



## Connecting *Botvin LifeSkills® Training* to the ASCA National Model Mindsets and Behaviors (Grades 11-12)

**Why align the LST Program with the ASCA National Model Mindsets and Behaviors?** 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 ASCA National Model Mindsets and Behaviors.

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# Transitions

<b>Botvin LifeSkills® Training Units for Transitions</b>	<b>Unit Goal</b>	<b>Unit Objectives</b>	<b>ASCA National Model Mindsets and Behaviors</b>
<p><b>Unit 1: Goal-Setting for Success</b></p>	<p>Introduce students to the concept of goal setting.</p>	<p>Students will:</p> <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>M 1.</b> Belief in development of self, including a healthy balance of mental, social/emotional and physical well-being.</p> <p><b>M 3.</b> Positive attitude toward work and learning.</p> <p><b>M 4.</b> Self-confidence in ability to succeed.</p> <p><b>M 5.</b> Belief in using abilities to their fullest to achieve high-quality results and outcomes.</p> <p><b>M 6.</b> Understanding that post-secondary education and life-long learning are necessary for long-term success.</p> <p><b>B-LS 4.</b> Self-motivation and self-direction for learning.</p> <p><b>B-LS 6.</b> High-quality standards for tasks and activities.</p> <p><b>B-LS 7.</b> Long-and short-terms academic, career, and social/emotional goals.</p>

			<p><b>B-LS 8.</b> Engagement in challenging coursework.</p> <p><b>B-LS-10.</b> Participation in enrichment and extracurricular activities.</p> <p><b>B-SMS 3.</b> Independent work.</p> <p><b>B-SMS 5.</b> Perseverance to achieve long-and short-term goals.</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>B-LS 5.</b> Media and technology skills to enhance learning.</p> <p><b>B-SS 1.</b> Effective oral and written communication skills and listening skills.</p> <p><b>B-SS 2.</b> Positive, respectful, and supportive relationships with students who are similar to and different from themselves.</p> <p><b>B-SS 3.</b> Positive relationships with adults.</p> <p><b>B-SS 10.</b> Cultural awareness, sensitivity, and responsiveness.</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>B-SMS6.</b> Ability to identify and overcome barriers.</p> <p><b>B-SMS7.</b> Effective coping skills.</p> <p><b>B-SMS8.</b> Balance of school, home and community activities.</p> <p><b>B-SMS9.</b> Personal safety skills.</p> <p><b>B-SMS10.</b> Ability to manage transitions and adapt to change.</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> </ol>	<p><b>B-LS 1.</b> Critical thinking skills to make informed decisions.</p> <p><b>B-LS 2.</b> Creative approach to learning tasks and problem-solving.</p> <p><b>B-LS 9.</b> Decision-making informed by gathering evidence, getting other’s perspectives and recognizing personal bias.</p> <p><b>B-SMS 1.</b> Responsibility for self and actions.</p> <p><b>B-SMS 2.</b> Self-discipline and self-control.</p> <p><b>B-SMS 4.</b> Delayed gratification for long-term rewards.</p>

		<p>5. Identify the effects of substance use on risks and decision-making.</p>	<p><b>B-SS 8.</b> Advocacy skills for self and others, and ability to assert self, when necessary.</p> <p><b>B-SS 9.</b> Social maturity and behaviors appropriate to the situation and environment</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>B-LS 3.</b> Time management, organizational and study skills.</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 different types of relationships.</li> <li>2. Analyze the similarities and differences</li> </ol>	<p><b>M 2.</b> Sense of acceptance, respect, support, and inclusion for self and others in the school environment.</p> <p><b>B-SS 3.</b> Positive relationships with adults to support success.</p> <p><b>B-SS 4.</b> Empathy</p>

		<p>between formal and informal relationships.</p> <ol style="list-style-type: none"> <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>	<p><b>B-SS 6.</b> Effective collaboration and communication skills.</p> <p><b>B-SS 7.</b> Leadership and teamwork skills to work effectively in diverse groups.</p>
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