



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

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

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High School

Botvin LifeSkills® Training Units for High School	Unit Goal	Unit Objectives	Kentucky Academic Standards for Health Education (KHS), Performance Indicators (PI), Physical Education Learning Standards (LSPE)
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 	<p>HES 1. Students will comprehend content related to health promotion and disease prevention to enhance health.</p> <p>HES 1 PI: HS 1.1. Analyze the interrelationship of physical, mental, emotional, social and spiritual health.</p> <p>HES 6. Use goal-setting skills to enhance health.</p> <p>HES 6. PI: HS.6.2. Use goal-setting strategies to develop realistic short- and long- term goals to enhance personal well-being, reduce the risk of disease, promote emotional health and reduce violence.</p>

		<p>health, and those that jeopardize health.</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>HES 6 PI: HS.6.3. Analyze, revise and implement health practices and behaviors to reduce barriers in order to achieve personal goals.</p> <p>HES 7. Practice health- enhancing behaviors and avoid or reduce health risks.</p> <p>HES 7 PI: HS.7.6. Explain the importance of preventative health care necessary to maintain overall wellness.</p> <p>LSPE 4. Demonstrate knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>LSPE 4 PI: HS.S3.7. Apply goal-setting and decision-making skills in developing, maintaining, implementing and evaluating a personal wellness plan.</p> <p>LSPE 4 PI: HS.S3.8. Design a personal lifetime leisure/recreational plan that includes the components of health-related fitness.</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. 	<p>HES 5. Use decision-making skills to enhance health.</p> <p>HES 5 PI: HS.5.1. Formulate healthy alternatives to risky behaviors by using decision-making skills.</p> <p>HES 5 PI: HS.5.2. Determine when professional treatment or services are needed for unhealthy behaviors.</p>

		<p>4. How decision-making skills can help us change or improve a health behavior.</p>	<p>HES 5 PI: HS.5.3. Determine when to access professional safety and injury prevention information, services and/or products.</p> <p>HES 6. Use goal-setting skills to enhance health.</p> <p>HES 6 PI: HS.6.3. Analyze, revise and implement health practices and behaviors to reduce barriers in order to achieve personal goals.</p> <p>LSPE 4. Demonstrate knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>LSPE 4 PI: HS.S3.7. Apply goal-setting and decision-making skills in developing, maintaining, implementing and evaluating a personal wellness plan.</p> <p>LSPE 4 PI: HS.S3.8. Design a personal lifetime leisure/recreational plan that includes the components of health-related fitness.</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 probably risk. 3. The role substance use plays in risk-tasking and its consequences. 	<p>HES 1. Students will comprehend content related to health promotion and disease prevention to enhance health.</p> <p>HES 1 PI: HS.1.3. Describe the effects of using alcohol and other drugs on school performance, job performance, job absenteeism and job loss.</p> <p>HES 1 PI: HS.1.4. Summarize why alcohol- or other drug-use is an unhealthy way to manage</p>

		<p>4. How decision-making skills and understanding the factors affecting risk-taking can help us decide whether to take a risk.</p>	<p>weight or stress and analyze the relationship between using alcohol and other drugs with other health risks.</p> <p>HES 1 PI: HS.1.6. Analyze the dangers of driving while under the influence and the relationship between unintentional injuries while using alcohol and other drugs.</p> <p>HES 1 PI: HS.1.27. Describe the increased risks associated with having multiple sexual partners including serial monogamy.</p> <p>HES 1 PI: HS.1.31. Examine situations that could lead to tobacco use and summarize the long-term health benefits of abstaining from or discontinuing tobacco use.</p> <p>HES 2. Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p> <p>HES 2 PI: HES 2. Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p> <p>HES 2 PI: HS.2.3. Analyze the factors and health-risk behaviors that influence the likelihood of engaging in unhealthy behaviors.</p> <p>HES 5. Use decision-making skills to enhance health.</p> <p>HES 5 PI: HS.5.1. Formulate healthy alternatives to risky behaviors by using decision-making skills.</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>HES 2. Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p> <p>HES 2 PI: HS.2.1. Analyze how family, culture, environments and communities affect personal health and wellness practices.</p> <p>HES 2 PI: HS.2.2. Distinguish how family, peers, community, culture, media and perceptions of norms influence healthy behaviors.</p> <p>HES 2 PI: HS.2.4. Examine how sharing or posting personal information electronically about self or others can negatively impact mental/emotional health, social health and personal safety of self and others.</p> <p>HES 3. Access valid information, products and services to enhance health.</p>

			<p>HES 3 PI: HS.3.1. Evaluate the validity, reliability and accessibility of health information, products and services.</p> <p>HES 3 PI: HS.3.2. Analyze factors that influence opportunities to obtain reliable resources that support health-enhancing behaviors.</p> <p>HES 4. Use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>HES 4 PI: HS.4.2. Analyze and demonstrate how to effectively manage personal information in electronic communications.</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"> 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>HES 1. Students will comprehend content related to health promotion and disease prevention to enhance health.</p> <p>HES 1 PI: HS.1.4. Summarize why alcohol- or other drug-use is an unhealthy way to manage weight or stress and analyze the relationship between using alcohol and other drugs with other health risks.</p> <p>HES 1 PI: HS 1.1.12. Evaluate effective strategies for dealing with stress.</p> <p>HES 1 PI: HS.1.33. Summarize non-violent ways to respond to stress when angry or upset.</p> <p>HES 7. Practice health- enhancing behaviors and avoid or reduce health risks.</p> <p>HES 7 PI: HS.7.2. Evaluate personal health-related behaviors that reduce the risk of disease, prevent unhealthy behaviors and promote positive overall wellness.</p>
<p>Unit 6: Family Communications</p>	<p>Students will learn about clear and consistent communication and family</p>	<p>Students will better understand:</p> <ol style="list-style-type: none"> 1. What young adults’ needs are for independence and 	<p>HES 1. Students will comprehend content related to health promotion and disease prevention to enhance health.</p>

	<p>expectations for healthy and safe behavior.</p>	<p>how family caregiving styles adapt to those needs.</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>HES 1 PI: HS.1.15. Evaluate effective strategies for dealing with difficult relationships with family members, peers and boyfriend or girlfriends.</p> <p>HES 4. Use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>HES 4 PI: HS.4.1. Compare and contrast effective communication skills to improve healthy relationships and/or reduce engaging in risky behaviors.</p> <p>HES 4 PI: HS.4.3. Choose healthy ways to express affection within relationships.</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 	<p>HES 1. Students will comprehend content related to health promotion and disease prevention to enhance health.</p>

		<p>other and help build healthy relationships.</p> <ol style="list-style-type: none"> 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>HES 1 PI: HS.1.14. Analyze characteristics of healthy relationships and explain how to build and maintain healthy relationships with family members, peers and boyfriends and girlfriends.</p> <p>HES 1 PI: HS.1.14. Analyze characteristics of healthy relationships and explain how to build and maintain healthy relationships with family members, peers and boyfriends and girlfriends.</p> <p>HES 1 PI: HS.1.15. Evaluate effective strategies for dealing with difficult relationships with family members, peers and boyfriend or girlfriends.</p> <p>HES 1 PI: HS.1.34. Analyze why it is important to understand the perspectives of others in resolving a conflict situation.</p> <p>HES 1 PI: HS.1.28. Analyze situations that could lead to being pressured to having sex.</p> <p>HES 4. Use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>HES 4 PI: HS.4.1. Compare and contrast effective communication skills to improve healthy relationships and/or reduce engaging in risky behaviors.</p> <p>HES 4 PI: HS.4.3. Choose healthy ways to express affection within relationships.</p>
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