



**State of California Health Education Frameworks Alignment
For the LifeSkills Training Program**

Overview

The State of California Health Education Frameworks Alignment for the LifeSkills Training Program is a tool that local school districts can use to evaluate how state curriculum standards in all subject areas align with the learning goals and objectives for each lesson in the LifeSkills Training Program.

Why align the LST Program with state learning standards?

Many school districts find that conducting an alignment of the goals and objectives of the lessons in the LST program with their state and local learning standards has many benefits, including the following:

- Assists in identifying ways to incorporate the LST program into existing curriculum requirements and,
- Increases fidelity based implementation of the program which increases effectiveness in outcomes to reduce and prevent health risk behavior in elementary and middle school students and,
- 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.
- Ownership of the alignment as a local product rather than something prepared by an outside consultant who may have an incomplete understanding of the meaning and application of a local learning standard.
- Illustrates that instruction in prevention education can be taught across the curriculum rather than being confined to health, physical education, or family and careers curriculums.

Guidelines for Reading the Alignment

The alignment is easy to use. Goals, objectives, and performance indicators have been identified for each lesson in the LST Program curriculum. A key that identifies each expectation from the health frameworks has been created to indicate how the expectations are aligned with the LST lessons. This key is on the following page. The example below uses an expectation from one of the health education frameworks to illustrate how to read the alignment.

Level 1: Session 1: Self Image and Self Improvement

LST Session Goals and Objectives	Performance Indicators	State or Local Learning Standard
Define self image	<ul style="list-style-type: none">▪ Names adjectives describing themselves in different setting▪ Constructs a definition of "self image"	EX1 MEH, EX1 HB, EX1 LC, EX3 ATOD, EX4 RFM, EX5 FPR, EX7 GD, EX7 MED

NHPA offers technical assistance in constructing a site-based learning standards alignment using this template. For technical assistance or other questions, please call NHPA at 1-800-293-4969 and reference the Learning Standards Alignment Template.

State of California Health Education Frameworks Alignment Key

EXPECTATION	KEY
EX 1 Human Body	EX1 HB
EX 1 Physical Activity	EX 1 PA
EX 1 Mental Emotional Health	EX 1 MEH
EX 2 Disease Prevention	EX 2 DP
EX 2 Treatment of Disease	EX 2 TD
EX 3 Potentially Dangerous Situations	EX 3 PDS
EX 3 Alcohol, Tobacco, Other Drugs	EX 3 ATOD
EX 3 Child Abuse	EX 3 CA
EX 3 Emergencies	EX 3 ER
EX 4 Role of Family Members	EX 4 RFM
EX 4 Change within Family	EX 4 CWF
EX 5 Friendship and Peer Relationships	EX 5 FPR
EX 5 School and Community Efforts to Promote and Protect Health	EX 5 SCE
EX 6 Life Cycle	EX 6 LC
EX 7 Growth and Development	EX 7 GD
EX 7 Mental and Emotional Development	EX MED
EX 8 Sexuality	EX 8 SX
EX 9 Informed Use of Products and Services	EX 9 IUPS

LifeSkills™ Training Program Learning Standards Alignment Template

Level 1: Session 1: Self Image and Self Improvement

LST Session Goals and Objectives	Performance Indicators	California Health Education Frameworks
Define self image	<ul style="list-style-type: none"> ▪ Names adjectives describing themselves in different setting ▪ Constructs a definition of "self image" 	EX1 MEH, EX1 HB, EX1 LC, EX3 ATOD, EX4 RFM, EX5 FPR, EX7 GD, EX7 MED
Discuss how self-image is formed	<ul style="list-style-type: none"> ▪ Brainstorms and reports the factors that create self image ▪ Defines the terms "beliefs" and "attitudes" 	EX1 MH, EX1 HB, EX3 ATOD, EX4 RFM, EX5 FPR, EX7 GD, EX7 MED
Identify ways to increase self-image	<ul style="list-style-type: none"> ▪ Lists activities and behaviors that increase self image 	EX1 MEH, EX1 HB, EX3 ATOD, EX4 RFM, EX5 FPR, EX&, GD EX& MED
Relate self-image to behavior	<ul style="list-style-type: none"> ▪ Links the definition and causes of self image to effects on behavior ▪ Identify a personal behavior to change or improve 	EX1 MEH, EX1 HB, EX# ATOD, EX4 RFM, EX5, FPR, EX7 GD, EX7, MED
Learn and apply a process for changing or improving self-image	<ul style="list-style-type: none"> ▪ Learns and applies the four components of goal setting to a self improvement project ▪ Explores tips for achieving personal behavior changes ▪ Monitors self for attainment of goal steps over a designated time period 	EX1 MEH, EX1 HB, EX3 ATOD, EX4 RFM, EX5 FPR, EX7 GD, EX7 MED

Level 1: Session 2: Making Decisions

LST Session Goals and Objectives	Performance Indicator(s)	California Health Education Frameworks
Demonstrate how decisions are influenced by group pressures	<ul style="list-style-type: none"> ▪ Defines the terms "decision" and "influence" ▪ Conducts an experiment in group conformity 	EX3 PDS, EX5 FPR, EX7 GD, EX7 MED, EX4 RFM
Discuss reasons why people are influenced by group members	<ul style="list-style-type: none"> ▪ Defines the term "pressure" ▪ Processes the results of group conformity experiment ▪ Defines the term "persuasive tactics" and name tactics that are used for influence ▪ Identifies causes and effects of conformity. 	EX3 PDS, EX5 FPR, EX7 GD, EX7 MED
Identify everyday decisions	<ul style="list-style-type: none"> ▪ Brainstorms common decisions made at school, at home, and with friends ▪ Identifies the influences for each. 	EX1 LC, EX3 PDS, EX\$ RFM, EX5 SCE, EX7 GD, EX& MED
Describe how important decisions are made	<ul style="list-style-type: none"> ▪ Distinguishes between everyday decisions and difficult decisions 	EX7 MED
Identify a process for making decisions and solving problems	<ul style="list-style-type: none"> ▪ Practices the 3 C's Decision making model using scripted and unscripted scenarios 	EX2 DP, EX3 PDS, EX3 ATOD, EX5 FPR

Level 1: Session 3: Smoking: Myths and Realities

LST Session Goals and Objectives	Performance Indicators	California Health Education Frameworks
Counter common myths and misconceptions about the use of cigarettes and other forms of tobacco	<ul style="list-style-type: none"> ▪ Brainstorms the pros and cons of tobacco use ▪ Applies facts about tobacco to counter the myths about tobacco use and establish reasons for not smoking 	EX1 HB, EX2 DP, EX3 ATOD, EX4 RFM, EX5 FPR
Identify that the majority of teenagers and adults are not cigarette smokers	<ul style="list-style-type: none"> ▪ Defines the terms "minority" and "estimates" ▪ Estimates percentages of teenagers and adults who smoke. ▪ Records data. ▪ Compares group estimates with statistics about tobacco use. ▪ Draws conclusions about the prevalence of use 	EX1 HB, EX2 DP, EX3 ATOD,
Discuss reasons young people have for smoking or not smoking	<ul style="list-style-type: none"> ▪ Reviews the common myths about smoking ▪ Defines the term "risk factors" and identify risk factors for smoking ▪ Calculates the cost of smoking over periods of time and identify healthy alternatives for spending money ▪ States a personal reason for not smoking and share with peers 	EX1 HB, EX2 DP, EX3 ATOD, EX4 RFM, EX5 FPR, EX9 IUPS
Discuss the immediate and long term effects of cigarette smoking and tobacco use	<ul style="list-style-type: none"> ▪ Identifies the physiological effects of tobacco on body systems ▪ Defines the term "long range" ▪ Distinguishes between short and long term effects of tobacco use ▪ Draws conclusions about the myth that smoking does not have immediate effects on health 	EX1 HB, EX2 DP, EX3 ATOD, EX9 IUPS
Describe the process of becoming a smoker	<ul style="list-style-type: none"> ▪ Defines the term "addiction" ▪ Names the steps in the process of becoming a smoker ▪ Describes the four steps for becoming hooked on tobacco ▪ Identifies the consequences of addiction to tobacco ▪ Names reasons why tobacco addiction is difficult to overcome 	EX1 HB, EX1 MEH, EX2 DP, EX2 TD, EX3 ATOD, EX 6 LC
Identify that smoking is becoming less	<ul style="list-style-type: none"> ▪ Defines the term "socially acceptable" 	EX3 ATOD, EX 5 SCE, EX9 IUPS

socially acceptable	<ul style="list-style-type: none"> Estimates the acceptability of smoking in society Identifies reasons why smoking is less socially acceptable 	
Discuss non-smokers' rights	<ul style="list-style-type: none"> Defines the term "side stream smoke" Identifies places where people are no longer allowed to smoke Names and discuss the factors for the development on non-smoker's rights 	EX3 ATOD, EX5 SCE, EX9 IUPS

Level 1: Session 4: Smoking and Biofeedback

LST Session Goals and Objectives	Performance Indicators	California Health Education Frameworks
Acquire information about the immediate physiological effects of smoking	<ul style="list-style-type: none"> Identifies the immediate physiological effects of smoking on body systems Defines the meaning of "chronic" disease and names diseases of the body linked to smoking 	EX1 HB, EX2 DP, EX2 TD, EX3 ATOD, EX9 IUPS
Describe the effects of elevated heart rates on the body	<ul style="list-style-type: none"> Defines the term "carbon monoxide" Identifies specific effects of smoking on the cardio respiratory system Understands how the cardio respiratory system functions Names the chemical components of tobacco that effect cardio respiratory function Links the effects of smoking to changes in heart rate 	EX1 HB, EX2 DP, EX3 ATOD
Identify situations that can change heart rates	<ul style="list-style-type: none"> Defines the term "anxiety" Compares and contrasts the health risks and benefits of anxiety, exercise, and smoking on the cardio respiratory system 	EX1 HB, EX2 DP, EX3 ATOD, EX7 GD, EX9 IUPS
Discus the purpose and procedure of the tremor test	<ul style="list-style-type: none"> Defines the term "biofeedback" Defines the term "nicotine" Applies findings from the tremor test experiment to refute common myths and misconceptions identified in Session 3 i.e. that smoking is relaxing Identifies the chemicals in tobacco that act as a stimulant and describe their effects on the central nervous system 	EX1 HB, EX2 DP, EX3 ATOD, EX9 IUPS

Discuss the reasons for the difference in pulse rates before and after smoking a cigarette	<ul style="list-style-type: none"> ▪ Defines the term "pulse" ▪ Demonstrates how to take a pulse measurement using a pulse meter and manually ▪ Records data from the experiment. ▪ Applies findings from the pulse meter experiment to making conclusions about the effects of smoking on the heart ▪ Identifies the causes and effects of elevated pulse rate on cardio respiratory function ▪ Distinguishes between pro health and health risk causes and effects of smoking on the cardio respiratory system I.e. exercise vs. smoking 	EX1 HB, EX1 PA, EX2 DP, EX3 ATOD, EX6 LC, EX9 IUPS
--	--	--

Level 1: Session 5: Alcohol: Myths and Realities

LST Session Goals and Objectives	Performance Indicators	California Health Education Frameworks
Acquire information to counter common myths and misconceptions about alcohol	<ul style="list-style-type: none"> ▪ Defines the term "misconception" ▪ Generates myths and realities about alcohol ▪ Applies facts to refute myths and misconceptions 	EX1 HB, EX1 MEH, EX2 DP, EX7 GD, EX3 PDS, EX3 ATOD, EX5 FPR, EX7 MED
Recognize that alcohol is a drug which slows down the functioning of the brain and nervous system	<ul style="list-style-type: none"> ▪ Describes the physical effects of alcohol on the central nervous system and other body systems ▪ Distinguishes between stimulant and depressant effects of drugs ▪ Names behavioral effects of alcohol and link to the physical effects 	EX1 HB, EX1 MEH, EX3 ATOD, EX7 GD, EX7 MED, EX9 IUPS
Recognize that while many people drink, most adults drink only occasionally and in moderation	<ul style="list-style-type: none"> ▪ Defines the terms "abstinence" and "toleration" ▪ Estimates percentages of teenagers and adults who do not use alcohol, who use alcohol in moderation, and whose use is excessive ▪ Records data. ▪ Compares group estimates with 	EX1 HB, EX1 MEH, EX3 ATOD, EX7 GD, EX7 MED, EX2 DP, EX9 IUPS

	<ul style="list-style-type: none"> statistics about alcohol use. ▪ Draws conclusions about the prevalence of use ▪ Distinguishes between patterns of drinking behavior and identify the key behaviors that characterize each pattern 	
Discuss reasons why people do or do not drink	<ul style="list-style-type: none"> ▪ Identifies risk factors that lead to problem drinking ▪ Identifies reasons why people choose not to drink ▪ Describes the social acceptability of each type of drinking behavior and link to consequences for the individual and society ▪ States a personal reason for not drinking and share with peers 	EX1 HB, EX 1 PA, EX1 MEH, EX3 ATOD, EX4 RFM, EX5 FPR, EX5 SCE, EX6 LC, EX7 GD, EX7 MED, EX9 IUPS

Level 1: Session 6: Marijuana: Myths and Realities

LST Session Goals and Objectives	Performance Indicators	California Health Education Frameworks
Acquire information to counter common myths and misconceptions about marijuana	<ul style="list-style-type: none"> ▪ Defines the term "misconception" ▪ Generates myths and realities about marijuana ▪ Applies facts to refute myths and misconceptions 	EX1 HB, EX1 MEH, EX2 DP, EX2 TD, EX3 PDS, EX3 ATOD, EX7 GD, EX7 MED

Describe what marijuana is	<ul style="list-style-type: none"> ▪ Defines the terms "marijuana" and "THC" 	EX2 DP, EX3 ATOD
Discuss the reasons why some teenagers use marijuana	<ul style="list-style-type: none"> ▪ Estimates percentages of teenagers who use marijuana ▪ Records data. ▪ Compares group estimates with statistics about marijuana use. ▪ Draws conclusions about the prevalence of use ▪ Identifies risk factors for marijuana use 	EX1 HB, EX1 MEH, EX3 ATOD, EX5 FPR, EX7 GD, EX7 MED
Discuss the realities of what marijuana can and can not do	<ul style="list-style-type: none"> ▪ Applies facts and information to refute the common myths and misconceptions about marijuana 	EX2 DP, EX3 ATOD
Discuss the immediate and long term effects of marijuana on the body	<ul style="list-style-type: none"> ▪ Defines the terms "psychoactive" and "euphoria" ▪ Identifies the physiological and psychological effects of marijuana on body systems ▪ Defines the term "long range" ▪ Distinguishes between short and long term effects of marijuana use ▪ Draws conclusions about the myth that marijuana use does not have effects on health 	EX1 HB, EX1 MEH, EX2 DP, EX3 ATOD
Discuss the legal status of marijuana	<ul style="list-style-type: none"> ▪ Defines the terms "illicit", "decriminalization", and "legalization" ▪ Identifies cultural beliefs about marijuana and draw conclusions about the effect of culture on personal choices ▪ States a personal reason for not using marijuana and share with peers 	EX1 PA, EX 1 MEH, EX3 PDS, EX3 ATOD, EX4 RFM, EX5, FPR, EX5 SCE, EX6 LC, EX7 GD, EX7 MED

Level 1: Session 7: Advertising

LST Session Goals and Objectives	Performance Indicators	California Health Education Frameworks
Discuss the purpose of advertising	<ul style="list-style-type: none"> ▪ Defines the terms "consumer" and "deceptive" ▪ States the reasons for advertising ▪ Understands that advertisers may persuade consumers using exaggeration or deception about the 	EX9 IUPS

	claims of products	
Identify common advertising techniques	<ul style="list-style-type: none"> Names eleven advertising and describe how each works Identifies the forms that advertising takes Defines the term "target group" 	EX9 IUPS
Identify and analyze cigarette and alcohol advertisements	<ul style="list-style-type: none"> Defines the term "manipulation" Names the six components of an advertisement Applies knowledge of advertising techniques to analyzing and identifying the persuasive/manipulative tactics used in cigarette and alcohol ads 	EX 3 ATOD, EX 9 IUPS
Discuss alternative ways of responding to cigarette and alcohol ads	<ul style="list-style-type: none"> Uses information learned in previous smoking lessons to develop counter arguments to advertising messages 	EX3 ATOD, EX5 SCE, EX9 IUPS

Level 1: Session 8: Violence and the Media

LST Session Goals and Objectives	Performance Indicators	California Health Education Frameworks
Identify that the media influences behavior	<ul style="list-style-type: none"> Defines the term "media" States examples of how media influences individuals and culture 	EX4 RFM, EX5 FPR, EX7 GD, EX9 IUPS
Identify that homicides and other forms of violent behavior are not as common as many people think	<ul style="list-style-type: none"> Estimates the percentage of deaths do to homicide, to homicides occurring during a crime, and to homicides 	EX3 PDS, EX9 IUPS

	<p>between strangers</p> <ul style="list-style-type: none"> ▪ Researches facts and gathers data regarding true prevalence of homicides ▪ Applies research to reach conclusion about the true prevalence of homicide vs. media depictions 	
Identify that the media create attractive images as models for violent behavior	<ul style="list-style-type: none"> ▪ Defines the term "role model" ▪ Names a movie, TV, or other media character they admire ▪ Names character traits that they admire about the figure ▪ Formulates connections between the behavior of role models and personal self image and personal behavior ▪ Draws conclusions about the outcomes of emulating violent role models 	EX3 PDS, EX7 GD, EX7 MED, EX9 IUPS
Identify the reasons for media violence	<ul style="list-style-type: none"> ▪ Names reasons why people enjoy watching violence in the media ▪ Watches a television program and using worksheet, records and describes incidences of violence and use of substances by characters in the show ▪ Estimates number of hours per week of personal television viewing ▪ Acquires facts about frequency of violence in common television shows ▪ Analyzes own exposure to media violence 	EX3 PDS, EX3 ATOD, EX 4 RFM, EX5 FPR, EX5 CSE, EX7 MED, EX7 GD, EX9 IUPS
Discuss violent imagery in games and music	<ul style="list-style-type: none"> ▪ Identifies video and computer games as types of media that contain violent images and messages ▪ Estimates percentage of computer games that contain violent images and compares estimates with accurate data regarding prevalence of violence in games ▪ Analyzes personal music choices for the prevalence of violent messages ▪ Draws conclusions about whether violent messages depict or distort reality 	EX3 PDS, EX3, ATOD, EX4 RFM, EX5 FPR, EX7 MED, EX7 GD, EX9 IUPS

Discuss the harmful effects of media violence	<ul style="list-style-type: none"> ▪ Brainstorms ways that media violence may be harmful ▪ Connects exposure to media violence with violence as a learned and preventable health risk behavior 	EX1 MEH, EX2 DP, EX3 ATOD, EX3 PDS, EX7 MED, EX7 GD, EX9 IUPS
Discuss ways to resist media influence	<ul style="list-style-type: none"> ▪ Generates personal strategies for reducing exposure to media violence ▪ Applies facts and information from the lesson to analyze the reality basis of a media depiction of violence. ▪ Describes the effects and influence of media images on personal self image 	EX2 DP, EX7 MED, EX 9 IUPS

Level 1: Session 9: Coping with Anxiety

LST Session Goals and Objectives	Performance Indicators	California Health Education Frameworks
Define "anxiety"	<ul style="list-style-type: none"> ▪ Defines the term "anxious" 	EX1 MEH
Identify physical "symptoms" of nervousness	<ul style="list-style-type: none"> ▪ Names the physical effects of anxiety 	EX1 HB, EX1 MEH

Discuss common situations which produce nervousness	<ul style="list-style-type: none"> Identifies personal anxiety triggers Analyzes and rates personal responses to a variety of anxiety causing situations Compares and contrasts the similarities and differences in causes and effects of anxiety between self and peers 	EX1 HB, EX1 MEH, EX3 ATOD, EX 4 RFM, EX 4 CWF, EX5 FPR, EX6 LC, EX7 GD, EX7 MED, EX8 SX
Discuss alternative ways of dealing with anxiety-inducing situations	<ul style="list-style-type: none"> Defines the term "coping" Identifies common ways of dealing with anxiety Assesses the health risk or health protective value of each strategy 	EX1 HB, EX1 PA, EX2 DP, EX1 MEH, EX7 MED
Demonstrate the techniques for coping with anxiety	<ul style="list-style-type: none"> Defines the term "relaxation" Learns the steps for three anxiety prevention and reduction techniques: Deep breathing, Mental Rehearsal, and Body Relaxation Practices the steps in each technique Reports on the outcomes of each practice session in reducing personal anxiety 	EX1 MEH, EX2 DP, EX7 MED

Level 1: Session 10: Coping with Anger

LST Session Goals and Objectives	Performance Indicators	California Health Education Frameworks
Experience and define anger	<ul style="list-style-type: none"> Defines the term "anger" 	EX1 MEH
Identify physical "symptoms" of anger	<ul style="list-style-type: none"> Names the physical effects of anger 	EX1 HB, EX1 MEH

Discuss common situations which provoke anger	<ul style="list-style-type: none"> Identifies personal anger triggers Analyzes and rates personal responses to a variety of anger causing situations Compares and contrasts the similarities and differences in causes and effects of anger between self and peers 	EX1 HB, EX1 MEH, EX3 ATOD, EX 4 RFM, EX 4 CWF, EX5 FPR, EX6 LC, EX7 GD, EX7 MED, EX8 SX
Discuss reasons for keeping anger under control	<ul style="list-style-type: none"> Defines the term "control" States the benefits of controlling anger 	EX1 HB, EX1 MEH, EX1 PA, EX2 D, EX 3 ATOD, EX5 FPR, EX7 MED
Discuss ways to control anger	<ul style="list-style-type: none"> Identifies common ways of dealing with anger Assesses the health risk or health protective value of each strategy Describes the causes and effects of letting anger get out of control 	EX1 MEH, EX1 PA, EX2 DP, EX3 ATOD, EX4 RFM, EX5 FPR, EX7 MED
Practice techniques for controlling anger	<ul style="list-style-type: none"> Defines the term "reframing" Learns the steps for four anger prevention and reduction techniques: Warning Light, Counting to Ten, Self Statements, and Reframing Practices the steps in each technique Reports on the outcomes of each practice session in reducing personal anger 	EX1 HB, EX 1 MEH, EX2 DP, EX7 MED

Level 1: Session 11: Communication Skills

LST Session Goals and Objectives	Performance Indicators	California Health Education Frameworks
Define communication	<ul style="list-style-type: none"> Defines the terms "communication", "effective", "interpersonal", and "message" Names factors that result in effective communication 	EX7 MED

Discuss verbal and non-verbal communication	<ul style="list-style-type: none"> ▪ Defines the terms "non-verbal", "verbal", "contradictory", and "ambiguous" ▪ Distinguishes verbal and non-verbal forms of communication ▪ Gives examples of verbal and non-verbal forms of communication ▪ Identifies the consequences of inconsistency in verbal and non-verbal messages during communication with others 	EX7 MED, EX3 PDS, EX3 ATOD, EX3 ER, EX4 RFM, EX5 FPR, EX7 GD, EX8 SX
Define misunderstanding	<ul style="list-style-type: none"> ▪ Defines the terms "misunderstanding" and "response" 	EX7 MED
Discuss how misunderstandings develop	<ul style="list-style-type: none"> ▪ Deconstructs a personal experience where a message was misunderstood ▪ Identifies the causes and effects of misunderstandings 	EX7 MED, EX3 PDS, EX3 ATOD, EX3 ER, EX4 RFM, EX5 FPR, EX7 GD, EX8 SX
Discuss how misunderstandings can be avoided	<ul style="list-style-type: none"> ▪ Defines the term "paraphrase" ▪ States and describes the four steps for avoiding misunderstandings ▪ Practices the four steps using scripted and unscripted scenarios 	EX1 MEH, EX7 MED

Level 1: Session 12: Social Skills (A)

LST Session Goals and Objectives	Performance Indicators	California Health Education Frameworks
Recognize that many people feel shy or uncomfortable in social situations	<ul style="list-style-type: none"> ▪ Assess personal levels of comfort in social situations ▪ Generates reasons why people may feel shy in social situations 	EX1 HB, EX1 MEH, EX 5 FPR, EX 6 LC, EX 7 GD
Discuss how shyness can be overcome	<ul style="list-style-type: none"> ▪ Defines the term "self confident" ▪ Names and practices the five strategies 	EX1 MEH, EX5 FPR, EX7 GD, EX7 MED

	<ul style="list-style-type: none"> for overcoming shyness Applies anxiety reduction techniques from Lesson 9 to experiences of social anxiety and shyness 	
Practice making social contacts	<ul style="list-style-type: none"> Defines the term "initiating" Identifies the challenges of social contacts with new and unknown people vs. the comfort of social interaction with friends Develops and practices "opener" scripts for simple greetings with someone unknown 	EX1 MEH, EX3 ATOD, EX5 FPR, EX6 LC, EX7 GD, EX7 MED
Practice giving and receiving compliments	<ul style="list-style-type: none"> Defines the term "compliment" Names reasons why people may have difficulty giving and receiving compliments Identifies things (appearance, skill, personal traits) that they can compliment others about Names the three steps for giving compliments and the two steps for receiving compliments Practices giving and receiving compliments with peers 	EX1 MEH, EX4 RFM, EX5 FPR, EX6 LC, EX7 GD, EX7 MED
Practice initiating, sustaining, and ending conversations	<ul style="list-style-type: none"> Defines the term "sustain" Identifies that conversations have three phases: beginning, sustaining, and ending Applies verbal and non verbal communication skills to constructing scripts for each stage of a conversation Practices each stage of communication with peers 	EX1 MEH, EX 5 FPR, EX 7, MED

Level 1: Session 13: Social Skills (B)

LST Session Goals and Objectives	Performance Indicators	California Health Education Frameworks
Discuss what attributes attract individuals to one another	<ul style="list-style-type: none"> Defines the term "attributes" Names attributes that make a person attractive or appealing 	EX1 MEH, EX5 FPR, EX 6 LC, EX7 GD, EX7 MED, EX8 SX

	<ul style="list-style-type: none"> ▪ Distinguishes between physical and non-physical attributes that contribute to personal attractiveness ▪ Concludes that ideas about attractiveness may vary from person to person, and culture to culture. 	
Apply general social skills to interactions with someone you are attracted to	<ul style="list-style-type: none"> ▪ Defines the term "interaction" ▪ Identifies reasons for awkwardness when initiating a conversation with someone they are attracted to ▪ Applies and practices peer to peer conversation skills from Lessons 11 and 12 to close personal or romantic relationships ▪ Links the applicability of conversation skills to all types of conversational settings 	EX1 MEH, EX5 FPR, EX 6 LC, EX7 GD, EX7 MED, EX8 SX
Identify new and different social activities	<ul style="list-style-type: none"> ▪ Brainstorms activities to do with others ▪ Collaborates with peers to expand ideas about fun social activities 	EX1 MEH, EX3 PDS, EX3 ATOD, EX5 FPR, EX 6 LC, EX7 GD, EX7 MED
Discuss ways to approach others with ideas for social activities	<ul style="list-style-type: none"> ▪ Generates ideas about best approaches to asking someone out for one to one or group social activities ▪ Analyzes the effectiveness of each approach ▪ Names and explains the components for the three tips for asking someone out ▪ Practices effective approaches with peers 	EX1 MEH, EX5 FPR, EX 6 LC, EX7 GD, EX7 MED, EX8 SX
Discuss ways of responding when asked out	<ul style="list-style-type: none"> ▪ Brainstorms responses for how to respond when being asked to go to a social activity ▪ Analyzes the effectiveness of each response ▪ Names and explains the three options for responding to requests to go to a social activity 	EX1 MEH, EX5 FPR, EX 6 LC, EX7 GD, EX7 MED

	<ul style="list-style-type: none"> ▪ Develops scripts for each of the three options ▪ Applies learning from previous lessons to peer to peer practice of effective responses to requests to go to a social activity 	
--	---	--

Level 1: Session 14: Assertiveness

LST Session Goals and Objectives	Performance Indicators	California Health Education Frameworks
Identify common situations where people often fail to be assertive	<ul style="list-style-type: none"> ▪ Identifies personal situations where it was difficult to express feelings or stand up for self ▪ Shares situations with peers and notes commonality of experience 	EX1 MEH, EX3 PDS, EX3 ATOD, EX3 CA, EX4 RFM, EX 5 FPR, EX 6 LC, EX7 GD, EX7 MED, EX 8 SX, EX9 IUPS
Identify persuasive tactics	<ul style="list-style-type: none"> ▪ Defines the terms "assertive", "passive", "aggressive", and "persuasion" ▪ Brainstorms techniques that others may use to persuade or influence ▪ Evaluates personal vulnerability to specific persuasive techniques ▪ Names reasons for not be assertive ▪ Identifies the three behavioral responses to persuasion and influence as assertive, passive, and aggressive ▪ Names the benefits of being assertive ▪ Names the consequences of being passive or aggressive 	EX1 MEH, EX2 DP, EX3 PDS, EX3 ATOD, EX3 CA, EX4 RFM, EX 5 FPR, EX 6 LC, EX7 GD, EX7 MED, EX 8 SX, EX9 IUPS
Identify and practice verbal and non verbal assertive skills	<ul style="list-style-type: none"> ▪ Describes the components of the three verbal assertive skills: Saying No, Making Requests, and Asserting Rights ▪ Describes the components of the six non-verbal assertive skills ▪ Integrates verbal and non verbal assertive skills and demonstrates skills in peer to peer practice 	EX1 MEH, EX 5 FPR, EX7 GD, EX7 MED
Discuss alternate ways for dealing with situations where teenagers are pressured to smoke, drink, or use marijuana	<ul style="list-style-type: none"> ▪ Brainstorms "high risk" situations of influence or persuasion to use substances ▪ Develops additional strategies for 	EX1 MEH, EX3 PDS, EX3 ATOD, EX 5 FPR, EX 7 GD, EX7 MED

	resisting influence and persuasion to use substances <ul style="list-style-type: none"> ▪ Develops scripts for each strategy and demonstrates and practices drug refusal skills with peers 	
--	---	--

Level 1: Session 15: Resolving Conflicts

LST Session Goals and Objectives	Performance Indicators	California Health Education Frameworks
Identify negotiation as the preferred method for resolving conflicts	<ul style="list-style-type: none"> ▪ Defines the term "negotiation" ▪ Identifies that conflicts can prevent accomplishment personal goals and hurt relationships ▪ Names the three common reactions to conflicts ▪ Brainstorms additional reactions to conflict ▪ Analyzes the outcome of each reaction on achieving personal goals and maintaining relationships 	EX1 MEH, EX3 PDS, EX3 ATOD, EX3 CA, EX4 RFM, EX4 CWF, EX 5 FPR, EX 6 LC, EX7 GD, EX7 MED, EX 8 SX
Review techniques for controlling anger, assertiveness, communication skills, and decision making skills and apply them to conflict situations	<ul style="list-style-type: none"> ▪ Generates examples of real-life conflict situations that occur among peers ▪ Identifies and links skills from previous LST lessons to goal of controlling anger in conflict situations 	EX1 HB, EX1 MEH, EX3 PDS, EX3 ATOD, EX3 CA, EX4 RFM, EX4 CWF, EX 5 FPR, EX 6 LC, EX7 GD, EX7 MED, EX 8 SX
Recognize that consensus building and problem solving skills can resolve conflicts	<ul style="list-style-type: none"> ▪ Defines the term "win-win situation" ▪ Examines the components of the techniques of consensus building and problem solving as conflict resolution techniques 	EX1 MEH, EX 5 FPR, EX 7 GD, EX7 MED
Demonstrate how these techniques could be used to resolve conflicts	<ul style="list-style-type: none"> ▪ Practices the conflict resolution techniques using skills from previous LST units with peers 	EX1 MEH, EX 5 FPR, EX 7 GD, EX7 MED

