



Connecting *Botvin LifeSkills® Training* to Georgia Educational Standards (Grades 3-5)

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

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Level One

<i>Botvin LifeSkills® Training Units for Grades 3 & 4</i>	Unit Goal	Unit Objectives	Georgia Learning Standard(s)
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. 4. Identify things they can do. 	<p>HE3.1.e Identify behaviors that show respect for themselves and others.</p> <p>HE4.1.c Describe basic health concepts of mental and emotional well-being.</p> <p>HE4.7.a Demonstrate healthy behavior to improve personal health and wellness.</p>
Unit 2: Decision-Making	To teach students a simple step-by-step process for making decisions.	Students will: <ol style="list-style-type: none"> 1. Identify how we make choices. 	<p>HE3.5.c Discuss options and healthy choices when making decisions.</p> <p>HE3.5.d Indicate the possible consequences of each choice when making a health-related decision.</p>

		<ol style="list-style-type: none"> 2. Be able to identify the basic process for making decisions. 3. Practice applying the decision-making model to personal choices. 	<p>HE4.5.b Describe the possible consequences of an unhealthy decision and healthy alternatives when making a health-related decision.</p> <p>HE4.5.c Determine when or if help is needed to make a health-related decision.</p> <p>HE4.5.d Determine a healthy choice when making a decision.</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. 2. Discuss reasons why people choose to smoke or not smoke. 	<p>HE3.1.d Distinguish the short and long-term physical effects of use and/or misuse of substances.</p> <p>HE3.8.a Share accurate information about a health issue.</p> <p>HE3.8.b Encourage others to make positive health choices.</p> <p>HE4.1.e Distinguish the short and long-term physical effects of use and/or misuse of substances.</p> <p>HE4.2.a Examine the influence of culture on health practices and behaviors.</p> <p>HE4.2.c Compare how technology and media can influence personal health.</p> <p>HE4.8.a Provide valid health information about a health issue.</p> <p>HE4.8.b Advocate for positive health choices.</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. 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>HE3.1.d Distinguish the short and long-term physical effects of use and/or misuse of substances.</p> <p>HE3.2.c Identify consumer influences.</p> <p>HE3.3.a Identify the characteristics of valid health information, products, and services.</p> <p>HE3.8.a Share accurate information about a health issue.</p> <p>HE3.8.b Encourage others to make positive health choices.</p> <p>HE4.1.e Distinguish the short and long-term physical effects of use and/or misuse of substances.</p> <p>HE4.2.a Examine the influence of culture on health practices and behaviors.</p> <p>HE4.2.c Compare how technology and media can influence personal health.</p> <p>HE4.8.a Provide valid health information about a health issue.</p> <p>HE4.8.b Advocate for positive health choices.</p>
<p>Unit 5: Dealing with Stress</p>	<p>To teach students to recognize stress and to practice techniques to deal with stress.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Describe stress and the physical sensations that are associated with stress. 	<p>HE3.1.c Prevent and manage emotional stress and anxiety in healthy ways.</p> <p>HE4.1.c Describe basic health concepts of mental and emotional well-being.</p>

		<ol style="list-style-type: none"> 2. Identify causes of stress in their lives. 3. Practice deep breathing and stretching to reduce stress and anxiety. 	<p>HE4.7.a Demonstrate a healthy behavior to improve personal health and wellness.</p> <p>HE4.7.b Demonstrate behaviors to reduce health risks.</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>HE3.1.c Prevent and manage emotional stress and anxiety in healthy ways.</p> <p>HE3.1.e Identify behaviors that show respect for themselves and others.</p> <p>HE3.4.a Discuss and demonstrate how speaking and listening skills can be used to build and maintain healthy relationships.</p> <p>HE3.4.b Recognize the causes of conflicts and apply effective nonviolent strategies to manage or resolve conflicts.</p> <p>HE4.4.a Describe the characteristics of valid health information, products, and services.</p> <p>HE4.4.b Describe the services that school, family, and community provide concerning personal health.</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. 	<p>HE3.1.e Identify behaviors that show respect for themselves and others.</p> <p>HE4.2.a Examine the influence of culture on health practices and behaviors.</p>

		3. Describe qualities they possess which make them a good friend.	HE4.8.b Advocate for positive health choices.
Unit 8: Assertiveness	To teach students refusal skills	Students will: <ul 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. 	HE3.4.a Discuss and demonstrate how speaking and listening skills can be used to build and maintain healthy relationships. HE3.4.b Recognize the causes of conflicts and apply effective nonviolent strategies to manage or resolve conflicts. HE4.8.b Advocate for positive health choices.

Level Two

<i>Botvin LifeSkills® Training Units for Grades 4/5</i>	Unit Goal	Unit Objectives	Georgia Learning Standard(s)
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. 	HE4.7.a Demonstrate a healthy behavior to improve personal health and wellness. HE5.1.c Describe and apply the basic health concept of mental and emotional well-being.

<p>Unit 2: Decision-Making</p>	<p>To have students identify how their daily decisions are influenced in direct and indirect ways.</p>	<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>HE4.5.b Describe the possible consequences of an unhealthy decision and healthy alternatives when making a health-related decision.</p> <p>HE4.5.c Determine when or if help is needed to make a health-related decision.</p> <p>HE4.5.d Determine a healthy choice when making a decision.</p> <p>HE5.5.a Identify health-related situations that might require a thoughtful decision.</p> <p>HE5.5.b List healthy options and possible consequences to a health-related issue or problem.</p> <p>HE5.5.c Predict the potential outcomes of each option when making a health-related decision.</p> <p>HE5.5.e Choose a healthy option when making a decision.</p> <p>HE5.5.f Describe the outcomes of a health-related decision.</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 	<p>HE4.1.e Distinguish the short and long-term physical effects of use and/or misuse of substances.</p> <p>HE4.2.a Examine the influence of culture on health practices and behaviors.</p> <p>HE4.2.c Compare how technology and media can influence personal health.</p>

		companies attempt to lure people to buy cigarettes.	<p>HE4.8.a Provide valid health information about a health issue.</p> <p>HE5.8.B Advocate for positive health choices.</p> <p>HE5.2.c Explain how media/technology influences thoughts, feelings, and health behaviors.</p> <p>HE5.8.a Review accurate information and develop an opinion about a health issue.</p>
Unit 5: Dealing with Stress	To identify positive and negative ways to cope with stress.	<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>HE4.1.c Describe basic health concepts of mental and emotional well-being.</p> <p>HE4.7.a Demonstrate a healthy behavior to improve personal health and wellness.</p> <p>HE4.7.b Demonstrate behaviors to reduce health risks.</p> <p>HE5.1.c Describe and apply the basic health concept of mental and emotional well-being.</p> <p>HE5.7.a Practice responsible personal health choices.</p> <p>HE5.7.b Demonstrate a variety of healthy choices and behaviors to preserve or enhance personal health.</p> <p>HE5.7.c Model a variety of behaviors that prevent or decrease health risks to self and/or others.</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>HE4.4.a Describe the characteristics of valid health information, products, and services.</p> <p>HE4.4.b Describe the services that school, family, and community provide concerning personal health.</p> <p>HE5.4.a Apply effective verbal and nonverbal communication skills to enhance health.</p> <p>HE5.4.b Model effective nonviolent strategies to manage or resolve conflicts.</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>HE4.2.a Examine the influence of culture on health practices and behaviors.</p> <p>HE4.8.b Advocate for positive health choices.</p> <p>HE4.2.a Examine the influence of culture on health practices and behaviors.</p> <p>HE5.1.f Identify trusted adults and when it might be important to seek health care or emergency help for themselves or others.</p> <p>HE5.2.a Evaluate the influence of family and peers on personal health behaviors and decisions.</p> <p>HE5.2.b Describe how the school and community can support personal health practices and behaviors.</p> <p>HE5.4.c Demonstrate how to ask for assistance to enhance personal health and the health of others.</p>

			<p>HE5.7.c Model a variety of behaviors that prevent or decrease health risks to self and/or others.</p> <p>HE5.8.b Advocate for positive health choices.</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. 3. Practice being assertive by role-playing situations using I-messages. 	<p>HE4.8.b Advocate for positive health choices.</p> <p>HE5.1.i Identify strategies to avoid physical fighting and violence.</p> <p>HE5.4.a Apply effective verbal and nonverbal communication skills to enhance health.</p> <p>HE5.4.b Model effective nonviolent strategies to manage or resolve conflicts.</p> <p>HE5.7.c Model a variety of behaviors that prevent or decrease health risks to self and/or others.</p>

Level Three

Botvin LifeSkills® Training Units for Grades 5/6	Unit Goal	Unit Objectives	Georgia Learning Standards
<p>Unit 1: Self-Esteem</p>	<p>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.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify short-term goals they hold for themselves. 2. Identify long-term goals they hold for themselves. 3. Discuss the relationship between risk behaviors and goal achievement. 	<p>HE5.1.c Describe and apply the basic health concept of mental and emotional well-being.</p> <p>HE5.6.a Set a personal health goal and track progress toward its achievement.</p> <p>HE5.6.b Identify and utilize resources to assist in achieving a personal health goal.</p> <p>HE6.1.c Examine how one’s surroundings impact personal health and well-being.</p> <p>HE6.1.m Describe the short and long-term effects of engaging in risky behaviors.</p> <p>HE6.6.a Assess personal health practices.</p>

			<p>HE6.6.b Choose a personal health practice with a goal for adoption.</p> <p>HE6.6.c Develop a plan to achieve a personal health goal.</p> <p>HE6.6.d Explain how personal health goals can vary with changing priorities.</p>
<p>Unit 2: Decision-Making</p>	<p>To teach students how to make decisions in tobacco-related situations.</p>	<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>HE5.5.a Identify health-related situations that might require a thoughtful decision.</p> <p>HE5.5.b List healthy options and possible consequences to a health-related issue or problem.</p> <p>HE5.5.c Predict the potential outcomes of each option when making a health-related decision.</p> <p>HE5.5.e Choose a healthy option when making a decision.</p> <p>HE5.5.f Describe the outcomes of a health-related decision.</p> <p>HE6.5.a Analyze influences in making an unhealthy or healthy choice.</p> <p>HE6.5.b Identify situations that may require a decision-making process.</p> <p>HE6.5.c Distinguish whether the individual should make decisions or if help should be sought.</p> <p>HE6.5.d Choose between healthy and unhealthy alternatives to health-related situations.</p>

			<p>HE6.5.e Study the potential short-term consequences of healthy and unhealthy alternatives on self and others.</p> <p>HE6.5.f Decide which alternatives are healthy when making a decision.</p> <p>HE6.5.g Predict the outcomes of a health-related decision.</p>
<p>Unit 3: Smoking Information</p>	<p>To familiarize students with the many different kinds of tobacco products and teach them attitudes, norms and laws about smoking in this country are changing.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Compare the different types of tobacco products. 2. Identify ways that smoking laws are changing. 3. Write new laws related to tobacco use. 	<p>HE5.1.a Recognize the relationship between healthy behaviors and disease prevention.</p> <p>HE5.1.e Distinguish the short and long-term physical effects of use and/or misuse of substances.</p> <p>HE5.8.a Review accurate information and develop an opinion about a health issue.</p> <p>HE5.8.b Advocate for positive health choices.</p> <p>HE6.1.a Compare how healthy behaviors and risk practices impact personal health.</p> <p>HE6.1.f Identify the benefits of practicing healthy behaviors.</p> <p>HE6.1.g Describe the consequences of engaging in unhealthy behaviors.</p> <p>HE6.1.j Differentiate short and long-term effects of alcohol, tobacco, and/or other drug use, including social and legal implications.</p> <p>HE6.1.m Describe the short and long-term effects of engaging in risky behaviors.</p>

			<p>HE6.2.h Identify norms that influence health behaviors.</p> <p>HE6.8.a Investigate a health position or practice and support it with valid information.</p> <p>HE6.8.c Collaborate with others to advocate for healthy lifestyles and/or choices.</p>
<p>Unit 4: Advertising</p>	<p>To create an awareness in students of the many techniques and appeals that advertisers use to get consumers to purchase their products.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Understand that we are all consumers. 2. Understand the purpose of advertising. 3. Be able to recognize the various advertising techniques used to persuade consumers. 4. Be able to define “target markets” and identify how advertisers use them to sell products. 5. Create an advertisement for a product utilizing a technique discussed. 	<p>HE5.2.c Explain how media/technology influences thoughts, feelings, and health behaviors.</p> <p>HE5.8.a Review accurate information and develop an opinion about a health issue.</p> <p>HE6.2.a Describe the influences on adolescence.</p> <p>HE6.2.b Identify the influence of various cultures on health beliefs and practices.</p> <p>HE6.2.e Illustrate how media messages influence health behaviors.</p> <p>HE6.2.g Explain the harmful effects of explicit media, messaging, and images on self-esteem body image, and relationships.</p> <p>HE6.2.h Identify norms that influence health behaviors.</p> <p>HE6.8.a Investigate a health position or practice and support it with valid information.</p> <p>HE6.8.b Identify strategies that will support others in positive choices regarding their health.</p>

			<p>HE6.8.c Collaborate with others to advocate for healthy lifestyles and/or choices.</p> <p>HE6.8.d Identify the methods in which health messages can be altered to appeal to different age groups.</p>
<p>Unit 5: Dealing with Stress</p>	<p>To teach students that because stress does not go away, one of the best ways to deal with it is to prevent it.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify specific types of stressors experienced by different age groups throughout life. 2. Compare and contrast types of stressors common to all people. 3. Discuss stress-prevention techniques. 	<p>HE5.1.c Describe and apply the basic health concept of mental and emotional well-being.</p> <p>HE5.7.a Practice responsible personal health choices.</p> <p>HE5.7.b Demonstrate a variety of healthy choices and behaviors to preserve or enhance personal health.</p> <p>HE5.7.c Model a variety of behaviors that prevent or decrease health risks to self and/or others.</p> <p>HE6.1.b Identify the interrelationships of emotional and social health in adolescence.</p> <p>HE6.1.c Examine how one’s surroundings impact personal health and well-being.</p> <p>HE6.7.a Identify the importance of accepting responsibility for personal health behaviors.</p> <p>HE6.7.b Demonstrate healthy behaviors that will maintain or improve the health of self and/or others.</p> <p>HE6.7.c Model practices to avoid or reduce health risks to self and/or others.</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. Define communication. 2. Differentiate between active and passive listening. 3. Practice active and passive listening techniques. 	<p>HE5.4.a Apply effective verbal and nonverbal communication skills to enhance health.</p> <p>HE5.4.b Model effective nonviolent strategies to manage or resolve conflicts.</p> <p>HE6.4.a Demonstrate effective verbal and nonverbal communication skills to enhance personal health and well-being.</p> <p>HE6.4.b Demonstrate effective conflict management or resolution strategies.</p>
<p>Unit 7: Social Skills</p>	<p>To teach students ways to deal with conflict in a positive way.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify conflict styles and conflict outcomes. 2. Identify behaviors that will lead to different conflict outcomes. 	<p>HE5.1.f Identify trusted adults and when it might be important to seek health care or emergency help for themselves or others.</p> <p>HE5.2.a Evaluate the influence of family and peers on personal health behaviors and decisions.</p> <p>HE5.2.b Describe how the school and community can support personal health practices and behaviors.</p> <p>HE5.4.c Demonstrate how to ask for assistance to enhance personal health and the health of others.</p> <p>HE5.7.c Model a variety of behaviors that prevent or decrease health risks to self and/or others.</p> <p>HE5.8.b Advocate for positive health choices.</p> <p>HE6.4.a Demonstrate effective verbal and nonverbal communication skills to enhance personal health and well-being.</p>

			<p>HE6.4.b Demonstrate effective conflict management or resolution strategies.</p> <p>HE6.7.a Identify the importance of accepting responsibility for personal health behaviors.</p> <p>HE6.7.b Demonstrate healthy behaviors that will maintain or improve the health of self and/or others.</p> <p>HE6.7.c Model practices to avoid or reduce health risks to self and/or others.</p>
<p>Unit 8: Assertiveness</p>	<p>To help students learn assertive skills that will enable them to stand up for themselves.</p>	<p>Students will:</p> <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. 	<p>HE5.1.i Identify strategies to avoid physical fighting and violence.</p> <p>HE5.4.a Apply effective verbal and nonverbal communication skills to enhance health.</p> <p>HE5.4.b Model effective nonviolent strategies to manage or resolve conflicts.</p> <p>HE5.7.c Model a variety of behaviors that prevent or decrease health risks to self and/or others.</p> <p>HE6.1.b Identify the interrelationships of emotional and social health in adolescence.</p> <p>HE6.4.a Demonstrate effective verbal and nonverbal communication skills to enhance personal health and well-being.</p> <p>HE6.4.b Demonstrate effective conflict management or resolution strategies.</p>

			<p>HE6.7.a Identify the importance of accepting responsibility for personal health behaviors.</p> <p>HE6.7.b Demonstrate healthy behaviors that will maintain or improve the health of self and/or others.</p> <p>HE6.7.c Model practices to avoid or reduce health risks to self and/or others.</p>
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