



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

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

Table of Contents

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

Unit 3: Smoking Information	13
Unit 4: Advertising.....	14
Unit 5: Dealing with Stress	14
Unit 6: Communication Skills.....	15
Unit 7: Social Skills.....	15
Unit 8: Assertiveness.....	16

Level One

Botvin LifeSkills® Training Units for Grades 3/4	Unit Goal	Unit Objectives	Indiana Academic Standards: Health & Wellness (AS), Indiana Physical Education Standards (PES)
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. 	AS 3-5.2.3 Explain how peers, the media, including social media, can influence thoughts, feelings and healthy behaviors.
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. 	AS 3-5.5.1 Identify personal health decisions and influences. AS 3-5.5.2 Predict health risk of decisions to self and others.

		<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>AS 3-5.5.3 Identify important steps to take when making a health-related decision.</p> <p>AS 3-5.5.5 Assume responsibility for personal health decisions.</p>
Unit 3: Smoking Information	To weigh the pros and cons of smoking.	<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>AS 3-5.1.2 Identify examples of emotional, intellectual, physical, and social health.</p> <p>AS 3-5.2.1 Describe how the family influences personal health practices and behaviors.</p>
Unit 4: Advertising	To develop an awareness of how tobacco advertisers manipulate advertisements to try and entice people to smoke.	<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>AS 3-5.2.3 Explain how peers, the media, including social media, can influence thoughts, feelings and healthy behavior.</p> <p>AS 3-5.2.5 Identify the influence of culture on health beliefs, practices, and behaviors.</p> <p>AS 3-5.2.6 Describe ways technology can influence personal health.</p>
Unit 5: Dealing with Stress	To teach students to recognize stress and to practice techniques to deal with stress.	<p>Students will:</p> <ol style="list-style-type: none"> 1. Describe stress and the physical sensations that 	<p>AS 3-5.1.2 Identify examples of emotional, intellectual, physical, and social health.</p>

		<p>are associated with stress.</p> <p>2. Identify causes of stress in their lives.</p> <p>Practice deep breathing and stretching to reduce stress and anxiety.</p>	<p>AS 3-5.71 Explain healthy ways to express, needs, wants, and feelings.</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>AS 3-5.4.1 Formulate effective (assertive) verbal and non-verbal communication strategies.</p> <p>AS 3-5.4.4 Determine ways to communicate kindness and respect for others</p> <p>AS 3-5.4.8 Recognize barriers to healthy communication.</p> <p>AS 3-5.8.7 Use a communication technique to inform others about a health or safety issue.</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>AS 3-5.4.4 Determine ways to treat people with kindness and respect.</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>AS 3-5.4.1 Formulate effective (assertive) verbal and non-verbal communication strategies.</p> <p>AS 3-5.4.5 Describe refusal skills to avoid or reduce health risks.</p>
--	---	---	--

Level Two

<i>Botvin LifeSkills® Training Units for Grades 4/5</i>	Unit Goal	Unit Objectives	Indiana Academic Standards: Health & Wellness (AS), Indiana Physical Education Standards (PES)
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. 	3-5.2.3 Explain how peers, the media, including social media, can influence thoughts, feelings and healthy behaviors.

<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>AS 3-5.5.1 Identify personal health decisions and influences.</p> <p>AS 3-5.5.2 Predict health risk of decisions to self and others.</p> <p>AS 3-5.5.3 Identify important steps to take when making a health-related decision.</p> <p>AS 3-5.5.5 Assume responsibility for personal health decisions.</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. 	<p>AS 3-5.1.2 Identify examples of emotional, intellectual, physical, and social health.</p> <p>PES 4.3.5.A Describes connections between body systems.</p>

		<ol style="list-style-type: none"> 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>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>AS 3-5.2.3 Explain how peers, the media, including social media, can influence thoughts, feelings and healthy behavior.</p> <p>AS 3-5.2.5 Identify the influence of culture on health beliefs, practices, and behaviors.</p> <p>AS 3-5.2.6 Describe ways technology can influence personal health.</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.	
Unit 6: Communication Skills	To teach students the importance of communication.	Students will: <ol style="list-style-type: none"> 1. Identify what communication is. 2. Practice using non-verbal communication skills. 	<p>AS 3-5.4.1 Formulate effective (assertive) verbal and non-verbal communication strategies.</p> <p>AS 3-5.4.4 Determine ways to communicate kindness and respect for others</p> <p>AS 3-5.4.8 Recognize barriers to healthy communication.</p> <p>AS 3-5.8.7 Use a communication technique to inform others about a health or safety issue.</p>
Unit 7: Social Skills	To help students learn ways to get along with their peers.	Students will: <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>AS 3-5.2.4 Recognize how peers can influence healthy and unhealthy behaviors.</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>AS 3-5.4.1 Formulate effective (assertive) verbal and non-verbal communication strategies.</p> <p>AS 3-5.4.5 Describe refusal skills to avoid or reduce health risks.</p>
----------------------------------	---	--	--

Level Three

<p>Botvin LifeSkills® Training Units for Grades 5/6</p>	<p>Unit Goal</p>	<p>Unit Objectives</p>	<p>Indiana Academic Standards: Health & Wellness (AS), Indiana Physical Education Standards (PES)</p>
<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</p>	<p>Students will:</p>	<p>AS 3-5.6.1 Explain the benefits of planning and setting personal health goals.</p>

	achieved and at what is possible for them to achieve in the future.	<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>AS 3-5.6.2 Develop a personal health goal and plan to achieve it.</p> <p>AS 3-5.6.3 Identify possible barriers to achieving the personal health goal.</p> <p>AS 3-5.6.4 Demonstrate how to achieve the personal health goal and express awareness of possible barriers in the plan.</p> <p>AS 3-5.6.5 Examine the impact of personal choices on the personal health goal.</p> <p>AS 3-5.6.7 Monitor and evaluate progress towards achieving the personal health goal.</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>AS 3-5.5.1 Identify personal health decisions and influences.</p> <p>AS 3-5.5.2 Predict health risk of decisions to self and others.</p> <p>AS 3-5.5.3 Identify important steps to take when making a health related decision.</p> <p>AS 3-5.5.5 Assume responsibility for personal health decisions.</p>
Unit 3: Smoking Information	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>Students will:</p> <ol style="list-style-type: none"> 1. Compare the different types of tobacco products. 	<p>AS 3-5.1.2 Identify examples of emotional, intellectual, physical, and social health.</p> <p>AS 3-5.8.7 Use a communication technique to inform others about a health or safety issue.</p>

		<p>2. Identify ways that smoking laws are changing.</p> <p>Write new laws related to tobacco use.</p>	<p>AS 3-5.8.8 Identify an audience and adapt the health or safety message and communication technique to the characteristics of the individual or group.</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>AS 3-5.2.3 Explain how peers, the media, including social media, can influence thoughts, feelings and healthy behavior.</p> <p>AS 3-5.2.5 Identify the influence of culture on health beliefs, practices, and behaviors.</p> <p>AS 3-5.2.6 Describe ways technology can influence personal health.</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. 	<p>AS 3-5.1.2 Identify examples of emotional, intellectual, physical, and social health.</p> <p>AS 3-5.71 Explain healthy ways to express, needs, wants, and feelings.</p>

		<ol style="list-style-type: none"> 2. Compare and contrast types of stressors common to all people. 3. Discuss stress-prevention techniques. 	
<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. <p>Practice active and passive listening techniques.</p>	<p>AS 3-5.4.1 Formulate effective (assertive) verbal and non-verbal communication strategies.</p> <p>AS 3-5.4.2 Demonstrate the ability to actively listen to enhance health.</p> <p>AS 3-5.4.4 Determine ways to communicate kindness and respect for others</p> <p>AS 3-5.4.8 Recognize barriers to healthy communication.</p> <p>AS 3-5.8.7 Use a communication technique to inform others about a health or safety issue.</p> <p>PES 4.4.2.A Listens respectfully to corrective feedback from others (such as peers, adults).</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. <p>Identify behaviors that will lead to different conflict outcomes.</p>	<p>AS 3-5.4.7 Analyze strategies to prevent and manage conflict.</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>AS 3-5.4.1 Formulate effective (assertive) verbal and non-verbal communication strategies.</p> <p>AS 3-5.4.5 Describe refusal skills to avoid or reduce health risks.</p>
----------------------------------	--	---	--