



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

**Why align the LST Program with Virginia 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 **Virginia**.

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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>Virginia Education Standards</b>
Unit 1: Self-Image and Self-Improvement	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>VPELS 6.3 a.</b> Create a basic personal fitness plan for at least one health-related component of fitness, including baseline fitness data, a SMART goal, activities that will address the goal, a log of activities inside and outside school, reassessment data (post-data) and reflection of goal progress/attainment.</p> <p><b>VHES 6.1 p.</b> Define body image and explain the importance of having a positive body image.</p> <p><b>VHES 6.1 s.</b> Describe personal strengths and areas for growth.</p> <p><b>VHES 6.3 s.</b> Ability to set and monitor a personal goal to address one area of growth.</p>

<p>Unit 2 Making Decisions</p>	<p>To introduce to students a more complex decision-making process and provide practice in independent decision-making.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <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>VPELS 6.5 a.</b> Demonstrate effective communication and creative thinking skills to solve problems, make decisions and resolve conflict with others and promote safe participation in physical activities.</p> <p><b>VHES 6.2 n.</b> Use a decision-making process to determine when medical assistance is needed.</p> <p><b>VHES 6.3 n.</b> Apply a decision-making process to health-related scenarios.</p>
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<p>Unit 3: Smoking: Myths and Realities</p>	<p>Students will be able to dispel myths surrounding tobacco use using statistics and help students understand the rights of nonsmokers.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <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> <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>VHES 6.1 i.</b> Identify that the majority of youth and adults do not smoke or vape.</p> <p><b>VHES 6.1 j.</b> Describe the addictive nature of nicotine and the stages of addiction.</p> <p><b>VHES 6.2 i.</b> Analyze the internal and external factors that influence the use of tobacco.</p> <p><b>VHES 6.2 j.</b> Analyze the misconceptions about tobacco and nicotine products.</p> <p><b>VHES 6.2 k</b> Explain the benefits of a tobacco-free lifestyle for individuals and the community.</p>
<p>Unit 4: Smoking and Biofeedback</p>	<p>Students will explore the immediate effects of tobacco on the body.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Describe the effects of elevated heart rates on the body.</li> <li>2. Identify situations that can change heart rates.</li> </ol>	<p><b>VHES 6.1 a.</b> Describe the structure and function of the circulatory system.</p> <p><b>VHES 6.1 i.</b> Explain how tobacco affects the nervous system (tremors/steadiness).</p> <p><b>VHES 6.1 l.</b> Explain how stress and substances affect body systems.</p>

		<ol style="list-style-type: none"> <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> <li>6. Discuss the reasons for the difference in hand steadiness before and after smoking a cigarette.</li> </ol>	<p><b>VHES 6.2 a.</b> Analyze the role of personal health data in monitoring body functions.</p> <p><b>VHES 6.2 i.</b> Identify the benefits of a smoke and tobacco/nicotine-free environment.</p>
<p>Unit 5: Alcohol: Myths and Realities</p>	<p>Students will understand what alcohol does to the body and explore why many people don't drink.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <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> </ol>	<p><b>VHES 6.1 j.</b> Define addiction and substance use disorder.</p> <p><b>VHES 6.2 j.</b> Describe characteristics of substance use disorder.</p> <p><b>VHES 6.1 k.</b> Identify that alcohol is a depressant that affects the brain and nervous system.</p> <p><b>VHES 6.2 l.</b> Analyze the internal and external factors that influence the use of alcohol.</p> <p><b>VHES 6.2 m.</b> Analyze the misconceptions and realities associated with alcohol use.</p>

		4. Identify the realities of what alcohol can and cannot do.	
Unit 6: Marijuana: Myths and Realities	Students will learn about the immediate and long-term effects of marijuana on behavior and the body.	<p>Students will:</p> <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>	<p><b>VHES 6.1 j.</b> Define addiction and substance use disorder.</p> <p><b>VHES 6.1 i.</b> Identify the physiological and psychological effects of marijuana.</p> <p><b>VHES 6.2 i.</b> Analyze the internal and external factors that influence the use of marijuana.</p> <p><b>VHES 6.2 j.</b> Describe characteristics of substance use disorder.</p>
Unit 7: Advertising	Students will understand how ads are created and designed to target particular groups of consumers and how to analyze advertisements so resist their allure.	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Discuss the purpose of advertising.</li> <li>2. Identify common advertising techniques.</li> </ol>	<p><b>VHES 6.1 f.</b> Identify influences (e.g., family, peers, culture, screen time, media) on personal health choices.</p> <p><b>VHES 6.1 g.</b> Describe persuasive tactics used by various types of media.</p>

		<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>VHES 6.1 i.</b> Recognize social influences/influencers on both the reduction and promotion of the use of alcohol, tobacco, nicotine products, and other drugs.</p> <p><b>VHES 6.1 v.</b> Analyze the role of emotions and media influences on conflict and violence.</p> <p><b>VHES 6.2 g.</b> Analyze a variety of media to identify tactics used to persuade consumers regarding physical activity, nutrition, sleep, or other areas of personal health products.</p> <p><b>VHES 6.2 h.</b> Evaluate the influence of media and marketing techniques on prescription, nonprescription, and unregulated medication choices.</p> <p><b>VHES 6.2 p.</b> Describe how culture, media, and other external factors influence perceptions about body image.</p> <p><b>VHES 6.2 w.</b> Recognize the role of family, peers, community, and the media in preventing bullying and cyberbullying.</p> <p><b>VHES 6.3 p.</b> Analyze the influence of media on issues related to body image.</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> </ol>	<p><b>VHES 6.1 r.</b> Describe the characteristics of healthy and unhealthy relationships and how media influences them.</p> <p><b>VHES 6.1 v.</b> Analyze the role of emotions and media influences on conflict and violence.</p> <p><b>VHES 6.2 r.</b> Apply interpersonal communication skills to foster positive interactions, contrasting with media depictions.</p> <p><b>VHES 6.2 p.</b> Describe how media and technology influence mental health and perceptions of behavior.</p>

		<ol style="list-style-type: none"> <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> <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>VHES 6.3 r.</b> Demonstrate effective social skills to build healthy relationships, avoiding the "normalized" violence of media.</p>
<p>Unit 9: Coping with Anxiety</p>	<p>Help students learn to recognize symptoms of anxiety and then give them the tools to effectively cope with it.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <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> </ol>	<p><b>VHES 6.1 t.</b> Identify potential positive and negative responses to stress and criticism.</p> <p><b>VHES 6.2 t.</b> Analyze internal factors, such as responses to criticism or stress, which influence emotional and social health.</p> <p><b>VHRS 6.3 t.</b> Ability to create a plan to manage stress.</p>

		<ol style="list-style-type: none"> <li>5. Demonstrate the techniques for coping with anxiety (relaxation exercise, mental rehearsal, deep breathing).</li> </ol>	
<p>Unit 10: Coping with Anger</p>	<p>Students will learn about the physical effects of anger, and practice techniques for controlling this often-volatile emotion.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <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>VHES 6.2 v.</b> Explain methods to reduce violence and peacefully resolve conflict.</p> <p><b>VHES 6.1 p.</b> The student will identify signs and symptoms of stress and emotional responses.</p> <p><b>VHES 6.1 q.</b> The student will identify signs and symptoms of social anxiety and other emotional challenges.</p>
<p>Unit 11: Communication Skills</p>	<p>Students will learn how to use verbal and nonverbal communication skills to avoid misunderstandings.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Define communication.</li> <li>2. Discuss verbal and nonverbal communication.</li> </ol>	<p><b>VPELS 6.5 a.</b> Demonstrate effective communication and creative thinking skills to solve problems, make decisions and resolve conflict with others and promote safe participation in physical activities.</p> <p><b>VHES 6.1 q.</b> Analyze factors that contribute to group success (e.g., respecting individual differences and opinions, accepting responsibility, contributing positively, knowing</p>

		<ol style="list-style-type: none"> <li>3. Define misunderstanding.</li> <li>4. Discuss how misunderstandings develop.</li> <li>5. Discuss how misunderstandings can be avoided.</li> </ol>	<p>when to lead and when to follow, dealing with conflict, using effective face-to-face and online communication skills).</p> <p><b>VES 6.3 u.</b> Practice ways to communicate personal boundaries for privacy, safety, and expression of emotions and opinions.</p>
Unit 12: Social Skills (A)	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>VHES 6.1 q.</b> Identify signs and symptoms of social anxiety.</p> <p><b>VHES 6.2 q.</b> Describe strategies for managing social anxiety.</p> <p><b>VHES 6.2 r.</b> Apply interpersonal communication skills that foster positive interactions.</p> <p><b>VHES 6.3 r.</b> Demonstrate effective social skills to build healthy relationships.</p>
Unit 13: Social Skills (B)	Students will learn and practice how to arrange social activities to increase their confidence.	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Discuss what qualities attract individuals to each other.</li> </ol>	<p><b>VHES 6.1 r.</b> Identify the characteristics of healthy and unhealthy relationships.</p> <p><b>VHES 6.2 n.</b> Describe the importance of self-reliance and responsibility in healthy relationships.</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>VHES 6.2 r.</b> Apply interpersonal communication skills that foster positive interactions.</p> <p><b>VHES 6.3 r.</b> Demonstrate effective communication and social skills to build and maintain healthy relationships.</p> <p><b>VHES 6.3 q.</b> Create a plan to prevent and manage stress (which includes social engagement).</p>
<p>Unit 14: Assertiveness</p>	<p>Students will learn different ways people exert pressure and identify and practice both verbal and nonverbal techniques for saying “no”.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <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>VHES 6.2.p.</b> Describe how peers, media, and technology influence behavior.</p> <p><b>VHES 6.2.q.</b> Describe strategies for managing social anxiety and peer pressure.</p> <p><b>VHES 6.2 u.</b> Identify ways to set and communicate personal boundaries and how to respect the boundaries of others.</p> <p><b>VHES 6.3 r.</b> Demonstrate communication and conflict-resolution skills.</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>VHES 6.3 q.</b> Demonstrate effective refusal and negotiation skills regarding substance use.</p> <p><b>VHS 6.3 x.</b> Identify resistance skills to avoid violence, gangs, weapons, alcohol, tobacco, and other drugs.</p>
Unit 15: Resolving Conflicts	Students will learn how to use the skills from LST to resolve conflicts.	<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>VPELS 6.5 a.</b> Demonstrate effective communication and creative thinking skills to solve problems, make decisions and resolve conflict with others and promote safe participation in physical activities.</p> <p><b>VHES 6.1 q.</b> Analyze factors that contribute to group success (e.g., respecting individual differences and opinions, accepting responsibility, contributing positively, knowing when to lead and when to follow, dealing with conflict, using effective face-to-face and online communication skills).</p> <p><b>VHES 6.2 v.</b> Explain methods to reduce violence and peacefully resolve conflict.</p> <p><b>VHES 6.3 v.</b> Practice ways to resolve conflict peacefully.</p>

## Level Two

<b>Botvin LifeSkills® Training Units for Grades 7/8</b>	<b>Unit Goal</b>	<b>Unit Objectives</b>	<b>Virginia Education Standards</b>
<p>Unit 1: Drug Abuse and Violence: Causes and Effects</p>	<p>Students will review the causes of drug abuse, as well as factors that can lead to it.</p>	<p>Students will:</p> <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>VHES 7.1 k.</b> Explain the link between addiction to alcohol, tobacco, and other drugs; chronic disease; and engaging in risky behaviors.</p> <p><b>VHES 7.1 l.</b> Define prescriptions, controlled substances, nicotine vaping products, hemp, and marijuana-derived cannabidiol (CBD) products, and explain their uses.</p> <p><b>VHES 7.1 m.</b> Identify the types of behavior associated with drug use and abuse that reflect positive norms (e.g., drug use is not cool, drunken driving is stupid, most teens do not use drugs).</p> <p><b>VHES 7.2 k.</b> Understand that addiction is a compulsive physiological need for and use of a habit-forming substance.</p> <p><b>VHES 7.2 m.</b> Identify short term, social and negative consequences of engaging in risky behaviors, including the use of alcohol, tobacco, nicotine products, marijuana, and other drugs.</p>

<p>Unit 2: Making Decisions</p>	<p>Students will review the 3 Cs model of decision-making and analyze challenging situations to practice.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <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>VHES 7.1 d.</b> Identify decision-making steps for selecting healthy foods and beverages.</p> <p><b>VHES 7.2 d.</b> Use a decision-making process to evaluate daily food intake and nutritional requirements.</p> <p><b>VHES 7.2 n.</b> Use a decision-making process to evaluate health-related decisions.</p> <p><b>VHES 7.2 p.</b> Evaluate the impact of societal and cultural norms on health choices.</p> <p><b>VHES 7.2 o.</b> Describe how peers, family, and community influence health decisions.</p> <p><b>VHES 7.3 p.</b> Demonstrate effective social skills and refusal skills through decision-making.</p>
<p>Unit 3: Media Influences</p>	<p>Students will review common advertising techniques and learn new techniques for resisting ads.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <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> </ol>	<p><b>VHES 7.2 i.</b> Create strategies to identify types of advertising techniques used in a variety of media, including social media that may influence adolescents' decisions concerning alcohol, tobacco and nicotine products, and other drugs.</p> <p><b>VHES 7.1 p.</b> Identify how media and marketing influence the use of alcohol, tobacco, and nicotine products.</p> <p><b>VHES 7.1 p.</b> Analyze the messages in media that promote substance use.</p> <p><b>VHES 7..2 p.</b> Evaluate the impact of societal and cultural norms on health choices.</p>

		5. Discuss alternative ways of responding to ads in order to resist ad pressures.	<b>VHES 7.3 p.</b> Demonstrate effective refusal and negotiation skills to promote healthy relationships and personal safety.
Unit 4: Coping with Anxiety	Students will review and learn new techniques for managing anxiety with additional skill practice.	<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> <li>3. Practice anxiety-reduction techniques.</li> <li>4. Recognize the value of positive thinking.</li> </ol>	<p><b>VPELS 7.4 b.</b> Describe and demonstrate strategies for dealing with stress, such as deep breathing, guided visualization, and aerobic exercise.</p> <p><b>VPELS 7.4 g.</b> Describe how participation in physical activities creates enjoyment, reduces stress, and improves mental and emotional wellness.</p> <p><b>VHES 7.1 o.</b> Identify the body’s physical and psychological responses to stress.</p> <p><b>VHES 7.1 r.</b> Describe situations that can cause a range of emotions and feelings, and describe how to recognize these feelings and emotions and predict how long they may last.</p> <p><b>VHES 7.2 o.</b> Analyze and explain the benefits of emotional flexibility, stress management, and stress-reduction techniques for physical and emotional health.</p> <p><b>VHRS 7.2 q.</b> Develop strategies for coping with disappointment, stress, anxiety, anger, and adversity.</p> <p><b>VHES 7.2 r.</b> Develop healthy ways to identify, express, and respond to emotions and identify resources for help and support.</p> <p><b>VHES 7.3 o.</b> Develop achievable goals for handling stressors in healthy ways.</p>

Unit 5: Coping with Anger	Students will learn more complex techniques for managing anger, be introduced to the concept of a continuum of anger, and determine when an angry response is appropriate.	Students will: <ol style="list-style-type: none"> <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>VHES 7.1 r.</b> Describe situations that can cause a range of emotions and feelings, and describe how to recognize these feelings and emotions and predict how long they may last.</p> <p><b>VHES 7.1 q.</b> Identify signs and symptoms of mental health challenges and emotional escalation.</p> <p><b>VHES 7.1 q.</b> Recognize the body's physiological response to stress and intense emotion.</p> <p><b>VHES 7.2 q.</b> Describe strategies for managing stress and anxiety (including triggers).</p> <p><b>VHES 7.2 p.</b> Evaluate the impact of societal and cultural norms on health choices and relationships.</p> <p><b>VHES 7.3 p.</b> Demonstrate effective communication and social skills to build and maintain healthy relationships.</p>
Unit 6: Communication Skills	Students will focus on developing listening skills that demonstrate their ability to accurately hear the message being sent.	Students will: <ol style="list-style-type: none"> <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> </ol>	<p><b>VPELS 7.4 e.</b> Demonstrate effective communication skills by providing feedback to a peer, using appropriate tone, and other communication skills.</p> <p><b>VHES 7.1 s.</b> Identify healthy verbal, nonverbal, written, and visual communication.</p> <p><b>VHES 7.2 s.</b> Describe the relationship between healthy communication skills and healthy relationships.</p>

		<ol style="list-style-type: none"> <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>VHES 7.3 s.</b> Demonstrate healthy verbal, nonverbal, written, and visual communication skills.</p>
Unit 7: Social Skills	Students will review a variety of techniques to help them overcome shyness and learn how to initiate social contacts.	<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> <li>3. Initiate, sustain, and end a conversation.</li> <li>4. Use basic social skills.</li> </ol>	<p><b>VHES 7.1 q.</b> Identify signs and symptoms of mental health challenges (including social anxiety).</p> <p><b>VHES 7.2 q.</b> Describe strategies for managing stress and anxiety.</p> <p><b>VHES 7.2 r.</b> Apply effective verbal and nonverbal communication skills to enhance health.</p> <p><b>VHES 7.3 p.</b> Demonstrate effective communication and social skills to build and maintain healthy relationships.</p>
Unit 8: Assertiveness	Students will review and reinforce techniques that help them be more assertive.	<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>VHES 7.2 p.</b> Evaluate the impact of societal and cultural norms on health choices and relationships.</p> <p><b>VHES 7.2 r.</b> Analyze the importance of conflict resolution and the use of "I" statements.</p> <p><b>VHES 7.3 m.</b> Identify and demonstrate strategies and skills for avoiding alcohol, tobacco, inhalants, and other harmful substances (e.g., effective refusal skills).</p> <p><b>VHES 7.3 p.</b> Demonstrate effective communication and social skills to build and maintain healthy relationships.</p>

			<b>VHES 7.3 r.</b> Demonstrate conflict-resolution skills to resolve an interpersonal conflict.
<b>Unit 9: Resolving Conflicts</b>	Students will review the techniques to resolve conflicts.	<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>VPELS 7.4 b.</b> Create guidelines and demonstrate how to solve problems and resolve conflicts in activity settings.</p> <p><b>VHES 7.2 r.</b> Analyze the importance of conflict resolution and the use of "I" statements.</p> <p><b>VHES 7.2 q.</b> Describe strategies for managing stress and anxiety in various situations.</p> <p><b>VHES 7.2 n.</b> Use a decision-making process to evaluate health-related decisions.</p> <p><b>VHES 7.3 p.</b> Demonstrate effective communication and social skills to build and maintain healthy relationships.</p> <p><b>VHES 7.3 r.</b> Demonstrate conflict-resolution skills to resolve an interpersonal conflict.</p>
<b>Unit 10: Resisting Peer Pressure</b>	Students will build on their assertiveness skills and apply them to higher-risk situations.	<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 pressured to smoke, drink, and use drugs.</li> </ol>	<p><b>VHES 7.3 m.</b> Identify and demonstrate strategies and skills for avoiding alcohol, tobacco, inhalants, and other harmful substances (e.g., effective refusal skills).</p> <p><b>VHES 7.1 p.</b> Analyze the impact of media, marketing, and peer influence on substance use.</p> <p><b>VHES 7.2 p.</b> Evaluate the impact of societal and cultural norms on health choices.</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>VHES 7.3 p.</b> Demonstrate effective refusal and negotiation skills to promote personal safety.</p> <p><b>VHES 7.3 r.</b> Demonstrate conflict-resolution and communication skills to resolve interpersonal pressure.</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>Virginia Physical Education Learning Standards (VPELS)  Virginia Health Education Standards (VHES)</b>
<b>Unit 1: Drug Abuse: Causes and Effects</b>	Students will understand in depth the risks and consequences of drug use.	Students will: <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>VHES 8.1 i.</b> Describe the short- and long-term health issues and effects on the brain related to the use of alcohol, tobacco, nicotine products, and other drugs, including inhalants, marijuana, cocaine, stimulants, methamphetamines, opiates, steroids, and performance-enhancing drugs.</p> <p><b>VHES 8.1 j.</b> Research the signs, symptoms, and causes of addiction and the impact of substance use disorder on relationships and behavior.</p> <p><b>VHES 8.2 i.</b> Analyze the social, economic, and family and peer pressure influences on the use of tobacco, nicotine products (e.g., e-cigarettes), alcohol, marijuana, and other drugs.</p> <p><b>VHES 8.2 j.</b> Have and express positive norms regarding why most teenagers do not use alcohol, tobacco, prescription opioids, or other drugs (e.g., do not think use and abuse are acceptable or appropriate).</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>VHES 8.2 i.</b> Explain the role of decision making when faced with potentially harmful situations when using the Internet, online gaming, and social media.</p> <p><b>VHES 8.2 n.</b> Use a decision-making process to evaluate health-related decisions.</p> <p><b>VHES 8.2 o.</b> Apply a decision-making process to situations related to substance use and personal safety.</p> <p><b>VHES 8.3 p.</b> Demonstrate the ability to develop safe, respectful, and responsible relationships using decision-making skills.</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>VHES 8.1 i.</b> Identify risky behaviors associated with Internet use, online gaming, and social media use.</p> <p><b>VHES 8.1 m.</b> Identify the benefits and risks of social media.</p> <p><b>VHES 8.1 r.</b> Identify factors that can influence mental health (e.g., family, environment, trauma, genetics, brain chemistry, health behaviors, nutrition, personal values, peers, media, technology, culture, community).</p> <p><b>VHES 8.2 m.</b> Develop strategies to assess and manage the effects of social media use.</p> <p><b>VHES 8.3 m.</b> Develop and promote guidelines for using social media.</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> <li>3. Review and practice cognitive self-control skills for dealing with anxiety.</li> </ol>	<p><b>VPELS 8.4 d.</b> Identify and demonstrate self-awareness in selecting stress-reducing activities (e.g., yoga, Pilates, tai chi).</p> <p><b>VHES 8.1 n.</b> Describe how to assess levels of stress based on physical and psychological responses.</p> <p><b>VHES 8.2 n.</b> Identify personal stress-management skills that help respond to different kinds of stress.</p> <p><b>VHES 8.3 n.</b> Practice and promote stress-management skills.</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>VHES 8.1 q.</b> Identify signs and symptoms of mental health challenges and emotional distress.</p> <p><b>VHES 8.2 q.</b> Identify factors that can influence mental health, including stressors and personal values.</p> <p><b>VHES 8.2 p.</b> Describe the impact of empathy and active listening on resolving conflict.</p> <p><b>VHES 8.3 q.</b> Demonstrate the ability to develop safe, respectful, and responsible relationships.</p>

<p><b>Unit 6: Social Skills</b></p>	<p>Students will review social skills previously learned.</p>	<p>Students will:</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>VHES 8.3 p.</b> Demonstrate the ability to develop safe, respectful, and responsible relationships.</p> <p><b>VHES 8.2 p.</b> Describe the impact of empathy and active listening on resolving conflict and building relationships.</p> <p><b>VHES 8.1 q.</b> Identify signs and symptoms of mental health challenges and when to seek help.</p> <p><b>VHES 8.3 q.</b> Demonstrate communication and conflict-resolution skills to build healthy relationships.</p>
<p><b>Unit 7: 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> <li>3. Identify and use nonverbal assertive skills.</li> </ol>	<p><b>VPELS 8.4 c.</b> Identify and demonstrate proper etiquette, respect for others, integrity, effective communication, problem-solving skills, conflict-resolution skills, self-management and teamwork skills while engaging in cooperative and dynamic physical activity and/or social dance.</p> <p><b>VHES 8.1 o.</b> List the skills and strategies for refusal and negotiation.</p> <p><b>VHES 8.2 o.</b> Explain the benefits of using refusal and negotiation skills for a variety of risk-taking situations.</p> <p><b>VHES 8.3 o.</b> Analyze a variety of situations to determine when to use refusal and negotiation skills to avoid risk.</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>VPELS 8.4 c.</b> Identify and demonstrate proper etiquette, respect for others, integrity, effective communication, problem-solving skills, conflict-resolution skills, self-management and teamwork skills while engaging in cooperative and dynamic physical activity and/or social dance.</p> <p><b>VHES 8.2 r.</b> Describe the importance of empathy and active listening on resolving conflict.</p> <p><b>VHES 8.3 q.</b> Demonstrate communication and conflict-resolution skills to build and maintain healthy relationships.</p> <p><b>VHES 8.3 p.</b> Demonstrate the ability to develop safe, respectful, and responsible relationships.</p> <p><b>VHES 8.3 r.</b> Demonstrate conflict-resolution skills to resolve an interpersonal conflict.</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>VHES 8.2 o.</b> Apply a decision-making process to situations related to substance use and personal safety.</p> <p><b>VHES 8.3 p.</b> Demonstrate the ability to develop safe, respectful, and responsible relationships.</p> <p><b>VHES 8.3 r.</b> Demonstrate conflict-resolution and communication skills to resolve interpersonal pressure.</p>