



Connecting Botvin LifeSkills® Training to Tennessee Educational Standards (Grades 3-5)

Why align the LST Program with the Tennessee Health 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 Health Education standards for the state of **Tennessee**.

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.....	10
Unit 4: Advertising	10
Unit 5: Dealing with Stress.....	11
Unit 6: Communication Skills	11
Unit 7: Social Skills	12
Unit 8: Assertiveness.....	13
Level Three	14
Unit 1: Self-Esteem	14

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	16
Unit 8: Assertiveness.....	17

Level One

Botvin LifeSkills® Training Units for Grades 3-4	Unit Goal	Unit Objectives	Tennessee Learning Standard(s)
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"> 1. Define self-esteem. 2. Identify how self-esteem is developed. 3. Differentiate between good self-esteem and bad self-esteem. 4. Identify things they can do. 	Component: Personal and Community Wellness Subcomponent: Physical Activity 3.PCW.3 Identify personal physical activity goals needed to achieve overall wellness.
Unit 2: Decision-Making	To teach students a simple step-by-step process for making decisions.	Students will: <ol style="list-style-type: none"> 1. Identify how we make choices. 2. Be able to identify the basic process for making decisions. 	Component: Emotional Wellness Subcomponent: Mental Health 3.EW.1 Evaluate various influences on decision making. Component: Safety Subcomponent: Social Media

		<p>3. Practice applying the decision-making model to personal choices.</p>	<p>4.S.5 Explain refusal skills and demonstrate how to refuse hazardous substances, as well the benefits from not using these types of substances.</p> <p>Component: Safety Subcomponent: Social Media 3.S.9 Identify refusal skills when in personal safety situations (e.g., a clear “No” statement, walk/ run away, change subject, delay).</p>
<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>Component: Safety Subcomponent: Social Media 3.S.4 Identify the consequences of using tobacco products, vaping, alcohol, and other hazardous substances.</p> <p>Component: Safety Subcomponent: Social Media 3.S.5 Identify the consequences of using hazardous substances (e.g. alcohol, tobacco).</p> <p>Component: Safety Subcomponent: Social Media 4.S.5 Explain refusal skills and demonstrate how to refuse hazardous substances, as well the benefits from not using these types of substances.</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. 	<p>Component: Emotional Wellness Subcomponent: Social Health 4.EW.2 Explain how peers, family, and media influence personal thoughts, feelings, and healthy behaviors</p>

		<ol style="list-style-type: none"> 2. Create counter-arguments to tobacco advertising that demonstrate the true effects of smoking. 	<p>Component: Safety Subcomponent: Social Media 4.S.1 Describe ways social media can influence personal health.</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. 3. Practice deep breathing and stretching to reduce stress and anxiety. 	<p>Component: Emotional Wellness Subcomponent: Social Health 3.EW.2 Explain & demonstrate the appropriate ways feelings can be expressed and described.</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>Component: Emotional Wellness Subcomponent: Mental Health 3.EW.2 Explain & demonstrate the appropriate ways feelings can be expressed and described.</p> <p>Component: Safety Subcomponent: Social Media 3.S.4 Identify the consequences of using tobacco products, vaping, alcohol, and other hazardous substances.</p> <p>Component: Safety Subcomponent: Social Media 4.S.4 Practice refusal skills to avoid hazardous substances.</p> <p>Component: Safety Subcomponent: Social Media</p>

			<p>4.S.5 Explain refusal skills and demonstrate how to refuse hazardous substances, as well the benefits from not using these types of substances.</p> <p>Component: Safety Subcomponent: Social Media 3.S.9 Identify refusal skills when in personal safety situations (e.g., a clear “No” statement, walk/ run away, change subject, delay).</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>Component: Emotional Wellness Subcomponent: Social Health 4.EW.2 Explain how peers, family, and media influence personal thoughts, feelings, and healthy behaviors</p> <p>Component: Safety Subcomponent: Social Media 4.S.5 Explain refusal skills and demonstrate how to refuse hazardous substances, as well the benefits from not using these types of substances.</p> <p>Component: Safety Subcomponent: Social Media 3.S.9 Identify refusal skills when in personal safety situations (e.g., a clear “No” statement, walk/ run away, change subject, delay).</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”. 	<p>Component: Safety Subcomponent: Social Media 4.S.4 Practice refusal skills to avoid hazardous substances.</p>

		2. Practice at least one way to say “no” in a realistic role-play situation.	<p>Component: Safety Subcomponent: Social Media 4.S.5 Explain refusal skills and demonstrate how to refuse hazardous substances, as well the benefits from not using these types of substances.</p> <p>Component: Safety Subcomponent: Social Media 3.S.9 Identify refusal skills when in personal safety situations (e.g., a clear “No” statement, walk/ run away, change subject, delay).</p>
--	--	--	---

<h2>Level Two</h2>			
<i>Botvin LifeSkills® Training Units for Grades 4/5</i>	Unit Goal	Unit Objectives	Tennessee Learning Standard(s)
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"> 1. Define self-esteem. 2. Identify how self-esteem is developed. 	<p>Component: Emotional Wellness Subcomponent: Mental Health 4.EW.1 Identify the positive ways that peers and family members show support, care, and appreciation for one another.</p>

		<ol style="list-style-type: none"> 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>Component: Emotional Wellness Subcomponent: Social Health 5.EW.2 Identify questions to ask during the process of making a choice. ("Do I show respect for myself and others?")</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"> 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>Component: Emotional Wellness Subcomponent: Social Health 5.EW.2 Identify questions to ask during the process of making a choice ("Do I show respect for myself and others?")</p> <p>Component: Safety Subcomponent: Social Media 4.S.5 Explain refusal skills and demonstrate how to refuse hazardous substances, as well the benefits from not using these types of substances.</p> <p>Component: Safety Subcomponent: Social Media 5.S.5 Explain how using hazardous substances (e.g., alcohol, vaping, and tobacco) can adversely impact bodily systems.</p> <p>Component: Safety Subcomponent: Social Media 4.S.9 Identify resource persons in schools and the community and know how to seek help from them.</p> <p>Component: Safety Subcomponent: Social Media</p>

			5.S.9 Differentiate between situations which need peer support and those which need adult help.
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"> 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>Component: Safety Subcomponent: Social Media 5.S.4 Describe the harmful short-term and long-term effects of alcohol, tobacco, and other hazardous substances.</p> <p>Component: Safety Subcomponent: Social Media 5.S.5 Explain how using hazardous substances (e.g., alcohol, vaping, and tobacco) can adversely impact bodily systems.</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"> 1. Identify and discuss 8 different tricks that companies use to try to get people to smoke. 	<p>Component: Emotional Wellness Subcomponent: Social Health 4.EW.2 Explain how peers, family, and media influence personal thoughts, feelings, and healthy behaviors</p>

		<ol style="list-style-type: none"> Analyze cigarette advertisements to determine how tobacco companies attempt to lure people to buy cigarettes. 	<p>Component: Safety Subcomponent: Social Media 4.S.1 Describe ways social media can influence personal health.</p> <p>Component: Safety Subcomponent: Social Media 5.S.1 Analyze the positive and negative influences of social media on personal and family health.</p>
<p>Unit 5: Dealing with Stress</p>	<p>To identify positive and negative ways to cope with stress.</p>	<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>Component: Emotional Wellness Subcomponent: Mental Health 5.EW.1 Identify positive and negative stress.</p> <p>Component: Safety Subcomponent: Social Media 4.S.9 Identify resource persons in schools and the community and know how to seek help from them.</p> <p>Component: Safety Subcomponent: Social Media 5.S.9 Differentiate between situations which need peer support and those which need adult help.</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"> Identify what communication is. Practice using non-verbal communication skills. 	<p>Component: Safety Subcomponent: Social Media 5.S.4 Describe the harmful short-term and long-term effects of alcohol, tobacco, and other hazardous substances.</p> <p>Component: Safety Subcomponent: Social Media</p>

			<p>4.S.5 Explain refusal skills and demonstrate how to refuse hazardous substances, as well the benefits from not using these types of substances.</p> <p>Component: Safety Subcomponent: Social Media</p> <p>5.S.5 Explain how using hazardous substances (e.g., alcohol, vaping, and tobacco) can adversely impact bodily systems.</p> <p>Component: Safety Subcomponent: Social Media</p> <p>4.S.9 Identify resource persons in schools and the community and know how to seek help from them.</p> <p>Component: Safety Subcomponent: Social Media</p> <p>5.S.9 Differentiate between situations which need peer support and those which need adult help.</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>Component: Emotional Wellness Subcomponent: Social Health</p> <p>4.EW.2 Explain how peers, family, and media influence personal thoughts, feelings, and healthy behaviors.</p> <p>Component: Safety Subcomponent: Social Media</p> <p>4.S.5 Explain refusal skills and demonstrate how to refuse hazardous substances, as well the benefits from not using these types of substances.</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>Component: Safety Subcomponent: Social Media 4.S.4 Practice refusal skills to avoid hazardous substances.</p> <p>Component: Safety Subcomponent: Social Media 4.S.5 Explain refusal skills and demonstrate how to refuse hazardous substances, as well the benefits from not using these types of substances.</p> <p>Component: Safety Subcomponent: Social Media 4.S.9 Identify resource persons in schools and the community and know how to seek help from them.</p> <p>Component: Safety Subcomponent: Social Media 5.S.9 Differentiate between situations which need peer support and those which need adult help.</p>
--	---	--	--

Level Three

<i>Botvin LifeSkills® Training Units for Grades 5/6</i>	Unit Goal	Unit Objectives	Tennessee Learning Standards
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.	<p>Students will:</p> <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>Component: Personal and Community Wellness Subcomponent: Physical Activity 5.PCW.3 Implement a wellness routine (e.g., physical activity, adequate rest and sleep).</p> <p>Component: Emotional Wellness Subcomponent: Social Health 5.EW.2 Identify questions to ask during the process of making a choice. (“Do I show respect for myself and others?”)</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"> 1. Review the Stop-Think-Go! Decision-making model. 2. Practice making decisions related to tobacco. 	<p>Component: Emotional Wellness Subcomponent: Social Health 5.EW.2 Identify questions to ask during the process of making a choice (“Do I show respect for myself and others?”)</p>

			<p>Component: Safety Subcomponent: Social Media 5.S.5 Explain how using hazardous substances (e.g., alcohol, vaping, and tobacco) can adversely impact bodily systems.</p> <p>Component: Safety Subcomponent: Social Media 5.S.9 Differentiate between situations which need peer support and those which need adult help.</p>
Unit 3: Smoking Information	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>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. 3. Write new laws related to tobacco use. 	<p>Component: Safety Subcomponent: Social Media 5.S.4 Describe the harmful short-term and long-term effects of alcohol, tobacco, and other hazardous substances.</p> <p>Component: Safety Subcomponent: Social Media 5.S.5 Explain how using hazardous substances (e.g., alcohol, vaping, and tobacco) can adversely impact bodily systems.</p>
Unit 4: Advertising	To create an awareness in students of the many techniques and appeals that advertisers use to get consumers to purchase their products.	<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>Component: Safety Subcomponent: Social Media 5.S.1 Analyze the positive and negative influences of social media on personal and family health.</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. 	
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"> 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>Component: Emotional Wellness Subcomponent: Mental Health 5.EW.1 Identify positive and negative stress.</p> <p>Component: Safety Subcomponent: Social Media 5.S.9 Differentiate between situations which need peer support and those which need adult help.</p>
Unit 6: Communication Skills	To teach students the importance of communication.	<p>Students will:</p> <ol style="list-style-type: none"> 1. Define communication. 2. Differentiate between active and passive listening. 3. Practice active and passive listening techniques. 	<p>Component: Safety Subcomponent: Social Media 5.S.9 Differentiate between situations which need peer support and those which need adult help.</p>
Unit 7: Social Skills	To teach students ways to deal with conflict in a positive way.	<p>Students will:</p>	<p>Component: Emotional Wellness Subcomponent: Mental Health</p>

		<ol style="list-style-type: none"> 1. Identify conflict styles and conflict outcomes. 2. Identify behaviors that will lead to different conflict outcomes. 	<p>4.EW.1 Identify the positive ways that peers and family members show support, care, and appreciation for one another.</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"> 1. Differentiate between passive, aggressive, and assertive responses. 2. Identify how assertive skills can help a person stand up for themselves. 	<p>Component: Safety Subcomponent: Social Media 5.S.4 Describe the harmful short-term and long-term effects of alcohol, tobacco, and other hazardous substances.</p> <p>Component: Safety Subcomponent: Social Media 5.S.9 Differentiate between situations which need peer support and those which need adult help.</p>