

Delaware Model Unit Gallery Template: Health Education

This unit has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model unit has undergone a rigorous peer review and jurying process to ensure alignment to selected Delaware Content Standards.

Unit Title: Project ALERT (Booster)

Designed by: Tom Butler, Project ALERT Trainer

District/Organization: Safe and Drug Free Schools Program

Grade Cluster: 6–8 (teach one year following core curriculum)

Time Frame: 3 Lessons

Summary of Unit

Project ALERT is a substance use prevention curriculum developed with the funding and direction of RAND, the nation's leading think tank on drug use prevention. The Project ALERT strategies are to motivate students against drug use, provide skills and strategies to resist drugs, and establish new non-use attitudes and beliefs. Learning activities are primarily small-group activities, role-playing exercises, real-life videos, and guided classroom discussions. The Core Curriculum consists of 11 lessons best taught with a few days between lessons. **This unit provides three booster lessons that should be delivered the following year.** Project ALERT complements other curricula and can be implemented in conjunction with lessons from sexuality education, health, physical education, science, and social studies. The program is available from the BEST Foundation for a Drug-Free Tomorrow, Los Angeles, California (800) 253-7810. Project ALERT was developed and field tested over a ten-year period by RAND. Trained teachers receive the 14 detailed lesson plans, including videos and posters, as well as a free newsletter and online resources.

Permission was given by the BEST Foundation for this unit to be posted on the Delaware Department of Education website (<http://www.doe.k12.de.us>).

Stage 1 – Desired Results (What students will know, be able to do and understand)

Delaware Health Education Standards

- 1. Students will understand essential health concepts in order to transfer knowledge into actions for life. Specify core concepts to be addressed:
Alcohol, tobacco, and other drugs (ATOD)
- 2. Students will analyze the influence of family, peers, culture media, technology and other factors on health behavior.*
- 3. Students will demonstrate the ability to access information, products and services to enhance health.*
- 4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- 5. Students will demonstrate the ability to use decision-making skills to enhance health.
- 6. Students will demonstrate the ability to use goal-setting skills to enhance health.
- 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- 8. Students will demonstrate the ability to advocate for personal, family and community health.

* Includes technology integration

Big Idea: Health is Personal Power

Unit Enduring Understanding

- Full-sentence, important statements, or generalizations that specify what students should understand from the Big Ideas(s) and/or Content Standards and that are transferable to new situations.
- Health is affected by personal decisions and outside forces.
- Understanding pressures can help in making decisions.
- Individuals can make decisions that protect their health.
- People can help others resist health-risky behaviors.

Essential Questions

- What is Health?
- What prevents people from practicing healthy behavior?

Unit Essential Questions

- Open-ended questions designed to guide student inquiry and learning.
- Why use tobacco, alcohol, and marijuana?
- Why avoid tobacco, alcohol, and marijuana?
- How do I control my choices?
- How can I help others?
- How do I decide?

Knowledge and Skills

- Needed to meet Content Standards addressed in Stage 3 and assessed in Stage 2.

Students will know...

- Reasons that people use alcohol, tobacco, and marijuana.
- Reasons not to use alcohol, tobacco, and marijuana (benefits of nonuse).
- Social and physical consequences of using alcohol, tobacco, and marijuana.
- Where pressures come from.
- Alternatives to drug use.

Students will be able to...

- Resist pressures to use tobacco, alcohol, and other drugs.
- Analyze advertising messages.
- Support others in resisting pressures to use drugs.
- Model DM that provides alternatives to ATOD use.

Stage 2 – Assessment Evidence (Evidence that will be collected to determine whether or not Desired Results are achieved)

Suggested Unit Transfer Task(s)

An effective transfer task for ALL students should be designed to include:

- Complex, real-world, authentic applications
 - Demonstration of high-level thinking with one or more facets of understanding (e.g., explain, interpret, apply, empathize, have perspective, self-knowledge)
1. Record two alcohol advertisements from television. Think about what messages the ads are trying to send. Write down those messages. Next, make arrangements to show the recorded ads to a third- or fourth-grade class. Explain how advertisements use persuasion to get people to buy and use their products. Help the children to rewrite parts of the ads to show they understand the persuasive tricks that you find in the advertisements. After that, have the students act out the ads with their rewritten parts.
 2. Prepare a presentation for your school's Parent-Teacher Organization. Include several reasons that teens may use alcohol, marijuana, and tobacco. You should also include several reasons not to use these substances. Help the parents understand that pressures to use drugs come from many sources. Ask parents to list steps they can take to discourage their children from using drugs. Your presentation should include two brief skits in which your classmates are the actors. These skits should demonstrate the ability to identify where pressures come from, skills in making decisions, and refusal or resistance skills.

A few possible scenarios include:

- a. Friends are watching a television program in which beer is advertised, and one of them suggests getting some of his dad's beer from the basement and having a party like in the commercial.
- b. You are in a doctor's office and happen to see a sports magazine containing advertising for cigarettes. You are tempted by the youthful, fun-loving people in the ad.
- c. A person you really like offers you a cigarette. You feel a lot of pressure to accept.
- d. You are at a party and there are no adult chaperones.
- e. All your friends are passing around a joint.

Rubrics

- Scoring guide to evaluate transfer tasks used as evidence of student proficiency

An effective scoring guide should:

- Measure what is appropriate for the Content Standard that is assessed.
- Provide opportunities for differentiation of the transfer tasks used as evidence of student proficiency.

Transfer Task 1:

4. Student work accurately analyzes the influences of the messages being conveyed by the advertisements and the methods used to persuade the audience and affect their behavior.
3. Student work analyzes the messages and techniques used in the advertisements with minor misinformation.

2. Student work incompletely describes, with increased misinformation, the messages and techniques used in the advertisement to affect the behavior of the audience.
1. Student work does not describe the messages and techniques used in the advertisements. Little evidence is shown linking advertising to behavior.

Transfer Task 2:

4. Student work accurately and completely demonstrates knowledge of the reasons people use or do not use drugs, ability to identify multiple sources of pressure to use drugs, and strategies and skills of advocacy and persuasiveness to resist pressure to use drugs.
3. Student work describes some reasons people use or do not use drugs with minor misinformation, demonstrates ability to identify a few sources of pressure to use drugs, and demonstrates a few advocacy and persuasion skills in resisting pressure to use drugs.
2. Student work shows little evidence of why people use or do not use drugs, demonstrates minimal ability to identify sources of pressure to use drugs, and demonstrates some advocacy and persuasion skills in resisting pressure to use drugs.
1. Student work does not show any evidence of why people use and do not use drugs, shows no ability to identify pressures to use drugs, and little/no ability to resist pressure to use drugs.

Other Evidence

- Performance Assessment(s) for student understanding of the Stage 1 elements (Enduring Understandings, Essential Questions, Big Ideas) found in the Content Standards
- Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations)

Speech: Student will write and deliver a three-minute speech on "How Individuals Control Their Own Lives."

Exam: The student will complete an exam developed from the "Knowledge Assessment Tool" on the Project Alert website. <http://www.projectalert.com>

- Do not duplicate exam from previous year.

Production: Students, working in groups, will develop a video or a PowerPoint presentation demonstrating various strategies to resist pressure to use drugs or ways that friends can support friends in resisting pressures.

Student Self-Assessment and Reflection

- Opportunities for self-monitoring learning (e.g., reflection journals, learning logs, pre- and post-tests, self-editing—based on ongoing formative assessments)

Reflection journal

- How do I make decisions about using tobacco, alcohol, or drugs?
- What are the benefits of my decision?
- What would I rather do?

Review the "Making Changes for My Life" worksheet from last year, lesson ten. Have students answer the question: Have I followed my plan?

Stage 3 – Learning Plan

(Learning activities need to align with Stage 1 and Stage 2 and show connections to prior learning)

Key Learning Events Needed to Achieve Unit Goals

- Scaffold in order to acquire information, construct meaning, and practice transfer of understanding
- Provide ongoing opportunities for self-monitoring and self-evaluation

Lesson plans may be attached to Stage 3 and must include relevant citations and follow U.S. copyright laws.
<http://www.umuc.edu/library/copy.shtml>

THE BOOSTER LESSONS COME IN THE SECOND YEAR OF THE CURRICULUM AND SERVE TO REVIEW AND REINFORCE CONCEPTS AND SKILLS LEARNED IN THE CORE YEAR. RESEARCH SHOWS THAT KNOWLEDGE AND SKILL RETENTION AND REDUCTION IN DRUG USE IS GREATLY INCREASED BY THE BOOSTER LESSONS.

Booster Lesson 1. Motivating Resistance to Drugs

Re-introduces Project ALERT; reviews consequences of using marijuana, alcohol, and cigarettes; reviews sources of pressure; introduces facts about crack and LSD and new prevalence rates.

- Reintroduce Project ALERT and restate ground rules.
- Identify “Problems with Cigarettes” and “Problems with Marijuana and Alcohol.”
- Discuss problems with marijuana and alcohol.
- Review pressures by listing pressures using visual “Where Does Pressure to Use Drugs Come From?”
- “Resisting Pressure Lines Game.”
- Discuss other drug facts and prevalence: cocaine/crack, methamphetamine, club drugs, prescription drugs.
- Homework: “Test Your Drug IQ – Advanced Quiz,” “Frequently Asked Questions About Cocaine and Methamphetamine,” “What Teenagers Want to Know About Prescription Drugs and Cough Medicines.”

Booster Lesson 2. Practice Resisting External and Internal Pressures

Review the concept of external and internal pressures; students prepare and act out internal pressure skits.

- Partial video “Paul’s Fix.”
- Think of two ways to say “no,” getting Paul out of his fix, followed by discussing his decision.
- View rest of the video with three endings and discuss the endings.
- Review internal pressures with application of video.
- Prepare and act out internal pressure skits.
- Homework: “Answer Key” to Booster Lesson 1 homework, “Parent/Adult Interview: Resisting Pressures.”

Booster Lesson 3. Benefits of Resisting Drugs

Reviews the benefits of resistance and discusses how friends can help each other resist pressure.

- Review homework.
- Discuss direct pressures and practice saying “No.”
- Discuss how friends can support each other in resisting pressure.
- Discuss benefits of resistance.
- Video “Resisting Peer Pressure” with discussion.
- Review benefits of resistance with team activity.
- Summary with positive conclusion to Project ALERT

Resources and Teaching Tips

Resources

- Include a variety of resources (texts, print, media, and web links) that best supports the unit.

This unit is based on the self-contained curriculum, Project ALERT. Teachers must have training, which is offered by the Department of Education to implement the program. For information about teacher training, contact Janet Ray at DE DOE (jaray@doe.k12.de.us).

Delaware Department of Education website www.doe.k12.de.us

Basic Facts About Drugs: Alcohol at <http://www.acde.org/educate/Research.htm>

Basic Facts About Drugs and Marijuana at <http://www.acde.org/educate/Research.htm>

Start with the Facts at <http://www.acde.org/educate/Research.htm>

What Is Inhalant Abuse > Dangers at <http://www.inhalant.org/inhalant/dangers.php>

National Institute on Drug Abuse (NIDA) for Teens: Marijuana at http://teens.drugabuse.gov/facts/facts_mj1.asp

NIDA for Teens: VIDEO: Dealing with Peer Pressure, School Media Associates, 1-800-451-5226

The BEST Foundation for a Drug Free Tomorrow <http://www.projectalert.com> can provide additional assistance with implementation of the curriculum.

Monitoring the Future <http://www.monitoringthefuture.org> is an ongoing study of the behaviors, attitudes, and values of American secondary school students, college students, and young adults.

Teaching Tips

- Provide tips to help teachers identify and correct student misunderstandings and weaknesses.

Transfer Task 1

- The teacher may wish to videotape some alcohol commercials ahead of time.
- The teacher may provide more practice by copying several printed ads for cigarettes and alcohol products or even other kinds of products to demonstrate the techniques used in advertising. The Project ALERT website has several ads available for download.

Transfer Task 2

- Post the visuals from Lesson 1 that show reasons why some people use marijuana, cigarettes, and alcohol and reasons why most people do not use these substances.
- Have the following posters available:
 - Poster 1 – Smoking Makes you Less Attractive
 - Poster 2 – Smoking Is Addicting
 - Poster 3 – Smoking Affects Your Heart and Lungs
 - Poster 4 – Marijuana Can Affect You Right Away
 - Poster 5 – Marijuana Can Damage You in the Long Run
 - Poster 6 – Alcohol Can Harm You Any Time You Drink
 - Poster 7 – Alcohol Can Damage You in the Long Run
 - Poster 8 – Drinking to Cover Feelings
 - Poster 9 – Ways to Say “No”
 - Poster 10 – Pressures From Inside Yourself

Accommodations/Differentiation

- Stage 2 and 3 allow students to demonstrate understanding with choices, options, and/or variety in the products and performances without compromising the expectations of the Content Standards.
- Describe how instruction may be varied to address differences in readiness, interest, and/or learning profiles.

Most Project ALERT activities are done in groups

In families where adults are reluctant to help with the homework, ask students to identify other adults who care about them who might help. As a last resort, ask teacher colleagues to help.

Make sure that the director of the skits has leadership qualities.

Print homework in Spanish if necessary.

Give extra credit for turning in the homework assignments.

Provide extra time on activities if needed.

Design Principles for Unit Development

Please check the design principles below that are embedded within the unit

- International Education** - the ability to appreciate the richness of our own cultural heritage and that of other cultures and to provide cross-cultural communicative competence.
- Universal Design for Learning** - the ability to provide multiple means of representation, expression and engagement to give learners various ways to acquire and demonstrate knowledge.
- 21st Century Learning** – the ability of to use skills, resources, & tools to meet the demands of the global community and tomorrow’s workplace. (1) Inquire, think critically, and gain knowledge, (2) Draw conclusions make informed decisions, apply knowledge to new situations, and create new knowledge, (3) Share knowledge and participate ethically and productively as members of our democratic society, (4) Pursue personal and aesthetic growth.(AASL,2007)

(Briefly explain how design principle(s) are embedded within the unit design.)

The curriculum unit is consistent with principles of UDL and 21st Century Learning. Units are very participatory and student centered with students developing and acting out skits (role plays), developing scenarios, searching for solutions to problems and situations, writing “reasons lists,” learning through games, and other methods. Multiple learning strategies that stimulate a variety of senses are employed. Students demonstrate acquisition and transfer of knowledge and skills. The links among decision-making, skill acquisition, and health are strongly reinforced.

Connections to Other Areas

Suggestions for integrating instruction with other curricular areas, school support services (health services, counseling, nutrition services, and school climate) families, and communities

Relationships with drug use and other health issues are often addressed by nonprofit agencies. For example, AIDS Delaware (302-652-6776) is a good contact for speakers and information about the relationship between drug use and HIV/AIDS.

The American Lung Association (302-655-7258) provides many resources for tobacco prevention.

Information on trends of tobacco, alcohol, and drug use can be obtained through the Delaware Drug and Alcohol Tracking Alliance at <http://www.udel.edu/delawaredata/>

School counselors and school nurses can often refer students to substance dependence treatment or offer support services to students and their families.

School district policies on smoking, drinking alcohol, and other drug use can be reinforced while implementing the curriculum.