

# Botvin *LifeSkills Training (LST)* High School

from McMillen Health

Grades 9-10

## Overview

The Botvin *LifeSkills Training (LST)* High School program is a highly interactive, skills-based program designed to promote positive health and personal development for youth in grades 9 or 10. A study in the [World Journal of Preventative Medicine](#) found that this program cuts drug abuse in half by helping adolescents navigate the challenges of their high school years and preparing them for the independence and responsibilities that they will encounter as young adults. The LST High School program uses developmentally appropriate, collaborative learning strategies to help students achieve competency in the skills that have been shown to prevent substance use, violence, and other health risk behaviors. LifeSkills Training is comprehensive, dynamic, and developmentally designed to promote mental health, social-emotional (SEL) skills and positive youth development.

## Program Structure

McMillen Health's professional educators present these ten modules. Each module consists of a 45-minute presentation with a professional educator and follow-up activities as directed by the classroom teacher or supervisor.



## Unit 1 - The Value of Good Health

Students will be introduced to the LST program and explore why good health is important and how to protect it. Students will have a better understand various aspects of health and the meaning of prevention. Students will know the different types of actions, thoughts, and feelings that protect or improve health and those that jeopardize health. Students will gain knowledge of how people take care of themselves—or fail to. By the end of the unit students will understand the steps involved in setting and achieving a goal.

### National Health Standards:

1, 2, 4, 5, 6, 7

### Indiana Academic Standards for Health & Wellness:

12.1.1, 12.1.3, 12.1.4, 12.1.7, 12.2.1, 12.2.2, 12.2.3, 12.2.9, 12.4.1, 12.4.2, 12.4.3, 12.4.8, 12.4.9, 12.5.1, 12.5.3, 12.5.4, 12.5.5, 12.5.6, 12.6.1, 12.6.2, 12.6.3, 12.6.4, 12.6.5, 12.6.7, 12.7.1, 12.7.2, 12.7.3, 12.7.5, 12.8.7, 12.8.8

### Indiana Social-Emotional Learning Competencies:

1A.1, 1A.2, 1B.1, 1B.2, 2A.1, 2A.2, 2A.4, 2B.1, 2B.2, 2B.3, 2C.1, 3A.1, 3A.2, 3B.1, 3B.2, 3C.1, 3C.2, 4A.1, 4A.2, 4B.1, 4C.1, 4C.2, 5A.1, 6A.3, 6B.2, 6B.3, 7A.1, 7A.2, 7B.2, 7C.1, 7C.2

## Unit 2 - Decision-Making for Health

This unit will teach students a straightforward method for working through decisions. Students will apply the method, first working together, then on their own. Students will better understand the kinds of decisions they make for themselves and how their decisions reflect who they are, including personality, character, and values. Students will also understand how decisions affect their health and how decision-making skills can help them change or improve a health behavior.

### National Health Standards:

2, 4, 5, 6, 7

### Indiana Academic Standards for Health & Wellness:

12.1.1, 12.1.3, 12.1.7, 12.1.8, 12.1.9, 12.2.2, 12.2.3, 12.2.4, 12.2.5, 12.2.7, 12.2.8, 12.2.9, 12.4.1, 12.4.2, 12.4.3, 12.4.4, 12.4.5, 12.4.7, 12.4.8, 12.4.9, 12.5.1, 12.5.2, 12.5.3, 12.5.4, 12.5.5, 12.5.6, 12.6.1, 12.6.2, 12.6.3, 12.6.4, 12.6.5, 12.7.1, 12.7.2, 12.7.3, 12.7.5

### Indiana Social-Emotional Learning Competencies:

1A.1, 1A.2, 1A.4, 1B.2, 2A.1, 2A.2, 2B.1, 2B.2, 2B.3, 2C.1, 2C.2, 3A.1, 3A.2, 3B.1, 3B.2, 3C.1, 3C.2, 3C.3, 4A.1, 4A.2, 4B.1, 4C.1, 4C.2, 5A.1, 5A.2, 5B.1, 6A.3, 6B.1, 6B.2, 6B.3, 6C.3, 7A.1, 7A.2, 7B.1, 7B.2, 7C.1, 7C.2

## Unit 3 - Risk-Taking and Substance Abuse

In this unit students will consider the dynamics of risk, the factors that increase or decrease their perception of risk-taking, the specific risks of substance use, how groups influence risk-taking, and techniques for assessing whether a contemplated risk harms or enhances their health. After completing this unit students will better understand how our values are influenced by our perception of risk and how a possible risk becomes a probable risk.

### National Health Standards:

1, 2, 4, 5, 6, 7

### Indiana Academic Standards for Health & Wellness:

12.1.1, 12.1.4, 12.1.7, 12.1.8, 12.1.9, 12.2.9, 12.4.4, 12.4.5, 12.4.7, 12.4.8, 12.5.1, 12.5.2, 12.5.3, 12.5.4, 12.5.5, 12.5.6, 12.7.1, 12.7.2, 12.7.3, 12.7.5, 12.8.2, 12.8.5, 12.8.6

### Indiana Social-Emotional Learning Competencies:

1A.1, 1B.1, 1B.2, 2A.1, 2A.4, 2B.1, 2B.2, 2B.3, 3A.1, 3A.2, 3B.1, 3C.1, 3C.2, 3C.3, 4A.1, 4A.2, 4C.2, 5A.1, 6A.3, 6B.1, 6B.2, 6B.3, 6C.2, 7A.1, 7A.2, 7B.2, 7C.1, 7C.2

## Unit 4 & 5 - The Media and Health

This unit asks students to think critically about how they choose the media they favor and to become more aware of how the media present issues relating to health and taking risks. This unit also teaches students that media might be influencing their self-image, thoughts, and behaviors. The students will better understand different forms of media as well as why people use the media. The students will also understand how the media influences our beliefs about ourselves, our culture, and various health behaviors. The students will know different types of strategies they can use to analyze the media and protect themselves from it.

### National Health Standards:

1, 2, 3, 4, 5, 6, 7

### Indiana Academic Standards for Health & Wellness:

12.1.1, 12.1.2, 12.1.3, 12.2.2, 12.2.3, 12.2.4, 12.2.5, 12.2.6, 12.2.7, 12.4.3, 12.4.4, 12.4.5, 12.4.7, 12.5.1, 12.5.2, 12.5.3, 12.5.4, 12.5.5, 12.5.6, 12.6.1, 12.6.2, 12.6.3, 12.6.4, 12.6.5, 12.6.7, 12.7.3, 12.7.5

### Indiana Social-Emotional Learning Competencies:

1A.1, 1A.2, 1A.4, 1B.2, 2A.1, 2A.2, 2A.4, 2B.1, 2B.2, 2C.1, 2C.2, 3A.1, 3A.2, 3B.1, 3B.2, 3C.1, 3C.2, 3C.3, 4A.1, 4A.2, 4B.1, 4C.1, 4C.2, 5A.1, 5B.1, 6A.3, 6B.1, 6B.2, 6B.3, 6C.2, 6C.3, 7A.1, 7B.1, 7B.2, 7C.1, 7C.2

## Unit 6 - Managing Stress, Anger, and Other Emotions

This unit will teach students about emotions, how people react to them, and how some emotions are impacted by others, like stress and anger. Students will also explore what types of trigger situations tend to provoke emotional responses and reactions, as well as ways to keep these in perspective. This unit provides a toolbox of goals to help students manage their feelings in healthy ways.

### National Health Standards:

2, 4, 5, 6, 7

### Indiana Academic Standards for Health & Wellness:

12.1.1, 12.1.2, 12.1.3, 12.1.7, 12.2.1, 12.2.2, 12.2.4, 12.2.8, 12.2.9, 12.4.1, 12.4.2, 12.4.3, 12.4.4, 12.4.7, 12.4.8, 12.4.9, 12.5.1, 12.5.2, 12.5.3, 12.5.4, 12.5.5, 12.5.6, 12.6.1, 12.6.2, 12.6.3, 12.6.4, 12.6.5, 12.6.7, 12.7.1, 12.7.2, 12.7.3, 12.7.4, 12.7.5

### Indiana Social-Emotional Learning Competencies:

1A.1, 1A.2, 1A.3, 1A.4, 1B.1, 1B.2, 2A.1, 2A.2, 2A.4, 2B.1, 2C.1, 3A.1, 3A.2, 3B.1, 3B.2, 3C.1, 3C.2, 3C.3, 4A.1, 4A.2, 4B.1, 4C.1, 4C.2, 5A.1, 5B.1, 6B.1, 6B.2, 6B.3, 6C.1, 7A.1, 7A.2, 7B.2, 7C.1, 7C.2

## Unit 7 & 8 - Family Communications

Students will have a better understanding of what young adults' needs are for independence and how family caregiving styles adapt to those needs. This unit also teaches how and why misunderstandings about needs and expectations for safe and drug-free behavior typically develop. The expectations regarding substance use that young adults and their families should have for one another is also covered in this unit. Students will learn which communication skills can help families avoid misunderstandings and know the difference between understandings and agreements and why it is important to know the difference.

### National Health Standards:

1, 2, 4, 7, 8

### Indiana Academic Standards for Health & Wellness:

12.1.1, 12.1.2, 12.1.3, 12.1.6, 12.1.7, 12.2.1, 12.2.5, 12.2.8, 12.2.9, 12.3.2, 12.4.1, 12.4.2, 12.4.3, 12.4.4, 12.4.6, 12.4.7, 12.4.8, 12.4.9, 12.5.1, 12.5.3, 12.5.4, 12.5.5, 12.5.6, 12.7.1, 12.7.2, 12.7.3, 12.7.4, 12.7.5, 12.8.1, 12.8.7

### Indiana Social-Emotional Learning Competencies:

1A.4, 1B.2, 2A.1, 2A.2, 2A.4, 2B.1, 2B.2, 2C.1, 3A.1, 3A.2, 3B.1, 3B.2, 3C.1, 3C.2, 3C.3, 4A.1, 4A.2, 4B.1, 4C.1, 4C.2, 5A.1, 5B.1, 6B.1, 6B.2, 6B.3, 6C.1, 6C.2, 6C.3, 7A.1, 7A.2, 7B.2, 7C.1, 7C.2

## Unit 9 & 10 - Healthy Relationships

This unit offers ideas about the qualities of a healthy relationship, ways to get to know people better, and techniques for developing and achieving safe and healthy relationships. Students will better understand the kinds of traits that draw people to each other and help build healthy relationships along with learning what makes up a healthy relationship. Students will also learn the role persuasion plays in personal and relationship health. This unit also covers how assertiveness can help them build healthy relationships.

### **National Health Standards:**

1, 4, 7, 8

### **Indiana Academic Standards for Health & Wellness:**

12.1.1, 12.1.2, 12.1.3, 12.2.2, 12.2.4, 12.2.5, 12.2.7, 12.2.8, 12.2.9, 12.4.1, 12.4.2, 12.4.3, 12.4.4, 12.4.5, 12.4.6, 12.4.7, 12.4.8, 12.4.9, 12.5.1, 12.5.2, 12.5.3, 12.5.4, 12.5.5, 12.5.6, 12.7.1, 12.7.2, 12.7.5

### **Indiana Social-Emotional Learning Competencies:**

1A.4, 1B.1, 1B.2, 2A.1, 2A.2, 2A.4, 2B.1, 2B.2, 2B.3, 2C.1, 3A.1, 3A.2, 3B.1, 3B.2, 3C.1, 3C.2, 4A.1, 4A.2, 4B.1, 4C.1, 4C.2, 5A.1, 5B.1, 6A.3, 6B.1, 6B.2, 6B.3, 6C.1, 6C.2, 6C.3, 7A.1, 7A.2, 7B.2, 7C.1, 7C.2

### **Supported by the state Department of Health**

The project described was supported by Grant Number 1 TPAH000241-01-00 from the HHS Office of Population Affairs. Contents are solely the responsibility of the authors and do not necessarily represent the official views of the Department of Health and Human Services or the Office of Population Affairs.