



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

Why align the LST Program with New Jersey 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 Jersey**.

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Transitions

<p><i>Botvin LifeSkills®</i> Training Units for Transitions</p>	<p>Unit Goal</p>	<p>Unit Objectives</p>	<p>New Jersey Comprehensive Health & Physical Education Learning Standards (CHPE), Performance Expectations; Personal Growth and Development (PGD), Emotional Health (EH), Social and Sexual Health (SSH), Community Health Services and Support (CHSS), Movement Skills and Concepts (MSC), Physical Fitness (PF), Lifelong Fitness (LF), Nutrition (N), Personal Safety (PS), Health Conditions, Diseases and Medicines (HCDM), Alcohol, Tobacco and Other Drugs (ATD), Dependency, Substances Disorder, and Treatment (DSDT)</p>
<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. 	<p>CHPE 2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.</p>

		<ol style="list-style-type: none"> 4. Practice goal-setting. 5. Identify strategies that are helpful in overcoming challenges to achieving goals. 	
Unit 2: Effective Communication	Students will learn how to communicate effectively in a variety of settings and relationships.	<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>CHPE 2.1.12.EH.4: Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health).</p> <p>CHPE 2.3.12.PS.8: Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a variety of situations (e.g., cyberbullying, sexting).</p>
Unit 3: Managing Stress	Students will learn how to manage stress in healthy ways.	<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 	<p>CHPE 2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).</p> <p>CHPE 2.1.12. CHSS.9: Develop an action plan to assist individuals who have feelings of sadness, anxiety, stress, trauma, or depression and share this information with individuals who will benefit.</p>

		<p>transitions of young adulthood.</p> <ol style="list-style-type: none"> Learn and apply stress management techniques that can help cultivate resilience. Understand how the use of substances can undermine resilience. 	<p>CHPE 2.2.12.LF.6: Implement a financial plan for participation in physical activity in the community for self and family members.</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"> Examine attitudes and beliefs about risk. Explore possible consequences involved when taking risks. Learn a step-by-step decision-making method. Practice a step-by-step decision-making method. Identify the effects of substance use on risks and decision-making. 	<p>CHPE 2.1.12. PP.6: Analyze personal and societal factors that can influence decisions about pregnancy options, including parenting, abortion, safe haven, and adoption.</p> <p>CHPE 2.1.12.EH.1: Recognize one’s personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.</p> <p>CHPE 2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).</p> <p>CHPE 2.3.12.PS.4: Investigate the relationship between alcohol, drug use, and motor vehicle crashes and analyze the short- and long-term consequences of these actions.</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"> Explore the relationship between priorities and managing time and money. 	<p>CHPE 2.1.12. PP.7: Analyze the emotional, social, physical, and financial effects of being a teen or young adult parent.</p>

		<ol style="list-style-type: none"> 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>CHPE 2.1.12. CHSS.5: Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products).</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>CHPE 2.1.12.SSH.4: Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others (defining and understanding the laws of consent and dating violence).</p> <p>CHPE 2.1.12.SSH.5: Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior.</p> <p>CHPE 2.1.12.SSH.9: Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship.</p>