



Elks TeenZone

Implementation Guide

Prepared by:

**Elks National Drug Awareness Committee &
John D. McEntire, Jr., PDDGER & CHEA DAP Vice-Chairman
Donna McEntire, Educational Consultant
Edward Comarzan, Webmaster**

Version 1

Navigating The Website

Presentation Slides



NAVIGATING THE WEBSITE

The Benevolent and
Protective Order of Elks
Drug Awareness Program

Presented by:
Donna McEntire, Educational Consultant
Wife of John D. McEntire, Jr., PDDGER
CHEA DAP Vice-Chairman

Elks TeenZone

NAVIGATING THE WEBSITE

The Benevolent and Protective Order of Elks Drug Awareness Program

Presented by:
Donna McEntire, Educational Consultant
Wife of John D. McEntire, Jr., PDDGER
CHEA DAP Vice-Chairman

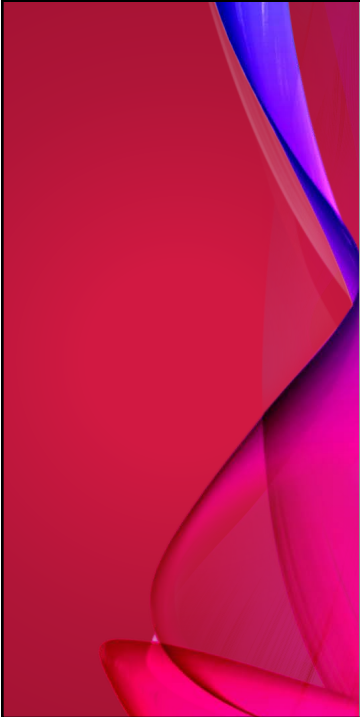
1

WELCOME TO THE ELKS TEEN ZONE



- The Elks are pleased to announce one of the newest additions to the Benevolent and Protective Order of Elks Drug Awareness Program projects.
- The Elks Teen Zone website is intended to pique the curiosity and interest of students beginning at or about the 5th grade level through high school.


2



WELCOME TO THE ELKS TEEN ZONE

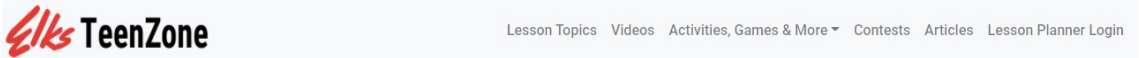
- The Elks Teen Zone website contains current, accurate, age-appropriate drug abuse prevention information, as well as important “Life Skills” that young people need in order to be successful in today’s challenging world.
- The website contains:
 - Articles, videos, trivia games, contests, and online lessons.
 - In addition, for teachers, parents, and other adult group leaders, there is a lesson plan creator with resources to support the development of Distance Virtual Lesson plans.

3



ELKSTEENZONE.ORG THE LANDING PAGE

Once on the landing page, as a user you have many options.
Option 1 is to watch the featured video.



Elks TeenZone Lesson Topics Videos Activities, Games & More ▾ Contests Articles Lesson Planner Login

Option 2 - On this page the user can also navigate through available resources using the banner pictured above. By clicking on any of the titles, it will take the user to that subsection.

Option 3 – The user can also navigate items which are more applicable to him/her by clicking on the appropriate button:

I'm a Teen

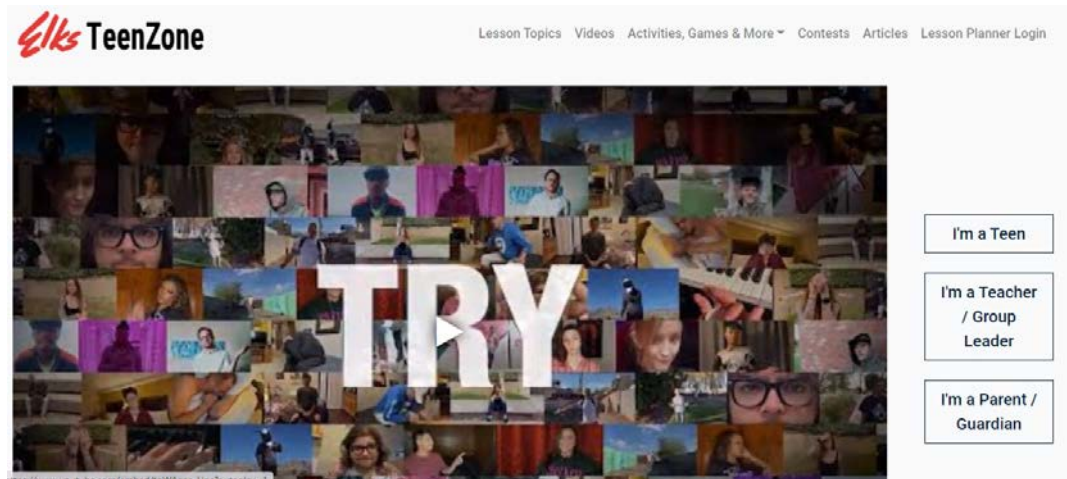
I'm a Teacher/
Group Leader

I'm a Parent/
Guardian

4

ELKSTEENZONE.ORG THE LANDING PAGE

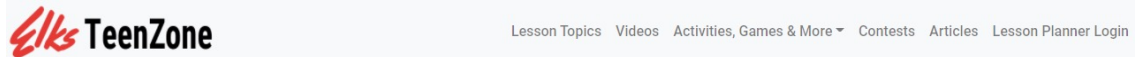
Option 1



5

ELKSTEENZONE.ORG THE LANDING PAGE

Once on the landing page, as a user you have many options.
Option 1 is to watch the featured video.



Option 2 - On this page the user can also navigate through available resources using the banner pictured above. By clicking on any of the titles, it will take the user to that subsection.

Option 3 - The user can also navigate items which are more applicable to him/her by clicking on the appropriate button:

I'm a Teen

I'm a Teacher/
Group Leader

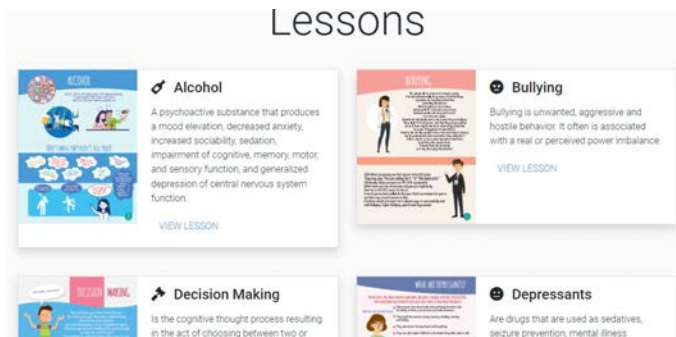
I'm a Parent/
Guardian

6

ELKS TEEN ZONE – OPTION 2 LESSONS TOPICS

There are currently eight (8) Lesson topics which can be viewed. The topics include:

- Alcohol
- Bullying
- Decision Making
- Depressants
- General Drug Information
- Marijuana
- Stimulants
- Tobacco

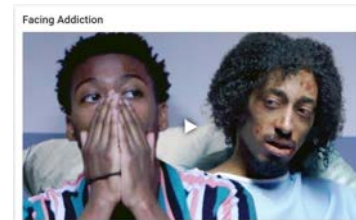


These lesson topics can be read independently, or the student can have the lesson read to them using the speech capabilities of the lesson.

7

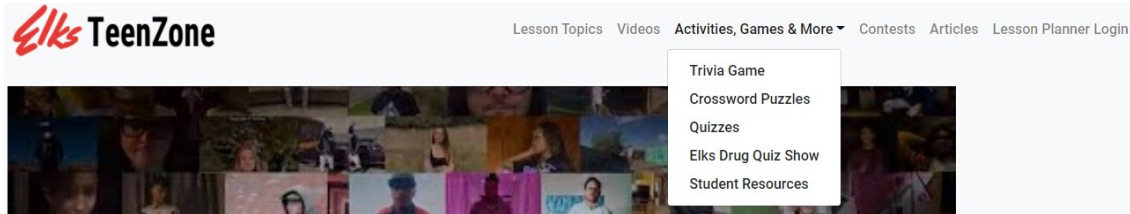
ELKS TEEN ZONE – OPTION 2 VIDEOS

There are currently twenty videos which can be viewed. The Videos include Elks Drug Awareness Video Contest Winners, the SMOSH Videos, and other pertinent videos.



8

ELKS TEEN ZONE – OPTION 2 ACTIVITIES, GAMES, & MORE

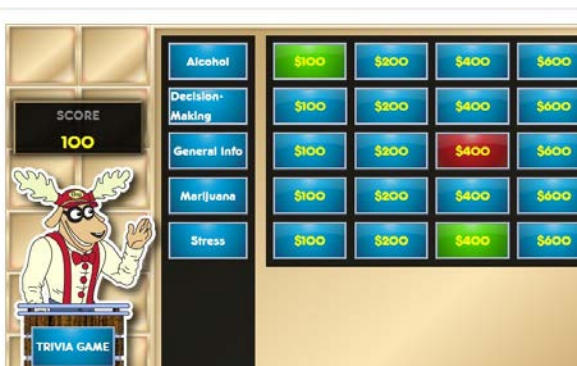


Under the Activities, Games, and More Tab, there is a wide variety of additional items that enhance the Elks Teen Zone lessons.

- There are crossword puzzles which can be downloaded and/or completed electronically online.
- There are quizzes which can be taken at the end of a lesson to check for certain that a student has understood the concept which they have studying.
- There is a link to the Elks Drug Quiz Show.
- There is a link to Student Resources that can be found on our DEA partnering sites.
- There is even a Trivia Game that can be customized to topics being studied.

9

ELKS TEEN ZONE – OPTION 2 TRIVIA GAME



- Who doesn't enjoy the challenge of a "Jeopardy" style online game hosted by our own, Elroy the Elk?
- This Trivia Game can be customized to include the game topics which the student has been studying. The game can be played independently, one-on-one with a friend, or in a group setting.
- To get started, the student simply selects the game topics to include in the game. No two games will be the same.

10



ELKS TEEN ZONE – OPTION 2 CONTESTS

Every year in the fall, in conjunction with Red Ribbon Week, the Elks Drug Awareness Program offers three contests for students to demonstrate their commitment to a drug-free life.

- Poster Contest – Open to all 3rd, 4th, and 5th grade students.
- Essay Contest – Open to all 6th, 7th, and 8th grade students.
- Video Contest – Open to three age groups, Pre-high school, High School, and Post-Graduate. Participants may submit their videos individually or in groups.

Links to further information regarding these contests can be found under this section.

11

ELKS TEEN ZONE – OPTION 2 ARTICLES

Elks TeenZone Lesson Topics Videos Activities, Games & More Contests Articles Lesson Planner Login

Articles

All Topics Alcohol Awareness Bullying Conflict Resolution Cyber Safety Decision Making Depressants Eating Healthy & Exercising Education Feelings General Drug Information Grief Hallucinogens Marijuana Self Esteem Stimulants Stress Success Tobacco Vaping

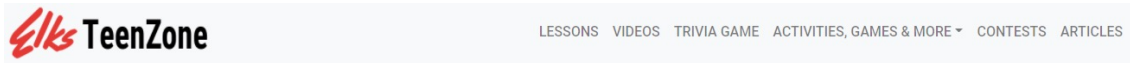
Search Articles

Do you need information on a topic related to Drug Awareness or a Healthy Lifestyle? Then this is the section for you! Just type in your topic in the search articles bar and wait for the articles to appear. It's a great resource for students, parents, guardians, and adults.

12

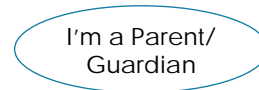
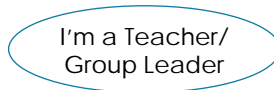
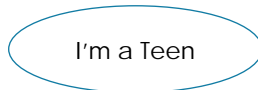
ELKSTEENZONE.ORG THE LANDING PAGE

Once on the landing page, as a user you have many options.
Option 1 is to watch the featured video.

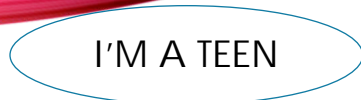


Option 2 - On this page the user can also navigate through available resources using the banner pictured above. By clicking on any of the titles, it will take the user to that subsection.

Option 3 - The user can also navigate items which are more applicable to him/her by clicking on the appropriate button:



13



Featured below is the 2018 Elks Drug Awareness Video winner. This video can be found in the Video Section.

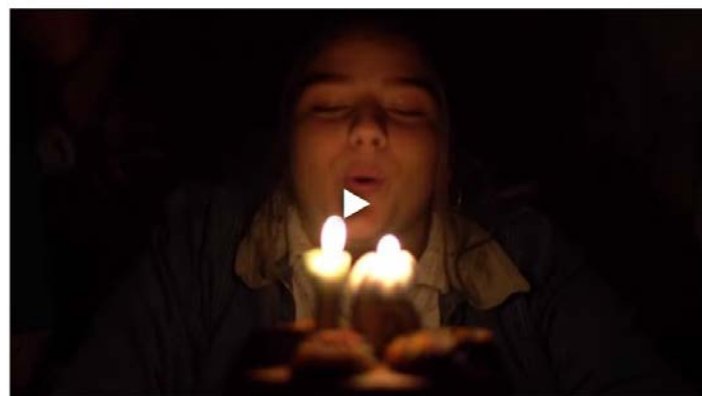
When a user clicks on this button, the student is taken directly to the Videos Section.



All Topics Awareness Marijuana Stories Vaping

There are over 20 videos, including the Elks "Smosh" videos for teens to view. This section is constantly evolving as new content is added.

2018 Drug Awareness High School Student Video Winner



14

I'M A PARENT/ GUARDIAN

Parents, guardians, and group leaders often have concerns regarding addictions.

When the parent clicks the "I'm A Parent/Guardian" button, they are taken to a page which will assist them in identifying factors related to this concern.

From this page, they can navigate through the rest of the website using the banner section at the top of the page. (See Below)

What is Drug Addiction?

Addiction is a chronic disease characterized by drug seeking and use that is compulsive, or difficult to control, despite harmful consequences. The initial decision to take drugs is voluntary for most people, but repeated drug use can lead to brain changes that challenge an addicted person's self-control and interfere with their ability to resist intense urges to take drugs.



What is Drug Abuse Awareness?

Drug abuse awareness is an understanding of what exactly substance abuse is, what substance abuse does, what the risks are, how substance abuse can lead to the development of an addiction, how to recognize warning signs of addiction, what kinds of consequences addiction can have, and what to do and how to help if a friend or a family member has an addiction.

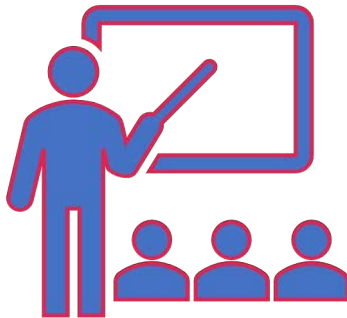
Elks TeenZone

[Lesson Topics](#) [Videos](#) [Activities, Games & More](#) [Contests](#) [Articles](#) [Lesson Planner Login](#)

15

Learning to Create Virtual Distance Learning Lesson Plans

I'm a Teacher/
Group Leader



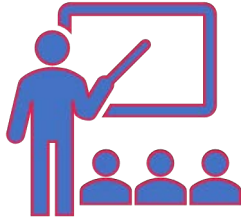
One of the powerful components of the Elks Teen Zone is the ability to utilize the resources available on this website to create Distant Virtual Learning lessons which can be shared with students.

When a teacher clicks on the "I am a Teacher/Group Leader" button, they are taken to a page that includes instructions on how to create lesson plans. Step-by-step instructions are provided through videos and/or the available PDF Lesson Plan Creator Instruction Manual.

A Resource Section containing a Standards Alignment is also available.

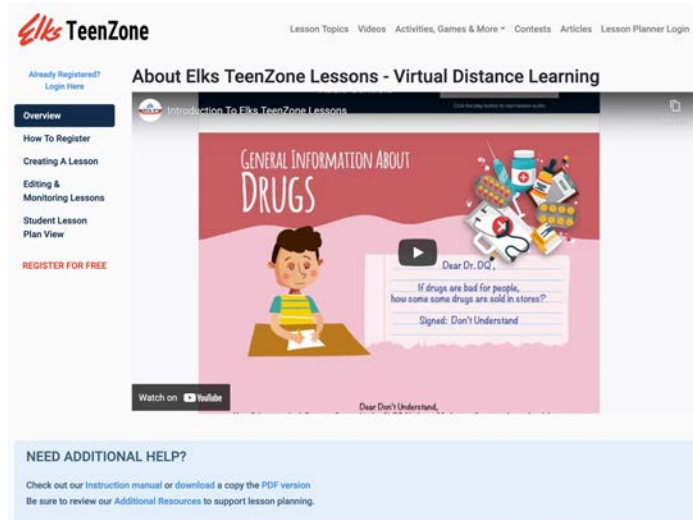
16

Learning to Create Virtual Distance Learning Lesson Plans



For those who wish to create DVL lesson plans, this is also the page where you will register.

Everything is FREE!



17

Elks TeenZone

ELKSTEENZONE.ORG



- ❖ The information found on the Elks Teen Zone website is intended to promote healthy life-styles through sound decision making practices.
- ❖ The Elks Teen Zone is a constantly evolving website and the Elks have plans for completing at least another 10-11 online lessons.
- ❖ By exploring our online information, participants will understand and apply this information on how specific drugs can affect the brain and body, possibly causing lasting physical or mental problems, including addiction. They will also learn how an individual's drug abuse can affect friends and family and have a lasting effect on their future.

18

Lesson Planning

Presentation Slides

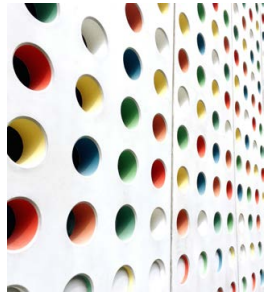


Lesson Planning

for Beginners or Those Who Need A Review



DONNA MCENTIRE, EDUCATIONAL CONSULTANT
BENEVOLENT & PROTECTIVE ORDER OF ELKS
ELKS DRUG AWARENESS PROGRAM



Lesson Planning

for Beginners or Those Who Need A Review



DONNA MCENTIRE, EDUCATIONAL CONSULTANT
BENEVOLENT & PROTECTIVE ORDER OF ELKS
ELKS DRUG AWARENESS PROGRAM

1



- The Elks invite you to visit the Elks Teen Zone website. This website is intended for preteens and teens beginning at or about the age of 10 through high school.
- The website contains current accurate, age-appropriate drug abuse prevention information, as well as important “Life Skills” that young people need in order to be successful in today’s challenging world.
- The website includes on-line standards-based lesson topics , articles, videos, trivia games, contests and other resources.
- The information on the website can be used independently or can be incorporated into Distance Virtual Learning on-line lesson plans.

2

The Elks Teen Zone Lessons

These lessons are intended to promote healthy life-styles through sound decision making practices. By completing the online lessons, students will understand how specific drugs can affect the brain and body, possibly causing lasting physical or mental problems, including addiction. Students will also learn how an individual's drug abuse can affect friends and family and have a lasting effect on their future.



3

Topic of Lessons

Currently there are eight (8) lesson topics which have been developed and are available.

- General Drug Information
- Decision Making
- Alcohol
- Marijuana
- Tobacco
- Bullying
- Stimulants
- Depressants.

The ElksTeenZone is constantly evolving. There are plans to add at least 9-10 online lesson topics.

4

Learning to Create Distance Virtual Learning Lesson Plans

One of the **powerful** components of the ElksTeenZone is the ability to utilize the resources available on this website to create lesson plans – including Distant Virtual Learning lesson plans which can be shared with students.

When a teacher, group leader, or other adult clicks on the “I am a Teacher” button, they are taken to a page that includes instructions on how to create lesson plans. Step-by-step instructions are provided through videos and/or the available PDF Lesson Plan Creator Instruction Manual.

A Resource Section containing a National Health/Science Standards Alignment is also available.

5

So... Why Do I Want to Create a Lesson Plan?



6

What Is a Lesson Plan?

A lesson plan is an instructor's road map for what students need to learn, how it will be taught, and how learning will be measured.

Lesson plans help instructors be more effective in their lesson delivery.

This ensures every bit of time devoted to the lesson is spent teaching, learning, and/or reviewing concepts with predictable outcomes — not figuring it out on the fly!



from
me.com
© 2010 Photo by the photographer publisher only.

7



Types of Lesson Plans

To begin with, there are basically 3 types of lesson plans.



For the purposes of this presentation, we will be dealing with the Subject Lesson Plan which will fit into the Daily Schedule of expectations.

8

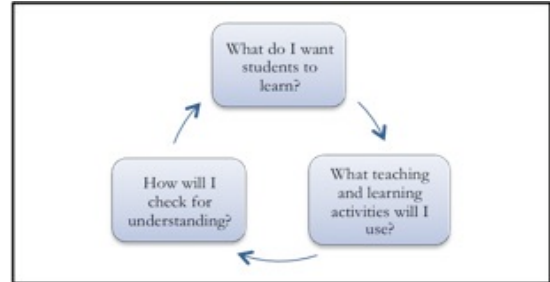
Why Create a Lesson Plan?—

The Lesson Topics are already available and accessible to students.

Teachers, group leaders and other adults can customize the learning to meet the unique needs of individual students.

In planning a lesson, the adult must first determine an objective for the lesson.

Ask yourself the question: *What do I want the student to be able to do as a result of participating in this lesson?*



9

Why Create a Lesson Plan?— Constructing the Objective

For each objective, it's important to start with an action that relates to what students should be able to do after the lesson.

Depending on what topic you're teaching and the level of knowledge your students have, these actions will vary.

For example, when teaching brand new concepts, you may define actions like *define*, *identify*, *explain*, and *determine*.

However, if your lesson involves more advanced tasks, the objectives may include actions like *create*, *use*, *perform*, or *measure*.

Remember the purpose for the lesson determines the outcome.

10

S.M.A.R.T. Objectives

Any objective must be a S.M.A.R.T. objective

S – Specific

M – Measurable

A – Achievable

R – Realistic

T – Timebound.



11



Related Requirements When Planning the Objective.

Related requirements are [national, state, or school standards](#) that dictate what need to be taught to students.

The Elks have included additional resources which show the alignment to the national Health and Science Standards. In addition, suggestions for meeting the Health Behavior Outcomes (HBO) are listed in the appendix.

Every lesson you develop should help you meet those requirements. Listing them in your lesson plans helps satisfy those requirements while focusing on the end goal for your students!

On top of that, some administrators require teachers to distinctly show how they will teach course standards in each lesson. If you put them on your lesson plans, you've got a quick reference to prove you're on the ball!

Laying out each lesson plan according to your requirements can be tedious work, but it will ultimately help you stay organized and aligned with what you're supposed to teach!

12

Lesson Procedure

Your lesson procedure is an in-depth explanation of how the lesson will progress in the classroom.

The lesson procedure is essentially step-by-step instructions that walk you through everything from the time students begin the on-line lesson until completion.

It's smart to be very detailed in this portion of your lesson plan.

When writing your lesson procedure, you need to choose the type of activities that will help students meet the lesson objectives.

A good rule of thumb is --- Always think in "3's".



13

Lesson Procedure - Assessment

The assessment method measures whether your students learned a lesson's information and met your lesson objectives.

What is it that you want the students to be able to do as a result of completing the lesson?

The assessment method can be built into your objective.

Types of Performance-Based Assessments

- Teacher Observations
- Peer Observations
- Self-Observations
- Game Play & Modified Game Play
- Role Plays
- Event Tasks
- Open Response Questions
- Essays
- Journals
- Student Projects
- Student Performances
- Student Logs
- Portfolios

14

Applying this Knowledge Using the On-line Lesson Creator



Step 1 – Give the DVL Lesson a Name.

Lesson Plan Name *

Mr. Smith's Classroom – General Drug Information

Lessons To Include: *

Select all lessons you want to include in this lesson plan. You can select 1 or all of them! We recommend only including enough for one session, and create additional lesson plans as needed.

Alcohol Bullying

Decision Making General Drug Info

Marijuana Tobacco

Objective

Content Area: [ATOD \(Alcohol|Tobacco and Other Drugs\)](#) - Drugs - Accessing Valid Information.
After viewing the online lesson "General Drug Information", students will write and report on 5 to 10 facts/findings that they learned.

Step 2 – Select the online lesson topic you want to include in your lesson plan – i.e. General Drug Information.

Step 3 – Write your S.M.A.R.T. Objective – This is the knowledge, skills, or attitudes to be gained.

15

Applying this Knowledge Using the Lesson Creator



Once the objective has been written:

- 1) Write the Student Instructions
 - The Instructions will tell the students what they are to do.
 - Performance expectations for students will be included.

Student Instructions

Brief introduction & instructions to students. This will be visible at the top of the page. (You can edit this at any time)

Welcome students to the lesson on General Drug Information. To complete this lesson, make sure to do these activities:

- 1) Read and/or listen to the lesson on General Drug Information.
- 2) On a separate piece of paper, write down 5 to 10 facts that you learned as a result of reading/or listening to this lesson. Be ready to share these facts at our next online zoom classroom meeting.
- 3) For extra credit: Read and summarize one of the General Drug Information articles found on the Elks Teen Zone website.

16

Applying this Knowledge Using the Lesson Creator



A Sharable lesson link will be automatically developed. This link will be found in the box below the student instructions.

The link should reflect the lesson title. It will have no spaces between words, capital letters or punctuation. There will be hyphens between the words.

Sharable Lesson Plan Link

<https://lessons-dev.elksteenzone.org/lesson-plan/sample-lesson-plan>

Share this personalized link with your students. Once a student has started their lesson, you can refresh this page or come back and visit to view more information on student progress.

Don't forget to save your work –Click the “Save your Lesson Plan” button on the bottom of the page.

17



Applying this Knowledge Using the Lesson Creator

Congratulations!!

You are now ready to share your lesson plan
with your intended audience!



To share the link, simply copy the link and
send to your intended audience.

18

Accountability



The ElksTeenZone Lesson Plan Creator allows the teacher, group leader and/or other adult to monitor the usage of the lesson which has been created.

At the top of the screen, click on the black “Options” button. Choose “View Lesson Plan Dashboard” from the Drop-Down Menu.

The following screen will appear:

- A) The Sharable Lesson Plan Link
- B) An Overview of the Lesson Plan Details
- C) A Listing of the Students who have Participated in the online lesson that you created.



Accountability



Mr. Smith's lesson - General Drug Information

Sharable Lesson Plan Link

<https://lessons.elksteenzonzone.org/lesson-plan/mr-smiths-lesson-general-drug-information>

Lesson Plan Details

Objective

Content Area: ATOD (Alcohol, Tobacco and Other Drugs) - Drugs - Accessing Valid Information.
After viewing the online lesson "General Drug Information", students will write and report on 5 to 10 facts/findings that they learned.

Student Instructions

Welcome students to the lesson on General Drug Information. To complete this lesson, make sure to do these activities:

- 1) Read and/or listen to the lesson on General Drug Information.
- 2) On a separate piece of paper, write down 5 to 10 facts that you learned as a result of reading/or listening to this lesson. Be ready to share these facts at our next online zoom classroom meeting.

3 Students

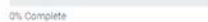
Donna McEntire



Katharine La Corte



Johnny Doe



On the right-hand side of the screen, you can see a breakdown of data progress for each student.

A teacher can monitor the time spent on the completion of the lesson.

Accountability



Included Lessons
• General Drug Info

Person	Progress	Time Spent (minutes:seconds)	Options
Donna McEntire	General Drug Info 	13 seconds	
Katharine La Corte	General Drug Info 	54 seconds	
Johnny Doe	General Drug Info 	0 seconds	

By clicking on the blue button, you will get a more in-depth breakdown of the time spent on the lesson. This data can help determine the student's attentiveness to the lesson.

As you can see, the time spent by students varies.

Donna McEntire's Progress Report

Total Time Spent: 13 seconds

General Drug Info

Lesson Page	Time Spent	Audio Length (time it takes for an adult to speak the page)
Introduction	13 Seconds	1 minutes, 29 seconds
Exactly, What Is A Drug?	none	2 minutes, 5 seconds
How Are Drugs Made?	none	1 minutes, 45 seconds
How Drugs Affect The Body	none	1 minutes, 48 seconds
How Can I Tell If Someone Is Having Problems With Drugs?	none	1 minutes, 37 seconds

21

In Conclusion....



The Elks have a commitment to provide only the best research-based, standards aligned information for incorporation into their ElksTeenZone website.

The objective of this power point presentation was to inform the lay person, along with the experienced educator, with the knowledge and tools necessary to create S.M.A.R.T. lessons for use in the classroom or in other settings.

By using the lesson topics, articles, videos, and resources, along with the power of the ElksTeenZone Lesson Plan Creator, our students will be able to participate in powerful learning experiences.

22

In Conclusion....

The Elks have established a working relationship with many community agencies, schools and school districts, and the Drug Enforcement Administration.

In fact, the Elks are the “Boots on the Ground” for our Elks Drug Awareness Program and the DEA. It’s our job to get the word out!

If you need other resources and/or information, please reach out and contact us.



23

Thank you for your attention.

Questions?/Comments?/Next Steps.

Donna McEntire, Educational Consultant
Wife of John D. McEntire, Jr., PDDGER
CHEA Drug Awareness Program Vice-Chairman
District Drug Awareness Program Chairman
San Gabriel Valley District
Duarte Elks Lodge #1427
626-961-5069
626-252-8037 (Cell)



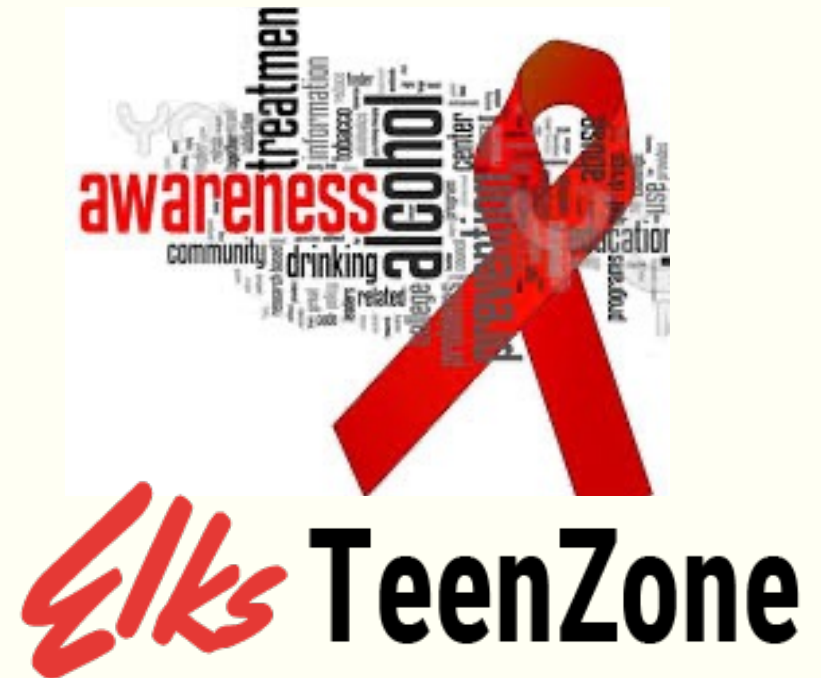
24

Resources & More

Presentation Slides

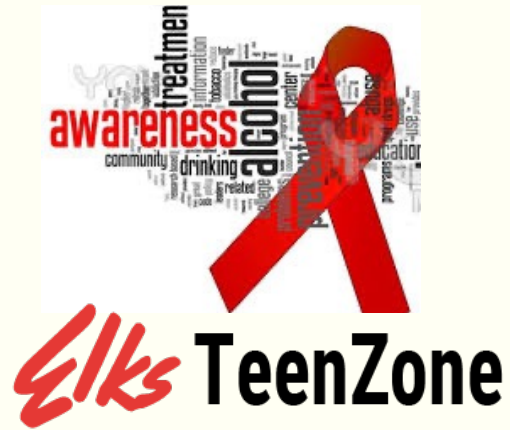
ELKSTEENZONE RESOURCES AND MORE

Presented by: Donna McEntire
Educational Consultant
Wife of John D. McEntire, Jr., PDDGER
CHEA Drug Awareness Program Vice-Chairman



ELKSTEENZONE RESOURCES AND MORE

Presented by: Donna McEntire
Educational Consultant
Wife of John D. McEntire, Jr., PDDGER
CHEA Drug Awareness Program Vice-Chairman



1

The Elks National Drug Awareness Program

- The largest volunteer drug awareness program in the United States.
- Volunteers are at the National, State, District, and Lodge level.
- Program promotes a healthy and drug-free lifestyle.
- Program takes action against youth drug use through education and inspiration.

The Elks National DAP strives to provide current and accurate information to all children and parents about the dangers of illegal drug use and prevent abuse of legalized and prescription drugs.



2

ANNOUNCING THE NEWEST
ADDITION TO THE ELKS NATIONAL
DRUG AWARENESS PROGRAM!!



Elks TeenZone

3

Elks TeenZone

- Information is targeted for use by students in grades five through high school.
- Items on the website
 - Online lesson topics
 - Articles
 - Videos
 - Games and Crossword Puzzles
 - Educational resources

Lesson topics can be used by teachers, guardians, and other adults to create Distance Virtual Learning (DVL) lesson plans.

...AND It is 100% FREE!!

4

Yes, You Can Create Your Own Online Lessons – Help is Here!!

1. There are video lesson planning instructions on the ElksTeenZone website.
2. There is also a Lesson Planning PowerPoint that you can review with step-by-step instructions on how best to put together your Online Lesson Plan using the resources available on the ElksTeenZone website.
3. There is even a print instruction manual that you can download off the ElksTeenZone website.



5

Explaining the Process to New Users – Districts, Schools, etc.

As the Elks know, we are all volunteers. Many of us do not have an educational background. One of the most common questions that I am asked when I go out to “sell” the new program.....

Do these materials meet the standards?

Are the lessons standards- and research based?

Is there a place to choose appropriate materials to support my lesson plan?

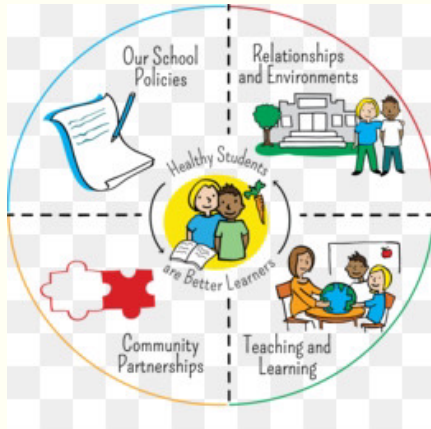


The answer is.....YES!!

By the end of this presentation...you will be armed with the information that you need to answer these questions.

6

Characteristics of an Effective Health and Science Education Curriculum



- The *National Health Education Standards* and *National Science Education Standards* reflect essential knowledge for students to have and essential skills for them to be able to perform.
- Health and Science Education Curriculum
 - clarifies **what** health and science content is important
 - Explains **what** students should be able to do as a results of participating in these learning experiences.

7

School Health and Science Education Programs

- A comprehensive, coordinated program includes many stakeholders:
 - Credentialed elementary and health/science education teachers,
 - Administrators
 - Credentialed school nurses
 - School counselors
 - School Board Members
 - Support Staff
 - Volunteers
 - Families
 - **Community members**
 - **Community Agencies – such as Non-Profits**
- Being a nation-wide community-based organization, the Elks are well-suited to support this need as called for in the various National and State Health Education Standards and Frameworks.



8

School Health and Science Education Programs

One of the key considerations of any Health/Science Education Program is that the program is standards- and research-based.

Today's health curricula should reflect the growing body of research that emphasizes the following:

1. Teaching functional health information (essential knowledge)
2. Shaping personal values and beliefs that support healthy behaviors
3. Shaping group norms that value a healthy lifestyle.
4. Developing the essential health skills necessary to adopt, practice and maintain health-enhancing behaviors.



9

Standards are not taught in Isolation

In classroom instruction, teachers explore ways to integrate skills from different curriculum areas.

Teaching health concepts and skills is not always done in isolation. In fact, by integrating these skills in other core curricular areas—i.e. language arts (writing), the learning becomes even more powerful as the students are able to apply the knowledge that they have learned.

Common Core Learning Standards that are conducive to integration:

- English Language Arts – Grades K-5 – Reading Standards and Writing Standards
- English Language Arts Standards – Grades 6-12 – Reading Standards and Writing Standards
- Career Development & Occupational Studies
- The Arts

Let's look at examples of the Common Core Learning Standards more in depth.

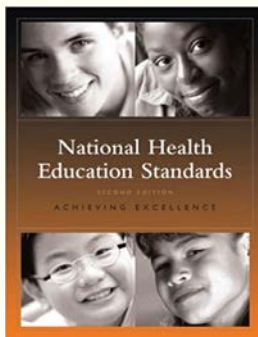
10

NATIONAL HEALTH & SCIENCE EDUCATION STANDARDS

11

National Health Education Standards (NHES)

The NHES are written expectations for what students should know and be able to do by grades 2, 5, 8 and 12 to promote personal, family, and community health.



Standard 1	Students will comprehend concepts related to health promotion and disease prevention to enhance health.
Standard 2	Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
Standard 3	Students will demonstrate the ability to access valid information products, and services to enhance health.
Standard 4	Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
Standard 5	Students will demonstrate the ability to use decision-making skills to enhance health.
Standard 6	Students will demonstrate the ability to use goal-setting skills to enhance health.
Standard 7	Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
Standard 8	Students will demonstrate the ability to advocate for personal, family, and community health.

12

National Science Standards (NSES)

Table 6.6 Science in Personal and Social Perspectives is taken from the *National Science Education Standards*. This Standard is appropriate for Drug Awareness Prevention and Education.

TABLE 6. Science in Personal and Social Perspectives		
Levels K-4	Levels 5-8	Levels 9-12
<ul style="list-style-type: none"> • Personal health • Characteristics and changes in populations • Types of resources • Changes in environments • Science and technology in local challenges 	<ul style="list-style-type: none"> • Personal health • Populations, resources, and environments • Natural hazards • Risks and benefits • Science and technology in society 	<ul style="list-style-type: none"> • Personal and community health • Population growth • Natural resources • Environmental quality • Natural and human-induced hazards • Science and technology in local, national, and global challenges.

13

CDC – Healthy Behavior Outcomes

According to the Center for Disease Control and Prevention (CDC), an effective curriculum has clear health related goals and behavioral outcomes (HBO's) that are directly related to these goals.

The Elks have included the HBO's for Alcohol and Other Drug -Use (AOD) Prevention.

Healthy Behavior Outcomes for AOD

- **HBO 1** – Avoid misuse and abuse of over-the-counter and prescription drugs
- **HBO 2** – Avoid experimentation with alcohol and other drugs
- **HBO 3** – Avoid the use of alcohol
- **HBO 4** – Avoid the use of illegal drugs
- **HBO 5** – Avoid driving while under the influence of alcohol and other drugs
- **HBO 6** – Avoid riding in a motor vehicle with a driver who is under the influence
- **HBO 7** – Quit using alcohol and other drugs if already using.
- **HBO 8** – Support others to be alcohol and other drug-free

The Healthy Behavior Outcomes are broken down by grade level expectations.

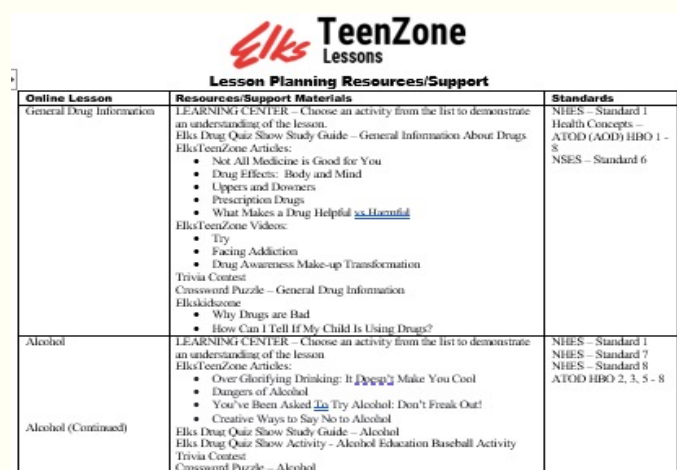
14

LESSON PLANNING RESOURCES AND SUPPORT

15

So What Should I Include In My Lesson – in-person or online DVL?

The Elks have provided Lesson Planning Resources and Support for each Online Lesson topic.



Online Lesson	Resources/Support Materials	Standards
General Drug Information	<p>LEARNING CENTER – Choose an activity from the list to demonstrate an understanding of the lesson.</p> <p>Elks Drug Quiz Show Study Guide – General Information About Drugs</p> <p>ElksTeenZone Articles:</p> <ul style="list-style-type: none"> • Not All Medicine is Good for You • Drug Effects: Body and Mind • Uppers and Downers • Prescription Drugs • What Makes a Drug Helpful vs. Harmful <p>ElksTeenZone Videos:</p> <ul style="list-style-type: none"> • Try • Facing Addiction • Drug Awareness Make-up Transformation <p>Trivia Contest</p> <p>Crossword Puzzle – General Drug Information</p> <p>Elkskiddzone</p> <ul style="list-style-type: none"> • Why Drugs are Bad • How Can I Tell If My Child Is Using Drugs? 	<p>NHEES – Standard 1 Health Concepts – ATC/D (ADD) HBO 1 - 8 NSES – Standard 6</p>
Alcohol Alcohol (Continued)	<p>LEARNING CENTER – Choose an activity from the list to demonstrate an understanding of the lesson</p> <p>ElksTeenZone Articles:</p> <ul style="list-style-type: none"> • Over-Glorifying Drinking: It Doesn't Make You Cool • Dangers of Alcohol • You've Been Asked to Try Alcohol: Don't Freak Out! • Creative Ways to Say No to Alcohol <p>Elks Drug Quiz Show Study Guide – Alcohol</p> <p>Elks Drug Quiz Show Activity - Alcohol Education Baseball Activity</p> <p>Trivia Contest</p> <p>Crossword Puzzle – Alcohol</p>	<p>NHEES – Standard 1 NHEES – Standard 7 NHEES – Standard 8 ATC/D HBO 2, 3, 5 - 8</p>

The Resources include:

- Online Lesson topics
- Resources and Materials
- Standards Alignment

**All standards referenced have been adopted from the National Health Education Standards (NHEES) and the National Science Education Standards (NSES) – Science in Personal and Social Perspectives. Additional concepts, skills, and healthy behavior outcomes have been adopted from the Centers for Disease Control and Prevention's Health Education Curriculum Analysis Tool (HETAT).

16



PUTTING IT ALL TOGETHER

17

You Have What You Need...Let's Make It Happen!!

As you can see, the *ElksTeenZone* website contains a plethora of information.

In addition, you have many forms of support implementation

- Online training – videos that walk you through the process from registering online to creating lessons
- PowerPoint presentations to use when you need additional support.
 - *Navigating the ElksTeenZone Website*
 - *Lesson Planning for Beginners or Those Who Need A Review*
 - *And now....ElksTeenZone Resources and More*
- Electronic and Written Manuals (PDF)
 - *An Instructional Manual for the Creation of DAP Curriculum Lesson Plans*
 - *Additional Resources to Use in the Creation of DAP Curriculum Lesson Plans*

These are the available materials....Use them to promote our newest Drug Awareness Program – the ElksTeenZone!!

18

Questions???? Comments????

THANK YOU!!



Elks TeenZone

Instruction Manual

Additional Resources



Presents

An Instruction Manual

For the

Creation of DAP Curriculum

Lesson Plans

Using

**Elks TeenZone
Lessons**

These lessons are intended to promote healthy life-styles through sound decision making practices. By completing our online lessons, students will understand how specific drugs can affect the brain and body, possibly causing lasting physical or mental problems, including addiction. They will also learn how an individual's drug abuse can affect friends and family and have a lasting effect on their future.

ELKS DRUG AWARENESS PROGRAM

Instruction Manual for the Lesson Plan Creator

For the



Contact Information

Kent Gade – Director
407 East 22nd Street
Atlantic, IA 50022 (712) 243-2388 (Home)
Kgade1@outlook.com

William J. Bryan – Assistant Director
366 Vermont Route 313 W
Arlington, VT 05250 (802) 375-6411 (Home)
winkbryan@comcast.net

Frank J. Burr – Assistant Director
1S175 Highland Ave.
Lombard, Il. 60148 (312) 655-7352 (Work)
fjburr@speakeasy.net

Rick Gale – Assistant Director
247 Clifden Dr
Bozeman, MT 59718 (406) 600-0033 (Mobile)
rickngale@gmail.com

Webmaster

Edward Comarzan
325 Armistead Road (312) 502-4356 (Mobile)
Rockwell, NC 28138 (980) 332-0224 (Office)
edward@metasismedia.com

Educational Consultant and Elks State DAP Vice-Chairman

Donna McEntire, Educational Consultant
John D. McEntire, Jr., PDDGER
CHEA Drug Awareness Program Vice-Chairman
2021 Paso Verde Drive
Hacienda Heights, CA 91745 (626) 961-5069 (Home)
dmmcentire@verizon.net
jdmcentire@verizon.net



Welcome to the Elks Teen Zone....

....and to our Online Lessons.

The Elks Teen Zone is a website designed by the Benevolent and Protective Order of Elks Drug Awareness Program committee. The Elks invest in their communities through programs such as these, that help children grow up healthy and drug-free. This website can be found at the following web address: <https://elksteenzone.org/>

The Elks invite you to visit the Elks Teen Zone website. The website contains current accurate, age-appropriate drug abuse prevention information, as well as important “Life Skills” that young people need in order to be successful in today’s challenging world. Included on the website are on-line lessons which can be used independently or incorporated in Distance Virtual Learning lessons. These DVL lessons can be created by teachers, youth leaders, and/or parents. The materials in these online lessons are designed to provide teens with facts and engage them in critical thinking about how drugs affect their lives, behaviors and different parts of the body. Currently there are six (6) lessons which have been developed. Topics covered include:

- General Drug Information
- Decision Making
- Alcohol
- Marijuana
- Tobacco
- Bullying

In addition to the online lessons, there are articles, videos, trivia games, contests and resources which support the development of the Distance Virtual Learning lessons.

The Elks Teen Zone is a constantly evolving website and the Elks have plans for completing another eleven online lessons including, but not limited to topics on: Stimulants, Depressants, Vaping, Healthy Eating & Exercise, Hallucinogens, Steroids, Stress, Feelings, Grief, Conflict Information, Self-Esteem, Gambling, and Success.

We invite you to use the capabilities of the Lesson Plan Creator to create Online Distance Virtual Lessons to provide support to children in dealing with these issues.

Getting Started

If you are a teacher, youth group leader or parent, the Elks have developed a set of lessons for you to use with your students and teens. The materials contained in these lessons are designed to provide teens with facts about healthy living, decision making and drug education. Each online lesson includes a clearly stated topic. You can use these online lessons to create Distance Virtual Lesson (DVL) Plans. These DVL Plans have the capabilities to allow you to track completion by each invited user.

By completing our online lessons, students will understand how specific drugs can affect the brain and body, possibly causing lasting physical or mental problems, including addiction. They will also learn how an individual's drug abuse can affect friends and family and have a lasting effect on their future.

Get started in 3 easy steps:

1

Sign Up and Create a Lesson Plan

Click the sign-up button and it will prompt you to register your information. You can then create a lesson plan.

2

Add Available Lessons to Plan

You can choose from any of the available lesson plans we have listed and add those to your lesson plan you completed in the first step. There is no limit as to how many you can choose.

3

Generate Lesson Plan Link

Once you have added lessons to your current lesson plan, it will then generate a link. You can distribute that link to students and teens for assignments.

On the following pages of this manual you will receive detailed instructions on how to sign up, register, and create lessons plans.

THESE LESSONS ARE 100% FREE!

Proudly Provided By:



Instructions to Register to Create Distance Virtual Learning Lessons Using Elks Teen Zone Online DAP Lessons

Register to Use the Lesson Creator:

Teachers, Youth Leaders, and/or Parents must register to use the Lesson Plan Creator. To do this, follow the steps below:

- 1) Go to the website: Elks Teen Zone <https://elksteenzone.org/>
- 2) On the top gray bar, click on the word “lessons”. This will take to you the Elks Teen Zone lessons page: <https://lessons.elksteenzone.org/>
- 3) Click on the red “Register for Free”.



- 4) Complete the User Information Section:

User Information

Name *

E-Mail Address *

Password *

Confirm Password *

State *

Are you at least 13 years old? * Yes No

5) Complete the Organization Information Section:

Organization Information

Are you associated with an organization/school? *

Yes

No

Organization Name *

City * State *


6) Finally, complete the “Legal Stuff” and press “Sign up.” This completes the registration process.

Legal Stuff

I Agree to Elks Drug Quiz Show Terms of Use *

Elks Teen Drug Awareness Terms of Use

The Benevolent and Protective Order of Elks of the United States is pleased to provide to you its sites, software, applications, content, products and services (“Elks Services”), which may be branded Elks, Elks Kids Zone, Elks Teen Drug Awareness, Elks Drug Awareness Program or another brand owned or licensed by the Benevolent and Protective Order of Elks. These terms govern your use and our provision of the Elks Services on which these terms are posted, as well as Elks Services we make available on third-party sites and platforms if these terms are disclosed to you in connection with your use of the Elks Services. PLEASE READ THESE TERMS CAREFULLY BEFORE USING THE ELKS SERVICES.

I'm not a robot  reCAPTCHA
Privacy - Terms

How to Create Distance Virtual Learning (DVL) Lessons Plans Incorporating Elks Teen Zone Online DAP Lessons

Creating a Distance Virtual Learning (DVL) Lesson Plan:

- 1) Return to the website: Elks Teen Zone: <https://elksteenzone.org/>
- 2) At the top of the page, near the end of the top gray bar, click on the word “lessons”. This will take you to the Elks Teen Zone lessons page: <https://lessons.elksteenzone.org/>.
- 3) Click on the blue “Login to Lessons”



- 4) Log in with your email address and password that you created when you registered.

Login

E-Mail Address

Password

Remember Me

[Forgot Your Password?](#)

You are now ready to begin creating your lesson plan.

Create Lesson Plan

- 5) The first time that you visit the “Create a Lesson Plan” page, you will see the following message. (When you return to this page to create a second lesson plan, the message in the red box will not appear.)

You have no existing lesson plans

Please start by creating a lesson plan of your own, or use one of our sample lesson plans

[Click here to get started with a sample lesson plan!](#)

- 6) If you choose “get started with a sample lesson plan”, you will be taken to a completed sample lesson plan. You will see the following message:

This lesson has been personalized for your use

When you get to the bottom of the page, click on “Check Lesson Link Availability” to verify if your custom link is available. If your lesson link is not available, change the lesson link and try again.

Lesson Plan Name *

Chris McEntire's Lesson on General Drug Information



- 7) Explore the sample lesson. Look at the various components which have been filled in for you---including the Objective, the Lesson Resources and the Student Instructions. When you get to the bottom of the screen, Click the “Check Link Availability” green box. If for some reason, your sharable lesson link has already been taken, change the name in the link. If your link is valid, then click the “Submit” button.

or

- 8) You are now ready to begin your first original DVL lesson plan. Begin by giving your DVL lesson a name. The name should be something that reflects the topic being taught. You can include additional information such as Period # or Room #. (Example: Mr. Smith’s Classroom – General Drug Information).

Lesson Plan Name *

Mr Smiths Classroom - General Drug Information



9) Select the online lesson(s) you would like to include in your lesson plans.

Lesson Plan Name *


Mr Smiths Classroom - General Drug Information 

Lesson To Include: *


Select a lesson to include

- Alcohol
- Decision Making
- Marijuana
- Bullying
- General Drug Info 
- Tobacco

10) Once you have clicked on the “Lesson to Include”, in this case “General Drug Info”, a new menu will appear which will allow you to select lesson resources you may want to include in the lesson plan. These resources include articles, videos, worksheets, and other instructional resources that are available to enhance the students’ learning.



Select Lesson Resources

 Select resources you want to share with your students after going through the online lesson. Any item checked will be included in the lesson plan, however you can also download resources using the external link (next to each item) and send via email or other means to your students.

General Drug Info

Articles

- Drug Effects: Body & Mind - [🔗](#)
- Not All Medicine is Good For You - [🔗](#)
- What Makes a Drug Helpful vs. Harmful? - [🔗](#)

Videos

- Facing Addiction - [🔗](#)

Worksheets

- Crossword Puzzle - [🔗](#)
- Crossword Puzzle (teacher answers) - [🔗](#)
- Study Guide - [🔗](#)
- Lesson as PDF - [🔗](#)

11) Please note that the available resources can be used digitally and/or in a PDF format. For example, if you want the students to submit the crossword puzzle as proof of completion, you will need to download the PDF and send an attachment file along with your sharable lesson plan in the usual way that you communicate with your students. In that way, the students can complete the assignment and submit their work to you, the teacher, in the same way that other lessons are submitted.

- 12) Once you have selected the resources that you would like to include in your lesson plan, it is time to develop the learning objective for the lesson. The learning objective should indicate the desirable **knowledge, skills, or attitudes** to be gained. An instructional objective should be the focal point of a lesson plan.

Objective

222 / 5000 characters left

Content Area: ATOD (Alcohol, Tobacco and Other Drugs) - After viewing the online lesson "General Drug Information", students will write and share 5 to 8 facts/findings that were learned as a result of reading this lesson.

- 13) Once the objective has been written, the next step is to write the Student Instructions. The instructions will tell the students what they are to do and what their performance expectations are. (These same instructions will be seen when you share the lesson with your students.) The instructions should be limited to 5000 characters of text.

Student Instructions

Brief Introduction & instructions to students. This will be visible at the top of the page. (You can edit this at any time)

Welcome students to the lesson on General Drug Information. To complete this lesson, make sure to do these activities:

- 1) Read and/or listen to the lesson on General Drug Information.
- 2) On a separate piece of paper, write down 5 to 10 facts that you learned as a result of reading/or listening to this lesson. Be ready to share these facts at our next online zoom classroom meeting.

- 14) A Sharable lesson link will be automatically developed. This link will be found in the box below the student instructions. The link should reflect the lesson title. It will have no spaces between words, capital letters or punctuation. There will be hyphens between the words.

- 15) Once you have completed the DVL lesson plan, you must click the “Check Lesson Link Availability” button at the bottom of the page. If you get the message that the link name has already been taken, change the name of the link.

Lesson Link *

i The lesson link must be unique and can not be changed once set.

This will be part of your unique URL you distribute to students.

- NO SPACES (use a dash or underscore)
- ONLY ALPHA NUMERIC CHARACTERS

When saved, your lesson link will be:

<https://lessons.elksteenzone.org/lesson-plan/sample-lesson-plan>


We are sorry, but this link has already been taken. Please try another lesson link.

sample-lesson-plan



16) Once you have made the change to the name of the link, click the blue button again. You will get a message that the Lesson Link is available. Click the “Save your lesson Plan” button.

Lesson Link *

 The lesson link must be unique and can not be changed once set.
This will be part of your unique URL you distribute to students.

- NO SPACES (use a dash or underscore)
- ONLY ALPHA NUMERIC CHARACTERS

When saved, your lesson link will be:
<https://lessons.elksteenzone.org/lesson-plan/donnas-lesson-on-general-drug-information>

Lesson Link is available



Save Your Lesson Plan

17) You will be taken to a screen which shows your lesson’s sharable link.

Sharable Lesson Plan Link

<https://lessons-dev.elksteenzone.org/lesson-plan/chris-mcentires-lesson-on-general-drug-information>

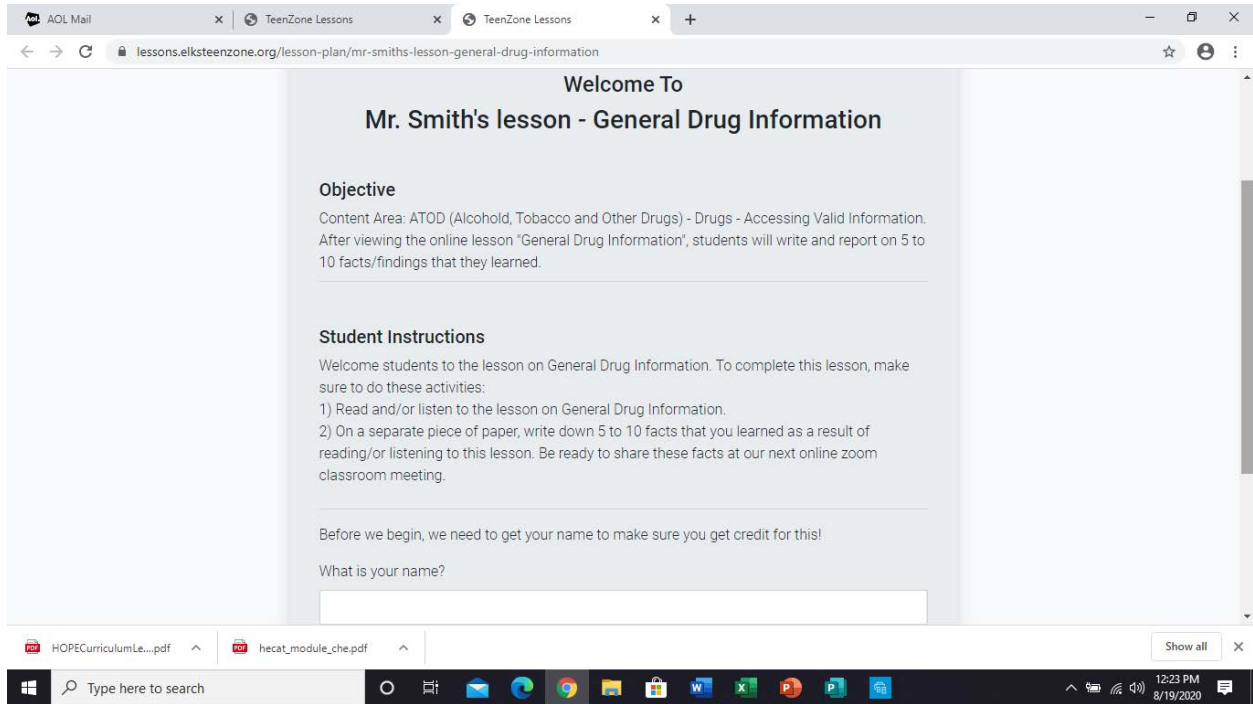
Share this personalized link with your students. Once a student has started their lesson, you can refresh this page or come back and visit to view more information on student progress.

**You are now ready to share your lesson plan with your intended audience.
Congratulations!**

Let's Get Started

Student Lesson Sign-In Screen

When your student(s) receive and click on their Sharable Link, a “Welcome” screen will appear. The name of the lesson is included, as well as the objective, and student instructions. An example of this screen can be found below:



Students will be asked to sign-in into the lesson with their name. Finally, students will select the button, “OK, Let’s Start!!”, and the online lesson will load and the lesson will begin



Of the Online DVL Lesson Planner (Creating—Editing—Monitoring)

There will be many times that you will want to return to the Elks Teen Zone at elksteenzon.com. You may want to create other lessons plans, edit the plans you have previously created, or monitor the use of your lesson plans by those with whom you have shared your lesson plan link.

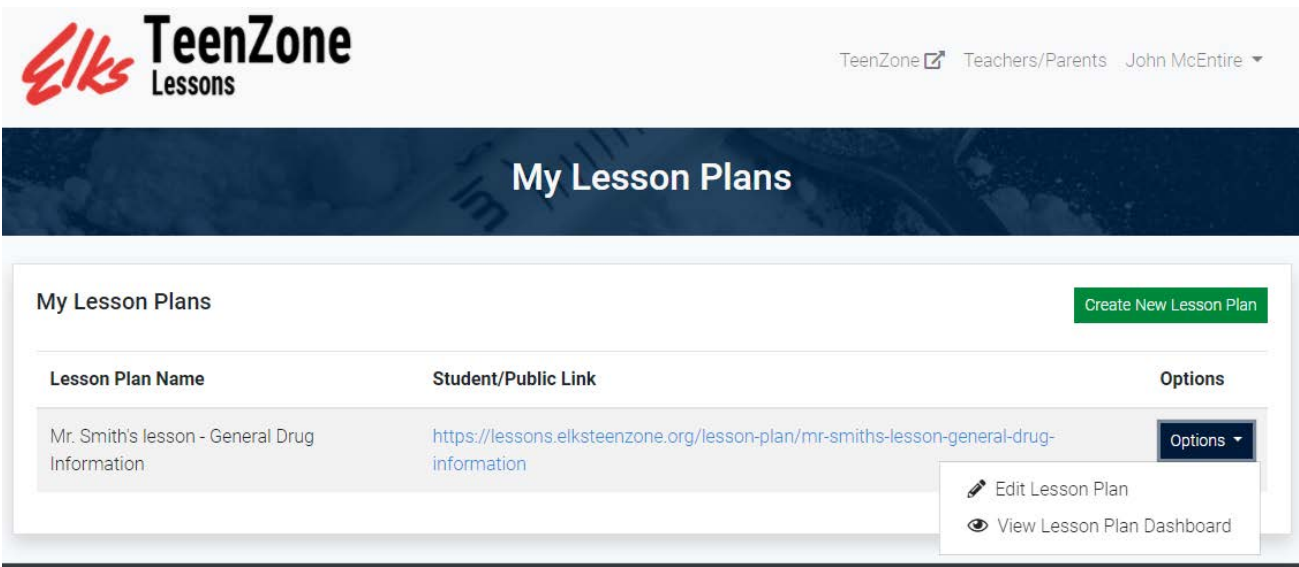
When you return to the Elks Teen Zone, click on the word “Lessons”, on the gray task bar.



A new task bar for the Elks TeenZone Lessons will appear. Click on the words “Login to Lessons”, on the gray task bar.



Login to the site with your email and password. When you enter the information this screen will appear.



This screen will allow you to do many tasks—including editing your lesson plan, creating a new lesson plan with shareable link and viewing the Lesson Plan Dashboard in order to monitor usage of the assigned lesson plans.

My Lesson Plans			Create New Lesson Plan
Lesson Plan Name	Student/Public Link	Options	
Mr. Smith's lesson - General Drug Information	https://lessons.elksteenzone.org/lesson-plan/mr-smiths-lesson-general-drug-information	<div style="border: 1px solid #ccc; padding: 5px; background-color: #f0f0f0;"> <div style="background-color: #2c3e50; color: white; padding: 2px 5px; display: inline-block;">Options ▾</div> <ul style="list-style-type: none"> Edit Lesson Plan View Lesson Plan Dashboard </div>	

To Create another New Lesson Plan:

- 1) Click on the green button that says, “Create New Lesson Plan”.
- 2) Follow the steps for Creating a Lesson Plan found earlier in the manual.

To Edit an Existing Lesson Plan:

- 1) Click on the black “Options” button. A drop-down menu will appear. Click on “Edit Lesson Plan”.
- 2) A window will appear which contains the previously created lesson plan.
- 3) Changes can made to the lesson.
- 4) Once the editing has taken place, click the blue “Update Lesson Plan” button.

To Monitor the Usage of Shared Lessons:

- 1) Click on the black “Options” button. Choose “View Lesson Plan Dashboard” from the Drop-Down Menu.
- 2) The following screen will appear where you will find:
 - a. The Sharable Lesson Plan Link
 - b. An overview of the Lesson Plan Details
 - c. A listing of the students who have participated in the online lesson that you created. (See list to the right of the Sharable Lesson Plan Link)



Mr. Smith's lesson - General Drug Information

Sharable Lesson Plan Link
<https://lessons.elksteenzone.org/lesson-plan/mr-smiths-lesson-general-drug-information>

Lesson Plan Details

Objective
Content Area: ATOD (Alcohol, Tobacco and Other Drugs) - Drugs - Accessing Valid Information.
After viewing the online lesson "General Drug Information", students will write and report on 5 to 10 facts/findings that they learned.

Student Instructions
Welcome students to the lesson on General Drug Information. To complete this lesson, make sure to do these activities:
1) Read and/or listen to the lesson on General Drug Information.
2) On a separate piece of paper, write down 5 to 10 facts that you learned as a result of reading/or listening to this lesson. Be ready to share these facts at our next online zoom classroom meeting.

3 Students

Student Name	Completion Status
Donna McEntire	11% Complete
Katharine La Corte	100% Complete
Johnny Doe	0% Complete

- 3) Under student instructions will be a break down of data for each student. A teacher can monitor the progress that each student has made and the time spent on completing the lesson. The chart below shows data for three students who have accessed the shareable link.
 - a) Student A – Donna – has begun the lesson is 11% complete. She has spent 13 seconds of time on the lesson
 - b) Student B – Katharine – has completed the lesson as demonstrated with 100% complete. However, she only spent 54 seconds on the lesson, so further investigation may be needed.
 - c) Student C – Johnny – has received and opened the Shareable Link. However, he has not yet begun the lesson as it is 0% complete.

Included Lessons

- General Drug Info

Person	Progress	Time Spent (minutes:seconds)	Options
Donna McEntire	General Drug Info 	13 seconds	
Katharine La Corte	General Drug Info 	54 seconds	
Johnny Doe	General Drug Info 	0 seconds	

- 4) By clicking on the blue button, you can find a more in-depth breakdown on the time each student spent on the lesson as compared to the time that an adult would take to read the entire page. This data is useful to determine the student's attentiveness to the lesson leading to better comprehension of the facts to be learned. The screen shot below shows a further breakdown of Student A's (Donna's) data by page of the General Information online lesson.

Donna McEntire's Progress Report

Total Time Spent: 13 seconds

General Drug Info

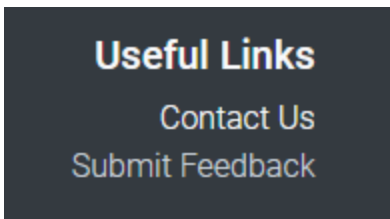
Lesson Page	Time Spent	Audio Length (time it takes for an adult to speak the page)
Introduction	13 Seconds	1 minutes, 29 seconds
Exactly, What Is A Drug?	none	2 minutes, 5 seconds
How Are Drugs Made?	none	1 minutes, 45 seconds
How Drugs Affect The Body	none	1 minutes, 48 seconds
How Can I Tell If Someone Is Having Problems With Drugs?	none	1 minutes, 37 seconds

- 5) If for any reason, you wish to remove a student's record from your results, you can click on the red button.

Useful Links

The Elks have a commitment to provide only the best research-based information. The Elks have established a working relationship with the Drug Enforcement Administration. In fact, the Elks are the “Boots on the Ground” for the DEA and our Elks Drug Awareness Programs. If you need other resources and/or information, please reach out and contact us.

Regarding the Elks Teen Zone, it is an ever-evolving website. We constantly are adding content and updating information to reflect the most current information. If you come across any information that you believe to be inaccurate or did not properly work as expected, we would appreciate hearing about it so we can work on improving this website and the experience for everyone. You can provide feedback to us at:



This box can be found in the banner at the lower right-hand corner of each webpage. Thank you.

Finally, the information gained through the DVL lessons found on the ElksTeenZone.org site can be used to supplement our other site:



For more information, go to <https://elksdrugquizshow.com/>.

Additional Lesson Plan Resources

Additional Resources



Presents

Additional Resources

To Use In The

Creation of DAP Curriculum

Lesson Plans

Using

**Elks TeenZone
Lessons**

Including, but not limited to:

**Lesson Planning Resources/Support; Learning Center Resources;
Supplemental Websites; National Health Education and Science Education
Standards; Decision Making Tools; and Double Entry Journal Ideas**

About the Elks National Drug Awareness Program

A comprehensive, coordinated school health education program includes appropriately credentialed elementary and health education teachers, administrators, credentialed school nurses, school counselors, other educators, local school boards, a wide range of support staff and volunteers, families and **community members, and community agencies**. A high-quality health education program requires the support and collaboration of all stakeholders within a community. Being a nation-wide community-based organization, the Elks are well-suited to support the comprehensive, coordinated school health education program called for in the various State Health Education Frameworks.

The Elks National Drug Awareness Program strives to provide current and accurate information to all children and parents about the dangers of illegal drug use and prevent the abuse of legalized and prescription drugs. As the largest volunteer drug awareness program in the United States, the program relies on volunteers at the National, State, and Lodge level, to promote a healthy and drug-free lifestyle. By taking pride in America's communities and youth, the program takes action against youth drug use through education and inspiration.

One of the newest additions to the Elks National Drug Awareness Program is the introduction of the Elksteenzone.org. The information found on this website is targeted for use by students in grades four through nine. All stakeholders can utilize the standards-based resources found on the Elksteenzone.org website. Elements contained on this website include on-line lessons which can be used by teachers, guardians, and other adults to create online Distance Virtual Lessons for use by all students, including those with special needs, in the classroom. In addition, there are related resources, including articles, videos, and other education resources available to support the DVL lessons. This website is 100% free. The Elks are proud to provide the Elksteenzone.org website and are constantly striving to include the most accurate, up-to-date information possible. In addition to the Elksteenzone.org, the Elks can also provide nationally renowned speakers to support and enhance health education topics.

Characteristics of an Effective Health Education Curriculum

Health education provides young people with the knowledge and skills needed to become successful learners as well as healthy and productive adults. The health education curriculum clarifies what health content is important and what students should be able to do as a result of participating in learning experiences.

One of the key considerations of any Health Education program is that the program is standards- and research-based. Today's health curricula should reflect the growing body of research that emphasize the following:

- Teaching functional health information (essential knowledge).
- Shaping personal values and beliefs that support healthy behaviors.
- Shaping group norms that value a healthy lifestyle.
- Developing the essential health skills necessary to adopt, practice, and maintain health-enhancing behaviors.

According to the Centers for Disease Control and Prevention (CDC), [an effective health education curriculum has the 15 following characteristics](#)

1. Focuses on clear health goals and related behavioral outcomes
2. Is research-based and theory-driven
3. Addresses individual values, attitudes, and beliefs
4. Addresses individual and group norms that support health-enhancing behaviors
5. Focuses on reinforcing protective factors and increasing perceptions of personal risk and harmfulness of engaging in specific unhealthy practices and behaviors
6. Addresses social pressures and influences
7. Builds personal, social competence, and self-efficacy by addressing skills
8. Provides functional health knowledge that is basic, accurate, and directly contributes to health-promoting decisions and behaviors
9. Uses strategies designed to personalize information and engage students
10. Provides age-appropriate and developmentally appropriate information, learning strategies, teaching methods, and materials.
11. Incorporates learning strategies, teaching methods, and materials that are culturally inclusive
12. Provides adequate time for instruction and learning
13. Provides opportunities to reinforce skills and positive healthy behaviors
14. Provides opportunities to make positive connections with influential others
15. Includes teacher information and plans for professional development and training that enhances effectiveness of instruction and student learning.

The *National Health Education Standards* and *National Science Education Standards* reflect essential knowledge for students to have and essential skills for them to be able to perform. There are eight *National Health Education Standards*. An effective curriculum has clear health-related goals and behavioral outcomes that are directly related to these goals. According to the CDC, A Pre-K-12 comprehensive curriculum should enable students to meet Healthy Behavior Outcomes. The *National Health Education Standards*, The *National Science Standards*, and the Healthy Behavior Outcomes are included on the next few pages:



Lesson Planning Resources/Support

Online Lesson	Resources/Support Materials	Standards
General Drug Information	LEARNING CENTER – Choose an activity from the list to demonstrate an understanding of the lesson. Elks Drug Quiz Show Study Guide – General Information About Drugs ElksTeenZone Articles: <ul style="list-style-type: none"> • Not All Medicine is Good for You • Drug Effects: Body and Mind • Uppers and Downers • Prescription Drugs • What Makes a Drug Helpful vs Harmful ElksTeenZone Videos: <ul style="list-style-type: none"> • Try • Facing Addiction • Drug Awareness Make-up Transformation Trivia Contest Crossword Puzzle – General Drug Information Elkskidszone <ul style="list-style-type: none"> • Why Drugs are Bad • How Can I Tell If My Child Is Using Drugs? 	NHES – Standard 1 Health Concepts – ATOD (AOD) HBO 1 - 8 NSES – Standard 6
Alcohol	LEARNING CENTER – Choose an activity from the list to demonstrate an understanding of the lesson ElksTeenZone Articles: <ul style="list-style-type: none"> • Over Glorifying Drinking: It Doesn't Make You Cool • Dangers of Alcohol • You've Been Asked To Try Alcohol: Don't Freak Out! • Creative Ways to Say No to Alcohol 	NHES – Standard 1 NHES – Standard 7 NHES – Standard 8 ATOD HBO 2, 3, 5 - 8

**All standards referenced have been adapted from the National Health Education Standards (NHES) and the National Science Education Standards (NSES) – *Science in Personal and Social Perspectives*. Additional concepts, skills, and healthy behavior outcomes have been adapted from the Centers for Disease Control and Prevention's Health Education Curriculum Analysis Tool (HECAT)

Written 10/4//20 dm
Updated: 12/10/20 dm



Lesson Planning Resources/Support

<p>Alcohol (Continued)</p>	<p>Elks Drug Quiz Show Study Guide – Alcohol Elks Drug Quiz Show Activity - Alcohol Education Baseball Activity Trivia Contest Crossword Puzzle – Alcohol Elks Drug Awareness Pamphlets:</p> <ul style="list-style-type: none"> • DAP110 – Underage Drinking, Myths and Facts • DAP 270 – Binge Drinking • DAP 380 – Impaired Driving <p>Elkskidszone</p> <ul style="list-style-type: none"> • Underage Drinking: Myths vs Facts • Elroy on Choices 	
<p>Marijuana</p>	<p>LEARNING CENTER – Choose an activity from the list to demonstrate an understanding of the lesson ElksTeenZone Articles:</p> <ul style="list-style-type: none"> • Dangers of Marijuana <p>ElksTeenZone Videos:</p> <ul style="list-style-type: none"> • What’s the Deal with Synthetic Weed? <p>Elks Drug Quiz Show Study Guide – Marijuana Elks Drug Quiz Show Activity – Study Buddies Activity Trivia Contest Crossword Puzzle – Marijuana Elks Drug Awareness Pamphlets:</p> <ul style="list-style-type: none"> • DAP 265 – Kids, Cars and Marijuana • DAP 275 – Legalizing Marijuana • DAP 360 – Marijuana Facts • DAP 380 – Impaired Driving • DAP 390 – K2/Spice <p>Elkskidszone</p>	<p>NHES – Standard 1 NHES – Standard 7 NHES – Standard 8 ATOD HBO 2, 4, 5 - 8</p>

**All standards referenced have been adapted from the National Health Education Standards (NHES) and the National Science Education Standards (NSES) – *Science in Personal and Social Perspectives*. Additional concepts, skills, and healthy behavior outcomes have been adapted from the Centers for Disease Control and Prevention’s Health Education Curriculum Analysis Tool (HECAT)



Lesson Planning Resources/Support

<p>Marijuana (Continued)</p>	<ul style="list-style-type: none"> • Drug Abuse: Marijuana • The Truth About Marijuana • Travelers and Residents of Colorado Beware! <p>Get Smart About Drugs – Operation Prevention - https://www.operationprevention.com/multi-drug-exploratory - lessons about drugs.</p>	
<p>Tobacco</p>	<p>LEARNING CENTER – Choose an activity from the list to demonstrate an understanding of the lesson</p> <p>ElksTeenZone Articles:</p> <ul style="list-style-type: none"> • Tobacco • Tobacco and Leadership <p>Elks Drug Quiz Show Study Guide – Tobacco Elks Drug Quiz Show Activity – Tobacco Team Tune-Up Trivia Contest Crossword Puzzle – Tobacco</p> <p>Elks Drug Awareness Pamphlets:</p> <ul style="list-style-type: none"> • DAP 200 Tips for Teens – Tobacco • DAP 380 Impaired Driving 	<p>NHES – Standard 1 NHES – Standard 7 NHES – Standard 8 T (Tobacco) – HBO 1-5</p>
<p>Bullying</p>	<p>LEARNING CENTER – Choose an activity from the list to demonstrate an understanding of the lesson</p> <p>ElksTeenZone Articles:</p> <ul style="list-style-type: none"> • Bullying vs Conflict • Bullying: Innocent Bystander <p>ElksTeenZone Videos:</p> <ul style="list-style-type: none"> • What’s the Deal with Synthetic Weed <p>Elks Drug Quiz Show Study Guide – Bullying Elks Drug Quiz Show Activities:</p> <ul style="list-style-type: none"> • Bullying Baseball 	<p>NHES – Standard 2 NHES – Standard 4 NHES – Standard 5 MEH- HBO 1 - 8</p>

**All standards referenced have been adapted from the National Health Education Standards (NHES) and the National Science Education Standards (NSES) – *Science in Personal and Social Perspectives*. Additional concepts, skills, and healthy behavior outcomes have been adapted from the Centers for Disease Control and Prevention’s Health Education Curriculum Analysis Tool (HECAT)



Lesson Planning Resources/Support

<p>Bullying (Continued)</p>	<ul style="list-style-type: none"> • Bullying Skill Building Activities <p>Trivia Contest Crossword Puzzle – Bullying Elks Drug Awareness Pamphlets:</p> <ul style="list-style-type: none"> • DAP 435 – Bullying & Drug Abuse: The Connection <p>Elkskidszone</p> <ul style="list-style-type: none"> • Avengers – Never Alone#1 • Elroy on Choices • Cyber Bullying 	
<p>Decision Making</p>	<p>LEARNING CENTER – Choose an activity from the list to demonstrate an understanding of the lesson</p> <p>ElksTeenZone Articles:</p> <ul style="list-style-type: none"> • 3 D’s of Decision Making • Making Good Decisions • Defining Peer Pressure: Good vs Bad <p>Elks Drug Quiz Show Study Guide - Decision Making</p> <p>Elks Drug Quiz Show Activities:</p> <ul style="list-style-type: none"> • Decision Making Team Tune-up • Decision Making Team Role Play <p>Trivia Contest Crossword Puzzle – Decision Making</p> <p>Elkskidszone</p> <ul style="list-style-type: none"> • Elroy on Choices 	<p>NHES 5 NHES 6 NHES 8 Colorado Education Initiative: coloradoedinitiative.org</p>
<p>Stimulants</p>	<p>LEARNING CENTER – Choose an activity from the list to demonstrate an understanding of the lesson</p> <p>ElksTeenZone Articles:</p> <ul style="list-style-type: none"> • What About ADHD? • Why Do People Use Stimulants? 	<p>NHES – Standard 1 NHES – Standard 7 NHES – Standard 8 ATOD HBO 2, 4, 5 - 8</p>

**All standards referenced have been adapted from the National Health Education Standards (NHES) and the National Science Education Standards (NSES) – *Science in Personal and Social Perspectives*. Additional concepts, skills, and healthy behavior outcomes have been adapted from the Centers for Disease Control and Prevention’s Health Education Curriculum Analysis Tool (HECAT)



Lesson Planning Resources/Support

<p>Stimulants (Continued)</p>	<ul style="list-style-type: none"> • What About Caffeine? • Types of Stimulants • What Are Stimulants? <p>Elks Drug Quiz Show Study Guide - Stimulants Elks Drug Quiz Show Activity - Tic-Tac-Toe Trivia Contest Crossword Puzzle - Stimulants Elks Drug Awareness Pamphlets</p> <ul style="list-style-type: none"> • DAP 395 – DXM • DAP 400 - Methamphetamine <p>Elkskidzone Get Smart About Drugs – Operation Prevention - https://www.operationprevention.com/multi-drug-exploratory - lessons about drugs.</p>	
<p>Depressants</p>	<p>LEARNING CENTER – Choose an activity from the list to demonstrate an understanding of the lesson ElksTeenZone Articles:</p> <ul style="list-style-type: none"> • Everything to Know About Heroin • Can You Get Addicted to Sleeping Pills? • What Are Depressants? <p>Elks Drug Quiz Show Study Guide - Depressants Elks Drug Quiz Show Activity - Questions or Cues Trivia Contest Crossword Puzzle – Depressants Elks Drug Awareness Pamphlets</p> <ul style="list-style-type: none"> • DAP 370 – Heroin • DAP410 – Heroin-Fentanyl <p>Elkskidzone Get Smart About Drugs – Operation Prevention - https://www.operationprevention.com/multi-drug-exploratory - lessons about drugs.</p>	<p>NHES – Standard 1 NHES – Standard 7 NHES – Standard 8 ATOD HBO 2, 4, 5 - 8</p>

**All standards referenced have been adapted from the National Health Education Standards (NHES) and the National Science Education Standards (NSES) – *Science in Personal and Social Perspectives*. Additional concepts, skills, and healthy behavior outcomes have been adapted from the Centers for Disease Control and Prevention’s Health Education Curriculum Analysis Tool (HECAT)



Lesson Planning Resources/Support

<p>Hallucinogens</p>	<p>LEARNING CENTER – Choose an activity from the list to demonstrate an understanding of the lesson ElksTeenZone Articles:</p> <ul style="list-style-type: none"> • Side Effects of Hallucinogens • Intro to Hallucinogens <p>Elks Drug Quiz Show Study Guide - Hallucinogens Elks Drug Quiz Show Activity - Relay Race Review Trivia Contest Crossword Puzzle - Hallucinogens Elkskidzone <i>Get Smart About Drugs – Operation Prevention -</i> https://www.operationprevention.com/multi-drug-exploratory - lessons about drugs.</p>	<p>NHES – Standard 1 NHES – Standard 7 NHES – Standard 8 ATOD HBO 2, 4, 5 - 8</p>
<p>Eating Healthy and Exercise</p>	<p>LEARNING CENTER – Choose an activity from the list to demonstrate an understanding of the lesson ElksTeenZone Articles:</p> <ul style="list-style-type: none"> • Healthy Eating: Snacks 101 • Out-of-the-Box Exercising • Why Gym Class Is Important <p>Elks Drug Quiz Show Study Guide – Healthy Eating and Exercising Elks Drug Quiz Show Activities</p> <ul style="list-style-type: none"> • Healthy Eating and Exercise Multiple Choice: <i>Go, Slow, or Whoa</i>, and Nutrition Labels • Now Use What You Learned to be a Code Breaker <p>Trivia Contest Crossword Puzzle Elks Drug Awareness Pamphlets</p> <ul style="list-style-type: none"> • DAP 395 – DXM • DAP 400 - Methamphetamine <p>Elkskidzone</p>	<p>NHES 1 NHES 2 NHES 3 NHES 6 NHES 7 HE HBO 1-13 PHW 1--12</p>

**All standards referenced have been adapted from the National Health Education Standards (NHES) and the National Science Education Standards (NSES) – *Science in Personal and Social Perspectives*. Additional concepts, skills, and healthy behavior outcomes have been adapted from the Centers for Disease Control and Prevention’s Health Education Curriculum Analysis Tool (HECAT)

National Health Education Standards

The National Health Education Standards (NHES) were developed to establish, promote, and support health-enhancing behaviors for students in all grade levels—from pre-Kindergarten through grade 12. The NHES provide a framework for teachers, administrators, and policy makers in designing or selecting curricula, allocating instructional resources, and assessing student achievement and progress. Importantly, the standards provide students, families and communities with concrete expectations for health education.

The NHES are written expectations for what students should know and be able to do by grades 2, 5, 8, and 12 to promote personal family, and community health.

Standard 1	Students will comprehend concepts related to health promotion and disease prevention to enhance health.
Standard 2	Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
Standard 3	Students will demonstrate the ability to access valid information products, and services to enhance health.
Standard 4	Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
Standard 5	Students will demonstrate the ability to use decision-making skills to enhance health.
Standard 6	Students will demonstrate the ability to use goal-setting skills to enhance health.
Standard 7	Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
Standard 8	Students will demonstrate the ability to advocate for personal, family, and community health.

National Science Education Standards

The following table lists the science content standards from the *National Science Education Standards*. The content standards outline what students should know, understand and be able to do in natural science.

An important purpose of science education is to give students a means to understand and act on personal and social issues. The science in personal and social perspectives standards help students develop decision-making skills.

TABLE 6.6 Science in Personal and Social Perspectives		
Levels K-4	Levels 5-8	Levels 9-12
<ul style="list-style-type: none"> • Personal health • Characteristics and changes in populations • Types of resources • Changes in environments • Science and technology in local challenges 	<ul style="list-style-type: none"> • Personal health • Populations, resources, and environments • Natural hazards • Risks and benefits • Science and technology in society 	<ul style="list-style-type: none"> • Personal and community health • Population growth • Natural resources • Environmental quality • Natural and human-induced hazards • Science and technology in local, national, and global challenges

Healthy Behavior Outcomes Alcohol- and Other Drug-Use (AOD) Prevention

Healthy Behavior Outcomes for AOD

- HBO 1 – *Avoid misuse and abuse of over-the-counter and prescription drugs*
- HBO 2 – *Avoid experimentation with alcohol and other drugs*
- HBO 3 – *Avoid the use of alcohol*
- HBO 4 – *Avoid the use of illegal drugs*
- HBO 5 – *Avoid driving while under the influence of alcohol and other drugs*
- HBO 6 – *Avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs*
- HBO 7 – *Quit using alcohol and other drugs if already using*
- HBO 8 – *Support others to be alcohol and other drug-free*

Health Standard 1: Students will comprehend concepts related to health promotion and disease prevention

Grades Pre-K – 2	Grades 3 – 5	Grades 6 – 8	Grades 9 - 12
<p>By grade 2, students will be able to:</p> <ul style="list-style-type: none"> ○ AOD 1.2.1 Identify how household products are harmful if intentionally inhaled or absorbed (HBO1) ○ AOD 1.2.2 Explain the harmful effects of medicines when used incorrectly (HBO1) ○ AOD 1.2.3 Describe the potential risks associated with use of over-the-counter medicines (HBO1) ○ AOD 1.2.4 Identify family rules about medicine use (HBO1) ○ AOD 1.2.5 Identify school rules about use of medicines (HBO1) ○ AOD 1.2.7 Describe how to use medicines correctly (HBO1) 	<p>By grade 5, students will be able to:</p> <ul style="list-style-type: none"> ○ AOD 1.5.1 Explain why household products are harmful if intentionally absorbed or inhaled (HBO1) ○ AOD 1.5.2 Explain the benefits of medicines when used correctly (HBO1) ○ AOD 1.5.3 Explain how to use medicines correctly (HBO1) ○ AOD 1.5.4 Describe potential risks associated with inappropriate use of over-the-counter medicines (HBO1) ○ AOD 1.5.5 Explain the potential risks associated with inappropriate use and abuse of prescription medicines (HBO1) ○ AOD 1.5.6 Identify short- and long-term effects of alcohol use (HBO2 & 3) ○ AOD 1.5.7 Identify family and school rules about alcohol use (HBO2 & 3) ○ AOD 1.5.8 Explain the difference between medicines and illicit drugs (HBO2 & 4) 	<p>By grade 8, students will be able to:</p> <ul style="list-style-type: none"> ○ AOD 1.8.1 Distinguish between proper use and abuse of over-the-counter medicines (HBO1) ○ AOD 1.8.2 Differentiate between proper use and abuse of prescription medicines (HBO1) ○ AOD 1.8.3 Describe the health risks of using weight loss drugs (HBO1) ○ AOD 1.8.4 Describe the health risks of using performance-enhancing drugs (HBO1) ○ AOD 1.8.5 Summarize the negative consequences of using alcohol and other drugs (HBO2, 3, & 4) ○ AOD 1.8.6 Determine reasons why people choose to use or not to use alcohol and other drugs (HBO2, 3, & 4) ○ AOD 1.8.7 Describe situations that could lead to the use of alcohol and other drugs (HBO2, 3, & 4) ○ AOD 1.8.8 Explain why using alcohol or other drugs is an unhealthy way to manage stress (HBO2, 3, & 4) 	<p>By grade 12, students will be able to:</p> <ul style="list-style-type: none"> ○ AOD 1.12.1 Differentiate between proper use and abuse of over-the-counter medications (HBO1) ○ AOD 1.12.2 Differentiate between proper use and abuse of prescription medicines (HBO1) ○ AOD 1.12.4 Examine the harmful effects of weight loss drugs (HBO1, 2, & 3) ○ AOD 1.12.4 Describe the harmful effects and legal issues related to using performance-enhancing drugs (HBO1, 2, & 3) ○ AOD 1.12.5 Describe the harmful effects of binge drinking (HBO 2, & 3) ○ 1.12.6 Summarize the harmful short- and long-term physical, psychological, and social effects of using alcohol and other drugs (HBO2,3,&4) ○ 1.12.7 Describe the effects of using alcohol and other drugs on school performance, job performance, job absenteeism and loss. (HBO2,3, & 4)

Health Standard 1: Students will comprehend concepts related to health promotion and disease prevention (Continued)

Grades Pre-K – 2	Grades 3 – 5	Grades 6 – 8	Grades 9 - 12
		<ul style="list-style-type: none"> ○ AOD 1.8.9 Explain school policies and community laws about alcohol and other drugs (HBO2, 3, & 4) ○ AOD 1.8.10 Describe the relationship between using alcohol and other drugs and other health risks, such as unintentional injuries, violence, suicide, sexual risk behaviors, and tobacco use (HBO2, 3, 4, 5, & 6) ○ AOD 1.8.11 Describe the benefits of being alcohol- and other drug-free (HBO2, 3, 4 & 8) ○ AOD 1.8.12 Describe positive alternatives to using alcohol and other drugs (HBO2, 3, 4 & 8) ○ AOD 1.8.13 Explain the relationship between intravenous drug use and transmission of blood-borne diseases such as HIV and hepatitis. (HBO2 & 4) ○ AOD 1.8.14 Explain the risks associated with using alcohol or other drugs and driving a motor vehicle (HBO5 & 6) 	<ul style="list-style-type: none"> ○ AOD 1.12.8 Explain the effects of alcohol and other drug use during pregnancy. (HBO2,3 &4) ○ Evaluate situations that could lead to the use of alcohol and other drugs. (HBO2,3 &4) ○ AOD 1.12.10 Summarize why alcohol or other drug-use is an unhealthy way to manage weight or stress. (HBO2,3 &4) ○ AOD 1.12.11 Analyze why individuals choose to use or not to use alcohol and other drugs. (HBO2,3 &4) ○ AOD 1.12.12 Analyze short-term and long-term benefits of remaining alcohol and drug-free (HBO2,3 &4) ○ AOD 1.12.13 Analyze the relationship of alcohol and other drug use to the major causes of death and disease in the United States. (HBO2,3,4,5, &6) ○ AOD 1.12.14 Summarize family rules, school rules, and community laws about alcohol and other drug-use. (HBO2,3 ,4,5,6 & 8) ○ AOD 1.12.15 Determine socially appropriate ways to avoid or prevent use of alcohol and other drugs. (HBO2,3 ,4t,6, &8) ○ AOD 1.12.16 Analyze the relationship between using alcohol and other drugs and other health risks, such as unintentional injuries, violence, suicide, sexual risk behaviors, and tobacco use. (HBO2,3,5 & 6) ○ AOD 1.12.17 Summarize the relationship between intravenous drug use and transmission of blood-borne diseases, such as HIV and hepatitis. (HBO2&4)

			<ul style="list-style-type: none">○ AOD 1.12.18 Summarize long-term health benefits of abstaining from or discontinuing alcohol use. (HBO3&7)○ AOD 1.12.19 Analyze the dangers of driving while under the influence of alcohol and other drugs. (HBO5&8)○ AOD 1.12.20 Summarize the importance of not riding with a driver who has been using alcohol or other drugs. (HBO6&8)○ AOD 1.12.21 Analyze how the addition to alcohol or other drug use can be treated. (HBO7&8)○ 1.12.22 Analyze how alcohol and other drug-use cessation programs can be successful. (HBO7&8)
--	--	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Healthy Behavior Outcomes (HBO)
A Pre-K–12 comprehensive curriculum should enable students to:

Promoting an Alcohol and Other Drug-Free Lifestyle (AOD)

- AOD-1:** Avoid misuse and abuse of over-the-counter and prescription drugs.
- AOD-2:** Avoid experimentation with alcohol and other drugs.
- AOD-3:** Avoid the use of alcohol.
- AOD-4:** Avoid the use of illegal drugs.
- AOD-5:** Avoid driving while under the influence of alcohol and other drugs.
- AOD-6:** Avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.
- AOD-7:** Quit using alcohol and other drugs if already using.
- AOD-8:** Support others to be alcohol- and other drug-free.

Promoting Healthy Eating (HE)

- HE-1:** Eat the appropriate number of servings from each food group every day.
- HE-2:** Eat a variety of foods within each food group every day.
- HE-3:** Eat an abundance of fruits and vegetables every day.
- HE-4:** Choose to eat whole grain products and fat-free or low-fat milk or equivalent milk products regularly.
- HE-5:** Drink plenty of water every day.
- HE-6:** Limit foods and beverages high in added sugars, solid fat, and sodium.
- HE-7:** Eat breakfast every day.
- HE-8:** Eat healthy snacks.
- HE-9:** Eat healthy foods when dining out.
- HE-10:** Prepare food in healthful ways.
- HE-11:** Balance caloric intake with caloric expenditure.
- HE-12:** Follow an eating plan for healthy growth and development.
- HE-13:** Support others to eat healthy.

Promoting Mental and Emotional Health (MEH)

- MEH-1:** Express feelings in a healthy way.
- MEH-2:** Engage in activities that are mentally and emotionally healthy.
- MEH-3:** Prevent and manage interpersonal conflict in healthy ways.
- MEH-4:** Prevent and manage emotional stress and anxiety in healthy ways.
- MEH-5:** Use self-control and impulse-control strategies to promote health.
- MEH-6:** Get help for troublesome thoughts, feelings, or actions for oneself and others.
- MEH-7:** Show tolerance and acceptance of differences in others.
- MEH-8:** Establish and maintain healthy relationships.

Promoting Personal Health and Wellness (PHW)

- PHW-1:** Brush and floss teeth daily.
- PHW-2:** Practice appropriate hygiene habits.
- PHW-3:** Get an appropriate amount of sleep and rest.
- PHW-4:** Prevent vision and hearing loss.
- PHW-5:** Prevent damage from the sun.
- PHW-6:** Practice behaviors that prevent infectious diseases.
- PHW-7:** Practice behaviors that prevent chronic diseases.
- PHW-8:** Prevent serious health problems that result from common chronic diseases and conditions among youth, such as allergies, asthma, diabetes, and epilepsy.
- PHW-9:** Practice behaviors that prevent foodborne illnesses.
- PHW-10:** Seek out help for common infectious diseases and chronic diseases and conditions.
- PHW-11:** Seek out healthcare professionals for appropriate screenings and examinations.
- PHW-12:** Prevent health problems that result from fads or trends.

Promoting Physical Activity (PA)

- PA-1: Engage in moderate to vigorous physical activity for at least 60 minutes every day.*
- PA-2: Regularly engage in physical activities that enhance cardio-respiratory endurance, flexibility, muscle endurance, and muscle strength.*
- PA-3: Engage in warm-up and cool-down activities before and after structured exercise.*
- PA-4: Drink plenty of water before, during, and after physical activity.*
- PA-5: Follow a physical activity plan for healthy growth and development.*
- PA-6: Avoid injury during physical activity.*
- PA-7 Support others to be physically active.*

Promoting Safety (S)

- S-1: Follow appropriate safety rules when riding in or on a motor vehicle.*
- S-2: Avoid driving a motor vehicle – or riding in a motor vehicle driven by someone – while under the influence of alcohol or other drugs.*
- S-3: Use safety equipment appropriately and correctly.*
- S-4: Apply safety rules and procedures to avoid risky behaviors and injury.*
- S-5: Avoid safety hazards in the home and community.*
- S-6: Recognize and avoid dangerous surroundings.*
- S-7: Get help for oneself or others when injured or suddenly ill.*
- S-8: Support others to avoid risky behaviors and be safe.*

Promoting Sexual Health (SH)

- SH-1: Establish and maintain healthy relationships.*
- SH-2: Be sexually abstinent.*
- SH-3: Engage in behaviors that prevent or reduce sexually transmitted disease (STD), including HIV infection.*
- SH-4: Engage in behaviors that prevent or reduce unintended pregnancy.*

SH-5: Avoid pressuring others to engage in sexual behaviors.

SH-6: Support others to avoid or reduce sexual risk behaviors.

SH-7: Treat others with courtesy and respect without regard to sexual status.

SH-8: Utilize appropriate health services to promote sexual health.

Promote a Tobacco-Free Lifestyle (T)

T-1: Avoid using (or experimenting with) any form of tobacco.

T-2: Avoid second-hand smoke.

T-3: Support a tobacco-free environment.

T-4: Support others to be tobacco-free.

T-5: Quit using tobacco, if already using.

Prevent Violence (V)

V-1: Manage interpersonal conflict in nonviolent ways.

V-2: Manage emotional distress in nonviolent ways.

V-3: Avoid bullying, being a bystander to bullying, or being a victim of bullying.

V-4: Avoid engaging in violence, including sexual harassment, coercion, exploitation, physical fighting, and rape.

V-5: Avoid situations where violence is likely to occur.

V-6: Avoid associating with others who are involved in or who encourage violence or criminal activity.

V-7: Get help to prevent or stop violence including harassment, abuse, bullying, hazing, fighting, and hate crimes.

V-8: Get help to prevent or stop inappropriate touching.

V-9: Get help to stop being subjected to violence or physical abuse.

V-10: Get help for oneself or others who are in danger of hurting themselves.

Common Core Learning Standards

Teaching health concepts and skills is not done in isolation. Integrating health education efforts within other core curricular areas can lead to favorable outcomes. Listed below are some, but not all of the Common Core Learning Standards that can be addressed when teaching this curricular area.

➤ English Language Arts – Grades K-5

○ Reading Standards - Key Ideas and Details

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

○ Reading Standards - Integration of Knowledge and Ideas

- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

○ Writing Standards - Text Types and Purposes

- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly

○ Writing Standards - Research to Build and Present Knowledge

- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- Draw evidence from literary and/or informational texts to support analysis, reflection, and research.

➤ English Language Arts Standards Grades 6 - 12

○ Reading Standards - Key Ideas and Details

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

○ Reading Standards - Integration of Knowledge and Ideas

- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
 - Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
 - Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
 - **Writing Standards - Text Types and Purposes**
 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
 - **Writing Standards - Research to Build and Present Knowledge**
 - Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
 - Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
 - Draw evidence from literary and/or informational texts to support analysis, reflection, and research
- **Career Development & Occupational Studies**
 - **Standard 1: Career Development**
 - **Standard 2: Integrated Learning**
 - **Standard 3: Universal Foundation Skills**
- **The Arts**
 - **Standards 1: Creating, Performing, and Participating in the Arts.**

Supplemental Resources

Additional Resources

Supplemental Websites and Resources for Drug Awareness Education

DEA – Drug Enforcement Administration - dea.gov

Websites

DEA provides essential information about the harmful effects of illicit drug use through our educational materials and three websites, www.justthinktwice.com for teens, and www.getsmartaboutdrugs.com for parents, educators, and caregivers and www.campusdrugprevention.gov for professionals in higher education.



www.JustThinkTwice.com

DEA's website for teens, www.justthinktwice.com, provides credible information about the harmful effects of drug use. The site includes information about various drugs, including facts and fiction about drugs, the consequences of drug use, as well as topics about addiction, impaired driving, and true stories about teens that have had drug problems. The site provides descriptions of specific drugs, such as marijuana, Spice/K2, bath salts, and heroin, as well as the drugs' street names, effect on the mind and body, overdose effects, legal status, and origin.



www.GetSmartAboutDrugs.com

DEA's website for parents, www.GetSmartAboutDrugs.com, provides valuable drug education information for parents, educators, and caregivers to further help identify drug use, drug paraphernalia, warning signs of drug use, and the harmful side effects of the most commonly abused drugs. The site features several downloadable publications including "Growing Up Drug-Free: A Parent's Guide to Prevention," "Prescription for Disaster: How Teens Abuse Medicine," and "The Dangers and Consequences of Marijuana Abuse."



Campus Drug Prevention

www.campusdrugprevention.gov is DEA's latest effort to support drug abuse prevention programs on college campuses and in surrounding communities. The website was created for professionals working to prevent drug abuse among college students, including educators, student health centers, and student affairs personnel. In addition, it serves as a useful tool for college students, parents, and others involved in campus communities.

The website offers valuable information, including data, news updates, drug scheduling and penalties, publications, research, national and statewide conferences and events, state and local prevention contacts, and resources available from DEA's federal partners. The website also includes a "Help a Friend" resource to educate and prepare those who plan to talk to their friends or loved ones about drug use concerns.

Red Ribbon Week Campaign – dea.gov/redribbon



RED RIBBON WEEK® - NATIONAL FAMILY PARTNERSHIP -
<http://nfp.org/rr/>



National Institutes of Health
Turning Discovery Into Health

NIDA – National Institute on Drug Abuse – drugabuse.gov – NIDA is the lead federal agency supporting scientific research on drug use and its consequences.

NIDA for Teens – teensdrugabuse.gov - Nida for Teens is the trusted source for science-based information on teen drug use and its effects.

LEARNING
LEARNING
LEARNING
LEARNING
LEARNING
LEARNING

CENTER
CENTER
CENTER
CENTER
CENTER
CENTER

DIRECTIONS

Become an EXPERT on the information in each Center by...

1

READING THE
INFORMATION

If you do not like to read:

- a) Ask another student or an adult volunteer to read the information out loud, or
- b) Take turns reading.

2

DOING ONE OF THE
FOLLOWING
THINGS:

Working alone or with another person, decide how you want to learn the information.

Consider having fun...

- A. Quizzing each other, or
- B. Making a poster containing at least 10 facts about the information you're studying, or
- C. Making up a song, a poem, a rap, or a story telling at least 10 facts about the information you're studying, or
- D. Writing a story about someone who has problems because of not understanding the information you're studying. For example, if you are reading the Stimulants Learning Center, you could write a story about a person who uses cocaine. Be sure to include at least 10 facts, or
- E. Making up an ad which tells the "true story" about whatever it is you are studying. Once again, be sure to include at least 10 facts.



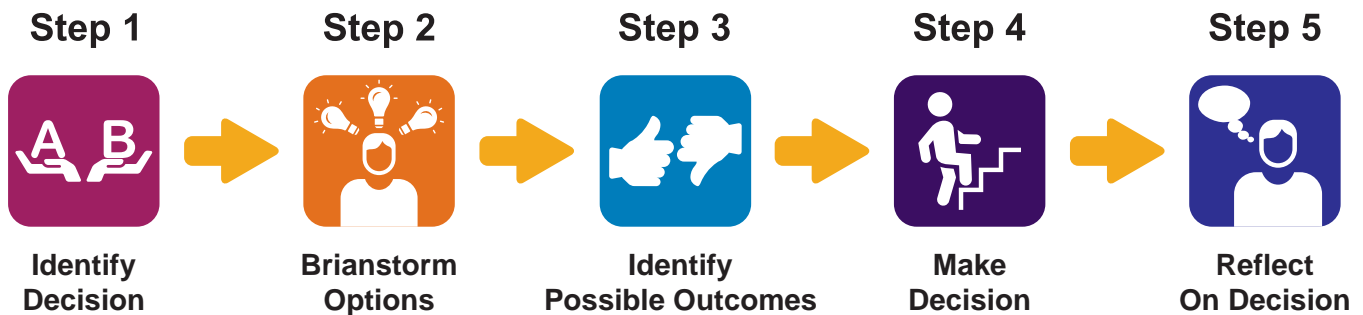
Grade 6-8 Decision Making

Background Information:

Students make decisions everyday, however, many of the decisions they see and experience may not have been carefully considered. It is important for students to understand that the use of this skill will allow them to sort through problems, brainstorm options, analyze the positive and negative outcomes, and then implement and reflect on the choices they make. When applied to health issues, this process gives students the ability to make decisions individually, or collaboratively, to improve their quality of life.

The decision making model for grades 6-8 involves five basic steps. It is a good idea to have these steps posted in the room or available as a handout. The model and an example should be shared with students during the teaching of the skill. By understanding how to make good decisions students will learn that they will have more control over their lives.

The Model



THE
COLORADO
EDUCATION
INITIATIVE

The Steps

Skill Steps	Teaching progression	Grades MS Decision Making Example:
Step 1: Identifying a Decision That Needs a Decision	<p>Before students can identify a decision, they need to be able to have a discussion about circumstances that can help or hinder healthy decision-making.</p> <p>They need to anticipate when and where situations will arise that will require them to make a healthy decision.</p> <ul style="list-style-type: none"> • Going to a party with friends • Parents are gone-what are kids expected to do here? • Choosing healthy foods <p>The next step is being able to evaluate when a thoughtful decision is needed versus an everyday decision. For example, smoking marijuana vs. what to wear to school.</p> <p>Another concept for students to examine is the difference between an impulsive versus a thoughtful decision.</p> <p>Students should discuss what situations they will need help with a decision.</p> <p>Finally, students need to be able to verbalize why this decision is important to their health and how making a healthy decision will benefit themselves and/or others.</p>	<p>A couple of my friends have gone to parties and are bragging about smoking cigarettes. I am going to a party this next weekend and I am afraid that I may be pressured to smoke. "If someone at the party asks me to smoke, am I going to say yes or no"</p>
Step 2: Brainstorm Possible Options	<p>Make a list of all of the possible options you would consider.</p>	<p>Brainstorm Options:</p> <ol style="list-style-type: none"> 1. Don't go to the party at all. 2. Go to the party and try smoking. 3. Go to the party and say no.
Step 3: Identify the Positive and Negative Outcomes for Each Option	<p>The use of a chart is beneficial in listing all of the positive and negative outcomes of each option: The criteria to be used is as follows:</p> <ul style="list-style-type: none"> • Is the option healthy or unhealthy? • How does the option affect myself? • How does the option affect others? • Does this option support my values? • How do these options affect my goals? • Does the decision follow the law? 	<p>Outcomes:</p> <ol style="list-style-type: none"> 1. Don't go to the party at all. Outcomes, positive no pressure to smoke, negative I miss out on being with friends. 2. Go to the party and try smoking. Outcomes, positive fit in with my friends; negative labeled by others as a smoker and may become addicted. 3. Go to the party and say no. Outcomes, positive not breaking the law, be with my friends, negative, might lose my smoking friends
Step 4: Make a Decision and Follow Through	<p>Students are now ready to make their decision based on their analysis of the positive and negative outcomes.</p>	<p>The decision will be to go to the party and say no.</p>
Step 5: Reflect on the Decision That was Made	<p>Students need to take time to reflect on the decision that was made and analyze the outcome of the decision. Students can answer a variety of questions related to the decision making process.</p> <ul style="list-style-type: none"> • What was the decision I made? • Why did I make the choice that I did? • Did the decision that I made work? Why or Why not? • How did this decision affect my health? • Would you make this decision again? 	<p>Use the reflection questions to analyze if the decision was the correct one for me.</p> <p>It was good choice because I was able to be with my friends and I did not break the law. They accepted my decision to say no.</p>

Name: _____



Decision-Making Process



STEP 1: Identify the Decision to be Made

Describe the situation that involves a decision that needs to be made:

What is the decision to be made? _____

Why is this decision important to me and my health? _____

Does this situation require me to use the decision-making process? YES or NO

Explain. _____

Can I make this decision alone, or do I need the help of an adult or trusted resource?

Explain. _____

How will this decision affect me the rest of my life? _____



Step 2: Brainstorm Possible Options

Step 3: Identify Possible Outcomes

Options	Positive Outcome	Negative Outcome
1.		
2.		
3.		



Step 4 - Make a Decision and Follow Through

According to the options above, which one looks like the best and circle it.

Now, look at the criteria below, answer each question about the option you chose. If you answered no to any of the questions, then you need to re-evaluate your option.

	YES	NO
Is the option healthy?	_____	_____
Does this decision respect my mind and body?	_____	_____
Does this decision respect people that care about me?	_____	_____
Does this option support my values?	_____	_____
Does this option promote my goals?	_____	_____
Does this decision follow the law?	_____	_____

Which healthy option did you chose? _____



Implementation Guide



Implementation Guide

