



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

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

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Transitions

Botvin LifeSkills® Training Units for Transitions	Unit Goal	Unit Objectives	Ohio Social Emotional Learning Standards (SEL) 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 	<p>SEL A2.1.d Practice using personal strengths in pursuit of post-secondary goals.</p> <p>SEL A2. 2.d Take proactive steps toward implementing a plan for post- secondary goals by building on personal strengths and addressing challenges.</p> <p>SEL A3. 2.d Reflect on actions that are based on constructive feedback, address personal challenges and build on personal strengths.</p> <p>SEL A4. 1.d Demonstrate internalization of personal responsibility and being accountable as one prepares for post- secondary life.</p>

		<p>challenges to achieving goals.</p>	<p>SEL A4. 2.d Set post-secondary and life goals with confidence in the ability to be successful, while positively addressing challenges.</p> <p>SEL B2. 1.d Develop a plan that demonstrates an understanding of how to set and reach goals that contribute to lifelong success.</p> <p>SEL B2. 2.d Utilize school, family and community or varied resources that may assist in achieving a goal.</p> <p>SEL B2. 3.d Set a post-secondary life goal with action steps, timeframes and criteria for evaluating achievement.</p> <p>SEL B2. 4.d Evaluate progress toward achieving a specified goal and re-evaluate or adapt the plan or action steps, as needed.</p> <p>PES 2.12.7. Analyzes how health and fitness can impact quality of life after high school.</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 	<p>SEL C1. 2.d Demonstrate ways to encourage mutual respect across all settings when viewpoints or perceptions differ.</p> <p>SEL D1. 1.d Actively engage in positive interactions to make connections with peers, adults and community to support and achieve common goals.</p> <p>SEL D1. 2.d Apply constructive feedback to strengthen connections and achieve common goals.</p>

		<p>how they can help people present themselves positively to others.</p> <p>4. Learn and apply effective communication skills to speaking and writing.</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>SEL A1. 1.d Identify complex emotions as an indicator of personal state of well-being.</p> <p>SEL A1. 2.d Analyze ways emotions impact the social environment.</p> <p>SEL A1. 4.d Analyze why current events may trigger an emotional reaction and identify ways to regulate a response.</p> <p>SEL A2. 1.d Practice using personal strengths in pursuit of post-secondary goals.</p> <p>SEL B1. 1.d Utilize self-management strategies to regulate thoughts, emotions and behaviors within the context of the situation.</p> <p>SEL B1. 2.d Evaluate how emotions expressed in different settings impact the outcome of a situation.</p> <p>SEL B1. 3.d Apply productive self-monitoring strategies to process emotions and reframe thoughts and behaviors.</p> <p>SEL B3. 2.c Reframe a challenge or setback into an opportunity, with assistance.</p>

			<p>SEL E2. 1.d Implement strategies for reducing influence of stressors that limit your ability to make the most-informed decisions when at school, at home or in the community with peers.</p> <p>PES 4.12.4. Analyzes and applies self-selected strategies to manage one’s emotions in a physical activity setting (e.g., breathing, tapping out, going for a walk).</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>SEL A4. 1.d Demonstrate internalization of personal responsibility and being accountable as one prepares for post- secondary life.</p> <p>SEL C4. 3.d Use positive problem-solving skills to balance personal and group needs and foster respectful group interactions.</p> <p>SEL E1. 1.d Demonstrate critical thinking skills to select an appropriate decision-making process, recognizing there are multiple perspectives.</p> <p>SEL E1. 2.d Implement a decision-making process to solve complex situations including academic and social challenges.</p> <p>SEL E2. 3.d Integrate prior experience and knowledge of outcomes to inform future decisions.</p> <p>SEL E3. 1.d Demonstrate respect and integrity in all settings during the decision-making process.</p> <p>SEL E3. 2.d Engage in safe practices in my personal behavior choices and habits for self and toward others.</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>SEL B2. 3.d Set a post-secondary life goal with action steps, timeframes and criteria for evaluating achievement.</p> <p>SEL B2. 4.d Evaluate progress toward achieving a specified goal and re-evaluate or adapt the plan or action steps, as needed.</p> <p>SEL E4. 3.d Anticipate and plan for transitions in post-secondary life.</p> <p>PES 4.12.10. Analyzes factors that can affect regular participation in physical activity after high school (e.g., life choices, economics, motivation, accessibility).</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 	<p>SEL C1. 1.d Evaluate verbal, behavioral, environmental and situational cues that may influence the feelings of others.</p> <p>SEL C1. 2.d Demonstrate ways to encourage mutual respect across all settings when viewpoints or perceptions differ.</p> <p>SEL C1. 3.d Demonstrate empathy through compassion in self and encourage in others.</p> <p>SEL C4. 1.d Evaluate how societal and cultural norms influence personal interactions.</p> <p>SEL D1. 1.d Actively engage in positive interactions to make connections with peers, adults and community to support and achieve common goals.</p>

		<p>building and maintaining relationships.</p>	<p>SEL D2. 2.d Incorporate compassionate and inclusive practices in relationships.</p> <p>SEL D2. 3.d Develop techniques to empower, encourage and affirm oneself and others, maintaining positive, healthy relationships.</p> <p>SEL D3. 2.d Apply conflict management skills and strategies to manage intimidation, avoid and escape violence, and maintain personal safety.</p> <p>SEL D3. 3.d Utilize problem solving resources and supports to facilitate conflict resolution, recognizing that seeking help is a strength.</p> <p>PES 3.12.1. Demonstrates awareness of other people’s emotions and perspectives in a physical activity setting.</p> <p>PES 3.12.2. Exhibits respect for others, cooperation, teamwork, conflict resolution, and fair play while engaging in physical activity.</p>
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