



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

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

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Level One

Botvin LifeSkills® Training Units for Grades 3/4	Unit Goal	Unit Objectives	Louisiana Learning Standards
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. Identify things they can do.	Third Grade 1-E-1.1 Define physical, emotional and social health. 1-E-1.2 Describe the influence of the components of health on each other. 1-E-2.2 Explain how personal health behaviors affect individual well-being. Fourth Grade 1-E-1.1 Describe the interrelationship of, emotional, social, and physical health during childhood. 1-E-2.1 Analyze the differences between healthy and unhealthy personal behaviors. 1-E-2.1 Analyze the differences between healthy and unhealthy personal behaviors.

<p>Unit 2: Decision-Making</p>	<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. 2. Be able to identify the basic process for making decisions. 3. Practice applying the decision-making model to personal choices. 	<p>Third Grade</p> <p>1-E-2.2 Explain how personal health behaviors affect individual well-being.</p> <p>2-E-2.2 Discuss the ability to make healthy choices based on personal preferences.</p> <p>4-E-2.1 Identify examples of dangerous or risky behaviors that might lead to injuries.</p> <p>4-E-2.2 Create a list of risky health behaviors.</p> <p>5-E-1.1 Identify health-related situations that require a thoughtful decision.</p> <p>5-E-1.2 Recognize when assistance is needed when making health-related decisions.</p> <p>5-E-1.3 List options in dealing with health-related issues or problems.</p> <p>7-E-1.1 List actions or habits that are healthy</p> <p>7-E-1.3 Demonstrate ways to avoid engaging in risky behaviors associated with childhood injuries and health problems.</p> <p>Fourth Grade</p> <p>1-E-1.1 Describe the interrelationship of, emotional, social, and physical health during childhood.</p> <p>1-E-2.1 Analyze the differences between healthy and unhealthy personal behaviors.</p> <p>5-E-1.1 List the potential short-term and long-term outcomes that can occur when making a health-related decision.</p> <p>5-E-1.2 Choose a healthy option when making a decision.</p> <p>7-E-1.1 Discuss how healthy and unhealthy habits influence our health.</p> <p>7-E-1.2 Demonstrate a positive health behavior.</p> <p>7-E-2.1 List barriers that may delay or impede an individual from making good personal health choices.</p>
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			8-E-2.1 Discuss the impact, on others, of not making positive health choices.
Unit 3: Smoking Information	To weigh the pros and cons of smoking.	<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>Third Grade</p> <p>1-E-1.1 Define physical, emotional and social health. 1-E-1.2 Describe the influence of the components of health on each other. 1-E-2.2 Explain how personal health behaviors affect individual well-being. 2-E-2.1 Identify healthy and unhealthy practices and behaviors in families 2-E-2.2 Discuss the ability to make healthy choices based on personal preferences. 3-E-1.1 Recognize what makes something valid and invalid as it relates to health. 5-E-1.1 Identify health-related situations that require a thoughtful decision. 5-E-1.2 Recognize when assistance is needed when making health-related decisions. 5-E-1.3 List options in dealing with health-related issues or problems. 7-E-1.1 List actions or habits that are healthy 7-E-1.3 Demonstrate ways to avoid engaging in risky behaviors associated with childhood injuries and health problems. 8-E-1.2 Explain the importance of practicing positive health behaviors with your peers.</p> <p>Fourth Grade</p> <p>1-E-1.1 Describe the interrelationship of, emotional, social, and physical health during childhood. 1-E-2.1 Analyze the differences between healthy and unhealthy personal behaviors. 1-E-3.1 Identify health problems or injuries that can be prevented or treated early.</p>

			<p>1-E-3.3 Recognize how risky behaviors are related to childhood injuries and health problems.</p> <p>2-E-2.1 List the impact that families have on one’s personal health</p> <p>3-E-1.1 Identify valid sources of health information.</p> <p>3-E-1.2 List the importance in securing correct health information as it relates to personal health.</p> <p>3-E-1.3 Define health “misinformation.”</p> <p>7-E-1.1 Discuss how healthy and unhealthy habits influence our health.</p> <p>7-E-1.2 Demonstrate a positive health behavior.</p> <p>7-E-2.1 List barriers that may delay or impede an individual from making good personal health choices.</p> <p>8-E-2.1 Discuss the impact, on others, of not making positive health choices.</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>Third Grade</p> <p>1-E-2.2 Explain how personal health behaviors affect individual well-being.</p> <p>2-E-5.1 List different media types (e.g., TV, newspaper, billboards).</p> <p>2-E-5.2 Discuss how and why media attempt to influence personal thoughts, feelings, and health choices.</p> <p>2-E-5.3 Identify strategies to make positive health choices despite the influence of media.</p> <p>3-E-1.1 Recognize what makes something valid and invalid as it relates to health.</p> <p>Fourth Grade</p> <p>1-E-1.1 Describe the interrelationship of, emotional, social, and physical health during childhood.</p>

			<p>1-E-2.1 Analyze the differences between healthy and unhealthy personal behaviors.</p> <p>2-E-5.2 Identify the negative impact media may have on personal health choices.</p> <p>2-E-6.1 Identify the positive and negative impacts that technology can have on making health choices.</p> <p>3-E-1.1 Identify valid sources of health information.</p> <p>3-E-1.2 List the importance in securing correct health information as it relates to personal health.</p> <p>3-E-1.3 Define health “misinformation.”</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>Third Grade</p> <p>1-E-1.1 Define physical, emotional and social health.</p> <p>1-E-1.2 Describe the influence of the components of health on each other.</p> <p>1-E-2.2 Explain how personal health behaviors affect individual well-being.</p> <p>5-E-1.3 List options in dealing with health-related issues or problems.</p> <p>7-E-1.1 List actions or habits that are healthy</p> <p>7-E-3.1 Describe how an unhealthy behavior could be avoided or eliminated.</p> <p>Fourth Grade</p> <p>1-E-1.1 Describe the interrelationship of, emotional, social, and physical health during childhood.</p> <p>1-E-2.1 Analyze the differences between healthy and unhealthy personal behaviors.</p> <p>1-E-3.1 Identify health problems or injuries that can be prevented or treated early.</p> <p>1-E-3.3 Recognize how risky behaviors are related to childhood injuries and health problems.</p> <p>7-E-1.1 Discuss how healthy and unhealthy habits influence our health.</p> <p>7-E-1.2 Demonstrate a positive health behavior.</p>

			7-E-2.1 List barriers that may delay or impede an individual from making good personal health choices.
Unit 6: Communication Skills	To teach students how feelings are communicated.	Students will: <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>Third Grade</p> <p>1-E-1.2 Describe the influence of the components of health on each other.</p> <p>1-E-2.2 Explain how personal health behaviors affect individual well-being.</p> <p>4-E-1.1 Identify verbal and non-verbal communication skills that enhance health.</p> <p>4-E-1.2 Demonstrate how verbal and non-verbal communication skills are used to enhance health.</p> <p>8-E-1.2 Explain the importance of practicing positive health behaviors with your peers.</p> <p>Fourth Grade</p> <p>1-E-1.1 Describe the interrelationship of, emotional, social, and physical health during childhood.</p> <p>1-E-2.1 Analyze the differences between healthy and unhealthy personal behaviors.</p> <p>4-E-1.1 Identify verbal and nonverbal communication skills that can be used to positively influence others in situations that impact health.</p> <p>4-E-3.1 Demonstrate through role play effective conflict resolution strategies.</p> <p>7-E-1.1 Discuss how healthy and unhealthy habits influence our health.</p> <p>7-E-1.2 Demonstrate a positive health behavior.</p>
Unit 7: Social Skills	To help students learn ways of building and maintaining friendships.	Students will: <ol style="list-style-type: none"> 1. Identify what makes a person a friend. 	<p>Third Grade</p> <p>1-E-1.1 Define physical, emotional and social health.</p> <p>1-E-1.2 Describe the influence of the components of health on each other.</p> <p>1-E-2.2 Explain how personal health behaviors affect individual well-being.</p>

		<ol style="list-style-type: none"> 2. Identify characteristics they find important in a friendship. 3. Describe qualities they possess which make them a good friend. 	<p>8-E-1.2 Explain the importance of practicing positive health behaviors with your peers.</p> <p>Fourth Grade 1-E-1.1 Describe the interrelationship of, emotional, social, and physical health during childhood. 1-E-2.1 Analyze the differences between healthy and unhealthy personal behaviors.</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>Third Grade 1-E-1.1 Define physical, emotional and social health. 1-E-1.2 Describe the influence of the components of health on each other. 1-E-2.2 Explain how personal health behaviors affect individual well-being. 2-E-3.1 Define peer pressure. 2-E-3.2 Describe how peers can influence one’s health choices 4-E-2.3 Identify ways to say “no” to risky health behaviors. 4-E-2.4 Apply refusal skills to given situations through activities such as role play. 5-E-1.1 Identify health-related situations that require a thoughtful decision. 5-E-1.2 Recognize when assistance is needed when making health-related decisions. 5-E-1.3 List options in dealing with health-related issues or problems. 7-E-1.1 List actions or habits that are healthy 7-E-1.3 Demonstrate ways to avoid engaging in risky behaviors associated with childhood injuries and health problems. 8-E-1.2 Explain the importance of practicing positive health behaviors with your peers.</p>

			<p>Fourth Grade</p> <p>1-E-1.1 Describe the interrelationship of, emotional, social, and physical health during childhood.</p> <p>1-E-2.1 Analyze the differences between healthy and unhealthy personal behaviors.</p> <p>2-E-3.1 Identify ways to avoid negative peer pressure and practice positive health behaviors.</p> <p>2-E-3.2 Model positive peer leadership skills that lead to good health behaviors.</p> <p>4-E-1.1 Identify verbal and nonverbal communication skills that can be used to positively influence others in situations that impact health.</p> <p>4-E-2.1 Explain how to apply refusal skills to a health risk situation.</p> <p>4-E-2.2 Demonstrate through role play how using good refusal skills can avoid or reduce risky health behaviors.</p> <p>7-E-1.2 Demonstrate a positive health behavior.</p>
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Level Two

Botvin LifeSkills® Training Units for Grades 4/5	Unit Goal	Unit Objectives	Louisiana Learning Standards
Unit 1: Self-Esteem	<p>To teach students what self-esteem is and how it is developed. To make students</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>1-E-1.1 Describe the interrelationship of, emotional, social, and physical health during childhood.</p> <p>1-E-2.1 Analyze the differences between healthy and unhealthy personal behaviors.</p> <p>1-E-2.1 Analyze the differences between healthy and unhealthy personal behaviors.</p> <p>Fifth Grade</p> <p>1-E-1.1 List the behaviors that influence physical, emotional, and social health.</p> <p>1-E-1.2 Describe the consequences of the behaviors that influence physical, emotional, and social health.</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>Fourth Grade</p> <p>1-E-1.1 Describe the interrelationship of, emotional, social, and physical health during childhood.</p> <p>1-E-2.1 Analyze the differences between healthy and unhealthy personal behaviors.</p> <p>5-E-1.1 List the potential short-term and long-term outcomes that can occur when making a health-related decision.</p> <p>5-E-1.2 Choose a healthy option when making a decision.</p> <p>7-E-1.1 Discuss how healthy and unhealthy habits influence our health.</p> <p>7-E-1.2 Demonstrate a positive health behavior.</p> <p>7-E-2.1 List barriers that may delay or impede an individual from making good personal health choices.</p> <p>8-E-2.1 Discuss the impact, on others, of not making positive health choices.</p> <p>Fifth Grade</p> <p>1-E-1.1 List the behaviors that influence physical, emotional, and social health.</p> <p>1-E-1.2 Describe the consequences of the behaviors that influence physical, emotional, and social health.</p> <p>1-E-2.1 List the consequences of negative health choices (e.g., drinking, smoking).</p> <p>1-E-2.2 Examine the consequences of good and bad health choices on one’s personal health.</p> <p>1-E-3.1 Recognize the responsibility to reduce risk of injury to self and to others</p> <p>1-E-3.3 Recognize the responsibility to reduce health risk</p> <p>5-E-1.1 Analyze elements of effective decision-making model.</p> <p>5-E-1.2 Identify circumstances that can help or</p>
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			hinder healthy decision-making.
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>Fourth Grade</p> <p>1-E-1.1 Describe the interrelationship of, emotional, social, and physical health during childhood.</p> <p>1-E-2.1 Analyze the differences between healthy and unhealthy personal behaviors.</p> <p>1-E-3.1 Identify health problems or injuries that can be prevented or treated early.</p> <p>1-E-3.3 Recognize how risky behaviors are related to childhood injuries and health problems.</p> <p>2-E-2.1 List the impact that families have on one’s personal health</p> <p>3-E-1.1 Identify valid sources of health information.</p> <p>3-E-1.2 List the importance in securing correct health information as it relates to personal health.</p> <p>3-E-1.3 Define health “misinformation.”</p> <p>7-E-1.1 Discuss how healthy and unhealthy habits influence our health.</p> <p>7-E-1.2 Demonstrate a positive health behavior.</p> <p>7-E-2.1 List barriers that may delay or impede an individual from making good personal health choices.</p> <p>8-E-2.1 Discuss the impact, on others, of not making positive health choices.</p> <p>Fifth Grade</p> <p>1-E-1.1 List the behaviors that influence physical, emotional, and social health.</p> <p>1-E-1.2 Describe the consequences of the behaviors that influence physical, emotional, and social health.</p>

			<p>1-E-2.1 List the consequences of negative health choices (e.g., drinking, smoking).</p> <p>1-E-2.2 Examine the consequences of good and bad health choices on one’s personal health.</p> <p>1-E-3.1 Recognize the responsibility to reduce risk of injury to self and to others</p> <p>1-E-3.3 Recognize the responsibility to reduce health risk</p> <p>7-E-3.1 List items that are perceived as health risk behaviors (e.g., smoking, drinking).</p> <p>7-E-3.2 Explain the harmful effects of health risk behaviors (e.g., smoking, drinking).</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. Identify and discuss 8 different tricks that companies use to try to get people to smoke. 2. Analyze cigarette advertisements to determine how tobacco companies attempt to lure people to buy cigarettes. 	<p>Fourth Grade</p> <p>1-E-1.1 Describe the interrelationship of, emotional, social, and physical health during childhood.</p> <p>1-E-2.1 Analyze the differences between healthy and unhealthy personal behaviors.</p> <p>2-E-5.2 Identify the negative impact media may have on personal health choices.</p> <p>2-E-6.1 Identify the positive and negative impacts that technology can have on making health choices.</p> <p>3-E-1.1 Identify valid sources of health information.</p> <p>3-E-1.2 List the importance in securing correct health information as it relates to personal health.</p> <p>3-E-1.3 Define health “misinformation.”</p> <p>Fifth Grade</p> <p>1-E-1.1 List the behaviors that influence physical, emotional, and social health.</p>

			<p>1-E-1.2 Describe the consequences of the behaviors that influence physical, emotional, and social health.</p> <p>2-E-5.2 Analyze specific media/advertisements regarding the health message they convey.</p> <p>2-E-6.1 Analyze specific technologies regarding the health messages they convey.</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"> 1. Identify positive and negative ways to deal with stress. 2. Discuss how to tell the difference between a positive and negative coping technique. 3. Practice guided imagery and progressive muscle relaxation techniques. 	<p>Fourth Grade</p> <p>1-E-1.1 Describe the interrelationship of, emotional, social, and physical health during childhood.</p> <p>1-E-2.1 Analyze the differences between healthy and unhealthy personal behaviors.</p> <p>1-E-3.1 Identify health problems or injuries that can be prevented or treated early.</p> <p>1-E-3.3 Recognize how risky behaviors are related to childhood injuries and health problems.</p> <p>7-E-1.1 Discuss how healthy and unhealthy habits influence our health.</p> <p>7-E-1.2 Demonstrate a positive health behavior.</p> <p>7-E-2.1 List barriers that may delay or impede an individual from making good personal health choices.</p> <p>Fifth Grade</p> <p>1-E-1.1 List the behaviors that influence physical, emotional, and social health.</p> <p>1-E-1.2 Describe the consequences of the behaviors that influence physical, emotional, and social health.</p> <p>1-E-2.2 Examine the consequences of good and bad health choices on one’s personal health.</p> <p>1-E-3.1 Recognize the responsibility to reduce risk of injury to self and to others</p>

			1-E-3.3 Recognize the responsibility to reduce health risk
Unit 6: Communication Skills	To teach students the importance of communication.	Students will: <ul style="list-style-type: none"> 1. Identify what communication is. 2. Practice using non-verbal communication skills. 	<p>Fourth Grade</p> <p>1-E-1.1 Describe the interrelationship of, emotional, social, and physical health during childhood.</p> <p>1-E-2.1 Analyze the differences between healthy and unhealthy personal behaviors.</p> <p>4-E-1.1 Identify verbal and nonverbal communication skills that can be used to positively influence others in situations that impact health.</p> <p>4-E-3.1 Demonstrate through role play effective conflict resolution strategies.</p> <p>7-E-1.1 Discuss how healthy and unhealthy habits influence our health.</p> <p>7-E-1.2 Demonstrate a positive health behavior.</p> <p>Fifth Grade</p> <p>1-E-1.1 List the behaviors that influence physical, emotional, and social health.</p> <p>1-E-1.2 Describe the consequences of the behaviors that influence physical, emotional, and social health.</p>
Unit 7: Social Skills	To help students learn ways to get along with their peers.	Students will: <ul style="list-style-type: none"> 1. Define “peer” and “peer pressure”. 2. Understand that peer pressure can be either positive or negative. 	<p>Fourth Grade</p> <p>1-E-1.1 Describe the interrelationship of, emotional, social, and physical health during childhood.</p> <p>1-E-2.1 Analyze the differences between healthy and unhealthy personal behaviors.</p> <p>2-E-3.1 Identify ways to avoid negative peer pressure and practice positive health behaviors.</p> <p>2-E-3.2 Model positive peer leadership skills that</p>

		<p>3. Identify ways to deal with negative peer pressure.</p> <p>4. Identify places to go if they need help dealing with peer pressure.</p>	<p>lead to good health behaviors.</p> <p>4-E-1.1 Identify verbal and nonverbal communication skills that can be used to positively influence others in situations that impact health.</p> <p>4-E-2.1 Explain how to apply refusal skills to a health risk situation.</p> <p>4-E-2.2 Demonstrate through role play how using good refusal skills can avoid or reduce risky health behaviors.</p> <p>7-E-1.2 Demonstrate a positive health behavior.</p> <p>Fifth Grade</p> <p>1-E-1.1 List the behaviors that influence physical, emotional, and social health.</p> <p>1-E-1.2 Describe the consequences of the behaviors that influence physical, emotional, and social health.</p> <p>1-E-2.1 List the consequences of negative health choices (e.g., drinking, smoking).</p> <p>1-E-2.2 Examine the consequences of good and bad health choices on one’s personal health.</p> <p>1-E-3.1 Recognize the responsibility to reduce risk of injury to self and to others</p> <p>1-E-3.3 Recognize the responsibility to reduce health risk</p> <p>2-E-3.1 Describe instances when one may have to overcome the influence of others to maintain good health.</p> <p>4-E-1.1 Demonstrate the ability to communicate a health message in a verbal and non-verbal manner.</p> <p>5-E-1.1 Analyze elements of effective decision-making model.</p> <p>5-E-1.2 Identify circumstances that can help or hinder healthy decision-making.</p>
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<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>Fourth Grade</p> <p>1-E-1.1 Describe the interrelationship of, emotional, social, and physical health during childhood.</p> <p>1-E-2.1 Analyze the differences between healthy and unhealthy personal behaviors.</p> <p>4-E-1.1 Identify verbal and nonverbal communication skills that can be used to positively influence others in situations that impact health.</p> <p>4-E-2.1 Explain how to apply refusal skills to a health risk situation.</p> <p>4-E-2.2 Demonstrate through role play how using good refusal skills can avoid or reduce risky health behaviors.</p> <p>7-E-1.2 Demonstrate a positive health behavior.</p> <p>4-E-2.1 Create and share a scenario that utilizes refusal skills to avoid engaging in risky behaviors.</p> <p>Fifth Grade</p> <p>1-E-1.1 List the behaviors that influence physical, emotional, and social health.</p> <p>1-E-1.2 Describe the consequences of the behaviors that influence physical, emotional, and social health.</p> <p>1-E-2.1 List the consequences of negative health choices (e.g., drinking, smoking).</p> <p>1-E-2.2 Examine the consequences of good and bad health choices on one’s personal health.</p>
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Level Three

Botvin LifeSkills® Training Units for Grades 5/6	Unit Goal	Unit Objectives	Louisiana 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.	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. 	Fifth Grade 1-E-1.1 List the behaviors that influence physical, emotional, and social health. 1-E-1.2 Describe the consequences of the behaviors that influence physical, emotional, and social health. 6-E-1.1 Track progress toward the achievement of a personal health goal. 7-E-1.1 Make a list of positive and negative personal health habits. 7-E-1.2 Examine personal habits that promote lifelong health. Sixth Grade 1-M-1.1 Identify and categorize behaviors that can affect physical, intellectual, emotional and social health.

			<p>1-M-2.1 Distinguish between health knowledge and practicing healthy behaviors.</p> <p>2-M-3.1 Discuss personal beliefs about participating in healthy behaviors.</p> <p>2-M-3.2 Identify barriers and opportunities to engaging in healthy behaviors</p> <p>6-M-1.1 Assess personal health practices and health status.</p> <p>6-M-1.2 Set a goal and describe steps needed to attain goal.</p> <p>6-M-1.3 Develop practical solutions for removing barriers to practicing healthy lifestyles.</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>Fifth Grade</p> <p>1-E-1.1 List the behaviors that influence physical, emotional, and social health.</p> <p>1-E-1.2 Describe the consequences of the behaviors that influence physical, emotional, and social health.</p> <p>1-E-2.1 List the consequences of negative health choices (e.g., drinking, smoking).</p> <p>1-E-2.2 Examine the consequences of good and bad health choices on one’s personal health.</p> <p>1-E-3.1 Recognize the responsibility to reduce risk of injury to self and to others</p> <p>1-E-3.3 Recognize the responsibility to reduce health risk</p> <p>5-E-1.1 Analyze elements of effective decision-making model.</p> <p>5-E-1.2 Identify circumstances that can help or hinder healthy decision-making.</p> <p>Sixth Grade</p> <p>1-M-1.1 Identify and categorize behaviors that can affect physical, intellectual, emotional and social health.</p> <p>1-M-2.1 Distinguish between health knowledge and</p>

			<p>practicing healthy behaviors.</p> <p>1-M-3.1 Examine the likelihood and seriousness of injury or illness if engaging in risky behaviors.</p> <p>2-M-1.1 Identify the influences of others on personal values, beliefs and perceived norms.</p> <p>2-M-1.2 Examine how parents and family influence health practices.</p> <p>2-M-3.1 Discuss personal beliefs about participating in healthy behaviors.</p> <p>2-M-3.2 Identify barriers and opportunities to engaging in healthy behaviors.</p> <p>5-M-1.1 Examine how emotional health can affect decision-making.</p> <p>5-M-2.1 Relate the steps of a decision-making model as it applies to health-related decisions.</p> <p>6-M-1.1 Assess personal health practices and health status.</p> <p>6-M-1.3 Develop practical solutions for removing barriers to practicing healthy lifestyles.</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>Fifth Grade</p> <p>1-E-1.1 List the behaviors that influence physical, emotional, and social health.</p> <p>1-E-1.2 Describe the consequences of the behaviors that influence physical, emotional, and social health.</p> <p>1-E-2.1 List the consequences of negative health choices (e.g., drinking, smoking).</p> <p>1-E-2.2 Examine the consequences of good and bad health choices on one’s personal health.</p> <p>1-E-3.1 Recognize the responsibility to reduce risk of injury to self and to others</p> <p>1-E-3.3 Recognize the responsibility to reduce health risk</p> <p>7-E-3.1 List items that are perceived as health risk behaviors (e.g., smoking, drinking).</p>

			7-E-3.2 Explain the harmful effects of health risk behaviors (e.g., smoking, drinking).
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. 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>Fifth Grade</p> <p>1-E-1.1 List the behaviors that influence physical, emotional, and social health.</p> <p>1-E-1.2 Describe the consequences of the behaviors that influence physical, emotional, and social health.</p> <p>2-E-5.2 Analyze specific media/advertisements regarding the health message they convey.</p> <p>2-E-6.1 Analyze specific technologies regarding the health messages they convey.</p> <p>Sixth Grade</p> <p>1-M-1.1 Identify and categorize behaviors that can affect physical, intellectual, emotional and social health.</p> <p>1-M-2.1 Distinguish between health knowledge and practicing healthy behaviors.</p> <p>2-M-2.1 Investigate the impact of media (e.g., television, newspapers, billboards, magazines, Internet) on positive and negative health behaviors.</p> <p>2-M-2.2 Describe the ways that technology affects health (e.g., video games).</p> <p>3-M-1.1 Differentiate between credible and non-credible sources of health information (e.g., internet, trusted adult, healthcare professionals).</p> <p>5-M-2.1 Relate the steps of a decision-making model as it applies to health-related decisions.</p>
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 	<p>Fifth Grade</p> <p>1-E-1.1 List the behaviors that influence physical, emotional, and social health.</p> <p>1-E-1.2 Describe the consequences of the behaviors that influence physical, emotional, and social health.</p> <p>1-E-2.2 Examine the consequences of good and bad</p>

		<p>different age groups throughout life.</p> <ol style="list-style-type: none"> 2. Compare and contrast types of stressors common to all people. 3. Discuss stress-prevention techniques. 	<p>health choices on one’s personal health.</p> <p>1-E-3.1 Recognize the responsibility to reduce risk of injury to self and to others</p> <p>1-E-3.3 Recognize the responsibility to reduce health risk</p> <p>Sixth Grade</p> <p>1-M-1.1 Identify and categorize behaviors that can affect physical, intellectual, emotional and social health.</p> <p>1-M-2.1 Distinguish between health knowledge and practicing healthy behaviors.</p> <p>2-M-3.1 Discuss personal beliefs about participating in healthy behaviors.</p> <p>2-M-3.2 Identify barriers and opportunities to engaging in healthy behaviors.</p> <p>5-M-1.1 Examine how emotional health can affect decision-making.</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>Fifth Grade</p> <p>1-E-1.1 List the behaviors that influence physical, emotional, and social health.</p> <p>1-E-1.2 Describe the consequences of the behaviors that influence physical, emotional, and social health.</p> <p>4-E-1.1 Demonstrate the ability to communicate a health message in a verbal and non-verbal manner.</p> <p>Sixth Grade</p> <p>1-M-1.1 Identify and categorize behaviors that can affect physical, intellectual, emotional and social health.</p> <p>1-M-2.1 Distinguish between health knowledge and practicing healthy behaviors.</p> <p>2-M-3.1 Discuss personal beliefs about participating in healthy behaviors.</p> <p>2-M-3.2 Identify barriers and opportunities to engaging in healthy behaviors.</p> <p>4-M-1.1 Role play verbal and non-verbal</p>

			<p>communication skills to enhance health.</p> <p>4-M-3.1 Differentiate between negative and positive behaviors used in conflict situations (e.g., compromise, avoidance, mediation, assertive/aggressive, non-violent behaviors).</p>
<p>Unit 7: Social Skills</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"> 1. Identify conflict styles and conflict outcomes. Identify behaviors that will lead to different conflict outcomes. 	<p>Fifth Grade</p> <p>1-E-1.1 List the behaviors that influence physical, emotional, and social health.</p> <p>1-E-1.2 Describe the consequences of the behaviors that influence physical, emotional, and social health.</p> <p>1-E-2.1 List the consequences of negative health choices (e.g., drinking, smoking).</p> <p>1-E-2.2 Examine the consequences of good and bad health choices on one’s personal health.</p> <p>1-E-3.1 Recognize the responsibility to reduce risk of injury to self and to others</p> <p>1-E-3.3 Recognize the responsibility to reduce health risk</p> <p>2-E-3.1 Describe instances when one may have to overcome the influence of others to maintain good health.</p> <p>4-E-1.1 Demonstrate the ability to communicate a health message in a verbal and non-verbal manner.</p> <p>5-E-1.1 Analyze elements of effective decision-making model.</p> <p>5-E-1.2 Identify circumstances that can help or hinder healthy decision-making.</p> <p>Sixth Grade</p> <p>1-M-1.1 Identify and categorize behaviors that can affect physical, intellectual, emotional and social health.</p> <p>1-M-2.1 Distinguish between health knowledge and practicing healthy behaviors.</p> <p>2-M-3.1 Discuss personal beliefs about participating in healthy behaviors.</p>

			<p>2-M-3.2 Identify barriers and opportunities to engaging in healthy behaviors.</p> <p>4-M-1.1 Role play verbal and non-verbal communication skills to enhance health.</p> <p>4-M-1.2 Practice the use of “I” messages when expressing needs, wants and feelings.</p> <p>4-M-3.1 Differentiate between negative and positive behaviors used in conflict situations (e.g., compromise, avoidance, mediation, assertive/aggressive, non-violent behaviors).</p> <p>4-M-4.1 Identify qualities of healthy relationships (e.g., respect, trust, honesty, support, communication).</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>Fifth Grade</p> <p>1-E-1.1 List the behaviors that influence physical, emotional, and social health.</p> <p>1-E-1.2 Describe the consequences of the behaviors that influence physical, emotional, and social health.</p> <p>1-E-2.1 List the consequences of negative health choices (e.g., drinking, smoking).</p> <p>1-E-2.2 Examine the consequences of good and bad health choices on one’s personal health.</p> <p>1-E-3.1 Recognize the responsibility to reduce risk of injury to self and to others</p> <p>1-E-3.3 Recognize the responsibility to reduce health risk</p> <p>2-E-3.1 Describe instances when one may have to overcome the influence of others to maintain good health.</p> <p>4-E-1.1 Demonstrate the ability to communicate a health message in a verbal and non-verbal manner.</p> <p>4-E-3.1 Differentiate between assertive and aggressive behavior.</p>

			<p>4-E-3.2 Role play different scenarios identifying assertive and aggressive behavior and the impact of that behavior in conflict situations</p> <p>Sixth Grade</p> <p>1-M-1.1 Identify and categorize behaviors that can affect physical, intellectual, emotional and social health.</p> <p>1-M-2.1 Distinguish between health knowledge and practicing healthy behaviors.</p> <p>2-M-3.1 Discuss personal beliefs about participating in healthy behaviors.</p> <p>2-M-3.2 Identify barriers and opportunities to engaging in healthy behaviors</p> <p>4-M-1.1 Role play verbal and non-verbal communication skills to enhance health.</p> <p>4-M-1.2 Practice the use of “I” messages when expressing needs, wants and feelings.</p> <p>4-M-3.1 Differentiate between negative and positive behaviors used in conflict situations (e.g., compromise, avoidance, mediation, assertive/aggressive, non-violent behaviors).</p>
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