



## Connecting *Botvin LifeSkills® Training* to Mississippi Educational Standards (Grades 3-5)

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

## Table of Contents

<b>Level One</b> .....	4
Unit 1: Self-Esteem.....	4
Unit 2: Decision-Making.....	5
Unit 3: Smoking Information.....	5
Unit 4: Advertising .....	5
Unit 5: Dealing with Stress .....	5
Unit 6: Communication Skills .....	6
Unit 7: Social Skills .....	7
Unit 8: Assertiveness.....	8
<b>Level Two</b> .....	8
Unit 1: Self-Esteem .....	8
Unit 2: Decision-Making .....	9
Unit 3: Smoking Information .....	10
Unit 4: Advertising.....	10
Unit 5: Dealing with Stress .....	11
Unit 6: Communication Skills.....	11
Unit 7: Social Skills.....	12
Unit 8: Assertiveness .....	13
<b>Level Three</b> .....	15

Unit 1: Self-Esteem .....	15
Unit 2: Decision-Making .....	15
Unit 3: Smoking Information .....	16
Unit 4: Advertising.....	16
Unit 5: Dealing with Stress .....	17
Unit 6: Communication Skills.....	17
Unit 7: Social Skills.....	18
Unit 8: Assertiveness .....	19

## Level One

<b>Botvin <i>LifeSkills</i>® Training Units for Grades 3/4</b>	<b>Unit Goal</b>	<b>Unit Objectives</b>	<b>Mississippi Learning Competency(s) &amp; SEL Performance Standards</b>
<b>Unit 1: Self-Esteem</b>	To teach students what self-esteem is and how it is developed. To make students aware of the fact that they can do things well, even though they are young.	Students will: <ol style="list-style-type: none"> <li>1. Define self-esteem.</li> <li>2. Identify how self-esteem is developed.</li> <li>3. Differentiate between good self-esteem and bad self-esteem.</li> <li>4. Identify things they can do.</li> </ol>	<p><b>Competency 6:</b> Comprehend concepts related to health promotion and disease prevention to enhance health. (N, PH, H, S)</p> <p><b>SEL 1B</b></p> <ol style="list-style-type: none"> <li>4. Identify personal qualities and characteristics one possesses.</li> <li>5. Describe benefits of personal qualities and characteristics.</li> <li>6. Describe how personal qualities and interests impact decision-making.</li> <li>7. Compare and contrast qualities and interests of self.</li> </ol> <p><b>SEL 1C</b></p> Identify strengths and areas for growth.

<p><b>Unit 2: Decision-Making</b></p>	<p>To teach students a simple step-by-step process for making decisions.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Identify how we make choices.</li> <li>2. Be able to identify the basic process for making decisions.</li> <li>3. Practice applying the decision-making model to personal choices.</li> </ol>	<p><b>Competency 5:</b> Demonstrate the ability to use decision-making skills to enhance health. (N, PH, H, S, SA)</p>
<p><b>Unit 3: Smoking Information</b></p>	<p>To weigh the pros and cons of smoking.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Identify basic facts about the effects of smoking.</li> <li>2. Discuss reasons why people choose to smoke or not smoke.</li> </ol>	<p><b>No applicable MS standard.</b></p>
<p><b>Unit 4: Advertising</b></p>	<p>To develop an awareness of how tobacco advertisers manipulate advertisements to try and entice people to smoke.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Examine advertising and promotional techniques that encourage teenagers to smoke.</li> <li>2. Create counter-arguments to tobacco advertising that demonstrate the true effects of smoking.</li> </ol>	<p><b>Competency 2:</b> Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (M)</p>
<p><b>Unit 5: Dealing with Stress</b></p>	<p>To teach students to recognize stress and to practice techniques to deal with stress.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Describe stress and the physical sensations that are associated with stress.</li> <li>2. Identify causes of stress in their lives.</li> <li>3. Practice deep breathing and stretching to reduce stress and anxiety.</li> </ol>	<p><b>Competency 7:</b> Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (PH, S, SA)</p> <p><b>SEL 1A</b></p> <ol style="list-style-type: none"> <li>4. Identify range of emotions experienced.</li> <li>5. Describe situations that cause range of emotions.</li> </ol>

			<p>5. Identify the relationship between thoughts, stress, emotions (i.e. feelings) and behavior.</p> <p>6. Identify situations that cause self to experience negative emotions (e.g., sadness, anger, anxiety, disappointment, etc.).</p> <p>7. Demonstrate ability to appropriately express emotions.</p> <p>8. Develop strategies to use when angry or stressed (e.g., walk away, counting to 10, seek help, etc.).</p> <p>9. Identify strategies for controlling impulses and demonstrate the utilization of at least one (e.g., deep breathing, self-talk, seek help, etc.).</p> <p><b>SEL 2A</b></p> <p>5. Identify the relationship between thoughts, stress, emotions (i.e. feelings) and behavior.</p> <p>6. Identify situations that cause self to experience negative emotions (e.g., sadness, anger, anxiety, disappointment, etc.).</p> <p>7. Demonstrate ability to appropriately express emotions.</p> <p>8. Develop strategies to use when angry or stressed (e.g., walk away, counting to 10, seek help, etc.).</p> <p>9. Identify strategies for controlling impulses and demonstrate the utilization of at least one (e.g., deep breathing, self-talk, seek help, etc.).</p>
<p><b>Unit 6:</b> <b>Communication Skills</b></p>	<p>To teach students how feelings are communicated.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Identify what communication is.</li> <li>2. Discuss the importance of communicating their feelings.</li> <li>3. Practice using body language to express emotions.</li> </ol>	<p><b>Competency 4:</b> Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (PH, F, M, S)</p>

			<p><b>SEL 1A</b> 7. Communicate emotions through appropriate means (i.e. appropriate words, gestures, tone, facial expressions, etc.). Describe how emotions impact behavior.</p> <p><b>SEL 3A</b> 6. Recognize the emotions of others using verbal and visual cues. 7. Recognize non-verbal social cues from others and their impact on emotions. 8. Identify how one’s own behavior impacts others’ emotions. 9. Identify multiple perspectives or viewpoints in different situations.</p> <p><b>SEL 4A</b> 5. Utilize appropriate verbal and nonverbal communication with others (e.g. words, tone, facial expressions, gestures, etc.) 6. Determine cooperative group behaviors (e.g. listening, encouraging, acknowledging others’ perspectives, compromising, and reaching agreement).</p>
Unit 7: Social Skills	To help students learn ways of building and maintaining friendships.	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Identify what makes a person a friend.</li> <li>2. Identify characteristics they find important in a friendship.</li> <li>3. Describe qualities they possess which make them a good friend.</li> </ol>	<p><b>Competency 8:</b> Understand the importance of demonstrating the ability to advocate for personal, family, and community health. (C, PH, F)</p> <p><b>SEL 3B</b> 7. Develop strategies for building relationships with individuals who are different from self.</p>

			<p><b>SEL 4B</b></p> <p>6. Determine and demonstrate qualities of good friends.</p> <p>7. Describe and utilize more than one strategy to build positive relationships with peers, family, and others.</p>
<p><b>Unit 8:</b> Assertiveness</p>	To teach students refusal skills	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Identify and discuss 8 different ways to say “no”.</li> <li>2. Practice at least one way to say “no” in a realistic role-play situation.</li> </ol>	<p><b>Competency 7:</b> Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (PH, S, SA)</p>

Level Two			
<i>Botvin LifeSkills® Training Units for Grades 4/5</i>	Unit Goal	Unit Objectives	Mississippi Learning Competency(s)/SEL Performance Standards
<p>Unit 1: Self-Esteem</p>	To teach students what self-esteem is and how it is developed. To make students aware that they are unique and should feel good about it.	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Define self-esteem.</li> <li>2. Identify how self-esteem is developed.</li> </ol>	<p><b>Competency 6:</b> Comprehend concepts related to health promotion and disease prevention to enhance health. (N, PH, H, S)</p> <p><b>SEL 1B</b></p> <p>4. Identify personal qualities and characteristics one possesses.</p>

		<ol style="list-style-type: none"> <li>3. Identify things about themselves that they share and don't share with others.</li> <li>4. Discuss what makes each child develop into a unique person.</li> </ol>	<ol style="list-style-type: none"> <li>5. Describe benefits of personal qualities and characteristics.</li> <li>6. Describe how personal qualities and interests impact decision-making.</li> <li>7. Compare and contrast qualities and interests of self.</li> </ol>
Unit 2: Decision-Making	To have students identify how their daily decisions are influenced in direct and indirect ways.	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Review the basic step-by-step decision-making process learned previously in Level 1.</li> <li>2. Discuss direct and indirect influences on decision-making.</li> <li>3. Identify and map factors that influence their decisions.</li> </ol>	<p><b>Competency 5:</b> Demonstrate the ability to use decision-making skills to enhance health. (N, PH, H, S, SA)</p> <p><b>Competency 8:</b> Understand the importance of demonstrating the ability to advocate for personal, family, and community health. (C, PH, F)</p> <p><b>SEL 1B</b> 6. Describe how personal qualities and interests impact decision-making.</p> <p><b>SEL 1D</b> 6. Identify how personal choices affect self and others.</p> <p><b>SEL 5A</b> 6. Identify choices or solutions to various situations at home, school, or in community and demonstrate ability to make appropriate selections. 7. Develop criteria for evaluating decisions and consequences for self and others.</p> <p><b>SEL 5B</b> 5. Identify examples of ethical behaviors (e.g. fairness, honesty, respect, etc.) in decision making and demonstrate more than one. 6. Demonstrate knowledge of social norms and how they affect decision making.</p>

			<p>7. Explain why safety and ethical considerations are important in making decisions.</p> <p>8. Evaluate impact of past and present choices and decisions on self and others.</p>
<p>Unit 3: Smoking Information</p>	<p>To teach students about the consequences of nicotine and tobacco products on their body.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Practice taking their pulse.</li> <li>2. Compare resting heart rate to a “smoking” heart rate.</li> <li>3. Discuss the relationship between increased heart rate and cardiovascular disease.</li> <li>4. Learn about the difference between a healthy lung and a tar-filled lung.</li> <li>5. Hear an observe what happens to the alveoli when a person smokes.</li> <li>6. Observe how much tar passes through the lungs of a pack-a-day smoker.</li> <li>7. Visualize what tar from cigarettes looks like in the lung.</li> </ol>	<p><b>Competency 5:</b> Demonstrate the ability to use decision-making skills to enhance health. (N, PH, H, S, SA)</p> <p><b>Competency 7:</b> Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (PH, S, SA)</p>
<p>Unit 4: Advertising</p>	<p>To develop an awareness of how tobacco advertisers manipulate advertisements to try and entice people to smoke.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Identify and discuss 8 different tricks that companies use to try to get people to smoke.</li> <li>2. Analyze cigarette advertisements to determine how tobacco companies attempt to lure people to buy cigarettes.</li> </ol>	<p><b>Competency 2:</b> Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (M)</p> <p><b>Competency 5:</b> Demonstrate the ability to use decision-making skills to enhance health. (N, PH, H, S, SA)</p>

<p>Unit 5: Dealing with Stress</p>	<p>To identify positive and negative ways to cope with stress.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Identify positive and negative ways to deal with stress.</li> <li>2. Discuss how to tell the difference between a positive and negative coping technique.</li> <li>3. Practice guided imagery and progressive muscle relaxation techniques.</li> </ol>	<p><b>Competency 7:</b> Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (PH, S, SA)</p> <p><b>SEL 1A</b></p> <ol style="list-style-type: none"> <li>4. Identify range of emotions experienced.</li> <li>5. Describe situations that cause range of emotions.</li> <li>6. Identify physical responses to intense emotions.</li> <li>7. Communicate emotions through appropriate means (i.e. appropriate words, gestures, tone, facial expressions, etc.). Describe how emotions impact behavior.</li> </ol> <p><b>SEL 2A</b></p> <ol style="list-style-type: none"> <li>5. Identify the relationship between thoughts, stress, emotions (i.e. feelings) and behavior.</li> <li>6. Identify situations that cause self to experience negative emotions (e.g., sadness, anger, anxiety, disappointment, etc.).</li> <li>7. Demonstrate ability to appropriately express emotions.</li> <li>9. Identify strategies for controlling impulses and demonstrate the utilization of at least one (e.g., deep breathing, self-talk, seek help, etc.)</li> </ol>
<p>Unit 6: Communication Skills</p>	<p>To teach students the importance of communication.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Identify what communication is.</li> <li>2. Practice using non-verbal communication skills.</li> </ol>	<p><b>Competency 4:</b> Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (PH, F, M, S)</p> <p><b>SEL 1A</b></p> <ol style="list-style-type: none"> <li>4. Identify range of emotions experienced.</li> <li>5. Describe situations that cause range of emotions.</li> <li>6. Identify physical responses to intense emotions.</li> </ol>

			<p>7. Communicate emotions through appropriate means (i.e. appropriate words, gestures, tone, facial expressions, etc.). Describe how emotions impact behavior.</p> <p><b>SEL 3A</b> 6. Recognize the emotions of others using verbal and visual cues. 7. Recognize non-verbal social cues from others and their impact on emotions.</p> <p><b>SEL 4A</b> 5. Utilize appropriate verbal and nonverbal communication with others (e.g. words, tone, facial expressions, gestures, etc.) 6. Determine cooperative group behaviors (e.g. listening, encouraging, acknowledging others’ perspectives, compromising, and reaching agreement). 7. Identify ways to encourage and support others and their contributions.</p>
Unit 7: Social Skills	To help students learn ways to get along with their peers.	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Define “peer” and “peer pressure”.</li> <li>2. Understand that peer pressure can be either positive or negative.</li> <li>3. Identify ways to deal with negative peer pressure.</li> <li>4. Identify places to go if they need help dealing with peer pressure.</li> </ol>	<p><b>Competency 8:</b> Understand the importance of demonstrating the ability to advocate for personal, family, and community health. (C, PH, F)</p> <p><b>SEL 2C</b> 8. Determine home and school supports or resources needed to complete tasks or goals.</p> <p><b>SEL 3B</b> 7. Develop strategies for building relationships with individuals who are different from self.</p>

			<p><b>SEL 4B</b> 9. Identify the six types of peer pressure (e.g., spoken, unspoken, direct, indirect, negative and positive). 10. Develop strategies for resisting negative peer pressure.</p> <p><b>SEL 4C</b> 7. Utilize steps of a simple conflict resolution/problem solving process such as identifying problems, active listening, expressing emotions, brainstorming solutions, evaluating solutions, etc. 9. Recognizes the difference between constructive and destructive ways of handling conflict and peer pressure.</p>
<p>Unit 8: Assertiveness</p>	<p>To teach students how to develop assertiveness skills.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Identify what behaving assertively means.</li> <li>2. Practice writing, I-messages.</li> <li>3. Practice being assertive by role-playing situations using I-messages.</li> </ol>	<p><b>Competency 8:</b> Understand the importance of demonstrating the ability to advocate for personal, family, and community health. (C, PH, F)</p> <p><b>SEL 1D</b> 5. Define personal responsibility and identify ways to exhibit it in daily life. 7. Describe benefits of personal responsibility. 8. Demonstrate responsible behaviors.</p> <p><b>SEL 4C</b> 7. Utilize steps of a simple conflict resolution/problem solving process such as identifying problems, active listening, expressing emotions, brainstorming solutions, evaluating solutions, etc.</p>

			8. Recognizes the difference between constructive and destructive ways of handling conflict and peer pressure.
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## Level Three

<b><i>Botvin LifeSkills® Training Units for Grades 5/6</i></b>	<b>Unit Goal</b>	<b>Unit Objectives</b>	<b>Mississippi Learning Competency(s)/SEL Performance Standards</b>
Unit 1: Self-Esteem	To help students feel better about themselves by looking with a broader perspective at what they have already achieved and at what is possible for them to achieve in the future.	Students will: <ol style="list-style-type: none"> <li>1. Identify short-term goals they hold for themselves.</li> <li>2. Identify long-term goals they hold for themselves.</li> <li>3. Discuss the relationship between risk behaviors and goal achievement.</li> </ol>	<b>Competency 6:</b> Demonstrate the ability to use goal-setting skills to enhance health. (N, PH, H, S)  <b>SEL 1C</b> 4. Identify strengths and areas for growth. 5. Describe personal skills in need of further development. 6. Describe how personal strengths impact choices. <b>SEL 2C</b> 4. Describe steps necessary for setting and achieving tasks and goals. 5. Differentiate between short- and long-term goals.
Unit 2: Decision-Making	To teach students how to make decisions in tobacco-related situations.	Students will: <ol style="list-style-type: none"> <li>1. Review the Stop-Think-Go! Decision-making model.</li> </ol>	<b>Competency 5:</b> Demonstrate the ability to use decision-making skills to enhance health. (N, PH, H, S, SA)

		<ol style="list-style-type: none"> <li>2. Practice making decisions related to tobacco.</li> </ol>	<p><b>SEL 1D</b> 6. Identify how personal choices affect self and others.</p> <p><b>SEL 5A</b> 5. Describe steps of decision-making process and utilize more than one. 6. Identify choices or solutions to various situations at home, school, or in community and demonstrate ability to make appropriate selections. 7. Develop criteria for evaluating decisions and consequences for self and others.</p>
Unit 3: Smoking Information	To familiarize students with the many different kinds of tobacco products and teach them attitudes, norms and laws about smoking in this country are changing.	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Compare the different types of tobacco products.</li> <li>2. Identify ways that smoking laws are changing.</li> <li>3. Write new laws related to tobacco use.</li> </ol>	<p><b>Competency 8:</b> Understand the importance of demonstrating the ability to advocate for personal, family, and community health. (C, PH, F)</p>
Unit 4: Advertising	To create an awareness in students of the many techniques and appeals that advertisers use to get consumers to purchase their products.	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Understand that we are all consumers.</li> <li>2. Understand the purpose of advertising.</li> <li>3. Be able to recognize the various advertising techniques used to persuade consumers.</li> <li>4. Be able to define “target markets” and identify how advertisers use them to sell products.</li> </ol>	<p><b>Competency 2:</b> Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (M)</p>

		5. Create an advertisement for a product utilizing a technique discussed.	
Unit 5: Dealing with Stress	To teach students that because stress does not go away, one of the best ways to deal with it is to prevent it.	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Identify specific types of stressors experienced by different age groups throughout life.</li> <li>2. Compare and contrast types of stressors common to all people.</li> <li>3. Discuss stress-prevention techniques.</li> </ol>	<p><b>SEL 1A</b></p> <ol style="list-style-type: none"> <li>4. Identify range of emotions experienced.</li> <li>5. Describe situations that cause range of emotions.</li> <li>6. Identify physical responses to intense emotions.</li> <li>7. Communicate emotions through appropriate means (i.e. appropriate words, gestures, tone, facial expressions, etc.). Describe how emotions impact behavior.</li> </ol> <p><b>SEL 2A</b></p> <ol style="list-style-type: none"> <li>6. Identify situations that cause self to experience negative emotions (e.g., sadness, anger, anxiety, disappointment, etc.).</li> <li>8. Develop strategies to use when angry or stressed (e.g., walk away, counting to 10, seek help, etc.).</li> <li>9. Identify strategies for controlling impulses and demonstrate the utilization of at least one (e.g., deep breathing, self-talk, seek help, etc.).</li> </ol> <p><b>SEL 2B</b></p> <ol style="list-style-type: none"> <li>8. Determine supports needed to organize aspects of home and school life.</li> </ol>
Unit 6: Communication Skills	To teach students the importance of communication.	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Define communication.</li> <li>2. Differentiate between active and passive listening.</li> <li>3. Practice active and passive listening techniques.</li> </ol>	<p><b>Competency 4:</b> Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (PH, F, M, S)</p> <p><b>SEL 1A</b></p>

			<p>7. Communicate emotions through appropriate means (i.e. appropriate words, gestures, tone, facial expressions, etc.). Describe how emotions impact behavior.</p> <p><b>SEL 3A</b></p> <p>6. Recognize the emotions of others using verbal and visual cues.</p> <p>7. Recognize non-verbal social cues from others and their impact on emotions.</p> <p>8. Identify how one’s own behavior impacts others’ emotions.</p> <p><b>SEL 4A</b></p> <p>5. Utilize appropriate verbal and nonverbal communication with others (e.g. words, tone, facial expressions, gestures, etc.)</p> <p>6. Determine cooperative group behaviors (e.g. listening, encouraging, acknowledging others’ perspectives, compromising, and reaching agreement).</p>
Unit 7: Social Skills	To teach students ways to deal with conflict in a positive way.	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Identify conflict styles and conflict outcomes.</li> <li>2. Identify behaviors that will lead to different conflict outcomes.</li> </ol>	<p><b>Competency 4:</b> Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (PH, F, M, S)</p> <p><b>SEL 4A</b></p> <p>6. Determine cooperative group behaviors (e.g. listening, encouraging, acknowledging others’).</p> <p><b>SEL 4C</b></p> <p>5. Recognize that conflict occurs as a natural part of life.</p> <p>6. Identify causes and effects of conflict and how one’s response impacts self and others.</p>

			<p>7. Utilize steps of a simple conflict resolution/problem solving process such as identifying problems, active listening, expressing emotions, brainstorming solutions, evaluating solutions, etc.</p> <p>8. Describe proactive ways to prevent conflict.</p> <p>9. Recognizes the difference between constructive and destructive ways of handling conflict and peer pressure.</p>
<p>Unit 8: Assertiveness</p>	<p>To help students learn assertive skills that will enable them to stand up for themselves.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Differentiate between passive, aggressive, and assertive responses.</li> <li>2. Identify how assertive skills can help a person stand up for themselves.</li> </ol>	<p><b>Competency 4:</b> Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (PH, F, M, S)</p> <p><b>SEL 4B</b></p> <p>9. Identify the six types of peer pressure (e.g., spoken, unspoken, direct, indirect, negative and positive).</p> <p>10. Develop strategies for resisting negative peer pressure.</p>