

Botvin *LifeSkills Training (LST)* Transitions from McMillen Health

Grades 11-12

Overview

The Botvin *LifeSkills Training* Transitions program is a highly interactive, skills-based program designed to promote positive health and personal development. This program helps older adolescents navigate the transition from high school into higher education or the workforce. The *LifeSkills Training* Transitions program helps students achieve competency in the skills that not only are key to success but also have been found to reduce and prevent substance use and violence.

The *LifeSkills Training* Transitions program uses a developmentally appropriate, integrated approach designed to strengthen student abilities in three areas.

- **Personal self-management skills** provide the students with strategies for healthy decision making and managing stress, time, and money.
- **General social skills** enable students to strengthen their communication skills and to build and maintain relationships in a variety of settings.
- Lastly, **drug resistance skills** empower the students to understand consequences.

Program Structure

McMillen Health's professional educators present these six modules. Each module consists of a 45-minute presentation with a professional educator and follow-up activities as directed by the classroom teacher or supervisor.



Unit 1 - Goal Setting for Success

Students will familiarize themselves with the LST Transitions program as well as look into how goal setting can assist in navigating some of life's big transitions. At the end of this unit, students will not only be able to set their own goals, but will also be able to differentiate between a short-term and long-term goal. By enhancing perseverance and learning effective planning, students will be able to analyze the feasibility of a goal and be taught strategies in reaching these goals.

National Health Standards:

1, 2, 4, 5, 6, 7

Indiana Academic Standards for Health & Wellness:

12.1.1, 12.1.2, 12.1.3, 12.2.1, 12.2.2, 12.2.3, 12.2.4, 12.2.8, 12.2.9, 12.3.2, 12.4.1, 12.4.3, 12.4.5, 12.5.1, 12.5.2, 12.5.3, 12.5.4, 12.5.5, 12.5.6, 12.6.1, 12.6.2, 12.6.3, 12.6.4, 12.6.5, 12.6.6, 12.6.7, 12.7.3, 12.7.4

Indiana Social-Emotional Learning Competencies:

1A.1, 1B.1, 2B.1, 2B.2, 2B.3, 2C.1, 2C.2, 3A.1, 3B.1, 3B.2, 3B.3, 3C.1, 3C.2, 3C.3, 4A.1, 4A.2, 4B.1, 4B.2, 4C.1, 5A.1, 5B.1, 6A.3, 6B.1, 6B.2, 6B.3, 6B.4, 6C.1, 6C.2, 6C.3, 7A.1, 7A.2, 7B.1, 7B.2, 7C.1, 7C.2

Unit 2 - Effective Communication

Students will receive the tools to be able to effectively communicate in different types of formal and informal relationships. Students will learn different types of communication skills such as verbal and written. By the end of the unit, there should be no misunderstandings when trying to identify appropriate communication behaviors. These tools in return will enhance self-representation.

National Health Standards:

1, 2, 4, 5, 6, 7

Indiana Academic Standards for Health & Wellness:

12.1.1, 12.1.3, 12.1.6, 12.1.7, 12.2.1, 12.2.2, 12.2.4, 12.2.8, 12.4.1, 12.4.2, 12.4.3, 12.4.4, 12.4.6, 12.4.7, 12.4.9, 12.5.1, 12.5.2, 12.5.4, 12.5.5, 12.5.6, 12.6.1, 12.6.2, 12.6.4, 12.6.7, 12.7.2, 12.8.7, 12.8.8

Indiana Social-Emotional Learning Competencies:

1A.1, 1B.1, 2B.1, 2B.2, 2B.3, 2C.1, 2C.2, 3A.1, 3B.1, 3B.2, 3B.3, 3C.1, 3C.2, 3C.3, 4A.1, 4A.2, 4B.1, 4B.2, 4C.1, 5A.1, 5B.1, 6A.3, 6B.1, 6B.2, 6B.3, 6B.4, 6C.1, 6C.2, 6C.3, 7A.1, 7A.2, 7B.1, 7B.2, 7C.1, 7C.2

Unit 3 - Managing Stress

Students will be able to recognize and understand that young adulthood comes with some stress-inducing transitions. They will be able to utilize helpful stress-reducing techniques and apply them to their every day lives. By the end of this unit, students will be able to prepare for stress, cope with stress, and be resilient to stress, now and in the future.

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Indiana Academic Standards for Health & Wellness:

12.1.1, 12.1.2, 12.1.3, 12.1.7, 12.2.1, 12.2.2, 12.2.4, 12.2.9, 12.4.1, 12.4.2, 12.4.3, 12.4.4, 12.4.6, 12.4.9, 12.5.1, 12.5.2, 12.5.3, 12.5.4, 12.5.5, 12.5.6, 12.6.1, 12.6.2, 12.6.3, 12.6.4, 12.6.6, 12.6.7, 12.7.3, 12.7.4, 12.7.5

Indiana Social-Emotional Learning Competencies:

1A.1, 1B.1, 2B.1, 2B.2, 2B.3, 2C.1, 2C.2, 3A.1, 3B.1, 3B.2, 3B.3, 3C.1, 3C.2, 3C.3, 4A.1, 4A.2, 4B.1, 4B.2, 4C.1, 5A.1, 5B.1, 6A.3, 6B.1, 6B.2, 6B.3, 6B.4, 6C.1, 6C.2, 6C.3, 7A.1, 7A.2, 7B.1, 7B.2, 7C.1, 7C.2

Unit 4 - Decision-Making and Risk

Students will receive the tools to effectively reduce risky behavior and reinforce positive attitudes. Educators will inform students about potential consequences that result from taking risks and certain behaviors. Lastly, educators will raise awareness about the effects of substances on decision-making.

National Health Standards:

1, 2, 4, 5, 6, 7

Indiana Academic Standards for Health & Wellness:

12.1.1, 12.1.3, 12.1.4, 12.1.8, 12.2.1, 12.2.2, 12.2.3, 12.2.4, 12.2.5, 12.2.7, 12.2.8, 12.2.9, 12.4.3, 12.4.4, 12.4.5, 12.4.9, 12.5.1, 12.5.2, 12.5.3, 12.5.4, 12.5.5, 12.5.6, 12.6.1, 12.6.2, 12.6.3, 12.6.4, 12.6.5, 12.6.7, 12.7.5

Indiana Social-Emotional Learning Competencies:

1A.1, 1B.1, 2B.1, 2B.2, 2B.3, 2C.1, 2C.2, 3A.1, 3B.1, 3B.2, 3B.3, 3C.1, 3C.2, 3C.3, 4A.1, 4A.2, 4B.1, 4B.2, 4C.1, 5A.1, 5B.1, 6A.3, 6B.1, 6B.2, 6B.3, 6B.4, 6C.1, 6C.2, 6C.3, 7A.1, 7A.2, 7B.1, 7B.2, 7C.1, 7C.2

Unit 5 - Managing Time and Money

Students will receive the tools to effectively manage time, money, and priorities. Students will understand that there will be potential obstacles when one tries to budget and schedule for the future. The educator will teach students about strategies for managing financial resources and time. By prioritizing and planning, students will be able to increase impulse control.

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Indiana Academic Standards for Health & Wellness:

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Indiana Social-Emotional Learning Competencies:

1A.1, 1B.1, 2B.1, 2B.2, 2B.3, 2C.1, 2C.2, 3A.1, 3B.1, 3B.2, 3B.3, 3C.1, 3C.2, 3C.3, 4A.1, 4A.2, 4B.1, 4B.2, 4C.1, 5A.1, 5B.1, 6A.3, 6B.1, 6B.2, 6B.3, 6B.4, 6C.1, 6C.2, 6C.3, 7A.1, 7A.2, 7B.1, 7B.2, 7C.1, 7C.2

Unit 6 - Building Relationships

Students will be able to identify appropriate behaviors associated with different types of relationships. The educator will teach them the skills and benefits of collaborating, negotiating, and compromising. By being able to differentiate between types of relationships, students will be productive in conflict resolution and accepting different points of view.

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Indiana Academic Standards for Health & Wellness:

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Supported by the state Department of Health

The project described was supported by Grant Number 1 TPAH000241-01-00 from the HHS Office of Population Affairs. Contents are solely the responsibility of the authors and do not necessarily represent the official views of the Department of Health and Human Services or the Office of Population Affairs.