

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 (Core Curriculum)

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District/Organization: Safe and Drug Free Schools Program

Grade Cluster: 6-8 (preferably 6th or 7th grade)

Time Frame: 11 Core 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 nonuse 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. A second unit of three booster lessons 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.

This unit is intended for use by educators who have been trained in the curriculum with the permission of Project ALERT publishers.

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(s)

- 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?
- Do I control my choices?
- How can I help others?

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 by providing alternatives to ATOD use.
- Accept personal responsibility for choices about ATOD.
- Deal with peer pressure.
- Encourage others not to use ATOD.
- Get help.

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

Unit Transfer Task

1. Systo has been your friend since you were very young. Recently, Systo has been acting strangely. You believe he may be thinking about smoking marijuana. You believe that Systo would never try marijuana unless there was a lot of pressure to do so. Based on what you know about marijuana, write a letter to Systo that would help him recognize the pressures and ways to resist them.

Rubric(s)

- 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.
4. Student work demonstrates the superior use of interpersonal communication skills to advocate for healthy behavior, accurately and completely demonstrates the ability to identify pressure messages, and provides a complete and accurate rationale for not using drugs.
 3. Student work demonstrates average use of interpersonal communication skills to advocate for healthy behavior, demonstrates ability to identify pressure messages with minor misunderstanding, and provides a reasonable rationale for not using drugs.
 2. Student work demonstrates some use of interpersonal communication skills to advocate for healthy behavior and demonstrates incomplete ability to identify pressure messages and minimal ability to form a rationale for not using drugs.
 1. Student work does not demonstrate the ability to use interpersonal communication skills to advocate for healthy behavior and demonstrates little or no ability to identify pressure messages or to form a rationale for not using 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)

Letter to the Editor: Student will write a letter to the editor of his/her local newspaper, describing and decrying the methods that advertisers use to entice young people to smoke, drink, or overuse prescription or nonprescription drugs.

Self-talk: After the teacher explains that self-talk is the things you say to yourself in your head, the student will develop a scenario and discuss how self-talk can be negative (cause pressure or doubt) or positive (build strength or resolve) and how it can be used to cope with pressure from others. Possible scenarios:

- a. Tony is trying to throw a basketball through a hoop. He keeps missing, and he is feeling frustrated. He could be saying to himself:
- b. Jamal is at a party where other kids are drinking alcohol. He feels out of place. He could be saying to himself:

- c. Becky was hoping that Ben would invite her to the dance but he didn't. Becky could be saying to herself:

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.

Drug Pairs Game: Play the Drug Pairs Game at <http://www.drugsinfo.org.uk/pairs.htm>

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

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
- Personal contract for healthy decision-making and drug resistance

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>

Core Lesson 1. Introduction to Project ALERT Curriculum

Introduces Project ALERT to students, sets the tone for the program, and clarifies reasons why people do and do not use drugs.

- Introduction to the curriculum and discussion of decision-making
- Develop ground rules
- Make reasons lists in groups: why some people smoke cigarettes, why some people use marijuana, reasons not to smoke cigarettes, reasons not to use marijuana
- Comparison of alcohol and marijuana
- Video "Let's Talk About Marijuana" with discussion
- Homework: "Test Your Drug IQ" to be completed with parent(s) or other adult

Core Lesson 2. Consequences of Smoking Cigarettes and Marijuana

Motivates students to resist drug use by having them identify immediate and later consequences of smoking cigarettes and marijuana; increases students' perceptions that using cigarettes and marijuana impacts their daily lives and social relationships.

- Discuss immediate and later consequences of smoking cigarettes
- Compare cigarettes and smokeless tobacco
- Discuss immediate and later consequences of using marijuana
- Review consequences, using three cigarette posters and two marijuana posters
- Video "Pot: The Party Crasher" with discussion
- Homework: "What Teenagers Want to Know About Alcohol"

Core Lesson 3. Drinking Consequences and Alternatives

Identifies reasons why people drink alcohol, discusses consequences of drinking, demonstrates similarities between drinking alcohol and using marijuana, presents how alcohol is used to cover their feelings, and brainstorms alternatives to drinking.

- Make reasons lists in groups: using lists from Lesson 1, students identify reasons that people use marijuana that are also reasons that they use alcohol and feelings that may make young people want to drink
- Make list of consequences of drinking alcohol
- Discuss how alcohol is used to cover feelings, centering on posters "Drinking to Cover Feelings"
- Discuss alternatives to drinking using "Alternatives to Drinking" sheet
- Play "Alcohol Facts Game," a team game that allows students to discover facts about alcohol
- Homework: complete "Alternatives to Drinking" sheet

Core Lesson 4. Introduction to Pressures

Marks the transition into the skill-building section of the curriculum; helps students resist pressures to use drugs by identifying what the different pressures are and where they come from; counters belief that “everyone uses” with survey information indicating that most teenagers do not use drugs.

- Identify “Where Does Pressure to Use Drugs Come From?”
- Discuss the prevalence of substance use in teens; normative activity in which teens learn that only a relatively small percentage of their peers use drugs, followed by discussion
- Explore messages contained in alcohol and tobacco advertisement
- Rewrite ads to reflect the truth about the products
- Homework: “Advertisement Count Sheet”; “Let’s Clear the Air: Straight Talk About Teenagers and Smoking”

Core Lesson 5. Social Pressures to Use Drugs

Provides the first example of the modeling, practice, and feedback strategy used throughout the curriculum; identifies social pressures to use drugs; teaches resistance skills and facilitates saying “no” in social situations by allowing students to practice resistance in skits built around trigger video.

- Partial video “Lindsey’s Choice”
- Prepare and deliver skits in which students complete the video scenario by providing refusal to offer to smoke cigarettes
- View the rest of video with three endings and discussion of the endings
- Homework: “Parent/Adult Interview: Peer Pressure”

Core Lesson 6. Resisting Internal and External Pressures to Use Drugs

Identifies internal pressures to use drugs; students discuss and practice resistance techniques for internal and external pressures.

- Review and practice saying “No” to external pressures
- Discover ways to say “No” to internal pressures using demonstration and poster “Pressures from Inside Yourself”
- Practice ways to say “No” to internal pressures using “Internal Pressure Scenarios”
- Generalize pressure and resistance techniques with discussion and Q & A
- Homework: complete “Internal Pressure Scenarios” and show them to parent(s) or other trusted adult

Core Lesson 7. Practicing Resistance Skills

Facilitates practice of resisting external pressures to use drugs in skits built around trigger video; presents alternative ways to resist pressure; encourages students to openly express feelings of being capable of resisting internal pressures.

- Partial video “Pot or Not?”
- Prepare and deliver skits in which they complete the video scenario by providing refusal to offer to use marijuana
- View rest of video with three endings and discussion of the endings
- Review “Parent/Adult Interviews”
- Homework: “What’s the Real Story? Teenagers Want the Truth Marijuana”

Core Lesson 8. Inhalant Abuse

Introduces inhalants; shows students how to protect themselves from accidental inhalant poisoning; discusses physical consequences of inhalant abuse; identifies ways to resist pressure to try inhalants and ways to protect home and family from exposure.

- Introduce concept of body pollution
- Reinforce oxygen's importance to the body
- Distinguish between nonpoisonous and toxic chemicals
- Discuss poisoning by breathing chemical fumes using poster "Toxic Chemicals Affect Your Body Right Away"
- Discuss protection from toxic chemicals in inhalants using visual "How to Protect Yourself from Toxic Chemicals"; students supply answers
- Discuss how chemicals can harm the body using visual "How Toxic Chemicals Can Kill You"
- Make reasons lists in groups: "Reasons Not to Inhale Toxic Fumes"
- Homework: complete "Our Family's Guidelines for Using Household Chemicals" with parent(s) or other adult

Core Lesson 9. Review and Practice Resistance Techniques

Reinforces earlier lessons by reviewing resistance techniques and facilitating resistance practice; introduces the concepts of benefits from not using drugs.

- Review using visual "Where Does Pressure to Use Drugs Come From?"
- Provide resistance responses to pressures
- Prepare resistance skits (may use other issues such as cheating, skipping school) and act them out
- Play "Benefits Game" in which students in groups race to write a list of benefits of not using tobacco and another of benefits of not using marijuana or alcohol
- Review the lists
- Homework: "Ten Questions Teenagers Ask Most About Drugs – And Their Answers," "Oral Report on Drugs," and "Oral Report on Drugs: Family Response Form"

Core Lesson 10. Smoking Cessation

Identifies why it is hard to quit smoking; offers techniques for quitting and changing general behavior; identifies ways to support friends who want to change nonproductive behavior.

- Complete visual "Why It's Hard to Quit Smoking" with teacher correcting misconceptions
- Video "Clearing the Air" with discussion
- Quitting lists: in groups, students answer questions related to quitting smoking
- "Making Changes in My Life" sheets: students identify something that each could change and map out strategy to begin the change

Core Lesson 11. Benefits of Not Using Drugs

Reviews and reinforces negative consequences of using drugs; motivates resistance by reviewing benefits of not using drugs; elicits written commitments from students.

- "Information Review Game" played in teams
- Video "Saying 'No' to Drugs" with discussion
- Written commitment to "Choose a Healthy Lifestyle Free From Drugs"

- Wrap-up and summary with reinforcement of students' achievements during the first year of 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).

- 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. It is an excellent source of data for the normative education activity in Core Lesson 4.
- The Delaware Drug and Alcohol Tracking Alliance provides a website, <http://www.udel.edu/delawaredata/>, that provides PowerPoint and reports from various surveys, including the Delaware Youth Risk Behavior Survey, Delaware Youth Tobacco Survey, and the ATOD Abuse Among Delaware Students.

Teaching Tips

- Provide tips to help teachers identify and correct student misunderstandings and weaknesses.
- The various activities will permit the teacher to gather ongoing evidence of understanding and to modify and reinforce as needed.
- The group work can be random assignment or assignment based on ability and skill level.

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.

Possible accommodation for Transfer Task only if a student seems unable to write the letter without cues:

Dear Systo,

I am really worried about you. We haven't been hanging out much lately and you always seem to be with that bunch of tenth graders after school. I'm getting worried about you. I'm afraid they are trying to get you to smoke marijuana.

Think about it. Are they pressuring you to use marijuana? I bet they've been saying things like _____ and _____. You're way to cool to fall for that stuff. You should tell them _____ and _____.

Remember what we learned about marijuana? It can damage your _____, your _____, and your _____. It can mess with your mind and get you hooked, you know, _____. You can also get into trouble with _____ and _____. Do you still want to be on the wrestling team? Well, marijuana may _____ and _____.

Remember that certain someone you really wanted to go to the dance with? I bet if he/she heard you were getting high, he/she would say _____. So would some of our friends. Think it over. I'm your friend and we can talk about it anytime.

Your pal,

Provide a sample letter about another health-related issue as an example for the transfer task.

Dear Systo,

I am really worried about you. We haven't been hanging out much lately and you always seem to be with that bunch of tenth graders after school. I'm getting worried about you. You always wanted to be on the wrestling team and I'm afraid the tenth graders may be pressuring you to eat a lot of fast, fatty food.

Think about it. Are they pressuring you to eat a lot of burgers and fries? I bet they've saying things like "just a couple of cheeseburgers won't hurt you" and "don't pay any attention to that stupid health teacher." You're way to cool for that stuff. You should tell them "I don't want to get fat" and "real friends wouldn't try to make me eat stuff that would make me gain weight."

Remember what we learned about diet and obesity? Unhealthy diet can damage your heart, your ability to wrestle, and your pancreas, leading to diabetes. Some people even get hooked into overeating, you know addicted to food. You can also get into trouble with your mom and your coach. Do you still want to be on the wrestling team? Well, gaining weight and not eating the right food may slow you down and sap your strength.

Remember that certain someone you really wanted to go to the dance with? I bet if she heard you were getting fat, she would say "no way." So would some of our friends. Think if over. I'm your friend and we can talk about it anytime.

Your pal,

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, and 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,” and 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.