The Botvin LifeSkills Training (LST) Program’s National Health Education Standards (NHES) Alignment helps providers match the objectives of the LST curriculum with NHES, published in 1995. NHES provides a written framework for what students should know and be able to do to promote personal, family, and community health as articulated by performance indicators that serve as a blueprint for organizing student assessment.

Why align the LST Program with National Health Education Standards? Many school districts find that conducting an alignment of the goals and objectives of the lessons in the LST program with the National Health Education Standards has many 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 and middle 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

<table>
<thead>
<tr>
<th>National Health Education Standards Key</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1 Students will comprehend concepts related to health promotion and disease prevention to enhance health.</td>
<td>NHES1</td>
</tr>
<tr>
<td>2 Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</td>
<td>NHES2</td>
</tr>
<tr>
<td>3 Students will demonstrate the ability to access valid information, products, and services to enhance health.</td>
<td>NHES3</td>
</tr>
<tr>
<td>4 Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</td>
<td>NHES4</td>
</tr>
<tr>
<td>5 Students will demonstrate the ability to use decision-making skills to enhance health.</td>
<td>NHES5</td>
</tr>
<tr>
<td>6 Students will demonstrate the ability to use goal-setting skills to enhance health.</td>
<td>NHES6</td>
</tr>
<tr>
<td>7 Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</td>
<td>NHES7</td>
</tr>
<tr>
<td>8 Students will demonstrate the ability to advocate for personal, family, and community health.</td>
<td>NHES8</td>
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</table>
Standard 1  Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Performance Indicators  Grades 6-8

1.8.1  Analyze the relationship between healthy behaviors and personal health.
1.8.2  Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.
1.8.3  Analyze how the environment affects personal health.
1.8.4  Describe how family history can affect personal health.
1.8.5  Describe ways to reduce or prevent injuries and other adolescent health problems.
1.8.6  Explain how appropriate health care can promote personal health.
1.8.7  Describe the benefits of and barriers to practicing healthy behaviors.
1.8.8  Examine the likelihood of injury or illness if engaging in unhealthy behaviors.
1.8.9  Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

Standard 2  Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Performance Indicators  Grades 6-8

2.8.1  Examine how the family influences the health of adolescents.
2.8.2  Describe the influence of culture on health beliefs, practices, and behaviors.
2.8.3  Describe how peers influence healthy and unhealthy behaviors.
2.8.4  Analyze how the school and community can affect personal health practices and behaviors.
2.8.5  Analyze how messages from media influence health behaviors.
2.8.6  Analyze the influence of technology on personal and family health.
2.8.7  Explain how the perceptions of norms influence healthy and unhealthy behaviors.
2.8.8  Explain the influence of personal values and beliefs on individual health practices and behaviors.
2.8.9  Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
2.8.10  Explain how school and public health policies can influence health promotion and disease prevention.

Standard 3  Students will demonstrate the ability to access valid information, products, and services to enhance health.

Performance Indicators  Grades 6-8

3.8.1  Analyze the validity of health information, products, and services.
3.8.2  Access valid health information from home, school, and community.
3.8.3  Determine the accessibility of products that enhance health.
3.8.4  Describe situations that may require professional health services.
3.8.5  Locate valid and reliable health products and services.
Standard 4  Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Performance Indicators Grades 6-8
4.8.1  Apply effective verbal and nonverbal communication skills to enhance health.
4.8.2  Demonstrate refusal and negotiation skills that avoid or reduce health risks.
4.8.3  Demonstrate effective conflict management or resolution strategies.
4.8.4  Demonstrate how to ask for assistance to enhance the health of self and others.

Standard 5  Students will demonstrate the ability to use decision-making skills to enhance health.

Performance Indicators Grades 6-8
5.8.1  Identify circumstances that can help or hinder healthy decision making.
5.8.2  Determine when health-related situations require the application of a thoughtful decision-making process.
5.8.3  Distinguish when individual or collaborative decision making is appropriate.
5.8.4  Distinguish between healthy and unhealthy alternatives to health-related issues or problems.
5.8.5  Predict the potential short-term impact of each alternative on self and others.
5.8.6  Choose healthy alternatives over unhealthy alternatives when making a decision.
5.8.7  Analyze the outcomes of a health-related decision.

Standard 6  Students will demonstrate the ability to use goal-setting skills to enhance health.

Performance Indicators Grades 6-8
6.8.1  Assess personal health practices.
6.8.2  Develop a goal to adopt, maintain, or improve a personal health practice.
6.8.3  Apply strategies and skills needed to attain a personal health goal.
6.8.4  Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.

Standard 7  Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Performance Indicators Grades 6-8
7.8.1  Explain the importance of assuming responsibility for personal health behaviors.
7.8.2  Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
7.8.3  Demonstrate behaviors to avoid or reduce health risks to self and others.
### Standard 8
Students will demonstrate the ability to advocate for personal, family, and community health.

#### Performance Indicators

- **Grades 6-8**

  - 8.8.1 State a health-enhancing position on a topic and support it with accurate information.
  - 8.8.2 Demonstrate how to influence and support others to make positive health choices.
  - 8.8.3 Work cooperatively to advocate for healthy individuals, families, and schools.
  - 8.8.4 Identify ways in which health messages and communication techniques can be altered for different audiences.

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## Level 3: Drug Abuse: Causes and Effects

<table>
<thead>
<tr>
<th>LST Session Goals and Objectives</th>
<th>Performance Indicator(s)</th>
<th>NHES</th>
</tr>
</thead>
</table>
| Identify the causes of drug abuse                                   | • States reasons why people use drugs  
|                                                                     | • Identifies factors that initiate drug use                                             | NHES1    |
|                                                                     |                                                                                       | NHES2    |
|                                                                     |                                                                                       | NHES3    |
|                                                                     |                                                                                       | NHES4    |
|                                                                     |                                                                                       | NHES5    |
|                                                                     |                                                                                       | NHES7    |
| Identify the major social factors promoting drug abuse              | • Examines the social and environmental factors that promote drug use                  | NHES1    |
|                                                                     | • Identifies the influences and consequences for each factor.                          | NHES2    |
|                                                                     |                                                                                       | NHES3    |
|                                                                     |                                                                                       | NHES4    |
|                                                                     |                                                                                       | NHES5    |
|                                                                     |                                                                                       | NHES7    |
| Describe physical and psychological dependence                      | • Examines drug abuse as an illness that is chronic, progressive, and preventable    | NHES1    |
|                                                                     | • Defines *drug abuse* and *dependence*                                               | NHES3    |
|                                                                     | • Identifies the steps leading up to drug abuse                                       | NHES4    |
|                                                                     | • Examines the progression of use from one substance to other                          | NHES5    |
|                                                                     | • Predicts the consequences of progression of drug use                                 | NHES7    |
|                                                                     | • Examines abstinence from the use of all substances as a way to avoid addiction       |          |
### Level 3: Making Decisions

<table>
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<th>LST Session Goals and Objectives</th>
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</table>
| Review the 3 Cs for Decision Making formula for making decisions                                | • Distinguishes between making decisions and solving problems  
• Examines the use of a decision-making model for solving problems and making decisions                    | NHES1, NHES2, NHES5 |
| Apply the decision-making formula to a variety of situations through in-class practice          | • Practices the decision-making model on real life decisions and problems                                          | NHES1, NHES2, NHES5 |

### Level 3: Media Influences

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| Identify the sources of media influence                                                        | • Recalls 11 advertising techniques and describe how each works  
• Identifies the forms that advertising takes  
• Defines media                                                                                   | NHES1, NHES2, NHES3 |
| Discuss the impact the media have on attitudes and behavior                                    | • Describes how the media affect self and society  
• Draws conclusions about how media influence the development of attitudes and the connection between attitudes and behaviors  
• Defines influence                                                                            | NHES1, NHES2, NHES3, NHES4 |
| Formulate alternative responses to pro-drug media influences                                   | • Generates counter arguments to pro-drug media messages using knowledge about media techniques and the harmful effects of substances learned in previous units | NHES1, NHES2, NHES3, NHES4, NHES5 |
Level 3: Coping With Anxiety

<table>
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<th>LST Session Goals and Objectives</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Identify techniques for coping with anxiety</td>
<td>• Reviews techniques learned in Level 3</td>
<td>NHES1 NHES3</td>
</tr>
<tr>
<td>Review and practice progressive relaxation, deep breathing, and hand warming</td>
<td>• Practices three biofeedback techniques for coping with anxiety</td>
<td>NHES1 NHES3 NHES4 NHES5 NHES7 NHES8</td>
</tr>
<tr>
<td>Review and practice cognitive self-control skills for dealing with anxiety</td>
<td>• Practices two cognitive self-control skills</td>
<td>NHES1 NHES3 NHES4 NHES5 NHES7 NHES8</td>
</tr>
</tbody>
</table>
## Level 3: Coping with Anger

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<td>Discuss the physical symptoms of anger</td>
<td>• Names the physical effects of anger</td>
<td>NHES1, NHES3</td>
</tr>
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</table>
| Discuss common situations that produce anger | • Identifies personal anger triggers  
• Analyzes and rates personal responses to a variety of anger-causing situations  
• Compares and contrasts the similarities and differences in causes and effects of anger between self and peers | NHES1, NHES2, NHES4, NHES5, NHES6, NHES7, NHES8 |
| Discuss reasons for keeping anger under control | • Defines the term *control*  
• States the benefits of controlling anger                                                      | NHES1, NHES2, NHES3 |
| Review techniques for controlling anger | • Identifies common ways of dealing with anger  
• Assesses the health risk or health protective value of each strategy  
• Describes the causes and effects of letting anger get out of control | NHES1, NHES2, NHES4, NHES5, NHES6, NHES7, NHES8 |
| Practice techniques for controlling anger | • Defines the term *reframing*  
• Learns the steps for four anger prevention and reduction techniques  
• Practices the steps in each technique  
• Reports on the outcomes of each practice session in reducing personal anger | NHES1, NHES2, NHES4, NHES5, NHES6, NHES7, NHES8 |
# Level 3: Social Skills

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<th>LST Session Goals and Objectives</th>
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</table>
| Identify and use common greetings and brief exchanges | • Reviews and practices scripts for greetings and brief exchanges that may initiate conversation | NHES1  
|                                  |                                                                                        | NHES2  
|                                  |                                                                                        | NHES3  
|                                  |                                                                                        | NHES4  
|                                  |                                                                                        | NHES5  
|                                  |                                                                                        | NHES7  |
| Identify skills for starting, continuing, and ending conversations | • Identifies the elements for starting, maintaining, and ending a conversation  
• Practices each component of a conversation | NHES1  
|                                  |                                                                                        | NHES2  
|                                  |                                                                                        | NHES3  
|                                  |                                                                                        | NHES4  
|                                  |                                                                                        | NHES5  
|                                  |                                                                                        | NHES7  |
| Discuss situations that require deeper conversations | • Distinguishes superficial from deep conversations  
• Describes the elements of a deep conversation  
• Identifies situations and topics in which deep conversations may be required | NHES1  
|                                  |                                                                                        | NHES2  
|                                  |                                                                                        | NHES3  
|                                  |                                                                                        | NHES4  
|                                  |                                                                                        | NHES5  
|                                  |                                                                                        | NHES7  |
| Identify techniques for deep conversations | • Examines tips and techniques for deep conversations  
• Practices the tips and techniques for deep conversations using real life situations | NHES1  
|                                  |                                                                                        | NHES2  
|                                  |                                                                                        | NHES3  
|                                  |                                                                                        | NHES4  
|                                  |                                                                                        | NHES5  
|                                  |                                                                                        | NHES7  |
### Level 3: Assertiveness

<table>
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| Identify situations that warrant assertive responses | • Identifies personal situations where it was difficult to express feelings or stand up for self  
• Shares situations with peers and notes commonality of experience | NHES1  
NHES2  
NHES7  
NHES8 |
| Identify and use practice verbal and non-verbal assertive skills | • Reviews the verbal and non-verbal characteristics of assertive, passive, and aggressive behavior  
• Describes the components of three verbal assertive skills  
• Describes the components of six non-verbal assertive skills  
• Integrates verbal and non-verbal assertive skills and demonstrates skills in peer-to-peer practice | NHES1  
NHES2  
NHES3  
NHES4  
NHES5  
NHES7  
NHES8 |

### Level 3: Resolving Conflicts

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</table>
| Define conflict resolution | • Develops a definition of the term *conflict resolution* using personal experience and previous knowledge | NHES1  
NHES2  
NHES3 |
| Identify styles of conflict resolution | • Generates examples of how people resolve conflicts  
• Categorizes examples into conflict resolution styles  
• Identifies personal conflict resolution style | NHES1  
NHES2  
NHES3  
NHES4  
NHES5  
NHES6  
NHES7  
NHES8 |
## Level 3: Resisting Peer Pressure

<table>
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<tbody>
<tr>
<td>Identify situations involving peer pressure to engage in drug use</td>
<td>• Generates examples of real-life pressure situations that occur among peers&lt;br&gt;• Shares situations with peers and notes commonality of experience</td>
<td>NHES1, NHES2, NHES3</td>
</tr>
<tr>
<td>Identify and practice techniques for dealing with peer pressure to smoke, drink, or use drugs</td>
<td>• Develops scripts for each strategy and demonstrates and practices drug refusal skills with peers in group pressure situations</td>
<td>NHES1, NHES2, NHES3, NHES4, NHES5, NHES6, NHES7, NHES8</td>
</tr>
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