



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

Why align the LST Program with Florida 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 **Florida**.

Table of Contents

LEVEL ONE	4
Unit 1: Self-Image and Self-Improvement	4
Unit 2 Making Decisions	5
Unit 3: Smoking: Myths and Realities.....	6
Unit 4: Smoking and Biofeedback.....	7
Unit 5: Alcohol: Myths and Realities.....	9
Unit 6: Marijuana: Myths and Realities	10
Unit 7: Advertising	12
Unit 8: Violence and the Media	13
Unit 9: Coping with Anxiety	14
Unit 10: Coping with Anger.....	15
Unit 11: Communication Skills	15
Unit 12: Social Skills (A).....	16
Unit 13: Social Skills (B).....	17
Unit 14: Assertiveness.....	18
Unit 15: Resolving Conflicts	19
Level Two	21
Unit 1: Drug Abuse and Violence: Causes and Effects.....	21
Unit 2: Making Decisions	23

Unit 3: Media Influences.....	25
Unit 4: Coping with Anxiety	26
Unit 5: Coping with Anger.....	27
Unit 6: Communication Skills	28
Unit 7: Social Skills	28
Unit 8: Assertiveness.....	29
Unit 9: Resolving Conflicts	30
Unit 10: Resisting Peer Pressure.....	31
Level Three	33
Unit 1: Drug Abuse: Causes and Effects.....	33
Unit 2: Making Decisions	36
Unit 3: Media Influences.....	38
Unit 4: Coping with Anxiety	39
Unit 5: Coping with Anger.....	40
Unit 6: Social Skills	41
Unit 7: Assertiveness.....	42
Unit 8: Resolving Conflicts	44
Unit 9: Resisting Peer Pressure.....	46

LEVEL ONE

<i>Botvin LifeSkills® Training Units for Grades 6/7</i>	Unit Goal	Unit Objectives	Florida Learning Standard(s)
<p>Unit 1: Self-Image and Self-Improvement</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"> 1. Define self-image. 2. Discuss how self-image is formed. 3. Identify ways to increase self-image. 4. Identify something that makes them proud. 	<p>HE.68.R.2.4 Monitor progress toward attaining a personal goal.</p> <p>HE.68.R.2.5 Explain strategies and skills needed to assess progress and maintenance of a challenging personal goal.</p> <p>HE.6.PHC.3.5 Develop an individual goal to adopt, maintain, or improve a personal health practice.</p> <p>HE.6.PHC.3.6 Determine strategies and skills needed to attain a personal health goal.</p> <p>HE.6.PHC.3.7 Monitor progress toward attaining a personal health goal.</p> <p>HE.6.PHC.3.9 Explore healthy practices and behaviors that will maintain or improve personal health and reduce health risks.</p>

			<p>HE.7.PHC.3.5 Devise an individual goal (short or long term) to adopt, maintain, or improve a personal health practice.</p> <p>HE.7.PHC.3.6 Explain strategies and skills needed to assess progress and maintenance of a personal health goal.</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"> 1. Demonstrate how decisions are influenced by group pressure. 2. Discuss reasons why people are influenced by group members. 3. Identify everyday decisions. 4. Describe how important decisions are made. 5. Identify a process for making decisions. 	<p>HE.68.SUA.1.1 Demonstrate responsible decision-making about the use of substances.</p> <p>HE.68.R.2.2 Demonstrate responsible decision-making that considers multiple perspectives.</p> <p>HE.68.R.2.9 Identify healthy responses to negative peer pressure.</p> <p>HE.68.R.4.1 Analyze possible solutions to a problem to determine the best outcome for oneself and others.</p> <p>HE.6.PHC.3.1 Distinguish between the need for individual or collaborative decision making.</p> <p>HE.6.PHC.3.2 Specify the potential outcomes of each option when making a personal health-related decision.</p> <p>HE.6.PHC.3.3 Predict the potential outcomes of a health-related decision.</p> <p>HE.6.PHC.3.9 Explore healthy practices and behaviors that will maintain or improve personal health and reduce health risks.</p> <p>HE.6.CEH.3.1 Choose healthy alternatives over unhealthy alternatives when making a decision.</p>

			<p>HE.7.PHC.3.1 Predict when health-related situations require the application of a thoughtful decision-making process.</p> <p>HE.7.PHC.3.2 Select healthy alternatives over unhealthy alternatives when making a decision.</p> <p>HE.7.PHC.3.3 Determine when individual or collaborative decision making is appropriate.</p> <p>HE.7.PHC.3.7 Compare and contrast the effects of healthy and unhealthy behaviors on personal health.</p> <p>HE.7.PHC.3.9 Practice behaviors that will maintain or improve personal health and reduce health risks, including reproductive health.</p>
<p>Unit 3: Smoking: Myths and Realities</p>	<p>Students will be able to dispel myths surrounding tobacco use using statistics and help students understand the rights of nonsmokers.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify that the majority of teenagers and adults are not cigarette smokers. 2. Discuss reasons young people have for smoking or not smoking. 3. Discuss realities of what cigarettes can and cannot do. 4. Discuss the immediate and long-term effects of cigarette of smoking. 	<p>HE.68.SUA.1.1 Demonstrate responsible decision-making about the use of substances.</p> <p>HE.68.SUA.1.8 Describe the short- and long-term physical and social consequences of tobacco, nicotine use and/or vaping.</p> <p>HE.68.SUA.2.1 Discuss family rules, school rules and state laws about the use of alcohol and other drugs.</p> <p>HE.68.SUA.2.3 Describe how external factors can influence behaviors related to tobacco, nicotine use, and/or vaping.</p> <p>HE.68.SUA.5.1 Work cooperatively with peers to advocate for others to remain alcohol and drug free.</p> <p>HE.6.PHC.3.8 Examine the likelihood of injury or illness if engaging in unhealthy/risky behaviors.</p>

		<ol style="list-style-type: none"> 5. Describe the process of becoming a smoker. 6. Identify that smoking is becoming less socially acceptable. 7. Discuss nonsmokers' rights. 	<p>HE.6.CEH.2.2 Investigate changes to societal norms and how they influence health beliefs and behaviors.</p> <p>HE.6.CEH.4.2 State a health-enhancing position on a topic and support it with accurate information.</p> <p>HE.6.CH.3.1 Examine the validity of health information and determine the cost benefit of health products and services.</p> <p>HE.7.PHC.2.3 Analyze how friends and peers influence the health of adolescents.</p> <p>HE.7.PHC.2.4 Analyze how family and cultural changes influence the health of adolescents.</p> <p>HE.7.PHC.3.4 Predict the short and long-term consequences of engaging in health-risk behaviors.</p> <p>HE.7.CEH.2.2 Evaluate how changes in social norms impact healthy and unhealthy behavior.</p> <p>HE.7.CEH.4.2 Articulate a position on a health-related issue and support it with accurate health information.</p> <p>HE.7.CH.3.1 Analyze the validity of health information, products, and services.</p>
<p>Unit 4: Smoking and Biofeedback</p>	<p>Students will explore the immediate effects of tobacco on the body.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Describe the effects of elevated heart rates on the body. 2. Identify situations that can change heart rates. 	<p>HE.68.SUA.1.1 Demonstrate responsible decision-making about the use of substances.</p> <p>HE.68.SUA.1.8 Describe the short- and long-term physical and social consequences of tobacco, nicotine use and/or vaping.</p>

		<ol style="list-style-type: none"> 3. Discuss the purpose and procedure of the pulse meter. 4. Discuss the purpose and procedure of the tremor test. 5. Discuss the reasons for the difference in pulse rates before and after smoking a cigarette. 6. Discuss the reasons for the difference in hand steadiness before and after smoking a cigarette. 	<p>HE.68.SUA.2.1 Discuss family rules, school rules and state laws about the use of alcohol and other drugs.</p> <p>HE.68.SUA.2.3 Describe how external factors can influence behaviors related to tobacco, nicotine use, and/or vaping.</p> <p>HE.68.SUA.5.1 Work cooperatively with peers to advocate for others to remain alcohol and drug free.</p> <p>HE.6.PHC.3.8 Examine the likelihood of injury or illness if engaging in unhealthy/risky behaviors.</p> <p>HE.6.CEH.2.2 Investigate changes to societal norms and how they influence health beliefs and behaviors.</p> <p>HE.6.CEH.4.2 State a health-enhancing position on a topic and support it with accurate information.</p> <p>HE.6.CH.3.1 Examine the validity of health information and determine the cost benefit of health products and services.</p> <p>HE.7.PHC.2.3 Analyze how friends and peers influence the health of adolescents.</p> <p>HE.7.PHC.2.4 Analyze how family and cultural changes influence the health of adolescents.</p> <p>HE.7.PHC.3.4 Predict the short and long-term consequences of engaging in health-risk behaviors.</p> <p>HE.7.CEH.2.2 Evaluate how changes in social norms impact healthy and unhealthy behavior.</p> <p>HE.7.CEH.4.2 Articulate a position on a health-related issue and support it with accurate health information.</p>
--	--	--	---

			HE.7.CH.3.1 Analyze the validity of health information, products, and services.
Unit 5: Alcohol: Myths and Realities	Students will understand what alcohol does to the body and explore why many people don't drink.	<p>Students will:</p> <ol style="list-style-type: none"> 1. Recognize that alcohol is a drug which slows down the functioning of the brain and nervous system. 2. Recognize that although many people drink, most adults drink only occasionally and in moderation. 3. Discuss reasons why people do or do not drink. 4. Identify the realities of what alcohol can and cannot do. 	<p>HE.68.SUA.1.1 Demonstrate responsible decision-making about the use of substances.</p> <p>HE.68.SUA.1.3 Discuss the health risks associated with alcohol misuse including liver disease, cancer, cardiovascular disease, and neurological/brain damage.</p> <p>HE.68.SUA.2.1 Discuss family rules, school rules and state laws about the use of alcohol and other drugs.</p> <p>HE.68.SUA.2.2 Discuss the dangers of underage consumption of alcohol and the benefits of abstaining from drinking alcohol.</p> <p>HE.68.SUA.3.1 Discuss ways to identify valid and reliable multi-media information as it pertains to alcohol and other drugs.</p> <p>HE.68.SUA.3.2 Identify how to find and access school and community resources related to alcohol misuse and/or abuse.</p> <p>HE.68.SUA.5.1 Work cooperatively with peers to advocate for others to remain alcohol and drug free.</p> <p>HE.6.PHC.3.8 Examine the likelihood of injury or illness if engaging in unhealthy/risky behaviors.</p> <p>HE.6.CEH.2.2 Investigate changes to societal norms and how they influence health beliefs and behaviors.</p>

			<p>HE.6.CEH.4.2 State a health-enhancing position on a topic and support it with accurate information.</p> <p>HE.6.CH.3.1 Examine the validity of health information and determine the cost benefit of health products and services.</p> <p>HE.7.PHC.2.3 Analyze how friends and peers influence the health of adolescents.</p> <p>HE.7.PHC.2.4 Analyze how family and cultural changes influence the health of adolescents.</p> <p>HE.7.PHC.3.4 Predict the short and long-term consequences of engaging in health-risk behaviors.</p> <p>HE.7.CEH.2.2 Evaluate how changes in social norms impact healthy and unhealthy behavior.</p> <p>HE.7.CEH.4.2 Articulate a position on a health-related issue and support it with accurate health information.</p> <p>HE.7.CH.3.1 Analyze the validity of health information, products, and services.</p>
<p>Unit 6: Marijuana: Myths and Realities</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"> 1. Describe what marijuana is. 2. Identify that the vast majority of teenagers and adults do not smoke marijuana. 	<p>HE.68.SUA.1.4 Describe the types, delivery devices and accessibility of marijuana/THC products and their impacts on prevalence of use.</p> <p>HE.68.SUA.1.5 Examine the effects of marijuana/THC and opioids on body systems and behavior.</p> <p>HE.68.SUA.1.8 Describe the short- and long-term physical and social consequences of tobacco, nicotine use and/or vaping.</p>

		<ol style="list-style-type: none"> 3. Discuss the reasons some teenagers use marijuana. 4. Discuss the realities of what marijuana can and cannot do. 5. Discuss the immediate and long-term effects of marijuana on the body. 6. Discuss the legal status of marijuana. 	<p>HE.68.SUA.2.1 Discuss family rules, school rules and state laws about the use of alcohol and other drugs.</p> <p>HE.68.SUA.2.3 Describe how external factors can influence behaviors related to tobacco, nicotine use, and/or vaping.</p> <p>HE.68.SUA.2.4 Explain school-based policies and legal consequences related to the sale, promotion, and use of tobacco, nicotine, and/or vaping products on school property.</p> <p>HE.68.SUA.3.3 Differentiate between marijuana/THC myths and facts.</p> <p>HE.68.SUA.3.4 Explain how family, peers and multi-media messages over time can influence the use of marijuana/THC.</p> <p>HE.68.SUA.3.6 Distinguish valid and reliable resources for cessation.</p> <p>HE.68.SUA.5.1 Work cooperatively with peers to advocate for others to remain alcohol and drug free.</p> <p>HE.6.PHC.3.8 Examine the likelihood of injury or illness if engaging in unhealthy/risky behaviors.</p> <p>HE.6.CEH.2.2 Investigate changes to societal norms and how they influence health beliefs and behaviors.</p> <p>HE.6.CEH.4.2 State a health-enhancing position on a topic and support it with accurate information.</p> <p>HE.6.CH.3.1 Examine the validity of health information and determine the cost benefit of health products and services.</p>
--	--	--	--

			<p>HE.7.PHC.2.3 Analyze how friends and peers influence the health of adolescents.</p> <p>HE.7.PHC.2.4 Analyze how family and cultural changes influence the health of adolescents.</p> <p>HE.7.PHC.3.4 Predict the short and long-term consequences of engaging in health-risk behaviors.</p> <p>HE.7.CEH.2.2 Evaluate how changes in social norms impact healthy and unhealthy behavior.</p> <p>HE.7.CEH.4.2 Articulate a position on a health-related issue and support it with accurate health information.</p> <p>HE.7.CH.3.1 Analyze the validity of health information, products, and services.</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"> 1. Discuss the purpose of advertising. 2. Identify common advertising techniques. 3. Identify and analyze cigarette and alcohol advertisements. 4. Discuss alternative ways of responding to cigarette and alcohol ads. 	<p>HE.68.SUA.2.3 Describe how external factors can influence behaviors related to tobacco, nicotine use, and/or vaping.</p> <p>HE.68.SUA.3.1 Discuss ways to identify valid and reliable multi-media information as it pertains to alcohol and other drugs.</p> <p>HE.6.PHC.2.1 Analyze how media/social media influences personal and peer thoughts, feelings, and health behaviors.</p> <p>HE.6.CH.2.1 Illustrate ways health messages and communication techniques can be targeted for different audiences through internet and social media sources.</p> <p>HE.6.CH.3.1 Examine the validity of health information and determine the cost benefit of health products and services.</p>

			<p>HE.7.CH.2.1 Analyze ways consumer health messages can target different audiences through internet and social media sources.</p> <p>HE.7.CH.2.2 Analyze how messages from media/social media influence health behaviors.</p> <p>HE.7.CH.2.3 Evaluate the influence of technology in locating valid health information.</p> <p>HE.7.CH.3.1 Analyze the validity of health information, products, and services.</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"> 1. Define media. 2. Identify that the media influence behavior. 3. Identify that violent behavior is not as common as many people think. 4. Identify that the media distort our ideas about violence. 5. Identify that the media create attractive images as models for violent behavior. 6. Identify the reasons for media violence. 	<p>HE.68.R.2.8 Identify strategies to manage challenges and setbacks.</p> <p>HE.68.R.2.2 Demonstrate responsible decision-making that considers multiple perspectives.</p> <p>HE.6.PHC.1.1 Describe how the physical, mental social, and intellectual dimensions of health are interrelated.</p> <p>HE.6.PHC.3.4 Use various methods to measure personal health status.</p> <p>HE.6.PHC.3.9 Explore healthy practices and behaviors that will maintain or improve personal health and reduce health risks.</p> <p>HE.6.PHC.2.1 Analyze how media/social media influences personal and peer thoughts, feelings, and health behaviors.</p> <p>HE.6.CH.2.1 Illustrate ways health messages and communication techniques can be targeted for different audiences through internet and social media sources.</p>

		<ol style="list-style-type: none"> 7. Discuss violent imagery in video games and music. 8. Discuss the harmful effects of media violence. 9. Discuss ways to resist media influence. 	<p>HE.7.CH.2.1 Analyze ways consumer health messages can target different audiences through internet and social media sources.</p> <p>HE.7.CH.2.2 Analyze how messages from media/social media influence health behaviors.</p> <p>HE.7.CH.2.3 Evaluate the influence of technology in locating valid health information.</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"> 1. Define anxiety. 2. Identify physical symptoms of nervousness. 3. Discuss common situations which produce nervousness. 4. Discuss alternative ways of dealing with anxiety-inducing situations. 5. Demonstrate the techniques for coping with anxiety (relaxation exercise, mental rehearsal, deep breathing). 	<p>HE.68.R.2.7 Identify how continuous learning leads to personal growth.</p> <p>HE.68.R.2.8 Identify strategies to manage challenges and setbacks.</p> <p>HE.6.PHC.1.1 Describe how the physical, mental social, and intellectual dimensions of health are interrelated.</p> <p>HE.6.PHC.3.4 Use various methods to measure personal health status.</p> <p>HE.6.PHC.3.9 Explore healthy practices and behaviors that will maintain or improve personal health and reduce health risks.</p> <p>HE.7.PHC.1.1 Explain how physical, mental, social, and intellectual dimensions of health are interrelated.</p> <p>HE.7.PHC.3.7 Compare and contrast the effects of healthy and unhealthy behaviors on personal health.</p>

			HE.7.PHC.3.9 Practice behaviors that will maintain or improve personal health and reduce health risks, including reproductive health.
Unit 10: Coping with Anger	Students will learn about the physical effects of anger, and practice techniques for controlling this often-volatile emotion.	Students will: <ol style="list-style-type: none"> 1. Experience anger. 2. Define anger. 3. Identify physical symptoms of anger. 4. Discuss common situations that provoke anger. 5. Discuss reasons for keeping anger under control. 6. Discuss ways to control anger. 7. Practice techniques for controlling anger. 	<p>HE.68.R.2.7 Identify how continuous learning leads to personal growth.</p> <p>HE.68.R.2.8 Identify strategies to manage challenges and setbacks.</p> <p>HE.6.PHC.1.1 Describe how the physical, mental social, and intellectual dimensions of health are interrelated.</p> <p>HE.6.PHC.3.4 Use various methods to measure personal health status.</p> <p>HE.6.PHC.3.9 Explore healthy practices and behaviors that will maintain or improve personal health and reduce health risks.</p> <p>HE.7.PHC.1.1 Explain how physical, mental, social, and intellectual dimensions of health are interrelated.</p> <p>HE.7.PHC.3.7 Compare and contrast the effects of healthy and unhealthy behaviors on personal health.</p> <p>HE.7.PHC.3.9 Practice behaviors that will maintain or improve personal health and reduce health risks, including reproductive health.</p>
Unit 11: Communication Skills	Students will learn how to use verbal and nonverbal communication skills to avoid misunderstandings.	Students will: <ol style="list-style-type: none"> 1. Define communication. 	HE.68.R.1.1 Demonstrate the ability to respond with empathy in a variety of contexts and situations.

		<ol style="list-style-type: none"> 2. Discuss verbal and nonverbal communication. 3. Define misunderstanding. 4. Discuss how misunderstandings develop. 5. Discuss how misunderstandings can be avoided. 	<p>HE.68.R.1.3 Identify sources of relational conflicts and healthy approaches to conflict resolutions.</p> <p>HE.68.R.2.1 Discuss how character is shaped by attitudes, decisions and actions.</p> <p>HE.68.R.4.2 Develop and apply conflict resolution skills in a variety of situations.</p> <p>HE.6.PHC.1.1 Describe how the physical, mental, social, and intellectual dimensions of health are interrelated.</p> <p>HE.6.PHC.3.9 Explore healthy practices and behaviors that will maintain or improve personal health and reduce health risks.</p> <p>HE.7.PHC.1.1 Explain how physical, mental, social, and intellectual dimensions of health are interrelated.</p> <p>HE.7.PHC.3.9 Practice behaviors that will maintain or improve personal health and reduce health risks, including reproductive health.</p>
<p>Unit 12: Social Skills (A)</p>	<p>Students will learn how to use communication skills to develop social skills.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Recognize that many people feel shy or uncomfortable in social situations. 2. Discuss how shyness can be overcome. 3. Practice making social contacts. 	<p>HE.68.R.1.2 Describe the importance of empathy, kindness, honesty and trust in building and sustaining relationships.</p> <p>HE.68.R.1.3 Identify sources of relational conflicts and healthy approaches to conflict resolutions.</p> <p>HE.68.R.2.1 Discuss how character is shaped by attitudes, decisions and actions.</p> <p>HE.68.R.4.1 Analyze possible solutions to a problem to determine the best outcome for oneself and others.</p>

		<ol style="list-style-type: none"> 4. Practice giving and receiving compliments. 5. Practice initiating, sustaining, and ending conversations. 	<p>HE.68.R.4.2 Develop and apply conflict resolution skills in a variety of situations.</p> <p>HE.6.PHC.1.1 Describe how the physical, mental, social, and intellectual dimensions of health are interrelated.</p> <p>HE.6.PHC.3.9 Explore healthy practices and behaviors that will maintain or improve personal health and reduce health risks.</p> <p>HE.7.PHC.1.1 Explain how physical, mental, social, and intellectual dimensions of health are interrelated.</p> <p>HE.7.PHC.3.9 Practice behaviors that will maintain or improve personal health and reduce health risks, including reproductive health.</p>
<p>Unit 13: Social Skills (B)</p>	<p>Students will learn and practice how to arrange social activities to increase their confidence.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Discuss what qualities attract individuals to each other. 2. Discuss the significance of physical and nonphysical qualities that attract us to other people. 3. Apply general social skills to interactions with someone you like. 4. Identify new and different social activities. 	<p>HE.68.R.1.2 Describe the importance of empathy, kindness, honesty and trust in building and sustaining relationships.</p> <p>HE.68.R.1.3 Identify sources of relational conflicts and healthy approaches to conflict resolutions.</p> <p>HE.68.R.2.1 Discuss how character is shaped by attitudes, decisions and actions.</p> <p>HE.68.R.4.1 Analyze possible solutions to a problem to determine the best outcome for oneself and others.</p> <p>HE.68.R.4.2 Develop and apply conflict resolution skills in a variety of situations.</p> <p>HE.6.PHC.1.1 Describe how the physical, mental, social, and intellectual dimensions of health are interrelated.</p>

		<ol style="list-style-type: none"> 5. Discuss ways to approach others with ideas of social activities. 6. Discuss ways of responding when invited to a social activity. 	<p>HE.6.PHC.3.9 Explore healthy practices and behaviors that will maintain or improve personal health and reduce health risks.</p> <p>HE.7.PHC.1.1 Explain how physical, mental, social, and intellectual dimensions of health are interrelated.</p> <p>HE.7.PHC.3.9 Practice behaviors that will maintain or improve personal health and reduce health risks, including reproductive health.</p>
<p>Unit 14: Assertiveness</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"> 1. Identify common situations in which people often fail to be assertive. 2. Identify persuasive tactics. 3. Identify and practice verbal assertive skills. 4. Identify and practice nonverbal assertive skills. 5. Discuss alternative ways for dealing with situations in which teens are pressured to smoke, drink, or use marijuana. 	<p>HE.68.R.1.2 Describe the importance of empathy, kindness, honesty and trust in building and sustaining relationships.</p> <p>HE.68.R.1.3 Identify sources of relational conflicts and healthy approaches to conflict resolutions.</p> <p>HE.68.R.2.1 Discuss how character is shaped by attitudes, decisions and actions.</p> <p>HE.68.SUA.4.1 Demonstrate refusal and communication skills in specific scenarios related to underage drinking and illicit drug use.</p> <p>HE.68.SUA.4.2 Predict the potential short- and long-term impacts on self and others when responding to pressure to use alcohol and/or other drugs.</p> <p>HE.68.R.1.3 Identify sources of relational conflicts and healthy approaches to conflict resolutions.</p> <p>HE.6.PHC.1.1 Describe how the physical, mental, social, and intellectual dimensions of health are interrelated.</p>

			<p>HE.6.PHC.3.9 Explore healthy practices and behaviors that will maintain or improve personal health and reduce health risks.</p> <p>HE.7.PHC.1.1 Explain how physical, mental, social, and intellectual dimensions of health are interrelated.</p> <p>HE.7.PHC.3.9 Practice behaviors that will maintain or improve personal health and reduce health risks, including reproductive health.</p>
<p>Unit 15: Resolving Conflicts</p>	<p>Students will learn how to use the skills from LST to resolve conflicts.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify negotiation as the preferred method of resolving conflicts. 2. Review techniques for controlling anger, assertiveness, communication skills, and decision-making skills and apply them to conflict situations. 3. Recognize that negotiation and problem-solving skills can resolve conflicts. 4. Demonstrate success in resolving conflicts. 	<p>HE.68.R.1.2 Describe the importance of empathy, kindness, honesty and trust in building and sustaining relationships.</p> <p>HE.68.R.1.3 Identify sources of relational conflicts and healthy approaches to conflict resolutions.</p> <p>HE.68.R.2.1 Discuss how character is shaped by attitudes, decisions and actions.</p> <p>HE.68.R.4.1 Analyze possible solutions to a problem to determine the best outcome for oneself and others.</p> <p>HE.68.R.4.2 Develop and apply conflict resolution skills in a variety of situations.</p> <p>HE.68.SUA.4.1 Demonstrate refusal and communication skills in specific scenarios related to underage drinking and illicit drug use.</p> <p>HE.6.PHC.1.1 Describe how the physical, mental, social, and intellectual dimensions of health are interrelated.</p>

			<p>HE.6.PHC.3.9 Explore healthy practices and behaviors that will maintain or improve personal health and reduce health risks.</p> <p>HE.7.PHC.1.1 Explain how physical, mental, social, and intellectual dimensions of health are interrelated.</p> <p>HE.7.PHC.3.9 Practice behaviors that will maintain or improve personal health and reduce health risks, including reproductive health.</p>
--	--	--	--

Level Two

Botvin LifeSkills® Training Units for Grades 7/8	Unit Goal	Unit Objectives	Florida Learning Standard(s)
Unit 1: Drug Abuse and Violence: Causes and Effects	Students will review the causes of drug abuse, as well as factors that can lead to it.	Students will: <ol style="list-style-type: none"> 1. Define drug abuse. 2. Identify the causes of drug use. 3. Identify the social factors promoting drug use. 4. Identify the social realities of drug use. 5. Describe the addictive process. 6. Recognize the best way of preventing drug abuse is to never start. 	<p>HE.68.SUA.1.1 Demonstrate responsible decision-making about the use of substances.</p> <p>HE.68.SUA.1.3 Discuss the health risks associated with alcohol misuse including liver disease, cancer, cardiovascular disease, and neurological/brain damage.</p> <p>HE.68.SUA.1.5 Examine the effects of marijuana/THC and opioids on body systems and behavior.</p> <p>HE.68.SUA.1.8 Describe the short- and long-term physical and social consequences of tobacco, nicotine use and/or vaping.</p> <p>HE.68.SUA.2.3 Describe how external factors can influence behaviors related to tobacco, nicotine use, and/or vaping.</p> <p>HE.68.SUA.3.3 Differentiate between marijuana/THC myths and facts.</p> <p>HE.68.SUA.3.4 Explain how family, peers and multi-media messages over time can influence the use of marijuana/THC.</p>

			<p>HE.68.R.2.8 Identify strategies to manage challenges and setbacks.</p> <p>HE.68.R.2.2 Demonstrate responsible decision-making that considers multiple perspectives.</p> <p>HE.7.PHC.1.1 Explain how physical, mental, social, and intellectual dimensions of health are interrelated.</p> <p>HE.7.PHC.2.3 Analyze how friends and peers influence the health of adolescents.</p> <p>HE.7.PHC.2.4 Analyze how family and cultural changes influence the health of adolescents.</p> <p>HE.7.PHC.2.5 Describe how personal health choices can affect hereditary risk factors.</p> <p>HE.7.PHC.2.7 Explain the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.</p> <p>HE.7.PHC.3.9 Practice behaviors that will maintain or improve personal health and reduce health risks, including reproductive health.</p> <p>HE.7.CEH.3.2 Explain how injury or illness stemming from unhealthy or risky behaviors impacts the community.</p> <p>HE.8.PHC.1.1 Analyze how the physical, mental, social, and intellectual dimensions of personal health are interrelated.</p> <p>HE.8.PHC.2.2 Analyze the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.</p>
--	--	--	--

			<p>HE.8.PHC.2.4 Assess the role of the beliefs of friends and peers on the health of adolescents.</p> <p>HE.8.PHC.2.5 Assess the role of the beliefs of family and culture on the health of adolescents.</p> <p>HE.8.PHC.2.7 Explore how heredity and family history can affect personal health.</p> <p>HE.8.PHC.2.8 Explain how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>HE.8.PHC.3.9 Apply healthy practices and behaviors that will maintain or improve personal health and reduce health risks.</p> <p>HE.8.CEH.3.2 Anticipate how injury or illness stemming from unhealthy or risky behaviors impacts the community.</p> <p>HE.8.CEH.3.3 Categorize healthy and unhealthy alternatives to community health-related issues or problems.</p>
<p>Unit 2: Making Decisions</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"> 1. Review the suggested formula for making decisions. 2. Recognize that different people make different decisions in the same situation. 3. Analyze decisions or problems to be solved 	<p>HE.68.SUA.1.1 Demonstrate responsible decision-making about the use of substances.</p> <p>HE.68.R.2.2 Demonstrate responsible decision-making that considers multiple perspectives.</p> <p>HE.68.R.2.9 Identify healthy responses to negative peer pressure.</p> <p>HE.68.R.4.1 Analyze possible solutions to a problem to determine the best outcome for oneself and others.</p>

		<p>using the decision-making formula.</p> <ol style="list-style-type: none"> 4. Identify common external influences on decision-making. 5. Practice making decisions using the suggested formula. 	<p>HE.7.PHC.3.1 Predict when health-related situations require the application of a thoughtful decision-making process.</p> <p>HE.7.PHC.3.2 Select healthy alternatives over unhealthy alternatives when making a decision.</p> <p>HE.7.PHC.3.3 Determine when individual or collaborative decision making is appropriate.</p> <p>HE.7.PHC.3.7 Compare and contrast the effects of healthy and unhealthy behaviors on personal health.</p> <p>HE.7.PHC.3.9 Practice behaviors that will maintain or improve personal health and reduce health risks, including reproductive health.</p> <p>HE.8.PHC.3.1 Determine when health-related situations require the application of a thoughtful prepared plan of action.</p> <p>HE.8.PHC.3.2 Compile the potential outcomes of each option when making a health-related decision.</p> <p>HE.8.PHC.3.3 Distinguish when individual or collaborative decision-making is appropriate.</p> <p>HE.8.PHC.3.4 Evaluate the outcomes of a health-related decision.</p> <p>HE.8.PHC.3.9 Apply healthy practices and behaviors that will maintain or improve personal health and reduce health risks.</p>
--	--	---	--

<p>Unit 3: Media Influences</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"> 1. Review common advertising techniques. 2. Review methods used by advertisers to influence consumer choices. 3. Identify and analyze techniques commonly used to advertise cigarettes and alcoholic beverages. 4. Recognize automatic responses to advertisements. 5. Discuss alternative ways of responding to ads in order to resist ad pressures. 	<p>HE.68.SUA.2.3 Describe how external factors can influence behaviors related to tobacco, nicotine use, and/or vaping.</p> <p>HE.68.SUA.3.1 Discuss ways to identify valid and reliable multi-media information as it pertains to alcohol and other drugs.</p> <p>HE.7.CH.2.1 Analyze ways consumer health messages can target different audiences through internet and social media sources.</p> <p>HE.7.CH.2.2 Analyze how messages from media/social media influence health behaviors.</p> <p>HE.7.CH.2.3 Evaluate the influence of technology in locating valid health information.</p> <p>HE.7.CH.3.1 Analyze the validity of health information, products, and services.</p> <p>HE.8.PHC.3.1 Determine when health-related situations require the application of a thoughtful prepared plan of action.</p> <p>HE.8.PHC.3.2 Compile the potential outcomes of each option when making a health-related decision.</p> <p>HE.8.PHC.3.3 Distinguish when individual or collaborative decision-making is appropriate.</p> <p>HE.8.PHC.3.4 Evaluate the outcomes of a health-related decision.</p>
--	---	---	---

			HE.8.PHC.3.9 Apply healthy practices and behaviors that will maintain or improve personal health and reduce health risks.
Unit 4: Coping with Anxiety	Students will review and learn new techniques for managing anxiety with additional skill practice.	<p>Students will:</p> <ol style="list-style-type: none"> 1. Discuss common situations that produce nervousness. 2. Discuss the value of preparation as a method of reducing performance anxiety. 3. Practice anxiety-reduction techniques. 4. Recognize the value of positive thinking. 	<p>HE.68.R.2.7 Identify how continuous learning leads to personal growth.</p> <p>HE.68.R.2.8 Identify strategies to manage challenges and setbacks.</p> <p>HE.7.PHC.1.1 Explain how physical, mental, social, and intellectual dimensions of health are interrelated.</p> <p>HE.7.PHC.3.7 Compare and contrast the effects of healthy and unhealthy behaviors on personal health.</p> <p>HE.7.PHC.3.9 Practice behaviors that will maintain or improve personal health and reduce health risks, including reproductive health.</p> <p>HE.8.PHC.1.1 Analyze how the physical, mental, social, and intellectual dimensions of personal health are interrelated.</p> <p>HE.8.PHC.1.3 Assess the importance of assuming responsibility for personal health behaviors.</p> <p>HE.8.PHC.1.4 Assess personal health practices.</p> <p>HE.8.PHC.3.8 Apply strategies and skills needed to attain a personal health goal.</p> <p>HE.8.PHC.3.9 Apply healthy practices and behaviors that will maintain or improve personal health and reduce health risks.</p>

<p>Unit 5: Coping with Anger</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"> 1. Define anger. 2. Identify levels of anger. 3. Review the physical symptoms of anger. 4. Discuss common situations that produce anger. 5. Discuss reasons for keeping anger under control. 6. Review techniques for controlling anger. 7. Practice techniques for controlling anger. 	<p>HE.68.R.2.7 Identify how continuous learning leads to personal growth.</p> <p>HE.68.R.2.8 Identify strategies to manage challenges and setbacks.</p> <p>HE.7.PHC.1.1 Explain how physical, mental, social, and intellectual dimensions of health are interrelated.</p> <p>HE.7.PHC.3.7 Compare and contrast the effects of healthy and unhealthy behaviors on personal health.</p> <p>HE.7.PHC.3.9 Practice behaviors that will maintain or improve personal health and reduce health risks, including reproductive health.</p> <p>HE.8.PHC.1.1 Analyze how the physical, mental, social, and intellectual dimensions of personal health are interrelated.</p> <p>HE.8.PHC.1.3 Assess the importance of assuming responsibility for personal health behaviors.</p> <p>HE.8.PHC.1.4 Assess personal health practices.</p> <p>HE.8.PHC.3.8 Apply strategies and skills needed to attain a personal health goal.</p> <p>HE.8.PHC.3.9 Apply healthy practices and behaviors that will maintain or improve personal health and reduce health risks.</p>
---	---	--	---

<p>Unit 6: Communication Skills</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"> 1. Practice giving messages that are clear and specific. 2. Understand the importance of consistency between verbal and nonverbal channels of communication. 3. Demonstrate poor vs good listening behavior. 4. Describe verbal and nonverbal cues that indicate when someone is actively listening. 5. Practice paraphrasing as a means of providing feedback and clearing up ambiguities. 	<p>HE.68.R.1.1 Demonstrate the ability to respond with empathy in a variety of contexts and situations.</p> <p>HE.68.R.1.3 Identify sources of relational conflicts and healthy approaches to conflict resolutions.</p> <p>HE.68.R.2.1 Discuss how character is shaped by attitudes, decisions and actions.</p> <p>HE.68.R.4.2 Develop and apply conflict resolution skills in a variety of situations.</p> <p>HE.7.PHC.1.1 Explain how physical, mental, social, and intellectual dimensions of health are interrelated.</p> <p>HE.7.PHC.3.9 Practice behaviors that will maintain or improve personal health and reduce health risks, including reproductive health.</p> <p>HE.8.PHC.1.1 Analyze how the physical, mental, social, and intellectual dimensions of personal health are interrelated.</p> <p>HE.8.PHC.3.9 Apply healthy practices and behaviors that will maintain or improve personal health and reduce health risks.</p>
<p>Unit 7: Social Skills</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"> 1. Recognize that many people feel shy. 2. Identify techniques for overcoming shyness. 	<p>HE.68.R.1.1 Demonstrate the ability to respond with empathy in a variety of contexts and situations.</p> <p>HE.68.R.1.2 Describe the importance of empathy, kindness, honesty and trust in building and sustaining relationships.</p>

		<ol style="list-style-type: none"> 3. Initiate, sustain, and end a conversation. 4. Use basic social skills. 	<p>HE.68.R.1.3 Identify sources of relational conflicts and healthy approaches to conflict resolutions.</p> <p>HE.68.R.2.1 Discuss how character is shaped by attitudes, decisions and actions.</p> <p>HE.68.R.4.2 Develop and apply conflict resolution skills in a variety of situations.</p> <p>HE.7.PHC.1.1 Explain how physical, mental, social, and intellectual dimensions of health are interrelated.</p> <p>HE.7.PHC.3.9 Practice behaviors that will maintain or improve personal health and reduce health risks, including reproductive health.</p> <p>HE.8.PHC.1.1 Analyze how the physical, mental, social, and intellectual dimensions of personal health are interrelated.</p> <p>HE.8.PHC.3.9 Apply healthy practices and behaviors that will maintain or improve personal health and reduce health risks.</p>
<p>Unit 8: Assertiveness</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"> 1. Define and discuss the differences between assertiveness, passivity, and aggressiveness. 2. Identify common situations in which people often fail to be assertive. 	<p>HE.68.R.1.2 Describe the importance of empathy, kindness, honesty and trust in building and sustaining relationships.</p> <p>HE.68.R.1.3 Identify sources of relational conflicts and healthy approaches to conflict resolutions.</p> <p>HE.68.R.2.1 Discuss how character is shaped by attitudes, decisions and actions.</p> <p>HE.68.SUA.4.1 Demonstrate refusal and communication skills in specific scenarios related to underage drinking and illicit drug use.</p>

		<ol style="list-style-type: none"> 3. Identify and practice verbal skills. 4. Identify and practice nonverbal skills. 	<p>HE.68.SUA.4.2 Predict the potential short- and long-term impacts on self and others when responding to pressure to use alcohol and/or other drugs.</p> <p>HE.68.R.1.3 Identify sources of relational conflicts and healthy approaches to conflict resolutions.</p> <p>HE.7.PHC.1.1 Explain how physical, mental, social, and intellectual dimensions of health are interrelated.</p> <p>HE.7.PHC.3.9 Practice behaviors that will maintain or improve personal health and reduce health risks, including reproductive health.</p> <p>HE.8.PHC.1.1 Analyze how the physical, mental, social, and intellectual dimensions of personal health are interrelated.</p> <p>HE.8.PHC.3.9 Apply healthy practices and behaviors that will maintain or improve personal health and reduce health risks.</p>
<p>Unit 9: Resolving Conflicts</p>	<p>Students will review the techniques to resolve conflicts.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Review five ways to resolve conflicts. 2. Identify basic steps of conflict resolution. 3. Apply anxiety-reducing and anger-controlling techniques to conflict resolution. 4. Apply decision-making techniques to conflict resolution. 	<p>HE.68.R.1.2 Describe the importance of empathy, kindness, honesty and trust in building and sustaining relationships.</p> <p>HE.68.R.1.3 Identify sources of relational conflicts and healthy approaches to conflict resolutions.</p> <p>HE.68.R.2.1 Discuss how character is shaped by attitudes, decisions and actions.</p> <p>HE.68.R.4.1 Analyze possible solutions to a problem to determine the best outcome for oneself and others.</p> <p>HE.68.R.4.2 Develop and apply conflict resolution skills in a variety of situations.</p>

		<ol style="list-style-type: none"> 5. Apply communication techniques to conflict resolution. 6. Apply assertive techniques to conflict resolution. 7. Practice resolving conflicts. 	<p>HE.68.SUA.4.1 Demonstrate refusal and communication skills in specific scenarios related to underage drinking and illicit drug use.</p> <p>HE.7.PHC.1.1 Explain how physical, mental, social, and intellectual dimensions of health are interrelated.</p> <p>HE.7.PHC.3.9 Practice behaviors that will maintain or improve personal health and reduce health risks, including reproductive health.</p> <p>HE.8.PHC.1.1 Analyze how the physical, mental, social, and intellectual dimensions of personal health are interrelated.</p> <p>HE.8.PHC.3.9 Apply healthy practices and behaviors that will maintain or improve personal health and reduce health risks.</p>
<p>Unit 10: Resisting Peer Pressure</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"> 1. Identify and discuss persuasive tactics to convince people to use drugs. 2. Identify situations where students feel pressured to smoke, drink, and use drugs. 3. Identify and discuss “lines” people use to convince others to smoke, drink, or use drugs. 	<p>HE.68.R.1.2 Describe the importance of empathy, kindness, honesty and trust in building and sustaining relationships.</p> <p>HE.68.R.1.3 Identify sources of relational conflicts and healthy approaches to conflict resolutions.</p> <p>HE.68.R.2.1 Discuss how character is shaped by attitudes, decisions and actions.</p> <p>HE.68.R.4.1 Analyze possible solutions to a problem to determine the best outcome for oneself and others.</p> <p>HE.68.R.4.2 Develop and apply conflict resolution skills in a variety of situations.</p>

		<p>4. Identify and practice techniques for dealing with direct pressure to engage in smoking, drinking, and drug use.</p> <p>5. Identify situations involving peer pressure to use drugs that warrant an assertive response.</p>	<p>HE.68.SUA.4.1 Demonstrate refusal and communication skills in specific scenarios related to underage drinking and illicit drug use.</p> <p>HE.7.PHC.1.1 Explain how physical, mental, social, and intellectual dimensions of health are interrelated.</p> <p>HE.7.PHC.3.9 Practice behaviors that will maintain or improve personal health and reduce health risks, including reproductive health.</p> <p>HE.8.PHC.1.1 Analyze how the physical, mental, social, and intellectual dimensions of personal health are interrelated.</p> <p>HE.8.PHC.2.4 Assess the role of the beliefs of friends and peers on the health of adolescents.</p> <p>HE.8.PHC.3.9 Apply healthy practices and behaviors that will maintain or improve personal health and reduce health risks.</p>
--	--	--	---

Level Three

Botvin LifeSkills® Training Units for Grades 8/9	Unit Goal	Unit Objectives	Florida Learning Standard(s)
Unit 1: Drug Abuse: Causes and Effects	Students will understand in depth the risks and consequences of drug use.	Students will: <ol style="list-style-type: none"> 1. Identify the causes of drug use. 2. Identify the major social factors promoting drug use. 3. Identify risk factors for drug abuse and how people can lower their risk. 	<p>HE.68.SUA.1.1 Demonstrate responsible decision-making about the use of substances.</p> <p>HE.68.SUA.1.3 Discuss the health risks associated with alcohol misuse including liver disease, cancer, cardiovascular disease, and neurological/brain damage.</p> <p>HE.68.SUA.1.5 Examine the effects of marijuana/THC and opioids on body systems and behavior.</p> <p>HE.68.SUA.1.8 Describe the short- and long-term physical and social consequences of tobacco, nicotine use and/or vaping.</p> <p>HE.68.SUA.2.3 Describe how external factors can influence behaviors related to tobacco, nicotine use, and/or vaping.</p> <p>HE.68.SUA.3.3 Differentiate between marijuana/THC myths and facts.</p> <p>HE.68.SUA.3.4 Explain how family, peers and multi-media messages over time can influence the use of marijuana/THC.</p>

		<p>HE.68.R.2.8 Identify strategies to manage challenges and setbacks.</p> <p>HE.68.R.2.2 Demonstrate responsible decision-making that considers multiple perspectives.</p> <p>HE.8.PHC.1.1 Analyze how the physical, mental, social, and intellectual dimensions of personal health are interrelated.</p> <p>HE.8.PHC.2.2 Analyze the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.</p> <p>HE.8.PHC.2.4 Assess the role of the beliefs of friends and peers on the health of adolescents.</p> <p>HE.8.PHC.2.5 Assess the role of the beliefs of family and culture on the health of adolescents.</p> <p>HE.8.PHC.2.7 Explore how heredity and family history can affect personal health.</p> <p>HE.8.PHC.2.8 Explain how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>HE.8.PHC.3.9 Apply healthy practices and behaviors that will maintain or improve personal health and reduce health risks.</p> <p>HE.8.CEH.3.2 Anticipate how injury or illness stemming from unhealthy or risky behaviors impacts the community.</p> <p>HE.8.CEH.3.3 Categorize healthy and unhealthy alternatives to community health-related issues or problems.</p> <p>HE.912.SUA.1.1 Differentiate between various levels of alcohol consumption and its effects on the body.</p>
--	--	---

		<p>HE.912.SUA.1.2 Analyze how moderate and excessive alcohol consumption can contribute to risky, unsafe behaviors and consequences.</p> <p>HE.912.SUA.1.3 Analyze the long-term health risks associated with alcohol misuse including physical and neurological damage.</p> <p>HE.912.SUA.1.4 Analyze how alcohol, marijuana/THC, tobacco, nicotine, and/or drug use can impede goals, activities, achievements, and college and career readiness.</p> <p>HE.912.SUA.1.5 Analyze the physical, mental, social and legal consequences of marijuana/THC use.</p> <p>HE.912.SUA.1.10 Analyze the short- and long-term physical, psychological, financial, and social consequences of tobacco, nicotine use, and/or vaping.</p> <p>HE.912.PHC.2.2 Evaluate how environment and personal health are interrelated.</p> <p>HE.912.PHC.2.3 Analyze how friends and peers influence the health of individuals.</p> <p>HE.912.PHC.2.4 Analyze how family and culture influence the health of individuals.</p> <p>HE.912.PHC.2.5 Analyze how heredity and family history can impact personal health.</p> <p>HE.912.PHC.2.6 Predict how healthy behaviors can affect health status.</p> <p>HE.912.PHC.2.7 Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.</p>
--	--	--

			<p>HE.912.PHC.3.3 Identify protective factors that help to mitigate the risks of suicide and mental health disorders.</p> <p>HE.912.PHC.3.7 Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors.</p> <p>HE.912.PHC.3.10 Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks, including reproductive health.</p> <p>HE.912.PHC.4.2 Propose strategies to reduce or prevent injuries and health problems.</p> <p>HE.912.CEH.3.5 Examine barriers that can hinder healthy decision making.</p>
<p>Unit 2: Making Decisions</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"> 1. Review the 3 Cs method for making decisions. 2. Apply the decision-making method to a variety of situations through in-class practice. 	<p>HE.68.SUA.1.1 Demonstrate responsible decision-making about the use of substances.</p> <p>HE.68.R.2.2 Demonstrate responsible decision-making that considers multiple perspectives.</p> <p>HE.68.R.2.9 Identify healthy responses to negative peer pressure.</p> <p>HE.68.R.4.1 Analyze possible solutions to a problem to determine the best outcome for oneself and others.</p> <p>HE.8.PHC.3.1 Determine when health-related situations require the application of a thoughtful prepared plan of action.</p> <p>HE.8.PHC.3.2 Compile the potential outcomes of each option when making a health-related decision.</p>

			<p>HE.8.PHC.3.3 Distinguish when individual or collaborative decision-making is appropriate.</p> <p>HE.8.PHC.3.4 Evaluate the outcomes of a health-related decision.</p> <p>HE.8.PHC.3.9 Apply healthy practices and behaviors that will maintain or improve personal health and reduce health risks.</p> <p>HE.912.R.2.2 Analyze different perspectives to inform responsible decision-making.</p> <p>HE.912.R.2.6 Analyze how actions and reactions can influence one to respond in different situations.</p> <p>HE.912.R.2.7 Evaluate strategies that assist with managing challenges or setbacks.</p> <p>HE.912.R.4.1 Analyze the importance of character and grit to achieve successful outcomes.</p> <p>HE.912.R.4.2 Generate and apply alternative solutions when solving problems or resolving conflict.</p> <p>HE.912.R.4.4 Identify the importance of perseverance when facing difficulty solving a problem.</p> <p>HE.912.PHC.3.1 Determine the value of applying a thoughtful decision-making process in health-related situations.</p> <p>HE.912.PHC.3.2 Assess whether individual or collaborative decision making is needed to make a healthy decision.</p> <p>HE.912.PHC.4.2 Propose strategies to reduce or prevent injuries and health problems.</p>
--	--	--	--

<p>Unit 3: Media Influences</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"> 1. Identify the sources of media influence. 2. Discuss the impact the media have on attitudes and behavior. 3. Formulate alternative responses to pro-drug media influences. 4. Use critical thinking skills to resist pro-drug media influences. 	<p>HE.68.SUA.2.3 Describe how external factors can influence behaviors related to tobacco, nicotine use, and/or vaping.</p> <p>HE.68.SUA.3.1 Discuss ways to identify valid and reliable multi-media information as it pertains to alcohol and other drugs.</p> <p>HE.8.CH.2.1 Evaluate ways consumer health messages and communication techniques can be targeted for different audiences.</p> <p>HE.8.CH.2.2 Research marketing strategies behind health-related media/social media messages.</p> <p>HE.8.CH.2.3 Analyze the influence of technology on personal and family health.</p> <p>HE.8.CH.3.1 Analyze the accessibility, validity, and reliability of products and services that enhance home, school, and community health.</p> <p>HE.912.SUA.2.2 Distinguish how external factors, including industry practices, can influence behaviors related to tobacco, nicotine use, and/or vaping.</p> <p>HE.912.SUA.3.1 Discuss valid, reliable school and community resources where an individual can seek help for issues related to alcohol and/or other drug misuse and/or abuse.</p> <p>HE.912.SUA.5.2 Utilize current, accurate data/information to formulate a health-enhancing message to effectively persuade others to be drug and alcohol free.</p> <p>HE.912.PHC.2.4 Analyze how family and culture influence the health of individuals.</p>
--	--	--	---

			<p>HE.912.PHC.2.9 Analyze the impacts of technology and social media on popular culture and personal life.</p> <p>HE.912.CEH.2.1 Assess how the school and community can affect personal health practices and behaviors.</p> <p>HE.912.CEH.2.4 Evaluate how environment and community health are interrelated.</p> <p>HE.912.CEH.2.6 Analyze how culture supports and challenges health beliefs, practices, and behaviors.</p> <p>HE.912.CEH.2.7 Analyze how the perceptions of norms influence healthy and unhealthy behaviors.</p>
<p>Unit 4: Coping with Anxiety</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"> 1. Identify techniques for coping with anxiety. 2. Review and practice the anxiety-reduction skills of deep breathing and progressive muscle relaxation. 3. Review and practice cognitive self-control skills for dealing with anxiety. 	<p>HE.68.R.2.7 Identify how continuous learning leads to personal growth.</p> <p>HE.68.R.2.8 Identify strategies to manage challenges and setbacks.</p> <p>HE.8.PHC.1.1 Analyze how the physical, mental, social, and intellectual dimensions of personal health are interrelated.</p> <p>HE.8.PHC.1.3 Assess the importance of assuming responsibility for personal health behaviors.</p> <p>HE.8.PHC.1.4 Assess personal health practices.</p> <p>HE.8.PHC.3.8 Apply strategies and skills needed to attain a personal health goal.</p> <p>HE.8.PHC.3.9 Apply healthy practices and behaviors that will maintain or improve personal health and reduce health risks.</p>

			<p>HE.912.R.2.6 Analyze how actions and reactions can influence one to respond in different situations.</p> <p>HE.912.R.2.7 Evaluate strategies that assist with managing challenges or setbacks</p> <p>HE.912.PHC.1.3 Analyze the role of individual responsibility in enhancing health.</p> <p>HE.912.PHC.1.4 Interpret the significance of interrelationships in mental and physical health.</p> <p>HE.912.PHC.3.10 Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks, including reproductive health.</p> <p>HE.912.PHC.3.10 Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks, including reproductive health.</p>
<p>Unit 5: Coping with Anger</p>	<p>Students will review anger-management techniques and practice learning to reframe a situation.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Discuss the physical symptoms of anger. 2. Discuss common situations that produce anger. 3. Discuss reasons for keeping anger under control. 4. Review techniques for controlling anger. 	<p>HE.68.R.2.7 Identify how continuous learning leads to personal growth.</p> <p>HE.68.R.2.8 Identify strategies to manage challenges and setbacks.</p> <p>HE.8.PHC.1.1 Analyze how the physical, mental, social, and intellectual dimensions of personal health are interrelated.</p> <p>HE.8.PHC.1.3 Assess the importance of assuming responsibility for personal health behaviors.</p> <p>HE.8.PHC.1.4 Assess personal health practices.</p>

		<p>5. Practice techniques for controlling anger.</p>	<p>HE.8.PHC.3.8 Apply strategies and skills needed to attain a personal health goal.</p> <p>HE.8.PHC.3.9 Apply healthy practices and behaviors that will maintain or improve personal health and reduce health risks.</p> <p>HE.912.R.2.6 Analyze how actions and reactions can influence one to respond in different situations.</p> <p>HE.912.R.2.7 Evaluate strategies that assist with managing challenges or setbacks</p> <p>HE.912.PHC.1.3 Analyze the role of individual responsibility in enhancing health.</p> <p>HE.912.PHC.1.4 Interpret the significance of interrelationships in mental and physical health.</p> <p>HE.912.PHC.3.10 Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks, including reproductive health.</p> <p>HE.912.PHC.3.10 Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks, including reproductive health.</p>
<p>Unit 6: Social Skills</p>	<p>Students will review social skills previously learned.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify and use common greetings and brief exchanges. 2. Identify and use skills for starting, continuing, and 	<p>HE.68.R.1.2 Describe the importance of empathy, kindness, honesty and trust in building and sustaining relationships.</p> <p>HE.68.R.1.3 Identify sources of relational conflicts and healthy approaches to conflict resolutions.</p> <p>HE.68.R.2.1 Discuss how character is shaped by attitudes, decisions and actions.</p>

		<p>ending conversations.</p> <p>3. Discuss situations which require deeper conversations.</p> <p>4. Identify techniques for deep conversations.</p>	<p>HE.68.R.4.1 Analyze possible solutions to a problem to determine the best outcome for oneself and others.</p> <p>HE.68.R.4.2 Develop and apply conflict resolution skills in a variety of situations.</p> <p>HE.8.PHC.1.1 Analyze how the physical, mental, social, and intellectual dimensions of personal health are interrelated.</p> <p>HE.8.PHC.3.9 Apply healthy practices and behaviors that will maintain or improve personal health and reduce health risks.</p> <p>HE.912.R.1.1 Demonstrate effective and respectful communication skills and strategies.</p> <p>HE.912.R.1.2 Demonstrate empathy in a variety of contexts and situations.</p> <p>HE.912.R.1.3 Adjust behavior to respect the needs of others.</p> <p>HE.912.R.2.6 Analyze how actions and reactions can influence one to respond in different situations.</p> <p>HE.912.R.2.7 Evaluate strategies that assist with managing challenges or setbacks.</p> <p>HE.912.PHC.2.3 Analyze how friends and peers influence the health of individuals.</p>
<p>Unit 7: Assertiveness</p>	<p>Students will learn how to use assertiveness techniques in everyday situations.</p>	<p>Students will:</p> <p>1. Identify situations that warrant assertive responses.</p>	<p>HE.68.R.1.2 Describe the importance of empathy, kindness, honesty and trust in building and sustaining relationships.</p> <p>HE.68.R.1.3 Identify sources of relational conflicts and healthy approaches to conflict resolutions.</p>

		<ol style="list-style-type: none"> 2. Identify and use verbal assertive skills. 3. Identify and use nonverbal assertive skills. 	<p>HE.68.R.2.1 Discuss how character is shaped by attitudes, decisions and actions.</p> <p>HE.68.SUA.4.1 Demonstrate refusal and communication skills in specific scenarios related to underage drinking and illicit drug use.</p> <p>HE.68.SUA.4.2 Predict the potential short- and long-term impacts on self and others when responding to pressure to use alcohol and/or other drugs.</p> <p>HE.68.R.1.3 Identify sources of relational conflicts and healthy approaches to conflict resolutions.</p> <p>HE.8.PHC.1.1 Analyze how the physical, mental, social, and intellectual dimensions of personal health are interrelated.</p> <p>HE.8.PHC.3.9 Apply healthy practices and behaviors that will maintain or improve personal health and reduce health risks.</p> <p>HE.912.R.1.1 Demonstrate effective and respectful communication skills and strategies.</p> <p>HE.912.R.1.2 Demonstrate empathy in a variety of contexts and situations.</p> <p>HE.912.R.1.3 Adjust behavior to respect the needs of others.</p> <p>HE.912.R.2.6 Analyze how actions and reactions can influence one to respond in different situations.</p> <p>HE.912.R.2.7 Evaluate strategies that assist with managing challenges or setbacks</p> <p>HE.912.PHC.1.4 Interpret the significance of interrelationships in mental and physical health.</p>
--	--	---	--

			<p>HE.912.R.4.2 Generate and apply alternative solutions when solving problems or resolving conflict.</p> <p>HE.912.R.4.3 Describe ways to anticipate, avoid or de-escalate conflicts.</p> <p>HE.912.R.4.4 Identify the importance of perseverance when facing difficulty solving a problem.</p> <p>HE.912.PHC.3.10 Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks, including reproductive health.</p>
<p>Unit 8: Resolving Conflicts</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"> 1. Define conflict resolution. 2. Identify styles of resolving conflicts. 3. Identify the basic steps of conflict resolution. 4. Practice suggesting compromises. 5. Practice resolving conflicts. 	<p>HE.68.R.1.2 Describe the importance of empathy, kindness, honesty and trust in building and sustaining relationships.</p> <p>HE.68.R.1.3 Identify sources of relational conflicts and healthy approaches to conflict resolutions.</p> <p>HE.68.R.2.1 Discuss how character is shaped by attitudes, decisions and actions.</p> <p>HE.68.SUA.4.1 Demonstrate refusal and communication skills in specific scenarios related to underage drinking and illicit drug use.</p> <p>HE.68.SUA.4.2 Predict the potential short- and long-term impacts on self and others when responding to pressure to use alcohol and/or other drugs.</p> <p>HE.68.R.1.3 Identify sources of relational conflicts and healthy approaches to conflict resolutions.</p>

			<p>HE.8.PHC.1.1 Analyze how the physical, mental, social, and intellectual dimensions of personal health are interrelated.</p> <p>HE.8.PHC.3.9 Apply healthy practices and behaviors that will maintain or improve personal health and reduce health risks.</p> <p>HE.912.R.1.1 Demonstrate effective and respectful communication skills and strategies.</p> <p>HE.912.R.1.2 Demonstrate empathy in a variety of contexts and situations.</p> <p>HE.912.R.1.3 Adjust behavior to respect the needs of others.</p> <p>HE.912.R.2.6 Analyze how actions and reactions can influence one to respond in different situations.</p> <p>HE.912.R.2.7 Evaluate strategies that assist with managing challenges or setbacks</p> <p>HE.912.PHC.1.4 Interpret the significance of interrelationships in mental and physical health.</p> <p>HE.912.R.4.2 Generate and apply alternative solutions when solving problems or resolving conflict.</p> <p>HE.912.R.4.3 Describe ways to anticipate, avoid or de-escalate conflicts.</p> <p>HE.912.R.4.4 Identify the importance of perseverance when facing difficulty solving a problem.</p> <p>HE.912.PHC.3.10 Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks, including reproductive health.</p>
--	--	--	---

<p>Unit 9: Resisting Peer Pressure</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"> 1. Identify situations involving peer pressure to engage in substance use. 2. Identify and practice techniques for dealing with peer pressure to smoke, drink, or use drugs. 	<p>HE.68.R.1.2 Describe the importance of empathy, kindness, honesty and trust in building and sustaining relationships.</p> <p>HE.68.R.1.3 Identify sources of relational conflicts and healthy approaches to conflict resolutions.</p> <p>HE.68.R.2.1 Discuss how character is shaped by attitudes, decisions and actions.</p> <p>HE.68.SUA.4.1 Demonstrate refusal and communication skills in specific scenarios related to underage drinking and illicit drug use.</p> <p>HE.68.SUA.4.2 Predict the potential short- and long-term impacts on self and others when responding to pressure to use alcohol and/or other drugs.</p> <p>HE.68.R.1.3 Identify sources of relational conflicts and healthy approaches to conflict resolutions.</p> <p>HE.8.PHC.1.1 Analyze how the physical, mental, social, and intellectual dimensions of personal health are interrelated.</p> <p>HE.8.PHC.2.4 Assess the role of the beliefs of friends and peers on the health of adolescents.</p> <p>HE.8.PHC.3.9 Apply healthy practices and behaviors that will maintain or improve personal health and reduce health risks.</p> <p>HE.912.SUA.4.1 Propose strategies that can reduce health risks for self and others for potential pressures at the college or career level.</p> <p>HE.912.R.1.1 Demonstrate effective and respectful communication skills and strategies.</p>
---	---	---	--

			<p>HE.912.R.1.2 Demonstrate empathy in a variety of contexts and situations.</p> <p>HE.912.R.1.3 Adjust behavior to respect the needs of others.</p> <p>HE.912.R.2.6 Analyze how actions and reactions can influence one to respond in different situations.</p> <p>HE.912.R.2.7 Evaluate strategies that assist with managing challenges or setbacks</p> <p>HE.912.R.4.2 Generate and apply alternative solutions when solving problems or resolving conflict.</p> <p>HE.912.R.4.3 Describe ways to anticipate, avoid or de-escalate conflicts.</p> <p>HE.912.R.4.4 Identify the importance of perseverance when facing difficulty solving a problem.</p> <p>HE.912.PHC.1.4 Interpret the significance of interrelationships in mental and physical health.</p> <p>HE.912.PHC.2.3 Analyze how friends and peers influence the health of individuals.</p> <p>HE.912.PHC.3.10 Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks, including reproductive health.</p>
--	--	--	--