



## Connecting *Botvin LifeSkills® Training* to Alabama Educational Standards (Grades 11-12)

**Why align the LST Program with Alabama 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 **Alabama**.

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# Transitions

| Botvin LifeSkills®<br>Training Units<br>for Transitions | Unit Goal  | Unit Objectives   | Alabama Learning Standard(s)   |
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| Unit 1: Goal-Setting for Success                        | Introduce students to the concept of goal setting. | Students will: <ol style="list-style-type: none"> <li>1. Become familiar with the topics covered in the LifeSkills Training Transitions program.</li> <li>2. Identify how goal-setting can assist in navigating transitions and planning for the future.</li> <li>3. Identify the steps involved in goal-setting.</li> <li>4. Practice goal-setting.</li> <li>5. Identify strategies that are helpful in overcoming challenges to achieving goals.</li> </ol> | <p><b>HE.19.HE.1.1</b> Predict how health literacy and behaviors can affect health status.</p> <p><b>HE.19.HE.1.2</b> Describe the interrelationships of emotional, mental, physical, social, spiritual, and environmental health.</p> <p><b>HE.19.HE.1.6</b> Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.</p> <p><b>HE.19.HE.2.1</b> Analyze the influence of external factors on health beliefs and behaviors.</p> <ol style="list-style-type: none"> <li>a. Analyze how family, culture, school, and community influence the health practice and behaviors of individuals.</li> </ol> <p><b>HE.19.HE.2.3</b> Analyze how the perceptions of norms influence healthy and unhealthy behaviors.</p> |

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|  |  |  | <p><b>HE.19.HE.2.4</b> Critique the influence of personal values and beliefs on individual health practices and behaviors.</p> <p><b>HE.19.HE.2.5</b> Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.</p> <p><b>HE.19.HE.6.1</b> Assess personal health status and health practices to establish a baseline for setting health and fitness goals.</p> <p><b>HE.19.HE.6.2</b> Set long-term goals for achieving optimal health and implement short-term steps to reach the goals.</p> <p><b>HE.19.HE.7.1</b> Analyze the role of individual responsibility for enhancing health.</p> <ul style="list-style-type: none"> <li>a. Describe healthy practices and behaviors that will maintain or improve the health of self and others.</li> <li>b. Identify negative behaviors that increase health risks to self and others.</li> </ul> <p><b>HE.19.HA.7.1</b> Analyze the role of individual responsibility for enhancing health.</p> <p><b>HE.19.HA.7.2</b> Demonstrate a variety of healthy practices and behaviors that will maintain or</p> |
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|   |   |  | <p>improve the health of self and peers.</p> <p><b>HE.19.HA.7.3</b> Identify a variety of behaviors to avoid or reduce health risks to self and others.</p>  |
| <p><b>Unit 2: Effective Communication</b></p> | <p>Students will learn how to communicate effectively in a variety of settings and relationships.</p> | <p>Students will:</p> <ol style="list-style-type: none"> <li>1. Determine the similarities and differences between formal and informal communication.</li> <li>2. Identify types of relationships that occur in personal and work-related settings.</li> <li>3. Identify effective communication skills and how they can help people present themselves positively to others.</li> <li>4. Learn and apply effective communication skills to speaking and writing.</li> </ol> | <p><b>HE.19.HE.2.1</b> Analyze the influence of external factors on health beliefs and behaviors.</p> <ol style="list-style-type: none"> <li>a. Analyze how family, culture, school, and community influence the health practice and behaviors of individuals.</li> </ol> <p><b>HE.19.HE.4.1</b> Describe skills for communicating effectively with family, peers, and others to enhance health.</p> <p><b>HE.19.HE.4.2</b> Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p> <p><b>HE.19.HE.4.3</b> Develop strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <ol style="list-style-type: none"> <li>b. Differentiate between negative and positive behaviors used in conflict situations.</li> </ol> <p><b>HE.19.HE.7.1</b> Analyze the role of individual responsibility for enhancing health.</p> <ol style="list-style-type: none"> <li>a. Describe healthy practices and behaviors that will maintain or improve the health of self and others.</li> </ol> <p><b>HE.19.HA.7.1</b> Analyze the role of individual responsibility for enhancing health.</p> |

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|                                       |  |   | <p><b>HE.19.HA.7.2</b> Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and peers.</p> <p><b>HE.19.HA.7.3</b> Identify a variety of behaviors to avoid or reduce health risks to self and others.</p>   |
| <p><b>Unit 3: Managing Stress</b></p> | <p>Students will learn how to manage stress in healthy ways.</p> | <p>Students will:</p> <ol style="list-style-type: none"> <li>1. Examine resilience and self-assess various traits associated with it.</li> <li>2. Explore the challenges and opportunities that may accompany the common transitions of young adulthood.</li> <li>3. Learn and apply stress management techniques that can help cultivate resilience.</li> <li>4. Understand how the use of substances can undermine resilience.</li> </ol> | <p><b>HE.19.HE.1.1</b> Predict how health literacy and behaviors can affect health status.</p> <p><b>HE.19.HE.1.2</b> Describe the interrelationships of emotional, mental, physical, social, spiritual, and environmental health.</p> <ol style="list-style-type: none"> <li>a. Identify symptoms and methods of treatment of mental health disorders, including depression, and stress.</li> </ol> <p><b>HE.19.HE.2.1</b> Analyze the influence of external factors on health beliefs and behaviors.</p> <p><b>HE.19.HE.2.3</b> Analyze how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p><b>HE.19.HE.2.4</b> Critique the influence of personal values and beliefs on individual health practices and behaviors.</p> <p><b>HE.19.HE.2.5</b> Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.</p> <p><b>HE.19.HE.7.1</b> Analyze the role of individual responsibility for enhancing health.</p> <ol style="list-style-type: none"> <li>b. Identify negative behaviors that increase health risks to self and others.</li> </ol> |

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|  |   |   | <p><b>HE.19.HA.7.1</b> Analyze the role of individual responsibility for enhancing health.</p> <p><b>HE.19.HA.7.2</b> Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and peers.</p> <p><b>HE.19.HA.7.3</b> Identify a variety of behaviors to avoid or reduce health risks to self and others.</p>  |
| <p><b>Unit 4: Decision-making and Risk</b></p> | <p>Students will learn how to evaluate the beneficial and harmful consequences of risks, as well as the value of what is at risk.</p> | <p>Students will:</p> <ol style="list-style-type: none"> <li>1. Examine attitudes and beliefs about risk.</li> <li>2. Explore possible consequences involved when taking risks.</li> <li>3. Learn a step-by-step decision-making method.</li> <li>4. Practice a step-by-step decision-making method.</li> <li>5. Identify the effects of substance use on risks and decision-making.</li> </ol> | <p><b>HE.19.HE.1.6</b> Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.</p> <p><b>HE.19.HE.2.1</b> Analyze the influence of external factors on health beliefs and behaviors.</p> <ol style="list-style-type: none"> <li>a. Analyze how family, culture, school, and community influence the health practice and behaviors of individuals.</li> </ol> <p><b>HE.19.HE.2.3</b> Analyze how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p><b>HE.19.HE.2.4</b> Critique the influence of personal values and beliefs on individual health practices and behaviors.</p> <p><b>HE.19.HE.2.5</b> Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.</p> <p><b>HE.19.HE.5.1</b> Examine barriers that can hinder healthy decision-making.</p> <p><b>HE.19.HE.5.2</b> Develop a thoughtful decision-making process in health-related</p> |

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|  |  |  | <p>situations.</p> <ul style="list-style-type: none"> <li>a. Predict the potential short-term and long-term impact of various alternatives on self and others.</li> </ul> <p><b>HE.19.HE.5.3.</b> Justify the appropriateness of individual vs. collaborative decision-making in various situations.</p> <p><b>HE.19.HE.7.1</b> Analyze the role of individual responsibility for enhancing health.</p> <ul style="list-style-type: none"> <li>a. Describe healthy practices and behaviors that will maintain or improve the health of self and others.</li> <li>b. Identify negative behaviors that increase health risks to self and others.</li> </ul> <p><b>HE.19.HA.2.1</b> Analyze how health risk behaviors in the local school and community are influenced by family, peers and other factors.</p> <p><b>HE.19.HA.5.1</b> Identify decision-making skills used in situations that put adolescents and teens at risk.</p> <ul style="list-style-type: none"> <li>a. Identify consequences of making poor decisions to join in or ignore risky situations.</li> <li>b. Recognize the differences between situations in which one has control vs. a lack of control.</li> <li>c. Review the importance of successfully managing decision-making skills when confronted with uncomfortable, risky, or dangerous situations.</li> </ul> |
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|   |   |   | <p><b>HE.19.HA.7.1</b> Analyze the role of individual responsibility for enhancing health.</p> <p><b>HE.19.HA.7.2</b> Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and peers.</p> <p><b>HE.19.HA.7.3</b> Identify a variety of behaviors to avoid or reduce health risks to self and others.</p> |
| <p><b>Unit 5: Managing Time and Money</b></p> | <p>Students will learn about managing time and money to support their priorities.</p>                 | <p>Students will:</p> <ol style="list-style-type: none"> <li>1. Explore the relationship between priorities and managing time and money.</li> <li>2. Examine the elements involved in prioritizing and budgeting.</li> <li>3. Learn and practice steps for managing schedules and money to support priorities.</li> <li>4. Identify possible obstacles to the successful management of time and money, and learn strategies that help overcome them.</li> </ol> | <p><b>HE.19.HE.1.1</b> Predict how health literacy and behaviors can affect health status.</p> <p><b>HE.19.HE.1.2</b> Describe the interrelationships of emotional, mental, physical, social, spiritual, and environmental health.</p>  |
| <p><b>Unit 6: Building Relationships</b></p>  | <p>Students will understand what skills can help them build healthy and productive relationships.</p> | <p>Students will:</p> <ol style="list-style-type: none"> <li>1. Identify the appropriate behaviors associated with</li> </ol>   | <p><b>HE.19.HE 2.1</b> Analyze the influence of external factors on health beliefs and behaviors.</p> <ol style="list-style-type: none"> <li>a. Analyze how family, culture, school, and community influence the health practice and behaviors of individuals.</li> </ol>   |

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|  |  | <p>different types of relationships.</p> <ol style="list-style-type: none"> <li>2. Analyze the similarities and differences between formal and informal relationships.</li> <li>3. Examine the elements involved in collaborating, negotiating, and compromising.</li> <li>4. Explore how collaborating, negotiating, and compromising are related to building and maintaining relationships.</li> </ol> | <ol style="list-style-type: none"> <li>b. Examine how peers influence healthy and unhealthy behaviors.</li> </ol> <p><b>HE.19.HE.4.1</b> Describe skills for communicating effectively with family, peers, and others to enhance health.</p> <p><b>HE.19.HE.4.2</b> Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p> <p><b>HE.19.HE.4.3</b> Develop strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <ol style="list-style-type: none"> <li>a. Identify warning signs of unhealthy relationships.</li> <li>b. Differentiate between negative and positive behaviors used in conflict situations.</li> </ol> <p><b>HE.19.HE.5.2</b> Develop a thoughtful decision-making process in health-related situations.</p> <ol style="list-style-type: none"> <li>a. Predict the potential short-term and long-term impact of various alternatives on self and others.</li> <li>c. Demonstrate refusal skills and when to use them.</li> </ol> <p><b>HE.19.HE.7.1</b> Analyze the role of individual responsibility for enhancing health.</p> <ol style="list-style-type: none"> <li>a. Describe healthy practices and behaviors that will maintain or improve the health of self and others.</li> </ol> |
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|  |  |  | <p><b>HE.19.HA.7.1</b> Analyze the role of individual responsibility for enhancing health.</p> <p><b>HE.19.HA.7.2</b> Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and peers.</p> <p><b>HE.19.HA.7.3</b> Identify a variety of behaviors to avoid or reduce health risks to self and others.</p> |
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