



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

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

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Transitions

<i>Botvin LifeSkills®</i> Training Units for Transitions	Unit Goal	Unit Objectives	Louisiana Learning Standard(s)
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. 	1-H-1.1 Explain the impact of personal health behavior on the function of body systems. 1-H-1.3 Research the possible consequences of risky hygiene and health behavior and fads 1-H-2.3 Research environmental factors that impact health. 1-H-2.4 Determine how the home and community environments affect health. 1-H-3.1 Provide examples of how physical, mental, emotional, and social health affect one’s overall well-being. 2-H-1.1 Describe positive choices involving family members that influence healthy behavior. 2-H-1.2 Discuss the influences of healthy and unhealthy behavior of family and peers. 2-H-1.5 Describe the influences of family, peers, and community on personal health. 2-H-1.7 Identify factors that influence personal selection of health products and services.

			<p>2-H-2.1 Report how personal values influence and challenge health behaviors.</p> <p>4-H-1.1 Describe a healthy lifestyle by comparing and contrasting healthy and unhealthy choices.</p> <p>4-H-1.2 Explain the relationship between health choices and short- and long-term health goals and outcomes.</p> <p>6-H-1.2 Identify goals for attaining lifelong personal health.</p> <p>6-H-2.1 Identify short- and long-term goals that are measurable.</p> <p>6-H-2.2 Describe desirable activities that are related to goal achievement.</p> <p>6-H-2.3 Implement strategies to monitor progress in achieving personal health goals.</p> <p>6-H-2.4 Formulate a long-term personal health plan based upon current health status.</p> <p>6-H-2.5 Evaluate appropriate strategies to promote well-being during adulthood.</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>1-H-3.1 Provide examples of how physical, mental, emotional, and social health affect one’s overall well-being.</p> <p>1-H-3.5 Summarize healthy and appropriate ways to express feelings.</p> <p>1-H-3.6 Summarize healthy ways to express affection, love, and friendship.</p> <p>4-H-2.1 Practice effective communication techniques through role playing.</p> <p>4-H-2.2 Compose a script for communicating on a health-related topic.</p> <p>4-H-2.3 Demonstrate refusal, negotiation, and collaboration skills to avoid potentially harmful situations (e.g., avoiding sexual risk behaviors).</p> <p>4-H-2.4 Demonstrate the communication skills necessary to maintain healthy relationships.</p>

		<p>4. Learn and apply effective communication skills to speaking and writing.</p>	<p>8-H-1.3 Demonstrate how effective communications skills strengthen family relationships and friendships.</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>1-H-2.3 Research environmental factors that impact health. 1-H-2.4 Determine how the home and community environments affect health. 1-H-3.1 Provide examples of how physical, mental, emotional, and social health affect one’s overall well-being. 1-H-3.3 Keep a journal to illustrate how emotions change over a period of time. 1-H-3.5 Summarize healthy and appropriate ways to express feelings. 1-H-3.6 Summarize healthy ways to express affection, love, and friendship. 7-H-5.1 Identify ways and outlets to deal with stress. 7-H-5.2 Develop a plan of action for avoiding or managing the impact of stress. 7-H-5.3 Identify sources of information that are available for any stress-related problems that are the consequence of mental, emotional, or social problems.</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>1-H-1.1 Explain the impact of personal health behavior on the function of body systems. 1-H-1.3 Research the possible consequences of risky hygiene and health behavior and fads 1-H-2.3 Research environmental factors that impact health. 1-H-2.4 Determine how the home and community environments affect health. 1-H-3.1 Provide examples of how physical, mental, emotional, and social health affect one’s overall well-being.</p>

		<p>5. Identify the effects of substance use on risks and decision-making.</p>	<p>2-H-1.1 Describe positive choices involving family members that influence healthy behavior. 2-H-1.2 Discuss the influences of healthy and unhealthy behavior of family and peers. 2-H-1.3 Interview peers to determine perceptions of normal health behaviors. 2-H-1.5 Describe the influences of family, peers, and community on personal health. 2-H-1.7 Identify factors that influence personal selection of health products and services. 2-H-2.1 Report how personal values influence and challenge health behaviors. 5-H-1.1 Identify a variety of situations (e.g., group drinking, car racing) where personal decisions can result in avoidance of health risks to self and others. 5-H-1.2 Debate the pros and cons of various social issues and factors that affect decision-making 5-H-3.1 Identify effective strategies for decision-making. 5-H-3.2 Apply critical decision-making process to a personal health issue or problem. 7-H-1.1 Brainstorm a list of common risk-taking behaviors and the reasons why people take risks.</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. 	<p>4-H-1.2 Explain the relationship between health choices and short- and long-term health goals and outcomes. 6-H-1.2 Identify goals for attaining lifelong personal health. 6-H-2.1 Identify short- and long-term goals that are measurable. 6-H-2.2 Describe desirable activities that are related to goal achievement. 6-H-2.3 Implement strategies to monitor progress in achieving personal health goals.</p>

		<p>4. Identify possible obstacles to the successful management of time and money and learn strategies that help overcome them.</p>	<p>6-H-2.5 Evaluate appropriate strategies to promote well-being during adulthood.</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 building and maintaining relationships. 	<p>1-H-2.4 Determine how the home and community environments affect health. 1-H-3.1 Provide examples of how physical, mental, emotional, and social health affect one’s overall well-being. 1-H-3.5 Summarize healthy and appropriate ways to express feelings. 1-H-3.6 Summarize healthy ways to express affection, love, and friendship. 2-H-1.1 Describe positive choices involving family members that influence healthy behavior. 2-H-1.2 Discuss the influences of healthy and unhealthy behavior of family and peers. 2-H-1.5 Describe the influences of family, peers, and community on personal health. 2-H-2.1 Report how personal values influence and challenge health behaviors. 4-H-2.1 Practice effective communication techniques through role playing. 4-H-2.2 Compose a script for communicating on a health-related topic. 4-H-2.3 Demonstrate refusal, negotiation, and collaboration skills to avoid potentially harmful situations (e.g., avoiding sexual risk behaviors). 4-H-2.4 Demonstrate the communication skills necessary to maintain healthy relationships.</p>