



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

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

## Table of Contents

<b>LEVEL ONE</b> .....	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.....	8
Unit 5: Alcohol: Myths and Realities.....	9
Unit 6: Marijuana: Myths and Realities .....	11
Unit 7: Advertising .....	13
Unit 8: Violence and the Media .....	14
Unit 9: Coping with Anxiety .....	15
Unit 10: Coping with Anger.....	16
Unit 11: Communication Skills .....	17
Unit 12: Social Skills (A).....	17
Unit 13: Social Skills (B).....	18
Unit 14: Assertiveness.....	19
Unit 15: Resolving Conflicts .....	20
<b>Level Two</b> .....	22
Unit 1: Drug Abuse and Violence: Causes and Effects.....	22
Unit 2: Making Decisions .....	24

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 .....	29
Unit 8: Assertiveness.....	30
Unit 9: Resolving Conflicts .....	31
Unit 10: Resisting Peer Pressure.....	33
<b>Level Three .....</b>	<b>36</b>
Unit 1: Drug Abuse: Causes and Effects.....	36
Unit 2: Making Decisions .....	38
Unit 3: Media Influences.....	39
Unit 4: Coping with Anxiety .....	40
Unit 5: Coping with Anger.....	41
Unit 6: Social Skills .....	42
Unit 7: Assertiveness.....	42
Unit 8: Resolving Conflicts .....	44
Unit 9: Resisting Peer Pressure.....	45

## LEVEL ONE

<b><i>Botvin LifeSkills® Training Units for Grades 6/7</i></b>	<b>Unit Goal</b>	<b>Unit Objectives</b>	<b>Georgia 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><b>HE6.1.c</b> Examine how one’s surroundings impact personal health and well-being.</p> <p><b>HE6.1.m</b> Describe the short and long-term effects of engaging in risky behaviors.</p> <p><b>HE6.6.a</b> Assess personal health practices.</p> <p><b>HE6.6.b</b> Choose a personal health practice with a goal for adoption.</p> <p><b>HE6.6.c</b> Develop a plan to achieve a personal health goal.</p> <p><b>HE6.6.d</b> Explain how personal health goals can vary with changing priorities.</p> <p><b>HE7.1.a</b> Assess how healthy behaviors influence personal health and well-being.</p>

			<p><b>HE7.1.b</b> Describe the interrelationship of emotional, social, and physical health in adolescence.</p> <p><b>HE7.6.a</b> Examine the effectiveness of personal health practices.</p> <p><b>HE7.6.b</b> Select a personal health practice goal to improve personal health practice.</p> <p><b>HE7.6.c</b> Demonstrate the skills necessary to achieve a personal health goal.</p> <p><b>HE7.6.d</b> Relate how personal health goals can vary with differing skills and priorities.</p>
<p><b>Unit 2 Making Decisions</b></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><b>HE6.5.a</b> Analyze influences in making an unhealthy or healthy choice.</p> <p><b>HE6.5.b</b> Identify situations that may require a decision-making process.</p> <p><b>HE6.5.c</b> Distinguish whether the individual should make decisions or if help should be sought.</p> <p><b>HE6.5.d</b> Choose between healthy and unhealthy alternatives to health-related situations.</p> <p><b>HE6.5.e</b> Study the potential short-term consequences of healthy and unhealthy alternatives on self and others.</p> <p><b>HE6.5.f</b> Decide which alternatives are healthy when making a decision.</p> <p><b>HE6.5.g</b> Predict the outcomes of a health-related decision.</p>

			<p><b>HE7.5.a</b> Describe situations that can help or hinder making a healthy decision and identify situations where making those decisions are more likely to occur.</p> <p><b>HE7.5.b</b> Determine when an individual or collaborative decision-making is appropriate.</p> <p><b>HE7.5.c</b> Differentiate between healthy and unhealthy alternatives to health-related issues or problems.</p> <p><b>HE7.5.d</b> Relate the potential short-term impact of each alternative to health-related issues or problems on self and others.</p> <p><b>HE7.5.e</b> Select healthy alternatives over unhealthy alternatives when making a decision.</p> <p><b>HE7.5.f</b> Examine the outcomes of a health-related decision.</p>
<p><b>Unit 3: Smoking: Myths and Realities</b></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"> <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> </ol>	<p><b>HE6.1.a</b> Compare how healthy behaviors and risk practices impact personal health.</p> <p><b>HE6.1.f</b> Identify the benefits of practicing healthy behaviors.</p> <p><b>HE6.1.g</b> Describe the consequences of engaging in unhealthy behaviors.</p> <p><b>HE6.1.j</b> Differentiate short and long-term effects of alcohol, tobacco, and/or other drug use, including social and legal implications.</p> <p><b>HE6.1.m</b> Describe the short and long-term effects of engaging in risky behaviors.</p>

		<ol style="list-style-type: none"> <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><b>HE6.2.h</b> Identify norms that influence health behaviors.</p> <p><b>HE6.8.a</b> Investigate a health position or practice and support it with valid information.</p> <p><b>HE6.8.c</b> Collaborate with others to advocate for healthy lifestyles and/or choices.</p> <p><b>HE7.1.a</b> Assess how healthy behaviors influence personal health and well-being.</p> <p><b>HE7.1.e</b> Explain ways to reduce or prevent health risks among adolescents.</p> <p><b>HE7.3.a</b> Examine and differentiate the validity of health information, products, and services for disease prevention and health promotion.</p> <p><b>HE7.3.b</b> Access valid health information from home, school, and community that enhances health.</p> <p><b>HE7.5.c</b> Differentiate between healthy and unhealthy alternatives to health-related issues or problems.</p> <p><b>HE7.5.d</b> Relate the potential short-term impact of each alternative to health-related issues or problems on self and others.</p> <p><b>HE7.5.e</b> Select healthy alternatives over unhealthy alternatives when making a decision.</p> <p><b>HE7.5.f</b> Examine the outcomes of a health-related decision.</p>
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			<p><b>HE7.8.a</b> Support a health-enhancing position with evidence-based information.</p> <p><b>HE7.8.b</b> Demonstrate strategies that influence and support others to make positive health choices.</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><b>HE6.1.a</b> Compare how healthy behaviors and risk practices impact personal health.</p> <p><b>HE6.1.f</b> Identify the benefits of practicing healthy behaviors.</p> <p><b>HE6.1.g</b> Describe the consequences of engaging in unhealthy behaviors.</p> <p><b>HE6.1.j</b> Differentiate short and long-term effects of alcohol, tobacco, and/or other drug use, including social and legal implications.</p> <p><b>HE6.1.m</b> Describe the short and long-term effects of engaging in risky behaviors.</p> <p><b>HE6.2.h</b> Identify norms that influence health behaviors.</p> <p><b>HE6.8.a</b> Investigate a health position or practice and support it with valid information.</p> <p><b>HE6.8.c</b> Collaborate with others to advocate for healthy lifestyles and/or choices.</p> <p><b>HE7.1.a</b> Assess how healthy behaviors influence personal health and well-being.</p> <p><b>HE7.1.e</b> Explain ways to reduce or prevent health risks among adolescents.</p>

			<p><b>HE7.3.a</b> Examine and differentiate the validity of health information, products, and services for disease prevention and health promotion.</p> <p><b>HE7.3.b</b> Access valid health information from home, school, and community that enhances health.</p> <p><b>HE7.5.c</b> Differentiate between healthy and unhealthy alternatives to health-related issues or problems.</p> <p><b>HE7.5.d</b> Relate the potential short-term impact of each alternative to health-related issues or problems on self and others.</p> <p><b>HE7.5.e</b> Select healthy alternatives over unhealthy alternatives when making a decision.</p> <p><b>HE7.5.f</b> Examine the outcomes of a health-related decision.</p> <p><b>HE7.8.a</b> Support a health-enhancing position with evidence-based information.</p> <p><b>HE7.8.b</b> Demonstrate strategies that influence and support others to make positive health choices.</p>
<p><b>Unit 5: Alcohol: Myths and Realities</b></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</li> </ol>	<p><b>HE6.1.a</b> Compare how healthy behaviors and risk practices impact personal health.</p> <p><b>HE6.1.f</b> Identify the benefits of practicing healthy behaviors.</p> <p><b>HE6.1.g</b> Describe the consequences of engaging in unhealthy behaviors.</p>

		<p>adults drink only occasionally and in moderation.</p> <ol style="list-style-type: none"> <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><b>HE6.1.j</b> Differentiate short and long-term effects of alcohol, tobacco, and/or other drug use, including social and legal implications.</p> <p><b>HE6.1.m</b> Describe the short and long-term effects of engaging in risky behaviors.</p> <p><b>HE6.2.h</b> Identify norms that influence health behaviors.</p> <p><b>HE6.8.a</b> Investigate a health position or practice and support it with valid information.</p> <p><b>HE6.8.c</b> Collaborate with others to advocate for healthy lifestyles and/or choices.</p> <p><b>HE7.1.a</b> Assess how healthy behaviors influence personal health and well-being.</p> <p><b>HE7.1.e</b> Explain ways to reduce or prevent health risks among adolescents.</p> <p><b>HE7.3.a</b> Examine and differentiate the validity of health information, products, and services for disease prevention and health promotion.</p> <p><b>HE7.3.b</b> Access valid health information from home, school, and community that enhances health.</p> <p><b>HE7.5.c</b> Differentiate between healthy and unhealthy alternatives to health-related issues or problems.</p> <p><b>HE7.5.d</b> Relate the potential short-term impact of each alternative to health-related issues or problems on self and others.</p>
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			<p><b>HE7.5.e</b> Select healthy alternatives over unhealthy alternatives when making a decision.</p> <p><b>HE7.5.f</b> Examine the outcomes of a health-related decision.</p> <p><b>HE7.8.a</b> Support a health-enhancing position with evidence-based information.</p> <p><b>HE7.8.b</b> Demonstrate strategies that influence and support others to make positive health choices.</p>
<p><b>Unit 6:</b> <b>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> <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><b>HE6.1.a</b> Compare how healthy behaviors and risk practices impact personal health.</p> <p><b>HE6.1.f</b> Identify the benefits of practicing healthy behaviors.</p> <p><b>HE6.1.g</b> Describe the consequences of engaging in unhealthy behaviors.</p> <p><b>HE6.1.j</b> Differentiate short and long-term effects of alcohol, tobacco, and/or other drug use, including social and legal implications.</p> <p><b>HE6.1.m</b> Describe the short and long-term effects of engaging in risky behaviors.</p> <p><b>HE6.2.h</b> Identify norms that influence health behaviors.</p> <p><b>HE6.8.a</b> Investigate a health position or practice and support it with valid information.</p>

			<p><b>HE6.8.c</b> Collaborate with others to advocate for healthy lifestyles and/or choices.</p> <p><b>HE7.1.a</b> Assess how healthy behaviors influence personal health and well-being.</p> <p><b>HE7.1.e</b> Explain ways to reduce or prevent health risks among adolescents.</p> <p><b>HE7.3.a</b> Examine and differentiate the validity of health information, products, and services for disease prevention and health promotion.</p> <p><b>HE7.3.b</b> Access valid health information from home, school, and community that enhances health.</p> <p><b>HE7.5.c</b> Differentiate between healthy and unhealthy alternatives to health-related issues or problems.</p> <p><b>HE7.5.d</b> Relate the potential short-term impact of each alternative to health-related issues or problems on self and others.</p> <p><b>HE7.5.e</b> Select healthy alternatives over unhealthy alternatives when making a decision.</p> <p><b>HE7.5.f</b> Examine the outcomes of a health-related decision.</p> <p><b>HE7.8.a</b> Support a health-enhancing position with evidence-based information.</p> <p><b>HE7.8.b</b> Demonstrate strategies that influence and support others to make positive health choices.</p>
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<p><b>Unit 7:</b> <b>Advertising</b></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> <li>4. Discuss alternative ways of responding to cigarette and alcohol ads.</li> </ol>	<p><b>HE6.2.a</b> Describe the influences on adolescence.</p> <p><b>HE6.2.b</b> Identify the influence of various cultures on health beliefs and practices.</p> <p><b>HE6.2.e</b> Illustrate how media messages influence health behaviors.</p> <p><b>HE6.2.g</b> Explain the harmful effects of explicit media, messaging, and images on self-esteem body image, and relationships.</p> <p><b>HE6.2.h</b> Identify norms that influence health behaviors.</p> <p><b>HE6.8.a</b> Investigate a health position or practice and support it with valid information.</p> <p><b>HE6.8.b</b> Identify strategies that will support others in positive choices regarding their health.</p> <p><b>HE6.8.c</b> Collaborate with others to advocate for healthy lifestyles and/or choices.</p> <p><b>HE6.8.d c</b> Identify the methods in which health messages can be altered to appeal to different age groups.</p> <p><b>HE7.2.d</b> Examine how information from the media influences personal health and well-being.</p> <p><b>HE7.2.e</b> Interpret the influence of technology on personal health beliefs.</p> <p><b>HE7.2.g</b> Indicate how the perceptions of norms influence healthy and unhealthy behaviors.</p>
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			<p><b>HE7.2.h</b> Describe the influence of personal beliefs on health practices and behaviors.</p> <p><b>HE7.2.i</b> Discuss how choices can influence the likelihood of healthy or unhealthy behaviors.</p>
<p><b>Unit 8: Violence and the Media</b></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> <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><b>HE6.2.a</b> Describe the influences on adolescence.</p> <p><b>HE6.2.b</b> Identify the influence of various cultures on health beliefs and practices.</p> <p><b>HE6.2.e</b> Illustrate how media messages influence health behaviors.</p> <p><b>HE6.2.g</b> Explain the harmful effects of explicit media, messaging, and images on self-esteem body image, and relationships.</p> <p><b>HE6.2.h</b> Identify norms that influence health behaviors.</p> <p><b>HE6.8.a</b> Investigate a health position or practice and support it with valid information.</p> <p><b>HE6.8.b</b> Identify strategies that will support others in positive choices regarding their health.</p> <p><b>HE6.8.c</b> Collaborate with others to advocate for healthy lifestyles and/or choices.</p> <p><b>HE6.8.d</b> Identify the methods in which health messages can be altered to appeal to different age groups.</p> <p><b>HE7.2.d</b> Examine how information from the media influences personal health and well-being.</p>

			<p><b>HE7.2.e</b> Interpret the influence of technology on personal health beliefs.</p> <p><b>HE7.2.g</b> Indicate how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p><b>HE7.2.h</b> Describe the influence of personal beliefs on health practices and behaviors.</p> <p><b>HE7.2.i</b> Discuss how choices can influence the likelihood of healthy or unhealthy behaviors.</p>
<p><b>Unit 9: Coping with Anxiety</b></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 exercise, mental rehearsal, deep breathing).</li> </ol>	<p><b>HE6.1.b</b> Identify the interrelationships of emotional and social health in adolescence.</p> <p><b>HE6.1.c</b> Examine how one’s surroundings impact personal health and well-being.</p> <p><b>HE6.7.a</b> Identify the importance of accepting responsibility for personal health behaviors.</p> <p><b>HE6.7.b</b> Demonstrate healthy behaviors that will maintain or improve the health of self and/or others.</p> <p><b>HE6.7.c</b> Model practices to avoid or reduce health risks to self and/or others.</p> <p><b>HE7.1.b</b> Describe the interrelationship of emotional, social, and physical health in adolescence.</p> <p><b>HE7.1.d</b> Analyze how the environment can impact personal health.</p> <p><b>HE7.7.a</b> Describe the importance of accepting responsibility for personal health behaviors.</p>

			<p><b>HE7.7.b</b> Create personal examples of healthy behaviors that will maintain or improve the health of self and/or others.</p> <p><b>HE7.7.c</b> Demonstrate behaviors to avoid or reduce health risks to self and/or others.</p>
<p><b>Unit 10: Coping with Anger</b></p>	<p>Students will learn about the physical effects of anger, and practice techniques for controlling this often-volatile emotion.</p>	<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><b>HE6.1.b</b> Identify the interrelationships of emotional and social health in adolescence.</p> <p><b>HE6.1.c</b> Examine how one’s surroundings impact personal health and well-being.</p> <p><b>HE6.7.a</b> Identify the importance of accepting responsibility for personal health behaviors.</p> <p><b>HE6.7.b</b> Demonstrate healthy behaviors that will maintain or improve the health of self and/or others.</p> <p><b>HE6.7.c</b> Model practices to avoid or reduce health risks to self and/or others.</p> <p><b>HE7.1.b</b> Describe the interrelationship of emotional, social, and physical health in adolescence.</p> <p><b>HE7.1.d</b> Analyze how the environment can impact personal health.</p> <p><b>HE7.7.a</b> Describe the importance of accepting responsibility for personal health behaviors.</p> <p><b>HE7.7.b</b> Create personal examples of healthy behaviors that will maintain or improve the health of self and/or others.</p>

			<b>HE7.7.c</b> Demonstrate behaviors to avoid or reduce health risks to self and/or others.
<b>Unit 11: Communication Skills</b>	Students will learn how to use verbal and nonverbal communication skills to avoid misunderstandings.	Students will: <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><b>HE6.4.a</b> Demonstrate effective verbal and nonverbal communication skills to enhance personal health and well-being.</p> <p><b>HE6.4.b</b> Demonstrate effective conflict management or resolution strategies.</p> <p><b>HE7.4.a</b> Apply effective verbal and nonverbal communication skills to enhance personal health and well-being.</p> <p><b>HE7.4.b</b> Demonstrate effective conflict management or resolution strategies and model refusal and negotiation skills that avoid or reduce health risks.</p>
<b>Unit 12: Social Skills (A)</b>	Students will learn how to use communication skills to develop social skills.	Students will: <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> </ol>	<p><b>HE6.4.a</b> Demonstrate effective verbal and nonverbal communication skills to enhance personal health and well-being.</p> <p><b>HE6.4.b</b> Demonstrate effective conflict management or resolution strategies.</p> <p><b>HE6.7.a</b> Identify the importance of accepting responsibility for personal health behaviors.</p> <p><b>HE6.7.b</b> Demonstrate healthy behaviors that will maintain or improve the health of self and/or others.</p> <p><b>HE6.7.c</b> Model practices to avoid or reduce health risks to self and/or others.</p>

		<p>5. Practice initiating, sustaining, and ending conversations.</p>	<p><b>HE7.4.a</b> Apply effective verbal and nonverbal communication skills to enhance personal health and well-being.</p> <p><b>HE7.4.b</b> Demonstrate effective conflict management or resolution strategies and model refusal and negotiation skills that avoid or reduce health risks.</p> <p><b>HE7.7.d</b> Demonstrate how to treat all individuals with respect and dignity. Learning how to appropriately disagree with others is a valued skill set.</p>
<p><b>Unit 13: Social Skills (B)</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"> <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> <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>HE6.4.a</b> Demonstrate effective verbal and nonverbal communication skills to enhance personal health and well-being.</p> <p><b>HE6.4.b</b> Demonstrate effective conflict management or resolution strategies.</p> <p><b>HE6.7.a</b> Identify the importance of accepting responsibility for personal health behaviors.</p> <p><b>HE6.7.b</b> Demonstrate healthy behaviors that will maintain or improve the health of self and/or others.</p> <p><b>HE6.7.c</b> Model practices to avoid or reduce health risks to self and/or others.</p> <p><b>HE7.4.a</b> Apply effective verbal and nonverbal communication skills to enhance personal health and well-being.</p> <p><b>HE7.4.b</b> Demonstrate effective conflict management or resolution strategies and model refusal and negotiation skills that avoid or reduce health risks.</p>

			<p><b>HE7.7.d</b> Demonstrate how to treat all individuals with respect and dignity. Learning how to appropriately disagree with others is a valued skill set.</p>
<p><b>Unit 14:</b> <b>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 teens are pressured to smoke, drink, or use marijuana.</li> </ol>	<p><b>HE6.1.b</b> Identify the interrelationships of emotional and social health in adolescence.</p> <p><b>HE6.4.a</b> Demonstrate effective verbal and nonverbal communication skills to enhance personal health and well-being.</p> <p><b>HE6.4.b</b> Demonstrate effective conflict management or resolution strategies.</p> <p><b>HE6.7.a</b> Identify the importance of accepting responsibility for personal health behaviors.</p> <p><b>HE6.7.b</b> Demonstrate healthy behaviors that will maintain or improve the health of self and/or others.</p> <p><b>HE6.7.c</b> Model practices to avoid or reduce health risks to self and/or others.</p> <p><b>HE7.1.a</b> Assess how healthy behaviors influence personal health and well-being.</p> <p><b>HE7.1.b</b> Describe the interrelationship of emotional, social, and physical health in adolescence.</p> <p><b>HE7.4.a</b> Apply effective verbal and nonverbal communication skills to enhance personal health and well-being.</p>

			<p><b>HE7.4.b</b> Demonstrate effective conflict management or resolution strategies and model refusal and negotiation skills that avoid or reduce health risks.</p> <p><b>HE7.7.d</b> Demonstrate how to treat all individuals with respect and dignity. Learning how to appropriately disagree with others is a valued skill set.</p>
<p><b>Unit 15: Resolving Conflicts</b></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"> <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><b>HE6.1.b</b> Identify the interrelationships of emotional and social health in adolescence.</p> <p><b>HE6.4.a</b> Demonstrate effective verbal and nonverbal communication skills to enhance personal health and well-being.</p> <p><b>HE6.4.b</b> Demonstrate effective conflict management or resolution strategies.</p> <p><b>HE6.7.a</b> Identify the importance of accepting responsibility for personal health behaviors.</p> <p><b>HE6.7.b</b> Demonstrate healthy behaviors that will maintain or improve the health of self and/or others.</p> <p><b>HE6.7.c</b> Model practices to avoid or reduce health risks to self and/or others.</p> <p><b>HE7.1.a</b> Assess how healthy behaviors influence personal health and well-being.</p> <p><b>HE7.1.b</b> Describe the interrelationship of emotional, social, and physical health in adolescence.</p>

			<p><b>HE7.4.a</b> Apply effective verbal and nonverbal communication skills to enhance personal health and well-being.</p> <p><b>HE7.4.b</b> Demonstrate effective conflict management or resolution strategies and model refusal and negotiation skills that avoid or reduce health risks.</p> <p><b>HE7.7.d</b> Demonstrate how to treat all individuals with respect and dignity. Learning how to appropriately disagree with others is a valued skill set.</p>
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## Level Two

<b><i>Botvin LifeSkills®</i></b> <b>Training Units</b> <b>for Grades 7/8</b>	<b>Unit Goal</b>	<b>Unit Objectives</b>	<b>Georgia Learning Standard(s)</b>
<b>Unit 1: Drug Abuse and Violence: Causes and Effects</b>	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"> <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><b>HE7.1.c</b> Cite how family history can impact personal health and well-being.</p> <p><b>HE7.1.d</b> Analyze how the environment can impact personal health.</p> <p><b>HE7.1.e</b> Explain ways to reduce or prevent health risks among adolescents.</p> <p><b>HE7.1.f</b> Examine the risk of injury or illness if engaging in unhealthy behaviors.</p> <p><b>HE7.2.g</b> Indicate how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p><b>HE7.2.h</b> Describe the influence of personal beliefs on health practices and behaviors.</p> <p><b>HE7.2.i</b> Discuss how choices can influence the likelihood of healthy or unhealthy behaviors.</p>

			<p><b>HE7.3.d</b> Describe circumstances that may require professional health services and resources.</p> <p><b>HE7.7.b</b> Create personal examples of healthy behaviors that will maintain or improve the health of self and/or others.</p> <p><b>HE7.7.c</b> Demonstrate behaviors to avoid or reduce health risks to self and/or others.</p> <p><b>HE7.8.a</b> Support a health-enhancing position with evidence-based information.</p> <p><b>HE7.8.b</b> Demonstrate strategies that influence and support others to make positive health choices.</p> <p><b>HE8.1.c</b> Analyze how the environment affects personal health.</p> <p><b>HE8.1.d</b> Research how heredity can impact personal health and well-being.</p> <p><b>HE8.1.g</b> Describe the benefits of and barriers to practicing behaviors that impact personal health and well-being.</p> <p><b>HE8.1.h</b> Examine the correlation and impact of injury or illness if engaging in unhealthy behaviors.</p> <p><b>HE8.1.i</b> Describe types of violent behaviors and available resources to obtain support.</p> <p><b>HE8.1.r</b> Explain the unintended outcomes of risky behavior.</p>
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			<p><b>HE8.2.a</b> Analyze how family, peers, culture, and environment influence personal health and well-being and family health.</p> <p><b>HE8.2.b</b> Explain how adolescent perceived norms influence healthy and unhealthy behaviors.</p> <p><b>HE8.2.c</b> Explain the influence of personal values and beliefs on individual health practices and behaviors.</p> <p><b>HE8.2.e</b> Describe how some health risk behaviors can influence the likelihood of engaging in other unhealthy behaviors.</p> <p><b>HE8.7.a</b> Connect the relationship between assuming responsibility for personal health and avoiding risky behaviors.</p>
<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> </ol>	<p><b>HE7.5.a</b> Describe situations that can help or hinder making a healthy decision and identify situations where making those decisions are more likely to occur.</p> <p><b>HE7.5.b</b> Determine when an individual or collaborative decision-making is appropriate.</p> <p><b>HE7.5.c</b> Differentiate between healthy and unhealthy alternatives to health-related issues or problems.</p> <p><b>HE7.5.d</b> Relate the potential short-term impact of each alternative to health-related issues or problems on self and others.</p>

		<ol style="list-style-type: none"> <li>4. Identify common external influences on decision-making.</li> <li>5. Practice making decisions using the suggested formula.</li> </ol>	<p><b>HE7.5.e</b> Select healthy alternatives over unhealthy alternatives when making a decision.</p> <p><b>HE7.5.f</b> Examine the outcomes of a health-related decision.</p> <p><b>HE8.5.a</b> Identify health-related situations that might require a health-enhancing decision.</p> <p><b>HE8.5.b</b> Analyze when assistance is needed in making a health-related decision.</p> <p><b>HE8.5.c</b> Discuss healthy options to promote well-being and prevent disease.</p> <p><b>HE8.5.d</b> Critique the potential outcomes of health-related scenarios when making a decision.</p> <p><b>HE8.5.e</b> Support choosing a healthy option when making a decision.</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</li> </ol>	<p><b>HE7.2.d</b> Examine how information from the media influences personal health and well-being.</p> <p><b>HE7.2.e</b> Interpret the influence of technology on personal health beliefs.</p> <p><b>HE7.2.</b> Indicate how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p><b>HE7.2.h</b> Describe the influence of personal beliefs on health practices and behaviors.</p>

		<p>cigarettes and alcoholic beverages.</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>HE7.2.i</b> Discuss how choices can influence the likelihood of healthy or unhealthy behaviors.</p> <p><b>HE8.2.e</b> Describe how some health risk behaviors can influence the likelihood of engaging in other unhealthy behaviors.</p> <p><b>HE8.2.f</b> Explain how school and public health policies can influence health promotion and disease prevention.</p> <p><b>HE8.3.a</b> Analyze the validity of health information, products, and services to promote personal health and well-being and prevent disease.</p> <p><b>HE8.3.b</b> Critique valid health information from home, school, and community, to enhance personal health and well-being.</p> <p><b>HE8.3.c</b> Analyze products that enhance well-being and the accessibility of those products within the community</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> </ol>	<p><b>HE7.1.b</b> Describe the interrelationship of emotional, social, and physical health in adolescence.</p> <p><b>HE7.1.d</b> Analyze how the environment can impact personal health.</p> <p><b>HE7.7.a</b> Describe the importance of accepting responsibility for personal health behaviors.</p> <p><b>HE7.7.b</b> Create personal examples of healthy behaviors that will maintain or improve the health of self and/or others.</p>

		<p>4. Recognize the value of positive thinking.</p>	<p><b>HE7.7.c</b> Demonstrate behaviors to avoid or reduce health risks to self and/or others.</p> <p><b>HE8.1.</b> Analyze the relationships between behaviors and personal health.</p> <p><b>HE8.1.b</b> Summarize the interrelationships of personal health and well-being.</p> <p><b>HE8.1.c</b> Analyze how the environment affects personal health.</p> <p><b>HE8.7.b</b> Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.</p> <p><b>HE8.7.c</b> Analyze and apply behaviors that eliminate or reduce health risks to self and/or 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><b>HE7.1.b</b> Describe the interrelationship of emotional, social, and physical health in adolescence.</p> <p><b>HE7.1.d</b> Analyze how the environment can impact personal health.</p> <p><b>HE7.7.a</b> Describe the importance of accepting responsibility for personal health behaviors.</p> <p><b>HE7.7.b</b> Create personal examples of healthy behaviors that will maintain or improve the health of self and/or other.</p>

		<p>6. Review techniques for controlling anger.</p> <p>7. Practice techniques for controlling anger.</p>	<p><b>HE7.7.c</b> Demonstrate behaviors to avoid or reduce health risks to self and/or others.</p> <p><b>HE8.1.a</b> Analyze the relationships between behaviors and personal health.</p> <p><b>HE8.1.b</b> Summarize the interrelationships of personal health and well-being.</p> <p><b>HE8.1.c</b> Analyze how the environment affects personal health.</p> <p><b>HE8.1.I</b> Describe types of violent behaviors and available resources to obtain support.</p> <p><b>HE8.7.b</b> Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.</p> <p><b>HE8.7.c</b> Analyze and apply behaviors that eliminate or reduce health risks to self and/or 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> <li>2. Understand the importance of consistency between verbal and nonverbal</li> </ol>	<p><b>HE7.4.a</b> Apply effective verbal and nonverbal communication skills to enhance personal health and well-being.</p> <p><b>HE7.4.b</b> Demonstrate effective conflict management or resolution strategies and model refusal and negotiation skills that avoid or reduce health risks.</p> <p><b>HE8.4.a</b> Apply effective verbal and nonverbal communication skills to enhance personal health and well-being.</p>

		<p>channels of communication.</p> <ol style="list-style-type: none"> <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><b>HE8.4.b</b> Demonstrate refusal and negotiation skills that avoid or reduce health risks.</p> <p><b>HE8.4.c</b> Demonstrate effective conflict management and/or resolution strategies.</p> <p><b>HE8.4.d</b> Model how to ask for assistance to enhance the health of self and 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><b>HE7.4.a</b> Apply effective verbal and nonverbal communication skills to enhance personal health and well-being.</p> <p><b>HE7.4.b</b> Demonstrate effective conflict management or resolution strategies and model refusal and negotiation skills that avoid or reduce health risks.</p> <p><b>HE7.7.d</b> Demonstrate how to treat all individuals with respect and dignity. Learning how to appropriately disagree with others is a valued skill set.</p>

			<p><b>HE7.4.a</b> Apply effective verbal and nonverbal communication skills to enhance personal health and well-being.</p> <p><b>HE7.4.b</b> Demonstrate effective conflict management or resolution strategies and model refusal and negotiation skills that avoid or reduce health risks.</p> <p><b>HE8.4.a</b> Apply effective verbal and nonverbal communication skills to enhance personal health and well-being.</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><b>HE7.1.a</b> Assess how healthy behaviors influence personal health and well-being.</p> <p><b>HE7.1.b</b> Describe the interrelationship of emotional, social, and physical health in adolescence.</p> <p><b>HE7.4.a</b> Apply effective verbal and nonverbal communication skills to enhance personal health and well-being.</p> <p><b>HE7.4.b</b> Demonstrate effective conflict management or resolution strategies and model refusal and negotiation skills that avoid or reduce health risks.</p> <p><b>HE7.7.d</b> Demonstrate how to treat all individuals with respect and dignity. Learning how to appropriately disagree with others is a valued skill set.</p> <p><b>HE8.1.m</b> Examine the dynamics of healthy and unhealthy relationships. Students should be made aware that they have the right to refuse to participate in</p>

			<p>activities (drug use, criminal, sex, bullying ex...) and such activities should be reported to a trusted adult.</p> <p><b>HE8.4.a</b> Apply effective verbal and nonverbal communication skills to enhance personal health and well-being.</p> <p><b>HE8.4.b</b> Demonstrate refusal and negotiation skills that avoid or reduce health risks.</p> <p><b>HE8.4.c</b> Demonstrate effective conflict management and/or resolution strategies.</p> <p><b>HE8.4.d</b> Model how to ask for assistance to enhance the health of self and others.</p> <p><b>HE8.5.a</b> Identify health-related situations that might require a health-enhancing decision.</p> <p><b>HE8.5.e</b> Support choosing a healthy option when making a decision.</p> <p><b>HE8.7.b</b> Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.</p> <p><b>HE8.7.c</b> Analyze and apply behaviors that eliminate or reduce health risks to self and/or 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> </ol>	<p><b>HE7.1.a</b> Assess how healthy behaviors influence personal health and well-being.</p>

		<ol style="list-style-type: none"> <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><b>HE7.1.b</b> Describe the interrelationship of emotional, social, and physical health in adolescence.</p> <p><b>HE7.4.a</b> Apply effective verbal and nonverbal communication skills to enhance personal health and well-being.</p> <p><b>HE7.4.b</b> Demonstrate effective conflict management or resolution strategies and model refusal and negotiation skills that avoid or reduce health risks.</p> <p><b>HE7.7.d</b> Demonstrate how to treat all individuals with respect and dignity. Learning how to appropriately disagree with others is a valued skill set.</p> <p><b>HE8.1.I</b> Describe types of violent behaviors and available resources to obtain support.</p> <p><b>HE8.4.a</b> Apply effective verbal and nonverbal communication skills to enhance personal health and well-being.</p> <p><b>HE8.4.c</b> Demonstrate effective conflict management and/or resolution strategies.</p> <p><b>HE8.4.d</b> Model how to ask for assistance to enhance the health of self and others.</p> <p><b>HE8.5.d</b> Critique the potential outcomes of health-related scenarios when making a decision.</p> <p><b>HE8.5.e</b> Support choosing a healthy option when making a decision.</p>
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			<p><b>HE8.7.b</b> Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.</p> <p><b>HE8.7.c</b> Analyze and apply behaviors that eliminate or reduce health risks to self and/or others.</p> <p><b>HE8.8.b</b> Design strategies that will influence and support others to make positive health choices.</p> <p><b>HE8.8.c</b> Collaborate with others to advocate for the personal health and well-being of individuals, families, and schools.</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> </ol>	<p><b>HE7.2.a</b> Investigate how the values and behaviors of those close to you influence your health.</p> <p><b>HE7.2.c</b> Compare how family and other factors influence personal health and well-being.</p> <p><b>HE7.2.i</b> Discuss how choices can influence the likelihood of healthy or unhealthy behaviors.</p> <p><b>HE7.4.a</b> Apply effective verbal and nonverbal communication skills to enhance personal health and well-being.</p> <p><b>HE7.4.b</b> Demonstrate effective conflict management or resolution strategies and model refusal and negotiation skills that avoid or reduce health risks.</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><b>HE7.5.a</b> Describe situations that can help or hinder making a healthy decision and identify situations where making those decisions are more likely to occur.</p> <p><b>HE7.5.b</b> Determine when an individual or collaborative decision-making is appropriate.</p> <p><b>HE7.5.c</b> Differentiate between healthy and unhealthy alternatives to health-related issues or problems.</p> <p><b>HE7.7.a</b> Describe the importance of accepting responsibility for personal health behaviors.</p> <p><b>HE7.7.b</b> Create personal examples of healthy behaviors that will maintain or improve the health of self and/or others.</p> <p><b>HE7.7.c</b> Demonstrate behaviors to avoid or reduce health risks to self and/or others.</p> <p><b>HE8.2.b</b> Explain how adolescent perceived norms influence healthy and unhealthy behaviors.</p> <p><b>HE8.2.c</b> Explain the influence of personal values and beliefs on individual health practices and behaviors.</p> <p><b>HE8.4.a</b> Apply effective verbal and nonverbal communication skills to enhance personal health and well-being.</p> <p><b>HE8.4.b</b> Demonstrate refusal and negotiation skills that avoid or reduce health risks.</p>
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			<p><b>HE8.5.a</b> Identify health-related situations that might require a health-enhancing decision.</p> <p><b>HE8.5.b</b> Analyze when assistance is needed in making a health-related decision.</p> <p><b>HE8.5.c</b> Discuss healthy options to promote well-being and prevent disease.</p> <p><b>HE8.5.d</b> Critique the potential outcomes of health-related scenarios when making a decision.</p> <p><b>HE8.5.e</b> Support choosing a healthy option when making a decision.</p> <p><b>HE8.7.b</b> Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.</p> <p><b>HE8.7.c</b> Analyze and apply behaviors that eliminate or reduce health risks to self and/or 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>Georgia 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>	<p><b>HE8.1.c</b> Analyze how the environment affects personal health.</p> <p><b>HE8.1.d</b> Research how heredity can impact personal health and well-being.</p> <p><b>HE8.1.g</b> Describe the benefits of and barriers to practicing behaviors that impact personal health and well-being.</p> <p><b>HE8.1.h</b> Examine the correlation and impact of injury or illness if engaging in unhealthy behaviors.</p> <p><b>HE8.1.i</b> Describe types of violent behaviors and available resources to obtain support.</p> <p><b>HE8.1.r</b> Explain the unintended outcomes of risky behavior.</p> <p><b>HE8.2.a</b> Analyze how family, peers, culture, and environment influence personal health and well-being and family health.</p> <p><b>HE8.2.b</b> Explain how adolescent perceived norms influence healthy and unhealthy behaviors.</p>

			<p><b>HE8.2.c</b> Explain the influence of personal values and beliefs on individual health practices and behaviors.</p> <p><b>HE8.2.e</b> Describe how some health risk behaviors can influence the likelihood of engaging in other unhealthy behaviors.</p> <p><b>HE8.7.a</b> Connect the relationship between assuming responsibility for personal health and avoiding risky behaviors.</p> <p><b>HEHS.1.a</b> Predict how health behaviors can affect health status.</p> <p><b>HEHS.1.b</b> Describe the relationship between personal health and well-being.</p> <p><b>HEHS.1.c</b> Analyze how the environment and personal health are interrelated.</p> <p><b>HEHS.2.g</b> Analyze how some health risk behaviors can increase the likelihood of engaging in additional unhealthy behaviors.</p> <p><b>HEHS.5.e</b> Analyze the potential short-term and long-term impact of each decision on self and others.</p> <p><b>HEHS.5.f</b> Explain how decisions can negatively and positively impact personal health and well-being.</p> <p><b>HEHS.5.g</b> Compare and contrast the short- and long-term outcomes of health-related decisions.</p> <p><b>HEHS.7.a</b> Demonstrate individual responsibility for improving personal health.</p>
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			<b>HEHS.7.b</b> Choose and implement a variety of healthy practices and behaviors that will consistently maintain or improve health.
<b>Unit 2: Making Decisions</b>	Students will continue to practice the 3 Cs of effective decision-making.	Students will: <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><b>HEHS.1.a</b> Predict how health behaviors can affect health status.</p> <p><b>HEHS.1.g</b> Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.</p> <p><b>HEHS.5.a</b> Determine the barriers to making a positive, healthy decision.</p> <p><b>HEHS.5.b</b> Develop and apply a decision-making process to a health-related situation.</p> <p><b>HEHS.5.d</b> Describe evidence-based choices to health-related issues or problems.</p> <p><b>HEHS.5.e</b> Analyze the potential short-term and long-term impact of each decision on self and others.</p> <p><b>HEHS.5.f</b> Explain how decisions can negatively and positively impact personal health and well-being.</p> <p><b>HEHS.5.g</b> Compare and contrast the short- and long-term outcomes of health-related decisions.</p> <p><b>HE8.5.a</b> Identify health-related situations that might require a health-enhancing decision.</p> <p><b>HE8.5.b</b> Analyze when assistance is needed in making a health-related decision.</p>

			<p><b>HE8.5.c</b> Discuss healthy options to promote well-being and prevent disease.</p> <p><b>HE8.5.d</b> Critique the potential outcomes of health-related scenarios when making a decision.</p> <p><b>HE8.5.e</b> Support choosing a healthy option when making a decision.</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 responses to pro-drug media influences.</li> <li>4. Use critical thinking skills to resist pro-drug media influences.</li> </ol>	<p><b>HE8.2.e</b> Describe how some health risk behaviors can influence the likelihood of engaging in other unhealthy behaviors.</p> <p><b>HE8.2.f</b> Explain how school and public health policies can influence health promotion and disease prevention.</p> <p><b>HE8.3.a</b> Analyze the validity of health information, products, and services to promote personal health and well-being and prevent disease.</p> <p><b>HE8.3.b</b> Critique valid health information from home, school, and community, to enhance personal health and well-being.</p> <p><b>HE8.3.c</b> Analyze products that enhance well-being and the accessibility of those products within the community.</p> <p><b>HEHS.2.a</b> Analyze how the family, culture, and environment influence the health of individuals.</p> <p><b>HEHS.2.b</b> Analyze how the culture supports and challenges health beliefs, practices, and behaviors.</p> <p><b>HEHS.2.c</b> Analyze how peers influence healthy and unhealthy behaviors.</p>

			<p><b>HEHS.2.d</b> Evaluate how the school and community can affect personal health practices and behavior.</p> <p><b>HEHS.2.e</b> Evaluate the effect of media on personal and family health.</p> <p><b>HEHS.2.f</b> Evaluate the impact of technology on personal, family, and community health.</p> <p><b>HEHS.2.g</b> Analyze how some health risk behaviors can increase the likelihood of engaging in additional unhealthy behaviors.</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 muscle relaxation.</li> <li>3. Review and practice cognitive self-control skills for dealing with anxiety.</li> </ol>	<p><b>HE8.1.a</b> Analyze the relationships between behaviors and personal health.</p> <p><b>HE8.1.b</b> Summarize the interrelationships of personal health and well-being.</p> <p><b>HE8.1.c</b> Analyze how the environment affects personal health.</p> <p><b>HE8.7.b</b> Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.</p> <p><b>HE8.7.c</b> Analyze and apply behaviors that eliminate or reduce health risks to self and/or others</p> <p><b>HEHS.1.c</b> Analyze how the environment and personal health are interrelated.</p> <p><b>HEHS.1.a</b> Predict how health behaviors can affect health status.</p> <p><b>HEHS.7.a</b> Demonstrate individual responsibility for improving personal health.</p>

			<p><b>HEHS.7.b</b> Choose and implement a variety of healthy practices and behaviors that will consistently maintain or improve health.</p> <p><b>HEHS.7.c</b> Model behaviors to avoid or reduce health risks to self and/or 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> <ol style="list-style-type: none"> <li>1. Discuss the physical symptoms of anger.</li> <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>HE8.1.a</b> Analyze the relationships between behaviors and personal health.</p> <p><b>HE8.1.b</b> Summarize the interrelationships of personal health and well-being.</p> <p><b>HE8.1.c</b> Analyze how the environment affects personal health.</p> <p><b>HE8.1.I</b> Describe types of violent behaviors and available resources to obtain support.</p> <p><b>HE8.7.b</b> Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.</p> <p><b>HE8.7.c</b> Analyze and apply behaviors that eliminate or reduce health risks to self and/or others</p> <p><b>HEHS.1.c</b> Analyze how the environment and personal health are interrelated.</p> <p><b>HEHS.1.a</b> Predict how health behaviors can affect health status.</p> <p><b>HEHS.7.a</b> Demonstrate individual responsibility for improving personal health.</p>

			<p><b>HEHS.7.b</b> Choose and implement a variety of healthy practices and behaviors that will consistently maintain or improve health.</p> <p><b>HEHS.7.c</b> Model behaviors to avoid or reduce health risks to self and/or 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><b>HE8.4.a</b> Apply effective verbal and nonverbal communication skills to enhance personal health and well-being.</p> <p><b>HEHS.1.c</b> Analyze how the environment and personal health are interrelated.</p> <p><b>HEHS.2.b</b> Analyze how the culture supports and challenges health beliefs, practices, and behaviors.</p> <p><b>HEHS.4.a</b> Demonstrate effective communication with family, peers, and others to enhance health.</p> <p><b>HEHS.4.b</b> Demonstrate strategies to prevent, manage, or resolve conflicts without harming self or others.</p> <p><b>HEHS.4.c</b> Demonstrate how to ask for and offer assistance to enhance the health of self and others.</p> <p><b>HEHS.2.c</b> Analyze how peers influence healthy and unhealthy behaviors.</p>
<p><b>Unit 7: 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> </ol>	<p><b>HE8.1.m</b> Examine the dynamics of healthy and unhealthy relationships. Students should be made aware that they have the right to refuse to participate in activities (drug use, criminal, sex, bullying ex...) and such activities should be reported to a trusted adult.</p>

		<ol style="list-style-type: none"> <li>2. Identify and use verbal assertive skills.</li> <li>3. Identify and use nonverbal assertive skills.</li> </ol>	<p><b>HE8.4.a</b> Apply effective verbal and nonverbal communication skills to enhance personal health and well-being.</p> <p><b>HE8.4.b</b> Demonstrate refusal and negotiation skills that avoid or reduce health risks.</p> <p><b>HE8.4.c</b> Demonstrate effective conflict management and/or resolution strategies.</p> <p><b>HE8.4.d</b> Model how to ask for assistance to enhance the health of self and others.</p> <p><b>HE8.5.a</b> Identify health-related situations that might require a health-enhancing decision.</p> <p><b>HE8.5.e</b> Support choosing a healthy option when making a decision.</p> <p><b>HE8.7.b</b> Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.</p> <p><b>HE8.7.c</b> Analyze and apply behaviors that eliminate or reduce health risks to self and/or others</p> <p><b>HEHS.4.a</b> Demonstrate effective communication with family, peers, and others to enhance health.</p> <p><b>HEHS.4.b</b> Demonstrate strategies to prevent, manage, or resolve conflicts without harming self or others.</p> <p><b>HEHS.4.c</b> Demonstrate how to ask for and offer assistance to enhance the health of self and others.</p> <p><b>HEHS.8.e</b> Demonstrate how to treat all individuals with respect and dignity. Learning how to appropriately disagree with others is a valued skill set.</p>
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<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><b>HE8.1.i</b> Describe types of violent behaviors and available resources to obtain support.</p> <p><b>HE8.4.a</b> Apply effective verbal and nonverbal communication skills to enhance personal health and well-being.</p> <p><b>HE8.4.c</b> Demonstrate effective conflict management and/or resolution strategies.</p> <p><b>HE8.4.d</b> Model how to ask for assistance to enhance the health of self and others.</p> <p><b>HE8.5.d</b> Critique the potential outcomes of health-related scenarios when making a decision.</p> <p><b>HE8.5.e</b> Support choosing a healthy option when making a decision.</p> <p><b>HE8.7.b</b> Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.</p> <p><b>HE8.7.c</b> Analyze and apply behaviors that eliminate or reduce health risks to self and/or others.</p> <p><b>HE8.8.b</b> Design strategies that will influence and support others to make positive health choices.</p> <p><b>HE8.8.c</b> Collaborate with others to advocate for the personal health and well-being of individuals, families, and schools.</p> <p><b>HEHS.4.a</b> Demonstrate effective communication with family, peers, and others to enhance health.</p> <p><b>HEHS.4.b</b> Demonstrate strategies to prevent, manage, or resolve conflicts without harming self or others.</p>
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			<p><b>HEHS.4.c</b> Demonstrate how to ask for and offer assistance to enhance the health of self and others.</p> <p><b>HEHS.8.e</b> Demonstrate how to treat all individuals with respect and dignity. Learning how to appropriately disagree with others is a valued skill set.</p>
<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 pressure to engage in substance use.</li> <li>2. Identify and practice techniques for dealing with peer pressure to smoke, drink, or use drugs.</li> </ol>	<p><b>HE8.2.b</b> Explain how adolescent perceived norms influence healthy and unhealthy behaviors.</p> <p><b>HE8.2.c</b> Explain the influence of personal values and beliefs on individual health practices and behaviors.</p> <p><b>HE8.4.a</b> Apply effective verbal and nonverbal communication skills to enhance personal health and well-being.</p> <p><b>HE8.4.b</b> Demonstrate refusal and negotiation skills that avoid or reduce health risks.</p> <p><b>HE8.5.a</b> Identify health-related situations that might require a health-enhancing decision.</p> <p><b>HE8.5.b</b> Analyze when assistance is needed in making a health-related decision.</p> <p><b>HE8.5.c</b> Discuss healthy options to promote well-being and prevent disease.</p> <p><b>HE8.5.d</b> Critique the potential outcomes of health-related scenarios when making a decision.</p> <p><b>HE8.5.e</b> Support choosing a healthy option when making a decision.</p>

			<p><b>HE8.7.b</b> Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.</p> <p><b>HE8.7.c</b> Analyze and apply behaviors that eliminate or reduce health risks to self and/or others.</p> <p><b>HEHS.2.c</b> Analyze how peers influence healthy and unhealthy behaviors.</p> <p><b>HEHS.2.g</b> Analyze how some health risk behaviors can increase the likelihood of engaging in additional unhealthy behaviors.</p> <p><b>HEHS.4.a</b> Demonstrate effective communication with family, peers, and others to enhance health.</p> <p><b>HEHS.5.b</b> Develop and apply a decision-making process to a health-related situation.</p> <p><b>HEHS.7.b</b> Choose and implement a variety of healthy practices and behaviors that will consistently maintain or improve health.</p> <p><b>HEHS.7.c</b> Model behaviors to avoid or reduce health risks to self and/or others.</p>
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