



Implementation Guide

Prepared by: Elks National Drug Awareness Committee & John D. McEntire, Jr., PDDGER & CHEA DAP Vice-Chairman Donna McEntire, Educational Consultant Edward Comarzan, Webmaster

Version 1

Navigating The Website

Presentation Slides



NAVIGATING THE WEBSITE

The Benevolent and Protective Order of Elks Drug Awareness Program

Presented by: Donna McEntire, Educational Consultant Wife of John D. McEntire, Jr., PDDGER CHEA DAP Vice-Chairman







WELCOME TO THE ELKS TEEN ZONE

- The Elks Teen Zone website contains current, accurate, age-appropriate drug abuse prevention information, as well as important "Life Skills" that young people need in order to be successful in today's challenging world.
- The website contains:
 - >Articles, videos, trivia games, contests, and online lessons.
 - ➢In addition, for teachers, parents, and other adult group leaders, there is a lesson plan creator with resources to support the development of Distance Virtual Lesson plans.

















- > There is a link to the **Elks Drug Quiz Show.**
- > There is a link to Student Resources that can be found on our DEA partnering sites.
- > There is even a Trivia Game that can be customized to topics being studied.





		ELKS TEEN ZONE – OPTION 2 ARTICLES
élks Tee	nZone	Lesson Topics Videos Activities, Games & More 👻 Contests Articles Lesson Planner Login
		Articles
-		g Conflict Resolution Cyber Safety Decision Making Depressants Eating Healthy & Exercising mation Grief Hallucinogens Marijuana Self Esteem Stimulants Stress Success Tobacco Vaping
	Search Articles	٩





I'M A PARENT/ GUARDIAN

Parents, guardians, and group leaders often have concerns regarding addictions.

When the parent clicks the "I'm A Parent/Guardian" button, they are taken to a page which will assist them in identifying factors related to this concern.

From this page, they can navigate through the rest of the website using the banner section at the top of the page. (See Below)



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What is Drug Addiction?

Addiction is a chronic disease characterized by drug seeking and use that is compulsive, or difficult to control, despite harmful consequences. The initial decision to take drugs is voluntary for most people, but repeated drug use can lead to brain changes that challenge an addicted person's self-control and interfere with their ability to resist intense urges to take drugs.



What is Drug Abuse Awareness?

Drug abuse awareness is an understanding of what exactly substance abuse is, what substance abuse does, what the risks are, how substance abuse can lead to the development of an addiction, how to recognize warning signs of addiction, what kinds of consequences addiction can have, and what to do and how to help if a friend or a family member has an addiction.

Lesson Topics Videos Activities, Games & More - Contests Articles Lesson Planner Login







• Elks invest in their communities through programs that help children grow up healthy and drug-free, by undertaking projects that address unmet need, and by honoring the service and sacrifice of our Veterans.

• If, after you have visited our website, you would like to contact someone from the Elks Teen Zone Drug Awareness Program, please leave you comments in our "Contact Us" section at the bottom of each webpage.





Lesson Planning

Presentation Slides



Lesson Planning for Beginners or Those Who Need A Review



DONNA MCENTIRE, EDUCATIONAL CONSULTANT BENEVOLENT & PROTECTIVE ORDER OF ELKS ELKS DRUG AWARENESS PROGRAM





The Elks Teen Zone Lessons

These lessons are intended to promote healthy life-styles through sound decision making practices. By completing the online lessons, students will understand how specific drugs can affect the brain and body, possibly causing lasting physical or mental problems, including addiction. Students will also learn how an individual's drug abuse can affect friends and family and have a lasting effect on their future.





Learning to Create Distance Virtual Learning Lesson Plans

One of the **powerful** components of the ElksTeenZone is the ability to utilize the resources available on this website to create lesson plans – including Distant Virtual Learning lesson plans which can be shared with students.

When a teacher, group leader, or other adult clicks on the "I am a Teacher" button, they are taken to a page that includes instructions on how to create lesson plans. Step-by-step instructions are provided through videos and/or the available PDF Lesson Plan Creator Instruction Manual.

A Resource Section containing a National Health/Science Standards Alignment is also available.



What Is a Lesson Plan?

A lesson plan is an instructor's road map for what students need to learn, how it will be taught, and how learning will be measured.

Lesson plans help instructors be more effective in their lesson delivery.

This ensures every bit of time devoted to the lesson is spent teaching, learning, and/or reviewing concepts with predictable outcomes – not figuring it out on the fly!





Why Create a Lesson Plan?— The Lesson Topics are already available and accessible to students.

Teachers, group leaders and other adults can customize the learning to meet the unique needs of individual students.

In planning a lesson, the adult must first determine an objective for the lesson.

Ask yourself the question: What do I want the student to be able to do as a result of participating in this lesson?



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<section-header><section-header><text><text><text><text>







Lesson Procedure

Your lesson procedure is an in-depth explanation of how the lesson will progress in the classroom.

The lesson procedure is essentially step-by-step instructions that walk you through everything from the time students begin the on-line lesson until completion.

It's smart to be very detailed in this portion of your lesson plan.

When writing your lesson procedure, you need to choose the type of activities that will help students meet the lesson objectives.

A good rule of thumb is --- Always think in "3's".



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Lesson Procedure - Assessment The assessment method measures **Types of** whether your students learned a lesson's **Performance-Based Assessments** information and met your lesson objectives. Teacher Observations Open Response Questions Peer Observations What is it that you want the students to be Essays Self-Observations able to do as a result of completing the Journals Game Play & lesson? Student Projects **Modified Game Play** Student Performances Role Plays The assessment method can be built into Student Logs Event Tasks your objective. Portfolios

Applying this Knowledge Using the On-line Lesson Creator



Step 1 – Give the DVL Lesson a Name.

Step 2 – Select the online lesson topic you want to include in your lesson plan – i.e. General Drug Information.

Step 3 – Write your S.M.A.R.T. Objective – This is the knowledge, skills, or attitudes to be gained.

Lesson Plan Name *	
Mr. Smith's Classroom – General Drug Informa	tion
Lessons To Include: *	
Select all lessons you want to include in this lesson plan. You lesson plans as needed.	can select 1 or all of them? We recommend only including enough for one session, and create additional
Alcohol	Bullying
Decision Making	General Drug Info
🗆 Marijuana	Tobacco
Objective	
	ther Drugs) - Drugs - Accessing Valid Information. nformation', students will write and report on 5 to 10 facts/findings that they







Accountability



The ElksTeenZone Lesson Plan Creator allows the teacher, group leader and/or other adult to monitor the usage of the lesson which has been created.

At the top of the screen, click on the black "Options" button. Choose "View Lesson Plan Dashboard" from the Drop-Down Menu.

The following screen will appear:

A) The Sharable Lesson Plan Link



C) A Listing of the Students who have Participated in the online lesson that you created.

Accountability		TeenZone
Mr. Smith's lesson - General Drug In	formation	
Sharable Lesson Plan Link https://lessons.elksteenzone.org/lesson-plan/mr-smiths-lesson-general-drug-information	3 Students Donna McEntire	On the right-hand side of the
Lesson Plan Details	11% Complete Katharine La Corte	screen, you can see a break down of data progress for each student.
Dejective	100% Complete	each student.
Content Area: ATOD (Alcohold, Tobacco and Other Drugs) - Drugs - Accessing Valid Information. After viewing the online lesson "General Drug Information", students will write and report on 5 to 10	Johnny Doe	A teacher can monitor the
acts/findings that they learned.	0% Complete	
Student Instructions		time spent on the completion
Velcome students to the lesson on General Drug Information. To complete this lesson, make sure		of the lesson.
o do these activities: I) Read and/or listen to the lesson on General Drug Information.		
2) On a separate piece of paper, write down 5 to 10 facts that you learned as a result of reading/or		
istening to this lesson. Be ready to share these facts at our next online zoom classroom meeting.		

Aco	countab	ollity	
Included Lessons • General Drug Info		-	
Person	Progress	Time Spent (minutes:seconds)	Options
Donna McEntire	General Drug Info	13 seconds	ම

General Drug Info

General Drug Info

• 1 • .

54 seconds

0 seconds

Katharine La Corte

Johnny Doe

By clicking on the blue button, you will get a more indepth breakdown of the time spent on the lesson. This data can help determine the student's attentiveness to the lesson.

flks	TeenZone
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As you can see, the time spent by students varies.

Donna McEntire's Progress Report Total Time Spent: 13 seconds General Drug Info

Lesson Page	Time Spent	Audio Length (time it takes for an adult to speak the page)
Introduction	13 Seconds	1 minutes, 29 seconds
Exactly, What Is A Drug?	none	2 minutes, 5 seconds
How Are Drugs Made?	none	1 minutes, 45 seconds
How Drugs Affect The Body	none	1 minutes, 48 seconds
How Can I Tell If Someone Is Having Problems With Drugs?	none	1 minutes, 37 seconds



In Conclusion....

The Elks have established a working relationship with many community agencies, schools and school districts, and the Drug Enforcement Administration.

In fact, the Elks are the "Boots on the Ground" for our Elks Drug Awareness Program and the DEA. It's our job to get the word out!

If you need other resources and/or information, please reach out and contact us.







Presentation Slides

ELKSTEENZONE RESOURCES AND MORE

Presented by: Donna McEntire Educational Consultant Wife of John D. McEntire, Jr., PDDGER CHEA Drug Awareness Program Vice-Chairman







- The largest volunteer drug awareness program in the United States.
- Volunteers are at the National, State, District, and Lodge level.
- Program promotes a healthy and drug-free lifestyle.
- Program takes action against youth drug use through education and inspiration.

The Elks National DAP strives to provide current and accurate information to all children and parents about the dangers of illegal drug use and prevent abuse of legalized and prescription drugs.













Characteristics of an Effective Health and Science Education Curriculum



- The National Health Education Standards and National Science Education Standards reflect essential knowledge for students to have and essential skills for them to be able to perform.
- Health and Science Education Curriculum
- clarifies <u>what</u> health and science content is important
- Explains <u>what</u> students should be able to do as a results of participating in these learning experiences.



School Health and Science Education Programs

One of the key considerations of any Health/Science Education Program is that the program is standards- and research-based.

Today's health curricula should reflect the growing body of research that emphasizes the following:

- 1. Teaching functional health information (essential knowledge)
- 2. Shaping personal values and beliefs that support healthy behaviors
- 3. Shaping group norms that value a healthy lifestyle.
- 4. Developing the essential health skills necessary to adopt, practice and maintain health-enhancing behaviors.







NATIONAL HEALTH & SCIENCE EDUCATION STANDARDS

National Health Education Standards (NHES)

The NHES are written expectations for **what** students should know and be able to do by grades 2, 5, 8 and 12 to promote personal, family, and community health.





National Science Standards (NSES)

Table 6.6 Science in Personal and Social Perspectives is taken from the *National Science Education Standards*. This Standard is appropriate for Drug Awareness Prevention and Education.

Levels K-4	Levels 5-8	Levels 9-12
 Personal health Characteristics and changes in populations Types of resources Changes in environments Science and technology in local challenges 	 Personal health Populations, resources, and environments Natural hazards Risks and benefits Science and technology in society 	 Personal and community health Population growth Natural resources Environmental quality Natural and human- induced hazards Science and technology in local, national, and global challenges.

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CDC – Healthy Behavior Outcomes According to the Center for Disease Control and Prevention (CDC), an effective curriculum has clear health related goals and behavioral outcomes (HBO's) that are directly related to these goals. The Elks have included the HBO's for Alcohol and Other Drug –Use (AOD) Prevention. Hebo 1 - Avoid misuse and abuse of over-the-counter and prescription drugs HBO 2 - Avoid experimentation with alcohol and other drugs HBO 3 - Avoid the use of alcohol HBO 4 - Avoid the use of alcohol HBO 5 - Avoid the use of illegal drugs HBO 5 - Avoid riving while under the influence of alcohol and other drugs HBO 6 - Avoid riving alcohol and other drugs if already using. HBO 7 - Quit using alcohol and other drugs if already using. HBO 8 - Support others to be alcohol and other drug-free






PUTTING IT ALL TOGETHER





Instruction Manual

Additional Resources



ELKS DRUG AWARENESS PROGRAM

Instruction Manual for the Lesson Plan Creator



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Welcome to the Elks Teen Zone....

....and to our Online Lessons.

The Elks Teen Zone is a website designed by the Benevolent and Protective Order of Elks Drug Awareness Program committee. The Elks invest in their communities through programs such as these, that help children grow up healthy and drug-free. This website can be found at the following web address: <u>https://elksteenzone.org/</u>

The Elks invite you to visit the Elks Teen Zone website. The website contains current accurate, age-appropriate drug abuse prevention information, as well as important "Life Skills" that young people need in order to be successful in today's challenging world. Included on the website are on-line lessons which can be used independently or incorporated in Distance Virtual Learning lessons. These DVL lessons can be created by teachers, youth leaders, and/or parents. The materials in these online lessons are designed to provide teens with facts and engage them in critical thinking about how drugs affect their lives, behaviors and different parts of the body. Currently there are six (6) lessons which have been developed. Topics covered include:

- General Drug Information
- Decision Making
- > Alcohol
- ➤ Marijuana
- Tobacco
- ➢ Bullying

In addition to the online lessons, there are articles, videos, trivia games, contests and resources which support the development of the Distance Virtual Learning lessons.

The Elks Teen Zone is a constantly evolving website and the Elks have plans for completing another eleven online lessons including, but not limited to topics on: Stimulants, Depressants, Vaping, Healthy Eating & Exercise, Hallucinogens, Steroids, Stress, Feelings, Grief, Conflict Information, Self-Esteem, Gambling, and Success.

We invite you to use the capabilities of the Lesson Plan Creator to create Online Distance Virtual Lessons to provide support to children in dealing with these issues.

Getting Started

If you are a teacher, youth group leader or parent, the Elks have developed a set of lessons for you to use with your students and teens. The materials contained in these lessons are designed to provide teens with facts about healthy living, decision making and drug education. Each online lesson includes a clearly stated topic. You can us these online lessons to create Distance Virtual Lesson (DVL) Plans. These DVL Plans have the capabilities to allow you to track completion by each invited user.

By completing our online lessons, students will understand how specific drugs can affect the brain and body, possibly causing lasting physical or mental problems, including addiction. They will also learn how an individual's drug abuse can affect friends and family and have a lasting effect on their future.

Get started in 3 easy steps:



Sign Up and Create a Lesson Plan

Click the sign-up button and it will prompt you to register your information. You can then create a lesson plan.



Add Available Lessons to Plan

You can choose from any of the available lesson plans we have listed and add those to your lesson plan you completed in the first step. There is no limit as to how many you can choose.



Generate Lesson Plan Link

Once you have added lessons to your current lesson plan, it will then generate a link. You can distribute that link to students and teens for assignments.

On the following pages of this manual you will receive detailed instructions on how to sign up, register, and create lessons plans.

THESE LESSONS ARE 100% FREE!

Proudly Provided By:



Instructions to Register to Create Distance Virtual Learning Lessons Using Elks Teen Zone Online DAP Lessons

Register to Use the Lesson Creator:

Teachers, Youth Leaders, and/or Parents must register to use the Lesson Plan Creator. To do this, follow the steps below:

- 1) Go to the website: Elks Teen Zone <u>https://elksteenzone.org/</u>
- 2) On the top gray bar, click on the word "lessons". This will take to you the Elks Teen Zone lessons page: <u>https://lessons.elksteenzone.org/</u>
- 3) Click on the red "Register for Free".



TeenZone 🗹 Teachers/Parents Login to Lessons Register for Free

4) Complete the User Information Section:

Name *	1	
E-Mail Address *		
Password *		
Confirm Password *		
State *	Select a State	~
Are you at least 13 years old?	O Yes O No	

5) Complete the Organization Information Section:

Are you associated	l with an organization/school? *	
Yes		
O No		
Organization Name	*	
	State *	
City *	outo	

6) Finally, complete the "Legal Stuff" and press "Sign up." This completes the registration process.

Legal Stuff	
□ I Agree to Elks Drug Quiz Sho	w Terms of Use *
Elks Teen Drug Awaren	ess Terms of Use
applications, content, products and s Teen Drug Awareness, Elks Drug Awa Protective Order of Elks. These term are posted, as well as Elks Services v	r of Elks of the United States is pleased to provide to you its sites, software, services ("Elks Services"), which may be branded Elks, Elks Kids Zone, Elks areness Program or another brand owned or licensed by he Benevolent and is govern your use and our provision of the Elks Services on which these terms we make available on third-party sites and platforms if these terms are your use of the Elks Services. PLEASE READ THESE TERMS CAREFULLY S.
l'm not a robot	reCAPTCHA Privacy - Terms
Sign Up	

How to Create Distance Virtual Learning (DVL) Lessons Plans Incorporating Elks Teen Zone Online DAP Lessons

Creating a Distance Virtual Learning (DVL) Lesson Plan:

- 1) Return to the website: Elks Teen Zone: <u>https://elksteenzone.org/</u>
- 2) At the top of the page, near the end of the top gray bar, click on the word "lessons". This will take you to the Elks Teen Zone lessons page: https://lessons.elksteenzone.org/.
- 3) Click on the blue "Login to Lessons"
- 4) Log in with your email address and password that you created when you registered.

Login			
E-Mail Address			
Password			
	Remem	nber Me	
	Login	Forgot Your Password?	

You are now ready to begin creating your lesson plan.



5) The first time that you visit the "Create a Lesson Plan" page, you will see the following message. (When you return to this page to create a second lesson plan, the message in the red box will not appear.)



	This lesson has been personalized for your use	
	When you get to the bottom of the page, click on "Check Lesson Link Availability" to verify if your custom link is available. If your lesson link is not available, change the lesson link and try again.	
	Lesson Plan Name *	
I	Chris McEntire's Lesson on General Drug Information	v

7) Explore the sample lesson. Look at the various components which have been filled in for you---including the Objective, the Lesson Resources and the Student Instructions. When you get to the bottom of the screen, Click the "Check Link Availability" green box. If for some reason, your sharable lesson link has already been taken, change the name in the link. If your link is valid, then click the "Submit" button.

or

8) You are now ready to begin your first original DVL lesson plan. Begin by giving your DVL lesson a name. The name should be something that reflects the topic being taught. You can include additional information such as Period # or Room #. (Example: Mr. Smith's Classroom – General Drug Information).

Lesson Plan Name *

Mr Smiths Classroom - General Drug Information

9) Select the online lesson(s) you would like to include in your lesson plans.



10) Once you have clicked on the "Lesson to Include", in this case "General Drug Info", a new menu will appear which will allow you to select lesson resources you may want to include in the lesson plan. These resources include articles, videos, worksheets, and other instructional resources that are available to enhance the students' learning.

Select Lesson Resources Image: Select Lesson Resources you want to share with your students after going through the online lesson. Any item checked will be included in the lesson plan, however you can also download resources using the external link (next to each item) and send via email or other means to your students. General Drug Info Articles Drug Effects: Body & Mind - 2° What Makes a Drug Helpful vs. Harmful? - 2° Videos Facing Addiction - 2° Sources Puzzle (teacher answers) - 2° Study Guide - 2°

- 🗆 Lesson as PDF 📝
- 11) Please note that the available resources can be used digitally and/or in a PDF format. For example, if you want the students to submit the crossword puzzle as proof of completion, you will need to download the PDF and send an attachment file along with your sharable lesson plan in the usual way that you communicate with your students. In that way, the students can complete the assignment and submit their work to you, the teacher, in the same way that other lessons are submitted.

12) Once you have selected the resources that you would like to include in your lesson plan, it is time to develop the learning objective for the lesson. The learning objective should indicate the desirable **knowledge**, **skills**, or **attitudes** to be gained. An instructional objective should be the focal point of a lesson plan.

Objective

222 / 5000 characters left

Content Area: ATOD (Alcohol, Tobacco and Other Drugs) - After viewing the online lesson "General Drug Information", students will write and share 5 to 8 facts/findings that were learned as a result of reading this lesson.

13) Once the objective has been written, the next step is to write the Student Instructions. The instructions will tell the students what they are to do and what their performance expectations are. (These same instructions will be seen when you share the lesson with your students.) The instructions should be limited to 5000 characters of text.

Student Instructions

Brief Introduction & instructions to students. This will be visible at the top of the page. (You can edit this at any time)

Welcome students to the lesson on General Drug Information. To complete this lesson, make sure to do these activities:

1) Read and/or listen to the lesson on General Drug Information.

2) On a separate piece of paper, write down 5 to 10 facts that you learned as a result of reading/or listening to this lesson. Be ready to share these facts at our next online zoom classroom meeting.

- 14) A Sharable lesson link will be automatically developed. This link will be found in the box below the student instructions. The link should reflect the lesson tittle. It will have no spaces between words, capital letters or punctuation. There will be hyphens between the words.
- 15) Once you have completed the DVL lesson plan, you must click the "Check Lesson Link Availability" button at the bottom of the page. If you get the message that the link name has already been taken, change the name of the link.

	Lesson Link *	
	 The lesson link must be unique and can not be changed once set. This will be part of your unique URL you distribute to students. NO SPACES (use a dash or underscore) ONLY ALPHA NUMERIC CHARACTERS When saved, your lesson link will be: 	
	https://lessons.elksteenzone.org/lesson-plan/sample-lesson-plan We are sorry, but this link has already been taken. Please try another lesson link.	
	sample-lesson-plan	0
Version 1 –	Check Lesson Link Availability * Please correct the errors before saving	

16) Once you have made the change to the name of the link, click the blue button again. You will get a message that the Lesson Link is available. Click the "Save your lesson Plan" button.



Save Your Lesson Plan

17)You will be taken to a screen which shows your lesson's sharable link.

Sharable Lesson Plan Link

https://lessons-dev.elksteenzone.org/lesson-plan/chris-mcentires-lesson-on-general-drug-information

Share this personalized link with your students. Once a student has started their lesson, you can refresh this page or come back and visit to view more information on student progress.

You are now ready to share your lesson plan with your intended audience. Congratulations!

Let's Get Started Student Lesson Sign-In Screen

When your student(s) receive and click on their Sharable Link, a "Welcome" screen will appear. The name of the lesson is included, as well as the objective, and student instructions. An example of this screen can be found below:



Students will be asked to sign-in into the lesson with their name. Finally, students will select the button, "**OK**, Let's Start!!", and the online lesson will load and the lesson will begin



Version 1 – 06/2021

Of the Online DVL Lesson Planner (Creating—Editing—Monitoring)

There will be many times that you will want to return to the Elks Teen Zone at elksteenzone.com. You may want to create other lessons plans, edit the plans you have previously created, or monitor the use of your lesson plans by those with whom you have shared your lesson plan link.

When you return to the Elks Teen Zone, click on the word "Lessons", on the gray task bar.



TeenZone

ARTICLES VIDEOS TRIVIA GAME CONTESTS LESSONS

Register for Free

A new task bar for the Elks TeenZone Lessons will appear, Click on the words "Login to Lessons", on the gray task bar.

TeenZone 🗹 Teachers/Parents Login to Lessons

Login to the site with your email and password. When you enter the information this screen will appear.

Lessons	Teer	enZone 🗹	Teachers/Parents	John McEntire 、
	My Lesson Plans	No.		
My Lesson Plans Lesson Plan Name	Student/Public Link		Crea	te New Lesson Plan Options
Mr. Smith's lesson - General Drug Information	https://lessons.elksteenzone.org/lesson-plan/mr-smith information	hs-lesson-g	eneral-drug-	

This screen will allow you to do many tasks—including editing your lesson plan, creating a new lesson plan with shareable link and viewing the Lesson Plan Dashboard in order to monitor usage of the assigned lesson plans.

My Lesson Plans		Create	New Lesson Pla
Lesson Plan Name	Student/Public Link		Options
Mr. Smith's lesson - General Drug Information	https://lessons.elksteenzone.org/lesson-plan/mr-smiths-lesson- information	general-drug-	Options -
mormation	internation	🖋 Edit Lesson Plan	
		View Lesson Pla	n Dashboard

To Create another New Lesson Plan:

- 1) Click on the green button that says, "Create New Lesson Plan".
- 2) Follow the steps for Creating a Lesson Plan found earlier in the manual.

To Edit an Existing Lesson Plan:

- 1) Click on the black "Options" button. A drop-down menu will appear. Click on "Edit Lesson Plan".
- 2) A window will appear which contains the previously created lesson plan.
- 3) Changes can made to the lesson.
- 4) Once the editing has taken place, click the blue "Update Lesson Plan" button.

🕼 Search Results (CA Dept of Educa 🗙 🛛 🎓 Hea	alth Education Framework - H 🗙 🛛 🚳 AOL Mail (3)	× 🚱 TeenZone Lessons	× +	- 0 ×
← → C 🔒 lessons.elksteenzone.org/	lesson-plans/edit/mr-smiths-lesson-general-drug-ir	nformation		☆ \varTheta :
	-			*
. Add	Edit	Lesson Plan		
	Lesson Plan Name *			
	Mr. Smith's lesson - General Drug Inform	nation		
	Lessons To Include: *			
	Select all lessons you want to include in this lesson lesson plans!	plan. You can select 1 or all of them and create un	limited number of	
	Alcohol	Bullying		
	Decision Making	General Drug Info		
	🗆 Marijuana	Tobacco		
	Objective			
	Information.	o and Other Drugs) - Drugs - Accessing V Drug Information", students will write an		
	Student Instructions Brief Introduction & Instructions to students. This w	ill he visible at the top of the page. We i can adit th	is at any time)	
4	brief introduction a instructions to students. This w	in be visible at the top of the page. (You can edit th	is at any time,	1.27.014
Type here to search	0 🛱 🖻 💽 🤦) 🗖 💼 🚾 🖣 🕘	P 🖷	へ 雪 🧖 🕼 🕬 👫 1:37 PM 8/17/2020 📮

To Monitor the Usage of Shared Lessons:

- 1) Click on the black "Options" button. Choose "View Lesson Plan Dashboard" from the Drop-Down Menu.
- 2) The following screen will appear where you will find:
 - a. The Sharable Lesson Plan Link
 - b. An overview of the Lesson Plan Details
 - c. A listing of the students who have participated in the online lesson that you created. (See list to the right of the Sharable Lesson Plan Link)

Mr. Smith's lesson - General Drug Inf	formation
Sharable Lesson Plan Link https://lessons.elksteenzone.org/lesson-plan/mr-smiths-lesson-general-drug-information	3 Students Donna McEntire
Lesson Plan Details	11% Complete Katharine La Corte
Objective Content Area: ATOD (Alcohold, Tobacco and Other Drugs) - Drugs - Accessing Valid Information.	100% Complete
After viewing the online lesson "General Drug Information", students will write and report on 5 to 10 facts/findings that they learned.	Johnny Doe
Student Instructions	
 Welcome students to the lesson on General Drug Information. To complete this lesson, make sure to do these activities: 1) Read and/or listen to the lesson on General Drug Information. 2) On a separate piece of paper, write down 5 to 10 facts that you learned as a result of reading/or listening to this lesson. Be ready to share these facts at our next online zoom classroom meeting. 	

- 3) Under student instructions will be a break down of data for each student. A teacher can monitor the progress that each student has made and the time spent on completing the lesson. The chart below shows data for three students who have accessed the shareable link.
 - a) Student A Donna has begun the lesson is 11% complete. She has spent 13 seconds of time on the lesson
 - b) Student B Katharine has completed the lesson as demonstrated with 100% complete. However, she only spent 54 seconds on the lesson, so further investigation may be needed.
 - c) Student C Johnny has received and opened the Shareable Link. However, he has not yet begun the lesson as it is 0% complete.

Included Lessons

General Drug Info

Person	Progress	Time Spent (minutes:seconds)	Options
Donna McEntire	General Drug Info	13 seconds	0
Katharine La Corte	General Drug Info	54 seconds	0
Johnny Doe	General Drug Info	0 seconds	•

4) By clicking on the blue button, you can find a more in-depth breakdown on the time each student spent on the lesson as compared to the time that an adult would take to read the entire page. This data is useful to determine the student's attentiveness to the lesson leading to better comprehension of the facts to be learned. The screen shot below shows a further breakdown of Student A's (Donna's) data by page of the General Information online lesson.

Donna McEntire's Progress Report

Total Time Spent: 13 seconds

Audio Length Time (time it takes for an adult to Lesson Page Spent speak the page) Introduction 13 1 minutes, 29 seconds Seconds Exactly, What Is A Drug? none 2 minutes, 5 seconds How Are Drugs Made? none 1 minutes, 45 seconds How Drugs Affect The Body none 1 minutes, 48 seconds How Can I Tell If Someone Is Having 1 minutes, 37 seconds none Problems With Drugs?

General Drug Info

5) If for any reason, you wish to remove a student's record from your results, you can click on the red button.

Useful Links

The Elks have a commitment to provide only the best research-based information. The Elks have established a working relationship with the Drug Enforcement Administration. In fact, the Elks are the "Boots on the Ground" for the DEA and our Elks Drug Awareness Programs. If you need other resources and/or information, please reach out and contact us.

Regarding the Elks Teen Zone, it is an ever-evolving website. We constantly are adding content and updating information to reflect the most current information. If you come across any information that you believe to be inaccurate or did not properly work as expected, we would appreciate hearing about it so we can work on improving this website and the experience for everyone. You can provide feedback to us at:



This box can be found in the banner at the lower right-hand corner of each webpage. Thank you.

Finally, the information gained through the DVL lessons found on the ElksTeenZone.org site can be used to supplement our other site:



For more information, go to https://elksdrugquizshow.com/.

Additional Lesson Plan Resources

Additional Resources



About the Elks National Drug Awareness Program

A comprehensive, coordinated school health education program includes appropriately credentialed elementary and health education teachers, administrators, credentialed school nurses, school counselors, other educators, local school boards, a wide range of support staff and volunteers, families and **community members, and community agencies.** A high-quality health education program requires the support and collaboration of all stakeholders within a community. Being a nation-wide community-based organization, the Elks are well-suited to support the comprehensive, coordinated school health education program called for in the various State Health Education Frameworks.

The Elks National Drug Awareness Program strives to provide current and accurate information to all children and parents about the dangers of illegal drug use and prevent the abuse of legalized and prescription drugs. As the largest volunteer drug awareness program in the United States, the program relies on volunteers at the National, State, and Lodge level, to promote a healthy and drug-free lifestyle. By taking pride in America's communities and youth, the program takes action against youth drug use through education and inspiration.

One of the newest additions to the Elks National Drug Awareness Program is the introduction of the Elksteenzone.org. The information found on this website is targeted for use by students in grades four through nine. All stakeholders can utilize the standards-based resources found on the Elksteenzone.org website. Elements contained on this website include on-line lessons which can be used by teachers, guardians, and other adults to create online Distance Virtual Lessons for use by all students, including those with special needs, in the classroom. In addition, there are related resources, including articles, videos, and other education resources available to support the DVL lessons. This website is 100% free. The Elks are proud to provide the Elksteenzone.org website and are constantly striving to include the most accurate, up-to-date information possible. In addition to the Elksteenzone.org, the Elks can also provide nationally renowned speakers to support and enhance health education topics.

Characteristics of an Effective Health Education Curriculum

Health education provides young people with the knowledge and skills needed to become successful learners as well as healthy and productive adults. The health education curriculum clarifies what health content is important and what students should be able to do as a result of participating in learning experiences.

One of the key considerations of any Health Education program is that the program is standardsand research-based. Today's health curricula should reflect the growing body of research that emphasize the following:

- Teaching functional health information (essential knowledge).
- Shaping personal values and beliefs that support healthy behaviors.
- Shaping group norms that value a healthy lifestyle.
- Developing the essential health skills necessary to adopt, practice, and maintain healthenhancing behaviors.

According to the Centers for Disease Control and Prevention (CDC), <u>an effective health</u> <u>education curriculum has the 15 following characteristics</u>

- 1. Focuses on clear health goals and related behavioral outcomes
- 2. Is research-based and theory-driven
- 3. Addresses individual values, attitudes, and beliefs
- 4. Addresses individual and group norms that support health-enhancing behaviors
- 5. Focuses on reinforcing protective factors and increasing perceptions of personal risk and harmfulness of engaging in specific unhealthy practices and behaviors
- 6. Addresses social pressures and influences
- 7. Builds personal, social competence, and self-efficacy by addressing skills
- 8. Provides functional health knowledge that is basic, accurate, and directly contributes to health-promoting decisions and behaviors
- 9. Uses strategies designed to personalize information and engage students
- 10. Provides age-appropriate and developmentally appropriate information, learning strategies, teaching methods, and materials.
- 11. Incorporates learning strategies, teaching methods, and materials that are culturally inclusive
- 12. Provides adequate time for instruction and learning
- 13. Provides opportunities to reinforce skills and positive healthy behaviors
- 14. Provides opportunities to make positive connections with influential others
- 15. Includes teacher information and plans for professional development and training that enhances effectiveness of instruction and student learning.

The *National Health Education Standards* and *National Science Education Standards* reflect essential knowledge for students to have and essential skills for them to be able to perform. There are eight *National Health Education Standards*. An effective curriculum has clear health-related goals and behavioral outcomes that are directly related to these goals. According to the CDC, A Pre-K-12 comprehensive curriculum should enable students to meet Healthy Behavior Outcomes. The *National Health Education Standards*, The *National Science Standards*, and the Healthy Behavior Outcomes are included on the next few pages:



Online Lesson	Resources/Support Materials	Standards
General Drug Information	LEARNING CENTER – Choose an activity from the list to demonstrate	NHES – Standard 1
_	an understanding of the lesson.	Health Concepts –
	Elks Drug Quiz Show Study Guide – General Information About Drugs	ATOD (AOD) HBO 1 -
	ElksTeenZone Articles:	8
	Not All Medicine is Good for You	NSES – Standard 6
	Drug Effects: Body and Mind	
	• Uppers and Downers	
	Prescription Drugs	
	• What Makes a Drug Helpful vs Harmful	
	ElksTeenZone Videos:	
	• Try	
	Facing Addiction	
	Drug Awareness Make-up Transformation	
	Trivia Contest	
	Crossword Puzzle – General Drug Information	
	Elkskidszone	
	Why Drugs are Bad	
	• How Can I Tell If My Child Is Using Drugs?	
Alcohol	LEARNING CENTER – Choose an activity from the list to demonstrate	NHES – Standard 1
	an understanding of the lesson	NHES – Standard 7
	ElksTeenZone Articles:	NHES – Standard 8
	Over Glorifying Drinking: It Doesn't Make You Cool	ATOD HBO 2, 3, 5 - 8
	Dangers of Alcohol	
	• You've Been Asked To Try Alcohol: Don't Freak Out!	
	Creative Ways to Say No to Alcohol	



Alcohol (Continued)	Elks Drug Quiz Show Study Guide – Alcohol	
	Elks Drug Quiz Show Activity - Alcohol Education Baseball Activity	
	Trivia Contest	
	Crossword Puzzle – Alcohol	
	Elks Drug Awareness Pamphlets:	
	 DAP110 – Underage Drinking, Myths and Facts 	
	• DAP 270 – Binge Drinking	
	• DAP 380 – Impaired Driving	
	Elkskidszone	
	Underage Drinking: Myths vs Facts	
	Elroy on Choices	
Marijuana	LEARNING CENTER – Choose an activity from the list to demonstrate	NHES – Standard 1
	an understanding of the lesson	NHES – Standard 7
	ElksTeenZone Articles:	NHES – Standard 8
	Dangers of Marijuana	ATOD HBO 2, 4, 5 - 8
	ElksTeenZone Videos:	
	• What's the Deal with Synthetic Weed?	
	Elks Drug Quiz Show Study Guide – Marijuana	
	Elks Drug Quiz Show Activity – Study Buddies Activity	
	Trivia Contest	
	Crossword Puzzle – Marijuana	
	Elks Drug Awareness Pamphlets:	
	 DAP 265 – Kids, Cars and Marijuana 	
	 DAP 275 – Legalizing Marijuana 	
	• DAP 360 – Marijuana Facts	
	• DAP 380 – Impaired Driving	
	• DAP 390 – K2/Spice	
	Elkskidszone	



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Marijuana (Continued)	Drug Abuse: Marijuana	
	The Truth About Marijuana	
	Travelers and Residents of Colorado Beware!	
	Get Smart About Drugs – Operation Prevention -	
	https://www.operationprevention.com/multi-drug-exploratory - lessons about	
	drugs.	
Tobacco	LEARNING CENTER – Choose an activity from the list to demonstrate	NHES – Standard 1
	an understanding of the lesson	NHES – Standard 7
	ElksTeenZone Articles:	NHES – Standard 8
	• Tobacco	T (Tobacco) – HBO 1-5
	Tobacco and Leadership	
	Elks Drug Quiz Show Study Guide – Tobacco	
	Elks Drug Quiz Show Activity – Tobacco Team Tune-Up	
	Trivia Contest	
	Crossword Puzzle – Tobacco	
	Elks Drug Awareness Pamphlets:	
	• DAP 200 Tips for Teens – Tobacco	
	DAP 380 Impaired Driving	
Bullying	LEARNING CENTER – Choose an activity from the list to demonstrate	NHES – Standard 2
2 8	an understanding of the lesson	NHES – Standard 4
	ElksTeenZone Articles:	NHES – Standard 5
	Bullying vs Conflict	MEH- HBO 1 - 8
	Bullying: Innocent Bystander	
	ElksTeenZone Videos:	
	What's the Deal with Synthetic Weed	
	Elks Drug Quiz Show Study Guide – Bullying	
	Elks Drug Quiz Show Activities:	
	•	
	Bullying Baseball	



Bullying (Continued)	 Bullying Skill Building Activities Trivia Contest Crossword Puzzle – Bullying Elks Drug Awareness Pamphlets: DAP 435 – Bullying & Drug Abuse: The Connection Elkskidszone Avengers – Never Alone#1 Elroy on Choices Cyber Bullying 	
Decision Making	 LEARNING CENTER – Choose an activity from the list to demonstrate an understanding of the lesson ElksTeenZone Articles: 3 D's of Decision Making Making Good Decisions Defining Peer Pressure: Good vs Bad Elks Drug Quiz Show Study Guide - Decision Making Elks Drug Quiz Show Activities: Decision Making Team Tune-up Decision Making Team Role Play Trivia Contest Crossword Puzzle – Decision Making Elkskidszone Elroy on Choices 	NHES 5 NHES 6 NHES 8 Colorado Education Initiative: coloradoedinitiative.org
Stimulants	LEARNING CENTER – Choose an activity from the list to demonstrate an understanding of the lesson ElksTeenZone Articles: • What About ADHD? • Why Do People Use Stimulants?	NHES – Standard 1 NHES – Standard 7 NHES – Standard 8 ATOD HBO 2, 4, 5 - 8



Stimulants (Continued)	What About Caffeine?	
``´´´´	Types of Stimulants	
	• What Are Stimulants?	
	Elks Drug Quiz Show Study Guide - Stimulants	
	Elks Drug Quiz Show Activity - Tic-Tac-Toe	
	Trivia Contest	
	Crossword Puzzle - Stimulants	
	Elks Drug Awareness Pamphlets	
	• DAP 395 – DXM	
	• DAP 400 - Methamphetamine	
	Elkskidzone	
	Get Smart About Drugs – Operation Prevention -	
	https://www.operationprevention.com/multi-drug-exploratory - lessons about	
	drugs.	
Depressants	LEARNING CENTER – Choose an activity from the list to demonstrate an	NHES – Standard 1
1	understanding of the lesson	NHES – Standard 7
	ElksTeenZone Articles:	NHES – Standard 8
	Everything to Know About Heroin	ATOD HBO 2, 4, 5 - 8
	• Can You Get Addicted to Sleeping Pills?	
	• What Are Depressants?	
	Elks Drug Quiz Show Study Guide - Depressants	
	Elks Drug Quiz Show Activity - Questions or Cues	
	Trivia Contest	
	Crossword Puzzle – Depressants	
	Elks Drug Awareness Pamphlets	
	• DAP 370 – Heroin	
	• DAP410 – Heroin-Fentanyl	
	Elkskidzone	
	Get Smart About Drugs – Operation Prevention -	
	https://www.operationprevention.com/multi-drug-exploratory - lessons about	
	drugs.	



Hallucinogens	LEARNING CENTER – Choose an activity from the list to demonstrate an understanding of the lesson ElksTeenZone Articles: Side Effects of Hallucinogens Intro to Hallucinogens Elks Drug Quiz Show Study Guide - Hallucinogens	NHES – Standard 1 NHES – Standard 7 NHES – Standard 8 ATOD HBO 2, 4, 5 - 8
	Elks Drug Quiz Show Activity - Relay Race Review Trivia Contest Crossword Puzzle - Hallucinogens Elkskidzone <i>Get Smart About Drugs – Operation Prevention -</i> <u>https://www.operationprevention.com/multi-drug-exploratory</u> - lessons about drugs.	
Eating Healthy and Exercise	 LEARNING CENTER – Choose an activity from the list to demonstrate an understanding of the lesson ElksTeenZone Articles: Healthy Eating: Snacks 101 Out-of-the-Box Exercising Why Gym Class Is Important Elks Drug Quiz Show Study Guide – Healthy Eating and Exercising Elks Drug Quiz Show Activities Healthy Eating and Exercise Multiple Choice: <i>Go, Slow, or Whoa,</i> and Nutrition Labels Now Use What You Learned to be a Code Breaker Trivia Contest Crossword Puzzle Elks Drug Awareness Pamphlets DAP 395 – DXM DAP 400 - Methamphetamine 	NHES 1 NHES 2 NHES 3 NHES 6 NHES 7 HE HBO 1-13 PHW 112

National Health Education Standards

The National Health Education Standards (NHES) were developed to establish, promote, and support health-enhancing behaviors for students in all grade levels—from pre-Kindergarten through grade 12. The NHES provide a framework for teachers, administrators, and policy makers in designing or selecting curricula, allocating instructional resources, and assessing student achievement and progress. Importantly, the standards provide students, families and communities with concrete expectations for health education.

The NHES are written expectations for what students should know and be able to do by grades 2, 5, 8, and 12 to promote personal family, and community health.

Standard 1	Students will comprehend concepts related to health promotion and disease prevention to enhance health.
Standard 2	Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
Standard 3	Students will demonstrate the ability to access valid information products, and services to enhance health.
Standard 4	Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
Standard 5	Students will demonstrate the ability to use decision-making skills to enhance health.
Standard 6	Students will demonstrate the ability to use goal-setting skills to enhance health.
Standard 7	Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
Standard 8	Students will demonstrate the ability to advocate for personal, family, and community health.

National Science Education Standards

The following table lists the science content standards from the *National Science Education Standards*. The content standards outline what students should know, understand and be able to do in natural science.

An important purpose of science education is to give students a means to understand and act on personal and social issues. The science in personal and social perspectives standards help students develop decision-making skills.

TABLE 6.6 Science in Personal and Social Perspectives			
Levels K-4	Levels 5-8	Levels 9-12	
 Personal health Characteristics and changes in populations Types of resources Changes in environments Science and technology in local challenges 	 Personal health Populations, resources, and environments Natural hazards Risks and benefits Science and technology in society 	 Personal and community health Population growth Natural resources Environmental quality Natural and human-induced hazards Science and technology in local, national, and global challenges 	

Healthy Behavior Outcomes Alcohol- and Other Drug-Use (AOD) Prevention

Healthy Behavior Outcomes for AOD

- HBO 1 Avoid misuse and abuse of over-the-counter and prescription drugs
- HBO 2 Avoid experimentation with alcohol and other drugs
- HBO 3 Avoid the use of alcohol
- HBO 4 Avoid the use of illegal drugs
- HBO 5 Avoid driving while under the influence of alcohol and other drugs
- HBO 6 Avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs
- HBO 7 Quit using alcohol and other drugs if already using
- HBO 8 Support others to be alcohol and other drug-free

Health Standard 1: Students will comprehend concepts related to health promotion and disease prevention

Grades Pre-K – 2	Grades 3 – 5	Grades 6 – 8	Grades 9 - 12
Grades Pre-K – 2	Grades 3 – 5	 Grades 6 – 8 AOD 1.8.9 Explain school policies and community laws about alcohol and other drugs (HBO2, 3, & 4) AOD 1.8.10 Describe the relationship between using alcohol and other drugs and other health risks, such as unintentional injuries, violence, suicide, sexual risk behaviors, and tobacco use (HBO2, 3, 4, 5, & 6) AOD 1.8.11 Describe the benefits of being alcohol- and other drug-free (HBO2, 3, 4 & 8) AOD 1.8.12 Describe positive alternatives to using alcohol and other drugs (HBO2, 3, 4 & 8) AOD 1.8.13 Explain the relationship between intravenous drug use and transmission of blood-borne diseases such as HIV and hepatitis. (HBO2 & 4) AOD 1.8.14 Explain the risks associated with using alcohol or other drugs and driving a motor vehicle (HBO5 & 6) 	 AOD 1.12.8 Explain the effects of alcohol and other drug use during pregnancy. (HBO2,3 &4) Evaluate situations that could lead to the use of alcohol and other drugs. (HBO2,3 &4) AOD 1.12.10 Summarize why alcohol or other drug-use is an unhealthy way to manage weight or stress. (HBO2,3 &4) AOD 1.12.11 Analyze why individuals choose to use or not to use alcohol and other drugs. (HBO2,3 &4) AOD 1.12.12 Analyze short-term and long-term benefits of remaining alcohol and drug-free (HBO2,3 &4) AOD 1.12.13 Analyze the relationship of alcohol and other drug use to the major causes of death and disease in the United States. (HBO2,3,4,5, &6) AOD 1.12.15 Determine socially appropriate ways to avoid or prevent use of alcohol and other drugs. (HBO2,3,4t,6, &8) AOD 1.12.16 Analyze the relationship between using alcohol and other drugs. (HBO2,3,4t,6, &8)
			 (HBO2,3,4t,6, &8) AOD 1.12.16 Analyze the relationship between using alcohol and other drugs and other health risks, such as unintentional injuries,

Health Standard 1: Students will comprehend concepts related to health promotion and disease prevention (Continued)

	 AOD 1.12.18 Summarize long-term health benefits of abstaining from or discontinuing alcohol use.
	 (HBO3&7) AOD 1.12.19 Analyze the dangers of driving while under the influence
	 of alcohol and other drugs. (HB05&8) O AOD 1.12.20 Summarize the
	importance of not riding with a driver who has been using alcohol or other drugs. (HBO6&8)
	 AOD 1.12.21 Analyze how the addition to alcohol or other drug use can be treated. (HB07&8)
	 1.12.22 Analyze how alcohol and other drug-use cessation programs can be successful. (HBO7&8)
Healthy Behavior Outcomes (HBO) A Pre-K–12 comprehensive curriculum should enable students to:

Promoting an Alcohol and Other Drug-Free Lifestyle (AOD)

- **AOD-1**: Avoid misuse and abuse of over-the-counter and prescription drugs.
- **AOD-2:** Avoid experimentation with alcohol and other drugs.
- AOD-3: Avoid the use of alcohol.
- AOD-4: Avoid the use of illegal drugs.
- **AOD-5:** Avoid driving while under the influence of alcohol and other drugs.
- **AOD-6**: Avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.
- **AOD-7:** Quit using alcohol and other drugs if already using.
- **AOD-8:** Support others to be alcohol- and other drugfree.

Promoting Healthy Eating (HE)

- **HE-1:** Eat the appropriate number of servings from each food group every day.
- **HE-2:** Eat a variety of foods within each food group every day.
- **HE-3:** Eat an abundance of fruits and vegetables every day.
- **HE-4:** Choose to eat whole grain products and fatfree or low-fat milk or equivalent milk products regularly.
- HE-5: Drink plenty of water every day.
- **HE-6:** Limit foods and beverages high in added sugars, solid fat, and sodium.
- HE-7: Eat breakfast every day.
- HE-8: Eat healthy snacks.
- HE-9: Eat healthy foods when dining out.
- HE-10: Prepare food in healthful ways.
- HE-11: Balance caloric intake with caloric expenditure.
- **HE-12** Follow an eating plan for healthy growth and development.
- HE-13: Support others to eat healthy.

Promoting Mental and Emotional Health (MEH)

- **MEH-1:** Express feelings in a healthy way.
- **MEH-2:** Engage in activities that are mentally and emotionally healthy.
- **MEH-3:** Prevent and manage interpersonal conflict in healthy ways.
- **MEH-4:** Prevent and manage emotional stress and anxiety in healthy ways.
- **MEH-5:** Use self-control and impulse-control strategies to promote health.
- **MEH-6:** Get help for troublesome thoughts, feelings, or actions for oneself and others.
- **MEH-7:** Show tolerance and acceptance of differences in others.
- MEH-8: Establish and maintain healthy relationships.

Promoting Personal Health and Wellness (PHW)

- PHW-1: Brush and floss teeth daily.
- PHW-2: Practice appropriate hygiene habits.
- PHW-3: Get an appropriate amount of sleep and rest.
- PHW-4: Prevent vision and hearing loss.
- **PHW-5:** Prevent damage from the sun.
- **PHW-6:** Practice behaviors that prevent infectious diseases.
- **PHW-7:** Practice behaviors that prevent chronic diseases.
- **PHW-8:** Prevent serious health problems that result from common chronic diseases and conditions among youth, such as allergies, asthma, diabetes, and epilepsy.
- **PHW-9:** Practice behaviors that prevent foodborne illnesses.
- **PHW-10:** Seek out help for common infectious diseases and chronic diseases and conditions.
- **PHW-11:** Seek out healthcare professionals for appropriate screenings and examinations.
- **PHW-12:** Prevent health problems that result from fads or trends.

Promoting Physical Activity (PA)

- **PA-1:** Engage in moderate to vigorous physical activity for at least 60 minutes every day.
- **PA-2:** Regularly engage in physical activities that enhance cardio-respiratory endurance, flexibility, muscle endurance, and muscle strength.
- **PA-3:** Engage in warm-up and cool-down activities before and after structured exercise.
- **PA-4:** Drink plenty of water before, during, and after physical activity.
- **PA-5:** Follow a physical activity plan for healthy growth and development.
- PA-6: Avoid injury during physical activity.
- **PA-7** Support others to be physically active.

Promoting Safety (S)

- **S-1:** Follow appropriate safety rules when riding in or on a motor vehicle.
- **S-2:** Avoid driving a motor vehicle or riding in a motor vehicle driven by someone while under the influence of alcohol or other drugs.
- **S-3:** Use safety equipment appropriately and correctly.
- **S-4:** Apply safety rules and procedures to avoid risky behaviors and injury.
- **S-5:** Avoid safety hazards in the home and community.
- S-6: Recognize and avoid dangerous surroundings.
- **S-7:** Get help for oneself or others when injured or suddenly ill.
- **S-8:** Support others to avoid risky behaviors and be safe.

Promoting Sexual Health (SH)

- SH-1: Establish and maintain healthy relationships.
- SH-2: Be sexually abstinent.
- **SH-3:** Engage in behaviors that prevent or reduce sexually transmitted disease (STD), including HIV infection.
- **SH-4:**Engage in behaviors that prevent or reduce unintended pregnancy.

- **SH-5:** Avoid pressuring others to engage in sexual behaviors.
- **SH-6:** Support others to avoid or reduce sexual risk behaviors.
- **SH-7:** Treat others with courtesy and respect without regard to sexual status.
- **SH-8:** Utilize appropriate health services to promote sexual health.

Promote a Tobacco-Free Lifestyle (T)

- **T-1:** Avoid using (or experimenting with) any form of tobacco.
- T-2: Avoid second-hand smoke.
- T-3: Support a tobacco-free environment.
- T-4: Support others to be tobacco-free.
- **T-5:** Quit using tobacco, if already using.

Prevent Violence (V)

- V-1: Manage interpersonal conflict in nonviolent ways.
- V-2: Manage emotional distress in nonviolent ways.
- **V-3:** Avoid bullying, being a bystander to bullying, or being a victim of bullying.
- V-4: Avoid engaging in violence, including sexual harassment, coercion, exploitation, physical fighting, and rape.
- V-5: Avoid situations where violence is likely to occur.
- **V-6:** Avoid associating with others who are involved in or who encourage violence or criminal activity.
- V-7: Get help to prevent or stop violence including harassment, abuse, bullying, hazing, fighting, and hate crimes.
- **V-8:** Get help to prevent or stop inappropriate touching.
- **V-9:** Get help to stop being subjected to violence or physical abuse.

V-10: Get help for oneself or others who are in danger of hurting themselves.

Common Core Learning Standards

Teaching health concepts and skills is not done in isolation. Integrating health education efforts within other core curricular areas can lead to favorable outcomes. Listed below are <u>some</u>, but not all of the Common Core Learning Standards that can be addressed when teaching this curricular area.

English Language Arts – Grades K-5

• Reading Standards - Key Ideas and Details

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

o Reading Standards - Integration of Knowledge and Ideas

- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

• Writing Standards - Text Types and Purposes

- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly

• Writing Standards - Research to Build and Present Knowledge

- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- Draw evidence from literary and/or informational texts to support analysis, reflection, and research.

English Language Arts Standards Grades 6 - 12

• Reading Standards - Key Ideas and Details

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- Reading Standards Integration of Knowledge and Ideas

- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

• Writing Standards - Text Types and Purposes

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

• Writing Standards - Research to Build and Present Knowledge

- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- Draw evidence from literary and/or informational texts to support analysis, reflection, and research

Career Development && Occupational Studies

- Standard 1: Career Development
- Standard 2: Integrated Learning
- Standard 3: Universal Foundation Skills

> The Arts

• Standards 1: Creating, Performing, and Participating in the Arts.

Supplemental Resources

Additional Resources

Supplemental Websites and Resources for Drug Awareness Education

DEA – Drug Enforcement Administration - dea.gov

Websites

DEA provides essential information about the harmful effects of illicit drug use through our educational materials and three websites, <u>www.justthinktwice.com</u> for teens, and <u>www.getsmartaboutdrugs.com</u> for parents, educators, and caregivers and <u>www.campusdrugprevention.gov</u> for professionals in higher education.



www.JustThinkTwice.com

DEA's website for teens, <u>www.justthinktwice.com</u>, provides credible information about the harmful effects of drug use. The site includes information about various drugs, including facts and fiction about drugs, the consequences of drug use, as well as topics about addiction, impaired driving, and true stories about teens that have had drug problems. The site provides descriptions of specific drugs, such as marijuana, Spice/K2, bath salts, and heroin, as well as the drugs' street names, effect on the mind and body, overdose effects, legal status, and origin.



www.GetSmartAboutDrugs.com

DEA's website for parents, <u>www.GetSmartAboutDrugs.com</u>, provides valuable drug education information for parents, educators, and caregivers to further help identify drug use, drug paraphernalia, warning signs of drug use, and the harmful side effects of the most commonly abused drugs. The site features several downloadable publications including "Growing Up Drug-Free: A Parent's Guide to Prevention," "Prescription for Disaster: How Teens Abuse Medicine," and "The Dangers and Consequences of Marijuana Abuse."



Campus Drug Prevention

www.campusdrugprevention.gov is DEA's latest effort to support drug abuse prevention programs on college campuses and in surrounding communities. The website was created for professionals working to prevent drug abuse among college students, including educators, student health centers, and student affairs personnel. In addition, it serves as a useful tool for college students, parents, and others involved in campus communities.

The website offers valuable information, including data, news updates, drug scheduling and penalties, publications, research, national and statewide conferences and events, state and local prevention contacts, and resources available from DEA's federal partners. The website also includes a "Help a Friend" resource to educate and prepare those who plan to talk to their friends or loved ones about drug use concerns.

Red Ribbon Week Campaign - dea.gov/redribbon

RED RIBBON WEEK® - NATIONAL FAMILY PARTNERSHIP - <u>http://nfp.org/rr/</u>



NIDA – Natonal Institute on Drug Awareness – drugabuse.gov – NIDA is the lead federal agency supporting scientific research on drug use and its consequences.

NIDA for Teens – teensdrugabuse.gov - Nida for Teens is the trusted source for science-based information on teen drug use and its effects.

LEARNING CENTER LEARNING CENTER LEARNING CENTER LEARNING CENTER LEARNING CENTER LEARNING CENTER

DIRECTIONS

Become an EXPERT on the information in each Center by...



READING THE

If you do not like to read:

- a) Ask another student or an adult volunteer to read the information out loud, or
- b) Take turns reading.



DOING ONE OF THE FOLLOWING THINGS: Working alone or with another person, decide how you want to learn the information.

Consider having fun...

A. Quizzing each other, or

- B. Making a poster containing at least 10 facts about the information you're studying, or
- C. Making up a song, a poem, a rap, or a story telling at least 10 facts about the information you're studying, or
- D. Writing a story about someone who has problems because of not understanding the information you're studying. For example, if you are reading the Stimulants Learning Center, you could write a story about a person who uses cocaine. Be sure to include at least 10 facts, or
- E. Making up an ad which tells the "true story" about whatever it is you are studying. Once again, be sure to include at least 10 facts.



Background Information:

Students make decisions everyday, however, many of the decisions they see and experience may not have been carefully considered. It is important for students to understand that the use of this skill will allow them to sort through problems, brainstorm options, analyze the positive and negative outcomes, and then implement and reflect on the choices they make. When applied to health issues, this process gives students the ability to make decisions individually, or collaboratively, to improve their quality of life.

The decision making model for grades 6-8 involves five basic steps. It is a good idea to have these steps posted in the room or available as a handout. The model and an example should be shared with students during the teaching of the skill. By understanding how to make good decisions students will learn that they will have more control over their lives.

The Model





THE Colorado Education Initiative

The Steps

Skill Steps	Teaching progression	Grades MS Decision Making Example:
Step 1: Identifying a Decision That Needs a Decision	 Before students can identify a decision, they need to be able to have a discussion about circumstances that can help or hinder healthy decision-making. They need to anticipate when and where situations will arise that will require them to make a healthy decision. Going to a party with friends Parents are gone-what are kids expected to do here? Choosing healthy foods The next step is being able to evaluate when a thoughtful decision is needed versus an everyday decision. For example, smoking marijuana vs. what to wear to school. Another concept for students to examine is the difference between an impulsive versus a thoughtful decision. Students should discuss what situations they will need help with a decision. Finally, students need to be able to verbalize why this decision is important to their health and how making a 	A couple of my friends have gone to parties and are bragging about smoking cigarettes. I am going to a party this next weekend and I am afraid that I may be pressured to smoke. "If someone at the party asks me to smoke, am I going to say yes or no"
Step 2: Brainstorm Possible Options	healthy decision will benefit themselves and/or others. Make a list of all of the possible options you would consider.	Brainstorm Options: 1. Don't go to the party at all. 2. Go to the party and try smoking. 3. Go to the party and say no.
Step 3: Identify the Positive and Negative Outcomes for Each Option	 The use of a chart is beneficial in listing all of the positive and negative outcomes of each option: The criteria to be used is as follows: Is the option healthy or unhealthy? How does the option affect myself? How does the option affect others? Does this option support my values? How do these options affect my goals? Does the decision follow the law? 	 Outcomes: 1. Don't go to the party at all. Outcomes, positive no pressure to smoke, negative I miss out on being with friends. 2. Go to the party and try smoking. Outcomes, positive fit in with my friends; negative labeled by others as a smoker and may become addicted. 3. Go to the party and say no. Outcomes, positive not breaking the law, be with my friends, negative, might lose my smoking friends
Step 4: Make a Decision and Follow Through	Students are now ready to make their decision based on their analysis of the positive and negative outcomes.	The decision will be to go to the party and say no.
Step 5: Reflect on the Decision That was Made	 Students need to take time to reflect on the decision that was made and analyze the outcome of the decision. Students can answer a variety of questions related to the decision making process. What was the decision I made? Why did I make the choice that I did? Did the decision that I made work? Why or Why not? How did this decision affect my health? Would you make this decision again? 	Use the reflection questions to analyze if the decision was the correct one for me. It was good choice because I was able to be with my friends and I did not break the law. They accepted my decision to say no.



Decision-Making Process



STEP 1: Identify the Decision to be Made

Describe the situation that involves a decision that needs to be made:

What is the decision to be made?
Why is this decision important to me and my health?
Does this situation require me to use the decision-making process? YES or NO
Explain
Can I make this decision alone, or do I need the help of an adult or trusted resource? Explain.
How will this decision affect me the rest of my life?



Step 2: Brainstorm Possible Options Step 3: Identify Possible Outcomes

Options	Positive Outcome	Negative Outcome
1.		
2.		
3.		



Step 4 - Make a Decision and Follow Through

According to the options above, which one looks like the best and circle it.

Now, look at the criteria below, answer each question about the option you chose. If you answered no to any of the questions, then you need to re-evaluate your option.

	YES	NO
Is the option healthy?		
Does this decision respect my mind and body?		
Does this decision respect people that care about me?		
Does this option support my values?		
Does this option promote my goals?		
Does this decision follow the law?		
Which healthy option did you chose?		



Decision Making Reflection

Write a paragraph that will reflect on the decision you made and how it worked. Use some of the answers to the questions below in your paragraph.

- Why did I make the choice that I did?
- Did the decision that I made work? Why or Why not?
- How did this decision affect my health?
- Would I make this decision again?
- How did the decision-making model help you come up with a decision?



Implementation Guide





Implementation Guide

