



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

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

## Table of Contents

<b>Transitions</b> .....	3
Unit 1: Goal-Setting for Success.....	3
Unit 2: Effective Communication .....	4
Unit 3: Managing Stress .....	5
Unit 4: Decision-making and Risk .....	6
Unit 5: Managing Time and Money .....	7
Unit 6: Building Relationships .....	8

# Transitions

Botvin LifeSkills® Training Units for Transitions	Unit Goal	Unit Objectives	Minnesota Health and Physical Education Standards Learning Standards
<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>9.2.1.3</b> Design a practice plan to improve performance for a self-selected skill and justify how the components of the plan will address the areas of concern.</p> <p><b>9.3.4.1</b> Create a behavior modification plan that enhances a healthy active lifestyle in a college or career setting.</p> <p><b>9.8.2.04</b> Develop strategies to enhance factors that positively influence health and well-being.</p> <p><b>9.8.6.02</b> Track progress and adjust the goal or plan as needed.</p> <p><b>9.8.6.03</b> Use a goal-setting process and analyze how it supports health and well-being for self and/or others</p> <p><b>9.8.6.04</b> Evaluate the impact of the goalsetting process and outcomes on individual and community health and well-being.</p>

			<p><b>9.8.7.03</b> Adapt behaviors to support personal and community health.</p> <p><b>9.8.7.04</b> Evaluate behaviors and factors that promote individual and community well-being.</p> <p><b>9.8.8.01</b> Demonstrate how to promote your own health and well-being.</p> <p><b>9.8.8.03</b> Promote health and well-being individually or with others.</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>9.4.3.1</b> Apply positive communication skills and strategies to the completion of a group task in a physical activity setting.</p> <p><b>9.8.4.03</b> Apply communication strategies in diverse interpersonal situations.</p> <p><b>9.8.7.03</b> Adapt behaviors to support personal and community health.</p> <p><b>9.8.7.04</b> Evaluate behaviors and factors that promote individual and community well-being.</p> <p><b>9.8.8.01</b> Demonstrate how to promote your own health and well-being.</p> <p><b>9.8.8.03</b> Promote health and well-being individually or with others.</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>9.3.6.1</b> Explain how stress-management strategies in physical activity settings can reduce stress and affect health. For example: physical activities such as aerobic exercise, deep breathing, meditation, mental imagery, relaxation techniques.</p> <p><b>9.2.1.01</b> Analyze characteristics and practices of a mentally and emotionally healthy person.</p> <p><b>9.2.1.02</b> Explain the body’s physical and psychological responses to stressful situations and ways to reduce their impact.</p> <p><b>9.2.1.04</b> Evaluate strategies for managing challenging emotions such as anger, stress, anxiety, frustration, disappointment, grief or sadness.</p> <p>9.5.1.12 Summarize why substance use is an unhealthy coping strategy.</p> <p><b>9.6.1.09</b> Identify examples of healthy relationship boundaries.</p> <p><b>9.6.1.13</b> Describe ways to express emotions nonviolently.</p> <p><b>9.8.2.04</b> Develop strategies to enhance factors that positively influence health and well-being.</p> <p><b>9.8.4.02</b> Apply refusal skills in various situations.</p> <p><b>9.8.5.01</b> Apply a decision-making process individually or with support to maintain or improve health.</p> <p><b>9.8.5.02</b> Determine when and why to use a thoughtful decision-making process in health situations.</p>
---------------------------------------	--	---	---

			<p><b>9.8.5.03</b> Analyze how health decisions can affect personal and community health and well-being from multiple perspectives.</p> <p><b>9.8.5.04</b> Analyze options based on priorities and possible outcomes when making health decisions.</p> <p><b>9.8.5.05</b> Analyze how a health decision might impact individuals, relationships, communities, and the environment.</p> <p><b>9.8.5.06</b> Evaluate how supports and barriers influence health decisions at various levels.</p> <p><b>9.8.5.07</b> Evaluate the outcomes of health-related decisions.</p> <p><b>9.8.7.03</b> Adapt behaviors to support personal and community health.</p> <p><b>9.8.7.04</b> Evaluate behaviors and factors that promote individual and community well-being.</p> <p><b>9.8.8.01</b> Demonstrate how to promote your own health and well-being.</p> <p><b>9.8.8.03</b> Promote health and well-being individually or with others.</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> </ol>	<p><b>9.3.1.6</b> Evaluate risks and safety factors that might affect physical activity preferences throughout the life cycle.</p> <p><b>9.3.1.14</b> Summarize the potential health and social consequences of popular fads or trends.</p> <p><b>9.6.1.16</b> Analyze how alcohol or other drugs can be used to facilitate different types of violence.</p>

		<ol style="list-style-type: none"> <li>4. Practice a step-by-step decision-making method.</li> <li>5. Identify the effects of substance use on risks and decision-making.</li> </ol>	<p><b>9.6.1.17</b> Analyze situations that could lead to different types of violence.</p> <p><b>9.8.7.03</b> Adapt behaviors to support personal and community health.</p> <p><b>9.8.7.04</b> Evaluate behaviors and factors that promote individual and community well-being.</p> <p><b>9.8.8.01</b> Demonstrate how to promote your own health and well-being.</p> <p><b>9.8.8.03</b> Promote health and well-being individually or with others.</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>9.8.2.04</b> Develop strategies to enhance factors that positively influence health and well-being.</p> <p><b>9.8.7.03</b> Adapt behaviors to support personal and community health.</p> <p><b>9.8.7.04</b> Evaluate behaviors and factors that promote individual and community well-being.</p> <p><b>9.8.8.03</b> Promote health and well-being individually or with others.</p> <p><b>9.8.8.01</b> Demonstrate how to promote your own health and well-being.</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 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>9.4.1.1</b> Employ effective self-management skills to analyze barriers and appropriately modify physical activity patterns as needed.</p> <p><b>9.4.2.1</b> Exhibit proper etiquette, respect for others, and teamwork while engaging in physical activity or social dance.</p> <p><b>9.4.3.2</b> Solve problems and think critically in physical activity or dance settings both as an individual and in groups.</p> <p><b>9.5.4.1</b> Identify the opportunity for social support in a self-selected physical activity or dance.</p> <p><b>9.6.1.06</b> Analyze why it is important to understand the perspectives of others in resolving a conflict.</p> <p><b>9.6.1.07</b> Evaluate effective nonviolent strategies for dealing with difficult relationships with family members, peers, and dating or sexual partners.</p> <p><b>9.8.2.04</b> Develop strategies to enhance factors that positively influence health and well-being.</p> <p><b>9.8.4.05</b> Use strategies to prevent, manage, and resolve conflict.</p> <p><b>9.8.4.08</b> Adapt communication strategies for people with different perspectives and values.</p> <p><b>9.8.4.09</b> Demonstrate collaboration skills in various situations.</p> <p><b>9.8.4.10</b> Demonstrate negotiation skills in various situations.</p>
--	---	--	---

			<p><b>9.8.7.03</b> Adapt behaviors to support personal and community health.</p> <p><b>9.8.7.04</b> Evaluate behaviors and factors that promote individual and community well-being.</p> <p><b>9.8.8.01</b> Demonstrate how to promote your own health and well-being.</p> <p><b>9.8.8.03</b> Promote health and well-being individually or with others.</p>
--	--	--	--