



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

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

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LEVEL ONE

<i>Botvin LifeSkills® Training Units for Grades 6/7</i>	Unit Goal	Unit Objectives	Kentucky Academic Standards for Health Education (KHS), Performance Indicators (PI), Physical Education Learning Standards (LSPE)
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>HES 6. Use goal-setting skills to enhance health.</p> <p>HES 6 PI: 6.6.1. Identify strategies and skills needed to attain personal health goals.</p> <p>HES 6 PI: 6.6.2. Recognize how personal health goals can vary with changing abilities, priorities and responsibilities.</p> <p>HES 6 PI: 6.6.3. Assess personal health practices and create a goal to maintain or improve personal health practices.</p> <p>LSPE 5: Demonstrate value of physical activity for health, enjoyment, challenge, self-expression and social interaction.</p> <p>LSPE 5 6.5.H1. Demonstrate that regular participation in physical activities supports the goals of fitness, reducing stress and a healthier lifestyle.</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>HES 2. Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p> <p>HES 2 PI: 6.2.1. Describe how culture influences personal health decisions and behaviors.</p> <p>HES 5. Use decision-making skills to enhance health.</p> <p>HES 5 PI: 6.5.1. Recognize healthy options when making a decision about health-related issues or problems.</p> <p>HES 5 PI: 6.5.2. Describe how to use a decision-making process to avoid harmful behaviors.</p> <p>HES PI: 6.5.3. Describe how a decision-making process is used to enhance or establish healthy behaviors and relationships.</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>HES 1. Students will comprehend content related to health promotion and disease prevention to enhance health.</p> <p>HES 1 PI: 6.1.1. Differentiate between proper use and abuse of prescription and over-the-counter medicines and distinguish between the benefits and consequences of using and not using alcohol and other drugs.</p> <p>HES 1 PI: 6.1.2. Explain the risks associated with using alcohol or other drugs and riding in a motor vehicle.</p> <p>HES 1 PI: 6.1.10. Describe short- and long-term physical effects of using tobacco.</p> <p>HES 1 PI: 6.1.11. Summarize the dangers of experimenting with tobacco products and the benefits of being tobacco-free.</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>HES 7. Practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>HES 7 PI: 6.7.1. Recognize positive health and wellness-related behaviors.</p> <p>HES 7 PI: 6.7.2. Summarize personal health practices and behaviors to improve the health and wellness of self and others.</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. 5. Discuss the reasons for the difference in pulse rates before and after smoking a cigarette. 	<p>HES 1. Students will comprehend content related to health promotion and disease prevention to enhance health.</p> <p>HES 1 PI: 6.1.10. Describe short- and long- term physical effects of using tobacco.</p> <p>HES 7. Practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>HES 7 PI: 6.7.1. Recognize positive health and wellness-related behaviors.</p> <p>HES 7 PI: 6.7.2. Summarize personal health practices and behaviors to improve the health and wellness of self and others.</p>

		6. Discuss the reasons for the difference in hand steadiness before and after smoking a cigarette.	
Unit 5: Alcohol: Myths and Realities	Students will understand what alcohol does to the body and explore why many people don't drink.	<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>HES 1. Students will comprehend content related to health promotion and disease prevention to enhance health.</p> <p>HES 1 PI: 6.1.1. Differentiate between proper use and abuse of prescription and over-the-counter medicines and distinguish between the benefits and consequences of using and not using alcohol and other drugs.</p> <p>HES 1 PI: 6.1.2. Explain the risks associated with using alcohol or other drugs and riding in a motor vehicle.</p> <p>HES 7. Practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>HES 7 PI: 6.7.1. Recognize positive health and wellness-related behaviors.</p> <p>HES 7 PI: 6.7.2. Summarize personal health practices and behaviors to improve the health and wellness of self and others.</p>
Unit 6: Marijuana: Myths and Realities	Students will learn about the immediate and long-term effects of marijuana on behavior and the body.	<p>Students will:</p> <ol style="list-style-type: none"> 1. Describe what marijuana is. 	<p>HES 1. Students will comprehend content related to health promotion and disease prevention to enhance health.</p> <p>HES 1 PI: 6.1.1. Differentiate between proper use and abuse of prescription and over-the-counter medicines and</p>

		<ol style="list-style-type: none"> 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>distinguish between the benefits and consequences of using and not using alcohol and other drugs.</p> <p>HES 1 PI: 6.1.2. Explain the risks associated with using alcohol or other drugs and riding in a motor vehicle.</p> <p>HES 7. Practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>HES 7 PI: 6.7.1. Recognize positive health and wellness-related behaviors.</p> <p>HES 7 PI: 6.7.2. Summarize personal health practices and behaviors to improve the health and wellness of self and others.</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>HES 2. Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p> <p>HES 2. PI: 6.2.2. Explore how sharing or posting personal information electronically on social media sites can negatively impact the health of self and others.</p> <p>HES 3. Access valid information, products and services to enhance health.</p> <p>HES 3 PI:6.3.2. Identify and determine the availability of valid and reliable personal health and wellness products.</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. 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>HES 2. Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p> <p>HES 7. Practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>HES 7 PI: 6.7.1. Recognize positive health and wellness-related behaviors.</p> <p>HES 7 PI: 6.7.2. Summarize personal health practices and behaviors to improve the health and wellness of self and others.</p>
<p>Unit 9: Coping with Anxiety</p>	<p>Help students learn to recognize symptoms of anxiety and then gives</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Define anxiety. 	<p>HES 1. Students will comprehend content related to health promotion and disease prevention to enhance health.</p>

	<p>them the tools to effectively cope with it.</p>	<ol style="list-style-type: none"> 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>HES 1 PI: 6.1.12. Identify a variety of non-violent ways to respond to stress when angry or upset and explain why it is important to understand the perspective of others in resolving conflict situations nonviolently.</p> <p>HES 7. Practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>HES 7 PI: 6.7.1. Recognize positive health and wellness-related behaviors.</p> <p>HES 7 PI: 6.7.2. Summarize personal health practices and behaviors to improve the health and wellness of self and others.</p> <p>LSPE 3. Demonstrate knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>LSPE 3 PI: 6.3.SM1. Recognize physical activity as a positive way of dealing with stress.</p> <p>LSPE 5: Demonstrate value of physical activity for health, enjoyment, challenge, self-expression and social interaction.</p> <p>LSPE 5 6.5.H1. Demonstrate that regular participation in physical activities supports the goals of fitness, reducing stress and a healthier lifestyle.</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. 	<p>HES 1. Students will comprehend content related to health promotion and disease prevention to enhance health.</p> <p>HES 1 PI: 6.1.12. Identify a variety of non-violent ways to respond to stress when angry or upset and explain why it is important to understand the perspective of others in resolving conflict situations nonviolently.</p>

		<ol style="list-style-type: none"> 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>HES 7. Practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>HES 7 PI: 6.7.1. Recognize positive health and wellness-related behaviors.</p> <p>HES 7 PI: 6.7.2. Summarize personal health practices and behaviors to improve the health and wellness of self and others.</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>HES 4. Use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>HES 4 PI: 6.4.1. Describe effective verbal and nonverbal communication skills to enhance health and promote healthy behaviors/relationships.</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 	<p>HES 4. Use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>HES 4 PI: 6.4.1. Describe effective verbal and nonverbal communication skills to enhance health and promote healthy behaviors/relationships.</p>

		<p>uncomfortable in social situations.</p> <ol style="list-style-type: none"> 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>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. 4. Identify new and different social activities. 5. Discuss ways to approach others with 	<p>HES 4. Use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>HES 4 PI: 6.4.1. Describe effective verbal and nonverbal communication skills to enhance health and promote healthy behaviors/relationships.</p> <p>HES 5 PI: 6.5.2. Describe how to use a decision-making process to avoid harmful behaviors.</p> <p>HES PI: 6.5.3. Describe how a decision-making process is used to enhance or establish healthy behaviors and relationships.</p>

		<p>ideas of social activities.</p> <p>6. Discuss ways of responding when invited to a social activity.</p>	
<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>HES 4. Use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>HES 4 PI: 6.4.3. Explain how refusal and negotiation skills are used to avoid or reduce health risks.</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>	<p>HES 4. Use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>HES 4 PI: 6.4.3. Explain how refusal and negotiation skills are used to avoid or reduce health risks.</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>HES 4 PI: 6.4.4. Explain effective conflict management and/or resolution strategies.</p> <p>LSPE 4: Demonstrate responsible personal and social behavior that exhibits respect for self and others.</p> <p>LSPE 4 PI: 6.4.RE2. Demonstrate cooperation skills by establishing rules and guidelines for resolving conflict.</p>
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Level Two

<i>Botvin LifeSkills® Training Units for Grades 7/8</i>	Unit Goal	Unit Objectives	Kentucky Academic Standards for Health Education (KHS), Performance Indicators (PI), Physical Education Learning Standards (LSPE)
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>HES 1. Students will comprehend content related to health promotion and disease prevention to enhance health.</p> <p>HES 1. PI: 7.1.1. Determine reasons why people choose to use or not to use alcohol and other drugs and describe situations that could lead to the use of alcohol and other drugs.</p> <p>HES 1. PI: 7.1.2. Describe the relationship between using alcohol and other drugs and injuries.</p> <p>HES 1 PI: 7.1.12. Describe the social, economic and cosmetic consequences of tobacco use.</p> <p>HES 2. Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p> <p>HES 2. PI: 7.2.1. Explain how personal values and beliefs can affect personal health and behaviors.</p> <p>HES 7. Practice health-enhancing behaviors and avoid or reduce health risks.</p>

			<p>HES 7 PI: 7.1.1. Explain the importance of being responsible for personal health and wellness-related behaviors.</p> <p>HES 7 PI: 7.1.2. Compare and contrast personal health practices and behaviors that improve the health and wellness of self and others.</p> <p>LSPE 5. Demonstrate value of physical activity for health, enjoyment, challenge, self-expression and social interaction.</p> <p>LSPE 5 PI: 7.5.H1. Compare how regular participation in physical activities supports the goals of a healthy lifestyle.</p>
<p>Unit 2: Making Decisions</p>	<p>Students will review the 3 Cs model of decision-making and analyze challenging situations to practice.</p>	<p>Students will:</p> <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. 	<p>HES 5. Use decision-making skills to enhance health.</p> <p>HES 5 PI: 7.5.1. Describe healthy options when making a decision about health-related issues or problems.</p> <p>HES 5 PI: 7.5.2. Practice using a decision-making process to avoid or refuse addictive or harmful substances and/or behaviors.</p> <p>HES 5 PI: 7.5.3. Demonstrate the use of a decision-making process to enhance or establish healthy behaviors and relationships.</p>

		5. Practice making decisions using the suggested formula.	
Unit 3: Media Influences	Students will review common advertising techniques and learn new techniques for resisting ads.	<p>Students will:</p> <ol style="list-style-type: none"> 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>HES 2. Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p> <p>HES 2 PI: 7.2.2. Research and demonstrate how sharing or posting personal information electronically can or has negatively impacted the mental/emotional health, social health and/or safety of self and others.</p> <p>HES 3. Access valid information, products and services to enhance health.</p> <p>HES 3. PI: 7.3.2. Analyze the availability of valid and reliable health information, services and products.</p>
Unit 4: Coping with Anxiety	Students will review and learn new techniques for managing anxiety with additional skill practice.	<p>Students will:</p> <ol style="list-style-type: none"> 1. Discuss common situations that produce nervousness. 	<p>HES 1. Students will comprehend content related to health promotion and disease prevention to enhance health.</p> <p>HES 1 PI: 7.1.7. Explain causes and effects of stress.</p>

		<ol style="list-style-type: none"> 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>HES 7. Practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>HES 7 PI: 7.1.1. Explain the importance of being responsible for personal health and wellness-related behaviors.</p> <p>HES 7 PI: 7.1.2. Compare and contrast personal health practices and behaviors that improve the health and wellness of self and others.</p> <p>LSPE 3: Demonstrate knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>LSPE 3. PI: 7.3.SM1. Analyze various physical activities that help with stress reduction.</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. 	<p>HES 7. Practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>HES 7 PI: 7.1.1. Explain the importance of being responsible for personal health and wellness-related behaviors.</p> <p>HES 7 PI: 7.1.2. Compare and contrast personal health practices and behaviors that improve the health and wellness of self and others.</p>

		7. Practice techniques for controlling anger.	
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. 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>HES 4. Use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>HES 4. PI: 7.4.1. Analyze effective verbal and nonverbal communication skills to enhance health and promote healthy behaviors and relationships.</p>
Unit 7: Social Skills	Students will review a variety of techniques to help them overcome	Students will:	<p>HES 5. Use decision-making skills to enhance health.</p> <p>HES 5 PI: 7.5.3. Demonstrate the use of a decision-making</p>

	shyness and learn how to initiate social contacts.	<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. 	process to enhance or establish healthy behaviors and relationships.
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 people often fail to be assertive. 3. Identify and practice verbal skills. 4. Identify and practice nonverbal skills. 	<p>HES 4. Use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>HES 4 PI: 7.4.3. Compare and contrast how refusal and negotiation skills are used to avoid or reduce health risks.</p> <p>HES 5. Use decision-making skills to enhance health.</p> <p>HES 5 PI: 7.5.3. Demonstrate the use of a decision-making process to enhance or establish healthy behaviors and relationships.</p>
Unit 9: Resolving Conflicts	Students will review the techniques to resolve conflicts.	<p>Students will:</p> <ol style="list-style-type: none"> 1. Review five ways to resolve conflicts. 2. Identify basic steps of conflict resolution. 	<p>HES 4. Use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>HES 4 PI: 7.4.3. Compare and contrast how refusal and negotiation skills are used to avoid or reduce health risks.</p> <p>HES 4 PI: 7.4.4. Determine how to use effective conflict management and/or resolution strategies.</p>

		<ol style="list-style-type: none"> 3. Apply anxiety-reducing and anger-controlling techniques to conflict resolution. 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>HES 5. Use decision-making skills to enhance health.</p> <p>HES 5 PI: 7.5.3. Demonstrate the use of a decision-making process to enhance or establish healthy behaviors and relationships.</p> <p>LSPE 4. Demonstrate responsible personal and social behavior that exhibits respect for self and others.</p> <p>LSPE 4 PI: 7.4.RE2. Demonstrate cooperation skills by establishing rules and guidelines for resolving conflict.</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>HES 4. Use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>HES 4 PI: 7.4.3. Compare and contrast how refusal and negotiation skills are used to avoid or reduce health risks.</p> <p>HES 4 PI: 7.4.4. Determine how to use effective conflict management and/or resolution strategies.</p> <p>HES 5. Use decision-making skills to enhance health.</p> <p>HES 5 PI: 7.5.3. Demonstrate the use of a decision-making process to enhance or establish healthy behaviors and relationships.</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

<i>Botvin LifeSkills® Training Units for Grades 8/9</i>	Unit Goal	Unit Objectives	Kentucky Academic Standards for Health Education (KHS), Performance Indicators (PI), Physical Education Learning Standards (LSPE)
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>HES 1. Students will comprehend content related to health promotion and disease prevention to enhance health.</p> <p>HES 1 PI: 8.1.1. Explain why using alcohol or other drugs is an unhealthy way to manage stress and describe the relationship between using alcohol and other drugs with other health risks.</p> <p>HES 1 PI: 8.1.11. Describe situations that could lead to the use of tobacco and explain reasons most individuals do not use tobacco products.</p> <p>HES 2. Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p> <p>HES 2 PI: 8.2.2. Evaluate prevention strategies that reduce health risk behaviors and explain the influence these strategies have on personal choices.</p> <p>HES 6. Use goal-setting skills to enhance health.</p>

			HES 6 PI: 8.6.1. Apply strategies and skills needed to attain personal health goals.
Unit 2: Making Decisions	Students will continue to practice the 3 Cs of effective decision-making.	Students will: <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>HES 5. Use decision-making skills to enhance health.</p> <p>HES 5 PI: 8.5.1. Predict when health-related situations require the application of a thoughtful decision-making process.</p> <p>HES 5 PI: 8.5.2. Analyze healthy options when making a decision about health-related issues or problems.</p> <p>HES 5 PI: 8.5.3. Apply a decision-making process to avoid or refuse healthy and/or unhealthy behaviors.</p>
Unit 3: Media Influences	Students will examine the power of media and how it can affect their behaviors.	Students will: <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 	<p>HES 2. Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p> <p>HES 2 PI: 8.2.1. Examine how school rules, public health policies and laws can influence personal health and behaviors.</p> <p>HES 2 PI: 8.2.2. Evaluate prevention strategies that reduce health risk behaviors and explain the influence these strategies have on personal choices.</p> <p>HES 3. Access valid information, products and services to enhance health.</p> <p>HES 3 PI: 8.3.2. Investigate and analyze valid and reliable health-related products and services.</p>

		resist pro-drug media influences.	
Unit 4: Coping with Anxiety	Students will review techniques to reduce anxiety and identify them as biofeedback or cognitive techniques.	<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>HES 2. Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p> <p>HES 2 PI: 8.2.2. Evaluate prevention strategies that reduce health risk behaviors and explain the influence these strategies have on personal choices.</p> <p>HES 6. Use goal-setting skills to enhance health.</p> <p>HES 6 PI: 8.6.1. Apply strategies and skills needed to attain personal health goals.</p> <p>HES 7. Practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>HES 7 PI: 8.7.1. Analyze and explain personal health practices and behaviors that reduce or prevent health risks.</p> <p>HES 7 PI: 8.7.2. Defend the importance of demonstrating healthy practices and behaviors to improve the health and wellness of self and others.</p> <p>LSPE 3. Demonstrate knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>LSPE 3 PI: 8.3.SM1. Explain how physical activity helps with stress reduction.</p>
Unit 5: Coping with Anger	Students will review anger-management techniques and practice	Students will:	<p>HES 2. Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p> <p>HES 2 PI: 8.2.2. Evaluate prevention strategies that reduce</p>

	learning to reframe a situation.	<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>health risk behaviors and explain the influence these strategies have on personal choices.</p> <p>HES 6. Use goal-setting skills to enhance health.</p> <p>HES 6 PI: 8.6.1. Apply strategies and skills needed to attain personal health goals.</p> <p>HES 7. Practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>HES 7 PI: 8.7.1. Analyze and explain personal health practices and behaviors that reduce or prevent health risks.</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. 3. Discuss situations which require deeper conversations. 	<p>HES 1. Students will comprehend content related to health promotion and disease prevention to enhance health.</p> <p>HES 1 PI: 8.1.1. Differentiate healthy and unhealthy relationships.</p> <p>HES 4. Use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>HES 4 PI: 8.4.1. Apply effective verbal and nonverbal communication skills to enhance health and promote healthy behaviors/relationships.</p>

		4. Identify techniques for deep conversations.	
Unit 7: Assertiveness	Students will learn how to use assertiveness techniques in everyday situations.	Students will: <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>HES 4. Use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>HES 4 PI: 8.4.1. Apply effective verbal and nonverbal communication skills to enhance health and promote healthy behaviors/relationships.</p> <p>HES 4 PI: 8.4.3. Demonstrate refusal and negotiation skills to avoid or reduce health risks.</p>
Unit 8: Resolving Conflicts	Students will review and reinforce the skills they have learned to resolve conflicts.	Students will: <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. 5. Practice resolving conflicts. 	<p>HES 4. Use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>HES 4 PI: 8.4.3. Demonstrate effective conflict management and/or resolution strategies.</p> <p>HES 4. PI: 8.4.4. Demonstrate effective conflict management and/or resolution strategies.</p> <p>HES 7. Practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>HES PI: 8.7.1. Analyze and explain personal health practices and behaviors that reduce or prevent health risks.</p>

			<p>LSPE 4. Demonstrate responsible personal and social behavior that exhibits respect for self and others.</p> <p>LSPE 4 PI: 8.4.RE2. Demonstrate cooperation skills by establishing rules and guidelines for resolving conflict.</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>HES 5. Use decision-making skills to enhance health.</p> <p>HES 5 PI: 7.5.3. Demonstrate the use of a decision-making process to enhance or establish healthy behaviors and relationships.</p> <p>HES 7. Practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>HES PI: 8.7.1. Analyze and explain personal health practices and behaviors that reduce or prevent health risks.</p>