



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

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

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Transitions

| Botvin LifeSkills® Training Units for Transitions | Unit Goal | Unit Objectives | Oklahoma Learning Academic Standard(s) for Health (AS) and Physical Education (PES) |
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| 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>AS 1.PA.12.3 Evaluate the short- and long-term benefits of physical activity (e.g., improving mood, self- esteem, attention, cognitive performance, cardiovascular health, strength, endurance, flexibility, and reducing risks for chronic diseases).</p> <p>AS 6.GS.12.1 Assess personal health practices and behaviors.</p> <p>AS 6.GS.12.2 Develop a plan to attain a personal health goal.</p> <p>AS 6.GS.12.3 Implement strategies, including self-monitoring and assessing barriers, to achieve a personal health goal.</p> <p>AS 6.GS.12.4 Formulate an effective long-term plan to achieve a health goal.</p> |

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| | | | <p>AS 7.SM.12.1 Analyze the role of individual responsibility in enhancing health.</p> <p>AS 7.SM.12.2 Analyze healthy practices and behaviors to improve the health of oneself and others.</p> <p>PES S2.H3 Level 1 Creates a practice plan to improve performance for a self- selected skill.</p> <p>PES S3.H11 Level 1 Creates and implements a behavior-modification plan that enhances a healthy, active lifestyle in college or career settings.</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>AS 4.IC.12.1 Practice effective communication skills to enhance health.</p> <p>AS 4.IC.12.4 Analyze effective communication strategies to prevent, manage, or resolve interpersonal conflict.</p> |

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| <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>AS 1.MH.12.1 Explain how feelings, emotions, and trauma can positively and negatively influence behavior.</p> <p>AS 1.MH.12.3 Analyze the causes, symptoms, and effects of stress, depression, and anxiety and practice coping skills.</p> <p>PES S3.H14 Level 1 Identifies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercises, meditation) to reduce stress.</p> <p>PES S3.H14 Level 2 Applies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercises, meditation) to reduce stress.</p> <p>PES S4.H1 Level 1 Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately as needed.</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. | <p>AS 1.SU.12.1 Describe the effects of using alcohol and other drugs on school performance, job performance, job absenteeism, and job loss.</p> <p>AS 1.SN.12.3 Summarize long-term health benefits of abstaining from or discontinuing tobacco use (e.g., cigarettes, cigars, electronic cigarettes (e-cigarettes), vaping products, hookah, heated tobacco products, smokeless tobacco).</p> <p>AS 1.IP.12.2 Practice responsible decision making in situations with risk of injuries at home, school, and in</p> |

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| | | <p>5. Identify the effects of substance use on risks and decision-making.</p> | <p>the community (e.g., water, sport, weather, firearms, chemicals, medicines).</p> <p>AS 2.AN.12.3 Analyze how peers and norms influence healthy and unhealthy practices and behaviors.</p> <p>AS 2.AN.12.6 Analyze how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors.</p> <p>AS 5.DM.12.1 Evaluate barriers to healthy decision-making and prepare steps to avoid obstacles.</p> <p>AS 5.DM.12.2 Analyze the value of applying thoughtful decision-making skills (made individually or collaboratively) in health-related situations.</p> <p>AS 5.DM.12.3 Analyze how family, culture, technology, media, peers, and personal beliefs affect a personal health and wellness-related decision.</p> <p>AS 5.DM.12.4 Generate alternatives to health-related issues or problems.</p> <p>AS 5.DM.12.5 Predict the potential short- and long-term consequences of health-related decisions.</p> <p>AS 5.DM.12.6 Use evidence to defend the healthy choice when making a health-related decision.</p> <p>AS 5.DM.12.7 Analyze the effectiveness of a final outcome of a health-related decision.</p> <p>AS 7.SM.12.2 Analyze healthy practices and behaviors to improve the health of oneself and others.</p> |
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| | | | AS 7.SM.12.3 Evaluate behaviors that avoid or reduce health risks to self and others. |
| Unit 5: Managing Time and Money | Students will learn about managing time and money to support their priorities. | Students will: <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. | AS 1.SU.12.1 Describe the effects of using alcohol and other drugs on school performance, job performance, job absenteeism, and job loss. |
| Unit 6: Building Relationships | Students will understand what skills can help them build healthy and productive relationships. | Students will: <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, | <p>AS 1.MH.12.2 Analyze the interrelationship of physical, mental, emotional health and their relationship with social health in engaging with other individuals.</p> <p>AS 1.HR.12.2 Analyze how the characterizes of healthy relationships influence health behaviors.</p> <p>AS 2.AN.12.1 Analyze how family influences the health of individuals.</p> <p>AS 2.AN.12.3 Analyze how peers and norms influence healthy and unhealthy practices and behaviors.</p> |

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| | | <p>negotiating, and compromising.</p> <p>4. Explore how collaborating, negotiating, and compromising are related to building and maintaining relationships.</p> | <p>AS 4.IC.12.2 Practice effective peer resistance, negotiation, and collaboration skills to avoid engaging in unhealthy behaviors.</p> <p>AS 4.IC.12.3 Analyze effective communication strategies to prevent, manage, or resolve interpersonal conflict.</p> |
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