



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

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

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LEVEL ONE

<i>Botvin LifeSkills® Training Units for Grades 6/7</i>	Unit Goal	Unit Objectives	Minnesota Health and Physical Education Learning Standards
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>6.2.1.07 Describe the qualities or traits that distinguish individuals from one another.</p> <p>6.2.2.03 Explain how personal values and beliefs influence mental and emotional health practices and behaviors.</p> <p>6.2.2.04 Explain how friends, family, media, society, and culture can influence self-concept and body image.</p> <p>6.2.2.09 Analyze how peers influence mental and emotional health practices and behaviors.</p> <p>6.2.6.01 Set a realistic goal to improve or maintain positive mental and emotional health.</p> <p>6.2.6.02 Assess the barriers to achieving a goal to improve or maintain positive mental and emotional health.</p>

			<p>6.2.6.03 Apply strategies to overcome barriers to achieving a goal to improve or maintain positive mental and emotional health.</p> <p>6.2.7.01 Explain the importance of being responsible for personal mental and emotional health behaviors.</p> <p>6.3.6.03 Set a realistic goal to improve a personal health and wellness- related practice.</p> <p>6.3.6.04 Assess the barriers to achieving a personal health and wellness- related goal.</p> <p>6.3.6.05 Apply strategies to overcome barriers to achieving a personal health and wellness-related goal.</p> <p>6.3.7.01 Use strategies and skills to achieve a personal health and wellness- related goal.</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. 	<p>6.2.3.01 Analyze the validity of mental and emotional health information and products.</p> <p>6.2.5.01 Identify circumstances that help or hinder making a healthy decision related to mental and emotional health.</p> <p>6.2.5.02 Determine when situations require a decision related to mental and emotional health.</p> <p>6.2.5.03 Distinguish when decisions about a mental or emotional health problem could be made individually or with the help of others.</p>

		<p>4. Describe how important decisions are made.</p> <p>5. Identify a process for making decisions.</p>	<p>6.2.5.04 Explain how family, culture, technology, media, peers, and personal beliefs affect a mental or emotional health-related decision.</p> <p>6.2.5.05 Distinguish between healthy and unhealthy alternatives of a mental and emotional health-related decision.</p> <p>6.2.5.06 Predict the potential outcomes of healthy and unhealthy alternatives of a mental and emotional health related decision.</p> <p>6.2.5.07 Describe a healthy alternative when making a decision related to mental and emotional health.</p> <p>6.2.5.08 Analyze the effectiveness of a final outcome of a mental and emotional health-related decision.</p> <p>6.3.5.01 Identify circumstances that help or hinder making a healthy decision related to personal health and wellness.</p> <p>6.3.5.02 Determine when personal health and wellness situations require a decision.</p> <p>6.3.5.03 Distinguish when decisions about personal health and wellness should be made individually or with the help of others.</p> <p>6.3.5.04 Explain how family, culture, technology, media, peers, and personal beliefs affect a personal health and wellness-related decision.</p>
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<p>Unit 3: Smoking: Myths and Realities</p>	<p>Students will be able to dispel myths surrounding tobacco use using statistics and help students understand the rights of nonsmokers.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify that the majority of teenagers and adults are not cigarette smokers. 2. Discuss reasons young people have for smoking or not smoking. 3. Discuss realities of what cigarettes can and cannot do. 4. Discuss the immediate and long-term effects of cigarette of smoking. 5. Describe the process of becoming a smoker. 	<p>6.3.2.01 Explain how school rules, public health policies, social expectations, personal values, perceptions of norms, peers, family, and culture influence healthy and unhealthy personal health and wellness- related practices and behaviors.</p> <p>6.3.5.05 Distinguish between healthy and unhealthy alternatives of a personal health and wellness-related decision.</p> <p>6.5.1.06 Summarize the benefits of being tobacco, nicotine and substance- free and positive alternatives to using alcohol and other substances.</p> <p>6.5.1.08 Explain the risks associated with using alcohol, intravenous substance use or other substances.</p> <p>6.5.1.09 Describe short- and long-terms health effects of using tobacco, e- cigarettes, or vaping products.</p>

		<ol style="list-style-type: none"> 6. Identify that smoking is becoming less socially acceptable. 7. Discuss nonsmokers' rights. 	<p>6.5.1.10 Describe situations that could lead to the use of tobacco/nicotine</p> <p>6.5.1.11 Summarize the effects of secondhand smoke and aerosol from e-cigarettes or vaping products.</p> <p>6.5.1.12 Summarize how the tobacco industry has targeted youth and marginalized populations.</p> <p>6.5.2.02 Explain how perceptions of norms influence healthy and unhealthy alcohol, other substance use and tobacco-related practices and behaviors practices and behaviors.</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. 6. Discuss the reasons for the difference in hand 	<p>6.5.1.08 Explain the risks associated with using alcohol, intravenous substance use or other substances.</p> <p>6.5.8.01 State a health-enhancing position about being substance-free, supported with accurate information, to improve the health of self and others.</p>

		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>6.2.2.05 Describe how some health risk behaviors influence the likelihood of engaging in other unhealthy mental and emotional health behaviors.</p> <p>6.3.2.01 Explain how school rules, public health policies, social expectations, personal values, perceptions of norms, peers, family, and culture influence healthy and unhealthy personal health and wellness-related practices and behaviors.</p> <p>6.3.5.05 Distinguish between healthy and unhealthy alternatives of a personal health and wellness-related decision.</p> <p>6.5.1.03 Summarize the physical and mental effects of using alcohol, cannabis, and illicit substances</p> <p>6.5.1.06 Summarize the benefits of being tobacco, nicotine and substance-free and positive alternatives to using alcohol and other substances.</p> <p>6.5.1.08 Explain the risks associated with using alcohol, intravenous substance use or other substances.</p> <p>6.5.2.02 Explain how perceptions of norms influence healthy and unhealthy alcohol, other substance use and tobacco-related practices and behaviors practices and behaviors.</p>

			<p>6.5.8.01 State a health-enhancing position about being substance-free, supported with accurate information, to improve the health of self and others.</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>6.2.2.05 Describe how some health risk behaviors influence the likelihood of engaging in other unhealthy mental and emotional health behaviors.</p> <p>6.3.2.01 Explain how school rules, public health policies, social expectations, personal values, perceptions of norms, peers, family, and culture influence healthy and unhealthy personal health and wellness-related practices and behaviors.</p> <p>6.3.5.05 Distinguish between healthy and unhealthy alternatives of a personal health and wellness-related decision.</p> <p>6.5.1.03 Summarize the physical and mental effects of using alcohol, cannabis, and illicit substances</p> <p>6.5.1.06 Summarize the benefits of being tobacco, nicotine and substance-free and positive alternatives to using alcohol and other substances.</p> <p>6.5.1.08 Explain the risks associated with using alcohol, intravenous substance use or other substances.</p> <p>6.5.2.02 Explain how perceptions of norms influence healthy and unhealthy alcohol, other substance use and tobacco-related practices and behaviors practices and 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>6.1.3.01 Identify false or misleading claims on food and product packaging and promotions.</p> <p>6.3.3.01 Analyze the validity of personal health and wellness products and information (e.g., differentiate between scientifically or medically accurate content and advertising, including sponsored content).</p> <p>6.5.2.08 Analyze how media and technology influence alcohol and other substance use practices and behaviors.</p> <p>6.5.3.01 Analyze the validity of information for alcohol and other substance use prevention.</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. 	<p>6.6.1.04 Analyze the risks of using violence as an impulsive behavior or response to stress or conflict.</p> <p>6.6.1.16 Explain how technology and social media can be used in violent or harmful ways toward others.</p> <p>6.6.1.17 Describe ways to manage interpersonal conflict nonviolently.</p> <p>6.6.1.18 Describe ways to communicate effectively to manage conflict nonviolently.</p>

		<ol style="list-style-type: none"> 6. Identify the reasons for media violence. 7. Discuss violent imagery in video games and music. 8. Discuss the harmful effects of media violence. 9. Discuss ways to resist media influence. 	
<p>Unit 9: Coping with Anxiety</p>	<p>Help students learn to recognize symptoms of anxiety and then gives them the tools to effectively cope with it.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Define anxiety. 2. Identify physical symptoms of nervousness. 3. Discuss common situations which produce nervousness. 4. Discuss alternative ways of dealing with anxiety-inducing situations. 5. Demonstrate the techniques for coping with anxiety (relaxation exercise, mental rehearsal, deep breathing). 	<p>6.2.1.01 Identify situations that can trigger different thoughts, feelings, and emotions.</p> <p>6.2.1.02 Explain healthy ways to express and manage needs, wants, emotions and feelings.</p> <p>6.2.1.03 Identify personal stressors at home, in school and with friends.</p> <p>6.2.1.04 Identify healthy ways to manage challenging situations and emotions.</p> <p>6.2.2.07 Analyze how school and community influence mental and emotional health practices and behaviors.</p> <p>6.2.3.01 Analyze the validity of mental and emotional health information and products.</p> <p>6.2.7.02 Analyze personal mental and emotional health practices and behaviors that reduce or prevent health risks.</p>

			<p>6.2.7.03 Demonstrate healthy mental and emotional health practices and behaviors to improve the health of oneself and others.</p> <p>6.6.1.02 Describe ways to identify and label emotions.</p> <p>6.6.1.05 Identify a variety of nonviolent ways to respond to stress when angry or upset.</p>
<p>Unit 10: Coping with Anger</p>	<p>Students will learn about the physical effects of anger, and practice techniques for controlling this often-volatile emotion.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Experience anger. 2. Define anger. 3. Identify physical symptoms of anger. 4. Discuss common situations that provoke anger. 5. Discuss reasons for keeping anger under control. 6. Discuss ways to control anger. 7. Practice techniques for controlling anger. 	<p>6.2.1.01 Identify situations that can trigger different thoughts, feelings, and emotions.</p> <p>6.2.1.02 Explain healthy ways to express and manage needs, wants, emotions and feelings.</p> <p>6.2.1.03 Identify personal stressors at home, in school and with friends.</p> <p>6.2.1.04 Identify healthy ways to manage challenging situations and emotions.</p> <p>6.2.2.07 Analyze how school and community influence mental and emotional health practices and behaviors.</p> <p>6.2.3.01 Analyze the validity of mental and emotional health information and products.</p> <p>6.2.7.02 Analyze personal mental and emotional health practices and behaviors that reduce or prevent health risks.</p> <p>6.2.7.03 Demonstrate healthy mental and emotional health practices and behaviors to improve the health of oneself and others.</p>

			<p>6.6.1.02 Describe ways to identify and label emotions.</p> <p>6.6.1.05 Identify a variety of nonviolent ways to respond to stress when angry or upset.</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>6.2.4.01 Demonstrate the effective use of verbal and nonverbal communication skills to enhance mental and emotional health.</p> <p>6.2.4.07 Demonstrate using strategies to effectively communicate feelings and emotions.</p> <p>6.3.4.01 Demonstrate the use of effective verbal and nonverbal communication skills to enhance personal health and wellness.</p>
<p>Unit 12: Social Skills (A)</p>	<p>Students will learn how to use communication skills to develop social skills.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Recognize that many people feel shy or uncomfortable in social situations. 2. Discuss how shyness can be overcome. 3. Practice making social contacts. 4. Practice giving and receiving compliments. 	<p>6.2.1.07 Describe the qualities or traits that distinguish individuals from one another.</p> <p>6.3.4.01 Demonstrate the use of effective verbal and nonverbal communication skills to enhance personal health and wellness.</p>

		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>6.2.1.07 Describe the qualities or traits that distinguish individuals from one another.</p> <p>6.3.4.01 Demonstrate the use of effective verbal and nonverbal communication skills to enhance personal health and wellness.</p> <p>6.6.1.10 Compare healthy and unhealthy relationship patterns.</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>6.2.1.06 Describe healthy strategies for managing interpersonal conflicts.</p> <p>6.2.2.07 Analyze how school and community influence mental and emotional health practices and behaviors.</p> <p>6.2.4.02 Demonstrate effective peer resistance skills to avoid or reduce mental and emotional health risks.</p> <p>6.3.4.01 Demonstrate the use of effective verbal and nonverbal communication skills to enhance personal health and wellness.</p>
<p>Unit 15: Resolving Conflicts</p>	<p>Students will learn how to use the skills from LST to resolve conflicts.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify negotiation as the preferred method of resolving conflicts. 2. Review techniques for controlling anger, assertiveness, communication skills, and decision-making skills and apply them to conflict situations. 	<p>6.2.1.06 Describe healthy strategies for managing interpersonal conflicts.</p> <p>6.2.2.07 Analyze how school and community influence mental and emotional health practices and behaviors.</p> <p>6.2.4.03 Demonstrate effective negotiation skills to avoid or reduce mental and emotional health risks.</p> <p>6.2.4.04 Demonstrate healthy ways to manage or resolve interpersonal conflict.</p>

		<p>3. Recognize that negotiation and problem-solving skills can resolve conflicts.</p> <p>4. Demonstrate success in resolving conflicts.</p>	<p>6.2.7.02 Analyze personal mental and emotional health practices and behaviors that reduce or prevent health risks.</p> <p>6.2.7.03 Demonstrate healthy mental and emotional health practices and behaviors to improve the health of oneself and others.</p> <p>6.3.4.01 Demonstrate the use of effective verbal and nonverbal communication skills to enhance personal health and wellness.</p> <p>6.3.4.02 Demonstrate effective refusal skills in peer-to-peer situations to avoid or reduce participating in behaviors that can negatively affect personal health and wellness.</p> <p>6.3.4.03 Demonstrate effective negotiation skills to avoid or reduce participating in behaviors that can negatively affect personal health and wellness.</p> <p>6.6.1.17 Describe ways to manage interpersonal conflict nonviolently.</p> <p>6.6.1.18 Describe ways to communicate effectively to manage conflict.</p>
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Level Two

Botvin LifeSkills® Training Units for Grades 7/8	Unit Goal	Unit Objectives	Minnesota Health and Physical Education Learning Standards
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>6.2.2.05 Describe how some health risk behaviors influence the likelihood of engaging in other unhealthy mental and emotional health behaviors.</p> <p>6.2.2.06 Analyze how family and culture influence mental and emotional health practices and behaviors.</p> <p>6.2.2.07 Analyze how school and community influence mental and emotional health practices and behaviors.</p> <p>6.2.2.08 Analyze how media and technology influence mental and emotional health practices and behaviors.</p> <p>6.2.2.09 Analyze how peers influence mental and emotional health practices and behaviors.</p> <p>6.3.7.02 Explain the importance of being responsible for personal health and wellness-related behaviors.</p> <p>6.5.1.06 Summarize the benefits of being tobacco, nicotine and substance-free and positive alternatives to using alcohol and other substances.</p>

			<p>6.6.1.03 Explain how impulsive behaviors can lead to violence.</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. 5. Practice making decisions using the suggested formula. 	<p>6.1.5.01 Explain how family, culture, technology, media, peers and personal beliefs affect a decision related to food and nutrition.</p> <p>6.1.5.02 Predict the potential outcomes of healthy and unhealthy alternatives of a decision related to food and nutrition.</p> <p>6.2.5.01 Identify circumstances that help or hinder making a healthy decision related to mental and emotional health.</p> <p>6.2.5.02 Determine when situations require a decision related to mental and emotional health.</p> <p>6.2.5.03 Distinguish when decisions about a mental or emotional health problem could be made individually or with the help of others.</p> <p>6.2.5.04 Explain how family, culture, technology, media, peers, and personal beliefs affect a mental or emotional health-related decision.</p> <p>6.2.5.05 Distinguish between healthy and unhealthy alternatives of a mental and emotional health-related decision.</p> <p>6.2.5.06 Predict the potential outcomes of healthy and unhealthy alternatives of a mental and emotional health related decision.</p>

			<p>6.2.5.07 Describe a healthy alternative when making a decision related to mental and emotional health.</p> <p>6.2.5.08 Analyze the effectiveness of a final outcome of a mental and emotional health-related decision.</p> <p>7.4.3.1 Problem-solve with a small group of classmates during small group initiatives or game play.</p> <p>7.5.2.1 Generate positive statements such as offering suggestions or assistance, leading or following others, and providing possible solutions when faced with a group challenge.</p> <p>8.4.3.1 Cooperate and problem-solve with classmates in large-group initiatives or game play.</p> <p>8.5.2.1 Develop a plan of action and make appropriate decisions based on that plan when faced with an individual or group challenge.</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. 	<p>6.1.2.01 Analyze how media, advertisements, and technology influence food choices and other eating practices and behaviors.</p> <p>6.1.3.01 Identify false or misleading claims on food and product packaging and promotions.</p> <p>6.3.3.01 Analyze the validity of personal health and wellness products and information (e.g., differentiate between scientifically or medically accurate content and advertising, including sponsored content).</p> <p>6.5.2.08 Analyze how media and technology influence alcohol and other substance use practices and behaviors.</p>

		<ol style="list-style-type: none"> 4. Recognize automatic responses to advertisements. 5. Discuss alternative ways of responding to ads in order to resist ad pressures. 	<p>6.5.3.01 Analyze the validity of information for alcohol and other substance use prevention.</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>6.2.1.01 Identify situations that can trigger different thoughts, feelings, and emotions.</p> <p>6.2.1.02 Explain healthy ways to express and manage needs, wants, emotions and feelings.</p> <p>6.2.1.03 Identify personal stressors at home, in school and with friends.</p> <p>6.2.1.04 Identify healthy ways to manage challenging situations and emotions.</p> <p>6.2.2.01 Explain how school rules, community norms, and public health policies or laws influence mental and emotional health practices and behaviors.</p> <p>6.2.2.02 Explain how perceptions of norms and social expectations influence healthy and unhealthy mental, and emotional health practices and behaviors.</p> <p>6.2.2.03 Explain how personal values and beliefs influence mental and emotional health practices and behaviors.</p> <p>6.2.2.04 Explain how friends, family, media, society, and culture can influence self-concept and body image.</p>

			<p>6.2.7.02 Analyze personal mental and emotional health practices and behaviors that reduce or prevent health risks.</p> <p>6.2.7.03 Demonstrate healthy mental and emotional health practices and behaviors to improve the health of oneself and others.</p> <p>6.6.1.02 Describe ways to identify and label emotions.</p> <p>6.6.1.05 Identify a variety of nonviolent ways to respond to stress when angry or upset.</p> <p>7.3.6.1 Identify several strategies for dealing with stress. For example: deep breathing, guided visualization, aerobic exercise.</p> <p>8.3.6.1 Demonstrate several strategies for dealing with stress.</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>6.2.1.01 Identify situations that can trigger different thoughts, feelings, and emotions.</p> <p>6.2.1.02 Explain healthy ways to express and manage needs, wants, emotions and feelings.</p> <p>6.2.1.03 Identify personal stressors at home, in school and with friends.</p> <p>6.2.1.04 Identify healthy ways to manage challenging situations and emotions.</p> <p>6.2.1.09 Identify ways to prevent and address bullying, harassment, bias, prejudice and discrimination.</p>

		<p>7. Practice techniques for controlling anger.</p>	<p>6.2.7.02 Analyze personal mental and emotional health practices and behaviors that reduce or prevent health risks.</p> <p>6.2.7.03 Demonstrate healthy mental and emotional health practices and behaviors to improve the health of oneself and others.</p> <p>6.6.1.02 Describe ways to identify and label emotions.</p> <p>6.6.1.05 Identify a variety of nonviolent ways to respond to stress when angry or upset.</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. 	<p>6.1.4.01 Demonstrate how to effectively ask for assistance to improve personal food choices and eating behaviors.</p> <p>6.3.4.01 Demonstrate the use of effective verbal and nonverbal communication skills to enhance personal health and wellness.</p> <p>6.6.4.01 Demonstrate the use of effective verbal and nonverbal communication skills to prevent violence</p>

		<ol style="list-style-type: none"> Practice paraphrasing as a means of providing feedback and clearing up ambiguities. 	
Unit 7: Social Skills	<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"> Recognize that many people feel shy. Identify techniques for overcoming shyness. Initiate, sustain, and end a conversation. Use basic social skills. 	<p>6.2.1.07 Describe the qualities or traits that distinguish individuals from one another.</p>
Unit 8: Assertiveness	<p>Students will review and reinforce techniques that help them be more assertive.</p>	<p>Students will:</p> <ol style="list-style-type: none"> Define and discuss the differences between assertiveness, passivity, and aggressiveness. Identify common situations in which people often fail to be assertive. Identify and practice verbal skills. Identify and practice nonverbal skills. 	<p>6.2.4.01 Demonstrate the effective use of verbal and nonverbal communication skills to enhance mental and emotional health.</p> <p>6.2.4.02 Demonstrate effective peer resistance skills to avoid or reduce mental and emotional health risks.</p> <p>6.2.4.03 Demonstrate effective negotiation skills to avoid or reduce mental and emotional health risks.</p> <p>6.2.4.04 Demonstrate healthy ways to manage or resolve interpersonal conflict.</p> <p>6.2.7.02 Analyze personal mental and emotional health practices and behaviors that reduce or prevent health risks.</p>

			6.2.7.03 Demonstrate healthy mental and emotional health practices and behaviors to improve the health of oneself and others.
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. 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>6.2.1.01 Identify situations that can trigger different thoughts, feelings, and emotions.</p> <p>6.2.1.02 Explain healthy ways to express and manage needs, wants, emotions and feelings.</p> <p>6.2.1.03 Identify personal stressors at home, in school and with friends.</p> <p>6.2.1.04 Identify healthy ways to manage challenging situations and emotions.</p> <p>6.2.1.06 Describe healthy strategies for managing interpersonal conflicts.</p> <p>6.2.4.06 Demonstrate how to effectively communicate empathy and support for others.</p> <p>6.2.4.07 Demonstrate using strategies to effectively communicate feelings and emotions.</p> <p>6.2.7.03 Demonstrate healthy mental and emotional health practices and behaviors to improve the health of oneself and others.</p> <p>6.3.4.02 Demonstrate effective refusal skills in peer-to-peer situations to avoid or reduce participating in behaviors that can negatively affect personal health and wellness.</p>

			<p>6.3.4.03 Demonstrate effective negotiation skills to avoid or reduce participating in behaviors that can negatively affect personal health and wellness.</p> <p>6.6.1.17 Describe ways to manage interpersonal conflict nonviolently.</p> <p>6.6.1.18 Describe ways to communicate effectively to manage conflict nonviolently.</p> <p>6.6.1.19 Explain why it is important to understand the perspectives of others in resolving conflicts nonviolently.</p> <p>6.6.4.02 Demonstrate effective peer resistance skills and negotiation skills to avoid or reduce violence.</p> <p>6.6.4.03 Demonstrate healthy ways to manage or resolve conflict to prevent violence.</p> <p>8.4.1.1 Establish guidelines for resolving conflict and apply them to respond appropriately to classmates’ ethical and unethical behavior during physical activity.</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. 	<p>6.1.2.02 Analyze how peers influence food choices and other eating practices and behaviors.</p> <p>6.3.4.02 Demonstrate effective refusal skills in peer-to-peer situations to avoid or reduce participating in behaviors that can negatively affect personal health and wellness.</p> <p>6.3.4.03 Demonstrate effective negotiation skills to avoid or reduce participating in behaviors that can negatively affect personal health and wellness.</p>

		<ol style="list-style-type: none"> 3. Identify and discuss “lines” people use to convince others to smoke, drink, or use drugs. 4. Identify and practice techniques for dealing with direct pressure to engage in smoking, drinking, and drug use. 5. Identify situations involving peer pressure to use drugs that warrant an assertive response. 	<p>6.5.2.03 Explain how social expectations influence healthy and unhealthy alcohol and other substance use practices and behaviors.</p> <p>6.5.2.04 Explain how personal values and beliefs influence alcohol and other substance use practices and behaviors.</p> <p>6.5.2.05 Describe how alcohol and other substance use can influence the likelihood of engaging in other unhealthy behaviors.</p> <p>6.5.2.09 Analyze how peers influence alcohol and other substance use practices and behaviors.</p> <p>6.6.1.09 Recognize and describe covert emotional abuse tactics.</p> <p>6.6.1.10 Compare healthy and unhealthy relationship patterns.</p> <p>6.6.1.11 Describe examples of prosocial behaviors that help prevent violence and being a positive peer.</p> <p>6.6.1.12 Describe examples of dangerous or risky situations that might lead to injuries or harm.</p> <p>6.6.1.14 Analyze techniques that are used to coerce or pressure someone to do something they do not want to do.</p>
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Level Three

<i>Botvin LifeSkills®</i> Training Units for Grades 8/9	Unit Goal	Unit Objectives	Minnesota Health and Physical Education Learning Standards
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>6.2.2.05 Describe how some health risk behaviors influence the likelihood of engaging in other unhealthy mental and emotional health behaviors.</p> <p>6.2.2.06 Analyze how family and culture influence mental and emotional health practices and behaviors.</p> <p>6.2.2.07 Analyze how school and community influence mental and emotional health practices and behaviors.</p> <p>6.2.2.08 Analyze how media and technology influence mental and emotional health practices and behaviors.</p> <p>6.2.2.09 Analyze how peers influence mental and emotional health practices and behaviors.</p> <p>6.3.7.02 Explain the importance of being responsible for personal health and wellness-related behaviors.</p> <p>6.5.1.06 Summarize the benefits of being tobacco, nicotine and substance-free and positive alternatives to using alcohol and other substances.</p>

			<p>9.5.1.09 Summarize the harmful short- and long-term physical, psychological, and social effects of using substances</p> <p>9.5.1.11 Evaluate situations that could lead to the use of substances.</p> <p>9.6.1.16 Analyze how alcohol or other drugs can be used to facilitate different types of violence.</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>6.1.5.01 Explain how family, culture, technology, media, peers and personal beliefs affect a decision related to food and nutrition.</p> <p>6.1.5.02 Predict the potential outcomes of healthy and unhealthy alternatives of a decision related to food and nutrition.</p> <p>6.2.5.01 Identify circumstances that help or hinder making a healthy decision related to mental and emotional health.</p> <p>6.2.5.02 Determine when situations require a decision related to mental and emotional health.</p> <p>6.2.5.03 Distinguish when decisions about a mental or emotional health problem could be made individually or with the help of others.</p> <p>6.2.5.04 Explain how family, culture, technology, media, peers, and personal beliefs affect a mental or emotional health-related decision.</p> <p>6.2.5.05 Distinguish between healthy and unhealthy alternatives of a mental and emotional health-related decision.</p>

			<p>6.2.5.06 Predict the potential outcomes of healthy and unhealthy alternatives of a mental and emotional health related decision.</p> <p>6.2.5.07 Describe a healthy alternative when making a decision related to mental and emotional health.</p> <p>6.2.5.08 Analyze the effectiveness of a final outcome of a mental and emotional health-related decision.</p> <p>9.8.5.01 Apply a decision-making process individually or with support to maintain or improve health.</p> <p>9.8.5.02 Determine when and why to use a thoughtful decision-making process in health situations.</p> <p>9.8.5.03 Analyze how health decisions can affect personal and community health and well-being from multiple perspectives.</p> <p>9.8.5.04 Analyze options based on priorities and possible outcomes when making health decisions.</p> <p>9.8.5.05 Analyze how a health decision might impact individuals, relationships, communities, and the environment.</p> <p>9.8.5.06 Evaluate how supports and barriers influence health decisions at various levels.</p> <p>9.8.5.07 Evaluate the outcomes of health-related decisions.</p> <p>9.8.5.08 Create a plan to implement a health-related decision.</p> <p>8.4.3.1 Cooperate and problem-solve with classmates in large-group initiatives or game play.</p>
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			8.5.2.1 Develop a plan of action and make appropriate decisions based on that plan when faced with an individual or group challenge.
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"> 1. Identify the sources of media influence. 2. Discuss the impact the media have on attitudes and behavior. 3. Formulate alternative responses to pro-drug media influences. 4. Use critical thinking skills to resist pro-drug media influences. 	<p>6.1.2.01 Analyze how media, advertisements, and technology influence food choices and other eating practices and behaviors.</p> <p>6.1.3.01 Identify false or misleading claims on food and product packaging and promotions.</p> <p>6.3.3.01 Analyze the validity of personal health and wellness products and information (e.g., differentiate between scientifically or medically accurate content and advertising, including sponsored content).</p> <p>6.5.2.08 Analyze how media and technology influence alcohol and other substance use practices and behaviors.</p> <p>6.5.3.01 Analyze the validity of information for alcohol and other substance use prevention.</p> <p>9.5.1.09 Summarize the harmful short- and long-term physical, psychological, and social effects of using substances</p> <p>9.5.1.11 Evaluate situations that could lead to the use of substances.</p> <p>9.6.1.16 Analyze how alcohol or other drugs can be used to facilitate different types of violence.</p> <p>9.3.1.2 Evaluate the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle.</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>6.2.1.01 Identify situations that can trigger different thoughts, feelings, and emotions.</p> <p>6.2.1.02 Explain healthy ways to express and manage needs, wants, emotions and feelings.</p> <p>6.2.1.03 Identify personal stressors at home, in school and with friends.</p> <p>6.2.1.04 Identify healthy ways to manage challenging situations and emotions.</p> <p>6.2.2.01 Explain how school rules, community norms, and public health policies or laws influence mental and emotional health practices and behaviors.</p> <p>6.2.2.02 Explain how perceptions of norms and social expectations influence healthy and unhealthy mental, and emotional health practices and behaviors.</p> <p>6.2.2.03 Explain how personal values and beliefs influence mental and emotional health practices and behaviors.</p> <p>6.2.2.04 Explain how friends, family, media, society, and culture can influence self-concept and body image.</p> <p>6.2.7.02 Analyze personal mental and emotional health practices and behaviors that reduce or prevent health risks.</p> <p>6.2.7.03 Demonstrate healthy mental and emotional health practices and behaviors to improve the health of oneself and others.</p> <p>6.6.1.02 Describe ways to identify and label emotions.</p>
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			<p>6.6.1.05 Identify a variety of nonviolent ways to respond to stress when angry or upset.</p> <p>9.2.1.02 Explain the body’s physical and psychological responses to stressful situations and ways to reduce their impact.</p> <p>9.2.1.04 Evaluate strategies for managing challenging emotions such as anger, stress, anxiety, frustration, disappointment, grief or sadness.</p> <p>9.5.1.12 Summarize why substance use is an unhealthy coping strategy.</p> <p>9.5.1.14 Analyze short- and long-term benefits of remaining or becoming substance-free.</p> <p>9.8.4.02 Apply refusal skills in various situations.</p> <p>8.3.6.1 Demonstrate several strategies for dealing with stress.</p> <p>9.3.6.1 Explain how stress-management strategies in physical activity settings can reduce stress and affect health. For example: physical activities such as aerobic exercise, deep breathing, meditation, mental imagery, relaxation techniques.</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. 	<p>6.2.1.01 Identify situations that can trigger different thoughts, feelings, and emotions.</p> <p>6.2.1.02 Explain healthy ways to express and manage needs, wants, emotions and feelings.</p> <p>6.2.1.03 Identify personal stressors at home, in school and with friends.</p>

		<ol style="list-style-type: none"> 3. Discuss reasons for keeping anger under control. 4. Review techniques for controlling anger. 5. Practice techniques for controlling anger. 	<p>6.2.1.04 Identify healthy ways to manage challenging situations and emotions.</p> <p>6.2.1.09 Identify ways to prevent and address bullying, harassment, bias, prejudice and discrimination.</p> <p>6.2.7.02 Analyze personal mental and emotional health practices and behaviors that reduce or prevent health risks.</p> <p>6.2.7.03 Demonstrate healthy mental and emotional health practices and behaviors to improve the health of oneself and others.</p> <p>6.6.1.02 Describe ways to identify and label emotions.</p> <p>6.6.1.05 Identify a variety of nonviolent ways to respond to stress when angry or upset.</p> <p>9.3.6.1 Explain how stress-management strategies in physical activity settings can reduce stress and affect health. For example: physical activities such as aerobic exercise, deep breathing, meditation, mental imagery, relaxation techniques.</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. 	<p>9.4.1.1 Employ effective self-management skills to analyze barriers and appropriately modify physical activity patterns as needed.</p> <p>6.2.1.07 Describe the qualities or traits that distinguish individuals from one another.</p> <p>9.6.1.02 Analyze why prosocial behaviors can help prevent violence.</p>

		<ol style="list-style-type: none"> 3. Discuss situations which require deeper conversations. 4. Identify techniques for deep conversations. 	<p>9.6.1.05 Describe strategies to communicate effectively to manage conflict nonviolently.</p> <p>9.6.1.09 Identify examples of healthy relationship boundaries.</p> <p>9.6.1.24 Summarize the qualities of a healthy dating or sexual relationship</p> <p>9.8.4.04 Use communication skills to set boundaries, express consent, and withdraw consent.</p> <p>9.8.4.10 Demonstrate negotiation skills in various situations.</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>6.2.4.01 Demonstrate the effective use of verbal and nonverbal communication skills to enhance mental and emotional health.</p> <p>6.2.4.02 Demonstrate effective peer resistance skills to avoid or reduce mental and emotional health risks.</p> <p>6.2.4.03 Demonstrate effective negotiation skills to avoid or reduce mental and emotional health risks.</p> <p>6.2.4.04 Demonstrate healthy ways to manage or resolve interpersonal conflict.</p> <p>6.2.7.02 Analyze personal mental and emotional health practices and behaviors that reduce or prevent health risks.</p> <p>6.2.7.03 Demonstrate healthy mental and emotional health practices and behaviors to improve the health of oneself and others.</p>

			<p>9.8.4.03 Apply communication strategies in diverse interpersonal situations.</p> <p>9.8.4.05 Use strategies to prevent, manage, and resolve conflict.</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. 5. Practice resolving conflicts. 	<p>6.2.1.01 Identify situations that can trigger different thoughts, feelings, and emotions.</p> <p>6.2.1.02 Explain healthy ways to express and manage needs, wants, emotions and feelings.</p> <p>6.2.1.03 Identify personal stressors at home, in school and with friends.</p> <p>6.2.1.04 Identify healthy ways to manage challenging situations and emotions.</p> <p>6.2.1.06 Describe healthy strategies for managing interpersonal conflicts.</p> <p>6.2.4.05 Demonstrate how to effectively ask for assistance to improve personal mental and emotional health.</p> <p>6.2.4.06 Demonstrate how to effectively communicate empathy and support for others.</p> <p>6.2.4.07 Demonstrate using strategies to effectively communicate feelings and emotions.</p> <p>6.2.5.01 Identify circumstances that help or hinder making a healthy decision related to mental and emotional health.</p> <p>6.2.7.02 Analyze personal mental and emotional health practices and behaviors that reduce or prevent health risks.</p>

			<p>6.2.7.03 Demonstrate healthy mental and emotional health practices and behaviors to improve the health of oneself and others.</p> <p>6.3.4.02 Demonstrate effective refusal skills in peer-to-peer situations to avoid or reduce participating in behaviors that can negatively affect personal health and wellness.</p> <p>6.3.4.03 Demonstrate effective negotiation skills to avoid or reduce participating in behaviors that can negatively affect personal health and wellness.</p> <p>6.6.1.17 Describe ways to manage interpersonal conflict nonviolently.</p> <p>6.6.1.18 Describe ways to communicate effectively to manage conflict nonviolently.</p> <p>6.6.1.19 Explain why it is important to understand the perspectives of others in resolving conflicts nonviolently.</p> <p>6.6.4.02 Demonstrate effective peer resistance skills and negotiation skills to avoid or reduce violence.</p> <p>6.6.4.03 Demonstrate healthy ways to manage or resolve conflict to prevent violence.</p> <p>9.2.1.04 Evaluate strategies for managing challenging emotions such as anger, stress, anxiety, frustration, disappointment, grief or sadness.</p> <p>9.8.4.02 Apply refusal skills in various situations.</p> <p>8.3.6.1 Demonstrate several strategies for dealing with stress.</p>
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			<p>8.4.1.1 Establish guidelines for resolving conflict and apply them to respond appropriately to classmates’ ethical and unethical behavior during physical activity</p> <p>7.3.6.1 Identify several strategies for dealing with stress. For example: deep breathing, guided visualization, aerobic exercise.</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>6.1.2.02 Analyze how peers influence food choices and other eating practices and behaviors.</p> <p>6.3.4.02 Demonstrate effective refusal skills in peer-to-peer situations to avoid or reduce participating in behaviors that can negatively affect personal health and wellness.</p> <p>6.3.4.03 Demonstrate effective negotiation skills to avoid or reduce participating in behaviors that can negatively affect personal health and wellness.</p> <p>6.5.2.03 Explain how social expectations influence healthy and unhealthy alcohol and other substance use practices and behaviors.</p> <p>6.5.2.04 Explain how personal values and beliefs influence alcohol and other substance use practices and behaviors.</p> <p>6.5.2.05 Describe how alcohol and other substance use can influence the likelihood of engaging in other unhealthy behaviors.</p> <p>6.5.2.09 Analyze how peers influence alcohol and other substance use practices and behaviors.</p> <p>6.6.1.09 Recognize and describe covert emotional abuse tactics.</p> <p>6.6.1.10 Compare healthy and unhealthy relationship patterns.</p>

			<p>6.6.1.11 Describe examples of prosocial behaviors that help prevent violence and being a positive peer.</p> <p>6.6.1.12 Describe examples of dangerous or risky situations that might lead to injuries or harm.</p> <p>6.6.1.14 Analyze techniques that are used to coerce or pressure someone to do something they do not want to do.</p> <p>9.5.1.11 Evaluate situations that could lead to the use of substances.</p> <p>9.6.1.16 Analyze how alcohol or other drugs can be used to facilitate different types of violence.</p>
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