



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

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

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High School

Botvin LifeSkills® Training Units for High School	Unit Goal	Unit Objectives	Texas 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 5. The types of actions, thoughts, and feelings that protect or improve 	Mental Health and Wellness Develops the capacity for self-assessment and evaluation, goal setting, and decision making in order to develop a healthy self-concept. Recognizes the influence of various factors influencing mental health and wellness.

		<p>health, and those that jeopardize health.</p> <ol style="list-style-type: none"> How people take care of themselves – or fail to. 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"> The kinds of decisions we make for ourselves. How our decisions reflect who we are – our personality, character, and values. How our decisions affect our health. How decision-making skills can help us change or improve a health behavior. 	<p>Mental Health and Wellness</p> <p>Recognizes the influence of various factors influencing mental health and wellness.</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"> How are our values are influenced by our perception of risk. 	<p>Alcohol, Tobacco, and Other Drugs</p> <p>Understands the difference between use and misuse of different substances and how the use and misuse of substances impact health.</p>

		<ol style="list-style-type: none"> 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>Identifies and analyzes the short- and long-term impacts the use and misuse of alcohol; tobacco; drugs including prescription drugs; and other substances.</p> <p>Compare and contrast the physical and social influences on alcohol, tobacco, and other drug use behaviors.</p> <p>Analyzes information and applies critical-thinking skills to avoid substance use and misuse and recognize the benefits of delayed use.</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. 	<p>Alcohol, Tobacco, and Other Drugs</p> <p>Formulate strategies for combating environmental factors that have a detrimental effect on mental health.</p>

		<p>5. What we can do to make sure that we use media in ways that protect our health.</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. 	<p>Alcohol, Tobacco, and Other Drugs</p> <p>Discuss the impact of positive stress on building resiliency and promoting mental health and wellness.</p> <p>Discuss the impact of choosing healthy self-management strategies for stress, anxiety, depression, trauma, loss, and grief on mental health and wellness.</p> <p>Analyze the importance of alternative activities to drug and substance misuse and abuse.</p>

		<p>6. The benefits of managing emotions (such as stress and anger) and expressing them in healthy ways.</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 	<p>Mental Health and Wellness</p> <p>Apply communication skills that demonstrate consideration and respect for individual differences and perspectives.</p> <p>Evaluate the effectiveness of conflict resolution techniques in various situations.</p>

		<p>needs and expectations for safe and drug-free behavior.</p> <p>5. The difference between understandings and agreements and why it is important to know the difference.</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>Mental Health and Wellness</p> <p>Discuss and demonstrate perspective-taking and ways to show respect for others' feelings and express empathy toward others.</p> <p>Analyze forms of communication such as passive, aggressive, or assertive and their impact on conflict resolution.</p> <p>Analyze how a healthy sense of self and making and respecting decisions about safe boundaries and limits promote healthy/dating/romantic relationships. Evaluate positive and negative effects of various relationships on physical, emotional, and social health.</p>