



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

Why align the LST Program with Nevada 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 Nevada.

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Level One

<p>Botvin LifeSkills® Training Units for Grades 3/4</p>	<p>Unit Goal</p>	<p>Unit Objectives</p>	<p>Nevada Academic Content Standards for Health</p> <ul style="list-style-type: none"> ● Personal, Community, and Environmental Health (PCE) ● Mental and Emotional Health (ME) ● Nutrition and Physical Activity (NP) ● Substance Use and Abuse (SUA) ● Safety Practices, Injury Prevention, and CPR/AED (SIC) ● Personal Safety (PS) ● Human Reproductive System, HIV/AIDS, Related Communicable Diseases, & Sexual Responsibility (HRS) <p>Nevada Academic Content Standards for Physical Education (PE)</p> <p>Nevada Social and Emotional Learning (SEL) Standards</p>
<p>Unit 1: Self-Esteem</p>	<p>To teach students what self-esteem is and how it is developed.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Define self-esteem. 2. Identify how self-esteem is developed. 	<p>1.ME.3.1: Identify healthy ways to express needs, wants, and feelings.</p>

	To make students aware of the fact that they can do things well, even though they are young.	<ol style="list-style-type: none"> Differentiate between good self-esteem and bad self-esteem. Identify things they can do. 	<p>SEL Standard 1.A: Identify and manage one’s emotions and behavior.</p> <p>SEL Standard 1.B: Recognize personal qualities and external supports.</p> <p>SEL Standard 2.A: Recognize the feelings and perspectives of others.</p>
Unit 2: Decision-Making	To teach students a simple step-by-step process for making decisions.	<p>Students will:</p> <ol style="list-style-type: none"> Identify how we make choices. Be able to identify the basic process for making decisions. Practice applying the decision-making model to personal choices. 	<p>5.DM.3.1 Identify the steps of the decision-making process as related to a health issue.</p> <p>5.DM.3.2 Determine how health-related decisions have consequences for self and others.</p>
Unit 3: Smoking Information	To weigh the pros and cons of smoking.	<p>Students will:</p> <ol style="list-style-type: none"> Identify basic facts about the effects of smoking. Discuss reasons why people choose to smoke or not smoke. 	1.SUA.3.2 Discuss ways alcohol, tobacco, marijuana, and other drugs can harm an individual’s physical, mental, and social health.
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"> Examine advertising and promotional techniques that 	1.PS.3.6 Identify the advantages and disadvantages of communicating using technology and social media.

		<p>encourage teenagers to smoke.</p> <ol style="list-style-type: none"> 2. Create counter-arguments to tobacco advertising that demonstrate the true effects of smoking. 	
<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. <p>Practice deep breathing and stretching to reduce stress and anxiety.</p>	<p>1.ME.3.1 Define stress, eustress, and distress.</p> <p>1.ME.3.2 Identify how a person expresses stress.</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>4.IC.3.1 Practice appropriate verbal and nonverbal communication to enhance health and to avoid or reduce health risks.</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. 	<p>1.PCE.3.3 Summarize the importance of treating individuals and communities with respect.</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>Unit 8: Assertiveness</p>	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>4.IC.3.2 Determine which refusal skills to use to avoid or reduce health risks.</p>

Level Two

<i>Botvin LifeSkills®</i> Training Units for Grades 4/5	Unit Goal	Unit Objectives	Nevada Academic Content Standards for Health <ul style="list-style-type: none"> ● Personal, Community, and Environmental Health (PCE) ● Mental and Emotional Health (ME) ● Nutrition and Physical Activity (NP) ● Substance Use and Abuse (SUA) ● Safety Practices, Injury Prevention, and CPR/AED (SIC) ● Personal Safety (PS) ● Human Reproductive System, HIV/AIDS, Related Communicable Diseases, & Sexual Responsibility (HRS) Nevada Academic Content Standards for Physical Education (PE) Nevada Social and Emotional Learning (SEL) Standards
Unit 1: Self-Esteem	To teach students what self-esteem is and how it is developed.	Students will: <ol style="list-style-type: none"> 1. Define self-esteem. 	4.IC.3.1: Demonstrate healthy ways to express needs, wants, and feelings.

	To make students aware that they are unique and should feel good about it.	<ol style="list-style-type: none"> 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.ME.4.1: Identify physical and psychological responses to stressors (e.g., feeling "down" or "bad" vs. confident).</p> <p>1.ME.4.2: specific text focuses on identifying personal strengths and assets.</p> <p>SEL Standard 1.A: Identify and manage one's emotions and behavior.</p> <p>SEL Standard 1.B: Recognize personal qualities and external supports.</p> <p>SEL Standard 2.A: Recognize the feelings and perspectives of others.</p>
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"> 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>5.DM.4.1 Apply the steps of the decision-making process to an identified health-related situation to avoid or reduce health risks.</p> <p>5.DM.4.2 Predicts the potential outcomes of health-related decisions for self or others.</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"> 1. Practice taking their pulse. 	<p>1.SUA.4.2 Relate the positive and negative factors that influence a person's physical, social and emotional health when using alcohol, tobacco, marijuana, and other drugs.</p>

		<ol style="list-style-type: none"> 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>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 	<p>1.PS.4.6 Categorize the advantages and disadvantages of communicating using technology and social media.</p>

		lure people to buy cigarettes.	
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"> 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>1.ME.4.1 Identify physical and psychological responses to stressors.</p> <p>1.ME.4.2 Recognize how expression of emotions can vary across individuals and situations.</p>
Unit 6: Communication Skills	To teach students the importance of communication.	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify what communication is. 2. Practice using non-verbal communication skills. 	<p>4.IC.4.1 Interpret verbal and nonverbal communication skills to enhance health and to avoid or reduce health risks.</p> <p>1.PS.4.6 Categorize the advantages and disadvantages of communicating using technology and social media.</p>
Unit 7: Social Skills	To help students learn ways to get along with their peers.	<p>Students will:</p> <ol style="list-style-type: none"> 1. Define “peer” and “peer pressure”. 	3.AI.4.1 Locate home, school, and community resources that provide reliable health information, products, and services.

		<ol style="list-style-type: none"> 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>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>4.IC.4.2 Demonstrate refusal skills to avoid or reduce health risks.</p>

Level Three

<p><i>Botvin LifeSkills® Training Units for Grades 5/6</i></p>	<p>Unit Goal</p>	<p>Unit Objectives</p>	<p>Nevada Academic Content Standards for Health</p> <ul style="list-style-type: none"> ● Personal, Community, and Environmental Health (PCE) ● Mental and Emotional Health (ME) ● Nutrition and Physical Activity (NP) ● Substance Use and Abuse (SUA) ● Safety Practices, Injury Prevention, and CPR/AED (SIC) ● Personal Safety (PS) ● Human Reproductive System, HIV/AIDS, Related Communicable Diseases, & Sexual Responsibility (HRS) <p>Nevada Academic Content Standards for Physical Education (PE)</p> <p>Nevada Social and Emotional Learning (SEL) Standards</p>
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<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. 3. Discuss the relationship between risk behaviors and goal achievement. 	<p>1.PCE.5.1 Examine the impact of a variety of healthy practices and behaviors to maintain or improve personal, community, and environmental health.</p> <p>6.GS.5.1 Set a health goal and track progress towards its achievement.</p> <p>6.GS.5.2 Describe how resources can assist in achieving a health goal.</p> <p>PE 4.5.2 Explain the long-term benefits of participating in physical activity.</p> <p>SEL Standard 1.A: Identify and manage one’s emotions and behavior.</p> <p>SEL Standard 1.B: Recognize personal qualities and external supports.</p> <p>SEL Standard 2.A: Recognize the feelings and perspectives of others.</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>5.DM.5.1 Choose a healthy option when making a decision.</p> <p>5.DM.5.2 Describe the outcome of a health-related decision.</p>
<p>Unit 3: Smoking Information</p>	<p>To familiarize students with the many different kinds of tobacco products and teach them attitudes, norms and</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>1.SUA.5.2 Investigate how alcohol, tobacco, marijuana, and other drugs can affect the health of an individual, family, and friends.</p> <p>2.AF.5.1 Describe how other factors such as school,</p>

	laws about smoking in this country are changing.	3. Write new laws related to tobacco use.	community, and extracurricular activities influence health behaviors.
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 advertisers use them to sell products. 5. Create an advertisement for a product utilizing a technique discussed. 	1.PS.5.6 Explain the advantages and disadvantages of communicating using technology and social media.
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.	Students will: <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. 	<p>1.PCE.5.1 Examine the impact of a variety of healthy practices and behaviors to maintain or improve personal, community, and environmental health.</p> <p>1.ME.5.1 Compare the causes, symptoms, and effects among stress, anxiety, sadness, and depression.</p> <p>1.ME.5.2 Relate how the expression of emotions can be triggered by a crisis or a trauma situation.</p>

		3. Discuss stress-prevention techniques.	<p>7.SM.5.1 Demonstrate a variety of health practices and behaviors to maintain or improve personal health.</p> <p>7.SM.5.2 Demonstrate a variety of behaviors that avoid or reduce health risks.</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>1.PS.5.6 Explain the advantages and disadvantages of communicating using technology and social media.</p> <p>4.IC.5.1 Demonstrate effective verbal and non-verbal communication skills to enhance health and to avoid or reduce health risks.</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"> 1. Identify conflict styles and conflict outcomes. 2. Identify behaviors that will lead to different conflict outcomes. 	<p>4.IC.4.3: Demonstrate effective skills to resolve conflicts.</p> <p>4.IC.4.1: Demonstrate effective verbal and non-verbal communication skills.</p> <p>SEL Standard 4.B (Negotiate conflict constructively) Apply constructive approaches to resolve conflict (e.g., "I-messages", compromise).</p> <p>SEL Standard 3.A (Perspective-Taking) Predict how others might feel in a variety of situations.</p>
Unit 8: Assertiveness	To help students learn assertive skills that will enable them to stand up for themselves.	<p>Students will:</p> <ol style="list-style-type: none"> 1. Differentiate between passive, aggressive, and assertive responses. 	<p>4.IC.5.2 Practice refusal skills to avoid or reduce health risks.</p>

		2. Identify how assertive skills can help a person stand up for themselves.	
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