



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

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

## Table of Contents

<b>High School</b> .....	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 .....	5
Unit 5: Managing Stress, Anger, and Other Emotions .....	6
Unit 6: Family Communications.....	6
Unit 7: Healthy Relationships .....	7

## High School

<b><i>Botvin LifeSkills® Training Units for High School</i></b>	<b>Unit Goal</b>	<b>Unit Objectives</b>	<b>Michigan Learning Standard(s)</b>
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"> <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, and those that jeopardize health.</li> <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>STRAND: SOCIAL AND EMOTIONAL HEALTH</b>            Standard 5: Goal Setting            4.6 Develop short-term and long-term personal goals and aspirations.            4.13 Develop a personal plan for maintaining or improving one’s demonstration of character traits.</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"> <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> <li>3. How our decisions affect our health.</li> <li>4. How decision-making skills can help us change or improve a health behavior.</li> </ol>	<p><b>STRAND: ALCOHOL, TOBACCO, AND OTHER DRUGS</b>  Standard 6: Decision Making  2.8 Apply decision-making and problem-solving steps to hypothetical problems related to alcohol, tobacco, and other drug use.</p> <p><b>STRAND: SAFETY</b>  Standard 3: Health Behaviors  3.7 Apply strategies to avoid and report dangerous situations, including conflicts involving weapons and gangs.</p> <p><b>STRAND: SOCIAL AND EMOTIONAL HEALTH</b>  Standard 5: Goal Setting  4.6 Develop short-term and long-term personal goals and aspirations.  Standard 6: Decision Making  4.7 Apply decision-making and problem-solving steps to generate alternative solutions regarding social situations that could place one’s health or safety at risk.  4.8 Predict the potential short- and long-term effects of each alternative on self and others and defend the healthy choice(s).  4.14 Evaluate the effectiveness of health-related decisions.</p> <p><b>STRAND: SEXUALITY EDUCATION</b>  Standard 6: Decision Making  7.9 Apply decision-making skills to avoid situations that are high risk for pregnancy, HIV, and other STIs.</p>
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<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"> <li>1. How our values are influenced by our perception of risk.</li> <li>2. How a possible risk becomes a probable 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>STRAND: ALCOHOL, TOBACCO, AND OTHER DRUGS</b>  Standard 3: Health Behaviors  2.5 Demonstrate skills to avoid tobacco exposure and avoid or resist using alcohol, tobacco, and other drugs.  Standard 4: Influences  2.6 Describe financial, political, social, and legal influences regarding alcohol, tobacco, and other drugs.  2.7 Analyze internal and external pressures to use alcohol, tobacco, and other drugs.</p> <p><b>STRAND: SAFETY</b>  Standard 3: Health Behaviors  3.7 Apply strategies to avoid and report dangerous situations, including conflicts involving weapons and gangs.</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"> <li>1. Different forms of media.</li> <li>2. Why people use media, and why they prefer certain types.</li> <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>STRAND: SAFETY</b>  Standard 4: Influences  3.15 Evaluate the impact of media on the prevalence of violence.</p> <p><b>STRAND: PERSONAL HEALTH AND WELLNESS</b>  Standard 4: Influences  5.9 Analyze the social influences that encourage or discourage a person to practice sun safety.  5.13 Analyze the influence of media on selection of personal health care products</p> <p><b>STRAND: SEXUALITY EDUCATION</b></p>

			<p>Standard 4: Influences</p> <p>7.6 Explain how stereotypes, norms, peer influence, alcohol and other drug use, media, and personal responsibility can impact sexual decision making and the consequences of such decisions.</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"> <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>STRAND: ALCOHOL, TOBACCO, AND OTHER DRUGS</b></p> <p>Standard 3: Health Behaviors</p> <p>2.5 Demonstrate skills to avoid tobacco exposure and avoid or resist using alcohol, tobacco, and other drugs.</p> <p><b>STRAND: SOCIAL AND EMOTIONAL HEALTH</b></p> <p>4.5 Demonstrate the ability to express emotions constructively, including use of anger management skills.</p> <p>Standard 7: Social Skills</p> <p>4.10 Demonstrate how to respond constructively to the anger of others.</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</li> </ol>	<p><b>STRAND: SOCIAL AND EMOTIONAL HEALTH</b></p> <p>Standard 7: Social Skills</p> <p>4.9 Demonstrate the ability to apply listening and assertive communication skills in situations that may involve parents, family members, other</p>

		<p>for safe and drug-free behavior typically develop.</p> <ol style="list-style-type: none"> <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>trusted adults, peers, boyfriends/ girlfriends, and health professionals.</p> <p>4.11 Describe the impact of showing empathy for another person's emotions and point of view.</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>STRAND: SAFETY</b>  Standard 3: Health Behaviors  3.10 Assess characteristics of hypothetical relationships for warning signs of harm or abuse.  Standard 4: Influences  3.11 Analyze social pressures to refrain from telling on others or reporting dangerous situations.  Standard 7: Social Skills  3.13 Demonstrate the ability to use conflict resolution skills.  3.16 Apply strategies to stop or de-escalate a conflict.  3.17 Apply strategies to hypothetical situations involving abusive relationships.</p> <p><b>STRAND: SOCIAL AND EMOTIONAL HEALTH</b>  Standard 1: Core Concepts</p>

			<p>4.1 Identify the characteristics of positive relationships, and analyze their impact on personal, family, and community health.</p> <p><b>STRAND: HIV AND OTHER STIs PREVENTION</b>  Standard 7: Social Skills  6.7 Demonstrate communication, negotiation, and refusal skills to protect oneself from situations that could transmit HIV or other STIs.</p> <p><b>STRAND: SEXUALITY EDUCATION</b>  Standard 3: Health Behaviors  7.5 Apply strategies, including refusal and assertiveness skills to avoid, manage, and escape situations that are high risk for pregnancy, HIV, and other STIs.</p> <p>Standard 7: Social Skills  7.10 Demonstrate the ability to establish positive relationships, communicate caring and love without sexual intercourse, and communicate personal, sexual limits and values to a girlfriend or boyfriend.</p>
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