



Connecting *Botvin LifeSkills® Training* to New York State Educational Standards (Grades 3-5)

Why align the LST Program with New York State 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 **New York State**

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Level One

Botvin LifeSkills® Training Units for Grades 3/4	Unit Goal	Unit Objectives	New York State Learning Standards for Health (LSH), Physical Education (LSPE), and Consumer Science (LSCS), Learning Standard Performance Indicators (PI), Physical Education Standards (PES)
Unit 1: Self-Esteem	<p>To teach students what self-esteem is and how it is developed.</p> <p>To make students aware of the fact that they can do things well, even though they are young.</p>	<p>Students will:</p> <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. <p>Identify things they can do.</p>	<p>LSCS 3. Students will understand and be able to manage personal resources of talent, time, energy, and money and make effective decisions in order to balance their obligations to work, family, and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.</p>
Unit 2: Decision-Making	<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. 	<p>LSH 1. Students will understand human growth and development and recognize the relationship between behaviors and healthy development. They will understand ways to promote health and</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>prevent disease and will demonstrate and practice positive health behaviors.</p> <p>LSH 1. PI: Practice and support others in making healthy decisions.</p> <p>LSPE 3. Students will be aware of and able to access opportunities available to them within their community to engage in physical activity. They will be informed consumers and be able to evaluate facilities and programs. Students will also be aware of some career options in the field of physical fitness and sports.</p> <p>LSPE 3 PI: Demonstrate the ability to apply the decision-making process to physical activity.</p> <p>LSCS 3. Students will understand and be able to manage personal resources of talent, time, energy, and money and make effective decisions in order to balance their obligations to work, family, and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.</p> <p>LSCS 3 PI: Understand the kinds of resources available in their community and make informed decisions related to their own use.</p> <p>PES NY. S4.3.3 Demonstrates strategies to reinforce positive decisions in physical activity settings.</p>
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<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>LSH 1. Students will understand human growth and development and recognize the relationship between behaviors and healthy development. They will understand ways to promote health and prevent disease and will demonstrate and practice positive health behaviors.</p> <p>LSH 1. PI: Possess basic knowledge and skills which support positive health choices and behaviors.</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>LSH 1. Students will understand human growth and development and recognize the relationship between behaviors and healthy development. They will understand ways to promote health and prevent disease and will demonstrate and practice positive health behaviors.</p> <p>LSH 1. PI: Recognize influences which affect health choices and behaviors</p> <p>LSH 3. Students will understand the influence of culture, media, and technology in making decisions about personal and community health issues. They will know about and use valid health information, products, and services. Students will advocate for healthy families and communities.</p> <p>LSH 3 PI: Identify characteristics of valid health information and health-promoting products and services and know where to locate them</p> <p>LSH 3 PI: Recognize how the media influences 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. 2. Identify causes of stress in their lives. <p>Practice deep breathing and stretching to reduce stress and anxiety.</p>	<p>LSH 1. Students will understand human growth and development and recognize the relationship between behaviors and healthy development. They will understand ways to promote health and prevent disease and will demonstrate and practice positive health behaviors.</p> <p>LSH 1. PI: Possess basic knowledge and skills which support positive health choices and behaviors.</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>LSH 1. Students will understand human growth and development and recognize the relationship between behaviors and healthy development. They will understand ways to promote health and prevent disease and will demonstrate and practice positive health behaviors.</p> <p>LSH 1. PI: Possess basic knowledge and skills which support positive health choices and behaviors.</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>LSH 2. Students will demonstrate personally and socially responsible behaviors. They will care for and respect themselves and others. They will recognize threats to the environment and offer appropriate strategies to minimize them.</p> <p>LSH 2 PI: Know some personal and social skills which contribute to individual safety.</p> <p>LSPE 2. Students will demonstrate responsible personal and social behavior while engaged in physical activity. They will understand that physical activity provides the opportunity for</p>

			<p>enjoyment, challenge, self-expression, and communication. Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.</p> <p>LSPE 2. PI: Demonstrate care, consideration, and respect of self and others during physical activity.</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>LSH 1. Students will understand human growth and development and recognize the relationship between behaviors and healthy development. They will understand ways to promote health and prevent disease and will demonstrate and practice positive health behaviors.</p> <p>LSH 1. PI: Practice and support others in making healthy choices.</p>

Level Two

Botvin LifeSkills® Training Units for Grades 4/5	Unit Goal	Unit Objectives	New York State Learning Standards for Health (LSH), Physical Education (LSPE), and Consumer Science (LSCS), Learning Standard Performance Indicators (PI), Physical Education Standards (PES)
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>LSCS 3. Students will understand and be able to manage personal resources of talent, time, energy, and money and make effective decisions in order to balance their obligations to work, family, and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.</p>
Unit 2: Decision-Making	<p>To have students identify how their daily decisions are influenced in direct and indirect ways.</p>	<p>Students will:</p>	<p>LSH 1. Students will understand human growth and development and recognize the relationship between behaviors and healthy development. They will understand ways to promote health and</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>prevent disease and will demonstrate and practice positive health behaviors.</p> <p>LSH 1. PI: Practice and support others in making healthy decisions.</p> <p>LSPE 3. Students will be aware of and able to access opportunities available to them within their community to engage in physical activity. They will be informed consumers and be able to evaluate facilities and programs. Students will also be aware of some career options in the field of physical fitness and sports.</p> <p>LSPE 3 PI: Demonstrate the ability to apply the decision-making process to physical activity.</p> <p>LSCS 3. Students will understand and be able to manage personal resources of talent, time, energy, and money and make effective decisions in order to balance their obligations to work, family, and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.</p> <p>LSCS 3 PI: Understand the kinds of resources available in their community and make informed decisions related to their own use.</p> <p>PES NY. S3.2.4 Explains how health-enhancing behaviors influence overall wellness.</p>
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			<p>PES NY. S4.3.3 Demonstrates strategies to reinforce positive decisions in physical activity settings.</p> <p>PES NY. S4.3.4 Compares and contrasts possible outcomes to decisions in physical activity settings.</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. 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>LSH 1. Students will understand human growth and development and recognize the relationship between behaviors and healthy development. They will understand ways to promote health and prevent disease and will demonstrate and practice positive health behaviors.</p> <p>LSH 1. PI: Possess basic knowledge and skills which support positive health choices and behaviors</p>
<p>Unit 4: Advertising</p>	<p>To develop an awareness of how tobacco advertisers manipulate advertisements to</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify and discuss 8 different tricks that 	<p>LSH 1. Students will understand human growth and development and recognize the relationship between behaviors and healthy development. They will understand ways to promote health and</p>

	try and entice people to smoke.	<p>companies use to try to get people to smoke.</p> <ol style="list-style-type: none"> Analyze cigarette advertisements to determine how tobacco companies attempt to lure people to buy cigarettes. 	<p>prevent disease and will demonstrate and practice positive health behaviors.</p> <p>LSH 1. PI: Recognize influences which affect health choices and behaviors</p> <p>LSH 3. Students will understand the influence of culture, media, and technology in making decisions about personal and community health issues. They will know about and use valid health information, products, and services. Students will advocate for healthy families and communities.</p> <p>LSH 3 PI: Identify characteristics of valid health information and health-promoting products and services and know where to locate them</p> <p>LSH 3 PI: Recognize how the media influences health choices.</p>
<p>Unit 5: Dealing with Stress</p>	To identify positive and negative ways to cope with stress.	<p>Students will:</p> <ol style="list-style-type: none"> Identify positive and negative ways to deal with stress. Discuss how to tell the difference between a positive and negative coping technique. Practice guided imagery and progressive muscle relaxation techniques. 	<p>LSH 1. Students will understand human growth and development and recognize the relationship between behaviors and healthy development. They will understand ways to promote health and prevent disease and will demonstrate and practice positive health behaviors.</p> <p>LSH 1. PI: Possess basic knowledge and skills which support positive health choices and 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"> 1. Identify what communication is. 2. Practice using non-verbal communication skills. 	<p>LSH 1. Students will understand human growth and development and recognize the relationship between behaviors and healthy development. They will understand ways to promote health and prevent disease and will demonstrate and practice positive health behaviors.</p> <p>LSH 1. PI: Possess basic knowledge and skills which support positive health choices and behaviors.</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>LSPE 2. Students will demonstrate responsible personal and social behavior while engaged in physical activity. They will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication. Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.</p> <p>LSPE 2 PI: Demonstrate care, consideration, and respect of self and others during physical activity.</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>LSH 2. Students will demonstrate personally and socially responsible behaviors. They will care for and respect themselves and others. They will recognize threats to the environment and offer appropriate strategies to minimize them.</p> <p>LSH 2. PI: Know some personal and social skills which contribute to individual safety.</p>

Level Three

<i>Botvin LifeSkills® Training Units for Grades 5/6</i>	Unit Goal	Unit Objectives	New York State Learning Standards for Health (LSH), Physical Education (LSPE), and Consumer Science (LSCS), Learning Standard Performance Indicators (PI), Physical Education Standards (PES)
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>LSH 1. Students will understand human growth and development and recognize the relationship between behaviors and healthy development. They will understand ways to promote health and prevent disease and will demonstrate and practice positive health behaviors.</p> <p>LSH 2. Students will demonstrate personally and socially responsible behaviors. They will care for and respect themselves and others. They will recognize threats to the environment and offer appropriate strategies to minimize them.</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>LSH 1. Students will understand human growth and development and recognize the relationship between behaviors and healthy development. They will understand ways to promote health and prevent disease and will demonstrate and practice positive health behaviors.</p> <p>LSH 1. PI: Practice and support others in making healthy decisions.</p> <p>LSPE 3. Students will be aware of and able to access opportunities available to them within their community to engage in physical activity. They will be informed consumers and be able to evaluate facilities and programs. Students will also be aware of some career options in the field of physical fitness and sports.</p> <p>LSPE 3 PI: Demonstrate the ability to apply the decision-making process to physical activity.</p> <p>LSCS 3. Students will understand and be able to manage personal resources of talent, time, energy, and money and make effective decisions in order to balance their obligations to work, family, and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.</p> <p>LSCS 3 PI: Understand the kinds of resources available in their community and make informed decisions related to their own use.</p>
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			<p>PES NY. S3.2.4 Explains how health- enhancing behaviors influence overall wellness.</p> <p>PES NY. S3.2.5 Evaluates personal habits related to health- enhancing behaviors.</p> <p>PES NY. S4.3.3 Demonstrates strategies to reinforce positive decisions in physical activity settings.</p> <p>PES NY. S4.3.4 Compares and contrasts possible outcomes to decisions in physical activity settings.</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. <p>Write new laws related to tobacco use.</p>	<p>LSH 1. Students will understand human growth and development and recognize the relationship between behaviors and healthy development. They will understand ways to promote health and prevent disease and will demonstrate and practice positive health behaviors.</p> <p>LSH 1. PI: Possess basic knowledge and skills which support positive health choices and behaviors</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. 	<p>LSH 1. Students will understand human growth and development and recognize the relationship between behaviors and healthy development. They will understand ways to promote health and prevent disease and will demonstrate and practice positive health behaviors.</p> <p>LSH 1. PI: Recognize influences which affect health choices and behaviors</p> <p>LSH 3. Students will understand the influence of culture, media, and technology in making decisions about personal and community health issues. They</p>

		<ol style="list-style-type: none"> 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>will know about and use valid health information, products, and services. Students will advocate for healthy families and communities.</p> <p>LSH 3 PI: identify characteristics of valid health information and health-promoting products and services and know where to locate them</p> <p>LSH 3 PI: Recognize how the media influences health choices.</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>LSH 1. Students will understand human growth and development and recognize the relationship between behaviors and healthy development. They will understand ways to promote health and prevent disease and will demonstrate and practice positive health behaviors.</p> <p>LSH 1. PI: Possess basic knowledge and skills which support positive health choices and behaviors.</p> <p>PES NY. S3.2.5 Evaluates personal habits related to health- enhancing 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"> 1. Define communication. 2. Differentiate between active and passive listening. <p>Practice active and passive listening techniques.</p>	<p>LSH 1. Students will understand human growth and development and recognize the relationship between behaviors and healthy development. They will understand ways to promote health and prevent disease and will demonstrate and practice positive health behaviors.</p> <p>LSH 1. PI: Possess basic knowledge and skills which support positive health choices and behaviors.</p>

			PES NY. S4.2.5 Uses communication skills and strategies that promote positive relationships in physical activity settings.
Unit 7: Social Skills	To teach students ways to deal with conflict in a positive way.	Students will: 1. Identify conflict styles and conflict outcomes. Identify behaviors that will lead to different conflict outcomes.	LSPE 2. Students will demonstrate responsible personal and social behavior while engaged in physical activity. They will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication. Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants. LSPE 2 PI: Demonstrate care, consideration, and respect of self and others during physical activity. PES NY. S4.3.5 Responds appropriately to personal and social behaviors in physical activity settings.
Unit 8: Assertiveness	To help students learn assertive skills that will enable them to stand up for themselves.	Students will: 1. Differentiate between passive, aggressive, and assertive responses. 2. Identify how assertive skills can help a person stand up for themselves.	LSH 2. Students will demonstrate personally and socially responsible behaviors. They will care for and respect themselves and others. They will recognize threats to the environment and offer appropriate strategies to minimize them. LSH 2. PI: Know some personal and social skills which contribute to individual safety.