



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

Why align the LST Program with Massachusetts 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 Massachusetts.

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Transitions

<p>Botvin LifeSkills® Training Units for Transitions</p>	<p>Unit Goal</p>	<p>Unit Objectives</p>	<p>Massachusetts Learning Standards P1: Decision Making and Problem Solving P2: Self-Management and Goal Setting P3: Social Awareness, Relationship, and Communication Skills P4: Movement Skills P5: Self Awareness and Analyzing Influences P6: Information and Resource Seeking P7: Self Advocacy and Health Promotion Healthy Relationships [HR] Mental and Emotional Health [MH] Nutrition and Balanced Eating [NE] Personal Safety [PS] Physical Activity and Fitness [PF] Physical Health and Hygiene [PH] Public, Community, and Environmental Health [CE] Sexual Health [SH] Substance Use and Misuse [SU]</p>
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<p>Unit 1: Goal-Setting for Success</p>	<p>Introduce students to the concept of goal setting.</p>	<p>Students will:</p> <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>P1 12.1.SU 4. Employ self-management skills to act on health-promoting decisions about legal drug use (e.g., prescription drugs prescribed to you, over-the-counter drugs, and [at a certain age] nicotine, electronic vapor products, alcohol, and marijuana). [HPE; SE]</p> <p>P2 12.2.MH 4. Assess health practices and overall health status across multiple dimensions of wellness (e.g., physical, emotional, financial, cultural, sexual, intellectual, occupational, spiritual, environmental, social). [HPE]</p> <p>P2 12.2.MH 5. Set a goal, create a plan, monitor progress, and celebrate success for plans that maximize efficiency and minimize stress. [HPE; SE]</p> <p>P2 12.2.MH 7. Set personal short- and long-term mental and emotional health-related goals and create and execute a plan for monitoring progress. [HPE; SE]</p> <p>P2 12.2.NE 7. Develop short- and long-term nutrition goals that build on strengths and address areas for improvement. [HPE]</p> <p>P2 12.2.NE 9. Implement a plan to achieve a nutrition-related goal, monitor progress, and adjust as needed. [HPE]</p> <p>P2 12.2.PH 1. Develop a plan and implement strategies based on an identified need or want to attain a goal that improves physical health. [HPE]</p> <p>P2 12.2.Ph 5. Develop a plan and implement strategies based on an identified need or want to attain a goal that improves physical health. [HPE]</p>
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<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>P3 12.3.HR 5. Demonstrate effective ways to communicate with trusted adults about bullying, harassment, abuse, assault, discrimination, or exploitation. [HPE; SE]</p> <p>P3 12.3.HR 8. Demonstrate communication skills that account for the perspective of others while allowing for active and effective social engagement. [HPE; SE]</p> <p>P3 12.3.HR 9. Evaluate verbal, physical, and non-verbal social, cultural, and environmental cues to predict and respond to the emotions and communication style of others. [HPE; SE]</p> <p>P3 12.3.HR 10. Use assertive communication techniques, including refusals, in a variety of settings and with a variety of audiences to meet personal needs and maintain or enhance overall health. [HPE; SE]</p> <p>P3 12.3.PF 9. Use communication skills (including encouraging and supporting others) that promote team and group cooperation. [PE; SE]</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. 	<p>P2 12.2.MH 1. Apply strategies to appropriately respond using different levels of emotions in routine interactions. [HPE; SE]</p> <p>P2 12.2.MH 2. Apply coping and stress management techniques to manage a variety of stressors (i.e., school, personal life, relationships) and create a long-term plan for stress management. [HPE; SE]</p>

		<ol style="list-style-type: none"> 3. Learn and apply stress management techniques that can help cultivate resilience. 4. Understand how the use of substances can undermine resilience. 	
Unit 4: Decision-making and Risk	Students will learn how to evaluate the beneficial and harmful consequences of risks, as well as the value of what is at risk.	<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>P1 12.1.SH 1. Demonstrate the ability to apply an effective decision-making process in situations related to sexual activity and sexual health. [HE]</p> <p>P1 12.1.HR 9. Demonstrate the ability to apply a thoughtful decision-making process to maintain or enhance relationship health including the decision to leave or seek help in an unhealthy relationship. [HPE; SE]</p> <p>P1 12.1.SU 4. Employ self-management skills to act on health-promoting decisions about legal drug use (e.g., prescription drugs prescribed to you, over-the-counter drugs, and [at a certain age] nicotine, electronic vapor products, alcohol, and marijuana). [HPE; SE]</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. 	<p>HSS.PFL.T5 Identify and analyze the alternatives and consequences of financial decision-making in the development of a personal financial plan.</p> <p>HSS.PFL.T2 Compare the advantages and disadvantages of saving for short-, medium-, and long-term goals.</p> <p>HSS.PFL.T1 Analyze the impact of education, training, and other factors on future earnings and standard of living.</p>

		<p>4. Identify possible obstacles to the successful management of time and money, and learn strategies that help overcome them.</p>	<p>12.2. SM.1 Evaluate the effectiveness of personal health-related decisions and how they are influenced by personal priorities.</p> <p>12.2. SM.2: Design a plan that addresses a personal health goal, anticipating potential barriers and strategies to overcome them.</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>P1 12.1.HR 1. Examine, compare, and contrast aspects of various personal relationships, including characteristics of healthy and unhealthy family, peer, romantic (dating), and/or sexual relationships. [HPE; SE]</p> <p>P1 12.1.HR 2. Analyze the benefits and risks of various ways people express feelings within relationships (e.g., words, acts of kindness, hugging, holding hands, kissing, sexual behaviors, jealousy, manipulation) and describe the characteristics of effective expression of feelings and emotions within a health-promoting relationship. [HE; SE]</p> <p>P1 12.1.HR 3. Analyze the role of individual versus shared responsibility in building and maintaining healthy relationships. [HPE; SE]</p> <p>P1 12.1.HR 7. Evaluate effective strategies for dealing with difficult relationships with family members, peers, and partners and demonstrate the ability to use these strategies to make health-promoting decisions regarding difficult relationships. [HPE; SE]</p> <p>P3 12.3.HR 4. Reflect on the role individual behaviors and external factors have in a conflict and</p>

			<p>discuss how individual behaviors and external factors may inform the ability to resolve conflict in the future. [HPE; SE]</p> <p>P3 12.3.HR 10. Use assertive communication techniques, including refusals, in a variety of settings and with a variety of audiences to meet personal needs and maintain or enhance overall health. [HPE; SE]</p> <p>P3 12.3.HR 4. Reflect on the role individual behaviors and external factors have in a conflict and discuss how individual behaviors and external factors may inform the ability to resolve conflict in the future. [HPE; SE]</p> <p>P3 12.3.HR 4. Appropriately resolve interpersonal conflicts in a variety of settings (e.g., school, family, work, community, and personal relationships). [HPE; SE]</p>
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