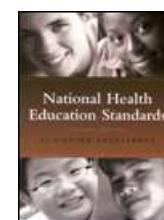
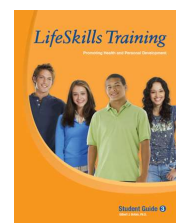


## Middle School Level 3



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 3: Drug Abuse: Causes and Effects

LST Session Goals and Objectives	Performance Indicator(s)	NHES
Identify the causes of drug abuse	<ul style="list-style-type: none"> <li>States reasons why people use drugs</li> <li>Identifies factors that initiate drug use</li> </ul>	NHES1 NHES2 NHES3 NHES4 NHES5 NHES7
Identify the major social factors promoting drug abuse	<ul style="list-style-type: none"> <li>Examines the social and environmental factors that promote drug use</li> <li>Identifies the influences and consequences for each factor.</li> </ul>	NHES1 NHES2 NHES3 NHES4 NHES5 NHES7 NHES8
Describe physical and psychological dependence	<ul style="list-style-type: none"> <li>Examines 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</li> <li>Predicts the consequences of progression of drug use</li> <li>Examines abstinence from the use of all substances as a way to avoid addiction</li> </ul>	NHES1 NHES3 NHES4 NHES5 NHES7

### Level 3: Making Decisions

LST Session Goals and Objectives	Performance Indicator(s)	NHES
Review the 3 Cs for Decision Making formula for making decisions	<ul style="list-style-type: none"> <li>Distinguishes between making decisions and solving problems</li> <li>Examines the use of a decision-making model for solving problems and making decisions</li> </ul>	NHES1 NHES2 NHES5
Apply the decision-making formula to a variety of situations through in-class practice	<ul style="list-style-type: none"> <li>Practices the decision-making model on real life decisions and problems</li> </ul>	NHES1 NHES2 NHES5

### Level 3: Media Influences

LST Session Goals and Objectives	Performance Indicator(s)	NHES
Identify the sources of media influence	<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 <i>media</i></li> </ul>	NHES1 NHES2 NHES3
Discuss the impact the media have on attitudes and behavior	<ul style="list-style-type: none"> <li>Describes how the media affect self and society</li> <li>Draws conclusions about how media influence the development of attitudes and the connection between attitudes and behaviors</li> <li>Defines <i>influence</i></li> </ul>	NHES1 NHES2 NHES3 NHES4
Formulate alternative responses to pro-drug media influences	<ul style="list-style-type: none"> <li>Generates counter arguments to pro-drug media messages using knowledge about media techniques and the harmful effects of substances learned in previous units</li> </ul>	NHES1 NHES2 NHES3 NHES4 NHES5

		NHES6 NHES8
Use critical thinking to resist pro-drug media influences	<ul style="list-style-type: none"> <li>• Explores the positive and negative effects of media on the development of attitudes and behaviors toward drug use</li> <li>• Practices responses to critical questions about attraction to advertisements that improve resistance to advertising techniques</li> <li>• Defines <i>neutralizing</i></li> </ul>	NHES1 NHES2 NHES3 NHES4 NHES5 NHES7 NHES8

### Level 3: Coping With Anxiety

LST Session Goals and Objectives	Performance Indicator(s)	NHES
Identify techniques for coping with anxiety	<ul style="list-style-type: none"> <li>• Reviews techniques learned in Level 3</li> </ul>	NHES1 NHES3
Review and practice progressive relaxation, deep breathing, and hand warming	<ul style="list-style-type: none"> <li>• Practices three biofeedback techniques for coping with anxiety</li> </ul>	NHES1 NHES3 NHES4 NHES5 NHES7 NHES8
Review and practice cognitive self-control skills for dealing with anxiety	<ul style="list-style-type: none"> <li>• Practices two cognitive self-control skills</li> </ul>	NHES1 NHES3 NHES4 NHES5 NHES7 NHES8

## Level 3: Coping with Anger

LST Session Goals and Objectives	Performance Indicator(s)	NHES
Discuss the physical symptoms of anger	<ul style="list-style-type: none"> <li>Names the physical effects of anger</li> </ul>	NHES1 NHES3
Discuss common situations that produce anger	<ul style="list-style-type: none"> <li>Identifies personal anger triggers</li> <li>Analyzes and rates personal responses to a variety of anger-causing situations</li> <li>Compares and contrasts the similarities and differences in causes and effects of anger between self and peers</li> </ul>	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 NHES2 NHES3
Review techniques for controlling anger	<ul style="list-style-type: none"> <li>Identifies common ways of dealing with anger</li> <li>Assesses the health risk or health protective value of each strategy</li> <li>Describes the causes and effects of letting anger get out of control</li> </ul>	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 NHES2 NHES4 NHES5 NHES6 NHES7 NHES8

## Level 3: Social Skills

LST Session Goals and Objectives	Performance Indicator(s)	NHES
Identify and use common greetings and brief exchanges	<ul style="list-style-type: none"> <li>Reviews and practices scripts for greetings and brief exchanges that may initiate conversation</li> </ul>	NHES1 NHES2 NHES3 NHES4 NHES5 NHES7
Identify skills for starting, continuing, and ending conversations	<ul style="list-style-type: none"> <li>Identifies the elements for starting, maintaining, and ending a conversation</li> <li>Practices each component of a conversation</li> </ul>	NHES1 NHES2 NHES3 NHES4 NHES5 NHES7
Discuss situations that require deeper conversations	<ul style="list-style-type: none"> <li>Distinguishes superficial from deep conversations</li> <li>Describes the elements of a deep conversation</li> <li>Identifies situations and topics in which deep conversations may be required</li> </ul>	NHES1 NHES2 NHES3 NHES4 NHES5 NHES7
Identify techniques for deep conversations	<ul style="list-style-type: none"> <li>Examines tips and techniques for deep conversations</li> <li>Practices the tips and techniques for deep conversations using real life situations</li> </ul>	NHES1 NHES2 NHES3 NHES4 NHES5 NHES7

### Level 3: Assertiveness

LST Session Goals and Objectives	Performance Indicator(s)	NHES
Identify situations that warrant assertive responses	<ul style="list-style-type: none"> <li>Identifies personal situations where it was difficult to express feelings or stand up for self</li> <li>Shares situations with peers and notes commonality of experience</li> </ul>	NHES1 NHES2 NHES7 NHES8
Identify and use practice verbal and non-verbal assertive skills	<ul style="list-style-type: none"> <li>Reviews the verbal and non-verbal characteristics of assertive, passive, and aggressive behavior</li> <li>Describes the components of 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 3: Resolving Conflicts

LST Session Goals and Objectives	Performance Indicator(s)	NHES
Define conflict resolution	<ul style="list-style-type: none"> <li>Develops a definition of the term <i>conflict resolution</i> using personal experience and previous knowledge</li> </ul>	NHES1 NHES2 NHES3
Identify styles of conflict resolution	<ul style="list-style-type: none"> <li>Generates examples of how people resolve conflicts</li> <li>Categorizes examples into conflict resolution styles</li> <li>Identifies personal conflict resolution style</li> </ul>	NHES1 NHES2 NHES3 NHES4 NHES5 NHES6 NHES7 NHES8

Identify the basic steps of conflict resolution	<ul style="list-style-type: none"> <li>Generates examples of common conflicts between peers and friends</li> <li>Reviews six basic steps for conflict resolution from Level 3</li> </ul>	NHES1 NHES2 NHES3
Practice suggesting compromises	<ul style="list-style-type: none"> <li>Defines the term <i>compromise</i></li> <li>Examines the components of compromise</li> </ul>	NHES1 NHES2 NHES3
Practice resolving conflicts	<ul style="list-style-type: none"> <li>Practices the conflict resolution technique of compromise</li> </ul>	NHES1 NHES2 NHES3 NHES4 NHES5 NHES6 NHES7 NHES8

### Level 3: Resisting Peer Pressure

LST Session Goals and Objectives	Performance Indicator(s)	NHES
Identify situations involving peer pressure to engage in drug use	<ul style="list-style-type: none"> <li>Generates examples of real-life pressure situations that occur among peers</li> <li>Shares situations with peers and notes commonality of experience</li> </ul>	NHES1 NHES2 NHES3
Identify and practice techniques for dealing with peer pressure to smoke, drink, or use drugs	<ul style="list-style-type: none"> <li>Develops scripts for each strategy and demonstrates and practices drug refusal skills with peers in group pressure situations</li> </ul>	NHES1 NHES2 NHES3 NHES4 NHES5 NHES6 NHES7 NHES8