



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

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

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.....	9
Unit 6: Marijuana: Myths and Realities	10
Unit 7: Advertising	12
Unit 8: Violence and the Media	13
Unit 9: Coping with Anxiety	14
Unit 10: Coping with Anger.....	15
Unit 11: Communication Skills	15
Unit 12: Social Skills (A).....	16
Unit 13: Social Skills (B).....	17
Unit 14: Assertiveness.....	18
Unit 15: Resolving Conflicts	19
Level Two	21
Unit 1: Drug Abuse and Violence: Causes and Effects.....	21
Unit 2: Making Decisions	23

Unit 3: Media Influences.....	25
Unit 4: Coping with Anxiety	26
Unit 5: Coping with Anger.....	27
Unit 6: Communication Skills	28
Unit 7: Social Skills	28
Unit 8: Assertiveness.....	29
Unit 9: Resolving Conflicts	30
Unit 10: Resisting Peer Pressure.....	31
Level Three	33
Unit 1: Drug Abuse: Causes and Effects.....	33
Unit 2: Making Decisions	36
Unit 3: Media Influences.....	38
Unit 4: Coping with Anxiety	39
Unit 5: Coping with Anger.....	40
Unit 6: Social Skills	41
Unit 7: Assertiveness.....	42
Unit 8: Resolving Conflicts	44
Unit 9: Resisting Peer Pressure.....	46

LEVEL ONE

<i>Botvin LifeSkills® Training Units for Grades 6/7</i>	Unit Goal	Unit Objectives	Ohio Social Emotional Learning Standards (SEL) 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>SEL A3. 2.c Develop and implement a plan of action, based on support or constructive feedback, that addresses challenges and builds on strengths.</p> <p>SEL B2. 1.c Recognize the importance of short and long-term goals for success in school and life.</p> <p>SEL B2. 2.c Identify school, family and community resources that may assist in achieving a goal.</p> <p>SEL B2. 3.c Set a short-term school or life goal with action steps to achieve success.</p> <p>SEL B2. 4.c Monitor progress toward a specified goal by developing checkpoints and adjusting the plan or action steps as needed.</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. 4. Describe how important decisions are made. 5. Identify a process for making decisions. 	<p>SEL A.2 1.c Describe how personal interests, qualities and strengths may help with decision making to accomplish personal goals.</p> <p>SEL E1. 1.c Demonstrate critical thinking skills when solving problems or making decisions, recognizing there may be more than one perspective.</p> <p>SEL E2. 3.c Utilize knowledge of outcomes to inform future decisions.</p> <p>SEL E3. 1.c Apply honesty, respect and compassion to the decision-making process.</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. 3. Discuss realities of what cigarettes can and cannot do. 	<p>Note: OH law requires that health education instruction include the harmful effects of and legal restrictions against the use of drugs of abuse, alcoholic beverages, and tobacco, including electronic smoking devices (vaping) but there are not currently standardized health education standards.</p>

		<ol style="list-style-type: none"> 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. 6. Discuss the reasons for the difference in hand steadiness before and 	<p>Note: OH law requires that health education instruction include the harmful effects of and legal restrictions against the use of drugs of abuse, alcoholic beverages, and tobacco, including electronic smoking devices (vaping) but there are not currently standardized health education standards.</p>

		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. 	Note: OH law requires that health education instruction include the harmful effects of and legal restrictions against the use of drugs of abuse, alcoholic beverages, and tobacco, including electronic smoking devices (vaping) but there are not currently standardized health education standards.
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. 2. Identify that the vast majority of teenagers and adults do not smoke marijuana. 	Note: OH law requires that health education instruction include the harmful effects of and legal restrictions against the use of drugs of abuse, alcoholic beverages, and tobacco, including electronic smoking devices (vaping) but there are not currently standardized health education standards.

		<ol style="list-style-type: none"> 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>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>SEL D1. 3.c Interact on social and digital media responsibly and understand the potential impact on reputation and relationships.</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 influences behavior. 	<p>SEL D1. 3.c Interact on social and digital media responsibly and understand the potential impact on reputation and relationships.</p>

		<ol style="list-style-type: none"> 3. Identify that violent behavior is not as common as many people think. 4. Identify that the media distort our ideas about violence. 5. Identify that the media create attractive images as models for violent behavior. 6. Identify the reasons for media violence. 7. Discuss violent imagery in video games and music. 8. Discuss the harmful effects of media violence. 9. Discuss ways to resist media influence. 	
<p>Unit 9: Coping with Anxiety</p>	<p>Help students learn to recognize symptoms of anxiety and then gives them the tools to effectively cope with it.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Define anxiety. 2. Identify physical symptoms of nervousness. 3. Discuss common situations which produce nervousness. 	<p>SEL A.1. 1.c Identify, recognize and name personal complex emotions.</p> <p>SEL A.1 1.c Explain that emotions may vary based on the situation, including people and places.</p> <p>SEL E.4. 3.c Demonstrate ability to manage transitions and adapt to changing situations and responsibilities in school and life.</p>

		<ol style="list-style-type: none"> 4. Discuss alternative ways of dealing with anxiety-inducing situations. 5. Demonstrate the techniques for coping with anxiety (relaxation exercise, mental rehearsal, deep breathing). 	
<p>Unit 10: Coping with Anger</p>	<p>Students will learn about the physical effects of anger, and practice techniques for controlling this often-volatile emotion.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Experience anger. 2. Define anger. 3. Identify physical symptoms of anger. 4. Discuss common situations that provoke anger. 5. Discuss reasons for keeping anger under control. 6. Discuss ways to control anger. 7. Practice techniques for controlling anger. 	<p>SEL A1. 1.c Identify, recognize and name personal complex emotions.</p> <p>SEL A.1 1.c Explain that emotions may vary based on the situation, including people and places.</p> <p>SEL E4. 3.c Demonstrate ability to manage transitions and adapt to changing situations and responsibilities in school and life.</p>

<p>Unit 11: Communication Skills</p>	<p>Students will learn how to use verbal and nonverbal communication skills to avoid misunderstandings.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Define communication. 2. Discuss verbal and nonverbal communication. 3. Define misunderstanding. 4. Discuss how misunderstandings develop. 5. Discuss how misunderstandings can be avoided. 	<p>SEL C1. 1.c Determine if verbal and nonverbal cues correspond to the feelings expressed by others.</p> <p>SEL D1. 1.c Demonstrate the ability to actively listen and understand multiple perspectives.</p> <p>SEL D1. 2.c Offer and acknowledge constructive feedback to strengthen connections and improve communication outcomes with others.</p>
<p>Unit 12: Social Skills (A)</p>	<p>Students will learn how to use communication skills to develop social skills.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Recognize that many people feel shy or uncomfortable in social situations. 2. Discuss how shyness can be overcome. 3. Practice making social contacts. 4. Practice giving and receiving compliments. 5. Practice initiating, sustaining, and ending conversations. 	<p>SEL C4. 1.c Generate positive responses to various social situations.</p> <p>SEL C4. 2.c Recognize that social cues are based on rules and expectations and can change based upon context.</p>

<p>Unit 13: Social Skills (B)</p>	<p>Students will learn and practice how to arrange social activities to increase their confidence.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 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>SEL C4. 1.c Generate positive responses to various social situations.</p> <p>SEL C4. 2.c Recognize that social cues are based on rules and expectations and can change based upon context.</p>
<p>Unit 14: Assertiveness</p>	<p>Students will learn different ways people exert pressure and identify and practice both verbal and nonverbal techniques for saying “no”.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify common situations in which people often fail to be assertive. 	<p>SEL C1. 1.c Determine if verbal and nonverbal cues correspond to the feelings expressed by others.</p>

		<ol style="list-style-type: none"> 2. Identify persuasive tactics. 3. Identify and practice verbal assertive skills. 4. Identify and practice nonverbal assertive skills. 5. Discuss alternative ways for dealing with situations in which teens are pressured to smoke, drink, or use marijuana. 	
<p>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>SEL D3. 1.c Recognize and acknowledge different perspectives of others to prevent conflict.</p> <p>SEL D3. 2.c Use a non-judgmental voice during conflict resolution to maintain safe relationships.</p> <p>SEL D3. 3.c Exchange ideas and negotiate solutions to resolve conflicts, seeking support when needed.</p>

Level Two

Botvin LifeSkills® Training Units for Grades 7/8	Unit Goal	Unit Objectives	Ohio Social Emotional Learning Standards (SEL) 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>SEL A.4 1.c Describe how personal responsibility is linked to being accountable for one’s choices and behavior.</p> <p>Note: OH law requires that health education instruction include the harmful effects of and legal restrictions against the use of drugs of abuse, alcoholic beverages, and tobacco, including electronic smoking devices (vaping) but there are not currently standardized health education standards.</p>
Unit 2: Making Decisions	Students will review the 3 Cs model of decision-making and analyze	Students will:	<p>SEL A.2 1.c Describe how personal interests, qualities and strengths may help with decision making to accomplish personal goals.</p>

	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>SEL E1. 1.c Demonstrate critical thinking skills when solving problems or making decisions, recognizing there may be more than one perspective.</p> <p>SEL E2. 3.c Utilize knowledge of outcomes to inform future decisions.</p> <p>SEL E3. 1.c Apply honesty, respect and compassion to the decision-making process.</p>
<p>Unit 3: Media Influences</p>	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. 2. Review methods used by advertisers to influence consumer choices. 3. Identify and analyze techniques commonly used to advertise cigarettes and alcoholic beverages. 	<p>SEL D1. 3.c Interact on social and digital media responsibly and understand the potential impact on reputation and relationships.</p>

		<ol style="list-style-type: none"> 4. Recognize automatic responses to advertisements. 5. Discuss alternative ways of responding to ads in order to resist ad pressures. 	
<p>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>SEL A1. 1.c Identify, recognize and name personal complex emotions.</p> <p>SEL A.1 2.c Explain that emotions may vary based on the situation, including people and places.</p> <p>SEL A4. 2.c Recognize the importance of confidently handling tasks and challenges, while reframing negative thoughts and engaging in positive self-talk.</p> <p>SEL B1. 1.c Describe the relationship between thoughts, emotions and behavior and apply strategies to regulate response.</p> <p>SEL B1. 2.c Analyze positive and negative consequences of expressing emotions in different settings.</p> <p>SEL B1. 3.c Apply productive self- monitoring strategies to reframe thoughts and behaviors.</p> <p>SEL E4. 3.c Demonstrate ability to manage transitions and adapt to changing situations and responsibilities in school and life.</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. 7. Practice techniques for controlling anger. 	<p>SEL B1. 1.c Describe the relationship between thoughts, emotions and behavior and apply strategies to regulate response.</p> <p>SEL B1. 2.c Analyze positive and negative consequences of expressing emotions in different settings.</p>
<p>Unit 6: Communication Skills</p>	<p>Students will focus on developing listening skills that demonstrate their ability to accurately hear the message being sent.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Practice giving messages that are clear and specific. 2. Understand the importance of consistency between verbal and nonverbal channels of communication. 3. Demonstrate poor vs good listening behavior. 	<p>SEL C1. 1.c Determine if verbal and nonverbal cues correspond to the feelings expressed by others.</p> <p>SEL D1. 1.c Demonstrate the ability to actively listen and understand multiple perspectives.</p> <p>SEL D1. 2.c Offer and acknowledge constructive feedback to strengthen connections and improve communication outcomes with others.</p>

		<ol style="list-style-type: none"> 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. 	
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"> 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>SEL C1. 1.c Determine if verbal and nonverbal cues correspond to the feelings expressed by others.</p> <p>SEL C4. 1.c Generate positive responses to various social situations.</p> <p>SEL C4. 2.c Recognize that social cues are based on rules and expectations and can change based upon context.</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. 	<p>SEL C1. 1.c Determine if verbal and nonverbal cues correspond to the feelings expressed by others.</p> <p>SEL C4. 2.c Recognize that social cues are based on rules and expectations and can change based upon context.</p>

		<ol style="list-style-type: none"> 3. Identify and practice verbal skills. 4. Identify and practice nonverbal skills. 	
Unit 9: Resolving Conflicts	Students will review the techniques to resolve conflicts.	<p>Students will:</p> <ol style="list-style-type: none"> 1. Review five ways to resolve conflicts. 2. Identify basic steps of conflict resolution. 3. Apply anxiety-reducing and anger-controlling techniques to conflict resolution. 4. Apply decision-making techniques to conflict resolution. 5. Apply communication techniques to conflict resolution. 6. Apply assertive techniques to conflict resolution. 7. Practice resolving conflicts. 	<p>SEL D3. 1.c Recognize and acknowledge different perspectives of others to prevent conflict.</p> <p>SEL D3. 2.c Use a non-judgmental voice during conflict resolution to maintain safe relationships.</p> <p>SEL D3. 3.c Exchange ideas and negotiate solutions to resolve conflicts, seeking support when needed.</p>
Unit 10: Resisting Peer Pressure	Students will build on their assertiveness skills and apply them to higher-risk situations.	Students will:	SEL D2. 3.c Utilize strategies to manage social pressures.

		<ol style="list-style-type: none"> 1. Identify and discuss persuasive tactics to convince people to use drugs. 2. Identify situations where students feel pressured to smoke, drink, and use drugs. 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>EL C4. 2.c Recognize that social cues are based on rules and expectations and can change based upon context.</p>
--	--	--	--

Level Three

Botvin LifeSkills® Training Units for Grades 8/9	Unit Goal	Unit Objectives	Ohio Social Emotional Learning Standards (SEL) 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>SEL A.4 1.c Describe how personal responsibility is linked to being accountable for one’s choices and behavior.</p> <p>Note: OH law requires that health education instruction include the harmful effects of and legal restrictions against the use of drugs of abuse, alcoholic beverages, and tobacco, including electronic smoking devices (vaping) but there are not currently standardized health education standards.</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 	<p>SEL A.2 1.c Describe how personal interests, qualities and strengths may help with decision making to accomplish personal goals.</p> <p>SEL E1. 1.c Demonstrate critical thinking skills when solving problems or making decisions, recognizing there may be more than one perspective.</p>

		a variety of situations through in-class practice.	<p>SEL E2. 3.c Utilize knowledge of outcomes to inform future decisions.</p> <p>SEL E3. 1.c Apply honesty, respect and compassion to the decision- making process.</p> <p>PES 2.8.4. Identifies and selects correct decisions to facilitate problem-solving in a variety of games and activities.</p>
Unit 3: Media Influences	Students will examine the power of media and how it can affect their behaviors.	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify the sources of media influence. 2. Discuss the impact the media have on attitudes and behavior. 3. Formulate alternative responses to pro-drug media influences. 4. Use critical thinking skills to resist pro-drug media influences. 	<p>SEL D1. 3.c Interact on social and digital media responsibly and understand the potential impact on reputation and relationships.</p>
Unit 4: Coping with Anxiety	Students will review techniques to reduce anxiety and identify them as biofeedback or cognitive techniques.	Students will:	<p>SEL A1. 1.c Identify, recognize and name personal complex emotions.</p>

		<ol style="list-style-type: none"> 1. Identify techniques for coping with anxiety. 2. Review and practice the anxiety-reduction skills of deep breathing and progressive muscle relaxation. 3. Review and practice cognitive self-control skills for dealing with anxiety. 	<p>SEL A.1 1.c Explain that emotions may vary based on the situation, including people and places.</p> <p>SEL A4. 2.c Recognize the importance of confidently handling tasks and challenges, while reframing negative thoughts and engaging in positive self-talk.</p> <p>SEL B1. 1.c Describe the relationship between thoughts, emotions and behavior and apply strategies to regulate response.</p> <p>SEL B1. 2.c Analyze positive and negative consequences of expressing emotions in different settings.</p> <p>SEL B1. 3.c Apply productive self- monitoring strategies to reframe thoughts and behaviors.</p> <p>SEL E4. 3.c Demonstrate ability to manage transitions and adapt to changing situations and responsibilities in school and life.</p> <p>PES 2.8.14. Examines how rest impacts the body’s response to physical activity and well-being.</p> <p>PES 4.8.8. Uses various techniques to positively manage one’s emotions and behaviors in a physical activity setting.</p>
<p>Unit 5: Coping with Anger</p>	<p>Students will review anger-management techniques and practice learning to reframe a situation.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Discuss the physical symptoms of anger. 2. Discuss common situations that produce anger. 	<p>SEL B1. 1.c Describe the relationship between thoughts, emotions and behavior and apply strategies to regulate response.</p> <p>SEL B1. 2.c Analyze positive and negative consequences of expressing emotions in different settings.</p> <p>PES 4.8.8. Uses various techniques to positively manage one’s emotions and behaviors in a physical activity setting.</p>

		<ol style="list-style-type: none"> 3. Discuss reasons for keeping anger under control. 4. Review techniques for controlling anger. 5. Practice techniques for controlling anger. 	
<p>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>SEL C4. 1.c Generate positive responses to various social situations.</p> <p>SEL C4. 2.c Recognize that social cues are based on rules and expectations and can change based upon context.</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>SEL C1. 1.c Determine if verbal and nonverbal cues correspond to the feelings expressed by others.</p> <p>SEL D1. 1.c Demonstrate the ability to actively listen and understand multiple perspectives.</p> <p>PES 3.8.5. Uses effective communication skills to negotiate strategies and tactics in a physical activity setting.</p> <p>PES 3.8.6. Gives and receives constructive feedback with peers in a positive manner.</p> <p>PES 3.8.8. Chooses leadership roles by communicating, providing feedback, and cooperating effectively with teachers and peers.</p>
<p>Unit 8: Resolving Conflicts</p>	<p>Students will review and reinforce the skills they have learned to resolve conflicts.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Define conflict resolution. 2. Identify styles of resolving conflicts. 3. Identify the basic steps of conflict resolution. 4. Practice suggesting compromises. 5. Practice resolving conflicts. 	<p>SEL D3. 1.c Recognize and acknowledge different perspectives of others to prevent conflict.</p> <p>SEL D3. 2.c Use a non-judgmental voice during conflict resolution to maintain safe relationships.</p> <p>SEL D3. 3.c Exchange ideas and negotiate solutions to resolve conflicts, seeking support when needed.</p> <p>PES 3.8.6. Gives and receives constructive feedback with peers in a positive manner.</p> <p>PES 3.8.7. Solves problems appropriately with teammates and opponents.</p>

<p>Unit 9: Resisting Peer Pressure</p>	<p>Students will review refusal techniques and practice them in peer pressure situations.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify situations involving peer pressure to engage in substance use. 2. Identify and practice techniques for dealing with peer pressure to smoke, drink, or use drugs. 	<p>SEL A.4 1.c Describe how personal responsibility is linked to being accountable for one’s choices and behavior.</p> <p>SEL D2. 3.c Utilize strategies to manage social pressures.</p> <p>PES 3.8.7. Solves problems appropriately with teammates and opponents.</p>
---	---	---	---