



Connecting *Botvin LifeSkills® Training* to New York State Educational Standards (Grades 6-8)

Why align the LST Program with New York State 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 **New York State**.

Table of Contents

LEVEL ONE	4
Unit 1: Self-Image and Self-Improvement	4
Unit 2 Making Decisions	5
Unit 3: Smoking: Myths and Realities.....	6
Unit 4: Smoking and Biofeedback.....	7
Unit 5: Alcohol: Myths and Realities.....	8
Unit 6: Marijuana: Myths and Realities	8
Unit 7: Advertising	9
Unit 8: Violence and the Media	10
Unit 9: Coping with Anxiety	11
Unit 10: Coping with Anger.....	12
Unit 11: Communication Skills	12
Unit 12: Social Skills (A).....	13
Unit 13: Social Skills (B).....	13
Unit 14: Assertiveness.....	14
Unit 15: Resolving Conflicts	15
Level Two	16
Unit 1: Drug Abuse and Violence: Causes and Effects.....	16
Unit 2: Making Decisions	16

Unit 3: Media Influences.....	17
Unit 4: Coping with Anxiety	19
Unit 5: Coping with Anger.....	19
Unit 6: Communication Skills	20
Unit 7: Social Skills	20
Unit 8: Assertiveness.....	21
Unit 9: Resolving Conflicts	21
Unit 10: Resisting Peer Pressure.....	22
Level Three	24
Unit 1: Drug Abuse: Causes and Effects.....	24
Unit 2: Making Decisions	24
Unit 3: Media Influences.....	25
Unit 4: Coping with Anxiety	26
Unit 5: Coping with Anger.....	27
Unit 6: Social Skills	28
Unit 7: Assertiveness.....	28
Unit 8: Resolving Conflicts	28
Unit 9: Resisting Peer Pressure.....	29

LEVEL ONE

<i>Botvin LifeSkills® Training Units for Grades 6/7</i>	Unit Goal	Unit Objectives	New York State Learning Standards for Health (LSH), Physical Education (LSPE), and Consumer Science (LSCS), Learning Standard Performance Indicators (PI), Physical Education Standards (PES)
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>LSPE 1. Students will perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sports activities. Students will design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition.</p> <p>LSPE 1 PI: Develop and implement a personal fitness plan based on self-assessment and goal setting, understand physiological changes that result from training, and understand the health benefits of regular participation in activity.</p> <p>LSPE 2. Students will demonstrate responsible personal and social behavior while engaged in physical activity. They will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication. Students will be able to identify safety hazards and react effectively to</p>

			<p>ensure a safe and positive experience for all participants.</p> <p>LSPE 2. PI: Work constructively with others to accomplish a goal in a group activity, demonstrating consideration for others involved.</p> <p>LSCS 3. Students will understand and be able to manage personal resources of talent, time, energy, and money and make effective decisions in order to balance their obligations to work, family, and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their new abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.</p> <p>LSCS 3 PI: Identify their own abilities and interests as possible guides to career choice.</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>LSH 1. Students will understand human growth and development and recognize the relationship between behaviors and healthy development. They will understand ways to promote health and prevent disease and will demonstrate and practice positive health behaviors.</p> <p>LSH 1 PI: Analyze the multiple influences which affect health decisions and behaviors.</p> <p>LSCS 1. Students will use an understanding of the elements of good nutrition to plan appropriate diets for themselves and others. They will know and use the tools and technology for safe and healthy food preparation.</p>

		<ol style="list-style-type: none"> 4. Describe how important decisions are made. 5. Identify a process for making decisions. 	<p>LSCS 1 PI: Apply decision making process to dilemmas related to personal health.</p> <p>LSCS 3. Students will understand and be able to manage personal resources of talent, time, energy, and money and make effective decisions in order to balance their obligations to work, family, and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their new abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.</p> <p>LSCS 3. PI: Understand the resources available to them, make informed decisions about the use of those resources, and know some ways to expand resources.</p> <p>PES NY. S4.3.6 Identifies problem solving skills and conflict resolution tactics in physical activity settings.</p>
<p>Unit 3: Smoking: Myths and Realities</p>	<p>Students will be able to dispel myths surrounding tobacco use using statistics and help students understand the rights of nonsmokers.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify that the majority of teenagers and adults are not cigarette smokers. 2. Discuss reasons young people have for smoking or not smoking. 	<p>LSH 1. Students will understand human growth and development and recognize the relationship between behaviors and healthy development. They will understand ways to promote health and prevent disease and will demonstrate and practice positive health behaviors.</p> <p>LSH 1 PI: Apply prevention and risk reduction strategies to adolescent health problems.</p> <p>LSH 1 PI: Demonstrate the necessary knowledge and skills to promote healthy adolescent development.</p>

		<ol style="list-style-type: none"> 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. 6. Identify that smoking is becoming less socially acceptable. 7. Discuss nonsmokers' rights. 	
<p>Unit 4: Smoking and Biofeedback</p>	<p>Students will explore the immediate effects of tobacco on the body.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Describe the effects of elevated heart rates on the body. 2. Identify situations that can change heart rates. 3. Discuss the purpose and procedure of the pulse meter. 4. Discuss the purpose and procedure of the tremor test. 5. Discuss the reasons for the difference in pulse rates before and after smoking a cigarette. 	<p>LSH 1. Students will understand human growth and development and recognize the relationship between behaviors and healthy development. They will understand ways to promote health and prevent disease and will demonstrate and practice positive health behaviors.</p> <p>LSH 1 PI: Apply prevention and risk reduction strategies to adolescent health problems.</p> <p>LSH 1 PI: Demonstrate the necessary knowledge and skills to promote healthy adolescent development.</p> <p>LSPE 1. Students will perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sports activities. Students will design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition.</p>

		6. Discuss the reasons for the difference in hand steadiness before and after smoking a cigarette.	
Unit 5: Alcohol: Myths and Realities	Students will understand what alcohol does to the body and explore why many people don't drink.	<p>Students will:</p> <ol style="list-style-type: none"> 1. Recognize that alcohol is a drug which slows down the functioning of the brain and nervous system. 2. Recognize that although many people drink, most adults drink only occasionally and in moderation. 3. Discuss reasons why people do or do not drink. 4. Identify the realities of what alcohol can and cannot do. 	<p>LSH 1. Students will understand human growth and development and recognize the relationship between behaviors and healthy development. They will understand ways to promote health and prevent disease and will demonstrate and practice positive health behaviors.</p> <p>LSH 1 PI: Apply prevention and risk reduction strategies to adolescent health problems.</p> <p>LSH 1 PI: Demonstrate the necessary knowledge and skills to promote healthy adolescent development.</p>
Unit 6: Marijuana: Myths and Realities	Students will learn about the immediate and long-term effects of marijuana on behavior and the body.	<p>Students will:</p> <ol style="list-style-type: none"> 1. Describe what marijuana is. 	<p>LSH 1. Students will understand human growth and development and recognize the relationship between behaviors and healthy development. They will understand ways to promote health and prevent disease and will demonstrate and practice positive health behaviors.</p>

		<ol style="list-style-type: none"> 2. Identify that the vast majority of teenagers and adults do not smoke marijuana. 3. Discuss the reasons some teenagers use marijuana. 4. Discuss the realities of what marijuana can and cannot do. 5. Discuss the immediate and long-term effects of marijuana on the body. 6. Discuss the legal status of marijuana. 	<p>LSH 1 PI: Apply prevention and risk reduction strategies to adolescent health problems.</p> <p>LSH 1 PI: Demonstrate the necessary knowledge and skills to promote healthy adolescent development.</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>LSH 1. Students will understand human growth and development and recognize the relationship between behaviors and healthy development. They will understand ways to promote health and prevent disease and will demonstrate and practice positive health behaviors.</p> <p>LSH 1 PI: Analyze the multiple influences which affect health decisions and behaviors.</p> <p>LSH 3. Students will understand the influence of culture, media, and technology in making decisions about personal and community health issues. They will know about and use valid health information, products, and services. Students will advocate for healthy families and communities.</p>

			<p>LSH 3. PI: Distinguish between valid and invalid health information, products and services.</p> <p>LSH 3. PI: Recognize how cultural beliefs influence health behaviors and the use of health services.</p> <p>LSH 3. PI: Analyze how media and technology influence the selection of health information, products and services.</p> <p>LSCS 3. Students will understand and be able to manage personal resources of talent, time, energy, and money and make effective decisions in order to balance their obligations to work, family, and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their new abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.</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. 	<p>LSH 1. Students will understand human growth and development and recognize the relationship between behaviors and healthy development. They will understand ways to promote health and prevent disease and will demonstrate and practice positive health behaviors.</p> <p>LSH 1 PI: Analyze the multiple influences which affect health decisions and behaviors.</p> <p>LSH 3. Students will understand the influence of culture, media, and technology in making decisions about personal and community health issues. They will know about and use valid health information, products, and services. Students will advocate for healthy families and communities.</p>

		<ol style="list-style-type: none"> 5. Identify that the media create attractive images as models for violent behavior. 6. Identify the reasons for media violence. 7. Discuss violent imagery in video games and music. 8. Discuss the harmful effects of media violence. 9. Discuss ways to resist media influence. 	<p>LSH 3. PI: Recognize how cultural beliefs influence health behaviors and the use of health services.</p> <p>LSH 3. PI: Analyze how media and technology influence the selection of health information, products and services.</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"> 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 	<p>LSCS 1. Students will use an understanding of the elements of good nutrition to plan appropriate diets for themselves and others. They will know and use the tools and technology for safe and healthy food preparation.</p> <p>LSCS 1. PI: Recognize the mental, social, and emotional aspects of good health.</p> <p>LSH 2. Students will demonstrate personally and socially responsible behaviors. They will care for and respect themselves and others. They will recognize threats to the environment and offer appropriate strategies to minimize them.</p> <p>LSH 2. PI: Assess potentially dangerous situations and demonstrate the skills to avoid or reduce their risks.</p>

		exercise, mental rehearsal, deep breathing).	
Unit 10: Coping with Anger	Students will learn about the physical effects of anger, and practice techniques for controlling this often-volatile emotion.	<p>Students will:</p> <ol style="list-style-type: none"> 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>LSCS 1. Students will use an understanding of the elements of good nutrition to plan appropriate diets for themselves and others. They will know and use the tools and technology for safe and healthy food preparation.</p> <p>LSCS 1. PI: Recognize the mental, social, and emotional aspects of good health.</p> <p>LSH 2. Students will demonstrate personally and socially responsible behaviors. They will care for and respect themselves and others. They will recognize threats to the environment and offer appropriate strategies to minimize them.</p> <p>LSH 2. PI: Assess potentially dangerous situations and demonstrate the skills to avoid or reduce their risks.</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"> 1. Define communication. 2. Discuss verbal and nonverbal communication. 3. Define misunderstanding. 	<p>LSH 1. Students will understand human growth and development and recognize the relationship between behaviors and healthy development. They will understand ways to promote health and prevent disease and will demonstrate and practice positive health behaviors.</p> <p>LSH 1. PI: Possess basic knowledge and skills which support positive health choices and behaviors.</p> <p>LSPE 2. Students will demonstrate responsible personal and social behavior while engaged in physical</p>

		<ol style="list-style-type: none"> 4. Discuss how misunderstandings develop. 5. Discuss how misunderstandings can be avoided. 	<p>activity. They will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication. Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.</p> <p>LSPE 2. PI: Demonstrate care, consideration, and respect of self and others during physical activity.</p> <p>PES NY. S4.2.6 Uses communication skills and strategies that promote positive relationships in physical activity settings.</p>
Unit 12: Social Skills (A)	Students will learn how to use communication skills to develop social skills.	<p>Students will:</p> <ol style="list-style-type: none"> 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. 5. Practice initiating, sustaining, and ending conversations. 	<p>LSH 2. Students will demonstrate personally and socially responsible behaviors. They will care for and respect themselves and others. They will recognize threats to the environment and offer appropriate strategies to minimize them.</p> <p>LSH 2. PI: Demonstrate personal and social skills which enhance personal health and safety.</p>
Unit 13: Social Skills (B)	Students will learn and practice how to arrange social activities to	Students will:	LSH 2. Students will demonstrate personally and socially responsible behaviors. They will care for and respect themselves and others. They will recognize threats to the

	increase their confidence.	<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>environment and offer appropriate strategies to minimize them.</p> <p>LSH 2. PI: Demonstrate personal and social skills which enhance personal health and safety.</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"> 1. Identify common situations in which people often fail to be assertive. 2. Identify persuasive tactics. 	<p>LSH 1. Students will understand human growth and development and recognize the relationship between behaviors and healthy development. They will understand ways to promote health and prevent disease and will demonstrate and practice positive health behaviors.</p> <p>LSH 1 PI: Demonstrate the necessary knowledge and skills to promote healthy adolescent development.</p>

		<ol style="list-style-type: none"> 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>LSH 2. Students will demonstrate personally and socially responsible behaviors. They will care for and respect themselves and others. They will recognize threats to the environment and offer appropriate strategies to minimize them.</p> <p>LSH 2. PI: Demonstrate personal and social skills which enhance personal health and safety.</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. 3. Recognize that negotiation and problem-solving skills can resolve conflicts. 4. Demonstrate success in resolving conflicts. 	<p>LSH 2. Students will demonstrate personally and socially responsible behaviors. They will care for and respect themselves and others. They will recognize threats to the environment and offer appropriate strategies to minimize them.</p> <p>LSH 2. PI: Assess potentially dangerous situations and demonstrate the skills to avoid or reduce their risks.</p> <p>PES NY. S4.3.6 Identifies problem solving skills and conflict resolution tactics in physical activity settings.</p>

Level Two

<i>Botvin LifeSkills® Training Units for Grades 7/8</i>	Unit Goal	Unit Objectives	New York State Learning Standards for Health (LSH), Physical Education (LSPE), and Consumer Science (LSCS), Learning Standard Performance Indicators (PI), Physical Education Standards (PES)
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>LSH 1. Students will understand human growth and development and recognize the relationship between behaviors and healthy development. They will understand ways to promote health and prevent disease and will demonstrate and practice positive health behaviors.</p> <p>LSH 1 PI: Apply prevention and risk reduction strategies to adolescent health problems.</p> <p>LSH 1 PI: Demonstrate the necessary knowledge and skills to promote healthy adolescent development.</p>
Unit 2: Making Decisions	Students will review the 3 Cs model of decision-making and analyze	Students will:	LSH 1. Students will understand human growth and development and recognize the relationship between behaviors and healthy development. They will understand ways to promote health and prevent disease and will

	challenging situations to practice.	<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>demonstrate and practice positive health behaviors.</p> <p>LSH 1 PI: Analyze the multiple influences which affect health decisions and behaviors.</p> <p>LSCS 1. Students will use an understanding of the elements of good nutrition to plan appropriate diets for themselves and others. They will know and use the tools and technology for safe and healthy food preparation.</p> <p>LSCS 1 PI: Apply decision making process to dilemmas related to personal health.</p> <p>LSCS 3. Students will understand and be able to manage personal resources of talent, time, energy, and money and make effective decisions in order to balance their obligations to work, family, and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their new abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.</p> <p>LSCS 3. PI: Understand the resources available to them, make informed decisions about the use of those resources, and know some ways to expand resources.</p> <p>PES NY. S4.3.7 Applies problem solving skills and conflict resolution tactics in physical activity settings.</p>
Unit 3: Media Influences	Students will review common advertising techniques and learn new techniques for resisting ads.	<p>Students will:</p> <ol style="list-style-type: none"> 1. Review common advertising techniques. 	<p>LSH 1. Students will understand human growth and development and recognize the relationship between behaviors and healthy development. They will understand ways to promote health and prevent disease and will demonstrate and practice positive health behaviors.</p>

		<ol style="list-style-type: none"> 2. Review methods used by advertisers to influence consumer choices. 3. Identify and analyze techniques commonly used to advertise cigarettes and alcoholic beverages. 4. Recognize automatic responses to advertisements. 5. Discuss alternative ways of responding to ads in order to resist ad pressures. 	<p>LSH 1 PI: Analyze the multiple influences which affect health decisions and behaviors.</p> <p>LSH 3. Students will understand the influence of culture, media, and technology in making decisions about personal and community health issues. They will know about and use valid health information, products, and services. Students will advocate for healthy families and communities.</p> <p>LSH 3. PI: Distinguish between valid and invalid health information, products and services.</p> <p>LSH 3. PI: Recognize how cultural beliefs influence health behaviors and the use of health services.</p> <p>LSH 3. PI: Analyze how media and technology influence the selection of health information, products and services.</p> <p>LSCS 3. Students will understand and be able to manage personal resources of talent, time, energy, and money and make effective decisions in order to balance their obligations to work, family, and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their new abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.</p> <p>LSCS 3. PI: Understand the resources available to them, make informed decisions about the use of those resources, and know some ways to expand resources.</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>LSCS 1. Students will use an understanding of the elements of good nutrition to plan appropriate diets for themselves and others. They will know and use the tools and technology for safe and healthy food preparation.</p> <p>LSCS 1. PI: Recognize the mental, social, and emotional aspects of good health.</p> <p>LSH 2. Students will demonstrate personally and socially responsible behaviors. They will care for and respect themselves and others. They will recognize threats to the environment and offer appropriate strategies to minimize them.</p> <p>LSH 2. PI: Assess potentially dangerous situations and demonstrate the skills to avoid or reduce their risks.</p> <p>PES NY. S3.2.7 Applies strategies to improve health-enhancing behaviors.</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>LSCS 1. Students will use an understanding of the elements of good nutrition to plan appropriate diets for themselves and others. They will know and use the tools and technology for safe and healthy food preparation.</p> <p>LSCS 1. PI: Recognize the mental, social, and emotional aspects of good health.</p> <p>LSH 2. Students will demonstrate personally and socially responsible behaviors. They will care for and respect themselves and others. They will recognize threats to the environment and offer appropriate strategies to minimize them.</p> <p>LSH 2. PI: Assess potentially dangerous situations and demonstrate the skills to avoid or reduce their risks.</p>

		7. Practice techniques for controlling anger.	PES NY. S3.2.7 Applies strategies to improve health-enhancing behaviors.
Unit 6: Communication Skills	Students will focus on developing listening skills that demonstrate their ability to accurately hear the message being sent.	<p>Students will:</p> <ol style="list-style-type: none"> 1. Practice giving messages that are clear and specific. 2. Understand the importance of consistency between verbal and nonverbal channels of communication. 3. Demonstrate poor vs good listening behavior. 4. Describe verbal and nonverbal cues that indicate when someone is actively listening. 5. Practice paraphrasing as a means of providing feedback and clearing up ambiguities. 	<p>LSPE 1. Students will perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sports activities. Students will design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition.</p> <p>LSPE 1. PI: Develop leadership, problem solving, communication, and team work by participating in group activities.</p>
Unit 7: Social Skills	Students will review a variety of techniques to help them overcome	Students will:	LSH 2. Students will demonstrate personally and socially responsible behaviors. They will care for and respect themselves and others. They will recognize threats to the

	shyness and learn how to initiate social contacts.	<ol style="list-style-type: none"> 1. Recognize that many people feel shy. 2. Identify techniques for overcoming shyness. 3. Initiate, sustain, and end a conversation. 4. Use basic social skills. 	<p>environment and offer appropriate strategies to minimize them.</p> <p>LSH 2. PI: Demonstrate personal and social skills which enhance personal health and safety.</p> <p>PES NY. S4.1.7 Responds appropriately to corrective feedback in physical activity settings.</p> <p>PES NY. S4.2.7 Demonstrates civility by cooperating with classmates in physical activity settings.</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"> 1. Define and discuss the differences between assertiveness, passivity, and aggressiveness. 2. Identify common situations in which people often fail to be assertive. 3. Identify and practice verbal skills. 4. Identify and practice nonverbal skills. 	<p>LSPE 1. Students will perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sports activities. Students will design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition.</p> <p>LSPE 1. PI: Develop leadership, problem solving, communication, and team work by participating in group activities.</p>
Unit 9: Resolving Conflicts	Students will review the techniques to resolve conflicts.	<p>Students will:</p> <ol style="list-style-type: none"> 1. Review five ways to resolve conflicts. 	<p>LSPE 1. Students will perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sports activities. Students will design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular</p>

		<ol style="list-style-type: none"> 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>strength, endurance, and body composition.</p> <p>LSPE 1. PI: Develop leadership, problem solving, communication, and team work by participating in group activities.</p> <p>LSCS 1. Students will use an understanding of the elements of good nutrition to plan appropriate diets for themselves and others. They will know and use the appropriate tools and technologies for safe and healthy food preparation.</p> <p>LSCS 1. PI: Recognize the mental, social, and emotional aspects of good health.</p> <p>LSH 2. Students will demonstrate personally and socially responsible behaviors. They will care for and respect themselves and others. They will recognize threats to the environment and offer appropriate strategies to minimize them.</p> <p>LSH 2. PI: Assess potentially dangerous situations and demonstrate the skills to avoid or reduce their risks.</p> <p>PES NY. S4.3.7 Applies problem solving skills and conflict resolution tactics in physical activity settings.</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 	<p>LSPE 1. Students will perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sports activities. Students will design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition.</p> <p>LSPE 1. PI: Develop leadership, problem solving, communication, and team work by participating in</p>

		<p>pressured to smoke, drink, and use drugs.</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>group activities.</p> <p>LSH 2. Students will demonstrate personally and socially responsible behaviors. They will care for and respect themselves and others. They will recognize threats to the environment and offer appropriate strategies to minimize them.</p> <p>LSH 2. PI: Assess potentially dangerous situations and demonstrate the skills to avoid or reduce their risks.</p>
--	--	--	--

Level Three

<i>Botvin LifeSkills® Training Units for Grades 8/9</i>	Unit Goal	Unit Objectives	New York State Learning Standards for Health (LSH), Physical Education (LSPE), and Consumer Science (LSCS), Learning Standard Performance Indicators (PI), Physical Education Standards (PES)
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>LSH 1. Students will understand human growth and development and recognize the relationship between behaviors and healthy development. They will understand ways to promote health and prevent disease and will demonstrate and practice positive health behaviors.</p> <p>LSH 1 PI: Apply prevention and risk reduction strategies to adolescent health problems.</p> <p>LSH 1 PI: Demonstrate the necessary knowledge and skills to promote healthy adolescent development.</p>
Unit 2: Making Decisions	Students will continue to practice the 3 Cs of effective decision-making.	Students will: <ol style="list-style-type: none"> 1. Review the 3 Cs method for making decisions. 2. Apply the decision-making method to a 	<p>LSH 1. Students will understand human growth and development and recognize the relationship between behaviors and healthy development. They will understand ways to promote health and prevent disease and will demonstrate and practice positive health behaviors.</p> <p>LSH 1 PI: Analyze the multiple influences which affect health decisions and behaviors.</p>

		<p>variety of situations through in-class practice.</p>	<p>LSCS 1. Students will use an understanding of the elements of good nutrition to plan appropriate diets for themselves and others. They will know and use the tools and technology for safe and healthy food preparation.</p> <p>LSCS 1 PI: Apply decision making process to dilemmas related to personal health.</p> <p>LSCS 3. Students will understand and be able to manage personal resources of talent, time, energy, and money and make effective decisions in order to balance their obligations to work, family, and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their new abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.</p> <p>LSCS 3. PI: Understand the resources available to them, make informed decisions about the use of those resources, and know some ways to expand resources.</p> <p>PES NY. S4.3.8 Evaluates problem solving skills and conflict resolution tactics in physical activity settings.</p>
<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"> 1. Identify the sources of media influence. 2. Discuss the impact the media have on attitudes and behavior. 	<p>LSH 1. Students will understand human growth and development and recognize the relationship between behaviors and healthy development. They will understand ways to promote health and prevent disease and will demonstrate and practice positive health behaviors.</p> <p>LSH 1 PI: Analyze the multiple influences which affect health decisions and behaviors.</p>

		<ol style="list-style-type: none"> 3. Formulate alternative responses to pro-drug media influences. 4. Use critical thinking skills to resist pro-drug media influences. 	<p>LSH 3. Students will understand the influence of culture, media, and technology in making decisions about personal and community health issues. They will know about and use valid health information, products, and services. Students will advocate for healthy families and communities.</p> <p>LSH 3. PI: Distinguish between valid and invalid health information, products and services.</p> <p>LSH 3. PI: Recognize how cultural beliefs influence health behaviors and the use of health services.</p> <p>LSH 3. PI: Analyze how media and technology influence the selection of health information, products and services.</p> <p>LSCS 3. Students will understand and be able to manage personal resources of talent, time, energy, and money and make effective decisions in order to balance their obligations to work, family, and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their new abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.</p> <p>LSCS 3. PI: Understand the resources available to them, make informed decisions about the use of those resources, and know some ways to expand resources.</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. 	<p>LSCS 1. Students will use an understanding of the elements of good nutrition to plan appropriate diets for themselves and others. They will know and use the tools and technology for safe and healthy food preparation.</p>

		<ol style="list-style-type: none"> 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>LSCS 1. PI: Recognize the mental, social, and emotional aspects of good health.</p> <p>LSH 2. Students will demonstrate personally and socially responsible behaviors. They will care for and respect themselves and others. They will recognize threats to the environment and offer appropriate strategies to minimize them.</p> <p>LSH 2. PI: Assess potentially dangerous situations and demonstrate the skills to avoid or reduce their risks.</p> <p>PES NY. S3.2.8 Evaluates the application of personal habits and strategies related to health- enhancing behaviors.</p> <p>PES NY. S4.2.8 Demonstrates citizenship by respecting for diversity and including others in physical activity settings.</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. 3. Discuss reasons for keeping anger under control. 4. Review techniques for controlling anger. 5. Practice techniques for controlling anger. 	<p>LSCS 1. Students will use an understanding of the elements of good nutrition to plan appropriate diets for themselves and others. They will know and use the tools and technology for safe and healthy food preparation.</p> <p>LSCS 1. PI: Recognize the mental, social, and emotional aspects of good health.</p> <p>LSH 2. Students will demonstrate personally and socially responsible behaviors. They will care for and respect themselves and others. They will recognize threats to the environment and offer appropriate strategies to minimize them.</p> <p>LSH 2. PI: Assess potentially dangerous situations and demonstrate the skills to avoid or reduce their risks.</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. 3. Discuss situations which require deeper conversations. 4. Identify techniques for deep conversations. 	<p>LSH 2. Students will demonstrate personally and socially responsible behaviors. They will care for and respect themselves and others. They will recognize threats to the environment and offer appropriate strategies to minimize them.</p> <p>LSH 2. PI: Demonstrate personal and social skills which enhance personal health and safety.</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>LSPE 1. Students will perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sports activities. Students will design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition.</p> <p>LSPE 1. PI: Develop leadership, problem solving, communication, and team work by participating in group activities.</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. 	<p>LSH 2. Students will demonstrate personally and socially responsible behaviors. They will care for and respect themselves and others. They will recognize threats to the environment and offer appropriate strategies to minimize them.</p>

		<ol style="list-style-type: none"> 2. Identify styles of resolving conflicts. 3. Identify the basic steps of conflict resolution. 4. Practice suggesting compromises. 5. Practice resolving conflicts. 	<p>LSH 2. PI: Assess potentially dangerous situations and demonstrate the skills to avoid or reduce their risks.</p> <p>PES NY. S4.3.8 Evaluates problem solving skills and conflict resolution tactics in physical activity settings.</p>
Unit 9: Resisting Peer Pressure	Students will review refusal techniques and practice them in peer pressure situations.	<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>LSH 2. Students will demonstrate personally and socially responsible behaviors. They will care for and respect themselves and others. They will recognize threats to the environment and offer appropriate strategies to minimize them.</p> <p>LSH 2. PI: Assess potentially dangerous situations and demonstrate the skills to avoid or reduce their risks.</p>