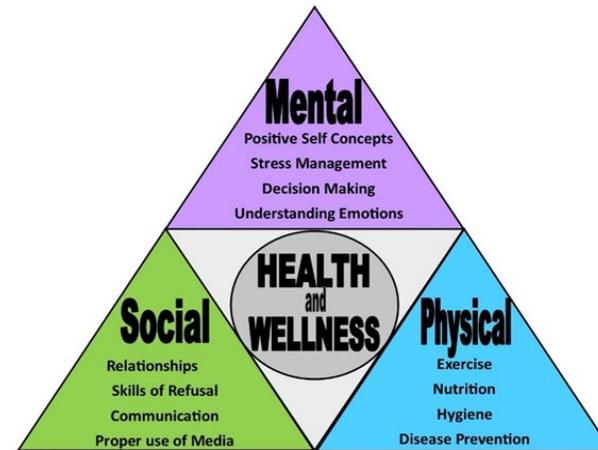


# Health I

## Strand 4: Substance Abuse Prevention (SAP)

**Substance Abuse Prevention (SAP)** provides students with the knowledge and skills to make choices to avoid substance abuse. Students will practice resisting peer pressure and investigate the consequences of substance abuse.

**Goal:** Students will learn how substances affect the developing brain, practice ways to resist peer pressure, and examine consequences of substance use.



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.

## Health I Strand 4 Substance Abuse Prevention

<b>Standard HI.SAP.1</b>
Practice methods to resist peer pressure with regards to alcohol, tobacco, nicotine, and other substances, including the misuse of prescription drugs.
<b>Concepts and Skills to Master</b>
<ul style="list-style-type: none"> <li>• Explore positive alternatives to substance use when experiencing stress, adversity, or peer pressure.</li> <li>• Practice strategies to stand up to pressures and influences to engage in unhealthy behaviors.</li> <li>• Botvin LST Lessons</li> </ul>
<b>Critical Background Knowledge</b>
Standard 6.SAP.1: Practice ways to resist negative peer pressure in a variety of situations and environments.
<b>Related Standards: Current Grade Level</b>
Standard HI.HF.2: Research factors that contribute to decisions and apply effective decision-making strategies. Standard HI.HF.3b: Explain the importance of taking responsibility for one’s actions and behaviors and discuss locus of control. Standard HI.HF.4: Demonstrate assertiveness and other effective ways to communicate personal boundaries and show respect for the boundaries of others. Standard HI.HD.8b: Identify effective ways to communicate personal boundaries and show respect for the boundaries of others to foster healthy relationships. Standard HI.HD.9c:
<b>Related Standards: Future Grade Level</b>
Standard HII.SAP.1: Explore risk and protective factors for making healthy decisions about substance use.
<b>Standard HI.SAP.2</b>
Analyze media and marketing tactics used to promote alcohol, tobacco, nicotine, and other drug products.
<b>Concepts and Skills to Master</b>
<ul style="list-style-type: none"> <li>• Watch and analyze commercials from on-line, and printed media. Discuss common advertising techniques.</li> <li>• Botvin LST Lessons.</li> </ul>
<b>Critical Background Knowledge</b>
Standard 6.SAP.1: Practice ways to resist negative peer pressure in a variety of situations and environments.
<b>Related Standards: Current Grade Level</b>
Standard HI.SDP.3: Investigate the effects of media and technology on mental, emotional, physical, and social health (e.g., dopamine levels, sleep). Standard HI.N.3: Explore advertising claims and potential health consequences for dietary supplements, popular fad diets, and weight-loss products.
<b>Related Standards: Future Grade Level</b>
Standard HII.SAP.2: Evaluate media and marketing tactics used to promote alcohol, tobacco, nicotine, and other drug products.
<b>Standard HI.SAP.3</b>
Examine the safe use and potential risks of prescription medications, over-the-counter (OTC) medications and herbal or dietary supplements.
<b>Concepts and Skills to Master</b>
<ul style="list-style-type: none"> <li>• Use chart, graphic organizer, or other format to examine various prescription and OTC medications, herbal, and dietary supplements. Research the safe use, risks including side effects, abuse potential, and addiction possibility with each.</li> </ul>
<b>Critical Background Knowledge</b>

## Health I Strand 4 Substance Abuse Prevention

Standard 4.SAP.4: Describe the appropriate use of medicines (over-the-counter [OTC] and prescription) and potential dangers of drug interactions.
<b>Related Standards: Current Grade Level</b>
Standard HI.HF.1: Create a health-related SMART goal and explain how using the SMART goal-setting process promotes health and improves self-confidence. Standard HI.SDP.2: Demonstrate how to apply thoughtful decision-making in health-related situations (e.g., substance use, vehicle safety, sun safety, recreational safety, firearm safety, physical activity, nutritional choices).
<b>Related Standards: Future Grade Level</b>
Standard HII.SAP.6: Demonstrate how to talk with a health care provider about prescription options, effectiveness, side effects, and interactions of medications.
<b>Standard HI.SAP.4</b>
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.
<b>Concepts and Skills to Master</b>
<ul style="list-style-type: none"> <li>• Research and create flip charts with long- and short-term effects of various substances.</li> <li>• Describe how substance use affects brain development (e.g., discussion, PPT, research paper, graphic organizer, TedTalks).</li> <li>• Examine the myths and realities of substance use.</li> <li>• Analyze the legal consequences of underage use and possession of alcohol, tobacco and nicotine products, and illegal drugs (e.g., Not-A-Drop, Tobacco 21, DUI).</li> <li>• Botvin LST Lessons.</li> </ul>
<b>Critical Background Knowledge</b>
Standard 6.SAP.2: Describe various ways the media can influence thoughts and feelings that may lead one to take unnecessary risks and develop strategies for minimizing risk (e.g., dangerous activities, unsafe challenges, purchase choices, eating behaviors). Standard 6.SAP.3: Explore consequences for using technology inappropriately and discuss school policies.c
<b>Related Standards: Current Grade Level</b>
Standard HI.HF.1: Create a health-related SMART goal and explain how using the SMART goal-setting process promotes health and improves self-confidence. Standard HI.SDP.2: Demonstrate how to apply thoughtful decision-making in health-related situations (e.g., substance use, vehicle safety, sun safety, recreational safety, firearm safety, physical activity, nutritional choices).
<b>Related Standards: Future Grade Level</b>
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.
<b>Standard HI.SAP.5</b>
Explain how addiction is a disease and understand the need for professional intervention.
<b>Concepts and Skills to Master</b>

## Health I Strand 4 Substance Abuse Prevention

<ul style="list-style-type: none"> <li>• Discuss the reward mechanism in the brain and how the brain develops during adolescence, including limbic system, dopamine, and reward circuit. Students can identify, define, and discuss addiction and brain development.</li> <li>• Botvin LST Lessons.</li> </ul>
<b>Critical Background Knowledge</b>
Standard 6.SAP.3: Recognize potential physical, mental, emotional, and social short and long-term consequences of alcohol, tobacco, nicotine, and other substance use.
<b>Related Standards: Current Grade Level</b>
Standard HI.MEH.2: Identify the risk factors for development and the prevalence of mental health disorders, explain the importance of early intervention and treatment, and locate valid and reliable health services.
<b>Related Standards: Future Grade Level</b>
Standard HII.SAP.5: Identify community resources available to support individuals impacted by substance abuse and addiction, recognizing that recovery from addiction is possible.
<b>Standard HI.SAP.5a</b>
Identify and recognize the warning signs of addiction
<b>Concepts and Skills to Master</b>
<ul style="list-style-type: none"> <li>• Define addiction and identify and discuss what negative life consequences include.</li> </ul>
<b>Standard HI.SAP.5b</b>
Identify community resources available to support individuals impacted by substance abuse and addiction.
<b>Concepts and Skills to Master</b>
<ul style="list-style-type: none"> <li>• Research local community (e.g., DSAMH, UDOH, NA, OA, HA, AA, Alateen, Alanon) and school resources (e.g., school staff, law enforcement, counselors, nurses) hotlines, online options (including apps) and treatment centers for both the person suffering from substance abuse and addiction and their families.</li> </ul>
<b>Standard HI.SAP.5c</b>
Recognize that recovery from addiction is possible.
<b>Concepts and Skills to Master</b>
<ul style="list-style-type: none"> <li>• Discuss quitting and prevention strategies (e.g., nicotine replacement, detox and withdrawal, support groups, counseling).</li> <li>• Research addiction and addiction types and create a checklist of warning signs and effects. *Could be more than substance use</li> </ul>
<b>Academic Language</b>
<p><b>Abstinence:</b> Avoidance of harmful behaviors including the illegal use of drugs and alcohol, tobacco use, and sexual activity.</p> <p><b>Addiction:</b> 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><b>Advocate:</b> Person who pleads or speaks on another person’s behalf. Includes supporting, helping, seeking help, and standing up for self and others.</p> <p><b>Dietary Supplements:</b> 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>

## Health I Strand 4 Substance Abuse Prevention

**Drug:** A chemical substance that is used to cause changes in the body or behavior.

**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 create a list of ways to cope with peer pressure. After they have brainstormed a list, they will decide which 3 are their best answers and will share those with the rest of the class.

Students will create a public service announcement (PSA) about the dangers of drugs, alcohol, and nicotine products.

Students will calculate the financial impact of substance use by creating different scenarios and analyzing the financial long-term consequences of using these different substances. Example: John smokes a pack of cigarettes a day for a year. How much does John spend a year on cigarettes?