



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

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

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Transitions

Botvin LifeSkills® Training Units for Transitions	Unit Goal	Unit Objectives	Michigan 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>STRAND: NUTRITION AND PHYSICAL ACTIVITY Standard 5: Goal Setting 1.8 Develop a personal plan for improving one’s nutrition, incorporating physical activity into daily routines and maintaining a healthy weight.</p> <p>STRAND: SOCIAL AND EMOTIONAL HEALTH Standard 5: Goal Setting 4.6 Develop short-term and long-term personal goals and aspirations. 4.13 Develop a personal plan for maintaining or improving one’s demonstration of character traits.</p> <p>STRAND: PERSONAL HEALTH AND WELLNESS Standard 5: Goal Setting</p>

			<p>5.10 Assess personal rest and sleep practices and create a personal plan to incorporate rest and sleep in daily routines.</p> <p>STRAND: SEXUALITY EDUCATION</p> <p>7.7 Evaluate the physical, social, emotional, legal, and economic impacts of teen pregnancy, teen parenting, HIV infection, or other STIs on personal lifestyle, goal achievement, friends, and family members.</p> <p>Standard 5: Goal Setting</p> <p>7.8 Develop personal goals and a specific plan for using the best contraceptive or disease-prevention method, including abstinence, for individual circumstances.</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"> 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>STRAND: SOCIAL AND EMOTIONAL HEALTH</p> <p>Standard 7: Social Skills</p> <p>4.9 Demonstrate the ability to apply listening and assertive communication skills in situations that may involve parents, family members, other trusted adults, peers, boyfriends/ girlfriends, and health professionals.</p>
Unit 3: Managing Stress	Students will learn how to manage stress in healthy ways.	Students will:	<p>STRAND 4: SOCIAL AND EMOTIONAL HEALTH</p> <p>Standard 3: Health Behaviors</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>4.5 Demonstrate the ability to express emotions constructively, including use of anger management skills.</p>
<p>Unit 4: Decision-making and Risk</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"> 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>STRAND: ALCOHOL, TOBACCO, AND OTHER DRUGS Standard 3: Health Behaviors 2.5 Demonstrate skills to avoid tobacco exposure and avoid or resist using alcohol, tobacco, and other drugs. Standard 6: Decision Making 2.8 Apply decision-making and problem-solving steps to hypothetical problems related to alcohol, tobacco, and other drug use.</p> <p>STRAND: SOCIAL AND EMOTIONAL HEALTH Standard 6: Decision Making 4.7 Apply decision-making and problem-solving steps to generate alternative solutions regarding social situations that could place one’s health or safety at risk. 4.8 Predict the potential short- and long-term effects of each alternative on self and others and defend the healthy choice(s).</p>

			<p>4.14 Evaluate the effectiveness of health-related decisions.</p> <p>STRAND: SEXUALITY EDUCATION Standard 4: Influences 7.6 Explain how stereotypes, norms, peer influence, alcohol and other drug use, media, and personal responsibility can impact sexual decision making and the consequences of such decisions. alternative on self and others and defend the healthy choice(s). Standard 6: Decision Making 7.9 Apply decision-making skills to avoid situations that are high risk for pregnancy, HIV, and other STIs.</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. 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>STRAND: ALCOHOL, TOBACCO, AND OTHER DRUGS Standard 4: Influences 2.6 Describe financial, political, social, and legal influences regarding alcohol, tobacco, and other drugs.</p>
Unit 6: Building Relationships	Students will understand what skills can help them build healthy and productive relationships.	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify the appropriate behaviors associated with different types of relationships. 	<p>STRAND: SAFETY Standard 4: Influences 3.12 Analyze the role of friends and peers in the escalation of conflicts and the promotion of violence. Standard 7: Social Skills</p>

		<ol style="list-style-type: none"> 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>3.13 Demonstrate the ability to use conflict resolution skills.</p> <p>3.14 Evaluate the characteristics of a conflict which must be managed rather than resolved.</p> <p>3.16 Apply strategies to stop or de-escalate a conflict.</p> <p>3.17 Apply strategies to hypothetical situations involving abusive relationships.</p> <p>STRAND: SOCIAL AND EMOTIONAL HEALTH Standard 1: Core Concepts</p> <p>4.1 Identify the characteristics of positive relationships, and analyze their impact on personal, family, and community health.</p> <p>4.11 Describe the impact of showing empathy for another person’s emotions and point of view.</p> <p>STRAND: HIV AND OTHER STIs PREVENTION Standard 7: Social Skills</p> <p>6.7 Demonstrate communication, negotiation, and refusal skills to protect oneself from situations that could transmit HIV or other STIs.</p> <p>STRAND: SEXUALITY EDUCATION Standard 7: Social Skills</p> <p>7.10 Demonstrate the ability to establish positive relationships, communicate caring and love without sexual intercourse, and communicate personal, sexual limits and values to a girlfriend or boyfriend.</p>
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