



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

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

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High School

Botvin LifeSkills® Training Units for High School	Unit Goal	Unit Objectives	Georgia 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. 6. How people take care of themselves – or fail to. 	<p>HEHS.1.a Predict how health behaviors can affect health status.</p> <p>HEHS.1.b Describe the relationship between personal health and well-being.</p> <p>HEHS.1.c Analyze how the environment and personal health are interrelated.</p> <p>HEHS.1.d Analyze how genetics and family history can affect personal health.</p> <p>HEHS.1.e Propose ways to reduce or prevent injuries and health problems.</p> <p>HEHS.1.g Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.</p> <p>HEHS.1.n Describe the interrelationships of emotional, intellectual, physical, and social health.</p>

		<p>7. The steps involved in setting and achieving a goal.</p>	<p>HEHS.6.a Identify health goals based on an evaluation of personal health and health needs.</p> <p>HEHS.6.b Develop a personal health action plan to address health goals.</p> <p>HEHS.6.c Analyze barriers and solutions to achieving health goals.</p> <p>HEHS.6.d Monitor progress in achieving short-term and long-term personal health 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>HEHS.1.a Predict how health behaviors can affect health status.</p> <p>HEHS.1.g Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.</p> <p>HEHS.5.a Determine the barriers to making a positive, healthy decision.</p> <p>HEHS.5.b Develop and apply a decision-making process to a health-related situation.</p> <p>HEHS.5.d Describe evidence-based choices to health-related issues or problems.</p> <p>HEHS.5.e Analyze the potential short-term and long-term impact of each decision on self and others.</p> <p>HEHS.5.f Explain how decisions can negatively and positively impact personal health and well-being.</p> <p>HEHS.5.g Compare and contrast the short- and long-term outcomes of health-related decisions.</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 probable 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 can help us decide whether to take a risk. 	<p>HEHS.1.a Predict how health behaviors can affect health status.</p> <p>HEHS.1.b Describe the relationship between personal health and well-being.</p> <p>HEHS.1.c Analyze how the environment and personal health are interrelated.</p> <p>HEHS.2.g Analyze how some health risk behaviors can increase the likelihood of engaging in additional unhealthy behaviors.</p> <p>HEHS.5.e Analyze the potential short-term and long-term impact of each decision on self and others.</p> <p>HEHS.5.f Explain how decisions can negatively and positively impact personal health and well-being.</p> <p>HEHS.5.g Compare and contrast the short- and long-term outcomes of health-related decisions.</p> <p>HEHS.7.a Demonstrate individual responsibility for improving personal health.</p> <p>HEHS.7.b Choose and implement a variety of healthy practices and behaviors that will consistently maintain or improve health.</p>
<p>Unit 4: The Media and Health</p>	<p>Students will become more aware of how the media might be influencing their self-</p>	<p>Students will better understand:</p> <ol style="list-style-type: none"> 1. Different forms of media. 	<p>HEHS.2.a Analyze how the family, culture, and environment influence the health of individuals.</p>

	<p>image, thoughts, and behaviors.</p>	<ol style="list-style-type: none"> 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>HEHS.2.b Analyze how the culture supports and challenges health beliefs, practices, and behaviors.</p> <p>HEHS.2.c Analyze how peers influence healthy and unhealthy behaviors.</p> <p>HEHS.2.d Evaluate how the school and community can affect personal health practices and behavior.</p> <p>HEHS.2.e Evaluate the effect of media on personal and family health.</p> <p>HEHS.2.f Evaluate the impact of technology on personal, family, and community health.</p> <p>HEHS.2.g Analyze how some health risk behaviors can increase the likelihood of engaging in additional unhealthy behaviors.</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 	<p>HEHS.1.c Analyze how the environment and personal health are interrelated.</p> <p>HEHS.1.a Predict how health behaviors can affect health status.</p> <p>HEHS.7.a Demonstrate individual responsibility for improving personal health.</p> <p>HEHS.7.b Choose and implement a variety of healthy practices and behaviors that will consistently maintain or improve health.</p> <p>HEHS.7.c Model behaviors to avoid or reduce health risks to self and/or others.</p>

		<p>emotional responses to triggers.</p> <ol style="list-style-type: none"> 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>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 	<p>HEHS.1.c Analyze how the environment and personal health are interrelated.</p> <p>HEHS.1.d Analyze how genetics and family history can affect personal health.</p> <p>HEHS.2.a Analyze how the family, culture, and environment influence the health of individuals.</p> <p>HEHS.2.b Analyze how the culture supports and challenges health beliefs, practices, and behaviors.</p> <p>HEHS.4.a Demonstrate effective communication with family, peers, and others to enhance health.</p> <p>HEHS.4.b Demonstrate strategies to prevent, manage, or resolve conflicts without harming self or others.</p> <p>HEHS.4.c Demonstrate how to ask for and offer assistance to enhance the health of self and others.</p>

		<p>expectations for safe and drug-free behavior.</p> <p>5. The difference between understandings and agreements and why it is important to know the difference.</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. 4. How assertiveness can help us build healthy relationships. 	<p>HEHS.2.c Analyze how peers influence healthy and unhealthy behaviors.</p> <p>HEHS.4.a Demonstrate effective communication with family, peers, and others to enhance health.</p> <p>HEHS.4.b Demonstrate strategies to prevent, manage, or resolve conflicts without harming self or others.</p> <p>HEHS.4.c Demonstrate how to ask for and offer assistance to enhance the health of self and others.</p> <p>HEHS.8.e Demonstrate how to treat all individuals with respect and dignity. Learning how to appropriately disagree with others is a valued skill set.</p>