



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

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.

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LEVEL ONE

<p><i>Botvin LifeSkills® Training Units for Grades 6/7</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-Image and Self-Improvement</p>	<p>To teach students about developing a strong and healthy self-image and its effect on how we act and feel.</p>	<p>Students will:</p> <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>P2 8.2.MH 10. Create and monitor personal goals to meet identified emotional and mental health needs or wants and identify people or resources to assist in meeting those goals. [HPE; SE]</p> <p>P2 8.2.SH 1. Assess personal health practices and develop short- and long-term goals that support healthy sexual behaviors (e.g., abstinence, delay, use of contraception, use of barriers, giving and obtaining consent). [HE]</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>P8 8.1.HR 6. Demonstrate the ability to apply a decision-making process to decisions related to consent in a variety of situations (e.g., friendships, familial, with an intimate partner, in a sexual relationship) and to communicate and respond to consent or non-consent. [HE; SE]</p> <p>P8 8.1.HR 8. Demonstrate the ability to apply a decision-making model to arrive at a decision that promotes health and safety related to various types of relationships (including sexual relationships). [HPE; SE]</p> <p>P1 8.1.PS 3. Evaluate potential options and consequences for decisions related to personal safety in a variety of situations (e.g., motor vehicle safety, physical injury, digital safety, threats of violence, inappropriate touch, physical, emotional, and sexual abuse). [HPE]</p> <p>P1 8.1.PS 12. Demonstrate the ability to use a decision-making process to thoughtfully and effectively address personal safety in a variety of situations. [HPE]</p> <p>P1 8.1.SH 1. Apply an effective decision-making process in situations related to sexual health. [HE]</p>

			<p>P1 8.1.SH 8. Describe strategies that can be used to make decisions that adhere to personal values, beliefs, and limits. [HE]</p> <p>P1 8.1.SU 1. Thoughtfully apply a decision-making process in situations or to problems related to legal (e.g., prescription drugs prescribed to you, over-the-counter drugs, [at a certain age] nicotine, electronic vapor products, alcohol, and marijuana) and illegal drug (e.g., prescription drugs not prescribed to you, cocaine) use. [HE]</p> <p>P1 8.1.SU 4. Analyze factors (e.g., personal beliefs, source of substance, purpose of use) that may affect a decision to use of legal or illegal substances. [HE]</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. 4. Discuss the immediate and long-term effects of cigarette smoking. 	<p>P1 8.1 SU 6. Develop positive norms regarding substance use (e.g., most people (including teens) do not use illegal drugs, most teens do not use nicotine or regularly consume alcohol, and most teens refrain from even trying marijuana). [HE]</p> <p>P3 7.3.SU 1. Analyze social situations in multiple settings (e.g., at home, at school, out with friends, at a party) that could lead to the use of nicotine, electronic vapor products, alcohol, or other illegal (in regard to age, use, or type) and potentially harmful substances. [HE]</p> <p>P3 8.3.SU 2. Analyze influences (e.g., culture, peers, media, perceptions of norms) that could lead to the use of nicotine, electronic vapor products, alcohol, or other illegal (in regard to age, use, or type) and potentially harmful substances. [HE]</p>

		<ol style="list-style-type: none"> 5. Describe the process of becoming a smoker. 6. Identify that smoking is becoming less socially acceptable. 7. Discuss nonsmokers' rights. 	<p>P3 8.3.SU 4. Summarize and communicate the effects of using legal (e.g., prescription drugs 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 drugs not prescribed to you, cocaine) on brain development and multiple dimensions of health (e.g., physical, social, occupational, mental/emotional). [HE]</p>
<p>Unit 4: Smoking and Biofeedback</p>	<p>Students will explore the immediate effects of tobacco on the body.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 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>P3 8.3.SU 4. Summarize and communicate the effects of using legal (e.g., prescription drugs 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 drugs not prescribed to you, cocaine) on brain development and multiple dimensions of health (e.g., physical, social, occupational, mental/emotional). [HE]</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>P1 8.1 SU 6. Develop positive norms regarding substance use (e.g., most people (including teens) do not use illegal drugs, most teens do not use nicotine or regularly consume alcohol, and most teens refrain from even trying marijuana). [HE]</p> <p>P3 7.3.SU 1. Analyze social situations in multiple settings (e.g., at home, at school, out with friends, at a party) that could lead to the use of nicotine, electronic vapor products, alcohol, or other illegal (in regard to age, use, or type) and potentially harmful substances. [HE]</p> <p>P3 8.3.SU 2. Analyze influences (e.g., culture, peers, media, perceptions of norms) that could lead to the use of nicotine, electronic vapor products, alcohol, or other illegal (in regard to age, use, or type) and potentially harmful substances. [HE]</p> <p>P3 8.3.SU 4. Summarize and communicate the effects of using legal (e.g., prescription drugs 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 drugs not prescribed to you, cocaine) on brain development and multiple dimensions of health (e.g., physical, social, occupational, mental/emotional). [HE]</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 	<p>P1 8.1.SU 2. Identify circumstances that enable or encourage the use and misuse of legal and illegal drugs (in regard to age of legal use or type of substance), determine when situations or problems related to illegal drugs might require assistance, and identify possible options in how to respond. [HE]</p>

		<p>and adults do not smoke marijuana.</p> <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>P1 8.1.SU 6. Develop positive norms regarding substance use (e.g., most people (including teens) do not use illegal drugs, most teens do not use nicotine or regularly consume alcohol, and most teens refrain from even trying marijuana). [HE]</p> <p>P3 8.3.SU 1. Analyze social situations in multiple settings (e.g., at home, at school, out with friends, at a party) that could lead to the use of nicotine, electronic vapor products, alcohol, or other illegal (in regard to age, use, or type) and potentially harmful substances. [HE]</p> <p>P3 8.3.SU 2. Analyze influences (e.g., culture, peers, media, perceptions of norms) that could lead to the use of nicotine, electronic vapor products, alcohol, or other illegal (in regard to age, use, or type) and potentially harmful substances. [HE]</p> <p>P3 8.3.SU 4. Summarize and communicate the effects of using legal (e.g., prescription drugs 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 drugs not prescribed to you, cocaine) on brain development and multiple dimensions of health (e.g., physical, social, occupational, mental/emotional). [HE]</p>
<p>Unit 7: Advertising</p>	<p>Students will understand how ads are created and designed to target particular groups of consumers and how to analyze advertisements so resist their allure.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Discuss the purpose of advertising. 2. Identify common advertising techniques. 	<p>P1 8.1.PS 7. Explain the potential consequences of requesting, sending, or digitally posting sexually explicit pictures or messages (e.g., on social media sites, chat groups, e-mail, texting, websites, phone and tablet applications, and other digital forms) and demonstrate the ability to make health-promoting decisions related to safe and legal activity in online and digital spaces. [HE]</p>

		<ol style="list-style-type: none"> 3. Identify and analyze cigarette and alcohol advertisements. 4. Discuss alternative ways of responding to cigarette and alcohol ads. 	<p>P3 8.3.HR 8. Analyze how media and technology can be both a positive and negative influence on beliefs about what constitutes a healthy relationship (including sexual relationships). [HE; SE]</p> <p>P3 8.3.HR 9. Analyze the impact of technology and social media on relationships (e.g., use of smartphones, sharing relationship information, GPS tracking). [HE; SE]</p> <p>P3 8.3.SU 2. Analyze influences (e.g., culture, peers, media, perceptions of norms) that could lead to the use of nicotine, electronic vapor products, alcohol, or other illegal (in regard to age, use, or type) and potentially harmful substances. [HE]</p> <p>P7 8.7.NE 2. Analyze a variety of influences (e.g., media, peers, family, culture, stigmas, school, economics, food access, food production and cultivation) on nutrition-related beliefs and behaviors, and today’s society. [HE]</p>
<p>Unit 8: Violence and the Media</p>	<p>Students will learn how to identify and resist distorted violent images as presented by the media.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Define media. 2. Identify that the media influence behavior. 3. Identify that violent behavior is not as common as many people think. 	<p>P8 8.5.SH 3. Analyze internal and external influences (e.g., personal values and beliefs, peers, media, technology, family, society, community, culture, stigmas) that have an impact on an individual’s sexual behaviors. [HE; SE]</p>

		<ol style="list-style-type: none"> 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 give them the tools to effectively cope with it.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Define anxiety. 2. Identify physical symptoms of nervousness. 3. Discuss common situations which produce nervousness. 4. Discuss alternative ways of dealing with anxiety-inducing situations. 	<p>P2 8.2.MH 3. Describe how emotions can impact one’s behaviors and experiences and how this might vary in differing contexts. [HPE; SE]</p> <p>P2 8.2.MH 4. Demonstrate techniques to independently manage emotions in a variety of settings. [HPE; SE]</p> <p>P2 8.2.MH 7. Examine how various coping strategies may help or harm health. [HPE; SE]</p> <p>P2 8.2.MH 8. Apply health-promoting coping and stress management strategies. [HPE; SE]</p>

		<ol style="list-style-type: none"> 5. Demonstrate the techniques for coping with anxiety (relaxation exercise, mental rehearsal, deep breathing). 	<p>P3 8.3.MH 2. Identify how emotions can influence communication (e.g., anger or anxiety may affect the ability to listen well) and demonstrate strategies (e.g., ask for time to calm down, go to a peace corner, take deep breaths) to communicate effectively when experiencing a range of emotions and in a variety of situations. [HPE; SE]</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>P2 8.2.MH 3. Describe how emotions can impact one’s behaviors and experiences and how this might vary in differing contexts. [HPE; SE]</p> <p>P2 8.2.MH 4. Demonstrate techniques to independently manage emotions in a variety of settings. [HPE; SE]</p> <p>P3 8.3.MH 2. Identify how emotions can influence communication (e.g., anger or anxiety may affect the ability to listen well) and demonstrate strategies (e.g., ask for time to calm down, go to a peace corner, take deep breaths) to communicate effectively when experiencing a range of emotions and in a variety of situations. [HPE; SE]</p> <p>P2 8.2.MH 7. Examine how various coping strategies may help or harm health. [HPE; SE]</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. 	<p>P3 8.3.HR 2. Demonstrate effective verbal and non-verbal communication skills (e.g., listening, conflict resolution, negotiation, refusal) that foster healthy relationships, communicate boundaries, and show respect in a variety of situations (e.g., familial relationships, peer relationships, romantic relationships). [HPE; SE]</p>

		<ol style="list-style-type: none"> 3. Define misunderstanding. 4. Discuss how misunderstandings develop. 5. Discuss how misunderstandings can be avoided. 	<p>P3 8.3.HR 13. Demonstrate positive ways to communicate differences of opinion in a variety of relationships (e.g., familial, peer, teacher) and situations (e.g., in class, outside of school, on a team). [HPE; SE]</p> <p>P3 8.3.PF 3. Use communication skills to negotiate strategies and tactics in a physical activity setting. [PE; SE]</p> <p>P3 8.3.PF 5. Provide constructive feedback to a peer, using teacher-generated guidelines, and incorporate appropriate tone and other communication skills (e.g., eye-contact, body language). [HPE; SE]</p> <p>P3 8.3.SU 5. Demonstrate effective verbal and nonverbal communication skills (including refusal) to keep self or others safe in substance use- and misuse-related situations (e.g., avoiding riding with a driver who is under the influence, seeking help, leaving a situation) in order to protect individuals from risk or injury. [HE]</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. 	<p>P3 8.3.HR 3. Articulate how respectful behaviors may vary among populations and how those behaviors contribute to positive social interaction in various settings [HPE; SE].</p> <p>P3 8.3.HR 5. Demonstrate effective approaches to boundary setting (e.g., acknowledge feelings, communicate the boundary, target alternative), maintenance of a variety of boundaries (e.g., related to technology use, emotional, physical). [HPE; SE]</p>

		5. Practice initiating, sustaining, and ending conversations.	
Unit 13: Social Skills (B)	Students will learn and practice how to arrange social activities to increase their confidence.	<p>Students will:</p> <ol style="list-style-type: none"> 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>P3 8.3.HR 3. Articulate how respectful behaviors may vary among populations and how those behaviors contribute to positive social interaction in various settings [HPE; SE].</p> <p>P3 8.3.HR 5. Demonstrate effective approaches to boundary setting (e.g., acknowledge feelings, communicate the boundary, target alternative), maintenance of a variety of boundaries (e.g., related to technology use, emotional, physical). [HPE; SE]</p> <p>P3 8.3.MH 9. Effectively express needs, wants, emotions, and feelings (including affection, love, friendship, concern, anger) in respectful and health-promoting ways. [HPE; SE]</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. 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>P3 8.3.HR 7. Demonstrate techniques and assertive responses to counter coercive tactics in order to maintain boundaries. [HE; SE]</p> <p>P3 8.3.MH 6. Advocate for oneself by creating ‘I’-messages to express feelings and needs in appropriate ways. [HPE; SE]</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. 	<p>P1 8.1.PS 10. Evaluate a variety of non-violent responses to address conflict and demonstrate the ability to use these responses to act on health-related decisions. [HPE; SE]</p> <p>P3 8.3.HR 2. Demonstrate effective verbal and non-verbal communication skills (e.g., listening, conflict resolution, negotiation, refusal) that foster healthy relationships, communicate boundaries, and show respect in a variety of situations (e.g., familial relationships, peer relationships, romantic relationships). [HPE; SE]</p>

		<ol style="list-style-type: none"> 3. Recognize that negotiation and problem-solving skills can resolve conflicts. 4. Demonstrate success in resolving conflicts. 	<p>P3 8.3.HR 12. Apply conflict resolution strategies in a variety of situations (e.g., interpersonal, intrapersonal, intragroup, intergroup). [HPE; SE]</p> <p>P3 8.3.PF 3. Accurately recognize and effectively respond to emotions, thoughts, values, and perspectives when communicating with others and when resolving interpersonal conflicts. [HPE; SE]</p> <p>P3 8.3.PF 5. Apply refusal or negotiation skills in ways that support or improve mental health and minimize health risks. [HPE; SE]</p> <p>P3 8.3.PF 6. Collaboratively establish norms and guidelines for resolving conflicts and use those rules/guidelines/agreements to resolve conflict or respond to participants' ethical and unethical behavior during physical activity. [PE; SE]</p>
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Level Two

<i>Botvin LifeSkills® Training Units for Grades 7/8</i>	Unit Goal	Unit Objectives	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]
Unit 1: Drug Abuse and	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. 	P1 8.1 SU 6. Develop positive norms regarding substance use (e.g., most people (including teens) do not use illegal drugs, most teens do not use nicotine or regularly consume alcohol, and most teens refrain from even trying marijuana). [HE]

<p>Violence: Causes and Effects</p>		<ol style="list-style-type: none"> 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>P3 8.3.SU 1. Analyze social situations in multiple settings (e.g., at home, at school, out with friends, at a party) that could lead to the use of nicotine, electronic vapor products, alcohol, or other illegal (in regard to age, use, or type) and potentially harmful substances. [HE]</p> <p>P3 8.3.SU 2. Analyze influences (e.g., culture, peers, media, perceptions of norms) that could lead to the use of nicotine, electronic vapor products, alcohol, or other illegal (in regard to age, use, or type) and potentially harmful substances. [HE]</p> <p>P3 8.3.SU 4. Summarize and communicate the effects of using legal (e.g., prescription drugs 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 drugs not prescribed to you, cocaine) on brain development and multiple dimensions of health (e.g., physical, social, occupational, mental/emotional). [HE]</p>
<p>Unit 2: Making Decisions</p>	<p>Students will review the 3 Cs model of decision-making and analyze challenging situations to practice.</p>	<p>Students will:</p> <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. 	<p>P1 8.1.HR 6. Demonstrate the ability to apply a decision-making process to decisions related to consent in a variety of situations (e.g., friendships, familial, with an intimate partner, in a sexual relationship) and to communicate and respond to consent or non-consent. [HE; SE]</p> <p>P1 8.1.HR 7. Demonstrate the ability to apply a decision-making model to arrive at a decision that promotes health and safety related to various types of relationships (including sexual relationships). [HPE; SE]</p> <p>P1 8.1.PS 3. Evaluate potential options and consequences for decisions related to personal safety in a variety of situations (e.g., motor vehicle safety, physical injury, digital</p>

		<ol style="list-style-type: none"> 4. Identify common external influences on decision-making. 5. Practice making decisions using the suggested formula. 	<p>safety, threats of violence, inappropriate touch, physical, emotional, and sexual abuse). [HPE]</p> <p>P1 8.1.PS 12. Demonstrate the ability to use a decision-making process to thoughtfully and effectively address personal safety in a variety of situations. [HPE]</p> <p>P1 8.1.SH 1. Apply an effective decision-making process in situations related to sexual health. [HE]</p> <p>P1 8.1.SH 8. Describe strategies that can be used to make decisions that adhere to personal values, beliefs, and limits. [HE]</p> <p>P1 8.1.SU 1. Thoughtfully apply a decision-making process in situations or to problems related to legal (e.g., prescription drugs prescribed to you, over-the-counter drugs, [at a certain age] nicotine, electronic vapor products, alcohol, and marijuana) and illegal drug (e.g., prescription drugs not prescribed to you, cocaine) use. [HE]</p> <p>P1 8.1.SU 4. Analyze factors (e.g., personal beliefs, source of substance, purpose of use) that may affect a decision to use of legal or illegal substances. [HE]</p>
<p>Unit 3: Media Influences</p>	<p>Students will review common advertising techniques and learn new techniques for resisting ads.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Review common advertising techniques. 2. Review methods used by advertisers to influence consumer choices. 3. Identify and analyze techniques commonly 	<p>P1 8.1.PS 7. Explain the potential consequences of requesting, sending, or digitally posting sexually explicit pictures or messages (e.g., on social media sites, chat groups, e-mail, texting, websites, phone and tablet applications, and other digital forms) and demonstrate the ability to make health-promoting decisions related to safe and legal activity in online and digital spaces. [HE]</p> <p>P3 8.3.HR 8. Analyze how media and technology can be both a positive and negative influence on beliefs about what</p>

		<p>used to advertise cigarettes and alcoholic beverages.</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>constitutes a healthy relationship (including sexual relationships). [HE; SE]</p> <p>P3 8.3.HR 9. Analyze the impact of technology and social media on relationships (e.g., use of smartphones, sharing relationship information, GPS tracking). [HE; SE]</p> <p>P3 8.3.SU 2. Analyze influences (e.g., culture, peers, media, perceptions of norms) that could lead to the use of nicotine, electronic vapor products, alcohol, or other illegal (in regard to age, use, or type) and potentially harmful substances. [HE]</p> <p>P7 8.7.NE 2. Analyze a variety of influences (e.g., media, peers, family, culture, stigmas, school, economics, food access, food production and cultivation) on nutrition-related beliefs and behaviors, and today’s society. [HE]</p>
<p>Unit 4: Coping with Anxiety</p>	<p>Students will review and learn new techniques for managing anxiety with additional skill practice.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Discuss common situations that produce nervousness. 2. Discuss the value of preparation as a method of reducing performance anxiety. 3. Practice anxiety-reduction techniques. 4. Recognize the value of positive thinking. 	<p>P2 8.2.MH 3. Describe how emotions can impact one’s behaviors and experiences and how this might vary in differing contexts. [HPE; SE]</p> <p>P2 8.2.MH 4. Demonstrate techniques to independently manage emotions in a variety of settings. [HPE; SE]</p> <p>P2 8.2.MH 7. Examine how various coping strategies may help or harm health. [HPE; SE]</p> <p>P2 8.2.MH 8. Apply health-promoting coping and stress management strategies. [HPE; SE]</p> <p>P3 8.3.MH 2. Identify how emotions can influence communication (e.g., anger or anxiety may affect the ability to listen well) and demonstrate strategies (e.g., ask for time to calm down, go to a peace corner, take deep breaths) to</p>

			communicate effectively when experiencing a range of emotions and in a variety of situations. [HPE; SE]
Unit 5: Coping with Anger	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.	Students will: <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>P2 8.2.MH 3. Describe how emotions can impact one’s behaviors and experiences and how this might vary in differing contexts. [HPE; SE]</p> <p>P2 8.2.MH 4. Demonstrate techniques to independently manage emotions in a variety of settings. [HPE; SE]</p> <p>P3 8.3.MH 2. Identify how emotions can influence communication (e.g., anger or anxiety may affect the ability to listen well) and demonstrate strategies (e.g., ask for time to calm down, go to a peace corner, take deep breaths) to communicate effectively when experiencing a range of emotions and in a variety of situations. [HPE; SE]</p> <p>P2 8.2.MH 7. Examine how various coping strategies may help or harm health. [HPE; SE]</p>
Unit 6: Communication Skills	Students will focus on developing listening skills that demonstrate their ability to accurately hear the message being sent.	Students will: <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. 	<p>P3 8.3.HR 2. Demonstrate effective verbal and non-verbal communication skills (e.g., listening, conflict resolution, negotiation, refusal) that foster healthy relationships, communicate boundaries, and show respect in a variety of situations (e.g., familial relationships, peer relationships, romantic relationships). [HPE; SE]</p> <p>P3 8.3.HR 13. Demonstrate positive ways to communicate differences of opinion in a variety of relationships (e.g., familial, peer, teacher) and situations (e.g., in class, outside of school, on a team). [HPE; SE]</p>

		<ol style="list-style-type: none"> 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>P3 8.3.PF 3. Use communication skills to negotiate strategies and tactics in a physical activity setting. [PE; SE]</p> <p>P3 8.3.PF 5. Provide constructive feedback to a peer, using teacher-generated guidelines, and incorporate appropriate tone and other communication skills (e.g., eye-contact, body language). [HPE; SE]</p> <p>P3 8.3.SU 5. Demonstrate effective verbal and nonverbal communication skills (including refusal) to keep self or others safe in substance use- and misuse-related situations (e.g., avoiding riding with a driver who is under the influence, seeking help, leaving a situation) in order to protect individuals from risk or injury. [HE]</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>P3 8.3.HR 3. Articulate how respectful behaviors may vary among populations and how those behaviors contribute to positive social interaction in various settings [HPE; SE].</p> <p>P3 8.3.HR 5. Demonstrate effective approaches to boundary setting (e.g., acknowledge feelings, communicate the boundary, target alternative), maintenance of a variety of boundaries (e.g., related to technology use, emotional, physical). [HPE; SE]</p> <p>P3 8.3.HR 5. Demonstrate effective approaches to boundary setting (e.g., acknowledge feelings, communicate the boundary, target alternative), maintenance of a variety of boundaries (e.g., related to technology use, emotional, physical). [HPE; SE]</p> <p>P3 8.3.MH 9. Effectively express needs, wants, emotions, and feelings (including affection, love, friendship, concern, anger) in respectful and health-promoting ways. [HPE; SE]</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>P3 8.3.HR 7. Demonstrate techniques and assertive responses to counter coercive tactics in order to maintain boundaries. [HE; SE]</p> <p>P3 8.3.MH 6. Advocate for oneself by creating ‘I’-messages to express feelings and needs in appropriate ways. [HPE; SE]</p> <p>P3 8.3.HR 2. Demonstrate effective verbal and non-verbal communication skills (e.g., listening, conflict resolution, negotiation, refusal) that foster healthy relationships, communicate boundaries, and show respect in a variety of situations (e.g., familial relationships, peer relationships, romantic relationships). [HPE; SE]</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. 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. 	<p>P2 8.2.MH 4. Demonstrate techniques to independently manage emotions in a variety of settings. [HPE; SE]</p> <p>P3 8.3.MH 2. Identify how emotions can influence communication (e.g., anger or anxiety may affect the ability to listen well) and demonstrate strategies (e.g., ask for time to calm down, go to a peace corner, take deep breaths) to communicate effectively when experiencing a range of emotions and in a variety of situations. [HPE; SE]</p> <p>P2 8.2.MH 7. Examine how various coping strategies may help or harm health. [HPE; SE]</p> <p>P1 8.1.HR 6. Demonstrate the ability to apply a decision-making process to decisions related to consent in a variety of situations (e.g., friendships, familial, with an intimate partner, in a sexual relationship) and to communicate and respond to consent or non-consent. [HE; SE]</p>

		<ol style="list-style-type: none"> 6. Apply assertive techniques to conflict resolution. 7. Practice resolving conflicts. 	<p>P1 8.1.SH 8. Describe strategies that can be used to make decisions that adhere to personal values, beliefs, and limits. [HE]</p> <p>P3 8.3.HR 5. Demonstrate effective approaches to boundary setting (e.g., acknowledge feelings, communicate the boundary, target alternative), maintenance of a variety of boundaries (e.g., related to technology use, emotional, physical). [HPE; SE]</p> <p>P3 8.3.HR 7. Demonstrate techniques and assertive responses to counter coercive tactics in order to maintain boundaries. [HE; SE]</p> <p>P3 8.3.MH 6. Advocate for oneself by creating 'I'-messages to express feelings and needs in appropriate ways. [HPE; SE]</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 smoke, drink, or use drugs. 	<p>P3 8.3.HR 7. Demonstrate techniques and assertive responses to counter coercive tactics in order to maintain boundaries. [HE; SE]</p> <p>P3 8.3.MH 6. Advocate for oneself by creating 'I'-messages to express feelings and needs in appropriate ways. [HPE; SE]</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.	
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Level Three

<i>Botvin LifeSkills® Training Units for Grades 8/9</i>	Unit Goal	Unit Objectives	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]
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. 	P1 8.1 SU 6. Develop positive norms regarding substance use (e.g., most people (including teens) do not use illegal drugs, most teens do not use nicotine or regularly consume alcohol, and most teens refrain from even trying marijuana). [HE]

		<ol style="list-style-type: none"> 2. Identify the major social factors promoting drug use. 3. Identify risk factors for drug abuse and how people can lower their risk. 	<p>P3 8.3.SU 1. Analyze social situations in multiple settings (e.g., at home, at school, out with friends, at a party) that could lead to the use of nicotine, electronic vapor products, alcohol, or other illegal (in regard to age, use, or type) and potentially harmful substances. [HE]</p> <p>P3 8.3.SU 2. Analyze influences (e.g., culture, peers, media, perceptions of norms) that could lead to the use of nicotine, electronic vapor products, alcohol, or other illegal (in regard to age, use, or type) and potentially harmful substances. [HE]</p> <p>P3 8.3.SU 4. Summarize and communicate the effects of using legal (e.g., prescription drugs 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 drugs not prescribed to you, cocaine) on brain development and multiple dimensions of health (e.g., physical, social, occupational, mental/emotional). [HE]</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 through in-class practice. 	<p>P1 8.1.HR 6. Demonstrate the ability to apply a decision-making process to decisions related to consent in a variety of situations (e.g., friendships, familial, with an intimate partner, in a sexual relationship) and to communicate and respond to consent or non-consent. [HE; SE]</p> <p>P1 8.1.HR 8. Demonstrate the ability to apply a decision-making model to arrive at a decision that promotes health and safety related to various types of relationships (including sexual relationships). [HPE; SE]</p> <p>P1 8.1.PS 3. Evaluate potential options and consequences for decisions related to personal safety in a variety of situations (e.g., motor vehicle safety, physical injury, digital safety, threats of violence, inappropriate touch, physical, emotional, and sexual abuse). [HPE]</p>

			<p>P1 8.1.PS 12. Demonstrate the ability to use a decision-making process to thoughtfully and effectively address personal safety in a variety of situations. [HPE]</p> <p>P1 8.1.SH 1. Apply an effective decision-making process in situations related to sexual health. [HE]</p> <p>P1 8.1.SH 8. Describe strategies that can be used to make decisions that adhere to personal values, beliefs, and limits. [HE]</p> <p>P1 8.1.SU 1. Thoughtfully apply a decision-making process in situations or to problems related to legal (e.g., prescription drugs prescribed to you, over-the-counter drugs, [at a certain age] nicotine, electronic vapor products, alcohol, and marijuana) and illegal drug (e.g., prescription drugs not prescribed to you, cocaine) use. [HE]</p> <p>P1 8.1.SU 4. Analyze factors (e.g., personal beliefs, source of substance, purpose of use) that may affect a decision to use of legal or illegal substances. [HE]</p>
<p>Unit 3: Media Influences</p>	<p>Students will examine the power of media and how it can affect their behaviors.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify the sources of media influence. 2. Discuss the impact the media have on attitudes and behavior. 3. Formulate alternative responses to pro- 	<p>P1 8.1.PS 7. Explain the potential consequences of requesting, sending, or digitally posting sexually explicit pictures or messages (e.g., on social media sites, chat groups, e-mail, texting, websites, phone and tablet applications, and other digital forms) and demonstrate the ability to make health-promoting decisions related to safe and legal activity in online and digital spaces. [HE]</p> <p>P3 8.3.HR 8. Analyze how media and technology can be both a positive and negative influence on beliefs about what constitutes a healthy relationship (including sexual relationships). [HE; SE]</p>

		<p>drug media influences.</p> <p>4. Use critical thinking skills to resist pro-drug media influences.</p>	<p>P3 8.3.HR 9. Analyze the impact of technology and social media on relationships (e.g., use of smartphones, sharing relationship information, GPS tracking). [HE; SE]</p> <p>P3 8.3.SU 2. Analyze influences (e.g., culture, peers, media, perceptions of norms) that could lead to the use of nicotine, electronic vapor products, alcohol, or other illegal (in regard to age, use, or type) and potentially harmful substances. [HE]</p> <p>P7 8.7.NE 2. Analyze a variety of influences (e.g., media, peers, family, culture, stigmas, school, economics, food access, food production and cultivation) on nutrition-related beliefs and behaviors, and today’s society. [HE]</p>
<p>Unit 4: Coping with Anxiety</p>	<p>Students will review techniques to reduce anxiety and identify them as biofeedback or cognitive techniques.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify techniques for coping with anxiety. 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>P2 8.2.MH 3. Describe how emotions can impact one’s behaviors and experiences and how this might vary in differing contexts. [HPE; SE]</p> <p>P2 8.2.MH 4. Demonstrate techniques to independently manage emotions in a variety of settings. [HPE; SE]</p> <p>P2 8.2.MH 7. Examine how various coping strategies may help or harm health. [HPE; SE]</p> <p>P2 8.2.MH 8. Apply health-promoting coping and stress management strategies. [HPE; SE]</p> <p>P3 8.3.MH 2. Identify how emotions can influence communication (e.g., anger or anxiety may affect the ability to listen well) and demonstrate strategies (e.g., ask for time to calm down, go to a peace corner, take deep breaths) to communicate effectively when experiencing a range of emotions and in a variety of situations. [HPE; SE]</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>P2 8.2.MH 3. Describe how emotions can impact one’s behaviors and experiences and how this might vary in differing contexts. [HPE; SE]</p> <p>P2 8.2.MH 4. Demonstrate techniques to independently manage emotions in a variety of settings. [HPE; SE]</p> <p>P3 8.3.MH 2. Identify how emotions can influence communication (e.g., anger or anxiety may affect the ability to listen well) and demonstrate strategies (e.g., ask for time to calm down, go to a peace corner, take deep breaths) to communicate effectively when experiencing a range of emotions and in a variety of situations. [HPE; SE]</p> <p>P2 8.2.MH 7. Examine how various coping strategies may help or harm health. [HPE; SE]</p>
<p>Unit 6: Social Skills</p>	<p>Students will review social skills previously learned.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify and use common greetings and brief exchanges. 2. Identify and use skills for starting, continuing, and ending conversations. 3. Discuss situations which require 	<p>P3 8.3.HR 3. Articulate how respectful behaviors may vary among populations and how those behaviors contribute to positive social interaction in various settings [HPE; SE].</p> <p>P3 8.3.HR 5. Demonstrate effective approaches to boundary setting (e.g., acknowledge feelings, communicate the boundary, target alternative), maintenance of a variety of boundaries (e.g., related to technology use, emotional, physical). [HPE; SE]</p> <p>P3 8.3.HR 5. Demonstrate effective approaches to boundary setting (e.g., acknowledge feelings, communicate the boundary, target alternative), maintenance of a variety of boundaries (e.g., related to technology use, emotional, physical). [HPE; SE]</p>

		<p>deeper conversations.</p> <p>4. Identify techniques for deep conversations.</p>	<p>P3 8.3.MH 9. Effectively express needs, wants, emotions, and feelings (including affection, love, friendship, concern, anger) in respectful and health-promoting ways. [HPE; SE]</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>P3 8.3.HR 7. Demonstrate techniques and assertive responses to counter coercive tactics in order to maintain boundaries. [HE; SE]</p> <p>P3 8.3.MH 6. Advocate for oneself by creating 'I'-messages to express feelings and needs in appropriate ways. [HPE; SE]</p> <p>P3 8.3.HR 2. Demonstrate effective verbal and non-verbal communication skills (e.g., listening, conflict resolution, negotiation, refusal) that foster healthy relationships, communicate boundaries, and show respect in a variety of situations (e.g., familial relationships, peer relationships, romantic relationships). [HPE; SE]</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. 	<p>P2 8.2.MH 4. Demonstrate techniques to independently manage emotions in a variety of settings. [HPE; SE]</p> <p>P3 8.3.MH 2. Identify how emotions can influence communication (e.g., anger or anxiety may affect the ability to listen well) and demonstrate strategies (e.g., ask for time to calm down, go to a peace corner, take deep breaths) to communicate effectively when experiencing a range of emotions and in a variety of situations. [HPE; SE]</p> <p>P2 8.2.MH 7. Examine how various coping strategies may help or harm health. [HPE; SE]</p>

		<p>5. Practice resolving conflicts.</p>	<p>P1 8.1.HR 6. Demonstrate the ability to apply a decision-making process to decisions related to consent in a variety of situations (e.g., friendships, familial, with an intimate partner, in a sexual relationship) and to communicate and respond to consent or non-consent. [HE; SE]</p> <p>P1 8.1.SH 8. Describe strategies that can be used to make decisions that adhere to personal values, beliefs, and limits. [HE]</p> <p>P3 8.3.HR 5. Demonstrate effective approaches to boundary setting (e.g., acknowledge feelings, communicate the boundary, target alternative), maintenance of a variety of boundaries (e.g., related to technology use, emotional, physical). [HPE; SE]</p> <p>P3 8.3.HR 7. Demonstrate techniques and assertive responses to counter coercive tactics in order to maintain boundaries. [HE; SE]</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>P3 8.3.HR 7. Demonstrate techniques and assertive responses to counter coercive tactics in order to maintain boundaries. [HE; SE]</p> <p>P3 8.3.MH 6. Advocate for oneself by creating 'I'-messages to express feelings and needs in appropriate ways. [HPE; SE]</p>