

Alignment to CASEL's Social and Emotional Learning Competencies

What is SEL?

The Collaborative for Academic, Social, and Emotional Learning (CASEL) is a Chicago based non-profit organization who for over 20 years has been leading the nation in the area of social and emotional learning. CASEL provides a unique combination of research, practice, and policy to support high quality social and emotional learning in districts and schools nationwide to support its mission to help make evidence-based social and emotional learning (SEL) to become an integral part of education from preschool to high school.

SEL is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. CASEL has identified five core SEL competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision making.

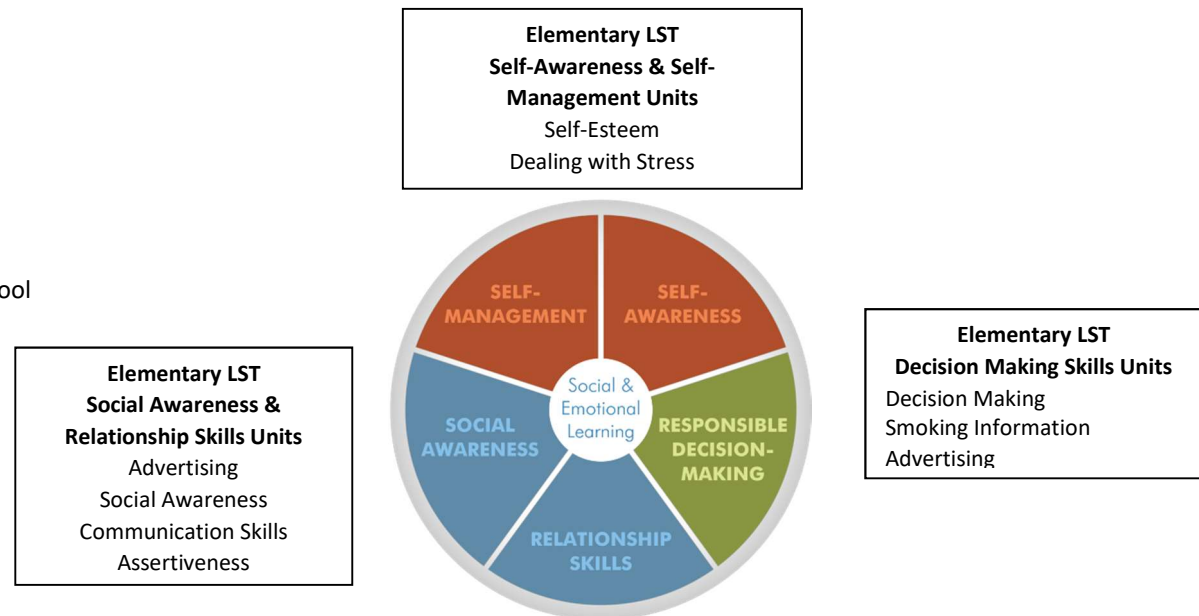
Why is SEL important?

Short term benefits

- More positive social behaviors & attitudes
- More empathetic
- Ability to manage stress & depression
- Improved classroom behavior
- Better attitudes about themselves, others, & school
- Fewer conduct problems

Long term benefits

- Higher academic achievement
- Decreased high school drop out
- Fewer arrests
- Fewer mental health disorders



Botvin LifeSkills® Training and SEL

Botvin LifeSkills® Training (LST) is worldwide evidence-based program that supports the decrease of risky behaviors such as drug and/or alcohol use, violence, aggression, and delinquency. By providing youth with effective social skills and self-management skills, such as communication and anxiety management skills, LST decreases motivation to use drugs and vulnerability to social influences that support drug use. LST provides foundational skills for successful youth development through its alignment with CASEL's five core SEL competencies. Its unique cognitive behavioral approach uses a variety of teaching techniques to facilitate discussion which provides key knowledge, coaching, and behavior skill practice. LST should be considered as an approach that can be used effectively used in schools and youth serving organizations to support the social and emotional development of youth.

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Elementary Botvin LifeSkills [®] Training LEVEL 1 (Grades 3/4)		
CASEL SEL Competence	Unit	Key SEL Skills
Self-Awareness	Self-Esteem (3-1)	<p>Understand self-esteem and how it is developed.</p> <p>Understand that young people can do things well.</p> <p>Learn that self-esteem is important because it reflects how we feel about ourselves.</p> <p>Differentiate between good self-esteem and bad self-esteem.</p> <p>Identify what skills they can do.</p> <p>This helps them have a realistic view of themselves.</p>
Self-Management	Dealing with Stress (7-1)	<p>Describe stress and the physical sensations that are associated with stress.</p> <p>Understand that we all feel stress.</p> <p>Learn that we all experience stress differently because different things make different people feel more or less stressed.</p> <p>Identify causes of stress in our lives.</p> <p>Learn techniques for coping with stress.</p> <p>Practice deep breathing and stretching to reduce stress and anxiety.</p> <p>Understand that since stress has a bad effect on our bodies, relaxation techniques can help us to be healthier.</p>
Social Awareness	Advertising (6-1)	<p>Examine advertising and promotional techniques that encourage teenagers to smoke.</p> <p>Advertisers don't always tell the whole truth when attempting to sell their product.</p> <p>Advertising is a powerful tool.</p> <p>Advertising can create impressions that are hard to resist, especially for young minds.</p> <p>We need to look carefully at all advertisements and realize that their messages are often tricky.</p>
	Social Awareness (9-1)	<p>Identify what makes a person a friend.</p>

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		<p>Identify the characteristics they find important in a friendship.</p> <p>Describe the qualities they possess which make them a good friend.</p> <p>Relationships take give and take.</p>
Relationship Skills	<p>Communication Skills (8-1)</p> <p>Assertiveness (10-1)</p>	<p>Identify what communication is.</p> <p>Discuss the importance of communicating feelings and that everyone has many different types of feelings.</p> <p>Understand that if we don't express our feelings we can get mad and explode at someone.</p> <p>Practice using body language to express emotions.</p> <p>Understand there are different ways to say "no" to something you do not want to do.</p> <p>Identify and discuss 8 different ways to say "no".</p> <p>Learn that practicing refusal skills can help someone know what to do if they are ever in a real-life situation where they don't want to do something.</p> <p>Practice how to say "no" in a realistic role play situation.</p>
Responsible Decision Making	<p>Decision Making (4-1)</p> <p>Smoking Information (5-1)</p> <p>Advertising (6-1)</p>	<p>Identify how we make choices.</p> <p>Define – decision, the act of making up one's mind.</p> <p>Be able to identify the basic process for making decisions.</p> <p>Using the Stop-Think-Go model can help you slow down and make the best decision.</p> <p>We make decisions every day, most of them are small, but occasionally we have to make big decisions.</p> <p>Practice using the Stop-Think-Go method to make decisions. (Individually and groups)</p> <p>Understand that the Stop-Think-Go method for both small and big problems.</p> <p>Discuss the pros and cons of smoking to give a better chance at not participating in risky behaviors.</p> <p>Learn information about smoking and how it affects our bodies.</p> <p>Discuss the reasons why some people choose to smoke and some choose not to smoke.</p> <p>Create counter arguments to tobacco advertising that demonstrate the true effects of smoking.</p> <p>Understand that smoking is harmful to the body.</p> <p>By understanding that advertisements can be deceptive, we can make better decisions.</p>

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Elementary Botvin LifeSkills [®] Training LEVEL 2 (Grades 4/5)		
CASEL SEL Competence	Unit	Key SEL Skills
Self-Awareness	Self-Esteem (3-1)	<p>Learn the definition of self-esteem and how it can affect how we behave.</p> <p>Identify how self-esteem is developed.</p> <p>Identify things about themselves that they share and don't share with others.</p> <p>Discuss what makes each child develop into a unique person and how being unique should make us happy.</p> <p>Talk about qualities that make us different from or similar to others.</p>
Self-Management	Dealing with Stress (7-1)	<p>Identify positive and negative ways to deal with stress.</p> <p>Learn that negative coping strategies can actually cause more stress.</p> <p>Understand that there are many different things that cause stress and you can feel stress in happy or positive situations too.</p> <p>Learn that not all techniques for dealing with stress work for every person in the same way.</p> <p>Discuss how to tell the difference between positive and negative coping techniques.</p> <p>Practice guided imagery and progressive muscle relaxation techniques.</p> <p>Learning how you best cope with stress and using the strategy until it becomes a habit is helpful.</p>
Social Awareness	Advertising (6-1)	<p>Identify ways that companies use to lure people to get people to smoke.</p> <p>Analyze cigarette advertisements to determine how tobacco companies attempt to lure people to buy cigarettes.</p>
Relationship Skills	Communication Skills (8-1)	<p>Identify what communication is.</p> <p>Understand that there are more ways to communicate other than talking.</p> <p>Learn that effective communication is when two people (the sender and the receiver) interpret a message the same way.</p> <p>Understand that good communication does not always come easily and we can use them to relate to other people.</p> <p>Practice using non-verbal communication skills.</p>
	Social Skills (9-1)	<p>Define "peer" and "peer pressure".</p> <p>Understand that peer pressure can be either positive or negative.</p>

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	Assertiveness (10-1)	<p>Understand that it is hard to resist peer pressure when our friends are trying to get us to do something because we want them to respect us.</p> <p>Learn how to listen to our minds and bodies about the choices we make.</p> <p>Identify ways to deal with negative peer pressure.</p> <p>Identify places to go if they need help dealing with peer pressure.</p> <p>Learn that you can be a positive peer and show support to your friends.</p> <p>Identify what behaving assertively means.</p> <p>Using I-messages can help us to communicate with someone when we are mad or upset without getting into a fight.</p> <p>Practice writing I-messages.</p> <p>Practice being assertive by role-playing situations using I-messages.</p> <p>Learning how to use I-messages in real-life situations takes practice.</p>
Responsible Decision Making	<p>Decision Making (4-1)</p> <p>Smoking Information (5-1)</p> <p>Advertising (6-1)</p>	<p>Review the Stop-Think-Go model learned previously in Level 1.</p> <p>Discuss direct and indirect influences on decision making.</p> <p>Identify and map factors that influence their decisions.</p> <p>Understand how others and media influence our decisions.</p> <p>Define direct and indirect influences.</p> <p>Learn how understanding influences can help us make better decisions.</p> <p>Learn about the consequences of nicotine and tobacco products on the body.</p> <p>Discuss the short and long term effects of smoking.</p> <p>Discuss the relationship between increased heart rate and cardiovascular disease.</p> <p>Understand how smoke affects the lungs through active learning opportunities.</p> <p>Learn the best way to prevent problems from occurring is not to start smoking in the first place.</p> <p>Identify ways that companies use to lure people to get people to smoke.</p> <p>Analyze cigarette advertisements to determine how tobacco companies attempt to lure people to buy cigarettes.</p>

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Elementary Botvin LifeSkills® Training LEVEL 3 (Grades 5/6)		
CASEL SEL Competence	Unit	Key SEL Skills
Self-Awareness	Self-Esteem (3-1)	<p>Identify short-term goals they hold for themselves.</p> <p>Identify long-term goals they hold for themselves.</p> <p>Understand that long-term goals take a lot of hard work and determination.</p> <p>Setting realistic goals and knowing the steps to reaching the goal is important.</p> <p>Setting realistic goals and accomplishing them can help your self-esteem.</p> <p>Discuss the relationship between risk behaviors and goal achievement.</p> <p>Understanding how risky behaviors can jeopardize long term goal achievement.</p> <p>Learn that long-term goals can help you feel hopeful for the future.</p>
Self-Management	Dealing with Stress (7-1)	<p>Learn that preventing stress is one of the best ways to deal with it.</p> <p>Identify stressors by different developmental age groups.</p> <p>Think about different stress-prevention techniques.</p> <p>Understand that everyone experiences stress and we all need to learn how to cope with it.</p> <p>Learning how to study and take tests well can help a person prevent unnecessary stress in life.</p> <p>Compare and contrast types of stressors common to all people.</p> <p>Using stress reduction techniques can help us have happier lives.</p>
Social Awareness	Advertising (6-1)	<p>Create awareness in students that advertisers use many techniques and appeals to get consumers to purchase their products.</p> <p>Learn that everyone is a consumer.</p> <p>Learn the purpose of advertising and how companies want to make money.</p> <p>Review examples of how advertisers specifically target young people.</p> <p>Understand how to recognize the different advertising techniques.</p> <p>Learn that advertisers try to make us think their product will make us more attractive, smarter, popular or sophisticated.</p> <p>Review the different types of “target markets” and identify how advertisers use them to sell products.</p> <p>Practice making advertisements for a product.</p>
Relationship Skills	Communication Skills (8-1)	<p>Learn that communication is very important.</p> <p>Define communication.</p> <p>Differentiate between active and passive listening.</p> <p>Practice active and passive listening techniques.</p>

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	Social Skills (9-1)	<p>Practicing active and passive listening can help you be a better communicator. Apply active and passive listening techniques in real life situations.</p> <p>Learn how to deal with conflict in a positive way. Identify conflict styles and conflict outcomes. Identify behaviors that will lead to different conflict outcomes. Understand that it is best to resolve conflict without arguing or fighting. Learn the three ways to resolve conflict: confrontation, avoidance, or problem solving. Understand that we can develop conflict-resolution habits like we develop any other habit.</p>
	Assertiveness (10-1)	<p>Learn how to stand up for yourself by being assertive in a calm, but firm way. Differentiate between passive, aggressive, and assertive responses. Identify how assertive skills can help a person stand up for themselves. Learn that assertiveness is not the same as aggressiveness. Being assertive has people take you more seriously.</p>
Responsible Decision Making	Decision-Making (4-1)	<p>Review the Stop-Think-Go! Decision making model. Practice making decisions related to tobacco. Using the Stop-Think-Go! process will help you make choices that help you be happier. Understand the differences between small and big decisions. Practicing decision making skills can help you prepare for a time when a serious decision must be made.</p>
	Smoking Information (5-1)	<p>Compare the different types of tobacco products. Learn the attitudes, norms and laws about smoking. Identify ways the smoking laws are changing. Understand the short and long term effects of smoking. There are healthy activities that you can do instead of smoking.</p>
	Advertising (6-1)	<p>Create awareness in students that advertisers use many techniques and appeals to get consumers to purchase their products. Learn that everyone is a consumer. Learn the purpose of advertising and how companies want to make money. Review examples of how advertisers specifically target young people. Understand how to recognize the different advertising techniques.</p>

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OVERVIEW

Botvin *LifeSkills Training* (LST) is a research-validated substance abuse prevention program proven to reduce the risks of alcohol, tobacco, drug abuse, and violence by targeting the major social and psychological factors that promote the initiation of substance use and other risky behaviors. This comprehensive and exciting program provides adolescents and young teens with the confidence and skills necessary to successfully handle challenging situations.

Developed by Dr. Gilbert J. Botvin, a leading prevention expert, LST is backed by over 35 scientific studies and is recognized as a Model or Exemplary program by an array of government agencies including the U.S. Department of Education and the Center for Substance Abuse Prevention.

The LST Elementary School program consists of 8 class sessions per year across all three years of upper elementary school. The elementary program can be implemented over one, two, or three years, depending on the availability of time. It is designed to be implemented either as a stand-alone program or in combination with the Middle School program.

