



Connecting *Botvin LifeSkills® Training* to ASCA National Model Mindsets and Behaviors (Grades 3-5)

Why align the LST Program with the ASCA Mindsets and Behaviors? Many school districts find that conducting a crosswalk of the goals and objectives of the lessons in the LST program with the ASCA National Model 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 Mindsets and Behaviors that are required by the ASCA National Model.

Table of Contents

Level One	4
Unit 1: Self-Esteem	4
Unit 2: Decision-Making.....	5
Unit 3: Smoking Information.....	5
Unit 4: Advertising	6
Unit 5: Dealing with Stress.....	6
Unit 6: Communication Skills	7
Unit 7: Social Skills	7
Unit 8: Assertiveness.....	7
Level Two	9
Unit 1: Self-Esteem	9
Unit 2: Decision-Making.....	10
Unit 3: Smoking Information.....	11
Unit 4: Advertising	12
Unit 5: Dealing with Stress.....	12
Unit 6: Communication Skills	13
Unit 7: Social Skills	13
Unit 8: Assertiveness.....	13
Level Three	14
Unit 1: Self-Esteem	14
Unit 2: Decision-Making.....	15

Unit 3: Smoking Information.....	15
Unit 4: Advertising	16
Unit 5: Dealing with Stress.....	16
Unit 6: Communication Skills	17
Unit 7: Social Skills	17
Unit 8: Assertiveness.....	18

Level One

Botvin LifeSkills® Training Units for Grades 3/4	Unit Goal	Unit Objectives	ASCA National Model Mindsets and Behaviors
Unit 1: Self-Esteem	To teach students what self-esteem is and how it is developed. To make students aware of the fact that they can do things well, even though they are young.	Students will: <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. Identify things they can do. 	<p>M 1. Belief in development of self, including a healthy balance of mental, social/emotional and physical well-being.</p> <p>M 2. Sense of acceptance, respect, support, and inclusion for self and others in the school environment.</p> <p>M 4. Self-confidence in ability to succeed.</p> <p>M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes</p> <p>B-LS 4. Self-motivation and self-direction for learning.</p>

			<p>B-SMS 1 Responsibility for self and action.</p> <p>B-SMS 4. Delayed gratification for long-term rewards.</p> <p>B-SMS 5. Perseverance to achieve long- and short-term goals.</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>M 6. Understanding that postsecondary education and life-long learning are necessary for long-term success.</p> <p>B-LS 1. Critical thinking skills to make informed decisions.</p> <p>B-LS 2. Creative approach to learning tasks and problem-solving.</p> <p>B-LS 6. High-quality standards for tasks and activities.</p> <p>B-LS 7. Long-and short-term academic, career, and social/emotional goals.</p> <p>B-LS 8. Engagement in challenging coursework.</p> <p>B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives, and recognizing personal bias.</p> <p>B-SS 5. Ethical decision-making and social responsibility.</p> <p>B-SMS 3. Independent work.</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. 	<p>B-SMS 9. Personal safety skills</p>

		2. Discuss reasons why people choose to smoke or not smoke.	
Unit 4: Advertising	To develop an awareness of how tobacco advertisers manipulate advertisements to try and entice people to smoke.	Students will: <ul 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>B-LS 1. Critical thinking skills to make informed decisions.</p> <p>B-LS 2. Creative approach to learning tasks and problem-solving.</p> <p>B-LS 5. Media and technology skills to enhance learning.</p>
Unit 5: Dealing with Stress	To teach students to recognize stress and to practice techniques to deal with stress.	Students will: <ul 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. Practice deep breathing and stretching to reduce stress and anxiety.	<p>M 3. Positive attitude toward work and learning.</p> <p>B-LS 3. Time management, organizational, and study skills.</p> <p>B-SMS 2 Self-discipline and self-control.</p> <p>B. SMS 6 Ability to identify and overcome barriers.</p> <p>B-SMS 7. Effective coping skills.</p> <p>B-SMS 8 Balance of school, home, and community activities.</p> <p>B-SMS 10 Ability to manage transitions and adapt to change.</p>

<p>Unit 6: Communication Skills</p>	<p>To teach students how feelings are communicated.</p>	<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>B-SS 1. Effective oral and written communication skills and listening skills.</p> <p>B-SS 3. Positive relationships with adults to support success.</p>
<p>Unit 7: Social Skills</p>	<p>To help students learn ways of building and maintaining friendships.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify what makes a person a friend. 2. Identify characteristics they find important in a friendship. 3. Describe qualities they possess which make them a good friend. 	<p>B-LS 10. Participation in enrichment and extracurricular activities.</p> <p>B-SS 2. Positive, respectful, and supportive relationships with students who are similar and different from them.</p> <p>B-SS 4. Empathy</p> <p>B-SS 6. Effective collaboration and cooperation skills.</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>B-SMS 3. Independent work.</p> <p>B-SS 7. Leadership and teamwork skills to work effectively in diverse groups.</p> <p>B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary.</p>

			B-SS 9. Social maturity and behaviors appropriate to the situation and environment.
--	--	--	--

Level Two

Botvin LifeSkills® Training Units for Grades 4/5	Unit Goal	Unit Objectives	ASCA National Model Mindsets and Behaviors
Unit 1: Self-Esteem	To teach students what self-esteem is and how it is developed. To make students aware that they are unique and should feel good about it.	Students will: <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>M 1. Belief in development of self, including a healthy balance of mental, social/emotional and physical well-being.</p> <p>M 2. Sense of acceptance, respect, support, and inclusion for self and others in the school environment.</p> <p>M 3. Positive attitude toward work and learning.</p> <p>M 4. Self-confidence in ability to succeed.</p> <p>M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes.</p> <p>B-LS 4. Self-motivation and self-direction for learning.</p>

			<p>B-SMS 1 Responsibility for self and action.</p> <p>B-SMS 2 Self-discipline and self-control.</p> <p>B-SMS 4. Delayed gratification for long-term rewards.</p> <p>B-SMS 5. Perseverance to achieve long- and short-term goals.</p>
Unit 2: Decision-Making	To have students identify how their daily decisions are influenced in direct and indirect ways.	<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>M 6. Understanding that postsecondary education and life-long learning are necessary for long-term success.</p> <p>B-LS 1. Critical thinking skills to make informed decisions.</p> <p>B-LS 2. Creative approach to learning tasks and problem-solving.</p> <p>B-LS 6. High-quality standards for tasks and activities.</p> <p>B-LS 7. Long-and short-term academic, career, and social/emotional goals.</p> <p>B-LS 8. Engagement in challenging coursework.</p> <p>B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives, and recognizing personal bias.</p> <p>B-SS 5. Ethical decision-making and social responsibility.</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. 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>B-SMS 9. Personal safety skills</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. 2. Analyze cigarette advertisements to determine how tobacco companies attempt to lure people to buy cigarettes. 	<p>B-LS 1. Critical thinking skills to make informed decisions.</p> <p>B-LS 2. Creative approach to learning tasks and problem-solving.</p> <p>B-LS 5. Media and technology skills to enhance learning.</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>B-LS 3. Time management, organizational, and study skills.</p> <p>B. SMS 6 Ability to identify and overcome barriers.</p> <p>B-SMS 7. Effective coping skills.</p> <p>B-SMS 8 Balance of school, home, and community activities.</p> <p>B-SMS 10 Ability to manage transitions and adapt to change.</p> <p>B-SS 3. Positive relationships with adults to support success.</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>B-SS 1. Effective oral and written communication skills and listening skills.</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>B-LS 10. Participation in enrichment and extracurricular activities.</p> <p>B-SS 2. Positive, respectful, and supportive relationships with students who are similar and different from them.</p> <p>B-SS 4. Empathy</p> <p>B-SS 6. Effective collaboration and cooperation skills.</p> <p>B-SS 10. Cultural awareness, sensitivity and responsiveness.</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. 	<p>B-SMS 3. Independent work.</p> <p>B-SS 7. Leadership and teamwork skills to work effectively in diverse groups.</p> <p>B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary.</p>

		3. Practice being assertive by role-playing situations using I-messages.	B-SS 9. Social maturity and behaviors appropriate to the situation and environment.
--	--	--	--

Level Three

<i>Botvin LifeSkills® Training Units for Grades 5/6</i>	Unit Goal	Unit Objectives	ASCA National Model Mindsets and Behaviors
Unit 1: Self-Esteem	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.	Students will: <ol style="list-style-type: none"> 1. Identify short-term goals they hold for themselves. 	<p>M 1. Belief in development of self, including a healthy balance of mental, social/emotional and physical well-being.</p> <p>M 2. Sense of acceptance, respect, support, and inclusion for self and others in the school environment.</p>

		<ol style="list-style-type: none"> 2. Identify long-term goals they hold for themselves. 3. Discuss the relationship between risk behaviors and goal achievement. 	<p>M 3. Positive attitude toward work and learning.</p> <p>M 4. Self-confidence in ability to succeed.</p> <p>M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes.</p> <p>B-LS 4. Self-motivation and self-direction for learning.</p> <p>B-SMS 1 Responsibility for self and action.</p>
Unit 2: Decision-Making	To teach students how to make decisions in tobacco-related situations.	<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>M 6. Understanding that postsecondary education and life-long learning are necessary for long-term success.</p> <p>B-LS 1. Critical thinking skills to make informed decisions.</p> <p>B-LS 2. Creative approach to learning tasks and problem-solving.</p> <p>B-LS 6. High-quality standards for tasks and activities.</p> <p>B-LS 7. Long-and short-term academic, career, and social/emotional goals.</p> <p>B-LS 8. Engagement in challenging coursework.</p> <p>B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives, and recognizing personal bias.</p> <p>B-SS 5. Ethical decision-making and social responsibility.</p>
Unit 3: Smoking Information	To familiarize students with the many different kinds of tobacco products and teach them attitudes, norms and	<p>Students will:</p> <ol style="list-style-type: none"> 1. Compare the different types of tobacco products. 	<p>B-SMS 9. Personal safety skills</p>

	laws about smoking in this country are changing.	<ol style="list-style-type: none"> Identify ways that smoking laws are changing. <p>Write new laws related to tobacco use.</p>	
Unit 4: Advertising	To create an awareness in students of the many techniques and appeals that advertisers use to get consumers to purchase their products.	<p>Students will:</p> <ol style="list-style-type: none"> Understand that we are all consumers. Understand the purpose of advertising. Be able to recognize the various advertising techniques used to persuade consumers. Be able to define “target markets” and identify how advertisers use them to sell products. Create an advertisement for a product utilizing a technique discussed. 	<p>B-LS 1. Critical thinking skills to make informed decisions.</p> <p>B-LS 2. Creative approach to learning tasks and problem-solving.</p> <p>B-LS 5. Media and technology skills to enhance learning.</p>
Unit 5: Dealing with Stress	To teach students that because stress does not go away, one of the best ways	<p>Students will:</p> <ol style="list-style-type: none"> Identify specific types of stressors 	<p>B-LS 3. Time management, organizational, and study skills.</p> <p>B. SMS 6 Ability to identify and overcome barriers.</p>

	to deal with it is to prevent it.	<p>experienced by different age groups throughout life.</p> <ol style="list-style-type: none"> 2. Compare and contrast types of stressors common to all people. 3. Discuss stress-prevention techniques. 	<p>B-SMS 7. Effective coping skills.</p> <p>B-SMS 8 Balance of school, home, and community activities.</p> <p>B-SMS 10 Ability to manage transitions and adapt to change.</p> <p>B-SS 3. Positive relationships with adults to support success.</p>
Unit 6: Communication Skills	To teach students the importance of communication.	<p>Students will:</p> <ol style="list-style-type: none"> 1. Define communication. 2. Differentiate between active and passive listening. <p>Practice active and passive listening techniques.</p>	B-SS 1. Effective oral and written communication skills and listening skills.
Unit 7: Social Skills	To teach students ways to deal with conflict in a positive way.	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify conflict styles and conflict outcomes. <p>Identify behaviors that will lead to different conflict outcomes.</p>	<p>B-LS 10. Participation in enrichment and extracurricular activities.</p> <p>B-SS 2. Positive, respectful, and supportive relationships with students who are similar and different from them.</p> <p>B-SS 4. Empathy</p> <p>B-SS 6. Effective collaboration and cooperation skills.</p>

			B-SS 10. Cultural awareness, sensitivity and responsiveness.
Unit 8: Assertiveness	To help students learn assertive skills that will enable them to stand up for themselves.	Students will: <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. 	B-SMS 3. Independent work. B-SS 7. Leadership and teamwork skills to work effectively in diverse groups. B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary. B-SS 9. Social maturity and behaviors appropriate to the situation and environment.