

Botvin LifeSkills Training and Indiana Health & Wellness and Physical Education Alignment

Content Area: Health & Wellness

Grade Level/Course: Sixth Grade/Level 1 Self-Image & Self-Improvement

| Health & Wellness Standards | LST Goals/Objectives | Resources | Assessments | Integration Opportunities in Physical Education Standards |
|---|---|--|--|--|
| <p>6.1.2 Identify the interrelationships of emotional and social health in adolescence.</p> <p>6.6.1 Examine personal health behaviors.</p> <p>6.6.2 Identify a goal to adopt a personal health practice.</p> <p>6.6.3 Develop strategies to achieve a personal health goal.</p> <p>6.6.4 Explain how personal health goals can vary with priorities.</p> | <p>Define self-image.</p> <p>Discuss how self-image is formed.</p> <p>Identify ways to increase self-image.</p> <p>Relate self-image to behavior.</p> <p>Learn to apply a process for changing or improving self-image.</p> | <p><i>Lifeskills Training</i> Teacher's Manual Level 1: Self-Image and Self-Improvement</p> <p><i>Lifeskills</i> Companion Website: http://www.lifeskills-training.com/msweb/student/L1-activity.php</p> | <p><i>Lifeskills Training</i> Student Guide Level 1: Self-Improvement Project (found Self-Image & Self-Improvement)</p> <p><i>Lifeskills Training</i> Pre-Test: http://www.lifeskillstraining.com//lst_classroom.php</p> | <p>6.3.1 Identify and participate in activities that, when done consistently, can contribute to an active lifestyle.</p> <p>6.3.2 Participate in activities, outside of school, that are health-enhancing and can be continued throughout a lifetime.</p> <p>6.3.3 Describe the elements of a healthy lifestyle.</p> <p>6.4.2 Develop personal goals for each of the health-related physical fitness components.</p> |

Botvin LifeSkills Training and Indiana Health & Wellness and Physical Education Alignment

Content Area: Health & Wellness

Grade Level/Course: Sixth Grade/Level 1 Decision Making

| Health & Wellness Standards | LST Goals/Objectives | Resources | Assessments | Integration Opportunities in Physical Education Standards |
|--|---|---|---|---|
| <p>6.1.1 Compare how healthy behaviors and personal health are linked.</p> <p>6.2.9 Identify how some health choices influence unhealthy behaviors.</p> <p>6.5.1 Name conditions that can help or hinder healthy decision-making.</p> <p>6.5.2 Explain when health-related situations require a thoughtful decision-making process.</p> <p>6.5.3 Explain when individual or adult-supported decision-making is appropriate.</p> <p>6.5.4 Identify healthy and unhealthy options to health-related issues or problems.</p> <p>6.5.5 Describe the potential short-term impact of each choice on self and others.</p> <p>6.5.6 Distinguish healthy options over unhealthy options when making a decision.</p> <p>6.5.7 Predict the results of a health-related decision.</p> <p>6.8.2 Show how to support others to make positive health choices.</p> | <p>Demonstrate how decisions are influenced by group pressures.</p> <p>Discuss reasons why people are influenced by group members.</p> <p>Identify everyday decisions.</p> <p>Describe how important decisions are made.</p> <p>Identify a process for making decisions and solving problems.</p> | <p><i>Lifeskills Training</i> Teacher's Manual Level 1: Making Decisions</p> <p><i>Lifeskills Training</i> Companion Website: http://www.lifeskills.com/msweb/student/L1-activity.php</p> | <p><i>Lifeskills Training</i> Pre-Test: http://www.lifeskillstraining.com/lst_classroom.php</p> | |

Botvin LifeSkills Training and Indiana Health & Wellness and Physical Education Alignment

Content Area: Health & Wellness

Grade Level/Course: Sixth Grade/Level 1 Smoking Myths and Realities

| Health & Wellness Standards | LST Goals/Objectives | Resources | Assessments | Integration Opportunities in Physical Education Standards |
|---|--|---|---|---|
| <p>6.1.7 Identify the benefits of practicing healthy behaviors.</p> <p>6.1.8 Describe the likelihood of injuries or illnesses if engaging in unhealthy behaviors.</p> <p>6.2.7 Identify norms that influence health behaviors.</p> <p>6.2.9 Identify how some health choices influence unhealthy behaviors.</p> | <p>Counter common myths and misconceptions about the use of tobacco products.</p> <p>Identify that the majority of teens and adults are not cigarette smokers.</p> <p>Discuss reasons young people have for smoking and not smoking.</p> <p>Discuss immediate and long-term effects of cigarette smoking and tobacco use.</p> <p>Describe the process of becoming a smoker.</p> <p>Identify that smoking is becoming less socially acceptable.</p> <p>Discuss non-smokers' rights.</p> | <p><i>Lifeskills Training</i> Teacher's Manual Level 1: Smoking: Myths and Realities</p> <p><i>Lifeskills Training</i> Companion Website: http://www.lifeskills.com/msweb/student/L1-activity.php</p> | <p><i>Lifeskills Training</i> Pre-Test: http://www.lifeskillstraining.com/lst_classroom.php</p> | |

Botvin LifeSkills Training and Indiana Health & Wellness and Physical Education Alignment

Content Area: Health & Wellness

Grade Level/Course: Sixth Grade/Level 1 Smoking and Biofeedback

| Health & Wellness Standards | LST Goals/Objectives | Resources | Assessments | Integration Opportunities in Physical Education Standards |
|---|---|--|---|---|
| <p>6.1.7 Identify the benefits of practicing healthy behaviors.</p> <p>6.1.8 Describe the likelihood of injuries or illnesses if engaging in unhealthy behaviors.</p> <p>6.2.7 Identify norms that influence health behaviors.</p> <p>6.2.9 Identify how some health choices influence unhealthy behaviors.</p> <p>6.7.2 Indicate healthy behaviors that will maintain or improve the health of self or others.</p> | <p>Acquire information about the immediate physiological effects of smoking.</p> <p>Describe the effects of elevated heart rates on the body.</p> <p>Identify situations that can change the heart rates.</p> <p>Discuss the purpose and procedure of the tremor test.</p> <p>Discuss the reasons for the difference in pulse rates before and after smoking a cigarette.</p> | <p><i>Lifeskills Training</i> Teacher's Manual Level 1: Smoking and Biofeedback</p> <p><i>Lifeskills Training</i> Companion Website: http://www.lifeskills-training.com/msweb/student/L1-activity.php</p> | <p><i>Lifeskills Training</i> Pre-Test: http://www.lifeskillstraining.com/lst_classroom.php</p> | |

Botvin LifeSkills Training and Indiana Health & Wellness and Physical Education Alignment

Content Area: Health & Wellness

Grade Level/Course: Sixth Grade/Level 1 Alcohol: Myths & Realities

| Health & Wellness Standards | LST Goals/Objectives | Resources | Assessments | Integration Opportunities in Physical Education Standards |
|---|--|---|---|---|
| <p>6.1.7 Identify the benefits of practicing healthy behaviors.</p> <p>6.1.8 Describe the likelihood of injuries or illnesses if engaging in unhealthy behaviors.</p> <p>6.2.7 Identify norms that influence health behaviors.</p> <p>6.2.9 Identify how some health choices influence unhealthy behaviors.</p> <p>6.7.2 Indicate healthy behaviors that will maintain or improve the health of self or others.</p> | <p>Acquire information to counter common myths and misconceptions about alcohol.</p> <p>Recognize that alcohol is a drug that slows down the functioning of the brain and nervous system.</p> <p>Recognize that, although many people may drink, most adults only drink occasionally and in moderation.</p> <p>Discuss reasons why people do and do not drink.</p> | <p><i>Lifeskills Training</i> Teacher's Manual Level 1: Alcohol: Myths and Realities</p> <p><i>Lifeskills Training</i> Companion Website: http://www.lifeskills.com/msweb/student/L1-activity.php</p> | <p><i>Lifeskills Training</i> Pre-Test: http://www.lifeskillstraining.com/lst_classroom.php</p> | |

Botvin LifeSkills Training and Indiana Health & Wellness and Physical Education Alignment

Content Area: Health & Wellness

Grade Level/Course: Sixth Grade/Level 1 Marijuana: Myths and Realities

| Health & Wellness Standards | LST Goals/Objectives | Resources | Assessments | Integration Opportunities in Physical Education Standards |
|--|---|---|---|---|
| <p>6.1.7 Identify the benefits of practicing healthy behaviors.</p> <p>6.1.8 Describe the likelihood of injuries or illnesses if engaging in unhealthy behaviors.</p> <p>6.2.7 Identify norms that influence healthy behaviors.</p> <p>6.2.9 Identify how some health choices influence unhealthy behaviors.</p> <p>6.7.2 Indicate healthy behaviors that will maintain or improve the health of self or others.</p> | <p>Acquire information to counter common myths and misconceptions about marijuana.</p> <p>Describe what marijuana is.</p> <p>Discuss the reasons why some teenagers use marijuana.</p> <p>Discuss the realities of what marijuana can and cannot do.</p> <p>Discuss the immediate and long-term effects of marijuana on the body.</p> <p>Discuss the legal status of marijuana.</p> | <p><i>Lifeskills Training</i> Teacher's Manual Level 1: Marijuana: Myths and Realities</p> <p><i>Lifeskills Training</i> Companion Website: http://www.lifeskills.com/msweb/student/L1-activity.php</p> | <p><i>Lifeskills Training</i> Pre-Test: http://www.lifeskillstraining.com/lst_classroom.php</p> | |

Botvin LifeSkills Training and Indiana Health & Wellness and Physical Education Alignment

Content Area: Health & Wellness

Grade Level/Course: Sixth Grade/Level 1 Advertising

| Health & Wellness Standards | LST Goals/Objectives | Resources | Assessments | Integration Opportunities in Physical Education Standards |
|--|---|--|--|---|
| <p>6.2.5 Illustrate how media messages influence health behaviors.</p> <p>6.8.4 State ways that health messages can be altered for different age groups.</p> | <p>Discuss the purpose of advertising.</p> <p>Identify common advertising techniques.</p> <p>Identify and analyze cigarette and alcohol advertisements.</p> <p>Discuss alternative ways of responding to cigarette and alcohol ads.</p> | <p><i>Lifeskills Training</i> Teacher's Manual Level 1: Advertising</p> <p><i>Lifeskills Training</i> Companion Website: http://www.lifeskills-training.com/msweb/student/L1-activity.php</p> | <p><i>Lifeskills Training</i> Pre- http://www.lifeskillstraining.com/lst_classroom.php</p> | |

Botvin LifeSkills Training and Indiana Health & Wellness and Physical Education Alignment

Content Area: Health & Wellness

Grade Level/Course: Sixth Grade/Level 1 Violence and the Media (optional)

| Health & Wellness Standards | LST Goals/Objectives | Resources | Assessments | Integration Opportunities in Physical Education Standards |
|--|---|---|--|---|
| <p>6.2.5 Illustrate how media messages influence health behaviors.</p> <p>6.8.4 State ways that health messages can be altered for different age groups.</p> | <p>Identify that the media influence behavior.</p> <p>Identify that homicides and other forms of violent behaviors are not as common as many people think.</p> <p>Identify that the media create attractive images as models for violent behavior.</p> <p>Identify the reasons for media violence.</p> <p>Discuss violent imagery in games and music.</p> <p>Discuss the harmful effects of media violence.</p> <p>Discuss ways to resist media influences.</p> | <p><i>Lifeskills Training</i> Teacher's Manual Level 1: Violence and the Media</p> <p><i>Lifeskills Training</i> Companion Website: http://www.lifeskills-training.com/msweb/student/L1-activity.php </p> | <p><i>Lifeskills Training</i> Student Guide, Watching TV, Worksheet 13</p> <p><i>Lifeskills Training</i> Pre-Test: http://www.lifeskillstraining.com//lst_classroom.php </p> | |

Botvin LifeSkills Training and Indiana Health & Wellness and Physical Education Alignment

Content Area: Health & Wellness

Grade Level/Course: Sixth Grade/Level 1 Coping with Anxiety

| Health & Wellness Standards | LST Goals/Objectives | Resources | Assessments | Integration Opportunities in Physical Education Standards |
|---|---|--|---|---|
| 6.1.4 Identify how family cultures or beliefs can impact personal health. | <p>Define anxiety.</p> <p>Identify physical symptoms of anxiety.</p> <p>Discuss common situations that produce anxiety.</p> <p>Discuss alternative ways of dealing with anxiety-inducing situations.</p> <p>Demonstrate the techniques for coping with anxiety.</p> | <p><i>Lifeskills Training</i> Teacher's Manual Level 1: Coping with Anxiety</p> <p><i>Lifeskills Training</i> Companion Website: http://www.lifeskills-training.com/msweb/student/L1-activity.php</p> | <p><i>Lifeskills Training</i> Pre-Test: http://www.lifeskillstraining.com/lst_classroom.php</p> | |

Botvin LifeSkills Training and Indiana Health & Wellness and Physical Education Alignment

Content Area: Health & Wellness

Grade Level/Course: Sixth Grade/Level 1 Coping with Anger (optional)

| Health & Wellness Standards | LST Goals/Objectives | Resources | Assessments | Integration Opportunities in Physical Education Standards |
|---|--|--|---|---|
| 6.1.4 Identify how family cultures or beliefs can impact personal health. | <p>Experience and define anger.</p> <p>Identify physical symptoms of anger.</p> <p>Discuss common situations that provoke anger.</p> <p>Discuss reasons for keeping anger under control.</p> <p>Discuss ways to control anger.</p> <p>Practice techniques for controlling anger.</p> | <p><i>Lifeskills Training</i> Teacher's Manual Level 1: Coping with Anger</p> <p><i>Lifeskills Training</i> Companion Website: http://www.lifeskills-training.com/msweb/student/L1-activity.php</p> | <p><i>Lifeskills Training</i> Pre-Test: http://www.lifeskillstraining.com/lst_classroom.php</p> | |

Botvin LifeSkills Training and Indiana Health & Wellness and Physical Education Alignment

Content Area: Health & Wellness

Grade Level/Course: Sixth Grade/Level 1 Communication Skills

| Health & Wellness Standards | LST Goals/Objectives | Resources | Assessments | Integration Opportunities in Physical Education Standards |
|---|---|---|---|---|
| <p>6.2.2 Identify the influence of culture on health beliefs and practices.</p> <p>6.4.1 Investigate effective communication skills to enhance health.</p> <p>6.4.4 Choose how to ask for assistance to enhance the health of self.</p> | <p>Define communication.</p> <p>Discuss verbal and non-verbal communication.</p> <p>Define misunderstanding.</p> <p>Discuss how misunderstandings develop.</p> <p>Discuss how misunderstandings can be avoided.</p> | <p><i>Lifeskills Training</i> Teacher's Manual Level 1: Communication Skills</p> <p><i>Lifeskills Training</i> Companion Website: http://www.lifeskills-training.com/msweb/student/L1-activity.php</p> | <p><i>Lifeskills Training</i> Student Guide Level 1: Looking at a Recent Misunderstanding, Worksheet 18</p> <p><i>Lifeskills Training</i> Pre-Test: http://www.lifeskillstraining.com/lst_classroom.php</p> | |

Botvin LifeSkills Training and Indiana Health & Wellness and Physical Education Alignment

Content Area: Health & Wellness

Grade Level/Course: Sixth Grade/Level 1 Social Skills A

| Health & Wellness Standards | LST Goals/Objectives | Resources | Assessments | Integration Opportunities in Physical Education Standards |
|--|--|--|---|---|
| 6.1.2 Identify the interrelationship of emotional and social healths in adolescence. | <p>Recognize that many people feel shy or uncomfortable in social situations.</p> <p>Discuss how shyness can be overcome.</p> <p>Practice making social contacts.</p> <p>Practice giving and receiving compliments.</p> <p>Practice initiating, sustaining and ending conversations.</p> | <p><i>Lifeskills Training</i> Teacher's Manual Level 1: Social Skills A</p> <p><i>Lifeskills Training</i> Companion Website: http://www.lifeskills-training.com/msweb/student/L1-activity.php</p> | <p><i>Lifeskills Training</i> Student Guide Level 1: Getting Over Being Shy, Worksheet 21</p> <p><i>Lifeskills Training</i> Pre-Test: http://www.lifeskillstraining.com//lst_classroom.php</p> | |

Botvin LifeSkills Training and Indiana Health & Wellness and Physical Education Alignment

Content Area: Health & Wellness

Grade Level/Course: Sixth Grade/Level 1 Social Skills B

| Health & Wellness Standards | LST Goals/Objectives | Resources | Assessments | Integration Opportunities in Physical Education Standards |
|--|--|--|---|--|
| 6.1.2 Identify the interrelationship of emotional and social healths in adolescence. | <p>Discuss what attributes attract individuals to one another.</p> <p>Apply general social skills to interactions with someone you would like to get to know.</p> <p>Identify new and different social activities.</p> <p>Discuss ways to approach others with ideas for social activities.</p> <p>Discuss ways of responding to invitations</p> | <p><i>Lifeskills Training</i> Teacher's Manual Level 1: Social Skills B</p> <p><i>Lifeskills Training</i> Companion Website: http://www.lifeskills.com/msweb/student/L1-activity.php</p> | <p><i>Lifeskills Training</i> Pre-Test: http://www.lifeskillstraining.com/lst_classroom.php</p> | <p>6.6.1 Engage in physical activities as an opportunity to socialize with friends and family.</p> <p>6.6.3 Identify the social, emotional, and physical benefits of participation in physical activities.</p> |

Botvin LifeSkills Training and Indiana Health & Wellness and Physical Education Alignment

Content Area: Health & Wellness

Grade Level/Course: Sixth Grade/Level 1 Assertiveness

| Health & Wellness Standards | LST Goals/Objectives | Resources | Assessments | Integration Opportunities in Physical Education Standards |
|--|--|--|--|---|
| <p>6.4.2 Choose refusal skills to avoid or reduce health risks.</p> <p>6.4.4 Choose how to ask for assistance to enhance the health of self.</p> <p>6.7.3 Identify practices to avoid or reduce health risks to self and others.</p> | <p>Identify common situations where people often fail to be assertive.</p> <p>Identify persuasive tactics.</p> <p>Identify and practice verbal and non-verbal assertiveness skills.</p> <p>Discuss alternative ways for dealing with situations where teenagers are pressured to smoke, drink, or use marijuana.</p> | <p><i>Lifeskills Training</i> Teacher's Manual Level 1: Assertiveness</p> <p><i>Lifeskills Training</i> Companion Website: http://www.lifeskills.com/msweb/student/L1-activity.php</p> | <p><i>Lifeskills Training</i> Student Guide Level 1: Handling Difficult Situations, Worksheet 22</p> <p><i>Lifeskills Training</i> Pre-Test: http://www.lifeskillstraining.com/lst_classroom.php</p> | |

Botvin LifeSkills Training and Indiana Health & Wellness and Physical Education Alignment

Content Area: Health & Wellness

Grade Level/Course: Sixth Grade/Level 1 Resolving Conflicts (optional)

| Health & Wellness Standards | LST Goals/Objectives | Resources | Assessments | Integration Opportunities in Physical Education Standards |
|--|--|--|---|---|
| 6.4.3 Choose effective conflict management strategies. | <p>Identify negotiation as the preferred method for resolving conflicts.</p> <p>Review techniques for controlling anger, being assertive, communication skills, and decision-making skills and apply them to conflict situations.</p> <p>Recognize that consensus building and problem-solving skills can resolve conflicts.</p> | <p><i>Lifeskills Training</i> Teacher's Manual Level 1: Resolving Conflicts</p> <p><i>Lifeskills Training</i> Companion Website: http://www.lifeskills.com/msweb/student/L1-activity.php</p> | <p><i>LifeSkills Training</i> Pre-Test: http://www.lifeskillstraining.com/lst_classroom.php</p> | |

Botvin LifeSkills Training and Indiana Health & Wellness and Physical Education Alignment

Content Area: Health & Wellness

Grade Level/Course: Seventh Grade/Level 2 Drug Abuse and Violence: Causes and Effects

| Health & Wellness Standards | LST Goals/Objectives | Resources | Assessments | Integration Opportunities in Physical Education Standards |
|---|--|--|---|---|
| <p>7.1.5 Explain ways to reduce or prevent health risks among adolescents.</p> <p>7.2.1 Describe how family values and behaviors influence the health of adolescents.</p> <p>7.2.7 Indicate how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>7.7.2 Indicate healthy behaviors that will maintain or improve the health of self or others.</p> | <p>Define drug abuse.</p> <p>Identify the causes of drug abuse.</p> <p>Identify the social factors promoting drug abuse.</p> <p>Identify the social realities of drug abuse.</p> <p>Describe the addictive process.</p> <p>Recognize that the best way of preventing drug abuse is to never start.</p> <p>Discuss the effects of drug abuse, including the immediate effects of cigarette smoke.</p> <p>Define violence.</p> <p>Identify the causes of violence.</p> <p>Discuss reasons for avoiding violence.</p> | <p><i>LifeSkills Training</i> Teacher's Manual Level 2: Drug Abuse and Violence: Causes and Effects</p> <p><i>Lifeskills Training</i> Companion Website: http://www.lifeskills.com/msweb/student/L1-activity.php</p> | <p><i>LifeSkills Training</i> Pre-Test: http://www.lifeskillstraining.com/lst_classroom.php</p> | |

Botvin LifeSkills Training and Indiana Health & Wellness and Physical Education Alignment

Content Area: Health & Wellness

Grade Level/Course: Seventh Grade/Level 2 Making Decisions

| Health & Wellness Standards | LST Goals/Objectives | Resources | Assessments | Integration Opportunities in Physical Education Standards |
|--|--|---|---|---|
| <p>7.2.3 Describe how peers influence unhealthy behaviors.</p> <p>7.2.8 Describe the influence of personal beliefs on health practices and behaviors.</p> <p>7.2.9 Identify how public health policies can influence disease prevention.</p> <p>7.5.1 Describe situations that can help or hinder healthy decision-making.</p> <p>7.5.2 Recognize when health-related situations require a thoughtful decision-making process.</p> <p>7.5.4 Differentiate between healthy and unhealthy choices to health-related issues or problems.</p> <p>7.5.5 Examine the potential short-term impact of each option on self and others.</p> <p>7.5.6 Choose healthy choices over unhealthy choices when making a decision.</p> <p>7.5.7 Examine the consequences of a health-related decision.</p> | <p>Review suggested formula for making decisions.</p> <p>Recognize that different people make different decisions in the same situation.</p> <p>Analyze decisions or problems to be solved using the decision-making formula.</p> <p>Identify common external influences on decision making.</p> <p>Practice making decisions using the decision-making formula.</p> | <p><i>LifeSkills Training</i> Teacher's Manual Level 2: Making Decisions</p> <p><i>Lifeskills Training</i> Companion Website: http://www.lifeskills-training.com/msweb/student/L2-activity.php</p> | <p><i>LifeSkills Training</i> Pre-Test: http://www.lifeskillstraining.com/lst_classroom.php</p> | |

Botvin LifeSkills Training and Indiana Health & Wellness and Physical Education Alignment

Content Area: Health & Wellness

Grade Level/Course: Seventh Grade/Level 2 Media Influences

| Health & Wellness Standards | LST Goals/Objectives | Resources | Assessments | Integration Opportunities in Physical Education Standards |
|---|---|---|--|---|
| <p>7.2.5 Examine how information from the media influences health behaviors.</p> <p>7.8.4 Explain ways that health messages can be altered for different audiences.</p> | <p>Identify common advertising techniques.</p> <p>Illustrate methods used by the media to influence consumer choices.</p> <p>Identify and analyze techniques used to advertise cigarettes and alcoholic beverages.</p> <p>Recognize automatic responses to advertising.</p> <p>Discuss alternative ways of responding to ads in order to resist ad pressures.</p> | <p><i>LifeSkills Training</i> Teacher's Manual Level 2: Media Influences</p> <p><i>Lifeskills Training</i> Companion Website: http://www.lifeskills-training.com/msweb/student/L2-activity.php </p> | <p><i>LifeSkills Training</i> Student Guide Level 2: Practice Analyzing Tobacco and Alcohol Ads, Worksheet 6</p> <p><i>LifeSkills Training</i> Pre-Test: http://www.lifeskillstraining.com/lst_classroom.php </p> | |

Botvin LifeSkills Training and Indiana Health & Wellness and Physical Education Alignment

Content Area: Health & Wellness

Grade Level/Course: Seventh Grade/Level 2 Coping with Anxiety

| Health & Wellness Standards | LST Goals/Objectives | Resources | Assessments | Integration Opportunities in Physical Education Standards |
|--|---|--|---|---|
| <p>7.6.1 Analyze the effectiveness of personal health practices.</p> <p>7.6.3 Demonstrate skills needed to attain health goal.</p> | <p>Discuss common situations which produce nervousness.</p> <p>Discuss the value of preparation as a method of reducing performance anxiety.</p> <p>Practice anxiety-reduction techniques.</p> <p>Recognize the value of positive thinking.</p> | <p><i>LifeSkills Training</i> Teacher's Manual Level 2: Coping with Anxiety</p> <p><i>Lifeskills Training</i> Companion Website: http://www.lifeskills-training.com/msweb/student/L2-activity.php</p> | <p><i>LifeSkills Training</i> Pre-Test: http://www.lifeskillstraining.com/lst_classroom.php</p> | |

Botvin LifeSkills Training and Indiana Health & Wellness and Physical Education Alignment

Content Area: Health & Wellness

Grade Level/Course: Seventh Grade/Level 2 Coping with Anger (optional)

| Health & Wellness Standards | LST Goals/Objectives | Resources | Assessments | Integration Opportunities in Physical Education Standards |
|--|--|--|---|---|
| <p>7.6.1 Analyze the effectiveness of personal health practices.</p> <p>7.6.3 Demonstrate skills needed to attain health goal.</p> | <p>Define anger.</p> <p>Review the physical symptoms of anger.</p> <p>Discuss common situations which produce anger.</p> <p>Discuss reasons for keeping anger under control.</p> <p>Review the techniques for controlling anger.</p> <p>Practice techniques for controlling anger.</p> | <p><i>LifeSkills Training</i> Teacher's Manual Level 2: Coping with Anger</p> <p><i>Lifeskills Training</i> Companion Website: http://www.lifeskills-training.com/msweb/student/L2-activity.php</p> | <p><i>LifeSkills Training</i> Pre-Test: http://www.lifeskillstraining.com//lst_classroom.php</p> | |

Botvin LifeSkills Training and Indiana Health & Wellness and Physical Education Alignment

Content Area: Health & Wellness

Grade Level/Course: Seventh Grade/Level 2 Communication

| Health & Wellness Standards | LST Goals/Objectives | Resources | Assessments | Integration Opportunities in Physical Education Standards |
|---|--|---|---|---|
| 7.4.1 Demonstrate effective communication skills to enhance health. | <p>Practice giving messages that are clear and specific.</p> <p>Understand the importance of consistency between verbal and non-verbal channels of communication.</p> <p>Demonstrate poor vs. good listening behavior.</p> <p>Describe verbal and non-verbal cues that indicate when someone is actively listening.</p> <p>Practice paraphrasing as a means of providing feedback and clearing up ambiguities.</p> | <p><i>LifeSkills Training</i> Teacher's Manual Level 2: Communication Skills</p> <p><i>Lifeskills Training</i> Companion Website: http://www.lifeskills-training.com/msweb/student/L2-activity.php</p> | <p><i>LifeSkills Training</i> Pre-Test: http://www.lifeskillstraining.com//lst_classroom.php</p> | <p>7.5.2 Accept responsibility of being part of a team and strive to make contributions toward team success.</p> <p>7.5.6 Participate in cooperative games that require a contribution from all team members.</p> |

Botvin LifeSkills Training and Indiana Health & Wellness and Physical Education Alignment

Content Area: Health & Wellness

Grade Level/Course: Seventh Grade/Level 2 Social Skills

| Health & Wellness Standards | LST Goals/Objectives | Resources | Assessments | Integration Opportunities in Physical Education Standards |
|--|--|--|---|---|
| 7.1.2 Identify the interrelationship of emotional and social healths in adolescence. | <p>Recognize that many people feel shy.</p> <p>Identify techniques for overcoming shyness.</p> <p>Initiate, sustain, and end a conversation.</p> <p>Use basic social skills.</p> | <p><i>LifeSkills Training</i> Teacher's Manual Level 2: Social Skills</p> <p><i>Lifeskills Training</i> Companion Website: http://www.lifeskillstraining.com/msweb/student/L2-activity.php</p> | <p><i>LifeSkills Training</i> Pre-Test: http://www.lifeskillstraining.com//lst_classroom.php</p> | |

Botvin LifeSkills Training and Indiana Health & Wellness and Physical Education Alignment

Content Area: Health & Wellness

Grade Level/Course: Seventh Grade/Level 2 Assertiveness

| Health & Wellness Standards | LST Goals/Objectives | Resources | Assessments | Integration Opportunities in Physical Education Standards |
|--|---|--|---|---|
| <p>7.4.2 Model refusal and negotiation skills to avoid or reduce health risks.</p> <p>7.4.4 Model how to ask for assistance to enhance the health of others.</p> <p>7.8.1 Select a health-enhancing position and support it with accurate information.</p> <p>7.8.2 Demonstrate how to influence and support others to make positive health choices.</p> | <p>Define and discuss the difference between assertiveness and aggressiveness.</p> <p>Identify common situations where people often fail to be assertive.</p> <p>Identify and practice verbal assertiveness skills.</p> <p>Identify and practice non-verbal assertiveness skills.</p> | <p><i>LifeSkills Training</i> Teacher's Manual Level 2: Assertiveness</p> <p><i>Lifeskills Training</i> Companion Website: http://www.lifeskillstraining.com/msweb/student/L2-activity.php</p> | <p><i>LifeSkills Training</i> Pre-Test: http://www.lifeskillstraining.com/lst_classroom.php</p> | |

Botvin LifeSkills Training and Indiana Health & Wellness and Physical Education Alignment

Content Area: Health & Wellness

Grade Level/Course: Seventh Grade/Level 2 Resolving Conflicts (optional)

| Health & Wellness Standards | LST Goals/Objectives | Resources | Assessments | Integration Opportunities in Physical Education Standards |
|---|---|--|---|---|
| <p>7.4.2 Model refusal and negotiation skills to avoid or reduce health risks.</p> <p>7.4.3 Model effective conflict resolution strategies.</p> | <p>Review five major ways to resolve conflicts.</p> <p>Identify the basic steps of conflict resolution.</p> <p>Apply anxiety-reducing and anger-controlling techniques to conflict resolution.</p> <p>Apply decision-making techniques to conflict resolution.</p> <p>Apply communication techniques to conflict resolution.</p> <p>Apply assertiveness techniques to conflict resolution.</p> <p>Practice resolving conflicts.</p> | <p><i>LifeSkills Training</i> Teacher's Manual Level 2: Resolving Conflicts</p> <p><i>Lifeskills Training</i> Companion Website: http://www.lifeskills.com/msweb/student/L2-activity.php</p> | <p><i>LifeSkills Training</i> Pre-Test: http://www.lifeskillstraining.com/lst_classroom.php</p> | |

Botvin LifeSkills Training and Indiana Health & Wellness and Physical Education Alignment

Content Area: Health & Wellness

Grade Level/Course: Seventh Grade/Level 2 Resisting Peer Pressure

| Health & Wellness Standards | LST Goals/Objectives | Resources | Assessments | Integration Opportunities in Physical Education Standards |
|--|---|--|---|---|
| <p>7.2.3 Describe how peers influence unhealthy behaviors.</p> <p>7.5.1 Describe situations that can help or hinder healthy decision making.</p> | <p>Identify and discuss persuasive tactics used to convince people to use drugs.</p> <p>Identify situations where students feel pressured to smoke, drink, or use drugs.</p> <p>Identify and discuss “lines” people use to convince others to smoke.</p> <p>Identify and practice techniques for dealing with direct pressure to engage in smoking, drinking, and drug use.</p> <p>Identify situations involving peer pressure to use drugs that warrant an assertive response.</p> | <p><i>LifeSkills Training</i> Teacher’s Manual Level 2: Resisting Peer Pressure</p> <p><i>Lifeskills Training</i> Companion Website: http://www.lifeskills.com/msweb/student/L2-activity.php</p> | <p><i>LifeSkills Training</i> Pre-Test: http://www.lifeskillstraining.com/lst_classroom.php</p> | |

Botvin LifeSkills Training and Indiana Health & Wellness and Physical Education Alignment

Content Area: Health & Wellness

Grade Level/Course: Eighth Grade/Level 3 Drug Abuse: Causes and Effects (optional)

| Health & Wellness Standards | LST Goals/Objectives | Resources | Assessments | Integration Opportunities in Physical Education Standards |
|--|---|---|--|---|
| <p>8.1.1 Analyze the relationship between healthy behaviors and personal health.</p> <p>8.2.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>8.2.8 Explain the influence of personal values and beliefs on individual health practice and behaviors.</p> <p>8.7.2 Indicate healthy behaviors that will maintain or improve the health of self or others.</p> | <p>Identify the causes of drug abuse.</p> <p>Identify the major social factors promoting drug use.</p> <p>Describe physical and psychological dependence.</p> | <p>LifeSkills Teacher's Manual Level 3: Drug Abuse: Causes and Effects</p> <p>Lifeskills Companion Website: http://www.lifeskills.com/msweb/student/L3-activity.php </p> | <p>LifeSkills Training Pre-Test: http://www.lifeskillstraining.com/lst_classroom.php </p> | |

| Botvin LifeSkills Training and Indiana Health & Wellness and Physical Education Alignment Content Area: Health & Wellness Grade Level/Course: Eighth Grade/Level 3 Making Decisions | | | | |
|---|---|--|---|--|
| Health & Wellness Standards | LST Goals/Objectives | Resources | Assessments | Integration Opportunities in Physical Education Standards |
| 8.2.9 Describe how some health risk behaviors can influence health promotion and disease prevention. 8.5.1 Identify circumstances that can help or hinder healthy decision-making. 8.5.2 Determine when health-related situations require the application of a thoughtful decision-making process. 8.5.3 Distinguish when individual or collaborative decision-making is appropriate. 8.5.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems. 8.5.5 Predict the potential short-term impact of each alternative on self and others. 8.5.6 Choose healthy alternatives over unhealthy alternatives when making a decision. 8.5.7 Analyze the outcomes of a health-related decision. 8.7.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of others. | Review the 3 Cs formula for decision making. Apply the decision-making formula to a variety of situations through in-class practice. | <i>LifeSkills Training</i> Teacher's Manual Level 3: Making Decisions <i>Lifeskills</i> Companion Website: http://www.lifeskills.com/msweb/student/L3-activity.php | <i>LifeSkills Training</i> Pre-Test: http://www.lifeskillstraining.com/lst_classroom.php | 8.5.3 Recognize and correct unsafe situations related to participation in physical activities. |

Botvin *LifeSkills Training* and Indiana Health & Wellness and Physical Education Alignment

Content Area: Health & Wellness

Grade Level/Course: Eighth Grade/Level 3 Media Influences (optional)

| Health & Wellness Standards | LST Goals/Objectives | Resources | Assessments | Integration Opportunities in Physical Education Standards |
|---|--|---|--|---|
| <p>8.2.5 Analyze how messages from the media influence health behaviors.</p> <p>8.8.4 Identify ways that health messages and communication techniques can be altered for different audiences.</p> | <p>Identify the sources of media influences.</p> <p>Discuss the impact the media have on attitudes and behavior.</p> <p>Formulate alternative responses to pro-drug media influences.</p> <p>Use critical thinking skills to resist pro-drug media influences.</p> | <p><i>LifeSkills Training</i> Teacher's Manual Level 3: Media Influences</p> <p><i>Lifeskills</i> Companion Website: http://www.lifeskills.com/msweb/student/L3-activity.php</p> | <p><i>LifeSkills Training</i> Pre-Test: http://www.lifeskillstraining.com/lst_classroom.php</p> | |

Botvin LifeSkills Training and Indiana Health & Wellness and Physical Education Alignment

Content Area: Health & Wellness

Grade Level/Course: Eighth Grade/Level 3 Coping with Anxiety

| Health & Wellness Standards | LST Goals/Objectives | Resources | Assessments | Integration Opportunities in Physical Education Standards |
|--|---|---|---|---|
| 8.6.3 Apply strategies and skills needed to attain a personal health goal. | <p>Identify techniques for coping with anxiety.</p> <p>Review and practice deep breathing progressive relaxation, and positive thinking.</p> <p>Review and practice cognitive self-control skills for dealing with anxiety.</p> | <p><i>LifeSkills Training</i> Teacher's Manual Level 3: Coping with Anxiety</p> <p><i>Lifeskills</i> Companion Website: http://www.lifeskills-training.com/msweb/student/L3-activity.php </p> | <p><i>LifeSkills Training</i> Pre-Test: http://www.lifeskillstraining.com//lst_classroom.php </p> | |

Botvin LifeSkills Training and Indiana Health & Wellness and Physical Education Alignment

Content Area: Health & Wellness

Grade Level/Course: Eighth Grade/Level 3 Coping with Anger (optional)

| Health & Wellness Standards | LST Goals/Objectives | Resources | Assessments | Integration Opportunities in Physical Education Standards |
|--|---|--|--|---|
| 8.6.3 Apply strategies and skills needed to attain a personal health goal. | <p>Discuss the physical symptoms of anger.</p> <p>Discuss common situations that produce anger.</p> <p>Discuss reasons for keeping anger under control.</p> <p>Review techniques for controlling anger.</p> <p>Practice techniques for controlling anger.</p> | <p><i>LifeSkills Training</i> Teacher's Manual Level 3: Coping with Anger</p> <p><i>Lifeskills</i> Companion Website: http://www.lifeskills.com/msweb/student/L3-activity.php</p> | <p><i>LifeSkills Training</i> Pre-Test: http://www.lifeskillstraining.com/lst_classroom.php</p> | |

Botvin LifeSkills Training and Indiana Health & Wellness and Physical Education Alignment

Content Area: Health & Wellness

Grade Level/Course: Eighth/Level 3 Social Skills

| Health & Wellness Standards | LST Goals/Objectives | Resources | Assessments | Integration Opportunities in Physical Education Standards |
|---|---|---|---|---|
| 8.1.2 Describe the interrelationship of emotional, intellectual, physical, and social healths in adolescence. | <p>Identify and use common greetings and brief exchanges.</p> <p>Identify and use skills for starting, continuing and ending a conversation.</p> <p>Discuss situations which require “deep” conversations.</p> <p>Identify techniques for “deep” conversations.</p> | <p><i>LifeSkills Training</i> Teacher’s Manual Level 3: Social Skills</p> <p><i>Lifeskills</i> Companion Website: http://www.lifeskills.com/msweb/student/L3-activity.php </p> | <p><i>LifeSkills Training</i> Pre-Test: http://www.lifeskillstraining.com/lst_classroom.php </p> | 8.5.4 Demonstrate a positive attitude toward self and others through physical activity. |

Botvin LifeSkills Training and Indiana Health & Wellness and Physical Education Alignment

Content Area: Health & Wellness

Grade Level/Course: Eighth Grade/Level 3 Assertiveness

| Health & Wellness Standards | LST Goals/Objectives | Resources | Assessments | Integration Opportunities in Physical Education Standards |
|---|--|--|--|---|
| <p>8.2.3 Describe how peers influence healthy and unhealthy behaviors.</p> <p>8.4.4 Demonstrate how to ask for assistance to enhance the health of self and others.</p> <p>8.7.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.</p> <p>8.7.3 Demonstrate behaviors to avoid or reduce health risks to self or others.</p> | <p>Identify situations that warrant assertive responses.</p> <p>Identify and use verbal assertiveness skills.</p> <p>Identify and use non-verbal assertive skills.</p> | <p><i>LifeSkills Training</i> Teacher's Manual Level 3: Assertiveness</p> <p><i>Lifeskills</i> Companion Website: http://www.lifeskills.com/msweb/student/L3-activity.php</p> | <p><i>LifeSkills Training</i> Pre-Test: http://www.lifeskillstraining.com/lst_classroom.php</p> | |

Botvin LifeSkills Training and Indiana Health & Wellness and Physical Education Alignment

Content Area: Health & Wellness

Grade Level/Course: Eighth Grade/Level 3 Resolving Conflicts (optional)

| Health & Wellness Standards | LST Goals/Objectives | Resources | Assessments | Integration Opportunities in Physical Education Standards |
|---|--|---|---|---|
| <p>8.4.2 Demonstrate refusal and negotiation skills to avoid or reduce health risks.</p> <p>8.4.3 Demonstrate effective conflict management or resolution strategies.</p> | <p>Define conflict resolution.</p> <p>Identify styles of resolving conflicts.</p> <p>Identify the basic steps of conflict resolution.</p> <p>Practice suggesting compromises.</p> <p>Practice resolving conflicts.</p> | <p><i>LifeSkills Training</i> Teacher's Manual Level 3: Resolving Conflicts</p> <p><i>Lifeskills</i> Companion Website: http://www.lifeskills-training.com/msweb/student/L3-activity.php </p> | <p><i>LifeSkills Training</i> Pre-Test: http://www.lifeskillstraining.com//lst_classroom.php </p> | <p>8.5.6 Resolve conflicts and accept decisions or judgments in socially acceptable ways.</p> |