

Level 3 Grade 8: Unit 1: Drug Abuse: Causes and Effects

Georgia Health Education Performance Standard								<i>LifeSkills Training</i> Program Unit
HE 8.1	HE 8.2	HE 8.3	HE 8.4	HE 8.5	HE 8.6	HE 8.7	HE 8.8	Drug Abuse: Causes and Effects
✓		✓		✓		✓	✓	Understands the problem of drug abuse
✓	✓	✓	✓	✓		✓	✓	Considers reasons why people use drugs
✓	✓	✓		✓		✓		Describes how drug abuse begins and explores the concept of gateway drugs
✓		✓		✓		✓		Reviews the steps leading to drug abuse
✓	✓			✓		✓	✓	Examines the factors that are associated with a person's risk for becoming a drug user/abuser
✓	✓	✓		✓	✓	✓		Performs a self-assessment to determine personal risk levels for drug use and abuse.
✓				✓	✓	✓	✓	Understand that individuals with high risk factors can take steps to lower their risk behavior
✓		✓	✓	✓	✓	✓		Reviews strategies for lowering risk factors for using and abusing drugs

Level 3 Grade 8: Unit 2: Making Decisions

Georgia Health Education Performance Standard								LifeSkills Training Program Unit
HE 8.1	HE 8.2	HE 8.3	HE 8.4	HE 8.5	HE 8.6	HE 8.7	HE 8.8	Making Decisions
✓		✓	✓	✓		✓		Identifies how decision-making is related to problem solving
✓	✓			✓		✓	✓	Identifies factors that influence personal decision-making
✓	✓		✓	✓	✓	✓		Defines the term “impulsivity” and examines its effects on decision-making
✓			✓	✓	✓	✓		Understands the importance of taking time to make decisions carefully
✓		✓		✓	✓	✓	✓	Reviews and practices the steps in the 3 Cs of Effective Decision-Making

Level 3 Grade 8: Unit 3: Media Influences

Georgia Health Education Performance Standard								LifeSkills Training Program Unit
HE 8.1	HE 8.2	HE 8.3	HE 8.4	HE 8.5	HE 8.6	HE 8.7	HE 8.8	Media Influences
✓	✓	✓					✓	Identifies how media influence health behaviors, especially drug use
✓	✓	✓	✓			✓	✓	Describes that the media affect both thoughts and behaviors
✓	✓	✓	✓			✓	✓	Identifies the media as a powerful tool of communication that uses both words and images
✓	✓	✓				✓	✓	Recognizes that advertisers spend billions of dollars to influence consumer thoughts and behaviors
✓	✓	✓		✓		✓	✓	Considers the positive and negative influences of the media
✓	✓	✓		✓	✓	✓	✓	- Identifies techniques that the media use to influence people to use drugs - Presenting information about effects - Portraying drug use as cool or glamorous - Showing role models or celebrities using drugs
✓	✓	✓		✓	✓	✓	✓	Reviews strategies for critical analysis and resistance of media influences to engage in unhealthy behaviors such as drug use

Level 3 Grade 8: Unit 4: Coping with Anxiety

Georgia Health Education Performance Standard								LifeSkills Training Program Unit
HE 8.1	HE 8.2	HE 8.3	HE 8.4	HE 8.5	HE 8.6	HE 8.7	HE 8.8	Coping with Anxiety
✓	✓	✓	✓			✓		Conducts an anxiety self-assessment to identify anxiety triggers and degrees of response to anxiety
✓			✓	✓		✓		Understands the importance of reducing physical symptoms of anxiety in order to then manage the thoughts and feelings that have triggered anxiety
✓	✓	✓	✓	✓		✓		Understands the importance of understanding personal anxiety triggers in order to better cope
✓		✓	✓		✓	✓	✓	- Reviews and practices the steps and procedures for five anxiety-reduction techniques: - o Relaxation exercise - o Deep breathing - o Preparation and practice - o Mental rehearsal - o Positive thinking

Level 3 Grade 8: Unit 5: Social Skills

Georgia Health Education Performance Standard								LifeSkills Training Program Unit
HE 8.1	HE 8.2	HE 8.3	HE 8.4	HE 8.5	HE 8.6	HE 8.7	HE 8.8	Social Skills
✓	✓	✓	✓	✓		✓		Describes the importance of having good social skills in order to create satisfying personal relationships
✓	✓	✓	✓			✓		Considers the consequences of poor social skills on personal physical, emotional, and mental health
✓			✓		✓	✓		Conducts a self-assessment of personal levels of comfort with different types of social skills
✓			✓		✓	✓		Recognizes the value of practicing different types of social skills to increase self-confidence
✓	✓		✓		✓	✓	✓	Reviews and practices techniques and strategies for initiating greetings and brief exchanges
✓			✓	✓	✓	✓	✓	- Reviews and practices verbal and non-verbal conversational techniques and strategies for: - Initiating conversations - Sustaining conversations - Ending conversations
✓	✓		✓	✓	✓	✓	✓	Defines and compares and contrasts the attributes of superficial and deep conversations
✓	✓		✓	✓	✓	✓	✓	Identifies types of relationships where superficial or deep conversations are appropriate
✓			✓	✓	✓	✓	✓	Reviews and practices techniques for conducting deep conversations

Level 3 Grade 8: Unit 6: Assertiveness

Georgia Health Education Performance Standard								LifeSkills Training Program Unit
HE 8.1	HE 8.2	HE 8.3	HE 8.4	HE 8.5	HE 8.6	HE 8.7	HE 8.8	Assertiveness
✓	✓	✓					✓	States reasons why people fail to stand up for themselves
✓			✓				✓	Defines and describes the attributes of assertive and aggressive responses
✓	✓		✓	✓	✓		✓	Generates the benefits of being assertive
✓			✓	✓	✓	✓	✓	- Reviews and practices verbal assertive skills - o Saying “no” - o Making requests and expressing rights - o Expressing feelings and opinions

Level 3 Grade 8: Unit 7: Resolving Conflicts

Georgia Health Education Performance Standard								LifeSkills Training Program Unit
HE 8.1	HE 8.2	HE 8.3	HE 8.4	HE 8.5	HE 8.6	HE 8.7	HE 8.8	Resolving Conflicts
✓			✓			✓		Defines the term “conflict resolution”
✓	✓		✓	✓	✓	✓	✓	Conducts a self-assessment to identify personal conflict resolution style
✓			✓	✓		✓	✓	- Identifies the three different ways to resolve conflicts and considers the benefits and challenges of each method: - o Confrontation - o Avoidance - o Problem solving
✓			✓	✓		✓	✓	Generates examples of the types of conflicts that are common among teens
✓			✓	✓	✓	✓		Reviews and practices six steps for successful conflict resolution
✓								Defines the term “compromise”
✓			✓	✓	✓	✓	✓	Reviews the steps for the technique of compromise
✓			✓	✓	✓	✓	✓	Practices techniques for conflict resolution using problem solving and compromise
✓			✓	✓	✓	✓	✓	Describes how skills in decision making, anxiety reduction, anger control, communication, and assertiveness are key strategies for resolving conflicts

Level 3 Grade 8: Unit 8: Resisting Peer Pressure

Georgia Health Education Performance Standard								LifeSkills Training Program Unit
HE 8.1	HE 8.2	HE 8.3	HE 8.4	HE 8.5	HE 8.6	HE 8.7	HE 8.8	Resisting Peer Pressure
✓	✓			✓		✓	✓	Describes situations involving peer pressure
✓	✓			✓		✓	✓	Generates reasons why young people find it hard to resist peer pressure
✓	✓		✓	✓	✓	✓	✓	Investigates common tactics used to pressure people
✓	✓		✓	✓	✓	✓	✓	Identifies how assertiveness skills can be used to resist peer pressure
✓	✓		✓	✓	✓	✓	✓	Examines guidelines on the verbal and non-verbal components of what to say when subject to peer pressure to use drugs
✓	✓		✓	✓	✓	✓	✓	Examines scripts of ways to respond to peer pressure by saying “no”
✓	✓		✓	✓	✓	✓	✓	Practices scripts for saying “no” to respond to peer pressure