



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

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

## 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.....	7
Unit 7: Healthy Relationships.....	7

# High School

<b>Botvin LifeSkills® Training Units for High School</b>	<b>Unit Goal</b>	<b>Unit Objectives</b>	<b>Minnesota Health and Physical Education Learning Standards</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, and those that jeopardize health.</li> <li>6. How people take care of themselves – or fail to.</li> </ol>	<p><b>9.3.4.1</b> Create a behavior modification plan that enhances a healthy active lifestyle in a college or career setting.</p> <p><b>9.2.1.01</b> Analyze characteristics and practices of a mentally and emotionally healthy person</p> <p><b>9.8.2.02</b> Analyze how different influences and health behaviors affect overall health and well-being.</p> <p><b>9.8.6.01</b> Implement a plan that considers supports and barriers to achieving a health goal.</p> <p><b>9.8.6.02</b> Track progress and adjust the goal or plan as needed.</p> <p><b>9.8.6.03</b> Use a goal-setting process and analyze how it supports health and well-being for self and/or others.</p>

		<p>7. The steps involved in setting and achieving a goal.</p>	<p><b>9.8.6.04</b> Evaluate the impact of the goalsetting process and outcomes on individual and community health and well-being.</p> <p><b>9.8.8.01</b> Demonstrate how to promote your own health and well-being.</p>
<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> <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>9.8.5.01</b> Apply a decision-making process individually or with support to maintain or improve health.</p> <p><b>9.8.5.02</b> Determine when and why to use a thoughtful decision-making process in health situations.</p> <p><b>9.8.5.03</b> Analyze how health decisions can affect personal and community health and well-being from multiple perspectives.</p> <p><b>9.8.5.04</b> Analyze options based on priorities and possible outcomes when making health decisions.</p> <p><b>9.8.5.05</b> Analyze how a health decision might impact individuals, relationships, communities, and the environment.</p> <p><b>9.8.5.06</b> Evaluate how supports and barriers influence health decisions at various levels.</p> <p><b>9.8.5.07</b> Evaluate the outcomes of health-related decisions.</p> <p><b>9.8.5.08</b> Create a plan to implement a health-related decision.</p>

<p><b>Unit 3: Risk-Taking and Substance Abuse</b></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>9.5.1.09</b> Summarize the harmful short- and long-term physical, psychological, and social effects of using substances</p> <p><b>9.5.1.11</b> Evaluate situations that could lead to the use of substances.</p> <p><b>9.6.1.16</b> Analyze how alcohol or other drugs can be used to facilitate different types of violence.</p>
<p><b>Unit 4: The Media and Health</b></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> </ol>	<p><b>9.6.1.33</b> Analyze how technology and social media can be used in violent or harmful ways toward others.</p> <p><b>9.8.3.01</b> Use valid and reliable sources to access health information, services, and resources.</p> <p><b>9.8.3.04</b> Apply strategies to identify, challenge, and respond to health misinformation and disinformation.</p> <p><b>9.8.4.06</b> Use communication skills across different media to support health and well-being.</p>

		<p>5. What we can do to make sure that we use media in ways that protect our health.</p>	
<p><b>Unit 5: Managing Stress, Anger, and Other Emotions</b></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>9.3.6.1</b> Explain how stress-management strategies in physical activity settings can reduce stress and affect health. For example: physical activities such as aerobic exercise, deep breathing, meditation, mental imagery, relaxation techniques.</p> <p><b>9.2.1.02</b> Explain the body’s physical and psychological responses to stressful situations and ways to reduce their impact.</p> <p><b>9.2.1.04</b> Evaluate strategies for managing challenging emotions such as anger, stress, anxiety, frustration, disappointment, grief or sadness.</p> <p><b>9.5.1.12</b> Summarize why substance use is an unhealthy coping strategy.</p> <p><b>9.5.1.14</b> Analyze short- and long-term benefits of remaining or becoming substance-free.</p> <p><b>9.8.4.02</b> Apply refusal skills in various situations.</p>

<p><b>Unit 6: Family Communications</b></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>9.2.1.06</b> Summarize the benefits of talking with parents or other trusted adults about feelings.</p> <p><b>9.8.4.03</b> Apply communication strategies in diverse interpersonal situations.</p> <p><b>9.8.4.05</b> Use strategies to prevent, manage, and resolve conflict.</p>
<p><b>Unit 7: Healthy Relationships</b></p>	<p>Students will learn about the foundations and requirements of</p>	<p>Students will better understand:</p>	<p><b>9.4.1.1</b> Employ effective self-management skills to</p>

	<p>healthy relationships and developing positive healthy values.</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>analyze barriers and appropriately modify physical activity patterns as needed.</p> <p><b>9.6.1.02</b> Analyze why prosocial behaviors can help prevent violence.</p> <p><b>9.6.1.05</b> Describe strategies to communicate effectively to manage conflict nonviolently.</p> <p><b>9.6.1.09</b> Identify examples of healthy relationship boundaries.</p> <p><b>9.6.1.24</b> Summarize the qualities of a healthy dating or sexual relationship</p> <p><b>9.8.4.04</b> Use communication skills to set boundaries, express consent, and withdraw consent.</p> <p><b>9.8.4.10</b> Demonstrate negotiation skills in various situations.</p>
--	--	--	---