

Skill-Based Instruction for Health II, Strand 4: Substance Abuse Prevention (SAP)

Introduction

The goal of Health Education is to support parents and families in developing healthy, responsible students who have the knowledge, skills, and dispositions to work together in an inclusive manner to think critically and participate in a variety of activities that lead to lifelong healthy behaviors. A skills-based approach is a best practice for delivering high-quality health education. Educators should have a goal of no more than one-third instructional time on content and concepts and at least two-thirds of class time for student skill practice or demonstration.

These skill-based instruction guides outline the standards, key skills, and model instructional practices and assessments for Health Education. Please see the [Health Education Core Skills Model](#) for more support with implementation and design.

Standards

Standard HII.SAP.1: Explore risk and protective factors for making healthy decisions about substance use.

Standard HII.SAP.2: Evaluate media and marketing tactics used to promote alcohol, tobacco, nicotine, and other drug products.

Standard HII.SAP.3: Discuss how substance use alters brain development and function and research the link between genetics and addiction.

Standard HII.SAP.4: Evaluate the physical, mental, emotional, social, legal, and financial impacts of the use or abuse of alcohol, tobacco, nicotine and other drugs on self, families, and communities.

- a. Explain driving under the influence (DUI) and not-a-drop laws.
- b. Research the legal consequences of driving under the influence of alcohol and other substances.

Standard HII.SAP.5: Identify community resources available to support individuals impacted by substance abuse and addiction, recognizing that recovery from addiction is possible.

Standard HII.SAP.6: Demonstrate how to talk with a healthcare provider about prescription options, effectiveness, side effects, and interactions of medications.

Steps and Elements to Demonstrate Competency

- Students will be able to understand protective factors, and other measures to support a substance-free lifestyle.
- Students will be able to compare and contrast media ads, identify target audience.
- Students will be able to analyze the impact alcohol, nicotine and other drugs have on the developing teen brain.
- Students will be able to evaluate the physical, mental, emotional, social, legal, and financial impacts of the use or abuse of alcohol, tobacco, nicotine and other drugs on self, families, and communities.
 - Students will be able to discuss the not a drop law and the consequences of being in the age category for the not a drop law.
 - Students will be able to demonstrate understanding of the legal consequences of driving under the influence of alcohol and other substances.
- Students will be able to Identify community programs that deal with substance abuse and addiction.
- Students will be able to know how to talk with a healthcare provider about prescription options, effectiveness, side effects, and interactions of medications.

Health Skills Needed to Demonstrate Competency

- Use a decision-making process to support health and well-being of self and others.
- Demonstrate practices and behaviors to support health and well-being of self and others.
- Analyze influences that affect health and well-being of self and others.
- Use functional health information to support health and well-being of self and others.
- Access valid and reliable resources to support health and well-being of self and others.

Skill Instruction

These steps are a guide. In classroom instruction, they may occur simultaneously. The numbering throughout this section aligns to the corresponding standard number in the strand. Educators may utilize [the model scope and sequence](#) between LifeSkills Training and Health Education for pacing and order.

Step 1: Introduce the Skill - Teach relevant content, terms, and outcomes.

1. Review the negative impacts of peer pressure. Identify protective factors for making healthy decisions about substance use. Review the [Decision Making Process](#) (DMP).
2. Review marketing tactics that are used to influence and/or promote substance use.
3. Discuss neurotransmission and how addiction occurs, including how genetics play a role in addiction. [The Science of Addiction: Genetics and the Brain](#)
4. Introduce the various physical, mental, emotional, social, legal, and financial impacts of substance abuse.
5. Introduce community resources, emphasize that recovery from addiction is possible, Department of Health and Human Services, Narcotics Anonymous, Alcoholics Anonymous, Alateen, Al-Anon or others [found here](#).
6. Review the difference between Over the Counter (OTC) and Prescription medications.

Step 2: Present Skills, Cues, and Critical Elements

1. Use [Botvin LifeSkills lesson](#): Risk-Taking and Substance Abuse
2. Use to [Botvin LifeSkills lesson](#): The Media and Health (two lessons)
3. Present epigenetics and drug's role in passing of traits and how it might apply in addiction. introduce how receptors in the brain work and how the receptors change with the use of drugs.
4. Discuss the not a drop law and other legal consequences of driving under the influence of alcohol and other substances.
5. Analyze what addiction recovery programs may offer and how they are utilized. Review information about recovery such as nicotine replacement,

detox and withdrawal, support groups, counseling, and the possible need for medical care.

6. Emphasize how medications can have adverse interactions and reactions when combined with other medications or supplements.

Step 3: Model the Skill.

Show skills applied effectively and highlight critical elements.

1. As a class, construct scenarios that model how to resist negative peer pressure and positively influence others to make healthy choices.
 - a. Develop a plan with positive alternatives to substance use when experiencing stress, adversity, or peer pressure.
 - b. Create scenarios displaying how to provide positive alternatives to substance abuse.
2. As a class, determine ways to reduce the influence of media tactics.
 - a. While watching pre-selected commercials, determine who the ad targets and evaluate the tactics being used.
 - b. Analyze the most common media and marketing technique targeting teens.
3. Discuss information from a variety of sources on the impacts of substance use on brain development.
 - a. [How Marijuana Affects the Brain](#)
 - b. [How do you become addicted to nicotine?](#)
 - c. [The science of addiction](#)
 - d. [Genes and Addiction](#)
 - e. [Drug Use Changes the Brain Over Time](#)
4. As a class, determine the financial impacts of drug and substance abuse and how this affects self, family & community.
 - a. Analyze the immediate and future impact it may have on an individual if they receive a DUI/DWI at different age levels.
5. Model how to find and connect to specific community resources and why and when those resources may need to be utilized by an individual or friend/family member.
 - a. Identify community programs that deal with substance abuse and addiction.

- b. Model how to reach out to and utilize these resources.
- 6. Model how to ask your healthcare provider about medication options, effectiveness, side-effects, and interactions with other medications.

Skill Practice

In this section, students will be leading the discussions and activities. The educator will monitor and give feedback.

Step 4: Practice and Feedback.

Students will practice health skills in a variety of learning activities. Teachers will monitor and give feedback as needed. Students will also give peer feedback. For listed standards, assess the competency in these skills:

- Use a decision-making process to support health and well-being of self and others.
- Analyze influences that affect health and well-being of self and others.
- Use functional health information to support health and well-being of self and others.
- Access valid and reliable resources to support health and well-being of self and others.
- Demonstrate practices and behaviors to support health and well-being of self and others.

Sample Peer Feedback Rubric

Educators, please create rubrics that meet your lesson objectives. Below is a simple sample that students may use to give clear feedback to peers.

| Meets the Skill | Does Not Meet the Skill - Need to Revise |
|---|---|
| Sample: Legal Consequences Flipchart Flipchart includes at least 3 consequences of getting a DUI underage. | Sample: Legal Consequences Flipchart Flipchart has less than 3 consequences associated with an underage DUI. Still practicing, try again! |

Skill Performance

Step 5: Assess the skill(s) and support transfer.

Reinforce real life application, relevance and transfer outside of the classroom. This can be a student project, summative assessments, or other demonstration of competency of the standard. Examples include PSA, brochures, social media campaign, research paper, journal, or log with reflection. Educators may allow students to choose from any skill/standard below or choose to assess only one of the skills/standards and ask students to choose the assessment from that area.

Skill: Use a decision-making process to support health and well-being of self and others.

Standard: HII.SAP.1:

- Create a skit or role-playing scenarios about risk and protective factors that apply to healthy decisions about substance abuse.
- Create a comic or other designed scenario that models healthy decisions about substance use.
- Write a song about fighting peer pressure and healthy decisions.

Skill: Analyze influences that affect health and well-being of self and others.

Standard: HII.SAP.2:

- Create an ad promoting a health product using media and marketing tactics learned previously.
- Create a collage or visual representation of common ads targeting adolescents. Evaluate the marketing techniques used.

Skill: Use functional health information to support health and well-being of self and others.

Standard: HII.SAP.3

- Design a well-constructed research project on how substance use alters brain development and the link between genetics and addiction.

Standard: HII.SAP.4

- Analyze the long-term effects of a DUI by through a research project.
- Create a media project on substance use that could be used at a community night discussing the dangers of nicotine, drugs, alcohol, and other substances.

Skill: Access valid and reliable resources to support health and well-being of self and others.

Standard: HII.SAP.5

- Create a student selected project examining the impact of addiction on individuals, families, and communities. Citing local and national resources to support individuals and families impacted by addiction.

Skill: Demonstrate practices and behaviors to support health and well-being of self and others.

Standard: HII.SAP.6:

- Create a comic, skit, or role-playing scenarios models effective communication between a patient and a healthcare provider.
- Generate a list of questions an individual could ask their health care provider about medications, including effectiveness, side-effects, and interactions.

Model Assessment Rubric

Educators should add details to ensure elements from school or district approved curriculum are measured and adequate feedback to students is provided. This rubric is the base model for evaluating health skills. Each health skill statement begins with “Students will be able to...”

Access, download, and customize this [linked rubric in Google Sheets](#). You can only edit after being saved as a copy to the educator’s drive or by downloading to a computer.

| Health Skill | Advanced (4) | Effective (3) | Developing (2) | Emerging (1) | Notes |
|-------------------------------|---|---|--|--|-------|
| Decision-making skills | Construct a well-reasoned decision using strategies that consider multiple relevant factors and predict potential consequences. | Decision based on strategies that consider few relevant factors and predict potential consequences. | Decision may lack thorough consideration of relevant factors or overlook potential consequences. | Lacks clear reasoning, consideration of relevant factors, and awareness of potential consequences. | |
| Functional health information | Demonstrates a deep understanding of health information | Uses basic critical thinking and problem-solving skills in | Demonstrates limited critical thinking and problem-solving | Does not demonstrate critical thinking and problem- | |



| | | | | | |
|-------------------------------------|--|--|---|--|--|
| | with critical thinking and problem-solving skills and the impact on personal well-being. | applying health information and the impact on personal well-being. | skills in applying health information and the impact on personal well-being. | solving skills in applying health information and the impact on personal well-being. | |
| Analyze influence | Shows depth of analyzes of influences on health and well-being. | Shows solid analysis of influences on health and well-being. | Shows some analysis of influences on health and well-being. | Demonstrates limited analysis of influences on health and well-being. | |
| Access valid and reliable resources | Shows evidence of the ability to apply health skills; the response is complete and shows proficiency in the skill. | Shows evidence of the ability to apply health skills; the response is mostly complete but may not be fully proficient. | Shows some evidence of the ability to apply health skills; the response may have inaccuracies or be incomplete. | Shows little or no evidence of the ability to apply health skills. | |
| Practices and behaviors | Consistently engages in practices and behaviors that promote health and well-being. Demonstrates commitment to the skill and uses a variety of evidence-based healthy strategies. | Often engages in practices and behaviors that promote health and well-being. Demonstrates some commitment to the skill and uses basic healthy strategies. | Sometimes engages in practices and behaviors that promote health and well-being. Uses healthy strategies, but the skill may have some inaccuracies or be incomplete. | Shows little or no evidence of the ability to apply health practices and behaviors. | |