



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

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

Table of Contents

High School	3
Unit 1: The Value of Good Health.....	3
Unit 2: Decision-Making for Health	4
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.....	7
Unit 7: Healthy Relationships	8

High School

Botvin LifeSkills® Training Units for High School	Unit Goal	Unit Objectives	Louisiana Learning Standard(s)
<p>Unit 1: The Value of Good Health</p>	<p>Introduce students to the LifeSkills Training program and explore why good health is important and how to protect it.</p>	<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. 6. How people take care of themselves – or fail to. 	<p>1-H-1.1 Explain the impact of personal health behavior on the function of body systems. 1-H-1.3 Research the possible consequences of risky hygiene and health behavior and fads 1-H-2.3 Research environmental factors that impact health. 1-H-2.4 Determine how the home and community environments affect health. 1-H-3.1 Provide examples of how physical, mental, emotional, and social health affect one’s overall well-being. 2-H-1.1 Describe positive choices involving family members that influence healthy behavior. 2-H-1.2 Discuss the influences of healthy and unhealthy behavior of family and peers. 2-H-1.5 Describe the influences of family, peers, and community on personal health. 2-H-1.7 Identify factors that influence personal selection of health products and services. 2-H-2.1 Report how personal values influence and challenge health behaviors.</p>

		<p>7. The steps involved in setting and achieving a goal.</p>	<p>4-H-1.1 Describe a healthy life-style by comparing and contrasting healthy and unhealthy choices. 4-H-1.2 Explain the relationship between health choices and short- and long-term health goals and outcomes. 6-H-1.2 Identify goals for attaining lifelong personal health. 6-H-2.1 Identify short- and long-term goals that are measurable. 6-H-2.2 Describe desirable activities that are related to goal achievement. 6-H-2.3 Implement strategies to monitor progress in achieving personal health goals. 6-H-2.4 Formulate a long-term personal health plan based upon current health status. 6-H-2.5 Evaluate appropriate strategies to promote well-being during adulthood.</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>1-H-1.1 Explain the impact of personal health behavior on the function of body systems. 1-H-1.3 Research the possible consequences of risky hygiene and health behavior and fads 1-H-3.1 Provide examples of how physical, mental, emotional, and social health affect one’s overall well-being. 2-H-1.1 Describe positive choices involving family members that influence healthy behavior. 2-H-1.2 Discuss the influences of healthy and unhealthy behavior of family and peers. 2-H-1.5 Describe the influences of family, peers, and community on personal health. 2-H-1.7 Identify factors that influence personal selection of health products and services. 2-H-2.1 Report how personal values influence and challenge health behaviors.</p>

			<p>4-H-1.1 Describe a healthy life-style by comparing and contrasting healthy and unhealthy choices.</p> <p>4-H-1.2 Explain the relationship between health choices and short- and long-term health goals and outcomes.</p> <p>5-H-1.1 Identify a variety of situations (e.g., group drinking, car racing) where personal decisions can result in avoidance of health risks to self and others.</p> <p>5-H-1.2 Debate the pros and cons of various social issues and factors that affect decision- making</p> <p>5-H-3.1 Identify effective strategies for decision-making.</p> <p>5-H-3.2 Apply critical decision-making process to a personal health issue or problem.</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-tasking 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>1-H-1.1 Explain the impact of personal health behavior on the function of body systems.</p> <p>1-H-1.3 Research the possible consequences of risky hygiene and health behavior and fads</p> <p>1-H-2.3 Research environmental factors that impact health.</p> <p>1-H-2.4 Determine how the home and community environments affect health.</p> <p>1-H-3.1 Provide examples of how physical, mental, emotional, and social health affect one’s overall well-being.</p> <p>2-H-1.1 Describe positive choices involving family members that influence healthy behavior.</p> <p>2-H-1.2 Discuss the influences of healthy and unhealthy behavior of family and peers.</p> <p>2-H-1.3 Interview peers to determine perceptions of normal health behaviors.</p> <p>2-H-1.5 Describe the influences of family, peers, and community on personal health.</p> <p>2-H-1.7 Identify factors that influence personal selection of health products and services.</p> <p>2-H-2.1 Report how personal values influence and challenge health behaviors.</p>

			<p>5-H-1.1 Identify a variety of situations (e.g., group drinking, car racing) where personal decisions can result in avoidance of health risks to self and others.</p> <p>5-H-1.2 Debate the pros and cons of various social issues and factors that affect decision- making</p> <p>7-H-1.1 Brainstorm a list of common risk-taking behaviors and the reasons why people take risks.</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>1-H-1.1 Explain the impact of personal health behavior on the function of body systems.</p> <p>1-H-1.3 Research the possible consequences of risky hygiene and health behavior and fads</p> <p>1-H-2.3 Research environmental factors that impact health.</p> <p>1-H-2.4 Determine how the home and community environments affect health.</p> <p>1-H-3.1 Provide examples of how physical, mental, emotional, and social health affect one’s overall well-being.</p> <p>2-H-1.5 Describe the influences of family, peers, and community on personal health.</p> <p>2-H-1.7 Identify factors that influence personal selection of health products and services.</p> <p>2-H-4.1 Analyze product advertising campaigns that promote good health and disease prevention to determine their validity.</p> <p>2-H-4.3 Investigate health-related websites to determine the usefulness of the health content.</p> <p>3-H-2.1 Identify criteria for evaluating the validity of health claims of products in advertisements.</p> <p>3-H-2.2 Evaluate the validity of health claims in advertisements found in various media</p> <p>7-H-1.2 List ways that television and movie advertising influence risk-taking behaviors</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. 6. The benefits of managing emotions (such as stress and anger) and expressing them in healthy ways. 	<p>1-H-2.3 Research environmental factors that impact health. 1-H-2.4 Determine how the home and community environments affect health. 1-H-3.1 Provide examples of how physical, mental, emotional, and social health affect one’s overall well-being. 1-H-3.3 Keep a journal to illustrate how emotions change over a period of time. 1-H-3.5 Summarize healthy and appropriate ways to express feelings. 1-H-3.6 Summarize healthy ways to express affection, love, and friendship. 7-H-5.1 Identify ways and outlets to deal with stress. 7-H-5.2 Develop a plan of action for avoiding or managing the impact of stress. 7-H-5.3 Identify sources of information that are available for any stress-related problems that are the consequence of mental, emotional, or social problems.</p>
<p>Unit 6: Family Communications</p>	<p>Students will learn about clear and consistent communication and family expectations for</p>	<p>Students will better understand:</p> <ol style="list-style-type: none"> 1. What young adults’ needs are for independence and 	<p>1-H-2.2 Interview family members regarding health conditions. 1-H-2.3 Research environmental factors that impact health.</p>

	<p>healthy and safe behavior.</p>	<p>how family caregiving styles adapt to those needs.</p> <ol style="list-style-type: none"> 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>1-H-2.4 Determine how the home and community environments affect health.</p> <p>1-H-3.1 Provide examples of how physical, mental, emotional, and social health affect one's overall well-being.</p> <p>1-H-3.5 Summarize healthy and appropriate ways to express feelings.</p> <p>1-H-3.6 Summarize healthy ways to express affection, love, and friendship.</p> <p>2-H-1.1 Describe positive choices involving family members that influence healthy behavior.</p> <p>2-H-1.2 Discuss the influences of healthy and unhealthy behavior of family and peers.</p> <p>2-H-1.5 Describe the influences of family, peers, and community on personal health.</p> <p>2-H-1.7 Identify factors that influence personal selection of health products and services.</p> <p>2-H-2.1 Report how personal values influence and challenge health behaviors.</p> <p>4-H-2.1 Practice effective communication techniques through role playing.</p> <p>4-H-2.2 Compose a script for communicating on a health related topic.</p> <p>4-H-2.3 Demonstrate refusal, negotiation, and collaboration skills to avoid potentially harmful situations (e.g., avoiding sexual risk behaviors).</p> <p>4-H-2.4 Demonstrate the communication skills necessary to maintain healthy relationships.</p> <p>8-H-1.3 Demonstrate how effective communications skills strengthen family relationships and friendships.</p>
<p>Unit 7: Healthy Relationships</p>	<p>Students will learn about the foundations and requirements of healthy relationships</p>	<p>Students will better understand:</p> <ol style="list-style-type: none"> 1. The kinds of traits that draw people to each other 	<p>1-H-2.4 Determine how the home and community environments affect health.</p> <p>1-H-3.1 Provide examples of how physical, mental, emotional, and social health affect one's overall well-being.</p>

	<p>and developing positive healthy values.</p>	<p>and help build healthy relationships.</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>1-H-3.5 Summarize healthy and appropriate ways to express feelings.</p> <p>1-H-3.6 Summarize healthy ways to express affection, love, and friendship.</p> <p>2-H-1.1 Describe positive choices involving family members that influence healthy behavior.</p> <p>2-H-1.2 Discuss the influences of healthy and unhealthy behavior of family and peers.</p> <p>2-H-1.5 Describe the influences of family, peers, and community on personal health.</p> <p>2-H-2.1 Report how personal values influence and challenge health behaviors.</p> <p>4-H-2.1 Practice effective communication techniques through role playing.</p> <p>4-H-2.2 Compose a script for communicating on a health related topic.</p> <p>4-H-2.3 Demonstrate refusal, negotiation, and collaboration skills to avoid potentially harmful situations (e.g., avoiding sexual risk behaviors).</p> <p>4-H-2.4 Demonstrate the communication skills necessary to maintain healthy relationships.</p>
--	------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------