



**State of California Health Education Frameworks Alignment
for the *LifeSkills Training* Middle School Level 2 program**

LifeSkills Training Middle School Program Overview

LifeSkills Training is a groundbreaking substance abuse prevention program for elementary and middle school students based on more than 20 years of scientific research. The *LifeSkills Training* Middle School program is one of the top-rated, evidence-based prevention programs for grades 6-9. This highly effective program has been proven to dramatically reduce alcohol, tobacco, and other drug use by promoting personal development through building: drug resistance skills, personal self-management skills and general social skills. It also helps to reduce violence and drug abuse by providing students with the skills needed to avoid high risk behaviors.

Health Education Frameworks Alignment Overview

The State of California Health Education Frameworks Alignment for the *LifeSkills Training* Middle School 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 level of the LST Middle School 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 level of the LST Middle School program. The key listed below identifies each expectation from the CA health frameworks and has been created to indicate how the expectations are aligned with the LST lessons. The example below uses an expectation from one of the health education frameworks to illustrate how to read the alignment.

Key - State of California Health Education Frameworks Alignment

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

Middle School Level 2: Drug Abuse and Violence: Causes and Effects

LST Session Goals and Objectives	Performance Indicators	California Health Education Frameworks
Define drug abuse	<ul style="list-style-type: none"> Develops a definition of drug abuse States examples of drugs that are commonly abused Distinguishes drug use from drug abuse Defines the word “illicit” 	EX3 ATOD
Identify the causes of drug use	<ul style="list-style-type: none"> States reasons why people use drugs Identifies factors that initiate drug use 	EX 1 MEH EX3 ATOD EX 4 RFM EX 4 CWF EX 5 FPR
Identify the social factors promoting drug abuse	<ul style="list-style-type: none"> Examines the social and environmental factors that promote drug use Identifies the influences and consequences for each factor. 	EX3 PDS, EX3 ATOD, EX5 FPR, EX7 GD, EX7 MED
Identify the social realities of drug use	<p>Discuss the connection between drug use and popularity and acceptance by one’s peers</p> <p>Re-norm social attitudes about the popularity of substance use and peer acceptance of substance use</p>	EX3 ATOD, EX6 LC, EX3 PDS, EX4 RFM, EX5 SCE, EX7 GD, EX4 MED
Describe the addictive process	<ul style="list-style-type: none"> Examine drug abuse as an illness that is chronic, progressive, and preventable Defines “drug abuse” and “dependence” Identify the steps leading up to drug abuse Examines the progression of use from one substance to other substances 	EX1 MEH, EX2 DP, EX2 TD, EX3 ATOD, EX7 MED
Recognize the best way of preventing drug abuse by not starting	<ul style="list-style-type: none"> Predicts the consequences of progression of drug use Examines abstinence from the use of all substances as a way to avoid addiction 	EX1 HB, EX2 DP, EX2 TD, EX3 PDS, EX3 ATOD
Discuss the effects of drug abuse including the immediate effects of cigarette smoking	<ul style="list-style-type: none"> Identifies the immediate and long term effects of smoking, drinking and other drug use on the human body Conducts biofeedback experiments demonstrating the immediate effects of tobacco use on the nervous system and cardio vascular system Examines the connection between the use of psychoactive substances and the increased risk of accidents and violence 	EX1 HB, EX2 DP, EX2 TD, EX3 PDS, EX3 ATOD,
Define violence	<ul style="list-style-type: none"> Creates definition for violence by giving examples of violence Identifies violence as acts, words, gestures that cause physical, emotional, mental harm to self, others, and property 	EX1 MEH, EX3 PDS, EX3 ATOD
Identify the causes of violence	<ul style="list-style-type: none"> Brainstorms the causes of violence Re-norm beliefs about the true prevalence of violent acts Examine the role of media in normalizing violence 	EX2 DP, EX9 IUPS
Discuss reasons for avoiding violence	<ul style="list-style-type: none"> Identify the consequences of violence Develop reasons for not engaging in violence 	EX1 MEH, EX3 PDS, EX4 RFM, EX5 FPR, EX5 SCE

Middle School Level 2: Making Decisions

LST Session Goals and Objectives	Performance Indicators	California Health Education Frameworks
Reviews 3-C formula for making decisions	<ul style="list-style-type: none"> Defines each step of the 3-C formula 	EX3 PDS, EX5 FPR, EX7 GD, EX7 MED, EX4 RFM
Recognizes that different people make different decisions in the same situation	<ul style="list-style-type: none"> Analyze the results of scripted practice and compare and contrast the differences and similarities between the decisions made by peers Develop explanations for similarities and differences in decision making by individuals 	EX3 PDS, EX5 FPR, EX7 GD, EX7 MED
Analyze decisions or problems to be solved and practice the 3-C decision making formula	<ul style="list-style-type: none"> Apply the 3-C formula to scripted and unscripted decisions and problems 	EX3 ATOD, EX6 LC, EX3 PDS, EX4 RFM, EX5 SCE, EX7 GD, EX4 MED
Identify common external influences on decision making	<ul style="list-style-type: none"> Brainstorms external influences on decision making and examines the effects of each influence Investigates the complexity of group decision making 	EX3 PDS, EX5 FPR, EX7 GD, EX7 MED, EX4 RFM

Middle School Level 2: Media Influences

LST Session Goals and Objectives	Performance Indicators	California Health Education Frameworks
Identify common advertising techniques	<ul style="list-style-type: none"> Recalls eleven advertising and describe how each works Identifies the forms that advertising takes Defines the terms "target market" and "consumer" 	EX9 IUPS
Illustrate methods used by media to influence consumer choices	<ul style="list-style-type: none"> Defines each technique and gives an example of a product that uses the technique 	EX9 IUPS
Identify and analyze techniques used to advertise cigarettes and alcoholic beverages	<ul style="list-style-type: none"> Defines the terms "manipulate" and "deceptive" 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
Recognize automatic responses to advertisements	<ul style="list-style-type: none"> Practices responses to three critical questions about attraction to advertisements that improve resistance to advertising techniques 	EX 3 ATOD, EX 9 IUPS
Discuss alternative ways of responding to ads to resist pressure	<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

Middle School Level 2: 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

Middle School Level 2: 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

Middle School Level 2: 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

Middle School Level 2: Social Skills

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 for overcoming shyness Applies anxiety reduction techniques from Lesson 9 to experiences of social anxiety and shyness 	EX1 MEH, EX5 FPR, EX7 GD, EX7 MED
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

Middle School Level 2: 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
Define and discuss the differences between assertiveness, passivity, and aggressiveness	<ul style="list-style-type: none"> Defines the terms "assertive", "passive", "aggressive" 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

Middle School Level 2: 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

Middle School Level 2: Resisting Peer Pressure

LST Session Goals and Objectives	Performance Indicators	California Health Education Frameworks
Identify and discuss persuasive tactics used to convince people to use drugs	<ul style="list-style-type: none"> Reviews 7 techniques that others may use to persuade or influence Evaluates personal vulnerability to specific persuasive techniques 	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
Identify situations where students feel pressured to smoke, drink, or use drugs	<ul style="list-style-type: none"> Generates examples of real-life pressure situations that occur among peers Examines the characteristics and consequences of group pressure 	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
Identify and practice techniques for dealing with direct pressure to engage in smoking, drinking, and drug use	<ul style="list-style-type: none"> ◆ Develops additional strategies for resisting influence and persuasion to use substances Develops scripts for each strategy and demonstrates and practices drug refusal skills with peers in group pressure situations 	EX1 MEH, EX3 PDS, EX3 ATOD, EX 5 FPR, EX 7 GD, EX7 MED

About National Health Promotion Associates

National Health Promotion Associates (NHPA) offers technical assistance in constructing a site-based learning standards alignment using this template. For technical assistance or other questions regarding the *LifeSkills Training* program, please call 1-800-293-4969 and reference the [State of California Health Education Frameworks Alignment for the *LifeSkills Training* Middle School Level 2 program](#)

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