



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

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

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# Transitions

<b>Botvin LifeSkills® Training Units for Transitions</b>	<b>Unit Goal</b>	<b>Unit Objectives</b>	<b>Virginia Education Learning Standards</b>
<b>Unit 1: Goal-Setting for Success</b>	Introduce students to the concept of goal setting.	Students will: <ol style="list-style-type: none"> <li>1. Become familiar with the topics covered in the LifeSkills Training Transitions program.</li> <li>2. Identify how goal-setting can assist in navigating transitions and planning for the future.</li> <li>3. Identify the steps involved in goal-setting.</li> <li>4. Practice goal-setting.</li> <li>5. Identify strategies that are helpful in overcoming challenges to achieving goals.</li> </ol>	<p><b>VHES 10.2 q.</b> Identify strategies for the peaceful resolution of conflict.</p> <p><b>VHES 10.3 b.</b> Create or modify a personal wellness plan (i.e., goals and action steps based on current guidelines) for healthy eating to meet current and future needs.</p> <p><b>VHES 10.3 c.</b> Create or modify a personal wellness plan for physical activity, sleep, personal hygiene, and other health-enhancing behaviors to prevent communicable and chronic disease.</p> <p><b>VHES 10.3 g.</b> Demonstrate assertive communication skills to resist pressure to use alcohol, tobacco, and other drugs.</p> <p><b>VHES 10.3 o.</b> Demonstrate effective communication in response to situations influenced by peer pressure and/or peer approval.</p>

<p><b>Unit 2: Effective Communication</b></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"> <li>1. Determine the similarities and differences between formal and informal communication.</li> <li>2. Identify types of relationships that occur in personal and work-related settings.</li> <li>3. Identify effective communication skills and how they can help people present themselves positively to others.</li> <li>4. Learn and apply effective communication skills to speaking and writing.</li> </ol>	<p><b>VPELS 11/12.4 e.</b> Explain and demonstrate leadership skills of critical thinking, creative thinking, communication, collaboration, and citizenship skills.</p> <p><b>VHES 10.1 q.</b> Identify communication skills and strategies that promote healthy relationships.</p> <p><b>VHES 10.1 p.</b> Identify the characteristics of healthy, unhealthy, and abusive relationships.</p> <p><b>VHES 10.2 p.</b> Analyze how social and cultural norms influence relationship choices and communication.</p> <p><b>VHES 10.3 q.</b> Demonstrate communication and social skills to build and maintain healthy relationships.</p>
<p><b>Unit 3: Managing Stress</b></p>	<p>Students will learn how to manage stress in healthy ways.</p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Examine resilience and self-assess various traits associated with it.</li> <li>2. Explore the challenges and opportunities that may accompany the common transitions of young adulthood.</li> <li>3. Learn and apply stress management techniques</li> </ol>	<p><b>VHES 10.1 c.</b> Explain the physical, mental, social, and academic benefits of sufficient sleep and the relationship between sleep deficiency, chronic disease, and the increased risk for injury and substance use.</p> <p><b>VHES 10.1 m.</b> Describe the importance of resilience and self-regulation for mental health.</p> <p><b>VHES 10.1 o.</b> Identify how life transitions and environmental factors influence mental health.</p> <p><b>VHES 10.2 l.</b> Evaluate the impact of substance use on brain development and future goals.</p>

		<p>that can help cultivate resilience.</p> <ol style="list-style-type: none"> <li>Understand how the use of substances can undermine resilience.</li> </ol>	<p><b>VHES 10.3 m.</b> Demonstrate stress-management and coping skills to handle life's challenges.</p>
<p><b>Unit 4: Decision-making and Risk</b></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"> <li>Examine attitudes and beliefs about risk.</li> <li>Explore possible consequences involved when taking risks.</li> <li>Learn a step-by-step decision-making method.</li> <li>Practice a step-by-step decision-making method.</li> <li>Identify the effects of substance use on risks and decision-making.</li> </ol>	<p><b>VHES 10.1 c.</b> Explain the physical, mental, social, and academic benefits of sufficient sleep and the relationship between sleep deficiency, chronic disease, and the increased risk for injury and substance use.</p> <p><b>VHES 10.2 o.</b> Examine the influences of peer approval and peer pressure on decision making.</p>
<p><b>Unit 5: Managing Time and Money</b></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"> <li>Explore the relationship between priorities and managing time and money.</li> <li>Examine the elements involved in prioritizing and budgeting.</li> <li>Learn and practice steps for managing schedules and money to support priorities.</li> </ol>	<p><b>VPELS 11/12.3 g.</b> Identify barriers to physical activity, including those related to time, motivation, or energy, skill confidence, fear of injury, resources, and social influences/peer pressure, and identify strategies to overcome these barriers.</p> <p><b>VHES 10.1 n.</b> Explain the relationship between personal values, priorities, and health-related decisions.</p> <p><b>VHES 10.2 n.</b> Analyze how internal and external factors influence resource management and future goals.</p>

		<ol style="list-style-type: none"> <li>Identify possible obstacles to the successful management of time and money and learn strategies that help overcome them.</li> </ol>	<p><b>VHES 10.3 n.</b> Demonstrate the ability to set goals and develop a plan for personal health and wellness.</p> <p><b>VHES 10.3 m.</b> Demonstrate stress-management and coping skills to handle life's challenges and transitions.</p>
<p><b>Unit 6: Building Relationships</b></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"> <li>Identify the appropriate behaviors associated with different types of relationships.</li> <li>Analyze the similarities and differences between formal and informal relationships.</li> <li>Examine the elements involved in collaborating, negotiating, and compromising.</li> <li>Explore how collaborating, negotiating, and compromising are related to building and maintaining relationships.</li> </ol>	<p><b>VHES 10.1 i.</b> Identify characteristics of healthy, unhealthy, and abusive peer, family, and dating relationships.</p> <p><b>VHES 10.1 n.</b> Identify different personal relationships teens are involved in and the characteristics of each.</p> <p><b>VHES 10.1 q.</b> Compare and contrast assertive and aggressive communication and how they affect conflict resolution.</p> <p><b>VHES 10.1 l.</b> Explain the role of respecting the experiences of others; accepting differences; and establishing, communicating, and respecting boundaries for healthy relationships.</p> <p><b>VHES 10.2 n.</b> Evaluate potentially harmful and abusive relationships, including dangerous dating situations.</p> <p><b>VHES 10.3 n.</b> Describe strategies to set personal boundaries to reduce and prevent relationship and dating violence.</p>