



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

**Why align the LST Program with Virginia 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 Virginia.

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# High School

<b>Botvin LifeSkills® Training Units for High School</b>	<b>Unit Goal</b>	<b>Unit Objectives</b>	<b>Virginia Physical Education Learning Standards (VPELS)</b>  <b>Virginia Health Education Standards (VHES)</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 actions, thoughts, and feelings.</li> <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</li> </ol>	<p><b>VPELS 9.3 a.</b> Demonstrate program-planning skills by assessing and analyzing personal fitness levels, setting goals, devising strategies, making timelines for a personal physical fitness plan, and evaluating the components and progress of the personal fitness plan.</p> <p><b>VPELS 10.3 a.</b> Construct a fitness and activity plan for the present and the future (postsecondary education, college/career) to address the health-related components of fitness.</p> <p><b>VHES 9.3 b.</b> Create one or more S.M.A.R.T. goals for personal consumption of vitamins and minerals and develop a plan to meet them.</p>

		<p>protect or improve health, and those that jeopardize health.</p> <ol style="list-style-type: none"> <li>How people take care of themselves – or fail to.</li> <li>The steps involved in setting and achieving a goal.</li> </ol>	
<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>The kinds of decisions we make for ourselves.</li> <li>How our decisions reflect who we are – our personality, character, and values.</li> <li>How our decisions affect our health.</li> <li>How decision-making skills can help us change or improve a health behavior.</li> </ol>	<p><b>VPELS 9.4 f.</b> Apply problem-solving and critical-thinking skills in physical activity settings, both as an individual and in groups.</p> <p><b>VPELS 10.3 b.</b> Identify the key factors an informed fitness consumer must evaluate to make critical and effective decisions when purchasing fitness products and/or services.</p> <p><b>VPELS 10.3 c.</b> Identify fitness needs to prevent health concerns in the present and into the future.</p> <p><b>VPELS 10.3 e.</b> Describe components of health-related fitness in relation to one career goal.</p> <p><b>VHES 9.3 m.</b> Demonstrate healthy decision-making strategies related to risky behaviors.</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>How are our values are influenced by our perception of risk.</li> <li>How a possible risk becomes a probably risk.</li> </ol>	<p><b>VHES 9.1 h.</b> Explain how alcohol and other drugs increase the risk of injury.</p> <p><b>VHES 9.1 i.</b> Analyze the consequences of binge drinking.</p> <p><b>VHES 9.1 t.</b> Identify health-related social issues, such as homelessness, underage drinking, and substance abuse.</p>

		<ol style="list-style-type: none"> <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>VHES 9.2 h.</b> Evaluate the effects of alcohol and other drugs on human body systems, brain function, and behavior, and describe health benefits associated with abstaining from alcohol, tobacco, or other drugs.</p> <p><b>VHES 9.2 i.</b> Develop a set of personal standards to resist the use of alcohol, tobacco, and other harmful substances and behaviors.</p> <p><b>VHES 9.2 j.</b> Analyze and draw inferences about behaviors connected to addiction and mental health.</p> <p><b>VHES 9.2 k.</b> Evaluate the long-term consequences of injury and describe controllable and uncontrollable risk factors.</p> <p><b>VHES 9.3 i.</b> Develop a personal plan to prevent substance use.</p> <p><b>VHES 9.3 j.</b> Research consequences of drug abuse, including stealing to support a drug habit, arrest, prosecution, and jail.</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> </ol>	<p><b>VHES 9.1 o.</b> Describe the positive and negative effects of social media and of sharing personal information online.</p> <p><b>VHES 9.2 p.</b> Explain limitations to effective communication online.</p>

		<ol style="list-style-type: none"> <li>4. The strategies we can use to analyze the media messages that we consume.</li> <li>5. What we can do to make sure that we use media in ways that protect our health.</li> </ol>	
<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> </ol>	<p><b>VPELS 9.4 h.</b> Analyze and compare psychological benefits derived from various physical activities (e.g., decreased stress and anxiety, increased self-esteem, increased mental alertness, improved mood).</p> <p><b>VPELS 10.4 f.</b> Apply stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.</p> <p><b>VHES 9.1 p.</b> Identify signs and symptoms of mental illnesses or challenges (e.g., anxiety, depression, suicide, eating disorders, and self-harm behaviors).</p> <p><b>VHES 9.1 q.</b> Identify causes of conflict with friends and family and feelings/emotions both sides might experience.</p>

		6. The benefits of managing emotions (such as stress and anger) and expressing them in healthy ways.	
<b>Unit 6: Family Communications</b>	Students will learn about clear and consistent communication and family expectations for healthy and safe behavior.	<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</li> </ol>	<p><b>VPELS 9.4 e.</b> Apply communication skills and strategies that promote positive team/group dynamics.</p> <p><b>VHES 9.1 d.</b> Analyze how family and community influence the health of individuals.</p> <p><b>VHES 9.1 e.</b> Identify strategies for healthy conflict resolution and communication.</p> <p><b>VHES 9.2 c.</b> Analyze the role of personal responsibility in maintaining a drug-free lifestyle.</p> <p><b>VHES 9.3 d.</b> Create a plan to prevent substance use that includes family communication.</p> <p><b>VHES 9.2 e.</b> Evaluate the importance of clear communication in maintaining healthy relationships.</p>

		important to know the difference.	
<b>Unit 7: Healthy Relationships</b>	Students will learn about the foundations and requirements of healthy relationships and developing positive healthy values.	<p>Students will better understand:</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>VPELS 10.4 b.</b> Explain the importance of and apply relationship and conflict resolution skills and social awareness for current and future health and fitness.</p> <p><b>VHES 9.1 d.</b> Analyze how family, peers, and community influence personal health and relationship choices.</p> <p><b>VHES 9.1 f.</b> Identify the characteristics of healthy, unhealthy, and abusive relationships.</p> <p><b>VHES 9.2 e.</b> Evaluate the importance of clear communication and the impact of social media on relationships.</p> <p><b>VHES 9.3 e.</b> Demonstrate communication and conflict-resolution skills to maintain healthy relationships.</p>