

LifeSkills™ Training In Relationship to the Pennsylvania Academic Standards

- **Health, Safety, and Physical Education**
- **Family and Consumer Science**
- **English and Language Arts**
- **Student Interpersonal Skills**

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(*Please make sure to reference the most recent PA Academic Standards from the PA Department of Education website when using this document)

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LifeSkills™ Training

Program Description¹

LifeSkills Training (LST) is a school-based program that aims to prevent alcohol, tobacco, and marijuana use and violence by targeting the major social and psychological factors that promote the initiation of substance use and other risky behaviors. LST is based on both the social influence and competence enhancement models of prevention. Consistent with this theoretical framework, LST addresses multiple risk and protective factors and teaches personal and social skills that build resilience and help youth navigate developmental tasks, including the skills necessary to understand and resist pro-drug influences. LST is designed to provide information relevant to the important life transitions that adolescents and young teens face, using culturally sensitive and developmentally and age-appropriate language and content. Facilitated discussion, structured small group activities, and role-playing scenarios are used to stimulate participation and promote the acquisition of skills.

¹Adapted on 6/15/12 from NREPP SAMHSA's National Registry of Evidence-based Programs and Practices website

LifeSkills™ Training MS Level 1		
Pennsylvania Academic Standards for Health, Safety, & Physical Education		LifeSkills™ Activities
Concepts of Health 10.1.	Grade 6 or 7	MS Level 1
10.1.6. A	Describe growth and development changes that occur between childhood and adolescence and identify factors that can influence these changes. <ul style="list-style-type: none"> • education • socioeconomic 	Session: Self-Image & Self-Improvement Session: Social Skills (A) Session: Social Skills (B)
10.1.6. D	Explain factors that influence childhood and adolescent drug use. <ul style="list-style-type: none"> • peer influence • body image (e.g., steroids, enhancers) • social acceptance • stress • media influence • decision-making/refusal skills • rules, regulations, and laws • consequences 	Session: Self-Image and Self-Improvement Session: Making Decisions Session: Smoking – Myths and Realities Session: Smoking and Biofeedback Session: Alcohol – Myths and Realities Session: Marijuana – Myths and Realities Session: Advertising Session: Violence and the Media Session: Coping with Anxiety Session: Coping with Anger Session: Communication Skills

		Session: Social Skills (A) Session: Social Skills (B) Session: Assertiveness Session: Resolving Conflicts
10.1.6 E	Identify health problems that can occur throughout life and describe ways to prevent them. <ul style="list-style-type: none"> diseases (e.g., cancer, diabetes, STD/HIV/AIDS, cardiovascular disease) preventions (i.e. do not smoke, maintain proper weight, eat a balanced diet, practice sexual abstinence, be physically active) 	Session: Smoking – Myths and Realities Session: Alcohol – Myths and Realities Session: Marijuana – Myths and Realities
Healthful Living 10.2.	Grade 6 or 7	MS Level 1
10.2.6.C	Explain the media's effect on health and safety issues.	Session: Advertising Session: Violence and the Media
10.2.6. D	Describe and apply the steps of a decision-making process to health and safety issues.	Session: Making Decisions Session: Communication Skills Session: Assertiveness Session: Resolving Conflicts
Safety and Injury Prevention 10.3.	Grade 6 or 7	MS Level 1
10.3.6.A	Explain and apply safe practices in the home, school and community. <ul style="list-style-type: none"> emergencies (e.g., fire, natural disasters) personal safety (e.g., home alone, latch key, harassment) communication (e.g., telephone, Internet) violence prevention (e.g., gangs, weapons) 	Session: Violence and the Media Session: Communication Skills Session: Assertiveness Session: Resolving Conflicts
10.3.6.C	Describe strategies to avoid or manage conflict and violence. <ul style="list-style-type: none"> anger management peer mediation reflective listening negotiation 	Session: Making Decisions Session: Coping with Anxiety Session: Coping with Anger Session: Communication Skills Session: Social Skills (A) Session: Social Skills (B) Session: Assertiveness Session: Resolving Conflicts

Physical Activity 10.4		Grade 6 or 7	MS Level 1
		Identify and apply ways to monitor and assess the body's response to moderate to vigorous physical activity. <ul style="list-style-type: none"> heart rate monitoring checking blood pressure fitness assessment 	Session: Smoking – Myths and Realities Session: Smoking and Biofeedback Session: Alcohol – Myths and Realities Session: Marijuana – Myths and Realities
Pennsylvania Academic Standards for Family & Consumer Sciences			LifeSkills™ Activities
Balancing Family, Work, and Community Responsibility 11.2		Grade 6 or 7	MS Level 1
11.2.6. A		Contrast the solutions reached through the use of a simple decision making process that includes analyzing consequences of alternative solutions against snap decision making methods.	Session: Making Decisions Session: Coping with Anxiety Session: Coping with Anger Session: Communication Skills Session: Assertiveness Session: Resolving Conflicts
11.2.6 H		Describe positive and negative interactions within patterns of interpersonal communications. <ul style="list-style-type: none"> Placating Blaming Distracting Intellectualizing Asserting 	Session: Self-Image and Self-Improvement Session: Making Decisions Session: Coping with Anxiety Session: Coping with Anger Session: Communication Skills Session: Social Skills (A) Session: Social Skills (B) Session: Assertiveness Session: Resolving Conflicts
Pennsylvania Academic Standards for Student Interpersonal Skills			LifeSkills™ Activities
Self-Awareness and Self-Management 16.1		Grades 6-8	MS Level 1
16.1.8.A		Assess factors that influence emotional self-management and impact relationships at home, school, and community.	Session: Self-Image and Self-Improvement Session: Making Decisions Session: Coping with Anxiety Session: Coping with Anger Session: Communication Skills

		Session: Social Skills (A) Session: Social Skills (B) Session: Assertiveness Session: Resolving Conflicts
16.1.8.B	Analyze impact of a variety of personal traits on relationships and achievement throughout life.	Session: Self-Image and Self-Improvement Session: Making Decisions Session: Coping with Anxiety Session: Coping with Anger Session: Communication Skills Session: Social Skills (A) Session: Social Skills (B) Session: Assertiveness Session: Resolving Conflicts
16.1.8.C	Analyze adverse situations and identify appropriate protective factors and coping skills.	Session: Making Decisions Session: Coping with Anxiety Session: Coping with Anger Session: Communication Skills Session: Social Skills (A) Session: Social Skills (B) Session: Assertiveness Session: Resolving Conflicts
Establishing and Maintaining Relationships 16.2	Grades 6-8	MS Level 1
16.2.8.A	Analyze internal and external factors that influence relationships.	Session: Communication Skills Session: Social Skills (A) Session: Social Skills (B) Session: Assertiveness Session: Resolving Conflicts
16.2.8.C	Analyze factors that impact communication.	Session: Communication Skills Session: Social Skills (A) Session: Social Skills (B) Session: Assertiveness Session: Resolving Conflicts
16.2.8.D	Analyze various types of conflict and determine appropriate resolutions	Session: Communication Skills Session: Social Skills (A) Session: Social Skills (B) Session: Assertiveness Session: Resolving Conflicts

Decision Making and Responsible Behavior 16.3		Grades 6-8	MS Level 1
16.3.8.A	Examine the impact of decisions on personal safety, relationships, and group interactions.		Session: Making Decisions Session: Communication Skills Session: Social Skills (A) Session: Social Skills (B) Session: Assertiveness Session: Resolving Conflicts
16.3.8.C	Actively engage in healthy relationships and positive responsibility when observing negative behavior.		Session: Making Decisions Session: Communication Skills Session: Social Skills (A) Session: Social Skills (B) Session: Assertiveness Session: Resolving Conflicts
LifeSkills™ Training MS Level 2 & 3			
Pennsylvania Academic Standards for Health, Safety, & Physical Education			LifeSkills™ Activities
Concepts of Health 10.1.	Grade 7, 8, or 9	MS Level 2 & 3	
10.1.9. A	Analyze factors that impact growth and development between adolescence and adulthood. <ul style="list-style-type: none"> Relationships (e.g. dating, friendships, peer pressure) Interpersonal communication Risk factors (e.g. physical inactivity, substance abuse, intentional/unintentional injuries, dietary patterns) Abstinence STD and HIV prevention Community 	Session: Drug Abuse & Violence: Causes & Effects Session: Making Decisions Session: Media Influences Session: Coping with Anxiety Session: Coping with Anger Session: Communication Skills (Level 2 only) Session: Social Skills Session: Assertiveness Session: Resolving Conflicts Session: Resisting Peer Pressure	
10.1.9. D	Analyze prevention and intervention strategies in relation to adolescent and adult drug use. <ul style="list-style-type: none"> decision-making/refusal skills situation avoidance 	Session: Making Decisions Session: Social Skills Session: Assertiveness Session: Resolving Conflicts Session: Resisting Peer Pressure	

	<ul style="list-style-type: none"> • goal setting • professional assistance (e.g. medical, counseling, support groups) • parent involvement 	
10.1.9. E	Analyze how personal choice, disease and genetics can impact health maintenance and disease prevention.	Session: Drug Abuse & Violence: Causes & Effects Session: Making Decisions Session: Coping with Anxiety Session: Coping with Anger Session: Resolving Conflicts Session: Resisting Peer Pressure
Healthful Living 10.2.	Grade 7, 8, or 9	MS Level 2 & 3
10.2.9. B	Analyze the relationship between health-related information and adolescent consumer choices. <ul style="list-style-type: none"> • tobacco products • weight control products 	Session: Making Decisions Session: Media Influences
10.2.9. C	Analyze media health and safety messages and describe their impact on personal health and safety.	Session: Media Influences
10.2.9. D	Analyze and apply a decision-making process to adolescent health and safety issues.	Session: Making Decisions Session: Social Skills Session: Coping with Anxiety Session: Coping with Anger Session: Communication Skills (Level 2 only) Session: Assertiveness Session: Resolving Conflicts Session: Resisting Peer Pressure
Safety and Injury Prevention 10.3.	Grade 7, 8, or 9	MS Level 2 & 3
10.3.9. C	Analyze and apply strategies to avoid or manage conflict and violence during adolescence. <ul style="list-style-type: none"> • Effective negotiation • Assertive behavior 	Session: Making Decisions Session: Coping with Anxiety Session: Coping with Anger Session: Resolving Conflicts Session: Resisting Peer Pressure
Physical Activity 10.4	Grade 7, 8, or 9	MS Level 2 & 3

10.4.9. C	Analyze factors that affect the responses of body systems during moderate to vigorous physical activities. <ul style="list-style-type: none"> • Exercise • Healthy fitness zone • Individual fitness status • Drug/substance use/abuse 	Session: Drug Abuse & Violence: Causes & Effects Session: Coping with Anxiety
Pennsylvania Academic Standards for Family & Consumer Sciences		LifeSkills™ Activities
Balancing Family, Work, and Community Responsibility	Grade 7, 8, or 9	MS Level 2 & 3
11.2.9. A	Solve dilemmas using a practical reasoning approach. <ul style="list-style-type: none"> • Identify situations • Identify reliable information • List choices and examine the consequences of each • Develop a plan of action • Draw conclusions • Reflect on decision 	Session: Making Decisions Session: Assertiveness Session: Resolving Conflicts Session: Resisting Peer Pressure
11.2.9. H	Justify the significance of interpersonal communication skills in the practical reasoning method of decision making.	Session: Making Decisions Session: Social Skills Session: Communication Skills (Level 2 only) Session: Assertiveness Session: Resolving Conflicts
The PA Academic standards listed below can be applied to all of the LifeSkills™ Training Middle School sessions for Levels 1, 2, & 3. They are common cores state standards for English & Language Arts. Please refer to the specific grade level anchors for more detailed information.		
College & Career Readiness Anchor Standards for Reading		
	Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	

	<p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	
	<p>Craft and Structure</p> <p>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>6. Assess how point of view or purpose shapes the content and style of a text.</p>	
	<p>Integration of Knowledge and Ideas</p> <p>7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*</p> <p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	
	<p>Range of Reading and Level of Text Complexity</p> <p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p>	
College & Career Readiness Anchor Standards for Writing		
	<p>Text Types and Purposes</p> <p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective</p>	

	selection, organization, and analysis of content. 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
	Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	
	Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	
	Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	
College & Career Readiness Anchor Standards for Speaking & Listening		
	Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	

	3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	
	Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	
College & Career Readiness Anchor Standards for Speaking & Listening		
	Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	
	Knowledge of Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	
	Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. 5. Demonstrate understanding of word relationships and nuances in word meanings. 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word	

	or phrase important to comprehension or expression.	
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LifeSkills™ is recognized by:

- Blueprints for Violence Prevention
- National Institute on Drug Abuse
- Office of National Drug Control Policy
- U.S Department of Education
- American Medical Association
- American Psychological Association
- Centers for Disease Control and Prevention
- New York State Governor's Award
- Center for Substance Abuse Prevention
- Drug Strategies, Inc.
- U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention
- Coalition for Evidence-Based Policy
- CrimeSolutions, U.S. Department of Justice, Office of Justice Programs

For information about:

The academic standards visit the Pennsylvania Department of Education website at <http://www.pde.state.pa.us>;

LifeSkills™ Training website at <http://www.lifeskillstraining.com>;

Center for the Study and Prevention of Violence, Blueprints Publications, at <https://www.colorado.edu/cspv/publications/blueprints.html>; and,

NREPP SAMHSA's National Registry of Evidence-based Programs and Practices website at <http://nrepp.samhsa.gov/ViewIntervention.aspx?id=109>