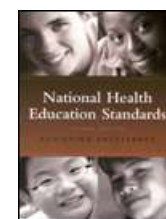
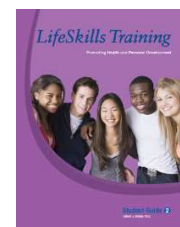


## Middle School Level 2



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 Grades 6-8**

- Indicators**
- 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 Grades 6-8**

- Indicators**
- 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 Grades 6-8**

- Indicators**
- 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 Grades 6-8**

- Indicators**
- 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 2: Drug Abuse and Violence: Causes and Effects

LST Session Goals and Objectives	Performance Indicator(s)	NHES
Define drug abuse	<ul style="list-style-type: none"><li>• Develops a definition of drug abuse</li><li>• States examples of drugs that are commonly abused</li><li>• Distinguishes drug use from drug abuse</li><li>• Defines the word <i>illicit</i></li></ul>	NHES1 NHES3 NHES4 NHES5 NHES7
Identify the causes of drug use	<ul style="list-style-type: none"><li>• States reasons why people use drugs</li><li>• Identifies factors that initiate drug use</li></ul>	NHES1 NHES3 NHES5 NHES7
Identify the 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>	NHES1 NHES3 NHES4 NHES5 NHES7
Identify the social realities of drug use	<ul style="list-style-type: none"><li>• Discuss the connection between drug use and popularity and acceptance by one's peers</li><li>• Re-norm social attitudes about the popularity of substance use and peer acceptance of substance use</li></ul>	NHES1 NHES3 NHES4 NHES5 NHES7

Describe the addictive process	<ul style="list-style-type: none"> <li>• Examine drug abuse as an illness that is chronic, progressive, and preventable</li> <li>• Defines <i>drug abuse</i> and <i>dependence</i></li> <li>• Identifies the steps leading up to drug abuse</li> <li>• Examines the progression of use from one substance to other substances</li> </ul>	NHES1 NHES3 NHES4 NHES5 NHES7
Recognize the best way of preventing drug abuse by not starting	<ul style="list-style-type: none"> <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>	NHES1 NHES3 NHES4 NHES5 NHES7
Discuss the effects of drug abuse including the immediate effects of cigarette smoking	<ul style="list-style-type: none"> <li>• Identifies the immediate and long-term effects of smoking, drinking, and other drug use on the human body</li> <li>• Conducts biofeedback experiments demonstrating the immediate effects of tobacco use on the nervous system and cardiovascular system</li> <li>• Examines the connection between the use of psychoactive substances and the increased risk of accidents and violence</li> </ul>	NHES1 NHES3 NHES4 NHES5 NHES7
Define violence	<ul style="list-style-type: none"> <li>• Creates definition for violence by giving examples of violence</li> <li>• Identifies violence as acts, words, gestures that cause physical, emotional, mental harm to self, others, and property</li> </ul>	NHES1 NHES3 NHES4 NHES5 NHES7
Identify the causes of violence	<ul style="list-style-type: none"> <li>• Brainstorms the causes of violence</li> <li>• Re-norms beliefs about the true prevalence of violent acts</li> <li>• Examines the role of media in normalizing violence</li> </ul>	NHES1 NHES3 NHES4 NHES5 NHES7
Discuss reasons for avoiding violence	<ul style="list-style-type: none"> <li>• Identifies the consequences of violence</li> <li>• Develops reasons for not engaging in violence</li> </ul>	NHES1 NHES3 NHES4 NHES5 NHES7 NHES8

## Level 2: Making Decisions

LST Session Goals and Objectives	Performance Indicator(s)	NHES
Reviews 3C formula for making decisions	<ul style="list-style-type: none"> <li>Defines each step of a decision-making model</li> </ul>	NHES1 NHES2 NHES5
Recognizes that different people make different decisions in the same situation	<ul style="list-style-type: none"> <li>Analyzes the results of scripted practice and compares and contrasts the differences and similarities between the decisions made by peers</li> <li>Develops explanations for similarities and differences in decision making by individuals</li> </ul>	NHES1 NHES2 NHES5 NHES7 NHES8
Analyze decisions or problems to be solved and practice the 3-C decision making formula	<ul style="list-style-type: none"> <li>Applies the decision-making model to scripted and unscripted decisions and problems</li> </ul>	NHES1 NHES2 NHES5 NHES6 NHES7
Identify common external influences on decision making	<ul style="list-style-type: none"> <li>Brainstorms external influences on decision making and examines the effects of each influence</li> <li>Investigates the complexity of group decision making</li> </ul>	NHES1 NHES2 NHES3 NHES5 NHES6 NHES7

## Level 2: Media Influences

LST Session Goals and Objectives	Performance Indicator(s)	NHES
Identify common advertising techniques	<ul style="list-style-type: none"> <li>Recalls 11 advertising techniques and describe how each works</li> <li>Identifies the forms that advertising takes</li> <li>Defines the terms <i>target market</i> and <i>consumer</i></li> </ul>	NHES1 NHES2 NHES3 NHES5 NHES6 NHES7
Illustrate methods used by media to influence consumer choices	<ul style="list-style-type: none"> <li>Defines each technique and gives an example of a product that uses the technique</li> </ul>	NHES1 NHES2 NHES3
Identify and analyze techniques used to advertise cigarettes and alcoholic beverages	<ul style="list-style-type: none"> <li>Defines the terms <i>manipulate</i> and <i>deceptive</i></li> <li>Names the six components of an advertisement</li> <li>Applies knowledge of advertising techniques to analyzing and identifying the persuasive/manipulative tactics used in cigarette and alcohol ads</li> </ul>	NHES1 NHES2 NHES3
Recognize automatic responses to advertisements	<ul style="list-style-type: none"> <li>Practices responses to three critical questions about attraction to advertisements that improve resistance to advertising techniques</li> </ul>	NHES1 NHES2 NHES3 NHES4 NHES5 NHES7 NHES8
Discuss alternative ways of responding to ads to resist pressure	<ul style="list-style-type: none"> <li>Uses information learned in previous smoking lessons to develop counter arguments to advertising messages</li> </ul>	NHES1 NHES2 NHES3 NHES4 NHES5 NHES7 NHES8

## Level 2: Coping with Anxiety

LST Session Goals and Objectives	Performance Indicator(s)	NHES
Define anxiety	<ul style="list-style-type: none"> <li>Defines the term <i>anxiety</i></li> </ul>	NHES1 NHES3
Identify physical symptoms of nervousness	<ul style="list-style-type: none"> <li>Names the physical effects of anxiety</li> </ul>	NHES1 NHES3
Discuss common situations which produce nervousness	<ul style="list-style-type: none"> <li>Identifies personal anxiety triggers</li> <li>Analyzes and rates personal responses to a variety of anxiety causing situations</li> <li>Compares and contrasts the similarities and differences in causes and effects of anxiety between self and peers</li> </ul>	NHES1 NHES2 NHES4 NHES5 NHES6 NHES7 NHES8
Discuss alternative ways of dealing with anxiety-inducing situations	<ul style="list-style-type: none"> <li>Defines the term <i>coping</i></li> <li>Identifies common ways of dealing with anxiety</li> <li>Assesses the health risk or health protective value of each strategy</li> </ul>	NHES1 NHES2 NHES3 NHES4 NHES5 NHES8
Demonstrate the techniques for coping with anxiety	<ul style="list-style-type: none"> <li>Defines the term <i>relaxation</i></li> <li>Learns the steps for three anxiety prevention and reduction techniques</li> <li>Practices the steps in each technique</li> <li>Reports on the outcomes of each practice session in reducing personal anxiety</li> </ul>	NHES1 NHES3 NHES4 NHES5 NHES7 NHES8



## Level 2: Coping with Anger

LST Session Goals and Objectives	Performance Indicator(s)	NHES
Experience and define anger	<ul style="list-style-type: none"> <li>Defines the term <i>anger</i></li> </ul>	NHES1 NHES3
Identify physical symptoms of anger	<ul style="list-style-type: none"> <li>Names the physical effects of anger</li> </ul>	NHES1 NHES3
Discuss common situations which provoke 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>	NHES1 NHES2 NHES4 NHES5 NHES6 NHES7 NHES8
Discuss reasons for keeping anger under control	<ul style="list-style-type: none"> <li>Defines the term <i>control</i></li> <li>States the benefits of controlling anger</li> </ul>	NHES1 NHES3
Discuss ways to control 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>	NHES1 NHES2 NHES4 NHES5 NHES6 NHES7 NHES8
Practice techniques for controlling anger	<ul style="list-style-type: none"> <li>Defines the term <i>reframing</i></li> <li>Learns the steps for four anger prevention and reduction techniques</li> <li>Practices the steps in each technique</li> <li>Reports on the outcomes of each practice session in reducing personal anger</li> </ul>	NHES1 NHES3 NHES4 NHES5 NHES7 NHES8

## Level 2: Communication Skills

LST Session Goals and Objectives	Performance Indicator(s)	NHES
Define communication	<ul style="list-style-type: none"> <li>Defines the terms <i>communication</i>, <i>effective</i>, <i>interpersonal</i>, and <i>message</i></li> <li>Names factors that result in effective communication</li> </ul>	NHES1 NHES2 NHES3 NHES4
Discuss verbal and non-verbal communication	<ul style="list-style-type: none"> <li>Defines the terms <i>non-verbal</i>, <i>verbal</i>, <i>contradictory</i>, and <i>ambiguous</i></li> <li>Distinguishes verbal and non-verbal forms of communication</li> <li>Gives examples of verbal and non-verbal forms of communication</li> <li>Identifies the consequences of inconsistency in verbal and non-verbal messages during communication with others</li> </ul>	NHES1 NHES2 NHES4 NHES5 NHES7
Define misunderstanding	<ul style="list-style-type: none"> <li>Defines the terms <i>misunderstanding</i> and <i>response</i></li> </ul>	NHES1 NHES3
Discuss how misunderstandings develop	<ul style="list-style-type: none"> <li>Deconstructs a personal experience where a message was misunderstood</li> <li>Identifies the causes and effects of misunderstandings</li> </ul>	NHES1 NHES2 NHES3 NHES4 NHES7
Discuss how misunderstandings can be avoided	<ul style="list-style-type: none"> <li>Defines the term <i>paraphrase</i></li> <li>States and describes the four steps for avoiding misunderstandings</li> <li>Practices the four steps using scripted and unscripted scenarios</li> </ul>	NHES1 NHES2 NHES3 NHES4 NHES7 NHES8

## Level 2: Social Skills

LST Session Goals and Objectives	Performance Indicator(s)	NHES
Recognize that many people feel shy or uncomfortable in social situations	<ul style="list-style-type: none"> <li>Assesses personal levels of comfort in social situations</li> <li>Generates reasons why people may feel shy in social situations</li> </ul>	NHES1 NHES2
Discuss how shyness can be overcome	<ul style="list-style-type: none"> <li>Defines the term <i>self-confident</i></li> <li>Names and practices the five strategies for overcoming shyness</li> <li>Applies anxiety-reduction techniques to experiences of social anxiety and shyness</li> </ul>	NHES1 NHES2 NHES3 NHES4 NHES5 NHES7
Practice making social contacts	<ul style="list-style-type: none"> <li>Defines the term <i>initiating</i></li> <li>Identifies the challenges of social contacts with new and unknown people vs. the comfort of social interaction with friends</li> <li>Develops and practices opener scripts for simple greetings with someone unknown</li> </ul>	NHES1 NHES2 NHES3 NHES4 NHES5 NHES7
Practice giving and receiving compliments	<ul style="list-style-type: none"> <li>Defines the term <i>compliment</i></li> <li>Names reasons why people may have difficulty giving and receiving compliments</li> <li>Identifies things (appearance, skill, personal traits) that they can compliment others about</li> <li>Names the three steps for giving compliments and the two steps for receiving compliments</li> <li>Practices giving and receiving compliments with peers</li> </ul>	NHES1 NHES2 NHES3 NHES4 NHES5 NHES7
Practice initiating, sustaining, and ending conversations	<ul style="list-style-type: none"> <li>Defines the term <i>sustain</i></li> <li>Identifies that conversations have three phases: beginning, sustaining, and ending</li> <li>Applies verbal and non-verbal communication skills to constructing scripts for each stage of a conversation</li> <li>Practices each stage of communication with peers</li> </ul>	NHES1 NHES2 NHES3 NHES4 NHES5 NHES7

## Level 2: Assertiveness

LST Session Goals and Objectives	Performance Indicator(s)	NHES
Identify common situations where people often fail to be assertive	<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>	NHES1 NHES2 NHES7 NHES8
Define and discuss the differences between assertiveness, passivity, and aggressiveness	<ul style="list-style-type: none"> <li>Defines the terms <i>assertive</i>, <i>passive</i>, <i>aggressive</i></li> <li>Names reasons for not being assertive</li> <li>Identifies the three behavioral responses to persuasion and influence as assertive, passive, and aggressive</li> <li>Names the benefits of being assertive</li> <li>Names the consequences of being passive or aggressive</li> </ul>	NHES1 NHES2 NHES3 NHES4 NHES5 NHES7 NHES8
Identify and practice verbal and non-verbal assertive skills	<ul style="list-style-type: none"> <li>Describes the components of three verbal assertive skills</li> <li>Describes the components of six non-verbal assertive skills</li> <li>Integrates verbal and non-verbal assertive skills and demonstrates skills in peer-to-peer practice</li> </ul>	NHES1 NHES2 NHES3 NHES4 NHES5 NHES7 NHES8

## Level 2: Resolving Conflicts

LST Session Goals and Objectives	Performance Indicator(s)	NHES
Identify negotiation as the preferred method for resolving conflicts	<ul style="list-style-type: none"> <li>Defines the term <i>negotiation</i></li> <li>Identifies that conflicts can prevent the accomplishment of personal goals and hurt relationships</li> <li>Names three common reactions to conflicts</li> <li>Brainstorms additional reactions to conflict</li> <li>Analyzes the outcome of each reaction on achieving personal goals and maintaining relationships</li> </ul>	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	<ul style="list-style-type: none"> <li>Generates examples of real-life conflict situations that occur among peers</li> <li>Identifies and links skills from previous LST lessons to goal of controlling anger in conflict situations</li> </ul>	NHES1 NHES2 NHES3 NHES4 NHES5 NHES6 NHES7 NHES8
Recognize that consensus building and problem solving skills can resolve conflicts	<ul style="list-style-type: none"> <li>Defines the term <i>win-win situation</i></li> <li>Examines the components of the techniques of consensus building and problem solving as conflict resolution techniques</li> </ul>	NHES1 NHES2 NHES3 NHES4 NHES5 NHES6 NHES7 NHES8
Demonstrate how these techniques could be used to resolve conflicts	<ul style="list-style-type: none"> <li>Practices the conflict resolution techniques using skills from previous LST units with peers</li> </ul>	NHES1 NHES2 NHES3 NHES4

		NHES5 NHES6 NHES7 NHES8
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## Level 2: Resisting Peer Pressure

LST Session Goals and Objectives	Performance Indicator(s)	NHES
Identify and discuss persuasive tactics used to convince people to use drugs	<ul style="list-style-type: none"> <li>Reviews 7 techniques that others may use to persuade or influence</li> <li>Evaluates personal vulnerability to specific persuasive techniques</li> </ul>	NHES1 NHES2 NHES3 NHES4 NHES5 NHES6 NHES7 NHES8
Identify situations where students feel pressured to smoke, drink, or use drugs	<ul style="list-style-type: none"> <li>Generates examples of real-life pressure situations that occur among peers</li> <li>Examines the characteristics and consequences of group pressure</li> </ul>	NHES1 NHES2 NHES3 NHES4 NHES5 NHES6 NHES7 NHES8
Identify and practice techniques for dealing with direct pressure to engage in smoking, drinking, and drug use	<ul style="list-style-type: none"> <li>Develops additional strategies for resisting influence and persuasion to use substances</li> <li>Develops scripts for each strategy and demonstrates and practices drug refusal skills with peers in group pressure situations</li> </ul>	NHES1 NHES2 NHES3 NHES4 NHES5 NHES6 NHES7 NHES8