



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

**Why align the LST Program with (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 **(State)**.

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## Level One

<b>Botvin LifeSkills® Training Units for Grades 3/4</b>	<b>Unit Goal</b>	<b>Unit Objectives</b>	<b>Oklahoma Learning Academic Standard(s) for Health (AS) and Physical Education (PES)</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.</li> </ol> Identify things they can do.	<b>AS 1.MH.5.2</b> Identify and explain characteristics of a mentally and emotionally healthy person.
<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>AS 1.IP.5.2</b> Explain responsible decision making in situations with risk of injuries at home, school, and in the community. (e.g., pedestrian, motor vehicle, playground, fire, firearms, bike, water).

		<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><b>AS 5.DM.5.1</b> Explain situations that need a health-related decision.</p> <p><b>AS 5.DM.5.2</b> Decide when help is needed and when it is needed to make a healthy decision.</p> <p><b>AS 5.DM.5.3</b> Explain how family, culture, peers, technology, or media influence a health-related decision.</p> <p><b>AS 5.DM.5.4</b> Examine healthy options to a health-related decision.</p> <p><b>AS 5.DM.5.5</b> Identify options and their potential outcomes when making a health-related decision.</p> <p><b>AS 5.DM.5.6</b> Choose a healthy option when making a decision.</p> <p><b>AS 5.DM.5.7</b> Explain the outcomes and benefits of making a health-related decision.</p>
Unit 3: Smoking Information	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>AS 1.SU.5.3</b> Identify short- and long-term physical effects of using tobacco (e.g., cigarettes, cigars, electronic cigarettes, (e-cigarettes), vaping products, hookah, heated tobacco products, smokeless tobacco).
Unit 4: Advertising	To develop an awareness of how tobacco advertisers manipulate advertisements	<p>Students will:</p>	<b>AS 2.AN.5.5</b> Describe how media and technology (e.g., television/film, video games,

	to try and entice people to smoke.	<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>	<p>advertisements, social media, and other screen time) influence health practices and behaviors.</p> <p><b>AS 5.DM.5.3</b> Explain how family, culture, peers, technology, or media influence a health-related decision.</p>
Unit 5: Dealing with Stress	To teach students to recognize stress and to practice techniques to deal with stress.	<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> <li>3. Practice deep breathing and stretching to reduce stress and anxiety.</li> </ol>	<p><b>AS 1.MH.5.1</b> Describe healthy ways to express and cope with needs, wants, emotions, feelings, and/or trauma.</p>
Unit 6: Communication Skills	To teach students how feelings are communicated.	<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> </ol>	<p><b>AS 4.IC.5.1</b> Demonstrate effective verbal and nonverbal communication skills.</p> <p><b>AS 4.IC.5.4</b> Demonstrate how to effectively ask for help to improve personal health.</p> <p><b>AS 4.IC.5.5</b> Identify how to effectively communicate support for others with</p>

		3. Practice using body language to express emotions.	compassion.
Unit 7: Social Skills	To help students learn ways of building and maintaining friendships.	<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>	<b>AS 1.HR.5.2</b> Describe the benefits of healthy family and peer relationships.
Unit 8: Assertiveness	To teach students refusal skills	<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>	<b>AS 4.IC.5.2</b> Demonstrate effective peer resistance skills to avoid or reduce health risk.

# Level Two

<b>Botvin LifeSkills® Training Units for Grades 4/5</b>	<b>Unit Goal</b>	<b>Unit Objectives</b>	<b>Oklahoma Learning Academic Standard(s) for Health (AS) and Physical Education (PES)</b>
<b>Unit 1: Self-Esteem</b>	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>1.MH.5.2:</b> Identify and explain characteristics of a mentally and emotionally healthy person.
<b>Unit 2: Decision-Making</b>	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>AS 1.IP.5.2</b> Explain responsible decision making in situations with risk of injuries at home, school, and in the community. (e.g., pedestrian, motor vehicle, playground, fire, firearms, bike, water).

		<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>	<p><b>AS 5.DM.5.1</b> Explain situations that need a health-related decision.</p> <p><b>AS 5.DM.5.2</b> Decide when help is needed and when it is not needed to make a healthy decision.</p> <p><b>AS 5.DM.5.3</b> Explain how family, culture, peers, technology, or media influence a health-related decision.</p> <p><b>AS 5.DM.5.4</b> Examine healthy options to a health-related decision.</p> <p><b>AS 5.DM.5.5</b> Identify options and their potential outcomes when making a health-related decision.</p> <p><b>AS 5.DM.5.6</b> Choose a healthy option when making a decision.</p> <p><b>AS 5.DM.5.7</b> Explain the outcomes and benefits of making a health-related decision.</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> </ol>	<p><b>AS 1.SU.5.3</b> Identify short- and long-term physical effects of using tobacco (e.g., cigarettes, cigars, electronic cigarettes, (e-cigarettes), vaping products, hookah, heated tobacco products, smokeless tobacco).</p>

		<ol style="list-style-type: none"> <li>4. Learn about the difference between a healthy lung and a tar-filled lung.</li> <li>5. Hear and 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>	
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 how tobacco companies attempt to lure people to buy cigarettes.</li> </ol>	<p><b>AS 5.DM.5.3</b> Explain how family, culture, peers, technology, or media influence a health-related decision.</p> <p><b>AS 2.AN.5.5</b> Describe how media and technology (e.g., television/film, video games, advertisements, social media, and other screen time) influence health practices and behaviors.</p>
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> </ol>	<p><b>AS 1.MH.5.1</b> Describe healthy ways to express and cope with needs, wants, emotions, feelings, and/or trauma.</p>

		<ol style="list-style-type: none"> <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>	
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>AS 4.IC.5.1</b> Demonstrate effective verbal and nonverbal communication skills.</p> <p><b>AS 4.IC.5.4</b> Demonstrate how to effectively ask for help to improve personal health.</p> <p><b>AS 4.IC.5.5</b> Identify how to effectively communicate support for others with compassion.</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> </ol>	<p><b>AS 1.HR.5.2</b> Describe the benefits of healthy family and peer relationships.</p> <p><b>AS 2.AN.5.3</b> Examine how peers can influence healthy and unhealthy behaviors.</p> <p><b>AS 4.IC.5.2</b> Demonstrate effective peer resistance skills to avoid or reduce health risk.</p>

		4. Identify places to go if they need help dealing with peer pressure.	
Unit 8: Assertiveness	To teach students how to develop assertiveness skills.	Students will: <ul 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> </ul>	<b>AS 4.IC.5.2</b> Demonstrate effective peer resistance skills to avoid or reduce health risk.

## Level Three

<b><i>Botvin LifeSkills® Training Units for Grades 5/6</i></b>	<b>Unit Goal</b>	<b>Unit Objectives</b>	<b>Oklahoma Learning Academic Standard(s) for Health (AS) and Physical Education (PES)</b>
Unit 1: Self-Esteem	To help students feel better about themselves by looking with a broader perspective at what they have already achieved	Students will:	<b>AS 6.GS.5.1</b> Set a personal health goal.

	and at what is possible for them to achieve in the future.	<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>AS 6.GS.5.2</b> Track progress toward achieving a personal health goal.</p> <p><b>AS 6.GS.5.3</b> Identify potential barriers and resources that can help achieve a personal health goal.</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"> <li>1. Review the Stop-Think-Go! Decision-making model.</li> <li>2. Practice making decisions related to tobacco.</li> </ol>	<p><b>AS 1.IP.5.2</b> Explain responsible decision making in situations with risk of injuries at home, school, and in the community. (e.g., pedestrian, motor vehicle, playground, fire, firearms, bike, water).</p> <p><b>AS 5.DM.5.1</b> Explain situations that need a health-related decision.</p> <p><b>AS 5.DM.5.2</b> Decide when help is needed and when it is needed to make a healthy decision.</p> <p><b>AS 5.DM.5.4</b> Examine healthy options to a health-related decision.</p> <p><b>AS 5.DM.5.5</b> Identify options and their potential outcomes when making a health-related decision.</p> <p><b>AS 5.DM.5.6</b> Choose a healthy option when making a decision.</p> <p><b>AS 5.DM.5.7</b> Explain the outcomes and benefits of making a health-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> <li>3. Write new laws related to tobacco use.</li> </ol>	<p><b>AS 1.SU.5.3</b> Identify short- and long-term physical effects of using tobacco (e.g., cigarettes, cigars, electronic cigarettes, (e-cigarettes), vaping products, hookah, heated tobacco products, smokeless tobacco).</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> </ol>	<p><b>AS 5.DM.5.3</b> Explain how family, culture, peers, technology, or media influence a health-related decision.</p> <p><b>AS 2.AN.5.5</b> Describe how media and technology (e.g., television/film, video games, advertisements, social media, and other screen time) influence health practices and behaviors.</p>

		1. Create an advertisement for a product utilizing a technique discussed.	
Unit 5: Dealing with Stress	To teach students that because stress does not go away, one of the best ways to deal with it is to prevent it.	<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> </ol> <p>Discuss stress-prevention techniques.</p>	<b>AS 1.MH.5.1</b> Describe healthy ways to express and cope with needs, wants, emotions, feelings, and/or trauma.
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> <li>1. Practice active and passive listening techniques.</li> </ol>	<p><b>AS 4.IC.5.1</b> Demonstrate effective verbal and nonverbal communication skills.</p> <p><b>AS 4.IC.5.4</b> Demonstrate how to effectively ask for help to improve personal health. Communicate support for others with compassion.</p> <p><b>AS 4.IC.5.5</b> Identify how to effectively communicate support for others with compassion.</p>
Unit 7: Social Skills	To teach students ways to deal with conflict in a positive way.	Students will:	<b>AS 4.IC.5.3</b> Demonstrate healthy ways to manage or resolve conflict.

		<ol style="list-style-type: none"> <li>1. Identify conflict styles and conflict outcomes.</li> <li>1. Identify behaviors that will lead to different conflict outcomes.</li> </ol>	
<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>AS 2.AN.5.3</b> Examine how peers can influence healthy and unhealthy behaviors.</p> <p><b>AS 4.IC.5.2</b> Demonstrate effective peer resistance skills to avoid or reduce health risk.</p>