



Connecting Botvin LifeSkills® Training to Alabama Educational Standards (Grades 9-10)

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

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High School

Botvin LifeSkills® Training Units for High School	Unit Goal	Unit Objectives	Alabama Learning Standard(s)
Unit 1: The Value of Good Health	Introduce students to the LifeSkills Training program and explore why good health is important and how to protect it.	Students will better understand: <ol style="list-style-type: none"> 1. The various aspects of health. 2. The meaning of prevention and how it relates to one's actions, thoughts, and feelings. 3. The topics covered in the LifeSkills Training program. 4. The value of good health 5. The types of actions, thoughts, and feelings that protect or improve health, and those that jeopardize health. 	<p>HE.19.HE.1.1 Predict how health literacy and behaviors can affect health status.</p> <p>HE.19.HE.1.2 Describe the interrelationships of emotional, mental, physical, social, spiritual, and environmental health.</p> <p>HE.19.HE.1.6 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.</p> <p>HE.19.HE.2.1 Analyze the influence of external factors on health beliefs and behaviors.</p> <ol style="list-style-type: none"> a. Analyze how family, culture, school, and community influence the health practice and behaviors of individuals. <p>HE.19.HE.2.3 Analyze how the perceptions of norms influence healthy and unhealthy behaviors.</p>

		<p>6. How people take care of themselves – or fail to.</p> <p>7. The steps involved in setting and achieving a goal.</p>	<p>HE.19.HE.2.4 Critique the influence of personal values and beliefs on individual health practices and behaviors.</p> <p>HE.19.HE.2.5 Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.</p> <p>HE.19.HE.6.1 Assess personal health status and health practices to establish a baseline for setting health and fitness goals.</p> <p>HE.19.HE.6.2 Set long-term goals for achieving optimal health and implement short-term steps to reach the goals.</p> <p>HE.19.HE.7.1 Analyze the role of individual responsibility for enhancing health.</p> <ul style="list-style-type: none"> a. Describe healthy practices and behaviors that will maintain or improve the health of self and others. b. Identify negative behaviors that increase health risks to self and others. <p>HE.19.HA.7.1 Analyze the role of individual responsibility for enhancing health.</p> <p>HE.19.HA.7.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and peers.</p>
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			HE.19.HA.7.3 Identify a variety of behaviors to avoid or reduce health risks to self and others.
Unit 2: Decision-Making for Health	Students will learn a straightforward method for working through decisions and apply it.	Students will better understand: <ul style="list-style-type: none"> 1. The kinds of decisions we make for ourselves. 2. How our decisions reflect who we are – our personality, character, and values. 3. How our decisions affect our health. 4. How decision-making skills can help us change or improve a health behavior. 	<p>HE.19.HE.1.6 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.</p> <p>HE.19.HE.2.1 Analyze the influence of external factors on health beliefs and behaviors.</p> <ul style="list-style-type: none"> a. Analyze how family, culture, school, and community influence the health practice and behaviors of individuals. <p>HE.19.HE.5.1 Examine barriers that can hinder healthy decision-making.</p> <p>HE.19.HE.5.2 Develop a thoughtful decision-making process in health-related situations.</p> <ul style="list-style-type: none"> a. Predict the potential short-term and long-term impact of various alternatives on self and others. <p>HE.19.HE.5.3. Justify the appropriateness of individual vs. collaborative decision-making in various situations.</p> <p>HE.19.HE.7.1 Analyze the role of individual responsibility for enhancing health.</p> <ul style="list-style-type: none"> a. Describe healthy practices and behaviors that will maintain or improve the health of self and others. b. Identify negative behaviors that increase health risks to self and others.

			<p>HE.19.HA.5.1 Identify decision-making skills used in situations that put adolescents and teens at risk.</p> <ol style="list-style-type: none"> a. Identify consequences of making poor decisions to join in or ignore risky situations. b. Recognize the differences between situations in which one has control vs. a lack of control. c. Review the importance of successfully managing decision-making skills when confronted with uncomfortable, risky, or dangerous situations. <p>HE.19.HA.7.1 Analyze the role of individual responsibility for enhancing health.</p> <p>HE.19.HA.7.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and peers.</p> <p>HE.19.HA.7.3 Identify a variety of behaviors to avoid or reduce health risks to self and others.</p>
<p>Unit 3: Risk-Taking and Substance Abuse</p>	<p>Students will explore the dynamics of risk and techniques for assessing whether risk harms or enhances their health.</p>	<p>Students will better understand:</p> <ol style="list-style-type: none"> 1. How our values are influenced by our perception of risk. 2. How a possible risk becomes a probably risk. 3. The role substance use plays in risk-taking and its consequences. 4. How decision-making skills and understanding the factors affecting risk-taking 	<p>HE.19.HE.2.1 Analyze the influence of external factors on health beliefs and behaviors.</p> <ol style="list-style-type: none"> a. Analyze how family, culture, school, and community influence the health practice and behaviors of individuals. b. Examine how peers influence healthy and unhealthy behaviors. <p>HE.19.HE.2.3 Analyze how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>HE.19.HE.2.4 Critique the influence of personal values and beliefs on individual health practices and behaviors.</p>

		<p>can help us decide whether to take a risk.</p>	<p>HE.19.HE.2.5 Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.</p> <p>HE.19.HE.5.1 Examine barriers that can hinder healthy decision-making.</p> <p>HE.19.HE.5.2 Develop a thoughtful decision-making process in health-related situations.</p> <ul style="list-style-type: none"> a. Predict the potential short-term and long-term impact of various alternatives on self and others. <p>HE.19.HE.7.1 Analyze the role of individual responsibility for enhancing health.</p> <ul style="list-style-type: none"> b. Identify negative behaviors that increase health risks to self and others. <p>HE.19.HA.2.1 Analyze how health risk behaviors in the local school and community are influenced by family, peers and other factors.</p> <p>HE.19. HA.5.1 Identify decision-making skills used in situations that put adolescents and teens at risk.</p> <ul style="list-style-type: none"> a. Identify consequences of making poor decisions to join in or ignore risky situations. b. Recognize the differences between situations in which one has control vs. a lack of control. c. Review the importance of successfully managing decision-making skills when confronted with uncomfortable, risky, or dangerous situations. <p>HE.19.HA.7.1 Analyze the role of individual responsibility for enhancing health.</p>
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<p>Unit 4: The Media and Health</p>	<p>Students will become more aware of how the media might be influencing their self-image, thoughts, and behaviors.</p>	<p>Students will better understand:</p> <ol style="list-style-type: none"> 1. Different forms of media. 2. Why people use media, and why they prefer certain types. 3. How media influences our beliefs about ourselves, our culture, and various health behaviors. 4. The strategies we can use to analyze the media messages that we consume. 5. What we can do to make sure that we use media in ways that protect our health. 	<p>HE.19.HE.2.1 Analyze the influence of external factors on health beliefs and behaviors. c. Critique the effect of media on personal and family health.</p> <p>HE.19.HE.2.2 Describe the pros and cons of the use of technology as it affects personal, family, and community health.</p> <p>HE.19.HE.2.3 Analyze how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>HE.19.HE.2.4 Critique the influence of personal values and beliefs on individual health practices and behaviors.</p> <p>HE.19.HE.3.1 Evaluate the accessibility and validity of health information, products, and services.</p> <p>HE.19.HE.3.2 Analyze valid resources from home, school, and community that provide health information.</p> <p>HE.19.HE.3.4 Explain current laws related to underage drinking, distracted driving, and driving under the influence.</p> <p>HE.19.HA.2.1 Analyze how health risk behaviors in the local school and community are influenced by family, peers and other factors.</p>

<p>Unit 5: Managing Stress, Anger, and Other Emotions</p>	<p>Students will learn about emotions, how people react to them, and how some emotions are impacted by others.</p>	<p>Students will better understand:</p> <ol style="list-style-type: none"> 1. How emotions such as stress and anger affect our other emotions. 2. Some common trigger situations that can provoke strong emotions for us, as well as ones that are personally challenging. 3. How emotions can influence our decisions about how to respond to triggers. 4. How tobacco, alcohol, and other drugs influence our emotional responses to triggers. 5. Healthy techniques that help us manage powerful emotions so we can stay true to our values. 6. The benefits of managing emotions (such as stress and anger) and expressing them in healthy ways. 	<p>HE.19.HE.1.1 Predict how health literacy and behaviors can affect health status.</p> <p>HE.19.HE.1.2 Describe the interrelationships of emotional, mental, physical, social, spiritual, and environmental health.</p> <ol style="list-style-type: none"> a. Identify symptoms and methods of treatment of mental health disorders, including depression, and stress. <p>HE.19.HE.2.1 Analyze the influence of external factors on health beliefs and behaviors.</p> <p>HE.19.HE.2.3 Analyze how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>HE.19.HE.2.4 Critique the influence of personal values and beliefs on individual health practices and behaviors.</p> <p>HE.19.HE.2.5 Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.</p> <p>HE.19.HE.7.1 Analyze the role of individual responsibility for enhancing health.</p> <ol style="list-style-type: none"> b. Identify negative behaviors that increase health risks to self and others. <p>HE.19.HA.7.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and peers.</p> <p>HE.19.HA.7.3 Identify a variety of behaviors to avoid or reduce health risks to self and others.</p>
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<p>Unit 6: Family Communications</p>	<p>Students will learn about clear and consistent communication and family expectations for healthy and safe behavior.</p>	<p>Students will better understand:</p> <ol style="list-style-type: none"> 1. What young adults' needs are for independence and how family caregiving styles adapt to those needs. 2. How and why misunderstandings about needs and expectations for safe and drug-free behavior typically develop. 3. The expectations regarding substance use that young adults and their families should have for one another. 4. Which communication skills can help families avoid misunderstandings about each other's needs and expectations for safe and drug-free behavior. 5. The difference between understandings and agreements and why it is important to know the difference. 	<p>HE.19.HE.2.1 Analyze the influence of external factors on health beliefs and behaviors.</p> <ol style="list-style-type: none"> a. Analyze how family, culture, school, and community influence the health practice and behaviors of individuals. <p>HE.19.HE.4.1 Describe skills for communicating effectively with family, peers, and others to enhance health.</p> <p>HE.19.HE.4.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p> <p>HE.19.HE.4.3 Develop strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <ol style="list-style-type: none"> b. Differentiate between negative and positive behaviors used in conflict situations. <p>HE.19.HE.7.1 Analyze the role of individual responsibility for enhancing health.</p> <ol style="list-style-type: none"> a. Describe healthy practices and behaviors that will maintain or improve the health of self and others. <p>HE.19.HA.7.1 Analyze the role of individual responsibility for enhancing health.</p> <p>HE.19.HA.7.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and peers.</p> <p>HE.19.HA.7.3 Identify a variety of behaviors to avoid or reduce health risks to self and others.</p>
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<p>Unit 7: Healthy Relationships</p>	<p>Students will learn about the foundations and requirements of healthy relationships and developing positive healthy values.</p>	<p>Students will better understand:</p> <ol style="list-style-type: none"> 1. The kinds of traits that draw people to each other and help build healthy relationships. 2. The ingredients that make up a healthy relationship. 3. The role persuasion plays in personal and relationship health. 4. How assertiveness can help us build healthy relationships. 	<p>HE.19.HE.2.1 Analyze the influence of external factors on health beliefs and behaviors.</p> <ol style="list-style-type: none"> a. Analyze how family, culture, school, and community influence the health practice and behaviors of individuals. b. Examine how peers influence healthy and unhealthy behaviors. <p>HE.19.HE.4.1 Describe skills for communicating effectively with family, peers, and others to enhance health.</p> <p>HE.19.HE.4.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p> <p>HE.19.HE.4.3 Develop strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <ol style="list-style-type: none"> a. Identify warning signs of unhealthy relationships. b. Differentiate between negative and positive behaviors used in conflict situations. <p>HE.19.HE.5.2 Develop a thoughtful decision-making process in health-related situations.</p> <ol style="list-style-type: none"> a. Predict the potential short-term and long-term impact of various alternatives on self and others. c. Demonstrate refusal skills and when to use them. <p>HE.19.HE.7.1 Analyze the role of individual responsibility for enhancing health.</p> <ol style="list-style-type: none"> a. Describe healthy practices and behaviors that will maintain or improve the health of self and others.
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