



## Connecting *Botvin LifeSkills® Training* to North Carolina Educational Standards (Grades 6-8)

**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

<b>Botvin LifeSkills® Training Units for Grades 6/7</b>	<b>Unit Goal</b>	<b>Unit Objectives</b>	<b>North Carolina Learning Standard(s)</b>
<b>Unit 1: Self-Image and Self-Improvement</b>	To teach students about developing a strong and healthy self-image and its effect on how we act and feel.	Students will: <ol style="list-style-type: none"> <li>1. Define self-image.</li> <li>2. Discuss how self-image is formed.</li> <li>3. Identify ways to increase self-image.</li> <li>4. Identify something that makes them proud.</li> </ol>	<p><b>6<sup>th</sup> Grade</b></p> <p><b>6.MEH.1.2</b> Execute a goal setting plan to enhance health behaviors.</p> <p><b>6.MEH.3.1</b> Interpret failure in terms of its potential for learning and growth.</p> <p><b>6.MEH.3.2</b> Analyze the relationship between health-enhancing behaviors (communication, goal setting and decision making) and the ability to cope with failure.</p> <p><b>PE.6.PR.4.1</b> Use appropriate strategies to seek greater independence from adults when completing assigned tasks.</p> <p><b>7<sup>th</sup> Grade</b></p> <p><b>7.PCH.1.1</b> Explain health and academic consequences of inadequate rest and sleep.</p> <p><b>PE.7.PR.4.1</b> Contrast between appropriate and inappropriate strategies to seek greater independence from adults when completing assigned tasks.</p>

<p><b>Unit 2 Making Decisions</b></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"> <li>1. Demonstrate how decisions are influenced by group pressure.</li> <li>2. Discuss reasons why people are influenced by group members.</li> <li>3. Identify everyday decisions.</li> <li>4. Describe how important decisions are made.</li> <li>5. Identify a process for making decisions.</li> </ol>	<p><b>6<sup>th</sup> Grade</b>  <b>6.MEH.1.2</b> Execute a goal setting plan to enhance health behaviors.  <b>6.MEH.3.1</b> Interpret failure in terms of its potential for learning and growth.  <b>6.MEH.3.2</b> Analyze the relationship between health-enhancing behaviors (communication, goal setting and decision making) and the ability to cope with failure.</p> <p><b>7<sup>th</sup> Grade</b>  <b>7.MEH.1.2</b> Infer the potential outcome from impulsive behaviors.</p>
<p><b>Unit 3: Smoking: Myths and Realities</b></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"> <li>1. Identify that the majority of teenagers and adults are not cigarette smokers.</li> <li>2. Discuss reasons young people have for smoking or not smoking.</li> <li>3. Discuss realities of what cigarettes can and cannot do.</li> </ol>	<p><b>6<sup>th</sup> Grade</b>  <b>6.PCH.2.1</b> Analyze claims for health products and services.  <b>6.PCH.3.1</b> Differentiate between individual behaviors that can harm or help the environment.  <b>6.PCH.3.2</b> Implement plans to work collaboratively to improve the environment.  <b>6.ATOD.1.1</b> Analyze the marketing and advertising of alcohol and tobacco companies in terms of the strategies they use to influence youth experimentation with their products.  <b>6.ATOD.2.1</b> Explain the immediate social and physical consequences of tobacco use, including spit tobacco.  <b>6.ATOD.2.2</b> Summarize the short-term and long-term effects of being exposed to secondhand smoke.  <b>6.ATOD.3.1</b> Use effective assertive refusal skills to avoid pressure to use alcohol and other drugs.</p>

		<ol style="list-style-type: none"> <li>4. Discuss the immediate and long-term effects of cigarette smoking.</li> <li>5. Describe the process of becoming a smoker.</li> <li>6. Identify that smoking is becoming less socially acceptable.</li> <li>7. Discuss nonsmokers' rights.</li> </ol>	<p><b>6.ATOD.3.2</b> Summarize the short-term and long-term benefits of resistance to drug abuse.</p> <p><b>7<sup>th</sup> Grade</b>  <b>7.PCH.3.2</b> Critique misconceptions about health and the efficacy of health products and services.  <b>7.ATOD.1.1</b> Explain the common sequence of substance abuse that leads to serious health risks.  <b>7.ATOD.2.1</b> Use communication strategies to avoid the consequences of tobacco, alcohol, and other drug use.  <b>7.ATOD.2.2</b> Design methods of avoiding the consequences of tobacco, including addiction, by seeking resources for prevention and cessation.</p>
<p><b>Unit 4: Smoking and Biofeedback</b></p>	<p>Students will explore the immediate effects of tobacco on the body.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Describe the effects of elevated heart rates on the body.</li> <li>2. Identify situations that can change heart rates.</li> <li>3. Discuss the purpose and procedure of the pulse meter.</li> <li>4. Discuss the purpose and procedure of the tremor test.</li> <li>5. Discuss the reasons for the difference in pulse rates before and after smoking a cigarette.</li> </ol>	<p><b>6<sup>th</sup> Grade</b>  <b>6.PCH.2.1</b> Analyze claims for health products and services.  <b>6.PCH.3.1</b> Differentiate between individual behaviors that can harm or help the environment.  <b>6.PCH.3.2</b> Implement plans to work collaboratively to improve the environment.  <b>6.ATOD.1.1</b> Analyze the marketing and advertising of alcohol and tobacco companies in terms of the strategies they use to influence youth experimentation with their products.  <b>6.ATOD.2.1</b> Explain the immediate social and physical consequences of tobacco use, including spit tobacco.  <b>6.ATOD.2.2</b> Summarize the short-term and long-term effects of being exposed to secondhand smoke.  <b>6.ATOD.3.1</b> Use effective assertive refusal skills to avoid pressure to use alcohol and other drugs.  <b>6.ATOD.3.2</b> Summarize the short-term and long-term benefits of resistance to drug abuse.</p>

		<p>6. Discuss the reasons for the difference in hand steadiness before and after smoking a cigarette.</p>	<p><b>7<sup>th</sup> Grade</b>  <b>7.PCH.3.2</b> Critique misconceptions about health and the efficacy of health products and services.  <b>7.ATOD.1.1</b> Explain the common sequence of substance abuse that leads to serious health risks.  <b>7.ATOD.2.1</b> Use communication strategies to avoid the consequences of tobacco, alcohol, and other drug use.  <b>7.ATOD.2.2</b> Design methods of avoiding the consequences of tobacco, including addiction, by seeking resources for prevention and cessation.</p>
<p><b>Unit 5: Alcohol: Myths and Realities</b></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"> <li>1. Recognize that alcohol is a drug which slows down the functioning of the brain and nervous system.</li> <li>2. Recognize that although many people drink, most adults drink only occasionally and in moderation.</li> <li>3. Discuss reasons why people do or do not drink.</li> <li>4. Identify the realities of what alcohol can and cannot do.</li> </ol>	<p><b>6<sup>th</sup> Grade</b>  <b>6.PCH.2.1</b> Analyze claims for health products and services.  <b>6.PCH.3.1</b> Differentiate between individual behaviors that can harm or help the environment.  <b>6.PCH.3.2</b> Implement plans to work collaboratively to improve the environment.  <b>6.ATOD.1.1</b> Analyze the marketing and advertising of alcohol and tobacco companies in terms of the strategies they use to influence youth experimentation with their products.  <b>6.ATOD.1.2</b> Illustrate the effects of alcohol and other drugs on behavior, judgment, family relationships, and long-term success.  <b>6.ATOD.3.1</b> Use effective assertive refusal skills to avoid pressure to use alcohol and other drugs.  <b>6.ATOD.3.2</b> Summarize the short-term and long-term benefits of resistance to drug abuse.</p> <p><b>7<sup>th</sup> Grade</b>  <b>7.PCH.3.2</b> Critique misconceptions about health and the efficacy of health products and services.  <b>7.ATOD.1.1</b> Explain the common sequence of substance abuse that leads to serious health risks.</p>

			<b>7.ATOD.2.1</b> Use communication strategies to avoid the consequences of tobacco, alcohol, and other drug use.
<b>Unit 6: Marijuana: Myths and Realities</b>	Students will learn about the immediate and long-term effects of marijuana on behavior and the body.	Students will: <ol style="list-style-type: none"> <li>1. Describe what marijuana is.</li> <li>2. Identify that the vast majority of teenagers and adults do not smoke marijuana.</li> <li>3. Discuss the reasons some teenagers use marijuana.</li> <li>4. Discuss the realities of what marijuana can and cannot do.</li> <li>5. Discuss the immediate and long-term effects of marijuana on the body.</li> <li>6. Discuss the legal status of marijuana.</li> </ol>	<b>6<sup>th</sup> Grade</b> <b>6.PCH.2.1</b> Analyze claims for health products and services. <b>6.PCH.3.1</b> Differentiate between individual behaviors that can harm or help the environment. <b>6.PCH.3.2</b> Implement plans to work collaboratively to improve the environment. <b>6.ATOD.1.1</b> Analyze the marketing and advertising of alcohol and tobacco companies in terms of the strategies they use to influence youth experimentation with their products. <b>6.ATOD.1.2</b> Illustrate the effects of alcohol and other drugs on behavior, judgment, family relationships, and long-term success. <b>6.ATOD.3.1</b> Use effective assertive refusal skills to avoid pressure to use alcohol and other drugs. <b>6.ATOD.3.2</b> Summarize the short-term and long-term benefits of resistance to drug abuse.  <b>7<sup>th</sup> Grade</b> <b>7.PCH.3.2</b> Critique misconceptions about health and the efficacy of health products and services. <b>7.ATOD.1.1</b> Explain the common sequence of substance abuse that leads to serious health risks. <b>7.ATOD.2.1</b> Use communication strategies to avoid the consequences of tobacco, alcohol, and other drug use.
<b>Unit 7: Advertising</b>	Students will understand how ads are created and designed to target particular groups of consumers and how to analyze advertisements so resist their allure.	Students will: <ol style="list-style-type: none"> <li>1. Discuss the purpose of advertising.</li> <li>2. Identify common advertising techniques.</li> </ol>	<b>6<sup>th</sup> Grade</b> <b>6.PCH.2.1</b> Analyze claims for health products and services. <b>6.PCH.2.2</b> Evaluate the validity of claims made in advertisements for health products and services. <b>6.PCH.3.1</b> Differentiate between individual behaviors that can harm or help the environment.

		<ol style="list-style-type: none"> <li>3. Identify and analyze cigarette and alcohol advertisements.</li> <li>4. Discuss alternative ways of responding to cigarette and alcohol ads.</li> </ol>	<p><b>6.PCH.3.2</b> Implement plans to work collaboratively to improve the environment.</p> <p><b>6.ATOD.1.1</b> 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><b>7<sup>th</sup> Grade</b></p> <p><b>7.PCH.3.2</b> Critique misconceptions about health and the efficacy of health products and services.</p> <p><b>7.ATOD.2.1</b> Use communication strategies to avoid the consequences of tobacco, alcohol, and other drug use.</p>
<p><b>Unit 8: Violence and the Media</b></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"> <li>1. Define media.</li> <li>2. Identify that the media influence behavior.</li> <li>3. Identify that violent behavior is not as common as many people think.</li> <li>4. Identify that the media distort our ideas about violence.</li> <li>5. Identify that the media create attractive images as models for violent behavior.</li> <li>6. Identify the reasons for media violence.</li> </ol>	<p><b>6<sup>th</sup> Grade</b></p> <p><b>6.PCH.2.2</b> Evaluate the validity of claims made in advertisements for health products and services.</p> <p><b>6.PCH.3.1</b> Differentiate between individual behaviors that can harm or help the environment.</p> <p><b>6.PCH.3.2</b> Implement plans to work collaboratively to improve the environment.</p> <p><b>6.ICR.2.6</b> Design nonviolent solutions to conflicts based on an understanding of the perspectives of those involved in the conflicts.</p> <p><b>7<sup>th</sup> Grade</b></p> <p><b>7.MEH.1.2</b> Infer the potential outcome from impulsive behaviors.</p> <p><b>7.ICR.1.2</b> Predict short-term and long-term consequences of violence to perpetrators, victims, and bystanders.</p> <p><b>7.ICR.1.3</b> Illustrate strategies that can be used to manage anger in healthy and non-hurtful ways.</p>

		<ol style="list-style-type: none"> <li>7. Discuss violent imagery in video games and music.</li> <li>8. Discuss the harmful effects of media violence.</li> <li>9. Discuss ways to resist media influence.</li> </ol>	
<p><b>Unit 9: Coping with Anxiety</b></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"> <li>1. Define anxiety.</li> <li>2. Identify physical symptoms of nervousness.</li> <li>3. Discuss common situations which produce nervousness.</li> <li>4. Discuss alternative ways of dealing with anxiety-inducing situations.</li> <li>5. Demonstrate the techniques for coping with anxiety (relaxation exercise, mental rehearsal, deep breathing).</li> </ol>	<p><b>6<sup>th</sup> Grade</b>  <b>6.MEH.2.1</b> Organize common responses to stressors based on the degree to which they are positive or negative and their likely health outcomes.  <b>6.MEH.2.2</b> Differentiate between positive and negative stress management strategies.</p> <p><b>7<sup>th</sup> Grade</b>  <b>7.MEH.1.1</b> Interpret the transition of adolescence, including emotions in flux.  <b>7.MEH.1.2</b> Infer the potential outcome from impulsive behaviors.  <b>7.MEH.2.1</b> Critique a variety of stress management techniques.  <b>7.MEH.2.2</b> Design a stress management plan that is appropriate for the situation and individual traits and skills.  <b>PE.7.PR.4.2</b> Contrast between appropriate and inappropriate strategies for communicating ideas and feelings.</p>

<p><b>Unit 10: Coping with Anger</b></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"> <li>1. Experience anger.</li> <li>2. Define anger.</li> <li>3. Identify physical symptoms of anger.</li> <li>4. Discuss common situations that provoke anger.</li> <li>5. Discuss reasons for keeping anger under control.</li> <li>6. Discuss ways to control anger.</li> <li>7. Practice techniques for controlling anger.</li> </ol>	<p><b>6<sup>th</sup> Grade</b>  <b>6.MEH.2.1</b> Organize common responses to stressors based on the degree to which they are positive or negative and their likely health outcomes.  <b>6.ICR.2.6</b> Design nonviolent solutions to conflicts based on an understanding of the perspectives of those involved in the conflicts.</p> <p><b>7<sup>th</sup> Grade</b>  <b>7.MEH.1.1</b> Interpret the transition of adolescence, including emotions in flux.  <b>7.MEH.1.2</b> Infer the potential outcome from impulsive behaviors.  <b>PE.7.PR.4.2</b> Contrast between appropriate and inappropriate strategies for communicating ideas and feelings.</p>
<p><b>Unit 11: Communication Skills</b></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"> <li>1. Define communication.</li> <li>2. Discuss verbal and nonverbal communication.</li> <li>3. Define misunderstanding.</li> <li>4. Discuss how misunderstandings develop.</li> </ol>	<p><b>6<sup>th</sup> Grade</b>  <b>6.MEH.3.2</b> Analyze the relationship between health-enhancing behaviors (communication, goal setting and decision making) and the ability to cope with failure.  <b>6.ICR.1.1</b> Classify behaviors as either productive or counterproductive to group functioning.  <b>6.ICR.1.2</b> Implement verbal and non-verbal communication skills that are effective for a variety of purposes and audiences.  <b>6.ICR.1.3</b> Use strategies to communicate care, consideration, and respect for others.</p> <p><b>7<sup>th</sup> Grade</b>  <b>7.ICR.1.1</b> Contrast characteristics of healthy and unhealthy relationships.</p>

		5. Discuss how misunderstandings can be avoided.	<b>PE.7.PR.4.2</b> Contrast between appropriate and inappropriate strategies for communicating ideas and feelings.
<b>Unit 12: Social Skills (A)</b>	Students will learn how to use communication skills to develop social skills.	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Recognize that many people feel shy or uncomfortable in social situations.</li> <li>2. Discuss how shyness can be overcome.</li> <li>3. Practice making social contacts.</li> <li>4. Practice giving and receiving compliments.</li> <li>5. Practice initiating, sustaining, and ending conversations.</li> </ol>	<p><b>6<sup>th</sup> Grade</b></p> <p><b>6.MEH.3.2</b> Analyze the relationship between health-enhancing behaviors (communication, goal setting and decision making) and the ability to cope with failure.</p> <p><b>6.ICR.1.1</b> Classify behaviors as either productive or counterproductive to group functioning.</p> <p><b>6.ICR.1.2</b> Implement verbal and non-verbal communication skills that are effective for a variety of purposes and audiences.</p> <p><b>6.ICR.1.3</b> Use strategies to communicate care, consideration, and respect for others.</p> <p><b>6.ICR.2.3</b> Use effective refusal skills to avoid negative peer pressure, sexual behaviors, and sexual harassment.</p> <p><b>6.ICR.2.5</b> Summarize strategies for predicting and avoiding conflict.</p> <p><b>6.ICR.2.6</b> Design nonviolent solutions to conflicts based on an understanding of the perspectives of those involved in the conflicts.</p> <p><b>7<sup>th</sup> Grade</b></p> <p><b>7.ICR.1.1</b> Contrast characteristics of healthy and unhealthy relationships.</p> <p><b>PE.7.PR.4.2</b> Contrast between appropriate and inappropriate strategies for communicating ideas and feelings.</p>
<b>Unit 13: Social Skills (B)</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"> <li>1. Discuss what qualities attract individuals to each other.</li> </ol>	<p><b>6<sup>th</sup> Grade</b></p> <p><b>6.MEH.3.2</b> Analyze the relationship between health-enhancing behaviors (communication, goal setting and decision making) and the ability to cope with failure.</p> <p><b>6.ICR.1.1</b> Classify behaviors as either productive or counterproductive to group functioning.</p>

		<ol style="list-style-type: none"> <li>2. Discuss the significance of physical and nonphysical qualities that attract us to other people.</li> <li>3. Apply general social skills to interactions with someone you like.</li> <li>4. Identify new and different social activities.</li> <li>5. Discuss ways to approach others with ideas of social activities.</li> <li>6. Discuss ways of responding when invited to a social activity.</li> </ol>	<p><b>6.ICR.1.2</b> Implement verbal and non-verbal communication skills that are effective for a variety of purposes and audiences.</p> <p><b>6.ICR.1.3</b> Use strategies to communicate care, consideration, and respect for others.</p> <p><b>6.ICR.2.3</b> Use effective refusal skills to avoid negative peer pressure, sexual behaviors, and sexual harassment.</p> <p><b>6.ICR.2.5</b> Summarize strategies for predicting and avoiding conflict.</p> <p><b>6.ICR.2.6</b> Design nonviolent solutions to conflicts based on an understanding of the perspectives of those involved in the conflicts.</p> <p><b>7<sup>th</sup> Grade</b></p> <p><b>7.ICR.1.1</b> Contrast characteristics of healthy and unhealthy relationships.</p> <p><b>PE.7.PR.4.2</b> Contrast between appropriate and inappropriate strategies for communicating ideas and feelings.</p>
<p><b>Unit 14:</b> <b>Assertiveness</b></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"> <li>1. Identify common situations in which people often fail to be assertive.</li> <li>2. Identify persuasive tactics.</li> <li>3. Identify and practice verbal assertive skills.</li> </ol>	<p><b>6<sup>th</sup> Grade</b></p> <p><b>6.ICR.1.1</b> Classify behaviors as either productive or counterproductive to group functioning.</p> <p><b>6.ICR.1.2</b> Implement verbal and non-verbal communication skills that are effective for a variety of purposes and audiences.</p> <p><b>6.ICR.1.3</b> Use strategies to communicate care, consideration, and respect for others.</p> <p><b>6.ICR.2.3</b> Use effective refusal skills to avoid negative peer pressure, sexual behaviors, and sexual harassment.</p> <p><b>6.ICR.2.5</b> Summarize strategies for predicting and avoiding conflict.</p>

		<ol style="list-style-type: none"> <li>4. Identify and practice nonverbal assertive skills.</li> <li>5. Discuss alternative ways for dealing with situations in which teens are pressured to smoke, drink, or use marijuana.</li> </ol>	<p><b>6.ICR.2.6</b> Design nonviolent solutions to conflicts based on an understanding of the perspectives of those involved in the conflicts.</p> <p><b>6.ATOD.3.1</b> Use effective assertive refusal skills to avoid pressure to use alcohol and other drugs.</p> <p><b>7<sup>th</sup> Grade</b></p> <p><b>7.ATOD.2.1</b> Use communication strategies to avoid the consequences of tobacco, alcohol, and other drug use.</p> <p><b>PE.7.PR.4.2</b> Contrast between appropriate and inappropriate strategies for communicating ideas and feelings.</p>
<p><b>Unit 15: Resolving Conflicts</b></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"> <li>1. Identify negotiation as the preferred method of resolving conflicts.</li> <li>2. Review techniques for controlling anger, assertiveness, communication skills, and decision-making skills and apply them to conflict situations.</li> <li>3. Recognize that negotiation and problem-solving skills can resolve conflicts.</li> <li>4. Demonstrate success in resolving conflicts.</li> </ol>	<p><b>6<sup>th</sup> Grade</b></p> <p><b>6.ICR.1.1</b> Classify behaviors as either productive or counterproductive to group functioning.</p> <p><b>6.ICR.1.2</b> Implement verbal and non-verbal communication skills that are effective for a variety of purposes and audiences.</p> <p><b>6.ICR.1.3</b> Use strategies to communicate care, consideration, and respect for others.</p> <p><b>6.ICR.2.5</b> Summarize strategies for predicting and avoiding conflict.</p> <p><b>6.ICR.2.6</b> Design nonviolent solutions to conflicts based on an understanding of the perspectives of those involved in the conflicts.</p> <p><b>7<sup>th</sup> Grade</b></p> <p><b>7.ICR.1.1</b> Contrast characteristics of healthy and unhealthy relationships.</p> <p><b>7.ICR.1.2</b> Predict short-term and long-term consequences of violence to perpetrators, victims, and bystanders.</p> <p><b>7.ICR.1.3</b> Illustrate strategies that can be used to manage anger in healthy and non-hurtful ways.</p> <p><b>7.ICR.1.5</b> Explain why tolerance is beneficial in a society characterized by diversity.</p>

			<b>PE.7.PR.4.2</b> Contrast between appropriate and inappropriate strategies for communicating ideas and feelings.
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## Level Two

<b>Botvin LifeSkills® Training Units for Grades 7/8</b>	<b>Unit Goal</b>	<b>Unit Objectives</b>	<b>North Carolina Learning Standard(s)</b>
<b>Unit 1: Drug Abuse and Violence: Causes and Effects</b>	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"> <li>1. Define drug abuse.</li> <li>2. Identify the causes of drug use.</li> <li>3. Identify the social factors promoting drug use.</li> <li>4. Identify the social realities of drug use.</li> <li>5. Describe the addictive process.</li> <li>6. Recognize the best way of preventing drug abuse is to never start.</li> </ol>	<p><b>7<sup>th</sup> Grade</b></p> <p><b>7.PCH.3.2</b> Critique misconceptions about health and the efficacy of health products and services.</p> <p><b>7.ATOD.1.1</b> Explain the common sequence of substance abuse that leads to serious health risks.</p> <p><b>7.ATOD.1.3</b> Predict consequences of abuse of over-the-counter medicines from information provided by the manufacturers of these medicines.</p> <p><b>7.ATOD.1.4</b> Explain how drug dependence and addiction create barriers to achieving personal goals.</p> <p><b>7.ATOD.2.1</b> Use communication strategies to avoid the consequences of tobacco, alcohol, and other drug use.</p> <p><b>7.ATOD.2.2</b> Design methods of avoiding the consequences of tobacco, including addiction, by seeking resources for prevention and cessation.</p> <p><b>8<sup>th</sup> Grade</b></p> <p><b>8.PCH.1.1</b> Classify the risk factors (based on risk behaviors) begun in childhood and adolescence associated with leading and premature causes of death.</p> <p><b>8.ATOD.1.1</b> Analyze policies and laws related to the sale and use of tobacco products in terms of their purposes and benefits.</p>

			<p><b>8.ATOD.1.2</b> Predict the potential effect of anti-tobacco messages on the use of tobacco by youth and adults.</p> <p><b>8.ATOD.2.1</b> Explain the impact of alcohol and other drug use on vehicle crashes, injuries, violence, and risky sexual behavior.</p> <p><b>8.ATOD.2.2</b> Evaluate the magnitude and likelihood of the risks associated with the use of performance-enhancing drugs.</p> <p><b>8.ATOD.3.2</b> Identify positive alternatives to the use of alcohol and drugs.</p>
<p><b>Unit 2: Making Decisions</b></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"> <li>1. Review the suggested formula for making decisions.</li> <li>2. Recognize that different people make different decisions in the same situation.</li> <li>3. Analyze decisions or problems to be solved using the decision-making formula.</li> <li>4. Identify common external influences on decision-making.</li> <li>5. Practice making decisions using the suggested formula.</li> </ol>	<p><b>7<sup>th</sup> Grade</b></p> <p><b>7.MEH.1.2</b> Infer the potential outcome from impulsive behaviors.</p> <p><b>8<sup>th</sup> Grade</b></p> <p><b>8.MEH.2.2</b> Critique personal use of structured thinking to enhance emotional well-being (based on appropriateness, effectiveness, and consistency).</p>

<p><b>Unit 3: Media Influences</b></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"> <li>1. Review common advertising techniques.</li> <li>2. Review methods used by advertisers to influence consumer choices.</li> <li>3. Identify and analyze techniques commonly used to advertise cigarettes and alcoholic beverages.</li> <li>4. Recognize automatic responses to advertisements.</li> <li>5. Discuss alternative ways of responding to ads in order to resist ad pressures.</li> </ol>	<p><b>7.PCH.3.2</b> Critique misconceptions about health and the efficacy of health products and services.  <b>7.ATOD.2.1</b> Use communication strategies to avoid the consequences of tobacco, alcohol, and other drug use.</p> <p><b>8<sup>th</sup> Grade</b>  <b>8.PCH.2.1</b> Critique medical information resources in terms of reliability, unreliability, accuracy, and significance.  <b>8.ATOD.1.1</b> Analyze policies and laws related to the sale and use of tobacco products in terms of their purposes and benefits.</p>
<p><b>Unit 4: Coping with Anxiety</b></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"> <li>1. Discuss common situations that produce nervousness.</li> <li>2. Discuss the value of preparation as a method of reducing performance anxiety.</li> </ol>	<p><b>7<sup>th</sup> Grade</b>  <b>7.MEH.1.1</b> Interpret the transition of adolescence, including emotions in flux.  <b>7.MEH.1.2</b> Infer the potential outcome from impulsive behaviors.  <b>7.MEH.2.1</b> Critique a variety of stress management techniques.  <b>7.MEH.2.2</b> Design a stress management plan that is appropriate for the situation and individual traits and skills.  <b>PE.7.PR.4.2</b> Contrast between appropriate and inappropriate strategies for communicating ideas and</p>

		<ol style="list-style-type: none"> <li>3. Practice anxiety-reduction techniques.</li> <li>4. Recognize the value of positive thinking.</li> </ol>	<p>feelings.</p> <p><b>8<sup>th</sup> Grade</b>  <b>8.MEH.1.1</b> Evaluate stress management strategies based on personal experience.  <b>8.MEH.1.2</b> Design a plan to prevent stressors or manage the effects of stress.  <b>8.MEH.1.3</b> Design effective methods to deal with anxiety.  <b>8.MEH.2.1</b> Evaluate the uses of defense mechanisms in terms of whether they are healthy or unhealthy.  <b>8.MEH.2.2</b> Critique personal use of structured thinking to enhance emotional well-being (based on appropriateness, effectiveness, and consistency).</p>
<p><b>Unit 5: Coping with Anger</b></p>	<p>Students will learn more complex techniques for managing anger, be introduced to the concept of a continuum of anger, and determine when an angry response is appropriate.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Define anger.</li> <li>2. Identify levels of anger.</li> <li>3. Review the physical symptoms of anger.</li> <li>4. Discuss common situations that produce anger.</li> <li>5. Discuss reasons for keeping anger under control.</li> <li>6. Review techniques for controlling anger.</li> <li>7. Practice techniques for controlling anger.</li> </ol>	<p><b>7<sup>th</sup> Grade</b>  <b>7.MEH.1.1</b> Interpret the transition of adolescence, including emotions in flux.  <b>7.MEH.1.2</b> Infer the potential outcome from impulsive behaviors.  <b>PE.7.PR.4.2</b> Contrast between appropriate and inappropriate strategies for communicating ideas and feelings.</p> <p><b>8<sup>th</sup> Grade</b>  <b>8.MEH.2.1</b> Evaluate the uses of defense mechanisms in terms of whether they are healthy or unhealthy.  <b>8.MEH.2.2</b> Critique personal use of structured thinking to enhance emotional well-being (based on appropriateness, effectiveness, and consistency).</p>

<p><b>Unit 6: Communication Skills</b></p>	<p>Students will focus on developing listening skills that demonstrate their ability to accurately hear the message being sent.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Practice giving messages that are clear and specific.</li> <li>2. Understand the importance of consistency between verbal and nonverbal channels of communication.</li> <li>3. Demonstrate poor vs good listening behavior.</li> <li>4. Describe verbal and nonverbal cues that indicate when someone is actively listening.</li> <li>5. Practice paraphrasing as a means of providing feedback and clearing up ambiguities.</li> </ol>	<p><b>7<sup>th</sup> Grade</b>  <b>7.ICR.1.1</b> Contrast characteristics of healthy and unhealthy relationships.  <b>PE.7.PR.4.2</b> Contrast between appropriate and inappropriate strategies for communicating ideas and feelings.</p> <p><b>8<sup>th</sup> Grade</b>  <b>8.ICR.1.4</b> Illustrate communication skills that build and maintain healthy relationships.  <b>PE.8.PR.4.1</b> Analyze a variety of settings and situations to determine appropriate safety, ethics, and the form of social interaction.</p>
<p><b>Unit 7: Social Skills</b></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"> <li>1. Recognize that many people feel shy.</li> <li>2. Identify techniques for overcoming shyness.</li> </ol>	<p><b>7<sup>th</sup> Grade</b>  <b>7.ICR.1.1</b> Contrast characteristics of healthy and unhealthy relationships.  <b>PE.7.PR.4.2</b> Contrast between appropriate and inappropriate strategies for communicating ideas and feelings.</p>

		<ol style="list-style-type: none"> <li>3. Initiate, sustain, and end a conversation.</li> <li>4. Use basic social skills.</li> </ol>	<p><b>8<sup>th</sup> Grade</b>  <b>8.MEH.2.2</b> Critique personal use of structured thinking to enhance emotional well-being (based on appropriateness, effectiveness, and consistency).  <b>8.ICR.1.1</b> Contrast characteristics of healthy and unhealthy relationships for friendships and for dating.  <b>8.ICR.1.4</b> Illustrate communication skills that build and maintain healthy relationships.  <b>8.ICR.1.6</b> Recognize resources that can be used to deal with unhealthy relationships.  <b>PE.8.PR.4.1</b> Analyze a variety of settings and situations to determine appropriate safety, ethics, and the form of social interaction.</p>
<p><b>Unit 8:</b>  <b>Assertiveness</b></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"> <li>1. Define and discuss the differences between assertiveness, passivity, and aggressiveness.</li> <li>2. Identify common situations in which people often fail to be assertive.</li> <li>3. Identify and practice verbal skills.</li> <li>4. Identify and practice nonverbal skills.</li> </ol>	<p><b>7<sup>th</sup> Grade</b>  <b>7.ICR.1.1</b> Contrast characteristics of healthy and unhealthy relationships.  <b>7.ATOD.2.1</b> Use communication strategies to avoid the consequences of tobacco, alcohol, and other drug use.  <b>PE.7.PR.4.2</b> Contrast between appropriate and inappropriate strategies for communicating ideas and feelings.</p> <p><b>8<sup>th</sup> Grade</b>  <b>8.ICR.1.1</b> Contrast characteristics of healthy and unhealthy relationships for friendships and for dating.  <b>8.ICR.1.4</b> Illustrate communication skills that build and maintain healthy relationships.  <b>8.ICR.1.6</b> Recognize resources that can be used to deal with unhealthy relationships.  <b>PE.8.PR.4.1</b> Analyze a variety of settings and situations to determine appropriate safety, ethics, and the form of social interaction.</p>

<p><b>Unit 9: Resolving Conflicts</b></p>	<p>Students will review the techniques to resolve conflicts.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Review five ways to resolve conflicts.</li> <li>2. Identify basic steps of conflict resolution.</li> <li>3. Apply anxiety-reducing and anger-controlling techniques to conflict resolution.</li> <li>4. Apply decision-making techniques to conflict resolution.</li> <li>5. Apply communication techniques to conflict resolution.</li> <li>6. Apply assertive techniques to conflict resolution.</li> <li>7. Practice resolving conflicts.</li> </ol>	<p><b>7<sup>th</sup> Grade</b>  <b>7.ICR.1.1</b> Contrast characteristics of healthy and unhealthy relationships.  <b>7.ICR.1.2</b> Predict short-term and long-term consequences of violence to perpetrators, victims, and bystanders.  <b>7.ICR.1.3</b> Illustrate strategies that can be used to manage anger in healthy and non-hurtful ways.  <b>7.ICR.1.5</b> Explain why tolerance is beneficial in a society characterized by diversity.  <b>PE.7.PR.4.2</b> Contrast between appropriate and inappropriate strategies for communicating ideas and feelings.</p> <p><b>8<sup>th</sup> Grade</b>  <b>8.MEH.2.2</b> Critique personal use of structured thinking to enhance emotional well-being (based on appropriateness, effectiveness, and consistency).  <b>8.ICR.1.1</b> Contrast characteristics of healthy and unhealthy relationships for friendships and for dating.  <b>8.ICR.1.4</b> Illustrate communication skills that build and maintain healthy relationships.  <b>8.ICR.1.6</b> Recognize resources that can be used to deal with unhealthy relationships.  <b>PE.8.PR.4.1</b> Analyze a variety of settings and situations to determine appropriate safety, ethics, and the form of social interaction.</p>
<p><b>Unit 10: Resisting Peer Pressure</b></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"> <li>1. Identify and discuss persuasive tactics to convince people to use drugs.</li> <li>2. Identify situations where students feel</li> </ol>	<p><b>7<sup>th</sup> Grade</b>  <b>7.ATOD.2.1</b> Use communication strategies to avoid the consequences of tobacco, alcohol, and other drug use.  <b>7.ATOD.2.2</b> Design methods of avoiding the consequences of tobacco, including addiction, by seeking resources for prevention and cessation  <b>PE.7.PR.4.2</b> Contrast between appropriate and inappropriate strategies for communicating ideas and feelings.</p>

		<p>pressured to smoke, drink, and use drugs.</p> <ol style="list-style-type: none"> <li>3. Identify and discuss “lines” people use to convince others to smoke, drink, or use drugs.</li> <li>4. Identify and practice techniques for dealing with direct pressure to engage in smoking, drinking, and drug use.</li> <li>5. Identify situations involving peer pressure to use drugs that warrant an assertive response.</li> </ol>	<p><b>8<sup>th</sup> Grade</b></p> <p><b>8.MEH.2.2</b> Critique personal use of structured thinking to enhance emotional well-being (based on appropriateness, effectiveness, and consistency).</p> <p><b>8.ICR.1.1</b> Contrast characteristics of healthy and unhealthy relationships for friendships and for dating.</p> <p><b>8.ICR.1.4</b> Illustrate communication skills that build and maintain healthy relationships.</p> <p><b>8.ATOD.3.1</b> Use strategies to avoid riding in a car with someone impaired by alcohol or drugs.</p> <p><b>8.ATOD.3.2</b> Identify positive alternatives to the use of alcohol and drugs.</p> <p><b>8.ATOD.3.3</b> Use advocacy skills to promote the avoidance of alcohol, tobacco, and drugs by others.</p> <p><b>PE.8.PR.4.1</b> Analyze a variety of settings and situations to determine appropriate safety, ethics, and the form of social interaction.</p>
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## Level Three

<b>Botvin LifeSkills® Training Units for Grades 8/9</b>	<b>Unit Goal</b>	<b>Unit Objectives</b>	<b>North Carolina Learning Standard(s)</b>
<p><b>Unit 1: Drug Abuse: Causes and Effects</b></p>	<p>Students will understand in depth the risks and consequences of drug use.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Identify the causes of drug use.</li> <li>2. Identify the major social factors promoting drug use.</li> <li>3. Identify risk factors for drug abuse and how people can lower their risk.</li> </ol>	<p><b>8.PCH.1.1</b> Classify the risk factors (based on risk behaviors) begun in childhood and adolescence associated with leading and premature causes of death.</p> <p><b>8.ATOD.1.1</b> Analyze policies and laws related to the sale and use of tobacco products in terms of their purposes and benefits.</p> <p><b>8.ATOD.1.2</b> Predict the potential effect of anti-tobacco messages on the use of tobacco by youth and adults.</p> <p><b>8.ATOD.2.1</b> Explain the impact of alcohol and other drug use on vehicle crashes, injuries, violence, and risky sexual behavior.</p> <p><b>8.ATOD.2.2</b> Evaluate the magnitude and likelihood of the risks associated with the use of performance-enhancing drugs.</p> <p><b>8.ATOD.3.2</b> Identify positive alternatives to the use of alcohol and drugs.</p> <p><b>9<sup>th</sup> grade</b></p> <p><b>9.PCH.1.7</b> Differentiate between the lifelong effects of positive and negative health behaviors.</p> <p><b>9.PCH.2.2</b> Monitor the effects of media and popular culture on normative beliefs that contradict scientific research on health.</p> <p><b>9.ATOD.1.2</b> Analyze the role of family, community, and cultural norms in deciding to use alcohol, tobacco, and other drugs.</p>

			<p><b>9.ATOD.1.3</b> Contrast prescription medicines, nonprescription medicines, and illegal substances in terms of their use and abuse.</p> <p><b>9.ATOD.1.5</b> Predict the effects of substance abuse on other people as well as society as a whole.</p> <p><b>9.ATOD.2.1</b> Identify ways to avoid riding in a car or engaging in other risky behaviors with someone who is under the influence of alcohol or other drugs.</p> <p><b>9.ATOD.2.2</b> Use strategies for avoiding binge drinking.</p>
<p><b>Unit 2: Making Decisions</b></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"> <li>1. Review the 3 Cs method for making decisions.</li> <li>2. Apply the decision-making method to a variety of situations through in-class practice.</li> </ol>	<p><b>8<sup>th</sup> Grade</b></p> <p><b>8.MEH.2.2</b> Critique personal use of structured thinking to enhance emotional well-being (based on appropriateness, effectiveness, and consistency).</p> <p><b>9<sup>th</sup> grade</b></p> <p><b>9.PCH.1.7</b> Differentiate between the lifelong effects of positive and negative health behaviors.</p> <p><b>9.ATOD.1.2</b> Analyze the role of family, community, and cultural norms in deciding to use alcohol, tobacco, and other drugs.</p> <p><b>9.ATOD.1.3</b> Contrast prescription medicines, nonprescription medicines, and illegal substances in terms of their use and abuse.</p> <p><b>9.ATOD.1.5</b> Predict the effects of substance abuse on other people as well as society as a whole.</p> <p><b>9.ATOD.2.1</b> Identify ways to avoid riding in a car or engaging in other risky behaviors with someone who is under the influence of alcohol or other drugs.</p> <p><b>9.ATOD.2.2</b> Use strategies for avoiding binge drinking.</p> <p><b>PE.9.MC.2.1</b> Create plans for establishing and maintaining lifelong health-enhancing behaviors based on concepts of health, fitness, and nutrition.</p>

<p><b>Unit 3: Media Influences</b></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"> <li>1. Identify the sources of media influence.</li> <li>2. Discuss the impact the media have on attitudes and behavior.</li> <li>3. Formulate alternative responses to pro-drug media influences.</li> <li>4. Use critical thinking skills to resist pro-drug media influences.</li> </ol>	<p><b>8<sup>th</sup> Grade</b>  <b>8.PCH.2.1</b> Critique medical information resources in terms of reliability, unreliability, accuracy, and significance.  <b>8.ATOD.1.1</b> Analyze policies and laws related to the sale and use of tobacco products in terms of their purposes and benefits.</p> <p><b>9<sup>th</sup> grade</b>  <b>9.PCH.1.7</b> Differentiate between the lifelong effects of positive and negative health behaviors.  <b>9.PCH.2.2</b> Monitor the effects of media and popular culture on normative beliefs that contradict scientific research on health.  <b>9.ATOD.1.2</b> Analyze the role of family, community, and cultural norms in deciding to use alcohol, tobacco, and other drugs.  <b>9.ATOD.1.3</b> Contrast prescription medicines, nonprescription medicines, and illegal substances in terms of their use and abuse.</p>
<p><b>Unit 4: Coping with Anxiety</b></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"> <li>1. Identify techniques for coping with anxiety.</li> <li>2. Review and practice the anxiety-reduction skills of deep breathing and progressive muscle relaxation.</li> </ol>	<p><b>8<sup>th</sup> Grade</b>  <b>8.MEH.1.1</b> Evaluate stress management strategies based on personal experience.  <b>8.MEH.1.2</b> Design a plan to prevent stressors or manage the effects of stress.  <b>8.MEH.1.3</b> Design effective methods to deal with anxiety.  <b>8.MEH.2.1</b> Evaluate the uses of defense mechanisms in terms of whether they are healthy or unhealthy.  <b>8.MEH.2.2</b> Critique personal use of structured thinking to enhance emotional well-being (based on appropriateness, effectiveness, and consistency).</p> <p><b>9<sup>th</sup> grade</b></p>

		<p>3. Review and practice cognitive self-control skills for dealing with anxiety.</p>	<p><b>9.MEH.1.1</b> Identify the body’s physical and psychological responses to stressful situations and positive coping mechanisms.  <b>9MEH.1.2</b> Plan effective methods to deal with anxiety.  <b>9.MEH.2.1</b> Identify causes and symptoms of depression and mental disorders.  <b>9.MEH.2.2</b> Design useful help-seeking strategies for depression and mental disorders.  <b>9.PCH.1.7</b> Differentiate between the lifelong effects of positive and negative health behaviors.</p>
<p><b>Unit 5: Coping with Anger</b></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"> <li>1. Discuss the physical symptoms of anger.</li> <li>2. Discuss common situations that produce anger.</li> <li>3. Discuss reasons for keeping anger under control.</li> <li>4. Review techniques for controlling anger.</li> <li>5. Practice techniques for controlling anger.</li> </ol>	<p><b>8<sup>th</sup> Grade</b>  <b>8.MEH.2.1</b> Evaluate the uses of defense mechanisms in terms of whether they are healthy or unhealthy.  <b>8.MEH.2.2</b> Critique personal use of structured thinking to enhance emotional well-being (based on appropriateness, effectiveness, and consistency).  <b>9<sup>th</sup> grade</b>  <b>9.MEH.1.1</b> Identify the body’s physical and psychological responses to stressful situations and positive coping mechanisms.  <b>9MEH.1.2</b> Plan effective methods to deal with anxiety.  <b>9.MEH.2.1</b> Identify causes and symptoms of depression and mental disorders.  <b>9.MEH.2.2</b> Design useful help-seeking strategies for depression and mental disorders.  <b>9.PCH.1.7</b> Differentiate between the lifelong effects of positive and negative health behaviors.</p>
<p><b>Unit 6: Social Skills</b></p>	<p>Students will review social skills previously learned.</p>	<p>Students will:</p>	<p><b>8<sup>th</sup> Grade</b>  <b>8.MEH.2.2</b> Critique personal use of structured thinking to enhance emotional well-being (based on appropriateness, effectiveness, and consistency).</p>

		<ol style="list-style-type: none"> <li>1. Identify and use common greetings and brief exchanges.</li> <li>2. Identify and use skills for starting, continuing, and ending conversations.</li> <li>3. Discuss situations which require deeper conversations.</li> <li>4. Identify techniques for deep conversations.</li> </ol>	<p><b>8.ICR.1.1</b> Contrast characteristics of healthy and unhealthy relationships for friendships and for dating.</p> <p><b>8.ICR.1.4</b> Illustrate communication skills that build and maintain healthy relationships.</p> <p><b>8.ICR.1.6</b> Recognize resources that can be used to deal with unhealthy relationships.</p> <p><b>PE.8.PR.4.1</b> Analyze a variety of settings and situations to determine appropriate safety, ethics, and the form of social interaction.</p> <p><b>9<sup>th</sup> grade</b></p> <p><b>9.ICR.1.1</b> Illustrate the ability to respond to others with empathy.</p> <p><b>9.ICR.1.2</b> Classify negotiation and collaboration skills as helpful or harmful in solving problems or resolving conflicts.</p> <p><b>9.ICR.1.3</b> Illustrate strategies for resolving interpersonal conflict without harming self or others.</p> <p><b>9.ATOD.1.2</b> Analyze the role of family, community, and cultural norms in deciding to use alcohol, tobacco, and other drugs.</p> <p><b>PE.9.PR.4.1</b> Implement leadership skills to promote responsibility in self and others.</p> <p><b>PE.9.PR.4.2</b> Select the most appropriate ways of responding and mediate to settle conflicts.</p>
<p><b>Unit 7:</b> <b>Assertiveness</b></p>	<p>Students will learn how to use assertiveness techniques in everyday situations.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Identify situations that warrant assertive responses.</li> <li>2. Identify and use verbal assertive skills.</li> </ol>	<p><b>8<sup>th</sup> Grade</b></p> <p><b>8.ICR.1.1</b> Contrast characteristics of healthy and unhealthy relationships for friendships and for dating.</p> <p><b>8.ICR.1.4</b> Illustrate communication skills that build and maintain healthy relationships.</p> <p><b>8.ICR.1.6</b> Recognize resources that can be used to deal with unhealthy relationships.</p> <p><b>PE.8.PR.4.1</b> Analyze a variety of settings and situations to determine appropriate safety, ethics, and the form of social interaction.</p>

		<p>3. Identify and use nonverbal assertive skills.</p>	<p><b>9<sup>th</sup> grade</b>  <b>9.ICR.1.1</b> Illustrate the ability to respond to others with empathy.  <b>9.ICR.1.2</b> Classify negotiation and collaboration skills as helpful or harmful in solving problems or resolving conflicts.  <b>9.ICR.1.3</b> Illustrate strategies for resolving interpersonal conflict without harming self or others.  <b>9.MEH.1.1</b> Identify the body’s physical and psychological responses to stressful situations and positive coping mechanisms.  <b>9.ATOD.1.2</b> Analyze the role of family, community, and cultural norms in deciding to use alcohol, tobacco, and other drugs.  <b>PE.9.PR.4.1</b> Implement leadership skills to promote responsibility in self and others.  <b>PE.9.PR.4.2</b> Select the most appropriate ways of responding and mediate to settle conflicts.</p>
<p><b>Unit 8: Resolving Conflicts</b></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"> <li>1. Define conflict resolution.</li> <li>2. Identify styles of resolving conflicts.</li> <li>3. Identify the basic steps of conflict resolution.</li> <li>4. Practice suggesting compromises.</li> <li>5. Practice resolving conflicts.</li> </ol>	<p><b>8<sup>th</sup> Grade</b>  <b>8.MEH.2.2</b> Critique personal use of structured thinking to enhance emotional well-being (based on appropriateness, effectiveness, and consistency).  <b>8.ICR.1.1</b> Contrast characteristics of healthy and unhealthy relationships for friendships and for dating.  <b>8.ICR.1.4</b> Illustrate communication skills that build and maintain healthy relationships.  <b>8.ICR.1.6</b> Recognize resources that can be used to deal with unhealthy relationships.  <b>PE.8.PR.4.1</b> Analyze a variety of settings and situations to determine appropriate safety, ethics, and the form of social interaction.</p> <p><b>9<sup>th</sup> grade</b>  <b>9.ICR.1.1</b> Illustrate the ability to respond to others with empathy.  <b>9.ICR.1.2</b> Classify negotiation and collaboration skills as helpful or harmful in solving problems or resolving conflicts.</p>

			<p><b>9.ICR.1.3</b> Illustrate strategies for resolving interpersonal conflict without harming self or others.</p> <p><b>9.ATOD.1.2</b> Analyze the role of family, community, and cultural norms in deciding to use alcohol, tobacco, and other drugs.</p> <p><b>PE.9.PR.4.1</b> Implement leadership skills to promote responsibility in self and others.</p> <p><b>PE.9.PR.4.2</b> Select the most appropriate ways of responding and mediate to settle conflicts.</p>
<p><b>Unit 9: Resisting Peer Pressure</b></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"> <li>1. Identify situations involving peer pressure to engage in substance use.</li> <li>2. Identify and practice techniques for dealing with peer pressure to smoke, drink, or use drugs.</li> </ol>	<p><b>8<sup>th</sup> Grade</b></p> <p><b>8.MEH.2.2</b> Critique personal use of structured thinking to enhance emotional well-being (based on appropriateness, effectiveness, and consistency).</p> <p><b>8.ICR.1.1</b> Contrast characteristics of healthy and unhealthy relationships for friendships and for dating.</p> <p><b>8.ICR.1.4</b> Illustrate communication skills that build and maintain healthy relationships.</p> <p><b>8.ATOD.3.1</b> Use strategies to avoid riding in a car with someone impaired by alcohol or drugs.</p> <p><b>8.ATOD.3.2</b> Identify positive alternatives to the use of alcohol and drugs.</p> <p><b>8.ATOD.3.3</b> Use advocacy skills to promote the avoidance of alcohol, tobacco, and drugs by others.</p> <p><b>PE.8.PR.4.1</b> Analyze a variety of settings and situations to determine appropriate safety, ethics, and the form of social interaction.</p> <p><b>9<sup>th</sup> grade</b></p> <p><b>9.ICR.1.1</b> Illustrate the ability to respond to others with empathy.</p> <p><b>9.ICR.1.2</b> Classify negotiation and collaboration skills as helpful or harmful in solving problems or resolving conflicts.</p> <p><b>9.ICR.1.3</b> Illustrate strategies for resolving interpersonal conflict without harming self or others.</p>

			<p><b>9.MEH.1.1</b> Identify the body’s physical and psychological responses to stressful situations and positive coping mechanisms.</p> <p><b>9.ATOD.1.2</b> Analyze the role of family, community, and cultural norms in deciding to use alcohol, tobacco, and other drugs.</p> <p><b>PE.9.PR.4.1</b> Implement leadership skills to promote responsibility in self and others.</p> <p><b>PE.9.PR.4.2</b> Select the most appropriate ways of responding and mediate to settle conflicts.</p>
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