



Connecting Botvin LifeSkills® Training to the ASCA National Model Mindsets and Behaviors (Grades 9-10)

Why align the LST Program with the ASCA National Model Mindsets and Behaviors? 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 ASCA National Model Mindsets and Behaviors.

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High School

Botvin LifeSkills® Training Units for High School	Unit Goal	Unit Objectives	ASCA National Model Mindsets and Behaviors
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>M 1. Belief in development of self, including a healthy balance of mental, social/emotional and physical well-being.</p> <p>M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes.</p> <p>M 6. Understanding that postsecondary education and life-long learning is necessary for long-term success.</p> <p>B-LS 6. High-quality standards for tasks and activities.</p> <p>B-LS 7. Long-and short-term academic, career, and social/emotional goals.</p> <p>B-LS 10. Participation in enrichment and extracurricular activities.</p> <p>B. SMS 1. Responsibility for self and others.</p>

		<ol style="list-style-type: none"> 6. How people take care of themselves – or fail to. 7. The steps involved in setting and achieving a goal. 	<p>B. SMS-5. Perseverance to achieve long and short-term goals.</p>
<p>Unit 2: Decision-Making for Health</p>	<p>Students will learn a straightforward method for working through decisions and apply it.</p>	<p>Students will better understand:</p> <ol 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>B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives, and recognizing personal bias.</p> <p>B-SS 5. Ethical decision-making and social responsibility.</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. 	<p>B-LS 1. Critical thinking skills to make informed decisions.</p> <p>B-LS 2. Creative approach to learning tasks and problem-solving.</p> <p>B-SMS 9. Personal safety skills.</p>

		<ol style="list-style-type: none"> How decision-making skills and understanding the factors affecting risk-taking can help us decide whether to take a risk. 	
<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"> Different forms of media. Why people use media, and why they prefer certain types. How media influences our beliefs about ourselves, our culture, and various health behaviors. The strategies we can use to analyze the media messages that we consume. What we can do to make sure that we use media in ways that protect our health. 	<p>B-LS 1. Critical thinking skills to make informed decisions.</p> <p>B-LS 5. Media and technology skills to enhance learning.</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"> How emotions such as stress and anger affect our other emotions. 	<p>M 3. Positive attitude toward work and learning.</p> <p>M 4. Self-confidence in ability to succeed.</p>

		<ol style="list-style-type: none"> 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>B-LS 3. Time management, organizational and study skills.</p> <p>B-LS 4. Self-motivation and self-direction for learning.</p> <p>B-SMS4. Delayed gratification for long-term rewards.</p> <p>B. SMS 6. Ability to identify and overcome barriers.</p> <p>B-SMS 7. Effective coping skills.</p> <p>B-SMS 8. Balance of school, home and community activities.</p> <p>B-SMS 10. Ability to manage transitions and adapt to change.</p> <p>B-SS 4. Empathy.</p>
<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 	<p>B-SMS 3. Independent Work.</p> <p>B-SS 1. Effective oral and written communication skills and listening skills.</p> <p>B-SS 3. Positive relationships with adults to support success.</p> <p>B-SS 6. Effective communication and collaboration skills.</p>

		<p>safe and drug-free behavior typically develop.</p> <ol style="list-style-type: none"> 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>B-SS 9. Social maturity and behaviors appropriate to the situation and environment.</p>
<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. 	<p>M 2. Sense of acceptance, respect, support, and inclusion for self and others in the school environment.</p> <p>B SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them.</p> <p>B SS 7. Leadership and teamwork skills to work effectively in groups.</p> <p>B. SS 8. Advocacy skills for self and others, and ability to assert self, when necessary.</p>

		4. How assertiveness can help us build healthy relationships.	B. SS 10. Cultural awareness, sensitivity, and responsiveness.
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