



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

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

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Transitions

<i>Botvin LifeSkills® Training Units for Transitions</i>	Unit Goal	Unit Objectives	Georgia Learning Standard(s)
Unit 1: Goal-Setting for Success	Introduce students to the concept of goal setting.	Students will: <ol style="list-style-type: none"> 1. Become familiar with the topics covered in the LifeSkills Training Transitions program. 2. Identify how goal-setting can assist in navigating transitions and planning for the future. 3. Identify the steps involved in goal-setting. 4. Practice goal-setting. 5. Identify strategies that are helpful in overcoming challenges to achieving goals. 	<p>HEHS.6.a Identify health goals based on an evaluation of personal health and health needs.</p> <p>HEHS.6.b Develop a personal health action plan to address health goals.</p> <p>HEHS.6.c Analyze barriers and solutions to achieving health goals.</p> <p>HEHS.6.d Monitor progress in achieving short-term and long-term personal health goals.</p>
Unit 2: Effective Communication	Students will learn how to communicate effectively in a variety of settings and relationships.	Students will: <ol style="list-style-type: none"> 1. Determine the similarities and differences between formal and informal communication. 	<p>HEHS.8.d Create health messages and communication techniques to target specific audiences.</p>

		<ol style="list-style-type: none"> 2. Identify types of relationships that occur in personal and work-related settings. 3. Identify effective communication skills and how they can help people present themselves positively to others. 4. Learn and apply effective communication skills to speaking and writing. 	<p>HEHS.8.e Demonstrate how to treat all individuals with respect and dignity. Learning how to appropriately disagree with others is a valued skill set.</p>
<p>Unit 3: Managing Stress</p>	<p>Students will learn how to manage stress in healthy ways.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Examine resilience and self-assess various traits associated with it. 2. Explore the challenges and opportunities that may accompany the common transitions of young adulthood. 3. Learn and apply stress management techniques that can help cultivate resilience. 4. Understand how the use of substances can undermine resilience. 	<p>HEHS.1.c Analyze how the environment and personal health are interrelated.</p> <p>HEHS.1.a Predict how health behaviors can affect health status.</p> <p>HEHS.7.a Demonstrate individual responsibility for improving personal health.</p> <p>HEHS.7.b Choose and implement a variety of healthy practices and behaviors that will consistently maintain or improve health.</p> <p>HEHS.7.c Model behaviors to avoid or reduce health risks to self and/or others.</p>
<p>Unit 4: Decision-making and Risk</p>	<p>Students will learn how to evaluate the beneficial and harmful consequences of</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Examine attitudes and beliefs about risk. 	<p>HEHS.1.a Predict how health behaviors can affect health status.</p>

	risks, as well as the value of what is at risk.	<ol style="list-style-type: none"> 2. Explore possible consequences involved when taking risks. 3. Learn a step-by-step decision-making method. 4. Practice a step-by-step decision-making method. 5. Identify the effects of substance use on risks and decision-making. 	<p>HEHS.1.g Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.</p> <p>HEHS.5.a Determine the barriers to making a positive, healthy decision.</p> <p>HEHS.5.b Develop and apply a decision-making process to a health-related situation.</p> <p>HEHS.5.d Describe evidence-based choices to health-related issues or problems.</p> <p>HEHS.5.e Analyze the potential short-term and long-term impact of each decision on self and others.</p> <p>HEHS.5.f Explain how decisions can negatively and positively impact personal health and well-being.</p> <p>HEHS.5.g Compare and contrast the short- and long-term outcomes of health-related decisions.</p>
<p>Unit 5: Managing Time and Money</p>	Students will learn about managing time and money to support their priorities.	<p>Students will:</p> <ol style="list-style-type: none"> 1. Explore the relationship between priorities and managing time and money. 2. Examine the elements involved in prioritizing and budgeting. 3. Learn and practice steps for managing schedules and money to support priorities. 	<p>HEHS.6.a Identify health goals based on an evaluation of personal health and health needs.</p> <p>HEHS.6.b Develop a personal health action plan to address health goals.</p> <p>HEHS.6.c Analyze barriers and solutions to achieving health goals.</p> <p>HEHS.6.d Monitor progress in achieving short-term and long-term personal health goals.</p>

		<p>4. Identify possible obstacles to the successful management of time and money, and learn strategies that help overcome them.</p>	<p>HEHS.7.a Demonstrate individual responsibility for improving personal health.</p> <p>HEHS.7.b Choose and implement a variety of healthy practices and behaviors that will consistently maintain or improve health.</p>
<p>Unit 6: Building Relationships</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"> 1. Identify the appropriate behaviors associated with different types of relationships. 2. Analyze the similarities and differences between formal and informal relationships. 3. Examine the elements involved in collaborating, negotiating, and compromising. 4. Explore how collaborating, negotiating, and compromising are related to building and maintaining relationships. 	<p>HEHS.4.a Demonstrate effective communication with family, peers, and others to enhance health.</p> <p>HEHS.4.b Demonstrate strategies to prevent, manage, or resolve conflicts without harming self or others.</p> <p>HEHS.4.c Demonstrate how to ask for and offer assistance to enhance the health of self and others.</p> <p>HEHS.8.e Demonstrate how to treat all individuals with respect and dignity. Learning how to appropriately disagree with others is a valued skill set.</p>