



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

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

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LEVEL ONE

Botvin LifeSkills® Training Units for Grades 6/7	Unit Goal	Unit Objectives	Texas Learning Standard(s)
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. 	Mental Health and Wellness Identify how physical and social changes impact self-esteem. Identify possible health benefits of setting and implementing long term personal goals. Describe how internal and external factors influence self-esteem. Identify and develop strategies for setting long-term personal goals.
Unit 2 Making Decisions	To introduce to students a more complex decision-making process and provide practice in independent decision-making.	Students will: <ol style="list-style-type: none"> 1. Demonstrate how decisions are influenced by group pressure. 	Mental Health and Wellness Explain the steps in the decision-making process and the importance of following the steps. Identify decision-making skills that promote individual, family, and community mental health.

		<ol style="list-style-type: none"> 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>Unit 3: Smoking: Myths and Realities</p>	<p>Students will be able to dispel myths surrounding tobacco use using statistics and help students understand the rights of nonsmokers.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify that the majority of teenagers and adults are not cigarette smokers. 2. Discuss reasons young people have for smoking or not smoking. 3. Discuss realities of what cigarettes can and cannot do. 4. Discuss the immediate and long-term effects of cigarette of smoking. 5. Describe the process of becoming a smoker. 	<p>Alcohol, Tobacco, and Other Drugs Identify ways such as alternative activities and refusal skills to prevent or avoid the use of alcohol, tobacco, drugs, and other substances.</p> <p>Describe how substance misuse and addiction to alcohol, tobacco, vaping products, drugs, and other substances, including prescription drugs, affect the body system and brains.</p>

		<ol style="list-style-type: none"> 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 after smoking a cigarette. 	<p>Alcohol, Tobacco, and Other Drugs</p> <p>Describe how substance misuse and addiction to alcohol, tobacco, vaping products, drugs, and other substances, including prescription drugs, affect the body system and brains.</p>

<p>Unit 5: Alcohol: Myths and Realities</p>	<p>Students will understand what alcohol does to the body and explore why many people don't drink.</p>	<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>Alcohol, Tobacco, and Other Drugs Identify ways such as alternative activities and refusal skills to prevent or avoid the use of alcohol, tobacco, drugs, and other substances.</p> <p>Describe how substance misuse and addiction to alcohol, tobacco, vaping products, drugs, and other substances, including prescription drugs, affect the body system and brains.</p>
<p>Unit 6: Marijuana: Myths and Realities</p>	<p>Students will learn about the immediate and long-term effects of marijuana on behavior and the body.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Describe what marijuana is. 2. Identify that the vast majority of teenagers and adults do not smoke marijuana. 3. Discuss the reasons some teenagers use marijuana. 	<p>Alcohol, Tobacco, and Other Drugs Identify ways such as alternative activities and refusal skills to prevent or avoid the use of alcohol, tobacco, drugs, and other substances.</p> <p>Describe how substance misuse and addiction to alcohol, tobacco, vaping products, drugs, and other substances, including prescription drugs, affect the body system and brains.</p>

		<ol style="list-style-type: none"> 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>Alcohol, Tobacco, and Other Drugs Explain the role of media and technology in influencing individual and community health related physical activity and nutritional choices.</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. 	<p>Alcohol, Tobacco, and Other Drugs Explain the role of media and technology in influencing individual and community health related physical activity and nutritional choices.</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>Mental Health and Wellness</p> <p>Demonstrate healthy methods for communication emotions in a variety of scenarios.</p> <p>Describe healthy and unhealthy self-management strategies for stress, anxiety, depression, trauma, loss, and grief.</p> <p>Analyze the relationship between thoughts, feelings, and behaviors and demonstrate healthy techniques for managing reactions in times of emotional stress.</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>Differentiate between healthy and unhealthy self-management strategies for coping with anxiety, depression, trauma, loss, and grief.</p>
<p>Unit 10: Coping with Anger</p>	<p>Students will learn about the physical effects of anger, and practice techniques for controlling this often-volatile emotion.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Experience anger. 2. Define anger. 3. Identify physical symptoms of anger. 4. Discuss common situations that provoke anger. 5. Discuss reasons for keeping anger under control. 6. Discuss ways to control anger. 7. Practice techniques for controlling anger. 	<p>Mental Health and Wellness</p> <p>Demonstrate healthy methods for communication emotions in a variety of scenarios.</p> <p>Describe healthy and unhealthy self-management strategies for stress, anxiety, depression, trauma, loss, and grief.</p> <p>Analyze the relationship between thoughts, feelings, and behaviors and demonstrate healthy techniques for managing reactions in times of emotional stress.</p> <p>Differentiate between healthy and unhealthy self-management strategies for coping with anxiety, depression, trauma, loss, and grief.</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>Mental Health and Wellness Describe methods for communicating important issues with and understanding perspectives of parents and peers.</p> <p>Discuss and demonstrate how to listen and respect others' feelings and perspectives in a variety of scenarios.</p> <p>Demonstrate perspective taking and communication skills for building and maintaining health relationships.</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>Alcohol, Tobacco, and Other Drugs Explain the impact of peer influence on decision making regarding the use of alcohol, tobacco, and other drugs.</p> <p>Evaluate the importance of social groups and peer influences and explain how they can affect individual and mental health and wellness.</p> <p>Demonstrate perspective taking and communication skills for building and maintaining health relationships.</p> <p>Examine ways to influence peers positively and promote resiliency in others in stressful situations.</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>Alcohol, Tobacco, and Other Drugs</p> <p>Explain the impact of peer influence on decision making regarding the use of alcohol, tobacco, and other drugs.</p> <p>Evaluate the importance of social groups and peer influences and explain how they can affect individual and mental health and wellness.</p> <p>Demonstrate perspective taking and communication skills for building and maintaining health relationships.</p> <p>Examine ways to influence peers positively and promote resiliency in others in stressful situations.</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>Mental Health and Wellness</p> <p>Identify strategies for using non-violent conflict resolution skills.</p> <p>Differentiate between positive and negative peer influence.</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>Identify examples of who, when, where, and how to get help related to unsafe situations regarding the use and misuse of alcohol; tobacco; drugs.</p> <p>Identify ways such as alternative activities and refusal skills to prevent or avoid the use of alcohol, tobacco, drugs, and other substances.</p> <p>Demonstrate refusal skills in various scenarios where alcohol, tobacco, and other drugs may be present.</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>Mental Health and Wellness</p> <p>Assess and demonstrate healthy ways of responding to conflict.</p> <p>Identify strategies for using non-violent conflict resolution skills.</p> <p>Practice conflict resolution and mediation skills.</p>

Level Two

Botvin LifeSkills® Training Units for Grades 7/8	Unit Goal	Unit Objectives	Texas Learning Standard(s)
<p>Unit 1: Drug Abuse and Violence: Causes and Effects</p>	<p>Students will review the causes of drug abuse, as well as factors that can lead to it.</p>	<p>Students will:</p> <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>Alcohol, Tobacco, and Other Drugs Identify ways such as alternative activities and refusal skills to prevent or avoid the use of alcohol, tobacco, drugs, and other substances.</p> <p>Describe how substance misuse and addiction to alcohol, tobacco, vaping products, drugs, and other substances, including prescription drugs, affect the body system and brains.</p>
<p>Unit 2: Making Decisions</p>	<p>Students will review the 3 Cs model of decision-making and analyze</p>	<p>Students will:</p>	<p>Mental Health and Wellness Explain the steps in the decision-making process and the importance of following the steps.</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. 	Identify decision-making skills that promote individual, family, and community mental health.
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. 2. Review methods used by advertisers to influence consumer choices. 3. Identify and analyze techniques commonly used to advertise cigarettes and alcoholic beverages. 	<p>Alcohol, Tobacco, and Other Drugs</p> <p>Explain the role of media and technology in influencing individual and community health related physical activity and nutritional choices.</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>Mental Health and Wellness Demonstrate healthy methods for communication emotions in a variety of scenarios.</p> <p>Describe healthy and unhealthy self-management strategies for stress, anxiety, depression, trauma, loss, and grief.</p> <p>Analyze the relationship between thoughts, feelings, and behaviors and demonstrate healthy techniques for managing reactions in times of emotional stress.</p> <p>Differentiate between healthy and unhealthy self-management strategies for coping with anxiety, depression, trauma, loss, and grief.</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. 	<p>Mental Health and Wellness Demonstrate healthy methods for communication emotions in a variety of scenarios.</p> <p>Describe healthy and unhealthy self-management strategies for stress, anxiety, depression, trauma, loss, and grief.</p> <p>Analyze the relationship between thoughts, feelings, and behaviors and demonstrate healthy techniques for managing reactions in times of emotional stress.</p>

		<ol style="list-style-type: none"> 5. Discuss reasons for keeping anger under control. 6. Review techniques for controlling anger. 7. Practice techniques for controlling anger. 	<p>Differentiate between healthy and unhealthy self-management strategies for coping with anxiety, depression, trauma, loss, and grief.</p>
<p>Unit 6: Communication Skills</p>	<p>Students will focus on developing listening skills that demonstrate their ability to accurately hear the message being sent.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Practice giving messages that are clear and specific. 2. Understand the importance of consistency between verbal and nonverbal channels of communication. 3. Demonstrate poor vs good listening behavior. 4. Describe verbal and nonverbal cues that indicate when someone is actively listening. 5. Practice paraphrasing as a means of providing feedback and clearing up ambiguities. 	<p>Mental Health and Wellness</p> <p>Describe methods for communicating important issues with and understanding perspectives of parents and peers.</p> <p>Discuss and demonstrate how to listen and respect others' feelings and perspectives in a variety of scenarios.</p> <p>Demonstrate perspective taking and communication skills for building and maintaining health relationships.</p>

<p>Unit 7: Social Skills</p>	<p>Students will review a variety of techniques to help them overcome shyness and learn how to initiate social contacts.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 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>Alcohol, Tobacco, and Other Drugs Explain the impact of peer influence on decision making regarding the use of alcohol, tobacco, and other drugs.</p> <p>Evaluate the importance of social groups and peer influences and explain how they can affect individual and mental health and wellness.</p> <p>Demonstrate perspective taking and communication skills for building and maintaining health relationships.</p> <p>Examine ways to influence peers positively and promote resiliency in others in stressful situations.</p>
<p>Unit 8: Assertiveness</p>	<p>Students will review and reinforce techniques that help them be more assertive.</p>	<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>Mental Health and Wellness Identify strategies for using non-violent conflict resolution skills.</p> <p>Differentiate between positive and negative peer influence.</p> <p>Identify examples of who, when, where, and how to get help related to unsafe situations regarding the use and misuse of alcohol; tobacco; drugs.</p> <p>Identify ways such as alternative activities and refusal skills to prevent or avoid the use of alcohol, tobacco, drugs, and other substances.</p> <p>Demonstrate refusal skills in various scenarios where alcohol, tobacco, and other drugs may be present.</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"> 1. Review five ways to resolve conflicts. 	<p>Mental Health and Wellness Assess and demonstrate healthy ways of responding to conflict.</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>Identify strategies for using non-violent conflict resolution skills.</p> <p>Practice conflict resolution and mediation skills.</p>
<p>Unit 10: Resisting Peer Pressure</p>	<p>Students will build on their assertiveness skills and apply them to higher-risk situations.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify and discuss persuasive tactics to convince people to use drugs. 2. Identify situations where students feel pressured to smoke, drink, and use drugs. 3. Identify and discuss “lines” people use to convince others to 	<p>Mental Health and Wellness</p> <p>Identify strategies for using non-violent conflict resolution skills.</p> <p>Differentiate between positive and negative peer influence.</p> <p>Identify examples of who, when, where, and how to get help related to unsafe situations regarding the use and misuse of alcohol; tobacco; drugs.</p> <p>Identify ways such as alternative activities and refusal skills to prevent or avoid the use of alcohol, tobacco, drugs, and other substances.</p>

		<p>smoke, drink, or use drugs.</p> <ol style="list-style-type: none">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>Demonstrate refusal skills in various scenarios where alcohol, tobacco, and other drugs may be present.</p>
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Level Three

Botvin LifeSkills® Training Units for Grades 8/9	Unit Goal	Unit Objectives	Texas Learning Standard(s)
<p>Unit 1: Drug Abuse: Causes and Effects</p>	<p>Students will understand in depth the risks and consequences of drug use.</p>	<p>Students will:</p> <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>Alcohol, Tobacco, and Other Drugs Identify ways such as alternative activities and refusal skills to prevent or avoid the use of alcohol, tobacco, drugs, and other substances.</p> <p>Describe how substance misuse and addiction to alcohol, tobacco, vaping products, drugs, and other substances, including prescription drugs, affect the body system and brains.</p>
<p>Unit 2: Making Decisions</p>	<p>Students will continue to practice the 3 Cs of effective decision-making.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Review the 3 Cs method for making decisions. 2. Apply the decision-making method to a variety of situations 	<p>Mental Health and Wellness Explain the steps in the decision-making process and the importance of following the steps.</p> <p>Identify decision-making skills that promote individual, family, and community mental health.</p>

		through in-class practice.	
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>Alcohol, Tobacco, and Other Drugs Explain the role of media and technology in influencing individual and community health related physical activity and nutritional choices.</p>
Unit 4: Coping with Anxiety	Students will review techniques to reduce anxiety and identify them as biofeedback or cognitive techniques.	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify techniques for coping with anxiety. 2. Review and practice the anxiety-reduction skills of deep breathing and 	<p>Mental Health and Wellness Demonstrate healthy methods for communication emotions in a variety of scenarios.</p> <p>Describe healthy and unhealthy self-management strategies for stress, anxiety, depression, trauma, loss, and grief.</p> <p>Analyze the relationship between thoughts, feelings, and behaviors and demonstrate healthy techniques for managing reactions in times of emotional stress.</p>

		<p>progressive muscle relaxation.</p> <p>3. Review and practice cognitive self-control skills for dealing with anxiety.</p>	<p>Differentiate between healthy and unhealthy self-management strategies for coping with anxiety, depression, trauma, loss, and grief.</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>Mental Health and Wellness</p> <p>Demonstrate healthy methods for communication emotions in a variety of scenarios.</p> <p>Describe healthy and unhealthy self-management strategies for stress, anxiety, depression, trauma, loss, and grief.</p> <p>Analyze the relationship between thoughts, feelings, and behaviors and demonstrate healthy techniques for managing reactions in times of emotional stress.</p> <p>Differentiate between healthy and unhealthy self-management strategies for coping with anxiety, depression, trauma, loss, and grief.</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. 	<p>Mental Health and Wellness</p> <p>Describe methods for communicating important issues with and understanding perspectives of parents and peers.</p> <p>Discuss and demonstrate how to listen and respect others' feelings and perspectives in a variety of scenarios.</p>

		<ol style="list-style-type: none"> 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>Demonstrate perspective taking and communication skills for building and maintaining health relationships.</p> <p>Alcohol, Tobacco, and Other Drugs Explain the impact of peer influence on decision making regarding the use of alcohol, tobacco, and other drugs.</p> <p>Evaluate the importance of social groups and peer influences and explain how they can affect individual and mental health and wellness.</p> <p>Demonstrate perspective taking and communication skills for building and maintaining health relationships.</p> <p>Examine ways to influence peers positively and promote resiliency in others in stressful situations.</p>
<p>Unit 7: Assertiveness</p>	<p>Students will learn how to use assertiveness techniques in everyday situations.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify situations that warrant assertive responses. 2. Identify and use verbal assertive skills. 3. Identify and use nonverbal assertive skills. 	<p>Mental Health and Wellness Identify strategies for using non-violent conflict resolution skills.</p> <p>Differentiate between positive and negative peer influence.</p> <p>Identify examples of who, when, where, and how to get help related to unsafe situations regarding the use and misuse of alcohol; tobacco; drugs.</p> <p>Identify ways such as alternative activities and refusal skills to prevent or avoid the use of alcohol, tobacco, drugs, and other substances.</p> <p>Demonstrate refusal skills in various scenarios where alcohol, tobacco, and other drugs may be present.</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>Mental Health and Wellness Assess and demonstrate healthy ways of responding to conflict. Identify strategies for using non-violent conflict resolution skills. Practice conflict resolution and mediation skills.</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>Mental Health and Wellness Identify strategies for using non-violent conflict resolution skills. Differentiate between positive and negative peer influence. Identify examples of who, when, where, and how to get help related to unsafe situations regarding the use and misuse of alcohol; tobacco; drugs. Identify ways such as alternative activities and refusal skills to prevent or avoid the use of alcohol, tobacco, drugs, and other substances. Demonstrate refusal skills in various scenarios where alcohol, tobacco, and other drugs may be present.</p>