



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

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

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Level One

Botvin LifeSkills® Training Units for Grades 3/4	Unit Goal	Unit Objectives	South Carolina Learning Standards
<p>Unit 1: Self-Esteem</p>	<p>To teach students what self-esteem is and how it is developed.</p> <p>To make students aware of the fact that they can do things well, even though they are young.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Define self-esteem. 2. Identify how self-esteem is developed. 3. Differentiate between good self-esteem and bad self-esteem. <p>Identify things they can do.</p>	<p>3rd Grade M-3.2.1 Identify sources that both positively and negatively influence an individual’s mental, emotional, and social health behaviors. G-3.7.1 Demonstrate behaviors that promote healthy growth and development. E.N.4.1.A: Acknowledge responsibility for behavior when prompted.</p> <p>4th Grade M-4.1.1 Describe the characteristics associated with a positive self-concept. I-4.2.1 Analyze ways that protective factors promote health and safety (e.g., positive outlook,</p>

			<p>healthy self-concept, good relationships with parents).</p> <p>M-4.2.1 Explain ways that peers can influence an individual's self-concept.</p> <p>P-4.6.1 Identify a personal health goal and name resources to help achieve that goal.</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</p> <p>I-3.5.1 Identify steps to take when making a decision about a safety issue.</p> <p>P-3.5.1 Demonstrate the ability to apply a decision-making process regarding a personal or community health issue.</p> <p>G-3.7.1 Demonstrate behaviors that promote healthy growth and development.</p> <p>4th Grade</p> <p>M-4.3.1 Locate resources in the home, school, and community that provide valid mental, emotional, and social health information.</p> <p>P-4.5.1 Explain when adult assistance is needed in order to make a health-related decision.</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</p> <p>D-3.1.2 Discuss ways that alcohol, tobacco, and other drugs (ATOD) can harm an individual's physical, mental, and social health.</p> <p>G-3.7.1 Demonstrate behaviors that promote healthy growth and development.</p> <p>D-3.8.1 Explain to family members and peers the harmful effects of ATOD use.</p>

			<p>4th Grade</p> <p>D-4.1.1 Describe the impact of alcohol, tobacco, and other drugs (ATOD)-use or abuse on the individual, peers, family, and society.</p> <p>D-4.1.2 Discuss reasons that there are laws regulating ATOD use.</p> <p>D-4.2.1 Describe factors that can positively and negatively influence a person’s decision to use or not use ATOD.</p> <p>I-4.2.1 Analyze ways that protective factors promote health and safety (e.g., positive outlook, healthy self-concept, good relationships with parents).</p> <p>D-4.8.1 Model ways to influence and support others in refusing to use ATOD.</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 counter-arguments to tobacco advertising that demonstrate the true effects of smoking. 	<p>3rd Grade</p> <p>D-3.2.1 Explain how family, peers, and the media can influence an individual’s ATOD use.</p> <p>M-3.2.2 Identify ways that the media influences an individual’s self-concept and health behaviors</p> <p>P-3.2.1 Discuss ways that media messages influence personal health.</p> <p>G-3.7.1 Demonstrate behaviors that promote healthy growth and development.</p> <p>4th Grade</p> <p>D-4.1.1 Describe the impact of alcohol, tobacco, and other drugs (ATOD)-use or abuse on the individual, peers, family, and society.</p> <p>D-4.1.2 Discuss reasons that there are laws regulating ATOD use.</p> <p>P-4.2.1 Analyze ways that family, peers, school, community, culture, and the media influence personal health practices and behaviors.</p>

			M-4.3.1 Locate resources in the home, school, and community that provide valid mental, emotional, and social health information.
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"> 1. Describe stress and the physical sensations that are associated with stress. 2. Identify causes of stress in their lives. <p>Practice deep breathing and stretching to reduce stress and anxiety.</p>	<p>3rd Grade G-3.7.1 Demonstrate behaviors that promote healthy growth and development.</p> <p>4th Grade M-4.6.1 Develop a plan to reduce and manage stress.</p>
Unit 6: Communication Skills	To teach students how feelings are communicated.	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify what communication is. 2. Discuss the importance of communicating their feelings. 3. Practice using body language to express emotions. 	<p>3rd Grade M-3.1.3 Identify healthy ways to communicate (e.g., verbal, nonverbal, written). M-3.4.1 Identify appropriate verbal and nonverbal communication to enhance healthy behaviors. G-3.7.1 Demonstrate behaviors that promote healthy growth and development. M-3.7.1 Demonstrate behaviors that promote healthy relationships with families and peers.</p> <p>4th Grade I-4.2.1 Analyze ways that protective factors promote health and safety (e.g., positive outlook, healthy self-concept, good relationships with parents).</p>
Unit 7: Social Skills	To help students learn ways of building and maintaining friendships.	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify what makes a person a friend. 	<p>3rd Grade G-3.7.1 Demonstrate behaviors that promote healthy growth and development. M-3.7.1 Demonstrate behaviors that promote healthy relationships with families and peers.</p>

		<ol style="list-style-type: none"> 2. Identify characteristics they find important in a friendship. 3. Describe qualities they possess which make them a good friend. 	<p>4th Grade</p> <p>I-4.2.1 Analyze ways that protective factors promote health and safety (e.g., positive outlook, healthy self-concept, good relationships with parents).</p> <p>M-4.2.1 Explain ways that peers can influence an individual’s self-concept.</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</p> <p>D-3.1.5 Define the term refusal skills.</p> <p>G-3.7.1 Demonstrate behaviors that promote healthy growth and development.</p> <p>M-3.7.1 Demonstrate behaviors that promote healthy relationships with families and peers.</p> <p>4th Grade</p> <p>I-4.2.1 Analyze ways that protective factors promote health and safety (e.g., positive outlook, healthy self-concept, good relationships with parents).</p> <p>M-4.2.1 Explain ways that peers can influence an individual’s self-concept.</p> <p>D-4.4.1 Demonstrate effective refusal skills that a person can use to communicate with family and peers about ATOD use.</p> <p>I-4.4.1 Model refusal skills that a person can use to resolve conflict and promote personal safety.</p> <p>D-4.5.1 Explain why saying “no” to ATOD is a healthy decision.</p> <p>D-4.8.1 Model ways to influence and support others in refusing to use ATOD.</p>

Level Two

Botvin LifeSkills® Training Units for Grades 4/5	Unit Goal	Unit Objectives	South 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>M-4.1.1 Describe the characteristics associated with a positive self-concept.</p> <p>I-4.2.1 Analyze ways that protective factors promote health and safety (e.g., positive outlook, healthy self-concept, good relationships with parents).</p> <p>M-4.2.1 Explain ways that peers can influence an individual's self-concept.</p> <p>P-4.6.1 Identify a personal health goal and name resources to help achieve that goal.</p> <p>5th Grade</p> <p>M-5.1.1 Describe coping strategies to promote mental health.</p>

			<p>P-5.1.1 Discuss the barriers to a person’s practicing healthy behaviors.</p> <p>M-5.2.1 Analyze media influences an individual’s thoughts, feelings, self-concept, and health behaviors.</p> <p>M-5.2.1 Analyze media influences an individual’s thoughts, feelings, self-concept, and health behaviors.</p> <p>D-5.6.1 Identify ways that ATOD use can interfere with the achievement of a person’s goals.</p> <p>P-5.6.1 Construct a plan, including monitoring and assessing progress, to achieve a health goal.</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</p> <p>M-4.3.1 Locate resources in the home, school, and community that provide valid mental, emotional, and social health information.</p> <p>P-4.5.1 Explain when adult assistance is needed in order to make a health-related decision.</p> <p>5th Grade</p> <p>P-5.1.1 Discuss the barriers to a person’s practicing healthy behaviors.</p> <p>P-5.3.1 Locate resources from home, school, and community that provide valid health information.</p> <p>D-5.5.1 Explain how ATOD can affect the way individuals make decisions and perform tasks.</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. 	<p>4th Grade</p> <p>D-4.1.1 Describe the impact of alcohol, tobacco, and other drugs (ATOD)-use or abuse on the individual, peers, family, and society.</p> <p>D-4.1.2 Discuss reasons that there are laws regulating ATOD use.</p>

		<ol style="list-style-type: none"> 3. Discuss the relationship between increased heart rate and cardiovascular disease. 4. Learn about the difference between a healthy lung and a tar-filled lung. 5. Hear an observe what happens to the alveoli when a person smokes. 6. Observe how much tar passes through the lungs of a pack-a-day smoker. 7. Visualize what tar from cigarettes looks like in the lung. 	<p>D-4.2.1 Describe factors that can positively and negatively influence a person’s decision to use or not use ATOD.</p> <p>I-4.2.1 Analyze ways that protective factors promote health and safety (e.g., positive outlook, healthy self-concept, good relationships with parents).</p> <p>D-4.8.1 Model ways to influence and support others in refusing to use ATOD.</p> <p>5th Grade</p> <p>D-5.1.1 Define the terms alcohol, tobacco, and other drugs (ATOD) use, abuse, addiction, and withdrawal.</p> <p>D-5.1.2 Explain the link between tobacco use and diseases, including oral disease.</p> <p>G-5.1.1 Describe the structures and function of the respiratory system.</p> <p>G-5.1.2 Review circulatory system.</p> <p>D-5.2.1 Discuss the influences of peers and family on behaviors related to the use of tobacco products, including smokeless tobacco.</p> <p>D-5.3.1 Demonstrate the ability to locate valid information and resources concerning ATOD.</p> <p>D-5.5.1 Explain how ATOD can affect the way individuals make decisions and perform tasks.</p> <p>D-5.8.1 Write a plan to advocate for a tobacco free community.</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. 	<p>4th Grade</p> <p>D-4.1.1 Describe the impact of alcohol, tobacco, and other drugs (ATOD)-use or abuse on the individual, peers, family, and society.</p> <p>D-4.1.2 Discuss reasons that there are laws regulating ATOD use.</p>

		<p>2. Analyze cigarette advertisements to determine how tobacco companies attempt to lure people to buy cigarettes.</p>	<p>P-4.2.1 Analyze ways that family, peers, school, community, culture, and the media influence personal health practices and behaviors. M-4.3.1 Locate resources in the home, school, and community that provide valid mental, emotional, and social health information.</p> <p>5th Grade M-5.2.1 Analyze media influences an individual's thoughts, feelings, self-concept, and health behaviors. D-5.3.1 Demonstrate the ability to locate valid information and resources concerning ATOD. P-5.3.1 Locate resources from home, school, and community that provide valid health information. D-5.8.1 Write a plan to advocate for a tobacco free community.</p>
<p>Unit 5: Dealing with Stress</p>	<p>To identify positive and negative ways to cope with stress.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify positive and negative ways to deal with stress. 2. Discuss how to tell the difference between a positive and negative coping technique. 3. Practice guided imagery and progressive muscle relaxation techniques. 	<p>4th Grade M-4.6.1 Develop a plan to reduce and manage stress.</p> <p>5th Grade M-5.1.1 Describe coping strategies to promote mental health. M-5.1.2 Identify positive and negative stressors. P-5.1.1 Discuss the barriers to a person's practicing healthy behaviors. M-5.5.1 Identify instances when it is important to seek information, support, and assistance regarding mental, emotional, and social health.</p>

<p>Unit 6: Communication Skills</p>	<p>To teach students the importance of communication.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify what communication is. 2. Practice using non-verbal communication skills. 	<p>4th Grade I-4.2.1 Analyze ways that protective factors promote health and safety (e.g., positive outlook, healthy self-concept, good relationships with parents).</p> <p>5th Grade I-5.4.1 Utilize effective communication strategies, including negotiation skills, to resolve conflicts and promote personal safety.</p>
<p>Unit 7: Social Skills</p>	<p>To help students learn ways to get along with their peers.</p>	<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 I-4.2.1 Analyze ways that protective factors promote health and safety (e.g., positive outlook, healthy self-concept, good relationships with parents). M-4.2.1 Explain ways that peers can influence an individual’s self-concept.</p> <p>5th Grade D-5.2.1 Discuss the influences of peers and family on behaviors related to the use of tobacco products, including smokeless tobacco. M-5.2.1 Analyze media influences an individual’s thoughts, feelings, self-concept, and health behaviors. D-5.4.1 Demonstrate effective refusal skills regarding ATOD. P-5.4.1 Demonstrate consent and refusal skills to avoid or reduce health risks. D-5.7.1 Implement strategies for dealing with peer pressure.</p>

<p>Unit 8: Assertiveness</p>	<p>To teach students how to develop assertiveness skills.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify what behaving assertively means. 2. Practice writing, I-messages. 3. Practice being assertive by role-playing situations using I-messages. 	<p>4th Grade</p> <p>I-4.2.1 Analyze ways that protective factors promote health and safety (e.g., positive outlook, healthy self-concept, good relationships with parents).</p> <p>M-4.2.1 Explain ways that peers can influence an individual’s self-concept.</p> <p>D-4.4.1 Demonstrate effective refusal skills that a person can use to communicate with family and peers about ATOD use.</p> <p>I-4.4.1 Model refusal skills that a person can use to resolve conflict and promote personal safety.</p> <p>D-4.5.1 Explain why saying “no” to ATOD is a healthy decision.</p> <p>D-4.8.1 Model ways to influence and support others in refusing to use ATOD.</p> <p>5th Grade</p> <p>D-5.4.1 Demonstrate effective refusal skills regarding ATOD.</p> <p>P-5.4.1 Demonstrate consent and refusal skills to avoid or reduce health risks.</p> <p>D-5.7.1 Implement strategies for dealing with peer pressure.</p>
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Level Three

Botvin LifeSkills® Training Units for Grades 5/6	Unit Goal	Unit Objectives	South Carolina Learning Standards
<p>Unit 1: Self-Esteem</p>	<p>To help students feel better about themselves by looking with a broader perspective at what they have already achieved and at what is possible for them to achieve in the future.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify short-term goals they hold for themselves. 2. Identify long-term goals they hold for themselves. 3. Discuss the relationship between risk behaviors and goal achievement. 	<p>5th Grade M-5.1.1 Describe coping strategies to promote mental health. P-5.1.1 Discuss the barriers to a person’s practicing healthy behaviors. M-5.2.1 Analyze media influences an individual’s thoughts, feelings, self-concept, and health behaviors. M-5.2.1 Analyze media influences an individual’s thoughts, feelings, self-concept, and health behaviors. D-5.6.1 Identify ways that ATOD use can interfere with the achievement of a person’s goals. P-5.6.1 Construct a plan, including monitoring and assessing progress, to achieve a health goal.</p> <p>6th Grade M-6.1.1 Discuss the importance of a positive self-concept.</p>

			<p>M-6.1.2 Define the term resiliency.</p> <p>M-6.2.2 Examine the interrelationship among mental, emotional, social, and physical health in adolescence.</p> <p>D-6.6.1 State a specific, measurable, attainable, realistic, and timely (SMART) goal to avoid ATOD use.</p> <p>M-6.7.1 Discuss strategies to maintain or improve mental, emotional, and social health.</p> <p>P-6.7.1 Explain the importance of assuming responsibility for personal health behaviors.</p>
<p>Unit 2: Decision-Making</p>	<p>To teach students how to make decisions in tobacco-related situations.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Review the Stop-Think-Go! Decision-making model. 2. Practice making decisions related to tobacco. 	<p>5th Grade</p> <p>P-5.1.1 Discuss the barriers to a person’s practicing healthy behaviors.</p> <p>P-5.3.1 Locate resources from home, school, and community that provide valid health information.</p> <p>D-5.5.1 Explain how ATOD can affect the way individuals make decisions and perform tasks.</p> <p>6th Grade</p> <p>M-6.1.4 Review decision making models.</p> <p>D-6.4.2 Determine how to lessen the likelihood of being involved in risk behaviors.</p> <p>M-6.7.1 Discuss strategies to maintain or improve mental, emotional, and social health.</p> <p>M-6.7.3 Analyze the ways in which friends, family, media, society, and culture can influence relationships.</p> <p>P-6.7.1 Explain the importance of assuming responsibility for personal health behaviors.</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</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Compare the different types of tobacco products. 	<p>5th Grade</p> <p>D-5.1.1 Define the terms alcohol, tobacco, and other drugs (ATOD) use, abuse, addiction, and withdrawal.</p>

	<p>laws about smoking in this country are changing.</p>	<p>2. Identify ways that smoking laws are changing. Write new laws related to tobacco use.</p>	<p>D-5.1.2 Explain the link between tobacco use and diseases, including oral disease. G-5.1.1 Describe the structures and function of the respiratory system. G-5.1.2 Review circulatory system. D-5.2.1 Discuss the influences of peers and family on behaviors related to the use of tobacco products, including smokeless tobacco. D-5.3.1 Demonstrate the ability to locate valid information and resources concerning ATOD. D-5.5.1 Explain how ATOD can affect the way individuals make decisions and perform tasks. D-5.8.1 Write a plan to advocate for a tobacco free community.</p> <p>6th Grade D-6.1.1 Identify reasons why individuals use and abuse alcohol, tobacco, and other drugs (ATOD). D-6.1.2 Describe short and long-term effects and consequences of ATOD use, including secondhand smoke. D-6.2.1 Analyze the influence of family and peers on a person’s ATOD use. D-6.7.1 Demonstrate ways to avoid potentially harmful situations involving ATOD use. D-6.7.2 Demonstrate ways ATOD contributes to harmful situations and behaviors to reduce risk and decrease the chance of being affected. P-6.7.1 Explain the importance of assuming responsibility for personal health behaviors. D-6.8.1 Describe ways to advocate to others the benefits of not using ATOD. P-6.8.1 State a health-enhancing position on a health-related topic and support it with accurate information.</p>
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<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 M-5.2.1 Analyze media influences an individual’s thoughts, feelings, self-concept, and health behaviors. D-5.3.1 Demonstrate the ability to locate valid information and resources concerning ATOD. P-5.3.1 Locate resources from home, school, and community that provide valid health information. D-5.8.1 Write a plan to advocate for a tobacco free community.</p> <p>6th Grade P-6.2.1 Compare ways that peers and the media influence healthy and unhealthy behaviors. P-6.3.1 Discuss how to determine whether health information, products, and services are valid. M-6.7.3 Analyze the ways in which friends, family, media, society, and culture can influence relationships.</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 M-5.1.1.1 Describe coping strategies to promote mental health. M-5.1.2 Identify positive and negative stressors. P-5.1.1 Discuss the barriers to a person’s practicing healthy behaviors. M-5.5.1 Identify instances when it is important to seek information, support, and assistance regarding mental, emotional, and social health.</p> <p>6th Grade M-5.6.1 Develop a plan to reduce and manage stress. M-6.4.1 Discuss healthy ways to express feelings and relieve stress. G-6.7.1 Identify coping strategies to address the physical, emotional, and social changes that occur</p>

			during adolescence. M-6.7.1 Discuss strategies to maintain or improve mental, emotional, and social health. P-6.7.1 Explain the importance of assuming responsibility for personal health behaviors.
Unit 6: Communication Skills	To teach students the importance of communication.	Students will: <ul style="list-style-type: none"> 1. Define communication. 2. Differentiate between active and passive listening. Practice active and passive listening techniques.	5th Grade I-5.4.1 Utilize effective communication strategies, including negotiation skills, to resolve conflicts and promote personal safety. 6th Grade G-6.4.1 Demonstrate effective verbal and nonverbal communication skills to promote healthy parent, family, and peer relationships. M-6.4.2 Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others. G-6.5.1 Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others, including those related to sexual activity and abstinence. M-6.7.1 Discuss strategies to maintain or improve mental, emotional, and social health. P-6.7.1 Explain the importance of assuming responsibility for personal health behaviors.
Unit 7: Social Skills	To teach students ways to deal with conflict in a positive way.	Students will: <ul style="list-style-type: none"> 1. Identify conflict styles and conflict outcomes. Identify behaviors that will lead to different conflict outcomes.	5th Grade D-5.2.1 Discuss the influences of peers and family on behaviors related to the use of tobacco products, including smokeless tobacco. M-5.2.1 Analyze media influences an individual’s thoughts, feelings, self-concept, and health behaviors. D-5.4.1 Demonstrate effective refusal skills regarding ATOD. P-5.4.1 Demonstrate consent and refusal skills to avoid or reduce health risks.

			<p>D-5.7.1 Implement strategies for dealing with peer pressure.</p> <p>6th Grade M-6.4.2 Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others. G-6.5.1 Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others, including those related to sexual activity and abstinence. I-6.7.1 Demonstrate behaviors and strategies to manage anger and conflict in healthy ways. M-6.7.1 Discuss strategies to maintain or improve mental, emotional, and social health. M-6.7.2 Compare and contrast the characteristics of healthy and unhealthy relationships. P-6.7.1 Explain the importance of assuming responsibility for personal health behaviors.</p>
<p>Unit 8: Assertiveness</p>	<p>To help students learn assertive skills that will enable them to stand up for themselves.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Differentiate between passive, aggressive, and assertive responses. 2. Identify how assertive skills can help a person stand up for themselves. 	<p>5th Grade D-5.4.1 Demonstrate effective refusal skills regarding ATOD. P-5.4.1 Demonstrate consent and refusal skills to avoid or reduce health risks. D-5.7.1 Implement strategies for dealing with peer pressure.</p> <p>6th Grade D-6.4.1 Utilize refusal skills to avoid ATOD use and to reduce risk behaviors. M-6.4.2 Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others. G-6.5.1 Demonstrate effective ways to communicate personal boundaries and show respect for the</p>

			<p>boundaries of others, including those related to sexual activity and abstinence.</p> <p>M-6.7.1 Discuss strategies to maintain or improve mental, emotional, and social health.</p> <p>P-6.7.1 Explain the importance of assuming responsibility for personal health behaviors.</p> <p>I-6.8.2 List ways to intervene in situations where unsafe behaviors are taking place.</p>
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