviors and avoiding risky behaviors.</p> <p><b>HE.19.7.7.2</b> Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.</p>
Unit 10: Coping with Anger	Students will learn about the physical effects of anger, and practice techniques for controlling this often-volatile emotion.	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Experience anger.</li> <li>2. Define anger.</li> <li>3. Identify physical symptoms of anger.</li> <li>4. Discuss common situations that provoke anger.</li> <li>5. Discuss reasons for keeping anger under control.</li> <li>6. Discuss ways to control anger.</li> <li>7. Practice techniques for controlling anger.</li> </ol>	<p>Grade 6</p> <p><b>HE.19.6.1.1</b> Describe the interrelationship between social and emotional health in adolescence.</p> <p><b>HE.19.6.1.4</b> Examine how personal health and wellness are affected positively or negatively by an individual’s surroundings.</p> <p><b>HE.19.6.2.5</b> Identify how bad health choices result in poor personal health.</p> <p><b>HE.19.6.5.2</b> Distinguish between healthy and unhealthy alternatives to health-related issues or problems.</p> <p><b>HE.19.6.6.1</b> Assess personal health practices.</p> <p><b>HE.19.6.7.1</b> Critique examples of responsible behaviors that reduce health risks.</p> <p><b>HE.19.6.7.2</b> Describe practices to avoid to reduce health risks to self and others.</p> <p>Grade 7</p> <p><b>HE.19.7.1.1</b> Summarize the interrelationship of emotional, social, and physical health.</p>

			<p><b>HE.19.7.1.2</b> Predict the risk of injury or illness if engaging in unhealthy behaviors.</p> <p><b>HE.19.7.1.3</b> Determine barriers to practicing healthy behaviors.</p> <p><b>HE.19.7.1.4</b> Predict the consequences of engaging in unhealthy behaviors.</p> <p><b>HE.19.7.4.1</b> Discuss effective conflict management or resolution strategies.</p> <p><b>HE.19.7.4.3</b> Demonstrate skills that avoid conflict.</p> <p><b>HE.19.7.5.2</b> Analyze healthy alternatives over unhealthy alternatives when making decisions.</p> <p><b>HE.19.7.7.1</b> State the importance of assuming responsibility for personal health behaviors and avoiding risky behaviors.</p> <p><b>HE.19.7.7.2</b> Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.</p>
<p><b>Unit 11:</b> Communication Skills</p>	<p>Students will learn how to use verbal and nonverbal communication skills to avoid misunderstandings.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Define communication.</li> <li>2. Discuss verbal and nonverbal communication.</li> <li>3. Define misunderstanding.</li> <li>4. Discuss how misunderstandings develop.</li> <li>5. Discuss how misunderstandings can be avoided.</li> </ol>	<p>Grade 6</p> <p><b>HE.19.6.4.1</b> Apply effective verbal and nonverbal communication skills to enhance health.</p> <p>Grade 7</p> <p><b>HE.19.7.1.1</b> Summarize the interrelationship of emotional, social, and physical health.</p> <p><b>HE.19.7.4.1</b> Discuss effective conflict management or resolution strategies.</p> <p><b>HE.19.7.4.3</b> Demonstrate skills that avoid conflict.</p>
<p><b>Unit 12: Social Skills (A)</b></p>	<p>Students will learn how to use communication</p>	<p>Students will:</p>	<p>Grade 6</p> <p><b>HE.19.6.1.1</b> Describe the interrelationship between social and emotional health in adolescence</p>

	skills to develop social skills.	<ol style="list-style-type: none"> <li>1. Recognize that many people feel shy or uncomfortable in social situations.</li> <li>2. Discuss how shyness can be overcome.</li> <li>3. Practice making social contacts.</li> <li>4. Practice giving and receiving compliments.</li> <li>5. Practice initiating, sustaining, and ending conversations.</li> </ol>	<p>a. Identify how positive relationships can enhance each dimension of health.  <b>HE.19.6.4.1</b> Apply effective verbal and nonverbal communication skills to enhance health.  a. Demonstrate appropriate nonverbal communication skills someone could use when upset.  <b>HE.19.6.4.3</b> Determine when and how to utilize different communication strategies to deal with a variety of situations and conflicts  <b>HE.19.6.7.1</b> Critique examples of responsible behaviors that reduce health risks.  <b>HE.19.6.7.2</b> Describe practices to avoid to reduce health risks to self and others.</p> <p>Grade 7  <b>HE.19.7.1.1</b> Summarize the interrelationship of emotional, social, and physical health.  <b>HE.19.7.7.1</b> State the importance of assuming responsibility for personal health behaviors and avoiding risky behaviors.  <b>HE.19.7.7.2</b> Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.</p>
Unit 13: Social Skills (B)	Students will learn and practice how to arrange social activities to increase their confidence.	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Discuss what qualities attract individuals to each other.</li> <li>2. Discuss the significance of physical and nonphysical qualities that attract us to other people.</li> </ol>	<p>Grade 6  <b>HE.19.6.1.1</b> Describe the interrelationship between social and emotional health in adolescence  a. Identify how positive relationships can enhance each dimension of health.  <b>HE.19.6.4.1</b> Apply effective verbal and nonverbal communication skills to enhance health.  a. Demonstrate appropriate nonverbal communication skills someone could use when upset.  <b>HE.19.6.4.3</b> Determine when and how to utilize different communication strategies to deal with a variety of situations and conflicts</p>

		<ol style="list-style-type: none"> <li>3. Apply general social skills to interactions with someone you like.</li> <li>4. Identify new and different social activities.</li> <li>5. Discuss ways to approach others with ideas of social activities.</li> <li>6. Discuss ways of responding when invited to a social activity.</li> </ol>	<p><b>HE.19.6.7.1</b> Critique examples of responsible behaviors that reduce health risks.  <b>HE.19.6.7.2</b> Describe practices to avoid to reduce health risks to self and others.</p> <p>Grade 7  <b>HE.19.7.1.1</b> Summarize the interrelationship of emotional, social, and physical health.  <b>HE.19.7.7.1</b> State the importance of assuming responsibility for personal health behaviors and avoiding risky behaviors.  <b>HE.19.7.7.2</b> Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.</p>
<p><b>Unit 14: Assertiveness</b></p>	<p>Students will learn different ways people exert pressure and identify and practice both verbal and nonverbal techniques for saying “no”.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Identify common situations in which people often fail to be assertive.</li> <li>2. Identify persuasive tactics.</li> <li>3. Identify and practice verbal assertive skills.</li> <li>4. Identify and practice nonverbal assertive skills.</li> <li>5. Discuss alternative ways for dealing with situations in which</li> </ol>	<p>Grade 6  <b>HE.19.6.1.1</b> Describe the interrelationship between social and emotional health in adolescence  a. Identify how positive relationships can enhance each dimension of health.  <b>HE.19.6.4.1</b> Apply effective verbal and nonverbal communication skills to enhance health.  a. Demonstrate appropriate nonverbal communication skills someone could use when upset.  <b>HE.19.6.4.2</b> List refusal and negotiation skills to avoid or reduce health risks.  <b>HE.19.6.4.3</b> Determine when and how to utilize different communication strategies to deal with a variety of situations and conflicts  <b>HE.19.6.7.1</b> Critique examples of responsible behaviors that reduce health risks.  <b>HE.19.6.7.2</b> Describe practices to avoid to reduce health risks to self and others.</p>

		teens are pressured to smoke, drink, or use marijuana.	<p>Grade 7</p> <p><b>HE.19.7.1.1</b> Summarize the interrelationship of emotional, social, and physical health.</p> <p><b>HE.19.7.4.1</b> Discuss effective conflict management or resolution strategies.</p> <p><b>HE.19.7.4.2</b> Model refusal skills that avoid or reduce health risks.</p> <p><b>HE.19.7.4.3</b> Demonstrate skills that avoid conflict.</p> <p><b>HE.19.7.7.1</b> State the importance of assuming responsibility for personal health behaviors and avoiding risky behaviors.</p> <p><b>HE.19.7.7.2</b> Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.</p>
Unit 15: Resolving Conflicts	Students will learn how to use the skills from LST to resolve conflicts.	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Identify negotiation as the preferred method of resolving conflicts.</li> <li>2. Review techniques for controlling anger, assertiveness, communication skills, and decision-making skills and apply them to conflict situations.</li> <li>3. Recognize that negotiation and problem-solving skills can resolve conflicts.</li> <li>4. Demonstrate success in resolving conflicts.</li> </ol>	<p>Grade 6</p> <p><b>HE.19.6.1.1</b> Describe the interrelationship between social and emotional health in adolescence</p> <ol style="list-style-type: none"> <li>a. Identify how positive relationships can enhance each dimension of health.</li> </ol> <p><b>HE.19.6.4.1</b> Apply effective verbal and nonverbal communication skills to enhance health.</p> <ol style="list-style-type: none"> <li>a. Demonstrate appropriate nonverbal communication skills someone could use when upset.</li> </ol> <p><b>HE.19.6.4.2</b> List refusal and negotiation skills to avoid or reduce health risks.</p> <p><b>HE.19.6.4.3</b> Determine when and how to utilize different communication strategies to deal with a variety of situations and conflicts</p> <p><b>HE.19.6.7.1</b> Critique examples of responsible behaviors that reduce health risks.</p> <p><b>HE.19.6.7.2</b> Describe practices to avoid to reduce health risks to self and others.</p>

			<p>Grade 7</p> <p><b>HE.19.7.1.1</b> Summarize the interrelationship of emotional, social, and physical health.</p> <p><b>HE.19.7.4.1</b> Discuss effective conflict management or resolution strategies.</p> <p><b>HE.19.7.4.2</b> Model refusal skills that avoid or reduce health risks.</p> <p><b>HE.19.7.4.3</b> Demonstrate skills that avoid conflict.</p> <p><b>HE.19.7.7.1</b> State the importance of assuming responsibility for personal health behaviors and avoiding risky behaviors.</p> <p><b>HE.19.7.7.2</b> Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.</p>
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## Level Two

<b>Botvin LifeSkills® Training Units for Grades 7/8</b>	<b>Unit Goal</b>	<b>Unit Objectives</b>	<b>Alabama Learning Standard(s)</b>
<p><b>Unit 1: Drug Abuse and Violence: Causes and Effects</b></p>	<p>Students will review the causes of drug abuse, as well as factors that can lead to it.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Define drug abuse.</li> <li>2. Identify the causes of drug use.</li> <li>3. Identify the social factors promoting drug use.</li> <li>4. Identify the social realities of drug use.</li> <li>5. Describe the addictive process.</li> <li>6. Recognize the best way of preventing drug abuse is to never start.</li> </ol>	<p>Grade 7</p> <p><b>HE.19.7.1.1</b> Summarize the interrelationship of emotional, social, and physical health.</p> <p><b>HE.19.7.1.2</b> Predict the risk of injury or illness if engaging in unhealthy behaviors.</p> <p>a. Give examples of dangers associated with the use of alcohol, tobacco or other drugs.</p> <p><b>HE.19.7.1.3</b> Determine barriers to practicing healthy behaviors.</p> <p><b>HE.19.7.1.4</b> Predict the consequences of engaging in unhealthy behaviors.</p> <p><b>HE.19.7.2.1</b> Describe how family values and behaviors influence the health of adolescents.</p> <p><b>HE.19.7.2.2</b> Explain how communities can affect personal health practices and behaviors.</p> <p><b>HE.19.7.2.5</b> Discuss how risky choices influence the likelihood of unhealthy behaviors, including tobacco use increasing the risk of using other drugs and peer pressure to consume alcohol.</p> <p><b>HE.19.7.5.2</b> Analyze healthy alternatives over unhealthy alternatives when making decisions.</p>

			<p><b>HE.19.7.7.1</b> State the importance of assuming responsibility for personal health behaviors and avoiding risky behaviors.</p> <p><b>HE.19.7.7.2</b> Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.</p> <p>Grade 8</p> <p><b>HE.19.8.1.1</b> Explain how emotional, intellectual, physical, spiritual, mental, and social health affect each other.</p> <p>a. Determine how social influences can affect physical health.</p> <p>b. Describe how risky health behaviors affect the emotional, physical, and social health of adolescents.</p> <p><b>HE.19.8.1.2</b> Analyze how the environment, family history, personal behaviors, and health care can affect individual healthful living.</p> <p><b>HE.19.8.1.3</b> Create a plan for eliminating personal unhealthy behaviors.</p> <p><b>HE.19.8.2.1</b> Describe the influence of culture on health beliefs, practices, and behaviors.</p> <p><b>HE.19.8.2.4</b> Explain how societal perceptions influence healthy and unhealthy behaviors.</p> <p><b>HE.19.8.2.5</b> Give examples of how substance abuse can increase the likelihood of other health risk behaviors.</p> <p><b>HE.19.8.3.2</b> Identify situations that may require professional health services, including self-harm, suicidal thoughts, substance abuse, sexual abuse, and harm toward others.</p> <p><b>HE.19.8.5.1</b> Predict the impact on self and others when making a health-related decision.</p> <p>a. Analyze options as well as outcomes, when pressured by peers to perform illegal acts.</p> <p><b>HE.19.8.5.2</b> Critique the positive and negative outcomes of a health-related decision.</p>
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<p><b>Unit 2: Making Decisions</b></p>	<p>Students will review the 3 Cs model of decision-making and analyze challenging situations to practice.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Review the suggested formula for making decisions.</li> <li>2. Recognize that different people make different decisions in the same situation.</li> <li>3. Analyze decisions or problems to be solved using the decision-making formula.</li> <li>4. Identify common external influences on decision-making.</li> <li>5. Practice making decisions using the suggested formula.</li> </ol>	<p>Grade 7</p> <p><b>HE.19.7.1.1</b> Summarize the interrelationship of emotional, social, and physical health.</p> <p>a. Determine how peers may affect the six dimensions of health.</p> <p><b>HE.19.7.2.1</b> Describe how family values and behaviors influence the health of adolescents.</p> <p><b>HE.19.7.5.1</b> Distinguish when a self-decision should be made or if help should be sought from a responsible adult.</p> <p>a. Determine when it is necessary to ask for assistance when making a health choice.</p> <p><b>HE.19.7.5.2</b> Analyze healthy alternatives over unhealthy alternatives when making decisions.</p> <p><b>HE.19.7.7.1</b> State the importance of assuming responsibility for personal health behaviors and avoiding risky behaviors.</p> <p><b>HE.19.7.7.2</b> Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.</p> <p>Grade 8</p> <p><b>HE.19.8.1.1</b> Explain how emotional, intellectual, physical, spiritual, mental, and social health affect each other.</p> <p>a. Determine how social influences can affect physical health.</p> <p>b. Describe how risky health behaviors affect the emotional, physical, and social health of adolescents.</p> <p><b>HE.19.8.1.2</b> Analyze how the environment, family history, personal behaviors, and health care can affect individual healthful living.</p>

			<p><b>HE.19.8.1.3</b> Create a plan for eliminating personal unhealthy behaviors.</p> <p><b>HE.19.8.2.4</b> Explain how societal perceptions influence healthy and unhealthy behaviors.</p> <p><b>HE.19.8.2.5</b> Give examples of how substance abuse can increase the likelihood of other health risk behaviors.</p> <p><b>HE.19.8.3.2</b> Identify situations that may require professional health services, including self-harm, suicidal thoughts, substance abuse, sexual abuse, and harm toward others.</p> <p><b>HE.19.8.5.1</b> Predict the impact on self and others when making a health-related decision.</p> <p>a. Analyze options as well as outcomes, when pressured by peers to perform illegal acts.</p> <p><b>HE.19.8.5.2</b> Critique the positive and negative outcomes of a health-related decision.</p> <p><b>HE.19.8.7.1</b> Perform overall self-assessments and identify behaviors that will impact personal health.</p> <p><b>HE.19.8.7.2</b> Document healthy practices and behaviors that will improve the health of self and others.</p>
<p><b>Unit 3: Media Influences</b></p>	<p>Students will review common advertising techniques and learn new techniques for resisting ads.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Review common advertising techniques.</li> <li>2. Review methods used by advertisers to influence consumer choices.</li> <li>3. Identify and analyze techniques commonly used to advertise cigarettes and alcoholic beverages.</li> </ol>	<p>Grade 7</p> <p><b>HE.19.7.2.3</b> Describe how the media can send mixed messages about health.</p> <p><b>HE.19.7.3.1</b> Distinguish between facts and myths of health information.</p> <p><b>HE.19.7.3.2</b> Demonstrate the ability to locate valid school and community health resources.</p> <p><b>HE.19.7.5.2</b> Analyze healthy alternatives over unhealthy alternatives when making decisions.</p> <p><b>HE.19.7.7.1</b> State the importance of assuming responsibility for personal health behaviors and avoiding risky behaviors.</p> <p><b>HE.19.7.7.2</b> Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.</p>

		<ol style="list-style-type: none"> <li>4. Recognize automatic responses to advertisements.</li> <li>5. Discuss alternative ways of responding to ads in order to resist ad pressures.</li> </ol>	<p><b>HE.19.7.8.2</b> Describe which advertising appeals are being used in various advertisements.</p> <p>Grade 8</p> <p><b>HE.19.8.2.1</b> Describe the influence of culture on health beliefs, practices, and behaviors.</p> <p><b>HE.19.8.2.4</b> Explain how societal perceptions influence healthy and unhealthy behaviors.</p> <p><b>HE.19.8.3.1</b> Analyze the validity of health claims made concerning health products and services.</p> <p><b>HE.19.8.5.2</b> Critique the positive and negative outcomes of a health-related decision.</p> <p><b>HE.19.8.7.1</b> Perform overall self-assessments and identify behaviors that will impact personal health.</p> <p><b>HE.19.8.7.2</b> Document healthy practices and behaviors that will improve the health of self and others.</p>
<p><b>Unit 4: Coping with Anxiety</b></p>	<p>Students will review and learn new techniques for managing anxiety with additional skill practice.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Discuss common situations that produce nervousness.</li> <li>2. Discuss the value of preparation as a method of reducing performance anxiety.</li> <li>3. Practice anxiety-reduction techniques.</li> <li>4. Recognize the value of positive thinking.</li> </ol>	<p>Grade 7</p> <p><b>HE.19.7.1.1</b> Summarize the interrelationship of emotional, social, and physical health.</p> <p><b>HE.19.7.1.2</b> Predict the risk of injury or illness if engaging in unhealthy behaviors.</p> <p><b>HE.19.7.1.3</b> Determine barriers to practicing healthy behaviors.</p> <p><b>HE.19.7.1.4</b> Predict the consequences of engaging in unhealthy behaviors.</p> <p><b>HE.19.7.5.2</b> Analyze healthy alternatives over unhealthy alternatives when making decisions.</p> <p><b>HE.19.7.7.1</b> State the importance of assuming responsibility for personal health behaviors and avoiding risky behaviors.</p> <p><b>HE.19.7.7.2</b> Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.</p>

			<p>Grade 8</p> <p><b>HE.19.8.1.1</b> Explain how emotional, intellectual, physical, spiritual, mental, and social health affect each other.</p> <p>a. Determine how social influences can affect physical health.</p> <p>b. Describe how risky health behaviors affect the emotional, physical, and social health of adolescents.</p> <p><b>HE.19.8.1.2</b> Analyze how the environment, family history, personal behaviors, and health care can affect individual healthful living.</p> <p><b>HE.19.8.1.3</b> Create a plan for eliminating personal unhealthy behaviors.</p> <p><b>HE.19.8.2.4</b> Explain how societal perceptions influence healthy and unhealthy behaviors.</p> <p><b>HE.19.8.5.2</b> Critique the positive and negative outcomes of a health-related decision.</p> <p><b>HE.19.8.7.1</b> Perform overall self-assessments and identify behaviors that will impact personal health.</p> <p><b>HE.19.8.7.2</b> Document healthy practices and behaviors that will improve the health of self and others.</p>
<p><b>Unit 5: Coping with Anger</b></p>	<p>Students will learn more complex techniques for managing anger, be introduced to the concept of a continuum of anger, and determine when an angry response is appropriate.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Define anger.</li> <li>2. Identify levels of anger.</li> <li>3. Review the physical symptoms of anger.</li> <li>4. Discuss common situations that produce anger.</li> <li>5. Discuss reasons for keeping anger under control.</li> </ol>	<p>Grade 7</p> <p><b>HE.19.7.1.1</b> Summarize the interrelationship of emotional, social, and physical health.</p> <p><b>HE.19.7.1.2</b> Predict the risk of injury or illness if engaging in unhealthy behaviors.</p> <p><b>HE.19.7.1.3</b> Determine barriers to practicing healthy behaviors.</p> <p><b>HE.19.7.1.4</b> Predict the consequences of engaging in unhealthy behaviors.</p> <p><b>HE.19.7.4.1</b> Discuss effective conflict management or resolution strategies.</p> <p><b>HE.19.7.4.3</b> Demonstrate skills that avoid conflict.</p> <p><b>HE.19.7.5.2</b> Analyze healthy alternatives over unhealthy alternatives when making decisions.</p>

		<ol style="list-style-type: none"> <li>6. Review techniques for controlling anger.</li> <li>7. Practice techniques for controlling anger.</li> </ol>	<p><b>HE.19.7.7.1</b> State the importance of assuming responsibility for personal health behaviors and avoiding risky behaviors.</p> <p><b>HE.19.7.7.2</b> Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.</p> <p>Grade 8</p> <p><b>HE.19.8.1.1</b> Explain how emotional, intellectual, physical, spiritual, mental, and social health affect each other.</p> <ol style="list-style-type: none"> <li>a. Determine how social influences can affect physical health.</li> <li>b. Describe how risky health behaviors affect the emotional, physical, and social health of adolescents.</li> </ol> <p><b>HE.19.8.1.2</b> Analyze how the environment, family history, personal behaviors, and health care can affect individual healthful living.</p> <p><b>HE.19.8.1.3</b> Create a plan for eliminating personal unhealthy behaviors.</p> <p><b>HE.19.8.2.4</b> Explain how societal perceptions influence healthy and unhealthy behaviors.</p> <p><b>HE.19.8.4.3</b> Demonstrate effective communication when confronted with mental or emotional problems in others.</p> <p><b>HE.19.8.5.2</b> Critique the positive and negative outcomes of a health-related decision.</p> <p><b>HE.19.8.7.1</b> Perform overall self-assessments and identify behaviors that will impact personal health.</p> <p><b>HE.19.8.7.2</b> Document healthy practices and behaviors that will improve the health of self and others.</p>
<p><b>Unit 6:</b> <b>Communication Skills</b></p>	<p>Students will focus on developing listening skills that demonstrate their ability to accurately hear the message being sent.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Practice giving messages that are clear and specific.</li> </ol>	<p>Grade 7</p> <p><b>HE.19.7.1.1</b> Summarize the interrelationship of emotional, social, and physical health.</p> <p><b>HE.19.7.4.1</b> Discuss effective conflict management or resolution strategies.</p> <p><b>HE.19.7.4.3</b> Demonstrate skills that avoid conflict.</p>

		<ol style="list-style-type: none"> <li>2. Understand the importance of consistency between verbal and nonverbal channels of communication.</li> <li>3. Demonstrate poor vs good listening behavior.</li> <li>4. Describe verbal and nonverbal cues that indicate when someone is actively listening.</li> <li>5. Practice paraphrasing as a means of providing feedback and clearing up ambiguities.</li> </ol>	<p>Grade 8</p> <p><b>HE.19.8.1.1</b> Explain how emotional, intellectual, physical, spiritual, mental, and social health affect each other.</p> <p><b>HE.19.8.4.1</b> Analyze how strategies using verbal and nonverbal communication effectively can enhance health.</p> <p><b>HE.19.8.4.2</b> Demonstrate negotiation skills which help resolve conflict in bullying situations.</p> <p><b>HE.19.8.4.3</b> Demonstrate effective communication when confronted with mental or emotional problems in others.</p>
<p><b>Unit 7: Social Skills</b></p>	<p>Students will review a variety of techniques to help them overcome shyness and learn how to initiate social contacts.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Recognize that many people feel shy.</li> <li>2. Identify techniques for overcoming shyness.</li> <li>3. Initiate, sustain, and end a conversation.</li> <li>4. Use basic social skills.</li> </ol>	<p>Grade 7</p> <p><b>HE.19.7.1.1</b> Summarize the interrelationship of emotional, social, and physical health.</p> <p><b>HE.19.7.7.1</b> State the importance of assuming responsibility for personal health behaviors and avoiding risky behaviors.</p> <p><b>HE.19.7.7.2</b> Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.</p> <p>Grade 8</p> <p><b>HE.19.8.1.1</b> Explain how emotional, intellectual, physical, spiritual, mental, and social health affect each other.</p>

			<p><b>HE.19.8.4.1</b> Analyze how strategies using verbal and nonverbal communication effectively can enhance health.</p> <p><b>HE.19.8.7.1</b> Perform overall self-assessments and identify behaviors that will impact personal health.</p> <p><b>HE.19.8.7.2</b> Document healthy practices and behaviors that will improve the health of self and others.</p>
<p><b>Unit 8:</b> <b>Assertiveness</b></p>	<p>Students will review and reinforce techniques that help them be more assertive.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Define and discuss the differences between assertiveness, passivity, and aggressiveness.</li> <li>2. Identify common situations in which people often fail to be assertive.</li> <li>3. Identify and practice verbal skills.</li> <li>4. Identify and practice nonverbal skills.</li> </ol>	<p>Grade 7</p> <p><b>HE.19.7.1.1</b> Summarize the interrelationship of emotional, social, and physical health.</p> <p><b>HE.19.7.4.1</b> Discuss effective conflict management or resolution strategies.</p> <p><b>HE.19.7.4.2</b> Model refusal skills that avoid or reduce health risks.</p> <p><b>HE.19.7.4.3</b> Demonstrate skills that avoid conflict.</p> <p><b>HE.19.7.7.1</b> State the importance of assuming responsibility for personal health behaviors and avoiding risky behaviors.</p> <p><b>HE.19.7.7.2</b> Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.</p> <p>Grade 8</p> <p><b>HE.19.8.1.1</b> Explain how emotional, intellectual, physical, spiritual, mental, and social health affect each other.</p> <p><b>HE.19.8.1.3</b> Create a plan for eliminating personal unhealthy behaviors.</p> <p><b>HE.19.8.4.1</b> Analyze how strategies using verbal and nonverbal communication effectively can enhance health.</p> <p><b>HE.19.8.4.2</b> Demonstrate negotiation skills which help resolve conflict in bullying situations.</p> <p><b>HE.19.8.4.3</b> Demonstrate effective communication when confronted with mental or emotional problems in others.</p> <p><b>HE.19.8.5.1</b> Predict the impact on self and others when making a health-related decision.</p> <ol style="list-style-type: none"> <li>a. Analyze options as well as outcomes, when pressured by peers to perform illegal acts.</li> </ol>

			<p><b>HE.19.8.7.1</b> Perform overall self-assessments and identify behaviors that will impact personal health.</p> <p><b>HE.19.8.7.2</b> Document healthy practices and behaviors that improve the health of self and others.</p>
<p><b>Unit 9: Resolving Conflicts</b></p>	<p>Students will review the techniques to resolve conflicts.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Review five ways to resolve conflicts.</li> <li>2. Identify basic steps of conflict resolution.</li> <li>3. Apply anxiety-reducing and anger-controlling techniques to conflict resolution.</li> <li>4. Apply decision-making techniques to conflict resolution.</li> <li>5. Apply communication techniques to conflict resolution.</li> <li>6. Apply assertive techniques to conflict resolution.</li> <li>7. Practice resolving conflicts.</li> </ol>	<p>Grade 7</p> <p><b>HE.19.7.1.1</b> Summarize the interrelationship of emotional, social, and physical health.</p> <p><b>HE.19.7.4.1</b> Discuss effective conflict management or resolution strategies.</p> <p><b>HE.19.7.4.2</b> Model refusal skills that avoid or reduce health risks.</p> <p><b>HE.19.7.4.3</b> Demonstrate skills that avoid conflict.</p> <p><b>HE.19.7.7.1</b> State the importance of assuming responsibility for personal health behaviors and avoiding risky behaviors.</p> <p><b>HE.19.7.7.2</b> Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.</p> <p>Grade 8</p> <p><b>HE.19.8.1.1</b> Explain how emotional, intellectual, physical, spiritual, mental, and social health affect each other.</p> <ol style="list-style-type: none"> <li>a. Determine how social influences can affect physical health.</li> <li>b. Describe how risky health behaviors affect the emotional, physical, and social health of adolescents.</li> </ol> <p><b>HE.19.8.1.2</b> Analyze how the environment, family history, personal behaviors, and health care can affect individual healthful living.</p> <p><b>HE.19.8.1.3</b> Create a plan for eliminating personal unhealthy behaviors.</p> <p><b>HE.19.8.2.4</b> Explain how societal perceptions influence healthy and unhealthy behaviors.</p> <p><b>HE.19.8.4.1</b> Analyze how strategies using verbal and nonverbal communication effectively can enhance health.</p>

			<p><b>HE.19.8.4.2</b> Demonstrate negotiation skills which help resolve conflict in bullying situations.</p> <p><b>HE.19.8.4.3</b> Demonstrate effective communication when confronted with mental or emotional problems in others.</p> <p><b>HE.19.8.5.2</b> Critique the positive and negative outcomes of a health-related decision.</p> <p><b>HE.19.8.7.1</b> Perform overall self-assessments and identify behaviors that will impact personal health.</p> <p><b>HE.19.8.7.2</b> Document healthy practices and behaviors that will improve the health of self and others.</p>
<p><b>Unit 10: Resisting Peer Pressure</b></p>	<p>Students will build on their assertiveness skills and apply them to higher-risk situations.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Identify and discuss persuasive tactics to convince people to use drugs.</li> <li>2. Identify situations where students feel pressured to smoke, drink, and use drugs.</li> <li>3. Identify and discuss “lines” people use to convince others to smoke, drink, or use drugs.</li> <li>4. Identify and practice techniques for dealing with direct pressure to engage in smoking, drinking, and drug use.</li> <li>5. Identify situations involving peer pressure</li> </ol>	<p>Grade 7</p> <p><b>HE.19.7.1.1</b> Summarize the interrelationship of emotional, social, and physical health.</p> <p><b>HE.19.7.1.2</b> Predict the risk of injury or illness if engaging in unhealthy behaviors.</p> <p><b>HE.19.7.4.1</b> Discuss effective conflict management or resolution strategies.</p> <p><b>HE.19.7.4.2</b> Model refusal skills that avoid or reduce health risks.</p> <p><b>HE.19.7.4.3</b> Demonstrate skills that avoid conflict.</p> <p><b>HE.19.7.7.1</b> State the importance of assuming responsibility for personal health behaviors and avoiding risky behaviors.</p> <p><b>HE.19.7.7.2</b> Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.</p> <p>Grade 8</p> <p><b>HE.19.8.1.1</b> Explain how emotional, intellectual, physical, spiritual, mental, and social health affect each other.</p> <p><b>HE.19.8.1.2</b> Analyze how the environment, family history, personal behaviors, and health care can affect individual healthful living.</p> <p><b>HE.19.8.1.3</b> Create a plan for eliminating personal unhealthy behaviors.</p>

		<p>to use drugs that warrant an assertive response.</p>	<p><b>HE.19.8.2.4</b> Explain how societal perceptions influence healthy and unhealthy behaviors.</p> <p><b>HE.19.8.4.1</b> Analyze how strategies using verbal and nonverbal communication effectively can enhance health.</p> <p><b>HE.19.8.4.2</b> Demonstrate negotiation skills which help resolve conflict in bullying situations.</p> <p><b>HE.19.8.4.3</b> Demonstrate effective communication when confronted with mental or emotional problems in others.</p> <p><b>HE.19.8.5.1</b> Predict the impact on self and others when making a health-related decision.</p> <p>a. Analyze options as well as outcomes, when pressured by peers to perform illegal acts.</p> <p><b>HE.19.8.5.2</b> Critique the positive and negative outcomes of health-related decision.</p> <p><b>HE.19.8.7.1</b> Perform overall self-assessments and identify behaviors that will impact personal health.</p> <p><b>HE.19.8.7.2</b> Document healthy practices and behaviors that will improve the health of self and others.</p>
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## Level Three

<b>Botvin LifeSkills® Training Units for Grades 8/9</b>	<b>Unit Goal</b>	<b>Unit Objectives</b>	<b>Alabama Learning Standard(s)</b>
<b>Unit 1: Drug Abuse: Causes and Effects</b>	Students will understand in depth the risks and consequences of drug use.	Students will: <ol style="list-style-type: none"> <li>1. Identify the causes of drug use.</li> <li>2. Identify the major social factors promoting drug use.</li> <li>3. Identify risk factors for drug abuse and how people can lower their risk.</li> </ol>	Grade 8 <b>HE.19.8.1.1</b> Explain how emotional, intellectual, physical, spiritual, mental, and social health affect each other. <ol style="list-style-type: none"> <li>a. Determine how social influences can affect physical health.</li> <li>b. Describe how risky health behaviors affect the emotional, physical, and social health of adolescents.</li> </ol> <b>HE.19.8.1.2</b> Analyze how the environment, family history, personal behaviors, and health care can affect individual healthful living. <b>HE.19.8.1.3</b> Create a plan for eliminating personal unhealthy behaviors. <b>HE.19.8.2.1</b> Describe the influence of culture on health beliefs, practices, and behaviors. <b>HE.19.8.2.4</b> Explain how societal perceptions influence healthy and unhealthy behaviors. <b>HE.19.8.2.5</b> Give examples of how substance abuse can increase the likelihood of other health risk behaviors. <b>HE.19.8.3.2</b> Identify situations that may require professional health services, including self-harm, suicidal thoughts, substance abuse, sexual abuse, and harm toward others. <b>HE.19.8.5.1</b> Predict the impact on self and others when making a health-related decision.

			<p>a. Analyze options as well as outcomes, when pressured by peers to perform illegal acts.</p> <p><b>HE.19.8.5.2</b> Critique the positive and negative outcomes of a health-related decision.</p> <p><b>HE.19.8.7.1</b> Perform overall self-assessments and identify behaviors that will impact personal health.</p> <p><b>HE.19.8.7.2</b> Document healthy practices and behaviors that will improve the health of self and others.</p> <p>Grade 9</p> <p><b>HE.19.HE.2.1</b> Analyze the influence of external factors on health beliefs and behaviors.</p> <p>a. Analyze how family, culture, school, and community influence the health practice and behaviors of individuals.</p> <p>b. Examine how peers influence healthy and unhealthy behaviors.</p> <p><b>HE.19.HE.2.3</b> Analyze how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p><b>HE.19.HE.2.4</b> Critique the influence of personal values and beliefs on individual health practices and behaviors.</p> <p><b>HE.19.HE.2.5</b> Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.</p> <p><b>HE.19.HE.5.1</b> Examine barriers that can hinder healthy decision-making.</p> <p><b>HE.19.HE.5.2</b> Develop a thoughtful decision-making process in health-related situations.</p> <p>a. Predict the potential short-term and long-term impact of various alternatives on self and others.</p> <p><b>HE.19.HE.7.1</b> Analyze the role of individual responsibility for enhancing health.</p> <p>b. Identify negative behaviors that increase health risks to self and others.</p>
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			<p><b>HE.19.HA.2.1</b> Analyze how health risk behaviors in the local school and community are influenced by family, peers and other factors.</p> <p><b>HE.19.HA.5.1</b> Identify decision-making skills used in situations that put adolescents and teens at risk.</p> <ul style="list-style-type: none"> <li>a. Identify consequences of making poor decisions to join in or ignore risky situations.</li> <li>b. Recognize the differences between situations in which one has control vs. a lack of control.</li> <li>c. Review the importance of successfully managing decision-making skills when confronted with uncomfortable, risky, or dangerous situations.</li> </ul> <p><b>HE.19.HA.7.1</b> Analyze the role of individual responsibility for enhancing health.</p> <p><b>HE.19.HA.7.2</b> Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and peers.</p> <p><b>HE.19.HA.7.3</b> Identify a variety of behaviors to avoid or reduce health risks to self and others.</p>
<p><b>Unit 2: Making Decisions</b></p>	<p>Students will continue to practice the 3 Cs of effective decision-making.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Review the 3 Cs method for making decisions.</li> <li>2. Apply the decision-making method to a variety of situations through in-class practice.</li> </ol>	<p>Grade 8</p> <p><b>HE.19.8.1.1</b> Explain how emotional, intellectual, physical, spiritual, mental, and social health affect each other.</p> <ul style="list-style-type: none"> <li>a. Determine how social influences can affect physical health.</li> <li>b. Describe how risky health behaviors affect the emotional, physical, and social health of adolescents.</li> </ul> <p><b>HE.19.8.1.2</b> Analyze how the environment, family history, personal behaviors, and health care can affect individual healthful living.</p> <p><b>HE.19.8.1.3</b> Create a plan for eliminating personal unhealthy behaviors.</p> <p><b>HE.19.8.2.4</b> Explain how societal perceptions influence healthy and unhealthy behaviors.</p> <p><b>HE.19.8.2.5</b> Give examples of how substance abuse can increase the likelihood of other health risk behaviors.</p>

			<p><b>HE.19.8.3.2</b> Identify situations that may require professional health services, including self-harm, suicidal thoughts, substance abuse, sexual abuse, and harm toward others.</p> <p><b>HE.19.8.5.1</b> Predict the impact on self and others when making a health-related decision.</p> <p>a. Analyze options as well as outcomes, when pressured by peers to perform illegal acts.</p> <p><b>HE.19.8.5.2</b> Critique the positive and negative outcomes of a health-related decision.</p> <p><b>HE.19.8.7.1</b> Perform overall self-assessments and identify behaviors that will impact personal health.</p> <p><b>HE.19.8.7.2</b> Document healthy practices and behaviors that will improve the health of self and others.</p> <p>Grade 9</p> <p><b>HE.19.HE.1.6</b> Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.</p> <p><b>HE.19.HE.2.1</b> Analyze the influence of external factors on health beliefs and behaviors.</p> <p>a. Analyze how family, culture, school, and community influence the health practice and behaviors of individuals.</p> <p><b>HE.19.HE.5.1</b> Examine barriers that can hinder healthy decision-making.</p> <p><b>HE.19.HE.5.2</b> Develop a thoughtful decision-making process in health-related situations.</p> <p>a. Predict the potential short-term and long-term impact of various alternatives on self and others.</p> <p><b>HE.19.HE.5.3.</b> Justify the appropriateness of individual vs. collaborative decision-making in various situations.</p> <p><b>HE.19.HE.7.1</b> Analyze the role of individual responsibility for enhancing health.</p>
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			<p>a. Describe healthy practices and behaviors that will maintain or improve the health of self and others.</p> <p>b. Identify negative behaviors that increase health risks to self and others.</p> <p><b>HE.19.HA.5.1</b> Identify decision-making skills used in situations that put adolescents and teens at risk.</p> <p>a. Identify consequences of making poor decisions to join in or ignore risky situations.</p> <p>b. Recognize the differences between situations in which one has control vs. a lack of control.</p> <p>c. Review the importance of successfully managing decision-making skills when confronted with uncomfortable, risky, or dangerous situations.</p> <p><b>HE.19.HA.7.1</b> Analyze the role of individual responsibility for enhancing health.</p> <p><b>HE.19.HA.7.2</b> Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and peers.</p> <p><b>HE.19.HA.7.3</b> Identify a variety of behaviors to avoid or reduce health risks to self and others.</p>
<p><b>Unit 3: Media Influences</b></p>	<p>Students will examine the power of media and how it can affect their behaviors.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Identify the sources of media influence.</li> <li>2. Discuss the impact the media have on attitudes and behavior.</li> <li>3. Formulate alternative</li> </ol>	<p>Grade 8</p> <p><b>HE.19.8.2.1</b> Describe the influence of culture on health beliefs, practices, and behaviors.</p> <p><b>HE.19.8.2.4</b> Explain how societal perceptions influence healthy and unhealthy behaviors.</p> <p><b>HE.19.8.3.1</b> Analyze the validity of health claims made concerning health products and services.</p> <p><b>HE.19.8.5.2</b> Critique the positive and negative outcomes of a health-related decision.</p> <p><b>HE.19.8.7.1</b> Perform overall self-assessments and identify behaviors that will impact personal health.</p> <p><b>HE.19.8.7.2</b> Document healthy practices and behaviors that will improve the health of self and others.</p>

		<p>responses to pro-drug media influences.</p> <p>4. Use critical thinking skills to resist pro-drug media influences.</p>	<p>Grade 9</p> <p><b>HE.19.HE.2.1</b> Analyze the influence of external factors on health beliefs and behaviors.</p> <p>a. Critique the effect of media on personal and family health.</p> <p><b>HE.19.HE.2.2</b> Describe the pros and cons of the use of technology as it affects personal, family, and community health.</p> <p><b>HE.19.HE.2.3</b> Analyze how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p><b>HE.19.HE.2.4</b> Critique the influence of personal values and beliefs on individual health practices and behaviors.</p> <p><b>HE.19.HE.3.1</b> Evaluate the accessibility and validity of health information, products, and services.</p> <p><b>HE.19.HE.3.2</b> Analyze valid resources from home, school, and community that provide health information.</p> <p><b>HE.19.HE.3.4</b> Explain current laws related to underage drinking, distracted driving, and driving under the influence.</p> <p><b>HE.19.HA.2.1</b> Analyze how health risk behaviors in the local school and community are influenced by family, peers and other factors.</p>
<p><b>Unit 4: Coping with Anxiety</b></p>	<p>Students will review techniques to reduce anxiety and identify them as biofeedback or cognitive techniques.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Identify techniques for coping with anxiety.</li> <li>2. Review and practice the anxiety-reduction skills of deep breathing and progressive</li> </ol>	<p>Grade 8</p> <p><b>HE.19.8.1.1</b> Explain how emotional, intellectual, physical, spiritual, mental, and social health affect each other.</p> <p>a. Determine how social influences can affect physical health.</p> <p>b. Describe how risky health behaviors affect the emotional, physical, and social health of adolescents.</p> <p><b>HE.19.8.1.2</b> Analyze how the environment, family history, personal behaviors, and health care can affect individual healthful living.</p> <p><b>HE.19.8.1.3</b> Create a plan for eliminating personal unhealthy behaviors.</p> <p><b>HE.19.8.2.4</b> Explain how societal perceptions influence healthy and unhealthy behaviors.</p> <p><b>HE.19.8.5.2</b> Critique the positive and negative outcomes of a health-related decision.</p>

		<p>muscle relaxation.</p> <p>3. Review and practice cognitive self-control skills for dealing with anxiety.</p>	<p><b>HE.19.8.7.1</b> Perform overall self-assessments and identify behaviors that will impact personal health.</p> <p><b>HE.19.8.7.2</b> Document healthy practices and behaviors that will improve the health of self and others.</p> <p>Grade 9</p> <p><b>HE.19.HE.1.1</b> Predict how health literacy and behaviors can affect health status.</p> <p><b>HE.19.HE.1.2</b> Describe the interrelationships of emotional, mental, physical, social, spiritual, and environmental health.</p> <p>a. Identify symptoms and methods of treatment of mental health disorders, including depression, and stress.</p> <p><b>HE.19.HE.2.1</b> Analyze the influence of external factors on health beliefs and behaviors.</p> <p><b>HE.19.HE.2.3</b> Analyze how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p><b>HE.19.HE.2.4</b> Critique the influence of personal values and beliefs on individual health practices and behaviors.</p> <p><b>HE.19.HE.2.5</b> Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.</p> <p><b>HE.19.HE.7.1</b> Analyze the role of individual responsibility for enhancing health.</p> <p>b. Identify negative behaviors that increase health risks to self and others.</p> <p><b>HE.19.HA.7.1</b> Analyze the role of individual responsibility for enhancing health.</p> <p><b>HE.19.HA.7.2</b> Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and peers.</p> <p><b>HE.19.HA.7.3</b> Identify a variety of behaviors to avoid or reduce health risks to self and others.</p>
<p><b>Unit 5: Coping with Anger</b></p>	<p>Students will review anger-management techniques and practice learning to reframe a situation.</p>	<p>Students will:</p> <p>1. Discuss the physical</p>	<p>Grade 8</p> <p><b>HE.19.8.1.1</b> Explain how emotional, intellectual, physical, spiritual, mental, and social health affect each other.</p> <p>a. Determine how social influences can affect physical health.</p>

		<p>symptoms of anger.</p> <ol style="list-style-type: none"> <li>2. Discuss common situations that produce anger.</li> <li>3. Discuss reasons for keeping anger under control.</li> <li>4. Review techniques for controlling anger.</li> <li>5. Practice techniques for controlling anger.</li> </ol>	<p>b. Describe how risky health behaviors affect the emotional, physical, and social health of adolescents.</p> <p><b>HE.19.8.1.2</b> Analyze how the environment, family history, personal behaviors, and health care can affect individual healthful living.</p> <p><b>HE.19.8.1.3</b> Create a plan for eliminating personal unhealthy behaviors.</p> <p><b>HE.19.8.2.4</b> Explain how societal perceptions influence healthy and unhealthy behaviors.</p> <p><b>HE.19.8.4.3</b> Demonstrate effective communication when confronted with mental or emotional problems in others.</p> <p><b>HE.19.8.5.2</b> Critique the positive and negative outcomes of a health-related decision.</p> <p><b>HE.19.8.7.1</b> Perform overall self-assessments and identify behaviors that will impact personal health.</p> <p><b>HE.19.8.7.2</b> Document healthy practices and behaviors that will improve the health of self and others.</p> <p>Grade 9</p> <p><b>HE.19.HE.1.1</b> Predict how health literacy and behaviors can affect health status.</p> <p><b>HE.19.HE.1.2</b> Describe the interrelationships of emotional, mental, physical, social, spiritual, and environmental health.</p> <p>a. Identify symptoms and methods of treatment of mental health disorders, including depression, and stress.</p> <p><b>HE.19.HE.2.1</b> Analyze the influence of external factors on health beliefs and behaviors.</p> <p><b>HE.19.HE.2.3</b> Analyze how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p><b>HE.19.HE.2.4</b> Critique the influence of personal values and beliefs on individual health practices and behaviors.</p> <p><b>HE.19.HE.2.5</b> Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.</p> <p><b>HE.19.HE.7.1</b> Analyze the role of individual responsibility for enhancing health.</p>
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			<p>b. Identify negative behaviors that increase health risks to self and others.</p> <p><b>HE.19.HA.7.1</b> Analyze the role of individual responsibility for enhancing health.</p> <p><b>HE.19.HA.7.2</b> Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and peers.</p> <p><b>HE.19.HA.7.3</b> Identify a variety of behaviors to avoid or reduce health risks to self and others.</p>
<p><b>Unit 6: Social Skills</b></p>	<p>Students will review social skills previously learned.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Identify and use common greetings and brief exchanges.</li> <li>2. Identify and use skills for starting, continuing, and ending conversations.</li> <li>3. Discuss situations which require deeper conversations.</li> <li>4. Identify techniques for deep conversations.</li> </ol>	<p>Grade 8</p> <p><b>HE.19.8.1.1</b> Explain how emotional, intellectual, physical, spiritual, mental, and social health affect each other.</p> <p><b>HE.19.8.4.1</b> Analyze how strategies using verbal and nonverbal communication effectively can enhance health.</p> <p><b>HE.19.8.7.1</b> Perform overall self-assessments and identify behaviors that will impact personal health.</p> <p><b>HE.19.8.7.2</b> Document healthy practices and behaviors that will improve the health of self and others.</p> <p>Grade 9</p> <p><b>HE.19.HE 2.1</b> Analyze the influence of external factors on health beliefs and behaviors.</p> <p>a. Analyze how family, culture, school, and community influence the health practice and behaviors of individuals.</p> <p><b>HE.19.HE.4.1</b> Describe skills for communicating effectively with family, peers, and others to enhance health.</p> <p><b>HE.19.HE.4.2</b> Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p> <p><b>HE.19.HE.4.3</b> Develop strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <p>b. Differentiate between negative and positive behaviors used in conflict situations.</p> <p><b>HE.19.HE.7.1</b> Analyze the role of individual responsibility for enhancing</p>

			<p>health.</p> <p>a. Describe healthy practices and behaviors that will maintain or improve the health of self and others.</p> <p><b>HE.19.HA.7.1</b> Analyze the role of individual responsibility for enhancing health.</p> <p><b>HE.19.HA.7.2</b> Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and peers.</p> <p><b>HE.19.HA.7.3</b> Identify a variety of behaviors to avoid or reduce health risks to self and others.</p>
<p><b>Unit 7:</b> <b>Assertiveness</b></p>	<p>Students will learn how to use assertiveness techniques in everyday situations.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Identify situations that warrant assertive responses.</li> <li>2. Identify and use verbal assertive skills.</li> <li>3. Identify and use nonverbal assertive skills.</li> </ol>	<p>Grade 8</p> <p><b>HE.19.8.1.1</b> Explain how emotional, intellectual, physical, spiritual, mental, and social health affect each other.</p> <p><b>HE.19.8.1.3</b> Create a plan for eliminating personal unhealthy behaviors.</p> <p><b>HE.19.8.4.1</b> Analyze how strategies using verbal and nonverbal communication effectively can enhance health.</p> <p><b>HE.19.8.4.2</b> Demonstrate negotiation skills which help resolve conflict in bullying situations.</p> <p><b>HE.19.8.4.3</b> Demonstrate effective communication when confronted with mental or emotional problems in others.</p> <p><b>HE.19.8.5.1</b> Predict the impact on self and others when making a health-related decision.</p> <p>a. Analyze options as well as outcomes, when pressured by peers to perform illegal acts.</p> <p><b>HE.19.8.7.1</b> Perform overall self-assessments and identify behaviors that will impact personal health.</p> <p><b>19.8.7.2</b> Document healthy practices and behaviors that will rove the health of self and others.</p>

<p><b>Unit 8: Resolving Conflicts</b></p>	<p>Students will review and reinforce the skills they have learned to resolve conflicts.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Define conflict resolution.</li> <li>2. Identify styles of resolving conflicts.</li> <li>3. Identify the basic steps of conflict resolution.</li> <li>4. Practice suggesting compromises.</li> <li>5. Practice resolving conflicts.</li> </ol>	<p>Grade 8</p> <p><b>HE.19.8.1.1</b> Explain how emotional, intellectual, physical, spiritual, mental, and social health affect each other.</p> <ol style="list-style-type: none"> <li>a. Determine how social influences can affect physical health.</li> <li>b. Describe how risky health behaviors affect the emotional, physical, and social health of adolescents.</li> </ol> <p><b>HE.19.8.1.2</b> Analyze how the environment, family history, personal behaviors, and health care can affect individual healthful living.</p> <p><b>HE.19.8.1.3</b> Create a plan for eliminating personal unhealthy behaviors.</p> <p><b>HE.19.8.2.4</b> Explain how societal perceptions influence healthy and unhealthy behaviors.</p> <p><b>HE.19.8.4.1</b> Analyze how strategies using verbal and nonverbal communication effectively can enhance health.</p> <p><b>HE.19.8.4.2</b> Demonstrate negotiation skills which help resolve conflict in bullying situations.</p> <p><b>HE.19.8.4.3</b> Demonstrate effective communication when confronted with mental or emotional problems in others.</p> <p><b>HE.19.8.5.2</b> Critique the positive and negative outcomes of a health-related decision.</p> <p><b>HE.19.8.7.1</b> Perform overall self-assessments and identify behaviors that will impact personal health.</p> <p><b>HE.19.8.7.2</b> Document healthy practices and behaviors that will improve the health of self and others.</p> <p>Grade 9</p> <p><b>HE.19.HE.2.1</b> Analyze the influence of external factors on health beliefs and behaviors.</p> <ol style="list-style-type: none"> <li>a. Analyze how family, culture, school, and community influence the health practice and behaviors of individuals.</li> <li>b. Examine how peers influence healthy and unhealthy behaviors.</li> </ol> <p><b>HE.19.HE.4.1</b> Describe skills for communicating effectively with family, peers, and others to enhance health.</p>
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<p><b>Unit 9: Resisting Peer Pressure</b></p>	<p>Students will review refusal techniques and practice them in peer pressure situations.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Identify situations involving peer</li> </ol>	<p>Grade 8</p> <p><b>HE.19.8.1.1</b> Explain how emotional, intellectual, physical, spiritual, mental, and social health affect each other.</p> <p><b>HE.19.8.1.2</b> Analyze how the environment, family history, personal behaviors, and health care can affect individual healthful living.</p>

		<p>pressure to engage in substance use.</p> <p>2. Identify and practice techniques for dealing with peer pressure to smoke, drink, or use drugs.</p>	<p><b>HE.19.8.1.3</b> Create a plan for eliminating personal unhealthy behaviors.</p> <p><b>HE.19.8.2.4</b> Explain how societal perceptions influence healthy and unhealthy behaviors.</p> <p><b>HE.19.8.4.1</b> Analyze how strategies using verbal and nonverbal communication effectively can enhance health.</p> <p><b>HE.19.8.4.2</b> Demonstrate negotiation skills which help resolve conflict in bullying situations.</p> <p><b>HE.19.8.4.3</b> Demonstrate effective communication when confronted with mental or emotional problems in others.</p> <p><b>HE.19.8.5.1</b> Predict the impact on self and others when making a health-related decision.</p> <p>a. Analyze options as well as outcomes, when pressured by peers to perform illegal acts.</p> <p><b>HE.19.8.5.2</b> Critique the positive and negative outcomes of a health-related decision.</p> <p><b>HE.19.8.7.1</b> Perform overall self-assessments and identify behaviors that will impact personal health.</p> <p><b>HE.19.8.7.2</b> Document healthy practices and behaviors that will improve the health of self and others.</p> <p>Grade 9</p> <p><b>HE.19.HE.2.1</b> Analyze the influence of external factors on health beliefs and behaviors.</p> <p>a. Analyze how family, culture, school, and community influence the health practice and behaviors of individuals.</p> <p>b. Examine how peers influence healthy and unhealthy behaviors.</p> <p><b>HE.19.HE.4.1</b> Describe skills for communicating effectively with family, peers, and others to enhance health.</p> <p><b>HE.19.HE.4.2</b> Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p> <p><b>HE.19.HE.4.3</b> Develop strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <p>a. Identify warning signs of unhealthy relationships.</p>
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			<p>b. Differentiate between negative and positive behaviors used in conflict situations.</p> <p><b>HE.19.HE.5.2</b> Develop a thoughtful decision-making process in health-related situations.</p> <p>a. Predict the potential short-term and long-term impact of various alternatives on self and others.</p> <p>c. Demonstrate refusal skills and explain when to use them in high risk situations.</p> <p><b>HE.19.HE.7.1</b> Analyze the role of individual responsibility for enhancing health.</p> <p>a. Describe healthy practices and behaviors that will maintain or improve the health of self and others.</p> <p><b>HE.19.HA.7.1</b> Analyze the role of individual responsibility for enhancing health.</p> <p><b>HE.19.HA.7.2</b> Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and peers.</p> <p><b>HE.19.HA.7.3</b> Identify a variety of behaviors to avoid or reduce health risks to self and others.</p>
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