



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

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

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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>Virginia Education Learning Standards</b>
<a href="#">Unit 1: Self-Esteem</a>	<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>SOL 3.1.</b> The student will describe positive characteristics that are unique to each individual.</p> <p><b>SSeA2</b> Students will develop a positive identity and recognize personal strengths, interests, values, and challenges.</p>
<a href="#">Unit 2: Decision-Making</a>	<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>VHES 3.2 o.</b> Describe how to make healthy decisions when dealing with conflict, including when help from an adult is needed.</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>	
Unit 3: Smoking Information	To weigh the pros and cons of smoking.	<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>VHES 3.1 i.</b> Identify body systems affected by the use of alcohol, tobacco, nicotine products (e.g., electronic smoking devices), inhalants, and other drugs.</p> <p><b>VHES 3.2 i.</b> Analyze the harmful short- and long-term effects of alcohol, tobacco, nicotine products, common household inhalants, and other drugs on body systems.</p>
Unit 4: Advertising	To develop an awareness of how tobacco advertisers manipulate advertisements to try and entice people to smoke.	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Examine advertising and promotional techniques that encourage teenagers to smoke.</li> <li>2. Create counterarguments to tobacco advertising that demonstrate the true effects of smoking.</li> </ol>	<p><b>VHES 3.1 i.</b> Identify body systems affected by the use of alcohol, tobacco, nicotine products (e.g., electronic smoking devices), inhalants, and other drugs.</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"> <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>VHES 3.1 m.</b> Explain how to identify, express, and respond to emotions in a healthy way.</p> <p><b>VHES 3.3 m.</b> Design and demonstrate effective strategies for expressing and managing emotions, which may include physical activity, talking about feelings, reading, or creative expressions such as writing, art, music, and dance.</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"> <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>VHES 3.1 q.</b> Explain the benefits of positive communication on relationships with family and friends.</p> <p><b>VHES 3.2 q.</b> Describe how to communicate directly, respectfully, and assertively with family and friends.</p> <p><b>VHES 3.3 n.</b> Demonstrate behaviors to make and keep friends (e.g., effective communication skills; awareness of the attitudes, feelings, and opinions of others; appropriate language and behavior; sharing; reciprocal helping behavior).</p> <p><b>VHES 3.3 q.</b> Demonstrate positive ways to communicate with family and friends.</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"> <li>1. Identify what makes a person a friend.</li> </ol>	<p><b>VHES 3.1 m.</b> Describe feelings/emotions that result from experiencing change, such as the arrival of a new family member, making new friends, going to a new school, being accepted by peers, and losing a loved one.</p>

		<ol style="list-style-type: none"> <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>VHES 3.1 n.</b> Describe the benefits of friendship and list the qualities of a good friend.</p> <p><b>VHES 3.2 n.</b> Describe how to make and keep a friend and behaviors that may cause the friendship to end (e.g., being unaware of the attitudes and feelings of others, using inappropriate language and behavior, excluding a friend from activities, breaking promises).</p> <p><b>VHES 3.3 n.</b> Demonstrate behaviors to make and keep friends (e.g., effective communication skills; awareness of the attitudes, feelings, and opinions of others; appropriate language and behavior; sharing; reciprocal helping behavior).</p>
Unit 8: Assertiveness	To teach students refusal skills	<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>VHES 3.3 i.</b> Encourage others to use refusal skills to avoid alcohol, tobacco, nicotine products, inhalants, other drugs, and unknown substances.</p> <p><b>VHES 3.3 o.</b> Demonstrate healthy ways to resolve conflict, including determining when adult help is needed.</p> <p><b>VHES 3.3 p.</b> Describe how to report bullying and how to advocate for oneself and for others who are bullied.</p>

Level Two

<b>Botvin LifeSkills® Training Units for Grades 4/5</b>	<b>Unit Goal</b>	<b>Unit Objectives</b>	<b>Virginia Education Standards</b>
Unit 1: Self-Esteem	<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>VHES 4.1 m.</b> Describe self-concept and how it can be influenced by internal and external factors.</p> <p><b>VHES 4.1 o.</b> Recognize that every person is different and has different needs.</p> <p><b>VHES 4.2 m.</b> Describe how developing a healthy self-concept is an ongoing and essential life skill.</p> <p><b>VHES 4.3 m.</b> Explain how challenges and successes provide learning experiences to help develop a healthy self-concept.</p> <p><b>SOL 5.1.m:</b> The student will define positive self-image.</p> <p><b>SOL 5.2.m.</b> The student will recognize the importance of developing and maintaining a positive self-image.</p>
Unit 2: Decision-Making	<p>To have students identify how their daily decisions are influenced in direct and indirect ways.</p>	<p>Students will:</p>	<p><b>VHES 4.2 h.</b> Examine factors that can influence an individual's decision to use or avoid alcohol, tobacco, nicotine products, marijuana, inhalants, and other drugs.</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>	
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>VPELS 4.2 a.</b> Identify the major components of the cardiorespiratory system and describe the relationship between the heart, lungs, and blood vessels.</p> <p><b>VHES 4.1 h.</b> Compare the short- and long-term consequences of the use of alcohol, tobacco, nicotine products, marijuana, inhalants, 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>	<b>VHES 4.2 e.</b> Explain how physical activity, rest, and sleep affect physical and mental health.
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</li> </ol>	<b>VHES 4.2 i.</b> Describe healthy coping skills for handling the emotions of loss and grief.

		progressive muscle relaxation techniques.	
Unit 6: Communication Skills	To teach students the importance of communication.	Students will: <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>VPELS 4.4 f.</b> Differentiate and communicate about activities that facilitate feelings of inclusion and those that do not.</p> <p><b>VHES 4.1 i.</b> Identify effective verbal and nonverbal communication skills to resist/refuse alcohol, tobacco, nicotine products, marijuana, inhalants, and other drugs.</p> <p><b>VHES 4.1 n.</b> Identify effective verbal and nonverbal communication skills (e.g., speaking, listening, eye contact, body language).</p> <p><b>VHES 4.2 q.</b> Demonstrate effective communication skills.</p>
Unit 7: Social Skills	To help students learn ways to get along with their peers.	Students will: <ol style="list-style-type: none"> <li>1. Define “peer” and “peer pressure”.</li> <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><b>VHES 4.2 i.</b> Describe the effects of peer pressure on use of alcohol, tobacco, nicotine products, marijuana, inhalants, and other drugs.</p> <p><b>VHES 4.2 p.</b> Explain the importance of seeking assistance from a trusted adult when in unsafe or uncomfortable situations.</p> <p><b>VHES 4.3 r.</b> Identify trusted adults at home, in school, and in the community who can help with unsafe or uncomfortable situations.</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>VHES 4.3 i.</b> Demonstrate effective refusal skills for situations involving peer pressure to use harmful substances.</p> <p><b>VHES 4.3 p.</b> Promote strategies to report bullying and aggressive behaviors and to safely advocate and stand up for others.</p>
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Level Three

<b>Botvin LifeSkills® Training Units for Grades 5/6</b>	<b>Unit Goal</b>	<b>Unit Objectives</b>	<b>Virginia Education 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>	<p><b>VHES 5.1 m.</b> Define positive self-image.</p> <p><b>VHES 5.2 m.</b> Recognize the importance of developing and maintaining a positive self-image.</p> <p><b>VHES 5.3 m.</b> Analyze positive and negative influences on self-image (e.g., media, peers).</p> <p><b>SeA2</b> Students will develop a positive identity and recognize personal strengths, interests, values, and challenges.</p>

<p><b>Unit 2: Decision-Making</b></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>VHES 5.1 k.</b> Analyze why people choose to follow or not follow safety rules at school.</p>
<p><b>Unit 3: Smoking Information</b></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>VHES 5.1 i.</b> Analyze the effects of the use of alcohol, tobacco, nicotine products, marijuana, inhalants, and other drugs on relationships with family, peers, and other individuals.</p> <p><b>VHES 5.2 i.</b> Describe effective communication skills to request assistance in situations where alcohol, tobacco, nicotine products, marijuana, inhalants, and other drugs are being abused.</p>
<p><b>Unit 4: Advertising</b></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>VHES 5.1 q.</b> Recognize the influence of violence in the media on behaviors.</p> <p><b>VHES 5.2 e.</b> Identify the influence of marketing techniques on food and beverage choices (e.g., caffeinated beverages).</p> <p><b>VHES 5.3 d.</b> Design marketing materials to increase the sale and consumption of healthy foods and beverages that meet RDA and energy balance for health.</p> <p><b>VHES 5.3 e.</b> Promote sale and consumption of healthy beverages.</p> <p><b>VHES 5.3 m.</b> Analyze positive and negative influences on self-image (e.g., media, peers).</p>

		5. Create an advertisement for a product utilizing a technique discussed.	
<b>Unit 5: Dealing with Stress</b>	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>VPELS 5.3 d.</b> Identify how engaging in physical activity can improve mental health and reduce stress.</p> <p><b>VHES 5.1 i.</b> Define stress and identify physical and emotional responses caused by stress.</p> <p><b>VHES 5.2 i.</b> Identify positive and negative ways to manage stress in a variety of situations.</p> <p><b>VHES 5.3 1.</b> Practice strategies for managing stress.</p>
<b>Unit 6: Communication Skills</b>	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>VHES 5.1 o.</b> Identify effective verbal and nonverbal communication skills for resolving conflict situations.</p> <p><b>VHES 5.3 o.</b> Demonstrate effective communication skills to defuse or resolve conflict.</p>
<b>Unit 7: Social Skills</b>	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>VHES 5.1 n.</b> Identify components of healthy relationships and the social skills that are essential for building and sustaining relationships with family and friends.</p> <p><b>VHES 5.1 o.</b> Identify effective verbal and nonverbal communication skills for resolving conflict situations.</p>

			<p><b>VHES 5.2 o.</b> Ability to analyze the role of feelings/emotions in conflict resolution situations.</p> <p><b>VHES 5.3 o.</b> Demonstrate effective communication skills to defuse or resolve conflict.</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"> <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>VHES 5.3 r.</b> Practice ways to respond to and report harassing behaviors.</p>