



Connecting *Botvin LifeSkills® Training* to Illinois Educational Standards (Grades 6-8)

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

<i>Botvin LifeSkills® Training Units for Grades 6/7</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-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"> 1. Define self-image. 2. Discuss how self-image is formed. 3. Identify ways to increase self-image. 4. Identify something that makes them proud. 	LG 20.C.3a Set realistic short-term and long-term goals for a health-related fitness component. 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. LG PD 20C E 3. Write a planned list of activities used to accomplish a personal goal. LG PD 20C F 1. Select an additional health-related fitness goal and based on the level of fitness, write a

			<p>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>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>LG PD 23C E.9 List factors that contribute to positive self-esteem.</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 5. Monitor progress on your goal.</p> <p>SEL PD 1C G 4. Distinguish between a short and long-term goal.</p> <p>SEL PD 1C G 5. Apply goal-setting skills to develop academic success.</p> <p>SEL PD 1C G 6. Set a positive social interaction goal.</p>
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<p>Unit 2 Making Decisions</p>	<p>To introduce to students a more complex decision-making process and provide practice in independent decision-making.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Demonstrate how decisions are influenced by group pressure. 2. Discuss reasons why people are influenced by group members. 3. Identify everyday decisions. 4. Describe how important decisions are made. 5. Identify a process for making decisions. 	<p>LG 24.B.3a Apply a decision-making process to an individual health concern.</p> <p>LG PD 23C F 7. Describe the process of group decision-making.</p> <p>LG PD 24B E 2. Describe key components of a decision-making process.</p> <p>LG PD 24B E 3. Give examples where and when a decision-making process can be used.</p> <p>LG PD 24B F 2. Use the decision-making process to assess and solve an individual health problem.</p> <p>LG PD 24B G 2. Apply the decision-making model to solve a health problem.</p> <p>LG PD 24B F 2. Use the decision-making process to assess and solve an individual health problem.</p> <p>LG PD 24B G 2. Apply the decision-making model to solve a health problem.</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 E 5. Apply a decision-making model to deal with unwanted behavior.</p> <p>SEL PD 3B G 4. Analyze each step of a decision-making process used in responding to problem scenarios.</p>
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<p>Unit 3: Smoking: Myths and Realities</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"> 1. Identify that the majority of teenagers and adults are not cigarette smokers. 2. Discuss reasons young people have for smoking or not smoking. 3. Discuss realities of what cigarettes can and cannot do. 4. Discuss the immediate and long-term effects of cigarette of smoking. 5. Describe the process of becoming a smoker. 6. Identify that smoking is becoming less socially acceptable. 7. Discuss nonsmokers' rights. 	<p>LG 22C G 5. List chemicals found in cigarette.</p> <p>LG 23B E 1. List the effects of alcohol, drugs, and tobacco on the body's systems. smoke that pollutes the body and the environment.</p> <p>LG PD 23B G 6. Describe the short-term effects of tobacco use 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> <p>LG PD 23C G 6. Describe how peers influence one's life.</p>
<p>Unit 4: Smoking and Biofeedback</p>	<p>Students will explore the immediate effects of tobacco on the body.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Describe the effects of elevated heart rates on the body. 2. Identify situations that can change heart rates. 3. Discuss the purpose and procedure of the pulse meter. 4. Discuss the purpose and procedure of the tremor test. 	<p>LG PD 20B E 2. Identify target heart rate, maximum heart rate, resting heart rate.</p> <p>LG 23B E 1. List the effects of alcohol, drugs, and tobacco on the body's systems. smoke that pollutes the body and the environment.</p>

		<ol style="list-style-type: none"> 5. Discuss the reasons for the difference in pulse rates before and after smoking a cigarette. 6. Discuss the reasons for the difference in hand steadiness before and after smoking a cigarette. 	
<p>Unit 5: Alcohol: Myths and Realities</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"> 1. Recognize that alcohol is a drug which slows down the functioning of the brain and nervous system. 2. Recognize that although many people drink, most adults drink only occasionally and in moderation. 3. Discuss reasons why people do or do not drink. 4. Identify the realities of what alcohol can and cannot do. 	<p>LG PD 23B E 1. List the effects of alcohol, drugs, and tobacco on the body's systems. smoke that pollutes the body and the environment.</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>
<p>Unit 6: Marijuana: Myths and Realities</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"> 1. Describe what marijuana is. 2. Identify that the vast majority of teenagers and adults do not smoke marijuana. 	<p>LG PD 23B E 1. List the effects of alcohol, drugs, and tobacco on the body's systems. smoke that pollutes the body and the environment.</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>

		<ol style="list-style-type: none"> 3. Discuss the reasons some teenagers use marijuana. 4. Discuss the realities of what marijuana can and cannot do. 5. Discuss the immediate and long-term effects of marijuana on the body. 6. Discuss the legal status of marijuana. 	<p>LG PD 23C G 1. Describe situations and/or choices affecting the use, misuse, or abuse of substances that will affect physical, mental, emotional, and social growth and development.</p>
<p>Unit 7: Advertising</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"> 1. Discuss the purpose of advertising. 2. Identify common advertising techniques. 3. Identify and analyze cigarette and alcohol advertisements. 4. Discuss alternative ways of responding to cigarette and alcohol ads. 	<p>LG PD 24A E.13 Describe and give examples of how media influences choices and behavior.</p>
<p>Unit 8: Violence and the Media</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"> 1. Define media. 2. Identify that the media influence behavior. 3. Identify that violent behavior is not as common as many people think. 4. Identify that the media distort our ideas about violence. 	<p>LG PD 24A 9. Cite examples of how violence is portrayed by the media.</p>

		<ol style="list-style-type: none"> 5. Identify that the media create attractive images as models for violent behavior. 6. Identify the reasons for media violence. 7. Discuss violent imagery in video games and music. 8. Discuss the harmful effects of media violence. 9. Discuss ways to resist media influence. 	
<p>Unit 9: Coping with Anxiety</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"> 1. Define anxiety. 2. Identify physical symptoms of nervousness. 3. Discuss common situations which produce nervousness. 4. Discuss alternative ways of dealing with anxiety-inducing situations. 5. Demonstrate the techniques for coping with anxiety (relaxation exercise, mental rehearsal, deep breathing). 	<p>LG 23.C.3a 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 G 9. Identify and develop effective coping skills.</p> <p>SEL PD 1A F 1. Identify factors that cause stress both positive and negative.</p> <p>SEL PD 1A F 2. Identify physical reactions to stress (e.g., increased energy and alertness, increased heart rate and respiration, sweaty palms, red face, etc.).</p> <p>SEL PD 1A F 3. Recognize emotional reactions to stress.</p> <p>SEL PD 1A F 7. Practice strategies to reduce stress (e.g., talking to a friend or trusted adult,</p>

			<p>considering what led to these feelings, physical exercise).</p> <p>SEL PG 1A G 6. Practice self-calming techniques (deep breathing, self-talk, progressive relaxation, etc.) to manage stress.</p>
<p>Unit 10: Coping with Anger</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"> 1. Experience anger. 2. Define anger. 3. Identify physical symptoms of anger. 4. Discuss common situations that provoke anger. 5. Discuss reasons for keeping anger under control. 6. Discuss ways to control anger. 7. Practice techniques for controlling anger. 	<p>SEL 1A.3a. Analyze factors to create stress or motivate successful performance.</p> <p>SEL 1A.3b. Apply strategies to manage stress and to motivate successful performance.</p>
<p>Unit 11: Communication Skills</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"> 1. Define communication. 2. Discuss verbal and nonverbal communication. 3. Define misunderstanding. 4. Discuss how misunderstandings develop. 	<p>SEL PD 2A F 4. Ask open-ended questions to encourage others to express themselves.</p> <p>SEL PD 2A F 5. Use follow-up questions to clarify messages.</p> <p>SEL PD 2A F 6. Predict how one's own behavior might affect the feelings of others. Interpret non-verbal communication cues.</p> <p>SEL PD 2B F 2. Identify ways to overcome</p>

		<ol style="list-style-type: none"> 5. Discuss how misunderstandings can be avoided. 	<p>misunderstanding among various social and cultural groups.</p> <p>SEL PD 2C E 1. Describe the qualities of an effective communicator.</p>
<p>Unit 12: Social Skills (A)</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"> 1. Recognize that many people feel shy or uncomfortable in social situations. 2. Discuss how shyness can be overcome. 3. Practice making social contacts. 4. Practice giving and receiving compliments. 5. Practice initiating, sustaining, and ending conversations. 	<p>SEL PD 3B G 1. List qualities that contribute to friendships.</p>
<p>Unit 13: Social Skills (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"> 1. Discuss what qualities attract individuals to each other. 2. Discuss the significance of physical and nonphysical qualities that attract us to other people. 3. Apply general social skills to interactions with someone you like. 	<p>LG PD 23C E 12. Develop the ability to formulate new friendships.</p>

		<ol style="list-style-type: none"> 4. Identify new and different social activities. 5. Discuss ways to approach others with ideas of social activities. 6. Discuss ways of responding when invited to a social activity. 	
<p>Unit 14: Assertiveness</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"> 1. Identify common situations in which people often fail to be assertive. 2. Identify persuasive tactics. 3. Identify and practice verbal assertive skills. 4. Identify and practice nonverbal assertive skills. 5. Discuss alternative ways for dealing with situations in which teens are pressured to smoke, drink, or use marijuana. 	<p>LG 24.A.4b Formulate strategies to prevent conflict and resolve differences.</p> <p>LG 24C.3a Apply refusal and negotiation skills to potentially harmful situations.</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 G 4. Identify passive, aggressive, passive-aggressive, and assertive forms of communication.</p> <p>LG PD 24A 5. Demonstrate body language and actions that reflect passive, assertive, aggressive, and passive-aggressive forms of communication.</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> <p>LG PD 24C G 3. Apply refusal skills to potentially avoid harmful situations (e.g., substance use, gangs, peer pressure).</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>SEL PD 2C E.7 Demonstrate strategies for resisting negative peer pressure.</p> <p>SEL PD 2D E 2. Identify refusal skills for unsafe behaviors (e.g., drugs and alcohol, gang involvement, and sexual activity).</p> <p>SEL PD 2D E 4. Distinguish between positive and negative peer pressure.</p> <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 3B E 4. Practice aligning non- verbal and verbal communication in refusing unwanted behavior.</p> <p>SEL PD 3B G 7. Demonstrate refusal skills.</p>
<p>Unit 15: Resolving Conflicts</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"> 1. Identify negotiation as the preferred method of resolving conflicts. 2. Review techniques for controlling anger, assertiveness, communication skills, and 	<p>LG PD 21B H 6. Resolve interpersonal conflict during structured group physical activity.</p> <p>LG PD 24A F 2. Determine consequences of conflict among peers and parents.</p> <p>LG PD 24A F 3. Use negotiation, mediation, and conflict resolution skills.</p>

		<p>decision-making skills and apply them to conflict situations.</p> <ol style="list-style-type: none"> 3. Recognize that negotiation and problem-solving skills can resolve conflicts. 4. Demonstrate success in resolving conflicts. 	<p>LG PD 24A H 2. Demonstrate conflict mediation and conflict resolution skills.</p> <p>SEL PD 2D F 2. Identify the consequences of conflict resolution behavior.</p> <p>SEL PD 2D F 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> <p>SEL PD 2D F 7. Use verbal and non- verbal strategies to resolve group conflict.</p> <p>SEL PD 2D G 6. Practice negotiation skills in pairs, taking the perspective of both parties into account.</p>
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Level Two

Botvin LifeSkills® Training Units for Grades 7/8	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: Drug Abuse and Violence: Causes and Effects	Students will review the causes of drug abuse, as well as factors that can lead to it.	Students will: <ol style="list-style-type: none"> 1. Define drug abuse. 2. Identify the causes of drug use. 3. Identify the social factors promoting drug use. 4. Identify the social realities of drug use. 5. Describe the addictive process. 6. Recognize the best way of preventing drug abuse is to never start. 	LG 23.B.3a Explain the effects of health-related actions upon body systems (e.g., fad diets, orthodontics, avoiding smoking, alcohol use, and other drug use). LG PD 23B H 1. Analyze the effects of drug use, misuse, and abuse on health status.
Unit 2: Making Decisions	Students will review the 3 Cs model of decision-making and analyze challenging situations to practice.	Students will:	LG 20.C.3a Set realistic short-term and long-term goals for a health-related fitness component.

		<ol style="list-style-type: none"> 1. Review the suggested formula for making decisions. 2. Recognize that different people make different decisions in the same situation. 3. Analyze decisions or problems to be solved using the decision-making formula. 4. Identify common external influences on decision-making. 5. Practice making decisions using the suggested formula. 	<p>LG 24.B.3a Apply a decision-making process to an individual health concern.</p> <p>LG PD 21A H 4. Demonstrate the decision-making model.</p> <p>LG PD 21A G 3. Apply decision-making model strategies during a variety of structured group physical activities.</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 21B H 3. Apply decision-making model strategies during a variety of structured group physical activities.</p> <p>LG PD 23C F 7. Describe the process of group decision-making.</p> <p>SEL PD 3B G 3. Analyze how decision-making skills improve your study habits.</p> <p>SEL PD 3B G 4. Analyze each step of a decision-making process used in responding to problem scenarios.</p>
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<p>Unit 3: Media Influences</p>	<p>Students will review common advertising techniques and learn new techniques for resisting ads.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Review common advertising techniques. 2. Review methods used by advertisers to influence consumer choices. 3. Identify and analyze techniques commonly used to advertise cigarettes and alcoholic beverages. 4. Recognize automatic responses to advertisements. 5. Discuss alternative ways of responding to ads in order to resist ad pressures. 	<p>SEL PD 3A H 3. Analyze how media advertising influences consumer choices.</p> <p>SEL PD 3A G 3. Analyze how media advertising influences consumer choices.</p>
<p>Unit 4: Coping with Anxiety</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"> 1. Discuss common situations that produce nervousness. 2. Discuss the value of preparation as a method of reducing performance anxiety. 3. Practice anxiety-reduction techniques. 4. Recognize the value of positive thinking. 	<p>LG PD 22A F 4. List stressors.</p> <p>LG PD 22A F 5. Describe different types of stress.</p> <p>LG PD 22A H 8. Explain the possible consequences that prolonged exposure to stress may have on the body.</p> <p>LG PD 23C G 9. Identify and develop effective coping skills.</p> <p>LG PD 23C 9. Identify and develop effective coping skills.</p> <p>SEL PD 1A F 1. Identify factors that cause stress</p>

			<p>both positive and negative.</p> <p>SEL PD 1A F 2. Identify physical reactions to stress (e.g., increased energy and alertness, increased heart rate and respiration, sweaty palms, red face, etc.).</p> <p>SEL PD 1A F 3. Recognize emotional reactions to stress.</p> <p>SEL PD 1A G 6. Practice self-calming techniques (deep breathing, self-talk, progressive relaxation, etc.) to manage stress.</p>
Unit 5: Coping with Anger	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>Students will:</p> <ol style="list-style-type: none"> 1. Define anger. 2. Identify levels of anger. 3. Review the physical symptoms of anger. 4. Discuss common situations that produce anger. 5. Discuss reasons for keeping anger under control. 6. Review techniques for controlling anger. 7. Practice techniques for controlling anger. 	SEL PD 2D G 1. Identify factors that contribute to violence (e.g., inappropriate management of anger and the availability of instruments of violence).
Unit 6: Communication Skills	Students will focus on developing listening skills that demonstrate their ability to accurately hear the message being sent.	<p>Students will:</p> <ol style="list-style-type: none"> 1. Practice giving messages that are clear and specific. 	LG PD 24A F 6. Give examples of positive communication.

		<ol style="list-style-type: none"> 2. Understand the importance of consistency between verbal and nonverbal channels of communication. 3. Demonstrate poor vs good listening behavior. 4. Describe verbal and nonverbal cues that indicate when someone is actively listening. 5. Practice paraphrasing as a means of providing feedback and clearing up ambiguities. 	<p>LG PD 24A G 4. Identify passive, aggressive, passive-aggressive, and assertive forms of communication.</p> <p>LG PD 24A G 5. Demonstrate body language and actions that reflect passive, assertive, aggressive, and passive-aggressive forms of communication.</p> <p>SEL PD 2A F 1. Identify and practice reflective listening skills through discussion and role-play.</p> <p>SEL PD 2A F 5. Use follow-up questions to clarify messages.</p> <p>SEL PD 2A F 7. Interpret non-verbal communication cues.</p> <p>SEL PD 2C F 3. Practice reflective listening.</p>
Unit 7: Social Skills	Students will review a variety of techniques to help them overcome shyness and learn how to initiate social contacts.	<p>Students will:</p> <ol style="list-style-type: none"> 1. Recognize that many people feel shy. 2. Identify techniques for overcoming shyness. 3. Initiate, sustain, and end a conversation. 4. Use basic social skills. 	<p>SEL PD 2C.3a. Analyze ways to establish positive relationships with others.</p> <p>SEL PD 2C.3b Demonstrate cooperation and teamwork to promote group effectiveness.</p>
Unit 8: Assertiveness	Students will review and reinforce techniques that help them be more assertive.	<p>Students will:</p> <ol style="list-style-type: none"> 1. Define and discuss the differences between assertiveness, passivity, and aggressiveness. 2. Identify common situations in which 	<p>LG 24C.3a Apply refusal and negotiation skills to potentially harmful situations.</p> <p>LG PD 2C H 2. Differentiate among passive, assertive, and aggressive responses to peer pressure.</p> <p>SEL PD 3B G 7. Demonstrate refusal skills.</p>

		<p>people often fail to be assertive.</p> <ol style="list-style-type: none"> Identify and practice verbal skills. Identify and practice nonverbal skills. 	
<p>Unit 9: Resolving Conflicts</p>	<p>Students will review the techniques to resolve conflicts.</p>	<p>Students will:</p> <ol style="list-style-type: none"> Review five ways to resolve conflicts. Identify basic steps of conflict resolution. Apply anxiety-reducing and anger-controlling techniques to conflict resolution. Apply decision-making techniques to conflict resolution. Apply communication techniques to conflict resolution. Apply assertive techniques to conflict resolution. Practice resolving conflicts. 	<p>LG PD 24A F 2. Determine consequences of conflict among peers and parents.</p> <p>LG PD 24A F 3. Use negotiation, mediation, and conflict resolution skills.</p> <p>LG PD 24A H 2. Demonstrate conflict mediation and conflict resolution skills.</p> <p>SEL PD 2A G 6. Paraphrase the conflicting perspectives of parties to a conflict.</p> <p>SEL PD 2A H 1. Analyze why both parties in a conflict feel as they do.</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>

			<p>SEL PD 2D F 6. Evaluate ways to include everyone in group activities.</p> <p>SEL PD 2D F 7. Use verbal and non- verbal strategies to resolve group conflict.</p> <p>SEL PD 2D G 6. Practice negotiation skills in pairs, taking the perspective of both parties into account.</p>
<p>Unit 10: Resisting Peer Pressure</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"> 1. Identify and discuss persuasive tactics to convince people to use drugs. 2. Identify situations where students feel pressured to smoke, drink, and use drugs. 3. Identify and discuss “lines” people use to convince others to smoke, drink, or use drugs. 4. Identify and practice techniques for dealing with direct pressure to engage in smoking, drinking, and drug use. 5. Identify situations involving peer pressure to use drugs that warrant an assertive response. 	<p>LG PD 21B H 4. Identify positive and negative peer influences when participating in structured group physical activity.</p> <p>LG PD 22D F 3. Use a decision-making process to make a healthy choice in a peer pressure situation.</p> <p>LG PD F 8. List ways to counteract negative risk factors (delay factor, refusal skills).</p> <p>LG PD 23C H 7. Apply acceptable methods of asserting yourself in peer group situations.</p> <p>SEL PD 2D H 1. Evaluate the effectiveness of various strategies for dealing with negative peer pressure (e.g. ignoring it, changing the subject, calling attentions to negative consequences, suggesting alternatives).</p> <p>SEL PD 2D H 5. Explain the concept of a win-win resolution to conflict.</p>

Level Three

Botvin LifeSkills® Training Units for Grades 8/9	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: Drug Abuse: Causes and Effects	Students will understand in depth the risks and consequences of drug use.	Students will: <ol style="list-style-type: none"> 1. Identify the causes of drug use. 2. Identify the major social factors promoting drug use. 3. Identify risk factors for drug abuse and how people can lower their risk. 	<p>LG 23.B.3a Explain the effects of health- related actions upon body systems (e.g., fad diets, orthodontics, avoiding smoking, alcohol use, and other drug use).</p> <p>LG PD 23B H 1. Analyze the effects of drug use, misuse, and abuse on health status.</p> <p>LG PD 23C F 1. Explain why each individual is primarily responsible for his or her own decisions regarding the use, misuse, or abuse of substances.</p> <p>LG PD 23C 1. Describe situations and/or choices affecting the use, misuse, or abuse of substances that will affect physical, mental, emotional, and social growth and development.</p> <p>LD PD 23B H 1. Analyze the effects of drug use, misuse, and abuse on health status.</p>

			<p>SEL PD 3A H 2. Recognize the legal issues related to the use of alcohol, tobacco, and other drugs by adolescents.</p>
<p>Unit 2: Making Decisions</p>	<p>Students will continue to practice the 3 Cs of effective decision-making.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Review the 3 Cs method for making decisions. 2. Apply the decision-making method to a variety of situations through in-class practice. 	<p>LG 20.C.3a Set realistic short-term and long-term goals for a health-related fitness component.</p> <p>LG 24.B.3a Apply a decision-making process to an individual health concern.</p> <p>LG PD 21A G 1. Recognize situations where the decision-making process is needed when participating in physical activity.</p> <p>LS PG 21A H 4. Demonstrate the decision-making model.</p> <p>LG PD 21A I 1. Apply decision-making process when participating in physical activity.</p> <p>LG PD 21A I 3. Select and determine the appropriate decision-making strategy to use in selected situations when participating in physical activity.</p> <p>LG PD 21B H 2. Practice making decisions when participating in structured group physical activity.</p> <p>LG PD 21B H 3. Apply decision-making model strategies during a variety of structured group physical activities.</p> <p>LG PD 23C F 7. Describe the process of group decision-making.</p>

			<p>LG PD 24B G 2. Apply the decision-making model to solve a health problem.</p> <p>LG PD 24C I 5. Use decision-making skills to determine personal health goals (e.g., determining whether or not to smoke).</p> <p>SEL PD 3B G 3. Analyze how decision-making skills improve your study habits.</p> <p>SEL PD 3B G 4. Analyze each step of a decision-making process used in responding to problem scenarios.</p>
<p>Unit 3: Media Influences</p>	<p>Students will examine the power of media and how it can affect their behaviors.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify the sources of media influence. 2. Discuss the impact the media have on attitudes and behavior. 3. Formulate alternative responses to pro-drug media influences. 4. Use critical thinking skills to resist pro-drug media influences. 	<p>LG PD 22B H 2. Distinguish between reliable and unreliable health information and advertising.</p> <p>LG PD 22B I 2. Identify the steps to follow to become an informed and intelligent health consumer.</p> <p>LG PD 22B I 6. Discuss the role that the media have had and should have in the dissemination of health information and in the promotion of health-related products.</p> <p>LG PD 22D I 1. Identify ways in which health messages are communicated (e.g., TV commercials, ads).</p> <p>LG PD 22D I 5. Discuss advertising techniques used to communicate health messages and their effectiveness (e.g. using cartoon characters, TV stars, athletes).</p>

			<p>LG PD 24A I 10. Critique the media’s influence on Behavior and how they are communicated (e.g., TV commercials, ads).</p> <p>LG PD 22D I 5. Discuss advertising techniques used to communicate health messages and their effectiveness (e.g. using cartoon characters, TV stars, athletes).</p> <p>SEL PD 3A H 3. Analyze how media advertising influences consumer choices.</p> <p>SEL PD 3A I 4. Examine how the depiction of violent acts in the media and entertainment might impact individuals and groups.</p>
<p>Unit 4: Coping with Anxiety</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"> 1. Identify techniques for coping with anxiety. 2. Review and practice the anxiety-reduction skills of deep breathing and progressive muscle relaxation. 3. Review and practice cognitive self-control skills for dealing with anxiety. 	<p>LS PD 23C G 9. Identify and develop effective coping skills.</p> <p>LG PD 23B I 4. Describe the short-term and long-term effects of stress on the body.</p> <p>LG PD 23C G 9. Identify and develop effective coping skills.</p> <p>LG PD 23C H 2. Identify situations that cause stress.</p> <p>LG PD 23C H 3. Recognize stress management techniques.</p> <p>LG PD 23C I 2. Demonstrate stress management techniques.</p> <p>LG PD 23C I 3. Explain the long-term effects of stress on physical, mental, emotional, and social health.</p>

			<p>SEL PD 1A G 6. Practice self-calming techniques (deep breathing, self-talk, progressive relaxation, etc.) to manage stress.</p> <p>SEL PD 1A 1 4. Practice assertive communication to manage stress.</p> <p>SEL PD 1A I 6. Practice a stress management technique to handle anxiety related to a school task (e.g., public speaking or taking a test).</p>
Unit 5: Coping with Anger	Students will review anger-management techniques and practice learning to reframe a situation.	<p>Students will:</p> <ol style="list-style-type: none"> 1. Discuss the physical symptoms of anger. 2. Discuss common situations that produce anger. 3. Discuss reasons for keeping anger under control. 4. Review techniques for controlling anger. 5. Practice techniques for controlling anger. 	<p>SEL PD 2D G 1. Identify factors that contribute to violence (e.g., inappropriate management of anger and the availability of instruments of violence).</p>
Unit 6: Social Skills	Students will review social skills previously learned.	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify and use common greetings and brief exchanges. 2. Identify and use skills for starting, continuing, and ending conversations. 	<p>SEL PD 2C.3a. Analyze ways to establish positive relationships with others.</p> <p>SEL PD 2C.3b Demonstrate cooperation and teamwork to promote group effectiveness.</p>

		<ol style="list-style-type: none"> 3. Discuss situations which require deeper conversations. 4. Identify techniques for deep conversations. 	
<p>Unit 7: Assertiveness</p>	<p>Students will learn how to use assertiveness techniques in everyday situations.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify situations that warrant assertive responses. 2. Identify and use verbal assertive skills. 3. Identify and use nonverbal assertive skills. 	<p>LG 24C.3a Apply refusal and negotiation skills to potentially harmful situations.</p> <p>LG PD 23C F 8. List ways to counteract negative risk factors (delay factor, refusal skills).</p> <p>LG PD 24A G 4. Identify passive, aggressive, passive-aggressive, and assertive forms of communication.</p> <p>LG PD 24C G 3. Apply refusal skills to potentially avoid harmful situations (e.g., substance use, gangs, peer pressure).</p> <p>LG PD 24C H 3. Employ refusal skills and negotiation skills to avoid becoming involved in potentially harmful situations.</p> <p>SEL PD 2C H 2. Differentiate among passive, assertive, and aggressive responses to peer pressure.</p> <p>SEL PD 3B G 7. Demonstrate refusal skills.</p>
<p>Unit 8: Resolving Conflicts</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"> 1. Define conflict resolution. 2. Identify styles of resolving conflicts. 	<p>LG PD 21B G 6. Resolve conflicts that arise during structured group physical activity.</p> <p>LG PD 21B H.6 Resolve interpersonal conflict during structured group physical activity.</p>

		<ol style="list-style-type: none"> 3. Identify the basic steps of conflict resolution. 4. Practice suggesting compromises. 5. Practice resolving conflicts. 	<p>LG PD 23C H 10. Practice conflict resolution skills.</p> <p>LG PD 24A H 2. Demonstrate conflict mediation and conflict resolution skills.</p> <p>LG PD 24A I 2. Describe the effect of conflict and violence upon the health of the individual.</p> <p>SEL PD 2A G 6. Paraphrase the conflicting perspectives of parties to a conflict.</p> <p>SEL PD 2a H 1. Analyze why both parties in a conflict feel as they do.</p> <p>SEL PD 2C I 3. Analyze differences in resolving conflicts in different types of relationships.</p> <p>SEL PD 2D G 6. Practice negotiation skills in pairs, taking the perspective of both parties into account.</p> <p>SEL PD 2D H.1 Evaluate the effectiveness of various strategies for dealing with negative peer pressure (e.g. ignoring it, changing the subject, calling attention to negative consequences, suggesting alternatives).</p> <p>SEL PD 2D H 5. Explain the concept of a win-win resolution to conflict.</p> <p>SEL PD 2D I 5. Apply conflict resolution skills to de-escalate, defuse and/or resolve differences.</p>
<p>Unit 9: Resisting Peer Pressure</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"> 1. Identify situations involving peer pressure 	<p>LG PS 21B 4. Identify positive and negative peer influences when participating in structured group physical activity.</p>

		<p>to engage in substance use.</p> <p>Identify and practice techniques for dealing with peer pressure to smoke, drink, or use drugs.</p>	<p>LG PG 21B 3. Resolve interpersonal conflicts with others during structured group physical activity.</p> <p>LG PD 21B 4. Demonstrate appropriate techniques for resolving conflicts during structured group physical activity.</p> <p>LG PD 22B G.4. Discuss how peers affect health-related choices.</p> <p>LG PD 24A H 7. Apply acceptable methods of asserting yourself in peer group situations.</p> <p>LG PD 23C F 6. Define the phrase 'peer pressure'.</p> <p>SEL PD 2C H 2. Differentiate among passive, assertive, and aggressive responses to peer pressure.</p>
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