



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

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

## 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 .....	7
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.....	13
Unit 1: Self-Esteem .....	13
Unit 2: Decision-Making.....	14

Unit 3: Smoking Information.....	15
Unit 4: Advertising .....	15
Unit 5: Dealing with Stress.....	16
Unit 6: Communication Skills .....	16
Unit 7: Social Skills .....	17
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>Ohio Social Emotional Learning Standards (SEL) Physical Education Standards (PES)</b>
<b>Unit 1: Self-Esteem</b>	<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"> <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> </ol> <p>Identify things they can do.</p>	<p><b>SEL A2. 1.b</b> Identify personal strengths based on interests and qualities.</p> <p><b>SEL A2. 2.b</b> Demonstrate a skill or talent that builds on personal strengths.</p>
<b>Unit 2: Decision-Making</b>	<p>To teach students a simple step-by-step process for making decisions.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Identify how we make choices.</li> </ol>	<p><b>SEL A4. 1.b</b> Identify and describe how personal choices and behavior impacts self and others.</p> <p><b>SEL E1. 1.b</b> Generate possible solutions or responses to a problem or needed decision recognizing that there may be more than one</p>

		<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>	<p>perspective.</p> <p><b>SEL E1. 2.b</b> Implement strategies to solve a problem.</p> <p><b>SEL E2. 1.b</b> Identify factors that can make it hard to make the best decisions at home or at school.</p> <p><b>SEL E2. 3.b</b> Predict possible future outcomes of personal actions in various settings.</p> <p><b>PES 2.5.1.</b> Selects correct decision when presented with a tactical problem to score (e.g., ball possession, attack, moving an opponent).</p>
<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>	<p><b>SEL A4. 1.b</b> Identify and describe how personal choices and behavior impacts self and others.</p> <p>Note: OH law requires that health education instruction include the harmful effects of and legal restrictions against the use of drugs of abuse, alcoholic beverages, and tobacco, including electronic smoking devices (vaping) but there are not currently standardized health education standards.</p>
<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> </ol>	<p><b>SEL E2. 1.b</b> Identify factors that can make it hard to make the best decisions at home or at school.</p>

		<ol style="list-style-type: none"> <li>2. Create counter-arguments to tobacco advertising that demonstrate the true effects of smoking.</li> </ol>	
<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>SEL A1. 1.b</b> Identify a range of personal emotions.</p> <p><b>SEL A1. 4b</b> Describe how current events trigger emotions.</p> <p><b>SEL A3. 3.b</b> Utilize strategies that support safe practices for self and others.</p> <p><b>SEL B1. 1.b</b> Demonstrate strategies to express a range of emotions within the expectations of the setting.</p> <p><b>SEL B1. 3.b</b> Apply strategies to regulate emotions and manage behaviors.</p> <p><b>PES 4.3.9.</b> Analyzes and practice strategies for managing one’s emotions and behaviors (e.g., breathing, guided imagery) in high-intensity activities.</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> </ol>	<p><b>SEL B1. 2.b</b> Describe possible outcomes associated with verbal and nonverbal expression of emotions in different settings.</p> <p><b>SEL B1. 3.b</b> Apply strategies to regulate emotions and manage behaviors.</p>

		<ol style="list-style-type: none"> <li>2. Discuss the importance of communicating their feelings.</li> <li>3. Practice using body language to express emotions.</li> </ol>	<p><b>SEL C1. 1.b</b> Identify verbal and nonverbal cues representing feelings in others.</p> <p><b>SEL C4. 1.b</b> Identify others’ reactions by tone of voice, body language and facial expressions.</p> <p><b>SEL D1. 1.b</b> Apply active listening and effective communication skills to increase cooperation and relationships.</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> <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>SEL C1. 3.b</b> Demonstrate empathetic reactions in response to others’ feelings and emotions.</p> <p><b>SEL D2. 1.b</b> Identify what creates a feeling of belonging in various relationships.</p>
<p><b>Unit 8: 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>SEL E4. 2.b</b> Develop and practice strategies to appropriately respond in unfamiliar situations.</p> <p><b>SEL E4. 3.b</b> Practice the ability to manage transitions and adapt to changing situations and responsibilities in school and life</p>

## Level Two

<b>Botvin LifeSkills® Training Units for Grades 4/5</b>	<b>Unit Goal</b>	<b>Unit Objectives</b>	<b>Ohio Social Emotional Learning Standards (SEL) Physical Education Standards (PES)</b>
<b>Unit 1: Self-Esteem</b>	<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"> <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>SEL A2. 1.b</b> Identify personal strengths based on interests and qualities.</p> <p><b>SEL A2. 2.b</b> Demonstrate a skill or talent that builds on personal strengths.</p>

<p><b>Unit 2: Decision-Making</b></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>SEL A4. 1.b</b> Identify and describe how personal choices and behavior impacts self and others.</p> <p><b>SEL E1. 1.b</b> Generate possible solutions or responses to a problem or needed decision recognizing that there may be more than one perspective.</p> <p><b>SEL E1. 2.b</b> Implement strategies to solve a problem.</p> <p><b>SEL E2. 1.b</b> Identify factors that can make it hard to make the best decisions at home or at school.</p> <p><b>SEL E2. 3.b</b> Predict possible future outcomes of personal actions in various settings.</p> <p><b>PES 2.5.1.</b> Selects correct decision when presented with a tactical problem to score (e.g., ball possession, attack, moving an opponent).</p>
<p><b>Unit 3: Smoking Information</b></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> </ol>	<p>Note: OH law requires that health education instruction include the harmful effects of and legal restrictions against the use of drugs of abuse, alcoholic beverages, and tobacco, including electronic smoking devices (vaping) but there are not currently standardized health education standards.</p>

		<ol style="list-style-type: none"> <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>	
<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. 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>	<b>SEL E2. 1.b</b> Identify factors that can make it hard to make the best decisions at home or at school.
<b>Unit 5: Dealing with Stress</b>	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> </ol>	<p><b>SEL A1. 1.b</b> Identify a range of personal emotions.</p> <p><b>SEL A1. 4b.</b> Describe how current events trigger emotions.</p> <p><b>SEL A3. 3.b</b> Utilize strategies that support safe practices for self and others.</p>

		<p>3. Practice guided imagery and progressive muscle relaxation techniques.</p>	<p><b>SEL B1. 1.b</b> Demonstrate strategies to express a range of emotions within the expectations of the setting.</p> <p><b>SEL B1. 3.b</b> Apply strategies to regulate emotions and manage behaviors.</p> <p><b>PES 4.4.9.</b> Analyzes and practice strategies for managing one’s emotions and behaviors (e.g., breathing, guided imagery) in high-intensity activities.</p>
<p><b>Unit 6:</b> <b>Communication Skills</b></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>SEL B1. 2.b</b> Describe possible outcomes associated with verbal and nonverbal expression of emotions in different settings.</p> <p><b>SEL B1. 3.b</b> Apply strategies to regulate emotions and manage behaviors.</p> <p><b>SEL C1. 1.b</b> Identify verbal and nonverbal cues representing feelings in others.</p> <p><b>SEL C4. 1.b</b> Identify others’ reactions by tone of voice, body language and facial expressions.</p> <p><b>SEL D1. 1.b</b> Apply active listening and effective communication skills to increase cooperation and relationships.</p>
<p><b>Unit 7: Social Skills</b></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> </ol>	<p><b>SEL C1. 3.b</b> Demonstrate empathetic reactions in response to others’ feelings and emotions.</p>

		<ol style="list-style-type: none"> <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>Unit 8:</b> <b>Assertiveness</b></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>SEL E4. 2.b</b> Develop and practice strategies to appropriately respond in unfamiliar situations.</p> <p><b>SEL E4. 3.b</b> Practice the ability to manage transitions and adapt to changing situations and responsibilities in school and life.</p>

## Level Three

<b><i>Botvin LifeSkills® Training Units for Grades 5/6</i></b>	<b>Unit Goal</b>	<b>Unit Objectives</b>	<b>Ohio Social Emotional Learning Standards (SEL) Physical Education Standards (PES)</b>
<b>Unit 1: Self-Esteem</b>	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> </ol>	<p><b>SEL B2. 1.b</b> Identify goals for academic success and personal growth.</p> <p><b>SEL B2. 2.b</b> Identify school, family and community resources, with adult support, that may assist in achieving a goal.</p> <p><b>SEL B2. 3.b</b> Plan steps needed to reach a short-term goal.</p>

		<p>3. Discuss the relationship between risk behaviors and goal achievement.</p>	<p><b>SEL B2. 4.b</b> Identify alternative strategies with guidance toward a specified goal.</p> <p><b>SEL B3. 1.b</b> Identify strategies for persevering through challenges and setbacks.</p> <p><b>SEL B3. 2.b</b> Identify the cause of a challenge or setback and with assistance, develop a plan of action.</p> <p><b>PES 4.5.6.</b> Designs and tracks a goal over an extended time, reflecting weekly on challenges and adjustments.</p> <p><b>PES 4.5.7.</b> Critiques one’s own performance using self and peer feedback to plan personal improvement.</p> <p><b>PES 4.5.4.</b> Justifies a personalized fitness plan based on one’s interests and physical literacy goals.</p>
<p><b>Unit 2: Decision-Making</b></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>SEL A4. 1.b</b> Identify and describe how personal choices and behavior impacts self and others.</p> <p><b>SEL E1. 1.b</b> Generate possible solutions or responses to a problem or needed decision recognizing that there may be more than one perspective.</p> <p><b>SEL E1. 2.b</b> Implement strategies to solve a problem.</p> <p><b>SEL E2. 1.b</b> Identify factors that can make it hard to make the best decisions at home or at school.</p>

			<b>SEL E2. 3.b</b> Predict possible future outcomes of personal actions in various settings.
<b>Unit 3: Smoking Information</b>	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.	Students will: <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> Write new laws related to tobacco use.	Note: OH law requires that health education instruction include the harmful effects of and legal restrictions against the use of drugs of abuse, alcoholic beverages, and tobacco, including electronic smoking devices (vaping) but there are not currently standardized health education standards.
<b>Unit 4: Advertising</b>	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"> <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>	<b>SEL E2. 1.b</b> Identify factors that can make it hard to make the best decisions at home or at school.

<p><b>Unit 5: Dealing with Stress</b></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>SEL A1. 1.b</b> Identify a range of personal emotions.</p> <p><b>SEL A1. 4b.</b> Describe how current events trigger emotions.</p> <p><b>SEL A3. 3.b</b> Utilize strategies that support safe practices for self and others.</p> <p><b>SEL B1. 1.b</b> Demonstrate strategies to express a range of emotions within the expectations of the setting.</p> <p><b>SEL B1. 3.b</b> Apply strategies to regulate emotions and manage behaviors.</p> <p><b>SEL E4. 2b</b> Practice the ability to manage transitions and adapt to changing situations and responsibilities in school and life.</p> <p><b>PES 4.5.9.</b> Analyzes and practice strategies for managing one’s emotions and behaviors (e.g., breathing, guided imagery) in high-intensity activities.</p>
<p><b>Unit 6: Communication Skills</b></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> </ol> <p>Practice active and passive listening techniques.</p>	<p><b>SEL B1. 2.b</b> Describe possible outcomes associated with verbal and nonverbal expression of emotions in different settings.</p> <p><b>SEL B1. 3.b</b> Apply strategies to regulate emotions and manage behaviors.</p> <p><b>SEL C1. 1.b</b> Identify verbal and nonverbal cues representing feelings in others.</p>

			<p><b>SEL C4. 1.b</b> Identify others’ reactions by tone of voice, body language and facial expressions</p> <p><b>SEL D1. 1.b</b> Apply active listening and effective communication skills to increase cooperation and relationships.</p> <p><b>PES 2.5.3.</b> Communicates and collaborates on ways to solve a problem when presented with a task (e.g., team-building situation).</p>
<p><b>Unit 7: Social Skills</b></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>SEL C1. 2.b</b> Identify and acknowledge others’ viewpoints, knowing that both sides do not have to agree but can still be respectful.</p> <p><b>SEL D3. 1.b</b> Identify and demonstrate personal behaviors to prevent conflict.</p> <p><b>SEL D3. 2.b</b> Apply conflict resolution skills to manage disagreements and maintain personal safety.</p> <p><b>SEL D3. 3.b</b> Generate ideas to reach a compromise and find resolution during conflict.</p> <p><b>SEL E1. 1.b</b> Generate possible solutions or responses to a problem or needed decision recognizing that there may be more than one perspective.</p> <p><b>SEL E1. 2.b</b> Implement strategies to solve a problem.</p>
<p><b>Unit 8: Assertiveness</b></p>	<p>To help students learn assertive skills that will enable them to stand up for themselves.</p>	<p>Students will:</p>	<p><b>SEL E4. 2b</b> Develop and practice strategies to appropriately respond in unfamiliar situations.</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>	<b>SEL C1. 2.b</b> Identify and acknowledge others' viewpoints, knowing that both sides do not have to agree but can still be respectful.
--	--	--	---