



The *LifeSkills Training* Middle School curriculum is a ground breaking substance abuse prevention program based on more than 20 years of scientific research and is one of the most effective, evidence-based programs used in schools today. This comprehensive, dynamic curriculum addresses the underlying causes of tobacco, alcohol and illicit drug use by developing student's drug resistance skills, general social skills and personal self-management skills. *LifeSkills Training* is the top evidence-based drug prevention program in the country.

*LifeSkills Training* Middle School curriculum is a three-level program consisting of 30 class sessions.

- Level 1 (Grades 6/7)  
15 class sessions plus 3 class sessions on violence\*
- Level 2 (Grades 7/8)  
10 class sessions plus 2 class sessions on violence\*
- Level 3 (Grades 8/9)  
5 class sessions plus 2 sessions on violence\*

*\*violence units are optional*

The *LifeSkills Training* Middle School curriculum can either be taught as an intensive mini-series (consecutively every day, or two to three times a week) until the program is complete, or it can be taught on a more extended schedule (once a week for fifteen weeks). Both formats have proven to be equally effective.

The Middle School curriculum includes:

- Comprehensive, easy-to-use Teacher's manuals
- Student Guides
- Relaxation Tape
- Smoking and Biofeedback video

**also  
available  
in Spanish!**

| UNIT                                     | LESSON GOALS   | KEY SKILLS  | CLASS PERIODS |
|--|--|---|---------------|
| <b>Self-Image &amp; Self-Improvement</b> | To teach what self-image is, how it is formed, how it relates to behavior, and how it may be improved.   | Self-analysis, self-improvement, goal-setting, reframing thoughts.  | 1             |
| <b>Making Decisions</b>                  | To teach how to make decisions and solve problems independently.   | Decision analysis; 3 Cs of effective decision-making (Clarify, Consider, Choose); resisting group pressure.   | 2             |
| <b>Smoking: Myths &amp; Realities</b>    | To teach information about cigarette smoking and other forms of tobacco use to counter common myths and misconceptions.  | Analyzing data; checking assumptions; considering pros/cons.  | 1             |
| <b>Smoking &amp; Biofeedback</b>         | To teach some of the immediate physiological effects of smoking.   | Measuring heart rate; scientific method.  | 1             |
| <b>Alcohol: Myths &amp; Realities</b>    | To teach information about alcohol to counter common myths and misconceptions.   | Analyzing data; checking assumptions; considering pros/cons; separating fact from fiction.  | 1             |
| <b>Marijuana: Myths &amp; Realities</b>  | To teach information about marijuana to counter common myths and misconceptions.   | Analyzing data; checking assumptions; considering pros/cons; separating fact from fiction.  | 1             |
| <b>Advertising</b>                       | To increase awareness of the techniques employed by advertisers to manipulate consumer behavior and to teach students how to resist these techniques.  | Analyzing ads; recognizing techniques; separating fact from fiction --- want from needs.  | 1             |
| <b>Violence &amp; The Media*</b>         | To increase awareness of how the media influences student perception about violence and to teach them how to check media presentations against reality.  | Analyzing perceptions about violence; comparing image and reality; resistance to media distortions.   | 1             |
| <b>Coping With Anxiety</b>               | To teach what anxiety is, common situations which cause it, and techniques for coping with anxiety.  | Recognizing anxiety and its physical effects; learning easy and healthy techniques to deal with anxiety; progressive relaxation; mental rehearsal/visualization; breathing.   | 2             |
| <b>Coping With Anger*</b>                | To teach anger recognition and common situations which cause it, and to learn techniques for self-control.   | Recognizing anger, its physical effects and multiple consequences; identifying reasons and learning techniques to control anger.  | 1             |
| <b>Communication Skills</b>              | To teach how to communicate effectively.   | Using verbal and nonverbal communication; techniques for avoiding misunderstandings; clarifying; asking questions; being specific; paraphrasing.  | 1             |
| <b>Social Skills</b>                     | To teach basic social skills in order to develop successful interpersonal relationships. Teach skills pertaining to closer personal relationships, interactions with others, and planning social activities. | Making social contacts; giving and receiving compliments and other feedback; scripting; effective listening; being persistent; having self-awareness; feelings toward others; communication, conversation; creative thinking. | 2             |
| <b>Assertiveness</b>                     | To teach how to become more assertive and resist peer pressure to use drugs.   | Reflecting on actions taken, types of responses, consequences; decision-making; awareness of persuasive tactics; repertoire of refusal responses; verbal and nonverbal assertiveness; self-respect; planning; goal-setting.   | 2             |
| <b>Resolving Conflicts*</b>              | To review previous skills as students learn and practice techniques for resolving conflicts.   | Analyzing conflict resolution choices; controlling anger; building consensus; problem solving; negotiation and compromise.  | 1             |

**Total Class Periods:**

**15/18**

\* = optional violence lessons

| LESSON   | LESSON GOALS  | KEY SKILLS   | CLASS PERIODS |
|--|---|--|---------------|
| <b>Drug Abuse &amp; Violence: Causes and Effects</b> | To increase awareness of the social factors promoting drug abuse.   | Analyzing observations and data; questioning assumptions; reasoning: cause and effects of drug abuse and violence.   | 1             |
| <b>Making Decisions</b>                              | To teach how to make informed decisions that are consistent with what is important to students.   | Decision-analysis: individual, group, peer; resisting peer / group pressure.   | 1             |
| <b>Media Influence</b>                               | To increase awareness of the techniques used by advertisers to manipulate consumer behavior and to teach students how to resist these techniques. | Media analysis, responding critically to manipulative tactics; consumerism: separating wants from needs; personal needs from product claims.                                     | 1             |
| <b>Coping With Anxiety</b>                           | To teach how to cope with situations producing anxiety.   | Recognizing situations that cause anxiety; building repertoire of healthy stress-reduction techniques.   | 2             |
| <b>Coping With Anger*</b>                            | To teach reasons and techniques for controlling anger.  | Recognizing anger, its physical effects and multiple consequences; identifying reasons and learning techniques to control anger.   | 1             |
| <b>Communication Skills</b>                          | To teach effective communication.   | Effective use of verbal and non-verbal communication; sending and receiving skills; active listening; questioning, clarifying, paraphrasing.                                     | 1             |
| <b>Social Skills</b>                                 | To teach basic social skills in order to help students develop successful interpersonal relationships.  | Overcoming shyness; initiating social contacts; mastering conversational skills; using open-ended questions.   | 1             |
| <b>Assertiveness</b>                                 | To teach when and how to become more assertive.   | Analyzing situations, identifying and practicing effective responses; making requests; reflecting on and expressing personal feelings; verbal and non-verbal assertive skills.   | 1             |
| <b>Resolving Conflicts*</b>                          | To review, acquire, and practice the skills needed to successfully resolve conflicts.   | Analyzing conflict resolution choices; applying life skills (anxiety and anger reduction, decision-making, communication, social and assertiveness skills) to resolve conflicts. | 1             |
| <b>Resisting Peer Pressure</b>                       | To teach how to resist peer pressures to smoke, drink or use drugs.   | Analyzing and developing repertoire of responses to group pressure; analyzing interpersonal persuasive tactics and practicing resistance or refusal skills.                      | 2             |

**Total Class Periods:**

**10/12**

\* = optional violence lessons

| LESSON                                    | LESSON GOALS  | KEY SKILLS   | CLASS PERIODS |
|---|---|--|---------------|
| <b>Drug Abuse: Causes &amp; Effects**</b> | To increase awareness of the causes and consequences of drug abuse.                     | Analyzing risk factors; personalizing and generalizing information on risk of use and abuse.   | 1             |
| <b>Making Decisions</b>                   | To increase ability to make informed and responsible decisions.                         | Decision analysis, recognizing options, application of decision-making process.  | 1             |
| <b>Media Influences**</b>                 | To increase awareness of the influence the media has in shaping attitudes and behavior. | Analyzing and resisting media influences, in general and specific to drug use.   | 1             |
| <b>Coping With Anxiety</b>                | To increase ability to cope with anxiety.   | Anxiety self-assessment; building and reinforcing repertoire of healthy stress-reduction techniques.   | 1             |
| <b>Coping With Anger*</b>                 | To teach reasons and techniques for controlling anger.                                  | Recognizing anger, its causes and consequences; identifying reasons and techniques to control anger.   | 1             |
| <b>Social Skills</b>                      | To improve general social skills.   | Practicing greetings and brief social exchanges; differentiating between superficial, informational and "deep" conversations, and practicing "deep" conversation skills.         | 1             |
| <b>Assertiveness</b>                      | To increase general assertive skills.   | Analyzing situations, identifying and practicing effective responses; saying no, making requests, asserting rights, expressing feelings; verbal and non-verbal assertive skills. | 1             |
| <b>Resolving Conflicts*</b>               | To review, acquire, and practice the skills needed to successfully resolve conflicts.   | Analyzing conflict resolution choices; applying life skills (anxiety and anger reduction, decision-making, communication, social and assertiveness skills) to resolve conflicts. | 1             |
| <b>Resisting Peer Pressure</b>            | To increase the ability to resist peer pressure to smoke, drink or use other drugs.     | Further practice in applying assertive skills in peer situations; identifying and responding to persuasive tactics.  | 1             |
| <b>Total Class Periods:</b>               |   |  | <b>5/9</b>    |

\* = optional violence lessons    \*\*= optional lessons