Botvin LifeSkills®Training

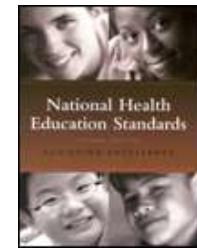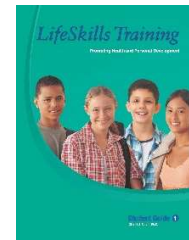Evidence-Based Prevention Programs for Schools, Families, and Communities

Middle School Level 1

The Botvin *LifeSkills Training* (LST) Program's **National Health Education Standards (NHES) Alignment** helps providers match the objectives of the LST curriculum with NHES, published in 1995. NHES provides a written framework for what students should know and be able to do to promote personal, family, and community health as articulated by performance indicators that serve as a blueprint for organizing student assessment.

Why align the LST Program with National Health Education Standards? Many school districts find that conducting an alignment of the goals and objectives of the lessons in the LST program with the National Health Education Standards has many benefits:

- Assists in identifying ways to incorporate the LST program into existing curriculum requirements
- 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
- 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

	National Health Education Standards Key	Key
1	Students will comprehend concepts related to health promotion and disease prevention to enhance health.	NHES1
2	Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	NHES2
3	Students will demonstrate the ability to access valid information, products, and services to enhance health.	NHES3
4	Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	NHES4
5	Students will demonstrate the ability to use decision-making skills to enhance health.	NHES5
6	Students will demonstrate the ability to use goal-setting skills to enhance health.	NHES6
7	Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	NHES7
8	Students will demonstrate the ability to advocate for personal, family, and community health.	NHES8

Standard 1   Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Performance   **Grades 6-8**
Indicators
1.8.1   Analyze the relationship between healthy behaviors and personal health.
1.8.2   Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.
1.8.3   Analyze how the environment affects personal health.
1.8.4   Describe how family history can affect personal health.
1.8.5   Describe ways to reduce or prevent injuries and other adolescent health problems.
1.8.6   Explain how appropriate health care can promote personal health.
1.8.7   Describe the benefits of and barriers to practicing healthy behaviors.
1.8.8   Examine the likelihood of injury or illness if engaging in unhealthy behaviors.
1.8.9   Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

Standard 2   Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Performance   **Grades 6-8**
Indicators
2.8.1   Examine how the family influences the health of adolescents.
2.8.2   Describe the influence of culture on health beliefs, practices, and behaviors.
2.8.3   Describe how peers influence healthy and unhealthy behaviors.
2.8.4   Analyze how the school and community can affect personal health practices and behaviors.
2.8.5   Analyze how messages from media influence health behaviors.
2.8.6   Analyze the influence of technology on personal and family health.
2.8.7   Explain how the perceptions of norms influence healthy and unhealthy behaviors.
2.8.8   Explain the influence of personal values and beliefs on individual health practices and behaviors.
2.8.9   Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
2.8.10   Explain how school and public health policies can influence health promotion and disease prevention.

Standard 3   Students will demonstrate the ability to access valid information, products, and services to enhance health.

Performance   **Grades 6-8**
Indicators
3.8.1   Analyze the validity of health information, products, and services.
3.8.2   Access valid health information from home, school, and community.
3.8.3   Determine the accessibility of products that enhance health.
3.8.4   Describe situations that may require professional health services.
3.8.5   Locate valid and reliable health products and services.

Standard 4   Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Performance Indicators   **Grades 6-8**

4.8.1   Apply effective verbal and nonverbal communication skills to enhance health.
4.8.2   Demonstrate refusal and negotiation skills that avoid or reduce health risks.
4.8.3   Demonstrate effective conflict management or resolution strategies.
4.8.4   Demonstrate how to ask for assistance to enhance the health of self and others.

Standard 5   Students will demonstrate the ability to use decision-making skills to enhance health.

Performance Indicators   **Grades 6-8**

5.8.1   Identify circumstances that can help or hinder healthy decision making.
5.8.2   Determine when health-related situations require the application of a thoughtful decision-making process.
5.8.3   Distinguish when individual or collaborative decision making is appropriate.
5.8.4   Distinguish between healthy and unhealthy alternatives to health-related issues or problems.
5.8.5   Predict the potential short-term impact of each alternative on self and others.
5.8.6   Choose healthy alternatives over unhealthy alternatives when making a decision.
5.8.7   Analyze the outcomes of a health-related decision.

Standard 6   Students will demonstrate the ability to use goal-setting skills to enhance health.

Performance Indicators   **Grades 6-8**

6.8.1   Assess personal health practices.
6.8.2   Develop a goal to adopt, maintain, or improve a personal health practice.
6.8.3   Apply strategies and skills needed to attain a personal health goal.
6.8.4   Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.

Standard 7   Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Performance Indicators   **Grades 6-8**

7.8.1   Explain the importance of assuming responsibility for personal health behaviors.
7.8.2   Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
7.8.3   Demonstrate behaviors to avoid or reduce health risks to self and others.

Standard 8   Students will demonstrate the ability to advocate for personal, family, and community health.

Performance   Grades 6-8
Indicators   8.8.1   State a health-enhancing position on a topic and support it with accurate information.
                  8.8.2   Demonstrate how to influence and support others to make positive health choices.
                  8.8.3   Work cooperatively to advocate for healthy individuals, families, and schools.
                  8.8.4   Identify ways in which health messages and communication techniques can be altered for different audiences.

Level 1: Self-Image and Self-Improvement

LST Session Goals and Objectives	Performance Indicator(s)	NHES
Define self-image	• Names adjectives describing themselves in different setting • Constructs a definition of *self-image*	NHES1 NHES2 NHES3
Discuss how self-image is formed	• Brainstorms and reports the factors that create self-image • Defines the terms *beliefs* and	NHES1 NHES2 NHES7
Identify ways to increase self-image	• Lists activities and behaviors that increase self-image	NHES1 NHES2
Relate self-image to behavior	• Links the definition and causes of self-image to effects on behavior • Identify a personal behavior to change or improve	NHES1 NHES2 NHES6
Learn and apply a process for changing or improving self-image	• 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	NHES1 NHES6 NHES7

Level 1: Making Decisions

LST Session Goals and Objectives	Performance Indicator(s)	NHES
Demonstrate how decisions are influenced by group pressures	• Defines the terms *decision* and *influence* • Conducts an experiment in group conformity	NHES1 NHES2 NHES5
Discuss reasons why people are influenced by group members	• 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	NHES1 NHES2 NHES5
Identify everyday decisions	• Brainstorms common decisions made at school, at home, and with friends • Identifies the influences for each	NHES1 NHES2 NHES5
Describe how important decisions are made	• Distinguishes between everyday decisions and difficult decisions	NHES1 NHES2 NHES5
Identify a process for making decisions and solving problems	• Practices decision-making model using scripted and unscripted scenarios	NHES1 NHES2 NHES5

Level 1: Smoking: Myths and Realities

LST Session Goals and Objectives	Performance Indicator(s)	NHES
Counter common myths and misconceptions about the use of cigarettes and other forms of tobacco	• 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	NHES1 NHES2 NHES3

Identify that the majority of teenagers and adults are not cigarette smokers	• 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	NHES1 NHES2 NHES3 NHES5 NHES7
Discuss reasons young people have for smoking or not smoking	• 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 identifies healthy alternatives for spending money • States a personal reason for not smoking and shares with peers	NHES1 NHES2 NHES3 NHES5 NHES6 NHES7
Discuss the immediate and long-term effects of cigarette smoking and tobacco use	• 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	NHES1 NHES3 NHES5 NHES7
Describe the process of becoming a smoker	• Defines the term *addiction* • Names the steps in the process of becoming a smoker • Describes the steps for becoming hooked on tobacco; identifies the consequences of addiction to tobacco • Names reasons why tobacco addiction is difficult to overcome	NHES1 NHES3 NHES5 NHES7
Identify that smoking is becoming less socially acceptable	• Defines the term *socially acceptable* • Estimates the acceptability of smoking in society • Identifies reasons why smoking is less socially acceptable	NHES1 NHES2 NHES3 NHES4 NHES5 NHES7 NHES8
Discuss non-smokers' rights	• 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-smokers' rights	NHES1 NHES2 NHES3 NHES5 NHES7 NHES8

Level 1: Smoking and Biofeedback

LST Session Goals and Objectives	Performance Indicator(s)	NHES
Acquire information about the immediate physiological effects of smoking	• 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	NHES1 NHES3 NHES5 NHES7
Describe the effects of elevated heart rates on the body	• 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 affect cardio-respiratory function • Links the effects of smoking to changes in heart rate	NHES1 NHES3 NHES5 NHES7
Identify situations that can change heart rates	• Defines the term *anxiety* • Compares and contrasts the health risks and benefits of anxiety, exercise, and smoking on the cardio-respiratory system	NHES1 NHES3 NHES5 NHES7
Discuss the purpose and procedure of the tremor test	• 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 e.g., that smoking is relaxing • Identifies the chemicals in tobacco that act as a stimulant and describe their effects on the central nervous system	NHES1 NHES3 NHES5 NHES7
Discuss the reasons for the difference in pulse rates before and after smoking a cigarette	• 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, e.g., exercise vs. smoking	NHES1 NHES3 NHES5 NHES7 NHES8

Level 1: Alcohol: Myths and Realities

LST Session Goals and Objectives	Performance Indicator(s)	NHES
Acquire information to counter common myths and misconceptions about alcohol	• Defines the term *misconception* • Generates myths and realities about alcohol • Applies facts to refute myths and misconceptions	NHES1 NHES2 NHES3 NHES5 NHES7
Recognize that alcohol is a drug which slows down the functioning of the brain and nervous system	• 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	NHES1 NHES3 NHES5 NHES7
Recognize that while many people drink, most adults drink only occasionally and in moderation	• 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 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	NHES1 NHES2 NHES3 NHES5 NHES7 NHES8
Discuss reasons why people do or do not drink	• 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 shares with peers	NHES1 NHES2 NHES3 NHES4 NHES5 NHES7 NHES8

Level 1: Marijuana: Myths and Realities

LST Session Goals and Objectives	Performance Indicator(s)	NHES
Acquire information to counter common myths and misconceptions about marijuana	• Defines the term *misconception* • Generates myths and realities about marijuana • Applies facts to refute myths and misconceptions	NHES1 NHES3 NHES5 NHES7
Describe what marijuana is	• Defines the terms *marijuana* and *THC*	NHES1 NHES3 NHES5 NHES7
Discuss the reasons why some teenagers use marijuana	• 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	NHES1 NHES3 NHES5 NHES7
Discuss the realities of what marijuana can and cannot do	• Applies facts and information to refute the common myths and misconceptions about marijuana	NHES1 NHES3 NHES5 NHES7
Discuss the immediate and long-term effects of marijuana on the body	• Defines the terms *psychoactive* and *euphoria* • Identifies the physiological and psychological effects of marijuana on body systems • Distinguishes between short- and long-term effects of marijuana use • Draws conclusions about the myth that marijuana use does not have effects on health	NHES1 NHES2 NHES3 NHES4 NHES5 NHES7
Discuss the legal status of marijuana	• 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 shares with peers	NHES1 NHES2 NHES3 NHES4 NHES5 NHES7 NHES8

Level 1: Advertising

LST Session Goals and Objectives	Performance Indicator(s)	NHES
Discuss the purpose of advertising	• Defines the terms *consumer* and *deceptive* • States the reasons for advertising • Understands that advertisers may persuade consumers using exaggeration or deception about the claims of products	NHES1 NHES2 NHES3
Identify common advertising techniques	• Names 11 advertising techniques and describes how each works • Identifies the forms that advertising takes • Defines the term *target group*	NHES1 NHES2 NHES3
Identify and analyze cigarette and alcohol advertisements	• 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	NHES1 NHES2 NHES3
Discuss alternative ways of responding to cigarette and alcohol ads	• Uses information learned in previous smoking lessons to develop counter-arguments to advertising messages	NHES1 NHES2 NHES3 NHES4 NHES5 NHES8

Level 1: Violence and the Media

LST Session Goals and Objectives	Performance Indicator(s)	NHES
Identify that the media influence behavior	• Defines the term *media* • States examples of how media influence individuals and culture	NHES1 NHES2 NHES3

Identify that homicides and other forms of violent behavior are not as common as many people think	• Estimates the percentage of deaths due to homicide, to homicides occurring during a crime, and to homicides between strangers • Researches facts and gathers data regarding true prevalence of homicides • Applies research to reach conclusion about the true prevalence of homicide vs. media depictions	NHES1 NHES2 NHES3 NHES5 NHES7 NHES8
Identify that the media create attractive images as models for violent behavior	• 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	NHES1 NHES2 NHES3 NHES5 NHES7 NHES8
Identify the reasons for media violence	• 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	NHES1 NHES2 NHES3 NHES5 NHES7 NHES8
Discuss violent imagery in games and music	• 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	NHES1 NHES2 NHES3 NHES5 NHES7 NHES8
Discuss the harmful effects of media violence	• Brainstorms ways that media violence may be harmful • Connects exposure to media violence with violence as a learned and preventable health risk behavior	NHES1 NHES2 NHES3 NHES5 NHES7 NHES8
Discuss ways to resist media influence	• 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	NHES1 NHES2 NHES3

	• Describes the effects and influence of media images on personal self-image	NHES5
		NHES7
		NHES8

Level 1: Coping with Anxiety

LST Session Goals and Objectives	Performance Indicator(s)	NHES
Define *anxiety*	• Defines the term *anxiety*	NHES1
		NHES3
Identify physical symptoms of nervousness	• Names the physical effects of anxiety	NHES1
		NHES3
Discuss common situations that produce nervousness	• Identifies personal anxiety triggers	NHES1
	• Analyzes and rates personal responses to a variety of anxiety causing situations	NHES2
	• Compares and contrasts the similarities and differences in causes and effects of anxiety between self and peers	NHES4
		NHES5
		NHES6
		NHES7
		NHES8
Discuss alternative ways of dealing with anxiety-inducing situations	• Defines the term *coping*	NHES1
	• Identifies common ways of dealing with anxiety	NHES2
	• Assesses the health risk or health protective value of each strategy	NHES3
		NHES4
		NHES5
		NHES8
Demonstrate the techniques for coping with anxiety	• Defines the term *relaxation*	NHES1
	• Learns the steps for three anxiety prevention and reduction techniques	NHES3
	• Practices the steps for each technique	NHES4
	• Reports on the outcomes of each practice session in reducing personal anxiety	NHES5
		NHES7
		NHES8

Level 1: Coping with Anger

LST Session Goals and Objectives	Performance Indicator(s)	NHES
Experience and define anger	• Defines the term *anger*	NHES1 NHES3
Identify physical symptoms of anger	• Names the physical effects of anger	NHES1 NHES3
Discuss common situations which provoke anger	• 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	NHES1 NHES2 NHES4 NHES5 NHES6 NHES7 NHES8
Discuss reasons for keeping anger under control	• Defines the term *control* • States the benefits of controlling anger	NHES1 NHES3
Discuss ways to control anger	• 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	NHES1 NHES2 NHES4 NHES5 NHES6 NHES7 NHES8
Practice techniques for controlling anger	• Defines the term *reframing* • Learns the steps for four anger prevention and reduction techniques • Practices the steps in each technique • Reports on the outcomes of each practice session in reducing personal anger	NHES1 NHES3 NHES4 NHES5 NHES7 NHES8

Level 1: Communication Skills

LST Session Goals and Objectives	Performance Indicator(s)	NHES
Define communication	• Defines the terms *communication*, *effective*, interpersonal, and message • Names factors that result in effective communication	NHES1 NHES2 NHES3 NHES4
Discuss verbal and non-verbal communication	• 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	NHES1 NHES2 NHES4 NHES5 NHES7
Define misunderstanding	• Defines the terms *misunderstanding* and *response*	NHES1 NHES3
Discuss how misunderstandings develop	• Deconstructs a personal experience where a message was misunderstood • Identifies the causes and effects of misunderstandings	NHES1 NHES2 NHES3 NHES4 NHES7 NHES8
Discuss how misunderstandings can be avoided	• Defines the term *paraphrase* • States and describes four steps for avoiding misunderstandings • Practices the four steps using scripted and unscripted scenarios	NHES1 NHES2 NHES3 NHES4 NHES7 NHES8

Level 1: Social Skills (A)

LST Session Goals and Objectives	Performance Indicator(s)	NHES
Recognize that many people feel shy or uncomfortable in social situations	• Assess personal levels of comfort in social situations • Generates reasons why people may feel shy in social situations	NHES1 NHES2
Discuss how shyness can be overcome	• Defines the term *self-confident* • Names and practices five strategies for overcoming shyness • Applies anxiety reduction techniques to experiences of social anxiety and shyness	NHES1 NHES2 NHES3 NHES4 NHES5 NHES7
Practice making social contacts	• 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	NHES1 NHES2 NHES3 NHES4 NHES5 NHES7
Practice giving and receiving compliments	• 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 three steps for giving compliments and two steps for receiving compliments • Practices giving and receiving compliments with peers	NHES1 NHES2 NHES3 NHES4 NHES5 NHES7
Practice initiating, sustaining, and ending conversations	• 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	NHES1 NHES2 NHES3 NHES4 NHES5 NHES7

Level 1: Social Skills (B)

LST Session Goals and Objectives	Performance Indicator(s)	NHES
Discuss what attributes attract individuals to one another	- Defines the term *attributes* - Names attributes that make a person attractive or appealing - 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.	NHES1 NHES2 NHES3
Apply general social skills to interactions with someone you are attracted to	- 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 previous lessons to close personal or romantic relationships - Links the applicability of conversation skills to all types of conversational settings	NHES1 NHES2 NHES3 NHES7
Identify new and different social activities	- Brainstorms activities to do with others - Collaborates with peers to expand ideas about fun social activities	NHES1 NHES2
Discuss ways to approach others with ideas for social activities	- 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	NHES1 NHES2 NHES7 NHES8
Discuss ways of responding when asked out	- 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 - 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	NHES1 NHES2 NHES7 NHES8

Level 1: Assertiveness

LST Session Goals and Objectives	Performance Indicator(s)	NHES
Identify common situations where people often fail to be assertive	• Identifies personal situations where it was difficult to express feelings or stand up for self • Shares situations with peers and notes commonality of experience	NHES1 NHES2 NHES7 NHES8
Identify persuasive tactics	• 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 • 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	NHES1 NHES2 NHES3 NHES4 NHES5 NHES7 NHES8
Identify and practice verbal and non-verbal assertive skills	• Describes the components of three verbal assertive skills • Describes the components of six non-verbal assertive skills • Integrates verbal and non-verbal assertive skills and demonstrates skills in peer to peer practice	NHES1 NHES2 NHES3 NHES4 NHES5 NHES7 NHES8
Discuss alternate ways for dealing with situations where teenagers are pressured to smoke, drink, or use marijuana	• Brainstorms high risk situations of influence or persuasion to use substances • 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	NHES1 NHES2 NHES3 NHES4 NHES5 NHES7 NHES8

Level 1: Resolving Conflict

LST Session Goals and Objectives	Performance Indicator(s)	NHES
Identify negotiation as the preferred method for resolving conflicts	• 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	NHES1 NHES2 NHES3 NHES4 NHES5 NHES6 NHES7 NHES8
Review techniques for controlling anger, assertiveness, communication skills, and decision making skills and apply them to conflict situations	• 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	NHES1 NHES2 NHES3 NHES4 NHES5 NHES6 NHES7 NHES8
Recognize that consensus building and problem solving skills can resolve conflicts	• Defines the term *win-win situation* • Examines the components of the techniques of consensus building and problem solving as conflict resolution techniques	NHES1 NHES2 NHES3 NHES4 NHES5 NHES6 NHES7 NHES8
Demonstrate how these techniques could be used to resolve conflicts	• Practices the conflict resolution techniques using skills from previous LST units with peers	NHES1 NHES2 NHES3 NHES4 NHES5 NHES6 NHES7 NHES8