



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

Why align the LST Program with Massachusetts 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 Massachusetts.

Table of Contents

Contents

High School	3
Unit 1: The Value of Good Health	4
Unit 2: Decision-Making for Health	5
Unit 3: Risk-Taking and Substance Abuse	6
Unit 4: The Media and Health	6
Unit 5: Managing Stress, Anger, and Other Emotions	7
Unit 6: Family Communication	8
Unit 7: Healthy Relationships	9

High School

<p>Botvin LifeSkills® Training Units for High School</p>	<p>Unit Goal</p>	<p>Unit Objectives</p>	<p>Massachusetts Learning Standards P1: Decision Making and Problem Solving P2: Self-Management and Goal Setting P3: Social Awareness, Relationship, and Communication Skills P4: Movement Skills P5: Self Awareness and Analyzing Influences P6: Information and Resource Seeking P7: Self Advocacy and Health Promotion Healthy Relationships [HR] Mental and Emotional Health [MH] Nutrition and Balanced Eating [NE] Personal Safety [PS] Physical Activity and Fitness [PF] Physical Health and Hygiene [PH] Public, Community, and Environmental Health [CE] Sexual Health [SH] Substance Use and Misuse [SU]</p>
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<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. 7. The steps involved in setting and achieving a goal. 	<p>P1 12.1.SU 4. Employ self-management skills to act on health-promoting decisions about legal drug use (e.g., prescription drugs prescribed to you, over-the-counter drugs, and [at a certain age] nicotine, electronic vapor products, alcohol, and marijuana). [HPE; SE]</p> <p>P2 12.2.MH 4. Assess health practices and overall health status across multiple dimensions of wellness (e.g., physical, emotional, financial, cultural, sexual, intellectual, occupational, spiritual, environmental, social). [HPE]</p> <p>P2 12.2.MH 5. Set a goal, create a plan, monitor progress, and celebrate success for plans that maximize efficiency and minimize stress. [HPE; SE]</p> <p>P2 12.2.MH 7. Set personal short- and long-term mental and emotional health-related goals and create and execute a plan for monitoring progress. [HPE; SE]</p> <p>P2 12.2.NE 7. Develop short- and long-term nutrition goals that build on strengths and address areas for improvement. [HPE]</p> <p>P2 12.2.NE 9. Implement a plan to achieve a nutrition-related goal, monitor progress, and adjust as needed. [HPE]</p> <p>P2 12.2.PH 1. Develop a plan and implement strategies based on an identified need or want to attain a goal that improves physical health. [HPE]</p> <p>P2 12.2. Ph 5. Develop a plan and implement strategies based on an identified need or want to attain a goal that improves physical health. [HPE]</p> <p>P2 12.2.PF 3. Employ effective self-management skills to analyze and overcome personal barriers and appropriately</p>
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			<p>modify physical activity patterns to maintain or enhance health. [PE; SE]</p> <p>P2 12.2.PF 8. Create a goal and plan for participating in physical activity to maintain or improve health and monitor progress. [PE]</p> <p>P2 12.2.PF 9. Set a goal and create a practice plan to improve performance for a self-selected skill. [PE]</p> <p>P5 12.5.PH 1. Analyze how different cultural backgrounds, perceptions of norms, and social influences encourage or discourage health-promoting and risky behaviors. [HPE; SE]</p> <p>P5 12.5.PH 2. Analyze how health risk behaviors (e.g., lack of physical activity, lack of sleep, poor nutrition, texting and driving) and protective factors (e.g., school connectedness, meaningful relationships, access to health care, regular physical activity) can influence overall health and how environmental factors can impact those behaviors. [HPE]</p> <p>P6 12.6.PF 3. Develop a physical fitness and/or health plan using community resources (e.g., facilities, programs) to maintain or improve one’s fitness goals. [HPE]</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. 	<p>P1 12.1.SH 1. Demonstrate the ability to apply an effective decision-making process in situations related to sexual activity and sexual health. [HE]</p> <p>P1 12.1.HR 9. Demonstrate the ability to apply a thoughtful decision-making process to maintain or enhance relationship health including the decision to leave or seek help in an unhealthy relationship. [HPE; SE]</p>

		<ol style="list-style-type: none"> 3. How our decisions affect our health. 4. How decision-making skills can help us change or improve a health behavior. 	<p>P1 12.1.SU 4. Employ self-management skills to act on health-promoting decisions about legal drug use (e.g., prescription drugs prescribed to you, over-the-counter drugs, and [at a certain age] nicotine, electronic vapor products, alcohol, and marijuana). [HPE; SE]</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 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>P1 12.1.SU 1. Reflect on personal beliefs, choices, and values compared to cultural, community, and societal norms around substance use and misuse. [HPE]</p> <p>P1 12.1.SU 2. Evaluate situations and how various internal and external factors (e.g., peers, media, social norms, corporate practices) influence substance use and misuse. [HPE]</p> <p>P1 12.1.SU 3. Analyze the potential short- and long-term impacts (including addiction) of legal (e.g., prescription drugs prescribed to you, over-the-counter drugs, and [at a certain age] nicotine, electronic vapor products, alcohol, and marijuana) and illegal drugs (e.g., prescription drugs not prescribed to you, cocaine) on multiple dimensions of health (e.g., physical, mental, emotional, social, intellectual) and on other health risk behaviors (e.g., sexual activity, impaired driving). [HPE]</p> <p>P5 12.5.PH 1. Analyze how different cultural backgrounds, perceptions of norms, and social influences encourage or discourage health-promoting and risky behaviors. [HPE; SE]</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. 	<p>P1 12.1.SU 2. Evaluate situations and how various internal and external factors (e.g., peers, media, social norms, corporate practices) influence substance use and misuse. [HPE]</p>

		<ol style="list-style-type: none"> 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>P2 12.2.NE 6. Compare and contrast various factors (e.g., culture, media, peers, portion sizes) that influence nutrition-related beliefs and behaviors and analyze the ways that these factors are impacting personal beliefs and behaviors. [HE]</p> <p>P3 12.3.MH 5. Evaluate the influence of peers, media, family, society, community, and culture on body image and the impact body image has on health. [HPE; SE]</p> <p>P5 12.5.PF 1. Analyze the role of technology and social media tools in supporting a healthy, active lifestyle. [HPE]</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 	<p>P2 12.2.MH 1. Apply strategies to appropriately respond using different levels of emotions in routine interactions. [HPE; SE]</p> <p>P2 12.2.MH 2. Apply coping and stress management techniques to manage a variety of stressors (i.e., school, personal life, relationships) and create a long-term plan for stress management. [HPE; SE]</p>

		<p>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 Communication</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. 	<p>P1 12.1.HR 1. Examine, compare, and contrast aspects of various personal relationships, including characteristics of healthy and unhealthy family, peer, romantic (dating), and/or sexual relationships. [HPE; SE]</p> <p>P1 12.1.HR 2. Analyze the role of individual versus shared responsibility in building and maintaining healthy relationships. [HPE; SE]</p> <p>P1 12.1.HR 7. Evaluate effective strategies for dealing with difficult relationships with family members, peers, and partners and demonstrate the ability to use these strategies to make health-promoting decisions regarding difficult relationships. [HPE; SE]</p> <p>P3 12.3.HR 1. Explain why it is harmful to disrespect others who have differing views and beliefs and demonstrate positive ways to express understanding of differing perspectives. [HPE; SE]</p> <p>P3 12.3.HR 2. Use effective strategies (e.g., boundary setting, maintaining personal boundaries, respecting</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>others’ boundaries, I-statements, stating your needs, recognizing warning signs) to avoid negative relationships and improve or maintain positive relationships. [HPE; SE]</p> <p>P3 12.3.HR 7. Demonstrate empathy (e.g., active listening, withholding judgement, compassion) toward others. [HPE; SE]</p> <p>P3 12.3.HR 8. Demonstrate communication skills that account for the perspective of others while allowing for active and effective social engagement. [HPE; SE]</p> <p>P3 12.3.HR 9. Evaluate verbal, physical, and non-verbal social, cultural, and environmental cues to predict and respond to the emotions and communication style of others. [HPE; SE]</p> <p>P3 12.3.HR 10. Use assertive communication techniques, including refusals, in a variety of settings and with a variety of audiences to meet personal needs and maintain or enhance overall health. [HPE; SE]</p> <p>P1 12.3.HR 11. Summarize the importance of talking with parents, guardians, caregivers, and other trusted adults about issues related to relationships, growth and development, and sexual health. [HPE; SE]</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>P1 12.1.HR 1. Examine, compare, and contrast aspects of various personal relationships, including characteristics of healthy and unhealthy family, peer, romantic (dating), and/or sexual relationships. [HPE; SE]</p> <p>P1 12.1.HR 2. Analyze the benefits and risks of various ways people express feelings within relationships (e.g., words, acts of kindness, hugging, holding hands, kissing,</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>sexual behaviors, jealousy, manipulation) and describe the characteristics of effective expression of feelings and emotions within a health-promoting relationship. [HE; SE]</p> <p>P1 12.1.HR 3. Analyze the role of individual versus shared responsibility in building and maintaining healthy relationships. [HPE; SE]</p> <p>P1 12.1.HR 7. Evaluate effective strategies for dealing with difficult relationships with family members, peers, and partners and demonstrate the ability to use these strategies to make health-promoting decisions regarding difficult relationships. [HPE; SE]</p> <p>P1 12.1.HR 8. Examine the complexity of, and discuss considerations related to, the decision to leave an unhealthy relationship, developing a safety plan to recognize and get out of any future unsafe or unhealthy relationships, and determine situations when adult and/or professional support is needed. [HPE; SE]</p> <p>P1 12.1.HR 9. Demonstrate the ability to apply a thoughtful decision-making process to maintain or enhance relationship health including the decision to leave or seek help in an unhealthy relationship. [HPE; SE]</p> <p>P3 12.3.HR 4. Reflect on the role individual behaviors and external factors have in a conflict and discuss how individual behaviors and external factors may inform the ability to resolve conflict in the future. [HPE; SE]</p> <p>P3 12.3.HR 10. Use assertive communication techniques, including refusals, in a variety of settings and with a variety of audiences to meet personal needs and maintain or enhance overall health. [HPE; SE]</p>
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