



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

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

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LEVEL ONE

Botvin LifeSkills® Training Units for Grades 6/7	Unit Goal	Unit Objectives	Louisiana Learning Standard(s)
<p>Unit 1: Self-Image and Self-Improvement</p>	<p>To teach students about developing a strong and healthy self-image and its effect on how we act and feel.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Define self-image. 2. Discuss how self-image is formed. 3. Identify ways to increase self-image. 4. Identify something that makes them proud. 	<p>6th Grade 1-M-1.1 Identify and categorize behaviors that can affect physical, intellectual, emotional and social health. 1-M-2.1 Distinguish between health knowledge and practicing healthy behaviors. 2-M-3.1 Discuss personal beliefs about participating in healthy behaviors. 2-M-3.2 Identify barriers and opportunities to engaging in healthy behaviors 6-M-1.1 Assess personal health practices and health status. 6-M-1.2 Set a goal and describe steps needed to attain goal. 6-M-1.3 Develop practical solutions for removing barriers to practicing healthy lifestyles.</p> <p>7th Grade 1-M-2.1 Explain the importance of assuming responsibility for personal health behaviors. 1-M-3.1 Describe the benefits of and barriers to practicing healthy behaviors (e.g., sexual abstinence, avoiding substance abuse, practicing good nutrition).</p>

			<p>1-M-3.2 Describe the relationship between using alcohol and other drugs and health risk behaviors. (e.g., sexual activity, driving/riding while intoxicated, violence, etc.).</p> <p>2-M-3.1 Identify the difference between external and internal influences.</p> <p>4-M-1.4 Analyze the relationship between self-respect and healthy social relationships.</p> <p>6-M-1.1 Identify a health practice to improve.</p> <p>6-M-1.2 Adopt a goal to improve a health practice (e.g., increase physical activity, increase time spent with people engaged in positive behaviors, increase healthful eating, practice honest ways to be successful in school, practice abstinence).</p> <p>6-M-1.3 Create a journal to measure accomplishments toward a selected goal.</p>
<p>Unit 2 Making Decisions</p>	<p>To introduce to students a more complex decision-making process and provide practice in independent decision-making.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Demonstrate how decisions are influenced by group pressure. 2. Discuss reasons why people are influenced by group members. 3. Identify everyday decisions. 4. Describe how important decisions are made. 5. Identify a process for making decisions. 	<p>6th Grade</p> <p>1-M-1.1 Identify and categorize behaviors that can affect physical, intellectual, emotional and social health.</p> <p>1-M-2.1 Distinguish between health knowledge and practicing healthy behaviors.</p> <p>1-M-3.1 Examine the likelihood and seriousness of injury or illness if engaging in risky behaviors.</p> <p>2-M-1.1 Identify the influences of others on personal values, beliefs and perceived norms.</p> <p>2-M-1.2 Examine how parents and family influence health practices.</p> <p>2-M-3.1 Discuss personal beliefs about participating in healthy behaviors.</p> <p>2-M-3.2 Identify barriers and opportunities to engaging in healthy behaviors.</p> <p>5-M-1.1 Examine how emotional health can affect decision-making.</p> <p>5-M-2.1 Relate the steps of a decision-making model as it applies to health-related decisions.</p> <p>6-M-1.1 Assess personal health practices and health status.</p>

			<p>6-M-1.3 Develop practical solutions for removing barriers to practicing healthy lifestyles.</p> <p>7th Grade</p> <p>1-M-2.1 Explain the importance of assuming responsibility for personal health behaviors.</p> <p>1-M-3.1 Describe the benefits of and barriers to practicing healthy behaviors (e.g., sexual abstinence, avoiding substance abuse, practicing good nutrition).</p> <p>1-M-3.2 Describe the relationship between using alcohol and other drugs and health risk behaviors. (e.g., sexual activity, driving/riding while intoxicated, violence, etc.).</p> <p>2-M-1.1 Describe how peers influence healthy and unhealthy behaviors.</p> <p>2-M-1.2 Analyze how the community can affect personal health practices and behaviors.</p> <p>2-M-3.1 Identify the difference between external and internal influences.</p> <p>2-M-3.2 Discuss how individual values and beliefs affect personal decisions to engage in healthy and unhealthy behaviors (e.g., eating and exercising habits, engaging in sexual risk behaviors and choosing abstinence).</p> <p>2-M-3.3 Recognize how external influences can affect an individual's judgment, self-control and behavior (e.g., substance abuse, peer pressure).</p> <p>5-M-1.1 Analyze the impact of peer pressure on decision-making.</p> <p>5-M-1.2 Determine barriers that can hinder healthy decision-making.</p> <p>5-M-2.1 Apply use of a decision-making model in making a healthy decision (e.g., food choices, substance abuse, relationships, violence and abstinence) through role play and skits.</p> <p>5-M-2.2 Predict the short- and long-term consequences of healthy and unhealthy choices (abstinence, sexual risk</p>
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			<p>behaviors, alcohol and tobacco use, exercise, healthy eating).</p> <p>7-M-1.1 Identify common barriers to making healthy choices.</p> <p>7-M-1.2 Problem-solve how to overcome obstacles to making healthy choices.</p> <p>7-M-1.3 Explain the importance of assuming responsibility for personal health behaviors.</p> <p>8-M-2.1 Use accurate information to support a health-enhancing position on a topic (e.g., need for personal hygiene, healthful food choices at school, disease, genetic disorder).</p>
<p>Unit 3: Smoking: Myths and Realities</p>	<p>Students will be able to dispel myths surrounding tobacco use using statistics and help students understand the rights of nonsmokers.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify that the majority of teenagers and adults are not cigarette smokers. 2. Discuss reasons young people have for smoking or not smoking. 3. Discuss realities of what cigarettes can and cannot do. 4. Discuss the immediate and long-term effects of cigarette of smoking. 5. Describe the process of becoming a smoker. 	<p>6th Grade</p> <p>1-M-1.1 Identify and categorize behaviors that can affect physical, intellectual, emotional and social health.</p> <p>1-M-2.1 Distinguish between health knowledge and practicing healthy behaviors.</p> <p>1-M-3.1 Examine the likelihood and seriousness of injury or illness if engaging in risky behaviors.</p> <p>2-M-1.1 Identify the influences of others on personal values, beliefs and perceived norms.</p> <p>2-M-1.2 Examine how parents and family influence health practices.</p> <p>2-M-3.1 Discuss personal beliefs about participating in healthy behaviors.</p> <p>2-M-3.2 Identify barriers and opportunities to engaging in healthy behaviors.</p> <p>5-M-2.1 Relate the steps of a decision-making model as it applies to health-related decisions.</p> <p>7th Grade</p> <p>1-M-2.1 Explain the importance of assuming responsibility for personal health behaviors.</p>

		<p>6. Identify that smoking is becoming less socially acceptable.</p> <p>7. Discuss nonsmokers' rights.</p>	<p>1-M-3.1 Describe the benefits of and barriers to practicing healthy behaviors (e.g., sexual abstinence, avoiding substance abuse, practicing good nutrition).</p> <p>1-M-3.2 Describe the relationship between using alcohol and other drugs and health risk behaviors. (e.g., sexual activity, driving/riding while intoxicated, violence, etc.).</p> <p>2-M-1.1 Describe how peers influence healthy and unhealthy behaviors.</p> <p>2-M-1.2 Analyze how the community can affect personal health practices and behaviors.</p> <p>2-M-3.1 Identify the difference between external and internal influences.</p> <p>2-M-3.2 Discuss how individual values and beliefs affect personal decisions to engage in healthy and unhealthy behaviors (e.g., eating and exercising habits, engaging in sexual risk behaviors and choosing abstinence).</p> <p>2-M-3.3 Recognize how external influences can affect an individual's judgment, self-control and behavior (e.g., substance abuse, peer pressure).</p> <p>5-M-2.1 Apply use of a decision-making model in making a healthy decision (e.g., food choices, substance abuse, relationships, violence and abstinence) through role play and skits.</p> <p>5-M-2.2 Predict the short- and long-term consequences of healthy and unhealthy choices (abstinence, sexual risk behaviors, alcohol and tobacco use, exercise, healthy eating).</p> <p>8-M-2.1 Use accurate information to support a health-enhancing position on a topic (e.g., need for personal hygiene, healthful food choices at school, disease, genetic disorder).</p>
<p>Unit 4: Smoking and Biofeedback</p>	<p>Students will explore the immediate effects of tobacco on the body.</p>	<p>Students will:</p>	<p>6th Grade</p> <p>1-M-1.1 Identify and categorize behaviors that can affect physical, intellectual, emotional and social health.</p>

		<ol style="list-style-type: none"> 1. Describe the effects of elevated heart rates on the body. 2. Identify situations that can change heart rates. 3. Discuss the purpose and procedure of the pulse meter. 4. Discuss the purpose and procedure of the tremor test. 5. Discuss the reasons for the difference in pulse rates before and after smoking a cigarette. 6. Discuss the reasons for the difference in hand steadiness before and after smoking a cigarette. 	<p>1-M-2.1 Distinguish between health knowledge and practicing healthy behaviors.</p> <p>1-M-3.1 Examine the likelihood and seriousness of injury or illness if engaging in risky behaviors.</p> <p>2-M-1.1 Identify the influences of others on personal values, beliefs and perceived norms.</p> <p>2-M-1.2 Examine how parents and family influence health practices.</p> <p>2-M-3.1 Discuss personal beliefs about participating in healthy behaviors.</p> <p>2-M-3.2 Identify barriers and opportunities to engaging in healthy behaviors.</p> <p>5-M-2.1 Relate the steps of a decision-making model as it applies to health-related decisions.</p> <p>7th Grade</p> <p>1-M-2.1 Explain the importance of assuming responsibility for personal health behaviors.</p> <p>1-M-3.1 Describe the benefits of and barriers to practicing healthy behaviors (e.g., sexual abstinence, avoiding substance abuse, practicing good nutrition).</p> <p>1-M-3.2 Describe the relationship between using alcohol and other drugs and health risk behaviors. (e.g., sexual activity, driving/riding while intoxicated, violence, etc.).</p> <p>2-M-1.1 Describe how peers influence healthy and unhealthy behaviors.</p> <p>2-M-1.2 Analyze how the community can affect personal health practices and behaviors.</p> <p>2-M-3.1 Identify the difference between external and internal influences.</p> <p>2-M-3.2 Discuss how individual values and beliefs affect personal decisions to engage in healthy and unhealthy behaviors (e.g., eating and exercising habits, engaging in sexual risk behaviors and choosing abstinence).</p>
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			<p>2-M-3.3 Recognize how external influences can affect an individual’s judgment, self- control and behavior (e.g., substance abuse, peer pressure).</p> <p>5-M-2.1 Apply use of a decision-making model in making a healthy decision (e.g., food choices, substance abuse, relationships, violence and abstinence) through role play and skits.</p> <p>5-M-2.2 Predict the short- and long-term consequences of healthy and unhealthy choices (abstinence, sexual risk behaviors, alcohol and tobacco use, exercise, healthy eating).</p> <p>8-M-2.1 Use accurate information to support a health-enhancing position on a topic (e.g., need for personal hygiene, healthful food choices at school, disease, genetic disorder).</p>
<p>Unit 5: Alcohol: Myths and Realities</p>	<p>Students will understand what alcohol does to the body and explore why many people don’t drink.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Recognize that alcohol is a drug which slows down the functioning of the brain and nervous system. 2. Recognize that although many people drink, most adults drink only occasionally and in moderation. 3. Discuss reasons why people do or do not drink. 	<p>6th Grade</p> <p>1-M-1.1 Identify and categorize behaviors that can affect physical, intellectual, emotional and social health.</p> <p>1-M-2.1 Distinguish between health knowledge and practicing healthy behaviors.</p> <p>1-M-3.1 Examine the likelihood and seriousness of injury or illness if engaging in risky behaviors.</p> <p>2-M-1.1 Identify the influences of others on personal values, beliefs and perceived norms.</p> <p>2-M-1.2 Examine how parents and family influence health practices.</p> <p>2-M-3.1 Discuss personal beliefs about participating in healthy behaviors.</p> <p>2-M-3.2 Identify barriers and opportunities to engaging in healthy behaviors.</p> <p>5-M-2.1 Relate the steps of a decision-making model as it applies to health-related decisions.</p> <p>7th Grade</p>

		<p>4. Identify the realities of what alcohol can and cannot do.</p>	<p>1-M-2.1 Explain the importance of assuming responsibility for personal health behaviors.</p> <p>1-M-3.1 Describe the benefits of and barriers to practicing healthy behaviors (e.g., sexual abstinence, avoiding substance abuse, practicing good nutrition).</p> <p>1-M-3.2 Describe the relationship between using alcohol and other drugs and health risk behaviors. (e.g., sexual activity, driving/riding while intoxicated, violence, etc.).</p> <p>2-M-1.1 Describe how peers influence healthy and unhealthy behaviors.</p> <p>2-M-1.2 Analyze how the community can affect personal health practices and behaviors.</p> <p>2-M-3.1 Identify the difference between external and internal influences.</p> <p>2-M-3.2 Discuss how individual values and beliefs affect personal decisions to engage in healthy and unhealthy behaviors (e.g., eating and exercising habits, engaging in sexual risk behaviors and choosing abstinence).</p> <p>2-M-3.3 Recognize how external influences can affect an individual's judgment, self-control and behavior (e.g., substance abuse, peer pressure).</p> <p>5-M-2.1 Apply use of a decision-making model in making a healthy decision (e.g., food choices, substance abuse, relationships, violence and abstinence) through role play and skits.</p> <p>5-M-2.2 Predict the short- and long-term consequences of healthy and unhealthy choices (abstinence, sexual risk behaviors, alcohol and tobacco use, exercise, healthy eating).</p> <p>8-M-2.1 Use accurate information to support a health-enhancing position on a topic (e.g., need for personal hygiene, healthful food choices at school, disease, genetic disorder).</p>
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<p>Unit 6: Marijuana: Myths and Realities</p>	<p>Students will learn about the immediate and long-term effects of marijuana on behavior and the body.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Describe what marijuana is. 2. Identify that the vast majority of teenagers and adults do not smoke marijuana. 3. Discuss the reasons some teenagers use marijuana. 4. Discuss the realities of what marijuana can and cannot do. 5. Discuss the immediate and long-term effects of marijuana on the body. 6. Discuss the legal status of marijuana. 	<p>6th Grade 1-M-1.1 Identify and categorize behaviors that can affect physical, intellectual, emotional and social health. 1-M-2.1 Distinguish between health knowledge and practicing healthy behaviors. 1-M-3.1 Examine the likelihood and seriousness of injury or illness if engaging in risky behaviors. 2-M-1.1 Identify the influences of others on personal values, beliefs and perceived norms. 2-M-1.2 Examine how parents and family influence health practices. 2-M-3.1 Discuss personal beliefs about participating in healthy behaviors. 2-M-3.2 Identify barriers and opportunities to engaging in healthy behaviors. 5-M-2.1 Relate the steps of a decision-making model as it applies to health-related decisions.</p> <p>7th Grade 1-M-2.1 Explain the importance of assuming responsibility for personal health behaviors. 1-M-3.1 Describe the benefits of and barriers to practicing healthy behaviors (e.g., sexual abstinence, avoiding substance abuse, practicing good nutrition). 1-M-3.2 Describe the relationship between using alcohol and other drugs and health risk behaviors. (e.g., sexual activity, driving/riding while intoxicated, violence, etc.). 2-M-1.1 Describe how peers influence healthy and unhealthy behaviors. 2-M-1.2 Analyze how the community can affect personal health practices and behaviors. 2-M-3.1 Identify the difference between external and internal influences. 2-M-3.2 Discuss how individual values and beliefs affect personal decisions to engage in healthy and unhealthy</p>
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			<p>behaviors (e.g., eating and exercising habits, engaging in sexual risk behaviors and choosing abstinence).</p> <p>2-M-3.3 Recognize how external influences can affect an individual’s judgment, self- control and behavior (e.g., substance abuse, peer pressure).</p> <p>5-M-2.1 Apply use of a decision-making model in making a healthy decision (e.g., food choices, substance abuse, relationships, violence and abstinence) through role play and skits.</p> <p>5-M-2.2 Predict the short- and long-term consequences of healthy and unhealthy choices (abstinence, sexual risk behaviors, alcohol and tobacco use, exercise, healthy eating).</p> <p>8-M-2.1 Use accurate information to support a health-enhancing position on a topic (e.g., need for personal hygiene, healthful food choices at school, disease, genetic disorder).</p>
<p>Unit 7: Advertising</p>	<p>Students will understand how ads are created and designed to target particular groups of consumers and how to analyze advertisements so resist their allure.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Discuss the purpose of advertising. 2. Identify common advertising techniques. 3. Identify and analyze cigarette and alcohol advertisements. 4. Discuss alternative ways of responding to cigarette and alcohol ads. 	<p>6th Grade</p> <p>1-M-1.1 Identify and categorize behaviors that can affect physical, intellectual, emotional and social health.</p> <p>1-M-2.1 Distinguish between health knowledge and practicing healthy behaviors.</p> <p>2-M-2.1 Investigate the impact of media (e.g., television, newspapers, billboards, magazines, Internet) on positive and negative health behaviors.</p> <p>2-M-2.2 Describe the ways that technology affects health (e.g., video games).</p> <p>3-M-1.1 Differentiate between credible and non-credible sources of health information (e.g., internet, trusted adult, healthcare professionals).</p> <p>5-M-2.1 Relate the steps of a decision-making model as it applies to health-related decisions.</p>

			<p>7th Grade</p> <p>1-M-2.1 Explain the importance of assuming responsibility for personal health behaviors.</p> <p>1-M-3.1 Describe the benefits of and barriers to practicing healthy behaviors (e.g., sexual abstinence, avoiding substance abuse, practicing good nutrition).</p> <p>1-M-3.2 Describe the relationship between using alcohol and other drugs and health risk behaviors. (e.g., sexual activity, driving/riding while intoxicated, violence, etc.).</p> <p>2-M-3.1 Identify the difference between external and internal influences.</p> <p>2-M-3.2 Discuss how individual values and beliefs affect personal decisions to engage in healthy and unhealthy behaviors (e.g., eating and exercising habits, engaging in sexual risk behaviors and choosing abstinence).</p> <p>2-M-3.3 Recognize how external influences can affect an individual’s judgment, self- control and behavior (e.g., substance abuse, peer pressure).</p> <p>5-M-2.1 Apply use of a decision-making model in making a healthy decision (e.g., food choices, substance abuse, relationships, violence and abstinence) through role play and skits.</p> <p>5-M-2.2 Predict the short- and long-term consequences of healthy and unhealthy choices (abstinence, sexual risk behaviors, alcohol and tobacco use, exercise, healthy eating).</p> <p>8-M-1.1 Identify ways that health messages and communication techniques can be altered for different audiences.</p>
<p>Unit 8: Violence and the Media</p>	<p>Students will learn how to identify and resist distorted violent images as presented by the media.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Define media. 2. Identify that the media influence behavior. 	<p>6th Grade</p> <p>1-M-1.1 Identify and categorize behaviors that can affect physical, intellectual, emotional and social health.</p> <p>1-M-2.1 Distinguish between health knowledge and practicing healthy behaviors.</p>

		<ol style="list-style-type: none"> 3. Identify that violent behavior is not as common as many people think. 4. Identify that the media distort our ideas about violence. 5. Identify that the media create attractive images as models for violent behavior. 6. Identify the reasons for media violence. 7. Discuss violent imagery in video games and music. 8. Discuss the harmful effects of media violence. 9. Discuss ways to resist media influence. 	<p>2-M-2.1 Investigate the impact of media (e.g., television, newspapers, billboards, magazines, Internet) on positive and negative health behaviors.</p> <p>2-M-2.2 Describe the ways that technology affects health (e.g., video games).</p> <p>2-M-3.2 Identify barriers and opportunities to engaging in healthy behaviors.</p> <p>3-M-1.1 Differentiate between credible and non-credible sources of health information (e.g., internet, trusted adult, healthcare professionals).</p> <p>5-M-1.1 Examine how emotional health can affect decision-making.</p> <p>5-M-2.1 Relate the steps of a decision-making model as it applies to health-related decisions.</p> <p>7th Grade</p> <p>1-M-1.2 Describe appropriate ways to express and deal with emotions and how this can impact other areas of personal health.</p> <p>1-M-2.1 Explain the importance of assuming responsibility for personal health behaviors.</p> <p>1-M-3.1 Describe the benefits of and barriers to practicing healthy behaviors (e.g., sexual abstinence, avoiding substance abuse, practicing good nutrition).</p> <p>2-M-3.1 Identify the difference between external and internal influences.</p> <p>2-M-3.2 Discuss how individual values and beliefs affect personal decisions to engage in healthy and unhealthy behaviors (e.g., eating and exercising habits, engaging in sexual risk behaviors and choosing abstinence).</p> <p>2-M-3.3 Recognize how external influences can affect an individual's judgment, self-control and behavior (e.g., substance abuse, peer pressure).</p> <p>5-M-2.1 Apply use of a decision-making model in making a healthy decision (e.g., food choices, substance abuse,</p>
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			<p>relationships, violence and abstinence) through role play and skits.</p> <p>5-M-2.2 Predict the short- and long-term consequences of healthy and unhealthy choices (abstinence, sexual risk behaviors, alcohol and tobacco use, exercise, healthy eating).</p> <p>7-M-2.2 Analyze the risk of impulsive behaviors.</p> <p>8-M-1.1 Identify ways that health messages and communication techniques can be altered for different audiences.</p>
<p>Unit 9: Coping with Anxiety</p>	<p>Help students learn to recognize symptoms of anxiety and then gives them the tools to effectively cope with it.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Define anxiety. 2. Identify physical symptoms of nervousness. 3. Discuss common situations which produce nervousness. 4. Discuss alternative ways of dealing with anxiety-inducing situations. 5. Demonstrate the techniques for coping with anxiety (relaxation exercise, mental rehearsal, deep breathing). 	<p>6th Grade</p> <p>1-M-1.1 Identify and categorize behaviors that can affect physical, intellectual, emotional and social health.</p> <p>1-M-2.1 Distinguish between health knowledge and practicing healthy behaviors.</p> <p>2-M-3.1 Discuss personal beliefs about participating in healthy behaviors.</p> <p>2-M-3.2 Identify barriers and opportunities to engaging in healthy behaviors.</p> <p>5-M-1.1 Examine how emotional health can affect decision-making.</p> <p>7th Grade</p> <p>1-M-1.1 Explain how emotional health (stress) impacts other dimensions of health.</p> <p>1-M-1.2 Describe appropriate ways to express and deal with emotions and how this can impact other areas of personal health.</p> <p>1-M-2.1 Explain the importance of assuming responsibility for personal health behaviors.</p> <p>1-M-3.1 Describe the benefits of and barriers to practicing healthy behaviors (e.g., sexual abstinence, avoiding substance abuse, practicing good nutrition).</p> <p>2-M-3.1 Identify the difference between external and internal influences.</p>

			<p>2-M-3.2 Discuss how individual values and beliefs affect personal decisions to engage in healthy and unhealthy behaviors (e.g., eating and exercising habits, engaging in sexual risk behaviors and choosing abstinence).</p> <p>2-M-3.3 Recognize how external influences can affect an individual’s judgment, self- control and behavior (e.g., substance abuse, peer pressure).</p> <p>7-M-2.2 Analyze the risk of impulsive behaviors.</p>
<p>Unit 10: Coping with Anger</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"> 1. Experience anger. 2. Define anger. 3. Identify physical symptoms of anger. 4. Discuss common situations that provoke anger. 5. Discuss reasons for keeping anger under control. 6. Discuss ways to control anger. 7. Practice techniques for controlling anger. 	<p>6th Grade</p> <p>1-M-1.1 Identify and categorize behaviors that can affect physical, intellectual, emotional and social health.</p> <p>1-M-2.1 Distinguish between health knowledge and practicing healthy behaviors.</p> <p>2-M-3.1 Discuss personal beliefs about participating in healthy behaviors.</p> <p>2-M-3.2 Identify barriers and opportunities to engaging in healthy behaviors.</p> <p>5-M-1.1 Examine how emotional health can affect decision-making.</p> <p>7th Grade</p> <p>1-M-1.1 Explain how emotional health (stress) impacts other dimensions of health.</p> <p>1-M-1.2 Describe appropriate ways to express and deal with emotions and how this can impact other areas of personal health.</p> <p>1-M-2.1 Explain the importance of assuming responsibility for personal health behaviors.</p> <p>1-M-3.1 Describe the benefits of and barriers to practicing healthy behaviors (e.g., sexual abstinence, avoiding substance abuse, practicing good nutrition).</p> <p>2-M-3.1 Identify the difference between external and internal influences.</p> <p>2-M-3.2 Discuss how individual values and beliefs affect personal decisions to engage in healthy and unhealthy</p>

			<p>behaviors (e.g., eating and exercising habits, engaging in sexual risk behaviors and choosing abstinence).</p> <p>2-M-3.3 Recognize how external influences can affect an individual’s judgment, self- control and behavior (e.g., substance abuse, peer pressure).</p> <p>7-M-2.2 Analyze the risk of impulsive behaviors.</p>
<p>Unit 11: Communication Skills</p>	<p>Students will learn how to use verbal and nonverbal communication skills to avoid misunderstandings.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Define communication. 2. Discuss verbal and nonverbal communication. 3. Define misunderstanding. 4. Discuss how misunderstandings develop. 5. Discuss how misunderstandings can be avoided. 	<p>6th Grade</p> <p>1-M-1.1 Identify and categorize behaviors that can affect physical, intellectual, emotional and social health.</p> <p>1-M-2.1 Distinguish between health knowledge and practicing healthy behaviors.</p> <p>2-M-3.1 Discuss personal beliefs about participating in healthy behaviors.</p> <p>2-M-3.2 Identify barriers and opportunities to engaging in healthy behaviors.</p> <p>4-M-1.1 Role play verbal and non-verbal communication skills to enhance health.</p> <p>7th Grade</p> <p>1-M-1.2 Describe appropriate ways to express and deal with emotions and how this can impact other areas of personal health.</p> <p>1-M-2.1 Explain the importance of assuming responsibility for personal health behaviors.</p> <p>4-M-1.1 Use effective listening techniques when communicating with others (active listening).</p> <p>4-M-1.2 Describe healthy ways to express affection, love, friendship and concern.</p> <p>4-M-1.3 Explain the characteristics of a healthy and unhealthy social relationship.</p> <p>4-M-1.4 Analyze the relationship between self-respect and healthy social relationships.</p>

<p>Unit 12: Social Skills (A)</p>	<p>Students will learn how to use communication skills to develop social skills.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Recognize that many people feel shy or uncomfortable in social situations. 2. Discuss how shyness can be overcome. 3. Practice making social contacts. 4. Practice giving and receiving compliments. 5. Practice initiating, sustaining, and ending conversations. 	<p>6th Grade</p> <p>1-M-1.1 Identify and categorize behaviors that can affect physical, intellectual, emotional and social health.</p> <p>1-M-2.1 Distinguish between health knowledge and practicing healthy behaviors.</p> <p>2-M-3.1 Discuss personal beliefs about participating in healthy behaviors.</p> <p>2-M-3.2 Identify barriers and opportunities to engaging in healthy behaviors.</p> <p>4-M-1.1 Role play verbal and non-verbal communication skills to enhance health.</p> <p>4-M-1.2 Practice the use of “I” messages when expressing needs, wants and feelings.</p> <p>4-M-3.1 Differentiate between negative and positive behaviors used in conflict situations (e.g., compromise, avoidance, mediation, assertive/aggressive, non-violent behaviors).</p> <p>4-M-4.1 Identify qualities of healthy relationships (e.g., respect, trust, honesty, support, communication).</p> <p>7th Grade</p> <p>1-M-2.1 Explain the importance of assuming responsibility for personal health behaviors.</p> <p>2-M-1.1 Describe how peers influence healthy and unhealthy behaviors.</p> <p>4-M-1.1 Use effective listening techniques when communicating with others (active listening).</p> <p>4-M-1.2 Describe healthy ways to express affection, love, friendship and concern.</p> <p>4-M-1.3 Explain the characteristics of a healthy and unhealthy social relationship.</p> <p>4-M-1.4 Analyze the relationship between self-respect and healthy social relationships.</p> <p>4-M-4.1 Identify methods for responding to problems of others with empathy and support.</p>
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			<p>5-M-2.1 Apply use of a decision-making model in making a healthy decision (e.g., food choices, substance abuse, relationships, violence and abstinence) through role play and skits.</p>
<p>Unit 13: Social Skills (B)</p>	<p>Students will learn and practice how to arrange social activities to increase their confidence.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Discuss what qualities attract individuals to each other. 2. Discuss the significance of physical and nonphysical qualities that attract us to other people. 3. Apply general social skills to interactions with someone you like. 4. Identify new and different social activities. 5. Discuss ways to approach others with ideas of social activities. 6. Discuss ways of responding when invited to a social activity. 	<p>6th Grade</p> <p>1-M-1.1 Identify and categorize behaviors that can affect physical, intellectual, emotional and social health.</p> <p>1-M-2.1 Distinguish between health knowledge and practicing healthy behaviors.</p> <p>2-M-3.1 Discuss personal beliefs about participating in healthy behaviors.</p> <p>2-M-3.2 Identify barriers and opportunities to engaging in healthy behaviors.</p> <p>4-M-1.1 Role play verbal and non-verbal communication skills to enhance health.</p> <p>4-M-1.2 Practice the use of “I” messages when expressing needs, wants and feelings.</p> <p>4-M-3.1 Differentiate between negative and positive behaviors used in conflict situations (e.g., compromise, avoidance, mediation, assertive/aggressive, non-violent behaviors).</p> <p>4-M-4.1 Identify qualities of healthy relationships (e.g., respect, trust, honesty, support, communication).</p> <p>7th Grade</p> <p>1-M-2.1 Explain the importance of assuming responsibility for personal health behaviors.</p> <p>2-M-1.1 Describe how peers influence healthy and unhealthy behaviors.</p> <p>4-M-1.1 Use effective listening techniques when communicating with others (active listening).</p> <p>4-M-1.2 Describe healthy ways to express affection, love, friendship and concern.</p> <p>4-M-1.3 Explain the characteristics of a healthy and unhealthy social relationship.</p>

			<p>4-M-1.4 Analyze the relationship between self-respect and healthy social relationships.</p> <p>4-M-4.1 Identify methods for responding to problems of others with empathy and support.</p> <p>5-M-2.1 Apply use of a decision-making model in making a healthy decision (e.g., food choices, substance abuse, relationships, violence and abstinence) through role play and skits.</p>
<p>Unit 14: Assertiveness</p>	<p>Students will learn different ways people exert pressure and identify and practice both verbal and nonverbal techniques for saying “no”.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify common situations in which people often fail to be assertive. 2. Identify persuasive tactics. 3. Identify and practice verbal assertive skills. 4. Identify and practice nonverbal assertive skills. 5. Discuss alternative ways for dealing with situations in which teens are pressured to smoke, drink, or use marijuana. 	<p>6th Grade</p> <p>1-M-1.1 Identify and categorize behaviors that can affect physical, intellectual, emotional and social health.</p> <p>1-M-2.1 Distinguish between health knowledge and practicing healthy behaviors.</p> <p>2-M-3.1 Discuss personal beliefs about participating in healthy behaviors.</p> <p>2-M-3.2 Identify barriers and opportunities to engaging in healthy behaviors</p> <p>4-M-1.1 Role play verbal and non-verbal communication skills to enhance health.</p> <p>4-M-1.2 Practice the use of “I” messages when expressing needs, wants and feelings.</p> <p>4-M-3.1 Differentiate between negative and positive behaviors used in conflict situations (e.g., compromise, avoidance, mediation, assertive/aggressive, non-violent behaviors).</p> <p>7th Grade</p> <p>1-M-1.2 Describe appropriate ways to express and deal with emotions and how this can impact other areas of personal health.</p> <p>1-M-2.1 Explain the importance of assuming responsibility for personal health behaviors.</p> <p>1-M-3.1 Describe the benefits of and barriers to practicing healthy behaviors (e.g., sexual abstinence, avoiding substance abuse, practicing good nutrition).</p>

			<p>2-M-1.1 Describe how peers influence healthy and unhealthy behaviors.</p> <p>2-M-1.2 Analyze how the community can affect personal health practices and behaviors.</p> <p>2-M-3.1 Identify the difference between external and internal influences.</p> <p>2-M-3.2 Discuss how individual values and beliefs affect personal decisions to engage in healthy and unhealthy behaviors (e.g., eating and exercising habits, engaging in sexual risk behaviors and choosing abstinence).</p> <p>2-M-3.3 Recognize how external influences can affect an individual's judgment, self-control and behavior (e.g., substance abuse, peer pressure).</p> <p>4-M-1.1 Use effective listening techniques when communicating with others (active listening).</p> <p>4-M-1.2 Describe healthy ways to express affection, love, friendship and concern.</p> <p>4-M-1.3 Explain the characteristics of a healthy and unhealthy social relationship.</p> <p>4-M-1.4 Analyze the relationship between self-respect and healthy social relationships.</p> <p>4-M-3.1 Compare and contrast the steps for conflict resolution/negotiation.</p> <p>4-M-3.2 Demonstrate skills to effectively resist pressure from peers to engage in unhealthy behaviors</p> <p>5-M-1.1 Analyze the impact of peer pressure on decision-making.</p> <p>5-M-1.2 Determine barriers that can hinder healthy decision-making.</p> <p>5-M-2.1 Apply use of a decision-making model in making a healthy decision (e.g., food choices, substance abuse, relationships, violence and abstinence) through role play and skits.</p> <p>5-M-2.2 Predict the short- and long-term consequences of healthy and unhealthy choices (abstinence, sexual risk</p>
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			behaviors, alcohol and tobacco use, exercise, healthy eating).
Unit 15: Resolving Conflicts	Students will learn how to use the skills from LST to resolve conflicts.	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify negotiation as the preferred method of resolving conflicts. 2. Review techniques for controlling anger, assertiveness, communication skills, and decision-making skills and apply them to conflict situations. 3. Recognize that negotiation and problem-solving skills can resolve conflicts. 4. Demonstrate success in resolving conflicts. 	<p>6th Grade</p> <p>1-M-1.1 Identify and categorize behaviors that can affect physical, intellectual, emotional and social health.</p> <p>1-M-2.1 Distinguish between health knowledge and practicing healthy behaviors.</p> <p>2-M-3.1 Discuss personal beliefs about participating in healthy behaviors.</p> <p>2-M-3.2 Identify barriers and opportunities to engaging in healthy behaviors</p> <p>4-M-1.1 Role play verbal and non-verbal communication skills to enhance health.</p> <p>4-M-1.2 Practice the use of “I” messages when expressing needs, wants and feelings.</p> <p>4-M-3.1 Differentiate between negative and positive behaviors used in conflict situations (e.g., compromise, avoidance, mediation, assertive/aggressive, non-violent behaviors).</p> <p>7th Grade</p> <p>1-M-1.1 Explain how emotional health (stress) impacts other dimensions of health.</p> <p>1-M-1.2 Describe appropriate ways to express and deal with emotions and how this can impact other areas of personal health.</p> <p>1-M-2.1 Explain the importance of assuming responsibility for personal health behaviors.</p> <p>1-M-3.1 Describe the benefits of and barriers to practicing healthy behaviors (e.g., sexual abstinence, avoiding substance abuse, practicing good nutrition).</p> <p>2-M-3.2 Discuss how individual values and beliefs affect personal decisions to engage in healthy and unhealthy behaviors (e.g., eating and exercising habits, engaging in sexual risk behaviors and choosing abstinence).</p>

			<p>2-M-3.3 Recognize how external influences can affect an individual's judgment, self-control and behavior (e.g., substance abuse, peer pressure).</p> <p>4-M-1.1 Use effective listening techniques when communicating with others (active listening).</p> <p>4-M-1.2 Describe healthy ways to express affection, love, friendship and concern.</p> <p>4-M-1.3 Explain the characteristics of a healthy and unhealthy social relationship.</p> <p>4-M-1.4 Analyze the relationship between self-respect and healthy social relationships.</p> <p>4-M-3.1 Compare and contrast the steps for conflict resolution/negotiation.</p> <p>5-M-2.1 Apply use of a decision-making model in making a healthy decision (e.g., food choices, substance abuse, relationships, violence and abstinence) through role play and skits.</p> <p>5-M-2.2 Predict the short- and long-term consequences of healthy and unhealthy choices (abstinence, sexual risk behaviors, alcohol and tobacco use, exercise, healthy eating).</p> <p>7-M-2.2 Analyze the risk of impulsive behaviors.</p>
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Level Two

Botvin LifeSkills® Training Units for Grades 7/8	Unit Goal	Unit Objectives	Louisiana Learning Standard(s)
Unit 1: Drug Abuse and Violence: Causes and Effects	Students will review the causes of drug abuse, as well as factors that can lead to it.	Students will: <ol style="list-style-type: none"> 1. Define drug abuse. 2. Identify the causes of drug use. 3. Identify the social factors promoting drug use. 4. Identify the social realities of drug use. 5. Describe the addictive process. 6. Recognize the best way of preventing drug abuse is to never start. 	7th Grade 1-M-2.1 Explain the importance of assuming responsibility for personal health behaviors. 1-M-3.1 Describe the benefits of and barriers to practicing healthy behaviors (e.g., sexual abstinence, avoiding substance abuse, practicing good nutrition). 1-M-3.2 Describe the relationship between using alcohol and other drugs and health risk behaviors. (e.g., sexual activity, driving/riding while intoxicated, violence, etc.). 2-M-1.1 Describe how peers influence healthy and unhealthy behaviors. 2-M-1.2 Analyze how the community can affect personal health practices and behaviors. 2-M-3.1 Identify the difference between external and internal influences. 2-M-3.2 Discuss how individual values and beliefs affect personal decisions to engage in healthy and unhealthy behaviors (e.g., eating and exercising habits, engaging in sexual risk behaviors and choosing abstinence). 2-M-3.3 Recognize how external influences can affect an individual’s judgment, self-control and behavior (e.g., substance abuse, peer pressure).

			<p>5-M-2.1 Apply use of a decision-making model in making a healthy decision (e.g., food choices, substance abuse, relationships, violence and abstinence) through role play and skits.</p> <p>5-M-2.2 Predict the short- and long-term consequences of healthy and unhealthy choices (abstinence, sexual risk behaviors, alcohol and tobacco use, exercise, healthy eating).</p> <p>7-M-1.2 Problem-solve how to overcome obstacles to making healthy choices.</p> <p>7-M-1.3 Explain the importance of assuming responsibility for personal health behaviors.</p> <p>8-M-2.1 Use accurate information to support a health-enhancing position on a topic (e.g., need for personal hygiene, healthful food choices at school, disease, genetic disorder).</p> <p>8th Grade</p> <p>1-M-1.1 Explain how healthy and unhealthy behaviors impact various body systems.</p> <p>1-M-1.2 Discuss research related to the impact the dimensions of health have upon each other.</p> <p>1-M-2.1 Identify preventive health measures to reduce or prevent injuries and other health problems</p> <p>1-M-3.1 Discuss how high risk behavior consequences may extend beyond self to friends, family and community.</p> <p>1-M-3.2 Describe types of violence.</p> <p>1-M-3.3 Discuss the frequency of violence, and its consequences, in social relationships.</p> <p>2-M-1.1 Explain how the perceptions of cultural and peer norms influence healthy and unhealthy behaviors.</p> <p>2-M-1.2 Describe how some health risk behaviors can influence the likelihood of engaging in additional unhealthy behaviors.</p> <p>2-M-3.1 Describe factors that influence personal decisions to engage in behaviors which result in intentional or</p>
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			<p>unintentional consequences (e.g., homicide, drinking and driving, wearing seat belt, lack of physical activity).</p> <p>5-M-2.1 Analyze the positive and negative consequences of a health-related decision.</p> <p>5-M-2.2 Prepare a report on the short- and long-term consequences of healthy and unhealthy choices</p>
<p>Unit 2: Making Decisions</p>	<p>Students will review the 3 Cs model of decision-making and analyze challenging situations to practice.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Review the suggested formula for making decisions. 2. Recognize that different people make different decisions in the same situation. 3. Analyze decisions or problems to be solved using the decision-making formula. 4. Identify common external influences on decision-making. 5. Practice making decisions using the suggested formula. 	<p>7th Grade</p> <p>1-M-2.1 Explain the importance of assuming responsibility for personal health behaviors.</p> <p>1-M-3.1 Describe the benefits of and barriers to practicing healthy behaviors (e.g., sexual abstinence, avoiding substance abuse, practicing good nutrition).</p> <p>1-M-3.2 Describe the relationship between using alcohol and other drugs and health risk behaviors. (e.g., sexual activity, driving/riding while intoxicated, violence, etc.).</p> <p>2-M-1.1 Describe how peers influence healthy and unhealthy behaviors.</p> <p>2-M-1.2 Analyze how the community can affect personal health practices and behaviors.</p> <p>2-M-3.1 Identify the difference between external and internal influences.</p> <p>2-M-3.2 Discuss how individual values and beliefs affect personal decisions to engage in healthy and unhealthy behaviors (e.g., eating and exercising habits, engaging in sexual risk behaviors and choosing abstinence).</p> <p>2-M-3.3 Recognize how external influences can affect an individual’s judgment, self- control and behavior (e.g., substance abuse, peer pressure).</p> <p>5-M-1.1 Analyze the impact of peer pressure on decision-making.</p> <p>5-M-1.2 Determine barriers that can hinder healthy decision-making.</p> <p>5-M-2.1 Apply use of a decision-making model in making a healthy decision (e.g., food choices, substance abuse, relationships, violence and abstinence) through role play and skits.</p>

			<p>5-M-2.2 Predict the short- and long-term consequences of healthy and unhealthy choices (abstinence, sexual risk behaviors, alcohol and tobacco use, exercise, healthy eating).</p> <p>7-M-1.1 Identify common barriers to making healthy choices.</p> <p>7-M-1.2 Problem-solve how to overcome obstacles to making healthy choices.</p> <p>7-M-1.3 Explain the importance of assuming responsibility for personal health behaviors.</p> <p>8-M-2.1 Use accurate information to support a health-enhancing position on a topic (e.g., need for personal hygiene, healthful food choices at school, disease, genetic disorder).</p> <p>8th Grade</p> <p>1-M-1.1 Explain how healthy and unhealthy behaviors impact various body systems.</p> <p>1-M-1.2 Discuss research related to the impact the dimensions of health have upon each other.</p> <p>1-M-2.1 Identify preventive health measures to reduce or prevent injuries and other health problems</p> <p>1-M-3.1 Discuss how high risk behavior consequences may extend beyond self to friends, family and community.</p> <p>2-M-1.1 Explain how the perceptions of cultural and peer norms influence healthy and unhealthy behaviors.</p> <p>2-M-1.2 Describe how some health risk behaviors can influence the likelihood of engaging in additional unhealthy behaviors.</p> <p>2-M-3.1 Describe factors that influence personal decisions to engage in behaviors which result in intentional or unintentional consequences (e.g., homicide, drinking and driving, wearing seat belt, lack of physical activity).</p> <p>5-M-2.1 Analyze the positive and negative consequences of a health-related decision.</p>
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			5-M-2.2 Prepare a report on the short- and long-term consequences of healthy and unhealthy choices
Unit 3: Media Influences	Students will review common advertising techniques and learn new techniques for resisting ads.	Students will: <ol style="list-style-type: none"> 1. Review common advertising techniques. 2. Review methods used by advertisers to influence consumer choices. 3. Identify and analyze techniques commonly used to advertise cigarettes and alcoholic beverages. 4. Recognize automatic responses to advertisements. 5. Discuss alternative ways of responding to ads in order to resist ad pressures. 	<p>7th Grade</p> <p>1-M-2.1 Explain the importance of assuming responsibility for personal health behaviors.</p> <p>1-M-3.1 Describe the benefits of and barriers to practicing healthy behaviors (e.g., sexual abstinence, avoiding substance abuse, practicing good nutrition).</p> <p>1-M-3.2 Describe the relationship between using alcohol and other drugs and health risk behaviors. (e.g., sexual activity, driving/riding while intoxicated, violence, etc.).</p> <p>2-M-3.1 Identify the difference between external and internal influences.</p> <p>2-M-3.2 Discuss how individual values and beliefs affect personal decisions to engage in healthy and unhealthy behaviors (e.g., eating and exercising habits, engaging in sexual risk behaviors and choosing abstinence).</p> <p>2-M-3.3 Recognize how external influences can affect an individual’s judgment, self- control and behavior (e.g., substance abuse, peer pressure).</p> <p>5-M-2.1 Apply use of a decision-making model in making a healthy decision (e.g., food choices, substance abuse, relationships, violence and abstinence) through role play and skits.</p> <p>5-M-2.2 Predict the short- and long-term consequences of healthy and unhealthy choices (abstinence, sexual risk behaviors, alcohol and tobacco use, exercise, healthy eating).</p> <p>8-M-1.1 Identify ways that health messages and communication techniques can be altered for different audiences.</p> <p>8th Grade</p> <p>1-M-1.1 Explain how healthy and unhealthy behaviors impact various body systems.</p>

			<p>1-M-1.2 Discuss research related to the impact the dimensions of health have upon each other.</p> <p>2-M-1.1 Explain how the perceptions of cultural and peer norms influence healthy and unhealthy behaviors.</p> <p>2-M-2.1 Identify how media influence the selection of health information and products.</p> <p>2-M-2.2 Describe the ways that technology positively affects health (e.g., high- technological medical equipment).</p> <p>2-M-2.3 Analyze ways that music, television and internet influence behaviors; such as risky sexual behavior, use of tobacco and alcohol and drug</p> <p>3-M-1.2 Differentiate accurate from inaccurate health information on varying topics (e.g., sexual health information, alcohol and drugs and tobacco use).</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"> 1. Discuss common situations that produce nervousness. 2. Discuss the value of preparation as a method of reducing performance anxiety. 3. Practice anxiety-reduction techniques. 4. Recognize the value of positive thinking. 	<p>7th Grade</p> <p>1-M-1.1 Explain how emotional health (stress) impacts other dimensions of health.</p> <p>1-M-1.2 Describe appropriate ways to express and deal with emotions and how this can impact other areas of personal health.</p> <p>1-M-2.1 Explain the importance of assuming responsibility for personal health behaviors.</p> <p>1-M-3.1 Describe the benefits of and barriers to practicing healthy behaviors (e.g., sexual abstinence, avoiding substance abuse, practicing good nutrition).</p> <p>2-M-3.1 Identify the difference between external and internal influences.</p> <p>2-M-3.2 Discuss how individual values and beliefs affect personal decisions to engage in healthy and unhealthy behaviors (e.g., eating and exercising habits, engaging in sexual risk behaviors and choosing abstinence).</p> <p>2-M-3.3 Recognize how external influences can affect an individual’s judgment, self- control and behavior (e.g., substance abuse, peer pressure).</p> <p>7-M-2.2 Analyze the risk of impulsive behaviors.</p>

			<p>8th Grade 1-M-1.1 Explain how healthy and unhealthy behaviors impact various body systems. 1-M-1.2 Discuss research related to the impact the dimensions of health have upon each other. 1-M-2.1 Identify preventive health measures to reduce or prevent injuries and other health problems 5-M-2.1 Analyze the positive and negative consequences of a health-related decision. 5-M-2.2 Prepare a report on the short- and long-term consequences of healthy and unhealthy choices</p>
<p>Unit 5: Coping with Anger</p>	<p>Students will learn more complex techniques for managing anger, be introduced to the concept of a continuum of anger, and determine when an angry response is appropriate.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Define anger. 2. Identify levels of anger. 3. Review the physical symptoms of anger. 4. Discuss common situations that produce anger. 5. Discuss reasons for keeping anger under control. 6. Review techniques for controlling anger. 7. Practice techniques for controlling anger. 	<p>7th Grade 1-M-1.1 Explain how emotional health (stress) impacts other dimensions of health. 1-M-1.2 Describe appropriate ways to express and deal with emotions and how this can impact other areas of personal health. 1-M-2.1 Explain the importance of assuming responsibility for personal health behaviors. 1-M-3.1 Describe the benefits of and barriers to practicing healthy behaviors (e.g., sexual abstinence, avoiding substance abuse, practicing good nutrition). 2-M-3.1 Identify the difference between external and internal influences. 2-M-3.2 Discuss how individual values and beliefs affect personal decisions to engage in healthy and unhealthy behaviors (e.g., eating and exercising habits, engaging in sexual risk behaviors and choosing abstinence). 2-M-3.3 Recognize how external influences can affect an individual’s judgment, self- control and behavior (e.g., substance abuse, peer pressure). 7-M-2.2 Analyze the risk of impulsive behaviors.</p> <p>8th Grade</p>

			<p>1-M-1.1 Explain how healthy and unhealthy behaviors impact various body systems.</p> <p>1-M-1.2 Discuss research related to the impact the dimensions of health have upon each other.</p> <p>1-M-2.1 Identify preventive health measures to reduce or prevent injuries and other health problems</p> <p>5-M-2.1 Analyze the positive and negative consequences of a health-related decision.</p> <p>5-M-2.2 Prepare a report on the short- and long-term consequences of healthy and unhealthy choices</p>
<p>Unit 6: Communication Skills</p>	<p>Students will focus on developing listening skills that demonstrate their ability to accurately hear the message being sent.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Practice giving messages that are clear and specific. 2. Understand the importance of consistency between verbal and nonverbal channels of communication. 3. Demonstrate poor vs good listening behavior. 4. Describe verbal and nonverbal cues that indicate when someone is actively listening. 5. Practice paraphrasing as a means of providing 	<p>7th Grade</p> <p>1-M-1.2 Describe appropriate ways to express and deal with emotions and how this can impact other areas of personal health.</p> <p>1-M-2.1 Explain the importance of assuming responsibility for personal health behaviors.</p> <p>4-M-1.1 Use effective listening techniques when communicating with others (active listening).</p> <p>4-M-1.2 Describe healthy ways to express affection, love, friendship and concern.</p> <p>4-M-1.3 Explain the characteristics of a healthy and unhealthy social relationship.</p> <p>4-M-1.4 Analyze the relationship between self-respect and healthy social relationships.</p> <p>8th Grade</p> <p>2-M-3.2 Discuss influence of values and beliefs on healthy relationships (e.g., respecting others, self-respect, positive interactions with others).</p> <p>4-M-3.1 Role-play appropriate ways to respond to feedback from others.</p> <p>4-M-4.1 Describe possible outcomes of using effective communication skills in maintaining healthy family relationships.</p>

		feedback and clearing up ambiguities.	<p>8-M-1.1 Identify barriers to effective communication about health issues.</p> <p>8-M-1.2 Use effective interpersonal skills to advocate for healthy behaviors with family, friends and others (e.g., use of “I” statements, use of active listening).</p>
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"> 1. Recognize that many people feel shy. 2. Identify techniques for overcoming shyness. 3. Initiate, sustain, and end a conversation. 4. Use basic social skills. 	<p>7th Grade</p> <p>1-M-2.1 Explain the importance of assuming responsibility for personal health behaviors.</p> <p>2-M-1.1 Describe how peers influence healthy and unhealthy behaviors.</p> <p>4-M-1.1 Use effective listening techniques when communicating with others (active listening).</p> <p>4-M-1.2 Describe healthy ways to express affection, love, friendship and concern.</p> <p>4-M-1.3 Explain the characteristics of a healthy and unhealthy social relationship.</p> <p>4-M-1.4 Analyze the relationship between self-respect and healthy social relationships.</p> <p>4-M-4.1 Identify methods for responding to problems of others with empathy and support.</p> <p>5-M-2.1 Apply use of a decision-making model in making a healthy decision (e.g., food choices, substance abuse, relationships, violence and abstinence) through role play and skits.</p> <p>8th Grade</p> <p>2-M-3.2 Discuss influence of values and beliefs on healthy relationships (e.g., respecting others, self-respect, positive interactions with others).</p> <p>4-M-3.1 Role-play appropriate ways to respond to feedback from others.</p> <p>4-M-4.1 Describe possible outcomes of using effective communication skills in maintaining healthy family relationships.</p>

			<p>8-M-1.1 Identify barriers to effective communication about health issues.</p> <p>8-M-1.2 Use effective interpersonal skills to advocate for healthy behaviors with family, friends and others (e.g., use of “I” statements, use of active listening).</p>
<p>Unit 8: Assertiveness</p>	<p>Students will review and reinforce techniques that help them be more assertive.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Define and discuss the differences between assertiveness, passivity, and aggressiveness. 2. Identify common situations in which people often fail to be assertive. 3. Identify and practice verbal skills. 4. Identify and practice nonverbal skills. 	<p>7th Grade</p> <p>1-M-1.2 Describe appropriate ways to express and deal with emotions and how this can impact other areas of personal health.</p> <p>1-M-2.1 Explain the importance of assuming responsibility for personal health behaviors.</p> <p>1-M-3.1 Describe the benefits of and barriers to practicing healthy behaviors (e.g., sexual abstinence, avoiding substance abuse, practicing good nutrition).</p> <p>2-M-1.1 Describe how peers influence healthy and unhealthy behaviors.</p> <p>2-M-1.2 Analyze how the community can affect personal health practices and behaviors.</p> <p>2-M-3.1 Identify the difference between external and internal influences.</p> <p>2-M-3.2 Discuss how individual values and beliefs affect personal decisions to engage in healthy and unhealthy behaviors (e.g., eating and exercising habits, engaging in sexual risk behaviors and choosing abstinence).</p> <p>2-M-3.3 Recognize how external influences can affect an individual’s judgment, self- control and behavior (e.g., substance abuse, peer pressure).</p> <p>4-M-1.1 Use effective listening techniques when communicating with others (active listening).</p> <p>4-M-1.2 Describe healthy ways to express affection, love, friendship and concern.</p> <p>4-M-1.3 Explain the characteristics of a healthy and unhealthy social relationship.</p> <p>4-M-1.4 Analyze the relationship between self-respect and healthy social relationships.</p>

			<p>4-M-3.1 Compare and contrast the steps for conflict resolution/negotiation.</p> <p>4-M-3.2 Demonstrate skills to effectively resist pressure from peers to engage in unhealthy behaviors</p> <p>5-M-1.1 Analyze the impact of peer pressure on decision-making.</p> <p>5-M-1.2 Determine barriers that can hinder healthy decision-making.</p> <p>5-M-2.1 Apply use of a decision-making model in making a healthy decision (e.g., food choices, substance abuse, relationships, violence and abstinence) through role play and skits.</p> <p>5-M-2.2 Predict the short- and long-term consequences of healthy and unhealthy choices (abstinence, sexual risk behaviors, alcohol and tobacco use, exercise, healthy eating).</p> <p>8th Grade</p> <p>1-M-4.3 Analyze situations where assertive communication and refusal skills can be used to avoid and escape risky situations.</p> <p>1-M-4.3 Analyze situations where assertive communication and refusal skills can be used to avoid and escape risky situations.</p> <p>2-M-3.1 Describe factors that influence personal decisions to engage in behaviors which result in intentional or unintentional consequences (e.g., homicide, drinking and driving, wearing seat belt, lack of physical activity).</p> <p>2-M-3.2 Discuss influence of values and beliefs on healthy relationships (e.g., respecting others, self-respect, positive interactions with others).</p> <p>4-M-1.1 Demonstrate refusal skills to avoid or reduce health risks (e.g., sexual contact, alcohol use).</p> <p>4-M-1.2 Demonstrate how to communicate clear expectations and boundaries for personal safety. (e.g., refusing to ride with someone who has been drinking).</p>
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			<p>4-M-1.3 Describe effective strategies for dealing with difficult relationships with family members, peers and boyfriends or girlfriends.</p> <p>4-M-3.1 Role-play appropriate ways to respond to feedback from others.</p> <p>4-M-3.2 Justify the use of effective strategies for resolving conflict with another person in non-violent ways.</p> <p>4-M-3.3 Demonstrate the use of conflict resolution models in interpersonal conflicts.</p> <p>4-M-4.1 Describe possible outcomes of using effective communication skills in maintaining healthy family relationships.</p> <p>8-M-1.1 Identify barriers to effective communication about health issues.</p> <p>8-M-1.2 Use effective interpersonal skills to advocate for healthy behaviors with family, friends and others (e.g., use of “I” statements, use of active listening).</p>
<p>Unit 9: Resolving Conflicts</p>	<p>Students will review the techniques to resolve conflicts.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Review five ways to resolve conflicts. 2. Identify basic steps of conflict resolution. 3. Apply anxiety-reducing and anger-controlling techniques to conflict resolution. 4. Apply decision-making techniques to conflict resolution. 5. Apply communication techniques to conflict resolution. 	<p>7th Grade</p> <p>1-M-1.1 Explain how emotional health (stress) impacts other dimensions of health.</p> <p>1-M-1.2 Describe appropriate ways to express and deal with emotions and how this can impact other areas of personal health.</p> <p>1-M-2.1 Explain the importance of assuming responsibility for personal health behaviors.</p> <p>1-M-3.1 Describe the benefits of and barriers to practicing healthy behaviors (e.g., sexual abstinence, avoiding substance abuse, practicing good nutrition).</p> <p>2-M-3.2 Discuss how individual values and beliefs affect personal decisions to engage in healthy and unhealthy behaviors (e.g., eating and exercising habits, engaging in sexual risk behaviors and choosing abstinence).</p> <p>2-M-3.3 Recognize how external influences can affect an individual’s judgment, self- control and behavior (e.g., substance abuse, peer pressure).</p>

		<p>6. Apply assertive techniques to conflict resolution.</p> <p>7. Practice resolving conflicts.</p>	<p>4-M-1.1 Use effective listening techniques when communicating with others (active listening).</p> <p>4-M-1.2 Describe healthy ways to express affection, love, friendship and concern.</p> <p>4-M-1.3 Explain the characteristics of a healthy and unhealthy social relationship.</p> <p>4-M-1.4 Analyze the relationship between self-respect and healthy social relationships.</p> <p>4-M-3.1 Compare and contrast the steps for conflict resolution/negotiation.</p> <p>5-M-2.1 Apply use of a decision-making model in making a healthy decision (e.g., food choices, substance abuse, relationships, violence and abstinence) through role play and skits.</p> <p>5-M-2.2 Predict the short- and long-term consequences of healthy and unhealthy choices (abstinence, sexual risk behaviors, alcohol and tobacco use, exercise, healthy eating).</p> <p>7-M-2.2 Analyze the risk of impulsive behaviors.</p> <p>8th Grade</p> <p>1-M-4.3 Analyze situations where assertive communication and refusal skills can be used to avoid and escape risky situations.</p> <p>2-M-3.1 Describe factors that influence personal decisions to engage in behaviors which result in intentional or unintentional consequences (e.g., homicide, drinking and driving, wearing seat belt, lack of physical activity).</p> <p>2-M-3.2 Discuss influence of values and beliefs on healthy relationships (e.g., respecting others, self-respect, positive interactions with others).</p> <p>4-M-1.2 Demonstrate how to communicate clear expectations and boundaries for personal safety. (e.g., refusing to ride with someone who has been drinking).</p>
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			<p>4-M-1.3 Describe effective strategies for dealing with difficult relationships with family members, peers and boyfriends or girlfriends.</p> <p>4-M-3.1 Role-play appropriate ways to respond to feedback from others.</p> <p>4-M-3.2 Justify the use of effective strategies for resolving conflict with another person in non-violent ways.</p> <p>4-M-3.3 Demonstrate the use of conflict resolution models in interpersonal conflicts.</p> <p>4-M-4.1 Describe possible outcomes of using effective communication skills in maintaining healthy family relationships.</p> <p>8-M-1.1 Identify barriers to effective communication about health issues.</p> <p>8-M-1.2 Use effective interpersonal skills to advocate for healthy behaviors with family, friends and others (e.g., use of “I” statements, use of active listening).</p>
<p>Unit 10: Resisting Peer Pressure</p>	<p>Students will build on their assertiveness skills and apply them to higher-risk situations.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify and discuss persuasive tactics to convince people to use drugs. 2. Identify situations where students feel pressured to smoke, drink, and use drugs. 3. Identify and discuss “lines” people use to convince others to smoke, drink, or use drugs. 	<p>7th Grade</p> <p>1-M-2.1 Explain the importance of assuming responsibility for personal health behaviors.</p> <p>1-M-3.1 Describe the benefits of and barriers to practicing healthy behaviors (e.g., sexual abstinence, avoiding substance abuse, practicing good nutrition).</p> <p>2-M-1.1 Describe how peers influence healthy and unhealthy behaviors.</p> <p>2-M-1.2 Analyze how the community can affect personal health practices and behaviors.</p> <p>2-M-3.1 Identify the difference between external and internal influences.</p> <p>2-M-3.2 Discuss how individual values and beliefs affect personal decisions to engage in healthy and unhealthy behaviors (e.g., eating and exercising habits, engaging in sexual risk behaviors and choosing abstinence).</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>2-M-3.3 Recognize how external influences can affect an individual's judgment, self-control and behavior (e.g., substance abuse, peer pressure).</p> <p>4-M-1.3 Explain the characteristics of a healthy and unhealthy social relationship.</p> <p>4-M-1.4 Analyze the relationship between self-respect and healthy social relationships.</p> <p>4-M-3.2 Demonstrate skills to effectively resist pressure from peers to engage in unhealthy behaviors</p> <p>5-M-1.1 Analyze the impact of peer pressure on decision-making.</p> <p>5-M-1.2 Determine barriers that can hinder healthy decision-making.</p> <p>5-M-2.1 Apply use of a decision-making model in making a healthy decision (e.g., food choices, substance abuse, relationships, violence and abstinence) through role play and skits.</p> <p>5-M-2.2 Predict the short- and long-term consequences of healthy and unhealthy choices (abstinence, sexual risk behaviors, alcohol and tobacco use, exercise, healthy eating).</p> <p>8th Grade</p> <p>1-M-4.3 Analyze situations where assertive communication and refusal skills can be used to avoid and escape risky situations.</p> <p>2-M-1.1 Explain how the perceptions of cultural and peer norms influence healthy and unhealthy behaviors.</p> <p>2-M-1.2 Describe how some health risk behaviors can influence the likelihood of engaging in additional unhealthy behaviors.</p> <p>4-M-1.1 Demonstrate refusal skills to avoid or reduce health risks (e.g., sexual contact, alcohol use).</p> <p>4-M-1.2 Demonstrate how to communicate clear expectations and boundaries for personal safety. (e.g., refusing to ride with someone who has been drinking).</p>
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			<p>4-M-1.3 Describe effective strategies for dealing with difficult relationships with family members, peers and boyfriends or girlfriends.</p> <p>8-M-1.1 Identify barriers to effective communication about health issues.</p> <p>8-M-1.2 Use effective interpersonal skills to advocate for healthy behaviors with family, friends and others (e.g., use of “I” statements, use of active listening).</p>
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Level Three

Botvin LifeSkills® Training Units for Grades 8/9	Unit Goal	Unit Objectives	Louisiana Learning Standard(s)
Unit 1: Drug Abuse: Causes and Effects	Students will understand in depth the risks and consequences of drug use.	Students will: <ol style="list-style-type: none"> 1. Identify the causes of drug use. 2. Identify the major social factors promoting drug use. 3. Identify risk factors for drug abuse and how people can lower their risk. 	8th Grade 1-M-1.1 Explain how healthy and unhealthy behaviors impact various body systems. 1-M-1.2 Discuss research related to the impact the dimensions of health have upon each other. 1-M-2.1 Identify preventive health measures to reduce or prevent injuries and other health problems 1-M-3.1 Discuss how high-risk behavior consequences may extend beyond self to friends, family and community. 1-M-3.2 Describe types of violence. 1-M-3.3 Discuss the frequency of violence, and its consequences, in social relationships. 2-M-1.1 Explain how the perceptions of cultural and peer norms influence healthy and unhealthy behaviors. 2-M-1.2 Describe how some health risk behaviors can influence the likelihood of engaging in additional unhealthy behaviors. 2-M-3.1 Describe factors that influence personal decisions to engage in behaviors which result in intentional or unintentional consequences (e.g., homicide, drinking and driving, wearing seat belt, lack of physical activity). 5-M-2.1 Analyze the positive and negative consequences of a health-related decision.

			<p>5-M-2.2 Prepare a report on the short- and long-term consequences of healthy and unhealthy choices</p> <p>9th Grade</p> <p>1-H-1.1 Explain the impact of personal health behavior on the function of body systems.</p> <p>1-H-1.3 Research the possible consequences of risky hygiene and health behavior and fads</p> <p>1-H-2.3 Research environmental factors that impact health.</p> <p>1-H-2.4 Determine how the home and community environments affect health.</p> <p>1-H-3.1 Provide examples of how physical, mental, emotional, and social health affect one’s overall well-being.</p> <p>2-H-1.1 Describe positive choices involving family members that influence healthy behavior.</p> <p>2-H-1.2 Discuss the influences of healthy and unhealthy behavior of family and peers.</p> <p>2-H-1.5 Describe the influences of family, peers, and community on personal health.</p> <p>2-H-1.7 Identify factors that influence personal selection of health products and services.</p> <p>2-H-2.1 Report how personal values influence and challenge health behaviors.</p> <p>4-H-1.1 Describe a healthy life-style by comparing and contrasting healthy and unhealthy choices.</p> <p>4-H-1.2 Explain the relationship between health choices and short- and long-term health goals and outcomes.</p> <p>5-H-1.1 Identify a variety of situations (e.g., group drinking, car racing) where personal decisions can result in avoidance of health risks to self and others.</p> <p>5-H-1.2 Debate the pros and cons of various social issues and factors that affect decision- making</p> <p>6-H-1.2 Identify goals for attaining lifelong personal health.</p> <p>6-H-2.1 Identify short- and long-term goals that are measurable.</p> <p>6-H-2.2 Describe desirable activities that are related to goal achievement.</p>
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			<p>6-H-2.3 Implement strategies to monitor progress in achieving personal health goals.</p> <p>6-H-2.4 Formulate a long-term personal health plan based upon current health status.</p> <p>6-H-2.5 Evaluate appropriate strategies to promote well-being during adulthood.</p> <p>7-H-1.1 Brainstorm a list of common risk-taking behaviors and the reasons why people take risks.</p>
<p>Unit 2: Making Decisions</p>	<p>Students will continue to practice the 3 Cs of effective decision-making.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Review the 3 Cs method for making decisions. 2. Apply the decision-making method to a variety of situations through in-class practice. 	<p>8th Grade</p> <p>1-M-1.1 Explain how healthy and unhealthy behaviors impact various body systems.</p> <p>1-M-1.2 Discuss research related to the impact the dimensions of health have upon each other.</p> <p>1-M-2.1 Identify preventive health measures to reduce or prevent injuries and other health problems</p> <p>1-M-3.1 Discuss how high risk behavior consequences may extend beyond self to friends, family and community.</p> <p>2-M-1.1 Explain how the perceptions of cultural and peer norms influence healthy and unhealthy behaviors.</p> <p>2-M-1.2 Describe how some health risk behaviors can influence the likelihood of engaging in additional unhealthy behaviors.</p> <p>2-M-3.1 Describe factors that influence personal decisions to engage in behaviors which result in intentional or unintentional consequences (e.g., homicide, drinking and driving, wearing seat belt, lack of physical activity).</p> <p>5-M-2.1 Analyze the positive and negative consequences of a health-related decision.</p> <p>5-M-2.2 Prepare a report on the short- and long-term consequences of healthy and unhealthy choices</p> <p>9th Grade</p> <p>1-H-1.1 Explain the impact of personal health behavior on the function of body systems.</p> <p>1-H-1.3 Research the possible consequences of risky hygiene and health behavior and fads</p>

			<p>1-H-3.1 Provide examples of how physical, mental, emotional, and social health affect one’s overall well-being.</p> <p>2-H-1.1 Describe positive choices involving family members that influence healthy behavior.</p> <p>2-H-1.2 Discuss the influences of healthy and unhealthy behavior of family and peers.</p> <p>2-H-1.5 Describe the influences of family, peers, and community on personal health.</p> <p>2-H-1.7 Identify factors that influence personal selection of health products and services.</p> <p>2-H-2.1 Report how personal values influence and challenge health behaviors.</p> <p>4-H-1.1 Describe a healthy life-style by comparing and contrasting healthy and unhealthy choices.</p> <p>4-H-1.2 Explain the relationship between health choices and short- and long-term health goals and outcomes.</p> <p>5-H-1.1 Identify a variety of situations (e.g., group drinking, car racing) where personal decisions can result in avoidance of health risks to self and others.</p> <p>5-H-1.2 Debate the pros and cons of various social issues and factors that affect decision- making</p> <p>5-H-3.1 Identify effective strategies for decision-making.</p> <p>5-H-3.2 Apply critical decision-making process to a personal health issue or problem.</p>
<p>Unit 3: Media Influences</p>	<p>Students will examine the power of media and how it can affect their behaviors.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify the sources of media influence. 2. Discuss the impact the media have on attitudes and behavior. 	<p>8th Grade</p> <p>1-M-1.1 Explain how healthy and unhealthy behaviors impact various body systems.</p> <p>1-M-1.2 Discuss research related to the impact the dimensions of health have upon each other.</p> <p>2-M-1.1 Explain how the perceptions of cultural and peer norms influence healthy and unhealthy behaviors.</p> <p>2-M-2.1 Identify how media influence the selection of health information and products.</p> <p>2-M-2.2 Describe the ways that technology positively affects health (e.g., high- technological medical equipment).</p>

		<p>3. Formulate alternative responses to pro-drug media influences.</p> <p>4. Use critical thinking skills to resist pro-drug media influences.</p>	<p>2-M-2.3 Analyze ways that music, television and internet influence behaviors; such as risky sexual behavior, use of tobacco and alcohol and drug</p> <p>3-M-1.2 Differentiate accurate from inaccurate health information on varying topics (e.g., sexual health information, alcohol and drugs and tobacco use).</p> <p>9th Grade</p> <p>1-H-1.1 Explain the impact of personal health behavior on the function of body systems.</p> <p>1-H-1.3 Research the possible consequences of risky hygiene and health behavior and fads</p> <p>1-H-2.3 Research environmental factors that impact health.</p> <p>1-H-2.4 Determine how the home and community environments affect health.</p> <p>1-H-3.1 Provide examples of how physical, mental, emotional, and social health affect one’s overall well-being.</p> <p>2-H-1.5 Describe the influences of family, peers, and community on personal health.</p> <p>2-H-1.7 Identify factors that influence personal selection of health products and services.</p> <p>2-H-4.1 Analyze product advertising campaigns that promote good health and disease prevention to determine their validity.</p> <p>2-H-4.3 Investigate health-related websites to determine the usefulness of the health content.</p> <p>3-H-2.1 Identify criteria for evaluating the validity of health claims of products in advertisements.</p> <p>3-H-2.2 Evaluate the validity of health claims in advertisements found in various media</p> <p>7-H-1.2 List ways that television and movie advertising influence risk-taking behaviors</p>
<p>Unit 4: Coping with Anxiety</p>	<p>Students will review techniques to reduce anxiety and identify them</p>	<p>Students will:</p>	<p>8th Grade</p> <p>1-M-1.1 Explain how healthy and unhealthy behaviors impact various body systems.</p>

	as biofeedback or cognitive techniques.	<ol style="list-style-type: none"> 1. Identify techniques for coping with anxiety. 2. Review and practice the anxiety-reduction skills of deep breathing and progressive muscle relaxation. 3. Review and practice cognitive self-control skills for dealing with anxiety. 	<p>1-M-1.2 Discuss research related to the impact the dimensions of health have upon each other.</p> <p>1-M-2.1 Identify preventive health measures to reduce or prevent injuries and other health problems</p> <p>5-M-2.1 Analyze the positive and negative consequences of a health-related decision.</p> <p>5-M-2.2 Prepare a report on the short- and long-term consequences of healthy and unhealthy choices</p> <p>9th Grade</p> <p>1-H-2.3 Research environmental factors that impact health.</p> <p>1-H-2.4 Determine how the home and community environments affect health.</p> <p>1-H-3.1 Provide examples of how physical, mental, emotional, and social health affect one’s overall well-being.</p> <p>1-H-3.3 Keep a journal to illustrate how emotions change over a period of time.</p> <p>1-H-3.5 Summarize healthy and appropriate ways to express feelings.</p> <p>1-H-3.6 Summarize healthy ways to express affection, love, and friendship.</p> <p>7-H-5.1 Identify ways and outlets to deal with stress.</p> <p>7-H-5.2 Develop a plan of action for avoiding or managing the impact of stress.</p> <p>7-H-5.3 Identify sources of information that are available for any stress-related problems that are the consequence of mental, emotional, or social problems.</p>
Unit 5: Coping with Anger	Students will review anger-management techniques and practice learning to reframe a situation.	<p>Students will:</p> <ol style="list-style-type: none"> 1. Discuss the physical symptoms of anger. 	<p>8th Grade</p> <p>1-M-1.1 Explain how healthy and unhealthy behaviors impact various body systems.</p> <p>1-M-1.2 Discuss research related to the impact the dimensions of health have upon each other.</p> <p>1-M-2.1 Identify preventive health measures to reduce or prevent injuries and other health problems</p>

		<ol style="list-style-type: none"> 2. Discuss common situations that produce anger. 3. Discuss reasons for keeping anger under control. 4. Review techniques for controlling anger. 5. Practice techniques for controlling anger. 	<p>5-M-2.1 Analyze the positive and negative consequences of a health-related decision.</p> <p>5-M-2.2 Prepare a report on the short- and long-term consequences of healthy and unhealthy choices</p> <p>9th Grade</p> <p>1-H-2.3 Research environmental factors that impact health.</p> <p>1-H-2.4 Determine how the home and community environments affect health.</p> <p>1-H-3.1 Provide examples of how physical, mental, emotional, and social health affect one’s overall well-being.</p> <p>1-H-3.3 Keep a journal to illustrate how emotions change over a period of time.</p> <p>1-H-3.5 Summarize healthy and appropriate ways to express feelings.</p> <p>1-H-3.6 Summarize healthy ways to express affection, love, and friendship.</p> <p>7-H-5.1 Identify ways and outlets to deal with stress.</p> <p>7-H-5.2 Develop a plan of action for avoiding or managing the impact of stress.</p> <p>7-H-5.3 Identify sources of information that are available for any stress-related problems that are the consequence of mental, emotional, or social problems.</p>
<p>Unit 6: Social Skills</p>	<p>Students will review social skills previously learned.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify and use common greetings and brief exchanges. 2. Identify and use skills for starting, continuing, and 	<p>8th Grade</p> <p>2-M-3.2 Discuss influence of values and beliefs on healthy relationships (e.g., respecting others, self-respect, positive interactions with others).</p> <p>4-M-3.1 Role-play appropriate ways to respond to feedback from others.</p> <p>4-M-4.1 Describe possible outcomes of using effective communication skills in maintaining healthy family relationships.</p> <p>8-M-1.1 Identify barriers to effective communication about health issues.</p>

		<p>ending conversations.</p> <p>3. Discuss situations which require deeper conversations.</p> <p>4. Identify techniques for deep conversations.</p>	<p>8-M-1.2 Use effective interpersonal skills to advocate for healthy behaviors with family, friends and others (e.g., use of “I” statements, use of active listening).</p> <p>9th Grade</p> <p>1-H-2.4 Determine how the home and community environments affect health.</p> <p>1-H-3.1 Provide examples of how physical, mental, emotional, and social health affect one’s overall well-being.</p> <p>1-H-3.5 Summarize healthy and appropriate ways to express feelings.</p> <p>1-H-3.6 Summarize healthy ways to express affection, love, and friendship.</p> <p>2-H-1.1 Describe positive choices involving family members that influence healthy behavior.</p> <p>2-H-1.2 Discuss the influences of healthy and unhealthy behavior of family and peers.</p> <p>2-H-1.5 Describe the influences of family, peers, and community on personal health.</p> <p>2-H-2.1 Report how personal values influence and challenge health behaviors.</p> <p>4-H-2.1 Practice effective communication techniques through role playing.</p> <p>4-H-2.2 Compose a script for communicating on a health related topic.</p> <p>4-H-2.3 Demonstrate refusal, negotiation, and collaboration skills to avoid potentially harmful situations (e.g., avoiding sexual risk behaviors).</p> <p>4-H-2.4 Demonstrate the communication skills necessary to maintain healthy relationships.</p>
<p>Unit 7: Assertiveness</p>	<p>Students will learn how to use assertiveness techniques in everyday situations.</p>	<p>Students will:</p> <p>1. Identify situations that warrant</p>	<p>8th Grade</p> <p>1-M-4.3 Analyze situations where assertive communication and refusal skills can be used to avoid and escape risky situations.</p>

		<p>assertive responses.</p> <ol style="list-style-type: none"> 2. Identify and use verbal assertive skills. 3. Identify and use nonverbal assertive skills. 	<p>1-M-4.3 Analyze situations where assertive communication and refusal skills can be used to avoid and escape risky situations.</p> <p>2-M-3.1 Describe factors that influence personal decisions to engage in behaviors which result in intentional or unintentional consequences (e.g., homicide, drinking and driving, wearing seat belt, lack of physical activity).</p> <p>2-M-3.2 Discuss influence of values and beliefs on healthy relationships (e.g., respecting others, self-respect, positive interactions with others).</p> <p>4-M-1.1 Demonstrate refusal skills to avoid or reduce health risks (e.g., sexual contact, alcohol use).</p> <p>4-M-1.2 Demonstrate how to communicate clear expectations and boundaries for personal safety. (e.g., refusing to ride with someone who has been drinking).</p> <p>4-M-1.3 Describe effective strategies for dealing with difficult relationships with family members, peers and boyfriends or girlfriends.</p> <p>4-M-3.1 Role-play appropriate ways to respond to feedback from others.</p> <p>4-M-3.2 Justify the use of effective strategies for resolving conflict with another person in non-violent ways.</p> <p>4-M-3.3 Demonstrate the use of conflict resolution models in interpersonal conflicts.</p> <p>4-M-4.1 Describe possible outcomes of using effective communication skills in maintaining healthy family relationships.</p> <p>8-M-1.1 Identify barriers to effective communication about health issues.</p> <p>8-M-1.2 Use effective interpersonal skills to advocate for healthy behaviors with family, friends and others (e.g., use of “I” statements, use of active listening).</p> <p>9th Grade</p> <p>1-H-3.5 Summarize healthy and appropriate ways to express feelings.</p> <p>1-H-3.6 Summarize healthy ways to express affection, love, and friendship.</p>
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<p>Unit 8: Resolving Conflicts</p>	<p>Students will review and reinforce the skills they have learned to resolve conflicts.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Define conflict resolution. 2. Identify styles of resolving conflicts. 3. Identify the basic steps of conflict resolution. 4. Practice suggesting compromises. 5. Practice resolving conflicts. 	<p>8th Grade</p> <p>1-M-4.3 Analyze situations where assertive communication and refusal skills can be used to avoid and escape risky situations.</p> <p>2-M-3.1 Describe factors that influence personal decisions to engage in behaviors which result in intentional or unintentional consequences (e.g., homicide, drinking and driving, wearing seat belt, lack of physical activity).</p> <p>2-M-3.2 Discuss influence of values and beliefs on healthy relationships (e.g., respecting others, self-respect, positive interactions with others).</p> <p>4-M-1.2 Demonstrate how to communicate clear expectations and boundaries for personal safety. (e.g., refusing to ride with someone who has been drinking).</p> <p>4-M-1.3 Describe effective strategies for dealing with difficult relationships with family members, peers and boyfriends or girlfriends.</p> <p>4-M-3.1 Role-play appropriate ways to respond to feedback from others.</p>

			<p>4-M-3.2 Justify the use of effective strategies for resolving conflict with another person in non-violent ways.</p> <p>4-M-3.3 Demonstrate the use of conflict resolution models in interpersonal conflicts.</p> <p>4-M-4.1 Describe possible outcomes of using effective communication skills in maintaining healthy family relationships.</p> <p>8-M-1.1 Identify barriers to effective communication about health issues.</p> <p>8-M-1.2 Use effective interpersonal skills to advocate for healthy behaviors with family, friends and others (e.g., use of “I” statements, use of active listening).</p> <p>9th Grade</p> <p>1-H-3.5 Summarize healthy and appropriate ways to express feelings.</p> <p>1-H-3.6 Summarize healthy ways to express affection, love, and friendship.</p> <p>2-H-1.1 Describe positive choices involving family members that influence healthy behavior.</p> <p>2-H-1.2 Discuss the influences of healthy and unhealthy behavior of family and peers.</p> <p>2-H-1.5 Describe the influences of family, peers, and community on personal health.</p> <p>2-H-2.1 Report how personal values influence and challenge health behaviors.</p> <p>4-H-2.1 Practice effective communication techniques through role playing.</p> <p>4-H-2.2 Compose a script for communicating on a health related topic.</p> <p>4-H-2.3 Demonstrate refusal, negotiation, and collaboration skills to avoid potentially harmful situations (e.g., avoiding sexual risk behaviors).</p> <p>4-H-2.4 Demonstrate the communication skills necessary to maintain healthy relationships.</p>
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<p>Unit 9: Resisting Peer Pressure</p>	<p>Students will review refusal techniques and practice them in peer pressure situations.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify situations involving peer pressure to engage in substance use. 2. Identify and practice techniques for dealing with peer pressure to smoke, drink, or use drugs. 	<p>8th Grade</p> <p>1-M-4.3 Analyze situations where assertive communication and refusal skills can be used to avoid and escape risky situations.</p> <p>2-M-1.1 Explain how the perceptions of cultural and peer norms influence healthy and unhealthy behaviors.</p> <p>2-M-1.2 Describe how some health risk behaviors can influence the likelihood of engaging in additional unhealthy behaviors.</p> <p>4-M-1.1 Demonstrate refusal skills to avoid or reduce health risks (e.g., sexual contact, alcohol use).</p> <p>4-M-1.2 Demonstrate how to communicate clear expectations and boundaries for personal safety. (e.g., refusing to ride with someone who has been drinking).</p> <p>4-M-1.3 Describe effective strategies for dealing with difficult relationships with family members, peers and boyfriends or girlfriends.</p> <p>8-M-1.1 Identify barriers to effective communication about health issues.</p> <p>8-M-1.2 Use effective interpersonal skills to advocate for healthy behaviors with family, friends and others (e.g., use of “I” statements, use of active listening).</p> <p>9th Grade</p> <p>1-H-3.5 Summarize healthy and appropriate ways to express feelings.</p> <p>1-H-3.6 Summarize healthy ways to express affection, love, and friendship.</p> <p>2-H-1.1 Describe positive choices involving family members that influence healthy behavior.</p> <p>2-H-1.2 Discuss the influences of healthy and unhealthy behavior of family and peers.</p> <p>2-H-1.5 Describe the influences of family, peers, and community on personal health.</p> <p>2-H-2.1 Report how personal values influence and challenge health behaviors.</p> <p>4-H-2.1 Practice effective communication techniques through role playing.</p>
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