



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

Why align the LST Program with North Carolina 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 **North Carolina**.

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Level One

Botvin LifeSkills® Training Units for Grades 3/4	Unit Goal	Unit Objectives	North Carolina Learning Standards
Unit 1: Self-Esteem	<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. <p>Identify things they can do.</p>	<p>3.MEH.1.1 Explain how self-control is a valuable tool in avoiding health risks.</p> <p>3.PCH.1.1 Classify behaviors in terms of whether they are related to physical, social, mental, and emotional health.</p> <p>3.PCH.1.2 Classify behaviors in terms of whether they do or do not contribute to healthy living.</p> <p>4th Grade:</p> <p>4.MEH.2.1 Identify unique personal characteristics that contribute to positive mental health.</p> <p>4.MEH.2.2 Explain how effective problem-solving aids in making healthy choices.</p> <p>4.ICR.1.1 Explain the importance of showing respect for self and respect and empathy for others.</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>3rd Grade: 3.MEH.1.1 Explain how self-control is a valuable tool in avoiding health risks. 3.PCH.1.1 Classify behaviors in terms of whether they are related to physical, social, mental, and emotional health. 3.PCH.1.2 Classify behaviors in terms of whether they do or do not contribute to healthy living. 3.ATOD.2.1 Use refusal skills when confronted or pressured to use alcohol, tobacco, or other drugs.</p> <p>4th Grade: 4.MEH.2.1 Identify unique personal characteristics that contribute to positive mental health. 4.MEH.2.2 Explain how effective problem-solving aids in making healthy choices.</p>
<p>Unit 3: Smoking Information</p>	<p>To weigh the pros and cons of smoking.</p>	<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>3rd Grade: 3.MEH.1.1 Explain how self-control is a valuable tool in avoiding health risks. 3.PCH.1.1 Classify behaviors in terms of whether they are related to physical, social, mental, and emotional health. 3.PCH.1.2 Classify behaviors in terms of whether they do or do not contribute to healthy living. 3.ATOD.2.1 Use refusal skills when confronted or pressured to use alcohol, tobacco, or other drugs.</p> <p>4th Grade: 4.MEH.2.1 Identify unique personal characteristics that contribute to positive mental health. 4.MEH.2.2 Explain how effective problem-solving aids in making healthy choices. 4.ATOD.1.1 Summarize short-term and long-term effects of cigarettes and smokeless tobacco products.</p>

			<p>4.ATOD.1.2 Explain why tobacco is an addictive product.</p> <p>4.ATOD.2.1 Identify possible internal and external influences on tobacco use.</p> <p>4.ATOD.3.1 Use refusal skills to resist the pressure to experiment with tobacco.</p> <p>4.ATOD.3.2 Select strategies to use in avoiding situations in which tobacco is being used to minimize exposure to second-hand smoke.</p>
<p>Unit 4: Advertising</p>	<p>To develop an awareness of how tobacco advertisers manipulate advertisements to try and entice people to smoke.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Examine advertising and promotional techniques that encourage teenagers to smoke. 2. Create counterarguments to tobacco advertising that demonstrate the true effects of smoking. 	<p>3rd Grade:</p> <p>3.MEH.1.1 Explain how self-control is a valuable tool in avoiding health risks.</p> <p>3.PCH.1.1 Classify behaviors in terms of whether they are related to physical, social, mental, and emotional health.</p> <p>3.PCH.1.2 Classify behaviors in terms of whether they do or do not contribute to healthy living.</p> <p>3.ATOD.2.1 Use refusal skills when confronted or pressured to use alcohol, tobacco, or other drugs.</p> <p>4th Grade:</p> <p>4.MEH.2.1 Identify unique personal characteristics that contribute to positive mental health.</p> <p>4.MEH.2.2 Explain how effective problem-solving aids in making healthy choices.</p> <p>4.PCH.3.2 Analyze advertisements of health products and services in terms of claims made and the validity of those claims.</p> <p>4.ATOD.2.2 Explain why people are influenced by various marketing strategies employed by tobacco companies.</p> <p>4.ATOD.3.1 Use refusal skills to resist the pressure to experiment with tobacco.</p>

			4.ATOD.3.2 Select strategies to use in avoiding situations in which tobacco is being used to minimize exposure to second-hand smoke.
Unit 5: Dealing with Stress	To teach students to recognize stress and to practice techniques to deal with stress.	<p>Students will:</p> <ol style="list-style-type: none"> Describe stress and the physical sensations that are associated with stress. Identify causes of stress in their lives. <p>Practice deep breathing and stretching to reduce stress and anxiety.</p>	<p>3rd Grade:</p> <p>3.MEH.1.1 Explain how self-control is a valuable tool in avoiding health risks.</p> <p>3.MEH.1.2 Classify stress as preventable or manageable.</p> <p>3.PCH.1.1 Classify behaviors in terms of whether they are related to physical, social, mental, and emotional health.</p> <p>3.PCH.1.2 Classify behaviors in terms of whether they do or do not contribute to healthy living.</p> <p>4th Grade:</p> <p>4.MEH.1.1 Summarize effective coping strategies to manage stress.</p> <p>4.MEH.1.2 Implement healthy strategies for handling stress, including asking for assistance.</p> <p>4.MEH.2.1 Identify unique personal characteristics that contribute to positive mental health.</p> <p>4.MEH.2.2 Explain how effective problem-solving aids in making healthy choices.</p> <p>4.ICR.1.1 Explain the importance of showing respect for self and respect and empathy for others.</p>
Unit 6: Communication Skills	To teach students how feelings are communicated.	<p>Students will:</p> <ol style="list-style-type: none"> Identify what communication is. Discuss the importance of communicating their feelings. 	<p>3rd Grade:</p> <p>3.MEH.1.1 Explain how self-control is a valuable tool in avoiding health risks.</p> <p>3.MEH.1.2 Classify stress as preventable or manageable.</p> <p>3.MEH.2.2 Summarize how to seek resources for assistance with feelings of grief or loss.</p> <p>3.PCH.1.1 Classify behaviors in terms of whether they are related to physical, social, mental, and emotional health.</p> <p>3.PCH.1.2 Classify behaviors in terms of whether they</p>

		<p>3. Practice using body language to express emotions.</p>	<p>do or do not contribute to healthy living. 3.ICR.1.1 Summarize qualities and benefits of a healthy relationship. 3.ICR.1.2 Plan how to show compassion for all living things and respect for other people’s property. 3.ICR.1.4 Illustrate how to effectively and respectfully express opinions that differ. 3.ICR.1.5 Analyze situations in terms of the strategies used by people in those situations that help or hinder healthy relationships.</p> <p>4th Grade: 4.MEH.1.1 Summarize effective coping strategies to manage stress. 4.MEH.1.2 Implement healthy strategies for handling stress, including asking for assistance. 4.ICR.1.1 Explain the importance of showing respect for self and respect and empathy for others. 4.ICR.1.3 Interpret facial expressions and posture to emotions and empathy.</p>
<p>Unit 7: Social Skills</p>	<p>To help students learn ways of building and maintaining friendships.</p>	<p>Students will:</p> <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>3rd Grade: 3.PCH.1.1 Classify behaviors in terms of whether they are related to physical, social, mental, and emotional health. 3.PCH.1.2 Classify behaviors in terms of whether they do or do not contribute to healthy living. 3.ICR.1.1 Summarize qualities and benefits of a healthy relationship. 3.ICR.1.2 Plan how to show compassion for all living things and respect for other people’s property. 3.ICR.1.4 Illustrate how to effectively and respectfully express opinions that differ. 3.ICR.1.5 Analyze situations in terms of the strategies used by people in those situations that help or hinder healthy relationships.</p>

			<p>4th Grade: 4.ICR.1.1 Explain the importance of showing respect for self and respect and empathy for others. 4.ICR.1.3 Interpret facial expressions and posture to emotions and empathy. 4.ICR.1.6 Contrast healthy and unhealthy relationships.</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>3rd Grade: 3.MEH.1.1 Explain how self-control is a valuable tool in avoiding health risks. 3.PCH.1.1 Classify behaviors in terms of whether they are related to physical, social, mental, and emotional health. 3.PCH.1.2 Classify behaviors in terms of whether they do or do not contribute to healthy living. 3.ATOD.2.1 Use refusal skills when confronted or pressured to use alcohol, tobacco, or other drugs. 3.ATOD.2.2 Identify ways of refusing to ride in vehicles driven by someone who has been using alcohol.</p> <p>4th Grade: 4.MEH.2.1 Identify unique personal characteristics that contribute to positive mental health. 4.MEH.2.2 Explain how effective problem-solving aids in making healthy choices. 4.ICR.1.3 Interpret facial expressions and posture to emotions and empathy. 4.ATOD.3.1 Use refusal skills to resist the pressure to experiment with tobacco. 4.ATOD.3.2 Select strategies to use in avoiding situations in which tobacco is being used to minimize exposure to second-hand smoke.</p>

Level Two

Botvin LifeSkills® Training Units for Grades 4/5	Unit Goal	Unit Objectives	North Carolina Learning Standards
Unit 1: Self-Esteem	<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>4th Grade</p> <p>4.MEH.2.1 Identify unique personal characteristics that contribute to positive mental health.</p> <p>4.MEH.2.2 Explain how effective problem-solving aids in making healthy choices.</p> <p>4.ICR.1.1 Explain the importance of showing respect for self and respect and empathy for others.</p> <p>5th Grade</p> <p>5.PCH.1.1 Explain the influence of personal values on health behaviors.</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>4th Grade 4.MEH.2.1 Identify unique personal characteristics that contribute to positive mental health. 4.MEH.2.2 Explain how effective problem-solving aids in making healthy choices.</p> <p>5th Grade 5.PCH.1.1 Explain the influence of personal values on health behaviors.</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. 	<p>4th Grade 4.MEH.2.1 Identify unique personal characteristics that contribute to positive mental health. 4.MEH.2.2 Explain how effective problem-solving aids in making healthy choices. 4.ATOD.1.1 Summarize short-term and long-term effects of cigarettes and smokeless tobacco products. 4.ATOD.1.2 Explain why tobacco is an addictive product. 4.ATOD.2.1 Identify possible internal and external influences on tobacco use. 4.ATOD.3.1 Use refusal skills to resist the pressure to experiment with tobacco. 4.ATOD.3.2 Select strategies to use in avoiding situations in which tobacco is being used to minimize exposure to second-hand smoke.</p>

		<ol style="list-style-type: none"> 6. Observe how much tar passes through the lungs of a pack-a-day smoker. 7. Visualize what tar from cigarettes looks like in the lung. 	<p>5th Grade</p> <p>5.PCH.1.1 Explain the influence of personal values on health behaviors.</p> <p>5.PCH.2.1 Recognize dependable resources for health information.</p> <p>5.PCH.2.2 Differentiate between safe and unsafe products.</p> <p>5.ATOD.3.1 Use refusal skills to resist the pressure to experiment alcohol and other drug use.</p>
<p>Unit 4: Advertising</p>	<p>To develop an awareness of how tobacco advertisers manipulate advertisements to try and entice people to smoke.</p>	<p>Students will:</p> <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>4th Grade</p> <p>4.MEH.2.1 Identify unique personal characteristics that contribute to positive mental health.</p> <p>4.MEH.2.2 Explain how effective problem-solving aids in making healthy choices.</p> <p>4.PCH.3.2 Analyze advertisements of health products and services in terms of claims made and the validity of those claims.</p> <p>4.ATOD.2.2 Explain why people are influenced by various marketing strategies employed by tobacco companies.</p> <p>4.ATOD.3.1 Use refusal skills to resist the pressure to experiment with tobacco.</p> <p>4.ATOD.3.2 Select strategies to use in avoiding situations in which tobacco is being used to minimize exposure to second-hand smoke.</p> <p>5th Grade</p> <p>5.PCH.1.1 Explain the influence of personal values on health behaviors.</p> <p>5.PCH.2.1 Recognize dependable resources for health information.</p> <p>5.PCH.2.2 Differentiate between safe and unsafe products.</p>

			5.ATOD.3.1 Use refusal skills to resist the pressure to experiment alcohol and other drug use.
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. 	4th Grade 4.MEH.1.1 Summarize effective coping strategies to manage stress. 4.MEH.1.2 Implement healthy strategies for handling stress, including asking for assistance. 4.MEH.2.1 Identify unique personal characteristics that contribute to positive mental health. 4.MEH.2.2 Explain how effective problem-solving aids in making healthy choices. 4.ICR.1.1 Explain the importance of showing respect for self and respect and empathy for others. 5th Grade 5.MEH.1.1 Implement positive stress management strategies. 5.MEH.1.2 Evaluate the effectiveness of stress management strategies. 5.PCH.1.1 Explain the influence of personal values on health behaviors.
Unit 6: Communication Skills	To teach students the importance of communication.	Students will: <ol style="list-style-type: none"> 1. Identify what communication is. 2. Practice using non-verbal communication skills. 	4th Grade 4.MEH.1.1 Summarize effective coping strategies to manage stress. 4.MEH.1.2 Implement healthy strategies for handling stress, including asking for assistance. 4.ICR.1.1 Explain the importance of showing respect for self and respect and empathy for others. 4.ICR.1.3 Interpret facial expressions and posture to emotions and empathy.

			<p>5th Grade</p> <p>5.MEH.1.1 Implement positive stress management strategies.</p> <p>5.MEH.2.2 Summarize how to seek assistance from reliable resources for depression and sadness.</p> <p>5.PCH.1.1 Explain the influence of personal values on health behaviors.</p> <p>5.ICR.1.4 Summarize how to solve problems and resolve conflict without avoidance or violence.</p>
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>4th Grade</p> <p>4.ICR.1.1 Explain the importance of showing respect for self and respect and empathy for others.</p> <p>4.ICR.1.3 Interpret facial expressions and posture to emotions and empathy.</p> <p>4.ICR.1.6 Contrast healthy and unhealthy relationships.</p> <p>5th Grade</p> <p>5.PCH.1.1 Explain the influence of personal values on health behaviors.</p> <p>5.ICR.1.4 Summarize how to solve problems and resolve conflict without avoidance or violence.</p> <p>5.ATOD.3.1 Use refusal skills to resist the pressure to experiment alcohol and other drug use.</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. 	<p>4th Grade</p> <p>4.MEH.2.1 Identify unique personal characteristics that contribute to positive mental health.</p> <p>4.MEH.2.2 Explain how effective problem-solving aids in making healthy choices.</p> <p>4.ICR.1.3 Interpret facial expressions and posture to emotions and empathy.</p>

		<p>3. Practice being assertive by role-playing situations using I-messages.</p>	<p>4.ATOD.3.1 Use refusal skills to resist the pressure to experiment with tobacco. 4.ATOD.3.2 Select strategies to use in avoiding situations in which tobacco is being used to minimize exposure to second-hand smoke.</p> <p>5th Grade 5.PCH.1.1 Explain the influence of personal values on health behaviors. 5.ICR.1.4 Summarize how to solve problems and resolve conflict without avoidance or violence. 5.ATOD.3.1 Use refusal skills to resist the pressure to experiment alcohol and other drug use.</p>
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Level Three

Botvin LifeSkills® Training Units for Grades 5/6	Unit Goal	Unit Objectives	North Carolina Learning Standards
Unit 1: Self-Esteem	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.	Students will: <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. 	5th Grade 5.PCH.1.1 Explain the influence of personal values on health behaviors. 6th Grade 6.MEH.1.2 Execute a goal setting plan to enhance health behaviors. 6.MEH.3.1 Interpret failure in terms of its potential for learning and growth. 6.MEH.3.2 Analyze the relationship between health-enhancing behaviors (communication, goal setting and decision making) and the ability to cope with failure.

<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>5th Grade 5.PCH.1.1 Explain the influence of personal values on health behaviors.</p> <p>6th Grade 6.MEH.1.1 Implement a structured decision-making model to enhance health behaviors. 6.MEH.1.2 Execute a goal setting plan to enhance health behaviors. 6.MEH.3.2 Analyze the relationship between health-enhancing behaviors (communication, goal-setting and decision making) and the ability to cope with failure.</p>
<p>Unit 3: Smoking Information</p>	<p>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>	<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>5th Grade 5.PCH.1.1 Explain the influence of personal values on health behaviors. 5.PCH.2.1 Recognize dependable resources for health information. 5.PCH.2.2 Differentiate between safe and unsafe products. 5.ATOD.3.1 Use refusal skills to resist the pressure to experiment alcohol and other drug use.</p> <p>6th Grade 6.PCH.2.1 Analyze claims for health products and services. 6.PCH.3.1 Differentiate between individual behaviors that can harm or help the environment. 6.PCH.3.2 Implement plans to work collaboratively to improve the environment. 6.ATOD.1.1 Analyze the marketing and advertising of alcohol and tobacco companies in terms of the strategies they use to influence youth experimentation with their products.</p>

			<p>6.ATOD.2.1 Explain the immediate social and physical consequences of tobacco use, including spit tobacco.</p> <p>6.ATOD.2.2 Summarize the short-term and long-term effects of being exposed to secondhand smoke.</p> <p>6.ATOD.3.1 Use effective assertive refusal skills to avoid pressure to use alcohol and other drugs.</p> <p>6.ATOD.3.2 Summarize the short-term and long-term benefits of resistance to drug abuse.</p>
<p>Unit 4: Advertising</p>	<p>To create an awareness in students of the many techniques and appeals that advertisers use to get consumers to purchase their products.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Understand that we are all consumers. 2. Understand the purpose of advertising. 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>5th Grade</p> <p>5.PCH.1.1 Explain the influence of personal values on health behaviors.</p> <p>5.PCH.2.1 Recognize dependable resources for health information.</p> <p>5.PCH.2.2 Differentiate between safe and unsafe products.</p> <p>5.ATOD.3.1 Use refusal skills to resist the pressure to experiment alcohol and other drug use.</p> <p>6th Grade</p> <p>6.PCH.2.1 Analyze claims for health products and services.</p> <p>6.PCH.2.2 Evaluate the validity of claims made in advertisements for health products and services.</p> <p>6.PCH.3.1 Differentiate between individual behaviors that can harm or help the environment.</p> <p>6.PCH.3.2 Implement plans to work collaboratively to improve the environment.</p> <p>6.ATOD.1.1 Analyze the marketing and advertising of alcohol and tobacco companies in terms of the strategies they use to influence youth experimentation with their products.</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>5th Grade 5.MEH.1.1 Implement positive stress management strategies. 5.MEH.1.2 Evaluate the effectiveness of stress management strategies. 5.PCH.1.1 Explain the influence of personal values on health behaviors.</p> <p>6th Grade 6.MEH.2.1 Organize common responses to stressors based on the degree to which they are positive or negative and their likely health outcomes. 6.MEH.2.2 Differentiate between positive and negative stress management strategies.</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>5th Grade 5.MEH.1.1 Implement positive stress management strategies. 5.MEH.2.2 Summarize how to seek assistance from reliable resources for depression and sadness. 5.PCH.1.1 Explain the influence of personal values on health behaviors. 5.ICR.1.4 Summarize how to solve problems and resolve conflict without avoidance or violence.</p> <p>6th Grade 6.MEH.3.2 Analyze the relationship between health-enhancing behaviors (communication, goal-setting and decision making) and the ability to cope with failure. 6.ICR.1.1 Classify behaviors as either productive or counterproductive to group functioning. 6.ICR.1.2 Implement verbal and non-verbal communication skills that are effective for a variety of purposes and audiences. 6.ICR.1.3 Use strategies to communicate care, consideration, and respect for others.</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. Identify behaviors that will lead to different conflict outcomes. 	<p>5th Grade 5.PCH.1.1 Explain the influence of personal values on health behaviors. 5.ICR.1.4 Summarize how to solve problems and resolve conflict without avoidance or violence. 5.ATOD.3.1 Use refusal skills to resist the pressure to experiment alcohol and other drug use.</p> <p>6th Grade 6.MEH.3.2 Analyze the relationship between health-enhancing behaviors (communication, goal setting and decision making) and the ability to cope with failure. 6.ICR.1.1 Classify behaviors as either productive or counterproductive to group functioning. 6.ICR.1.2 Implement verbal and non-verbal communication skills that are effective for a variety of purposes and audiences. 6.ICR.1.3 Use strategies to communicate care, consideration, and respect for others. 6.ICR.2.3 Use effective refusal skills to avoid negative peer pressure, sexual behaviors, and sexual harassment. 6.ICR.2.5 Summarize strategies for predicting and avoiding conflict. 6.ICR.2.6 Design nonviolent solutions to conflicts based on an understanding of the perspectives of those involved in the conflicts.</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. 	<p>5th Grade 5.PCH.1.1 Explain the influence of personal values on health behaviors. 5.ICR.1.4 Summarize how to solve problems and resolve conflict without avoidance or violence. 5.ATOD.3.1 Use refusal skills to resist the pressure to experiment alcohol and other drug use.</p>

		<p>2. Identify how assertive skills can help a person stand up for themselves.</p>	<p>6th Grade 6.ICR.1.1 Classify behaviors as either productive or counterproductive to group functioning. 6.ICR.1.2 Implement verbal and non-verbal communication skills that are effective for a variety of purposes and audiences. 6.ICR.1.3 Use strategies to communicate care, consideration, and respect for others. 6.ICR.2.3 Use effective refusal skills to avoid negative peer pressure, sexual behaviors, and sexual harassment. 6.ICR.2.5 Summarize strategies for predicting and avoiding conflict. 6.ICR.2.6 Design nonviolent solutions to conflicts based on an understanding of the perspectives of those involved in the conflicts. 6.ATOD.3.1 Use effective assertive refusal skills to avoid pressure to use alcohol and other drugs.</p>
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