



Connecting *Botvin LifeSkills® Training* to New York State Educational Standards (Grades 9-10)

Why align the LST Program with New York State 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 New York State.

Table of Contents

High School	3
Unit 1: The Value of Good Health	3
Unit 2: Decision-Making for Health	5
Unit 3: Risk-Taking and Substance Abuse	5
Unit 4: The Media and Health.....	6
Unit 5: Managing Stress, Anger, and Other Emotions.....	7
Unit 6: Family Communications.....	9
Unit 7: Healthy Relationships.....	10

High School

<i>Botvin LifeSkills® Training Units for High School</i>	Unit Goal	Unit Objectives	New York State Learning Standards for Health (LSH), Physical Education (LSPE), and Consumer Science (LSCS), Learning Standard Performance Indicators (PI), Physical Education Standards (PES)
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 health, and those that jeopardize health. 6. How people take care of themselves – or fail to. 	<p>LSH 1. Students will understand human growth and development and recognize the relationship between behaviors and healthy development. They will understand ways to promote health and prevent disease and will demonstrate and practice positive health behaviors.</p> <p>LSH 1 PI: Demonstrate the necessary knowledge and skills to promote healthy development into adulthood.</p> <p>LSH 1. PI: Apply prevention and risk reduction strategies which can delay the onset or reduce the risk of potential health problems into adulthood.</p> <p>LSPE 1. Students will perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a</p>

		<p>7. The steps involved in setting and achieving a goal.</p>	<p>few select complex motor and sports activities. Students will design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition.</p> <p>LSPE 1. PI: Follow a program that relates to wellness, including weight control and stress management.</p> <p>LSCS 1. Students will use an understanding of the elements of good nutrition to plan appropriate diets for themselves and others. They will know and use the appropriate tools and technologies for safe and healthy food preparation.</p> <p>LSCS 1. PI: Take reasoned action toward reaching personal health goals.</p> <p>LSH 3. Students will understand the influence of culture, media, and technology in making decisions about personal and community health issues. They will know about and use valid health information, products, and services. Students will advocate for healthy families and communities.</p> <p>LSH 3. PI: Demonstrate advocacy skills in promoting individual, family and community health.</p> <p>LSCS 3. Students will understand and be able to manage personal resources of talent, time, energy, and money and make effective decisions in order to balance their obligations to work, family, and self. They will nurture and support</p>
--	--	---	--

			<p>positive relationships in their homes, workplaces, and communities. They will develop and use their abilities to contribute to society through the pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.</p> <p>LSCS 3. PI: Analyze abilities and interests in relation to careers, set long-term career goals, and develop a plan for progressing toward their goals.</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. 4. How decision-making skills can help us change or improve a health behavior. 	<p>LSCS 1. Students will use an understanding of the elements of good nutrition to plan appropriate diets for themselves and others. They will know and use the appropriate tools and technologies for safe and healthy food preparation.</p> <p>LSCS 1. PI: Take reasoned action toward reaching personal health goals.</p> <p>PES NY. S4.3.L1 Analyzes ethical decisions made in physical activity settings.</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. 	<p>LSH 1. Students will understand human growth and development and recognize the relationship between behaviors and healthy development. They will understand ways to promote health and prevent disease and will demonstrate and practice positive health behaviors.</p>

		<ol style="list-style-type: none"> 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>LSH 1. PI: Apply prevention and risk reduction strategies which can delay the onset or reduce the risk of potential health.</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"> 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>LSH 1. Students will understand human growth and development and recognize the relationship between behaviors and healthy development. They will understand ways to promote health and prevent disease and will demonstrate and practice positive health behaviors.</p> <p>LSH 1. PI: Evaluate how the multiple influences which affect health decisions and behaviors can be altered.</p> <p>LSH 3. Students will understand the influence of culture, media, and technology in making decisions about personal and community health issues. They will know about and use valid health information, products, and services. Students will advocate for healthy families and communities.</p> <p>LSH 3. PI: Demonstrate how to evaluate health information, products and services for validity and reliability.</p> <p>LSH 3. PI: Analyze how cultural beliefs influence health behaviors and the use of health products and services.</p>

			<p>LSPE 3. Students will be aware of and able to access opportunities available to them within their community to engage in physical activity. They will be informed consumers and be able to evaluate facilities and programs. Students will also be aware of some career options in the field of physical fitness and sports.</p> <p>LSPE 3. PI: Recognize their role as concerned and discriminating consumers of physical activities programs and understand the importance of physical activity as a resource for everyone regardless of age or ability.</p> <p>LSCS 3. Students will understand and be able to manage personal resources of talent, time, energy, and money and make effective decisions in order to balance their obligations to work, family, and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their abilities to contribute to society through the pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.</p> <p>LSCS 3. PI: Analyze a wide range of factors related to managing personal resources to balance obligations to work, family, and self.</p>
<p>Unit 5: Managing Stress, Anger,</p>	<p>Students will learn about emotions, how people react to them,</p>	<p>Students will better understand:</p>	<p>LSPE 1. Students will perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency</p>

<p>and Other Emotions</p>	<p>and how some emotions are impacted by others.</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>in a few select complex motor and sports activities. Students will design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition.</p> <p>LSPE 1. PI: Know the components of personal wellness (nutrition and weight control, disease prevention, stress management, safety, and physical fitness), establish a personal profile with fitness/wellness goals, and engage in appropriate activities to improve or sustain their fitness</p> <p>LSPE 1. PI: Follow a program that relates to wellness, including weight control and stress management.</p> <p>LSPE 2. Students will demonstrate responsible personal and social behavior while engaged in physical activity. They will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication. Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.</p> <p>LSPE 2. PI: Accept physical activity as an important part of life. Self-renewal, productivity as a worker, energy for family activities, fitness, weight control, stress management, and reduction in health-care costs are understood as benefits of physical activity.</p>
---------------------------	--	--	--

			<p>PES NY. S3.2.L1 Evaluates personal habits related to health- enhancing behaviors for self and 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"> 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. 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>LSH 2. Students will demonstrate personally and socially responsible behaviors. They will care for and respect themselves and others. They will recognize threats to the environment and offer appropriate strategies to minimize them.</p> <p>LSH 2. PI: Evaluate personal and social skills which contribute to health and safety of self and others.</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>LSCS 1. Students will use an understanding of the elements of good nutrition to plan appropriate diets for themselves and others. They will know and use the appropriate tools and technologies for safe and healthy food preparation.</p> <p>LSH 2. Students will demonstrate personally and socially responsible behaviors. They will care for and respect themselves and others. They will recognize threats to the environment and offer appropriate strategies to minimize them.</p> <p>LSH 2. PI: Evaluate personal and social skills which contribute to health and safety of self and others.</p> <p>PES NY. S4.1.L1 Applies positive character traits in physical activity settings.</p> <p>PES NY. S4.2.L1 Applies the qualities of civility and citizenship in physical activity settings.</p>
---	--	--	---