



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

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

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Transitions

Botvin LifeSkills® Training Units for Transitions	Unit Goal	Unit Objectives	Indiana Academic Standards: Health & Wellness (AS), Indiana Physical Education Standards (PES)
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>AS HS.6.1 Critically analyze and articulate the benefits of planning and setting personal health goals.</p> <p>AS HS.6.2 Develop a personal health goal and a plan to achieve it.</p> <p>AS HS.6.3 Analyze and develop strategies to overcome barriers to achieving the personal health goal.</p> <p>AS HS.6.4 Implement and analyze the plan and adjust it, as needed, to achieve the personal health goal.</p> <p>AS HS.6.5 Identify personal support systems and explain their importance in achieving the personal health goal.</p>

			AS HS.6.6 Assess, reflect on, and adjust the plan to reach and maintain the personal health goal.
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"> 1. Determine the similarities and differences between formal and informal communication. 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>AS HS.4.1 Apply effective verbal (assertiveness) and non-verbal communication skills in real-life health situations.</p> <p>AS HS.4.2 Employ active listening and response skills to enhance health.</p> <p>AS HS.4.4 Demonstrate ways to communicate care, consideration, and respect for self and others.</p> <p>AS HS.4.8 Implement strategies for overcoming health-related communication barriers.</p> <p>AS HS.4.9 Analyze how interpersonal communication impacts and is impacted by relationships.</p>
Unit 3: Managing Stress	Students will learn how to manage stress in healthy ways.	<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. 	<p>AS HS.1.7 Analyze the benefits of and barriers to practicing a variety of health behaviors.</p> <p>PES HSL1.3.6.A Identifies stress-management strategies, such as mental imagery, relaxation techniques, deep breathing, aerobic exercise, and meditation to reduce stress.</p>

		4. Understand how the use of substances can undermine resilience.	
Unit 4: Decision-making and Risk	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"> 1. Examine attitudes and beliefs about risk. 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>AS HS.2.4 Analyze how peers can influence healthy and unhealthy behaviors.</p> <p>AS HS.2.9 Analyze how some health risk behaviors can increase the likelihood of engaging in additional unhealthy behaviors.</p> <p>AS HS.3.2 Use resources from home, school, community, and reliable internet sources that provide valid health information for making personal health decisions.</p> <p>AS HS.5.1 Identify personal health decisions and analyze related internal and external influences.</p> <p>AS HS.5.3 Analyze health risks of decisions to self and others.</p> <p>AS HS.5.4 Apply a decision-making process to real-life health related situations.</p> <p>AS HS.5.5 Describe how personal health decisions may affect subsequent decisions.</p> <p>AS HS.5.6 Assume responsibility for personal health decisions.</p>
Unit 5: Managing Time and Money	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. 	PES HSL1.4.1.A Employs effective self-management skills to review time commitments (among individual student’s curricular/extracurricular agenda) to identify

		<ol style="list-style-type: none"> 2. Examine the elements involved in prioritizing and budgeting. 3. Learn and practice steps for managing schedules and money to support priorities. 4. Identify possible obstacles to the successful management of time and money, and learn strategies that help overcome them. 	<p>barriers and modify physical activity and exercise patterns accordingly.</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>AS HS.2.4 Analyze how peers can influence healthy and unhealthy behaviors.</p> <p>AS HS.4.4 Demonstrate ways to communicate care, consideration, and respect for self and others.</p> <p>AS HS.4.7 Implement and evaluate strategies to prevent and manage conflict.</p> <p>AS HS.4.9 Analyze how interpersonal communication impacts and is impacted by relationships.</p>