



**State and Local Learning Standards Alignment Template  
For the *LifeSkills Training* Program  
Elementary Curriculum**

## Overview

The State and Local Learning Standards Alignment Template for the LifeSkills Training Program is a tool that local school districts can use to evaluate how state curriculum standards in all subject areas align with the learning goals and objectives for each lesson in the LifeSkills Training Program.

## Why align the LST Program with state learning standards?

Many school districts find that conducting an alignment of the goals and objectives of the lessons in the LST program with their state and local learning standards has many benefits, including the following:

- Assists in identifying ways to incorporate the LST program into existing curriculum requirements and,
- Increases fidelity based implementation of the program which increases effectiveness in outcomes to reduce and prevent health risk behavior in elementary and middle school students and,
- 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.
- Ownership of the alignment as a local product rather than something prepared by an outside consultant who may have an incomplete understanding of the meaning and application of a local learning standard.
- Illustrates that instruction in prevention education can be taught across the curriculum rather than being confined to health, physical education, or family and careers curriculums.

## Guidelines for Constructing Your Alignment

The alignment template is easy to use. Goals, objectives, and performance indicators have been identified for each lesson in the LST Program curriculum. Simply review your state standards for each subject area and identify those that are met by the each LST lesson. The example below uses a standard from one state’s learning standards for Language Arts to illustrate how to use the template to complete the alignment.

### Level 1: Session 1: Self Image and Self Improvement

| LST Session Goals and Objectives | Performance Indicators  | State or Local Learning Standard   |
|----------------------------------|---|--|
| Define self image                | <ul style="list-style-type: none"><li>▪ Names adjectives describing themselves in different setting</li><li>▪ Constructs a definition of "self image"</li></ul> | Language Arts Standard 1: Understands and identifies parts of speech, defines vocabulary words |

This review can be conducted on a departmental, divisional, or administrative level. NHPA recommends that faculty from each subject area complete the analysis and alignment for their subject. Templates are available for all curriculum levels of the LST Program.

NHPA offers technical assistance in constructing a site-based learning standards alignment using this template. For technical assistance or other questions, please call NHPA at 1-800-293-4969 and reference the Learning Standards Alignment Template.

## LifeSkills™ Training Program Learning Standards Alignment Template

L1-Grades 3/4 • L2-Grades 4/5 • L3-Grades 5/6

### Session 1: Self Esteem

| LST Session Goals and Objectives                                  | Performance Indicators  | State or Local Learning Standard |
|---|---|----------------------------------|
| Define self esteem  | <ul style="list-style-type: none"> <li>▪ Names adjectives describing themselves in different setting (L1, L2, L3)</li> <li>▪ Constructs a definition of "self esteem" (L1, L2)</li> </ul>   |                                  |
| Discuss how self-esteem is formed                                 | <ul style="list-style-type: none"> <li>▪ Brainstorms and reports the factors that create self esteem (L1)</li> <li>▪ </li> </ul>  |                                  |
| Identify activities and behaviors that increase self esteem       | <ul style="list-style-type: none"> <li>▪ Lists activities and behaviors that increase self esteem and makes personal assessment of things that they are good at and things they would like to improve (L1)</li> <li>▪ Creates a graphic picture of things they can do (L1)</li> <li>▪ Defines the term "unique" (L2)</li> <li>▪ Explores the concept of "uniqueness" and identifies three ways in which they are unique from other (L2)</li> </ul>                        |                                  |
| Relate self-image to behavior and beliefs about one's self esteem | <ul style="list-style-type: none"> <li>▪ Links the definition and causes of self image to effects on behavior (L1, L2)</li> </ul>   |                                  |
| Setting and achieving long and short term goals                   | <ul style="list-style-type: none"> <li>▪ Defines the terms "goal", short-term goal", and "long-term goal" (L3)</li> <li>▪ Distinguishes between short-term and long-term goals (L3)</li> <li>▪ Writes a personal short-term and long-term goal statement (L3)</li> <li>▪ Defines the term "risk behavior" (L3)</li> <li>▪ Generates examples of "risk behaviors" (L3)</li> <li>▪ Examines the impact that "risk behavior" has on achieving personal goals (L3)</li> </ul> |                                  |

## Session 2: Decision Making

| LST Session Goals and Objectives                             | Performance Indicator(s)   | State or Local Learning Standard |
|--|--|----------------------------------|
| Demonstrate how decisions have outcomes                      | <ul style="list-style-type: none"> <li>▪ Defines the terms "decision" and "outcome", and "consequence" (L1)</li> </ul>   |                                  |
| Identify everyday decisions                                  | <ul style="list-style-type: none"> <li>▪ Brainstorms common decisions made at school, at home, and with friends (L1)</li> </ul>  |                                  |
| Describe how important decisions are made                    | <ul style="list-style-type: none"> <li>▪ Distinguishes between everyday decisions and difficult decisions (L1)</li> <li>▪ Distinguishes between "direct" and "indirect influences on personal decision making (L2)</li> <li>▪ Identifies direct and indirect influences on personal decision making (L2)</li> <li>▪ Defines the terms "direct influence" and "indirect influence" (L2)</li> </ul>  |                                  |
| Identify a process for making decisions and solving problems | <ul style="list-style-type: none"> <li>▪ Individually and in cooperative learning groups, practices the three-step "Stop, Think, and Go" decision making model using scripted and unscripted scenarios (L1, L2, L3)</li> <li>▪ Creates a graphic organizer for identifying the factors and people that influence their daily decisions. Processes outcome of organizer and draws conclusions about how personal decisions are influenced (L2)</li> </ul> |                                  |
| Decision Making and Situations Related to Tobacco            | <ul style="list-style-type: none"> <li>▪ Practice applying the Stop, Think, and Go decision making model to situations involving tobacco use (L2)</li> </ul>   |                                  |

## Session 3: Smoking Information

| LST Session Goals and Objectives   | Performance Indicators  | State or Local Learning Standard |
|--|---|----------------------------------|
| Examine the immediate and long term effects of smoking on personal health                      | <ul style="list-style-type: none"> <li>Brainstorms the harmful immediate and long-term effects of smoking and tobacco use on body systems and personal health (L1, L2)</li> <li>Performs three experiments to demonstrate nicotine's stimulant effects, physical symptoms and effects of emphysema, accumulations of tar in the lung (L2)</li> <li>Performs two experiments demonstrating the chemical composition and effects of smoking and chewing tobacco (L3)</li> </ul> |                                  |
| Counter common myths and misconceptions about the use of cigarettes and other forms of tobacco | <ul style="list-style-type: none"> <li>Brainstorms reasons why people may chose to smoke and not smoke. (L1, L2)</li> <li>Uses facts and information about immediate and long term effects of smoking to evaluate the perceived benefits of smoking vs. risk factors of smoking (L1, L2, L3)</li> </ul>   |                                  |
| The social acceptance of smoking   | <ul style="list-style-type: none"> <li>Identifies the social and legal responses to smoking (L3)</li> <li>States the rights of non-smokers (L3)</li> <li>Gives reasons why smoking is not popular or socially accepted (L3)</li> </ul>  |                                  |

#### Session 4: Advertising

| <b>LST Session Goals and Objectives</b>                      | <b>Performance Indicators</b>   | <b>State or Local Learning Standard</b> |
|--|---|---|
| Discuss the purpose of advertising                           | <ul style="list-style-type: none"> <li>• States the reasons for advertising (L1, L2, L3)</li> <li>• Defines the term “consumer” (L3)</li> <li>• Understands that advertisers may persuade consumers using exaggeration or deception about the claims of products (L1, L2, L3)</li> </ul>        |   |
| Identify common advertising techniques and advertising media | <ul style="list-style-type: none"> <li>▪ Names eight advertising techniques and describe how each works (L1, L2, L3)</li> <li>▪ Defines the term “lure” (L2)</li> <li>▪ Defines the term “target marketing” (L3)</li> <li>▪ Identifies the forms that advertising takes (L1, L2, L3)</li> </ul> |   |
| Identify and analyze cigarette and advertisements            | <ul style="list-style-type: none"> <li>• Applies knowledge of advertising techniques to analyzing and identifying the persuasive/manipulative tactics used in cigarette ads (L1, L2, L3)</li> </ul>   |   |
| Discuss alternative ways of responding to cigarette ads      | <ul style="list-style-type: none"> <li>▪ Uses information learned in previous smoking lessons to develop counter arguments to advertising messages (L1, L2, L3)</li> </ul>  |   |

## **Session 5: Dealing with Stress**

| <b>LST Session Goals and Objectives</b>     | <b>Performance Indicators</b>   | <b>State or Local Learning Standard</b> |
|---|---|---|
| Define "stress"                             | <ul style="list-style-type: none"> <li>▪ Defines the term "stress" (L1)</li> <li>▪ Defines the term “stressor” (L1)</li> <li>▪ Distinguishes between good stress and negative stress (L2)</li> <li>▪ Defines the terms “eustress” and “distress” (L2)</li> <li>▪ Normalizes stress as a human experience that may be caused by both good and bad events (L2)</li> </ul> |   |
| Identify physical "symptoms" of nervousness | <ul style="list-style-type: none"> <li>▪ Names the physical effects of anxiety (L1)</li> <li>▪ Gives personal examples of distress and eustress (L2)</li> </ul>   |   |

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|--|---|--|
| Discuss common situations which produce nervousness              | <ul style="list-style-type: none"> <li>▪ Identifies personal stress triggers (L1)</li> <li>▪ Identifies that people respond to stress differently (L1)</li> <li>▪ States the importance of knowing stress triggers in order to manage stressful situations (L1)</li> <li>▪ Identifies the different stressors that a person can have at different times in their life (L3)</li> <li>▪ Identifies time wasting and test taking as common stressors for adolescents (L3)</li> </ul> |  |
| Discuss ways of dealing with anxiety-inducing situations         | <ul style="list-style-type: none"> <li>• Identifies common ways of dealing with anxiety (L1, L2)</li> <li>▪ Assesses the health risk or health protective value of each strategy (L1, L2)</li> </ul>  |  |
| Demonstrate health protective techniques for coping with anxiety | <ul style="list-style-type: none"> <li>• Learns the steps for stress prevention and reduction techniques: Deep Breathing (L1), Stretching (L1), Guided Imagery (L2), Progressive Muscle Relaxation (L2), Time Management (L3), and Studying and Test Taking Techniques (L3)</li> <li>▪ Practices the steps in each technique (L1, L2, L3)</li> <li>▪ Reports on the outcomes of each practice session in reducing personal anxiety (L1, L2, L3)</li> </ul>                        |  |

## Session 6: Communication Skills

| LST Session Goals and Objectives | Performance Indicators | State or Local Learning Standard |
|----------------------------------|------------------------|----------------------------------|
|----------------------------------|------------------------|----------------------------------|

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|--|---|--|
| Define communication   | <ul style="list-style-type: none"> <li>Defines the terms "communication" (L1, L2, L3)</li> </ul>  |  |
| Explore the role of feelings as non-verbal aspect of communication | <ul style="list-style-type: none"> <li>Generates a list of feeling words (L1)</li> <li>Illustrates the facial expressions of various feelings (L1)</li> </ul>   |  |
| The importance of communicating feelings                           | <ul style="list-style-type: none"> <li>States the effects of keeping feelings bottled up on interpersonal communication (L1)</li> <li>Identifies why effective communication is important (L3)</li> </ul>   |  |
| Ways that people communicate                                       | <ul style="list-style-type: none"> <li>Lists the verbal and non-verbal ways that people communicate feelings (L1)</li> <li>Defines "body language" (L1)</li> <li>Practices expressing feelings non-verbally using the "Feelings Charade Game" (L1)</li> <li>Defines "verbal communication and "non-verbal communication" (L2)</li> <li>Gives examples of verbal and non-verbal communication between verbal and non verbal communication (L2)</li> <li>Identified the factors that create effective communication between senders and receivers (L2)</li> <li>Demonstrates the effects of verbal and non-verbal communication on the sending and receiving of messages between people (L2)</li> </ul> |  |
| Passive and active listening techniques                            | <ul style="list-style-type: none"> <li>Defines "passive listening" and "active listening" (L3)</li> <li>State the steps and techniques for passive and active listening (L3)</li> <li>Practices the techniques for passive and active listening (L3)</li> </ul>   |  |

### Session 7: Social Skills

| LST Session Goals and Objectives                        | Performance Indicators   | State and Local Learning Standards |
|---|--|------------------------------------|
| Identify the qualities that are important in friendship | <ul style="list-style-type: none"> <li>Defines the term "friendship" (L1)</li> <li>Brainstorms adjectives that describe a friend (L1)</li> </ul> |                                    |



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|  | <ul style="list-style-type: none"> <li>• Brainstorm adjectives opposite of those that describe a friend (L1)</li> <li>• Distinguish the qualities that make a friend from those that do not make a friend (L1)</li> <li>• Identify personal friendship attributes (L1)</li> </ul>   |  |
| Discuss the obstacles to friendship          | <ul style="list-style-type: none"> <li>▪ Identify behaviors that prevent or harm friendships from starting and growing (L1)</li> <li>▪ States the connection between friendship and behavior (L1)</li> </ul>  |  |
| Practice friendship attributes and behaviors | <ul style="list-style-type: none"> <li>▪ Identify and illustrate friendship qualities of self and others and activities that one can do with a friend. (L1)</li> </ul>  |  |
| Peer acceptance and peer pressure            | <ul style="list-style-type: none"> <li>▪ Defines the term “peer” (L2)</li> <li>▪ Defines the term “peer pressure” (L2)</li> <li>▪ State the reasons why people may be influenced by peer pressure (L2)</li> </ul>   |  |
| The effects of peer pressure                 | <ul style="list-style-type: none"> <li>▪ Identifies the positive and negative effects of peer pressure on personal decision making (L2)</li> </ul>  |  |
| Resources for Help                           | <ul style="list-style-type: none"> <li>▪ Identify resources that can help resist or respond to peer pressure (L2)</li> </ul>  |  |
| Conflict Resolution                          | <ul style="list-style-type: none"> <li>▪ Defines the term “conflict resolution” (L3)</li> <li>▪ Identifies ways of responding to conflicts (L3)</li> <li>▪ States the ways that people can respond to conflicts (L3)</li> <li>▪ Defines “avoidance”, “confrontation”, and “problem solving” as ways to respond to conflict or conflict styles (L3)</li> <li>▪ State the outcomes of conflicts (L3)</li> </ul> |  |
|  | <ul style="list-style-type: none"> <li>▪ Names the techniques for resolving conflicts and the steps for using each technique (L3)</li> <li>▪ Defines the terms “win-win”, “win-lose”, and “lose-lose” (L3)</li> <li>▪ Applies conflict resolution techniques to</li> </ul>  |  |

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|  | scripted and unscripted scenarios (L3) |  |
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## Session 8: Assertiveness

| <b>LST Session Goals and Objectives</b>                   | <b>Performance Indicators</b>  | <b>State or Local Learning Standards</b> |
|---|--|--|
| Understand refusal  | <ul style="list-style-type: none"> <li>▪ Defines the term “refusal” (L1)</li> <li>▪ States why it may be important to know how to refuse something (L1)</li> </ul>   |  |
| Different ways to say “No”                                | <ul style="list-style-type: none"> <li>▪ States the eight refusal techniques and scripts for using them (L1)</li> </ul>  |  |
| Practice refusal techniques                               | <ul style="list-style-type: none"> <li>▪ Uses scripted and unscripted scenarios and practices refusal techniques</li> <li>▪ States why it is important to know a variety of ways to “say no” (L1)</li> </ul>   |  |
| Understanding passive, aggressive, and assertive behavior | <ul style="list-style-type: none"> <li>▪ Defines the terms “assertive behavior”, “aggressive behavior”, and “passive behavior” (L2, L3)</li> <li>▪ Identifies the verbal and non-verbal cues for each behavior type (L3)</li> <li>▪ States the outcomes of each type of behavior (L3)</li> </ul> |  |
| Practice assertiveness techniques                         | <ul style="list-style-type: none"> <li>• Uses scripted and unscripted scenarios to practice the steps and scripts for using “I Messages” (L2)</li> </ul>   |  |