



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

**Why align the LST Program with Illinois 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 Illinois.

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## High School

<b>Botvin LifeSkills® Training Units for High School</b>	<b>Unit Goal</b>	<b>Unit Objectives</b>	<b>Illinois Learning Goal (LG) and Physical Development &amp; Health Performance Descriptors (PD)</b>  <b>SEL Learning Standards (LS) SEL Performance Descriptors (PD)</b>
<b>Unit 1: The Value of Good Health</b>	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"> <li>1. The various aspects of health.</li> <li>2. The meaning of prevention and how it relates to one's actions, thoughts, and feelings.</li> <li>3. The topics covered in the LifeSkills Training program.</li> <li>4. The value of good health</li> <li>5. The types of actions, thoughts, and feelings that protect or improve health,</li> </ol>	<b>LG 20.C.4a</b> Set realistic, short-term, health related fitness goals based on individual profiles.  <b>LG 24.B.4a</b> Explain how decision making affects the achievement of individual health goals.  <b>LG PD 20C I 1.</b> Set short-term fitness goals specific for each component of health-related fitness based on individual needs assessment.  <b>LG PD 20C I 2.</b> Design a personal fitness program that incorporates all health-related fitness components and principles.

		<p>and those that jeopardize health.</p> <ol style="list-style-type: none"> <li>6. How people take care of themselves – or fail to.</li> <li>7. The steps involved in setting and achieving a goal.</li> </ol>	<p><b>LG PD 20C J 1.</b> Write health-related fitness goals that reflect current fitness level, length of available time, equipment and facilities, and realistic goals.</p> <p><b>LG PD 20C J 2.</b> Incorporate the specific health and exercise behaviors necessary to attain the short-term and long-term goals.</p> <p><b>LG PD 20C J 3.</b> Recognize possible difficulties in achieving both short and long-term goals and identify strategies to overcome these difficulties.</p> <p><b>LG PD 20C J 4.</b> Determine the level of success in meeting these goals.</p> <p><b>LG PD 20C J 5.</b> Analyze results of health-related goals for each specific health-related fitness component.</p> <p><b>LG PD 20C J 6.</b> Evaluate short-term goals.</p> <p><b>LG PD 24B H 3.</b> Formulate a plan to solve a health-related problem.</p> <p><b>LG PD 24C H 4.</b> Discuss long- and short-term goal setting and the importance of each.</p> <p><b>LG PD 24C H 5.</b> Describe the components of a well-written goal (is specific, is measurable, has an action plan, is realistic, has a timeframe).</p> <p><b>LG PD 24C I 1.</b> Identify short-term personal life goals.</p> <p><b>LG PD 24C I 2.</b> Identify long-term personal life goals.</p> <p><b>LG PD 24C I 3.</b> Monitor achievement and revise short-term personal life goals.</p>
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<p><b>Unit 2: Decision-Making for Health</b></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"> <li>1. The kinds of decisions we make for ourselves.</li> <li>2. How our decisions reflect who we are – our personality, character, and values.</li> </ol>	<p><b>LG PD 21A H 4.</b> Demonstrate the decision-making model.</p> <p><b>LG PG 21A I 1.</b> Apply decision-making process when participating in physical activity.</p> <p><b>LG PG 21A I 2.</b> Practice decision-making skills both</p>

		<p>3. How our decisions affect our health.</p> <p>4. How decision-making skills can help us change or improve a health behavior.</p>	<p>independently and with others when participating in physical activity.</p> <p><b>LG PG 21A I 3.</b> Select and determine the appropriate decision-making strategy to use in selected situations when participating in physical activity.</p> <p><b>LG PG 21A I 4.</b> Formulate a plan within a group to complete a problem-solving initiative when participating in physical activity.</p> <p><b>LG PD 21B H 3.</b> Apply decision-making model strategies during a variety of structured group physical activities.</p> <p><b>LG PD 24B H 4.</b> Identify barriers that can affect the decision making process.</p> <p><b>LG PD 24B I 2.</b> Explain the value of identifying options to solve a health-related problem.</p> <p><b>LG PD 24B I 3.</b> Analyze the options to solve a health-related problem.</p> <p><b>LG PD 24B I 4.</b> Determine which option best solves the health-related problem.</p> <p><b>LG PD 24B I 5.</b> Analyze option choices and determine the impact each could have on successfully solving a health-related problem or making a health-related decision.</p> <p><b>LG PD 24B J 3.</b> Explain the immediate and long-term impacts of individual decisions concerning health issues.</p> <p><b>LG PD 24C I 5.</b> Use decision-making skills to determine</p>
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			<p>personal health goals (e.g., determining whether or not to smoke).</p> <p><b>SEL LS 1A.4a.</b> Analyze how thoughts and emotions affect decision making and responsible behavior.</p> <p><b>SEL PD 3A I 2.</b> Explain how laws reflect social norms and affect our personal decision making.</p> <p><b>SEL PD 3A I 3.</b> Analyze how personal decisions can affect your health and the health of others.</p>
Unit 3: Risk-Taking and Substance Abuse	Students will explore the dynamics of risk and techniques for assessing whether risk harms or enhances their health.	<p>Students will better understand:</p> <ol style="list-style-type: none"> <li>1. How our values are influenced by our perception of risk.</li> <li>2. How a possible risk becomes a probably risk.</li> <li>3. The role substance use plays in risk-taking and its consequences.</li> <li>4. How decision-making skills and understanding the factors affecting risk-taking can help us decide whether to take a risk.</li> </ol>	<p><b>SEL LS 3A.4b.</b> Evaluate how social norms and the expectations of authority influence personal decisions and actions.</p> <p><b>SEL LS 3B.4a.</b> Evaluate personal abilities to gather information, generate alternatives, and anticipate the consequences of decisions.</p> <p><b>SEL LS 3B.4b.</b> Apply decision-making skills to establish responsible social and work relationships.</p> <p><b>SEL PD 3A I 1.</b> Explain how to reduce negative outcomes in risky situations.</p>
Unit 4: The Media and Health	Students will become more aware of how the media might be influencing their self-image, thoughts, and behaviors.	<p>Students will better understand:</p> <ol style="list-style-type: none"> <li>1. Different forms of media.</li> <li>2. Why people use media, and why they prefer certain types.</li> </ol>	<p><b>LG 20.C.4c.</b> Evaluate physical fitness services, products and advertising.</p> <p><b>LG PD 22A I 2.</b> Discuss ways that the media has influenced health and safety issues.</p>

		<ol style="list-style-type: none"> <li>3. How media influences our beliefs about ourselves, our culture, and various health behaviors.</li> <li>4. The strategies we can use to analyze the media messages that we consume.</li> <li>5. What we can do to make sure that we use media in ways that protect our health.</li> </ol>	<p><b>LG PD 22A J 2.</b> Cite specific examples of how the media has impacted views and/or responses to health or safety issues.</p> <p><b>LG PD 22B H 2.</b> Distinguish between reliable and unreliable health information and advertising.</p> <p><b>LG PD 22B I 6.</b> Discuss the role that the media have had and should have in the dissemination of health information and in the promotion of health-related products.</p> <p><b>LG PD 22B J 4.</b> Summarize ways that the media have influenced the perception of health issues or health choices.</p> <p><b>LG PD 22D I 1.</b> Identify ways in which health messages are communicated (e.g., TV commercials, ads).</p> <p><b>LG PD 22D J 5.</b> Discuss advertising techniques used to communicate health messages and their effectiveness (e.g. using cartoon characters, TV stars, athletes).</p> <p><b>LG PD 23C J 6.</b> Analyze marketing/media influences on health choices.</p> <p><b>LG PD 24A I 10.</b> Critique the media’s influence on behavior.</p> <p><b>SEL PD 1B J 3.</b> Demonstrate decision making based on what is right rather than media images of success</p> <p><b>SEL PD 2B J 2.</b> Analyze how the media create and/or reinforce societal expectations of various social and cultural groups.</p>
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<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"> <li>1. How emotions such as stress and anger affect our other emotions.</li> <li>2. Some common trigger situations that can provoke strong emotions for us, as well as ones that are personally challenging.</li> <li>3. How emotions can influence our decisions about how to respond to triggers.</li> <li>4. How tobacco, alcohol, and other drugs influence our emotional responses to triggers.</li> <li>5. Healthy techniques that help us manage powerful emotions so we can stay true to our values.</li> <li>6. The benefits of managing emotions (such as stress and anger) and expressing them in healthy ways.</li> </ol>	<p><b>LG PD 22A H 8.</b> Explain the possible consequences that prolonged exposure to stress may have on the body.</p> <p><b>LG PD 23C H 2.</b> Identify situations that cause stress.</p> <p><b>LG PD 23C H 3.</b> Recognize stress management techniques.</p> <p><b>LG PD 23C I 2.</b> Demonstrate stress management techniques.</p> <p><b>LG PD 23C I 3.</b> Explain the long-term effects of stress on physical, mental, emotional, and social health.</p> <p><b>SEL PD 1A H 3.</b> Demonstrate an ability to assess your level of stress based on physical and psychological factors.</p> <p><b>SEL PD 1A H 5.</b> Demonstrate an ability to reduce stress by reassessing a situation.</p> <p><b>SEL PD 1A I 4.</b> Practice assertive communication to manage stress.</p>

			<p><b>SEL PD 1A I 6.</b> Practice a stress management technique to handle anxiety related to a school task (e.g., public speaking or taking a test).</p> <p><b>SEL PD 1A J 5.</b> Demonstrate how you might use upset feelings to ask for help rather than expressing anger.</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"> <li>1. What young adults' needs are for independence and how family caregiving styles adapt to those needs.</li> <li>2. How and why misunderstandings about needs and expectations for safe and drug-free behavior typically develop.</li> <li>3. The expectations regarding substance use that young adults and their families should have for one another.</li> <li>4. Which communication skills can help families avoid misunderstandings about each other's needs and expectations for safe and drug-free behavior.</li> <li>5. The difference between understandings and agreements and why it is important to know the difference.</li> </ol>	<p><b>LG PD 23C H 9.</b> Practice effective methods of communication (written, verbal, non-verbal).</p> <p><b>LG PD 23C I 9.</b> Incorporate effective methods of communication (verbal, non-verbal, and written) into daily activities.</p> <p><b>SEL LS 2A.4b.</b> Use conversation skills to understand others' feelings and perspectives.</p> <p><b>SEL PD 2A J 4.</b> Use appropriate non-verbal cues to communicate your understanding of another's perspective.</p> <p><b>SEL PD 2C H 6.</b> Practice effective speaking and listening at home.</p> <p><b>SEL PD 2C I 1.</b> Describe how various relationships (e.g., peers, parents, teachers, other adults) differ.</p> <p><b>SEL PD 2C I 4.</b> Analyze differences in the distribution of power in various relationships and how this affects communication styles.</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"> <li>1. The kinds of traits that draw people to each other and help build healthy relationships.</li> <li>2. The ingredients that make up a healthy relationship.</li> <li>3. The role persuasion plays in personal and relationship health.</li> <li>4. How assertiveness can help us build healthy relationships.</li> </ol>	<p><b>LG PD 24A H 1.</b> Explain how positive communication can help build and maintain a healthy relationship.</p> <p><b>LG PD 24A H 5.</b> Explain how positive communication helps to build and maintain relationships at school, at home, and in the workplace.</p> <p><b>LG PD 24A H 7.</b> Apply acceptable methods of asserting yourself in peer group situations.</p> <p><b>LG PD 24A I 3.</b> Describe the effect of conflict and violence upon the health of a family.</p> <p><b>LG PD 24A I 7.</b> Predict how emotions may be communicated in different situations.</p> <p><b>SEL PD 2C H 1.</b> Identify indicators of possible problems in relationships based on varying scenarios provided.</p> <p><b>LG PD 24A I 8.</b> Analyze good communication skills in relationships.</p> <p><b>LG PD 24A J 6.</b> Critique communication skills.</p> <p><b>SEL PD 3A J 3.</b> Evaluate the consequences for yourself and others of following ethical principles in your relationships.</p>
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