



Connecting Botvin LifeSkills® Training to Tennessee Educational Standards (Grades 9-12)

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

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High School

Botvin LifeSkills® Training Units for High School (9-10)	Unit Goal	Unit Objectives	Tennessee Learning Standard(s)
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 	<p> Component: Mental, Emotional, and Social Health Subcomponent: Emotional Health HS.MESH.4 Identify ways to develop self-care behaviors. </p> <p> Component: Substance Use & Abuse Subcomponent: Appropriate Use HS.SUA.2 Predict the benefits of a lifestyle free from chemical misuse (e.g., career goals, healthy relationships, life expectancy). </p> <p> Component: Personal Wellness Subcomponent: Fitness HS.PW.7 Construct fitness goals (i.e., S.M.A.R.T.). </p>

		<ol style="list-style-type: none"> 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 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>Component: Mental, Emotional, and Social Health Subcomponent: Emotional Health HS. MESH.2 Recognize stressors and formulate personal stress management techniques</p> <p>Component: Mental, Emotional, and Social Health Subcomponent: Emotional Health HS. MESH.4 Identify ways to develop self-care behaviors.</p> <p>Component: Mental, Emotional, and Social Health Subcomponent: Emotional Health HS. MESH.9 Identify positive ways of resolving interpersonal conflict.</p> <p>Component: Mental, Emotional, and Social Health Subcomponent: Emotional Health HS. MESH.10 Demonstrate appropriate refusal skills. (e.g., drugs, relationships, sexual activity).</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>Component: Substance Use & Abuse Subcomponent: Appropriate Use HS.SUA.2 Predict the benefits of a lifestyle free from chemical misuse (e.g., career goals, healthy relationships, life expectancy).</p> <p>Component: Substance Use & Abuse Subcomponent: Health Risks Summarize the consequences of drug use. (i.e., alcohol, tobacco [e-cigs/vaping], prescription medications, marijuana, etc.).</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 	<p>Component: Human Growth & Development Subcomponent: Relationships HS.HGD.2 Determine the influence of families, media, cultural traditions, and economic factors on human development.</p> <p>Component: Substance Use & Abuse Subcomponent: Health Risks HS.SUA.4 Analyze the role of family, community, and cultural norms in deciding to use drugs.</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>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 	<p>Component: Mental, Emotional, and Social Health Subcomponent: Emotional Health HS. MESH.1 Identify emotions and their effects on the mind and body.</p> <p>Component: Mental, Emotional, and Social Health Subcomponent: Emotional HS. MESH.2 Recognize stressors and formulate personal stress management techniques</p> <p>Component: Mental, Emotional, and Social Health Subcomponent: Emotional Health HS. MESH.4 Identify ways to develop self-care behaviors.</p>

		<p>drugs influence our emotional responses to triggers.</p> <ol style="list-style-type: none"> 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>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>Component: Mental, Emotional, and Social Health Subcomponent: Emotional Health HS. MESH.9 Identify positive ways of resolving interpersonal conflict.</p> <p>Component: Human Growth & Development Subcomponent: Relationships Examine the aspects of positive relationships (e.g., family, dating, friendship, professional, community).</p> <p>Component: Human Growth & Development Subcomponent: Relationships HS.HGD.2 Determine the influence of families, media, cultural traditions, and economic factors on human development.</p> <p>Component: Substance Use & Abuse Subcomponent: Health Risks</p>

		<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>HS.SUA.4 Analyze the role of family, community, and cultural norms in deciding to use drugs.</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. 	<p>Component: Mental, Emotional, and Social Health Subcomponent: Emotional Health HS. MESH.9 Identify positive ways of resolving interpersonal conflict.</p> <p>Component: Mental, Emotional, and Social Health Subcomponent: Emotional Health</p>

		<ol style="list-style-type: none"> 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>HS. MESH.10 Demonstrate appropriate refusal skills. (e.g., drugs, relationships, sexual activity).</p> <p>Component: Human Growth & Development Subcomponent: Relationships Examine the aspects of positive relationships (e.g., family, dating, friendship, professional, community).</p> <p>Component: Substance Use & Abuse Subcomponent: Health Risks HS.SUA.4 Analyze the role of family, community, and cultural norms in deciding to use drugs.</p>
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<h2>Transitions</h2>			
<i>Botvin LifeSkills®</i> Training Units for High School (11-12)	Unit Goal	Unit Objectives	Tennessee Learning Standard(s)
Unit 1: Goal-Setting for Success	Introduce students to the <i>LifeSkills Training</i> program and the concept of goal setting.	Students will: <ol style="list-style-type: none"> 1. Become familiar with the topics covered in the <i>LifeSkills Training</i> program. 	Component: Mental, Emotional, and Social Health Subcomponent: Emotional Health HS. MESH.4 Identify ways to develop self-care behaviors.

		<ol style="list-style-type: none"> 2. Identify how goal-setting can assist in navigating transitions and planning for the future. 3. Identify the steps involved in goal-setting. 4. Practice goal setting. 5. Identify strategies that are helpful in overcoming challenges to achieving goals. 	<p>Component: Substance Use & Abuse Subcomponent: Appropriate Use HS.SUA.2 Predict the benefits of a lifestyle free from chemical misuse (e.g., career goals, healthy relationships, life expectancy).</p> <p>Component: Personal Wellness Subcomponent: Fitness HS.PW.7 Construct fitness goals (i.e., S.M.A.R.T.).</p>
<p>Unit 2: Effective Communication</p>	<p>Students will learn how to communicate effectively in a variety of settings and relationships.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Determine the similarities and differences between formal and informal communication. 2. Identify the types of relationships that occur in personal and work-related settings. 3. Identify effective communication skills and how they can help people present themselves positively to others. 4. Learn and apply effective communication skills to speaking and writing. 	<p>Component: Human Growth & Development Subcomponent: Relationships Examine the aspects of positive relationships (e.g., family, dating, friendship, professional, community).</p>

<p>Unit 3: Managing Stress</p>	<p>Students will learn how to manage stress in healthy ways.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Examine resilience and self-assess various traits associated with it. 2. Explore the challenges and opportunities that may accompany the common transitions of young adulthood. 3. Learn and apply stress management techniques that can help cultivate resilience. 4. Understand how the use of substances can undermine resilience. 	<p>Component: Mental, Emotional, and Social Health Subcomponent: Emotional HS. MESH.2 Recognize stressors and formulate personal stress management techniques</p> <p>Component: Mental, Emotional, and Social Health Subcomponent: Emotional Health HS. MESH.4 Identify ways to develop self-care behaviors.</p>
<p>Unit 4: Decision-Making and Risk</p>	<p>Students will learn how to evaluate the beneficial and harmful consequences of risks, as well as the value of what is at risk.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Examine attitudes and beliefs about risk. 2. Explore possible consequences involved when taking risks. 3. Learn a step-by-step decision-making method. 4. Practice a step-by-step decision-making model. 	<p>Component: Mental, Emotional, and Social Health Subcomponent: Emotional HS. MESH.2 Recognize stressors and formulate personal stress management techniques.</p> <p>Component: Mental, Emotional, and Social Health Subcomponent: Emotional Health HS. MESH.4 Identify ways to develop self-care behaviors.</p> <p>Component: Mental, Emotional, and Social Health Subcomponent: Emotional Health HS. MESH.9 Identify positive ways of resolving interpersonal conflict.</p>

		<p>5. Identify the effects of substance use on risks and decision-making.</p>	<p>Component: Substance Use & Abuse Subcomponent: Appropriate Use HS.SUA.2 Predict the benefits of a lifestyle free from chemical misuse (e.g., career goals, healthy relationships, life expectancy).</p> <p>Component: Substance Use & Abuse Subcomponent: Health Risks HS.SUA.4 Analyze the role of family, community, and cultural norms in deciding to use drugs.</p> <p>Component: Substance Use & Abuse Subcomponent: Risk Reduction Identify the health risks associated with vaping caused by both the vaping device mechanism and the ingredients.</p>
<p>Unit 5: Managing Time and Money</p>	<p>Students will learn about managing time and money to support their priorities.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Explore the relationship between priorities and managing time and money. 2. Examine the elements involved in prioritizing and budgeting. 3. Learn and practice steps for managing schedules and money to support priorities. 4. Identify possible obstacles to the successful management of time and money, and learn strategies to help overcome them. 	<p>Component: Financial Responsibility and Personal Decision Making Subcomponent: Personal Financial Planning. HS.PF.2: Write short term (a year or less), mid-term (1–5 years), and long term (over 5 years), personal financial goals, defining desired education, career, and earning milestones, and saving and spending plans. Evaluate factors that may influence the goals, including family responsibilities, individual values, and economic conditions.</p> <p>Component: Financial Responsibility and Personal Decision Making Subcomponent: Planning HS.PF.1: Define the concept of personal finance and explain the importance of personal financial planning.</p>

<p>Unit 6: Building Relationships</p>	<p>Students will understand what skills can help them build healthy and productive relationships.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify the appropriate behaviors associated with different types of relationships. 2. Analyze similarities and differences between formal and informal relationships. 3. Examine the elements involved in collaborating, negotiating, and compromising. 4. Practice the skills of collaborating, negotiating, and compromising. 5. Explore how collaborating, negotiating, and compromising are related to building and maintaining relationships. 	<p>Component: Mental, Emotional, and Social Health Subcomponent: Emotional Health HS. MESH.9 Identify positive ways of resolving interpersonal conflict.</p> <p>Component: Human Growth & Development Subcomponent: Relationships Examine the aspects of positive relationships (e.g., family, dating, friendship, professional, community).</p>
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