



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

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

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Transitions

<p><i>Botvin LifeSkills®</i> Training Units for Transitions</p>	<p>Unit Goal</p>	<p>Unit Objectives</p>	<p>Nevada Academic Content Standards for Health</p> <ul style="list-style-type: none"> ● Personal, Community, and Environmental Health (PCE) ● Mental and Emotional Health (ME) ● Nutrition and Physical Activity (NP) ● Substance Use and Abuse (SUA) ● Safety Practices, Injury Prevention, and CPR/AED (SIC) ● Personal Safety (PS) ● Human Reproductive System, HIV/AIDS, Related Communicable Diseases, & Sexual Responsibility (HRS) <p>Nevada Academic Content Standards for Physical Education (PE)</p> <p>Nevada Academic Content Standards for Financial Literacy (FL)</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 	<p>6.GS.HS.1 Implement strategies and monitor progress in achieving a health goal.</p> <p>6.GS.HS.2 Formulate an effective long-term health plan.</p>

		<p>LifeSkills Training Transitions program.</p> <ol style="list-style-type: none"> 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>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>4.IC.HS.1 Utilize skills for communicating effectively with family, peers, and others to enhance health.</p>

		<ol style="list-style-type: none"> Learn and apply effective communication skills to speaking and writing. 	
Unit 3: Managing Stress	<p>Students will learn how to manage stress in healthy ways.</p>	<p>Students will:</p> <ol style="list-style-type: none"> Examine resilience and self-assess various traits associated with it. Explore the challenges and opportunities that may accompany the common transitions of young adulthood. Learn and apply stress management techniques that can help cultivate resilience. Understand how the use of substances can undermine resilience. 	<p>7.SM.HS.1 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self or others.</p> <p>7.SM.HS.2 Demonstrate a variety of behaviors that avoid and reduce health risks for self or others.</p>
Unit 4: Decision-making and Risk	<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. 	<p>5.DM.HS.1 Compare the potential short-term and long-term impact of healthy and unhealthy decisions on self and others.</p> <p>5.DM.HS.2 Evaluate the effectiveness of health-related decisions.</p> <p>5.DM.HS.3 Defend the healthy choice when making a decision.</p>

		<ol style="list-style-type: none"> 4. Practice a step-by-step decision-making method. 5. Identify the effects of substance use on risks and decision-making. 	
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. 4. Identify possible obstacles to the successful management of time and money, and learn strategies that help overcome them. 	<p>SS.9-12.FL.4 Develop and evaluate a personal financial plan, including a savings plan, utilizing a financial record-keeping system.</p> <p>SS.9-12.FL.1 Analyze the alternatives and consequences of financial decision-making in the development of financial goals.</p> <p>SS.9-12.FL.11 Evaluate college and career choices and their effect on the standard of living.</p>
Unit 6: Building Relationships	Students will understand what skills can help them build healthy and productive relationships.	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify the appropriate behaviors associated with different types of relationships. 	<p>1.PS.HS.1 Develop personal boundaries and clear limits for self and recognize the importance of not violating the personal boundaries of others.</p> <p>2.AF.HS.1 Analyze how the perceptions of current social expectations influence healthy and unhealthy behaviors</p>

		<ol style="list-style-type: none"> 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.HRS.HS.6 Describe characteristics of healthy and unhealthy romantic and/or sexual relationships.</p> <p>7.SM.HS.1 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self or others.</p> <p>7.SM.HS.2 Demonstrate a variety of behaviors that avoid and reduce health risks for self or others.</p> <p>4.IC.HS.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p>
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