



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

**Why align the LST Program with Nevada 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 Nevada.

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## High School

<b>Botvin LifeSkills® Training Units for High School</b>	<b>Unit Goal</b>	<b>Unit Objectives</b>	<b>Nevada Academic Content Standards for Health</b> <ul style="list-style-type: none"> <li>● Personal, Community, and Environmental Health (PCE)</li> <li>● Mental and Emotional Health (ME)</li> <li>● Nutrition and Physical Activity (NP)</li> <li>● Substance Use and Abuse (SUA)</li> <li>● Safety Practices, Injury Prevention, and CPR/AED (SIC)</li> <li>● Personal Safety (PS)</li> <li>● Human Reproductive System, HIV/AIDS, Related Communicable Diseases, &amp; Sexual Responsibility (HRS)</li> </ul> <b>Nevada Academic Content Standards for Physical Education (PE)</b>  <b>Nevada Social and Emotional Learning (SEL) Standards</b>
<b>Unit 1: The Value of Good Health</b>	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"> <li>1. The various aspects of health.</li> <li>2. The meaning of prevention and how it relates to one's</li> </ol>	<b>1.PCE.HS.1</b> Evaluate the impact of a variety of healthy practices and behaviors to maintain or improve personal, community, and environmental health.  <b>2.AF.HS.1</b> Analyze how the perceptions of current social expectations influence healthy and unhealthy behaviors.

		<p>actions, thoughts, and feelings.</p> <ol style="list-style-type: none"> <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> <li>7. The steps involved in setting and achieving a goal.</li> </ol>	<p><b>6.GS.HS.1</b> Implement strategies and monitor progress in achieving a health goal.</p> <p><b>6.GS.HS.2</b> Formulate an effective long-term health plan.</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> <li>4. How decision-making skills can help us change or improve a health behavior.</li> </ol>	<p><b>5.DM.HS.1</b> Compare the potential short-term and long-term impact of healthy and unhealthy decisions on self and others.</p> <p><b>5.DM.HS.2</b> Evaluate the effectiveness of health-related decisions.</p> <p><b>5.DM.HS.3</b> Defend the healthy choice when making a 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 our values are influenced by our perception of risk.</li> <li>2. How a possible risk becomes a probable 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 can help us decide whether to take a risk.</li> </ol>	<p><b>1.SUA.HS.1</b> Analyze the effects of long-term use and abuse of over-the-counter and prescription medications.</p> <p><b>1.SUA.HS.2</b> Analyze the effects of long-term use and abuse of alcohol, tobacco, marijuana, and other drugs as they relate to health and disease prevention.</p> <p><b>1.SIC.HS.1</b> Critique how health risk behaviors influence safety and injury prevention practices.</p>
<p><b>Unit 4: The Media and Health</b></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"> <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> </ol>	<p><b>1.PS.HS.6</b> Evaluate the potentially positive and negative roles of technology and social media in relationships.</p> <p><b>3.AI.HS.1</b> Evaluate the validity of health information, products and services.</p>

		<p>5. What we can do to make sure that we use media in ways that protect our health.</p>	
<p><b>Unit 5: Managing Stress, Anger, and Other Emotions</b></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"> <li>1. How emotions such as stress and anger affect our other emotions.</li> <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>7.SM.HS.1</b> Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self or others.</p> <p><b>7.SM.HS.2</b> Demonstrate a variety of behaviors that avoid and reduce health risks for self or others.</p>

<p><b>Unit 6: Family Communication</b></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 safe and drug-free behavior typically develop.</li> <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>4.IC.HS.1</b> Utilize skills for communicating effectively with family, peers, and others to enhance health.</p>
<p><b>Unit 7: Healthy Relationships</b></p>	<p>Students will learn about the foundations and requirements of</p>	<p>Students will better understand:</p>	<p><b>1.PS.HS.1</b> Develop personal boundaries and clear limits for self and recognize the importance of not violating the personal boundaries of others.</p>

	<p>healthy relationships and developing positive healthy values.</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> <li>4. How assertiveness can help us build healthy relationships.</li> </ol>	<p><b>1.PS.HS.2</b> Analyze the impact related to various abusive and coercive behaviors including mental, physical, social, economic, and legal consequences.</p> <p><b>1.HRS.HS.6</b> Describe characteristics of healthy and unhealthy romantic and/or sexual relationships.</p> <p><b>7.SM.HS.1</b> Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self or others.</p> <p><b>7.SM.HS.2</b> Demonstrate a variety of behaviors that avoid and reduce health risks for self or others.</p>
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