

## California Health Education Frameworks Alignment for the Botvin *LifeSkills Training* High School Program

National Health Promotion Associates Inc. has created the Botvin *LifeSkills Training* Program to the California Health Education standards alignment to help providers match the objectives of the LST curriculum with Health Education Content Standards for California Public Schools (Kindergarten through Grade Twelve). These standards were adopted by the California State Board of Education in March 2008 and provide standards with concrete expectations for health education.

The health education standards shape the direction of health education instruction for children and youths in California's public schools: they provide school districts with fundamental tools for developing health education curricula and improving student achievement in this area; and they help ensure that all students in kindergarten through high school receive high-quality health education instruction, providing students with the knowledge, skills, and confidence to lead healthy lives.

The California Health Education Standards are organized into six health content areas:

1. Nutrition and Physical Activity
2. Growth, Development, and Sexual Health
3. Injury Prevention and Safety
4. Alcohol, Tobacco, and Other Drugs
5. Mental, Emotional, and Social Health
6. Personal and Community Health

Within these content areas, there are standards that are aligned to developmentally appropriate objectives. This document addresses the standards and objectives of the California Health Education Standards for grades 9-12.

Why align the LST Program with California Health Education standards? Conducting an alignment of the goals and objectives of the lessons in the LST program with the California Health Education standards has many benefits, including the following:

- Assists in identifying ways to incorporate the LST program into existing curriculum requirement
- Increases fidelity-based implementation of the program, which increases effectiveness in outcomes to reduce and prevent health risk behavior in 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

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<b>Standard 1</b>	<b>Essential Health Concepts: All students will comprehend essential concepts related to enhancing health.</b>
<b>Rationale</b>	Understanding essential concepts about the relationships between behavior and health provides the foundation for making informed decisions about health-related behaviors and for selecting appropriate health products and services.
<b>Standard 2</b>	<b>Analyzing Health Influences: All students will demonstrate the ability to analyze internal and external influences that affect health.</b>
<b>Rationale</b>	Health choices are affected by a variety of influences. The ability to recognize, analyze, and evaluate internal and external influences is essential to protecting and enhancing health.
<b>Standard 3</b>	<b>Accessing Valid Health Information: All students will demonstrate the ability to access and analyze health information, products, and services.</b>
<b>Rationale</b>	Students are exposed to numerous sources of information, products, and services. The ability to access and analyze health information, products, and services provides a foundation for practicing health-enhancing behaviors.
<b>Standard 4</b>	<b>Interpersonal Communication: All students will demonstrate the ability to use interpersonal communication skills to enhance health.</b>
<b>Rationale</b>	Positive relationships support the development of healthy attitudes and behaviors. The ability to appropriately convey and receive information, beliefs, and emotions is a skill that enables students to manage risk, conflict, and differences and to promote health.
<b>Standard 5</b>	<b>Decision Making: All students will demonstrate the ability to use decision-making skills to enhance health.</b>
<b>Rationale</b>	Managing health behaviors requires critical thinking and problem solving. The ability to use decision-making skills to guide health behaviors fosters a sense of control and promotes the acceptance of personal responsibility.
<b>Standard 6</b>	<b>Goal Setting: All students will demonstrate the ability to use goal-setting skills to enhance health.</b>
<b>Rationale</b>	The desire to pursue health is an essential component of building healthy habits. The ability to use goal-setting skills enables students to translate health knowledge into personally meaningful health behaviors.

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<b>Standard 7</b>	<b>Practicing Health-Enhancing Behaviors: All students will demonstrate the ability to practice behaviors that reduce risk and promote health.</b>
<b>Rationale</b>	Practicing healthy behaviors builds competence and confidence to use learned skills in real-life situations. The ability to adopt health-enhancing behaviors demonstrates students' ability to use knowledge and skills to manage health and reduce risk-taking behaviors.
<b>Standard 8</b>	<b>Health Promotion: All students will demonstrate the ability to promote and support personal, family, and community health.</b>
<b>Rationale</b>	Personal, family, and community health are interdependent and mutually supporting. The ability to promote the health of oneself and others reflects a well-rounded development and expression of health.

California Health Education Standard Content Area Key		Key
1	Nutrition and Physical Activity	N
2	Growth, Development, and Sexual Health	G
3	Injury Prevention and Safety	I
4	Alcohol, Tobacco, and Other Drugs	A
5	Mental, Emotional, and Social Health	M
6	Personal and Community Health	P

This guide provides you with each Botvin *LifeSkills Training* High School activity/session and the related California Health Education Content Area and standards addressed.

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**Unit 1: The Value of Good Health** - After completing this unit, students will better understand:

LST Session Goals and Objectives	Performance Indicator(s)	
The various aspects of health.	<ul style="list-style-type: none"> <li>Define <i>healthy behavior</i></li> <li>Complete Activity A: Take Care</li> <li>Analyze quotes about health</li> <li>Learn how to provide positive feedback in group work</li> </ul>	1.4M
The meaning of prevention and how it relates to one's actions, thoughts, and feelings.	<ul style="list-style-type: none"> <li>Define <i>prevention</i></li> <li>Make the connection between prevention and health</li> <li>Understand how taking care of oneself can help prevent poor health</li> </ul>	2.3N 1.5M
The value of good health.	<ul style="list-style-type: none"> <li>Complete Activity B: What Good is Good Health?</li> <li>Understand the concepts of evaluating risks and protecting one's health</li> </ul>	2.1N 1.11G 6.1M 1.1P
The types of actions, thoughts, and feelings that protect or improve health, and those that jeopardize health.	<ul style="list-style-type: none"> <li>Explain what influences good health and how avoiding risky behaviors helps us stay healthy</li> </ul>	1.8N 2.4N 2.5N 1.1A 2.6P
How people take care of themselves – or fail to.	<ul style="list-style-type: none"> <li>Brainstorm ways that people can improve their health</li> <li>Complete Activity D: Healthy, Healthier, Healthiest</li> <li>Analyze how someone's beliefs influence one's health</li> <li>Think about healthy behaviors and influences of friends</li> </ul>	1.9N 2.2N 2.6N 5.2A 6.1A
The steps involved in setting and achieving a goal.	<ul style="list-style-type: none"> <li>Complete Activity C: Set a Health Goal</li> <li>Create a measurable and manageable goal</li> <li>Create a process for tracking and reaching a healthy goal</li> </ul>	6.3N 6.1G 6.2G 6.2M 6.2P

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**Unit 2: Decision Making for Health** - After completing this unit, students will better understand:

LST Session Goals and Objectives	Performance Indicator(s)	
The kinds of decisions we make for ourselves.	<ul style="list-style-type: none"> <li>Complete Activity A: Decisions, Decisions</li> <li>Identify daily decisions</li> <li>Identify unhealthy decisions and what influenced making them</li> <li>Reflect on decisions and what they say about us</li> </ul>	5.2N 5.4S
How our decisions reflect who we are – our personality, character, and values.	<ul style="list-style-type: none"> <li>Complete Activity B: PROPS. A Decision-Making Method</li> <li>Define <i>ambivalent</i></li> <li>Define <i>dilemma</i></li> <li>Learn how to use a decision-making model</li> <li>Practice using a decision-making model</li> </ul>	5.1G 5.2G 5.5G
How our decisions affect our health.	<ul style="list-style-type: none"> <li>Complete Activity C: Prop Yourself Up: group practice of a decision-making model</li> </ul>	5.2N 5.2G
How decision-making skills can help us change or improve a health behavior.	<ul style="list-style-type: none"> <li>Complete Activity D: Healthy Choices</li> <li>Practice using a decision-making model to make an upcoming personal decision</li> </ul>	5.3G 5.5G 5.7G 5.1S 5.1A 5.1P 5.3P

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**Unit 3: Risk-Taking and Substance Abuse** - After completing this unit, students will better understand:

LST Session Goals and Objectives	Performance Indicator(s)	
How our values are influenced by our perception of risk.	<ul style="list-style-type: none"> <li>• Complete Activity A: Valuing What's Important</li> <li>• Define <i>to value</i></li> <li>• Explore how determining what we value is an important first step in deciding whether to take a risk</li> </ul>	2.1A
How a possible risk becomes a probable risk.	<ul style="list-style-type: none"> <li>• Complete Activity B: What Kind of Risk-Taker Are You?</li> <li>• Consider the dynamics of risk</li> <li>• Define <i>probability</i></li> </ul>	5.6G 1.6S
The role substance use plays in risk-taking and its consequences.	<ul style="list-style-type: none"> <li>• Complete Activity C: Risky, Riskier, Riskiest</li> <li>• Understand the factors that increase or decrease one's perception of risk-taking</li> </ul>	2.2S 1.7A 1.9A 2.1M 5.2P 5.4P
How decision-making skills and understanding the factors affecting risk-taking can help us decide whether to take a risk.	<ul style="list-style-type: none"> <li>• Complete Activity D: Playing It Safe</li> <li>• Examine how groups influence risk-taking</li> <li>• Learn techniques for assessing whether a risk harms or enhances one's health</li> </ul>	8.3G 2.3S 2.4S 2.2A 5.2P

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**Unit 4: The Media and Health** - After completing this unit, students will better understand:

LST Session Goals and Objectives	Performance Indicator(s)	
Different forms of media.f	<ul style="list-style-type: none"> <li>• Complete Activity A: Popular Media</li> <li>• Reflect on what types of media we use most frequently</li> <li>• Analyze how media impacts our view of the world</li> <li>• Explore why people use media</li> </ul>	2.2P
Why people use media, and why they prefer certain types.	<ul style="list-style-type: none"> <li>• Complete Activity B: Images: Self and Culture</li> <li>• Define <i>culture</i></li> <li>• Define <i>media influence</i></li> <li>• Analyze messages from media</li> <li>• Reflect on self-image</li> <li>• Reflect on perception of teen culture</li> </ul>	2.3A 2.1P
How the media influences our beliefs about ourselves, our culture, and various health behaviors.	<ul style="list-style-type: none"> <li>• Connect current examples of media to how media influences our perceptions</li> <li>• Define <i>targeting</i></li> <li>• Think about the messages we get from media in different areas of our lives</li> </ul>	2.5G 2.1S 2.5P
The strategies we can use to analyze the media messages that we consume.	<ul style="list-style-type: none"> <li>• Complete Activity C: Media Log</li> <li>• Categorize media influences on one's life for a day</li> <li>• Reflect on how media influence one's life daily</li> </ul>	2.2P
What we can do to make sure that we use media in ways that protect our health.	<ul style="list-style-type: none"> <li>• Complete Activity D: Talking Back to the Media</li> <li>• Learn strategies for resisting risky media messages</li> <li>• Complete Activity E: Tuning In</li> <li>• Analyze a popular song and its media messages</li> <li>• Activity F: Leave a Message</li> <li>• Analyze a piece of media for its messages</li> </ul>	3.5P

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**Unit 5: Managing Stress, Anger, and Other Emotions** - After completing this unit, students will better understand:

LST Session Goals and Objectives	Performance Indicator(s)	
How emotions such as stress and anger affect other emotions.	<ul style="list-style-type: none"> <li>Complete Activity A: Start at the Source</li> <li>Know that stress and anger can be difficult to manage</li> </ul>	5.1M
How some common trigger situations can provoke strong emotions for us, as well as ones that are personally challenging.	<ul style="list-style-type: none"> <li>Define <i>emotional trigger</i></li> <li>Analyze personal emotional triggers</li> </ul>	1.9M 7.1M
How emotions can influence our decisions about how to respond to triggers.	<ul style="list-style-type: none"> <li>Review tips for managing emotions</li> </ul>	7.1M
How tobacco, alcohol, and other drugs influence our emotional responses to triggers.	<ul style="list-style-type: none"> <li>Complete Activity B: Make the Connection</li> <li>Can predict short- and long-term consequences of the influence of substances on reactions to emotional triggers</li> </ul>	1.7A 2.1A 5.3M
Healthy techniques that help us manage powerful emotions so we can stay true to our values.	<ul style="list-style-type: none"> <li>Complete Activity C: Finding Balance</li> <li>Explore techniques for managing emotions</li> </ul>	7.1A 5.2A 1.3M 5.2M 4.2M
The benefits of managing emotions (such as stress and anger) and expressing them in healthy ways.	<ul style="list-style-type: none"> <li>Complete Activity D: Take a Break</li> <li>Practice using techniques for managing emotions</li> </ul>	6.2M 7.2S



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**Unit 6: Family Communications** - After completing this unit, students will better understand:

LST Session Goals and Objectives	Performance Indicator(s)	
Young adults' needs for independence and how family caregiving styles adapt to those needs.	<ul style="list-style-type: none"> <li>• Complete Activity A: The More Things Change</li> <li>• Learn about how family roles stay the same and change</li> <li>• Reflect on the physical, emotional, mental, and social changes at different stages in your life</li> </ul>	1.1G 1.1M 7.1M
How and why misunderstandings about needs and expectations for safe and drug-free behavior typically develop.	<ul style="list-style-type: none"> <li>• Complete Activity B: Effective Communication Skills</li> <li>• Define <i>effective communication</i></li> <li>• Explore non-verbal and verbal communication</li> <li>• Complete Activity C: Can You Hear Me Now?</li> <li>• Practice effective communication with a partner</li> <li>• Complete Activity F: Communicating for Understanding Skills</li> </ul>	4.1G 4.2G 4.3G 2.2A
The expectations regarding substance use that young adults and their families should have for one another.	<ul style="list-style-type: none"> <li>• Complete Activities D and E: Family Interview and I Was Surprised That...</li> <li>• Communicate with parent/guardian regarding ATOD use and experiences and expectations</li> </ul>	4.1M 4.1P 2.1G
Which communication skills can help families avoid misunderstandings about each other's needs and expectations for safe and drug-free behaviors.	<ul style="list-style-type: none"> <li>• Apply the 5 steps for communicating for understanding</li> <li>• Define <i>validate</i></li> <li>• Define <i>empathize</i></li> </ul>	4.1S 7.4M
The difference between misunderstandings and disagreements and why it is important to know the difference.	<ul style="list-style-type: none"> <li>• Complete Activity G: Agree to Disagree</li> <li>• Practice having a conversation for understanding</li> <li>• Complete Activity H: I Mean What I Say</li> <li>• Come to an understanding about a rule that has been discussed with a parent/guardian</li> </ul>	7.4M 8.2M 8.3M

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**Unit 7: Healthy Relationships** - After completing this unit, students will better understand:

LST Session Goals and Objectives	Performance Indicator(s)	NHES
The kinds of traits that draw people to each other and help build healthy relationships.	<ul style="list-style-type: none"> <li>• Complete Activity A: The Main Attraction</li> <li>• Identify the traits that one values in a close friend or relationship</li> </ul>	81.G 1.2M
The ingredients that make up a healthy relationship.	<ul style="list-style-type: none"> <li>• Complete Activity B: Putting a Relationship Together</li> <li>• Explore behaviors that help to establish a healthy relationship</li> </ul>	1.3G 1.2S 7.5S 1.2M
The role persuasion plays in personal and relationship health.	<ul style="list-style-type: none"> <li>• Complete Activity C: The Art of Assertiveness</li> <li>• Explore assertive concepts</li> <li>• Complete Activity D: Practicing Assertiveness</li> <li>• Practice being assertive in scenarios using assertive techniques</li> </ul>	4.1A 7.6M
How assertiveness can help us build healthy relationships.	<ul style="list-style-type: none"> <li>• Discuss how assertiveness can help us build healthy relationships</li> <li>• Complete Activity E: Speak Up</li> <li>• Apply the assertive techniques to a personal situation by practicing one's response</li> <li>• Reflect on how assertiveness can help to build healthy relationships</li> </ul>	4.3G 4.1S 4.2S 7.4S 4.2A