



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

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

# Table of Contents

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

Unit 2: Decision-Making .....	11
Unit 3: Smoking Information .....	12
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 One

<b>Botvin LifeSkills® Training Units for Grades 3-4</b>	<b>Unit Goal</b>	<b>Unit Objectives</b>	<b>Michigan Learning Standards</b>
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"> <li>1. Define self-esteem.</li> <li>2. Identify how self-esteem is developed.</li> <li>3. Differentiate between good self-esteem and bad self-esteem.</li> <li>4. Identify things they can do.</li> </ol>	<b>Strand: Social and Emotional Health</b> Standard 1: Core Concepts 4.3 Recognize that each person has unique talents and skills. Standard 3: Health Behaviors 4.5 Describe a unique talent or skill of oneself and one other person. Standard 4: Influences 4.7 Analyze how friends influence others' behavior and well-being.
Unit 2: Decision-Making	To teach students a simple step-by-step process for making decisions.	Students will: <ol style="list-style-type: none"> <li>1. Identify how we make choices.</li> <li>2. Be able to identify the basic process for making decisions.</li> </ol>	<b>Strand: Health Education Skills</b> Standard 6: Decision Making 6.HB.1 Use decision-making skills to enhance health.

		<ol style="list-style-type: none"> <li>Practice applying the decision-making model to personal choices.</li> </ol>	<b>Strand: Alcohol, Tobacco, and Other Drugs</b> Standard 1: ATOD 1.CC.1 Apply health promotion and disease prevention concepts and principles to personal, family, and community health issues.
Unit 3: Smoking Information	To weigh the pros and cons of smoking.	Students will: <ol style="list-style-type: none"> <li>Identify basic facts about the effects of smoking.</li> <li>Discuss reasons why people choose to smoke or not smoke.</li> </ol>	<b>Strand: Alcohol, Tobacco, and Other Drugs</b> Standard 1: Core Concepts 2.2 Describe the short- and long-term effects of using tobacco, including addiction. Standard 4: Influences 2.7 Analyze various strategies used in the media that encourage or discourage tobacco use.
Unit 4: Advertising	To develop an awareness of how tobacco advertisers manipulate advertisements to try and entice people to smoke.	Students will: <ol style="list-style-type: none"> <li>Examine advertising and promotional techniques that encourage teenagers to smoke.</li> <li>Create counter-arguments to tobacco advertising that demonstrate the true effects of smoking.</li> </ol>	<b>Strand: Alcohol, Tobacco, and Other Drugs</b> Standard 2.7 Analyze various strategies used in the media that encourage or discourage tobacco use. 4.1.1 Analyze the influence of family, peers, culture, media, and technology on health.
Unit 5: Dealing with Stress	To teach students to recognize stress and to practice techniques to deal with stress.	Students will: <ol style="list-style-type: none"> <li>Describe stress and the physical sensations that are associated with stress.</li> <li>Identify causes of stress in their lives.</li> <li>Practice deep breathing and stretching to reduce stress and anxiety.</li> </ol>	<b>Strand: Social and Emotional Health</b> Standard: Self-Management 4.HB.1 Demonstrate the ability to manage emotions and behaviors to achieve health-promoting goals.

<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"> <li>1. Identify what communication is.</li> <li>2. Discuss the importance of communicating their feelings.</li> <li>3. Practice using body language to express emotions.</li> </ol>	<p><b>Strand: Social and Emotional Health</b> Standard 2 2.1 Demonstrate effective interpersonal communication and other social skills which enhance 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"> <li>1. Identify what makes a person a friend.</li> <li>2. Identify characteristics they find important in a friendship.</li> <li>3. Describe qualities they possess which make them a good friend.</li> </ol>	<p><b>Strand: Social and Emotional Health</b> Standard 1: Core Concepts 4.1 Explain the benefits of positive friendships. Standard 7: Social Skills 4.9 Demonstrate strategies for keeping positive friends.</p>
<p>Unit 8: Assertiveness</p>	<p>To teach students refusal skills</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Identify and discuss 8 different ways to say “no”.</li> <li>2. Practice at least one way to say “no” in a realistic role-play situation.</li> </ol>	<p><b>Strand: Health Education Skills</b> Standard: 2: IC.1 Demonstrate effective interpersonal communication and other social skills which enhance health.</p>

## Level Two

<b>Botvin LifeSkills® Training Units for Grades 4-5</b>	<b>Unit Goal</b>	<b>Unit Objectives</b>	<b>Michigan Learning Standards</b>
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"> <li>1. Define self-esteem.</li> <li>2. Identify how self-esteem is developed.</li> <li>3. Identify things about themselves that they share and don't share with others.</li> <li>4. Discuss what makes each child develop into a unique person.</li> </ol>	<b>Strand: Social and Emotional Health</b> Standard 1: SA.1 Demonstrate self-awareness and the ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior.
Unit 2: Decision-Making	To have students identify how their daily decisions are influenced in direct and indirect ways.	Students will: <ol style="list-style-type: none"> <li>1. Review the basic step-by-step decision-making process learned previously in Level 1.</li> </ol>	<b>Strand: Social and Emotional Health</b> Standard 6: Decision Making 4.5 Explain the decision making and problem-solving steps.

		<ol style="list-style-type: none"> <li>2. Discuss direct and indirect influences on decision-making.</li> <li>3. Identify and map factors that influence their decisions.</li> </ol>	4.6 Apply the steps to make a decision or solve a problem, using criteria to evaluate solutions.
Unit 3: Smoking Information	To teach students about the consequences of nicotine and tobacco products on their body.	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Practice taking their pulse.</li> <li>2. Compare resting heart rate to a “smoking” heart rate.</li> <li>3. Discuss the relationship between increased heart rate and cardiovascular disease.</li> <li>4. Learn about the difference between a healthy lung and a tar-filled lung.</li> <li>5. Hear an observe what happens to the alveoli when a person smokes.</li> <li>6. Observe how much tar passes through the lungs of a pack-a-day smoker.</li> <li>7. Visualize what tar from cigarettes looks like in the lung.</li> </ol>	<p><b>Strand: Alcohol, Tobacco, and Other Drugs</b>  Standard 1: Core Concepts  2.1 Describe the short- and long-term physical effects of being exposed to tobacco smoke.</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"> <li>1. Identify and discuss 8 different tricks that companies use to try to get people to smoke.</li> <li>2. Analyze cigarette advertisements to determine</li> </ol>	<p><b>Strand: Alcohol, Tobacco, and Other Drugs</b>  Standard 4: Influences  2.7 Analyze various strategies used in the media that encourage and discourage the use of alcohol and tobacco.</p>

		how tobacco companies attempt to lure people to buy cigarettes.	
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"> <li>1. Identify positive and negative ways to deal with stress.</li> <li>2. Discuss how to tell the difference between a positive and negative coping technique.</li> <li>3. Practice guided imagery and progressive muscle relaxation techniques.</li> </ol>	<p><b>Strand: Social and Emotional Health</b>  Standard: Self-Management  4.HB.1 Demonstrate the ability to manage emotions and behaviors to achieve health-promoting goals.</p>
Unit 6: Communication Skills	To teach students the importance of communication.	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Identify what communication is.</li> <li>2. Practice using non-verbal communication skills.</li> </ol>	<p><b>Strand: Social and Emotional Health</b>  Standard 2  2.1 Demonstrate effective interpersonal communication and other social skills which enhance health.</p>
Unit 7: Social Skills	To help students learn ways to get along with their peers.	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Define “peer” and “peer pressure”.</li> <li>2. Understand that peer pressure can be either positive or negative.</li> <li>3. Identify ways to deal with negative peer pressure.</li> <li>4. Identify places to go if they need help dealing with peer pressure.</li> </ol>	<p><b>Strand: Social and Emotional Health</b>  Standard 7: Social Skills  4.7 Describe characteristics and steps of conflict resolution.  4.8 Apply the steps of conflict resolution.  4.9 Demonstrate non-violent conflict resolution strategies.</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"> <li>1. Identify what behaving assertively means.</li> <li>2. Practice writing, I-messages.</li> <li>3. Practice being assertive by role-playing situations using I-messages.</li> </ol>	<p><b>Strand: Health Education Skills</b> Standard: 2: IC.1 Demonstrate effective interpersonal communication and other social skills which enhance health.</p>
----------------------------------	---	--	---

## Level Three

<b>Botvin LifeSkills® Training Units for Grades 5-6</b>	<b>Unit Goal</b>	<b>Unit Objectives</b>	<b>Michigan Learning Standards</b>
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"> <li>1. Identify short-term goals they hold for themselves.</li> <li>2. Identify long-term goals they hold for themselves.</li> <li>3. Discuss the relationship between risk behaviors and goal achievement.</li> </ol>	<b>Strand: Social and Emotional Health</b> Standard 1: SA.1 Demonstrate self-awareness and the ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior.
Unit 2: Decision-Making	To teach students how to make decisions in tobacco-related situations.	Students will: <ol style="list-style-type: none"> <li>1. Review the Stop-Think-Go! Decision-making model.</li> <li>2. Practice making decisions related to tobacco.</li> </ol>	<b>Strand: Social and Emotional Health</b> 4.5 Explain the decision making and problem-solving steps. 4.6 Apply the steps to make a decision or solve a problem, using criteria to evaluate solutions.

<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"> <li>1. Compare the different types of tobacco products.</li> <li>2. Identify ways that smoking laws are changing.</li> <li>3. Write new laws related to tobacco use.</li> </ol>	<p><b>Strand: Alcohol, Tobacco, and Other Drugs</b> Standard 1: Core Concepts 2.1 Describe the short- and long-term physical effects of being exposed to tobacco smoke.</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"> <li>1. Understand that we are all consumers.</li> <li>2. Understand the purpose of advertising.</li> <li>3. Be able to recognize the various advertising techniques used to persuade consumers.</li> <li>4. Be able to define “target markets” and identify how advertisers use them to sell products.</li> <li>5. Create an advertisement for a product utilizing a technique discussed.</li> </ol>	<p><b>Strand: Alcohol, Tobacco, and Other Drugs</b> Standard 4: Influences 2.5 Explain how family and peers can influence decisions about using alcohol and other drugs. 2.6 Explain how decisions about alcohol use will impact relationships with friends and family. 2.7 Analyze various strategies used in the media that encourage and discourage the use of alcohol and tobacco.</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"> <li>1. Identify specific types of stressors experienced by different age groups throughout life.</li> <li>2. Compare and contrast types of stressors common to all people.</li> <li>3. Discuss stress-prevention techniques.</li> </ol>	<p><b>Strand 4: Social and Emotional Health</b> Standard: Self-Management 4.HB.1 Demonstrate the ability to manage emotions and behaviors to achieve health-promoting goals.</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"> <li>1. Define communication.</li> <li>2. Differentiate between active and passive listening.</li> <li>3. Practice active and passive listening techniques.</li> </ol>	<p><b>Strand: Social and Emotional Health</b> Standard 2 2.1 Demonstrate effective interpersonal communication and other social skills which enhance health.</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"> <li>1. Identify conflict styles and conflict outcomes.</li> <li>2. Identify behaviors that will lead to different conflict outcomes.</li> </ol>	<p><b>Strand: Social and Emotional Health</b> Standard 7: Social Skills 4.7 Describe characteristics and steps of conflict resolution. 4.8 Apply the steps of conflict resolution. 4.9 Demonstrate non-violent conflict resolution strategies.</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"> <li>1. Differentiate between passive, aggressive, and assertive responses.</li> <li>2. Identify how assertive skills can help a person stand up for themselves.</li> </ol>	<p><b>Strand: Health Education Skills</b> Standard: 2: IC.1 Demonstrate effective interpersonal communication and other social skills which enhance health.</p>