



Connecting *Botvin LifeSkills® Training* to New York State Educational Standards (Grades 11-12)

Why align the LST Program with New York State 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 **New York State**.

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Transitions

<i>Botvin LifeSkills® Training Units for Transitions</i>	Unit Goal	Unit Objectives	New York State Learning Standards for Health (LSH), Physical Education (LSPE), and Consumer Science (LSCS), Learning Standard Performance Indicators (PI), 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>LSH 1. Students will understand human growth and development and recognize the relationship between behaviors and healthy development. They will understand ways to promote health and prevent disease and will demonstrate and practice positive health behaviors.</p> <p>LSH 1 PI: Demonstrate the necessary knowledge and skills to promote healthy development into adulthood.</p> <p>LSH 1. PI: Apply prevention and risk reduction strategies which can delay the onset or reduce the risk of potential health problems into adulthood.</p> <p>LSPE 1. Students will perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a</p>

		<p>few select complex motor and sports activities. Students will design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition.</p> <p>LSPE 1. PI: Follow a program that relates to wellness, including weight control and stress management.</p> <p>LSCS 1. Students will use an understanding of the elements of good nutrition to plan appropriate diets for themselves and others. They will know and use the appropriate tools and technologies for safe and healthy food preparation.</p> <p>LSCS 1. PI: Take reasoned action toward reaching personal health goals.</p> <p>LSH 3. Students will understand the influence of culture, media, and technology in making decisions about personal and community health issues. They will know about and use valid health information, products, and services. Students will advocate for healthy families and communities.</p> <p>LSH 3. PI: Demonstrate advocacy skills in promoting individual, family and community health.</p> <p>LSCS 3. Students will understand and be able to manage personal resources of talent, time, energy, and money and make effective decisions in order to balance their obligations to work, family, and self. They will nurture and support positive relationships in their homes, workplaces, and</p>
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			<p>communities. They will develop and use their abilities to contribute to society through the pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.</p> <p>LSCS 3. PI: Analyze abilities and interests in relation to careers, set long-term career goals, and develop a plan for progressing toward their goals.</p> <p>PES NY. S3.1.L2 Designs and implements personal fitness plans, addressing goals that incorporate basic training principles that influence lifelong physical activity and fitness.</p> <p>PES NY. S3.2.12 Designs and implements action plans which address health-enhancing behaviors that influence lifelong physical activity and fitness.</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. 	<p>LSPE 2. Students will demonstrate responsible personal and social behavior while engaged in physical activity. They will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication. Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.</p> <p>LSCS 3. Students will understand and be able to manage personal resources of talent, time, energy, and money and make effective decisions in order to balance their obligations to work, family, and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their</p>

		<p>4. Learn and apply effective communication skills to speaking and writing.</p>	<p>abilities to contribute to society through the pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.</p> <p>LSCS 3. PI: Develop job skills (e.g., communication, effective time management, problem solving, and leadership).</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>LSPE 1. Students will perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sports activities. Students will design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition.</p> <p>LSPE 1. PI: Know the components of personal wellness (nutrition and weight control, disease prevention, stress management, safety, and physical fitness), establish a personal profile with fitness/wellness goals, and engage in appropriate activities to improve or sustain their fitness.</p> <p>LSPE 1. PI: Follow a program that relates to wellness, including weight control and stress management.</p> <p>LSPE 2. Students will demonstrate responsible personal and social behavior while engaged in physical activity. They will understand that</p>

			<p>physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication. Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.</p> <p>LSPE 2. PI: Accept physical activity as an important part of life. Self-renewal, productivity as a worker, energy for family activities, fitness, weight control, stress management, and reduction in health-care costs are understood as benefits of physical activity.</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>LSH 1. Students will understand human growth and development and recognize the relationship between behaviors and healthy development. They will understand ways to promote health and prevent disease and will demonstrate and practice positive health behaviors.</p> <p>LSH 1. PI: Apply prevention and risk reduction strategies which can delay the onset or reduce the risk of potential health.</p> <p>LSCS 1. Students will use an understanding of the elements of good nutrition to plan appropriate diets for themselves and others. They will know and use the appropriate tools and technologies for safe and healthy food preparation.</p> <p>LSCS 1. PI: Take reasoned action toward reaching personal health goals.</p> <p>PES NY. S4.3.L2 Advocates for ethical decision making in physical activity settings.</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"> 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>LSCS 1. Students will use an understanding of the elements of good nutrition to plan appropriate diets for themselves and others. They will know and use the appropriate tools and technologies for safe and healthy food preparation.</p> <p>LSCS 3. Students will understand and be able to manage personal resources of talent, time, energy, and money and make effective decisions in order to balance their obligations to work, family, and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their abilities to contribute to society through the pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.</p> <p>LSCS 3. PI: Understand the basics of an individual/family budget and plan to obtain, use, and protect money and assets.</p> <p>LSCS 3. PI: Develop job skills (e.g., communication, effective time management, problem solving, and leadership).</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. 	<p>LSCS 1. Students will use an understanding of the elements of good nutrition to plan appropriate diets for themselves and others. They will know and use the appropriate tools and technologies for safe and healthy food preparation.</p> <p>LSH 2. Students will demonstrate personally and socially responsible behaviors. They will care for and respect themselves and others. They will recognize</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>threats to the environment and offer appropriate strategies to minimize them.</p> <p>LSH 2. PI: Evaluate personal and social skills which contribute to health and safety of self and others.</p> <p>PES NY. S4.1.L2 Evaluates positive character traits in physical activity settings.</p>
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