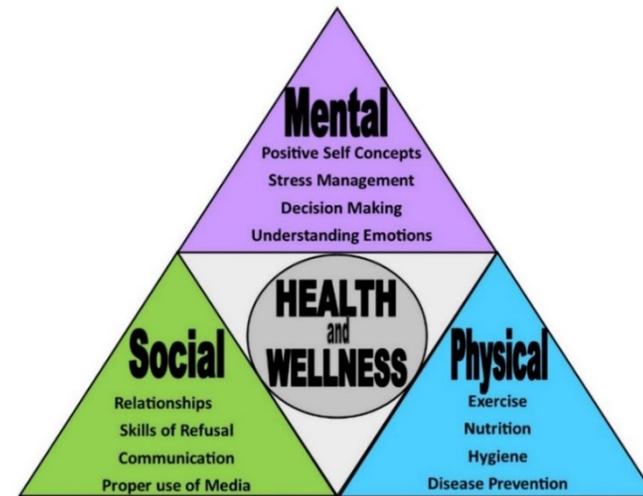


Health II

Strand 4: Substance Abuse Prevention

Substance Abuse Prevention (SAP) improves health by teaching students the knowledge and skills to make choices to avoid substance abuse. Students will practice resisting peer pressure and investigate the consequences of substance abuse as well as how to manage prescription medications.

Goal: Students will evaluate decisions and influences about substance use. Students will also learn to speak with health care providers, research legal consequences, and analyze facts and resources for substance abuse.



The academic success of Utah's students is strongly linked to their health. 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. The inclusion of health in a student's education positively contributes to their ability to learn, focus, and achieve health and wellness throughout their lives. The Utah Core Standards for Health Education focus on overall health which includes physical, mental, emotional, and social health in each of the six strands.

The Health Triangle is a tool to show how the three elements of health are interconnected and need to be balanced to achieve overall health and wellness. The image below has some examples of mental, physical, and social health. The Health Education Core Standards are designed to incorporate each area of the triangle within each strand.

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Standard HII.SAP.1
Explore risk and protective factors for making healthy decisions about substance use.
Concepts and Skills to Master
<ul style="list-style-type: none">• Botvin LST Lesson.• Discuss protective factors, and other measures to support a substance-free lifestyle.• Discuss how increased independence adds to individual responsibility.• Construct methods to resist negative peer pressure and positively influence others to make healthy choices.• Develop a plan with positive alternatives to substance use when experiencing stress, adversity or peer pressure.
Critical Background Knowledge
Standard HI.SAP.1: Practice methods to resist peer pressure with regards to alcohol, tobacco, nicotine, and other substances, including the misuse of prescription drugs.
Related Standards: Current Grade Level
Standard HII.HF.1: Use SMART goal criteria to design and implement a plan for positive lifelong healthy habits. Standard HII.HF.3: Apply decision-making strategies to a health-related choice and defend the decision. Discuss practicing self-control, such as delaying immediate gratification, resisting negative peer pressure, and avoiding risks of impulsive behavior. Standard HII.HF.4: Develop resiliency skills. Standard HII.HF.5: Model strategies to prevent, manage, or resolve interpersonal conflicts in healthy ways.
Standard HII.SAP.2
Evaluate media and marketing tactics used to promote alcohol, tobacco, nicotine, and other drug products.
Concepts and Skills to Master
<ul style="list-style-type: none">• Botvin LST Lesson.• Compare and contrast media ads, identify target audience.
Critical Background Knowledge
Standard HI.SAP.2: Analyze media and marketing tactics used to promote alcohol, tobacco, nicotine, and other drug products.
Related Standards: Current Grade Level
Standard.MEH.2: Research current modes of technology and media use and how they impact mental and emotional health. Standard HII.N.3: Describe how family, peers, media, and day-to-day activities influence food choices. Standard HII.N.5: Assess the accuracy and validity of claims about health information, dietary supplements, products, and services.
Standard HII.SAP.3
Discuss how substance use alters brain development and function and research the link between genetics and addiction.
Concepts and Skills to Master
<ul style="list-style-type: none">• Discuss neurotransmission and how addiction occurs.• Epigenetics and drugs role in passing of traits. Understand how receptors in the brain work and how the receptors change with the use of drugs.• Use the Utah Department of Health resource and CDC website for current info to use in the classroom discussion.• Analyze the impact alcohol, nicotine and other drugs have on the developing teen brain.

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Critical Background Knowledge
Standard HI.SAP.4: Investigate potential short and long-term consequences (for example, physical, mental and emotional, social, legal, financial) of alcohol, tobacco, nicotine, and other substance use, including the misuse of prescription drugs.
Related Standards: Current Grade Level
Standard HII.HD.1: Analyze how brain development has an impact on cognitive, social, and emotional changes of adolescence and early adulthood. Standard HII.HD.9b: Analyze factors, including alcohol and other substances, that can affect the ability to effectively refuse or consent to sexual activity or perceive the refusal of others.
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.
Concepts and Skills to Master
<ul style="list-style-type: none"> • Identify environments with higher risks of smoking, drinking and substance abuse. • Evaluate the impacts of substance use on each of the categories. Calculate the cost of different substance use over time. Research impact on health. Research state laws and penalties around substance use and legal age for use (when applicable).
Critical Background Knowledge
Standard HI.SAP.4: Investigate potential short and long-term consequences (for example, physical, mental and emotional, social, legal, financial) of alcohol, tobacco, nicotine, and other substance use, including the misuse of prescription drugs.
Related Standards: Current Grade Level
Standard.HII.HF.3: Apply decision-making strategies to a health-related choice and defend the decision. Discuss practicing self-control, such as delaying immediate gratification, resisting negative peer pressure, and avoiding risks of impulsive behavior. Standard HII.HF.4b: Understand the impact of locus of control, growth mindset, and healthy response to failure on physical, mental, emotional, and social health. Standard HII.MEH.5: Research and demonstrate knowledge of risk factors and warning signs of suicide and know how to seek help when needed. Standard HII.HD.9b: Analyze factors, including alcohol and other substances, that can affect the ability to effectively refuse or consent to sexual activity or perceive the refusal of others.
Standard HII.SAP.4a
Explain driving under the influence (DUI) and not-a-drop laws.
Concepts and Skills to Master
Explain there are many people affected due to the poor choices of the driver. Discuss the not a drop law and the consequences of being in the age category for the not a drop law.
Standard HII.SAP.4b
Research the legal consequences of driving under the influence of alcohol and other substances.
Concepts and Skills to Master
<ul style="list-style-type: none"> • Guided online research of Utah laws and prosecution of DUI. • Law enforcement officers or prosecutors can be helpful for this standard.

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Standard HII.SAP.5
Identify community resources available to support individuals impacted by substance abuse and addiction, recognizing that recovery from addiction is possible.
Concepts and Skills to Master
<ul style="list-style-type: none"> • Research resources in the community. • Identify community programs that deal with substance abuse and addiction. Have students become aware of hot lines and other resources that are available to them for assistance.
Critical Background Knowledge
Standard HII.SAP.5: Apply decision-making strategies to a health-related choice and defend the decision. Discuss practicing self-control, such as delaying immediate gratification, resisting negative peer pressure, and avoiding risks of impulsive behavior.
Related Standards: Current Grade Level
Standard HII.SDP.5: Explain how addiction is a disease and understand the need for professional intervention.
Standard HII.SAP.6
Demonstrate how to talk with a health care provider about prescription options, effectiveness, side effects, and interactions of medications.
Concepts and Skills to Master
<ul style="list-style-type: none"> • Role play a patient speaking with their healthcare provider about options for non-addictive painkillers, other medications, and complete mock patient history forms. • List guidelines for proper disposal of medication. • Research prescriptions and write about the effectiveness, side effects, and interactions of the medication. Explain how and where to look up drug information.
Critical Background Knowledge
Standard HII.SAP.3: Examine the safe use and potential risks of prescription medications, over-the-counter (OTC) medications and herbal or dietary supplements.
Related Standards: Current Grade Level
Standard HII.MEH.4: Apply decision-making strategies to a health-related choice and defend the decision. Discuss practicing self-control, such as delaying immediate gratification, resisting negative peer pressure, and avoiding risks of impulsive behavior. Standard HII.SDP.6b: Demonstrate effective communication about health concerns with healthcare providers and other trusted adults (for example, parent, guardian, relative, teacher, counselor, clergy).
Academic Language
<p>Abstinence: Avoidance of harmful behaviors including the illegal use of drugs and alcohol, tobacco use, and sexual activity.</p> <p>Addiction: The compulsive activity or use of a substance despite any cost to health, family, or social standing. Addiction is a medical condition and requires medical treatment.</p> <p>Advocate: Person who pleads or speaks on another person’s behalf. Includes supporting, helping, seeking help, and standing up for self and others.</p> <p>Dietary Supplements: A manufactured product taken orally that contains one or more ingredients, such as vitamins, minerals, herbs or amino acids, that are intended to supplement one’s diet that are not considered food.</p> <p>Drug: A chemical substance that is used to cause changes in the body or behavior.</p>

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Drug Interactions: When substances interact with one another causing either a cancellation or amplification of each other.

Frontal Lobe: The front portion of the brain concerned with behavior, learning, personality, decision making, and voluntary movement. This portion of the brain is not fully developed until early adulthood. Use of substances can impact the growth and development of the frontal lobe.

Herbal Supplements: Herbal substances use plant or plant extracts, which can be eaten or applied to the skin, and may be used to treat illnesses or assist bodily functions. They are non-pharmaceuticals/non-medical substances. The lack of evidence, regulation, and quality control make it difficult to assess their effectiveness.

Media: Includes all print, online, social, radio and television media sources.

Over-The-Counter (OTC): Medicines sold without the need of a healthcare provider's prescription.

Protective Factors: Any action or condition that reduces the likelihood of injury, disease, or other outcome.

Peer Pressure: The feeling of being pushed towards a certain choice by people of similar age and social group in order to be liked or respected. Peer pressure can be positive or negative.

Risk Factors: Any action or condition that increase the likelihood of injury, disease, or other outcome.

Vaping: Inhaling and exhaling the vapor produced an electronic cigarette or similar device. See also Utah Code 59- 14-802, definition of "electronic cigarette" as an electronic device used to deliver or capable of delivering vapor containing nicotine to an individual's respiratory system.

Assessment Exemplars

Students will analyze the long-term effects of a DUI by writing about how getting a DUI could affect their family, friends, self, or others.

Students will record a video or write a script about drug and alcohol use that could be used at a community night discussing the dangers of nicotine, drugs, alcohol, and other substances.

Students will research or interview a person that has had an addiction to nicotine, alcohol, or other substance. They will learn how it has affected their lives. Students will write a reflection about the experience/research and what they learned.