



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

**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**.

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## LEVEL ONE

<b><i>Botvin LifeSkills® Training Units for Grades 6/7</i></b>	<b>Unit Goal</b>	<b>Unit Objectives</b>	<b>Mississippi Learning Competency(s)/SEL Performance 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>	<p><b>Competency 1:</b> Comprehend concepts related to health promotion and disease prevention to enhance health. (D, PH, N, H)</p> <p><b>SEL 1B</b></p> <p>8. Identify positive attributes and qualities about oneself including talents, interests, physical characteristics, etc.</p> <p>9. Describe characteristics that are important to oneself (i.e., loyalty, honesty, etc.)</p> <p>10. Describe how one’s personal qualities, interests, beliefs and academic/career goals impact decision making.</p> <p><b>SEL 1C</b></p>

			<p>7. Inventory personal strengths and areas for growth.</p> <p>8. Identify ways to utilize strengths to build skills in an area for growth.</p> <p>9. Identify how individual strengths and areas of growth impact success in specific activities.</p> <p><b>SEL 2B</b></p> <p>11. Utilize strategies for persevering through challenges and setbacks.</p> <p><b>SEL 2C</b></p> <p>9. Set a short-term goal and develop a plan to achieve it.</p> <p>10. Set a long-term goal with assistance front teacher and develop a plan to achieve it.</p> <p>11. Determine how to evaluate progress toward a goal and modify accordingly.</p> <p>12. Identify factors that influenced whether a goal was achieved.</p> <p><b>SEL 5B</b></p> <p>12. Demonstrate the ability to encourage and support peers.</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"> <li>1. Demonstrate how decisions are influenced by group pressure.</li> <li>2. Discuss reasons why people are influenced by group members.</li> <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><b>Competency 5:</b> Demonstrate the ability to use decision-making skills to enhance health. (N, PH, H, S, SA)</p> <p><b>Competency 6:</b> Demonstrate the ability to use goal-setting skills to enhance health. (N, PH, H, S)</p> <p><b>SEL 3C</b></p>

			<p>11. Analyze ways one’s behavior may affect the feelings of others.</p> <p><b>SEL 5A</b></p> <p>8. Identify and apply the five-step decision making process (identify problem or goal, gather information, weigh consequences, make the decision, and evaluate the decision) for a school-based decision.</p> <p>9. Analyze how decision-making skills regarding study habits at home affect academic performance.</p> <p>10. Apply the decision-making process to a community issue considering ethical, safety and societal norms.</p> <p>11. Model appropriate decision making at school (i.e., choosing to follow the school rules, choosing not to follow peer pressure to bully, choosing to answer questions in class instead of talking with a peer, etc.).</p> <p>12. Demonstrate the ability to take personal responsibility for the decisions and choices one makes.</p> <p><b>SEL 5B</b></p> <p>10. Identify different influences on one’s personal decisions or choices.</p> <p>12. Determine the effectiveness of a previous choice or decision in solving a problem or meeting a short-term goal.</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"> <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>Competency 7:</b> Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (PH, S, SA)</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> <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</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>

		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"> <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>	<b>Competency 7:</b> Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (PH, S, SA)
Unit 6: Marijuana: Myths and Realities	Students will learn about the immediate and long-term effects of marijuana on behavior and the body.	<p>Students will:</p> <ol style="list-style-type: none"> <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>	<b>Competency 7:</b> Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (PH, S, SA)

<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>Competency 2:</b> Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (M)</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> <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><b>Competency 2:</b> Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (M)</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 exercise, mental rehearsal, deep breathing).</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>8. Identify and label a variety of emotional states.</li> <li>9. Describe emotional states associated with different situations (e.g., stressful, sad, exciting, frustrating, disappointing, etc.)</li> <li>10. Determine typical physical responses to a variety of emotions.</li> <li>11. Describe ways to communicate one’s emotions in a socially acceptable manner.</li> <li>12. Identify how different emotional states impact one’s ability to problem solve.</li> </ol> <p><b>SEL 2A</b></p> <ol style="list-style-type: none"> <li>10. Analyze the connection between one’s thoughts, emotions and behavior.</li> <li>11. Utilize strategies to monitor one’s emotions, stress level and behavior.</li> <li>12. Identify how appropriately and inappropriately expressing one’s emotions affect others.</li> <li>13. Demonstrate the ability to use self-regulation skills to reduce anger, stress or anxiety.</li> </ol>
<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"> <li>1. Experience anger.</li> <li>2. Define anger.</li> <li>3. Identify physical symptoms of anger.</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>

		<ol style="list-style-type: none"> <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>SEL 2A</b></p> <p>10. Analyze the connection between one’s thoughts, emotions and behavior.</p> <p>11. Utilize strategies to monitor one’s emotions, stress level and behavior.</p> <p>12. Identify how appropriately and inappropriately expressing one’s emotions affects others.</p> <p>13. Demonstrate the ability to use self-regulation skills to reduce anger, stress or anxiety.</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>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 3A</b></p> <p>10. Recognize and respond to social cues in an appropriate manner.</p> <p>11. Analyze ways one’s behavior may affect the feelings of others.</p> <p><b>SEL 4A</b></p> <p>10. Determine the positive and negative impact of one’s verbal and nonverbal communication on other people when interacting with them.</p> <p><b>SEL 4A</b></p> <p>14. Exhibit the ability to respond nondefensively to constructive criticism.</p>
Unit 12: Social Skills (A)	Students will learn how to use communication skills to develop social skills.	Students will:	<p><b>SEL 4B</b></p> <p>11. Demonstrate ability to maintain positive relationships (e.g., participating in shared</p>

		<ol style="list-style-type: none"> <li>1. Recognize that many people feel shy or uncomfortable in social situations.</li> <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>	interests/activities, spending time together, helping one another, and practicing forgiveness).
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"> <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>SEL 4B</b></p> <p>12. Determine the difference between behaviors of healthy relationships versus behaviors of unhealthy relationships (e.g. adult-child relationships, peer-peer relationships, and romantic relationships).</p>
Unit 14: Assertiveness	Students will learn different ways people exert pressure and identify and practice both verbal and nonverbal techniques for saying “no”.	<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> </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>

		<ol style="list-style-type: none"> <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>SEL 4B</b></p> <p>13. Distinguish impact of positive and negative peer pressure on self and others.</p> <p>14. Demonstrate different strategies to resist negative peer pressure (i.e., say “no”, the delay tactic, offer an alternative, code word with parents, etc.).</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>SEL 4C</b></p> <p>10. Demonstrate an understanding of the conflict cycle (e.g., event - emotion - reaction - outcome) and which part one has control over to shape the outcome of the conflict.</p> <p>11. Identify behaviors that create conflict (e.g., spreading rumors, inappropriate posts or texts on social media, wrongful accusations, and insult or put downs).</p> <p>12. Apply conflict resolution skills in order to de-escalate, defuse and resolve a conflict.</p> <p>13. Determine strategies for avoiding or resolving conflicts related to destructive peer pressure.</p>

## Level Two

<b><i>Botvin LifeSkills® Training Units for Grades 7/8</i></b>	<b>Unit Goal</b>	<b>Unit Objectives</b>	<b>Mississippi Learning Competency(s)/SEL Performance Standards</b>
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"> <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>Competency 1:</b> Comprehend concepts related to health promotion and disease prevention to enhance health. (D, PH, N, H)</p> <p><b>Competency 2:</b> Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (M)</p>
Unit 2: Making Decisions	Students will review the 3 Cs model of decision-making and analyze challenging situations to practice.	Students will: <ol style="list-style-type: none"> <li>1. Review the suggested formula for making decisions.</li> <li>2. Recognize that different people make different decisions in the same situation.</li> <li>3. Analyze decisions or problems to be solved using the decision-making formula.</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><b>SEL 3C</b></p>

		<p>4. Identify common external influences on decision-making.</p> <p>5. Practice making decisions using the suggested formula.</p>	<p>11. Explain how individual decisions and behaviors positively and negatively affect the well-being of their school and community.</p> <p><b>SEL 5A</b></p> <p>8. Identify and apply the five-step decision making process (identify problem or goal, gather information, weigh consequences, make the decision, and evaluate the decision) for a school-based decision.</p> <p>9. Analyze how decision-making skills regarding study habits at home affect academic performance.</p> <p>10. Apply the decision-making process to a community issue considering ethical, safety and societal norms.</p> <p>11. Model appropriate decision making at school (i.e., choosing to follow the school rules, choosing not to follow peer pressure to bully, choosing to answer questions in class instead of talking with a peer, etc.).</p> <p>12. Demonstrate the ability to take personal responsibility for the decisions and choices one makes.</p> <p><b>SEL 5B</b></p> <p>10. Identify different influences on one’s personal decisions or choices.</p> <p>12. Determine the effectiveness of a previous choice or decision in solving a problem or meeting a short-term goal.</p>
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<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"> <li>1. Review common advertising techniques.</li> <li>2. Review methods used by advertisers to influence consumer choices.</li> <li>3. Identify and analyze techniques commonly used to advertise cigarettes and alcoholic beverages.</li> <li>4. Recognize automatic responses to advertisements.</li> <li>5. Discuss alternative ways of responding to ads in order to resist ad pressures.</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>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"> <li>1. Discuss common situations that produce nervousness.</li> <li>2. Discuss the value of preparation as a method of reducing performance anxiety.</li> <li>3. Practice anxiety-reduction techniques.</li> <li>4. Recognize the value of positive thinking.</li> </ol>	<p><b>SEL 1A</b>  9. Describe emotional states associated with different situations (e.g., stressful, sad, exciting, frustrating, disappointing, etc.)  10. Determine typical physical responses to a variety of emotions.</p> <p><b>SEL 2A</b>  10. Analyze the connection between one’s thoughts, emotions and behavior.  11. Utilize strategies to monitor one’s emotions, stress level and behavior.  13. Demonstrate the ability to use self-regulation skills to reduce anger, stress or anxiety.</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"> <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>SEL 1A</b>  9. Describe emotional states associated with different situations (e.g., stressful, sad, exciting, frustrating, disappointing, etc.)  10. Determine typical physical responses to a variety of emotions.  11. Describe ways to communicate one’s emotions in a socially acceptable manner.</p> <p><b>SEL 2A</b>  10. Analyze the connection between one’s thoughts, emotions and behavior.  11. Utilize strategies to monitor one’s emotions, stress level and behavior.  13. Demonstrate the ability to use self-regulation skills to reduce anger, stress or anxiety.</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"> <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> <li>5. Practice paraphrasing as a means of providing feedback and clearing up ambiguities.</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 3A</b>  10. Recognize and respond to social cues in an appropriate manner.</p> <p><b>SEL 4A</b>  10. Determine the positive and negative impact of one’s verbal and nonverbal communication on other people when interacting with them.  12. Demonstrate the ability to</p>

			<p>encourage and support peers. 14. Exhibit the ability to respond nondefensively to constructive criticism.</p> <p><b>SEL 5A</b> 10. Apply the decision-making process to a community issue considering ethical, safety and societal norms.</p>
Unit 7: Social Skills	Students will review a variety of techniques to help them overcome shyness and learn how to initiate social contacts.	<p>Students will:</p> <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>SEL 2A</b> 12. Identify and utilize a variety of organizational strategies (e.g., planner, graphic organizers, checklists, time limits, etc.)</p> <p><b>SEL 3A</b> 10. Recognize and respond to social cues in an appropriate manner.</p>
Unit 8: Assertiveness	Students will review and reinforce techniques that help them be more assertive.	<p>Students will:</p> <ol style="list-style-type: none"> <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>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 1D</b> 9. Define personal responsibility and apply in different scenarios. 10. Identify outcomes of responsible and safe behaviors versus risky, unsafe behaviors. 12. Demonstrate ability to set and adhere to personal boundaries.</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>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 4C</b></p> <ol style="list-style-type: none"> <li>10. Determine the positive and negative impact of one’s verbal and nonverbal communication on other people when interacting with them.</li> <li>11. Demonstrate the ability to determine roles in a cooperative group.</li> <li>12. Demonstrate the ability to encourage and support peers.</li> <li>13. Identify appropriate and inappropriate posts on social media and the potential consequences.</li> </ol>
<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 smoking, drinking, and drug use.</li> </ol>	<p><b>Competency 1:</b> Comprehend concepts related to health promotion and disease prevention to enhance health. (D, PH, N, H)</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><b>SEL 4B</b></p> <ol style="list-style-type: none"> <li>13. Distinguish impact of positive and negative peer pressure on self and others.</li> <li>14. Demonstrate different strategies to resist negative peer pressure (i.e., say “no”, the delay tactic, offer an</li> </ol>

		5. Identify situations involving peer pressure to use drugs that warrant an assertive response.	alternative, code word with parents, etc.).
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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>Mississippi Learning Competency(s)/SEL Performance 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>Competency 7:</b> Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (PH, S, SA)
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 through in-class practice.</li> </ol>	<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)  <b>Competency 5:</b> Demonstrate the ability to use decision-making skills to enhance health. (N, PH, H, S, SA)  <b>SEL 1B</b> 10. Describe how one’s personal qualities, interests, beliefs and academic/career goals impact decision making.

			<p><b>SEL 3C</b> 11. Explain how individual decisions and behaviors positively and negatively affect the well-being of their school and community.</p> <p><b>SEL 5A</b> 8. Identify and apply the five-step decision making process (identify problem or goal, gather information, weigh consequences, make the decision, and evaluate the decision) for a school-based decision. 9. Analyze how decision-making skills regarding study habits at home affect academic performance. 10. Apply the decision-making process to a community issue considering ethical, safety and societal norms. 11. Model appropriate decision making at school (i.e., choosing to follow the school rules, choosing not to follow peer pressure to bully, choosing to answer questions in class instead of talking with a peer, etc.). 12. Demonstrate the ability to take personal responsibility for the decisions and choices one makes.</p> <p><b>SEL 5B</b> 10. Identify different influences on one’s personal decisions or choices. 12. Determine the effectiveness of a previous choice or decision in solving a problem or meeting a short-term goal.</p>
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<p>Unit 3: Media Influences</p>	<p>Students will examine the power of media and how it can affect their behaviors.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <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>Component Health Education</b>  <b>HS.HP.2.2:</b> Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</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"> <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> <li>3. Review and practice cognitive self-control skills for dealing with anxiety.</li> </ol>	<p><b>Competency 1:</b> Comprehend concepts related to health promotion and disease prevention to enhance health. (D, PH, N, H)</p> <p><b>Competency 5:</b> Demonstrate the ability to use decision-making skills to enhance health. (N, PH, H, S, SA)</p> <p><b>SEL 1A</b>  8. Identify and label a variety of emotional states.  9. Describe emotional states associated with different situations (e.g., stressful, sad, exciting, frustrating, disappointing, etc.)  10. Determine typical physical responses to a variety of emotions.</p> <p><b>SEL 2A</b>  10. Analyze the connection between one’s thoughts, emotions and behavior.  11. Utilize strategies to monitor one’s emotions, stress level and behavior.</p>

			<p>12. Identify how appropriately and inappropriately expressing one’s emotions affects others.</p> <p>13. Demonstrate the ability to use self-regulation skills to reduce anger, stress or anxiety.</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"> <li>1. Discuss the physical symptoms of anger.</li> <li>2. Discuss common situations that produce anger.</li> <li>3. Discuss reasons for keeping anger under control.</li> <li>4. Review techniques for controlling anger.</li> <li>5. Practice techniques for controlling anger.</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>SEL 2A</b></p> <p>10. Analyze the connection between one’s thoughts, emotions and behavior.</p> <p>11. Utilize strategies to monitor one’s emotions, stress level and behavior.</p> <p>12. Identify how appropriately and inappropriately expressing one’s emotions affects others.</p> <p>13. Demonstrate the ability to use self-regulation skills to reduce anger, stress or anxiety.</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"> <li>1. Identify and use common greetings and brief exchanges.</li> <li>2. Identify and use skills for starting, continuing, and ending conversations.</li> <li>3. Discuss situations which require deeper conversations.</li> <li>4. Identify techniques for deep conversations.</li> </ol>	<p><b>SEL 3A</b></p> <p>10. Recognize and respond to social cues in an appropriate manner.</p> <p>11. Analyze ways one’s behavior may affect the feelings of others.</p> <p>12. Demonstrate respect for other people’s opinions.</p> <p>13. Identify ways to provide support and encouragement to others in need.</p>

			<p><b>SEL 4B</b> 12. Determine the difference between behaviors of healthy relationships versus behaviors of unhealthy relationships (e.g. adult-child relationships, peer-peer relationships, and romantic relationships).</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>Competency 2:</b> Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (M)</p> <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 1D</b> 11. Analyze areas of one’s life that are within one’s control. 12. Demonstrate ability to set and adhere to personal boundaries.</p> <p><b>SEL 4A</b> 14. Exhibit the ability to respond nondefensively to constructive criticism.</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> </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>

		<ol style="list-style-type: none"> <li>4. Practice suggesting compromises.</li> <li>5. Practice resolving conflicts.</li> </ol>	<p><b>SEL 4C</b></p> <p>10. Demonstrate an understanding of the conflict cycle (e.g., event - emotion - reaction - outcome) and which part one has control over to shape the outcome of the conflict.</p> <p>11. Identify behaviors that create conflict (e.g., spreading rumors, inappropriate posts or texts on social media, wrongful accusations, and insult or put downs).</p> <p>12. Apply conflict resolution skills in order to de-escalate, defuse and resolve a conflict.</p> <p>13. Determine strategies for avoiding or resolving conflicts related to destructive peer pressure.</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 to engage in substance use.</li> </ol> <p>Identify and practice techniques for dealing with peer pressure to smoke, drink, or use drugs.</p>	<p><b>Competency 1:</b> Comprehend concepts related to health promotion and disease prevention to enhance health. (D, PH, N, H)</p> <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 7:</b> Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (PH, S, SA)</p> <p><b>SEL 4B</b></p> <p>13. Distinguish impact of positive and negative peer pressure on self and others.</p> <p>14. Demonstrate different strategies to resist negative peer pressure (i.e., say “no”, the delay tactic, offer an alternative, code word with parents, etc.).</p>