

## OAHPERD Health Education Model Curriculum CONTENT FRAMEWORK

### Topic: ALCOHOL, TOBACCO & OTHER DRUGS (ATOD)

**HIGH SCHOOL**

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

<b>Standard 1: Students will comprehend concepts related to health promotion and disease prevention.</b>	
<b>BENCHMARK</b>	<b>ESSENTIAL INDICATORS</b>
S1.1.HS. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Human Growth and Development, Healthy Relationships, Safety, Violence Prevention.	1.1.ATOD.1.HS 1.1.ATOD.2.HS 1.1.ATOD.3.HS 1.1.ATOD.4.HS 1.1.ATOD.5.HS 1.1.ATOD.6.HS 1.1.ATOD.7.HS 1.1.ATOD.8.HS 1.1.ATOD.9.HS 1.1.ATOD.10.HS 1.1.ATOD.11.HS 1.1.ATOD.12.HS
<b>SUPPORTIVE INDICATORS</b>	<b>SUPPORTIVE INDICATORS</b>
	1.1.ATOD.13.HS 1.1.ATOD.14.HS 1.1.ATOD.15.HS 1.1.ATOD.16.HS 1.1.ATOD.17.HS 1.1.ATOD.18.HS

<b>Standard 2: Analyzing Influences</b>	
Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.	
<b>BENCHMARKS</b>	<b>INDICATORS</b>
S2.1.HS. Explain the influence of public health policies on health practices and behaviors.	
S2.2.HS. Analyze how culture supports and challenges health beliefs, practices, and behaviors.	2.2.ATOD.1.HS
S2.3.HS. Analyze how peers and perceptions of norms influence healthy and unhealthy behaviors.	2.3.ATOD.2.HS
S2.4.HS. Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy behaviors.	2.4.ATOD.3.HS
S2.5.HS. Analyze how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors.	2.5.ATOD.4.HS
S2.6.HS. Analyze how laws, rules, and regulations influence health promotion and disease prevention.	2.6.ATOD.5.HS
S2.7.HS. Analyze how school and community affect personal health practices and behaviors.	
S2.8.HS. Analyze the effect of media and technology on personal, family, and community health.	2.8.ATOD.6.HS
S2.9.HS. Differentiate the relevant influences, including family, culture, peers, school, community, media, technology and public health policies, on personal health practices and behaviors.	

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S2.10.HS. Analyze the factors that influence opportunities to obtain safe, accessible, equitable, and affordable products and services that support health practices and behaviors for oneself and others.	
<b>Standard 3: Accessing Resources</b> <b>Students will demonstrate the ability to access valid information, products, and services to enhance health.</b>	
<b>BENCHMARKS</b>	
S3.1.HS. Evaluate the validity and reliability of health information.	3.1.ATOD.1.HS
S3.2.HS. Evaluate the validity and reliability of health products.	3.2.ATOD.2.HS
S3.3.HS. Evaluate the validity and reliability of health services.	3.3.ATOD.3.HS
S3.4.HS. Determine the accessibility of valid and reliable health products.	
S3.5.HS. Determine when professional health services may be required.	
S3.6.HS. Determine the accessibility of valid and reliable health services.	
S3.7.HS. Use resources that provide valid and reliable health information.	
S3.8.HS. Use valid and reliable health products.	
S3.9.HS. Use valid and reliable health services.	
<b>Standard 4: Interpersonal Communication Skills</b> <b>Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</b>	
<b>BENCHMARKS</b>	
S4.1.HS. Demonstrate effective communication skills to enhance health.	4.1.ATOD.1.HS 4.1.ATOD.2.HS
S4.2.HS. Demonstrate how to manage personal information in electronic communications and when using social media (e.g., chat groups, e-mail, texting, websites, phone and tablet applications) to protect the personal health and safety of oneself and others.	
S4.3.HS. Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid engaging in unhealthy behaviors.	4.3.ATOD.3.HS
S4.4.HS. Demonstrate effective communication strategies to prevent, manage, or resolve interpersonal conflict.	
S4.5.HS. Demonstrate how to effectively ask for assistance to improve personal health.	
S4.6.HS. Demonstrate how to effectively offer assistance to improve the health of others.	
<b>Standard 5: Decision-Making Skills</b> <b>Students will demonstrate the ability to use decision-making skills to enhance health.</b>	
<b>BENCHMARKS</b>	
S5.1.HS. Examine barriers to healthy decision making.	
S5.2.HS. Determine the value of applying thoughtful decision making.	
S5.3.HS. Justify when individual or collaborative decision making is appropriate.	
S5.4.HS. Analyze how family, culture, media, peers, and personal beliefs affect a health-related decision.	5.4.ATOD.1.HS
S5.5.HS. Generate alternatives when making a health-related decision.	5.5.ATOD.2.HS

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S5.6.HS.	Predict potential short-term and long-term consequences of alternatives to health-related decisions.	5.6.ATOD.3.HS
S5.7.HS.	Choose a healthy alternative when making a health-related decision.	5.7.ATOD.4.HS 5.7.ATOD.5.HS
S5.8.HS.	Evaluate the effectiveness of health-related decisions.	5.8.ATOD.6.HS
<b>Standard 6: Goal Setting Skills</b> Students will demonstrate the ability to use goal-setting skills to enhance health.	<i>*NOT ALIGNED with ATOD</i>	
<b>Standard 7: Practicing Healthy Behaviors</b> Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	<i>*NOT ALIGNED with ATOD</i>	
<b>Standard 8: Advocacy Skills</b> <b>Students will demonstrate the ability to advocate for personal, family, and community health.</b>		
<b>BENCHMARKS</b>	<b>INDICATORS</b>	
S8.1.HS.	Use peer and societal norms, based on accurate health information, to formulate health-enhancing messages.	8.1.ATOD.1.HS
S8.2.HS.	Persuade and support others to make positive health choices.	8.2.ATOD.2.HS
S8.3.HS.	Collaborate with others to advocate for improving personal, family and community health.	
S8.4.HS.	Encourage school and community environments to promote the health of others.	
S8.5.HS.	Adapt health messages and communication techniques for a specific target audience.	
S8.6.HS.	Persuade community leaders about the importance of ensuring there are safe, accessible, equitable, and affordable opportunities, products, and services to improve the health of oneself and others.	

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### CONTENT ELABORATION

***Content Elaboration for High School Grade Band:***

Students in high school focus on the functional knowledge that continues the development of skills around effective communication, decision-making, and advocacy skills. Students at this developmental age have higher demands that require additional practice in communication skills. For example, refusing to ride in a car with a person who is under the influence; or to prevent a friend from driving under the influence. The level of decision-making is also augmented. Students need a variety of scenarios to practice analyzing how influences impact their decisions; generating alternatives; identifying consequences associated with those alternatives; and evaluating the healthiest decision. Lastly, students at the high school level have more opportunities to advocate for healthy choices regarding ATOD. For example, high school students can advocate for staying drug free to junior high and elementary classrooms. Many high school students also drive and have the opportunity to promote drug free messages in their community. Students who advocate for healthy behaviors are more likely to practice those healthy behaviors.

The supportive skills at the high school level can be addressed with additional time in health education. Standard 1 is also addressed as a supportive skill because additional functional knowledge would be needed to achieve the supportive skills.

The skill of goal setting (Standard 6) is not focused upon in the ATOD unit because goal setting around negative behaviors is not good practice in health education. In addition, practicing healthy behaviors (Standard 7), is not best practice for the ATOD unit because we do not reinforce the skill to students “practice not using alcohol, tobacco and other drugs at home.”

***Previous Grade Band (Grades 6-8) Progression Statement:***

Students in grades 6-8 focused on the functional knowledge that would assist with analyzing influences, effective interpersonal communication skills, decision-making, and advocacy skills regarding ATOD. While all skills are important, these skills are essential for grades 6-8 because of the developmental age and time available for health education. Students in this grade band have several influences on their health behavior. Looking at the role of family, peers, media, personal attitude, values and beliefs as potential influences on health behavior help students to navigate their decisions associated with ATOD. In addition, students in this grade band have learned effective communication skills to avoid dangers associated with ATOD. They can use their voice to also advocate for healthy behaviors to stay free from the dangers associated with ATOD.

The skill of goal setting (Standard 6) is not focused upon in the ATOD unit because goal setting around negative behaviors is not good practice in health education. In addition, practicing healthy behaviors (Standard 7), is not best practice for the ATOD unit because we do not reinforce the skill to students “practice not using drugs at home.” A better behavior at home would be discussions with parents and guardians regarding ATOD use and this is a communication skill (Standard 4) that is addressed in this grade band.

***Next Grade Band Progression Statement. Applying Health Behaviors:***

Students will be able to determine how their choices lead to positive or negative outcomes. They will develop skills to promote a lifelong, healthy lifestyle.

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### FUNCTIONAL KNOWLEDGE AND SKILLS

#### **Essential Understandings**

- There is a safe and unsafe way to use over-the-counter and prescription drugs.
- There are dangers associated with touching or ingesting dangerous substances, such as fentanyl and other synthetic drugs.
- Short-term and long-term risks exist for ATOD use.
- Remaining drug free is the healthy, positive choice to prevent health risks.
- ATOD use can lead to unintentional consequences and dangers with car usage.
- Addiction can result from drug use and misuse.
- There is a financial cost to individuals and society when ATOD are used.
- Communicating drug free messages effectively increases the chances of positive peer resistance and healthy choices.
- Predicting potential short-term and long-term consequences of drug use can lead to positive decisions regarding ATOD.
- Thoughtful decision making about ATOD can determine healthy alternatives and positive outcomes.
- Advocating for drug-free messages can support healthy decision making.

#### **Supportive Understandings**

- ATOD products can have negative effects during pregnancy.
- Avoiding situations that include ATOD can lead to long-term health benefits.
- Law and policy can limit access to ATOD and lead to positive outcomes.
- Addiction is a condition that can be treated.
- There are appropriate ways to support family and friends who are trying to stop using tobacco products.
- Culture greatly impacts a person's behaviors and choices.
- Positive values, attitudes, and beliefs influence the likelihood of making positive choices.
- Laws, rules, and regulations influence behaviors related to ATOD.
- Media and technology have the potential to effect personal, family, and community behaviors related to ATOD.
- Engaging in ATOD use will negatively affect many aspects of a person.
- Evaluating the validity and reliability of ATOD information and cessation methods can foster successful outcomes for self and others.

### ATOD TERMINOLOGY

#### **Tobacco Products**

Cigarettes, e-cigarettes, vape, nicotine gum, nicotine patch, pipe, smokeless tobacco, etc.

#### **Electronic Nicotine Delivery Systems (ENDS)**

Products, such as vaporizers, e-cigarettes, hookah pens, vape pens, etc. that deliver nicotine into the bloodstream.



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### INSTRUCTIONAL RESOURCES

- Hope Curriculum: <https://starttalking.ohio.gov/Schools/The-HOPE-Curriculum>
- National Institute on Drug Abuse for Teachers:
  - <https://www.drugabuse.gov/>
  - <https://teens.drugabuse.gov/>
  - <https://teens.drugabuse.gov/teachers>
- State/Local Public Health Departments
  - Healthy Schools: <https://www.cdc.gov/healthyschools/>
  - Youth Tobacco Prevention: [https://www.cdc.gov/tobacco/basic\\_information/youth/](https://www.cdc.gov/tobacco/basic_information/youth/)

### CONNECTIONS

#### Skill Connections within Health Education

- Mental Health – Building empathy for people in recovery; impact of substance use on the mind
- Healthy Relationships – Impact of substance use on relationships with others
- Personal Health and Wellness – Effects of ATOD on the personal health and wellness of a person with a substance use disorder
- Safety – Increased risk of injury when under the influence of substances
- Violence Prevention – Increased risk of violence when under the influence of substances

#### What other interdisciplinary connections could be made to other content areas or programs?

- Biology – Effects on the body
- Mathematics – Cost of ATOD
- Science – Environmental impact (i.e. waste products)
- History – ATOD (i.e. prohibition, tobacco plantations, pharmaceuticals)