



Connecting *Botvin LifeSkills® Training* to Kentucky Educational Standards (Grades 11-12)

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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Transitions

<i>Botvin LifeSkills® Training Units for Transitions</i>	Unit Goal	Unit Objectives	Kentucky Academic Standards for Health Education (KHS), Performance Indicators (PI), Physical Education Learning Standards (LSPE)
Unit 1: Goal-Setting for Success	Introduce students to the concept of goal setting.	Students will: <ol style="list-style-type: none"> 1. Become familiar with the topics covered in the LifeSkills Training Transitions program. 2. Identify how goal-setting can assist in navigating transitions and planning for the future. 3. Identify the steps involved in goal-setting. 4. Practice goal-setting. 5. Identify strategies that are helpful in overcoming 	<p>HES 6. Use goal-setting skills to enhance health.</p> <p>HES 6 PI: HS.6.1. Assess how personal attitudes, values and beliefs influence healthy and unhealthy personal health-related behaviors.</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>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>challenges to achieving goals.</p>	<p>HES 7 PI: HS.7.3. Design and implement a plan to model healthy physical and emotional health behaviors.</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: Effective Communication</p>	<p>Students will learn how to communicate effectively in a variety of settings and relationships.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Determine the similarities and differences between formal and informal communication. 1. Identify types of relationships that occur in personal and work-related settings. 2. Identify effective communication skills and how they can help people present themselves positively to others. 	<p>HES 1. Students will comprehend content related to health promotion and disease prevention to enhance health.</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 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.4.2. Analyze and demonstrate how to effectively manage personal information in electronic communications.</p>

		3. Learn and apply effective communication skills to speaking and writing.	
Unit 3: Managing Stress	Students will learn how to manage stress in healthy ways.	<p>Students will:</p> <ol style="list-style-type: none"> 1. Examine resilience and self-assess various traits associated with it. 1. Explore the challenges and opportunities that may accompany the common transitions of young adulthood. 2. Learn and apply stress management techniques that can help cultivate resilience. 3. Understand how the use of substances can undermine resilience. 	<p>HES 1. Students will comprehend content related to health promotion and disease prevention to enhance health.</p> <p>HES 1 PI: HS.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>
Unit 4: Decision-making and Risk	Students will learn how to evaluate the beneficial and harmful consequences of risks, as well as the value of what is at risk.	<p>Students will:</p> <ol style="list-style-type: none"> 1. Examine attitudes and beliefs about risk. 2. Explore possible consequences involved when taking risks. 	<p>HES 1. Students will comprehend content related to health promotion and disease prevention to enhance health.</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.1.23. Justify why abstinence from sex and drugs are the safest, most effective risk avoidance methods of</p>

		<ol style="list-style-type: none"> 3. Learn a step-by-step decision-making method. 4. Practice a step-by-step decision-making method. 5. Identify the effects of substance use on risks and decision-making. 	<p>protection from HIV, other STDs and pregnancy and summarize ways to prevent pregnancy and the sexual transmission of HIV and other STDs.</p> <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.2.3. 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> <p>HES 5 PI: HS.5.2. Determine when professional treatment or services are needed for unhealthy behaviors.</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 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>HES 7 PI: HS.7.5. Explain why abstinence from unhealthy behaviors is the most effective risk avoidance method.</p>
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<p>Unit 5: Managing Time and Money</p>	<p>Students will learn about managing time and money to support their priorities.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Explore the relationship between priorities and managing time and money. 2. Examine the elements involved in prioritizing and budgeting. 3. Learn and practice steps for managing schedules and money to support priorities. 4. Identify possible obstacles to the successful management of time and money, and learn strategies that help overcome them. 	<p>HES 1. Students will comprehend content related to health promotion and disease prevention to enhance health.</p> <p>HES 1 PI: HS.1.30. Analyze the emotional, social, physical and financial effects of being a teen parent.</p> <p>HES 1 PI: HS.1.32. Evaluate the financial costs of tobacco use to the individual and society.</p> <p>LSPE 3. Demonstrate knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>LSPE PI: HS.S3.9. Analyze the impact of life choices, economics, motivation and accessibility to physical activity in college or career settings.</p>

<p>Unit 6: Building Relationships</p>	<p>Students will understand what skills can help them build healthy and productive relationships.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify the appropriate behaviors associated with different types of relationships. 1. Analyze the similarities and differences between formal and informal relationships. 2. Examine the elements involved in collaborating, negotiating, and compromising. 3. Explore how collaborating, negotiating, and compromising are related to building and maintaining relationships. 	<p>HES 1. Students will comprehend content related to health promotion and disease prevention to enhance health.</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 4. Use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>HES 4 PI: HS.4.3. Choose healthy ways to express affection within relationships.</p> <p>LSPE 4. Demonstrate responsible personal and social behavior that exhibits respect for self and others.</p> <p>LSPE 4 PI: HS.S4.1. Interact positively in social and group interactions through the use of communication skills, critical thinking, accountability and leadership in a physical activity setting.</p> <p>LSPE 4 PI: HS.S4.3. Apply conflict resolution/mediation skills when participating in sports and/or recreational activities.</p> <p>LSPE 4 PI: HS.S4.6. Analyze the value of rules, fair play, cooperation, sportsmanship, teamwork and conflict resolution in a variety of physical activities, sports and games.</p>
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