



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

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

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High School

Botvin LifeSkills® Training Units for High School	Unit Goal	Unit Objectives	Mississippi Learning Competency(s)/SEL Performance Standards
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. 6. How people take care of themselves – or fail to. 7. The steps involved in setting and achieving a goal. 	<p>Unit 1: Personal and Consumer Health</p> <ol style="list-style-type: none"> 1. Describe ways to achieve and maintain a healthy lifestyle. <ol style="list-style-type: none"> 1a. Define health and wellness, and list characteristics of a healthy person. 2. Demonstrate the ability to use goal-setting and decision-making skills to enhance health. <ol style="list-style-type: none"> 2a. Identify the steps in the decision-making model. 2b. Apply the decision-making model to solve a personal problem. 2c. Define a value system and identify the relationship of values to actions. 4. Analyze the influence of culture, media, technology, and other factors on health. <ol style="list-style-type: none"> 4a. Evaluate the implications of modern technology on societal health.

			<p>SEL 1B Identify areas of likes, dislikes, skills, talents, interests, strengths, and areas of growth.</p> <p>SEL 1C 10. Accurately identify strengths and areas of growth. 11. Develop and implement a plan to address areas in need of growth. 12. Utilize identified areas of likes, dislikes, skills, talents, interests, strengths, and areas of growth to create postsecondary plans.</p> <p>SEL 2B 13. Demonstrate the ability to stay focused on different tasks and to use time effectively and efficiently in order to reach a goal. 15. Analyze and apply motivation strategies to persevere through difficult situations, tasks, or goals. 16. Utilize organization skills to plan, schedule activities, meet deadlines, research resources and meet goals.</p> <p>SEL 2C 14. Create short- and long-term goals (postsecondary). 15. Develop an action plan that includes necessary resources, specific steps, timeframe, and evaluation of both short- and long-term goals. 16. Apply strategies to overcome obstacles or barriers to goal achievement. 17. Identify family, community, school, and peer resources and supports.</p>
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<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. 4. How decision-making skills can help us change or improve a health behavior. 	<p>Unit 1: Personal and Consumer Health</p> <ol style="list-style-type: none"> 2. Demonstrate the ability to use goal-setting and decision-making skills to enhance health. <ol style="list-style-type: none"> 2a. Identify the steps in the decision-making model. 2b. Apply the decision-making model to solve a personal problem. 2c. Define a value system and identify the relationship of values to actions. <p>SEL 1B</p> <ol style="list-style-type: none"> 13. Utilize one’s beliefs and personal qualities in planning and decision making. 14. Explore and identify cultural norms, customs, and beliefs of one’s family. <p>SEL 1D</p> <ol style="list-style-type: none"> 14. Develop and apply decision-making skills that promote personal responsibility. <p>SEL 2A</p> <ol style="list-style-type: none"> 15. Analyze how thoughts and emotions impact one’s decisions. <p>SEL 5A</p> <ol style="list-style-type: none"> 14. Implement decision making processes by gathering and analyzing information, brainstorming options and barriers, thinking through the consequence (outcome), and reflecting on and evaluating the impact on others. 15. Demonstrate the ability to take personal responsibility in making ethical decisions.
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			16. Model decision making skills to develop positive interpersonal relationships at home, school, and in the community.
Unit 3: Risk-Taking and Substance Abuse	Students will explore the dynamics of risk and techniques for assessing whether risk harms or enhances their health.	Students will better understand: <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-taking 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>Unit 7: Substance Abuse Prevention</p> <p>1.Examine the health hazards of tobacco.</p> <p>1a. List major reasons why people either abstain from or use tobacco.</p> <p>SEL 2A</p> <p>18. Identify specific self-regulatory strategies that can be used across settings (i.e., school, home, community).</p> <p>19. Demonstrate self-regulatory strategies.</p> <p>SEL 3B</p> <p>17. Develop an understanding of one's own prejudice, stereotypes and discrimination and how they impact one's behavior and relationships with others.</p> <p>SEL 5B</p> <p>13. Analyze various sources of information (e.g., print, social media, news, respected adults) and the impact on one's ability to make safe, socially appropriate, and ethical decisions.</p>
Unit 4: The Media and Health	Students will become more aware of how the media might be influencing their self-image, thoughts, and behaviors.	Students will better understand: <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 	<p>Unit 1: Personal and Consumer Health</p> <p>3. Recognize the benefits of being a wise consumer.</p> <p>3c. Identify popular types of deceptive advertising and product fraud.</p>

		<p>culture, and various health behaviors.</p> <ol style="list-style-type: none"> 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>4. Analyze the influence of culture, media, technology, and other factors on health.</p> <ol style="list-style-type: none"> 4a. Evaluate the implications of modern technology on societal health. 4b. Analyze the influences of different cultural beliefs on health behaviors. <p>SEL 5B</p> <p>13. Analyze various sources of information (e.g., print, social media, news, respected adults) and the impact on one’s ability to make safe, socially appropriate, and ethical 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"> 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 	<p>Unit 2: Mental Health</p> <ol style="list-style-type: none"> 2. Describe how stress influences mental and physical health. 2b. Identify personal stressors in everyday life. 2c. Develop a list of stress management strategies and differentiate between healthy and unhealthy ones. 4. Discuss the importance of suicide awareness, prevention, and coping strategies. 4b. Discuss various effective and ineffective intervention strategies. <p>SEL 1A</p> <ol style="list-style-type: none"> 13. Identify and label emotions. 14. Identify feelings and behaviors associated with specific emotions. 16. Analyze and evaluate how one’s emotions impact relationships. 17. Develop socially appropriate communication strategies to express emotions and feelings.

		<p>anger) and expressing them in healthy ways.</p>	<p>SEL 2A</p> <p>16. Apply self-monitoring techniques (e.g., note to self, visual cue, recording form, identifying and avoiding triggers).</p> <p>17. Evaluate the impact of appropriate and inappropriate emotional expression on self and others.</p> <p>18. Identify specific self-regulatory strategies that can be used across settings (i.e., school, home, community).</p> <p>19. Demonstrate self-regulatory strategies.</p> <p>20. Demonstrate the ability to utilize multiple impulse control strategies (e.g., Stop and Think about Consequence for oneself and others).</p> <p>SEL 3A</p> <p>14. Develop the ability to connect specific feelings (e.g., sad, angry, happy,) and one’s behavior.</p> <p>16. Demonstrate the ability to recognize the impact of one’s behavior on others’ emotions and corresponding behavior.</p> <p>18. Demonstrate the ability to express empathy and concern for people with differing perspectives.</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. 2. How and why misunderstandings about needs and expectations for safe and drug-free behavior typically develop. 	<p>Unit 3: Family and Social Health</p> <ol style="list-style-type: none"> 1. Describe how the skills of communication, cooperation, and advocacy are essential for healthy relationships. <ol style="list-style-type: none"> 1c. Discuss conflict-resolution styles and components of communication that can aid in resolving conflicts. 2. Describe why the family is the basic social unit of society. <ol style="list-style-type: none"> 2a. Describe why the family is the basic social unit of society.

		<ol style="list-style-type: none"> 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>SEL 3A 18. Demonstrate the ability to express empathy and concern for people with differing perspectives. 19. Decipher meaning of communication of others through the use of verbal (tone of voice, rate of speech, volume) and non-verbal (facial expression, body language, and proximity) communication.</p> <p>SEL 3B 15. Exhibit behaviors that communicate an understanding and respect (avoid judgements, imposing one’s own values, and stereotyping) for perspectives, differences, and cultures that differ from oneself.</p> <p>SEL 4A 15. Analyze the effects of one’s communication (verbal and nonverbal) and social skills in interactions with family, peers, and adults.</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. 3. The role persuasion plays in personal and relationship health. 4. How assertiveness can help us build healthy relationships. 	<p>Unit 3: Family and Social Health 1. Describe how the skills of communication, cooperation, and advocacy are essential for healthy relationships. 1b. Identify strategies for choosing abstinence when faced with sexual pressures in unhealthy relationships.</p> <p>SEL 1B 14. Explore and identify cultural norms, customs, and beliefs of one’s family.</p> <p>SEL 1D 15. Analyze how personal responsibility affects individual and group relationships.</p>

			<p>SEL 3B 17. Develop an understanding of one's own prejudice, stereotypes and discrimination and how they impact one's behavior and relationships with others.</p> <p>SEL 3C 15. Analyze how one's behavior impacts relationships, family, school, and the community.</p> <p>SEL 4B 15. Exhibit the ability to develop and maintain positive relationships based on shared values, interest, goals, and reciprocity of support. 16. Analyze types of peer pressure (positive and negative) and evaluate the impact on initiating and maintaining relationships. 17. Demonstrate the ability to resist peer/social pressure to engage in unwanted, unsafe, unethical behavior.</p> <p>SEL 4C 14. Analyze and define causes of various types of conflict, (e.g., internal conflict, conflict among peers, conflict with authority). 15. Demonstrate appropriate conflict resolution skills (e.g., communication, problem solving, stress management, active listening) to achieve mutually agreeable solutions.</p> <p>SEL 5B 15. Analyze and evaluate current and past decisions for ethics, safety, and societal norms and the impact on intrapersonal and interpersonal relationships.</p>
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			16. Analyze and evaluate past and current decisions and how they impacted short- and long-term goals.
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