



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

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

## 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.....	7
Unit 5: Alcohol: Myths and Realities.....	8
Unit 6: Marijuana: Myths and Realities .....	9
Unit 7: Advertising .....	10
Unit 8: Violence and the Media .....	11
Unit 9: Coping with Anxiety .....	12
Unit 10: Coping with Anger.....	12
Unit 11: Communication Skills .....	13
Unit 12: Social Skills (A).....	13
Unit 13: Social Skills (B).....	14
Unit 14: Assertiveness.....	15
Unit 15: Resolving Conflicts .....	17
<b>Level Two</b> .....	19
Unit 1: Drug Abuse and Violence: Causes and Effects.....	19
Unit 2: Making Decisions .....	20
Unit 3: Media Influences.....	21

Unit 4: Coping with Anxiety .....	21
Unit 5: Coping with Anger.....	22
Unit 6: Communication Skills .....	23
Unit 7: Social Skills .....	23
Unit 8: Assertiveness.....	24
Unit 9: Resolving Conflicts .....	26
Unit 10: Resisting Peer Pressure.....	27
<b>Level Three .....</b>	<b>30</b>
Unit 1: Drug Abuse: Causes and Effects.....	30
Unit 2: Making Decisions .....	31
Unit 3: Media Influences.....	31
Unit 4: Coping with Anxiety .....	32
Unit 5: Coping with Anger.....	33
Unit 6: Social Skills .....	33
Unit 7: Assertiveness.....	34
Unit 8: Resolving Conflicts .....	35
Unit 9: Resisting Peer Pressure.....	36

## LEVEL ONE

<b><i>Botvin LifeSkills® Training Units for Grades 6/7</i></b>	<b>Unit Goal</b>	<b>Unit Objectives</b>	<b>Tennessee Learning Standard(s)</b>
<b>Unit 1: Self-Image and Self-Improvement</b>	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>	<p><b>Component:</b> Personal Wellness <b>Subcomponent:</b> General Health 6.GH.2 Examine how one’s surroundings influence personal health and wellbeing.</p> <p><b>Component:</b> Personal Wellness <b>Subcomponent:</b> General Health 7.GH.2 Explain the importance of accepting responsibly for one’s own health choices and behaviors.</p> <p><b>Component:</b> Personal Wellness <b>Subcomponent:</b> General Health 6.GH.3 Identify and apply decision-making strategies to enhance all aspects of health.</p> <p><b>Component:</b> Personal Wellness <b>Subcomponent:</b> General Health 7.GH.3 Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.</p>

			<p><b>Component:</b> Personal Wellness <b>Subcomponent:</b> General Health 6.GH.4 Identify how personal goals can be affected by poor decision-making.</p> <p><b>Component:</b> Personal Wellness <b>Subcomponent:</b> General Health 7.GH.4 Describe how poor decision- making can impact a person’s goals.</p> <p><b>Component:</b> Mental, Emotional, Social Health <b>Subcomponent:</b> Mental Health 6.MH.1 Explain the importance of healthy self-esteem and positive body image.</p>
Unit 2 Making Decisions	To introduce to students a more complex decision-making process and provide practice in independent decision-making.	<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>Component:</b> Personal Wellness <b>Subcomponent:</b> General Health 6.GH.2 Examine how one’s surroundings influence personal health and wellbeing.</p> <p><b>Component:</b> Personal Wellness <b>Subcomponent:</b> General Health 7.GH.2 Explain the importance of accepting responsibly for one’s own health choices and behaviors.</p> <p><b>Component:</b> Personal Wellness <b>Subcomponent:</b> General Health 6.GH.3 Identify and apply decision-making strategies to enhance all aspects of health.</p> <p><b>Component:</b> Personal Wellness <b>Subcomponent:</b> General Health 7.GH.3 Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.</p>

			<p><b>Component:</b> Personal Wellness <b>Subcomponent:</b> General Health 6.GH.4 Identify how personal goals can be affected by poor decision-making.</p> <p><b>Component:</b> Personal Wellness <b>Subcomponent:</b> General Health 7.GH.4 Describe how poor decision- making can impact a person’s goals.</p> <p><b>Component:</b> Personal Wellness <b>Subcomponent:</b> General Health 6.GH.6 Identify ways that choice affects the lives of an individual, others, and society.</p> <p><b>Component:</b> Safety and Prevention <b>Subcomponent:</b> Prevention 7.P.2 Apply a decision-making process for avoiding dangerous situations.</p> <p><b>Component:</b> Substance Use &amp; Abuse <b>Subcomponent:</b> Core Concepts 6.CC.3 Identify influences that pressure people to use alcohol, vapes, tobacco, or other drugs, including but not limited to interpersonal relationships, advertising, and social media.</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> </ol>	<p><b>Component:</b> Personal Wellness <b>Subcomponent:</b> General Health 7.GH.4 Describe how poor decision- making can impact a person’s goals.</p> <p><b>Component:</b> Personal Wellness <b>Subcomponent:</b> General Health 6.GH.6 Identify ways that choice affects the lives of an individual, others, and society.</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 of smoking.</li> <li>5. Describe the process of becoming a smoker.</li> <li>6. Identify that smoking is becoming less socially acceptable.</li> <li>7. Discuss nonsmokers' rights.</li> </ol>	<p><b>Component:</b> Substance Use &amp; Abuse <b>Subcomponent:</b> Core Concepts 7.CC.2 Analyze data that supports most middle schoolers are not using substances.</p> <p><b>Component:</b> Substance Use &amp; Abuse <b>Subcomponent:</b> Core Concepts 7.CC.3 Demonstrate knowledge of positive and negative influences on substance use.</p> <p><b>Component:</b> Substance Use &amp; Abuse <b>Subcomponent:</b> Core Concepts 6.EA.2 Identify the benefits of remaining substance use free (including vapes).</p> <p><b>Component:</b> Substance Use &amp; Abuse <b>Subcomponent:</b> Core Concepts 7.EA.2 Articulate the benefits of remaining substance use free (including vapes).</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> </ol>	<p><b>Component:</b> Personal Wellness <b>Subcomponent:</b> General Health 7.GH.4 Describe how poor decision- making can impact a person's goals.</p> <p><b>Component:</b> Personal Wellness <b>Subcomponent:</b> General Health 6.GH.6 Identify ways that choice affects the lives of an individual, others, and society.</p> <p><b>Component:</b> Substance Use &amp; Abuse <b>Subcomponent:</b> Core Concepts 7.CC.3 Demonstrate knowledge of positive and negative influences on substance use.</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>	<p><b>Component:</b> Substance Use &amp; Abuse  <b>Subcomponent:</b> Core Concepts  6.EA.2 Identify the benefits of remaining substance use free (including vapes).</p> <p><b>Component:</b> Substance Use &amp; Abuse  <b>Subcomponent:</b> Core Concepts  7.EA.2 Articulate the benefits of remaining substance use free (including vapes).</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 adults drink only occasionally and in moderation.</li> <li>3. Discuss reasons why people do or do not drink.</li> <li>4. Identify the realities of what alcohol can and cannot do.</li> </ol>	<p><b>Component:</b> Personal Wellness  <b>Subcomponent:</b> General Health  7.GH.4 Describe how poor decision- making can impact a person's goals.</p> <p><b>Component:</b> Personal Wellness  <b>Subcomponent:</b> General Health  6.GH.6 Identify ways that choice affects the lives of an individual, others, and society.</p> <p><b>Component:</b> Substance Use &amp; Abuse  <b>Subcomponent:</b> Core Concepts  7.CC.2 Analyze data that supports most middle schoolers are not using substances.</p> <p><b>Component:</b> Substance Use &amp; Abuse  <b>Subcomponent:</b> Core Concepts  7.CC.3 Demonstrate knowledge of positive and negative influences on substance use.</p> <p><b>Component:</b> Substance Use &amp; Abuse  <b>Subcomponent:</b> Core Concepts</p>

			<p>6.EA.2 Identify the benefits of remaining substance use free (including vapes).</p> <p><b>Component:</b> Substance Use &amp; Abuse <b>Subcomponent:</b> Core Concepts</p> <p>7.EA.2 Articulate the benefits of remaining substance use free (including vapes).</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>Component:</b> Personal Wellness <b>Subcomponent:</b> General Health</p> <p>7.GH.4 Describe how poor decision-making can impact a person's goals.</p> <p><b>Component:</b> Personal Wellness <b>Subcomponent:</b> General Health</p> <p>6.GH.6 Identify ways that choice affects the lives of an individual, others, and society.</p> <p><b>Component:</b> Substance Use &amp; Abuse <b>Subcomponent:</b> Core Concepts</p> <p>7.CC.2 Analyze data that supports most middle schoolers are not using substances.</p> <p><b>Component:</b> Substance Use &amp; Abuse <b>Subcomponent:</b> Core Concepts</p> <p>7.CC.3 Demonstrate knowledge of positive and negative influences on substance use.</p> <p><b>Component:</b> Substance Use &amp; Abuse <b>Subcomponent:</b> Core Concepts</p> <p>6.EA.2 Identify the benefits of remaining substance use free (including vapes).</p> <p><b>Component:</b> Substance Use &amp; Abuse <b>Subcomponent:</b> Core Concepts</p>

			7.EA.2 Articulate the benefits of remaining substance use free (including vapes).
<b>Unit 7: Advertising</b>	Students will understand how ads are created and designed to target particular groups of consumers and how to analyze advertisements so resist their allure.	Students will: <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>Component:</b> Personal Wellness <b>Subcomponent:</b> General Health 7.GH.6 Analyze how media influences impact on health behaviors.</p> <p><b>Component:</b> Safety and Prevention <b>Subcomponent:</b> Technology Prevention 6.TS.5 Identify how media influences mental, emotional, and social health; personal values attitudes, beliefs, and health behaviors.</p> <p><b>Component:</b> Safety and Prevention <b>Subcomponent:</b> Technology Prevention 7.TS.5 Evaluate how media influences mental, emotional, and social health; personal values attitudes, beliefs, and health</p> <p><b>Component:</b> Substance Use &amp; Abuse <b>Subcomponent:</b> Core Concepts 6.CC.3 Identify influences that pressure people to use alcohol, vapes, tobacco, or other drugs, including but not limited to interpersonal relationships, advertising, and social media.</p> <p><b>Component:</b> Substance Use &amp; Abuse <b>Subcomponent:</b> Core Concepts 7.CC.3 Demonstrate knowledge of positive and negative influences on substance use.</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>Component:</b> Personal Wellness  <b>Subcomponent:</b> General Health  6.GH.6 Identify ways that choice affects the lives of an individual, others, and society.</p> <p><b>Component:</b> Personal Wellness  <b>Subcomponent:</b> General Health  7.GH.6 Analyze how media influences impact on health behaviors.</p> <p><b>Component:</b> Safety and Prevention <b>Subcomponent:</b> Technology Prevention  6.TS.5 Identify how media influences mental, emotional, and social health; personal values attitudes, beliefs, and health behaviors.</p> <p><b>Component:</b> Safety and Prevention <b>Subcomponent:</b> Technology Prevention  7.TS.5 Evaluate how media influences mental, emotional, and social health; personal values attitudes, beliefs, and health behaviors.</p> <p><b>Component:</b> Substance Use &amp; Abuse  <b>Subcomponent:</b> Core Concepts  6.CC.3 Identify influences that pressure people to use alcohol, vapes, tobacco, or other drugs, including but not limited to interpersonal relationships, advertising, and social media.</p> <p><b>Component:</b> Substance Use &amp; Abuse  <b>Subcomponent:</b> Core Concepts  7.CC.3 Demonstrate knowledge of positive and negative influences on substance use.</p>
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<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>Component:</b> Mental, Emotional, Social Health  <b>Subcomponent:</b> Mental Health          6.MH.5 Identify signs and symptoms, causes, triggers, and health effects of stress, loss, depression, and anxiety, and healthy and unhealthy coping skills.</p> <p><b>Component:</b> Mental, Emotional, Social Health  <b>Subcomponent:</b> Mental Health          7.MH.5 Describe the signs and symptoms, causes, triggers, and health effects of stress, loss, depression, and anxiety, and compare healthy and unhealthy coping skills.</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> </ol>	<p><b>Component:</b> Mental, Emotional, Social Health  <b>Subcomponent:</b> Mental Health          6.MH.5 Identify signs and symptoms, causes, triggers, and health effects of stress, loss, depression, and anxiety, and healthy and unhealthy coping skills.</p> <p><b>Component:</b> Mental, Emotional, Social Health  <b>Subcomponent:</b> Mental Health          7.MH.5 Describe the signs and symptoms, causes, triggers, and health effects of stress, loss, depression, and anxiety, and compare healthy and unhealthy coping skills.</p>

		<ol style="list-style-type: none"> <li>6. Discuss ways to control anger.</li> <li>7. Practice techniques for controlling anger.</li> </ol>	
<p><b>Unit 11:</b> <b>Communication Skills</b></p>	<p>Students will learn how to use verbal and nonverbal communication skills to avoid misunderstandings.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Define communication.</li> <li>2. Discuss verbal and nonverbal communication.</li> <li>3. Define misunderstanding.</li> <li>4. Discuss how misunderstandings develop.</li> <li>5. Discuss how misunderstandings can be avoided.</li> </ol>	<p><b>Component:</b> Personal Wellness <b>Subcomponent:</b> General Health 7.GH.2 Explain the importance of accepting responsibility for one’s own health choices and behaviors.</p> <p><b>Component:</b> Safety and Prevention <b>Subcomponent:</b> Prevention 7.P.1 Describe techniques used to de-escalate a threatening situation.</p> <p><b>Component:</b> Mental, Emotional, Social Health <b>Subcomponent:</b> Conflict Resolution 6.CR.1 Identify conflict management and resolution strategies.</p> <p><b>Component:</b> Mental, Emotional, Social Health <b>Subcomponent:</b> Conflict Resolution 7.CR.1 Explain effective conflict management and resolution strategies.</p> <p><b>Component:</b> Mental, Emotional, Social Health <b>Subcomponent:</b> Conflict Resolution 7.CR.2 Practice effective verbal and nonverbal communication skills with others.</p>
<p><b>Unit 12: Social Skills (A)</b></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</li> </ol>	<p><b>Component:</b> Mental, Emotional, Social Health <b>Subcomponent:</b> Conflict Resolution 7.CR.2 Practice effective verbal and nonverbal communication skills with others.</p>

		<p>uncomfortable in social situations.</p> <ol style="list-style-type: none"> <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>Component:</b> Mental, Emotional, Social Health  <b>Subcomponent:</b> Social Health          6.SH.2 Describe healthy and respectful ways to express friendship, attraction, and affection.</p> <p><b>Component:</b> Mental, Emotional, Social Health  <b>Subcomponent:</b> Social Health          7.SH.2 Compare and contrast the characteristics of healthy and unhealthy relationships.</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> </ol>	<p><b>Component:</b> Mental, Emotional, Social Health  <b>Subcomponent:</b> Conflict Resolution          7.CR.2 Practice effective verbal and nonverbal communication skills with others.</p> <p><b>Component:</b> Mental, Emotional, Social Health  <b>Subcomponent:</b> Social Health          6.SH.2 Describe healthy and respectful ways to express friendship, attraction, and affection.</p> <p><b>Component:</b> Mental, Emotional, Social Health  <b>Subcomponent:</b> Social Health          7.SH.2 Compare and contrast the characteristics of healthy and unhealthy relationships.</p>

		<p>6. Discuss ways of responding when invited to a social activity.</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>Component:</b> Personal Wellness <b>Subcomponent:</b> General Health 7.GH.2 Explain the importance of accepting responsibly for one’s own health choices and behaviors.</p> <p><b>Component:</b> Personal Wellness <b>Subcomponent:</b> General Health 6.GH.3 Identify and apply decision-making strategies to enhance all aspects of health.</p> <p><b>Component:</b> Personal Wellness <b>Subcomponent:</b> General Health 7.GH.3 Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.</p> <p><b>Component:</b> Safety and Prevention <b>Subcomponent:</b> Prevention 6.P.1 Identify basic refusal skills and demonstrate the ability to use them.</p> <p><b>Component:</b> Safety and Prevention <b>Subcomponent:</b> Prevention 7.P.1 Describe techniques used to de-escalate a threatening situation.</p> <p><b>Component:</b> Safety and Prevention <b>Subcomponent:</b> Prevention 7.P.2 Apply a decision-making process for avoiding dangerous situations.</p> <p><b>Component:</b> Substance Use &amp; Abuse</p>

			<p><b>Subcomponent:</b> Refusal and Risk Reduction 6.RR.1 Identify assertive refusal skills and strategies when confronted with peer pressure to use substance that pose a health risk.</p> <p><b>Component:</b> Substance Use &amp; Abuse <b>Subcomponent:</b> Refusal and Risk Reduction 7.RR.1 Demonstrate verbal and nonverbal assertive ways to refuse substances that pose a health risk.</p> <p><b>Component:</b> Mental, Emotional, Social Health <b>Subcomponent:</b> Conflict Resolution 6.CR.1 Identify conflict management and resolution strategies.</p> <p><b>Component:</b> Mental, Emotional, Social Health <b>Subcomponent:</b> Conflict Resolution 7.CR.1 Explain effective conflict management and resolution strategies.</p> <p><b>Component:</b> Mental, Emotional, Social Health <b>Subcomponent:</b> Conflict Resolution 7.CR.2 Practice effective verbal and nonverbal communication skills with others.</p> <p><b>Component:</b> Mental, Emotional, Social Health <b>Subcomponent:</b> Conflict Resolution 6.CR.3 Identify refusal and negotiation skills to avoid or reduce mental, emotional, social health in hypothetical situations.</p> <p><b>Component:</b> Mental, Emotional, Social Health <b>Subcomponent:</b> Conflict Resolution 7.CR.3 Apply refusal and negotiation skills to avoid or reduce mental, emotional, social health risks.</p>
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<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>Component:</b> Safety and Prevention <b>Subcomponent:</b> Prevention 7.P.1 Describe techniques used to de-escalate a threatening situation.</p> <p><b>Component:</b> Safety and Prevention <b>Subcomponent:</b> Prevention 7.P.2 Apply a decision-making process for avoiding dangerous situations.</p> <p><b>Component:</b> Substance Use &amp; Abuse <b>Subcomponent:</b> Refusal and Risk Reduction 6.RR.1 Identify assertive refusal skills and strategies when confronted with peer pressure to use substance that pose a health risk.</p> <p><b>Component:</b> Substance Use &amp; Abuse <b>Subcomponent:</b> Refusal and Risk Reduction 7.RR.1 Demonstrate verbal and nonverbal assertive ways to refuse substances that pose a health risk.</p> <p><b>Component:</b> Mental, Emotional, Social Health <b>Subcomponent:</b> Conflict Resolution 6.CR.1 Identify conflict management and resolution strategies.</p> <p><b>Component:</b> Mental, Emotional, Social Health <b>Subcomponent:</b> Conflict Resolution 7.CR.1 Explain effective conflict management and resolution strategies.</p> <p><b>Component:</b> Mental, Emotional, Social Health <b>Subcomponent:</b> Conflict Resolution</p>
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			<p>6.CR.3 Identify refusal and negotiation skills to avoid or reduce mental, emotional, social health in hypothetical situations.</p> <p><b>Component:</b> Mental, Emotional, Social Health <b>Subcomponent:</b> Conflict Resolution</p> <p>6.CR.3 Identify refusal and negotiation skills to avoid or reduce mental, emotional, social health in hypothetical situations</p> <p><b>Component:</b> Mental, Emotional, Social Health <b>Subcomponent:</b> Conflict Resolution</p> <p>7.CR.3 Apply refusal and negotiation skills to avoid or reduce mental, emotional, social health risks.</p> <p><b>Component:</b> Mental, Emotional, Social Health <b>Subcomponent:</b> Conflict Resolution</p> <p>6.CR.4 Identify a variety of nonviolent ways to respond when angry or upset.</p>
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## Level Two

<b>Botvin LifeSkills® Training Units for Grades 7/8</b>	<b>Unit Goal</b>	<b>Unit Objectives</b>	<b>Tennessee 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>Component:</b> Substance Use &amp; Abuse  <b>Subcomponent:</b> Core Concepts            7.CC.2 Analyze data that supports most middle schoolers are not using substances.         </p> <p> <b>Component:</b> Substance Use &amp; Abuse  <b>Subcomponent:</b> Core Concepts            8.CC.2 Evaluate why making a commitment to be substance (alcohol, vaping, tobacco, drugs) free is beneficial to one’s physical and mental health.         </p> <p> <b>Component:</b> Substance Use &amp; Abuse  <b>Subcomponent:</b> Core Concepts            7.CC.3 Demonstrate knowledge of positive and negative influences on substance use.         </p> <p> <b>Component:</b> Substance Use &amp; Abuse  <b>Subcomponent:</b> Core Concepts            8.EA.1 Analyze how impaired judgement and other effects of substance use impacts personal safety, relationships with friends and family, and current and future success.         </p>

			<p><b>Component:</b> Substance Use &amp; Abuse <b>Subcomponent:</b> Core Concepts 7.EA.2 Articulate the benefits of remaining substance use free (including vapes).</p> <p><b>Component:</b> Substance Use &amp; Abuse <b>Subcomponent:</b> Core Concepts 8.EA.2 Analyze the benefits of remaining substance use free (including vapes).</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> <li>4. Identify common external influences on decision-making.</li> <li>5. Practice making decisions using the suggested formula.</li> </ol>	<p><b>Component:</b> Personal Wellness <b>Subcomponent:</b> General Health 7.GH.2 Explain the importance of accepting responsibly for one’s own health choices and behaviors.</p> <p><b>Component:</b> Personal Wellness <b>Subcomponent:</b> General Health 8.GH.2 Demonstrate advocacy skills to promote healthy decisions and behaviors.</p> <p><b>Component:</b> Personal Wellness <b>Subcomponent:</b> General Health 8.GH.3 Differentiate between the need for individual or collaborative decision-making and identify circumstances that can support or hinder decision-making and goal setting.</p> <p><b>Component:</b> Personal Wellness <b>Subcomponent:</b> General Health 7.GH.4 Describe how poor decision- making can impact a person’s goals.</p> <p><b>Component:</b> Substance Use &amp; Abuse <b>Subcomponent:</b> Refusal and Risk Reduction 8.RR.1 Apply effective communication strategies to avoid the potential to become addicted to harmful substances and corresponding negative consequences.</p>

<p><b>Unit 3: Media Influences</b></p>	<p>Students will review common advertising techniques and learn new techniques for resisting ads.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Review common advertising techniques.</li> <li>2. Review methods used by advertisers to influence consumer choices.</li> <li>3. Identify and analyze techniques commonly used to advertise cigarettes and alcoholic beverages.</li> <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>Component:</b> Personal Wellness <b>Subcomponent:</b> General Health 8.GH.4 Analyze how personal health goals can vary with changing abilities, priorities, and responsibilities.</p> <p><b>Component:</b> Personal Wellness <b>Subcomponent:</b> General Health 7.GH.6 Analyze how media influences impact on health behaviors.</p> <p><b>Component:</b> Personal Wellness <b>Subcomponent:</b> General Health 8.GH.6 Evaluate individual, group, and societal influences that promote positive and negative health behaviors.</p> <p><b>Component:</b> Safety and Prevention <b>Subcomponent:</b> Technology Prevention 7.TS.5 Evaluate how media influences mental, emotional, and social health; personal values attitudes, beliefs, and health behaviors.</p> <p><b>Component:</b> Safety and Prevention <b>Subcomponent:</b> Technology 8.TS.5 Explain how technology can influence healthy and unhealthy behaviors.</p> <p><b>Component:</b> Substance Use &amp; Abuse <b>Subcomponent:</b> Core Concepts 7.CC.3 Demonstrate knowledge of positive and negative influences on substance use.</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>	<p><b>Component:</b> Mental, Emotional, Social Health <b>Subcomponent:</b> Mental Health 7.MH.5 Describe the signs and symptoms, causes, triggers, and health effects of stress, loss, depression,</p>

		<ol style="list-style-type: none"> <li>1. Discuss common situations that produce nervousness.</li> <li>2. Discuss the value of preparation as a method of reducing performance anxiety.</li> <li>3. Practice anxiety-reduction techniques.</li> <li>4. Recognize the value of positive thinking.</li> </ol>	<p>and anxiety, and compare healthy and unhealthy coping skills.</p> <p><b>Component:</b> Mental, Emotional, Social Health  <b>Subcomponent:</b> Mental Health        8.MH.5 Create a plan of healthy coping skills to use when faced with stress, loss, depression, and anxiety.</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> <li>6. Review techniques for controlling anger.</li> <li>7. Practice techniques for controlling anger.</li> </ol>	<p><b>Component:</b> Mental, Emotional, Social Health  <b>Subcomponent:</b> Mental Health        7.MH.5 Describe the signs and symptoms, causes, triggers, and health effects of stress, loss, depression, and anxiety, and compare healthy and unhealthy coping skills.</p> <p><b>Component:</b> Mental, Emotional, Social Health  <b>Subcomponent:</b> Mental Health        8.MH.5 Create a plan of healthy coping skills to use when faced with stress, loss, depression, and anxiety.</p>

<p><b>Unit 6: 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 channels of communication.</li> <li>3. Demonstrate poor vs good listening behavior.</li> <li>4. Describe verbal and nonverbal cues that indicate when someone is actively listening.</li> <li>5. Practice paraphrasing as a means of providing feedback and clearing up ambiguities.</li> </ol>	<p><b>Component:</b> Personal Wellness <b>Subcomponent:</b> General Health 7.GH.2 Explain the importance of accepting responsibly for one’s own health choices and behaviors.</p> <p><b>Component:</b> Personal Wellness <b>Subcomponent:</b> General Health 8.GH.2 Demonstrate advocacy skills to promote healthy decisions and behaviors.</p> <p><b>Component:</b> Substance Use &amp; Abuse <b>Subcomponent:</b> Refusal and Risk Reduction 8.RR.1 Apply effective communication strategies to avoid the potential to become addicted to harmful substances and corresponding negative consequences.</p> <p><b>Component:</b> Mental, Emotional, Social Health <b>Subcomponent:</b> Conflict Resolution 7.CR.1 Explain effective conflict management and resolution strategies.</p> <p><b>Component:</b> Mental, Emotional, Social Health <b>Subcomponent:</b> Conflict Resolution 7.CR.2 Practice effective verbal and nonverbal communication skills with others.</p> <p><b>Component:</b> Mental, Emotional, Social Health <b>Subcomponent:</b> Conflict Resolution 8.CR.2 Discuss strategies to implement when communicating with others that have differing beliefs and values.</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> </ol>	<p><b>Component:</b> Mental, Emotional, Social Health <b>Subcomponent:</b> Conflict Resolution 7.CR.2 Practice effective verbal and nonverbal communication skills with others.</p>

		<ol style="list-style-type: none"> <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>Component:</b> Mental, Emotional, Social Health <b>Subcomponent:</b> Conflict Resolution 8.CR.2 Discuss strategies to implement when communicating with others that have differing beliefs and values.</p> <p><b>Component:</b> Mental, Emotional, Social Health <b>Subcomponent:</b> Social Health 7.SH.2 Compare and contrast the characteristics of healthy and unhealthy relationships.</p> <p><b>Component:</b> Mental, Emotional, Social Health <b>Subcomponent:</b> Social Health 8.SH.2 Analyze the similarities and differences between friendships and romantic relationships.</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>Component:</b> Personal Wellness <b>Subcomponent:</b> General Health 7.GH.2 Explain the importance of accepting responsibly for one’s own health choices and behaviors.</p> <p><b>Component:</b> Personal Wellness <b>Subcomponent:</b> General Health 8.GH.2 Demonstrate advocacy skills to promote healthy decisions and behaviors.</p> <p><b>Component:</b> Safety and Prevention <b>Subcomponent:</b> Prevention 7.P.1 Describe techniques used to de-escalate a threatening situation.</p> <p><b>Component:</b> Safety and Prevention <b>Subcomponent:</b> Prevention 7.P.2 Apply a decision-making process for avoiding dangerous situations.</p>

			<p><b>Component:</b> Safety and Prevention <b>Subcomponent:</b> Prevention 8.P.2 Develop strategies to remain unharmed when confronted with dangerous situations at home, school, and in the community.</p> <p><b>Component:</b> Substance Use &amp; Abuse <b>Subcomponent:</b> Refusal and Risk Reduction 7.RR.1 Demonstrate verbal and nonverbal assertive ways to refuse substances that pose a health risk.</p> <p><b>Component:</b> Substance Use &amp; Abuse <b>Subcomponent:</b> Refusal and Risk Reduction 8.RR.1 Apply effective communication strategies to avoid the potential to become addicted to harmful substances and corresponding negative consequences.</p> <p><b>Component:</b> Mental, Emotional, Social Health <b>Subcomponent:</b> Conflict Resolution 7.CR.1 Explain effective conflict management and resolution strategies.</p> <p><b>Component:</b> Mental, Emotional, Social Health <b>Subcomponent:</b> Conflict Resolution 7.CR.2 Practice effective verbal and nonverbal communication skills with others.</p> <p><b>Component:</b> Mental, Emotional, Social Health <b>Subcomponent:</b> Conflict Resolution 8.CR.2 Discuss strategies to implement when communicating with others that have differing beliefs and values.</p> <p><b>Component:</b> Mental, Emotional, Social Health <b>Subcomponent:</b> Conflict Resolution</p>
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			7.CR.3 Apply refusal and negotiation skills to avoid or reduce mental, emotional, social health risks.
<b>Unit 9: Resolving Conflicts</b>	Students will review the techniques to resolve conflicts.	<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>Component:</b> Safety and Prevention <b>Subcomponent:</b> Prevention 7.P.1 Describe techniques used to de-escalate a threatening situation.</p> <p><b>Component:</b> Safety and Prevention <b>Subcomponent:</b> Prevention 8.P.1 Demonstrate de-escalation techniques used in threatening situations.</p> <p><b>Component:</b> Safety and Prevention <b>Subcomponent:</b> Prevention 7.P.2 Apply a decision-making process for avoiding dangerous situations.</p> <p><b>Component:</b> Safety and Prevention <b>Subcomponent:</b> Prevention 8.P.2 Develop strategies to remain unharmed when confronted with dangerous situations at home, school, and in the community.</p> <p><b>Component:</b> Substance Use &amp; Abuse <b>Subcomponent:</b> Refusal and Risk Reduction 7.RR.1 Demonstrate verbal and nonverbal assertive ways to refuse substances that pose a health risk.</p> <p><b>Component:</b> Substance Use &amp; Abuse <b>Subcomponent:</b> Refusal and Risk Reduction 8.RR.1 Apply effective communication strategies to avoid the potential to become addicted to harmful substances and corresponding negative consequences.</p>

			<p><b>Component:</b> Mental, Emotional, Social Health <b>Subcomponent:</b> Conflict Resolution 7.CR.1 Explain effective conflict management and resolution strategies.</p> <p><b>Component:</b> Mental, Emotional, Social Health <b>Subcomponent:</b> Conflict Resolution 7.CR.3 Apply refusal and negotiation skills to avoid or reduce mental, emotional, social health risks.</p> <p><b>Component:</b> Mental, Emotional, Social Health <b>Subcomponent:</b> Conflict Resolution 8.CR.4 Analyze techniques that are used to pressure someone to engage in or be a target of violent behavior.</p>
<p><b>Unit 10: Resisting Peer Pressure</b></p>	<p>Students will build on their assertiveness skills and apply them to higher-risk situations.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Identify and discuss persuasive tactics to convince people to use drugs.</li> <li>2. Identify situations where students feel pressured to smoke, drink, and use drugs.</li> <li>3. Identify and discuss “lines” people use to convince others to smoke, drink, or use drugs.</li> <li>4. Identify and practice techniques for dealing with direct pressure to</li> </ol>	<p><b>Component:</b> Personal Wellness <b>Subcomponent:</b> General Health 7.GH.2 Explain the importance of accepting responsibly for one’s own health choices and behaviors.</p> <p><b>Component:</b> Personal Wellness <b>Subcomponent:</b> General Health 8.GH.2 Demonstrate advocacy skills to promote healthy decisions and behaviors.</p> <p><b>Component:</b> Personal Wellness <b>Subcomponent:</b> General Health 7.GH.4 Describe how poor decision- making can impact a person’s goals.</p> <p><b>Component:</b> Personal Wellness <b>Subcomponent:</b> General Health 8.GH.6 Evaluate individual, group, and societal influences that promote positive and negative health behaviors.</p> <p><b>Component:</b> Safety and Prevention <b>Subcomponent:</b> Prevention</p>

		<p>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>7.P.1 Describe techniques used to de-escalate a threatening situation.</p> <p><b>Component:</b> Safety and Prevention <b>Subcomponent:</b> Prevention</p> <p>8.P.1 Demonstrate de-escalation techniques used in threatening situations.</p> <p><b>Component:</b> Safety and Prevention <b>Subcomponent:</b> Prevention</p> <p>7.P.2 Apply a decision-making process for avoiding dangerous situations.</p> <p><b>Component:</b> Safety and Prevention <b>Subcomponent:</b> Prevention</p> <p>8.P.2 Develop strategies to remain unharmed when confronted with dangerous situations at home, school, and in the community.</p> <p><b>Component:</b> Substance Use &amp; Abuse <b>Subcomponent:</b> Refusal and Risk Reduction</p> <p>7.RR.1 Demonstrate verbal and nonverbal assertive ways to refuse substances that pose a health risk.</p> <p><b>Component:</b> Substance Use &amp; Abuse <b>Subcomponent:</b> Refusal and Risk Reduction</p> <p>8.RR.1 Apply effective communication strategies to avoid the potential to become addicted to harmful substances and corresponding negative consequences.</p> <p><b>Component:</b> Mental, Emotional, Social Health <b>Subcomponent:</b> Conflict Resolution</p> <p>7.CR.3 Apply refusal and negotiation skills to avoid or reduce mental, emotional, social health risks.</p> <p><b>Component:</b> Mental, Emotional, Social Health</p>
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			<b>Subcomponent:</b> Conflict Resolution 8.CR.4 Analyze techniques that are used to pressure someone to engage in or be a target of violent behavior.
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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>Tennessee 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>Component:</b> Substance Use &amp; Abuse  <b>Subcomponent:</b> Core Components            8.CC.1 Demonstrate and analyze positive alternatives to the use of alcohol, vaping, tobacco, and other drugs.         </p> <p> <b>Component:</b> Substance Use &amp; Abuse  <b>Subcomponent:</b> Core Concepts            8.CC.2 Evaluate why making a commitment to be substance (alcohol, vaping, tobacco, drugs) free is beneficial to one’s physical and mental health.         </p> <p> <b>Component:</b> Substance Use &amp; Abuse  <b>Subcomponent:</b> Core Concepts            8.CC.3 Analyze family, peer, social, and media influences on tobacco, vaping, alcohol, and other drugs.         </p> <p> <b>Component:</b> Substance Use &amp; Abuse  <b>Subcomponent:</b> Core Concepts            8.EA.2 Analyze the benefits of remaining substance use free (including vapes).         </p>

<p><b>Unit 2: Making Decisions</b></p>	<p>Students will continue to practice the 3 Cs of effective decision-making.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Review the 3 Cs method for making decisions.</li> <li>2. Apply the decision-making method to a variety of situations through in-class practice.</li> </ol>	<p><b>Component:</b> Personal Wellness <b>Subcomponent:</b> General Health 8.GH.2 Demonstrate advocacy skills to promote healthy decisions and behaviors.</p> <p><b>Component:</b> Personal Wellness <b>Subcomponent:</b> General Health 8.GH.3 Differentiate between the need for individual or collaborative decision-making and identify circumstances that can support or hinder decision-making and goal setting.</p> <p><b>Component:</b> Personal Wellness <b>Subcomponent:</b> General Health 8.GH.6 Evaluate individual, group, and societal influences that promote positive and negative health behaviors.</p> <p><b>Component:</b> Substance Use &amp; Abuse <b>Subcomponent:</b> Core Concepts 8.EA.1 Analyze how impaired judgement and other effects of substance use impacts personal safety, relationships with friends and family, and current and future success.</p> <p><b>Component:</b> Substance Use &amp; Abuse <b>Subcomponent:</b> Refusal and Risk Reduction 8.RR.1 Apply effective communication strategies to avoid the potential to become addicted to harmful substances and corresponding negative consequences.</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> </ol>	<p><b>Component:</b> Personal Wellness <b>Subcomponent:</b> General Health 8.GH.3 Differentiate between the need for individual or collaborative decision-making and identify circumstances that can support or hinder decision-making and goal setting.</p>

		<ol style="list-style-type: none"> <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>Component:</b> Personal Wellness <b>Subcomponent:</b> General Health 8.GH.4 Analyze how personal health goals can vary with changing abilities, priorities, and responsibilities.</p> <p><b>Component:</b> Personal Wellness <b>Subcomponent:</b> General Health 6.GH.6 Identify ways that choice affects the lives of an individual, others, and society.</p> <p><b>Component:</b> Personal Wellness <b>Subcomponent:</b> General Health 8.GH.6 Evaluate individual, group, and societal influences that promote positive and negative health behaviors.</p> <p><b>Component:</b> Safety and Prevention <b>Subcomponent:</b> Prevention 8.P.5 Analyze the validity of health information, products, and services.</p> <p><b>Component:</b> Safety and Prevention <b>Subcomponent:</b> Technology 8.TS.5 Explain how technology can influence healthy and unhealthy behaviors.</p> <p><b>Component:</b> Substance Use &amp; Abuse <b>Subcomponent:</b> Core Concepts 8.CC.3 Analyze family, peer, social, and media influences on tobacco, vaping, alcohol, and other drugs.</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> </ol>	<p><b>Component:</b> Mental, Emotional, Social Health <b>Subcomponent:</b> Mental Health 8.MH.5 Create a plan of healthy coping skills to use when faced with stress, loss, depression, and anxiety.</p>

		<ol style="list-style-type: none"> <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>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>Component:</b> Mental, Emotional, Social Health  <b>Subcomponent:</b> Mental Health        8.MH.5 Create a plan of healthy coping skills to use when faced with stress, loss, depression, and anxiety.</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> </ol>	<p><b>Component:</b> Mental, Emotional, Social Health  <b>Subcomponent:</b> Conflict Resolution        8.CR.2 Discuss strategies to implement when communicating with others that have differing beliefs and values.</p> <p><b>Component:</b> Mental, Emotional, Social Health</p>

		<ol style="list-style-type: none"> <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>Subcomponent:</b> Social Health 8.SH.2 Analyze the similarities and differences between friendships and romantic relationships.</p>
<p><b>Unit 7:</b> <b>Assertiveness</b></p>	<p>Students will learn how to use assertiveness techniques in everyday situations.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Identify situations that warrant assertive responses.</li> <li>2. Identify and use verbal assertive skills.</li> <li>3. Identify and use nonverbal assertive skills.</li> </ol>	<p><b>Component:</b> Personal Wellness <b>Subcomponent:</b> General Health 8.GH.2 Demonstrate advocacy skills to promote healthy decisions and behaviors.</p> <p><b>Component:</b> Personal Wellness <b>Subcomponent:</b> General Health 8.GH.3 Differentiate between the need for individual or collaborative decision-making and identify circumstances that can support or hinder decision-making and goal setting.</p> <p><b>Component:</b> Safety and Prevention <b>Subcomponent:</b> Prevention 8.P.1 Demonstrate de-escalation techniques used in threatening situations.</p> <p><b>Component:</b> Safety and Prevention <b>Subcomponent:</b> Prevention 8.P.2 Develop strategies to remain unharmed when confronted with dangerous situations at home, school, and in the community.</p> <p><b>Component:</b> Substance Use &amp; Abuse <b>Subcomponent:</b> Refusal and Risk Reduction</p>

			<p>8.RR.1 Apply effective communication strategies to avoid the potential to become addicted to harmful substances and corresponding negative consequences.</p> <p><b>Component:</b> Mental, Emotional, Social Health <b>Subcomponent:</b> Conflict Resolution 8.CR.1 Demonstrate effective conflict management and resolution skills in hypothetical situations.</p> <p><b>Component:</b> Mental, Emotional, Social Health <b>Subcomponent:</b> Conflict Resolution 8.CR.2 Discuss strategies to implement when communicating with others that have differing beliefs and values.</p> <p><b>Component:</b> Mental, Emotional, Social Health <b>Subcomponent:</b> Conflict Resolution 8.CR.3 Utilize family, school, and community resources to avoid or reduce mental, emotional, social health risks (e.g., bullying, harassment).</p>
<p><b>Unit 8: Resolving Conflicts</b></p>	<p>Students will review and reinforce the skills they have learned to resolve conflicts.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Define conflict resolution.</li> <li>2. Identify styles of resolving conflicts.</li> <li>3. Identify the basic steps of conflict resolution.</li> <li>4. Practice suggesting compromises.</li> <li>5. Practice resolving conflicts.</li> </ol>	<p><b>Component:</b> Personal Wellness <b>Subcomponent:</b> General Health 8.GH.2 Demonstrate advocacy skills to promote healthy decisions and behaviors.</p> <p><b>Component:</b> Safety and Prevention <b>Subcomponent:</b> Prevention 8.P.1 Demonstrate de-escalation techniques used in threatening situations.</p> <p><b>Component:</b> Safety and Prevention <b>Subcomponent:</b> Prevention 8.P.2 Develop strategies to remain unharmed when confronted with dangerous situations at home, school, and in the community.</p>

			<p><b>Component:</b> Substance Use &amp; Abuse <b>Subcomponent:</b> Refusal and Risk Reduction 8.RR.1 Apply effective communication strategies to avoid the potential to become addicted to harmful substances and corresponding negative consequences.</p> <p><b>Component:</b> Mental, Emotional, Social Health <b>Subcomponent:</b> Conflict Resolution 8.CR.1 Demonstrate effective conflict management and resolution skills in hypothetical situations.</p> <p><b>Component:</b> Mental, Emotional, Social Health <b>Subcomponent:</b> Conflict Resolution 8.CR.3 Utilize family, school, and community resources to avoid or reduce mental, emotional, social health risks (e.g., bullying, harassment).</p> <p><b>Component:</b> Mental, Emotional, Social Health <b>Subcomponent:</b> Conflict Resolution 8.CR.4 Analyze techniques that are used to pressure someone to engage in or be a target of violent behavior.</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>Component:</b> Personal Wellness <b>Subcomponent:</b> General Health 8.GH.2 Demonstrate advocacy skills to promote healthy decisions and behaviors.</p> <p><b>Component:</b> Personal Wellness <b>Subcomponent:</b> General Health 8.GH.4 Analyze how personal health goals can vary with changing abilities, priorities, and responsibilities.</p> <p><b>Component:</b> Safety and Prevention <b>Subcomponent:</b> Prevention 8.P.1 Demonstrate de-escalation techniques used in threatening situations.</p>

			<p><b>Component:</b> Safety and Prevention <b>Subcomponent:</b> Prevention 8.P.2 Develop strategies to remain unharmed when confronted with dangerous situations at home, school, and in the community.</p> <p><b>Component:</b> Substance Use &amp; Abuse <b>Subcomponent:</b> Core Concepts 8.CC.3 Analyze family, peer, social, and media influences on tobacco, vaping, alcohol, and other drugs.</p> <p><b>Component:</b> Substance Use &amp; Abuse <b>Subcomponent:</b> Refusal and Risk Reduction 8.RR.1 Apply effective communication strategies to avoid the potential to become addicted to harmful substances and corresponding negative consequences.</p> <p><b>Component:</b> Mental, Emotional, Social Health <b>Subcomponent:</b> Conflict Resolution 8.CR.1 Demonstrate effective conflict management and resolution skills in hypothetical situations.</p> <p><b>Component:</b> Mental, Emotional, Social Health <b>Subcomponent:</b> Conflict Resolution 8.CR.3 Utilize family, school, and community resources to avoid or reduce mental, emotional, social health risks (e.g., bullying, harassment).</p> <p><b>Component:</b> Mental, Emotional, Social Health <b>Subcomponent:</b> Conflict Resolution 8.CR.4 Analyze techniques that are used to pressure someone to engage in or be a target of violent behavior.</p>
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