



Curriculum Map: Drug Prevention Standards

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

SKILLS FOR ACTION (SFC): GRADES 9 - 12

SFC is a curriculum consisting of 33 lessons, 26 social and emotional skill sets taught in multiple ways, and a 15-lesson supplement called Teens – Alcohol and Other Drugs. It can be configured as a quarter, semester, one-, two-, three-, or four-year program or integrated into any discipline. These units include:

Curriculum: (33 expandable sessions)

- Part 1: Building a School Community
- Part 2: Exploring Personal and Social Responsibility
- Part 3: Taking Action Through Service-Learning
- Part 4: Evaluating and Sharing Service Experiences

Skills Bank: (26 skills taught through multiple activities)

- Cultural Awareness Skills
- Interpersonal Communication
- Personal Management and Responsibility
- Study and Writing Skills

Supplemental Drug Prevention Unit: (15 sessions)

PREVENTION PRINCIPLES FOR SCHOOL-BASED CURRICULUM	Addressed within SFC curriculum
RISK FACTORS AND PROTECTIVE FACTORS	
PRINCIPLE 1: Prevention programs should enhance protective factors and reverse or reduce risk factors.	
School-based Protective Factors:	Addressed through:
PF 1: High expectations for students	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	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	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>Principle 1 continued.</p> <p>PF 4: Meaningful involvement of students</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>TAOD: Sessions 3-12</p>
<p>PF 6: Parent involvement</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>
<p>School-based Risk Factors:</p>	<p>Addressed through:</p>
<p>RF 1: Negative school climate</p>	<p>Curriculum and TAOD: Parts 1-4 take students through the Service-Learning process which research shows increases students' interest in attending school.</p>
<p>RF 2: School policies regarding drug use not defined or enforced</p>	<p>TAOD: The drug prevention supplement underscores the school policies throughout the 15 sessions as one of the deterrents to drug use.</p>
<p>RF 3: Availability of tobacco, alcohol, and other drugs</p>	<p>TAOD: The drug prevention supplement underscores the school policies throughout the 15 sessions as one of the deterrents to drug use.</p>
<p>RF 4: Lack of involvement and commitment to school</p>	<p>Curriculum and TAOD: Parts 1-4 take students through the Service-Learning process which research shows increases students' interest in attending school.</p>
<p>RF 5: Friends involved in problem behaviors</p>	<p>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.</p>



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<p>Principle 1 continued.</p> <p>RF 6: Labeling and identifying students as "high risk."</p>	<p>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.</p>
<p>RF 7: Early involvement in problem behaviors.</p>	<p>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.</p>
<p>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.</p>	
<p>Addressed through:</p>	
<p>TAOD: Sessions 3-8, 10</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>	
<p>Addressed through:</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>	
<p>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.</p>	
<p>Addressed through:</p>	
<p>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.</p>	



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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:	
<p>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.</p>	
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:	
<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>	
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:	
<ul style="list-style-type: none"> • Self-control • Emotional awareness • Communication • Social problem-solving • Academic support, especially in reading 	
Addressed through:	
N/A	



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<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>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> <p>Skills Bank: <i>Study habits:</i> Skills 8, 10, 21-26 <i>Communication:</i> Skills 6-11 <i>Peer relationships:</i> Skills 1-12, 15, 19</p> <p><i>Self-efficacy and assertiveness:</i> Sessions 12-26</p> <p>TAOD: <i>Drug resistance skills:</i> Sessions 3-12 <i>Reinforcement of anti-drug attitudes:</i> Sessions 2-15 <i>Strengthening personal commitments against drug abuse:</i> Sessions 2-15</p>	
<p>COMMUNITY PROGRAMS</p>	
<p>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.</p>	
<p>Addressed through:</p>	
<p>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.</p>	



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<p>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.</p>	
<p>Addressed through:</p>	
<p>Lions-Quest <i>Skills for Action</i> is comprised of the following components that support the home-school-community network for young people:</p> <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. 	
<p>Principle 11: Community prevention programs, reaching populations in multiple settings are most effective when they present consistent, community-wide message in each setting.</p>	
<p>Addressed through:</p>	
<p>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.</p>	
<p>PREVENTION PROGRAM DELIVERY</p>	
<p>Principle 12: Core elements of the original research intervention should be retained, such as structure, content, and delivery.</p>	
<p>Addressed through:</p>	
<p>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.</p>	
<p>Principle 13: Prevention programs should be long-term with repeated interventions to reinforce the original prevention goals.</p>	
<p>Addressed through:</p>	
<p>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.</p>	



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