



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

Why align the LST Program with New Jersey 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 **New Jersey**.

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Level One

Level One			
<p>Botvin LifeSkills® Training Units for Grades 3/4</p>	<p>Unit Goal</p>	<p>Unit Objectives</p>	<p>New Jersey Comprehensive Health & Physical Education Learning Standards (CHPE), Performance Expectations; Personal Growth and Development (PGD), Emotional Health (EH), Social and Sexual Health (SSH), Community Health Services and Support (CHSS), Movement Skills and Concepts (MSC), Physical Fitness (PF), Lifelong Fitness (LF), Nutrition (N), Personal Safety (PS), Health Conditions, Diseases and Medicines (HCDM), Alcohol, Tobacco and Other Drugs (ATD), Dependency, Substances Disorder, and Treatment (DSDT)</p>
<p>Unit 1: Self-Esteem</p>	<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"> 1. Define self-esteem. 2. Identify how self-esteem is developed. 3. Differentiate between good self-esteem and bad self-esteem. 	<p>CHPE 2.1.5.EH.1 Discuss the impact of one’s feelings and thoughts on one’s own behavior.</p> <p>CHPE 2.1.5.EH.2 Explain how to cope with rejection, loss, and separation.</p> <p>CHPE 2.1.5.SSH.2 Differentiate between positive and negative self-talk and discuss its impact on wellness.</p>

		4. Identify things they can do.	CHPE 2.1.5.EH.4 Identify behaviors that help to deal with difficult situations.
Unit 2: Decision-Making	To teach students a simple step-by-step process for making decisions.	Students will: <ul 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. 	CHPE 2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.
Unit 3: Smoking Information	To weigh the pros and cons of smoking.	Students will: <ul 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. 	CHPE 2.3.5.ATD.1: Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer). CHPE 2.3.5.ATD.2: Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products.
Unit 4: Advertising	To develop an awareness of how tobacco advertisers manipulate advertisements to try and entice people to smoke.	Students will: <ul style="list-style-type: none"> 1. Examine advertising and promotional techniques that encourage teenagers to smoke. 2. Create counter arguments to tobacco 	CHPE 2.1.5. CHSS.3 Describe strategies that are useful for identifying and resisting pressure to make unhealthy choices. CHPE 2.3.5.ATD.1 Identify products that contain alcohol, tobacco, and other drugs and explain potential health concerns associated with their use.

		advertising that demonstrate the true effects of smoking.	
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"> 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>CHPE 2.1.5.EH.2: 2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.</p> <p>CHPE 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).</p> <p>CHPE 2.1.5. CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.</p> <p>CHPE 2.3.5. HCDM.3: Examine how mental health can impact one’s wellness (e.g., depression, anxiety, stress, phobias).</p>
Unit 6: Communication Skills	To teach students how feelings are communicated.	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify what communication is. 2. Discuss the importance of communicating their feelings. 	<p>CHPE 2.1.5.SSH.5: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.</p>

		3. Practice using body language to express emotions.	
Unit 7: Social Skills	To help students learn ways of building and maintaining friendships.	<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>CHPE 2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.</p> <p>CHPE 2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.</p>
Unit 8: Assertiveness	To teach students refusal skills	<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>CHPE 2.3.5. DSDT.3: Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health.</p> <p>CHPE 2.3.PS CI: Children who practice setting healthy boundaries know how to say no and what to do when they feel uncomfortable or find themselves in unsafe situations.</p> <p>CHPE 2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people’s personal boundaries.</p> <p>CHPE 2.3.5.PS.6: Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating</p>

			violence, sexual harassment, sexual assault, and sexual abuse.
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Level Two

<p>Unit 1: Self-Esteem</p>	<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"> 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>CHPE 2.1.5.EH.1 Discuss the impact of one's feelings and thoughts on one's own behavior.</p> <p>CHPE 2.1.5.EH.2 Explain how to cope with rejection, loss, and separation.</p> <p>CHPE 2.1.5.SSH.2 Differentiate between positive and negative self-talk and discuss its impact on wellness.</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. 	<p>CHPE 2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.</p> <p>CHPE 2.5.5 PE: Describe effects of alcohol/tobacco/drugs; identify avoidance strategies.</p>

		3. Identify and map factors that influence their decisions.	
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 and 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>CHPE 2.3.5. DSDT.2: Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem.</p> <p>CHPE 2.3.5. DSDT.3: Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health.</p> <p>CHPE 2.3.5.ATD.1: Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).</p> <p>CHPE 2.3.5.ATD.2: Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products.</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>CHPE 2.1.5. CHSS.3 Describe strategies that are useful for identifying and resisting pressure to make unhealthy choices.</p> <p>CHPE 2.3.5.ATD.1 Identify products that contain alcohol, tobacco, and other drugs and explain</p>

		<ol style="list-style-type: none"> Analyze cigarette advertisements to determine how tobacco companies attempt to lure people to buy cigarettes. 	potential health concerns associated with their use.
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"> 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>CHPE 2.1.5.EH.2: 2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.</p> <p>CHPE 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).</p> <p>CHPE 2.1.5. CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.</p> <p>CHPE 2.3.5. HCDM.3: Examine how mental health can impact one’s wellness (e.g., depression, anxiety, stress, phobias).</p>
Unit 6: Communication Skills	To teach students the importance of communication.	<p>Students will:</p> <ol style="list-style-type: none"> Identify what communication is. Practice using non-verbal communication skills. 	<p>CHPE 2.1.5.SSH.5: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.</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>CHPE 2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.</p> <p>CHPE 2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.</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>CHPE 2.3.5. DSDT.3: Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health.</p> <p>CHPE 2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people’s personal boundaries.</p> <p>CHPE 2.3.5.PS.6: Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse.</p>

Level Three

<p>Botvin LifeSkills® Training Units for Grades 5/6</p>	<p>Unit Goal</p>	<p>Unit Objectives</p>	<p>New Jersey Comprehensive Health & Physical Education Learning Standards (CHPE), Performance Expectations; Personal Growth and Development (PGD), Emotional Health (EH), Social and Sexual Health (SSH), Community Health Services and Support (CHSS), Movement Skills and Concepts (MSC), Physical Fitness (PF), Lifelong Fitness (LF), Nutrition (N), Personal Safety (PS), Health Conditions, Diseases and Medicines (HCDM), Alcohol, Tobacco and Other Drugs (ATD), Dependency, Substances Disorder, and Treatment (DSDT)</p>
<p>Unit 1: Self-Esteem</p>	<p>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>	<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. 	<p>CHPE 2.2.5. PF.4: Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.</p> <p>CHPE 2.2.5.N.3: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.</p>

		3. Discuss the relationship between risk behaviors and goal achievement.	
Unit 2: Decision-Making	To teach students how to make decisions in tobacco-related situations.	Students will: <ol style="list-style-type: none"> 1. Review the Stop-Think-Go! Decision-making model. 2. Practice making decisions related to tobacco. 	CHPE 2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance. CHPE 2.5.5 PE: Describe effects of alcohol/tobacco/drugs; identify avoidance strategies.
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.	Students will: <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. 	CHPE 2.3.5.ATD.1: Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).
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.	Students will: <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 	CHPE 2.1.5. CHSS.3 Describe strategies that are useful for identifying and resisting pressure to make unhealthy choices. CHPE 2.3.5.ATD.1 Identify products that contain alcohol, tobacco, and other drugs and explain potential health concerns associated with their use.

		<p>advertisers use them to sell products.</p> <p>5. Create an advertisement for a product utilizing a technique discussed.</p>	
<p>Unit 5: Dealing with Stress</p>	<p>To teach students that because stress does not go away, one of the best ways to deal with it is to prevent it.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 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>CHPE 2.1.5.EH.2: 2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.</p> <p>CHPE 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).</p> <p>CHPE 2.1.5. CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.</p> <p>CHPE 2.3.5. HCDM.3: Examine how mental health can impact one’s wellness (e.g., depression, anxiety, stress, phobias).</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. 3. Practice active and passive listening techniques. 	<p>CHPE 2.1.5.SSH.5: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.</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. 2. Identify behaviors that will lead to different conflict outcomes. 	<p>CHPE 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).</p> <p>CHPE 2.1.5. CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.</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>CHPE 2.3.5. DSDT.3: Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health.</p>