



Curriculum Map: Drug Prevention Standards

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

SKILLS FOR GROWING (SFG): GRADES K – 5

SFG consists of 5 instructive units. These units include:

- **Unit 1: Building a School Community**
- **Unit 2: Growing as a Group**
- **Unit 3: Making Positive Decisions**

Service-Learning

- **Unit 4: Growing Up Drug-Free**
- **Unit 5: Celebrating You and Me**

PREVENTION PRINCIPLES FOR SCHOOL-BASED CURRICULUM	Addressed within SFG curriculum
RISK FACTORS AND PROTECTIVE FACTORS	
PRINCIPLE 1: Prevention programs should enhance protective factors and reverse or reduce risk factors.	
<i>School-based <u>Protective</u> Factors:</i>	Addressed through:
PF 1: High expectations for students	PF 1: Units 1-5, Service-Learning Component, Positive School Climate Component
PF 2: Nurturing and supportive learning environment	PF 2: Units 1-5, Positive School Climate Component
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 4: Meaningful involvement of students	PF 4: Units 1-5, plus Service-Learning Component and positive school climate events
PF 5: Clear standards and strong norms against harmful behaviors, including drug use	PF 5: Units 1, 3, 4
PF 6: Parent involvement	PF 6: <i>Together Times</i> , <i>Family Connection</i> Parent Meetings Guide
<i>School-based <u>Risk</u> Factors:</i>	Addressed through:
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 1-5, particularly the no-use policy in Unit 4
RF 3: Availability of tobacco, alcohol, and other drugs	RF 3: Positive School Climate Component, Unit 4
RF 4: Lack of involvement and commitment to school	RF 4: Units 1-5, Service-Learning projects, positive school climate events
RF 5: Friends involved in problem behaviors	RF 5: Unit 3, 4, Service-Learning projects



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<p>Principle 1 continued.</p> <p>RF 6: Labeling and identifying students as “high risk.”</p>	<p>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</p>						
<p>RF 7: Early involvement in problem behaviors.</p>	<p>RF 7: Units 1-5, Service-Learning projects, positive school climate events</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><u>UNIT FOUR</u></p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;"><u>GRADE K:</u> Introduction, Lessons 1-4</td> <td style="width: 50%;"><u>GRADE 3:</u> Introduction, Lessons 1-7</td> </tr> <tr> <td><u>GRADE 1:</u> Introduction, Lessons 1-4</td> <td><u>GRADE 4:</u> Introduction, Lessons 1-6</td> </tr> <tr> <td><u>GRADE 2:</u> Introduction, Lessons 1-4</td> <td><u>GRADE 5:</u> Introduction, Lessons 1-7</td> </tr> </table>		<u>GRADE K:</u> Introduction, Lessons 1-4	<u>GRADE 3:</u> Introduction, Lessons 1-7	<u>GRADE 1:</u> Introduction, Lessons 1-4	<u>GRADE 4:</u> Introduction, Lessons 1-6	<u>GRADE 2:</u> Introduction, Lessons 1-4	<u>GRADE 5:</u> Introduction, Lessons 1-7
<u>GRADE K:</u> Introduction, Lessons 1-4	<u>GRADE 3:</u> Introduction, Lessons 1-7						
<u>GRADE 1:</u> Introduction, Lessons 1-4	<u>GRADE 4:</u> Introduction, Lessons 1-6						
<u>GRADE 2:</u> Introduction, Lessons 1-4	<u>GRADE 5:</u> Introduction, Lessons 1-7						
<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>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>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>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.</p>							
<p>FAMILY PROGRAMS</p>							
<p>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.</p>							
<p>Addressed through:</p>							
<p><u>GRADES K-5:</u> In addition to the curriculum lessons, Lions-Quest includes opportunities and materials for families to support drug prevention through :</p> <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 							



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PREVENTION PRINCIPLES FOR SCHOOL-BASED CURRICULUM	Addressed within SFG curriculum
<p>Principle 5 Continued.</p> <ul style="list-style-type: none"> • <i>The Family Connection</i> Guide to Family Meetings about the family approach drug prevention and related topics • 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>SCHOOL PROGRAMS</p>	
<p>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.</p>	
<p>Addressed through:</p>	
<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>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 	
<p>Addressed through:</p>	
<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>	<p><u>GRADE 3:</u> <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><u>GRADE 4:</u> <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><u>GRADE 5:</u> <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>



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<p>Principle 7 continued.</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> <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>COMMUNICATION</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> <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>Principle 7 continued.</p> <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>	<p><u>Grades 2-5:</u> 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>N/A</p>	



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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:	
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.	
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:	
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. 	
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:	
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.	
PREVENTION PROGRAM DELIVERY	
Principle 12: Core elements of the original research intervention should be retained, such as structure, content, and delivery.	
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.	



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Principle 13: Prevention programs should be long-term with repeated interventions to reinforce the original prevention goals.	
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.	
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.	
Addressed through:	
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.	
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:	
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.	
Principle 16: Research-based prevention programs can be cost-effective.	
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.	