

# Assessment Guide for Health I, Strand 1: 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 assessment guides outline the standards, key skills, and model instructional practices and assessments for Health Education.

## Standards

**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.

**Standard HI.SAP.2:** Analyze media and marketing tactics used to promote alcohol, tobacco, nicotine, and other drug products.

**Standard HI.SAP.3:** Examine the safe use and potential risks of prescription medications, over the counter (OTC) medications and herbal or dietary supplements.

**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.

**Standard HI.SAP.5:** Explain how addiction is a disease and understand the need for professional intervention.

- a) Identify and recognize the warning signs of addiction.
- b) Identify community resources available to support individuals impacted by substance abuse and addiction.
- c) Recognize that recovery from addiction is possible.

## Steps and Elements to Demonstrate Competency

- Students will be able to practice strategies to stand up to pressures and influences to engage in unhealthy behaviors.
- Students will be able to analyze common advertising techniques that promote substance use and misuse.
- Students will be able to examine the safe use of medications, the risks including side effects, abuse potential, and chance of addiction.
- Students will be able to describe how substance use affects brain development and other short and long-term consequences.
- Students will be able to explain the realities of addiction and identify and discuss consequences and need for intervention related to the disease.
- Students will be able to identify local community and school resources, hotlines, online options and treatment centers for both the person suffering from substance abuse and addiction and their families.
- Students will be able to understand substance abuse recovery and prevention strategies.

## Health Skills Needed to Demonstrate Competency

- Demonstrate practices and behaviors to promote health and well-being
- Analyze influences that promote health and well-being
- Use functional health information to promote health and well-being
- Access resources to promote health and well-being

## Skill Instruction

These steps are a guide. In classroom instruction, they may occur simultaneously.

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

1. Review the differences in positive and negative peer pressure.
2. Explain how products are marketed to teens and techniques used to influence use.  
[Tobaccofreekids.org](https://www.tobaccofreekids.org)
3. Define over the counter and prescription medications and supplements. Discuss the process for FDA approval and explain how many supplements are not FDA approved.
4. List potential consequences of using substances, including legal, financial, and health.
  - a. [Ted Talk Stop Smoking](#)
5. Explain how the reward mechanism in the brain is related to addiction and how the brain develops during adolescence, including limbic system, dopamine, and reward circuit. [The Reward Circuit: How the Brain Responds to Natural Rewards and Drugs](#)

## Step 2: Present Skills, Cues, and Critical Elements

1. Explore positive alternatives to substance use when experiencing stress, adversity, or peer pressure.
  - a. Refer to Botvin LifeSkills Lesson: Making Decisions
2. Watch and analyze commercials from on-line, and printed media.
  - a. Refer to Botvin LifeSkills Lesson: Advertising
3. Use chart, graphic organizer, or other format to examine various prescription and OTC medications, herbal, and dietary supplements for safe use and risks.
4. Analyze the legal consequences of underage use and possession of alcohol, tobacco and nicotine products, and illegal drugs for example, Not-A-Drop, Tobacco 21, and DUI.
  - a. Refer to Botvin LifeSkills Lessons: Smoking Myths and Realities, Smoking and Biofeedback, Alcohol Myths and Realities, Marijuana Myths and Realities.

5. Discuss common warning signs of addiction and locate resources for support such as the Department of Health and Human Services, Narcotics Anonymous, Alcoholics Anonymous, Alateen, Al-Anon or others [found here](#). Include information about recovery such as nicotine replacement, detox and withdrawal, support groups, counseling, and the possible need for medical care.

### Step 3: Model the Skill.

Show skills applied effectively and highlight critical elements.

1. Use skits, role play, comics, to practice methods to resist peer pressure with regards to alcohol, tobacco, nicotine, and other substances, including the misuse of prescription drugs.
2. Watch and analyze commercials from on-line, and printed media. Discuss common advertising techniques.
  - a. Refer to Botvin LifeSkills Lesson: Advertising
3. Model how to correctly use and read labels of OTC's. Discuss why taking all prescription drugs following their directions is important to one's health. Discuss what herbal and dietary supplements are and are not.
4. Create a class list of the 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.
5. Use credible sources or videos to give examples of the warning signs of addiction and how recovery is possible. [The Science of Addiction: Genetics and the Brain](#)

## 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:

- Demonstrate practices and behaviors to promote health and well-being
- Analyze influences that promote health and well-being
- Use functional health information to promote health and well-being
- Access resources to promote health and well-being

#### 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
<p data-bbox="201 1161 742 1199">Sample: Smoking/Vaping Flipchart</p> <p data-bbox="201 1251 742 1413">Flipchart includes at least 3 long-term and 3 short-term effects of smoking/vaping. Effects are research-based facts.</p>	<p data-bbox="761 1161 1300 1199">Sample: Smoking/Vaping Flipchart</p> <p data-bbox="761 1251 1377 1413">Flipchart includes less than 3 short-term and long-term effects of smoking/vaping. And/or the effects listed are not research based facts.</p> <p data-bbox="761 1465 1125 1503">Still practicing, try again!</p>

# 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.

**Skill:** Demonstrate practices and behaviors to promote health and well-being

**Standard:** HI.SAP.1

- 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.

**Skill:** Analyze influences that promote health and well-being

**Standard:** HI.SAP.2

- In groups, create anti-slogan ads for tobacco, nicotine, and other drugs. Have students create individual presentations on their own personal Natural High.

**Skill:** Use functional health information to promote health and well-being

**Standard:** HI.SAP.3

- Create a pro and con chart for prescription medications, over the counter (OTC) medications and herbal or dietary supplements.
- Create 3-5 questions for a doctor as to why prescription medication ads are on TV.

**Skill:** Use functional health information to promote health and well-being

**Standard:** HI.SAP.4

- Research and create flip charts with long- and short-term effects of various substances.
- 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?

**Skill:** Use functional health information to promote health and well-being. Access resources to promote health and well-being.

**Standard:** HI.SAP.5

- Research addiction and addiction types and create a checklist of warning signs and effects.

## 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...”

To download and customize this rubric, [click here](#). You cannot edit this template; you will need to either save a copy to your drive or download to your computer.

Health Skill	Advanced (4)	Effective (3)	Developing (2)	Emerging (1)	Notes
Use functional health information to promote health and well-being	Demonstrates a deep understanding of health information with critical thinking and problem-solving skills and the impact on personal well-being.	Uses basic critical thinking and problem-solving skills in applying health information and the impact on personal well-being.	Demonstrates limited critical thinking and problem-solving skills in applying health information and the impact on personal well-being.	Does not demonstrate critical thinking and problem-solving skills in applying health information and the impact on personal well-being.	
Analyze influences that promote health and well-being	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 resources to promote health and well-being	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.	
Demonstrate practices and behaviors to promote health and well-being	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.	