



Curriculum Map: Drug Prevention Standards

Developed by the National Institute on Drug Abuse (NIDA), 2006

PREVENTION PRINCIPLES FOR SCHOOL-BASED CURRICULUM	SKILLS FOR GROWING (GRADES K-5)	SKILLS FOR ADOLESCENCE (GRADES 6-8)	SKILLS FOR ACTION (GRADES 9-12)
<p>(Includes the principles applicable to school curriculum mapping.)</p>	<p><u>Unit 1:</u> Building a School Community</p> <p><u>Unit 2:</u> Growing as a Group</p> <p><u>Unit 3:</u> Making Positive Decisions</p> <p>Service-Learning Unit:</p> <p><u>Unit 4:</u> Growing Up Drug-Free</p> <p><u>Unit 5:</u> Celebrating You and Me</p>	<p><u>Unit 1:</u> Entering the Teen Years</p> <p><u>Unit 2:</u> Building Self-Confidence through Communication Skills</p> <p><u>Service-Learning</u></p> <p><u>Unit 3:</u> Managing Emotions in Positive Ways</p> <p><u>Unit 4:</u> Improving Peer Relationships</p> <p><u>Unit 5:</u> Strengthening Family Relationships</p> <p><u>Unit 6, Years 1, 2, 3:</u> Making Healthy Decisions</p> <p><u>Unit 7:</u> Setting Goals for Healthy Living</p> <p><u>Summing Up:</u> Developing Your Potential</p>	<p><u>Curriculum: (33 expandable sessions)</u></p> <p>Part 1: Building a School Community</p> <p>Part 2: Exploring Personal and Social Responsibility</p> <p>Part 3: Taking Action Through Service-Learning</p> <p>Part 4: Evaluating and Sharing Service Experiences</p> <p><u>Skills Bank: (26 skills taught through multiple activities)</u></p> <p>Cultural Awareness Skills</p> <p>Interpersonal Communication</p> <p>Personal Management and Responsibility</p> <p>Study and Writing Skills</p> <p><u>Teens-Alcohol and Other Drugs (TAOD): Supplemental Drug Prevention Unit: (15 sessions)</u></p> <p>Note: <i>Lions Quest Skills for Action</i> is a curriculum consisting of 33 lessons, 26 social and emotional skill sets taught in multiple ways, and a 15-lesson supplement called <i>Teens-Alcohol and Other Drugs</i>. It can be configured as a quarter, semester, one-, two-, three-, or four-year program or integrated into any discipline.</p>



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RISK FACTORS AND PROTECTIVE FACTORS			
PRINCIPLE 1: Prevention programs should enhance protective factors and reverse or reduce risk factors.			
<i>School-based <u>Protective Factors</u>:</i>	Addressed through:	Addressed through:	Addressed through:
PF 1: High expectations for students	PF 1: Units 1-5, Service-Learning Component, Positive School Climate Component	PF 1: Units 1-8, Positive School Climate Component	Curriculum: Sessions 1-3; upheld throughout the curriculum through shared agreements Drug Prevention Supplement TAOD: Session 1; upheld throughout the unit through shared agreements
PF 2: Nurturing and supportive learning environment	PF 2: Units 1-5, Positive School Climate Component	PF 2: Units 1-8, Positive School Climate Component	Curriculum: Sessions 1-3; upheld throughout the curriculum through shared agreements TAOD: Session 1; upheld throughout the unit through shared agreements
PF 3: Prosocial skill development	PF 3: Units 1-5, Service-Learning Component, Positive School Climate Component, <i>Family Connection</i> Parent Meetings, <i>Together Times</i> Student-Family Activity Booklets, professional development for educators	PF 3: Units 1-8, Service-Learning Component, Positive School Climate Component, <i>The Parent Meeting Guide</i> , <i>Changes and Challenges</i> student book, professional development for educators	Curriculum: Prosocial skills are enacted and reflected upon throughout the Service-Learning projects, Parts 1-4 Skills Bank: 26 social and emotional competencies taught through numerous activities TAOD: Sessions 12, 14



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<p>PF 4: Meaningful involvement of students</p>	<p>PF 4: Units 1-5, plus Service-Learning Component and positive school climate events</p>	<p>PF 4: Units 1-8, plus Service-Learning Component and positive school climate events</p>	<p>Curriculum: Skills for Action is an experiential program with service-learning projects at the core of the instructional approach. The entire curriculum is based upon meaningful involvement of students.</p> <p>Skills Bank: Sessions 1-5, 7, 9, 11, 15, 25</p> <p>TAOD: Sessions 1-15; beginning with the first sessions, students begin peer teaching during each class period and move toward planning and carrying out their Service Learning project in Sessions 13-15.</p>
<p>PF 5: Clear standards and strong norms against harmful behaviors, including drug use</p>	<p>PF 5: Units 1, 3, 4</p>	<p>PF 5 : Units 1, 6 (Years 1, 2, 3)</p>	<p>TAOD: Sessions 3-12</p>
<p>PF 6: Parent involvement</p>	<p>PF 6: <i>Together Times, Family Connection</i> Parent Meetings Guide</p>	<p>PF 6: <i>The Surprising Years</i>, parent book, <i>The Parent Meeting Guide</i>, homework assignments in each lesson that encourage conversations with family members and caring adults</p>	<p>Curriculum: Parents and family members are invited to participate in all aspects of high quality Service-Learning throughout Parts 1-4: preparation, action, reflection, and demonstration/celebration</p> <p>TAOD: Session 3- A Community Forum for Teens and Adults: Talking Together About Alcohol and Other Drugs</p>



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School-based <u>Risk Factors</u>:	Addressed through:	Addressed through:	Addressed through:
RF 1: Negative school climate	RF 1: Positive School Climate Component	RF 1 : Positive School Climate Component	Curriculum and TAOD: Parts 1-4 take students through the Service-Learning process which research shows increases students' interest in attending school.
RF 2: School policies regarding drug use not defined or enforced	RF 2: Positive School Climate Component, Units 1-5, particularly the no-use policy in Unit 4	RF 2: Positive School Climate Component, Units 1-8 plus Service-Learning Component, particularly the no-use policy in Units 6, Years 1, 2, 3	TAOD: The drug prevention supplement underscores the school policies throughout the 15 sessions as one of the deterrents to drug use.
RF 3: Availability of tobacco, alcohol, and other drugs	RF 3: Positive School Climate Component, Unit 4	RF 3: Positive School Climate Component, Unit 6, Years 1, 2,3	TAOD: The drug prevention supplement underscores the school policies throughout the 15 sessions as one of the deterrents to drug use.
RF 4: Lack of involvement and commitment to school	RF 4: Units 1-5, Service-Learning projects, positive school climate events	RF 4: Units 1-8, Service-Learning projects, positive school climate events	Curriculum and TAOD: Parts 1-4 take students through the Service-Learning process which research shows increases students' interest in attending school.
RF 5: Friends involved in problem behaviors	RF 5: Unit 3, 4, Service-Learning projects	RF 5: Units 2, 3, 4, and 6, Service-Learning projects	Curriculum and TAOD: Both include an emphasis on community building and team work in order to plan and carry out Service-Learning projects and develop social and emotional competencies. Research shows Service-Learning enhances relationship and team skills.



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RF 6: Labeling and identifying students as “high risk.”	RF 6: Lessons that employ methodologies that address multiple intelligences and a variety of learning styles and abilities so that all students can be successful	RF 6: Lessons that employ methodologies that address multiple intelligences and a variety of learning styles and abilities so that all students can be successful.	Curriculum and TAOD: All students can be successful with Service-Learning, regardless of ability levels. Numerous studies show Service-Learning to be one of the most effective educational approaches for at-risk students.
RF 7: Early involvement in problem behaviors.	RF 7: Units 1-5, Service-Learning projects, positive school climate events	RF 7: Units 1-8, Service-Learning projects, positive school climate events	Curriculum and TAOD: Service-Learning is the antidote to early involvement in problem behaviors because it involves students dynamically and meaningfully in a positive experience with positive peers that makes a visible and significant contribution to the well-being of others in the school or community.
PRINCIPLE 2: Prevention programs should address all forms of drug abuse, including underage use of legal drugs, the use of illegal drugs, and the inappropriate use of legally obtained substances.			
<i>School-based Protective Factors:</i>	Addressed through:	Addressed through:	Addressed through:
	UNIT FOUR GRADE K: Introduction, Lessons 1-4 GRADE 1: Introduction, Lessons 1-4	UNIT 6 Year 1: Lessons 1-15 Year 2: Lessons 1-12 Year 3: Lessons 1-6	TAOD: Sessions 3-8, 10



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	<p>GRADE 2: Introduction, Lessons 1-4</p> <p>GRADE 3: Introduction, Lessons 1-7</p> <p>GRADE 4: Introduction, Lessons 1-6</p> <p>GRADE 5: Introduction, Lessons 1-7</p>		
<p>PRINCIPAL 3: Prevention programs should address the type of drug abuse problem in the local community, target modifiable risk factors, and strengthen identified protective factors.</p>			
School-based <u>Protective Factors</u>:	Addressed through:	Addressed through:	Addressed through:
	<p>Lions-Quest <i>Skills for Growing</i> is identified as UNIVERSAL by SAMHSA and CSAP and can be modified at the individual school site to meet the specific needs of the target population.</p>	<p>Lions-Quest <i>Skills for Adolescence</i> is identified as UNIVERSAL by SAMHSA and CSAP, who have awarded the program with the Model Program designation for its rigorous evaluation and excellence in prevention education. The program can be modified at the individual school site to meet the specific needs of the target population.</p>	<p>Curriculum: Parts 2, 3, where the Service-Learning project would be focused on the drug abuse problem in the community.</p> <p>TAOD: Sessions 1-15; in Session 1, all students are given a community issue regarding drug abuse prevention to explore and report back to class; in Session 3, a Community Forum is planned; throughout the unit, the Service-Learning project deals with a community drug abuse problems; Session 9 deals with community problems and the resources available to address them.</p>



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PRINCIPAL 4: Prevention programs should be tailored to address risks specific to population or audience characteristics, such as age, gender, and ethnicity, to improve program effectiveness.			
School-based <u>Protective Factors</u>:	Addressed through:	Addressed through:	Addressed through:
	Lions-Quest Skills for Growing is identified as UNIVERSAL by SAMHSA and CSAP and can be modified at the individual school site to meet the specific characteristics of the target population.	Lions-Quest Skills for Adolescence is identified as UNIVERSAL by SAMHSA and CSAP and can be modified at the individual school site to meet the specific characteristics of the target population.	Curriculum and TAOD: The Service-Learning approach of the curriculum and drug prevention supplement allow it to be tailored to address risks specific to the population of the school, including age, gender, and ethnicity.
FAMILY PROGRAMS			
PRINCIPAL 5: Family-based prevention programs should enhance family bonding and relationships and include parenting skills; practice in developing, discussing, and enforcing family policies on substance abuse; and training in drug education and information.			
	Addressed through:	Addressed through:	Addressed through:
	GRADES K-5: In addition to the curriculum lessons, Lions-Quest includes opportunities and materials for families to support drug prevention through : <ul style="list-style-type: none"> • Home-School homework assignments with each lesson • <i>Together Times</i> student-family activity booklets focused on drug prevention and related topics • <i>The Family Connection</i> Guide to Family Meetings about the family approach drug prevention and 	GRADES 6-8: In addition to the curriculum lessons, Lions-Quest includes opportunities and materials for families to support drug prevention through: <ul style="list-style-type: none"> • “A Conversation with a Caring Adult” homework assignments with most lessons • <i>Changes and Challenges</i> student book activities focused on drug prevention and related topics • <i>The Parent Meeting Guide</i> with family meeting on drug 	Curriculum and TAOD: The Service-Learning approach of the curriculum and drug prevention supplement includes families in identifying needs, planning a project, carrying out the project, reflecting on it, and demonstrating the results to the community. Service-Learning is designed to include families and community members, since the Service-Learning approach is community-oriented.



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	<p>related topics</p> <ul style="list-style-type: none"> • Involvement in positive school climate events focused on drug prevention and related topics • Engagement in Service-Learning projects focused on drug prevention and related topics 	<p>prevention and related topics</p> <ul style="list-style-type: none"> • Involvement in positive school climate events focused on drug prevention and related topics • Engagement in Service-Learning projects focused on drug prevention and related topics 	
SCHOOL PROGRAMS			
PRINCIPLE 6: Prevention programs can be designed to intervene as early as preschool to address risk factors for drug abuse, such as aggressive behavior, poor social skills, and academic difficulties.			
	Addressed through:	Addressed through:	Addressed through:
	<p>Lions-Quest <i>Skills for Growing</i> includes a Kindergarten curriculum that can be used successfully with four-year-olds in a pre-school program.</p>	<p>N/A</p>	<p>Lions-Quest offers K-12 prevention programs, with <i>Skills for Growing</i> used in pre-school through Grade 5, <i>Skills for Adolescence</i> in Grades 6-8, and <i>Skills for Living and Teens-Alcohol, and Other Drugs</i> used in Grades 9-12.</p>



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<p>PRINCIPLE 7: Prevention programs for elementary school children should target improving academic and social-emotional learning to address risk factors for drug abuse, such as early aggression, academic failure, and school dropout. Skills include:</p> <ul style="list-style-type: none"> • Self-control • Emotional awareness • Communication • Social problem-solving • Academic support, especially in reading 			
	Addressed through:	Addressed through:	Addressed through:
	<p><u>SELF-CONTROL:</u></p> <p><u>GRADE K:</u> <i>Unit 1:</i> Introduction, Lessons 1, 3 <i>Unit 2:</i> Introduction, Lessons 1-4 <i>Unit 3:</i> Introduction, Lessons 2, 3 <i>Unit 4:</i> Introduction, Lessons 3, 4 <i>Unit 5:</i> Introduction, Lessons 2, 4</p> <p><u>GRADE 1:</u> <i>Unit 1:</i> Introduction, Lessons 1, 3 <i>Unit 2:</i> Introduction, Lessons 1-4 <i>Unit 3:</i> Introduction, Lessons 2, 3 <i>Unit 4:</i> Introduction, Lessons 3, 4 <i>Unit 5:</i> Introduction, Lessons 1, 4</p> <p><u>GRADE 2:</u> <i>Unit 1:</i> Introduction, Lessons 1-3 <i>Unit 2:</i> Introduction, Lessons 1-4 <i>Unit 3:</i> Introduction, Lessons 1-3 <i>Unit 4:</i> Introduction, Lessons 3, 4 <i>Unit 5:</i> Introduction, Lessons 1, 2, 4</p>	N/A	



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	<p>GRADE 3: <i>Unit 1:</i> Introduction, Lessons 1, 2, 4 <i>Unit 2:</i> Introduction, Lessons 1-4 <i>Unit 3:</i> Introduction, Lessons 1-3 <i>Unit 4:</i> Introduction, Lessons 6 <i>Unit 5:</i> Introduction, Lessons 1, 2, 4</p> <p>GRADE 4: <i>Unit 1:</i> Introduction, Lessons 1-4 <i>Unit 2:</i> Introduction, Lessons 1-4 <i>Unit 3:</i> Lesson 3 <i>Unit 4:</i> Lesson 5 <i>Unit 5:</i> Lessons 2, 4</p> <p>GRADE 5: <i>Unit 1:</i> Introduction, Lessons 1-4 <i>Unit 2:</i> Introduction, Lessons 1-4 <i>Unit 3:</i> Introduction, Lessons 2, 3 <i>Unit 4:</i> Introduction, Lessons 1-6 <i>Unit 5:</i> Introduction, Lessons 1, 2</p>		
	<p>EMOTIONAL AWARENESS:</p> <p>GRADE K: <i>Unit 1:</i> Introduction, Lessons 1, 3 <i>Unit 2:</i> Introduction, Lessons 1-4 <i>Unit 3:</i> Introduction, Lessons 2, 3 <i>Unit 4:</i> Introduction, Lessons 3, 4 <i>Unit 5:</i> Introduction, Lessons 2, 4</p> <p>GRADE 1: <i>Unit 1:</i> Introduction, Lessons 1, 3 <i>Unit 2:</i> Introduction, Lessons 1-4 <i>Unit 3:</i> Introduction, Lessons 2, 3 <i>Unit 4:</i> Introduction, Lessons 3, 4 <i>Unit 5:</i> Introduction, Lessons 1, 4</p>		



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	<p>GRADE 2: <i>Unit 1:</i> Introduction, Lessons 1-3 <i>Unit 2:</i> Introduction, Lessons 1-4 <i>Unit 3:</i> Introduction, Lessons 1-3 <i>Unit 4:</i> Introduction, Lessons 3, 4 <i>Unit 5:</i> Introduction, Lessons 1, 2, 4</p> <p>GRADE 3: <i>Unit 1:</i> Introduction, Lessons 1, 2, 4 <i>Unit 2:</i> Introduction, Lessons 1-4 <i>Unit 3:</i> Introduction, Lessons 1-3 <i>Unit 4:</i> Introduction, Lesson 6 <i>Unit 5:</i> Introduction, Lessons 1, 2, 4</p> <p>GRADE 4: <i>Unit 1:</i> Introduction, Lessons 1-4 <i>Unit 2:</i> Introduction, Lessons 1-4 <i>Unit 3:</i> Lesson 3 <i>Unit 4:</i> Lesson 5 <i>Unit 5:</i> Lessons 2, 4</p> <p>GRADE 5: <i>Unit 1:</i> Introduction, Lessons 1-4 <i>Unit 2:</i> Introduction, Lessons 1-4 <i>Unit 3:</i> Introduction, Lessons 2, 3 <i>Unit 4:</i> Introduction, Lessons 1-6 <i>Unit 5:</i> Introduction, Lessons 1, 2</p>		
	<p><u>COMMUNICATION</u></p> <p>GRADE K: <i>Unit 1:</i> Lesson 2-4 <i>Unit 2:</i> Introduction, Lessons 1-4 <i>Unit 3:</i> Introduction, Lessons 1-3 <i>Unit 5:</i> Introduction</p>		



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	<p>GRADE 1: <i>Unit 1:</i> Lesson 2, 3 <i>Unit 2:</i> Introduction, Lessons 1-4 <i>Unit 3:</i> Introduction, Lessons 1-3 <i>Unit 5:</i> Introduction, Lesson 1-3</p> <p>GRADE 2: <i>Unit 1:</i> Introduction, Lessons 2, 4 <i>Unit 2:</i> Introduction, Lesson 1-4 <i>Unit 3:</i> Introduction, Lessons 1-3 <i>Unit 5:</i> Introduction, Lessons 2-4</p> <p>GRADE 3: <i>Unit 1:</i> Introduction, Lessons 2, 3 <i>Unit 2:</i> Introduction, Lessons 1-4 <i>Unit 3:</i> Introduction, Lessons 1-3 <i>Unit 5:</i> Lessons 2-4</p> <p>GRADE 4: <i>Unit 1:</i> Introduction, Lessons 3, 4 <i>Unit 2:</i> Introduction, Lessons 1-4 <i>Unit 3:</i> Introduction, Lessons 1-3 <i>Unit 5:</i> Lessons 3, 4</p> <p>GRADE 5: <i>Unit 1:</i> Introduction, Lessons 2- 4 <i>Unit 2:</i> Introduction, Lessons 1-4 <i>Unit 3:</i> Introduction, Lessons 1-3 <i>Unit 5:</i> Introduction</p>		



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	<p><u>SOCIAL PROBLEM SOLVING:</u></p> <p><u>GRADE K:</u> <i>Unit 2:</i> Lesson 4 <i>Unit 3:</i> Introduction, Lessons 1-4</p> <p><u>GRADE 1:</u> <i>Unit 2:</i> Lesson 3 <i>Unit 3:</i> Introduction, Lessons 1-3</p> <p><u>GRADE 2:</u> <i>Unit 3:</i> Introduction, Lessons 1-3</p> <p><u>GRADE 3:</u> <i>Unit 2:</i> Lesson 3 <i>Unit 3:</i> Introduction, Lessons 1-3 <i>Unit 4:</i> Lesson 6</p> <p><u>GRADE 4:</u> <i>Unit 2:</i> Lesson 3 <i>Unit 3:</i> Introduction, Lessons 1-3 <i>Unit 4:</i> Lesson 5</p> <p><u>GRADE 5:</u> <i>Unit 2:</i> Lesson 3 <i>Unit 3:</i> Introduction, Lessons 1-3 <i>Unit 4:</i> Lesson 6</p>		
	<p><u>ACADEMIC SUPPORT, ESPECIALLY READING</u></p> <p><u>Grades K-1</u> <i>All units:</i> Stories in the Introduction, reading in the Media Resources, <i>Together Times</i> activities in the Applying Phase of each lesson.</p>		



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	<p>Grades 2-5: Reading in the Media Resources, <i>Together Times</i> activities in the Applying Phase of each lesson</p>		
<p>Principle 8: Prevention programs for middle or junior high school and high school students should increase academic and social competences with the following skills:</p> <ul style="list-style-type: none"> • Study habits • Communication • Peer relationships • Self-efficacy and assertiveness • Drug resistance skills • Reinforcement of anti-drug attitudes • Strengthening personal commitments against drug abuse. 			
	<p>Addressed through:</p>	<p>Addressed through:</p>	<p>Addressed through:</p>
	<p>N/A</p>	<p>STUDY HABITS: Units 1-7: All lessons include listening, speaking, writing, and reading activities. Listening and speaking skills are employed through the cooperative learning activities and “Conversations with a Caring Adult” homework assignments. Writing and reading skills are used to complete the daily activities in the <i>Changes and Challenges</i> student book. Writing skills are also used to complete the daily “Journal Entries” where students record daily learning reflections.</p>	<p>Curriculum: Lions-Quest <i>Skills for Action</i> teaches, models, and reinforces study habits through the interviews, reports, oral presentations, and reflection journal entries that are required throughout the curriculum. Communication, peer relationships, self-efficacy, and assertiveness skills are required to implement the four steps of high quality Service-Learning in Parts 1-4, and the 26 <i>Skills Bank</i> lessons with multiple activities per skill are interwoven with each of the 33 lessons in the curriculum.</p>



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			<p>Skills Bank:</p> <p>Study habits: Skills 8, 10, 21-26</p> <p>Communication: Skills 6-11</p> <p>Peer relationships: Skills 1-12, 15, 19</p> <p>Self-efficacy and assertiveness: Sessions 12-26</p> <p>TAOD:</p> <p>Drug resistance skills: Sessions 3-12</p> <p>Reinforcement of anti-drug attitudes: Sessions 2-15</p> <p>Strengthening personal commitments against drug abuse: Sessions 2-15</p>
		<p>COMMUNICATION: (See above for description of how listening, speaking, reading, and writing are embedded into the daily lessons plans. See below for units where specific prosocial communication skills are taught.)</p> <p>Unit 1: Lessons 1-6, 10</p> <p>Unit 2: Lessons 3-8</p> <p>Service-Learning: Lessons 1-5 (application)</p> <p>Unit 3: Lessons 1-7, 9</p> <p>Unit 4: Lessons 3-9</p> <p>Unit 5: Lessons 4-5</p>	



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		<p>Unit 6, Year 1: Lessons 9-10 Unit 6, Year 2: Lessons 9-10 Unit 6, Year 3: Lessons 1-6 (application) Unit 7: Lessons 4-5 Summing Up: Lessons 1, 2</p>	
		<p><u>PEER RELATIONSHIPS:</u> Unit 1: Lessons 1-7 Unit 2: Lessons 1-8 Service-Learning: Lessons 1-5 Unit 3: Lessons 2-4, 6, 7, 9 Unit 4: Lessons 1-10 Unit 6, Year 1: Lessons 9-10 Unit 6, Year 2: Lessons 9-10 Unit 6, Year 3: Lessons 1-6 Unit 7: Lessons 2, 4, 5 Summing Up: Lessons 1-3</p>	
		<p><u>SELF-EFFICACY AND ASSERTIVENESS:</u> Unit 1: Lessons 1, 4, 5, 8, 10 Unit 2: Lessons 1-8 Service-Learning: Lessons 1-5 (application) Unit 3: Lessons 3, 4, 6, 7, 9 Unit 4: Lessons 4, 7, 9 Unit 6, Year 1: Lessons 9-11, 14 Unit 6, Year 2: Lessons 8-10, 12 Unit 6, Year 3: Lessons 1-6 (application)</p>	
		<p><u>DRUG RESISTANCE SKILLS:</u> Unit 6, Year 1: Lessons 1-15 Unit 6, Year 2: Lessons 1-12 Unit 6, Year 3: Lessons 1-6</p>	



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		<u>REINFORCEMENTS OF ANTI-DRUG ATTITUDES</u> <i>Service-Learning:</i> Lessons 1-5 Positive School Climate Component Family Involvement Component Training	
		<u>STRENGTHENING PERSONAL COMMITMENTS AGAINST DRUG ABUSE</u> <i>Unit 6, Year 1:</i> Lessons 1-15 <i>Unit 6, Year 2:</i> Lessons 1-12 <i>Unit 6, Year 3:</i> Lessons 1-6	
COMMUNITY PROGRAMS			
Principle 9: Prevention programs aimed at general populations at key transition points, such as the transition to middle school, can produce beneficial effects even among high risk families and children.			
	Addressed through:	Addressed through:	Addressed through:
	Lions Quest <i>Skills for Growing</i> is identified as UNIVERSAL by SAMHSA and CSAP and can be modified at the individual school site to meet the specific characteristics of the target population.	Lions Quest <i>Skills for Adolescence</i> is identified as UNIVERSAL by SAMHSA and CSAP and can be modified at the individual school site to meet the specific characteristics of the target population.	Lions Quest <i>Skills for Action</i> is particularly effective as a transition program for Grade 9 students. Students gain a feeling of empowerment, and the program has been shown to be very effective in motivating increases in academic achievement and prosocial development in students at-risk.



Curriculum Map: Drug Prevention Standards

Developed by the National Institute on Drug Abuse (NIDA), 2006

PREVENTION PRINCIPLES FOR SCHOOL-BASED CURRICULUM	SKILLS FOR GROWING (GRADES K-5)	SKILLS FOR ADOLESCENCE (GRADES 6-8)	SKILLS FOR ACTION (GRADES 9-12)
Principle 10: Community prevention programs that combine two or more effective programs, such as family-based and school-based programs, can be more effective than a single program alone.			
	Addressed through:	Addressed through:	Addressed through:
	Lions Quest <i>Skills for Growing</i> is comprised of six components that support a home-school-community network of support for young people: <ul style="list-style-type: none"> • Classroom curriculum • Service-Learning opportunities • Positive School Climate • Community Engagement • Training for educators, families, and community members. 	Lions Quest <i>Skills for Adolescence</i> is comprised of six components that support a home-school-community network of support for young people: <ul style="list-style-type: none"> • Classroom curriculum • Service-Learning opportunities • Positive School Climate • Community Engagement • Training for educators, families, and community members. 	Lions-Quest <i>Skills for Action</i> is comprised of the following components that support the home-school-community network for young people: <ul style="list-style-type: none"> • Class room curriculum designed with the Service-Learning approach that invites the home-school-community roles, especially with the Lions Clubs. • Drug Prevention Supplement: <i>Teens-Alcohol and Other Drugs</i> with its Service-Learning approach to drug prevention and its Community Forum for Teens and Adults.
Principle 11: Community prevention programs, reaching populations in multiple settings are most effective when they present consistent, community-wide message in each setting.			
	Addressed through:	Addressed through:	Addressed through:
	Lions Quest <i>Skills for Growing</i> is a norm-based program designed to create a consistent, community-wide message for drug prevention through its six components and its home-school-community approach to prevention.	Lions Quest <i>Skills for Adolescence</i> is a norm-based program designed to create a consistent, community-wide message for drug prevention through its six components and its home-school-community approach to prevention.	Lions Quest <i>Skills for Action</i> and <i>Teens-Alcohol and Other Drugs (TAOD)</i> is designed to create a consistent, community-wide message for drug prevention through its Service-Learning approach to prevention that includes the members of the school community, the community at large, and Lions Clubs.



Curriculum Map: Drug Prevention Standards

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PREVENTION PRINCIPLES FOR SCHOOL-BASED CURRICULUM	SKILLS FOR GROWING (GRADES K-5)	SKILLS FOR ADOLESCENCE (GRADES 6-8)	SKILLS FOR ACTION (GRADES 9-12)
PREVENTION PROGRAM DELIVERY			
Principle 12: Core elements of the original research intervention should be retained, such as structure, content, and delivery.			
	Addressed through:	Addressed through:	Addressed through:
	Lions Quest <i>Skills for Growing</i> is designed to be taught at least once per week for an entire school year for Grades K-5. It contains enough content to be taught every day, but it is effective as long as the core lessons are taught once per week. All the support components enhance the effectiveness of the curriculum.	Lions Quest <i>Skills for Adolescence</i> is comprised of 99 lessons that can be configured as 45-session introductory, one-semester, one-year, two-year, or three-year courses. They are designed to be offered no less than once per week during the intervention period. All the support components enhance the effectiveness of the curriculum.	Lions Quest <i>Skills for Action</i> is comprised of 33 sessions, a 15-session drug prevention unit (TAOD), and a Skills Bank of 26 skill sets that can be configured as 45-session introductory, one-semester, one-year, two-year, or three-year courses. They are designed to be offered no less than once per week during the intervention period. All the support components enhance the effectiveness of the curriculum.
Principle 13: Prevention programs should be long-term with repeated interventions to reinforce the original prevention goals.			
	Addressed through:	Addressed through:	Addressed through:
	Lions Quest <i>Skills for Growing</i> is a long-term prevention program that is taught for an entire school year for Grades K-5. There is a specific drug prevention unit that is taught every year for Grades K-5.	Lions Quest <i>Skills for Adolescence</i> is a long-term prevention program that is ideally taught for three years at least once per week, although shorter course options are available. There is a three-year drug prevention unit called "Making Healthy Choices" that provides a Year 1 course of 15 lessons, and Year 2 booster course of 12 lessons, and a Year booster course	Lions Quest <i>Skills for Action</i> , <i>Skills Bank</i> , and the <i>TAOD</i> drug unit offers a long-term prevention program that is ideally taught for at least one semester, with opportunities to expand the program to one-, two-, three, and four year implementation models.



Curriculum Map: Drug Prevention Standards

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PREVENTION PRINCIPLES FOR SCHOOL-BASED CURRICULUM	SKILLS FOR GROWING (GRADES K-5)	SKILLS FOR ADOLESCENCE (GRADES 6-8)	SKILLS FOR ACTION (GRADES 9-12)
		that is focused on Service-Learning and leadership in drug prevention in the school and community.	
<p>Principle 14: Prevention program should include teacher training on good classroom management practices, such as rewarding appropriate student behavior. Such techniques help to foster students' positive behavior, achievement, academic motivation, and school bonding.</p>			
	Addressed through:	Addressed through:	Addressed through:
	<p>Lions Quest <i>Skills for Growing</i> may only be obtained with a two-day professional development workshop. The program is built upon a research-based framework that has as a key outcome the development of and reward for appropriate student behaviors. Classroom management strategies are an essential part of the instructional approaches included in the two-day preparation workshop.</p>	<p>Lions Quest <i>Skills for Adolescence</i> may only be obtained with a two-day professional development workshop. The program is built upon a research-based framework that has as a key outcome the development of and reward for appropriate student behaviors. Classroom management strategies are an essential part of the instructional approaches included in the two-day preparation workshop.</p>	<p>Lions Quest <i>Skills for Action</i> may only be obtained with a two-day professional development workshop. <i>TAOD</i> comes with a one-day workshop.</p> <p>Lions-Quest is a program built upon a research-based framework that has as a key outcome the development of and reward for appropriate student behaviors. Classroom management strategies are an essential part of the instructional approaches included in the two-day preparation workshop.</p>



Curriculum Map: Drug Prevention Standards

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PREVENTION PRINCIPLES FOR SCHOOL-BASED CURRICULUM	SKILLS FOR GROWING (GRADES K-5)	SKILLS FOR ADOLESCENCE (GRADES 6-8)	SKILLS FOR ACTION (GRADES 9-12)
Principle 15: Prevention programs are most effective when they employ interactive techniques, such as per discussion groups and parent role-playing, that allow for active involvement in learning about drug abuse and reinforcing skills.			
	Addressed through:	Addressed through:	Addressed through:
	Lions Quest <i>Skills for Growing</i> is built upon a student-centered, cooperative, interactive approach to learning that include peer discussion, role playing, and other cooperative learning strategies.	Lions Quest <i>Skills for Adolescence</i> is built upon a student-centered, cooperative, interactive approach to learning that include peer discussion, role playing, and other cooperative learning strategies.	Lions Quest <i>Skills for Action</i> is built upon a student-centered, cooperative, interactive approach to learning that include peer discussion, role playing, and other cooperative learning strategies.
Principle 16: Research-based prevention programs can be cost-effective.			
	Addressed through:	Addressed through:	Addressed through:
	Lions Quest <i>Skills for Growing</i> costs approximately \$450 per person to receive two days of training, teacher materials, and a classroom set of materials. Discounts are available for contract workshops.	Lions Quest <i>Skills for Adolescence</i> costs approximately \$450 per person to receive two days of training, teacher materials, and a classroom set of materials. Discounts are available for contract workshops.	Lions Quest <i>Skills for Action</i> costs approximately \$450 per person to receive two days of training, teacher materials, and a classroom set of materials. Discounts are available for contract workshops.