



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

Why align the LST Program with Indiana 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 **Indiana**.

Table of Contents

LEVEL ONE	4
Unit 1: Self-Image and Self-Improvement	4
Unit 2 Making Decisions	5
Unit 3: Smoking: Myths and Realities.....	6
Unit 4: Smoking and Biofeedback.....	7
Unit 5: Alcohol: Myths and Realities.....	8
Unit 6: Marijuana: Myths and Realities	8
Unit 7: Advertising	9
Unit 8: Violence and the Media	9
Unit 9: Coping with Anxiety	10
Unit 10: Coping with Anger.....	10
Unit 11: Communication Skills	11
Unit 12: Social Skills (A).....	11
Unit 13: Social Skills (B).....	12
Unit 14: Assertiveness.....	12
Unit 15: Resolving Conflicts	13
Level Two	15
Unit 1: Drug Abuse and Violence: Causes and Effects.....	15
Unit 2: Making Decisions	16

Unit 3: Media Influences.....	17
Unit 4: Coping with Anxiety	18
Unit 5: Coping with Anger.....	18
Unit 6: Communication Skills	19
Unit 7: Social Skills	19
Unit 8: Assertiveness.....	20
Unit 9: Resolving Conflicts	20
Unit 10: Resisting Peer Pressure.....	21
Level Three	23
Unit 1: Drug Abuse: Causes and Effects.....	23
Unit 2: Making Decisions	24
Unit 3: Media Influences.....	24
Unit 4: Coping with Anxiety	25
Unit 5: Coping with Anger.....	26
Unit 6: Social Skills	26
Unit 7: Assertiveness.....	27
Unit 8: Resolving Conflicts	27
Unit 9: Resisting Peer Pressure.....	28

LEVEL ONE

<i>Botvin LifeSkills® Training Units for Grades 6/7</i>	Unit Goal	Unit Objectives	Indiana Academic Standards: Health & Wellness (AS), Indiana Physical Education Standards (PES)
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. 	<p>AS 6-8.6.1 Explain the benefits of planning and setting health goals.</p> <p>AS 6-8.6.2 Develop a personal health goal and a plan to achieve it.</p> <p>AS 6-8.6.3 Identify possible barriers to achieving the personal health goal.</p> <p>AS 6-8.6.4 Implement the plan to achieve personal health goals and overcome possible barriers</p> <p>AS 6-8.6.5 Consider the impact of decisions on the personal health goal.</p>

			<p>AS 6-8.6.7 Assess, reflect on, and adjust the plan to reach and maintain the personal health goal.</p> <p>PES 6.3.10.A Uses a SMART (specific, measurable, attainable, realistic, and timely) goal to improve or maintain one area of health-related fitness based on a fitness assessment.</p> <p>PES 6.3.11.A Maintain and reflect on an activity log to create goals pertaining to a personal physical activity.</p>
<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>AS 6-8.2.1 Examine how the family influences personal health practices and behaviors.</p> <p>AS 6-8.2.2 Analyze how the school and community can affect personal health practices and behaviors.</p> <p>AS 6-8.2.3 Analyze how messages from the media influence healthy behaviors.</p> <p>AS 6-8.2.4 Describe how peers can influence healthy and unhealthy behaviors.</p> <p>AS 6-8.2.5 Describe the influence of culture on healthy beliefs, practices and behaviors.</p> <p>AS 6-8.2.6 Analyze the influence of technology on personal and family health.</p> <p>AS 6-8.2.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.</p>

			<p>AS 6-8.2.8 Explain the influence of personal values and beliefs on individual health practices.</p> <p>AS 6-8.2.9 Describe how some health risk behaviors can increase the likelihood of engaging in additional unhealthy behaviors.</p> <p>AS 6-8.5.1 Identify personal health decisions and differentiate between related internal and external influences.</p> <p>AS 6-8.5.3 Predict health risk of decisions to self and others.</p> <p>AS 6-8.5.4 Apply a decision-making process to real-life health related situations.</p> <p>AS 6-8.5.5 Describe how personal health decisions may affect subsequent decisions.</p> <p>AS 6-8.5.6 Assume responsibility for personal health decisions.</p>
<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. 	<p>AS 6-8.2.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>AS 6-8.2.8 Explain the influence of personal values and beliefs on individual health practices.</p> <p>AS 6-8.2.9 Describe how some health risk behaviors can increase the likelihood of engaging in additional unhealthy behaviors.</p>

		<ol style="list-style-type: none"> 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>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. 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>AS 6-8.1.1 Analyze the relationship between healthy behaviors and personal health.</p> <p>AS 6-8.1.8 Examine the severity of injury and/or illness if engaging in unhealthy behaviors.</p> <p>AS 6-8.5.1 Identify personal health decisions and differentiate between related internal and external influences.</p> <p>6-8.7.1 Conduct a personal assessment of health and safety knowledge and skills.</p>

<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>AS 6-8.2.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>AS 6-8.2.8 Explain the influence of personal values and beliefs on individual health practices.</p> <p>AS 6-8.2.9 Describe how some health risk behaviors can increase the likelihood of engaging in additional unhealthy behaviors.</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. 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>AS 6-8.2.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>AS 6-8.2.8 Explain the influence of personal values and beliefs on individual health practices.</p> <p>AS 6-8.2.9 Describe how some health risk behaviors can increase the likelihood of engaging in additional unhealthy behaviors.</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>AS 6-8.2.3 Analyze how messages from the media and social media influence health behaviors.</p> <p>AS 6-8.2.5 Describe the influence of culture on healthy beliefs, practices and behaviors.</p> <p>AS 6-8.2.6 Analyze the influence of technology on personal and family health.</p> <p>AS 6-8.2.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>AS 6-8.3.1 Investigate the validity of health information, products, and services.</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 influences behavior. 3. Identify that violent behavior is not as common as many people think. 4. Identify that the media distort our ideas about violence. 5. Identify that the media create attractive images as models for violent behavior. 6. Identify the reasons for media violence. 	<p>AS 6-8.2.3 Analyze how messages from the media and social media influence health behaviors.</p> <p>AS 6-8.2.5 Describe the influence of culture on healthy beliefs, practices and behaviors.</p> <p>AS 6-8.2.6 Analyze the influence of technology on personal and family health.</p> <p>AS 6-8.2.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.</p>

		<ol style="list-style-type: none"> 7. Discuss violent imagery in video games and music. 8. Discuss the harmful effects of media violence. 9. Discuss ways to resist media influence. 	
Unit 9: Coping with Anxiety	Help students learn to recognize symptoms of anxiety and then give them the tools to effectively cope with it.	<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>AS 6-8.1.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.</p> <p>AS 6-8.1.7 Describe the benefits of and barriers to practicing a variety of healthy behaviors.</p> <p>AS 6-8.4.3 Demonstrate healthy ways to express needs, wants, and feelings.</p> <p>AS 6-8.4.7 Implement healthy strategies to prevent and manage conflict.</p>
Unit 10: Coping with Anger	Students will learn about the physical effects of anger, and practice techniques for controlling this often-volatile emotion.	<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. 	<p>AS 6-8.1.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.</p> <p>AS 6-8.1.7 Describe the benefits of and barriers to practicing a variety of healthy behaviors.</p> <p>AS 6-8.4.3 Demonstrate healthy ways to express needs, wants, and feelings.</p>

		<ol style="list-style-type: none"> 5. Discuss reasons for keeping anger under control. 6. Discuss ways to control anger. 7. Practice techniques for controlling anger. 	<p>AS 6-8.4.7 Implement healthy strategies to prevent and manage conflict.</p> <p>AS 6-8.5.1 Identify personal health decisions and differentiate between related internal and external influences.</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. 5. Discuss how misunderstandings can be avoided. 	<p>AS 6-8.4.1 Apply effective verbal and non-verbal communication strategies.</p> <p>AS 6-8.4.2 Demonstrate active listening and response skills to enhance health.</p> <p>AS 6-8.4.8 Formulate strategies for overcoming health-related communication barriers.</p> <p>AS 6-8.4.9 Examine the impact of communication on relationships.</p> <p>PES 7.4.3.A Provides corrective feedback to a peer using a teacher-generated rubric, while using appropriate tone and other communication skills.</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. 	<p>AS 6-8.4.1 Apply effective verbal and non-verbal communication strategies.</p> <p>AS 6-8.4.2 Demonstrate active listening and response skills to enhance health.</p> <p>AS 6-8.4.9 Examine the impact of communication on relationships.</p>

		<ol style="list-style-type: none"> 4. Practice giving and receiving compliments. 5. Practice initiating, sustaining, and ending conversations. 	
Unit 13: Social Skills (B)	Students will learn and practice how to arrange social activities to increase their confidence.	<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. 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>AS 6-8.4.1 Apply effective verbal and non-verbal communication strategies.</p> <p>AS 6-8.4.2 Demonstrate active listening and response skills to enhance health.</p> <p>AS 6-8.4.8 Formulate strategies for overcoming health-related communication barriers.</p> <p>AS 6-8.4.9 Examine the impact of communication on relationships.</p>
Unit 14: Assertiveness	Students will learn different ways people exert pressure and identify and practice both verbal and nonverbal	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify common situations in which people often fail to be assertive. 	<p>AS 6-8.2.4 Describe how peers can influence healthy and unhealthy behaviors.</p> <p>AS 6-8.4.5 Demonstrate the ability to refuse or negotiate health risks in a healthy way.</p>

	techniques for saying “no”.	<ol style="list-style-type: none"> 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. 	
Unit 15: Resolving Conflicts	Students will learn how to use the skills from LST to resolve conflicts.	<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 decision-making skills and apply them to conflict situations. 3. Recognize that negotiation and problem-solving skills can resolve conflicts. 4. Demonstrate success in resolving conflicts. 	<p>AS 6–8.2.4 Describe how peers can influence healthy and unhealthy behaviors.</p> <p>AS 6-8.4.1 Apply effective verbal and non-verbal communication strategies.</p> <p>AS 6-8.4.2 Demonstrate active listening and response skills to enhance health.</p> <p>AS 6-8.4.8 Formulate strategies for overcoming health-related communication barriers.</p> <p>AS 6-8.4.9 Examine the impact of communication on relationships.</p> <p>AS 6-8.4.5 Demonstrate the ability to refuse or negotiate health risks in a healthy way.</p> <p>AS 6-8.4.7 Implement healthy strategies to prevent and manage conflict.</p>

			<p>AS 6-8.5.1 Identify personal health decisions and differentiate between related internal and external influences.</p> <p>AS 6-8.5.3 Predict health risk of decisions to self and others.</p> <p>AS 6-8.5.4 Apply a decision-making process to real-life health related situations.</p>
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Level Two

Botvin LifeSkills® Training Units for Grades 7/8	Unit Goal	Unit Objectives	Indiana Academic Standards: Health & Wellness (AS), Indiana Physical Education Standards (PES)
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. 	<p>AS 6-8.2.1 Examine how the family influences personal health practices and behaviors.</p> <p>AS 6-8.2.2 Analyze how the school and community can affect personal health practices and behaviors.</p> <p>AS 6-8.2.3 Analyze how messages from the media influence healthy behaviors.</p> <p>AS 6-8.2.4 Describe how peers can influence healthy and unhealthy behaviors.</p> <p>AS 6-8.2.5 Describe the influence of culture on health beliefs, practices and behaviors.</p> <p>AS 6-8.2.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>AS 6-8.2.8 Explain the influence of personal values and beliefs on individual health practices.</p>

			AS 6-8.2.9 Describe how some health risk behaviors can increase the likelihood of engaging in additional unhealthy behaviors.
Unit 2: Making Decisions	Students will review the 3 Cs model of decision-making and analyze challenging situations to practice.	Students will: <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>AS 6-8.2.1 Examine how the family influences personal health practices and behaviors.</p> <p>AS 6-8.2.2 Analyze how the school and community can affect personal health practices and behaviors.</p> <p>AS 6-8.2.3 Analyze how messages from the media influence healthy behaviors.</p> <p>AS 6-8.2.4 Describe how peers can influence healthy and unhealthy behaviors.</p> <p>AS 6-8.2.5 Describe the influence of culture on health beliefs, practices and behaviors.</p> <p>AS 6-8.2.6 Analyze the influence of technology on personal and family health.</p> <p>AS 6-8.2.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>AS 6-8.2.8 Describe how some health risk behaviors can increase the likelihood of engaging in additional unhealthy behaviors.</p> <p>AS 6-8.5.1 Identify personal health decisions and differentiate between related internal and external influences.</p> <p>AS 6-8.5.3 Personalize health risk of decisions to self and others.</p>

			<p>AS 6-8.5.4 Apply a decision-making process to a real-life health related situation.</p> <p>AS 6-8.5.5 Describe how personal health decisions may affect subsequent decisions.</p> <p>AS 6-8.5.6 Assume responsibility for personal health decisions.</p>
<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>AS 6-8.2.3 Analyze how messages from the media and social media influence health behaviors.</p> <p>AS 6-8.2.5 Describe the influence of culture on healthy beliefs, practices and behaviors.</p> <p>AS 6-8.2.6 Analyze the influence of technology on personal and family health.</p> <p>AS 6-8.2.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>AS 6-8.3.1 Investigate the validity of health information, products, and services.</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>AS 6-8.1.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.</p> <p>AS 6-8.1.7 Describe the benefits of and barriers to practicing a variety of healthy behaviors.</p> <p>AS 6-8.4.3 Demonstrate healthy ways to express needs, wants, and feelings.</p> <p>AS 6-8.4.7 Implement healthy strategies to prevent and manage conflict.</p>
<p>Unit 5: Coping with Anger</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"> 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. 	<p>AS 6-8.1.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.</p> <p>AS 6-8.1.7 Describe the benefits of and barriers to practicing a variety of healthy behaviors.</p> <p>AS 6-8.4.3 Demonstrate healthy ways to express needs, wants, and feelings.</p> <p>AS 6-8.4.7 Implement healthy strategies to prevent and manage conflict.</p> <p>AS 6-8.5.1 Identify personal health decisions and differentiate between related internal and external influences.</p>

<p>Unit 6: Communication Skills</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"> 1. Practice giving messages that are clear and specific. 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>AS 6-8.4.1 Apply effective verbal and non-verbal communication strategies.</p> <p>AS 6-8.4.2 Demonstrate active listening and response skills to enhance health.</p> <p>AS 6-8.4.8 Formulate strategies for overcoming health-related communication barriers.</p> <p>AS 6-8.4.9 Examine the impact of communication on relationships.</p> <p>AS 6-8.8.6 Use communication techniques to persuade the individual or group to support or act on the health or safety issue.</p> <p>AS 6-8.8.7 Identify an audience and adapt the health or safety message and communication technique to the characteristics of the individual or group.</p> <p>PES 7.4.3.A Provides corrective feedback to a peer using a teacher-generated rubric, while using appropriate tone and other communication skills.</p>
<p>Unit 7: Social Skills</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"> 1. Recognize that many people feel shy. 2. Identify techniques for overcoming shyness. 	<p>AS 6-8.4.1 Apply effective verbal and non-verbal communication strategies.</p> <p>AS 6-8.4.2 Demonstrate active listening and response skills to enhance health.</p>

		<ol style="list-style-type: none"> 3. Initiate, sustain, and end a conversation. 4. Use basic social skills. 	<p>AS 6-8.4.9 Examine the impact of communication on relationships.</p>
<p>Unit 8: Assertiveness</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"> 1. Define and discuss the differences between assertiveness, passivity, and aggressiveness. 2. Identify common situations in which people often fail to be assertive. 3. Identify and practice verbal skills. 4. Identify and practice nonverbal skills. 	<p>AS 6-8.4.1 Apply effective verbal and non-verbal communication strategies.</p> <p>AS 6-8.4.2 Demonstrate active listening and response skills to enhance health.</p> <p>AS 6-8.4.5 Demonstrate the ability to refuse or negotiate health risks in a healthy way.</p>
<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"> 1. Review five ways to resolve conflicts. 2. Identify basic steps of conflict resolution. 3. Apply anxiety-reducing and anger-controlling techniques to conflict resolution. 	<p>AS 6-8.2.4 Describe how peers can influence healthy and unhealthy behaviors.</p> <p>AS 6-8.4.1 Apply effective verbal and non-verbal communication strategies.</p> <p>AS 6-8.4.2 Demonstrate active listening and response skills to enhance health.</p> <p>AS 6-8.4.8 Formulate strategies for overcoming health-related communication barriers.</p>

		<ol style="list-style-type: none"> 4. Apply decision-making techniques to conflict resolution. 5. Apply communication techniques to conflict resolution. 6. Apply assertive techniques to conflict resolution. 7. Practice resolving conflicts. 	<p>AS 6-8.4.9 Examine the impact of communication on relationships.</p> <p>AS 6-8.4.5 Demonstrate the ability to refuse or negotiate health risks in a healthy way.</p> <p>AS 6-8.4.7 Implement healthy strategies to prevent and manage conflict.</p> <p>AS 6-8.5.1 Identify personal health decisions and differentiate between related internal and external influences.</p> <p>AS 6-8.5.3 Predict health risk of decisions to self and others.</p> <p>AS 6-8.5.4 Apply a decision-making process to real-life health related situations.</p> <p>PES 7.4.4.A Demonstrates cooperation by establishing rules and guidelines for resolving conflicts.</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 	<p>AS 6-8.2.4 Describe how peers can influence healthy and unhealthy behaviors.</p>

		<p>smoke, drink, or use drugs.</p> <ol style="list-style-type: none">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.	
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Level Three

Botvin LifeSkills® Training Units for Grades 8/9	Unit Goal	Unit Objectives	Indiana Academic Standards: Health & Wellness (AS), Indiana Physical Education Standards (PES)
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>AS 6-8.2.1 Examine how the family influences personal health practices and behaviors.</p> <p>AS 6-8.2.2 Analyze how the school and community can affect personal health practices and behaviors.</p> <p>AS 6-8.2.3 Analyze how messages from the media influence healthy behaviors.</p> <p>AS 6-8.2.4 Describe how peers can influence healthy and unhealthy behaviors.</p> <p>AS 6-8.2.5 Describe the influence of culture on health beliefs, practices and behaviors.</p> <p>AS 6-8.2.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>AS 6-8.2.8 Explain the influence of personal values and beliefs on individual health practices.</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>AS 6-8.2.1 Examine how the family influences personal health practices and behaviors.</p> <p>AS 6-8.2.2 Analyze how the school and community can affect personal health practices and behaviors.</p> <p>AS 6-8.2.3 Analyze how messages from the media influence healthy behaviors.</p> <p>AS 6-8.2.4 Describe how peers can influence healthy and unhealthy behaviors.</p> <p>AS 6-8.2.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>AS 6-8.5.1 Identify personal health decisions and differentiate between related internal and external influences.</p> <p>AS 6-8.5.3 Personalize health risk of decisions to self and others.</p> <p>AS 6-8.5.4 Apply a decision-making process to real-life health related situations.</p> <p>AS 6-8.5.5 Describe how personal health decisions may affect subsequent decisions.</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 	<p>AS 6-8.2.3 Analyze how messages from the media and social media influence health behaviors.</p> <p>AS 6-8.2.5 Describe the influence of culture on healthy beliefs, practices and behaviors.</p> <p>AS 6-8.2.6 Analyze the influence of technology on personal and family health.</p>

		<p>attitudes and behavior.</p> <ol style="list-style-type: none"> 3. Formulate alternative responses to pro-drug media influences. 4. Use critical thinking skills to resist pro-drug media influences. 	<p>AS 6-8.2.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>AS 6-8.3.1 Investigate the validity of health information, products, and services.</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>AS 6-8.1.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.</p> <p>AS 6-8.1.7 Describe the benefits of and barriers to practicing a variety of healthy behaviors.</p> <p>AS 6-8.4.3 Demonstrate healthy ways to express needs, wants, and feelings.</p> <p>AS 6-8.4.7 Implement healthy strategies to prevent and manage conflict.</p>

<p>Unit 5: Coping with Anger</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"> 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>AS 6-8.1.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.</p> <p>AS 6-8.1.7 Describe the benefits of and barriers to practicing a variety of healthy behaviors.</p> <p>AS 6-8.4.3 Demonstrate healthy ways to express needs, wants, and feelings.</p> <p>AS 6-8.4.7 Implement healthy strategies to prevent and manage conflict.</p> <p>AS 6-8.5.1 Identify personal health decisions and differentiate between related internal and external influences.</p>
<p>Unit 6: Social Skills</p>	<p>Students will review social skills previously learned.</p>	<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. 3. Discuss situations which require 	<p>AS 6-8.4.1 Apply effective verbal and non-verbal communication strategies.</p> <p>AS 6-8.4.2 Demonstrate active listening and response skills to enhance health.</p> <p>AS 6-8.4.9 Examine the impact of communication on relationships.</p>

		<p>deeper conversations.</p> <p>4. Identify techniques for deep conversations.</p>	
<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>AS 6-8.4.1 Apply effective verbal and non-verbal communication strategies.</p> <p>AS 6-8.4.5 Demonstrate the ability to refuse or negotiate health risks in a healthy way.</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. 3. Identify the basic steps of conflict resolution. 4. Practice suggesting compromises. 	<p>AS 6-8.2.4 Describe how peers can influence healthy and unhealthy behaviors.</p> <p>AS 6-8.4.1 Apply effective verbal and non-verbal communication strategies.</p> <p>AS 6-8.4.2 Demonstrate active listening and response skills to enhance health.</p> <p>AS 6-8.4.8 Formulate strategies for overcoming health-related communication barriers.</p>

		<p>5. Practice resolving conflicts.</p>	<p>AS 6-8.4.9 Examine the impact of communication on relationships.</p> <p>AS 6-8.4.5 Demonstrate the ability to refuse or negotiate health risks in a healthy way.</p> <p>AS 6-8.4.7 Implement healthy strategies to prevent and manage conflict.</p> <p>AS 6-8.5.1 Identify personal health decisions and differentiate between related internal and external influences.</p> <p>AS 6-8.5.3 Predict health risk of decisions to self and others.</p> <p>AS 6-8.5.4 Apply a decision-making process to a real-life health related situation.</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 to engage in substance use. 2. Identify and practice techniques for dealing with peer pressure to smoke, drink, or use drugs. 	<p>AS 6-8.2.4 Describe how peers can influence healthy and unhealthy behaviors.</p>