



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

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

## 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.....	6
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 .....	13
Unit 2: Decision-Making.....	14

Unit 3: Smoking Information..... 14

Unit 4: Advertising ..... 15

Unit 5: Dealing with Stress..... 15

Unit 6: Communication Skills ..... 16

Unit 7: Social Skills ..... 16

Unit 8: Assertiveness..... 17

## Level One

<b>Botvin LifeSkills® Training Units for Grades 3/4</b>	<b>Unit Goal</b>	<b>Unit Objectives</b>	<b>Minnesota Health and Physical Education Learning Standards</b>
<b>Unit 1: Self-Esteem</b>	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. Identify things they can do.</li> </ol>	<p><b>3.2.1.02</b> Describe how the expression of emotions or feelings can help or hurt oneself or others.</p> <p><b>3.2.1.01</b> Describe how emotions can change throughout the day.</p> <p><b>4.2.1.07</b> Identify characteristics that make people unique or special.</p> <p><b>3.4.3.1</b> Work cooperatively and respectfully with classmates in small or large group activities</p>
<b>Unit 2: Decision-Making</b>	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> </ol>	<b>3.5.5.01</b> Identify situations that need a decision related to alcohol- and other substance-use prevention

		<ol style="list-style-type: none"> <li>2. Be able to identify the basic process for making decisions.</li> <li>3. Practice applying the decision-making model to personal choices.</li> </ol>	<b>4.3.4.01</b> Demonstrate healthy ways to avoid or reduce participating in behaviors that can negatively affect personal health and wellness.
<b>Unit 3: Smoking Information</b>	To weigh the pros and cons of smoking.	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Identify basic facts about the effects of smoking.</li> <li>2. Discuss reasons why people choose to smoke or not smoke.</li> </ol>	<b>3.5.1.04</b> Explain the risks of tobacco use.
<b>Unit 4: Advertising</b>	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. Examine advertising and promotional techniques that encourage teenagers to smoke.</li> <li>2. Create counter-arguments to tobacco advertising that demonstrate the true effects of smoking.</li> </ol>	<b>4.3.2.02</b> Describe how media and technology influence personal health and wellness-related practices and behaviors

<p><b>Unit 5: Dealing with Stress</b></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"> <li>1. Describe stress and the physical sensations that are associated with stress.</li> <li>2. Identify causes of stress in their lives.</li> </ol> <p>Practice deep breathing and stretching to reduce stress and anxiety.</p>	<p><b>3.2.1.01</b> Describe how emotions can change throughout the day</p> <p><b>3.2.1.03</b> Identify ways to cope with challenging situations.</p> <p><b>3.6.1.01</b> Identify and label emotions and explain that all emotions are normal.</p> <p><b>3.6.1.03</b> Identify health-enhancing ways to express and deal with emotions.</p> <p><b>4.2.1.01</b> Identify common patterns among people, activities, and situations that affect emotions and feelings.</p> <p><b>4.2.1.02</b> Describe the relationship between feelings, emotions and behavior</p>
<p><b>Unit 6: Communication Skills</b></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>3.2.4.01</b> Demonstrate how to effectively communicate support for others.</p> <p><b>4.2.1.04</b> Describe healthy ways to express affection, love, friendship and concern.</p> <p><b>4.2.1.05</b> Identify strategies for effectively communicating feelings to family members, trusted adults and peers.</p> <p><b>4.2.1.11</b> Identify healthy ways to express and manage needs, wants, emotions and feelings.</p>
<p><b>Unit 7: Social Skills</b></p>	<p>To help students learn ways of building and maintaining friendships.</p>	<p>Students will:</p>	<p><b>3.4.3.1</b> Work cooperatively and respectfully with classmates in small or large group activities.</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>Unit 8:</b> <b>Assertiveness</b></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>3.2.1.03</b> Identify ways to cope with challenging situations.</p> <p><b>3.2.1.03</b> Identify ways to cope with challenging situations.</p> <p><b>3.3.4.02</b> Demonstrate effective refusal skills in peer-to-peer situations to avoid or reduce participating in behaviors that can negatively affect personal health and wellness.</p> <p><b>4.2.7.01</b> Demonstrate healthy mental and emotional health practices and behaviors.</p>

## Level Two

<b>Botvin LifeSkills® Training Units for Grades 4/5</b>	<b>Unit Goal</b>	<b>Unit Objectives</b>	<b>Minnesota Health and Physical Education 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>	<p><b>4.2.1.07</b> Identify characteristics that make people unique or special.</p> <p><b>5.2.1.04</b> Describe how belonging in family, peer groups, school, and/or the community impacts mental and emotional health.</p> <p><b>5.4.3.1</b> Work cooperatively and respectfully with classmates of all skill levels in small or large group activities.</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"> <li>1. Review the basic step-by-step decision-making process learned previously in Level 1.</li> <li>2. Discuss direct and indirect influences on decision-making.</li> <li>3. Identify and map factors that influence their decisions.</li> </ol>	<p><b>4.3.4.01</b> Demonstrate healthy ways to avoid or reduce participating in behaviors that can negatively affect personal health and wellness.</p> <p><b>5.2.5.02</b> Identify options and their potential outcomes when making a decision related to mental and emotional health.</p> <p><b>5.2.5.03</b> Choose a healthy option when making a decision related to mental and emotional 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"> <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> </ol>	<p><b>5.5.1.02</b> Identify short- and long-term health effects of using tobacco products—including e-cigarettes or vaping products.</p> <p><b>5.5.1.03</b> Describe the benefits of abstaining from or discontinuing tobacco use.</p>

		7. Visualize what tar from cigarettes looks like in the lung.	
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>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 how tobacco companies attempt to lure people to buy cigarettes.</li> </ol>	<p><b>4.3.2.02</b> Describe how media and technology influence personal health and wellness-related practices and behaviors</p> <p><b>5.3.3.01</b> Describe characteristics of valid personal health and wellness information, products and services</p>
Unit 5: Dealing with Stress	To identify positive and negative ways to cope with stress.	Students will: <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>4.2.1.01</b> Identify common patterns among people, activities, and situations that affect emotions and feelings.</p> <p><b>4.2.1.02</b> Describe the relationship between feelings, emotions and behavior</p> <p><b>5.2.1.01</b> Describe how mental and emotional health can affect health related behaviors.</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. Identify what communication is.</li> <li>2. Practice using non-verbal communication skills.</li> </ol>	<p><b>4.2.1.04</b> Describe healthy ways to express affection, love, friendship and concern.</p> <p><b>4.2.1.05</b> Identify strategies for effectively communicating feelings to family members, trusted adults and peers.</p> <p><b>4.2.1.11</b> Identify healthy ways to express and manage needs, wants, emotions and feelings.</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"> <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>4.2.1.11</b> Identify healthy ways to express and manage needs, wants, emotions and feelings.</p> <p><b>4.2.7.01</b> Demonstrate healthy mental and emotional health practices and behaviors.</p> <p><b>4.2.1.09</b> Explain the impact of teasing or bullying others.</p> <p><b>4.2.1.10</b> Describe healthy ways to respond if one experiences or witnesses bullying or teasing.</p> <p><b>5.2.1.04</b> Describe how belonging in family, peer groups, school, and/or the community impacts mental and emotional health.</p> <p><b>5.2.1.06</b> Describe how culture, peers, family, and community influence mental and emotional health practices and behaviors.</p> <p><b>5.6.1.03</b> Recognize techniques used to coerce or pressure someone to do something they do not want to do.</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>4.2.7.01</b> Demonstrate healthy mental and emotional health practices and behaviors.</p> <p><b>4.5.4.01</b> Demonstrate effective refusal skills to prevent tobacco use</p> <p><b>4.6.4.02</b> Demonstrate healthy ways to manage or resolve conflict to prevent violence.</p> <p><b>4.6.1.04</b> Describe the benefits of using nonviolent means to solve interpersonal conflict.</p> <p><b>5.2.1.03</b> Identify healthy strategies to manage difficulty in relationships with family members and peers.</p>
----------------------------------	---	--	---

## Level Three

<p><b>Botvin LifeSkills® Training Units for Grades 5/6</b></p>	<p><b>Unit Goal</b></p>	<p><b>Unit Objectives</b></p>	<p><b>Minnesota Health and Physical Education Learning Standards</b></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 achieved and at what is possible for them to achieve in the future.</p>	<p>Students will:</p> <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>	<p><b>5.2.1.04</b> Describe how belonging in family, peer groups, school, and/or the community impacts mental and emotional health.</p> <p><b>6.2.6.01</b> Set a realistic goal to improve or maintain positive mental and emotional health.</p> <p><b>6.2.6.02</b> Assess the barriers to achieving a goal to improve or maintain positive mental and emotional health</p> <p><b>6.2.6.03</b> Apply strategies to overcome barriers to achieving a goal to improve or maintain positive mental and emotional health.</p> <p><b>6.3.6.01</b> Analyze the effectiveness of a final outcome of a personal health and wellness-related decision.</p> <p><b>6.3.6.02</b> Assess personal health and wellness-related practices.</p> <p><b>6.3.6.03</b> Set a realistic goal to improve a personal health and wellness related practice.</p> <p><b>6.3.6.04</b> Assess the barriers to achieving a personal health and wellness related goal.</p> <p><b>6.3.6.05</b> Apply strategies to overcome barriers to achieving a personal health and wellness-related goal.</p> <p><b>6.3.7.01</b> Use strategies and skills to achieve a personal health and wellness related goal.</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"> <li>1. Review the Stop-Think-Go! Decision-making model.</li> <li>2. Practice making decisions related to tobacco.</li> </ol>	<p><b>5.2.5.02</b> Identify options and their potential outcomes when making a decision related to mental and emotional health.</p> <p><b>5.2.5.03</b> Choose a healthy option when making a decision related to mental and emotional health</p> <p><b>6.2.5.01</b> Identify circumstances that help or hinder making a healthy decision related to mental and emotional health.</p> <p><b>6.3.5.01</b> Identify circumstances that help or hinder making a healthy decision related to personal health and wellness.</p> <p><b>6.3.5.05</b> Distinguish between healthy and unhealthy alternatives of a personal health and wellness related decision.</p> <p><b>6.3.5.06</b> Predict the potential outcomes of healthy and unhealthy alternatives of a personal health and wellness 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"> <li>1. Compare the different types of tobacco products.</li> <li>2. Identify ways that smoking laws are changing.</li> </ol> <p>Write new laws related to tobacco use.</p>	<p><b>5.5.1.02</b> Identify short- and long-term health effects of using tobacco products—including e-cigarettes or vaping products.</p> <p><b>5.5.1.03</b> Describe the benefits of abstaining from or discontinuing tobacco use.</p> <p><b>6.5.1.09</b> Describe short- and long-terms health effects of using tobacco, e-cigarettes, or vaping products.</p> <p><b>6.5.1.11</b> Summarize the effects of secondhand smoke and aerosol from e-cigarettes or vaping products.</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>5.3.3.01</b> Describe characteristics of valid personal health and wellness information, products and services</p> <p><b>6.1.3.01</b> Identify false or misleading claims on food and product packaging and promotions.</p> <p><b>6.2.2.03</b> Explain how personal values and beliefs influence mental and emotional health practices and behaviors.</p> <p><b>6.2.2.08</b> Analyze how media and technology influence mental and emotional health practices and behaviors.</p> <p><b>6.2.3.01</b> Analyze the validity of mental and emotional health information and products</p> <p><b>6.3.3.01</b> Analyze the validity of personal health and wellness products and information (e.g., differentiate between scientifically or medically accurate content and advertising, including sponsored content).</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</li> </ol>	<p><b>5.2.1.01</b> Describe how mental and emotional health can affect health related behaviors.</p> <p><b>5.2.1.03</b> Identify healthy strategies to manage difficulty in relationships with family members and peers</p> <p><b>5.2.1.06</b> Describe how culture, peers, family, and community</p>

		<p>different age groups throughout life.</p> <ol style="list-style-type: none"> <li>2. Compare and contrast types of stressors common to all people.</li> <li>3. Discuss stress-prevention techniques.</li> </ol>	<p>influence mental and emotional health practices and behaviors</p> <p><b>6.2.1.01</b> Identify situations that can trigger different thoughts, feelings, and emotions.</p> <p><b>6.2.1.02</b> Explain healthy ways to express and manage needs, wants, emotions and feeling</p> <p><b>6.2.1.03</b> Identify personal stressors at home, in school and with friends.</p> <p><b>6.2.1.04</b> Identify healthy ways to manage challenging situations and emotions</p> <p><b>6.6.1.05</b> Identify a variety of nonviolent ways to respond to stress when angry or upset.</p> <p><b>6.3.6.1</b> Identify possible causes of stress and the negative effects of stress on health.</p>
Unit 6: Communication Skills	To teach students the importance of communication.	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Define communication.</li> <li>2. Differentiate between active and passive listening.</li> </ol> <p>Practice active and passive listening techniques.</p>	<p><b>5.1.4.01</b> Demonstrate the use of verbal and nonverbal communication—including refusal skills—to choose foods that support healthy eating habits.</p> <p><b>6.2.4.01</b> Demonstrate the effective use of verbal and nonverbal communication skills to enhance mental and emotional health.</p> <p><b>6.3.4.01</b> Demonstrate the use of effective verbal and nonverbal communication skills to enhance personal health and wellness.</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"> <li>1. Identify conflict styles and conflict outcomes.</li> </ol>	<p><b>5.2.1.04</b> Describe how belonging in family, peer groups, school, and/or the community impacts mental and emotional health.</p> <p><b>5.2.1.06</b> Describe how culture, peers, family, and community</p>

		<p>Identify behaviors that will lead to different conflict outcomes.</p>	<p>influence mental and emotional health practices and behaviors.</p> <p><b>5.6.1.03</b> Recognize techniques used to coerce or pressure someone to do something they do not want to do.</p> <p><b>6.2.2.09</b> Analyze how peers influence mental and emotional health practices and behaviors.</p> <p><b>6.2.4.02</b> Demonstrate effective peer resistance skills to avoid or reduce mental and emotional health risks.</p> <p><b>6.2.4.04</b> Demonstrate healthy ways to manage or resolve interpersonal conflict.</p> <p><b>6.2.4.07</b> Demonstrate using strategies to effectively communicate feelings and emotions.</p> <p><b>6.6.4.02</b> Demonstrate effective peer resistance skills and negotiation skills to avoid or reduce violence.</p> <p><b>6.6.4.03</b> Demonstrate healthy ways to manage or resolve conflict.</p>
<p><b>Unit 8:</b> <b>Assertiveness</b></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>5.2.1.03</b> Identify healthy strategies to manage difficulty in relationships with family members and peers</p> <p><b>6.2.1.06</b> Describe healthy strategies for managing interpersonal conflicts.</p> <p><b>6.2.4.02</b> Demonstrate effective peer resistance skills to avoid or reduce mental and emotional health risks.</p> <p><b>6.2.4.03</b> Demonstrate effective negotiation skills to avoid or reduce mental and emotional health risks.</p>

			<p><b>6.3.4.02</b> Demonstrate effective refusal skills in peer-to-peer situations to avoid or reduce participating in behaviors that can negatively affect personal health and wellness.</p> <p><b>6.3.4.03</b> Demonstrate effective negotiation skills to avoid or reduce participating in behaviors that can negatively affect personal health and wellness.</p> <p><b>6.6.1.18</b> Describe ways to communicate effectively to manage conflict nonviolently.</p> <p><b>6.6.4.01</b> Demonstrate the use of effective verbal and nonverbal communication skills to prevent violence.</p>
--	--	--	--