

OAHPERD Health Education Model Curriculum CONTENT FRAMEWORK

Topic: ALCOHOL, TOBACCO & OTHER DRUGS (ATOD)

Grade Band: K-2

Key: **Essential Standards in BOLD.** Supportive Standards in GREY.

Standard 1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.		Grade Level INDICATORS		
<i>BENCHMARK</i>		<i>GRADE K</i>	<i>GRADE 1</i>	<i>GRADE 2</i>
1.1.2 Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors regarding alcohol, tobacco, and other drugs.		1.1.ATOD.1.K 1.1.ATOD.2.K	1.1.ATOD.1.1 1.1.ATOD.2.1 1.1.ATOD.3.1	1.1.ATOD.1.1 1.1.ATOD.2.2
Standard 2: Analyzing Influences Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.		Grade Level INDICATORS		
<i>BENCHMARK</i>		<i>GRADE K</i>	<i>GRADE 1</i>	<i>GRADE 2</i>
S2.1.2. Identify relevant influences of family on health practices and behaviors.		2.1.ATOD.1.K	2.1.ATOD.1.1	2.1.ATOD.1.2
S2.2.2. Identify relevant influences of school on health practices and behaviors			2.2.ATOD.2.1	2.2.ATOD.2.2
S2.3.2. Identify relevant influences of media and technology on health practices and behaviors.				
S2.4.2. Describe positive influences on personal health practices and behaviors.				2.4.ATOD.3.2
S2.5.2. Describe negative influences on personal health practices and behaviors.				2.5.ATOD.4.2
Standard 3: Accessing Resources Students will demonstrate the ability to access valid information, products, and services to enhance health.		Grade Level INDICATORS		
<i>BENCHMARK</i>		<i>GRADE K</i>	<i>GRADE 1</i>	<i>GRADE 2</i>
3.1.2. Identify trusted adults at home who can help promote health.		3.1.ATOD.1.K		
3.2.2. Identify trusted adults and professionals in school who can help promote health.		3.2.ATOD.2.K	3.2.ATOD.1.1	3.2.ATOD.1.2
3.3.2. Identify trusted adults and professionals in the community who can help promote health.				
3.4.2. Explain how to locate school health helpers.				3.4.ATOD.2.2
3.5.2. Explain how to locate community health helpers.				
3.6.2. Demonstrate how to locate school or community health helpers to enhance health.				

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Standard 4: Interpersonal Communication Skills Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.		Grade Level INDICATORS		
<i>BENCHMARK</i>		<i>GRADE K</i>	<i>GRADE 1</i>	<i>GRADE 2</i>
S4.1.2.	Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways.	4.1.ATOD.1.K		
S4.2.2.	Demonstrate effective active listening skills including paying attention, and verbal and nonverbal feedback.	4.2.ATOD.2.K		
S4.3.2.	Demonstrate effective refusal skills including firmly saying “no” and getting away.		4.3.ATOD.1.1	4.3.ATOD.1.2
S4.4.2.	Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed.	4.4.ATOD.3.K	4.4.ATOD.2.1	4.4.ATOD.2.2
S4.5.2.	Identify how to communicate care and concern for others.			
Standard 5: Decision-Making Skills Students will demonstrate the ability to use decision-making skills to enhance health.		Grade Level INDICATORS		
<i>BENCHMARK</i>		<i>GRADE K</i>	<i>GRADE 1</i>	<i>GRADE 2</i>
S5.1.2.	Identify situations which need a health-related decision.	5.1.ATOD.1.K		
S5.2.2.	Identify how family, peers or media influence a health-related decision.			
S5.3.2.	Explain the potential positive and negative outcomes from health-related decisions.		5.3.ATOD.1.1	5.3.ATOD.1.2
S5.4.2.	Describe when help is needed and when it is not needed to make a healthy decision.			
Standard 6: Goal Setting Skills Students will demonstrate the ability to use goal-setting skills to enhance health.		*NOT ALIGNED with ATOD		
Standard 7: Practicing Healthy Behaviors Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.		*NOT ALIGNED with ATOD		
Standard 8: Advocacy Skills Students will demonstrate the ability to advocate for personal, family, and community health.		Grade Level INDICATORS		
<i>BENCHMARK</i>		<i>GRADE K</i>	<i>GRADE 1</i>	<i>GRADE 2</i>
S8.1.2.	Make requests to others to promote personal health practices.	8.1.ATOD.1.K	8.1.ATOD.1.1	8.1.ATOD.1.2
S8.2.2.	Demonstrate how to encourage peers to make healthy choices.			

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CONTENT ELABORATION

Content Elaboration for K-2 Grade Band:

As they focus on the safe use of medicines, kindergarten students learn how to identify trusted adults at home, at school, and in the community. When they fully understand the necessity of always asking a trusted adult to help them take needed medicine, kindergarteners practice distinguishing a safe medicine-related choice from an unsafe choice. Similarly, first and second grade students discuss how medicines can be harmful when used incorrectly and examine their school's medicine-related rules. Both first and second graders learn and practice the basics of decision-making skills relevant to medicines and unknown substances.

Next Grade Band (Grades 3-5) Progression Statement:

In the 3-5 grade band the students broaden their ATOD functional knowledge to include potential risks associated the inappropriate use of over-the-counter medicines as well as the physical, social and emotional consequences of all tobacco products (third grade) and alcohol (fourth grade). After examining both positive and negative influences on medicine and tobacco product choices, third and fourth grade students expand their decision-making skills to include: 1) identifying the probable outcomes of several ATOD-related options; 2) choosing the healthy option; and 3) describing the final outcome of that choice. Beginning in fourth grade and continuing into fifth, students learn and practice interpersonal communication skills such as assertive communication and refusal skills. In addition to examining the inappropriate use and abuse of prescription drugs and the difference between medicines and illicit drugs, fifth graders learn and practice the advocacy skill of using factual information to persuade others to be ATOD-free.

FUNCTIONAL KNOWLEDGE AND SKILLS

Essential Understandings

- Medicines are used when a person is sick or gets hurt.
- Medicine is not a candy or a toy.
- Since medicine can look like candy, always ask a trusted adult if the substance is OK to consume.
- The biggest rule about medicine is that you must have the help of a trusted adult when you take medicine.
- A trusted adult is an adult with whom you feel comfortable and safe.
- There are trusted adults at home, at school, and in your community.
- It is important to know where and how to find trusted adults at home, at school, and in your community.
- Only take medicine from a trusted adult.
- Healthy choices help your bodies be healthy and safe ... and help you to feel happy.

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SKILL MASTERY

Essential Skills

*Mastery of **Accessing Resources**, K-2*

K-2 students will have mastered accessing resources when they can demonstrate both of the following:

- Identify 2-3 trusted adults who could help them with medicine situations.
- State where they could locate trusted adults in their school and community.

*Mastery of **Decision-making** (Standard 5), K-2*

K-2 students will have mastered decision-making skills when they are able to apply the following to a medicine-related situation (scenario):

- Identify situations where a decision about medicine needs to be made.
- Identify whether or not they need the assistance of a responsible (trusted) adult.
- Determine whether their choice about medicine/medicine use is healthy and safe.

Critical Cues for Supplemental Skills:

Analyzing Influences

- Identify an ATOD situation where students could be influenced.
- Identify internal (*feelings, wants/ needs, likes/dislikes*) and external Influences (*family, school, and/or peers*).
- Analyze the positive and negative influences

Interpersonal Communication Skills

(*Focus Areas: Demonstrating Refusal Skills; Demonstrating how to tell trusted adult you feel threatened/afraid*)

- Demonstrate two effective refusal skills using both verbal and nonverbal communication skills.
- Demonstrate one effective way to tell trusted adult you feel threatened/afraid.

Advocacy Skills

(*Focus: Advocating for others; e.g., encouraging a peer or sibling to ask a trusted adult for help taking medicine*)

- Demonstrate how to encourage a peer or sibling to ask a trusted adult for help taking medicine, using effective verbal and nonverbal communication.

INSTRUCTIONAL RESOURCES

Books

- Gosseling, K. ***Smoking Stinks***. Jayjo Books, 2002
- Reimer, Jackie. ***No Thanks, But I'd Like to Dance***. American Cancer Society, 2010
- Brenneman, T. ***Jimmie Learns About Smoking***. Grand Unification Press, 2001
- Gogerly, L. ***Taking Medicine (Looking After Me)***. Crabtree Publishing, 2008.

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Electronic Resources

- HOPE Curriculum: <https://starttalking.ohio.gov/Schools/The-HOPE-Curriculum>
- Generation Rx Website: <https://www.generationrx.org/toolkits/elementary/>
- Medicine Safety VIDEO: www.scholastic.com/OTCliteracy/
- Medicines In My Home: OTC Drug Facts Label: www.fda.gov/medsinmyhome
- Partnership for a Drug-Free America – Kids and Teens: www.drugfree.org
- Operation Prevention: <https://www.operationprevention.com/classroom>
- American Cancer Society: www.cancer.org
- Body and Mind: <https://www.cdc.gov/bam/index.html>
- Medicine Safety and Officer Phil: <http://www.officerphil.com/lesson-medication-safety.html>
- Tobacco-Free Kids: www.tobaccofreekids.org
- Kick Butts Day: www.kickbuttsday.org
- Lungs are for Life: <http://lungsareforlife.ca>
- Kids Health: www.kidshealth.org
- Healthfinder: www.healthfinder.gov/kids/
- National Institute on Drug Abuse: www.drugabuse.gov/

CONNECTIONS

Skill Connections within K-2 Grade Band

The Essential Skills of ATOD also are taught in these K-2 Health Content Areas:

- **Mental & Emotional Health** – Accessing Resources
- **Safety** - Accessing Resources, Decision-Making
- **Violence Prevention** - Accessing Resources, Decision-Making

Interdisciplinary Connections:

English Language Arts

- Discuss decisions made by characters in a story. Were decisions healthy? safe? Why or why not?
- Tell a story about a child who made a healthy decision with medicines.

Social Studies

- Draw a school community map of where they could find trusted adults who could help them make a decision about medicines.