



# Curriculum Map: Drug Prevention Standards

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

## SKILLS FOR ADOLESCENCE (SFA): GRADES 6 - 8

SFA consists of 7 instructive units as well as a summary unit. These units include:

- Unit 1: Entering the Teen Years
- Unit 2: Building Self-Confidence and Communication Skills

### Service-Learning

- Unit 3: Managing Emotions in Positive Ways
- Unit 4: Improving Peer Relationships
- Unit 5: Strengthening Family Relationships
- Unit 6: Managing Healthy Choices, Years 1, 2, 3
- Unit 7: Setting Goals for Healthy Living
- Summing Up: Developing Your Potential

<b>PREVENTION PRINCIPLES FOR SCHOOL-BASED CURRICULUM</b>	<b>Addressed within SFA curriculum</b>
<b>RISK FACTORS AND PROTECTIVE FACTORS</b>	
<b>PRINCIPLE 1: Prevention programs should enhance protective factors and reverse or reduce risk factors.</b>	
<b>School-based Protective Factors:</b>	<b>Addressed through:</b>
<b>PF 1:</b> High expectations for students	<b>PF 1:</b> Units 1-8, Positive School Climate Component
<b>PF 2:</b> Nurturing and supportive learning environment	<b>PF 2:</b> Units 1-8, Positive School Climate Component
<b>PF 3:</b> Prosocial skill development	<b>PF 3:</b> 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
<b>PF 4:</b> Meaningful involvement of students	<b>PF 4:</b> Units 1-8, plus Service-Learning Component and positive school climate events
<b>PF 5:</b> Clear standards and strong norms against harmful behaviors, including drug use	<b>PF 5:</b> Units 1, 6 (Years 1, 2, 3)
<b>PF 6:</b> Parent involvement	<b>PF 6:</b> <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



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<b>School-based Risk Factors:</b>	<b>Addressed through:</b>
<b>Principle 1 continued.</b>	
RF 1: Negative school climate	RF 1: Positive School Climate Component
RF 2: School policies regarding drug use not defined or enforced	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
RF 3: Availability of tobacco, alcohol, and other drugs	RF 3: Positive School Climate Component, Unit 6, Years 1, 2,3
RF 4: Lack of involvement and commitment to school	RF 4: Units 1-8, Service-Learning projects, positive school climate events
RF 5: Friends involved in problem behaviors	RF 5: Units 2, 3, 4, and 6, Service-Learning projects
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 7: Early involvement in problem behaviors.	RF 7: Units 1-8, Service-Learning projects, positive school climate events
<b>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.</b>	
<b>Addressed through:</b>	
<b><u>UNIT 6</u></b>	
Year 1: Lessons 1-15	
Year 2: Lessons 1-12	
Year 3: Lessons 1-6	
<b>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.</b>	
<b>Addressed through:</b>	
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.	



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<b>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.</b>	
<b>Addressed through:</b>	
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.	
<b>FAMILY PROGRAMS</b>	
<b>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.</b>	
<b>Addressed through:</b>	
<b>GRADES 6-8:</b> 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"> <li>• “A Conversation with a Caring Adult” homework assignments with most lessons</li> <li>• <i>Changes and Challenges</i> student book activities focused on drug prevention and related topics</li> <li>• <i>The Parent Meeting Guide</i> with family meeting on drug prevention and related topics</li> <li>• Involvement in positive school climate events focused on drug prevention and related topics</li> <li>• Engagement in Service-Learning projects focused on drug prevention and related topics</li> </ul>	
<b>SCHOOL PROGRAMS</b>	
<b>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.</b>	
<b>Addressed through:</b>	
N/A	
<b>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:</b> <ul style="list-style-type: none"> <li>• Self-control</li> <li>• Emotional awareness</li> <li>• Communication</li> <li>• Social problem-solving</li> <li>• Academic support, especially in reading</li> </ul>	
<b>Addressed through:</b>	
N/A	



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<p><b>Principle 8: Prevention programs for middle or junior high school and high school students should increase academic and social competences with the following skills:</b></p> <ul style="list-style-type: none"> <li>• Study habits</li> <li>• Communication</li> <li>• Peer relationships</li> <li>• Self-efficacy and assertiveness</li> <li>• Drug resistance skills</li> <li>• Reinforcement of anti-drug attitudes</li> <li>• Strengthening personal commitments against drug abuse.</li> </ul>	
<p><b>Addressed through:</b></p>	
<p><b><u>STUDY HABITS:</u></b>  <b>Units 1-7:</b>            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><b><u>COMMUNICATION:</u></b>            (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.)  <b>Unit 1:</b> Lessons 1-6, 10  <b>Unit 2:</b> Lessons 3-8  <b>Service-Learning:</b> Lessons 1-5 (application)  <b>Unit 3:</b> Lessons 1-7, 9  <b>Unit 4:</b> Lessons 3-9  <b>Unit 5:</b> Lessons 4-5  <b>Unit 6, Year 1:</b> Lessons 9-10  <b>Unit 6, Year 2:</b> Lessons 9-10  <b>Unit 6, Year 3:</b> Lessons 1-6 (application)  <b>Unit 7:</b> Lessons 4-5  <b>Summing Up:</b> Lessons 1, 2</p>	
<p><b><u>PEER RELATIONSHIPS:</u></b>  <b>Unit 1:</b> Lessons 1-7  <b>Unit 2:</b> Lessons 1-8  <b>Service-Learning:</b> Lessons 1-5  <b>Unit 3:</b> Lessons 2-4, 6, 7, 9  <b>Unit 4:</b> Lessons 1-10  <b>Unit 6, Year 1:</b> Lessons 9-10  <b>Unit 6, Year 2:</b> Lessons 9-10  <b>Unit 6, Year 3:</b> Lessons 1-6  <b>Unit 7:</b> Lessons 2, 4, 5  <b>Summing Up:</b> Lessons 1-3</p>	



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PREVENTION PRINCIPLES FOR SCHOOL-BASED CURRICULUM	Addressed within SFA curriculum
<p><b>Principle 8 continued.</b></p> <p><b><u>SELF-EFFICACY AND ASSERTIVENESS:</u></b>  <i>Unit 1:</i> Lessons 1, 4, 5, 8, 10  <i>Unit 2:</i> Lessons 1-8  <i>Service-Learning:</i> Lessons 1-5 (application)  <i>Unit 3:</i> Lessons 3, 4, 6, 7, 9  <i>Unit 4:</i> Lessons 4, 7, 9  <i>Unit 6, Year 1:</i> Lessons 9-11, 14  <i>Unit 6, Year 2:</i> Lessons 8-10, 12  <i>Unit 6, Year 3:</i> Lessons 1-6 (application)</p>	
<p><b><u>DRUG RESISTANCE SKILLS:</u></b>  <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</p>	
<p><b><u>REINFORCEMENTS OF ANTI-DRUG ATTITUDES</u></b>  <i>Service-Learning Unit:</i> Lessons 1-5            Positive School Climate Component            Family Involvement Component            Training</p>	
<p><b><u>STRENGTHENING PERSONAL COMMITMENTS AGAINST DRUG ABUSE</u></b>  <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</p>	
<p><b>COMMUNITY PROGRAMS</b></p>	
<p><b>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.</b></p>	
<p><b>Addressed through:</b></p>	
<p>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.</p>	
<p><b>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.</b></p>	
<p><b>Addressed through:</b></p>	
<p>Lions Quest <i>Skills for Adolescence</i> is comprised of six components that support a home-school-community network of support for young people:</p> <ul style="list-style-type: none"> <li>• Classroom curriculum</li> <li>• <b>Service-Learning</b> opportunities</li> <li>• Positive School Climate</li> <li>• Community Engagement</li> <li>• Training for educators, families, and community members.</li> </ul>	



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<b>PREVENTION PRINCIPLES FOR SCHOOL-BASED CURRICULUM</b>	<b>Addressed within SFA curriculum</b>
<b>Principle 11: Community prevention programs, reaching populations in multiple settings are most effective when they present consistent, community-wide message in each setting.</b>	
<b>Addressed through:</b>	
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.	
<b>PREVENTION PROGRAM DELIVERY</b>	
<b>Principle 12: Core elements of the original research intervention should be retained, such as structure, content, and delivery.</b>	
<b>Addressed through:</b>	
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.	
<b>Principle 13: Prevention programs should be long-term with repeated interventions to reinforce the original prevention goals.</b>	
<b>Addressed through:</b>	
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 that is focused on Service-Learning and leadership in drug prevention in the school and community.	
<b>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.</b>	
<b>Addressed through:</b>	
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.	
<b>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.</b>	
<b>Addressed through:</b>	
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.	



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<b>Principle 16: Research-based prevention programs can be cost-effective.</b>	
<b>Addressed through:</b>	
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.	