



**Presents**

**Additional Resources  
To Use In The  
Creation of DAP Curriculum  
Lesson Plans**

**Using**



**Including, but not limited to:**

**Lesson Planning Resources/Support; Learning Center Resources;  
Supplemental Websites; National Health Education and Science Education  
Standards; Decision Making Tools; and Double Entry Journal Ideas**

# 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 standards- and 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 health-enhancing behaviors.

According to the Centers for Disease Control and Prevention (CDC), [an effective health education curriculum has the 15 following characteristics](#)

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:



## Lesson Planning Resources/Support

Online Lesson	Resources/Support Materials	Standards
General Drug Information	<p>LEARNING CENTER – Choose an activity from the list to demonstrate an understanding of the lesson.</p> <p>Elks Drug Quiz Show Study Guide – General Information About Drugs</p> <p>ElksTeenZone Articles:</p> <ul style="list-style-type: none"> <li>• Not All Medicine is Good for You</li> <li>• Drug Effects: Body and Mind</li> <li>• Uppers and Downers</li> <li>• Prescription Drugs</li> <li>• What Makes a Drug Helpful vs Harmful</li> </ul> <p>ElksTeenZone Videos:</p> <ul style="list-style-type: none"> <li>• Try</li> <li>• Facing Addiction</li> <li>• Drug Awareness Make-up Transformation</li> </ul> <p>Trivia Contest</p> <p>Crossword Puzzle – General Drug Information</p> <p>Elkskidszone</p> <ul style="list-style-type: none"> <li>• Why Drugs are Bad</li> <li>• How Can I Tell If My Child Is Using Drugs?</li> </ul>	<p>NHES – Standard 1</p> <p>Health Concepts –</p> <p>ATOD (AOD) HBO 1 - 8</p> <p>NSES – Standard 6</p>
Alcohol	<p>LEARNING CENTER – Choose an activity from the list to demonstrate an understanding of the lesson</p> <p>ElksTeenZone Articles:</p> <ul style="list-style-type: none"> <li>• Over Glorifying Drinking: It Doesn't Make You Cool</li> <li>• Dangers of Alcohol</li> <li>• You've Been Asked To Try Alcohol: Don't Freak Out!</li> <li>• Creative Ways to Say No to Alcohol</li> </ul>	<p>NHES – Standard 1</p> <p>NHES – Standard 7</p> <p>NHES – Standard 8</p> <p>ATOD HBO 2, 3, 5 - 8</p>

\*\*All standards referenced have been adapted from the National Health Education Standards (NHES) and the National Science Education Standards (NSES) – *Science in Personal and Social Perspectives*. Additional concepts, skills, and healthy behavior outcomes have been adapted from the Centers for Disease Control and Prevention's Health Education Curriculum Analysis Tool (HECAT)

Written 10/4/20 dm  
Updated: 12/10/20 dm



## Lesson Planning Resources/Support

Alcohol (Continued)	<p>Elks Drug Quiz Show Study Guide – Alcohol</p> <p>Elks Drug Quiz Show Activity - Alcohol Education Baseball Activity</p> <p>Trivia Contest</p> <p>Crossword Puzzle – Alcohol</p> <p>Elks Drug Awareness Pamphlets:</p> <ul style="list-style-type: none"> <li>• DAP110 – Underage Drinking, Myths and Facts</li> <li>• DAP 270 – Binge Drinking</li> <li>• DAP 380 – Impaired Driving</li> </ul> <p>Elkskidszone</p> <ul style="list-style-type: none"> <li>• Underage Drinking: Myths vs Facts</li> <li>• Elroy on Choices</li> </ul>	
Marijuana	<p>LEARNING CENTER – Choose an activity from the list to demonstrate an understanding of the lesson</p> <p>ElksTeenZone Articles:</p> <ul style="list-style-type: none"> <li>• Dangers of Marijuana</li> </ul> <p>ElksTeenZone Videos:</p> <ul style="list-style-type: none"> <li>• What’s the Deal with Synthetic Weed?</li> </ul> <p>Elks Drug Quiz Show Study Guide – Marijuana</p> <p>Elks Drug Quiz Show Activity – Study Buddies Activity</p> <p>Trivia Contest</p> <p>Crossword Puzzle – Marijuana</p> <p>Elks Drug Awareness Pamphlets:</p> <ul style="list-style-type: none"> <li>• DAP 265 – Kids, Cars and Marijuana</li> <li>• DAP 275 – Legalizing Marijuana</li> <li>• DAP 360 – Marijuana Facts</li> <li>• DAP 380 – Impaired Driving</li> <li>• DAP 390 – K2/Spice</li> </ul> <p>Elkskidszone</p>	<p>NHES – Standard 1</p> <p>NHES – Standard 7</p> <p>NHES – Standard 8</p> <p>ATOD HBO 2, 4, 5 - 8</p>

\*\*All standards referenced have been adapted from the National Health Education Standards (NHES) and the National Science Education Standards (NSES) – *Science in Personal and Social Perspectives*. Additional concepts, skills, and healthy behavior outcomes have been adapted from the Centers for Disease Control and Prevention’s Health Education Curriculum Analysis Tool (HECAT)

Written 10/4/20 dm  
Updated: 12/10/20 dm

# Elks TeenZone Lessons

## Lesson Planning Resources/Support

Marijuana (Continued)	<ul style="list-style-type: none"> <li>• Drug Abuse: Marijuana</li> <li>• The Truth About Marijuana</li> <li>• Travelers and Residents of Colorado Beware!</li> </ul> <p><b>Get Smart About Drugs</b> – <i>Operation Prevention</i> - <a href="https://www.operationprevention.com/multi-drug-exploratory">https://www.operationprevention.com/multi-drug-exploratory</a> - lessons about drugs.</p>	
Tobacco	<p>LEARNING CENTER – Choose an activity from the list to demonstrate an understanding of the lesson</p> <p>ElksTeenZone Articles:</p> <ul style="list-style-type: none"> <li>• Tobacco</li> <li>• Tobacco and Leadership</li> </ul> <p>Elks Drug Quiz Show Study Guide – Tobacco</p> <p>Elks Drug Quiz Show Activity – Tobacco Team Tune-Up Trivia Contest</p> <p>Crossword Puzzle – Tobacco</p> <p>Elks Drug Awareness Pamphlets:</p> <ul style="list-style-type: none"> <li>• DAP 200 Tips for Teens – Tobacco</li> <li>• DAP 380 Impaired Driving</li> </ul>	<p>NHES – Standard 1</p> <p>NHES – Standard 7</p> <p>NHES – Standard 8</p> <p>T (Tobacco) – HBO 1-5</p>
Bullying	<p>LEARNING CENTER – Choose an activity from the list to demonstrate an understanding of the lesson</p> <p>ElksTeenZone Articles:</p> <ul style="list-style-type: none"> <li>• Bullying vs Conflict</li> <li>• Bullying: Innocent Bystander</li> </ul> <p>ElksTeenZone Videos:</p> <ul style="list-style-type: none"> <li>• What's the Deal with Synthetic Weed</li> </ul> <p>Elks Drug Quiz Show Study Guide – Bullying</p> <p>Elks Drug Quiz Show Activities:</p> <ul style="list-style-type: none"> <li>• Bullying Baseball</li> </ul>	<p>NHES – Standard 2</p> <p>NHES – Standard 4</p> <p>NHES – Standard 5</p> <p>MEH- HBO 1 - 8</p>

\*\*All standards referenced have been adapted from the National Health Education Standards (NHES) and the National Science Education Standards (NSES) – *Science in Personal and Social Perspectives*. Additional concepts, skills, and healthy behavior outcomes have been adapted from the Centers for Disease Control and Prevention's Health Education Curriculum Analysis Tool (HECAT)

Written 10/4/20 dm  
Updated: 12/10/20 dm



## Lesson Planning Resources/Support

Bullying (Continued)	<ul style="list-style-type: none"> <li>Bullying Skill Building Activities</li> <li>Trivia Contest</li> <li>Crossword Puzzle – Bullying</li> <li>Elks Drug Awareness Pamphlets:               <ul style="list-style-type: none"> <li>DAP 435 – Bullying &amp; Drug Abuse: The Connection</li> </ul> </li> <li>Elkskidszone               <ul style="list-style-type: none"> <li>Avengers – Never Alone#1</li> <li>Elroy on Choices</li> <li>Cyber Bullying</li> </ul> </li> </ul>	
Decision Making	<p>LEARNING CENTER – Choose an activity from the list to demonstrate an understanding of the lesson</p> <p>ElksTeenZone Articles:</p> <ul style="list-style-type: none"> <li>3 D's of Decision Making</li> <li>Making Good Decisions</li> <li>Defining Peer Pressure: Good vs Bad</li> </ul> <p>Elks Drug Quiz Show Study Guide - Decision Making</p> <p>Elks Drug Quiz Show Activities:</p> <ul style="list-style-type: none"> <li>Decision Making Team Tune-up</li> <li>Decision Making Team Role Play</li> </ul> <p>Trivia Contest</p> <p>Crossword Puzzle – Decision Making</p> <p>Elkskidszone</p> <ul style="list-style-type: none"> <li>Elroy on Choices</li> </ul>	<p>NHES 5</p> <p>NHES 6</p> <p>NHES 8</p> <p>Colorado Education Initiative:</p> <p>coloradoedinitiative.org</p>
Stimulants	<p>LEARNING CENTER – Choose an activity from the list to demonstrate an understanding of the lesson</p> <p>ElksTeenZone Articles:</p> <ul style="list-style-type: none"> <li>What About ADHD?</li> <li>Why Do People Use Stimulants?</li> </ul>	<p>NHES – Standard 1</p> <p>NHES – Standard 7</p> <p>NHES – Standard 8</p> <p>ATOD HBO 2, 4, 5 - 8</p>

\*\*All standards referenced have been adapted from the National Health Education Standards (NHES) and the National Science Education Standards (NSES) – *Science in Personal and Social Perspectives*. Additional concepts, skills, and healthy behavior outcomes have been adapted from the Centers for Disease Control and Prevention's Health Education Curriculum Analysis Tool (HECAT)

Written 10/4//20 dm  
Updated: 12/10/20 dm

# Elks TeenZone Lessons

## Lesson Planning Resources/Support

Stimulants (Continued)	<ul style="list-style-type: none"> <li>• What About Caffeine?</li> <li>• Types of Stimulants</li> <li>• What Are Stimulants?</li> </ul> <p>Elks Drug Quiz Show Study Guide - Stimulants</p> <p>Elks Drug Quiz Show Activity - Tic-Tac-Toe</p> <p>Trivia Contest</p> <p>Crossword Puzzle - Stimulants</p> <p>Elks Drug Awareness Pamphlets</p> <ul style="list-style-type: none"> <li>• DAP 395 – DXM</li> <li>• DAP 400 - Methamphetamine</li> </ul> <p>Elkskidzone</p> <p><b>Get Smart About Drugs – Operation Prevention -</b>  <a href="https://www.operationprevention.com/multi-drug-exploratory">https://www.operationprevention.com/multi-drug-exploratory</a> - lessons about drugs.</p>	
Depressants	<p>LEARNING CENTER – Choose an activity from the list to demonstrate an understanding of the lesson</p> <p>Elks TeenZone Articles:</p> <ul style="list-style-type: none"> <li>• Everything to Know About Heroin</li> <li>• Can You Get Addicted to Sleeping Pills?</li> <li>• What Are Depressants?</li> </ul> <p>Elks Drug Quiz Show Study Guide - Depressants</p> <p>Elks Drug Quiz Show Activity - Questions or Cues</p> <p>Trivia Contest</p> <p>Crossword Puzzle – Depressants</p> <p>Elks Drug Awareness Pamphlets</p> <ul style="list-style-type: none"> <li>• DAP 370 – Heroin</li> <li>• DAP410 – Heroin-Fentanyl</li> </ul> <p>Elkskidzone</p> <p><b>Get Smart About Drugs – Operation Prevention -</b>  <a href="https://www.operationprevention.com/multi-drug-exploratory">https://www.operationprevention.com/multi-drug-exploratory</a> - lessons about drugs.</p>	<p>NHES – Standard 1</p> <p>NHES – Standard 7</p> <p>NHES – Standard 8</p> <p>ATOD HBO 2, 4, 5 - 8</p>

\*\*All standards referenced have been adapted from the National Health Education Standards (NHES) and the National Science Education Standards (NSES) – *Science in Personal and Social Perspectives*. Additional concepts, skills, and healthy behavior outcomes have been adapted from the Centers for Disease Control and Prevention’s Health Education Curriculum Analysis Tool (HECAT)

Written 10/4//20 dm  
Updated: 12/10/20 dm

# Elks TeenZone Lessons

## Lesson Planning Resources/Support

Hallucinogens	<p>LEARNING CENTER – Choose an activity from the list to demonstrate an understanding of the lesson</p> <p>Elks TeenZone Articles:</p> <ul style="list-style-type: none"> <li>• Side Effects of Hallucinogens</li> <li>• Intro to Hallucinogens</li> </ul> <p>Elks Drug Quiz Show Study Guide - Hallucinogens</p> <p>Elks Drug Quiz Show Activity - Relay Race Review</p> <p>Trivia Contest</p> <p>Crossword Puzzle - Hallucinogens</p> <p>Elkskidzone</p> <p><b><i>Get Smart About Drugs – Operation Prevention - <a href="https://www.operationprevention.com/multi-drug-exploratory">https://www.operationprevention.com/multi-drug-exploratory</a> - lessons about drugs.</i></b></p>	<p>NHES – Standard 1</p> <p>NHES – Standard 7</p> <p>NHES – Standard 8</p> <p>ATOD HBO 2, 4, 5 - 8</p>
Eating Healthy and Exercise	<p>LEARNING CENTER – Choose an activity from the list to demonstrate an understanding of the lesson</p> <p>Elks TeenZone Articles:</p> <ul style="list-style-type: none"> <li>• Healthy Eating: Snacks 101</li> <li>• Out-of-the-Box Exercising</li> <li>• Why Gym Class Is Important</li> </ul> <p>Elks Drug Quiz Show Study Guide – Healthy Eating and Exercising</p> <p>Elks Drug Quiz Show Activities</p> <ul style="list-style-type: none"> <li>• Healthy Eating and Exercise Multiple Choice: <i>Go, Slow, or Whoa</i>, and Nutrition Labels</li> <li>• Now Use What You Learned to be a Code Breaker</li> </ul> <p>Trivia Contest</p> <p>Crossword Puzzle</p> <p>Elks Drug Awareness Pamphlets</p> <ul style="list-style-type: none"> <li>• DAP 395 – DXM</li> <li>• DAP 400 - Methamphetamine</li> </ul> <p>Elkskidzone</p>	<p>NHES 1</p> <p>NHES 2</p> <p>NHES 3</p> <p>NHES 6</p> <p>NHES 7</p> <p>HE HBO 1-13</p> <p>PHW 1--12</p>

\*\*All standards referenced have been adapted from the National Health Education Standards (NHES) and the National Science Education Standards (NSES) – *Science in Personal and Social Perspectives*. Additional concepts, skills, and healthy behavior outcomes have been adapted from the Centers for Disease Control and Prevention’s Health Education Curriculum Analysis Tool (HECAT)

Written 10/4/20 dm  
Updated: 12/10/20 dm

## 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
<ul style="list-style-type: none"><li>• Personal health</li><li>• Characteristics and changes in populations</li><li>• Types of resources</li><li>• Changes in environments</li><li>• Science and technology in local challenges</li></ul>	<ul style="list-style-type: none"><li>• Personal health</li><li>• Populations, resources, and environments</li><li>• Natural hazards</li><li>• Risks and benefits</li><li>• Science and technology in society</li></ul>	<ul style="list-style-type: none"><li>• Personal and community health</li><li>• Population growth</li><li>• Natural resources</li><li>• Environmental quality</li><li>• Natural and human-induced hazards</li><li>• Science and technology in local, national, and global challenges</li></ul>

## 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
<p>By grade 2, students will be able to:</p> <ul style="list-style-type: none"> <li>○ AOD 1.2.1 Identify how household products are harmful if intentionally inhaled or absorbed (<b>HBO1</b>)</li> <li>○ AOD 1.2.2 Explain the harmful effects of medicines when used incorrectly (<b>HBO1</b>)</li> <li>○ AOD 1.2.3 Describe the potential risks associated with use of over-the-counter medicines (<b>HBO1</b>)</li> <li>○ AOD 1.2.4 Identify family rules about medicine use (<b>HBO1</b>)</li> <li>○ AOD 1.2.5 Identify school rules about use of medicines (<b>HBO1</b>)</li> <li>○ AOD 1.2.7 Describe how to use medicines correctly (<b>HBO1</b>)</li> </ul>	<p>By grade 5, students will be able to:</p> <ul style="list-style-type: none"> <li>○ AOD 1.5.1 Explain why household products are harmful if intentionally absorbed or inhaled (<b>HBO1</b>)</li> <li>○ AOD 1.5.2 Explain the benefits of medicines when used correctly (<b>HBO1</b>)</li> <li>○ AOD 1.5.3 Explain how to use medicines correctly (<b>HBO1</b>)</li> <li>○ AOD 1.5.4 Describe potential risks associated with inappropriate use of over-the-counter medicines (<b>HBO1</b>)</li> <li>○ AOD 1.5.5 Explain the potential risks associated with inappropriate use and abuse of prescription medicines (<b>HBO1</b>)</li> <li>○ AOD 1.5.6 Identify short- and long-term effects of alcohol use (<b>HBO2 &amp; 3</b>)</li> <li>○ AOD 1.5.7 Identify family and school rules about alcohol use (<b>HBO2 &amp; 3</b>)</li> <li>○ AOD 1.5.8 Explain the difference between medicines and illicit drugs (<b>HBO2 &amp; 4</b>)</li> </ul>	<p>By grade 8, students will be able to:</p> <ul style="list-style-type: none"> <li>○ AOD 1.8.1 Distinguish between proper use and abuse of over-the-counter medicines (<b>HBO1</b>)</li> <li>○ AOD 1.8.2 Differentiate between proper use and abuse of prescription medicines (<b>HBO1</b>)</li> <li>○ AOD 1.8.3 Describe the health risks of using weight loss drugs (<b>HBO1</b>)</li> <li>○ AOD 1.8.4 Describe the health risks of using performance-enhancing drugs (<b>HBO1</b>)</li> <li>○ AOD 1.8.5 Summarize the negative consequences of using alcohol and other drugs (<b>HBO2, 3, &amp; 4</b>)</li> <li>○ AOD 1.8.6 Determine reasons why people choose to use or not to use alcohol and other drugs (<b>HBO2, 3, &amp; 4</b>)</li> <li>○ AOD 1.8.7 Describe situations that could lead to the use of alcohol and other drugs (<b>HBO2, 3, &amp; 4</b>)</li> <li>○ AOD 1.8.8 Explain why using alcohol or other drugs is an unhealthy way to manage stress (<b>HBO2, 3, &amp; 4</b>)</li> </ul>	<p>By grade 12, students will be able to:</p> <ul style="list-style-type: none"> <li>○ AOD 1.12.1 Differentiate between proper use and abuse of over-the-counter medications (<b>HBO1</b>)</li> <li>○ AOD 1.12.2 Differentiate between proper use and abuse of prescription medicines (<b>HBO1</b>)</li> <li>○ AOD 1.12.4 Examine the harmful effects of weight loss drugs (<b>HBO1, 2, &amp; 3</b>)</li> <li>○ AOD 1.12.4 Describe the harmful effects and legal issues related to using performance-enhancing drugs (<b>HBO1, 2, &amp; 3</b>)</li> <li>○ AOD 1.12.5 Describe the harmful effects of binge drinking (<b>HBO 2, &amp; 3</b>)</li> <li>○ 1.12.6 Summarize the harmful short- and long-term physical, psychological, and social effects of using alcohol and other drugs (<b>HBO2, 3, &amp; 4</b>)</li> <li>○ 1.12.7 Describe the effects of using alcohol and other drugs on school performance, job performance, job absenteeism and loss. (<b>HBO2, 3, &amp; 4</b>)</li> </ul>

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

Grades Pre-K – 2	Grades 3 – 5	Grades 6 – 8	Grades 9 – 12
		<ul style="list-style-type: none"> <li>○ AOD 1.8.9 Explain school policies and community laws about alcohol and other drugs <b>(HBO2, 3, &amp; 4)</b></li> <li>○ 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 <b>(HBO2, 3, 4, 5, &amp; 6)</b></li> <li>○ AOD 1.8.11 Describe the benefits of being alcohol- and other drug-free <b>(HBO2, 3, 4 &amp; 8)</b></li> <li>○ AOD 1.8.12 Describe positive alternatives to using alcohol and other drugs <b>(HBO2, 3, 4 &amp; 8)</b></li> <li>○ AOD 1.8.13 Explain the relationship between intravenous drug use and transmission of blood-borne diseases such as HIV and hepatitis. <b>(HBO2 &amp; 4)</b></li> <li>○ AOD 1.8.14 Explain the risks associated with using alcohol or other drugs and driving a motor vehicle <b>(HBO5 &amp; 6)</b></li> </ul>	<ul style="list-style-type: none"> <li>○ AOD 1.12.8 Explain the effects of alcohol and other drug use during pregnancy. <b>(HBO2,3 &amp;4)</b></li> <li>○ Evaluate situations that could lead to the use of alcohol and other drugs. <b>(HBO2,3 &amp;4)</b></li> <li>○ AOD 1.12.10 Summarize why alcohol or other drug-use is an unhealthy way to manage weight or stress. <b>(HBO2,3 &amp;4)</b></li> <li>○ AOD 1.12.11 Analyze why individuals choose to use or not to use alcohol and other drugs. <b>(HBO2,3 &amp;4)</b></li> <li>○ AOD 1.12.12 Analyze short-term and long-term benefits of remaining alcohol and drug-free <b>(HBO2,3 &amp;4)</b></li> <li>○ 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. <b>(HBO2,3,4,5, &amp;6)</b></li> <li>○ AOD 1.12.14 Summarize family rules, school rules, and community laws about alcohol and other drug-use. <b>(HBO2,3, 4,5,6 &amp; 8)</b></li> <li>○ AOD 1.12.15 Determine socially appropriate ways to avoid or prevent use of alcohol and other drugs. <b>(HBO2,3, 4t,6, &amp;8)</b></li> <li>○ AOD 1.12.16 Analyze the relationship between using alcohol and other drugs and other health risks, such as unintentional injuries, violence, suicide, sexual risk behaviors, and tobacco use. <b>(HBO2,3,5 &amp; 6)</b></li> <li>○ AOD 1.12.17 Summarize the relationship between intravenous drug use and transmission of blood-borne diseases, such as HIV and hepatitis. <b>(HBO2&amp;4)</b></li> </ul>

			<ul style="list-style-type: none"><li>○ AOD 1.12.18 Summarize long-term health benefits of abstaining from or discontinuing alcohol use. <b>(HBO3&amp;7)</b></li><li>○ AOD 1.12.19 Analyze the dangers of driving while under the influence of alcohol and other drugs. <b>(HBO5&amp;8)</b></li><li>○ AOD 1.12.20 Summarize the importance of not riding with a driver who has been using alcohol or other drugs. <b>(HBO6&amp;8)</b></li><li>○ AOD 1.12.21 Analyze how the addition to alcohol or other drug use can be treated. <b>(HBO7&amp;8)</b></li><li>○ 1.12.22 Analyze how alcohol and other drug-use cessation programs can be successful. <b>(HBO7&amp;8)</b></li></ul>
--	--	--	--

**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 drug-free.*

**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 fat-free 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 some, 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.

### ○ 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

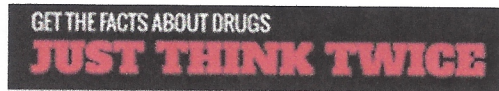
- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
  - Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
  - 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 Websites and Resources for Drug Awareness Education

DEA – Drug Enforcement Administration - [dea.gov](http://dea.gov)

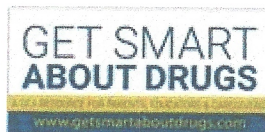
### Websites

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



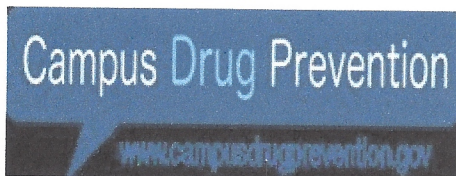
[www.JustThinkTwice.com](http://www.JustThinkTwice.com)

DEA's website for teens, [www.justthinktwice.com](http://www.justthinktwice.com), 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](http://www.GetSmartAboutDrugs.com)

DEA's website for parents, [www.GetSmartAboutDrugs.com](http://www.GetSmartAboutDrugs.com), 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](http://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](http://dea.gov/redribbon)



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



NIDA – National Institute on Drug Awareness – [drugabuse.gov](http://drugabuse.gov) – NIDA is the lead federal agency supporting scientific research on drug use and its consequences.

NIDA for Teens – [teensdrugabuse.gov](http://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

---

## DIRECTIONS

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

1

### READING THE INFORMATION

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.

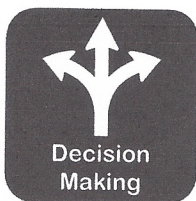
2

### 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.



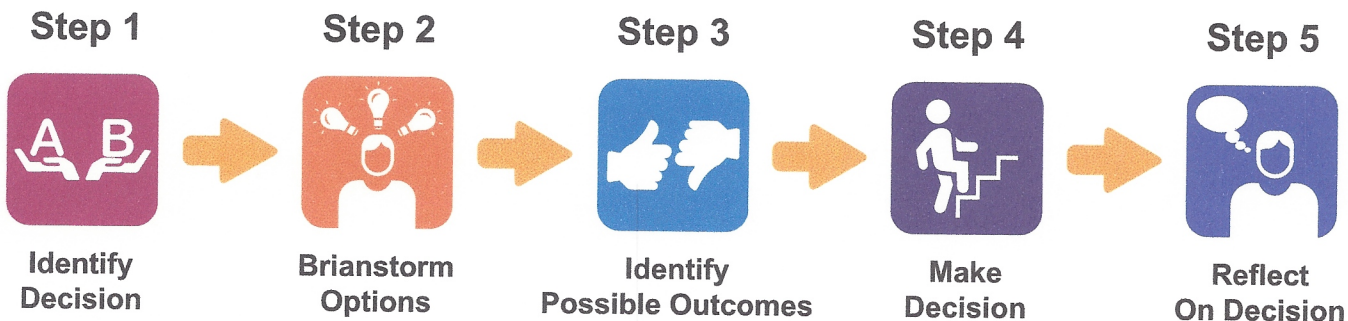
## Grade 6-8 Decision Making

### 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:
<b>Step 1: Identifying a Decision That Needs a Decision</b>	<p>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.</p> <p>They need to anticipate when and where situations will arise that will require them to make a healthy decision.</p> <ul style="list-style-type: none"> <li>• Going to a party with friends</li> <li>• Parents are gone-what are kids expected to do here?</li> <li>• Choosing healthy foods</li> </ul> <p>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.</p> <p>Another concept for students to examine is the difference between an impulsive versus a thoughtful decision.</p> <p>Students should discuss what situations they will need help with a decision.</p> <p>Finally, students need to be able to verbalize why this decision is important to their health and how making a healthy decision will benefit themselves and/or others.</p>	<p>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"</p>
<b>Step 2: Brainstorm Possible Options</b>	<p>Make a list of all of the possible options you would consider.</p>	<p>Brainstorm Options:</p> <ol style="list-style-type: none"> <li>1. Don't go to the party at all.</li> <li>2. Go to the party and try smoking.</li> <li>3. Go to the party and say no.</li> </ol>
<b>Step 3: Identify the Positive and Negative Outcomes for Each Option</b>	<p>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:</p> <ul style="list-style-type: none"> <li>• Is the option healthy or unhealthy?</li> <li>• How does the option affect myself?</li> <li>• How does the option affect others?</li> <li>• Does this option support my values?</li> <li>• How do these options affect my goals?</li> <li>• Does the decision follow the law?</li> </ul>	<p>Outcomes:</p> <ol style="list-style-type: none"> <li>1. Don't go to the party at all. Outcomes, positive no pressure to smoke, negative I miss out on being with friends.</li> <li>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.</li> <li>3. Go to the party and say no. Outcomes, positive not breaking the law, be with my friends, negative, might lose my smoking friends</li> </ol>
<b>Step 4: Make a Decision and Follow Through</b>	<p>Students are now ready to make their decision based on their analysis of the positive and negative outcomes.</p>	<p>The decision will be to go to the party and say no.</p>
<b>Step 5: Reflect on the Decision That was Made</b>	<p>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.</p> <ul style="list-style-type: none"> <li>• What was the decision I made?</li> <li>• Why did I make the choice that I did?</li> <li>• Did the decision that I made work? Why or Why not?</li> <li>• How did this decision affect my health?</li> <li>• Would you make this decision again?</li> </ul>	<p>Use the reflection questions to analyze if the decision was the correct one for me.</p> <p>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.</p>

Name: \_\_\_\_\_



## 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? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_



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?

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page.