

Skill-Based Instruction for Health I, 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 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 support health and well-being of self and others.
- Use interpersonal communication skills to support health and well-being of self and others.
- 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.

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 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 other [support services 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 support health and well-being of self and others.
- Use interpersonal communication skills to support health and well-being of self and others.
- 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.

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: Smoking/Vaping Flipchart Flipchart includes at least 3 long-term and 3 short-term effects of smoking/vaping. Effects are research-based facts.	Sample: Smoking/Vaping Flipchart Flipchart includes less than 3 short-term and long-term effects of smoking/vaping. And/or the effects listed are not research based facts. 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.

Skills: Demonstrate practices and behaviors to support health and well-being of self and others. Use interpersonal communication skills to support health and well-being of self and others. Use a decision-making process to support health and well-being of self and others.

Standard: HI.SAP.1

- 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.
- Design a comic strip demonstrating effective decision making and assertive communication to resist peer pressure to avoid substance use.

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

Standard: HI.SAP.2

- Create a log, chart, or other record of commercials, posters, and other advertisements promoting alcohol, tobacco, nicotine, and other drugs the students encounter in a specified time period.
- 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 support health and well-being of self and others.

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.

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.

Skills: 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.

Standard: HI.SAP.5

- Research addiction and addiction types and create a checklist of warning signs and effects.
- Create a brochure with facts about addiction with a list of community resources for treatment and recovery.

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
Functional health information	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	Shows depth of analyzes of influences on health and well-	Shows solid analysis of influences on health and well-	Shows some analysis of influences on health and well-	Demonstrates limited analysis of influences on health and well-	

	being.	being.	being.	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.	