



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

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

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# Transitions

<b>Botvin LifeSkills® Training Units for Transitions</b>	<b>Unit Goal</b>	<b>Unit Objectives</b>	<b>Illinois Learning Goal (LG) and Physical Development &amp; Health Performance Descriptors (PD)</b>  <b>SEL Learning Standards (LS) SEL Performance Descriptors (PD)</b>
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>LG 20.C.5a</b> Set realistic, long-term, health-related fitness goals based on individual profiles.</p> <p><b>LG 24.C.5a</b> Evaluate progress toward the attainment of a health goal.</p> <p><b>LG PD 20C I 1.</b> Set short-term fitness goals specific for each component of health-related fitness based on individual needs assessment.</p> <p><b>LG PD 2C J 1.</b> Write health-related fitness goals that reflect current fitness level, length of available time, equipment and facilities, and realistic goals.</p>

			<p><b>LG PD 2C J 2.</b> Incorporate the specific health and exercise behaviors necessary to attain the short-term and long-term goals.</p> <p><b>LG PD 2C J 3.</b> Recognize possible difficulties in achieving both short and long-term goals and identify strategies to overcome these difficulties.</p> <p><b>LG PD 2C J 4.</b> Determine the level of success in meeting these goals.</p> <p><b>LG PD 2C J 5.</b> Analyze results of health-related goals for each specific health-related fitness component.</p> <p><b>LG PD 2C J 6.</b> Evaluate short-term goals.</p> <p><b>LG PD 23C J 2.</b> Design and implement a personal health plan adaptable to changing lifelong needs.</p> <p><b>LG PD 24B J 3.</b> Explain the immediate and long-term impacts of individual decisions concerning health issues.</p> <p><b>LG PD 24C I 1.</b> Identify short-term personal life goals.</p> <p><b>LG PD 24C I.</b> Identify long-term personal life goals.</p> <p><b>LG PD 24C I 3.</b> Monitor achievement and revise short-term personal life goals.</p> <p><b>LG PD 24C I 4.</b> Identify personal health goals (i.e., avoiding substances, dating limits, nutrition, and fitness).</p>
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			<p><b>LG PD 24C I 5.</b> Use decision-making skills to determine personal health goals (e.g., determining whether or not to smoke).</p> <p><b>LG PD 24C I 6.</b> Identify barriers that could limit achievement of personal health goals.</p> <p><b>LG PD 24C J 1.</b> Monitor achievement and revise short-term personal goals.</p> <p><b>LG PD 24C J 2.</b> Monitor achievement and revise long-term personal goals.</p> <p><b>LG PD 24C J 3.</b> Predict barriers to achieving short and long-term personal goals.</p> <p><b>LG PD 24C J 4.</b> Design a plan to achieve personal health goals.</p> <p><b>LG PD 24C J 5.</b> Formulate a plan to overcome barriers that could limit achievement of personal health goals.</p> <p><b>SEL LS 18.5a.</b> Implement a plan to build on a strength, meet a need, or address a challenge.</p> <p><b>SEL LS 1C.5a.</b> Set a post-secondary goal with action steps, timeframes, and criteria for evaluating achievement.</p> <p><b>SEL LS 1C.Sb.</b> Monitor progress toward achieving a goal, and evaluate one's performance against criteria.</p> <p><b>SEL LS 3B.5a.</b> Analyze how present decision-making affects college and career choices.</p>
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			<p><b>SEL PD 1C I 5.</b> Analyze how using illegal substances could interfere with achievement of a long-term goal.</p> <p><b>SEL PD 1C J 1.</b> Set a long-term academic/career goal with dates for completion of the action steps.</p> <p><b>SEL PD 1C J 2.</b> Anticipate barriers to achieving your goal and make contingency plans for overcoming them.</p> <p><b>SEL PD 1C J 3.</b> Analyze how current decisions about health behavior may affect long-term education and career goals.</p> <p><b>SEL PD 1C J 5.</b> Evaluate your achievement on two recent goals by using criteria related to goal setting, making and working a plan, and accessing available supports.</p>
Unit 2: Effective Communication	Students will learn how to communicate effectively in a variety of settings and relationships.	<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> </ol>	<p><b>LG PD 23C I 9.</b> Incorporate effective methods of communication (verbal, non-verbal, and written) into daily activities.</p> <p><b>LG PD 24A I 8.</b> Analyze good communication skills in relationships.</p> <p><b>LG PD 24A J 6.</b> Critique communication skills.</p> <p><b>SEL LS 2C.5a.</b> Evaluate the application of communication and social skills in daily interactions with peers, teachers, and families.</p> <p><b>SEL PD 2A J 1.</b> Analyze barriers to effective communication.</p>

		4. Learn and apply effective communication skills to speaking and writing.	<b>SEL PD 2A J 4.</b> Use appropriate non- verbal cues to communicate your understanding of another's perspective.
<b>Unit 3: Managing Stress</b>	Students will learn how to manage stress in healthy ways.	<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>LG PD 23B I 4.</b> Describe the short-term and long-term effects of stress on the body.</p> <p><b>LG PD 23C I 2.</b> Demonstrate stress management techniques.</p> <p><b>LG PD 23C I 3.</b> Explain the long-term effects of stress on physical, mental, emotional, and social health.</p> <p><b>SEL PD 1A I 3.</b> Analyze how time management might improve your decision making.</p> <p><b>SEL PD 1A I 4.</b> Practice assertive communication to manage stress.</p> <p><b>SEL PD 1A I 6.</b> Practice a stress management technique to handle anxiety related to a school task (e.g. public speaking or taking a test).</p>
<b>Unit 4: Decision-making and Risk</b>	Students will learn how to evaluate the beneficial and harmful consequences of risks, as well as the value of what is at risk.	<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>LG PD 21A I 1.</b> Apply decision-making process when participating in physical activity.</p> <p><b>LG PD 21A I 2.</b> Practice decision-making skills both independently and with others when participating in physical activity.</p> <p><b>LG PD 21A I 3.</b> Select and determine the appropriate decision-making strategy to use in selected situations when participating in physical activity.</p>

		<p>5. Identify the effects of substance use on risks and decision-making.</p>	<p><b>LG PD 21B I 1.</b> Evaluate the quality of decisions made during structured group physical activity.</p> <p><b>LG PD 24B I 5.</b> Analyze option choices and determine the impact each could have on successfully solving a health-related problem or making a health-related decision.</p> <p><b>SEL PD 2C I 5.</b> Apply goal-setting skills in helping a group develop action steps for achieving a group goal.</p> <p><b>SEL PD 2C I 6.</b> Develop criteria for evaluating success in completing action steps and goal achievement.</p>
<p>Unit 5: Managing Time and Money</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>SEL PD 3B I 1.</b> Identify effective time management and organizational skills.</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"> <li>1. Identify the appropriate behaviors associated with</li> </ol>	<p><b>LG 24.A.5a</b> Compare and contrast strategies to prevent conflict and resolve differences.</p>

		<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>	<p><b>LG PD 21B J 3.</b> Compromise/adapt to group needs during physical activity.</p> <p><b>LG PD 21B J 4.</b> Resolve interpersonal conflicts with others during structured group physical activity.</p> <p><b>LG PD 23C I 1.</b> Identify the responsibilities and consequences in relationships.</p> <p><b>LG PD 24A I 1.</b> Practice negotiation, mediation, and conflict resolution skills.</p> <p><b>LG PD 24A I 2.</b> Describe the effect of conflict and violence upon the health of the individual.</p> <p><b>LG PD 24A I 3.</b> Describe the effect of conflict and violence upon the health of a family.</p> <p><b>LG PD 24A I 4.</b> Describe the effect of conflict and violence upon the health of the community and school.</p> <p><b>LG PD 24C I 8.</b> Analyze good communication skills in relationships.</p> <p><b>LG PD 24C J 4.</b> Express acceptable methods of asserting yourself in peer group situations.</p> <p><b>LG PD 24C J 6.</b> Critique communication skills.</p> <p><b>SEL LS 2D.5a.</b> Evaluate the effects of using negotiation skills to reach win-win solutions.</p> <p><b>SEL PD 2C I 1.</b> Describe how various relationships (e.g., peers, parents, teachers, other adults) differ.</p>
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