



**State of California Health Education Frameworks Alignment  
for the *LifeSkills Training* Middle School Level 3 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 3: Drug Abuse Causes and Effects

LST Session Goals and Objectives	Performance Indicators	California Health Education Frameworks
Identify the causes of drug abuse	<ul style="list-style-type: none"> <li>States reasons why people use drugs</li> <li>Identifies factors that initiate drug use</li> </ul>	<b>EX 1 MEH EX3 ATOD EX 4 RFM EX 4 CWF EX 5 FPR</b>
Identify the major social factors promoting drug abuse	<ul style="list-style-type: none"> <li>Examines the social and environmental factors that promote drug use</li> <li>Identifies the influences and consequences for each factor.</li> </ul>	EX3 PDS, EX3 ATOD, EX5 FPR, EX7 GD, EX7 MED
Describe physical and psychological dependence	<ul style="list-style-type: none"> <li>Examine drug abuse as an illness that is chronic, progressive, and preventable</li> <li>Defines “drug abuse” and “dependence”</li> <li>Identify the steps leading up to drug abuse</li> <li>Examines the progression of use from one substance to other</li> <li>Predicts the consequences of progression of drug use</li> <li>Examines abstinence from the use of all substances as a way to avoid addiction</li> </ul>	EX1 HB, EX1 MEH, EX2 DP, EX2 TD, EX3 ATOD, EX5 FPR, EX7 MED

### Middle School Level 3: Making Decisions

LST Session Goals and Objectives	Performance Indicators	California Health Education Frameworks
Review the 3-C formula for making decisions	<ul style="list-style-type: none"> <li>Distinguishes between making decisions and solving problems</li> <li>Examines the use of the 3-C decision making model for solving problems and making decisions</li> </ul>	EX1 MEH, EX3 ATOD,
Apply the decision-making formula to a variety of situations through in-class practice	<ul style="list-style-type: none"> <li>Practices the 3-C model on real life decisions and problems</li> </ul>	EX1 MEH, EX 3 ATOD

### Middle School Level 3: Media Influences

LST Session Goals and Objectives	Performance Indicators	California Health Education Frameworks
Identify the sources of media influence	<ul style="list-style-type: none"> <li>Recalls eleven advertising and describe how each works</li> <li>Identifies the forms that advertising takes</li> <li>Defines “media”</li> </ul>	EX9 IUPS
Discuss the impact the media have on attitudes and behavior	<ul style="list-style-type: none"> <li>Describes how the media effects self and society</li> <li>Draws conclusions about how media influences the development of attitudes and the connection between attitudes and behaviors</li> <li>Defines “influence”</li> </ul>	EX1 MEH, EX9 IUPS
Formulate alternative responses to pro-drug media influences	<ul style="list-style-type: none"> <li>Generate counter arguments to pro-drug media messages using knowledge about media techniques and the harmful effects of substances learned in previous units</li> </ul>	EX 3 ATOD, EX 9 IUPS
Use critical thinking to resist pro-drug media influences	<ul style="list-style-type: none"> <li>Explores the positive and negative effects of media on the development of attitudes and behaviors towards drug use</li> <li>Practices responses to critical questions about attraction to advertisements that improve resistance to advertising techniques</li> <li>Defines “neutralizing”</li> </ul>	EX 3 ATOD, EX 9 IUPS

## Middle School Level 3: Coping with Anxiety

LST Session Goals and Objectives	Performance Indicators	California Health Education Frameworks
Identify techniques for coping with anxiety	<ul style="list-style-type: none"> <li>Reviews techniques learned in Level 2</li> </ul>	EX1 MEH
Review and practice progressive relaxation, deep breathing, and hand warming	<ul style="list-style-type: none"> <li>Practices three bio feedback techniques for coping with anxiety</li> </ul>	EX1 HB, EX1 MEH
Review and practice cognitive self-control skills for dealing with anxiety	<ul style="list-style-type: none"> <li>Practices two cognitive self control skills: positive thinking and mental rehearsal</li> </ul>	EX1 HB, EX1 MEH,

## Middle School Level 3: Coping with Anger

LST Session Goals and Objectives	Performance Indicators	California Health Education Frameworks
Discuss the physical "symptoms" of anger	<ul style="list-style-type: none"> <li>Names the physical effects of anger</li> </ul>	EX1 HB, EX1 MEH
Discuss common situations that produce anger	<ul style="list-style-type: none"> <li>Identifies personal anger triggers</li> <li>Analyzes and rates personal responses to a variety of anger causing situations</li> <li>Compares and contrasts the similarities and differences in causes and effects of anger between self and peers</li> </ul>	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"> <li>Defines the term "control"</li> <li>States the benefits of controlling anger</li> </ul>	EX1 HB, EX1 MEH, EX1 PA, EX2 D, EX 3 ATOD, EX5 FPR, EX7 MED
Review techniques for controlling anger	<ul style="list-style-type: none"> <li>Identifies common ways of dealing with anger</li> <li>Assesses the health risk or health protective value of each strategy</li> <li>Describes the causes and effects of letting anger get out of control</li> </ul>	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"> <li>Defines the term "reframing"</li> <li>Learns the steps for four anger prevention and reduction techniques: Warning Light, Counting to Ten, Self Statements, and Reframing</li> <li>Practices the steps in each technique</li> <li>Reports on the outcomes of each practice session in reducing personal anger</li> </ul>	EX1 HB, EX 1 MEH, EX2 DP, EX7 MED

### Middle School Level 3: Social Skills

<b>LST Session Goals and Objectives</b>	<b>Performance Indicators</b>	<b>California Health Education Frameworks</b>
Identify and use common greetings and brief exchanges	<ul style="list-style-type: none"> <li>Review and practice scripts for greetings and brief exchanges that may initiate conversation</li> </ul>	EX1 HB, EX1 MEH, EX 5 FPR, EX 6 LC, EX 7 GD
Identify skills for starting, continuing, and ending conversations	<ul style="list-style-type: none"> <li>Identify the elements for starting, maintaining, and ending a conversation</li> <li>Practice each component of a conversation</li> </ul>	EX1 MEH, EX5 FPR, EX7 GD, EX7 MED
Discuss situations that require “deeper” conversations	<ul style="list-style-type: none"> <li>Distinguish superficial from deep conversations</li> <li>Describe the elements of a deep conversation</li> <li>Identifies situations and topics where deep conversations may be required</li> </ul>	EX1 MEH, EX3 ATOD, EX4 RFM, EX5 FPR, EX6 LC, EX7 GD, EX7 MED
Identify techniques for “deep” conversations	<ul style="list-style-type: none"> <li>Examines tips and techniques for deep conversations</li> <li>Practices the tips and techniques for deep conversations using real life situations</li> </ul>	EX1 MEH, EX4 RFM, EX5 FPR, EX6 LC, EX7 GD, EX7 MED



## Middle School Level 3: Assertiveness

LST Session Goals and Objectives	Performance Indicators	California Health Education Frameworks
Identify situations that warrant assertive responses	<ul style="list-style-type: none"> <li>Identifies personal situations where it was difficult to express feelings or stand up for self</li> <li>Shares situations with peers and notes commonality of experience</li> </ul>	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 and use practice verbal and non verbal assertive skills	<ul style="list-style-type: none"> <li>Reviews the verbal and non-verbal characteristics of assertive, passive, and aggressive behavior</li> <li>Describes the components of the three verbal assertive skills: Saying No, Making Requests, and Asserting Rights</li> <li>Describes the components of the six non-verbal assertive skills</li> <li>Integrates verbal and non verbal assertive skills and demonstrates skills in peer to peer practice</li> </ul>	EX1 MEH, EX 5 FPR, EX7 GD, EX7 MED

## Middle School Level 3: Resolving Conflicts

LST Session Goals and Objectives	Performance Indicators	California Health Education Frameworks
Define conflict resolution	<ul style="list-style-type: none"> <li>Develops a definition of the term "conflict resolution" using personal experience and previous knowledge</li> </ul>	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 styles of conflict resolution	<ul style="list-style-type: none"> <li>Generates examples of how people resolve conflicts</li> <li>Categorizes examples into conflict resolution styles</li> <li>Identifies personal conflict resolution style</li> </ul>	EX1 HB, EX1 MEH, EX3 CA, EX4 RFM, EX4 CWF, EX 5 FPR, EX 6 LC, EX7 GD, EX7 MED, EX 8 SX
Identify the basic steps of conflict resolution	<ul style="list-style-type: none"> <li>Generates examples of common conflicts between peers and friends</li> <li>Reviews the six basic steps for conflict resolution from Level 2</li> </ul>	EX1 MEH, EX3 PDS, EX3 ATOD, EX 5 FPR, EX 7 GD, EX7 MED
Practice suggesting compromises	<ul style="list-style-type: none"> <li>Defines the term "compromise"</li> <li>Examines the components of compromise</li> </ul>	EX1 MEH, EX 5 FPR, EX 7 GD, EX7 MED
Practice resolving conflicts	<ul style="list-style-type: none"> <li>Practices the conflict resolution technique of compromise</li> </ul>	EX1 MEH

## Middle School Level 3: Resisting Peer Pressure

LST Session Goals and Objectives	Performance Indicators	California Health Education Frameworks
Identify situations involving peer pressure to engage in drug use	<ul style="list-style-type: none"> <li>Generates examples of real-life pressure situations that occur among peers</li> <li>Shares situations with peers and notes commonality of experience</li> </ul>	EX1 MEH, EX3 PDS, EX3 ATOD, EX4 RFM, EX 5 FPR, EX 6 LC, EX7 GD, EX7 MED, EX 8 SX,
Identify and practice techniques for dealing with peer pressure to smoke, drink, or use drugs	<ul style="list-style-type: none"> <li>Develops scripts for each strategy and demonstrates and practices drug refusal skills with peers in group pressure situations</li> </ul>	EX1 MEH, EX 5 FPR, EX7 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 3 program](#)

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