



## Connecting *Botvin LifeSkills® Training* to the ASCA National Model Mindsets and Behaviors (Grades 6-8)

**Why align the LST Program with the ASCA National Model Mindsets and Behaviors?** Many school districts find that conducting a crosswalk of the goals and objectives of the lessons in the LST program with their educational standards has several 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, middle, and high 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.

Within this document, each Botvin LifeSkills® Training unit is aligned to the specific knowledge, skills, and behaviors that are required by the education standards for the ASCA National Model Mindsets and Behaviors.

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## LEVEL ONE

<b>Botvin LifeSkills® Training Units for Grades 6/7</b>	<b>Unit Goal</b>	<b>Unit Objectives</b>	<b>ASCA National Model Mindsets and Behaviors</b>
Unit 1: Self-Image and Self-Improvement	To teach students about developing a strong and healthy self-image and its effect on how we act and feel.	Students will: <ol style="list-style-type: none"> <li>1. Define self-image.</li> <li>2. Discuss how self-image is formed.</li> <li>3. Identify ways to increase self-image.</li> <li>4. Identify something that makes them proud.</li> </ol>	<b>M 1.</b> Belief in development of self, including a healthy balance of mental, social/emotional and physical well-being.  <b>M 4.</b> Self-confidence in ability to succeed.  <b>M 5.</b> Belief in using abilities to their fullest to achieve high-quality results and outcomes.  <b>B-LS 4.</b> Self-motivation and self-direction for learning.  <b>B-SMS 1.</b> Responsibility for self and actions.
Unit 2 Making Decisions	To introduce to students a more complex decision-making process and provide practice in independent decision-making.	Students will: <ol style="list-style-type: none"> <li>1. Demonstrate how decisions are influenced by group pressure.</li> </ol>	<b>M 6.</b> Understanding that post-secondary education and life-long learning are necessary for long-term success.  <b>B-LS 1.</b> Critical thinking skills to make informed decisions.

		<ol style="list-style-type: none"> <li>2. Discuss reasons why people are influenced by group members.</li> <li>3. Identify everyday decisions.</li> <li>4. Describe how important decisions are made.</li> <li>5. Identify a process for making decisions.</li> </ol>	<p><b>B-LS 2.</b> Creative approach to learning tasks and problem-solving.</p> <p><b>B-LS 9.</b> Decision-making informed by gathering evidence, getting other’s perspectives and recognizing personal bias.</p> <p><b>B-SS 5.</b> Ethical decision-making and social responsibility.</p> <p><b>B-SMS 3.</b> Independent work.</p>
<p><b>Unit 3: Smoking: Myths and Realities</b></p>	<p>Students will be able to dispel myths surrounding tobacco use using statistics and help students understand the rights of nonsmokers.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Identify that the majority of teenagers and adults are not cigarette smokers.</li> <li>2. Discuss reasons young people have for smoking or not smoking.</li> <li>3. Discuss realities of what cigarettes can and cannot do.</li> <li>4. Discuss the immediate and long-term effects of cigarette of smoking.</li> <li>5. Describe the process of becoming a smoker.</li> </ol>	<p><b>B-SMS 9.</b> Personal safety skills.</p>

		<ol style="list-style-type: none"> <li>6. Identify that smoking is becoming less socially acceptable.</li> <li>7. Discuss nonsmokers' rights.</li> </ol>	
<p><b>Unit 4: Smoking and Biofeedback</b></p>	<p>Students will explore the immediate effects of tobacco on the body.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Describe the effects of elevated heart rates on the body.</li> <li>2. Identify situations that can change heart rates.</li> <li>3. Discuss the purpose and procedure of the pulse meter.</li> <li>4. Discuss the purpose and procedure of the tremor test.</li> <li>5. Discuss the reasons for the difference in pulse rates before and after smoking a cigarette.</li> <li>6. Discuss the reasons for the difference in hand steadiness before and after smoking a cigarette.</li> </ol>	<p><b>B-SMS-9.</b> Personal safety skills.</p>

<p><b>Unit 5: Alcohol: Myths and Realities</b></p>	<p>Students will understand what alcohol does to the body and explore why many people don't drink.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Recognize that alcohol is a drug which slows down the functioning of the brain and nervous system.</li> <li>2. Recognize that although many people drink, most adults drink only occasionally and in moderation.</li> <li>3. Discuss reasons why people do or do not drink.</li> <li>4. Identify the realities of what alcohol can and cannot do.</li> </ol>	<p><b>B-SMS-9.</b> Personal safety skills.</p>
<p><b>Unit 6: Marijuana: Myths and Realities</b></p>	<p>Students will learn about the immediate and long-term effects of marijuana on behavior and the body.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Describe what marijuana is.</li> <li>2. Identify that the vast majority of teenagers and adults do not smoke marijuana.</li> <li>3. Discuss the reasons some teenagers use marijuana.</li> </ol>	<p><b>B-SMS 9.</b> Personal Safety Skills</p>

		<ol style="list-style-type: none"> <li>4. Discuss the realities of what marijuana can and cannot do.</li> <li>5. Discuss the immediate and long-term effects of marijuana on the body.</li> <li>6. Discuss the legal status of marijuana.</li> </ol>	
<p><b>Unit 7: Advertising</b></p>	<p>Students will understand how ads are created and designed to target particular groups of consumers and how to analyze advertisements so resist their allure.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Discuss the purpose of advertising.</li> <li>2. Identify common advertising techniques.</li> <li>3. Identify and analyze cigarette and alcohol advertisements.</li> <li>4. Discuss alternative ways of responding to cigarette and alcohol ads.</li> </ol>	<p><b>B-LS 1.</b> Critical thinking skills to make informed decisions.</p> <p><b>B-LS 5.</b> Media and technology skills to enhance learning.</p>
<p><b>Unit 8: Violence and the Media</b></p>	<p>Students will learn how to identify and resist distorted violent images as presented by the media.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Define media.</li> <li>2. Identify that the media influence behavior.</li> </ol>	<p><b>B-LS 5.</b> Media and technology skills to enhance learning.</p> <p><b>B-LS 9.</b> Decision-making informed by gathering evidence, getting other’s perspectives and recognizing personal bias.</p> <p><b>B-SS 5.</b> Ethical decision-making and social responsibility.</p>

		<ol style="list-style-type: none"> <li>3. Identify that violent behavior is not as common as many people think.</li> <li>4. Identify that the media distort our ideas about violence.</li> <li>5. Identify that the media create attractive images as models for violent behavior.</li> <li>6. Identify the reasons for media violence.</li> <li>7. Discuss violent imagery in video games and music.</li> <li>8. Discuss the harmful effects of media violence.</li> <li>9. Discuss ways to resist media influence.</li> </ol>	<p><b>B-SMS-9.</b> Personal safety skills.</p>
<p><b>Unit 9: Coping with Anxiety</b></p>	<p>Help students learn to recognize symptoms of anxiety and then gives them the tools to effectively cope with it.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Define anxiety.</li> <li>2. Identify physical symptoms of nervousness.</li> <li>3. Discuss common situations which produce nervousness.</li> </ol>	<p><b>B-SMS 5.</b> Perseverance to achieve long-and short-term goals.</p> <p><b>B-SMS 6.</b> Ability to identify and overcome barriers.</p> <p><b>B-SMS 7.</b> Effective coping skills.</p> <p><b>B-SMS 8.</b> Balance of school, home and community activities.</p> <p><b>B-SMS 10.</b> Ability to manage transitions and adapt to change.</p>

		<ol style="list-style-type: none"> <li>4. Discuss alternative ways of dealing with anxiety-inducing situations.</li> <li>5. Demonstrate the techniques for coping with anxiety (relaxation exercise, mental rehearsal, deep breathing).</li> </ol>	
<p><b>Unit 10: Coping with Anger</b></p>	<p>Students will learn about the physical effects of anger, and practice techniques for controlling this often-volatile emotion.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Experience anger.</li> <li>2. Define anger.</li> <li>3. Identify physical symptoms of anger.</li> <li>4. Discuss common situations that provoke anger.</li> <li>5. Discuss reasons for keeping anger under control.</li> <li>6. Discuss ways to control anger.</li> <li>7. Practice techniques for controlling anger.</li> </ol>	<p><b>M. 3.</b> Positive attitude toward work and learning.</p> <p><b>B-SMS-2.</b> Self-discipline and self-control.</p> <p><b>B-SMS-4.</b> Delayed gratification for long-term rewards.</p>

<p><b>Unit 11: Communication Skills</b></p>	<p>Students will learn how to use verbal and nonverbal communication skills to avoid misunderstandings.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Define communication.</li> <li>2. Discuss verbal and nonverbal communication.</li> <li>3. Define misunderstanding.</li> <li>4. Discuss how misunderstandings develop.</li> <li>5. Discuss how misunderstandings can be avoided.</li> </ol>	<p><b>B-SS 1.</b> Effective oral and written communication skills and listening skills.</p> <p><b>B-SS 2.</b> Positive, respectful, and supportive relationships with students who are similar to and different from themselves.</p>
<p><b>Unit 12: Social Skills (A)</b></p>	<p>Students will learn how to use communication skills to develop social skills.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Recognize that many people feel shy or uncomfortable in social situations.</li> <li>2. Discuss how shyness can be overcome.</li> <li>3. Practice making social contacts.</li> <li>4. Practice giving and receiving compliments.</li> <li>5. Practice initiating, sustaining, and ending conversations.</li> </ol>	<p><b>B-LS 5.</b> Media and technology skills to enhance learning.</p> <p><b>B-SS 1.</b> Effective oral and written communication skills and listening skills.</p> <p><b>B-SS 2.</b> Positive, respectful, and supportive relationships with students who are similar to and different from themselves.</p> <p><b>B-SS 3.</b> Positive relationships with adults.</p> <p><b>B-SS 10.</b> Cultural awareness, sensitivity, and responsiveness.</p>

<p><b>Unit 13: Social Skills (B)</b></p>	<p>Students will learn and practice how to arrange social activities to increase their confidence.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Discuss what qualities attract individuals to each other.</li> <li>2. Discuss the significance of physical and nonphysical qualities that attract us to other people.</li> <li>3. Apply general social skills to interactions with someone you like.</li> <li>4. Identify new and different social activities.</li> <li>5. Discuss ways to approach others with ideas of social activities.</li> <li>6. Discuss ways of responding when invited to a social activity.</li> </ol>	<p><b>M 2.</b> Sense of acceptance, respect, support, and inclusion for self and others in the school environment.</p> <p><b>B-LS-10.</b> Participation in enrichment and extracurricular activities.</p> <p><b>B-SS 3.</b> Positive relationships with adults to support success.</p> <p><b>B-SS 4.</b> Empathy</p> <p><b>B-SS 6.</b> Effective collaboration and communication skills.</p> <p><b>B-SS 7.</b> Leadership and teamwork skills to work effectively in diverse groups.</p>
<p><b>Unit 14: Assertiveness</b></p>	<p>Students will learn different ways people exert pressure and identify and practice both verbal and nonverbal techniques for saying “no”.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Identify common situations in which people often fail to be assertive.</li> </ol>	<p><b>B-LS 3.</b> Time management, organizational, and study skills.</p> <p><b>B-LS 6.</b> High-quality standards for tasks and activities.</p> <p><b>B-LS 7.</b> Long-and short-terms academic, career, and social/emotional goals.</p>

		<ol style="list-style-type: none"> <li>2. Identify persuasive tactics.</li> <li>3. Identify and practice verbal assertive skills.</li> <li>4. Identify and practice nonverbal assertive skills.</li> <li>5. Discuss alternative ways for dealing with situations in which teens are pressured to smoke, drink, or use marijuana.</li> </ol>	<p><b>B-LS 8.</b> Engagement in challenging coursework.</p> <p><b>B-SS 8.</b> Advocacy skills for self and others, and ability to assert self, when necessary.</p> <p><b>B-SS 9.</b> Social maturity and behaviors appropriate to the situation and environment.</p>
<p><b>Unit 15: Resolving Conflicts</b></p>	<p>Students will learn how to use the skills from LST to resolve conflicts.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Identify negotiation as the preferred method of resolving conflicts.</li> <li>2. Review techniques for controlling anger, assertiveness, communication skills, and decision-making skills and apply them to conflict situations.</li> <li>3. Recognize that negotiation and problem-solving skills can resolve conflicts.</li> <li>4. Demonstrate success in resolving conflicts.</li> </ol>	<p><b>B-SS 8.</b> Advocacy skills for self and others, and ability to assert self, when necessary.</p> <p><b>B-SS 9.</b> Social maturity and behaviors appropriate to the situation and environment.</p> <p><b>B-SS 10.</b> Cultural awareness, sensitivity, and responsiveness.</p> <p><b>B-SMS 10.</b> Ability to manage transitions and adapt to change.</p>



## Level Two

<b><i>Botvin LifeSkills® Training Units for Grades 7/8</i></b>	<b>Unit Goal</b>	<b>Unit Objectives</b>	<b>ASCA National Model Mindsets and Behaviors</b>
<p><b>Unit 1: Drug Abuse and Violence: Causes and Effects</b></p>	<p>Students will review the causes of drug abuse, as well as factors that can lead to it.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Define drug abuse.</li> <li>2. Identify the causes of drug use.</li> <li>3. Identify the social factors promoting drug use.</li> <li>4. Identify the social realities of drug use.</li> <li>5. Describe the addictive process.</li> <li>6. Recognize the best way of preventing drug abuse is to never start.</li> </ol>	<p><b>B-SMS-9.</b> Personal safety skills.</p>
<p><b>Unit 2: Making Decisions</b></p>	<p>Students will review the 3 Cs model of decision-making and analyze</p>	<p>Students will:</p>	<p><b>M 6.</b> Understanding that post-secondary education and life-long learning are necessary for long-term success.</p>

	challenging situations to practice.	<ol style="list-style-type: none"> <li>1. Review the suggested formula for making decisions.</li> <li>2. Recognize that different people make different decisions in the same situation.</li> <li>3. Analyze decisions or problems to be solved using the decision-making formula.</li> <li>4. Identify common external influences on decision-making.</li> <li>5. Practice making decisions using the suggested formula.</li> </ol>	<p><b>B-LS 1.</b> Critical thinking skills to make informed decisions.</p> <p><b>B-LS 2.</b> Creative approach to learning tasks and problem-solving.</p> <p><b>B-LS 9.</b> Decision-making informed by gathering evidence, getting other’s perspectives and recognizing personal bias.</p> <p><b>B-SS 5.</b> Ethical decision-making and social responsibility.</p> <p><b>B-SMS 3.</b> Independent work.</p>
Unit 3: Media Influences	Students will review common advertising techniques and learn new techniques for resisting ads.	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Review common advertising techniques.</li> <li>2. Review methods used by advertisers to influence consumer choices.</li> <li>3. Identify and analyze techniques commonly used to advertise cigarettes and alcoholic beverages.</li> </ol>	<p><b>B-LS 1.</b> Critical thinking skills to make informed decisions.</p> <p><b>B-LS 5.</b> Media and technology skills to enhance learning.</p>

		<ol style="list-style-type: none"> <li>4. Recognize automatic responses to advertisements.</li> <li>5. Discuss alternative ways of responding to ads in order to resist ad pressures.</li> </ol>	
<p><b>Unit 4: Coping with Anxiety</b></p>	<p>Students will review and learn new techniques for managing anxiety with additional skill practice.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Discuss common situations that produce nervousness.</li> <li>2. Discuss the value of preparation as a method of reducing performance anxiety.</li> <li>3. Practice anxiety-reduction techniques.</li> <li>4. Recognize the value of positive thinking.</li> </ol>	<p><b>B-SMS 5.</b> Perseverance to achieve long-and short-term goals.</p> <p><b>B-SMS 6</b> Ability to identify and overcome barriers.</p> <p><b>B-SMS 7.</b> Effective coping skills.</p> <p><b>B-SMS 8.</b> Balance of school, home and community activities.</p> <p><b>B-SMS 10.</b> Ability to manage transitions and adapt to change.</p>
<p><b>Unit 5: Coping with Anger</b></p>	<p>Students will learn more complex techniques for managing anger, be introduced to the concept of a continuum of anger, and determine when an angry response is appropriate.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Define anger.</li> <li>2. Identify levels of anger.</li> <li>3. Review the physical symptoms of anger.</li> <li>4. Discuss common situations that produce anger.</li> </ol>	<p><b>M. 3.</b> Positive attitude toward work and learning.</p> <p><b>B-SMS 1.</b> Responsibility for self and actions.</p> <p><b>B-SMS-2.</b> Self-discipline and self-control.</p> <p><b>B-SMS-4.</b> Delayed gratification for long-term rewards.</p>

		<ol style="list-style-type: none"> <li>5. Discuss reasons for keeping anger under control.</li> <li>6. Review techniques for controlling anger.</li> <li>7. Practice techniques for controlling anger.</li> </ol>	
<p><b>Unit 6: Communication Skills</b></p>	<p>Students will focus on developing listening skills that demonstrate their ability to accurately hear the message being sent.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Practice giving messages that are clear and specific.</li> <li>2. Understand the importance of consistency between verbal and nonverbal channels of communication.</li> <li>3. Demonstrate poor vs good listening behavior.</li> <li>4. Describe verbal and nonverbal cues that indicate when someone is actively listening.</li> <li>5. Practice paraphrasing as a means of providing feedback and clearing up ambiguities.</li> </ol>	<p><b>B-SS 1.</b> Effective oral and written communication skills and listening skills.</p> <p><b>B-SS 2.</b> Positive, respectful, and supportive relationships with students who are similar to and different from themselves.</p>

<p><b>Unit 7: Social Skills</b></p>	<p>Students will review a variety of techniques to help them overcome shyness and learn how to initiate social contacts.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Recognize that many people feel shy.</li> <li>2. Identify techniques for overcoming shyness.</li> <li>3. Initiate, sustain, and end a conversation.</li> <li>4. Use basic social skills.</li> </ol>	<p><b>M 1.</b> Belief in development of self, including a healthy balance of mental, social/emotional and physical well-being.</p> <p><b>M 2.</b> Sense of acceptance, respect, support, and inclusion for self and others in the school environment.</p> <p><b>M 4.</b> Self-confidence in ability to succeed.</p> <p><b>M 5.</b> Belief in using abilities to their fullest to achieve high-quality results and outcomes.</p> <p><b>B-LS 4.</b> Self-motivation and self-direction for learning.</p> <p><b>B-LS-10.</b> Participation in enrichment and extracurricular activities.</p> <p><b>B-SS 3.</b> Positive relationships with adults to support success.</p> <p><b>B-SS 4.</b> Empathy.</p> <p><b>B-SS 6.</b> Effective collaboration and communication skills.</p> <p><b>B-SS 7.</b> Leadership and teamwork skills to work effectively in diverse groups.</p> <p><b>B-SS 10.</b> Cultural awareness, sensitivity, and responsiveness.</p>
<p><b>Unit 8: Assertiveness</b></p>	<p>Students will review and reinforce techniques that help them be more assertive.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Define and discuss the differences between assertiveness, passivity, and aggressiveness.</li> </ol>	<p><b>B-LS 3.</b> Time management, organizational, and study skills.</p> <p><b>B-LS 6.</b> High-quality standards for tasks and activities.</p> <p><b>B-LS 7.</b> Long-and short-terms academic, career, and social/emotional goals.</p>

		<ol style="list-style-type: none"> <li>2. Identify common situations in which people often fail to be assertive.</li> <li>3. Identify and practice verbal skills.</li> <li>4. Identify and practice nonverbal skills.</li> </ol>	<p><b>B-LS 8.</b> Engagement in challenging coursework.</p> <p><b>B-SS 8.</b> Advocacy skills for self and others, and ability to assert self, when necessary.</p> <p><b>B-SS 9.</b> Social maturity and behaviors appropriate to the situation and environment.</p>
<p><b>Unit 9: Resolving Conflicts</b></p>	<p>Students will review the techniques to resolve conflicts.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Review five ways to resolve conflicts.</li> <li>2. Identify basic steps of conflict resolution.</li> <li>3. Apply anxiety-reducing and anger-controlling techniques to conflict resolution.</li> <li>4. Apply decision-making techniques to conflict resolution.</li> <li>5. Apply communication techniques to conflict resolution.</li> <li>6. Apply assertive techniques to conflict resolution.</li> <li>7. Practice resolving conflicts.</li> </ol>	<p><b>B-SS 8.</b> Advocacy skills for self and others, and ability to assert self, when necessary.</p> <p><b>B-SS 9.</b> Social maturity and behaviors appropriate to the situation and environment.</p> <p><b>B-SMS 10.</b> Ability to manage transitions and adapt to change.</p>

<p><b>Unit 10: Resisting Peer Pressure</b></p>	<p>Students will build on their assertiveness skills and apply them to higher-risk situations.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Identify and discuss persuasive tactics to convince people to use drugs.</li> <li>2. Identify situations where students feel pressured to smoke, drink, and use drugs.</li> <li>3. Identify and discuss “lines” people use to convince others to smoke, drink, or use drugs.</li> <li>4. Identify and practice techniques for dealing with direct pressure to engage in smoking, drinking, and drug use.</li> <li>5. Identify situations involving peer pressure to use drugs that warrant an assertive response.</li> </ol>	<p><b>B-LS 9.</b> Decision-making informed by gathering evidence, getting other’s perspectives and recognizing personal bias.</p> <p><b>B-SS 5.</b> Ethical decision-making and social responsibility.</p> <p><b>B-SS 8.</b> Advocacy skills for self and others, and ability to assert self, when necessary.</p>
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## Level Three

<b>Botvin LifeSkills® Training Units for Grades 8/9</b>	<b>Unit Goal</b>	<b>Unit Objectives</b>	<b>ASCA National Model Mindsets and Behaviors</b>
<b>Unit 1: Drug Abuse: Causes and Effects</b>	Students will understand in depth the risks and consequences of drug use.	Students will: <ol style="list-style-type: none"> <li>1. Identify the causes of drug use.</li> <li>2. Identify the major social factors promoting drug use.</li> <li>3. Identify risk factors for drug abuse and how people can lower their risk.</li> </ol>	<b>B-SMS-9.</b> Personal safety skills.
<b>Unit 2: Making Decisions</b>	Students will continue to practice the 3 Cs of effective decision-making.	Students will: <ol style="list-style-type: none"> <li>1. Review the 3 Cs method for making decisions.</li> <li>2. Apply the decision-making method to</li> </ol>	<b>M 6.</b> Understanding that post-secondary education and life-long learning are necessary for long-term success.  <b>B-LS 1.</b> Critical thinking skills to make informed decisions.  <b>B-LS 2.</b> Creative approach to learning tasks and

		a variety of situations through in-class practice.	<p>problem-solving.</p> <p><b>B-LS-6.</b> High quality standards for tasks and activities.</p> <p><b>B-LS 9.</b> Decision-making informed by gathering evidence, getting other’s perspectives and recognizing personal bias.</p> <p><b>B-SS 5.</b> Ethical decision-making and social responsibility.</p> <p><b>B-SMS 3.</b> Independent work.</p>
<b>Unit 3: Media Influences</b>	Students will examine the power of media and how it can affect their behaviors.	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Identify the sources of media influence.</li> <li>2. Discuss the impact the media have on attitudes and behavior.</li> <li>3. Formulate alternative responses to pro-drug media influences.</li> <li>4. Use critical thinking skills to resist pro-drug media influences.</li> </ol>	<p><b>B-LS 1.</b> Critical thinking skills to make informed decisions.</p> <p><b>B-LS 5.</b> Media and technology skills to enhance learning.</p>

<p><b>Unit 4: Coping with Anxiety</b></p>	<p>Students will review techniques to reduce anxiety and identify them as biofeedback or cognitive techniques.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Identify techniques for coping with anxiety.</li> <li>2. Review and practice the anxiety-reduction skills of deep breathing and progressive muscle relaxation.</li> <li>3. Review and practice cognitive self-control skills for dealing with anxiety.</li> </ol>	<p><b>B-LS 3.</b> Time management, organizational, and study skills.</p> <p><b>B-SMS 5.</b> Perseverance to achieve long-and short-term goals.</p> <p><b>B-SMS 6.</b> Ability to identify and overcome barriers.</p> <p><b>B-SMS 7.</b> Effective coping skills.</p> <p><b>B-SMS 8.</b> Balance of school, home and community activities.</p> <p><b>B-SMS 10.</b> Ability to manage transitions and adapt to change</p>
<p><b>Unit 5: Coping with Anger</b></p>	<p>Students will review anger-management techniques and practice learning to reframe a situation.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Discuss the physical symptoms of anger.</li> <li>2. Discuss common situations that produce anger.</li> <li>3. Discuss reasons for keeping anger under control.</li> </ol>	<p><b>M. 3.</b> Positive attitude toward work and learning.</p> <p><b>B-SMS 1.</b> Responsibility for self and actions.</p> <p><b>B-SMS-2.</b> Self-discipline and self-control.</p> <p><b>B-SMS-4.</b> Delayed gratification for long-term rewards.</p>

		<ol style="list-style-type: none"> <li>4. Review techniques for controlling anger.</li> <li>5. Practice techniques for controlling anger.</li> </ol>	
<p><b>Unit 6: Social Skills</b></p>	<p>Students will review social skills previously learned.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Identify and use common greetings and brief exchanges.</li> <li>2. Identify and use skills for starting, continuing, and ending conversations.</li> <li>3. Discuss situations which require deeper conversations.</li> <li>4. Identify techniques for deep conversations.</li> </ol>	<p><b>M 1.</b> Belief in development of self, including a healthy balance of mental, social/emotional and physical well-being.</p> <p><b>M 2.</b> Sense of acceptance, respect, support, and inclusion for self and others in the school environment.</p> <p><b>M 4.</b> Self-confidence in ability to succeed.</p> <p><b>M 5.</b> Belief in using abilities to their fullest to achieve high-quality results and outcomes.</p> <p><b>B-LS-10.</b> Participation in enrichment and extracurricular activities.</p> <p><b>B-SS 1.</b> Effective oral and written communication skills and listening skills.</p> <p><b>B-SS 2.</b> Positive, respectful, and supportive relationships with students who are similar to and different from themselves.</p> <p><b>B-SS 3.</b> Positive relationships with adults.</p> <p><b>B-SS 4.</b> Empathy.</p> <p><b>B-SS 6.</b> Effective collaboration and communication skills.</p>

			<p><b>B-SS 7.</b> Leadership and teamwork skills to work effectively in diverse groups.</p> <p><b>B-SS 10.</b> Cultural awareness, sensitivity, and responsiveness.</p>
<p><b>Unit 7:</b> <b>Assertiveness</b></p>	<p>Students will learn how to use assertiveness techniques in everyday situations.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Identify situations that warrant assertive responses.</li> <li>2. Identify and use verbal assertive skills.</li> <li>3. Identify and use nonverbal assertive skills.</li> </ol>	<p><b>B-LS 4.</b> Self-motivation and self-direction for learning.</p> <p><b>B-LS 7.</b> Long-and short-term academic, career, and social/emotional goals.</p> <p><b>B-LS 8.</b> Engagement in challenging coursework.</p> <p><b>B-SS 8.</b> Advocacy skills for self and others, and ability to assert self when necessary.</p> <p><b>B-SS 9.</b> Social maturity and behaviors appropriate to the situation and environment.</p>
<p><b>Unit 8: Resolving Conflicts</b></p>	<p>Students will review and reinforce the skills they have learned to resolve conflicts.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Define conflict resolution.</li> <li>2. Identify styles of resolving conflicts.</li> <li>3. Identify the basic steps of conflict resolution.</li> <li>4. Practice suggesting compromises.</li> <li>5. Practice resolving conflicts.</li> </ol>	<p><b>B-SS 4.</b> Empathy.</p> <p><b>B-SS 6.</b> Effective collaboration and communication skills.</p> <p><b>B-SS 7.</b> Leadership and teamwork skills to work effectively in diverse groups.</p> <p><b>B-SS 8.</b> Advocacy skills for self and others, and ability to assert self, when necessary.</p> <p><b>B-SS 9.</b> Social maturity and behaviors appropriate to the situation and environment.</p> <p><b>B-SMS 10.</b> Ability to manage transitions and adapt to change.</p>

<p><b>Unit 9: Resisting Peer Pressure</b></p>	<p>Students will review refusal techniques and practice them in peer pressure situations.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Identify situations involving peer pressure to engage in substance use.</li> <li>2. Identify and practice techniques for dealing with peer pressure to smoke, drink, or use drugs.</li> </ol>	<p><b>B-LS 9.</b> Decision-making informed by gathering evidence, getting other’s perspectives and recognizing personal bias.</p> <p><b>B-SS 5.</b> Ethical decision-making and social responsibility.</p> <p><b>B-SS 8.</b> Advocacy skills for self and others, and ability to assert self, when necessary.</p>
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