



Connecting *Botvin LifeSkills® Training* to Illinois Educational Standards (Grades 3-5)

Why align the LST Program with Illinois education standards? 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 state of **Illinois**.

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Level One

Botvin LifeSkills® Training Units for Grades 3/4	Unit Goal	Unit Objectives	Illinois Learning Goal (LG) and Physical Development & Health Performance Descriptors (PD) SEL Learning Standards (LS) SEL Performance Descriptors (PD)
Unit 1: Self-Esteem	To teach students what self-esteem is and how it is developed. To make students aware of the fact that they can do things well, even though they are young.	Students will: <ol style="list-style-type: none"> 1. Define self-esteem. 2. Identify how self-esteem is developed. 3. Differentiate between good self-esteem and bad self-esteem. 4. Identify things they can do. 	SEL LS 3B.2a Identify and apply the steps of systematic decision making. SEL LS 3B. 2b. Generate alternative solutions and evaluate their consequences for a range of academic and social situations. SEL PD 1B B 6. Draw a picture of one of your favorite things to do with others (e.g., play a sport, ride your bike, go to the beach).

<p>Unit 2: Decision-Making</p>	<p>To teach students a simple step-by-step process for making decisions.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify how we make choices. 2. Be able to identify the basic process for making decisions. 3. Practice applying the decision-making model to personal choices. 	<p>LG 24.B.2a Describe key elements of a decision-making process.</p> <p>SEL PD 3B C 2. Describe the steps of a decision-making model</p> <p>SEL PD 3B C 6. Demonstrate group decision making.</p> <p>SEL PD 3B D 4. Demonstrate the steps of a decision-making process.</p> <p>SEL PD 3B D 5. Apply a decision- making model to solve an interpersonal problem.</p> <p>SEL PD 3B D 6. Apply a decision- making model to academic challenges.</p>
<p>Unit 3: Smoking Information</p>	<p>To weigh the pros and cons of smoking.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify basic facts about the effects of smoking. 2. Discuss reasons why people choose to smoke or not smoke. 	<p>LG PD 23B D 3. List the effects that caffeine and nicotine have on the body.</p>
<p>Unit 4: Advertising</p>	<p>To develop an awareness of how tobacco advertisers manipulate advertisements to try and entice people to smoke.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Examine advertising and promotional techniques that 	<p>LG PD 23C D 2. Classify health choices that are learned from parents, peers, or the media as being healthy or unhealthy.</p>

		<p>encourage teenagers to smoke.</p> <ol style="list-style-type: none"> 2. Create counter-arguments to tobacco advertising that demonstrate the true effects of smoking. 	
<p>Unit 5: Dealing with Stress</p>	<p>To teach students to recognize stress and to practice techniques to deal with stress.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Describe stress and the physical sensations that are associated with stress. 2. Identify causes of stress in their lives. 3. Practice deep breathing and stretching to reduce stress and anxiety. 	<p>LG 23.C.2a Describe the relationships among physical, mental, and social health factors during adolescence (e.g., the effects of stress on physical and mental performance, effects of nutrition on growth).</p> <p>LG PD 23C C 2. Define the word ‘stress’.</p> <p>LG PD 23C C 3. Cite examples of positive and negative stressors.</p> <p>SEL PD 1A C 7. Practice deep breathing to calm yourself.</p> <p>SEL PD 1A D 6. Demonstrate an awareness of how your behavior affects others. Practice deep breathing to calm yourself.</p> <p>SEL PD 1C C 6. Demonstrate ways to deal with upsetting emotions (e.g., sadness, anger, disappointment).</p>

<p>Unit 6: Communication Skills</p>	<p>To teach students how feelings are communicated.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify what communication is. 2. Discuss the importance of communicating their feelings. 3. Practice using body language to express emotions. 	<p>LG PD 23C D 10. Use communication effectively to promote better interpersonal relations.</p> <p>LG PD 24A B 7. Practice good communication techniques.</p> <p>LG PD 24A C 6. List types of nonverbal communication (e.g., eyes, facial expressions, posture).</p> <p>LG PD 24A C 8. Apply good communication skills to avoid conflict.</p> <p>SEL PD 2A B 6. Demonstrate an ability to listen to others (e.g., making eye contact, nodding, asking clarifying questions).</p> <p>SEL PD 2A C 1. Distinguish between nonverbal and verbal cues and messages.</p> <p>SEL PD 2A C 2. Analyze alignment and non-alignment of verbal and non-verbal cues.</p> <p>SEL PD 2A D 1. Label others' feelings based on verbal and non-verbal cues in different situations.</p> <p>SEL PD 2C B 6. Use appropriate non-verbal communication with others (e.g., movements, gestures, posture, facial expressions).</p> <p>SEL PD 3B 3. Analyze how your tone of voice influences how others respond to you.</p>
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<p>Unit 7: Social Skills</p>	<p>To help students learn ways of building and maintaining friendships.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify what makes a person a friend. 2. Identify characteristics they find important in a friendship. 3. Describe qualities they possess which make them a good friend. 	<p>LG PD 23C C 11. Describe different kinds of friendships.</p> <p>SEL LG 2C. 2a. Describe approaches for making and keeping friends.</p> <p>SEL PD 2C B 2. Discuss how to be a good friend.</p>
<p>Unit 8: Assertiveness</p>	<p>To teach students refusal skills</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify and discuss 8 different ways to say “no”. 2. Practice at least one way to say “no” in a realistic role-play situation. 	<p>PD 22.B.2a. Identify and practice ways to express needs, wants, and feelings to a peer or adult in a clear and respectful way.</p> <p>SEL 3B.1b. Demonstrate constructive ways to express needs and wants to others.</p>

Level Two

<i>Botvin LifeSkills® Training Units for Grades 4/5</i>	Unit Goal	Unit Objectives	Illinois Learning Goal (LG) and Physical Development & Health Performance Descriptors (PD) SEL Learning Standards (LS) SEL Performance Descriptors (PD)
Unit 1: Self-Esteem	To teach students what self-esteem is and how it is developed. To make students aware that they are unique and should feel good about it.	Students will: <ol style="list-style-type: none"> 1. Define self-esteem. 2. Identify how self-esteem is developed. 3. Identify things about themselves that they share and don't share with others. 4. Discuss what makes each child develop into a unique person. 	LG PD 23C C 7. List growth factors that change one's self-image. SEL LS 3B.2a Identify and apply the steps of systematic decision making. SEL LS 3B. 2b. Generate alternative solutions and evaluate their consequences for a range of academic and social situations

<p>Unit 2: Decision-Making</p>	<p>To have students identify how their daily decisions are influenced in direct and indirect ways.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Review the basic step-by-step decision-making process learned previously in Level 1. 2. Discuss direct and indirect influences on decision-making. 3. Identify and map factors that influence their decisions. 	<p>LG 22.B.2a Describe how individuals and groups influence the health of individuals (e.g., peer pressure, media and advertising).</p> <p>LG 24.B.2a Describe key elements of a decision-making process.</p> <p>LG 24.C.2a. Describe situations where refusal skills are necessary (e.g., cyber bullying, pressure to smoke, use alcohol, and other drugs; join gangs; physical abuse; and exploitation).</p> <p>LG PD 24B E 2. Describe key components of a decision-making process.</p> <p>LG PD 24B E 5. Identify options available to solve a problem or make a decision.</p> <p>SEL LS 3A 2b. Demonstrate knowledge of how social norms affect decision making and behavior.</p> <p>SEL LS 3B 2a. Identify and apply the steps of systematic decision making.</p> <p>SEL PD 2D D 1. Identify the consequences of a solution.</p> <p>SEL PD 2D E 4. Distinguish between positive and negative peer pressure.</p>
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			<p>SEL PD 2D E 5. Demonstrate resisting peer pressure to do something unsafe or potentially dangerous.</p> <p>SEL PD 2D E 6. Use a checklist to practice the steps of refusing unwanted peer pressure.</p> <p>SEL PD 3A D 3. Evaluate how others influenced your decisions (e.g., family, church, team, club membership).</p> <p>SEL PD 3A E 1. Describe how differing points of view affect your decision-making process.</p> <p>SEL PD 3B D 3. Develop criteria for evaluating the consequences of a decision for oneself and important others in one's life.</p> <p>SEL PD 3B D 4. Demonstrate the steps of a decision-making process:</p> <p>SEL PD 3B D 5. Apply a decision- making model to solve an interpersonal problem.</p> <p>SEL PD 3B D 6. Apply a decision- making model to academic challenges.</p> <p>SEL PD 3B E 5. Apply a decision- making model to deal with unwanted behavior.</p>
<p>Unit 3: Smoking Information</p>	<p>To teach students about the consequences of nicotine and tobacco products on their body.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Practice taking their pulse. 	<p>LG PD 23B D 3. List the effects that caffeine and nicotine have on the body.</p>

		<ol style="list-style-type: none"> 2. Compare resting heart rate to a “smoking” heart rate. 3. Discuss the relationship between increased heart rate and cardiovascular disease. 4. Learn about the difference between a healthy lung and a tar-filled lung. 5. Hear an observe what happens to the alveoli when a person smokes. 6. Observe how much tar passes through the lungs of a pack-a-day smoker. 7. Visualize what tar from cigarettes looks like in the lung. 	<p>LG PD 23B C 2. Identify consequences (good and bad) of choosing to use any type of substance.</p> <p>LG PD 23B E 1. List the effects of alcohol, drugs, and tobacco on the body’s systems.</p>
<p>Unit 4: Advertising</p>	<p>To develop an awareness of how tobacco advertisers manipulate advertisements to try and entice people to smoke.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify and discuss 8 different tricks that companies use to try to get people to smoke. 2. Analyze cigarette advertisements to determine how tobacco companies attempt to lure people to buy cigarettes. 	<p>LG PD 24A E 13. Describe and give examples of how media influences choices and behavior.</p>

<p>Unit 5: Dealing with Stress</p>	<p>To identify positive and negative ways to cope with stress.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify positive and negative ways to deal with stress. 2. Discuss how to tell the difference between a positive and negative coping technique. 3. Practice guided imagery and progressive muscle relaxation techniques. 	<p>SEL PD 1A C.1 Identify a range of emotions you have experienced.</p> <p>SEL PD 1A C.7 Practice deep breathing to calm yourself.</p> <p>SEL PD 1C C.6 Demonstrate ways to deal with upsetting emotions (e.g., sadness, anger, disappointment).</p>
<p>Unit 6: Communication Skills</p>	<p>To teach students the importance of communication.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify what communication is. 2. Practice using non-verbal communication skills. 	<p>LG 24.A.2b Demonstrate positive verbal and nonverbal communication skills (e.g., polite conversation, attentive listening, body between nonverbal and verbal cues and messages).</p> <p>SEL PD 2A C 2. Analyze alignment and non-alignment of verbal and non-verbal cues.</p> <p>SEL PD 2A D 1. Label others' feelings based on verbal and non-verbal cues in different situations.</p> <p>SEL PD 3B E 4. Practice aligning non- verbal and verbal communication in refusing unwanted behavior. language).</p> <p>SEL PD 2A C 1. Distinguish between verbal and nonverbal cues and messages.</p>

<p>Unit 7: Social Skills</p>	<p>To help students learn ways to get along with their peers.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Define “peer” and “peer pressure”. 2. Understand that peer pressure can be either positive or negative. 3. Identify ways to deal with negative peer pressure. 4. Identify places to go if they need help dealing with peer pressure. 	<p>LG 22.B.2a Describe how individuals and groups influence the health of individuals (e.g., peer pressure, media and advertising).</p> <p>LG PD 24C E 4. Identify characteristics of peer pressure.</p> <p>SEL LG 2C. 2a Describe approaches for making and keeping friends.</p> <p>SEL LG PD 2C E 7. Demonstrate strategies for resisting negative peer pressure.</p>
<p>Unit 8: Assertiveness</p>	<p>To teach students how to develop assertiveness skills.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify what behaving assertively means. 2. Practice writing, I-messages. 3. Practice being assertive by role-playing situations using I-messages. 	<p>LG 24.C.2a. Describe situations where refusal skills are necessary (e.g., cyber bullying, pressure to smoke, use alcohol, and other drugs; join gangs; physical abuse; and exploitation).</p> <p>LG PD 24C E 5. Practice using refusal skills.</p> <p>LG PD 24C F 3. Demonstrate refusal skills within the context of dangerous situations (e.g., drugs, alcohol, tobacco, inappropriate touches).</p> <p>LG PD 24C F 4. Discuss peer pressure in terms of needing to use refusal skills.</p> <p>SEL PD 1A D.4 Use "I-statements" to express various emotions.</p>

Level Three

<i>Botvin LifeSkills®</i> Training Units for Grades 5/6	Unit Goal	Unit Objectives	Illinois Learning Goal (LG) and Physical Development & Health Performance Descriptors (PD) SEL Learning Standards (LS) SEL Performance Descriptors (PD)
Unit 1: Self-Esteem	To help students feel better about themselves by looking with a broader perspective at what they have already achieved and at what is possible for them to achieve in the future.	Students will: <ol style="list-style-type: none"> 1. Identify short-term goals they hold for themselves. 2. Identify long-term goals they hold for themselves. 3. Discuss the relationship between risk behaviors and goal achievement. 	LG PD 20C D 1. List health-related goals based on fitness assessments. LG PD 20C D 2. Evaluate progress of health-related fitness goals. LG PD 20C E 1. Set a personal goal specific to a component of health-related fitness. LG PD 20C E 2. Monitor progress in reaching the goal.

			<p>LG PD 20C E 3. Write a planned list of activities used to accomplish a personal goal.</p> <p>LG PD 20C F 1. Select an additional health-related fitness goal and based on the level of fitness, write a list of activities to accomplish the goal.</p> <p>LG PD 20C F 2. Monitor progress in reaching the goal.</p> <p>LG PD 20C G 1. Set personal goals from health-related fitness scores.</p> <p>SEL LS 1C 2a. Describe the steps in setting and working toward goal achievement.</p> <p>SEL LS 1C 2b. Monitor progress on achieving a short-term personal goal.</p> <p>SEL PD 1B D 1. Identify something you would like to be able to do better.</p> <p>SEL PD 1B D 6. Measure your progress toward a personal goal.</p> <p>SEL PD 1C F 1. Set a goal that you could expect to achieve in a month or two to improve some aspect of your school performance.</p> <p>SEL PD 1C F 4. Make a plan with action steps and timeframes to achieve your goal.</p>
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			<p>SEL PD 1C F 5. Monitor progress on your goal.</p> <p>SEL PD 1C F 6. Evaluate your success and analyze what you might have done differently.</p>
Unit 2: Decision-Making	To teach students how to make decisions in tobacco-related situations.	<p>Students will:</p> <ol style="list-style-type: none"> 1. Review the Stop-Think-Go! Decision-making model. 2. Practice making decisions related to tobacco. 	<p>LG 24.B.2a Describe key elements of a decision-making process.</p> <p>LG PD 21B F 3. Identify responsible decision-making skills regarding use of time and rules application.</p> <p>LG PD 21B F 4. Identify the steps in a decision-making model (i.e. DECIDE model: define the problem, explore the options, consider consequences, identify value, develop action plan, evaluate outcomes).</p> <p>LG PD 22B F 3. Use a decision-making process to make a healthy choice in a peer pressure situation.</p> <p>LG PD 23C F 7. Describe the process of group decision-making.</p> <p>LG PD 24B E 2. Identify common causes of conflict among peers and parents.</p>

		<p>LG PD 24B E 3. Describe negotiating, mediation, and consensus building skills.</p> <p>LG PD 24B F 2. Use the decision-making process to assess and solve an individual health problem.</p> <p>SEL LS 3A 2b. Demonstrate knowledge of how social norms affect decision making and behavior.</p> <p>SEL PD 3A D 3. Evaluate others influenced your decisions (e.g. family, church, team, club membership).</p> <p>SEL PD 3A E 1. Describe how differing points of view affect your decision-making process.</p> <p>SEL PD 3A E 5. Evaluate conflicting points of view in making a decision.</p> <p>SEL PD 3B D 1. Generate alternative solutions to problems.</p> <p>SEL PD 3B D 2. Analyze the consequences of alternative solutions to selected scenarios.</p> <p>SEL PD 3B D 3. Develop criteria for evaluating the consequences of a decision for oneself and important others in one's life.</p> <p>SEL PD 3B D 4. Demonstrate the steps of a decision-making process.</p> <p>SEL PD 3B D 5. Apply a decision- making</p>
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			<p>model to solve an interpersonal problem.</p> <p>SEL PD 3B D 6. Apply a decision- making model to academic challenges.</p> <p>SEL PD 3B D 7. Demonstrate awareness that feelings influence one's decisions.</p> <p>SEL PD 3B E 5. Apply a decision- making model to deal with unwanted behavior.</p>
Unit 3: Smoking Information	To familiarize students with the many different kinds of tobacco products and teach them attitudes, norms and laws about smoking in this country are changing.	<p>Students will:</p> <ol style="list-style-type: none"> 1. Compare the different types of tobacco products. 2. Identify ways that smoking laws are changing. 3. Write new laws related to tobacco use. 	<p>LG PD 23B D 3. List the effects that caffeine and nicotine have on the body.</p> <p>LG PD 23B E 1. List the effects of alcohol, drugs, and tobacco on the body's systems.</p> <p>LG PD 23C E 1. Describe the effects of drug use (caffeine, nicotine, alcohol, and other drugs) on growth and development of the body.</p>
Unit 4: Advertising	To create an awareness in students of the many techniques and appeals that advertisers use to get consumers to purchase their products.	<p>Students will:</p> <ol style="list-style-type: none"> 1. Understand that we are all consumers. 2. Understand the purpose of advertising. 3. Be able to recognize the various advertising techniques used to persuade consumers. 	<p>LG 22.B.2a Describe how individuals and groups influence the health of individuals (e.g., peer pressure, media and advertising).</p> <p>LG PD 24A E 13. Describe and give examples of how media influences choices and behavior.</p>

		<ol style="list-style-type: none"> 4. Be able to define “target markets” and identify how advertisers use them to sell products. 5. Create an advertisement for a product utilizing a technique discussed. 	
Unit 5: Dealing with Stress	To teach students that because stress does not go away, one of the best ways to deal with it is to prevent it.	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify specific types of stressors experienced by different age groups throughout life. 2. Compare and contrast types of stressors common to all people. 3. Discuss stress-prevention techniques. 	<p>LG PD 22A F 4. List stressors.</p> <p>LG PD 22A F 5. Describe different types of stress.</p> <p>SEL PD 1A D 6. Practice deep breathing to calm yourself.</p> <p>SEL PD 1A F 1. Identify factors that cause stress both positive and negative.</p> <p>SEL PD 1A F 3. Recognize emotional reactions to stress.</p> <p>SEL PF 1A F 7. Practice strategies to reduce stress (e.g., talking to a friend or trusted adult, considering what led to these feelings, physical exercise).</p>

<p>Unit 6: Communication Skills</p>	<p>To teach students the importance of communication.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Define communication. 2. Differentiate between active and passive listening. 3. Practice active and passive listening techniques. 	<p>LG PD 24A F 6. Give examples of positive communication.</p> <p>LG PD 24A F 8. Appraise communication skills in relation to peer behavior.</p> <p>SEL PD 2A Label others' feelings based on verbal and non-verbal cues in different situations.</p> <p>SEL PD 2A F 1. Identify and practice reflective listening skills through discussion and role-play.</p> <p>SEL PD 2A F 7. Interpret non-verbal communication cues.</p> <p>SEL PD 2E 1. Describe the qualities of an effective communicator.</p> <p>SEL PD 3B E 4. Practice aligning non- verbal and verbal communication in refusing unwanted behavior.</p>
<p>Unit 7: Social Skills</p>	<p>To teach students ways to deal with conflict in a positive way.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify conflict styles and conflict outcomes. 2. Identify behaviors that will lead to different conflict outcomes. 	<p>LG 24.A.2a Identify causes and consequences of conflict among youth.</p> <p>LG PD 24E E 7. Apply positive communication skills to avoid conflict.</p> <p>SEL PD 2D D 2. Identify assertive, passive and aggressive conflict resolution behaviors.</p>

			<p>SEL PD 2D D 3. Describe conflicts you have experienced and how you dealt with them.</p> <p>SEL PD 2D D 4. Explain how resolving a conflict with a friend could strengthen the friendship.</p> <p>SEL PD 2D D 5. Generate alternative solutions for a conflict.</p> <p>SEL PD 2D 6. Demonstrate constructive conflict resolution strategies in the classroom.</p> <p>SEL PD 2D E 1. Identify the consequences of conflict resolution behavior.</p> <p>SEL PD 2D E 3. Explain how resolving a conflict could improve one's understanding of a situation.</p> <p>SEL PD 2D F 1. Recognize that conflict is a natural part of life.</p> <p>SEL PD 2D F 3. Suggest ways of addressing personal grievances to avoid conflict.</p> <p>SEL PD 2D F 4. Analyze different approaches to dealing with conflict (e.g., avoidance, compliance, negotiation).</p> <p>SEL PD 2D F 5. Analyze why you may have to use different strategies for dealing with different conflict situations.</p>
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			SEL PD 2D F 6. Use verbal and non- verbal strategies to resolve group conflict.
Unit 8: Assertiveness	To help students learn assertive skills that will enable them to stand up for themselves.	Students will: <ol style="list-style-type: none"> 1. Differentiate between passive, aggressive, and assertive responses. 2. Identify how assertive skills can help a person stand up for themselves. 	<p>LG 24.C.2a. Describe situations where refusal skills are necessary (e.g. cyberbullying, pressure to smoke, use alcohol, and other drugs; join gangs; physical abuse; and exploitation).</p> <p>LG PD 23C F 6. Define the phrase ‘peer pressure’.</p> <p>LG PD 23C F 8. List ways to counteract negative risk factors (delay factor, refusal skills).</p> <p>LG PD 24A E 11. Identify acceptable methods of asserting yourself in peer group situations.</p> <p>LG PD 24A E 12. Express acceptable methods of asserting yourself in peer group situations.</p> <p>LG PD 24C E 4. Identify characteristics of peer pressure.</p> <p>LG PD 24C E 5. Practice using refusal skills.</p> <p>LG PD 24C F 4. Discuss peer pressure in terms of needing to use refusal skills.</p>