



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

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

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Level One

<i>Botvin LifeSkills® Training Units for Grades 3/4</i>	Unit Goal	Unit Objectives	Kentucky Academic Standards for Health Education (HES), Performance Indicators (PI), Physical Education Learning Standards (LSPE)
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. 	HES 8. Advocate for personal, family and community health. HES 8 PI: 3.8.1. State personal beliefs that may improve the health of self and others.

<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>HES 5. Use decision-making skills to enhance health.</p> <p>HES 5 PI: 3.5.1 Identify the influences family, peers and media have on personal health decisions.</p> <p>HES 5 PI: 3.5.2. Identify health-related situations that might require an informed decision.</p> <p>HES 5 PI: 3.5.3. Identify how community, school, media and technology influence a decision related to personal health.</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>HES 1. Students will comprehend content related to health promotion and disease prevention to enhance health.</p> <p>HES 1 3.1.9. PI: Describe the benefits of abstaining from tobacco use and explain the dangers of experimenting with tobacco products.</p> <p>HES 7. Practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>HES 7 PI: 3.7.2. Identify behaviors that reduce or prevent health risks of disease and injuries.</p> <p>HES 7 PI: 3.7.3. Explain positive health behaviors related to personal wellness, physical activity and safety.</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>HES 3. Access valid information, products and services to enhance health.</p> <p>HES 3 PI: 3.3.1. Identify characteristics of valid health information.</p> <p>HES 3 PI: 3.3.2 Identify characteristics of accurate and reliable resources for health information.</p> <p>HES 5. Use decision-making skills to enhance health.</p> <p>HES 5 PI: 3.5.3. Identify how community, school, media and technology influence a decision related to personal health.</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. 2. Identify causes of stress in their lives. <p>Practice deep breathing and stretching to reduce stress and anxiety.</p>	<p>HES 1. Students will comprehend content related to health promotion and disease prevention to enhance health.</p> <p>HES 1. PI: 3.1.3. Describe the relationship between feelings and behavior and appropriate ways to express and deal with emotion.</p> <p>HES 7. Practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>HES 7 PI: 3.7.1. Describe the importance of developing positive health habits.</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>HES 4. Use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>HES 4. PI: 3.4.1. Demonstrate verbal and non-verbal ways of communicating with others.</p> <p>HES 4. PI: 3.4.4. Explain the role of empathy and compassion when listening to others.</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>HES 1. Students will comprehend content related to health promotion and disease prevention to enhance health.</p> <p>HES 1 PI: 3.1.4. Describe the importance of being aware of one’s own feelings and being sensitive to the feelings of others.</p> <p>HES 1. PI: 3.1.8. Identify characteristics of healthy relationships.</p> <p>HES 4. Use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>HES 4. PI: 3.4.1. Demonstrate verbal and non-verbal ways of communicating with others.</p> <p>HES 4. PI: 3.4.4. Explain the role of empathy and compassion when listening to others.</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>HES 1. Students will comprehend content related to health promotion and disease prevention to enhance health.</p> <p>HES 1 PI: 3.1.7. List examples of dangerous or risky behaviors that might lead to injuries.</p> <p>HES 4. Use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>HES 4. PI: 3.4.4. Explain the role of empathy and compassion when listening to others.</p> <p>HES 4 PI: 3.4.2 Identify refusal skills that avoid or reduce health risks and explain why they are important.</p>
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Level Two

Botvin LifeSkills® Training Units for Grades 4/5	Unit Goal	Unit Objectives	Kentucky Academic Standards for Health Education (KHS), Performance Indicators (PI), Physical Education Learning Standards (LSPE)
Unit 1: Self-Esteem	<p>To teach students what self-esteem is and how it is developed.</p> <p>To make students aware that they are unique and should feel good about it.</p>	<p>Students will:</p> <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>HES 6. Use goal-setting skills to enhance health.</p> <p>HES 6 PI: 4.6.3. Analyze resources in the family, school or community that can influence (positively or negatively) the achievement of health-related goals.</p>

<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>HES 2. Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p> <p>HES 2 PI: 4.2.1. Describe how community can support personal health decisions and behaviors.</p> <p>HES 5. Use decision-making skills to enhance health.</p> <p>HES 5 PI: 4.5.1. Describe how family, peers and media influence decision-making for personal health.</p> <p>HES 5 PI: 4.5.2. Explain the essential steps needed to make a health-related decision.</p> <p>HES 5 PI: 4.5.3. Explain how community, school, media and technology influence a decision related to personal health.</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. 	<p>HES 7. Practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>HES 7 PI: 4.7.2. Describe practices and behaviors that reduce or prevent health risks related to diseases and injuries.</p> <p>HES 7 PI: 4.7.3. Interpret why good health habits enhance physical, mental and emotional health.</p>

		<ol style="list-style-type: none"> 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>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>HES 3. Access valid information, products and services to enhance health.</p> <p>HES 3 PI: 4.3.1. Identify characteristics of valid health information, products and services.</p> <p>HES 5. Use decision-making skills to enhance health.</p> <p>HES 5 PI: 4.5.3. Explain how community, school, media and technology influence a decision related to 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. 	<p>HES 1. Students will comprehend content related to health promotion and disease prevention to enhance health.</p> <p>HES 1 PI: 4.1.4. Identify personal stressors at home, in school and with friends.</p> <p>HES 7. Practice health-enhancing behaviors and avoid or reduce health risks.</p>

		<p>3. Practice guided imagery and progressive muscle relaxation techniques.</p>	<p>HES 7 PI: 4.7.2. Describe practices and behaviors that reduce or prevent health risks related to diseases and injuries.</p> <p>HES 7 PI: 4.7.3. Interpret why good health habits enhance physical, mental and emotional health.</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>HES 4. Use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>HES 4 PI: 4.4.1. Describe effective verbal and non-verbal communication skills to enhance healthy behaviors.</p> <p>HES 4 PI: 4.4.4. Demonstrate how to effectively communicate needs, wants and feelings in healthy ways.</p> <p>HES 4 PI: 4.4.5. Demonstrate how to communicate support for others.</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. 	<p>HES 8. Advocate for personal, family and community health.</p> <p>HES 8 PI: 4.8.1. Demonstrate how to advocate for others (peers, family and community) to make positive health choices.</p> <p>HES 8 PI: 4.8.2. Describe personal beliefs to persuade, support and promote others to improve personal health and wellness.</p> <p>LSPE 4. Demonstrate responsible personal and</p>

		<p>4. Identify places to go if they need help dealing with peer pressure.</p>	<p>social behavior that exhibits respect for self and others.</p> <p>LSPE 4 PI: 4.5.SI1. Compare positive social interactions when engaged in a variety of physical activities.</p> <p>LSPE 5. Demonstrate value of physical activity for health, enjoyment, challenge self-expression and social interaction.</p> <p>LSPE 5 PI: 4.5.SI1. Compare positive social interactions when engaged in a variety of physical activities.</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>HES 4. Use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>HES 4 PI: 4.4.2. Describe healthy ways to manage or resolve conflict.</p> <p>HES 4 PI: 4.4.3. Describe refusal skills that avoid or reduce health risks.</p> <p>HES 4 PI: 4.4.5. Demonstrate how to communicate support for others.</p>

Level Three

Botvin LifeSkills® Training Units for Grades 5/6	Unit Goal	Unit Objectives	Kentucky Academic Standards for Health Education (KHS), Performance Indicators (PI), Physical Education Learning Standards (LSPE)
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. 2. Identify long-term goals they hold for themselves. 3. Discuss the relationship between risk behaviors and goal achievement. 	<p>HES 6. Use goal-setting skills to enhance health.</p> <p>HES 6 PI: 5.6.1. Analyze and revise, if needed, long-term goals to include positive physical, mental or emotional health.</p> <p>HES 6 PI: 5.6.2. Analyze goals and the influence family, peers, community, media and technology have on those goals.</p> <p>HES 6 PI: 5.6.3. Analyze lifestyles, skills and resources to determine the effect they will have on the achievement and/or maintenance of long-term personal goals.</p>

			<p>HES 7. Practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>HES 7 PI: 5.7.1. Analyze personal health practices and set goals to practice positive behaviors that affect physical, mental and emotional health.</p> <p>LSPE 3. Demonstrate knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>LSPE PI: 5.3.PF1. Record and review physical activity minutes inside and outside of school to determine progress toward daily recommendation.</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>HES 5. Use decision-making skills to enhance health.</p> <p>HES 5 PI: 5.5.1. Demonstrate decision-making skills needed to avoid unhealthy choices.</p> <p>HES 5 PI: 5.5.3. Demonstrate how community, school, media and technology influence a decision related to personal health.</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. 2. Identify ways that smoking laws are changing. 3. Write new laws related to tobacco use. 	<p>HES 1. Students will comprehend content related to health promotion and disease prevention to enhance health.</p> <p>HES 1 PI: 5.1.7. Explain that tobacco use is an addiction that can be treated.</p> <p>HES 7. Practice health-enhancing behaviors and avoid or reduce health risks.</p>

			HES 7 PI: 5.7.2. Describe and demonstrate healthy practices and behaviors on a routine basis.
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.	Students will: <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>HES 2. Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p> <p>HES 2 PU: 5.2.1. Analyze how media influences thoughts and feelings concerning health behaviors.</p> <p>HES 3. Access valid information, products and services to enhance health.</p> <p>HES 3 PI: 5.3.2. Analyze the influences of family, culture, media and technology when accessing valid health information.</p> <p>HES 5. Use decision-making skills to enhance health.</p> <p>HES 5 PI: 5.5.3. Demonstrate how community, school, media and technology influence a decision related to personal health.</p> <p>HES 6. Use goal-setting skills to enhance health.</p> <p>HES 6 PI: 5.6.2. Analyze goals and the influence family, peers, community, media and technology have on those goals.</p>
Unit 5: Dealing with Stress	To teach students that because stress does not go away, one of the best ways	Students will: <ol style="list-style-type: none"> 1. Identify specific types of stressors experienced by 	HES 1. Students will comprehend content related to health promotion and disease prevention to enhance health.

	to deal with it is to prevent it.	<p>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>HES 1 PI: 5.1.3. List physical and emotional reactions to stress and identify positive and negative ways of dealing with stress and anxiety</p> <p>HES 7. Practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>HES 7 PI: 5.7.2. Describe and demonstrate healthy practices and behaviors on a routine basis.</p> <p>HES 7 PI: 5.7.3. Describe health-enhancing practices and behaviors for physical, mental and emotional health.</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. 3. Practice active and passive listening techniques. 	<p>HES 4. Use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>HES 4 PI: 5.4.1. Demonstrate verbal and non-verbal communication skills to enhance healthy behaviors for self and others.</p>
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. 2. Identify behaviors that will lead to different conflict outcomes. 	<p>HES 4. Use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>HES 4 PI: 5.4.5. Demonstrate how to communicate empathy and support for someone.</p>
Unit 8: Assertiveness	To help students learn assertive skills that will enable them to stand up for themselves.	<p>Students will:</p> <ol style="list-style-type: none"> 1. Differentiate between passive, aggressive, and assertive responses. 	<p>HES 1. Students will comprehend content related to health promotion and disease prevention to enhance health.</p>

		<p>2. Identify how assertive skills can help a person stand up for themselves.</p>	<p>HES 1 PI: 5.1.8. Explain why it is harmful to tease or bully others based on personal characteristics and describe examples of pro-social behaviors that help prevent violence.</p> <p>HES 4. Use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>HES 4 PI: 5.4.2. Demonstrate healthy ways to manage or resolve conflict.</p> <p>HES 4 PI: 5.4.3. Demonstrate effective refusal skills that avoid or reduce health risks.</p>
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