



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

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

Table of Contents

Transitions	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	7

Transitions

Botvin LifeSkills® Training Units for Transitions	Unit Goal	Unit Objectives	Mississippi Learning Competency(s) & SEL Performance Standards
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. 	Unit 1: Personal and Consumer Health <ol style="list-style-type: none"> 2. Demonstrate the ability to use goal-setting and decision-making skills to enhance health. <ol style="list-style-type: none"> 2a. Identify the steps in the decision-making model. 2b. Apply the decision-making model to solve a personal problem. 2c. Define a value system and identify the relationship of values to actions. SEL 1C <ol style="list-style-type: none"> 10. Accurately identify strengths and areas of growth. 11. Develop and implement a plan to address areas in need of growth. 12. Utilize identified areas of likes, dislikes, skills, talents, interests, strengths, and areas of growth to create postsecondary plans.

			<p>13. Exhibit confidence in one’s self based on accurate identification of skills, talents, interests, and strengths.</p> <p>SEL 1D 14. Develop and apply decision-making skills that promote personal responsibility.</p> <p>SEL 2C 14. Create short- and long-term goals (postsecondary). 16. Apply strategies to overcome obstacles or barriers to goal achievement.</p>
<p>Unit 2: Effective Communication</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"> 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>Unit 3: Family and Social Health</p> <p>1. Describe how the skills of communication, cooperation, and advocacy are essential for healthy relationships. 1a. Identify qualities that are important in close friends.</p> <p>SEL 3A 15. Develop the ability to read and respond appropriately to social cues. 19. Decipher meaning of communication of others through the use of verbal (tone of voice, rate of speech, volume) and non-verbal (facial expression, body language, and proximity) communication.</p> <p>SEL 4A 15. Analyze the effects of one’s communication (verbal and nonverbal) and social skills in interactions with family, peers, and adults.</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>Unit 2: Mental Health</p> <ol style="list-style-type: none"> 2. Describe how stress influences mental and physical health. <ol style="list-style-type: none"> 2a. Identify the harmful physiological and psychological effects of stress. 2b. Identify personal stressors in everyday life. 2c. Develop a list of stress management strategies and differentiate between healthy and unhealthy ones. <p>Unit 4: Human Growth and Development</p> <ol style="list-style-type: none"> 3. Identify physical, mental, and emotional changes that occur from childhood through adolescence. <ol style="list-style-type: none"> 3b. Name the physical, mental, and emotional changes that happen during adolescence and state how these changes affect identity and interpersonal relationships. <p>SEL 2A</p> <ol style="list-style-type: none"> 16. Apply self-monitoring techniques (e.g., note to self, visual cue, recording form, identifying and avoiding triggers). 17. Evaluate the impact of appropriate and inappropriate emotional expression on self and others. 18. Identify specific self-regulatory strategies that can be used across settings (i.e., school, home, community). 19. Demonstrate self-regulatory strategies. 20. Demonstrate the ability to utilize multiple impulse control strategies (e.g., Stop and Think about Consequence for oneself and others).
--------------------------------	------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<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>Unit 1: Personal and Consumer Health</p> <ol style="list-style-type: none"> 2. Describe how stress influences mental and physical health. <ol style="list-style-type: none"> 2a. Identify the harmful physiological and psychological effects of stress. 2b. Identify personal stressors in everyday life. 2c. Develop a list of stress management strategies and differentiate between healthy and unhealthy ones. <p>SEL 1A</p> <p>15. Analyze and evaluate how emotions affect responsible decision making.</p> <p>SEL 1B</p> <p>13. Utilize one’s beliefs and personal qualities in planning and decision making.</p> <p>SEL 1D</p> <p>14. Develop and apply decision-making skills that promote personal responsibility.</p> <p>SEL 2A</p> <p>15. Analyze how thoughts and emotions impact one’s decisions.</p> <p>SEL 5A</p> <ol style="list-style-type: none"> 14. Implement decision making processes by gathering and analyzing information, brainstorming options and barriers, thinking through the consequence (outcome), and reflecting on and evaluating the impact on others. 15. Demonstrate the ability to take personal responsibility in making ethical decisions.
-----------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

			<p>16. Model decision making skills to develop positive interpersonal relationships at home, school, and in the community.</p> <p>SEL 5B 14. Analyze and evaluate the impact of culture and how it influences societal norms, safety, and ethics in the decision-making process. 16. Analyze and evaluate past and current decisions and how they impacted short- and long-term goals.</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>Component: Planning and Money Management Subcomponent: Personal Financial Decision-Making</p> <p>Component: Budgeting Subcomponent: Planning for Spending and Saving</p> <p>Component: Risk and Debt Subcomponent: Managing Risk</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>Unit 2: Mental Health 1. Demonstrate the ability to practice health-enhancing behaviors that contribute to positive mental health. 1c. Identify common defense mechanisms.</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>Unit 3: Family and Social Health</p> <ol style="list-style-type: none"> 1. Describe how the skills of communication, cooperation, and advocacy are essential for healthy relationships. <ol style="list-style-type: none"> 1a. Identify qualities that are important in close friends. 1c. Discuss conflict-resolution styles and components of communication that can aid in resolving conflicts. 1d. Define resiliency and discuss its importance in maintaining healthy relationships. 1e. Demonstrate the importance of advocating for healthy relationships. <p>SEL 1D</p> <ol style="list-style-type: none"> 13. Describe one’s personal responsibility to family, friends, schools, community, and society as a whole <p>SEL 3B</p> <ol style="list-style-type: none"> 15. Exhibit behaviors that communicate an understanding and respect (avoid judgements, imposing one’s own values, and stereotyping) for perspectives, differences, and cultures that differ from oneself. 17. Develop an understanding of one's own prejudice, stereotypes and discrimination and how they impact one’s behavior and relationships with others. 18. Recognize and create strategies to address behaviors associated with bullying (poor impulse control, lack of empathy, intolerance of others) in oneself and others.
--	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

			<p>SEL 4C</p> <p>14. Analyze and define causes of various types of conflict, (e.g., internal conflict, conflict among peers, conflict with authority).</p> <p>15. Demonstrate appropriate conflict resolution skills (e.g., communication, problem solving, stress management, active listening) to achieve mutually agreeable solutions.</p>
--	--	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------