



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

Why align the LST Program with Massachusetts 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 Massachusetts.

Table of Contents

Contents

Level One	4
Unit 1: Self-Esteem	5
Unit 2: Decision-Making.....	5
Unit 3: Smoking Information.....	6
Unit 4: Advertising	6
Unit 5: Dealing with Stress.....	7
Unit 6: Communication Skills	8
Unit 7: Social Skills	8
Unit 8: Assertiveness.....	9
Level Two	10
Unit 1: Self-Esteem	11
Unit 2: Decision-Making.....	11
Unit 3: Smoking Information.....	12
Unit 4: Advertising	13
Unit 5: Dealing with Stress.....	13
Unit 6: Communication Skills	14
Unit 7: Social Skills	15
Unit 8: Assertiveness.....	15
Level Three.....	16

Unit 1: Self-Esteem	17
Unit 2: Decision-Making.....	17
Unit 3: Smoking Information.....	18
Unit 4: Advertising	18
Unit 5: Dealing with Stress.....	19
Unit 6: Communication Skills	20
Unit 7: Social Skills	21
Unit 8: Assertiveness.....	21

Level One

<p><i>Botvin LifeSkills® Training Units for Grades 3/4</i></p>	<p>Unit Goal</p>	<p>Unit Objectives</p>	<p>Massachusetts Learning Standards P1: Decision Making and Problem Solving P2: Self-Management and Goal Setting P3: Social Awareness, Relationship, and Communication Skills P4: Movement Skills P5: Self Awareness and Analyzing Influences P6: Information and Resource Seeking P7: Self Advocacy and Health Promotion Healthy Relationships [HR] Mental and Emotional Health [MH] Nutrition and Balanced Eating [NE] Personal Safety [PS] Physical Activity and Fitness [PF] Physical Health and Hygiene [PH] Public, Community, and Environmental Health [CE] Sexual Health [SH] Substance Use and Misuse [SU]</p>
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<p>Unit 1: Self-Esteem</p>	<p>To teach students what self-esteem is and how it is developed.</p> <p>To make students aware of the fact that they can do things well, even though they are young.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Define self-esteem. 2. Identify how self-esteem is developed. 3. Differentiate between good self-esteem and bad self-esteem. Identify things they can do. 	<p>P3 5.3.HR 1. Identify characteristics of healthy and unhealthy relationships with a variety of individuals (i.e., family, peers, trusted adults, teachers). [HE; SE]</p> <p>P5 5.5.MH 1. Describe personal and cultural identities and assets, their importance and value, and explain how they support mental and emotional health. [HE; SE]</p> <p>P5 5.5.MH 2. Describe personal interests and the skills needed to pursue those interests in ways that support personal growth. [HPE; SE]</p> <p>P5 5.5.MH 3. Identify personal strengths and opportunities for growth and improvement in a variety of contexts (including physical activity). [HPE; SE]</p> <p>P5 5.5.MH 5. Describe how peers, media, family, society, community, and culture can influence ideas about body image, and the impact on self-esteem and behaviors. [HE; SE]</p>
<p>Unit 2: Decision-Making</p>	<p>To teach students a simple step-by-step process for making decisions.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify how we make choices. 2. Be able to identify the basic process for making decisions. 3. Practice applying the decision-making model to personal choices. 	<p>P1 5.1.NE 1. Identify principles of balanced eating to meet nutritional needs (e.g., moderation, eating a variety of fruits and vegetables, consuming nutrient-rich foods, limiting processed foods and foods high in added sugar, drinking water, limiting sugary beverages) when making nutrition-related decisions. [HPE]</p> <p>P1 5.1.NE 2. Identify and describe hunger and satiety cues and how these can inform nutrition-related decision-making. [HE]</p> <p>P1 5.1.NE 5. Demonstrate how to use food labels as part of nutrition-related decision-making. [HE]</p>

			<p>P1 5.1.NE 6. Identify circumstances (e.g., budget, food access and availability, time management) that help or hinder decisions about nutrition and determine when assistance is needed in order to make a health-promoting decision. [HPE]</p> <p>P1 5.1.NE 9. List options, predict potential outcomes of decision options, make a health-promoting choice, and analyze the outcome of decisions in common nutrition situations. [HE]</p> <p>P1 5.1.PF 8. Compare benefits of various physical activities in order to support personal decision-making related to physical activity. [PE]</p>
Unit 3: Smoking Information	To weigh the pros and cons of smoking.	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify basic facts about the effects of smoking. 2. Discuss reasons why people choose to smoke or not smoke. 	<p>P3 5.3.SU 1. Distinguish between the use and misuse of legal (e.g., prescription medications prescribed to you, over-the-counter drugs, and (at a certain age) nicotine, electronic vapor products, alcohol, and marijuana) and illegal drugs (e.g., prescription medicines not prescribed to you, cocaine, alcohol and nicotine use before legal age), and identify potential effects of each on the body. [HE]</p>
Unit 4: Advertising	To develop an awareness of how tobacco advertisers manipulate advertisements to try and entice people to smoke.	<p>Students will:</p> <ol style="list-style-type: none"> 1. Examine advertising and promotional techniques that encourage teenagers to smoke. 2. Create counter-arguments to tobacco advertising that 	<p>P3 5.3.HR 8. Describe how personal experiences, peers, family, media, society, community, and culture influence ways people interact in relationships and social situations. [HPE; SE]</p> <p>P3 5.3.SU 2. Identify possible reasons (e.g., media, peer pressure, stress, culture) why individuals might use legal and illegal drugs and discuss health-promoting strategies to avoid illegal drug use and prevent unsafe or potentially harmful use of legal drugs. [HE]</p>

		demonstrate the true effects of smoking.	P5 5.5.MH 6. Demonstrate how media, including social media, and technology can influence mental and emotional well-being (e.g., stress levels, happiness, mood). [HE; SE]
Unit 5: Dealing with Stress	To teach students to recognize stress and to practice techniques to deal with stress.	Students will: <ol style="list-style-type: none"> 1. Describe stress and the physical sensations that are associated with stress. 2. Identify causes of stress in their lives. 3. Practice deep breathing and stretching to reduce stress and anxiety. 	<p>P1 5.1.NE 3. Discuss the benefits of balanced eating on physical health (e.g., supporting growth and development, ability to engage in physical activity), social health, and emotional and mental health (e.g., ability to manage stress, positive emotions) when making nutrition-related decisions. [HPE]</p> <p>P2 5.2.MH 1. Identify different feelings and emotions (e.g., anger, fear, grief, sadness, anxiety, stress, hopelessness, gratitude, love, excitement, contentedness, hope, pride, happiness) that people may experience and how people might express those emotions (including individual and cultural differences in expression). [HPE; SE]</p> <p>P2 5.2.MH 5. Describe and demonstrate strategies for expressing and regulating emotions in health-promoting ways. [HPE; SE]</p> <p>P2 5.2.MH 9. Identify personal stressors and demonstrate effective stress management techniques, alone or with support. [HPE; SE]</p> <p>P3 5.3.PF 7. Effectively manage emotions (e.g., anger, frustration, excitement) in a manner respectful to self and others during physical education and in other physical activity settings. [PE; SE]</p> <p>P3 5.3.SU 2. Identify possible reasons (e.g., media, peer pressure, stress, culture) why individuals might use legal and</p>

			illegal drugs and discuss health-promoting strategies to avoid illegal drug use and prevent unsafe or potentially harmful use of legal drugs. [HE]
Unit 6: Communication Skills	To teach students how feelings are communicated.	Students will: <ol style="list-style-type: none"> 1. Identify what communication is. 2. Discuss the importance of communicating their feelings. 3. Practice using body language to express emotions. 	<p>P2 5.2.MH 8. Apply self-monitoring strategies, alone or with support, to regulate emotions (e.g., breathing techniques, appropriate sleep, proper nutrition) in varied settings. [HPE; SE]</p> <p>P3 5.3.HR 6. Identify and practice non-violent communication skills. [HPE, SE]</p> <p>P3 5.3.MH 1. Develop an awareness that emotions may be expressed in different ways (e.g., through body language, intensity of expression) by various groups and in different cultures. [HPE; SE]</p> <p>P3 5.3.PF 5. Uses communication skills to negotiate roles and responsibilities and to provide peer feedback in a physical activity setting. [PE; SE]</p>
Unit 7: Social Skills	To help students learn ways of building and maintaining friendships.	Students will: <ol style="list-style-type: none"> 1. Identify what makes a person a friend. 2. Identify characteristics they find important in a friendship. 3. Describe qualities they possess which make them a good friend. 	<p>P2 5.2.PF 1. Demonstrate respect for self and responsible, safe interpersonal behavior (i.e., peer to peer, student to teacher) that contributes to positive social interaction in a variety of physical activity contexts. [PE; SE]</p> <p>P3 5.3.HR 1. Identify characteristics of healthy and unhealthy relationships with a variety of individuals (i.e., family, peers, trusted adults, teachers). [HE; SE]</p>

<p>Unit 8: Assertiveness</p>	<p>To teach students refusal skills</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify and discuss 8 different ways to say “no”. 2. Practice at least one way to say “no” in a realistic role-play situation. 	<p>P2 5.2.PS 9. Demonstrate the use of assertive behavior, refusal skills, and actions intended for personal safety. [HPE; SE]</p> <p>P3 5.3.PF 6. Identify and describe social benefits gained from participating in physical activity and sports (e.g., making friends, being on a team, building trust). [HPE]</p>
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Level Two

<p>Botvin LifeSkills® Training Units for Grades 4/5</p>	<p>Unit Goal</p>	<p>Unit Objectives</p>	<p>Massachusetts Learning Standards P1: Decision Making and Problem Solving P2: Self-Management and Goal Setting P3: Social Awareness, Relationship, and Communication Skills P4: Movement Skills P5: Self Awareness and Analyzing Influences P6: Information and Resource Seeking P7: Self Advocacy and Health Promotion Healthy Relationships [HR] Mental and Emotional Health [MH] Nutrition and Balanced Eating [NE] Personal Safety [PS] Physical Activity and Fitness [PF] Physical Health and Hygiene [PH] Public, Community, and Environmental Health [CE] Sexual Health [SH] Substance Use and Misuse [SU]</p>
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<p>Unit 1: Self-Esteem</p>	<p>To teach students what self-esteem is and how it is developed.</p> <p>To make students aware that they are unique and should feel good about it.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Define self-esteem. 2. Identify how self-esteem is developed. 3. Identify things about themselves that they share and don't share with others. 4. Discuss what makes each child develop into a unique person. 	<p>P5 5.5.MH 1. Describe personal and cultural identities and assets, their importance and value, and explain how they support mental and emotional health. [HE; SE]</p> <p>P5 5.5.MH 2. Describe personal interests and the skills needed to pursue those interests in ways that support personal growth. [HPE; SE]</p> <p>P5 5.5.MH 3. Identify personal strengths and opportunities for growth and improvement in a variety of contexts (including physical activity). [HPE; SE]</p> <p>P5 5.5.MH 5. Describe how peers, media, family, society, community, and culture can influence ideas about body image, and the impact on self-esteem and behaviors. [HE; SE]</p>
<p>Unit 2: Decision-Making</p>	<p>To have students identify how their daily decisions are influenced in direct and indirect ways.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Review the basic step-by-step decision-making process learned previously in Level 1. 2. Discuss direct and indirect influences on decision-making. 3. Identify and map factors that influence their decisions. 	<p>P1 5.1.NE 1. Identify principles of balanced eating to meet nutritional needs (e.g., moderation, eating a variety of fruits and vegetables, consuming nutrient-rich foods, limiting processed foods and foods high in added sugar, drinking water, limiting sugary beverages) when making nutrition-related decisions. [HPE]</p> <p>P1 5.1.NE 2. Identify and describe hunger and satiety cues and how these can inform nutrition-related decision-making. [HE]</p> <p>P1 5.1.NE 5. Demonstrate how to use food labels as part of nutrition-related decision-making. [HE]</p> <p>P1 5.1.NE 6. Identify circumstances (e.g., budget, food access and availability, time management) that help or hinder decisions about nutrition and determine when</p>

			<p>assistance is needed in order to make a health-promoting decision. [HPE]</p> <p>P1 5.1.NE 9. List options, predict potential outcomes of decision options, make a health-promoting choice, and analyze the outcome of decisions in common nutrition situations. [HE]</p> <p>P1 5.1.PF 8. Compare benefits of various physical activities in order to support personal decision-making related to physical activity. [PE]</p>
<p>Unit 3: Smoking Information</p>	<p>To teach students about the consequences of nicotine and tobacco products on their body.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Practice taking their pulse. 2. Compare resting heart rate to a “smoking” heart rate. 3. Discuss the relationship between increased heart rate and cardiovascular disease. 4. Learn about the difference between a healthy lung and a tar-filled lung. 5. Hear an observe what happens to the alveoli when a person smokes. 6. Observe how much tar passes through the lungs of a pack-a-day smoker. 	<p>P3 5.3.SU 1. Distinguish between the use and misuse of legal (e.g., prescription medications prescribed to you, over-the-counter drugs, and (at a certain age) nicotine, electronic vapor products, alcohol, and marijuana) and illegal drugs (e.g., prescription medicines not prescribed to you, cocaine, alcohol and nicotine use before legal age), and identify potential effects of each on the body. [HE]</p>

		7. Visualize what tar from cigarettes looks like in the lung.	
Unit 4: Advertising	To develop an awareness of how tobacco advertisers manipulate advertisements to try and entice people to smoke.	Students will: <ol style="list-style-type: none"> 1. Identify and discuss 8 different tricks that companies use to try to get people to smoke. 2. Analyze cigarette advertisements to determine how tobacco companies attempt to lure people to buy cigarettes. 	<p>P3 5.3.HR 8. Describe how personal experiences, peers, family, media, society, community, and culture influence ways people interact in relationships and social situations. [HPE; SE]</p> <p>P3 5.3.SU 2. Identify possible reasons (e.g., media, peer pressure, stress, culture) why individuals might use legal and illegal drugs and discuss health-promoting strategies to avoid illegal drug use and prevent unsafe or potentially harmful use of legal drugs. [HE]</p> <p>P5 5.5.MH 6. Demonstrate how media, including social media, and technology can influence mental and emotional well-being (e.g., stress levels, happiness, mood). [HE; SE]</p>
Unit 5: Dealing with Stress	To identify positive and negative ways to cope with stress.	Students will: <ol style="list-style-type: none"> 1. Identify positive and negative ways to deal with stress. 2. Discuss how to tell the difference between a positive and negative coping technique. 3. Practice guided imagery and progressive muscle relaxation techniques. 	<p>P1 5.1.NE 3. Discuss the benefits of balanced eating on physical health (e.g., supporting growth and development, ability to engage in physical activity), social health, and emotional and mental health (e.g., ability to manage stress, positive emotions) when making nutrition-related decisions. [HPE]</p> <p>P2 5.2.MH 1. Identify different feelings and emotions (e.g., anger, fear, grief, sadness, anxiety, stress, hopelessness, gratitude, love, excitement, contentedness, hope, pride, happiness) that people may experience and how people might express those emotions (including individual and cultural differences in expression). [HPE; SE]</p>

			<p>P2 5.2.MH 5. Describe and demonstrate strategies for expressing and regulating emotions in health-promoting ways. [HPE; SE]</p> <p>P2 5.2.MH 8. Apply self-monitoring strategies, alone or with support, to regulate emotions (e.g., breathing techniques, appropriate sleep, proper nutrition) in varied settings. [HPE; SE]</p> <p>P2 5.2.MH 9. Identify personal stressors and demonstrate effective stress management techniques, alone or with support. [HPE; SE]</p> <p>P3 5.3.PF 7. Effectively manage emotions (e.g., anger, frustration, excitement) in a manner respectful to self and others during physical education and in other physical activity settings. [PE; SE]</p> <p>P3 5.3.SU 2. Identify possible reasons (e.g., media, peer pressure, stress, culture) why individuals might use legal and illegal drugs and discuss health-promoting strategies to avoid illegal drug use and prevent unsafe or potentially harmful use of legal drugs. [HE]</p>
<p>Unit 6: Communication Skills</p>	<p>To teach students the importance of communication.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify what communication is. 2. Practice using non-verbal communication skills. 	<p>P3 5.3.HR 6. Identify and practice non-violent communication skills. [HPE, SE]</p> <p>P3 5.3.MH 1. Develop an awareness that emotions may be expressed in different ways (e.g., through body language, intensity of expression) by various groups and in different cultures. [HPE; SE]</p>

			P3 5.3.PF 5. Uses communication skills to negotiate roles and responsibilities and to provide peer feedback in a physical activity setting. [PE; SE]
Unit 7: Social Skills	To help students learn ways to get along with their peers.	<p>Students will:</p> <ol style="list-style-type: none"> 1. Define “peer” and “peer pressure”. 2. Understand that peer pressure can be either positive or negative. 3. Identify ways to deal with negative peer pressure. 4. Identify places to go if they need help dealing with peer pressure. 	<p>P2 5.2.PF 1. Demonstrate respect for self and responsible, safe interpersonal behavior (i.e., peer to peer, student to teacher) that contributes to positive social interaction in a variety of physical activity contexts. [PE; SE]</p> <p>P3 5.3.HR 1. Identify characteristics of healthy and unhealthy relationships with a variety of individuals (i.e., family, peers, trusted adults, teachers). [HE; SE]</p>
Unit 8: Assertiveness	To teach students how to develop assertiveness skills.	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify what behaving assertively means. 2. Practice writing, I-messages. 3. Practice being assertive by role-playing situations using I-messages. 	<p>P2 5.2.PS 9. Demonstrate the use of assertive behavior, refusal skills, and actions intended for personal safety. [HPE; SE]</p> <p>P3 5.3.PF 6. Identify and describe social benefits gained from participating in physical activity and sports (e.g., making friends, being on a team, building trust). [HPE]</p>

Level Three

<p>Botvin LifeSkills® Training Units for Grades 5/6</p>	<p>Unit Goal</p>	<p>Unit Objectives</p>	<p>Massachusetts Learning Standards P1: Decision Making and Problem Solving P2: Self-Management and Goal Setting P3: Social Awareness, Relationship, and Communication Skills P4: Movement Skills P5: Self Awareness and Analyzing Influences P6: Information and Resource Seeking P7: Self Advocacy and Health Promotion Healthy Relationships [HR] Mental and Emotional Health [MH] Nutrition and Balanced Eating [NE] Personal Safety [PS] Physical Activity and Fitness [PF] Physical Health and Hygiene [PH] Public, Community, and Environmental Health [CE] Sexual Health [SH] Substance Use and Misuse [SU]</p>
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<p>Unit 1: Self-Esteem</p>	<p>To help students feel better about themselves by looking with a broader perspective at what they have already achieved and at what is possible for them to achieve in the future.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify short-term goals they hold for themselves. 2. Identify long-term goals they hold for themselves. 3. Discuss the relationship between risk behaviors and goal achievement. 	<p>P2 5.2.MH 7. Set a goal to use one or more health-promoting practices or behaviors (e.g., being aware of your own feelings and the feelings of others, safe online behaviors, engaging in physical activity, limiting screen time) and track progress towards its achievement in order to maintain or improve mental and emotional well-being. [HPE; SE]</p> <p>P2 5.2.PF 5. Design a simple fitness goal and plan that includes warm-up and cool-down activities, uses physical activity to enhance personal fitness, and includes resources to assist in achieving the goal. [PE]</p> <p>P5 5.5.MH 2. Describe personal interests and the skills needed to pursue those interests in ways that support personal growth. [HPE; SE]</p> <p>P5 5.5.MH 3. Identify personal strengths and opportunities for growth and improvement in a variety of contexts (including physical activity). [HPE; SE]</p>
<p>Unit 2: Decision-Making</p>	<p>To teach students how to make decisions in tobacco-related situations.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Review the Stop-Think-Go! Decision-making model. 2. Practice making decisions related to tobacco. 	<p>P1 5.1.NE 1. Identify principles of balanced eating to meet nutritional needs (e.g., moderation, eating a variety of fruits and vegetables, consuming nutrient-rich foods, limiting processed foods and foods high in added sugar, drinking water, limiting sugary beverages) when making nutrition-related decisions. [HPE]</p> <p>P1 5.1.NE 2. Identify and describe hunger and satiety cues and how these can inform nutrition-related decision-making. [HE]</p>

			<p>P1 5.1.NE 5. Demonstrate how to use food labels as part of nutrition-related decision-making. [HE]</p> <p>P1 5.1.NE 6. Identify circumstances (e.g., budget, food access and availability, time management) that help or hinder decisions about nutrition and determine when assistance is needed in order to make a health-promoting decision. [HPE]</p> <p>P1 5.1.NE 9. List options, predict potential outcomes of decision options, make a health-promoting choice, and analyze the outcome of decisions in common nutrition situations. [HE]</p> <p>P1 5.1.PF 8. Compare benefits of various physical activities in order to support personal decision-making related to physical activity. [PE]</p>
Unit 3: Smoking Information	To familiarize students with the many different kinds of tobacco products and teach them attitudes, norms and laws about smoking in this country are changing.	<p>Students will:</p> <ol style="list-style-type: none"> 1. Compare the different types of tobacco products. 2. Identify ways that smoking laws are changing. <p>Write new laws related to tobacco use.</p>	<p>P3 5.3.SU 1. Distinguish between the use and misuse of legal (e.g., prescription medications prescribed to you, over-the-counter drugs, and (at a certain age) nicotine, electronic vapor products, alcohol, and marijuana) and illegal drugs (e.g., prescription medicines not prescribed to you, cocaine, alcohol and nicotine use before legal age), and identify potential effects of each on the body. [HE]</p>
Unit 4: Advertising	To create an awareness in students of the many techniques and appeals that advertisers use to get consumers to purchase their products.	<p>Students will:</p> <ol style="list-style-type: none"> 1. Understand that we are all consumers. 2. Understand the purpose of advertising. 	<p>P3 5.3.HR 8. Describe how personal experiences, peers, family, media, society, community, and culture influence ways people interact in relationships and social situations. [HPE; SE]</p> <p>P3 5.3.SU 2. Identify possible reasons (e.g., media, peer pressure, stress, culture) why individuals might use legal and illegal drugs and discuss health-</p>

		<ol style="list-style-type: none"> 3. Be able to recognize the various advertising techniques used to persuade consumers. 4. Be able to define “target markets” and identify how advertisers use them to sell products. 5. Create an advertisement for a product utilizing a technique discussed. 	<p>promoting strategies to avoid illegal drug use and prevent unsafe or potentially harmful use of legal drugs. [HE]</p> <p>P5 5.5.MH 6. Demonstrate how media, including social media, and technology can influence mental and emotional well-being (e.g., stress levels, happiness, mood). [HE; SE]</p>
<p>Unit 5: Dealing with Stress</p>	<p>To teach students that because stress does not go away, one of the best ways to deal with it is to prevent it.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify specific types of stressors experienced by different age groups throughout life. 2. Compare and contrast types of stressors common to all people. 3. Discuss stress-prevention techniques. 	<p>P1 5.1.NE 3. Discuss the benefits of balanced eating on physical health (e.g., supporting growth and development, ability to engage in physical activity), social health, and emotional and mental health (e.g., ability to manage stress, positive emotions) when making nutrition-related decisions. [HPE]</p> <p>P2 5.2.MH 1. Identify different feelings and emotions (e.g., anger, fear, grief, sadness, anxiety, stress, hopelessness, gratitude, love, excitement, contentedness, hope, pride, happiness) that people may experience and how people might express those emotions (including individual and cultural differences in expression). [HPE; SE]</p> <p>P2 5.2.MH 5. Describe and demonstrate strategies for expressing and regulating emotions in health-promoting ways. [HPE; SE]</p>

			<p>P2 5.2.MH 9. Identify personal stressors and demonstrate effective stress management techniques, alone or with support. [HPE; SE]</p> <p>P2 5.2.MH 8. Apply self-monitoring strategies, alone or with support, to regulate emotions (e.g., breathing techniques, appropriate sleep, proper nutrition) in varied settings. [HPE; SE]</p> <p>P3 5.3.PF 7. Effectively manage emotions (e.g., anger, frustration, excitement) in a manner respectful to self and others during physical education and in other physical activity settings. [PE; SE]</p> <p>P3 5.3.SU 2. Identify possible reasons (e.g., media, peer pressure, stress, culture) why individuals might use legal and illegal drugs and discuss health-promoting strategies to avoid illegal drug use and prevent unsafe or potentially harmful use of legal drugs. [HE]</p>
<p>Unit 6: Communication Skills</p>	<p>To teach students the importance of communication.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Define communication. 2. Differentiate between active and passive listening. <p>Practice active and passive listening techniques.</p>	<p>P3 5.3.HR 6. Identify and practice non-violent communication skills. [HPE, SE]</p> <p>P3 5.3.MH 1. Develop an awareness that emotions may be expressed in different ways (e.g., through body language, intensity of expression) by various groups and in different cultures. [HPE; SE]</p> <p>P3 5.3.PF 5. Uses communication skills to negotiate roles and responsibilities and to provide peer feedback in a physical activity setting. [PE; SE]</p>

<p>Unit 7: Social Skills</p>	<p>To teach students ways to deal with conflict in a positive way.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify conflict styles and conflict outcomes. <p>Identify behaviors that will lead to different conflict outcomes.</p>	<p>P2 5.2.PF 1. Demonstrate respect for self and responsible, safe interpersonal behavior (i.e., peer to peer, student to teacher) that contributes to positive social interaction in a variety of physical activity contexts. [PE; SE]</p> <p>P3 5.3.HR 1. Identify characteristics of healthy and unhealthy relationships with a variety of individuals (i.e., family, peers, trusted adults, teachers). [HE; SE]</p> <p>P3 5.3.PF 6. Identify and describe social benefits gained from participating in physical activity and sports (e.g., making friends, being on a team, building trust). [HPE]</p>
<p>Unit 8: Assertiveness</p>	<p>To help students learn assertive skills that will enable them to stand up for themselves.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Differentiate between passive, aggressive, and assertive responses. 2. Identify how assertive skills can help a person stand up for themselves. 	<p>P2 5.2.PS 9. Demonstrate the use of assertive behavior, refusal skills, and actions intended for personal safety. [HPE; SE]</p>