



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

Why align the LST Program with Indiana 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 Indiana.

Table of Contents

High School	3
Unit 1: The Value of Good Health	3
Unit 2: Decision-Making for Health	4
Unit 3: Risk-Taking and Substance Abuse	5
Unit 4: The Media and Health.....	6
Unit 5: Managing Stress, Anger, and Other Emotions.....	7
Unit 6: Family Communications.....	7
Unit 7: Healthy Relationships.....	8

High School

<i>Botvin LifeSkills® Training Units for High School</i>	Unit Goal	Unit Objectives	Indiana Academic Standards: Health & Wellness (AS), Indiana Physical Education Standards (PES)
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.	<p>Students will better understand:</p> <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>AS HS.1.1 Predict how behaviors can impact personal health.</p> <p>AS HS 1.7 Analyze the benefits of and barriers to practicing a variety of health behaviors.</p> <p>AS HS.2.4 Analyze how peers can influence healthy and unhealthy behaviors.</p> <p>AS HS.2.5 Analyze how culture influences health behaviors.</p> <p>AS HS.2.7 Analyze how the perceptions of norms influence health behaviors.</p> <p>AS HS.2.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors.</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>AS HS.4.3 Identify and apply health strategies to manage personal wellbeing.</p> <p>AS HS.6.1 Critically analyze and articulate the benefits of planning and setting personal health goals.</p> <p>AS HS.6.2 Develop a personal health goal and a plan to achieve it.</p> <p>AS HS.6.3 Analyze and develop strategies to overcome barriers to achieving the personal health goal.</p> <p>AS HS.6.4 Implement and analyze the plan and adjust it, as needed, to achieve the personal health goal.</p> <p>AS HS.6.5 Identify personal support systems and explain their importance in achieving the personal health goal.</p> <p>AS HS.6.6 Assess, reflect on, and adjust the plan to reach and maintain the personal health goal.</p> <p>PES HSL1.3.5.A Designs and implements a personal fitness and nutrition plan (assessment scores, goals for improvement, plan of activities for improvement, log of activities to reach goals, timeline for improvement).</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. 	<p>AS HS.2.4 Analyze how peers can influence healthy and unhealthy behaviors.</p> <p>AS HS.2.9 Analyze how some health risk behaviors can increase the likelihood of engaging in additional unhealthy behaviors.</p> <p>AS HS.3.2 Use resources from home, school, community, and reliable internet sources that provide</p>

		<ol style="list-style-type: none"> 3. How our decisions affect our health. 4. How decision-making skills can help us change or improve a healthy behavior. 	<p>valid health information for making personal health decisions.</p> <p>AS HS.5.1 Identify personal health decisions and analyze related internal and external influences.</p> <p>AS HS.5.3 Analyze health risks of decisions to self and others.</p> <p>AS HS.5.4 Apply a decision-making process to real-life health related situations.</p> <p>AS HS.5.5 Describe how personal health decisions may affect subsequent decisions.</p> <p>AS HS.5.6 Assume responsibility for personal health 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 are 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-tasking 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>AS HS.2.4 Analyze how peers can influence healthy and unhealthy behaviors.</p> <p>AS HS.2.9 Analyze how some health risk behaviors can increase the likelihood of engaging in additional unhealthy behaviors.</p> <p>AS HS.4.5 Demonstrate effective refusal skills in real-life health-related situations.</p> <p>AS HS.4.8 Implement strategies for overcoming health-related communication barriers.</p> <p>AS HS.5.1 Identify personal health decisions and analyze related internal and external influences.</p>

			<p>AS HS.5.3 Analyze health risks of decisions to self and others.</p> <p>AS HS.5.5 Describe how personal health decisions may affect subsequent decisions.</p> <p>AS HS.5.6 Assume responsibility for personal health decisions.</p> <p>AS HS.7.1 Conduct a personal assessment of health and safety knowledge and skills.</p> <p>AS HS.7.2 Analyze the results of the personal assessment to identify personal health and safety strengths and needs.</p>
<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 the 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>AS HS.2.3 Evaluate the effect of media and social media on health behaviors.</p> <p>AS HS.2.5 Analyze how culture influences health behaviors.</p> <p>AS HS.2.7 Analyze how the perceptions of norms influence health behaviors.</p> <p>AS HS.3.1 Evaluate the validity of health information, products, and services.</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>AS HS.1.7 Analyze the benefits of and barriers to practicing a variety of health behaviors.</p> <p>PES HSL1.3.6.A Identifies stress-management strategies, such as mental imagery, relaxation techniques, deep breathing, aerobic exercise, and meditation to reduce stress.</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. 	<p>AS HS.4.1 Apply effective verbal (assertiveness) and non-verbal communication skills in real-life health situations.</p> <p>AS HS.4.2 Employ active listening and response skills to enhance health.</p>

		<ol style="list-style-type: none"> 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>AS HS.4.4 Demonstrate ways to communicate care, consideration, and respect for self and others.</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. 	<p>AS HS.2.4 Analyze how peers can influence healthy and unhealthy behaviors.</p> <p>AS HS.4.4 Demonstrate ways to communicate care, consideration, and respect for self and others.</p> <p>AS HS.4.7 Implement and evaluate strategies to prevent and manage conflict.</p> <p>AS HS.4.9 Analyze how interpersonal communication impacts and is impacted by relationships.</p>

		<ol style="list-style-type: none">3. The role persuasion plays in personal and relationship health.4. How assertiveness can help us build healthy relationships.	
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