



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

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

## Table of Contents

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

Unit 4: Coping with Anxiety .....	13
Unit 5: Coping with Anger .....	14
Unit 6: Communication Skills.....	14
Unit 7: Social Skills .....	15
Unit 8: Assertiveness .....	15
Unit 9: Resolving Conflicts .....	16
Unit 10: Resisting Peer Pressure .....	16
<b>Level Three</b> .....	<b>18</b>
Unit 1: Drug Abuse: Causes and Effects.....	18
Unit 2: Making Decisions .....	18
Unit 3: Media Influences .....	19
Unit 4: Coping with Anxiety .....	19
Unit 5: Coping with Anger .....	20
Unit 6: Social Skills .....	20
Unit 7: Assertiveness .....	21
Unit 8: Resolving Conflicts.....	21
Unit 9: Resisting Peer Pressure .....	21

## LEVEL ONE

<b>Botvin LifeSkills® Training Units for Grades 6/7</b>	<b>Unit Goal</b>	<b>Unit Objectives</b>	<b>Michigan Learning Standards</b>
Unit 1: Self-Image and Self-Improvement	To teach students about developing a strong and healthy self-image and its effect on how we act and feel.	Students will: <ol style="list-style-type: none"> <li>1. Define self-image.</li> <li>2. Discuss how self-image is formed.</li> <li>3. Identify ways to increase self-image.</li> <li>4. Identify something that makes them proud.</li> </ol>	<b>STRAND: Social and Emotional Health</b> Standard 1: Self-Awareness 1.1 Demonstrate the ability to manage emotions and behaviors to achieve health-promoting goals.
Unit 2 Making Decisions	To introduce to students a more complex decision-making process and provide practice in independent decision-making.	Students will: <ol style="list-style-type: none"> <li>1. Demonstrate how decisions are influenced by group pressure.</li> <li>2. Discuss reasons why people are influenced by group members.</li> </ol>	<b>STRAND: Social and Emotional Health</b> Standard 6: Decision Making 4.6 Describe the decision making and problem-solving steps. 4.7 Demonstrate the ability to make a decision or solve a problem using criteria to evaluate solutions.

		<ol style="list-style-type: none"> <li>3. Identify everyday decisions.</li> <li>4. Describe how important decisions are made.</li> <li>5. Identify a process for making decisions.</li> </ol>	
<p>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"> <li>1. Identify that the majority of teenagers and adults are not cigarette smokers.</li> <li>2. Discuss reasons young people have for smoking or not smoking.</li> <li>3. Discuss realities of what cigarettes can and cannot do.</li> <li>4. Discuss the immediate and long-term effects of cigarette of smoking.</li> <li>5. Describe the process of becoming a smoker.</li> <li>6. Identify that smoking is becoming less socially acceptable.</li> <li>7. Discuss nonsmokers' rights.</li> </ol>	<p><b>STRAND: Alcohol, Tobacco, and Other Drugs</b>  Standard 1: Core Concepts  2.3 Analyze data that supports that most young people in middle school do not use tobacco, alcohol, or other drugs.  2.4 Articulate the benefits of remaining alcohol, tobacco, and drug free.  Standard 4: Influences  2.10 Analyze family, peer, societal, and media influences on tobacco, alcohol, and other drug use.</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"> <li>1. Describe the effects of elevated heart rates on the body.</li> <li>2. Identify situations that can change heart rates.</li> </ol>	<p><b>STRAND: Alcohol, Tobacco, and Other Drugs</b>  Standard 1: Core Concepts  2.3 Analyze data that supports that most young people in middle school do not use tobacco, alcohol, or other drugs.</p>

		<ol style="list-style-type: none"> <li>3. Discuss the purpose and procedure of the pulse meter.</li> <li>4. Discuss the purpose and procedure of the tremor test.</li> <li>5. Discuss the reasons for the difference in pulse rates before and after smoking a cigarette.</li> <li>6. Discuss the reasons for the difference in hand steadiness before and after smoking a cigarette.</li> </ol>	
<p>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"> <li>1. Recognize that alcohol is a drug which slows down the functioning of the brain and nervous system.</li> <li>2. Recognize that although many people drink, most adults drink only occasionally and in moderation.</li> <li>3. Discuss reasons why people do or do not drink.</li> <li>4. Identify the realities of what alcohol can and cannot do.</li> </ol>	<p><b>STRAND: Alcohol, Tobacco, and Other Drugs</b></p> <p>Standard 1: Core Concepts</p> <p>2.1 Explain the short- and long-term effects of alcohol and marijuana use.</p> <p>2.3 Analyze data that supports that most young people in middle school do not use tobacco, alcohol, or other drugs.</p> <p>2.4 Articulate the benefits of remaining alcohol, tobacco, and drug free.</p> <p>2.5 Analyze how impaired judgment and other effects of alcohol or marijuana use impact personal safety, relationships with friends and families, school success, and attainment of present and future goals.</p> <p>Standard 4: Influences</p> <p>2.10 Analyze family, peer, societal, and media influences on tobacco, alcohol, and other drug use.</p> <p>Standard 4: Influences</p> <p>2.14 Analyze possible reasons why individuals choose to use, or not use, alcohol or marijuana.</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"> <li>1. Describe what marijuana is.</li> <li>2. Identify that the vast majority of teenagers and adults do not smoke marijuana.</li> <li>3. Discuss the reasons some teenagers use marijuana.</li> <li>4. Discuss the realities of what marijuana can and cannot do.</li> <li>5. Discuss the immediate and long-term effects of marijuana on the body.</li> <li>6. Discuss the legal status of marijuana.</li> </ol>	<p><b>STRAND: Alcohol, Tobacco, and Other Drugs</b> Standard 1: Core Concepts 2.1 Explain the short- and long-term effects of alcohol and marijuana use. 2.3 Analyze data that supports that most young people in middle school do not use tobacco, alcohol, or other drugs. 2.5 Analyze how impaired judgment and other effects of alcohol or marijuana use impact personal safety, relationships with friends and families, school success, and attainment of present and future goals. Standard 4: Influences 2.10 Analyze family, peer, societal, and media influences on tobacco, alcohol, and other drug use. 2.14 Analyze possible reasons why individuals choose to use, or not use, alcohol or marijuana.</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"> <li>1. Discuss the purpose of advertising.</li> <li>2. Identify common advertising techniques.</li> <li>3. Identify and analyze cigarette and alcohol advertisements.</li> <li>4. Discuss alternative ways of responding to cigarette and alcohol ads.</li> </ol>	<p><b>STRAND: Alcohol, Tobacco, and Other Drugs</b> Standard 4: Influences on Health Behaviors 4.1 Analyze the influence of family, peers, culture, media, and technology on health. Standard 2: Interpersonal Communication 2.1 Demonstrate effective interpersonal communication and other social skills which enhance health.</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"> <li>1. Define media.</li> </ol>	<p><b>STRAND: Alcohol, Tobacco, and Other Drugs</b> Standard 4: Influences on Health Behaviors</p>

		<ol style="list-style-type: none"> <li>2. Identify that the media influence behavior.</li> <li>3. Identify that violent behavior is not as common as many people think.</li> <li>4. Identify that the media distort our ideas about violence.</li> <li>5. Identify that the media create attractive images as models for violent behavior.</li> <li>6. Identify the reasons for media violence.</li> <li>7. Discuss violent imagery in video games and music.</li> <li>8. Discuss the harmful effects of media violence.</li> <li>9. Discuss ways to resist media influence.</li> </ol>	<p>4.1 Analyze the influence of family, peers, culture, media, and technology on health. Standard 2: Interpersonal Communication</p> <p><b>STRAND: Health Education Skills</b> Standard 2: Interpersonal Communication 2.1 Demonstrate effective interpersonal communication and other social skills which enhance health.</p>
<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"> <li>1. Define anxiety.</li> <li>2. Identify physical symptoms of nervousness.</li> <li>3. Discuss common situations which produce nervousness.</li> <li>4. Discuss alternative ways of dealing with anxiety-inducing situations.</li> <li>5. Demonstrate the techniques for coping with anxiety (relaxation</li> </ol>	<p><b>STRAND: Social and Emotional Health</b> Standard 1: Core Concepts 4.1 Describe some common causes of stress, and the health effects of stress. Standard 3: Health Behaviors 4.4 Demonstrate the ability to use practical strategies to manage strong feelings. Standard 5: Goal Setting 4.5 Use practical strategies to develop a personal plan for stress management.</p>

		exercise, mental rehearsal, deep breathing).	
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"> <li>1. Experience anger.</li> <li>2. Define anger.</li> <li>3. Identify physical symptoms of anger.</li> <li>4. Discuss common situations that provoke anger.</li> <li>5. Discuss reasons for keeping anger under control.</li> <li>6. Discuss ways to control anger.</li> <li>7. Practice techniques for controlling anger.</li> </ol>	<p><b>STRAND: Social and Emotional Health</b>  Standard 1: Core Concepts  4.13 Explain the difference between angry feelings and angry behavior</p>
Unit 11: Communication Skills	Students will learn how to use verbal and nonverbal communication skills to avoid misunderstandings.	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Define communication.</li> <li>2. Discuss verbal and nonverbal communication.</li> <li>3. Define misunderstanding.</li> <li>4. Discuss how misunderstandings develop.</li> <li>5. Discuss how misunderstandings can be avoided.</li> </ol>	<p><b>STRAND: Social and Emotional Health</b>  Standard 7: Social Skills  4.10 Demonstrate effective listening strategies.</p>
Unit 12: Social Skills (A)	Students will learn how to use communication skills to develop social skills.	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Recognize that many people feel shy or</li> </ol>	<p><b>STRAND: Social and Emotional Health</b>  Standard 1: Core Concepts</p>

		<p>uncomfortable in social situations.</p> <ol style="list-style-type: none"> <li>2. Discuss how shyness can be overcome.</li> <li>3. Practice making social contacts.</li> <li>4. Practice giving and receiving compliments.</li> <li>5. Practice initiating, sustaining, and ending conversations.</li> </ol>	<p>4.12 Analyze how friendships may involve positive and negative risks.</p> <p><b>STRAND: Social and Emotional Health</b>  Standard 2: Relationship Skills  2.1 Establish and maintain healthy relationships.</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"> <li>1. Discuss what qualities attract individuals to each other.</li> <li>2. Discuss the significance of physical and nonphysical qualities that attract us to other people.</li> <li>3. Apply general social skills to interactions with someone you like.</li> <li>4. Identify new and different social activities.</li> <li>5. Discuss ways to approach others with ideas of social activities.</li> <li>6. Discuss ways of responding when invited to a social activity.</li> </ol>	<p><b>STRAND: Social and Emotional Health</b>  Standard 2: Relationship Skills  2.1 Establish and maintain healthy relationships.</p> <p><b>STRAND: Health Education Skills</b>  Standard 2: Interpersonal Communication  2.1 Demonstrate effective interpersonal communication and other social skills which enhance health.</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"> <li>1. Identify common situations in which people often fail to be assertive.</li> <li>2. Identify persuasive tactics.</li> <li>3. Identify and practice verbal assertive skills.</li> <li>4. Identify and practice nonverbal assertive skills.</li> <li>5. Discuss alternative ways for dealing with situations in which teens are pressured to smoke, drink, or use marijuana.</li> </ol>	<p><b>STRAND: Social and Emotional Health</b> Standard 7: Social Skills 4.11 Demonstrate the ability to use assertive communication skills appropriately.</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"> <li>1. Identify negotiation as the preferred method of resolving conflicts.</li> <li>2. Review techniques for controlling anger, assertiveness, communication skills, and decision-making skills and apply them to conflict situations.</li> <li>3. Recognize that negotiation and problem-solving skills can resolve conflicts.</li> <li>4. Demonstrate success in resolving conflicts.</li> </ol>	<p><b>STRAND: Social and Emotional Health</b> Standard 7: Social Skills 4.8 Describe the characteristics of conflicts that can be resolved and the steps of effective conflict resolution. 4.9 Demonstrate the ability to use the steps of conflict resolution.</p>

## Level Two

<b>Botvin LifeSkills® Training Units for Grades 7/8</b>	<b>Unit Goal</b>	<b>Unit Objectives</b>	<b>Michigan Learning Standards</b>
<p>Unit 1: Drug Abuse and Violence: Causes and Effects</p>	<p>Students will review the causes of drug abuse, as well as factors that can lead to it.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Define drug abuse.</li> <li>2. Identify the causes of drug use.</li> <li>3. Identify the social factors promoting drug use.</li> <li>4. Identify the social realities of drug use.</li> <li>5. Describe the addictive process.</li> <li>6. Recognize the best way of preventing drug abuse is to never start.</li> </ol>	<p><b>STRAND: Alcohol, Tobacco, and Other Drugs</b>            Standard 1: Core Concepts            2.1 Analyze how alcohol, tobacco, and other drug use and exposure negatively impacts the user, as well as friends, family members, and community members.            Standard 3: Health Behaviors            2.3 Describe a variety of needs young people may have, explain healthy ways to meet these needs without using alcohol, tobacco, or other drugs, and make a personal commitment to remain drug free.</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"> <li>1. Review the suggested formula for making decisions.</li> <li>2. Recognize that different people make different</li> </ol>	<p><b>STRAND: Alcohol, Tobacco, and Other Drugs</b>            Standard 6: Decision Making            2.6 Apply problem-solving skills to hypothetical situations to protect oneself and others from alcohol, tobacco, and other drug use.</p>

		<p>decisions in the same situation.</p> <ol style="list-style-type: none"> <li>Analyze decisions or problems to be solved using the decision-making formula.</li> <li>Identify common external influences on decision-making.</li> <li>Practice making decisions using the suggested formula.</li> </ol>	<p><b>STRAND: Social and Emotional Health</b>  Standard 4: Influences  4.8 Explain internal and external factors that help to determine how one acts toward others.  4.9 Demonstrate using the problem-solving steps to solve a problem.  Standard 6: Decision Making  4.15 Apply character traits during the process of making a decision.</p>
Unit 3: Media Influences	Students will review common advertising techniques and learn new techniques for resisting ads.	<p>Students will:</p> <ol style="list-style-type: none"> <li>Review common advertising techniques.</li> <li>Review methods used by advertisers to influence consumer choices.</li> <li>Identify and analyze techniques commonly used to advertise cigarettes and alcoholic beverages.</li> <li>Recognize automatic responses to advertisements.</li> <li>Discuss alternative ways of responding to ads in order to resist ad pressures.</li> </ol>	<p><b>STRAND: Alcohol, Tobacco, and Other Drugs</b>  Standard 4: Influences  2.5 Evaluate environmental and social factors, especially advertising strategies, which may influence young people to use alcohol, tobacco, or other drugs.</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"> <li>Discuss common situations that produce nervousness.</li> <li>Discuss the value of preparation as a method of</li> </ol>	<p><b>STRAND: Social and Emotional Health</b>  Standard 3: Health Behaviors  4.6 Describe the signs and symptoms of stress.  4.7 Demonstrate the ability to use stress management techniques.</p>

		<p>reducing performance anxiety.</p> <ol style="list-style-type: none"> <li>3. Practice anxiety-reduction techniques.</li> <li>4. Recognize the value of positive thinking.</li> </ol>	
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"> <li>1. Define anger.</li> <li>2. Identify levels of anger.</li> <li>3. Review the physical symptoms of anger.</li> <li>4. Discuss common situations that produce anger.</li> <li>5. Discuss reasons for keeping anger under control.</li> <li>6. Review techniques for controlling anger.</li> <li>7. Practice techniques for controlling anger.</li> </ol>	<p><b>STRAND: Social and Emotional Health</b>  Standard 1: Core Concepts  4.13 Explain the difference between angry feelings and angry behavior</p>
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"> <li>1. Practice giving messages that are clear and specific.</li> <li>2. Understand the importance of consistency between verbal and nonverbal channels of communication.</li> <li>3. Demonstrate poor vs good listening behavior.</li> <li>4. Describe verbal and nonverbal cues that indicate when someone is actively listening.</li> </ol>	<p><b>STRAND: Health Educations Skills</b>  Standard 2: Interpersonal Communication  2.1 Demonstrate effective interpersonal communication and other social skills which enhance health.</p> <p><b>STRAND: Social and Emotional Health</b>  Standard 2: Relationship Skills  2.1 Establish and maintain healthy relationships.</p>

		5. Practice paraphrasing as a means of providing feedback and clearing up ambiguities.	
Unit 7: Social Skills	Students will review a variety of techniques to help them overcome shyness and learn how to initiate social contacts.	Students will: <ol style="list-style-type: none"> <li>1. Recognize that many people feel shy.</li> <li>2. Identify techniques for overcoming shyness.</li> <li>3. Initiate, sustain, and end a conversation.</li> <li>4. Use basic social skills.</li> </ol>	<p><b>STRAND: Social and Emotional Health</b> Standard 2: Relationship Skills 2.1 Establish and maintain healthy relationships.</p> <p><b>STRAND: Health Educations Skills</b> Standard 2: Interpersonal Communication 2.1 Demonstrate effective interpersonal communication and other social skills which enhance health.</p>
Unit 8: Assertiveness	Students will review and reinforce techniques that help them be more assertive.	Students will: <ol style="list-style-type: none"> <li>1. Define and discuss the differences between assertiveness, passivity, and aggressiveness.</li> <li>2. Identify common situations in which people often fail to be assertive.</li> <li>3. Identify and practice verbal skills.</li> <li>4. Identify and practice nonverbal skills.</li> </ol>	<p><b>STRAND: Alcohol, Tobacco and Other Drugs</b> Standard 7: Social Skills 2.7 Demonstrate effective refusal skills to counter pressure to use alcohol, tobacco, or other drugs. Standard 3: Health Behaviors 2.9 Demonstrate skills to avoid hazards due to another’s use of alcohol, tobacco, or other drugs, including avoiding secondhand smoke and riding in a car with someone who has been using alcohol or other drugs.</p> <p><b>STRAND: Social and Emotional Health</b> Standard 1: Core Concepts 4.1 Distinguish between passive, aggressive, and assertive communication. Standard 7: Social Skills 4.11 Demonstrate the ability to use assertive communication skills.</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"> <li>1. Review five ways to resolve conflicts.</li> <li>2. Identify basic steps of conflict resolution.</li> <li>3. Apply anxiety-reducing and anger-controlling techniques to conflict resolution.</li> <li>4. Apply decision-making techniques to conflict resolution.</li> <li>5. Apply communication techniques to conflict resolution.</li> <li>6. Apply assertive techniques to conflict resolution.</li> <li>7. Practice resolving conflicts.</li> </ol>	<p><b>STRAND: Alcohol, Tobacco, and Other Drugs</b> Standard 7: Social Skills 2.11 Compose persuasive advice for peers on how to stay alcohol, tobacco, and drug free.</p> <p><b>STRAND: Safety</b> Standard 7: Social Skills 3.12 Apply conflict resolution skills to real or hypothetical situations involving peers.</p> <p><b>STRAND: Social and Emotional Health</b> Standard 7: Social Skills 4.12 Apply conflict resolution skills to real or hypothetical situations involving peers.</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"> <li>1. Identify and discuss persuasive tactics to convince people to use drugs.</li> <li>2. Identify situations where students feel pressured to smoke, drink, and use drugs.</li> <li>3. Identify and discuss “lines” people use to convince others to smoke, drink, or use drugs.</li> <li>4. Identify and practice techniques for dealing with direct pressure to engage in</li> </ol>	<p><b>STRAND: Alcohol, Tobacco, and Other Drugs</b> Standard 1: Core Concepts 1.1 Apply health promotion and disease prevention concepts and principles to personal, family, and community health issues.</p> <p><b>STRAND: Health Educations Skills</b> Standard 2: Interpersonal Communication 2.1 Demonstrate effective interpersonal communication and other social skills which enhance health.</p>

		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

<b>Botvin LifeSkills® Training Units for Grades 8/9</b>	<b>Unit Goal</b>	<b>Unit Objectives</b>	<b>Michigan Learning Standards</b>
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"> <li>1. Identify the causes of drug use.</li> <li>2. Identify the major social factors promoting drug use.</li> <li>3. Identify risk factors for drug abuse and how people can lower their risk.</li> </ol>	<b>STRAND: Alcohol, Tobacco, and Other Drugs</b> Standard 1: Core Concepts 2.1 Analyze how alcohol, tobacco, and other drug use and exposure negatively impacts the user, as well as friends, family members, and community members. Standard 3: Health Behaviors 2.3 Describe a variety of needs young people may have, explain healthy ways to meet these needs without using alcohol, tobacco, or other drugs, and make a personal commitment to remain drug free. 2.4 Recognize risky situations that may lead to trouble, so that one can protect oneself and others from alcohol, tobacco, and other drug use.
Unit 2: Making Decisions	Students will continue to practice the 3 Cs of effective decision-making.	Students will: <ol style="list-style-type: none"> <li>1. Review the 3 Cs method for making decisions.</li> <li>2. Apply the decision-making method to a variety of situations</li> </ol>	<b>STRAND: Alcohol, Tobacco, and Other Drugs</b> Standard 6: Decision Making 2.6 Apply problem-solving skills to hypothetical situations to protect oneself and others from alcohol, tobacco, and other drug use.

		through in-class practice.	<p><b>STRAND: Social and Emotional Health</b></p> <p>Standard 4: Influences</p> <p>4.8 Explain internal and external factors that help to determine how one acts toward others.</p> <p>4.9 Demonstrate using the problem-solving steps to solve a problem.</p> <p>Standard 6: Decision Making</p> <p>4.15 Apply character traits during the process of making a decision.</p>
Unit 3: Media Influences	Students will examine the power of media and how it can affect their behaviors.	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Identify the sources of media influence.</li> <li>2. Discuss the impact the media have on attitudes and behavior.</li> <li>3. Formulate alternative responses to pro-drug media influences.</li> <li>4. Use critical thinking skills to resist pro-drug media influences.</li> </ol>	<p><b>STRAND: Alcohol, Tobacco, and Other Drugs</b></p> <p>Standard 4: Influences</p> <p>2.5 Evaluate environmental and social factors, especially advertising strategies, which may influence young people to use alcohol, tobacco, or other drugs.</p>
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"> <li>1. Identify techniques for coping with anxiety.</li> <li>2. Review and practice the anxiety-reduction skills of deep breathing and progressive muscle relaxation.</li> </ol>	<p><b>STRAND: Social and Emotional Health</b></p> <p>Standard 3: Health Behaviors</p> <p>4.6 Describe the signs and symptoms of stress.</p> <p>4.7 Demonstrate the ability to use stress management techniques.</p>

		<ol style="list-style-type: none"> <li>Review and practice cognitive self-control skills for dealing with anxiety.</li> </ol>	
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"> <li>Discuss the physical symptoms of anger.</li> <li>Discuss common situations that produce anger.</li> <li>Discuss reasons for keeping anger under control.</li> <li>Review techniques for controlling anger.</li> <li>Practice techniques for controlling anger.</li> </ol>	<p><b>STRAND: Social and Emotional Health</b>  Standard 1: Core Concepts  4.13 Explain the difference between angry feelings and angry behavior</p>
Unit 6: Social Skills	Students will review social skills previously learned.	<p>Students will:</p> <ol style="list-style-type: none"> <li>Identify and use common greetings and brief exchanges.</li> <li>Identify and use skills for starting, continuing, and ending conversations.</li> <li>Discuss situations which require deeper conversations.</li> <li>Identify techniques for deep conversations.</li> </ol>	<p><b>STRAND: Social and Emotional Health</b>  Standard 2: Relationship Skills  2.1 Establish and maintain healthy relationships.</p> <p><b>STRAND: Health Educations Skills</b>  Standard 2: Interpersonal Communication  2.1 Demonstrate effective interpersonal communication and other social skills which enhance health.</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"> <li>1. Identify situations that warrant assertive responses.</li> <li>2. Identify and use verbal assertive skills.</li> <li>3. Identify and use nonverbal assertive skills.</li> </ol>	<p><b>STRAND: Alcohol, Tobacco, and Other Drugs</b> Standard 7: Social Skills 2.7 Demonstrate effective refusal skills to counter pressure to use alcohol, tobacco, or other drugs.</p> <p><b>STRAND: Safety</b> Standard 7: Social Skills 3.12 Apply conflict resolution skills to real or hypothetical situations involving peers. STRAND 4: Social and Emotional Health Standard 1: Core Concepts 4.1 Distinguish between passive, aggressive, and assertive communication.</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"> <li>1. Define conflict resolution.</li> <li>2. Identify styles of resolving conflicts.</li> <li>3. Identify the basic steps of conflict resolution.</li> <li>4. Practice suggesting compromises.</li> <li>5. Practice resolving conflicts.</li> </ol>	<p><b>STRAND: Alcohol, Tobacco, and Other Drugs</b> Standard 7: Social Skills 2.11 Compose persuasive advice for peers on how to stay alcohol, tobacco, and drug free.</p> <p><b>STRAND: Safety</b> Standard 7: Social Skills 3.12 Apply conflict resolution skills to real or hypothetical situations involving peers.</p> <p><b>STRAND: Social and Emotional Health</b> Standard 7: Social Skills 4.12 Apply conflict resolution skills to real or hypothetical situations involving peers.</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"> <li>1. Identify situations involving peer pressure</li> </ol>	<p><b>STRAND: Alcohol, Tobacco, and Other Drugs</b> Standard 7: Social Skills</p>

		<p>to engage in substance use.</p> <p>2. Identify and practice techniques for dealing with peer pressure to smoke, drink, or use drugs.</p>	<p>2.10 Demonstrate ways to support people who are abstaining from and/or trying to quit using alcohol, tobacco, or other drugs.</p> <p>2.11 Compose persuasive advice for peers on how to stay alcohol, tobacco, and drug free.</p>
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