



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

Why align the LST Program with North Carolina 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 **North Carolina**.

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Transitions

<i>Botvin LifeSkills®</i> Training Units for Transitions	Unit Goal	Unit Objectives	North Carolina 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. 	9.PCH.1.7 Differentiate between the lifelong effects of positive and negative health behaviors. 9.ATOD.1.2 Analyze the role of family, community, and cultural norms in deciding to use alcohol, tobacco, and other drugs. 9.ATOD.2.2 Use strategies for avoiding binge drinking. 9.NPA.4.3 Implement a personal plan to improve current habits to achieve balanced nutrition and fitness. PE.9.MC.2.1 Create plans for establishing and maintaining lifelong health-enhancing behaviors based on concepts of health, fitness, and nutrition.

<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>9.ICR.1.1 Illustrate the ability to respond to others with empathy.</p> <p>9.ICR.1.2 Classify negotiation and collaboration skills as helpful or harmful in solving problems or resolving conflicts.</p> <p>9.ICR.1.3 Illustrate strategies for resolving interpersonal conflict without harming self or others.</p> <p>9.ATOD.1.2 Analyze the role of family, community, and cultural norms in deciding to use alcohol, tobacco, and other drugs.</p> <p>PE.9.PR.4.1 Implement leadership skills to promote responsibility in self and others.</p> <p>PE.9.PR.4.2 Select the most appropriate ways of responding and mediate to settle conflicts.</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. 	<p>9.MEH.1.1 Identify the body’s physical and psychological responses to stressful situations and positive coping mechanisms.</p> <p>9.MEH.1.2 Plan effective methods to deal with anxiety.</p> <p>9.MEH.2.1 Identify causes and symptoms of depression and mental disorders.</p> <p>9.MEH.2.2 Design useful help-seeking strategies for depression and mental disorders.</p> <p>9.PCH.1.7 Differentiate between the lifelong effects of positive and negative health behaviors.</p>

		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>9.PCH.1.7 Differentiate between the lifelong effects of positive and negative health behaviors.</p> <p>9.ATOD.1.2 Analyze the role of family, community, and cultural norms in deciding to use alcohol, tobacco, and other drugs.</p> <p>9.ATOD.1.3 Contrast prescription medicines, nonprescription medicines, and illegal substances in terms of their use and abuse.</p> <p>9.ATOD.1.5 Predict the effects of substance abuse on other people as well as society as a whole.</p> <p>9.ATOD.2.1 Identify ways to avoid riding in a car or engaging in other risky behaviors with someone who is under the influence of alcohol or other drugs.</p> <p>9.ATOD.2.2 Use strategies for avoiding binge drinking.</p> <p>PE.9.MC.2.1 Create plans for establishing and maintaining lifelong health-enhancing behaviors based on concepts of health, fitness, and nutrition.</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>9.PCH.1.5 Select measures to get adequate rest and sleep.</p> <p>9.PCH.1.7 Differentiate between the lifelong effects of positive and negative health behaviors.</p>

		<ol style="list-style-type: none"> Identify possible obstacles to the successful management of time and money, and learn strategies that help overcome them. 	
<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"> Identify the appropriate behaviors associated with different types of relationships. Analyze the similarities and differences between formal and informal relationships. Examine the elements involved in collaborating, negotiating, and compromising. Explore how collaborating, negotiating, and compromising are related to building and maintaining relationships. 	<p>9.ICR.1.1 Illustrate the ability to respond to others with empathy.</p> <p>9.ICR.1.2 Classify negotiation and collaboration skills as helpful or harmful in solving problems or resolving conflicts.</p> <p>9.ICR.1.3 Illustrate strategies for resolving interpersonal conflict without harming self or others.</p> <p>9.ATOD.1.2 Analyze the role of family, community, and cultural norms in deciding to use alcohol, tobacco, and other drugs.</p> <p>PE.9.PR.4.1 Implement leadership skills to promote responsibility in self and others.</p> <p>PE.9.PR.4.2 Select the most appropriate ways of responding and mediate to settle conflicts.</p>