



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

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

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# High School

<b>Botvin LifeSkills® Training Units for High School</b>	<b>Unit Goal</b>	<b>Unit Objectives</b>	<b>Oklahoma Learning Academic Standard(s) for Health (AS) and Physical Education (PES)</b>
<b>Unit 1: The Value of Good Health</b>	Introduce students to the <i>LifeSkills Training</i> 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>AS 1.PA.12.3</b> Evaluate the short- and long-term benefits of physical activity (e.g., improving mood, self- esteem, attention, cognitive performance, cardiovascular health, strength, endurance, flexibility, and reducing risks for chronic diseases).</p> <p><b>AS 1.MH.12.1</b> Explain how feelings, emotions, and trauma can positively and negatively influence behavior.</p> <p><b>AS.GS.12.1</b> Assess personal health practices and behaviors.</p> <p><b>AS 6.GS.12.2</b> Develop a plan to attain a personal health goal.</p> <p><b>AS 6.GS.12.3</b> Implement strategies, including self-monitoring and assessing barriers, to achieve a personal health goal.</p>

		<p>7. The steps involved in setting and achieving a goal.</p>	<p><b>AS 6.GS.12.4</b> Formulate an effective long-term plan to achieve a health goal.</p> <p><b>AS 7.SM.12.1</b> Analyze the role of individual responsibility in enhancing health.</p> <p><b>AS 7.SM.12.2</b> Analyze healthy practices and behaviors to improve the health of oneself and others.</p> <p><b>PES S2.H3 Level 1</b> Creates a practice plan to improve performance for a self- selected skill.</p> <p><b>PES S3.H11 Level 1</b> Creates and implements a behavior-modification plan that enhances a healthy, active lifestyle in college or career settings.</p> <p><b>AS 7.SM.12.1</b> Analyze the role of individual responsibility in enhancing health.</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> </ol>	<p><b>AS 1.IP.12.2</b> Practice responsible decision making in situations with risk of injuries at home, school, and in the community (e.g., water, sport, weather, firearms, chemicals, medicines).</p> <p><b>AS 5.DM.12.1</b> Evaluate barriers to healthy decision-making and prepare steps to avoid obstacles.</p> <p><b>AS 5.DM.12.2</b> Analyze the value of applying thoughtful decision-making skills (made individually or collaboratively) in health- related situations.</p>

		<p>4. How decision-making skills can help us change or improve a health behavior.</p>	<p><b>AS 5.DM.12.3</b> Analyze how family, culture, technology, media, peers, and personal beliefs affect a personal health and wellness-related decision.</p> <p><b>AS 5.DM.12.4</b> Generate alternatives to health-related issues or problems.</p> <p><b>AS 5.DM.12.5</b> Predict the potential short- and long-term consequences of health related decisions.</p> <p><b>AS 5.DM.12.6</b> Use evidence to defend the healthy choice when making a health-related decision.</p> <p><b>AS 5.DM.12.7</b> Analyze the effectiveness of a final outcome of 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 are our values are influenced by our perception of risk.</li> <li>2. How a possible risk becomes a probably 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</li> </ol>	<p><b>AS 1.SU.12.1</b> Describe the effects of using alcohol and other drugs on school performance, job performance, job absenteeism, and job loss.</p> <p><b>AS 1.SU.12.3</b> Summarize long term health benefits of abstaining from or discontinuing tobacco use (e.g., cigarettes, cigars, electronic cigarettes (e-cigarettes), vaping products, hookahs, heated tobacco products, smokeless tobacco).</p> <p><b>AS 7.SM.12.3</b> Evaluate behaviors that avoid or reduce health risks to self or others.</p>

		can help us decide whether to take a risk.	
<b>Unit 4: The Media and Health</b>	Students will become more aware of how the media might be influencing their self-image, thoughts, and behaviors.	<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>AS 2.AN.12.3</b> Analyze how peers and norms influence healthy and unhealthy practices and behaviors.</p> <p><b>AS 2.AN.12.5</b> Analyze how media and technology (e.g., television/film, video games, advertisements, social media, and other screen time) influence personal, family, and community health.</p> <p><b>AS 3.AC.12.1</b> Examine the validity of health information, products, and services. community health.</p> <p><b>AS 5.DM.12.3</b> Analyze how family, culture, technology, media, peers, and personal beliefs affect a personal health and wellness-related decision.</p> <p><b>PES S3.H2 Level 1</b> Evaluates the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle.</p> <p><b>PES S4.H11 Level 2</b> Acknowledges differences between personal characteristics, the idealized body images, elite performance levels portrayed in various media, and accepts the personal responsibility for appropriate health choices.</p>
<b>Unit 5: Managing Stress, Anger,</b>	Students will learn about emotions, how people react to them, and how some	<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> </ol>	<b>AS 1.MH.12.1</b> Explain how feelings, emotions, and trauma can positively and negatively influence behavior.

<p>and Other Emotions</p>	<p>emotions are impacted by others.</p>	<ol style="list-style-type: none"> <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>AS 1.MH.12.3</b> Analyze the causes, symptoms, and effects of stress, depression, and anxiety and practice coping skills.</p> <p><b>PES S3.H14 Level 1</b> Identifies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercises, meditation) to reduce stress.</p> <p><b>PES S3.H14 Level 2</b> Applies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercises, meditation) to reduce stress.</p> <p><b>PES S4.H1 Level 1</b> Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately as needed.</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 for</li> </ol>	<p><b>AS 2.AN 12.1</b> Analyze how family influences the health of individuals.</p> <p><b>AS 4.IC.12.1</b> Practice effective communication skills to enhance health.</p>

		<p>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><b>Unit 7: Healthy Relationships</b></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> </ol>	<p><b>AS 1.MH.12.2</b> Analyze the interrelationship of physical, mental, emotional health and their relationship with social health in engaging with other individuals.</p> <p><b>AS 1.HR.12.2</b> Analyze how the characteristics of healthy relationships influence health behaviors.</p> <p><b>AS 2.AN.12.3</b> Analyze how peers and norms influence healthy and unhealthy practices and behaviors.</p>

		4. How assertiveness can help us build healthy relationships.	<b>AS 4.IC.12.2</b> Practice effective peer resistance, negotiation, and collaboration skills to avoid engaging in unhealthy behaviors. <b>AS 4.IC.12.3</b> Analyze effective communication strategies to prevent, manage, or resolve interpersonal conflict.
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