



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

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

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High School

<i>Botvin LifeSkills® Training Units for High School</i>	Unit Goal	Unit Objectives	Ohio Social Emotional Learning Standards (SEL) 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.	<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. 	<p>SEL A1. 1.d Identify complex emotions as an indicator of personal state of well-being.</p> <p>SEL A1. 2.d Analyze ways emotions impact the social environment.</p> <p>SEL A2. 1.d Practice using personal strengths in pursuit of post-secondary goals.</p> <p>SEL A2. 2.d Take proactive steps toward implementing a plan for post- secondary goals by building on personal strengths and addressing challenges.</p> <p>SEL A3. 2.d Reflect on actions that are based on constructive feedback, address personal challenges and build on personal strengths.</p>

		<ol style="list-style-type: none"> 6. How people take care of themselves – or fail to. 7. The steps involved in setting and achieving a goal. 	<p>SEL A4. 1.d Demonstrate internalization of personal responsibility and being accountable as one prepares for post- secondary life.</p> <p>SEL A4. 2.d Set post-secondary and life goals with confidence in the ability to be successful, while positively addressing challenges.</p> <p>SEL B2. 1.d Develop a plan that demonstrates an understanding of how to set and reach goals that contribute to lifelong success.</p> <p>SEL B2. 2.d Utilize school, family and community or varied resources that may assist in achieving a goal.</p> <p>SEL B2. 3.d Set a post-secondary life goal with action steps, timeframes and criteria for evaluating achievement.</p> <p>SEL B2. 4.d Evaluate progress toward achieving a specified goal and re-evaluate or adapt the plan or action steps, as needed.</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. 	<p>SEL C4. 3.d Use positive problem-solving skills to balance personal and group needs and foster respectful group interactions.</p> <p>SEL E1. 1.d Demonstrate critical thinking skills to select an appropriate decision-making process, recognizing there are multiple perspectives.</p>

		<p>4. How decision-making skills can help us change or improve a health behavior.</p>	<p>SEL E1. 2.d Implement a decision-making process to solve complex situations including academic and social challenges.</p> <p>SEL E2. 1.d Implement strategies for reducing influence of stressors that limit your ability to make the most-informed decisions when at school, at home or in the community with peers.</p> <p>SEL E2. 3.d Integrate prior experience and knowledge of outcomes to inform future decisions.</p> <p>SEL E3. 1.d Demonstrate respect and integrity in all settings during the decision-making process.</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. 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>SEL C4. 1.d Evaluate how societal and cultural norms influence personal interactions.</p> <p>SEL E1. 1.d Demonstrate critical thinking skills to select an appropriate decision-making process, recognizing there are multiple perspectives.</p> <p>SEL E3. 2.d Engage in safe practices in my personal behavior choices and habits for self and toward others.</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>SEL C4. 1.d Evaluate how societal and cultural norms influence personal interactions.</p> <p>SEL C4. 2.d Respond to social cues that differ depending on the societal and cultural norms of the environment.</p> <p>SEL D1. 3.d Demonstrate responsible use of social and digital media and understand the potential impact on post-secondary goals.</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 	<p>SEL A1. 2.d Analyze ways emotions impact the social environment.</p> <p>SEL A1. 4.d Analyze why current events may trigger an emotional reaction and identify ways to regulate a response.</p> <p>SEL B1. 1.d Utilize self-management strategies to regulate thoughts, emotions and behaviors within the context of the situation.</p>

		<p>about how to respond to triggers.</p> <ol style="list-style-type: none"> 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>SEL B1. 2.d Evaluate how emotions expressed in different settings impact the outcome of a situation.</p> <p>SEL B1. 3.d Apply productive self-monitoring strategies to process emotions and reframe thoughts and behaviors.</p> <p>SEL B3. 2.c Reframe a challenge or setback into an opportunity, with assistance.</p> <p>SEL E2. 1.d Implement strategies for reducing influence of stressors that limit your ability to make the most-informed decisions when at school, at home or in the community with peers.</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 	<p>SEL B2. 2.d Utilize school, family and community or varied resources that may assist in achieving a goal.</p> <p>SEL C1. 1.d Evaluate verbal, behavioral, environmental and situational cues that may influence the feelings of others.</p> <p>SEL C1. 2.d Demonstrate ways to encourage mutual respect across all settings when viewpoints or perceptions differ.</p>

		<p>should have for one another.</p> <ol style="list-style-type: none"> 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>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>SEL C4. 3.d Use positive problem-solving skills to balance personal and group needs and foster respectful group interactions.</p> <p>SEL D2. 2.d Incorporate compassionate and inclusive practices in relationships.</p> <p>SEL D2. 3.d Develop techniques to empower, encourage and affirm oneself and others, maintaining positive, healthy relationships.</p>