



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

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

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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>Texas Learning Standards</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. Identify things they can do.</li> </ol>	<p><b>Mental Health and Wellness</b> Define self-esteem and ways it's formed, including identifying areas for one's personal growth.</p> <p>Describe the importance of acceptance of oneself and others.</p> <p>Discuss ways to help build self-esteem of self, friends, and others including areas of one's personal growth and ways to gather constructive feedback.</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>Mental Health and Wellness</b> Describe strategies for assessing thoughts and applying calming and self-management practices.</p> <p>Identify ways to avoid drugs and discuss healthy alternative activities to the use of drugs and other substances.</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>	
<b>Unit 3: Smoking Information</b>	<p>To weigh the pros and cons of smoking.</p>	<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>Alcohol, Tobacco and Other Drugs</b> Describe the harmful effects of tobacco on physical health.</p> <p>Describe how friends can influence a person’s decision to use or not use tobacco.</p> <p>Describe the short- and long-term harmful effects of tobacco.</p>
<b>Unit 4: Advertising</b>	<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"> <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><b>Physical Health and Hygiene</b> Identify the benefits of decision making about personal health.</p> <p><b>Alcohol, Tobacco and Other Drugs</b> Understand various factors can influence decisions regarding substance use.</p>

<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> <li>3. Practice deep breathing and stretching to reduce stress and anxiety.</li> </ol>	<p><b>Mental Health and Wellness:</b> Describe positive outcomes of stress, including creativity, focus, energy, drive, and purpose.</p> <p>Describe and practice healthy behaviors that reduce stress.</p> <p>Define sources of stress.</p> <p>Differentiate between positive and negative stress.</p> <p>Analyze how thoughts and emotions influence behaviors.</p> <p>Describe the importance of identifying and reframing thoughts and applying calming and self-management strategies when dealing with strong emotions, including anger.</p> <p>Identify ways to express and manage overwhelming emotions using calming strategies or talking to a trusted adult.</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>Mental Health and Wellness</b> Communicate needs, wants, and emotions in health ways. Describe the value of respectful communication.</p> <p>Discuss how others may experience situations differently than oneself.</p> <p>Identify verbal, physical, and situational cues that indicate how others may feel.</p> <p>Explain the importance of demonstrating consideration when communicating with individuals who use diverse methods to communicate such as a different language or adaptive methods.</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>Mental Health and Wellness</b> Distinguish between health and harmful influences of friends and others.</p> <p>Describe the characteristics of healthy and unhealthy friendships.</p> <p>Analyze how thoughts and emotions influence behaviors.</p> <p>Identify positive and negative characteristics of social groups.</p> <p>Explain the importance of being a positive role model.</p> <p>Distinguish between positive and negative peer influences and their effects on a person’s decision to use or not use alcohol or drugs.</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>Mental Health and Wellness</b> Demonstrate strategies for resolving conflicts.</p> <p><b>Alcohol, Tobacco and Other Drugs:</b> Demonstrates refusal skills to avoid substance use and misuse. Explain the difference between assertive behavior and aggressive behavior.</p> <p>Demonstrate refusal skills.</p>

## Level Two

<b>Botvin LifeSkills® Training Units for Grades 4/5</b>	<b>Unit Goal</b>	<b>Unit Objectives</b>	<b>Texas Learning Standards</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>Mental Health and Wellness</b></p> <p>Discuss ways to help build self-esteem of self, friends, and others including areas of one's personal growth and ways to gather constructive feedback.</p> <p>Identify and demonstrate strategies to help build self-esteem for self, friends, and others.</p> <p>Describe the benefits of setting and implementing short-and long-term goals and perseverance to achieve those goals.</p> <p>Discuss choices and decision making as part of goal setting.</p>

			Identify goals that one wishes to achieve, including area for one’s personal growth and ways to gather constructive feedback.
Unit 2: Decision-Making	To have students identify how their daily decisions are influenced in direct and indirect ways.	<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>Physical Health and Hygiene</b> Identify decision making skills that promote individual, family, and community health.</p> <p><b>Mental Health and Wellness</b> Identify ways to avoid drugs and discuss healthy alternative activities to the use of drugs and other substances.</p> <p>Analyze how thoughts and emotions influence behaviors.</p> <p>Practice and apply strategies for calming and self-management.</p>
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"> <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> </ol>	<p><b>Alcohol, Tobacco and Other Drugs</b> Describe the short- and long-term harmful effects of tobacco.</p> <p>Analyze short- and long-term harmful effects of alcohol, tobacco and other drugs.</p>

		<ol style="list-style-type: none"> <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>Alcohol, Tobacco and Other Drugs</b> Understand various factors can influence decisions regarding substance use.</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> <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>Mental Health and Wellness</b> Define sources of stress.  Differentiate between positive and negative stress.  Analyze how thoughts and emotional influence behaviors.  Describe the importance of identifying and reframing thoughts and applying calming and self-management strategies when dealing with strong emotions, including anger.</p>

			<p>Identify ways to express and manage overwhelming emotions using calming strategies or talking to a trusted adult.</p> <p>Compare and contrast healthy and unhealthy ways for managing concerns related to long-term health conditions for self and others.</p> <p>Identify situations in which stress can help to achieve goals and build resiliency.</p> <p>Examine ways to reduce the impact of stress, trauma, loss, and grief.</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>Mental Health and Wellness</b></p> <p>Identify verbal, physical, and situational cues that indicate how others may feel.</p> <p>Explain the importance of demonstrating consideration when communicating with individuals who use diverse methods to communicate such as a different language or adaptive methods.</p> <p>Analyze how to identify perspectives and respectful ways to communicate disagreement with friends, family, teachers, and others.</p> <p>Describe ways to engage in and promote positive interactions when conflict arises.</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> </ol>	<p><b>Mental Health and Wellness</b></p> <p>Analyze how thoughts and emotions influence behaviors.</p> <p>Identify positive and negative characteristics of</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>social groups.</p> <p>Explain the importance of being a positive role model.</p> <p>Distinguish between positive and negative peer influences and their effects on a person’s decision to use or not use alcohol or drugs.</p> <p><b>Alcohol, Tobacco and Other Drugs</b> Analyze how peer influence can be used to help a person decide not to use alcohol or drugs.</p> <p>Explain ways of maintaining healthy relationships and resisting negative peer influence in social groups.</p> <p>Describe ways to engage in and promote positive interactions when conflict arises.</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>Alcohol, Tobacco and Other Drugs</b> Explain the difference between assertive behavior and aggressive behavior.</p> <p>Demonstrate refusal skills.</p> <p>Assess how being assertive, using refusal skills, and evaluating peer influence can affect decision-making and problem solving.</p> <p>Identifying a variety of scenarios and different types of refusal skills that can be used to avoid the use of alcohol, tobacco and other drugs.</p>

## Level Three

<b>Botvin LifeSkills® Training Units for Grades 5/6</b>	<b>Unit Goal</b>	<b>Unit Objectives</b>	<b>Texas Learning Standards</b>
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"> <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>	<b>Mental Health and Wellness</b> Identify and demonstrate strategies to help build self-esteem for self, friends, and others.  Describe the benefits of setting and implementing short-and long-term goals and perseverance to achieve those goals.  Discuss choices and decision making as part of goal setting.  Identify goals that one wishes to achieve, including area for one's personal growth and ways to gather constructive feedback.

<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>Physical Health and Hygiene</b> Identify decision making skills that promote individual, family, and community health.</p> <p><b>Mental Health and Wellness</b> Analyze how thoughts and emotions influence behaviors.</p> <p>Practice and apply strategies for calming and self-management.</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>Alcohol, Tobacco and Other Drugs</b> Analyze short- and long-term harmful effects of alcohol, tobacco and other drugs.</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>Alcohol, Tobacco and Other Drugs</b> Understand various factors can influence decisions regarding substance use.</p>

		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"> <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>Mental Health and Wellness</b> Compare and contrast healthy and unhealthy ways for managing concerns related to long-term health conditions for self and others.</p> <p>Identify situations in which stress can help to achieve goals and build resiliency.</p> <p>Examine ways to reduce the impact of stress, trauma, loss, and grief.</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>Mental Health and Wellness</b> Analyze how to identify perspectives and respectful ways to communicate disagreement with friends, family, teachers, and others.</p> <p>Describe ways to engage in and promote positive interactions when conflict arises.</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>Identify behaviors that will lead to different conflict outcomes.</p>	<p><b>Mental Health and Wellness</b> Distinguish between positive and negative peer influences and their effects on a person’s decision to use or not use alcohol or drugs.</p> <p><b>Alcohol, Tobacco and Other Drugs</b> Analyze how peer influence can be used to help a person decide not to use alcohol or drugs.</p>

			<p>Explain ways of maintaining healthy relationships and resisting negative peer influence in social groups.</p> <p>Describe ways to engage in and promote positive interactions when conflict arises.</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"> <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>Alcohol, Tobacco and Other Drugs</b></p> <p>Assess how being assertive, using refusal skills, and evaluating peer influence can affect decision-making and problem solving.</p> <p>Identifying a variety of scenarios and different types of refusal skills that can be used to avoid the use of alcohol, tobacco and other drugs.</p>