



# OAHPERD Health Education Model Curriculum CONTENT FRAMEWORK

## Topic: ALCOHOL, TOBACCO & OTHER DRUGS (ATOD)

**Grade Band: 3-5**

Key: **Essential Standards in BOLD.** Supportive Standards in GREY.

<b>Standard 1: Functional Knowledge</b> Students will comprehend concepts related to health promotion and disease prevention to enhance health.	<b>Grade Level INDICATORS</b>		
<i>BENCHMARK</i>	<i>GRADE 3</i>	<i>GRADE 4</i>	<i>GRADE 5</i>
S1.1.5. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Healthy Relationships, Safety, Violence Prevention.	1.1.ATOD.1.3 1.1.ATOD.2.3 1.1.ATOD.3.3 1.1.ATOD.4.3 1.1.ATOD.5.3 1.1.ATOD.6.3	1.1.ATOD.1.4 1.1.ATOD.2.4	1.1.ATOD.1.5 1.1.ATOD.2.5 1.1.ATOD.3.5 1.1.ATOD.4.5
<b>Standard 2: Analyzing Influences</b> Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.	<b>Grade Level INDICATORS</b>		
<i>BENCHMARK</i>	<i>GRADE 3</i>	<i>GRADE 4</i>	<i>GRADE 5</i>
S2.1.5. Identify relevant influences of culture on health practices and behaviors.		2.1.ATOD.1.4	2.1.ATOD.1.5
S2.2.5. Identify relevant influences of peers on health practices and behaviors.		2.2.ATOD.2.4	2.2.ATOD.2.5
S2.3.5. Identify relevant influences of community on health practices and behaviors.	2.3.ATOD.1.3	2.3.ATOD.3.4	2.3.ATOD.3.5
S2.4.5. Describe how relevant influences of family and culture affect personal health practices and behaviors.	2.4.ATOD.2.3	2.4.ATOD.4.4	2.4.ATOD.4.5
S2.5.5. Describe how relevant influences of school and community affect personal health practices and behaviors.		2.5.ATOD.5.4	2.5.ATOD.5.5
S2.6.5. Describe how relevant influences of media and technology affect personal health practices and behaviors.		2.6.ATOD.6.4	2.6.ATOD.6.5
S2.7.5. Describe how relevant influences of peers affect personal health practices and behaviors.	2.7.ATOD.3.3	2.7.ATOD.7.4	2.7.ATOD.7.5
<b>Standard 3: Accessing Resources</b> Students will demonstrate the ability to access valid information, products, and services to enhance health.	<b>Grade Level INDICATORS</b>		



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<i>BENCHMARK</i>	<i>GRADE 3</i>	<i>GRADE 4</i>	<i>GRADE 5</i>
S3.1.5. Describe characteristics of accurate health information.	3.1.ATOD.1.3 3.1.ATOD.2.3	3.1.ATOD.1.4 3.1.ATOD.2.4	3.1.ATOD.1.4 3.1.ATOD.2.4
S3.2.5. Describe characteristics of appropriate and reliable health products.	3.2.ATOD.3.3	3.2.ATOD.3.4	3.2.ATOD.3.4
S3.3.5. Describe characteristics of appropriate and trustworthy health services.	3.3.ATOD.4.3	3.3.ATOD.4.4	3.3.ATOD.4.4
S3.4.5. Demonstrate how to locate sources of accurate health information.	3.4.ATOD.5.3 3.4.ATOD.6.3	3.4.ATOD.5.4 3.4.ATOD.6.4	3.4.ATOD.5.4 3.4.ATOD.6.4
<b>Standard 4: Interpersonal Communication Skills</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	<b>Grade Level INDICATORS</b>		
<i>BENCHMARK</i>	<i>GRADE 3</i>	<i>GRADE 4</i>	<i>GRADE 5</i>
S4.1.5. Demonstrate effective verbal and nonverbal communication skills.	4.1.ATOD.1.3		4.1.ATOD.1.5
S4.2.5. Explain how to be empathetic and compassionate toward others.	4.2.ATOD.2.3		4.2.ATOD.2.5
S4.3.5. Demonstrate effective peer resistance skills to avoid or reduce health risk.	4.3.ATOD.3.3	4.3.ATOD.1.4	4.3.ATOD.3.5
S4.4.5. Demonstrate healthy ways to manage or resolve conflict.			
S4.5.5. Demonstrate how to effectively ask for help to improve personal health.			
S4.6.5. Demonstrate how to effectively communicate support for others.			
<b>Standard 5: Decision-Making Skills</b> Students will demonstrate the ability to use decision-making skills to enhance health.	<b>Grade Level INDICATORS</b>		
<i>BENCHMARK</i>	<i>GRADE 3</i>	<i>GRADE 4</i>	<i>GRADE 5</i>
S5.1.5. Identify situations which need a health-related decision.	5.1.ATOD.1.3	5.1.ATOD.1.4	5.1.ATOD.1.5
S5.2.5. Decide when help is needed and when it is not needed to make a healthy decision.		5.2.ATOD.2.4	5.2.ATOD.2.5
S5.3.5. Explain how family, culture, peers or media influence a health-related decision.			
S5.4.5. Identify options and their potential outcomes when making a health-related decision.	5.4.ATOD.2.3	5.4.ATOD.3.4	5.4.ATOD.3.5
S5.5.5. Choose a healthy option when making a decision.	5.5.ATOD.3.3	5.5.ATOD.4.4	5.5.ATOD.4.5
S5.6.5. Describe the final outcome of a health-related decision.	5.6.ATOD.4.3	5.6.ATOD.5.4	5.6.ATOD.5.5
<b>Standard 6: Goal Setting Skills</b> Students will demonstrate the ability to use goal-setting skills to enhance health.	<i>*NOT ALIGNED with ATOD</i>		
<b>Standard 7: Practicing Healthy Behaviors</b> Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	<i>*NOT ALIGNED with ATOD</i>		
<b>Standard 8: Advocacy Skills</b> Students will demonstrate the ability to advocate for personal, family, and community health.	<b>Grade Level INDICATORS</b>		
<i>BENCHMARK</i>	<i>GRADE 3</i>	<i>GRADE 4</i>	<i>GRADE 5</i>
S8.1.5. Give factual information to improve the health of others.	8.1.ATOD.1.3	8.1.ATOD.1.4	8.1.ATOD.1.5



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S8.2.5.	State personal beliefs to improve the health of others.	8.2.ATOD.2.3	8.2.ATOD.2.4	8.2.ATOD.2.5
S8.3.5.	Demonstrate how to persuade others to make positive health choices.	8.3.ATOD.3.3	8.3.ATOD.3.4	8.3.ATOD.3.5
		8.3.ATOD.4.3	8.3.ATOD.4.4	
		8.3.ATOD.5.3	8.3.ATOD.5.4	

### CONTENT ELABORATION

**Content Elaboration for 3-5 Grade Band:** In the 3-5 grade band the students broaden their ATOD functional knowledge to include potential risks associated the inappropriate use of over-the-counter medicines as well as the physical, social, and emotional consequences of all tobacco products (Grade 3) and alcohol (Grade 4).

After examining both positive and negative influences on medicine and tobacco product choices, third and fourth grade students expand their decision-making skills to include: *1. identifying the probable outcomes of several ATOD-related options; 2. choosing the healthy option; and, 3. describing the final outcome of that choice.* Beginning in fourth grade and continuing into fifth, students learn and practice interpersonal communication skills such as assertive communication and refusal skills. In addition to examining the inappropriate use and abuse of prescription drugs and the difference between medicines and illicit drugs, fifth graders learn and practice the advocacy skill of using factual information to persuade others to be ATOD-free.

**Previous Grade Level (K-2) Progression Statement:** As they focus on the safe use of medicines, kindergarten students learn how to identify trusted adults at home, at school, and in the community. When they fully understand the necessity of always asking a trusted adult to help them take needed medicine, kindergarteners practice distinguishing a safe medicine-related choice from an unsafe choice. Similarly, first and second grade students discuss how medicines can be harmful when used incorrectly and examine their school’s medicine-related rules. Both first and second graders learn and practice the basics of decision-making skills relevant to medicines and unknown substances.

**Next Grade Band (Grades 6-8) Progression Statement:** Students will continue to develop and apply refusal skills along with other communication strategies to avoid tobacco, alcohol, and marijuana use. Students will also begin using decision making skills and advocacy skills to keep themselves and others substance free.

### FUNCTIONAL KNOWLEDGE AND SKILLS

#### Essential Understandings

- Medicines should only be taken with the help of a trusted adult and only when it is needed.
- Medicines can be dangerous if not used correctly.
- Medicines need to be kept in a safe, secure place.
- Since tobacco, including e-cigarettes, and alcohol can be especially harmful for kids, they are illegal for people your age.
- Many of the adults who use tobacco would like to quit.
- There are many adults who choose not to use alcohol or have quit using it.
- Being around the tobacco smoke of others can be harmful to you.



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- Choosing to be tobacco and alcohol free is the smart and healthy choice to make, and the choice most kids make.
- Once people start to smoke or chew tobacco, they often find it very hard to stop; this is called being addicted.
- Alcohol affects how a person thinks, learns and makes choices.
- Alcohol is a dangerous drug for kids to use; it is also illegal for kids.
- Alcohol can be addicting.
- Practicing how to say NO, before you are in a pressure situation, will help you stay tobacco and alcohol free.
- By helping each other say NO to the pressures of tobacco and alcohol, friends and peers can be a positive influence for being tobacco- and alcohol-free.
- Other than drinking alcohol, there are a variety of healthy alternatives for dealing with uncomfortable feelings.
- Even though it may not be easy, the most important thing kids can do to help themselves when others drink, *especially if they are frightened or being hurt*, is to ask a trusted adult for help.

### SKILL MASTERY

#### **Essential Skills**

##### **Mastery with *Analyzing Influences*, grades 3-5**

At the 3-5 grade band students demonstrate mastery of this standard when they are able to do the following:

- identify and describe ways their family may influence (affect) their choices about medicines
- identify and describe ways their friends (peers) may influence (affect) their choices about medicines
- identify and describe at least one way their town or city (e.g., laws, culture) may influence (affect) their choices about medicines
- Tell which of these family, friend, and community influences can help them make healthy, safe choices about medicine use (positive influences) and which may *get in the way* of their making these healthy, safe choices (negative influences)
- Explain how positive family, friend, and community influences help them make healthy, safe choices about medicine use.

##### **Mastery *Interpersonal Communication Skills*, grades 3-5**

By the end of this grade band (3<sup>rd</sup> & 4<sup>th</sup> grade focus) students will be able to say “No” to a dangerous/uncomfortable situation by demonstrating both of the following:

- Demonstrate least two effective refusal skills (including assertiveness, eye contact, appropriate body language, stand up straight, follow steps of a specific refusal skill practiced in class)
- demonstrate an I-message as part of asking a trusted adult for help. (e.g., When you \_\_\_\_, I feel \_\_\_\_. What I need is \_\_\_\_.” No blaming, no shaming in the statement; follow basic communication guidelines)

##### **Mastery *Decision-making Skills*, grades 3-5**

Students in grade 3-5 (3<sup>rd</sup> & 4<sup>th</sup> grade focus) will have mastered the skill of decision making when, given a specific safety scenario, they can demonstrate the following, sequentially and comprehensively:

- identify a medicine or tobacco-related situation that needs a decision
- determine whether or not they need the assistance of a trusted adult



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- brainstorm 2-3 healthy options
- list 2-3 positive and 2-3 negative outcomes of each option
- select the healthiest, safest choice and describe why this is the best choice.

### **Mastery Advocacy Skills grades 3-5**

Students in grade band 3-5 (5<sup>th</sup> grade focus) have mastered this skill when given two valid, reliable “.gov” websites\* about dangers of inappropriate prescription drug use, they can demonstrate the following:

- Critically read the two websites\* and select 4-5 facts about the dangers of using prescription medicines inappropriately.
- formulate a health-enhancing opinion based on that information.
- communicate this opinion (verbal or written) and encourage their peers to make a healthy (safe, legal) choice about the use of prescription medicines.

\*Centers for Disease Control and Prevention (CDC) is a recommended source.

### **Critical Cues for Supportive Skills**

#### **Accessing Resources**

*Students in grade band 3-5 will demonstrate mastery of this skill when they can:*

1. *Identify specific MEH information or services that need to be examined;*
2. *Locate accessible MEH resources;*
3. *Analyze MEH resources for validity (truthfulness, accuracy) by asking these questions:*
  - a. *Is the author(s) and his/her credentials listed?*
  - b. *Is the site or resource from a respected organization (.gov, .edu, .net, or .org)?*
  - c. *Is the information based on fact rather than opinion?*
  - d. *Is the site or resource current?*
4. *Determine which resource(s) are valid resources.*

## INSTRUCTIONAL RESOURCES

### **Books**

#### **Teacher Resources**

- Cross, Dennis. ***Mommy’s Coming Home From Treatment***. Central Recovery Press, 2009.
- Moe, Jerry. ***Understanding Addiction and Recovery Through a Child’s Eyes: Hope, Help and Healing for Families***. HCI, 2007.
- Black, Claudia, ***My Daddy Loves Me, My Daddy Has A Disease***. Mac Publishing, 1997 (Has been reprinted numerous times, including 2013 – Teacher Resource)

#### **Student Readings**

- Brenneman, T. ***Jimmie Boogie Learns About Smoking***. Grand Unification Press, 2002 (3<sup>rd</sup> -4<sup>th</sup> grade)
- Reimer, Jackie. ***No Thanks, but I’d Love to Dance***. American Cancer Society, 2010. (3<sup>rd</sup>-4<sup>th</sup> grade)
- Jones, Penny. ***The Brown Bottle***. Hazelton, 1983.
- Typpo, Marion. ***An Elephant in the Livingroom***. Hazelton, 1994. (4<sup>th</sup> and 5<sup>th</sup> grade)

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### Electronic Resources

- HOPE Curriculum: <https://starttalking.ohio.gov/Schools/The-HOPE-Curriculum>
- Generation Rx: <https://www.generationrx.org/toolkits/elementary/>
- American Cancer Society: [www.cancer.org](http://www.cancer.org)
- Action on Smoking and Health (ASH): [www.ash.org](http://www.ash.org)
- Medicine Safety VIDEO: [www.scholastic.com/OTCliteracy/](http://www.scholastic.com/OTCliteracy/) and [www.scholastic.com/otc-med-safety/](http://www.scholastic.com/otc-med-safety/)
- Medicines In My Home: OTC Drug Facts Label: [www.fda.gov/medsinmyhome](http://www.fda.gov/medsinmyhome)
- Tar Wars Tobacco Prevention Lessons by the American Academy of Family Physicians (Gr. 4 & 5):  
[http://www.aafp.org/dam/AAFP/documents/patient\\_care/tobacco/tar\\_wars/program-guide.pdf](http://www.aafp.org/dam/AAFP/documents/patient_care/tobacco/tar_wars/program-guide.pdf)
- Food and Drug Administration: <http://www.fda.gov/TobaccoProducts/default.htm>
- American Heart Association: [www.heart.org/HEARTORG/](http://www.heart.org/HEARTORG/)
- American Lung Association: [www.lungusa.org](http://www.lungusa.org)
- BAM! Body and Mind: [www.BAM.gov/](http://www.BAM.gov/)
- Kick Butts Day: [www.kickbuttsday.org](http://www.kickbuttsday.org)
- Lungs are for Life: <http://lungsareforlife.ca>
- Kids' Health: [www.kidshealth.org](http://www.kidshealth.org)
- Surgeon General's Website for Kids: [www.healthfinder.gov/kids/](http://www.healthfinder.gov/kids/)
- Scholastic, Inc. Over-The-Counter and Prescription Medicine: <http://www.scholastic.com/OTCliteracy/>
- Get it Straight: The Facts About Drugs: [www.usdoj.gov/dea/pubs/straight/cover.htm](http://www.usdoj.gov/dea/pubs/straight/cover.htm)
- National Clearinghouse for Alcohol and Drug Information: [www.ncadi.samhsa.gov](http://www.ncadi.samhsa.gov)
- National Institute on Alcohol Abuse and Alcoholism: [www.niaaa.nih.gov](http://www.niaaa.nih.gov)
- Partnership for a Drug-Free America-Kids and Teens: [www.drugfree.org](http://www.drugfree.org)
- Media Influences on Kids Lesson Plans (Gr. 4-8): Has alcohol advertising focus  
[http://www.csun.edu/~bashforth/305\\_PDF/305\\_OpinionPaper/MediaAwareness\\_Kids,Alcohol,Advertising,MsgAboutDrinking\\_Grades4to8.pdf](http://www.csun.edu/~bashforth/305_PDF/305_OpinionPaper/MediaAwareness_Kids,Alcohol,Advertising,MsgAboutDrinking_Grades4to8.pdf)
- Too Smart to Start: <http://www.toosmarttostart.samhsa.gov/media/LessonPlan.pdf>
- Reach Out Now: Help Prevent Underage Alcohol Use:  
<http://www.toosmarttostart.samsha.gov/educators/lessonplan.aspx>  
<http://www.toosmarttostart.samsha.gov/teachin> (Grade 5)
- Drug-free and Safety-sure Drug Prevention Program: [www.nationalchildsafetycouncil.org](http://www.nationalchildsafetycouncil.org)

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## CONNECTIONS

### Skill Connections within 3-5 Grade Band

The Essential Skills of ATOD also are taught in these Grades 3-5 Health Content Areas:

- **Analyzing Influences:** Healthy Eating, Healthy Relationships, Personal Health and Wellness, Safety
- **Interpersonal Communication Skills:** Human Growth and Development, Mental and Emotional Health, Violence Prevention
- **Decision-making Skills:** Healthy Relationships, Safety, Violence Prevention
- **Advocacy Skills:** Healthy Relationships, Mental and Emotional Health, Personal Health and Wellness

### Interdisciplinary Connections:

#### ELA

- Discuss decisions made within a story. (*Decision-making*)
- Advocate for making healthy decisions by completing a persuasive paragraph with reasons to make healthy choices about medicine OR an informative paragraph about how to make healthy choices. (*Advocacy*)
- What influenced a character to make a certain choice? For example: Why did Wilbur want to make friends with Charlotte and how did this influence the rest of the events in the story? (*Analyzing Influences*)

#### Social Studies

- Identify and describe the influences in significant historical events. For example: Why did Lewis and Clark go west and what influence did their findings have on future movement? What factors influence the decision to settle in a specific geographic area? (*Analyzing Influences*)

#### Science

- Discuss: What may have influenced a scientist to pursue an area of study? For example: What influenced Louis Pasteur to develop the pasteurization process and what influence has it had on food preservation since that time. (*Analyzing Influences*)

#### Music, Art

- Communicate their feelings effectively through arts and music. (*Interpersonal Communications; Functional Knowledge*)
- Create posters depicting communication techniques. (*Functional Knowledge*)