



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

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

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## LEVEL ONE

<b>Botvin LifeSkills® Training Units for Grades 6/7</b>	<b>Unit Goal</b>	<b>Unit Objectives</b>	<b>Oklahoma Learning Academic Standard(s) for Health (AS) and Physical Education (PES)</b>
Unit 1: Self-Image and Self- Improvement	To teach students about developing a strong and healthy self-image and its effect on how we act and feel.	Students will: <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>	<b>AS 6.GS.8.1</b> Access personal health practices.  <b>AS 6.GS.8.2</b> Set a realistic personal health goal.  <b>AS 6.GS.8.3</b> Apply strategies to overcome barriers to achieving a personal health goal.  <b>AS 6.GS.8.4</b> Use strategies and skills to achieve a personal health goal.
Unit 2 Making Decisions	To introduce to students a more complex decision-making process and provide practice in independent decision-making.	Students will: <ol style="list-style-type: none"> <li>1. Demonstrate how decisions are influenced by group pressure.</li> </ol>	<b>AS 1.IP.8.2</b> Demonstrate responsible decision making in situations with risk of injuries at home, school, and in the community (e.g., water, sport, weather, firearms, chemicals, medicines).

		<ol style="list-style-type: none"> <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>AS 2.AN.8.1</b> Examine how the family influences the health of adolescents.</p> <p><b>AS 2.AN.8.3</b> Evaluate how peers influence healthy and unhealthy behaviors.</p> <p><b>AS 5.DM.8.1</b> Examine circumstances that help or hinder healthy decision making.</p> <p><b>AS 5.DM.8.2</b> Determine when situations require a health-related decision which can be made individually or collaboratively.</p> <p><b>AS 5.DM.8.3</b> Evaluate how family, culture, technology, media, peers, and personal beliefs affect a health-related decision.</p> <p><b>AS 5.DM.8.4</b> Differentiate between healthy and unhealthy outcomes of health-related decisions.</p> <p><b>AS 5.DM.8.5</b> Examine the potential short-term impact of healthy and unhealthy outcomes to a health-related decision.</p> <p><b>AS 5.DM.8.6</b> Select a healthy alternative when making a health-related decision.</p> <p><b>AS 5.DM.8.7</b> Examine the effectiveness of a final outcome of a health-related decision.</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"> <li>1. Identify that the majority of teenagers and adults are not cigarette smokers.</li> </ol>	<p><b>AS 1.SU.8.3</b> Summarize the dangers of experimenting with tobacco products (e.g., vape products, e-cigarettes, nicotine only products, cigarettes, smokeless tobacco).</p>

		<ol style="list-style-type: none"> <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 smoking.</li> <li>5. Describe the process of becoming a smoker.</li> <li>6. Identify that smoking is becoming less socially acceptable.</li> <li>7. Discuss nonsmokers' rights.</li> </ol>	
<p>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"> <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> </ol>	<p><b>AS 1.SU.8.3</b> Summarize the dangers of experimenting with tobacco products (e.g., vape products, e-cigarettes, nicotine only products, cigarettes, smokeless tobacco).</p>

		<ol style="list-style-type: none"> <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>	
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"> <li>1. Recognize that alcohol is a drug which slows down the functioning of the brain and nervous system.</li> <li>2. Recognize that although many people drink, most adults drink only occasionally and in moderation.</li> <li>3. Discuss reasons why people do or do not drink.</li> <li>4. Identify the realities of what alcohol can and cannot do.</li> </ol>	<b>No applicable OK AS or PES Standard.</b>
Unit 6: Marijuana: Myths and Realities	Students will learn about the immediate and long-term effects of marijuana on behavior and the body.	<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</li> </ol>	<b>No applicable OK AS or PES Standard.</b>

		<p>adults do not smoke marijuana.</p> <ol style="list-style-type: none"> <li>Discuss the reasons some teenagers use marijuana.</li> <li>Discuss the realities of what marijuana can and cannot do.</li> <li>Discuss the immediate and long-term effects of marijuana on the body.</li> <li>Discuss the legal status of marijuana.</li> </ol>	
<p>Unit 7: Advertising</p>	<p>Students will understand how ads are created and designed to target particular groups of consumers and how to analyze advertisements so resist their allure.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>Discuss the purpose of advertising.</li> <li>Identify common advertising techniques.</li> <li>Identify and analyze cigarette and alcohol advertisements.</li> <li>Discuss alternative ways of responding to cigarette and alcohol ads.</li> </ol>	<p><b>AS 2.AN.8.5</b> Analyze how media and technology (e.g., television/film, video games, advertisements, social media, and other screen time) influence health practices and behaviors.</p> <p><b>AS 5.DM 5.8.3</b> Evaluate how family, culture, technology, media, peers, and personal beliefs affect a health-related decision.</p>
<p>Unit 8: Violence and the Media</p>	<p>Students will learn how to identify and resist distorted violent images as presented by the media.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>Define media.</li> <li>Identify that the media influences behavior.</li> </ol>	<p><b>AS 2.AN.8.5</b> Analyze how media and technology (e.g., television/film, video games, advertisements, social media, and other screen time) influence health practices and behaviors.</p>

		<ol style="list-style-type: none"> <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>Unit 9: Coping with Anxiety</p>	<p>Help students learn to recognize symptoms of anxiety and then give 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> </ol>	<p><b>AS 1.MH.8.1</b> Analyze healthy ways to express and cope with needs, wants, emotions, feelings, and/or trauma.</p> <p><b>AS 1.MH.8.3</b> Explain the causes, symptoms, and the effects of stress, depression, and anxiety and examine coping skills.</p>

		<ol style="list-style-type: none"> <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>	
Unit 10: Coping with Anger	Students will learn about the physical effects of anger, and practice techniques for controlling this often-volatile emotion.	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Experience anger.</li> <li>2. Define anger.</li> <li>3. Identify physical symptoms of anger.</li> <li>4. Discuss common situations that provoke anger.</li> <li>5. Discuss reasons for keeping anger under control.</li> <li>6. Discuss ways to control anger.</li> <li>7. Practice techniques for controlling anger.</li> </ol>	<b>AS 1.MH.8.1</b> Analyze healthy ways to express and cope with needs, wants, emotions, feelings, and/or trauma.
Unit 11: Communication Skills	Students will learn how to use verbal and nonverbal communication skills to avoid misunderstandings.	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Define communication.</li> <li>2. Discuss verbal and nonverbal communication.</li> <li>3. Define misunderstanding.</li> </ol>	<p><b>AS 4.IC.8.1</b> Demonstrate the use of effective verbal and nonverbal communication skills to enhance health.</p> <p><b>AS 4.IC.8.4</b> Demonstrate how to effectively ask for assistance to improve personal health.</p>

		<ol style="list-style-type: none"> <li>4. Discuss how misunderstandings develop.</li> <li>5. Discuss how misunderstandings can be avoided.</li> </ol>	<p><b>AS 4.IC.8.5</b> Demonstrate how to effectively communicate support for others.</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"> <li>1. Recognize that many people feel shy or uncomfortable in social situations.</li> <li>2. Discuss how shyness can be overcome.</li> <li>3. Practice making social contacts.</li> <li>4. Practice giving and receiving compliments.</li> <li>5. Practice initiating, sustaining, and ending conversations.</li> </ol>	<p><b>AS 4.IC.8.1</b> Demonstrate the use of effective verbal and nonverbal communication skills to enhance health.</p> <p><b>AS 4.IC.8.5</b> Demonstrate how to effectively communicate support for others.</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"> <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>AS 4.IC.8.1</b> Demonstrate the use of effective verbal and nonverbal communication skills to enhance health.</p> <p><b>4.IC.8.2</b> Demonstrate refusal and negotiation skills to avoid or reduce health risks.</p> <p><b>4.IC.8.5</b> Demonstrate how to effectively communicate support for others.</p> <p><b>PES S5.M2</b> Identifies components of physical activity that provide opportunities for reducing stress and for encouraging social interaction.</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"> <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> </ol>	<p><b>AS 4.IC.8.2</b> Demonstrate refusal and negotiation skills to avoid or reduce health risks.</p> <p><b>AS 2.AN.8.3</b> Evaluate how peers influence healthy and unhealthy behaviors.</p>

		<p>5. Discuss alternative ways for dealing with situations in which teens are pressured to smoke, drink, or use marijuana.</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"> <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>AS 4.1C.8.2</b> Demonstrate refusal and negotiation skills to avoid or reduce health risks.</p> <p><b>AS 4.1C.8.3</b> Explain healthy ways to prevent, manage, and resolve conflict.</p>

## Level Two

<b>Botvin LifeSkills® Training Units for Grades 7/8</b>	<b>Unit Goal</b>	<b>Unit Objectives</b>	<b>Oklahoma Learning Academic Standard(s) for Health (AS) and Physical Education (PES)</b>
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"> <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. Recognizing the best way of preventing drug abuse is to never start.</li> </ol>	<b>AS 1.SU.8.3</b> Summarize the dangers of experimenting with tobacco products (e.g., vape products, e-cigarettes, nicotine only products, cigarettes, smokeless tobacco).
Unit 2: Making Decisions	Students will review the 3 Cs model of decision-making and analyze challenging situations to practice.	Students will: <ol style="list-style-type: none"> <li>1. Review the suggested formula for making decisions.</li> </ol>	<b>AS 1.IP.8.2</b> Demonstrate responsible decision making in situations with risk of injuries at home,

		<ol style="list-style-type: none"> <li>2. Recognize that different people make different decisions in the same situation.</li> <li>3. Analyze decisions or problems to be solved using the decision-making formula.</li> <li>4. Identify common external influences on decision-making.</li> <li>5. Practice making decisions using the suggested formula.</li> </ol>	<p>school, and in the community (e.g., water, sport, weather, firearms, chemicals, medicines).</p> <p><b>AS 2.AN.8.1</b> Examine how the family influences the health of adolescents.</p> <p><b>AS 2.AN.8.3</b> Evaluate how peers influence healthy and unhealthy behaviors.</p> <p><b>AS 5.DM.8.1</b> Examine circumstances that help or hinder healthy decision making.</p> <p><b>AS 5.DM.8.2</b> Determine when situations require a health-related decision which can be made individually or collaboratively.</p> <p><b>AS 5. DM 5.8.3</b> Evaluate how family, culture, technology, media, peers, and personal beliefs affect a health-related decision.</p> <p><b>AS 5.DM.8.4</b> Differentiate between healthy and unhealthy outcomes of health-related decisions.</p> <p><b>AS 5.DM.8.5</b> Examine the potential short-term impact of healthy and unhealthy outcomes to a health- related decision.</p> <p><b>AS 5.DM.8.6</b> Select a healthy alternative when making a health- related decision.</p> <p><b>AS 5.DM.8.7</b> Examine the effectiveness of a final outcome of a health-related decision.</p>
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<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"> <li>1. Review common advertising techniques.</li> <li>2. Review methods used by advertisers to influence consumer choices.</li> <li>3. Identify and analyze techniques commonly used to advertise cigarettes and alcoholic beverages.</li> <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>AS 2.AN.8.5</b> Analyze how media and technology (e.g., television/film, video games, advertisements, social media, and other screen time) influence health practices and behaviors.</p> <p><b>AS 5.DM 5.8.3</b> Evaluate how family, culture, technology, media, peers, and personal beliefs affect a health-related decision.</p>
<p>Unit 4: Coping with Anxiety</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>AS 1.MH.8.1</b> Analyze healthy ways to express and cope with needs, wants, emotions, feelings, and/or trauma.</p> <p><b>AS 1.MH.8.3</b> Explain the causes, symptoms, and the effects of stress, depression, and anxiety and examine coping skills.</p>

		4. Recognize the value of positive thinking.	
Unit 5: Coping with Anger	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>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> <li>6. Review techniques for controlling anger.</li> <li>7. Practice techniques for controlling anger.</li> </ol>	<b>AS 1.MH.8.1</b> Analyze healthy ways to express and cope with needs, wants, emotions, feelings, and/or trauma.
Unit 6: Communication Skills	Students will focus on developing listening skills that demonstrate their ability to accurately hear the message being sent.	<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 channels of communication.</li> </ol>	<p><b>AS 4.IC.8.1</b> Demonstrate the use of effective verbal and nonverbal communication skills to enhance health.</p> <p><b>4.IC.8.4</b> Demonstrate how to effectively ask for assistance to improve personal health.</p> <p><b>AS 4.1C.8.5</b> Demonstrate how to effectively communicate support for others.</p> <p><b>PES S4.M3</b> Provides corrective feedback to a peer using teacher-generated guidelines and</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>	incorporating appropriate tone and other communication skills.
Unit 7: Social Skills	Students will review a variety of techniques to help them overcome shyness and learn how to initiate social contacts.	<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>AS 4.IC.8.1</b> Demonstrate the use of effective verbal and nonverbal communication skills to enhance health.</p> <p><b>AS 4.IC.8.5</b> Demonstrate how to effectively communicate support for others.</p>
Unit 8: Assertiveness	Students will review and reinforce techniques that help them be more assertive.	<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</li> </ol>	<b>AS 4.IC.8.2</b> Demonstrate refusal and negotiation skills to avoid or reduce health risks.

		<p>people often fail to be assertive.</p> <ol style="list-style-type: none"> <li>3. Identify and practice verbal skills.</li> <li>4. Identify and practice nonverbal skills.</li> </ol>	
<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"> <li>1. Review five ways to resolve conflicts.</li> <li>2. Identify basic steps of conflict resolution.</li> <li>3. Apply anxiety-reducing and anger-controlling techniques to conflict resolution.</li> <li>4. Apply decision-making techniques to conflict resolution.</li> <li>5. Apply communication techniques to conflict resolution.</li> <li>6. Apply assertive techniques to conflict resolution.</li> <li>7. Practice resolving conflicts.</li> </ol>	<p><b>AS 4.IC.8.2</b> Demonstrate refusal and negotiation skills to avoid or reduce health risks.</p> <p><b>AS 4.IC.8.3</b> Explain healthy ways to prevent, manage, and resolve conflict.</p> <p><b>PES S4.M4</b> Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts.</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"> <li>1. Identify and discuss persuasive tactics to convince people to use drugs.</li> <li>2. Identify situations where students feel pressured to smoke, drink, and use drugs.</li> <li>3. Identify and discuss “lines” people use to convince others to smoke, drink, or use drugs.</li> <li>4. Identify and practice techniques for dealing with direct pressure to engage in smoking, drinking, and drug use.</li> <li>5. Identify situations involving peer pressure to use drugs that warrant an assertive response.</li> </ol>	<p><b>AS 1.HR.8.2</b> Summarize how the characteristics of healthy relationships influence health behaviors.</p> <p><b>AS 2.AN.8.3</b> Evaluate how peers influence healthy and unhealthy behaviors.</p> <p><b>AS 2.AN.8.6</b> Describe how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors.</p> <p><b>AS 4.IC.8.2</b> Demonstrate refusal and negotiation skills to avoid or reduce health risks.</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>Oklahoma Learning Academic Standard(s) for Health (AS) and Physical Education (PES)</b>
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"> <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>	<b>AS 1.SU.8.3</b> Summarize the dangers of experimenting with tobacco products (e.g., vape products, e-cigarettes, nicotine only products, cigarettes, smokeless tobacco).
Unit 2: Making Decisions	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>	<b>AS 1.IP.8.2</b> Demonstrate responsible decision making in situations with risk of injuries at home, school, and in the community (e.g., water, sport, weather, firearms, chemicals, medicines).  <b>AS 2.AN.8.1</b> Examine how the family influences the health of adolescents.

			<p><b>AS 2.AN.8.3</b> Evaluate how peers influence healthy and unhealthy behaviors.</p> <p><b>AS 5.DM.8.1</b> Examine circumstances that help or hinder healthy decision making.</p> <p><b>AS 5.DM.8.2</b> Determine when situations require a health-related decision which can be made individually or collaboratively.</p> <p><b>AS 5. DM 5.8.3</b> Evaluate how family, culture, technology, media, peers, and personal beliefs affect a health-related decision.</p> <p><b>AS 5.DM.8.4</b> Differentiate between healthy and unhealthy outcomes of health-related decisions.</p> <p><b>AS 5.DM.8.5</b> Examine the potential short-term impact of healthy and unhealthy outcomes to a health-related decision.</p> <p><b>AS 5.DM.8.6</b> Select a healthy alternative when making a health-related decision.</p> <p><b>AS 5.DM.8.7</b> Examine the effectiveness of a final outcome of a health-related decision made individually or collaboratively.</p>
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			<b>PES S5.M3</b> Develops a plan of action and makes appropriate decisions based on that plan when faced with an individual challenge.
<b>Unit 3: Media Influences</b>	Students will examine the power of media and how it can affect their behaviors.	Students will: <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>AS 2.AN.8.5</b> Analyze how media and technology (e.g., television/film, video games, advertisements, social media, and other screen time) influence health practices and behaviors.</p> <p><b>AS 5.DM 5.8.3</b> Evaluate how family, culture, technology, media, peers, and personal beliefs affect a health-related decision.</p>
<b>Unit 4: Coping with Anxiety</b>	Students will review techniques to reduce anxiety and identify them as biofeedback or cognitive techniques.	Students will: <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>AS 1.MH.8.1</b> Analyze healthy ways to express and cope with needs, wants, emotions, feelings, and/or trauma.</p> <p><b>AS 1.MH.8.3</b> Explain the causes, symptoms, and the effects of stress, depression, and anxiety and examine coping skills.</p>
<b>Unit 5: Coping with Anger</b>	Students will review anger-management techniques and practice learning to reframe a situation.	Students will:	<b>AS 1.MH.8.1</b> Analyze healthy ways to express and cope with needs, wants, emotions, feelings, and/or trauma.

		<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>	
<b>Unit 6: Social Skills</b>	Students will review social skills previously learned.	<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>.</p> <p><b>AS 4.IC.8.1</b> Demonstrate the use of effective verbal and nonverbal communication skills to enhance health.</p> <p><b>AS 4.IC.8.5</b> Demonstrate how to effectively communicate support for others.</p>
<b>Unit 7: Assertiveness</b>	Students will learn how to use assertiveness techniques in everyday situations.	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Identify situations that warrant assertive responses.</li> <li>2. Identify and use verbal assertive skills.</li> </ol>	<b>AS 4.IC.8.2</b> Demonstrate refusal and negotiation skills to avoid or reduce health risks.

		3. Identify and use nonverbal assertive skills.	
<b>Unit 8: Resolving Conflicts</b>	Students will review and reinforce the skills they have learned to resolve conflicts.	<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>AS 4.IC.8.2</b> Demonstrate refusal and negotiation skills to avoid or reduce health risks.</p> <p><b>AS 4.IC.8.3</b> Explain healthy ways to prevent, manage, and resolve conflict.</p> <p><b>PES S4.M4</b> Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts.</p>
<b>Unit 9: Resisting Peer Pressure</b>	Students will review refusal techniques and practice them in peer pressure situations.	<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>AS 1.HR.8.2</b> Summarize how the characteristics of healthy relationships influence health behaviors.</p> <p><b>AS 2.AN.8.3</b> Evaluate how peers influence healthy and unhealthy behaviors.</p>